

# **SEND Vision and Action Plan**

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# Differences – Assessment

## Education Act 1996



## Children & Families Act 2014

- Statutory Assessment
- Requests may be made for age 0 – 19 yrs
- 26 weeks from receipt of request to final Statement
- Very little parental/child/ young person involvement
- Non-Educational needs and provision not included
- EHC Needs Assessment
- Requests may be made for age 0 – 25 yrs
- 20 weeks from receipt of request to final EHC Plan
- Parents/child/young person must be involved
- Inclusive assessment looking at Health and Care as well as Educational needs and provision

# Background

- From September 2014 to March 2018 Local Authorities had to transfer Statements Of Special Educational Needs to the Education Health Care Plans.
- Through this time the SEND Team continued to follow the Education Act 1996 and the new Children and Families Act 2014
- Central Bedfordshire transferred all but three Statements of SEN to EHC Plans.
- Nationally of 232,352 pupils with statements at Jan 2015, 98.4% had completed transfer reviews at 31 March 2018.
- At 1 April 2018, nationally 3,873 (1.6%) transfers were yet to be completed.

# The SEND Local Area inspection and areas of focus

Central Bedfordshire is due an inspection from Ofsted and the Care Quality Commission (CQC)

This inspection will examine how effectively we are fulfilling our duties under the Children and Families Act 2014

It will focus on 3 key areas:

- How **effectively we are identifying** children and young people with SEND?
- How **effectively we assess and meet the needs** of children and young people with SEND?
- How **effectively we improve outcomes** for children and young people with SEND?

# The SEND Local Area inspection

- It is an area inspection for Central Bedfordshire to include Education, Health and Social Care.
- We are given a 5 days notice of the inspection
- The inspection runs for 5 days

The inspection team will consist of three inspectors:

- **One Her Majesty's Inspector (HMI lead inspector)**
- **One Ofsted Inspector**, usually recruited from a local authority but without connection to the local area being inspected
- **One Care Quality Commission Inspector (CQC)**

# The SEND Local Area inspection cont.

- On the last day of the inspection her Majesty's Inspector (HMI) will feedback on inspection findings against 3 areas of effectiveness:
  - Areas of strength
  - Areas requiring improvement
  - Any safeguarding concerns
  - Quality and accuracy of local area's self-evaluation
- There is no rating for this inspection. They will write a report and state if there is any requires improvements and the Local Area has 70 days to write a statement that sets out those actions and the timetable for them

# Development of the SEND Vision

- Formulated by workshops
- Co-produced with Parents Forum, Health Partners, Social Care and Education staff
- A SEND Vision has been agreed and signed off by the SEND Board
- SEND Team has used the SEND Vision to develop the SEND Self-Evaluation Framework (SEF)



## SEND Vision

A shared vision across education, health and social care services

*"We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life.*

*We want every child to do well in education, make friends and build strong relationships with their family.*

*As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a healthy, happy, contributing and confident citizen."* (Children and Young People's Plan)

### Overarching Principles

- **Co-production, working with parents/carers and young people to be a responsive service** - Co-production at the heart of everything we do
- **Early intervention and high aspirations for all children and young people** – The right support at the right time
- **Preparing for adulthood** – Services supporting a child's journey into adulthood

Delivered through the following 6 themes:

**Needs identified early with the right support at the right time**

#### **We will:**

- Carry out regular needs analysis to establish current and future needs of children and young people with SEND.
- Identify needs early through all agencies including health visitors, school nurses, Child and Adolescent Mental Health Services (CAMHS) link workers, GPs, early years settings and schools
- Ensure support provided matches need – with adjustment in line with child development
- Further develop and build capacity in school to school support for SEND
- Integrate more specialist services in localities to support the child and family
- Ensure a clear understanding of the universal services provided and the pathways to more specialist support.

#### **Success will mean:**

- Children, young people and parents involved in process of assessing needs
- Services provided closely match needs
- Early identification, accurate assessment and intervention are routine
- Majority of needs met through universal services / early help services.

**Specialist services are extending capacity across all services**

#### **We will:**

- Further develop local SEND expertise amongst best practice providers of all types
- Clearly define referral pathways for specialist support and the Early Help Offer
- Develop a framework for the quality assurance of providers
- Define the role of special school nursing and therapy services – including training, support for education, health and care assessments, emergency and crisis support, and safeguarding
- Assure the quality and participation of health professionals in Educational Health Care Plans
- Co-locate specialist services, and ensure a streamlined approach through the development of area services.

#### **Success will mean:**

- High quality practice
- Parents and commissioners confident about the quality of services provided
- Accessible, joined up services.



**Multi-use accessible accommodation supporting learning and independence**

**We will:**

- Plan special educational, health and care provision using robust growth predictions and needs analysis.
- Ensure new and remodelled accommodation is matched to specific needs (with particular focus on the efficient and effective delivery of local services, specialist work, learning, life skills and promoting independence.)
- Plan for schools buildings to be flexible and accessible beyond the school day and across the year – allowing for multiple use by different agencies.
- Support young people in developing independent living skills and having a home of their own where possible.

**Success will mean:**

- Accommodation matched to specific needs
- Accessible schools – used to deliver a range of services by different agencies
- Confident, independent young people.

**Joint commissioning for better outcomes through personalisation and integration**

**We are going to:**

- Jointly commission services (between the Council and Clinical Commissioning Group) where possible
- Use joint commissioning as a means of enabling different partners across education, health and social care to work together to provide more integrated and personalised support.
- Use the Transforming Care Programme to drive a model of commissioning – with an emphasis on personalised care, support planning, personal budgets and personal health budgets.

**Success will mean:**

- Personalised and integrated support.

**Local services complement the planned regional offer**

**We are going to:**

- Plan to build capacity effectively - in partnership with local authorities in the region
- Ensure commissioned SEND services are clear about on how they fit into the overall area strategy.
- Develop a skilled and experienced specialist workforce
- Develop an integrated approach across Children's and Adult's services and across the region (through the wider health footprint) – so that the transition between services is not felt.

**Success will mean:**

- Central Bedfordshire is a leading provider of specialist services in education, health and social care (shared planning)
- Increased choice for families
- A skilled workforce - a powerful component in a regional and national offer.

**Young people are supported in their aspirations and goals in preparing for adulthood**

**We are going to:**

- Enable sufficient time for young people, parents / carers to engage in identifying the support and resources required to prepare a young person for adulthood
- Build on the Central Bedfordshire Preparing for Adulthood Strategy (14-25)
- Ensure everyone involved in supporting children as they approach adulthood is working together to help children reach their goals
- Support SEND children from the age of 14 to consider training, volunteering or paid employment opportunities, and work with businesses and charities to provide better opportunities
- Ensure voices are heard and young people, parents and carers are able to make decisions about their care and support.

**Success will mean:**

- Children prepared for adulthood
- Young people encouraged to have aspirations and achieving their goals
- Young people living healthy and fulfilling lives in their community.

# Overarching Principles

- **Co-production, working with parents/carers & young people to be a responsive service** - co-production at the heart of everything we do
- **Early Intervention and high aspirations for all children and young people** -the right support at the right time
- **Preparing for adulthood** -Services supporting a child's journey into adulthood

# Delivery through 6 Themes

1. Needs identified early with the right support at the right time;
2. Specialist services are extending capacity across all services;
3. Multi-use accessible accommodation supporting learning and independence;
4. Joint Commissioning for better outcomes through personalisation and integration;
5. Local services complement the planned regional offer (STP);
6. Young people are supported in their aspirations and goals in preparing for adulthood.

# Key Requirement for Ofsted Inspection SEND Self-Evaluation Framework (SEF)

- SEF was co produced at workshops during the Summer term 2018
- Using Vision as baseline
- Template produced by DfE
- Will be inspected against all parts listed
- The SEF was shared with the leads in Health, Social Care and Education through July and August .
- The SEF will be reviewed annually



# SEND Action Plan

- The SEND Action Plan is  
The Vision with Principles and Themes
- Action Plan subject to regular Review
- Half termly at the SEND Board