

**NORTH LINCOLNSHIRE COUNCIL**

**PEOPLE SERVICE CABINET MEMBER**

**NORTH LINCOLNSHIRE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)  
INCLUSION STRATEGY 'ALL OUR CHILDREN' 2014-17**

**1. OBJECT AND KEY POINTS IN THIS REPORT**

- 1.1 This report introduces and summarises North Lincolnshire's Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17.
- 1.2 This report seeks approval for the Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17 and requests that it be published.

**2. BACKGROUND INFORMATION**

- 2.1 The Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17 is not a stand-alone strategy – it is aligned very closely with the vision and priorities for 'All of Our Children' that are set out in the Children and Young People's Plan 2013-16.
- 2.2 The strategy also articulates North Lincolnshire's vision and approach to the significant reforms introduced by the Children and Families Act 2014 SEND Clauses and the accompanying SEND Code of Practice 2014.
- 2.3 The Children and Families Act has been heralded as the most significant reform of Special Educational Needs and Disability (SEND) in the last 30 years. The reforms give much greater focus to a holistic, integrated and graduated approach to meeting the needs of children and young people with SEND from birth to age 25.
- 2.4 The final SEND Code of Practice was published at the end of July 2014. The Act and SEND Code of Practice include:
- School Action and School Action Plus designations replaced with 'SEND Support'.
  - Statements of SEN and post-16 Learning Difficulty Assessments (LDAs) replaced with Education, Health and Care Plans (EHC) with a reduced statutory assessment period of 20 weeks.
  - Single Assessment and EHC Plans apply ages birth to 25 and incorporate pre-school and post-16 sector.
  - Requirements to publish a SEND 'Local Offer' – including all local education and service provision.

- An offer of a Direct Payment / Personal Budget to those families who request and require one.
- Greater emphasis upon joint and integrated commissioning arrangements across education, health and care.
- Rights of appeal to First Tier Tribunal comparable with Statements of SEN.
- Increased focus upon person / family-centred assessment and planning that are 'outcomes' driven across education, health and care.
- Greater emphasis upon child, young person and family involvement / feedback in developing services and provision for the future.
- The requirement to publish a Transitional Plan outlining the timeframes for Statement and Learning Difficulty Assessment (LDA) conversion to EHC Plans up to 2018.

2.5 North Lincolnshire's SEND Inclusion Strategy 2014-17 key aim is to enhance and improve outcomes for SEND children, young people and their families. The strategy links strongly to the overarching ambition for children and adults which is captured within the vision of:

- Safe children and vulnerable adults
- Supported families and carers
- Transformed lives

2.6 Through discussions with families and partner organisations three priority areas for further SEND development have been identified. These priority areas are:

- **Right service, right time, right place**
- **Achievement for all**
- **Child and family first**

2.7 The strategy outlines what success will look like in the context of the above three priority areas / themes and highlights three main driving forces to achieve them. These are:

- **Timely identification and high quality integrated support (0-25).**
- **High quality inclusive provision for children and young people with SEND.**
- **Enabling children, young people and families to be the centre of support.**

2.8 This is all set within the Single Organisational Model of 'universal', 'targeted' and 'specialist' provision and support. Early identification and 'Early Help' are important aspects of the strategy in terms of ensuring that all SEND needs are met through a 'graduated approach'. The Strategy outlines the governance and accountability arrangements.

2.9 Example key actions – what we are going to do:

- Provide appropriate training to schools, settings and services in relation to the identification, assessment and monitoring of children and young people with SEND (as per new framework), including strategies and interventions to ensure improved outcomes.
- Ensure that school and setting Governors are equipped with the appropriate level of information and knowledge in order to provide effective leadership and challenge in the context of supporting children and young people with SEND and, in particular, the effective use of available resources (e.g. Pupil Premium and SEND resources).
- Ensure that young people and families are involved in co-production of information materials to ensure accessibility and usefulness.
- Provide a more rapid and decisive response to school improvement concerns – including in relation to vulnerable children and young people and inclusion.
- Develop a clear strategy and action plan that will reduce the educational inequalities in outcomes for children and young people with SEND (such as the piloting and rolling-out the Achievement for All Programme).
- Undertake a full review of specialist education provision – including how this relates to the mainstream education offer and also the need for some out of authority educational placements for children and young people with complex needs.
- Ensure that universal and targeted services are confident and competent to support and intervene early.
- Ensure that schools and settings are meeting the needs of children and young people with health and medical conditions (with or without SEND).
- Promote independence, rights, choice and inclusion for all children and young people with SEND through person-centred planning and approaches.
- Ensure that Early Help, Early Support and EHC Plans are person / family-centred in approach and all families and professionals have appropriate access to information and training so that children, young people and their families do remain at the centre of planning and review.
- Work in partnership with the Parents' Involvement and Participation Group (PIP) to develop the 'reach' of feedback and consultation with families.
- Ensure that children and young people with SEND and their families have access to Independent Parental Supporters, Mediation / Advocacy Services and Parent Partnership advice and support (including the new appeal rights for young people).
- Continue to meet the commitments signed-up to as part of the Disabled Children's Charter.
- Develop direct feedback mechanisms via the Local Offer website and other media.

### 3. **OPTIONS FOR CONSIDERATION**

- 3.1 Approve and publish the North Lincolnshire Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17.
- 3.2 Not to approve and publish the North Lincolnshire Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17.

### 4. **ANALYSIS OF OPTIONS**

4.1 The Children and Families Act 2014 and the accompanying SEND Code of Practice outline the direction of travel in terms of LA and partner statutory responsibilities specifically in relation to SEND children, young people and their families (which we need to implement). The Strategy articulates in the broadest terms what we are doing and what we still need to do. However, the Act and Code also mirror themes and priorities evident elsewhere (e.g. Care Act). These include:

- Closing inequality gaps.
- Identifying early and appropriately supporting the most vulnerable.
- Increasing focus upon person and family-centred approaches.
- Integration – supporting holistic approaches and reducing duplication and waste.
- Self-direction with less reliance upon ‘services’.
- Working together to develop and commission provision and the sharing and pooling of limited resources.
- Child and family ‘voice’ – supporting confidence and independence.
- ‘Community’.
- Improving outcomes.

The SEND Inclusion Strategy 2014-17 will contribute to this broader strategic direction and journey.

4.2 The Children and Families Act 2014 and the SEND Code of Practice (0-25) represent a significant opportunity for us all to work more closely together to improve outcomes and life chances for SEND children and young people. Whilst the specific ‘statutory’ aspects of the SEND reforms are progressing well there is still a considerable amount to achieve before the ‘transitional’ period ends in 2018. This Strategy outlines what we need to do next to meet these requirements and also supports the key themes and direction of travel listed above. Not to approve and publish would mean less clarity and transparency in relation to how we can all contribute to these developments.

### 5. **RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)**

- 5.1 There are no specific resource implications with regard to Strategy approval or publication.
- 5.2 Each area of action or activity outlined in the Strategy will require partner input and time in order to progress the work.
- 5.3 There are likely to be specific resource implications for particular areas of action or activity (e.g. review of special educational needs provision). Any resource

implications identified will be the subject of specific reports to the most appropriate forum.

## **6. OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)**

6.1 Not applicable. The Strategy document refers to several key areas for action. IIAs will be completed as they pertain to each action area, as required.

## **7. OUTCOMES OF CONSULTATION AND CONFLICTS OF INTERESTS DECLARED**

7.1 The following stakeholders have been involved and consulted in the development of the North Lincolnshire SEND Inclusion Strategy 'All Our Children' 2014 – 17:

- Disabled Children and Young People's Partnership (multi-agency partnership group across education, health and care – including parent / carer representatives). A workshop was held to identify key priorities and work streams.
- Education Inclusion Partnership (education professionals and Head Teachers / Principals, including post-16).
- Parents' Involvement and Participation Group (PIP).
- SEND professionals, teams and services (e.g. Integrated Service for Disabled Children ISDC and SEND Statutory Team).
- Conference for parent carers, young people and professionals in July 2014.

7.2 Support has been given by all stakeholders for the key priorities and themes contained in the Strategy.

7.3 Suggestions were put forward for improving the accessibility and layout of the document and these have been actioned (e.g. glossary of key 'action' leads as part of the appendices).

## **8. RECOMMENDATIONS**

8.1 That the North Lincolnshire Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17 be approved and published.

DIRECTOR OF PEOPLE

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Date: 5/1/14

**Background Papers used in the preparation of this report:**

- North Lincolnshire Special Educational Needs and Disability (SEND) Inclusion Strategy 2014 – 17.
- Children and Families Act 2014 (SEND Clauses).
- Special Educational Needs and Disability (SEND) Code of Practice 2014.

North Lincolnshire  
Special Educational Needs and Disability  
(SEND) Inclusion Plan

# ‘All our children’

2014 - 2017

Version	Date	Author	Review date
Final approved	1 <sup>st</sup> January 2015	D. Chaplin	31 <sup>st</sup> January 2016

## Introduction

This document outlines North Lincolnshire's plan for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND). This is not a stand-alone document – it is aligned very closely with the vision and priorities for 'all of our children' that are set out in the Children and Young People's Plan 2013-16. However, it is also recognised that the significant reforms introduced by the Children and Families Act 2014 and the accompanying SEND Code of Practice are a tremendous opportunity to build upon the work already in progress to improve our support and aspiration for children and young people with SEND and their families. This plan outlines our approach to these reforms – reforms that essentially emphasise a holistic, integrated and graduated approach to meeting the needs of children and young people with SEND across education, health and care. This document cannot therefore focus solely upon educational raising of standards because for these children and young people all partners have a very important role. Our success will lie in the effectiveness of our partnership with families and between the range of services and agencies that are there to support children, young people and their families.

We are thankful for the input that has already been received to develop this plan from young people with SEND, their parents, families and carers and a range of partners. By further developing these relationships and through joint planning and delivery of services, we are confident that we will improve outcomes for children and young people with SEND.

## The overarching aims of the Special Educational Needs and Disability (SEND) Inclusion Plan

North Lincolnshire Council's Strategic Plan *Aspiring People, Inspiring Places* commits services to:

- **Improving health and well-being**
- **Increasing skills and education outcomes**
- **Increasing prosperity**
- **Protecting the most vulnerable**

Within the People Directorate of the Council, the overarching ambition for children and adults is captured within the vision of:

- **Safe children and vulnerable adults**
- **Supported families and carers**
- **Transformed lives**

As an integrated service for children and young people working with a wide range of partner organisations, this commitment translates into the three specific education aims of:

- **Raising achievement**
- **Championing Inclusion**
- **Supporting regeneration**

These broad strategic aims apply to 'All our children' including our most vulnerable. It is recognised that every child and young person is unique and that some children and young people do require additional help and support in order to achieve their individual potential and to realise their goals and aspirations. This specific plan focuses upon children and young people who have special educational needs and / or who are disabled (SEND – Appendix A for definition).

Through discussions with families and partner organisations three priority areas for further development have been identified. These priority areas are connected very strongly to the broader strategic aims outlined above and they also take into account the significant SEND reforms being implemented from September 2014 (Children and Families Act / SEND Code of Practice). These priority areas are:

- **Right service, right time, right place**
- **Achievement for all**
- **Child and family first**



## The role of the Local Authority

The Local Authority retains a range of statutory duties related to delivering improved outcomes for children and young people with SEND. These are integral to the Council's strong commitment to learning, development and safeguarding. In summary, the role of the Local Authority is to act as a:

### Strategic commissioner

- understanding the needs of our population and our communities
- setting the local priorities
- providing strategic direction and leadership
- ensuring sufficiency of places that meets the needs, aspirations and potential of all children and young people, including those with SEND
- ensuring area wide standards and educational excellence
- jointly commissioning services with partners to meet local need

### Champion for the disadvantaged child

- ensuring all children are known and are kept safe
- as Corporate Parents, demanding high quality outcomes for our looked after children
- providing direct services for some vulnerable children and young people
- ensuring fair access to education, and intervening when required

### Systems shaper

- setting national policy in the local context (e.g. Children and Families Act / Care Bill)
- convenor of partnerships - ensuring family input and influence
- liaising with and influencing the agencies of national government
- enabling structural reform
- ensuring area wide accountability
- capacity building

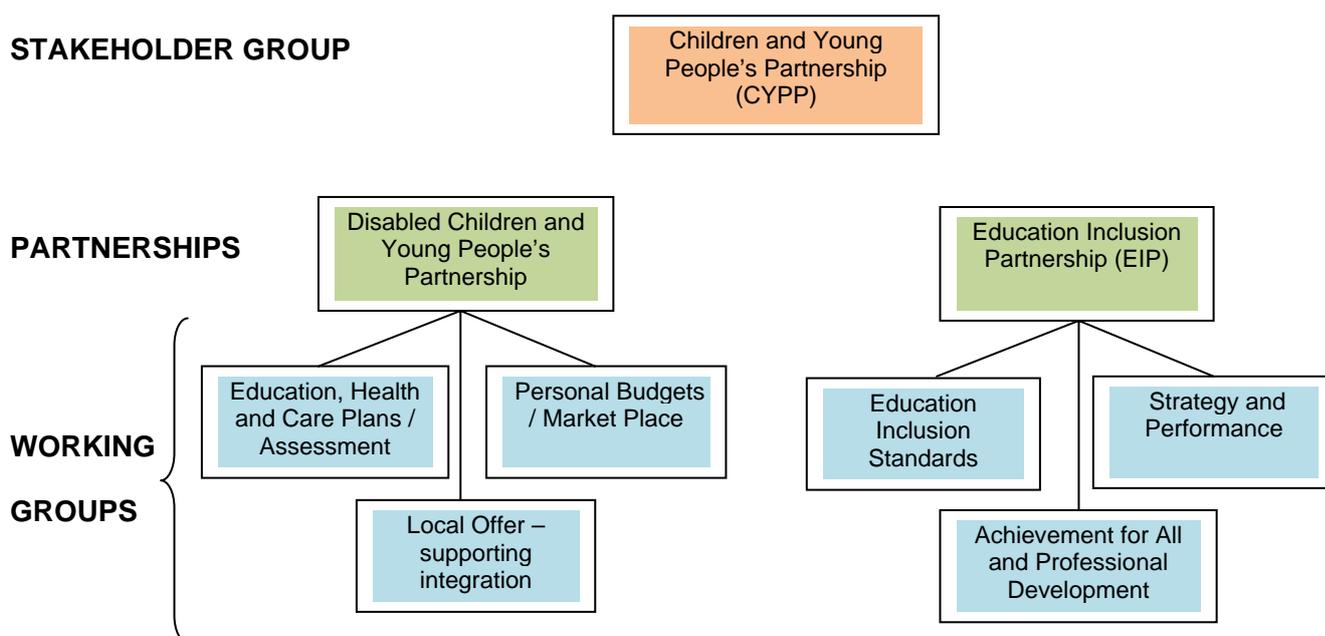


## The Disabled Children and Young People’s Partnership and the Education Inclusion Partnership – driving change.

The Disabled Children and Young People’s Partnership is a multi-agency partnership group that is specifically overseeing the priorities relevant to the implementation of the Children and Families Act SEND Clauses and the SEND Code of Practice 2014. This also includes representatives from across education, health and care. There is also key representation from the North Lincolnshire Parents’ Involvement and Participation Group (PIP). Under the oversight of the Disabled Children and Young People’s Partnership various task groups have been established to further the aims and priorities in this plan. Awareness raising events have taken place with SENCOs, Head Teachers, Governors, Services and the Parents’ Forum (PIP) and parents have attended national conferences with professionals to inform and develop the Children and Families Act work. The Disabled Children and Young People’s Partnership provides an additional means by which the Council and its partners can affirm their commitment to the Disabled Children’s Charter.

The Education Inclusion Partnership (EIP) is a multi-disciplinary partnership group that includes representatives from across the range of educational settings – mainstream and specialist educational provision as well as pre and post-16. This particular partnership group will focus upon the key areas of championing inclusion for the most vulnerable (including those children and young people with SEND), improving attainment and achievement for all and ensuring quality and sufficiency of education provision for all of our children and young people with SEND (including specialist provision where assessment identifies a specialist need). A key principle will be that children and young people are educated as close to home as possible - although meeting assessed need in the most appropriate way will always be a key priority.

Both partnerships inform the Children and Young People’s Partnership which is a stakeholder group for agencies with a duty to improve outcomes for the children and young people of North Lincolnshire. Partnership links are summarised below:



## What will success look like?

**By 2017:**

### Right service, right time, right place

- The SEND 'Local Offer' will be well-embedded and accessible but with continued opportunities for shaping and development at all levels.
- There will be an increase in the number of Early Help Assessments and take-up of Early Support for SEND children, young people and their families – ensuring early intervention, safety and appropriate access to services and provision through a graduated approach.
- The range of support and short break services provided to families will meet their children's needs at an early stage reducing the need for higher level intervention. The Short Breaks Information Duty Statement will be regularly reviewed to reflect any changes in needs or requirements.
- Where specialist or bespoke provision is required there will be a mixed economy of quality providers – ensuring that all SEND unmet needs are supported.
- 0-25 integrated SEND service delivery will be in place to ensure that children and young people with the most complex needs experience improved outcomes and are well prepared for adult life – including their employment / career life.
- Support for SEND children and young people who experience complex and challenging behaviours will be improved to minimise impact and to enable families to be together.
- Person / family-centred focussed Education, Health and Care (EHC) Plans will be well-established for those children and young people with the most complex needs. These EHC Plans will be strengths-based, outcome focussed and incorporate education, health and care needs.
- A co-ordinated and integrated training and development offer will enhance the confidence and competence of the workforce to meet the needs of SEND children and young people – across all settings and providers and including the voluntary and community sector.
- There will be increased opportunities for joint commissioning of services / provision across education, health and care (Integrated Commissioning Partnership) with robust contracting and monitoring arrangements to ensure quality and achievement of outcomes for families. Commissioning and contracting arrangements will be informed by effective data, needs analysis and feedback from children, young people and their parents or carers.
- All developments will continue to be underpinned by stringent safeguarding procedures and monitoring arrangements.

## Achievement for all

- The vast majority of SEND children and young people will have their needs met in mainstream school and college provision within North Lincolnshire.
- The sufficiency and quality of specialist education provision in North Lincolnshire will be developed - supporting a further reduction in the need for out of area non-maintained and independent special school placements from 37 in 2014 to less than 30 in 2017. (NB. The number of out of area placements in 2008 was 58).
- The sufficiency and quality of mainstream and specialist post-16 and post-19 education provision in North Lincolnshire will be developed – supporting a reduction in the need for out of area specialist college placements from 17 in 2014 to less than 10 in 2017.
- Overall progress rates for children and young people with SEND will be above the national average and statistical neighbours.
- The achievement gap at Key Stage 2 and Key Stage 4 for children and young people with SEND will be less than the national gap and those of statistical neighbours.
- The percentage of North Lincolnshire Special Schools (including independent sector) judged good or better in Ofsted inspections will improve from 75% to 100% (NB. Two maintained and two independent provisions).
- The percentage of SEND children and young people attending mainstream schools judged good or better in Ofsted inspections will improve to above national average by 2017 ensuring that more children and young people with SEND are well taught and make good progress.
- There will be improved attendance and reduced persistent absence rates for those with SEND in primary and secondary schools from 6.3% in 2014.
- There will be an increase in the percentage of young people with SEND aged 16-19 engaged in learning or training and there will be robust monitoring arrangements in place to ensure quality and progression - informing future commissioning requirements.
- Points of transfer between key phases and schools will be well-planned and provide for both continuity and an increased level of learning challenge.
- There will be increased support and challenge to education providers – supporting and embedding an inclusive ‘can do’ culture for all our children and young people. This will be evidenced through reduced rates of Fixed Term Exclusion (FTE) for children and young people with SEND (5.49% in 2013/14) and continued low rates of Permanent Exclusion (PE).
- The monitoring and support arrangements for children and young people with complex health needs, medical conditions and emotional well-being needs will be enhanced to ensure that all have opportunity to achieve their potential.
- The impact of bullying in relation to all our children and young people (including those with SEND) will be reduced through enhanced support and challenge.



## Child and family first

- SEND children and young people and their families will have an active role in determining and implementing any plan (Early Help / EHC Plan) through person-centred strengths-based approaches and outcome-focussed planning.
- There will be improvements in the quality and range of information available to SEND children and young people and their families to enable them to make informed choices (including access to independent advocacy support).
- A 0-25 assessment and planning process for children and young people with SEND leading to a single Education, Health and Care (EHC) Plan will be increasingly well-established as the 'transitional plan' arrangements near a close (Statements to EHC Plans). Transitional Plan in place for 2014-18.
- Education, health and care services will be delivered in an increasingly integrated way so that the experience of families accessing services is positive and children and young people's safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.
- There will be greater choice in the market place and increased control through the offer of Direct Payments or Personal Budgets for children, young people and their parents or carers (as part of an EHC Plan).
- There will be more opportunities for feedback and consultation to inform provision and service development – at the point of access and in relation to integrated strategic commissioning across partner organisations (including education, health and care).
- 'Nothing for us, without us'. A wider group of families, in partnership with the Parents' Involvement and Participation Group (PIP), will be engaged in shaping and developing services.
- The introduction of Independent Parental Supporters will complement existing Parent Partnership and Mediation Services to ensure that formal appeals and disputes remain very low (2013 -14 = 0).
- Outcomes will focus upon short, medium and long-term goals, including preparation for adult life – education, employment, training, healthy relationships and independent life / living.
- In conjunction with partners, including Strategic Housing, further opportunities for supported living and housing will continue to be developed so that young adults and adults with more complex needs will have opportunities to live independently.



## Driving forward – how we get to where we need to be

We will focus our efforts upon three main driving forces:

- **Timely identification and high quality integrated support (0-25).**
- **High quality inclusive provision for children and young people with SEND.**
- **Enabling children, young people and families to be the centre of support.**

### Timely identification and high quality integrated support (0-25)

All partners within North Lincolnshire have agreed a Single Organisational Model approach to defining and co-ordinating services and provision. This is a three tiered or 'graduated approach' model whereby services and provision can be defined as either:

**'Universal'** - where there is an entitlement and access for everyone (e.g. schools, Children's Centres, leisure facilities, etc);

**'Targeted'** – where there is a need for some additional support or sign-posting or Early Help in order to support full access to universal provision and the successful achievement of identified goals and outcomes;

**'Specialist'** – where assessment has identified a need for more specialist support or service (such as will be the case with a child or young person who has more complex needs and requires an EHC Plan)

The SEND Code of Practice 2014 also describes a graduated approach to meeting the needs of children and young people with SEND and requires Local Authorities to publish a Local Offer describing services and provision to support a range of SEND 0 – 25 across education, health and care. The early identification of need and the assessment framework dovetail well into this tiered or 'graduated approach' to organising and defining service and education provision. Effective assessment following early identification is the first step in reducing the need for more costly and potentially less successful provision later on. For this reason we aim to work with all education providers and services to ensure that there is more effective identification of children and young people with SEND – through initial educational assessment and also through 'Early Help' where there are potentially wider issues or support needs impacting upon a child's or young person's progress. We also aim to increase the take-up and effectiveness of the Early Support Programme in relation to disabled children, young people and their families. In order to achieve this we will:

- Provide parents, families and carers and service / education providers with information, advice and guidance to support assessment, referral and early intervention (including Early Help and Early Support) as part of the Local Offer. This will include the sharing and dissemination of best evidenced-based practice.

- Ensure schools, providers and services provide early, accurate and timely assessment for children with SEND, through well-trained staff, and where appropriate before children reach school – reducing delays between referral and action.
- Ensure that assessment processes and services are user friendly, easily accessible (online where appropriate), well communicated and that they meet legislative requirements. These must be person / family centred, holistic and outcome focussed.
- Ensure the regular review of statutory assessment processes especially when circumstances or legislation change.
- Review and develop decision-making processes in relation to statutory assessment and resource allocation based on clear and consistent criteria, efficient referral mechanisms and pathways (e.g. SEND Advisory Panel - SENDAP development to include education, health and care).
- Enhance performance, monitoring and quality audit arrangements to evidence that identification, assessments and interventions are being made in a timely, effective and efficient manner which maximises outcomes for children and young people.
- Introduce feedback mechanisms at all levels in relation to the SEND Local Offer to ensure that children, young people and parents / carers feel that they have the right information, advice and guidance in relation to identification, assessment and support.
- Provide appropriate integrated training to schools, settings and services in relation to the identification, assessment and monitoring of children and young people with SEND, including strategies and interventions to ensure improved outcomes.
- Ensure that school and setting Governors are equipped with the appropriate level of information and knowledge in order to provide effective leadership and challenge in the context of supporting children and young people with SEND and, in particular, the effective use of available resources (e.g. Pupil Premium and SEND resources).
- Support education and service providers to enhance the strong partnership arrangements that already exist in order to maximise opportunities for early identification and support.
- Ensure that young people and families are involved in co-production of information materials to ensure accessibility and usefulness.

## High quality inclusive provision for children and young people with SEND

Where schools, providers and services provide good or outstanding provision children and young people with SEND can be supported to achieve their ambitions and make good progress. National and local data clearly shows that a significant number of children and young people with SEND do not make good progress; reach their potential or are not well-prepared for the next stages of their lives. High quality inclusive education and service provision is therefore essential to ensuring that educational and life outcomes are achieved and that children and young people are confident and ready to take their next steps. In order to achieve this we will:

- Provide a more rapid and decisive response to school improvement concerns – including in relation to vulnerable children and young people and inclusion.
- Develop a clear action plan that will reduce the educational inequalities in outcomes for children and young people with SEND (such as the piloting and rolling-out the Achievement for All Programme).
- Continue to work closely with the specialist SEND sector and networks to strengthen their leading role in developing school to school SEND improvement mechanisms.
- Support schools and education providers to develop the way in which they contribute and enhance the North Lincolnshire Local Offer through developing an effective range of in-class and additional interventions to support SEND children and young people.
- Support schools, providers and services to achieve excellent partnerships with a wide range of schools, services and agencies in order to drive up the quality of the Local Offer for children and young people with SEND – in partnership with families.
- Focus upon improving the way in which schools use the resources available to them - maximising the positive impact of SEND funding and Pupil Premium upon pupil attainment and achievement.
- Work collaboratively with health, early years' providers and other partners including families to provide or jointly commission a continuum of provision for SEND.
- Consider the sufficiency and quality of provision available and consider the potential delivery options (e.g. 0-25).
- Improve population and data analysis to ensure sufficient special school places are available to meet current and predicted future needs.
- Ensure quality and accountable commissioned services through good contract management and regular review and evaluation to facilitate evidenced-based interventions (e.g. short breaks, 1:1 support).



- Undertake a full review of specialist education provision – including how this relates to the mainstream education offer and also the need for some out of authority educational placements for children and young people with complex needs.
- Commission a range of specialist provision, as appropriate, for those aged 0-25 years with complex or high-level low-incidence needs.
- Establish additional enhanced provision and outreach support for pupils of mainstream ability with low incidence high level needs.
- Ensure that universal and targeted services are confident and competent to support and intervene early.
- Continue to develop opportunities for supported living and housing so that young adults and adults with more complex needs will have opportunities to live independently.
- Ensure that schools and settings are meeting the needs of children and young people with health and medical conditions (with or without SEND).

## Enabling children, young people and families to be the centre of support

‘Nothing for us without us’ – this applies at all levels. It applies in relation to individual identification, assessment, planning and review and it also applies in relation to the development of services and provision for families. Parents and carers are the experts in relation to their child or young person and, indeed, children and young people also have a lot to say about themselves and the services or provision they access. This is valuable and needs to be harnessed more consistently so that what is developed for the future really will enable and make a difference to children and young people with SEND and their families. We recognise that there is still some way to go on this. In order to develop this further we will:

- Promote independence, rights, choice and inclusion for all children and young people with SEND through person-centred planning and approaches.
- Ensure that Early Help, Early Support and EHC Plans are person / family-centred in approach and all families and professionals will have appropriate access to information and training to ensure that children, young people and their families do remain at the centre of planning and review.



- Further engage and involve a range of partners, young people and their families in the co-production of information resources and appropriate plans to support development of the Local Offer. This will include at school,

team and service level and across partners.

- Work in partnership with the Parents' Involvement and Participation Group (PIP) to develop the 'reach' of feedback and consultation of families.
- Ensure that children and young people with SEND and their families have access to Independent Parental Supporters, Mediation / Advocacy Services and Parent Partnership advice and support (including the new appeal rights for young people).
- Work in partnership to ensure that complaints and dispute resolution policies and procedures are accessible and appropriate.
- Continue to meet the commitments signed-up to as part of the Disabled Children's Charter.
- Develop direct feedback mechanisms via the Local Offer website and other media.
- Develop a SEND survey so that a wider group of families can have opportunity to feedback.
- Build upon the 'Opening Doors' quality mark work that young people with SEND have developed to assess accessibility and quality of service and provision.
- Revisit the way in which the Disabled Children and Young People's Family voluntary register is organised and used to support the development of services and provision.
- Commission a family advice and support project for the longer term – involving families and key partners (e.g. health).



### Definition of special educational needs and disability (SEND)

Children and young people have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning from the majority of children and young people of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children or young people of the same age in schools provided for children or young people of the same age in schools within the area of the Local Authority;
- c) Are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision were not made for them.

The Equality Act 2010 states a person has a disability if –

- a) They have a physical or mental impairment and
- b) The impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

The Government guidance states that the term substantial means more than minor or trivial.

The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:

- Long term medical conditions such as asthma and diabetes
- Fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease
- Mental health conditions such as bipolar disorder or depression
- Learning difficulties such as dyslexia
- Learning disabilities such as Down's syndrome and autism spectrum conditions
- Cancer
- Multiple sclerosis
- People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect in day to day activities.

## Overview of activity for September 2014 to September 2017

We will focus our efforts on three main driving forces:

- **Timely identification and high quality integrated support (0-25)**
- **High quality inclusive provision for children and young people with SEND**
- **Enabling children, young people and families to be the centre of support**

<b>Timely identification and high quality integrated support (0-25)</b>		
<b>ACTIONS:</b>	<b>LA/Partnership Lead</b>	<b>Time Frame</b>
Publish a Local Offer that includes information about the range of SEND support and provision 0 – 25 – including identification, assessment, Early Help and Early Support and outcome focussed planning.	DC Partners	Sept 2014
Ensure schools, providers and services provide early, accurate and timely assessment for children with SEND, through well-trained staff, and where appropriate before children reach school.	SS JFr	Feb 2015
Ensure that assessment processes and services are user friendly, easily accessible (online where appropriate), well communicated and that they meet legislative requirements (e.g. EHC Plans).	DC JFr Partners	Dec 2014
Ensure the regular review of statutory assessment processes especially when circumstances or legislation change.	JFr	March 2015
Review and develop decision-making processes in relation to statutory assessment and resource allocation (e.g. SEND Advisory Panel - SENDAP development to include education, health and care).	JFr AMB HD / PD	Sept 2014
Enhance performance, monitoring and quality audit arrangements to evidence that identification, assessments and interventions are being made in a timely, effective and efficient manner which maximises outcomes for children and young people.	DC JFr SS	Jan 2015
Introduce feedback mechanisms at all levels in relation to the SEND Local Offer.	DC SC	Jan 2015
Provide appropriate integrated training to schools, settings and services in relation to the identification, assessment and monitoring of children and young people with SEND, including strategies and interventions to ensure improved outcomes.	JFr RI SS	March 2015
Ensure that school and setting Governors are equipped with the appropriate level of information and knowledge in order to provide effective leadership and challenge in the context of supporting children and young people with SEND.	SP	Sept 2015

Support education and service providers to enhance the strong partnership arrangements that already exist in order to maximise opportunities for early identification and support.	PTh DC	March 2015
Ensure that young people and families are involved in co-production of information materials to ensure accessibility and usefulness.	JFr RI	Dec 2015
Publish a Transitional Plan (Statements to EHC Plans).	DC	Sept 2014
Embed the new Children and Families Act 2014 statutory process – including implementation and development of EHC Plans, Direct Payments and Personal Budgets.	DC JFr TA HD / PD	Sept 2016
Ensure that there is increased use of Early Help for SEND children and young people.	TE RK	March 2015
Re-launch and increase the take-up of the Early Support Programme.	RK LTa	March 2015

<b>High quality inclusive provision for children and young people with SEND</b>		
<b>ACTIONS:</b>	<b>LA/Partnership Lead</b>	
Provide a more rapid and decisive response to school improvement concerns – including in relation to vulnerable children and young people and inclusion.	PTh TP	Sept 2015
Develop a clear action plan that will reduce the educational inequalities in outcomes for children and young people with SEND (such as the piloting / roll-out of the Achievement for All Programme).	SS JFr	March 2015
Continue to work closely with the specialist SEND sector and networks to strengthen their leading role in developing school to school SEND improvement mechanisms.	TM SS	Sept 2015
Support schools and education providers to develop the way in which they contribute and enhance the North Lincolnshire Local Offer through developing an effective range of in-class and additional interventions to support SEND children and young people.	JFr RI	Sept 2015
Support schools, providers and services to achieve excellent partnerships with a wide range of schools, services and agencies to in order to drive up the quality of the Local Offer for children and young people with SEND – in partnership with families.	DC SC	Sept 2015
Focus upon improving the way in which schools use the resources available to them - maximising the positive impact of SEND funding and Pupil Premium upon pupil attainment and achievement.	JFr NM	Jan 2016

Work collaboratively with health, early years' providers and other partners including families to provide or jointly commission a continuum of provision for SEND.	DC HD / PD AS	Sept 2015
Consider the sufficiency and quality of provision available and consider the potential delivery options (e.g. 0-25).	PTh DC AW	Sept 2015
Improve population and data analysis to ensure sufficient special school places are available to meet current and predicted future needs.	DC LTy	Sept 2015
Ensure quality and accountable commissioned services through good contract management and regular review and evaluation to facilitate evidenced-based interventions (e.g. short breaks, 1:1 support).	VG TA MM	Sept 2015
Undertake a full review of specialist education provision – including how this relates to the mainstream education offer and also the need for some out of authority educational placements for children and young people with complex needs.	DC Partners	Sept 2015
Commission a range of specialist provision, as appropriate, for those aged 0-25 years with complex or high-level low-incidence needs.	DC VG	March 2016
Establish additional enhanced provision and outreach support for pupils of mainstream ability with low incidence high level needs.	JFr RI	Sept 2015
Ensure that universal and targeted services are confident and competent to support and intervene early – including positive activities and leisure.	LA TE MM	March 2016
Ensure that schools and settings are meeting the needs of children and young people with medical conditions (with or without SEND).	DC RI	March 2015
Continue to develop opportunities for supported living and housing so that young adults and adults with more complex needs will have opportunities to live independently.	CS DC SBa	Sept 2016.
The impact of bullying in relation to all our children and young people (including those with SEND) will be reduced through enhanced support and challenge).	MS	Sept 2015

## Enabling children, young people and families to be the centre of support

<b>ACTIONS:</b>	<b>LA/Partnership Lead</b>	
Promote independence, rights, choice and inclusion for all SEND children and young people through person-centred planning and	JF KS	Sept 2015

approaches.		
Ensure that Early Help / Early Support and EHC Plans are person / family-centred in approach and all families and professionals will have appropriate access to information and training to ensure that children, young people and their families do remain at the centre of planning and review.	TE JFr RK	Sept 2015
Further engage and involve a range of partners, young people and their families in the co-production of information resources and appropriate plans to support development of the Local Offer.	DC Partners	March 2015
Work in partnership with the Parents' Involvement and Participation Group (PIP) to develop the 'reach' of feedback and consultation of families.	PTh DC	Sept 2015
Ensure that children and young people with SEND and their families have access to Independent Parental Supporters, Mediation / Advocacy Services and Parent Partnership advice and support (including new rights of appeal).	JP	Dec 2014
Work in partnership to ensure that complaints and dispute resolution policies and procedures are accessible and appropriate.	JP	March 2015
Continue to meet the commitments signed-up to as part of the Disabled Children's Charter.	DC Partners	Sept 2015
Develop direct feedback mechanisms via the Local Offer website and other media.	DC SC	March 2015
Develop a SEND survey so that a wider group of families can have opportunity to feedback.	RK	March 2015
Build upon the 'Opening Doors' quality mark work that young people with SEND have developed to assess accessibility and quality of service and provision.	TA HBI	Sept 2015
Revisit the way in which the Disabled Children and Young People's Family voluntary register is organised and used to support the development of services and provision.	RK LTa	Sept 2015
Commission a family advice and support project for the longer term – involving families and key partners (e.g. health).	VG DC HD / PD	Oct 2015

### Who's involved?

#### **TA**

Service Manager Integrated Service for Disabled Children (ISDC) - Resources  
Education Division, North Lincolnshire Council

#### **LA**

Principal Manager – Universal Prevention  
Prevention & Commissioning, North Lincolnshire Council

#### **SBa**

Service Manager – Case Management Disability Services  
Adult Services, North Lincolnshire Council

#### **HBI**

Senior Officer – Complex Learning Difficulty / Complex Behaviours  
Education Division, North Lincolnshire Council

#### **AMB**

Principal Officer – Children's Services Case Management  
Children's Services, North Lincolnshire Council

#### **DC**

Principal Officer for Vulnerable Children & Young People  
Education Division, North Lincolnshire Council

#### **SC**

Project Manager – SEND Local Offer  
Education Division, North Lincolnshire Council

#### **PD**

Senior Delivery Manager  
Yorkshire & Humber Commissioning Support, NHS

**TE**

Principal Officer – Regulatory & Support Services  
Children’s Services, North Lincolnshire Council

**JFr**

Service Manager - SEND & LACES  
Education Division, North Lincolnshire Council

**VG**

Head of Integrated Commissioning  
Prevention & Commissioning, North Lincolnshire Council

**RI**

Principal Educational Psychologist and Head of Specialist Teaching Teams  
Education Division, North Lincolnshire Council

**RK**

Service Manager – Integrated Service for Disabled Children (ISDC) - Core Team  
Education Division, North Lincolnshire Council

**NM**

School Improvement Officer – Narrowing the Gaps  
Education Division, North Lincolnshire Council

**MM**

Sport, Play and Community Development Manager  
Community Recreation, North Lincolnshire Council

**SP**

Schools’ Services Manager  
Prevention and Commissioning, North Lincolnshire Council

**JP**

Complaints & Representations Manager  
Prevention & Commissioning, North Lincolnshire Council

**SS**

Principal Officer for Early Years & Professional Standards  
Education Division, North Lincolnshire Council

**MS**

Advisory Officer – Emotional Health and Well-Being  
Education Division, North Lincolnshire Council

**AS**

Lead Officer – Early Years Foundation Stage  
Education Division, North Lincolnshire Council

**CS**

Strategic Housing Co-ordinator  
Planning & Regeneration, North Lincolnshire Council

**LTa**

Lead Qualified Teacher of the Visually Impaired  
Education Division, North Lincolnshire Council

**PTh**

Assistant Director – Education  
Education Division, North Lincolnshire Council

**LTy**

Lead Officer – Education, Evaluation and Inspection  
Education Division, North Lincolnshire Council

**AW**

Principal Manager – Specialist Services  
Adult Services, North Lincolnshire Council

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