

SOUTHEND BOROUGH COUNCIL



Early Help, Partnership, Choice and Ambition

Southend-on-Sea's Strategy for children age
0-25 with Special Educational Needs and/or
Disabilities

2013-2016

Foreword

Southend-on-Sea is ambitious for all children and young people. **Success for All** is our vision. Our track record shows that we have come a long way in achieving this. For some children and young people however, this ambition is not being realised fast enough.

We want to close this gap through intervening to provide earlier help, through working in partnership with parents and carers, through providing options and choices and through being determined in our collective ambition of **Success for All**.

This proposed strategy is for all partners, schools, Early Years settings, Academies, Free Schools, Colleges, parents and carers, health services and voluntary organisations to adopt and embrace and work together on its implementation. It is a long term strategy but with the right actions and the right people working together and the determination to succeed we can achieve good outcomes for our children and young people.

Through building on the outstanding practice of our settings and schools, engaging the support of the parents and the community and voluntary sector and by working with all our partners to maximise the skills and expertise of strategic health and education professionals we can transform the way in which we meet the special educational needs of the children and young people in our town.

I am delighted to commend this strategy to you.

Simon Leftley

Corporate Director

Department for People

Early Help, Partnership, Choice and Ambition

The Local Context - Our children and young people

Over the past 5 years the overall number of children and young people in Southend schools has increased by 2.3% from 26,931 in 2008 to 27,553 in 2012. The numbers of children with an identified Special Educational Need or disability have also increased significantly by 5.4% from 4825 in 2008 to 5084 in 2012. However at 18.45% this is broadly in line with national expectations that envisaged that up to 20% of all children would have SEN at some point of their schooling. In Southend, approximately 3.2% of children have a statement of special educational needs (approximately 850 children). This is higher than national expectations. Over half of the children with a statement of Special Educational Needs attend a special school or specialist setting with the majority attending local mainstream schools.

Analysis of the types of needs has also shown a change over the last 5 years with an increase in the numbers of children with Autistic Spectrum Disorder (ASD) as well as those with Behaviour Social and Emotional Difficulties (BESD). There is also some evidence to suggest that the range of needs is becoming more complex. There has been a decrease in the numbers of children with Moderate Learning Difficulties (MLD). There has also been a very slight drop in the percentage of children recorded with Speech, Language and Communication Needs (SLCN) This recorded trend contradicts practice given that settings are seeing significant numbers of children starting school or nursery with poor language skills. This apparent drop in recorded SLCN together with the rise in Autistic Spectrum Disorder (ASD) could be attributed to better and earlier identification and diagnosis.

The type and range of needs is broad and diverse. Many are identified from birth (and in some instances pre-birth), some are identified in infancy before they start school. Others' needs (typically learning, social and emotional), are identified during primary school and a small but significant minority have needs identified during the latter stages of primary school or the early stages of their secondary education. For some children and young people, the identified needs are lifelong and complex, whilst for others the needs are specific to one or more aspects of their development. Whilst the majority of children and young people continue to require support throughout their childhood and adolescence, the type and nature of this support can change over time. Some children and young people, through the development of coping strategies do not require the same level of support throughout their young lives. There is therefore a need to ensure that services are flexible and responsive to changing needs and that staff have appropriate skills and training.

The National Context

There have been a number of drivers for change and developments in SEN at a National Level. The Government published a Green paper in 2011 called "Support and Aspiration". This set out a new approach and includes:

- A more streamlined assessment process and plan from birth to age 25 that integrates education, health and care services and involves Children and Young People and their parents. The Education, Health and Care Plan is for children with more complex needs and will replace the Statement of SEN and the Learning Difficulty Assessment from September 2014
- Local Authorities and Health to jointly commission services to meet the needs of Children and Young People with SEN and disabilities
- LAs to publish a clear "local offer" of services for Children and Young People with additional needs so parents can understand what is available and what they can expect
- A strong focus in preparing for adulthood with protections for Young People in Further Education (FE)
- The offer of a personal budget for families and young people with a plan, extending choice and control over their support
- Academies, Free Schools and Further Education and Sixth Form colleges to have the same SEN duties as maintained schools

Many of these changes are being developed through Local Authority pathfinder projects. In March 2013 the DfE published the Indicative Draft of the (0-25) Special Educational Needs Code of Practice which sets out the new system for Education Health and Care Plans, details of the local offer and guidance on policies and procedures. The code applies to all organisations who work with and support children and young people with SEN and their parents and carers. However, the final arrangements are yet to be published and legislation on the children and families bill approved with details of implementation and timescales for the changes. There are also changes to the funding arrangements for Special Educational Needs that came into force from April 2013. Southend is responding to these developments and these are reflected in this Strategy.

Matching Provision to Needs – emerging issues and key messages

The analysis of needs using School Census as well as national data has helped identify trends and changes in needs. Mapping of current education provision has helped identify potential gaps. Discussions and feedback from various groups have also informed the following emerging key issues. :

- Transitions and changes of schools or settings are key points in children and young people's lives particularly in the early years. There is a need to focus

on planning and support to ensure these changes are smooth and that information is shared effectively to support planning.

- There are gaps in appropriate provision and choices for young people at post 16 and effective progression routes into young adulthood for those with complex needs and BESD. In September 2012 13% of pupils with SEN left school to unknown destinations
- There is a lack of breadth and quality of alternative and vocational learning at Key Stage 4 with appropriate qualifications
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- In Southend the attainment gap between Children and young people with SEN is wider than it is at a national level and progress to close the gap is too slow
- The effectiveness of support for children with Behaviour, Emotional and Social Difficulties (BESD) behaviour is a key issue for many schools, parents and children and young people. There are gaps in specialist education provision for children at primary age with long term and complex BESD needs.
- There is a high reliance on statements for children in Years 5 and 6 prior to secondary transfer
- The rise in the numbers of children with Autistic Spectrum Disorder (ASD) Attention Deficit Hyperactivity Disorder (ADHD) and other complex needs could potentially lead to more residential provision
- There is a need to continue to focus on addressing the needs of children with Speech, Language and Communication difficulties as there continues to be a significant number of children coming in to schools or settings with poor language skills.
- There is a lack of mental health services for children with learning difficulties after the age of 12. It is anticipated that this will be addressed in the review of Child and Adolescent Mental Health Services (CAMHS) that is underway.

Our Vision

Our vision is “Success for All”. We will work with all key partners to ensure all children and young people with SEN and/or disabilities have the opportunities and ambition to succeed. We will reduce the barriers to learning and provide help and support as early as possible to ensure good outcomes and future life chances.

Shared Principles

The proposals in this strategy are underpinned by a set of eight principles

1. The needs of most children and young people with SEN or disabilities can and should be met in a mainstream setting in an inclusive way and at home with appropriate support for parents to help their child. It is also important to recognise and support that, for some, their needs are better met in a specialist setting.
2. Southend will continue to promote a strong mixed economy of provision, schools and other settings to meet needs, providing choice for parents and carers and respecting parental choice wherever possible.
3. Children and young people with SEN and/ or disabilities should be educated as close to home and their communities as possible
4. All settings will be able to provide high quality provision to support learners with SEN and/or disabilities effectively to ensure best possible outcomes
5. Raising attainment and improving outcomes for learners with SEN and/ or disabilities is the shared aim of all partners and agencies and we will work together to remove barriers to learning
6. Staff in schools and other settings should have good knowledge, understanding and skills and access to appropriate training and development to provide the right support for children and young people with SEN and/ or disabilities
7. The needs of the child are at the centre of everything we do and the decisions we make together in partnership with parents, ensuring that the voice of the child/young person is included
8. Families will have access to information that is accurate and up to date about what provision is available locally

Our Proposals

The following proposals and actions will drive the strategy forward over the next 3 years and reflect the national and local contexts. A Special Educational Needs Review and Strategy Group with representation of headteachers, SENCOs, Social

Care, Health, Integrated Locality Services, Parent Partnership, School Improvement and SEN services has overseen the analysis of needs and the development of the strategy and the proposals.

The proposals focus around 5 key themes and these are set out below. Within each proposal a number of high level actions have been proposed. These actions are underpinned by a more detailed action plan with timescales, targets and a named senior officer to lead and take these forward.

Proposal 1: Early Intervention - We will help as early as possible so that each child and young person can achieve his/her full potential and remove barriers to learning – helping parents and carers to “tell the story once” through a single assessment framework for early intervention for Southend.

Proposal 2: “Do nothing about us without us” - We will work in partnership with parents and carers so that they can have more say in the plan for their child, providing information about local provision and the offer.

Proposal 3: We will provide access to high quality local provision with a strong mixed economy - meeting children’s needs flexibly with mainstream and specialist provision and outreach services working together to meet needs.

Proposal 4: Our ambition is to raise attainment and expectations - setting sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives and narrowing the gap for learners with SEN and/or disabilities.

Proposal 5: We will ensure resources are used effectively with performance monitoring and measurement of impact - ensuring value for money and cost effectiveness with equitable and transparent distribution of resources to support children with SEN and/or disabilities.

The Proposals and actions in detail

Proposal 1: Early Intervention - we will help as early as possible so that each child and young person can achieve his/her full potential and remove barriers to learning- helping parents and carers to “tell the story once” through a single assessment framework for early intervention for Southend.

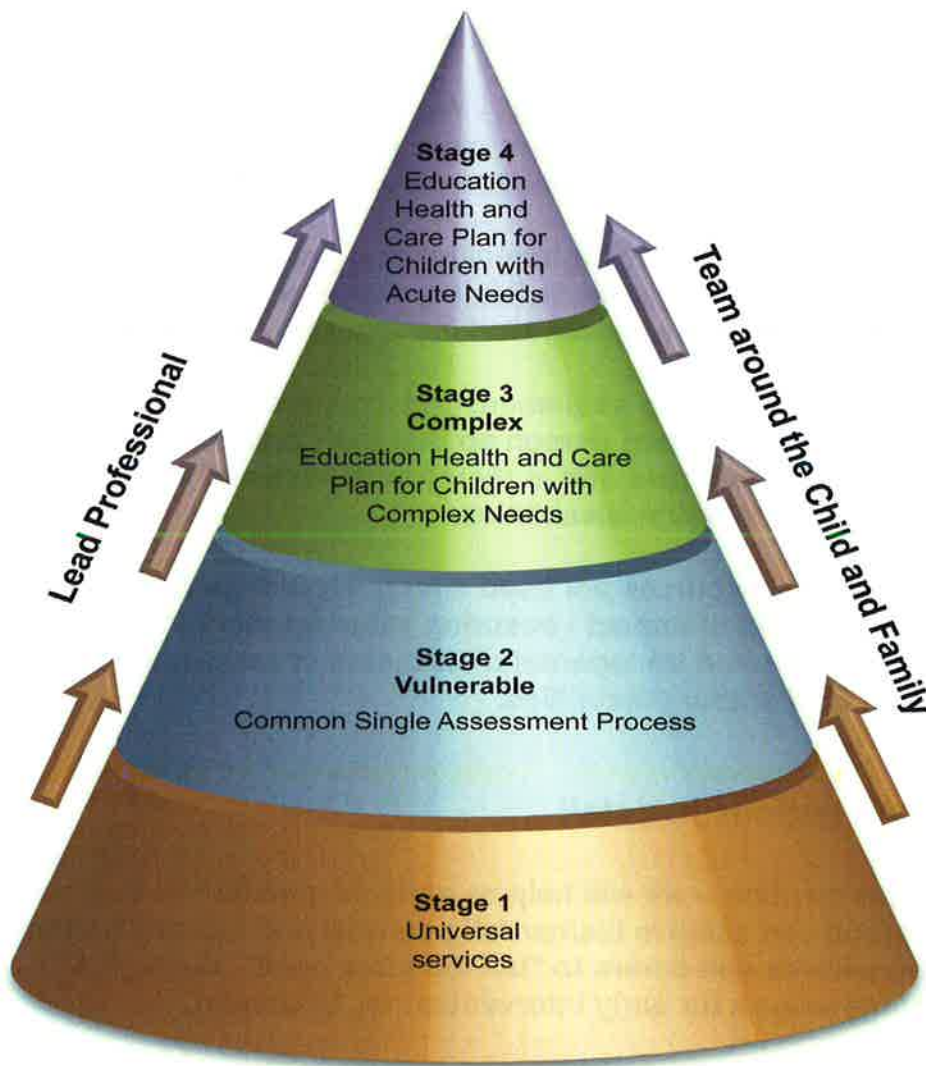
It is important to find out as early as possible whether or not a child has special educational needs or a disability. The earlier we find out, the easier it is to help them do well. This help can be achieved through offering information and advice, through training as well as direct support where necessary.

We have been successful in early identification of needs and in getting the right sort of help for children from education, health and social care services through the introduction of the Common Assessment Framework and integrated locality services. We know that sometimes children’s needs are not always obvious or indeed present right from the start of their lives. For some, needs emerge at critical points such as

attending nursery or starting school and for others, their needs change as a result of illness or trauma. A few have needs emerging more gradually in late childhood or early adolescence. Whatever the need and whenever it emerges, our aim will be to help overcome barriers in order for the child or young person to do the best they can and be the best they can be.

The following diagram aligns with and complements our integrated approach as our aspiration for children with Special Educational Needs (SEN) and/or Disabilities.

Early Help, Partnership, Choice and Ambition



In order to ensure help is available as early as possible Southend's professional services, health, social care and education will work together to intervene at the point of identification, providing joined-up services and the right sort of help. There are 2 stages:

Stage 1 A single assessment leading to a single plan

For the majority of children and young people with identified special educational needs we will plan help for them by means of a single assessment process. Modelled on the successful Common Assessment Framework (CAF) process, this approach will mean professionals from health, social care and education and parents/carers sharing responsibility for deciding if a child needs help and deciding how best to meet the child or young person's needs. This is achieved through a Team Around the Child and Family (TACAF) with a Lead Professional to co-ordinate the support and the plan. The Lead Professional is a key person to help parents navigate the system and services available. The aim is to reduce the number of assessments that children and young people and parents and carers experience and with a co-ordinated approach to assessment and early intervention we can move towards the position where parents need only "tell the story once."

Stage 2 A broader range of assessments leading to a single plan- many pathways, one plan

For a significant minority, a broader and more comprehensive support plan will be needed, currently provided for through the process of issuing a Statement of Special Educational Needs. We will plan help for this group with a multi agency Education, Health and Care Plan (EHC) when this is introduced by the Government from September 2014. This is a national initiative and the EHC plan will state, in detail, what help is needed from the time of issue until the age of 25. The EHC Plan will replace the current Statement of Special Educational Needs and the Learning Difficulty Assessment (LDA) and the staged model of intervention in the SEN Code of Practice. The new EHC plan will have a clear focus on the child and young person's aspirations for the future as well as current needs.

The Government is proposing a new duty on Local Authorities to ensure integration across special education, health and social care in order to promote well being. Southend has made great strides in establishing integrated locality early intervention teams and in implementing the common assessment framework (CAF). However there is more that can be done to further develop integrated working and teams for children with complex and acute needs in order to ensure joined up working at every stage.

To achieve Proposal 1 we will:

- 1.1 Further develop Southend's single assessment framework and process for the early identification of need. (Modelled on CAF and other assessments). This will be a multi-agency approach including for example the Education Psychology Service, CAMHS and other Health professionals and the Child and Family Team.**
- 1.2 Implement the Education, Health and Care Plan to replace the Statement of Special Educational Needs and Learning Difficulties Assessment in line with national requirements and guidance**

1.3 Explore opportunities for further integration of services across Education Health and Social Care so that parents' and carers' experience is as co-ordinated and joined up as possible for children with complex and acute needs

Proposal 2: "Do nothing about us without us"- We will work in partnership with parents and carers so that they can have more say and choice in the plan for their child, providing information about the local provision and offer

Parents know their children well. They are their first educators. We have a strong track record for working in partnership with parents of children and young people with special educational needs and/or disability because we listen to what they tell us and ensure that we use this information to plan support for their child. It is also important that that voice of the child/young person is incorporated into feedback and Individual Education Plan (IEP) processes. However, they also tell us that sometimes our services are not as joined up as they could be, especially when this involves a number of different professionals and disciplines. They also tell us that sometimes they do not always know what help is available.

We know that things can work much better when parents and carers are involved right from the start, when there is a common approach to assessment, when there is agreement about the nature of need, the help required and from where to access services. A key part of the future process of approving the Education Health and Care plan will be that of giving parents the option of having a personal budget to help their child. The details of this will be subject to further development.

We also know that parents and professionals work together better when there is good information sharing and clarity about the choices available. With a recently strengthened Locality based Family Information Service, we will make more effective use of this service to ensure that clear information is communicated to parents about the help available locally including information about short breaks, what they can do if they disagree with either the local authority or their school and what options are available to them regarding which school their child goes to. Through providing guidance for all schools and Early Years Settings on the review of their Special Educational Needs (SEN) Policy we will ensure that the information for parents and carers and prospective parents is current and comprehensive.

In order to ensure that we strengthen our partnership with parents we will make sure that parents with a child with a disability get help right from birth. Building on the success of the current Early Support Programme parents and carers will be assigned a Lead Professional responsible for providing support and advice about the different services available, information about access to short breaks and information about the parent partnership independent advocacy service. The Lead Professional will support the family and coordinate the development and implementation of the Education, Health and Care Plan at the appropriate time. (Currently this is the Statutory Assessment Framework and the Statement of Special Educational Needs).

For children and young people whose needs are identified at a later stage, we will ensure that there is a Lead Professional to coordinate the single assessment

process and to ensure that the parents, carers and the child or young person are fully involved in the identification of need and the decision making around the right sort of help that needs to be provided.

The same will apply to children and young people whose needs arise as a result of life changing trauma or illness. Parents will also have access to multi agency support so that that they can be supported in seeking help to address the sudden change in circumstances.

To achieve Proposal 2 we will:

- 2.1 Involve parents and/or carers and the child/young person in the assessment and planning process right from the start, giving them the option of having a personal budget as an integral part of the Education Health and Care plan. In the first instance develop a pilot project to explore how personal budgets can work effectively and how this will be monitored.**
- 2.2 Provide information about the local offer that will help parents or carers to have choices to make decisions about provision, about short breaks and about what to do if they are not satisfied with the service they are receiving**
- 2.3 Complete the assessment process and assign a Lead Professional for all children and young people identified as having a special educational need and/or disability whether at birth or occurring in later childhood or adolescence**
- 2.4 Provide guidance and training for schools and Early Years settings in relation to SEN policy and practice ensuring staff have the knowledge and skills to identify and meet needs as early as possible. There needs be a particular focus on Speech and Language and Communication Needs with support for settings on early identification and training for staff.**

Proposal 3: We will provide access to high quality local provision with a strong mixed economy- meeting children's needs flexibly, with mainstream and specialist provision and outreach services working together to meet needs.

A unique selling point for Southend is its thriving mixed economy of settings and schools. Within a small geographical area, 11 children's centres, 73 Early years settings, 15 school nursery classes and 170 childminders of which 25 are accredited to accept Government nursery funding, co-exist alongside 37 primary schools, 12 secondary schools, 5 special schools and 1 Pupil Referral Unit. There are also learning support units in mainstream schools and nurture bases and provision being developed across the Borough. A number of Special Schools provide outreach services to support and train staff in mainstream schools. With much provision judged good or outstanding we are strongly positioned to cater for a broad and diverse range of needs. Our track record bears this out with only 13 or 14 children

and young people with SEN being placed outside of the Borough in residential provision every year.at an approximate cost of £1.3m These numbers have reduced year on year due to effective joint working to meet the needs of children within the Borough's resources and to support children to stay at home and be educated locally.

Within this strong community of settings and schools are a number of specialist provisions listed below each offering a combination of on-site care and/or education, outreach support to schools and families and training opportunities for children's workforce professionals.

Targeted and Specialist Education Provision across Southend

Provider	Specialism
The St Christopher School 206 places ages 3-16	For children with Autistic Spectrum Disorder /Cognition and learning and communication difficulties
St Nicholas School 86 places ages 11-16	For children with cognition and learning and communication difficulties
Priory School 44 places ages 11-16 Note: From September 2013 this will be federated with the Renown Centre and will become Seabrook College	Behaviour Emotional and Social Difficulties
Lancaster School 72 places ages 14-19	Severe learning difficulties and/or physical and profound multiple learning difficulties
Kingsdown School 92 places ages 3-14	Severe learning difficulties and/or physical and profound multiple learning difficulties
The Westcliff Centre	As above post 19 for children working at P4 and above
Children's Centres	Under fives emphasis on children and families with additional needs
Services for children with Visual or Hearing impairments	Services are based at Kingsdown School to support children with HI or VI in mainstream schools and early years settings and work with families of children with HI or VI from birth onwards
Outreach service for children with Autistic Spectrum Disorder	The Service for mainstream schools is offered through The St Christopher School
Child Development Centre – Little Fishes Therapy Group	Assessment Centre and co-ordination of Paediatric Services
The Portage Service – Early Years SEN Team	Support for families with families with children with severe and complex needs from birth to age 5.through home visiting The service works with a wide range of agencies and early years settings.
Early Years SEN Support Advisers	Support early years settings and school nurseries to ensure high quality SEN provision and respond to referrals from health. The team has specialisms in Speech and Language, ASD and Behaviour.

The Education Psychology Service	Assessment and advice for children with a wide range of SEN needs
School Nursing Service and other health services	Support for children in mainstream and special schools and units
Learning Resource Base – Shoeburyness High School 20 places	Learning Difficulties
Learning Resource Base – Chase High School 10 places	Learning Difficulties
Learning Resource Base – Temple Sutton Primary School 5 places	Learning Difficulties
Resource Base – Fairways Primary School 15 places	For children with severe Speech and Language Delay or disorders
Outreach service Speech and Language Based at Fairways Primary School	The outreach teacher supports schools and early years settings with advice and consultation, screening and provides training for staff
Speech and Language Therapy Service	This is a clinic based service and currently delivers support into 2 schools
The Renown Centre for Learning 75 places Note from September 2013 this will federate with Priory School to become Seabrook College	Pupil Referral Unit – for Children with Behaviour, Social and Emotional Difficulties
The Behaviour Support Service Note from September 2013 this service will be under the management of Seabrook College	For children with emerging behaviour needs or at risk of exclusion and whole school approaches to managing behaviour
Individual Tuition Service Note from September 2013 this service will be under the management of Seabrook College	For children with medical needs unable to attend school and other emotional difficulties.
Mainstream Schools	Nurture Bases and in-school units

Southend will continue to develop a strong mixed economy because we believe that this approach ensures that the right kind of high quality provision will be available to each and every child and young person in Southend enabling them to get the help they need. To ensure that the workforce across all our schools is well equipped to meet the full range of needs, we will commission the South Essex Teaching School Alliance and others to support the training and development of student teachers, newly qualified teachers, experienced teachers, special educational needs co-ordinators (SENCOs) and teaching assistants. We will also develop our System Leadership Strategy to include Specialist Leaders of Education (SLE) for SEN.

We want to continue to develop our special schools to provide support for mainstream schools through training, action research and outreach. We believe that there is a wealth of expertise that can be accessed for the benefit of children, young people and their parents and carers.

The review has identified that there is a need to expand and improve the provision for young people with Behaviour, Emotional and Social Difficulties (BESD). The current arrangements of a stand-alone BESD Special School and a Pupil Referral Unit are not meeting the wide range of complex needs as effectively as we would

like. There is a gap for children at primary age with BESD for whom a statement is necessary. Nurture provision is in the early stages of development in mainstream schools but not yet embedded. There is also a need to develop and expand outreach services to mainstream schools and to provide support for families of children with these difficulties. There is a waiting list for Child and Adolescent Mental Health Services.

We have therefore published proposals for the reconfiguration of BESD provision in the Borough as a priority area for development and Seabrook College will be established from September 2013. The Behaviour Outreach Service will be refocused to respond to the need to build capacity and skills in mainstream schools and will offer a targeted service and practical support in the classroom as well as whole school strategies for behaviour management and a traded service for training. In response to schools' feedback the service will also co-ordinate a network of behaviour specialists in schools to share good practice. We will also work with Health to ensure effective commissioning of services to meet needs.

To achieve Proposal 3 we will:

- 3.1 Build capacity and skills in mainstream schools by commissioning high quality training for staff at all levels through the South Essex Teaching School Alliance and others as appropriate and ensure there are suitably qualified and experienced leaders of Education for SEN and/or disability.**
- 3.2 Further develop the skills and accreditation for Special Educational Needs Co-ordinators (SENCOs), induction and mentoring for new SENCOs and the SENCO network**
- 3.3 Work with the special schools to share expertise and develop a comprehensive and coordinated approach to training, action research and expand the outreach services particularly around ASD, ADHD and Speech and Language and Communication needs. These could be offered as traded services to mainstream schools and academies.**
- 3.4 Reconfigure targeted and specialist BESD provision across the Borough by bringing existing resources into one single framework to better meet the needs of more children.**
- 3.5 Provide support to develop capacity and skills in mainstream schools by refocusing the Behaviour Outreach Service offering high quality training and by co-ordinating a network of Behaviour specialists in schools.**
- 3.6 Implement the Nurture arrangements to embed practice in schools with a steering group for headteachers and a local training programme with centres of excellence in existing bases.**

3.7 Work with Health to increase access to Child and Adolescent Mental Health Services at Tiers 2 and 3 and reduce waiting lists through the redesign of CAMHS

3.8 Establish a training programme for staff in universal services to identify signs of mental health issues in order to provide early intervention.

Proposal 4: Our ambition is to raise attainment and expectations - setting sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives with the aim of closing the gap for learners with SEN.

“Improving Learning Together” is Southend’s strategy to ensure that high quality learning is a consistent experience for all children and young people and that there are high expectations for all. The ambition Southend holds for all its young residents is an ambition endorsed within this strategy.

Transition from adolescence into adulthood is a difficult phase for many young people and is the time when it is most difficult for a young person with SEN or a disability to continue to focus on their ambition for their future lives.

For children and young people with Special Educational Needs the attainment gap is wider than national and progress to narrow the gap is too slow. The attainment of pupils with SEN and Disability in Southend is lower than progress made by children with SEN nationally. In order to address this all staff working with children and young people with SEN or disabilities and their parents and carers should have high expectations and strong ambition. All agencies must work together in an integrated way to address needs and identify actions to remove barriers to learning. Staff should have the necessary skills and expertise to ensure effective identification of need, differentiation, target setting and assessment and tracking to ensure best outcomes.

Southend will expect the process of assessment, identification of need, planning and review, whether through the early single assessment framework or through the Education Health and Care Plan, to seek the best possible learning and developmental outcomes and to regularly check that we are on track to achieve them, especially at critical times such as the transition from home or Early Years setting to school and also from adolescence into young adulthood.

In September 2011 there were no pupils who were eligible for Learning Difficulty Assessment (LDA) who were NEET (not in Employment Education or Training). However, in September 2012 13% or 15 pupils left school to unknown destinations. The lack of entry level or Level 1 courses could impact on all young people with Special Educational Needs, not only those subject to an LDA. In order for young people to carry on learning after the age of 16 we will refine the transition planning process to include help and support in continuing learning and finding work, providing work experience at an earlier age if appropriate. We want to make sure that the young people of Southend have access to all national schemes designed to meet their needs for example supported internships and accessible apprenticeships.

Expansion of the opportunities for high quality alternative education programmes and vocational learning will enable greater choice and access for young people with SEN or disabilities and ensure better progression routes to post 16 learning.

A multi agency transition protocol has been developed and exists to support planning for transition of young people moving from children's to adult services.

The Lead Professional will continue to support the young person during their transition into young adulthood ensuring that they continue to have access to advice and support relevant to their needs.

To achieve Proposal 4 we will:

- 4.1 Establish an annual conference on SEN / Inclusion and Behaviour with opportunities to share good practice that will result in improved practice and better outcomes**
- 4.2 Establish guidance and a set of expectations on transition arrangements for children and young people building on existing good practice and existing transition protocols.**
- 4.3 Monitor the progress of all children and young people with SEN and work with schools to accelerate progress and improve achievement**
- 4.4 Expand alternative education and vocational learning with appropriate qualifications at Key Stage 4 and develop quality assurance systems with providers**
- 4.5 Establish a planning and commissioning group, to include schools, health and Adult Services, for Post 16 learners with SEN and/or disabilities to ensure good quality provision and appropriate progression routes for learners**
- 4.6 Develop a directory or local offer of provision available for Post 16 learners with SEN or disabilities and work with parents, carers and young people to improve information and choices.**

Proposal 5: We will ensure resources are used effectively with performance monitoring and measurement of impact- ensuring value for money and cost effectiveness with equitable and transparent distribution of resources to support children with SEN and/or Disabilities.

National changes to the funding arrangements for SEN will come into force from April 2013. This means that mainstream schools will receive more funds into their budgets to meet the needs of children with special educational needs including those with statements of Special Educational Needs. For some children with statements of SEN who have higher level needs there will be additional top up funding from the

Local Authority's centrally held budget according to their individual needs. These arrangements will also apply to Academies from September 2013.

This shift from the Local Authority holding greater amounts of funding (centrally retained model) to one of increased delegation to schools and less held at the centre supports the principle of early intervention. It will enable greater responsiveness and flexibility to meet needs at a school level and thereby reduce the reliance on statements. It also facilitates the principle of developing a mixed economy with funding in schools to commission and access outreach, training and support from a range of providers.

The principle of partnership with parents and carers will be supported effectively through increased delegation provided that the model for direct payments is based on the concept of an account for each child with the financial cost of the EHC Plan discussed and agreed with parents at the point of review. It will be important to establish a pilot project for direct payments or personal budgets to work out the details and the monitoring arrangements once the government has published the final arrangements for the EHC plans. Alongside these changes is the need for strengthened criteria, thresholds, assessment, robust sharing of information and quality assurance and monitoring processes. We will also work with other relevant services to help parents and carers with money management training and support where necessary.

We will work with schools and the Schools Forum to continue to develop the new funding arrangements to ensure a system of fair, equitable and transparent distribution of resources from April 2013.

It is important that schools have systems to monitor the progress of their SEN learners and to evaluate their SEN provision. We will expect all schools to audit and evaluate their SEN provision and use of resources on an annual basis and identify areas for development. There are a number of existing toolkits that schools may find helpful and the LA will be able to support this process with training and advice as required.

Monitoring the learning and achievement of children and young people with SEN and or disability is a key priority so that we can ensure that alongside support and challenge for under-performance will be the celebration of success and learning from best practice. We will publish an annual report informing parents about how well we are doing in meeting the needs of children with SEN and/or disability and about how we plan to improve year on year.

To achieve Proposal 5 we will:

- 5.1 Revise and agree the performance framework and targets to monitor the strategy and publish an annual report on outcomes achieved by children and young people with SEN and/or disability**
- 5.2 Expect all schools and settings to audit and evaluate SEN provision on an annual basis and identify areas for development**
- 5.3 Implement the new funding arrangements for mainstream and special schools through consultation for implementation from April 2013**
- 5.4 Establish systems of monitoring the use of SEN resources in schools ensuring value for money**
- 5.5 Monitor and report on performance around statutory compliance for statements of SEN and the future statutory framework for Education Health and Care Plans when these arrangements are finalised by the Government**
- 5.6 Partner agencies to work together to jointly commission provision and define this clearly so parents and carers can be offered an option of a personal budget, extending their choice and control.**

Monitoring

The multi agency SEN Strategy and Review group will meet quarterly to monitor the actions in the strategy .An Annual report to Scrutiny committee will be published and copies circulated to all headteachers in the Borough. Where there are link performance indicators these will be monitored through the normal processes of the Children and Young People's Plan and Service Plans.

The Annual report will include the following proposed areas of performance:

1. Prevalence and Characteristics

Number of pupils and percentage of overall school age population and over a 3 or a 5 year trend of :

- Pupils at the stages of the Code of Practice – No SEN, School Action, School Action Plus and Statemented
- By primary category of need
- By age – Early Years, primary, secondary and post 16

Numbers of Southend children with statements of Special Educational Needs, at school action plus and school action over a 3 or 5 year trend by:

- Type of provision – mainstream, special unit, special schools, out of Borough day school and residential provision

2. Attainment analysis

1. % of pupils with SEN and % without SEN – Southend compared to national

- Early years
- KS1 Maths Science and writing
- KS2 English and Maths Level 4
- KS4 5 GCSEs at A* to C or equivalent or level 2 by 19

2. Permanent and fixed term exclusions of children with SEN and Statements

3. Persistent absence of pupils with SEN and statements

4. Attendance at Special schools

5. Schools are judged good or outstanding for Behaviour and Safety

6. Inspection grades of Special Schools

7. Destinations of pupils subject to a Learning Difficulty assessment

8. Numbers of young people with SEN who are NEET

9. Numbers of requests for statutory assessment – those approved and those declined

10. Numbers and percentages of statements completed within statutory timescales with and without exceptions

Acknowledgements

We would like to acknowledge and thank all those who have contributed to the development of this strategy and the many people who attended the consultation events that included parents/carers, children and young people, Headteachers, SENCOs, Governors, staff in support services, elected members and voluntary organisations.

In particular thanks to the members of the SEN Strategy and Review Group who have attended meetings and helped shape the strategy and the consultation process:

Special Educational Needs Strategy Review Group

Membership

Jane Theadom Head of School Support and Preventative Services (Chair)

Sandra Bingham Group Manager SEN and Inclusion services

Alison Hoy Group Manager Learning and Improvement

Gill Manton Group Manager Integrated Locality Services

Matthew Harding Team Manager Adult Services

Special School Headteachers : Jackie Mullan The St Christopher School; Margaret Rimmer, Kingsdown School

Secondary Deputy Headteacher: Jackie Williams Chase High School

Secondary SENCOs : Hilary Gover Shoeburyness High School; Daisy Horn Chase High School

Primary Headteacher : Lisa Clark Hamstel Infants School

Primary SENCO : Sue Duggans Thorpe Greenways School

Elected member : Cllr Collins

Principal Educational Psychologist : Colin Gordon

SEN adviser: Felicie Malla

Children's Social Care: Ruth Baker

Health : Claire Mitchell (commissioning)

Parent Partnership Officer :Julie Davis

Early Years: Elaine Hammans Commissioning and Quality Manager

Supported by Linda Harrison; Olwen Shallis, Margaret Wall, Alastair Robertson, Tom Dowler

Appendix 1 Glossary of Terms Used in the strategy document

ADHD	Attention Deficit Hyperactive Disorder
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
EHCP	Education Health and Care Plan
EPS	Education Psychology Service
FE	Further Education
KS 4	Key Stage 4 – children aged 14-16
IYSS	Integrated Youth Support Services
LDA	Learning Difficulty Assessment- for post 16 planning
LP	Lead Professional
MLD	Moderate Learning Difficulties
NEET	Not in Employment Education or Training
SLD	Severe learning Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and/or Disabilities
PMLD	Profound and Multiple learning Difficulties
SLE	Specialist Leaders in Education

TACAF

Team around the child and Family

Appendix 2 SEN Strategy Action Plan:

<p>Proposal 1: Early Intervention - We will help as early as possible so that each child and young person can achieve his/her full potential and remove barriers to learning – helping parents and carers to “tell the story once” through a single assessment framework for early intervention for Southend.</p>	<p>Action</p>	<p>Outcomes</p>	<p>Lead</p>	<p>Timescale</p>
	<p>1.1 Further develop Southend’s single assessment framework and process for the early identification of need. (modelled on CAF and other assessments)</p>	<p>A single integrated early help assessment approach is in place across Southend and all services are trained to implement</p>	<p>Group Manager Early Intervention/EP service/Early Years/Health/Social Care</p>	<p>Jan 2014</p>
	<p>1.2 Implement the Education, Health and Care Plan to replace the Statement of Special Educational Needs and Learning Difficulties Assessment in line with national requirements and guidance</p>	<p>New EHC Plan and systems in place, staff in schools and services trained</p>	<p>Group Manager SEN and Inclusion / Health and Social Care Managers</p>	<p>September 2014</p>
	<p>1.3 Explore opportunities for further integration of services across Education Health and Social Care so that parents’ and carers’ experience is as co-ordinated and joined up as possible for children with complex and acute needs</p>	<p>Feedback from families say their experience of services is more joined up and co-ordinated . Named Social Workers are allocated to special schools from the CWD team</p>	<p>Group Manager SEN and Inclusion / Group Manager Children With Disabilities</p>	<p>Jan 2015</p>
	<p>Proposal 2: “Do nothing about us without us”- We will work in partnership with parents and carers so that they can have more say and choice in the plan for their child, providing information about the local provision and offer</p>			
	<p>2.1 Involve parents and/or carers and children and young people in the</p>	<p>Pilot project completed, monitored and evaluated.</p>	<p>Group Manager SEN and Inclusion /</p>	<p>Aug 2015</p>

<p>assessment and planning process right from the start, giving them the option of having a personal budget as an integral part of the Education Health and Care plan. In the first instance develop a pilot project to explore how personal budgets can work effectively and how this will be monitored.</p>	<p>Parents supported to access care and provision</p>	<p>Managers in Health and Social Care and representatives of parents/carers</p>	
<p>2.2 Provide information about the local offer that will help parents or carers to have choices to make decisions about provision, about short breaks and about what to do if they are not satisfied with the service they are receiving</p>	<p>Local offer published and updated regularly with a range of access routes for parents in place</p>	<p>Parent Partnership Officer</p>	<p>April 2014</p>
<p>2.3 Complete the assessment process and assign a Lead Professional for all children and young people identified as having a special educational need and/or disability whether at birth or occurring in later childhood or adolescence</p>	<p>All children with SEN / disability have an assigned Lead Professional and where appropriate an integrated Education Health and Care Plan</p>	<p>Group Manager SEN and Inclusion / Managers in Health and Social Care</p>	<p>Sept 2014</p>
<p>2.4 Provide guidance and training for schools and Early Years settings in relation to SEN policy and practice ensuring staff have the knowledge and skills to identify and meet needs as early as possible. There needs to be a particular focus on Speech and Language Needs with support for training for staff</p>	<p>All Early Years settings are judged good or better for SEN and inclusion practice. Children who require statements are identified earlier. Parents engage with support services Staff have skills to identify and</p>	<p>SEN Early Years Team leader / SEN Adviser Speech and Language Therapists/Early Years advisers/Speech and Language outreach service</p>	<p>Sept 2014</p>
<p>Proposal 3: We will provide access to high quality local provision with a strong mixed economy- meeting children's needs flexibly, with mainstream and specialist provision and outreach services working together to meet needs.</p>			

<p>3.1 Build capacity and skills in mainstream schools by commissioning high quality training for staff at all levels through the South Essex Teaching School Alliance and others as appropriate and ensure Southend has suitably qualified and experienced Leaders of Education for SEN and/or disability</p>	<p>Training Needs analysed and training programmes in place. LSAs trained to become more specialised in a range of needs. Good practice is shared</p>	<p>Group Manager SEN and Inclusion / SEN Adviser</p>	<p>Sept 2013</p>
<p>3.2 Further develop the skills and accreditation for Special Educational Needs Co-ordinators (SENCOs), induction and mentoring for new SENCOs and the SENCO network</p>	<p>SENCO programmes and induction for new SENCOs in place and SENCO network operating termly. All SENCOs have appropriate qualifications</p>	<p>Group Manager SEN and Inclusion / Principal EP and SEN Adviser</p>	<p>May 2014</p>
<p>3.3 Work with the Special schools to share expertise and develop a comprehensive and co-ordinated approach to training, action research and expand the outreach services particularly around ASD, ADHD and speech and language. These could be offered as traded services to mainstream schools</p>	<p>A coordinated Training Programme is available to mainstream schools and evaluated</p>	<p>Group Manager SEN and Inclusion / Special School Headteachers/SEN adviser/Principal EP</p>	<p>Sept 2014</p>
<p>3.4 Reconfigure targeted and Specialist BESD provision across the Borough by bringing existing resources into one single framework to better meet the needs of more children.</p>	<p>Seabrook College in place with one over-arching Governing Body. Executive Headteacher recruited. New offer to mainstream schools in place.</p>	<p>Group Manager SEN and Inclusion</p>	<p>Sept 2013</p>
<p>3.5 Provide support to develop capacity and skills in mainstream schools by refocusing the Behaviour Outreach Service offering high quality training and co-ordinating a network of behaviour</p>	<p>Behaviour Outreach Service in place Evaluation demonstrates the effectiveness of the service and schools buy into the training Exclusions are reduced. Network in place.</p>	<p>Group Manager SEN and Inclusion/Executive Headteacher Seabrook College</p>	<p>April 2014</p>

<p>specialists in mainstream schools</p> <p>3.6 Implement the Nurture arrangements to embed practice in schools with a steering group of headteachers and a training programme with centres of excellence in existing bases</p> <p>3.7 Work with Health to increase access to Child and Adolescent Mental Health Services at Tiers 2 and 3 and reduce waiting lists through the review of CAMHS.</p> <p>3.8 Establish a training programme for staff in universal services to identify signs of mental health issues in order to provide early intervention.</p>	<p>Nurture Steering Group established and training programme is implemented. Nurture network expanded and schools delivering a nurture approach</p> <p>More children have access to Mental Health Services -- provision for children age 12+ with LDD is commissioned</p> <p>More children have needs met at earlier stages reducing the need for more specialist services</p>	<p>Group Manager SEN and Inclusion / Headteachers/ Executive headteacher Seabrook College</p> <p>CAMHS Commissioner / Group Manager SEN and Inclusion</p> <p>Group Manager Early Intervention / CAMHS Manager</p>	<p>Sept 2014</p> <p>Sept 2014</p> <p>Sept 2014</p>
<p>Proposal 4: Our ambition is to raise attainment and expectations - setting sights high for every child and young person so that their hopes and aspirations can be realised both now and in their future lives and narrowing the gap for learners with SEN and/or disabilities.</p>			

<p>4.1 Establish an annual conference on SEN / Inclusion and Behaviour with opportunities to share good practice</p> <p>4.2 Establish guidance and a set of expectations on transition arrangements for children and young people building on existing good practice and protocols</p> <p>4.3 Monitor the progress of all children and young people with SEN and work with schools to accelerate progress and improve achievement</p> <p>4.4 Expand alternative education and vocational learning with appropriate qualifications at Key Stage 4 and develop quality assurance systems with providers</p> <p>4.5 Establish a planning and commissioning group, to include schools and Adult Services , for post 16 learners with SEN and/or disabilities to ensure good quality provision and appropriate progression routes for learners</p> <p>4.6 Develop a directory and local offer of provision available for Post 16 learners with SEN or disabilities and work with parents, carers and young people to improve information</p>	<p>First conference completed</p> <p>Working Group established and guidance produced. Transitions are improved for Early Years to Primary, Primary to Secondary and Post 16</p> <p>Attainment of vulnerable groups and children with SEN is improved and children make expected progress and/or above. Schools make effective use of data</p> <p>Quality Assurance systems in place Wider range and quality of provision available and Value for Money achieved</p> <p>Learners have appropriate progression routes and fewer young people are NEET</p> <p>Directory produced and accessible to parents and young people</p>	<p>Group Manager SEN and Inclusion</p> <p>SEN Adviser/Health managers/Complex case and transition manager/Health and Social Care/Integrated Youth Support Services</p> <p>SEN Adviser / 14-19 Adviser</p> <p>14-19 Adviser</p> <p>SEN Review and Transitions Manager / 14-19 Adviser / Integrated Youth Support Services</p> <p>SEN Review and Transitions Manager / 14-19 / SETSA Manager</p>	<p>May 2013</p> <p>April 2015</p> <p>July 2014</p> <p>Sept 2013</p> <p>June 2013</p> <p>Sept 2013</p>
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Proposal 5: We will ensure resources are used effectively with performance monitoring and measurement of impact - ensuring value for money and cost effectiveness with equitable and transparent distribution of resources to support children with SEN and/or disabilities.			
5.1 Revise the performance framework and targets to monitor the strategy and publish an annual report on the outcomes for children with SEN and/or disability	SEN Strategy Group monitors performance .Annual Report produced and circulated to Headteachers and reported to elected members	Group Manager SEN and Inclusion / SEN Adviser/data manager	Annually Spring term
5.2 Expect all schools and settings to audit and evaluate SEN provision on an annual basis and identify areas for development	Audit and evaluation in place and development needs assessed through training. Governors receive an annual report on the progress of children with SEN	SEN Adviser / Governor Services	Annually
5.3 Implement and monitor the new funding arrangements for mainstream and special schools through consultation for implementation from April 2013	Schools' Budgets agreed through Schools Forum	Finance/Group Manager SEN and Inclusion	April 2013
5.4 Establish systems of monitoring the use of SEN resources in schools ensuring value for money	Monitoring arrangements in place – budgets in line	Group Manager SEN and Inclusion	Sept 2014
5.5 Monitor and report on performance around statutory compliance for statements of SEN and the future statutory framework for Education Health and Care Plans when these arrangements are finalised by the Government	Compliance with Statutory requirements and performance targets are met	Group Manager SEN Inclusion / SEN Service Manager	Jan 2014 and Annually
5.6 Partner agencies to work together to jointly commission provision and define this clearly	Joint commissioning arrangements agreed	Group Manager SEN and Inclusion / Health Commissioner	Sept 2014

so parents and carers can be offered an option of a personal budget, extending their choice and control.			
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