

**TELFORD & WREKIN COUNCIL HEALTH & WELLBEING BOARD**

**6 SEPTEMBER 2017**

**STRATEGY FOR CHILDREN AND YOUNG PEOPLE 0-25YRS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**REPORT OF SERVICE DELIVERY MANAGER SEND AND INCLUSION**

**PART A) – SUMMARY REPORT**

**1. SUMMARY OF MAIN PROPOSALS**

To inform the Health and Wellbeing Board of information that has been included in the Special Educational Needs and Disabilities (SEND) Strategy in the light of recent changes to the legislation regarding the support that the Local Authority is able to give to Children and Young People with special educational needs and disabilities.

**2. RECOMMENDATIONS**

That the Board:

a. Endorses the new SEND Strategy.

**3. IMPACT OF ACTION**

The impact of the implementation of the Strategy is that children and young people with special educational needs and disabilities will receive better support to meet their needs and that this support will better support them to make progress within their local communities.

**4. SUMMARY IMPACT ASSESSMENT**

<b>COMMUNITY IMPACT</b>	Do these proposals contribute to a specific HWB Priority	
	No	
	Do these proposals contribute to specific Co-Operative Council priority objective(s)?	
	Yes	Yes they will contribute to several priorities by supporting the health and wellbeing of our communities, helping to protect and support vulnerable children and adults and putting

		our children and young people first
		Will the proposals impact on specific groups of people?
	Yes/No	This is a strategy that will impact on SEND young people aged 0-25 and their families
<b>TARGET COMPLETION/DELIVERY DATE</b>		Strategy completed March 2017, this is a three year strategy to March 2020
<b>FINANCIAL/VALUE FOR MONEY IMPACT</b>	Yes	Early identification and support for SEND is a key aspect of controlling the costs of provision. The increasing costs of SEND have been managed in recent years through the Council using its power to move money between the different funding blocks of the Dedicated Schools Grant (DSG). The changes to school funding proposed by the Government would mean that in future this movement between blocks would only be possible with the explicit agreement of mainstream schools, i.e. by mainstream schools volunteering to allocate some of their school's resources to support SEND in the area. This proposed reduction in Council powers makes it even more important that the Council has a robust SEND strategy, in order to demonstrate to partners that funds are being used in a way that maximises the impact on children and young people with SEND and to enable provision to be delivered within budgetary constraints.
<b>LEGAL ISSUES</b>	Yes	<p>On 11 June 2014, the Department for Education (DfE) published statutory guidance in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years. This was last updated on 1 May 2015.</p> <p>From 1 September 2014 Part 3 [Sections 19 to 83] of the Children and Families Act 2014 and associated regulations [as amended from time to time] placed new statutory responsibilities upon local authorities.</p> <p>Most importantly, local authorities have to:  Work with health and social care colleagues jointly to commission services to deliver integrated support for children and young people with SEN aged 0-25.</p>

		<p>Consult children, young people and their parents, and cooperate with a range of local providers across education, health, social care and voluntary sector partners to deliver the new system, including post-16 education providers such as further education colleges and training providers.</p> <p>Work with local partners, parents and young people to co-produce and publish a local offer of SEN services and provision to assist young people in finding employment, obtaining accommodation and participating in society.</p> <p>Provide a coordinated education, health and care assessment for children and young people aged 0-25, and new Education, Health and Care (EHC) plans that replaced the two existing systems of SEN statements (in schools) and Learning Difficulty Assessments (in further education and training). Offer those with EHC plans the option of a personal budget.</p> <p>Consider the transition from children's to adult services and whether to use a new power to provide children's services to young people over 18 to smooth their transition.</p> <p style="text-align: right;"><i>KF 16.06.2017</i></p>
<b>EQUALITY &amp; DIVERSITY</b>	Yes	One of the key principles of the strategy is to improve access to high quality provision for children and young people with special educational needs and disabilities.
<b>IMPACT ON SPECIFIC WARDS</b>	No	Borough-wide impact
<b>PATIENTS &amp; PUBLIC ENGAGEMENT</b>	Yes	A nine month period of consultation was followed to reach the point of publication of the strategy. This consultation included all stakeholders and partners including parent groups as well as education settings and health colleagues.
<b>OTHER IMPACTS, RISKS &amp; OPPORTUNITIES</b>	Yes	A major focus for this strategy is on early identification and support for children with special educational needs, working with mainstream schools to ensure high quality provision which will not only meet the needs

		<p>earlier but will also reduce the demand on Special Schools.</p> <p>The major risk therefore is that if this approach to early intervention is not successful that the existing pressure on special school numbers will increase with the potential to affect quality and may result in more students attending high cost out of borough provisions.</p>
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## **PART B) – ADDITIONAL INFORMATION**

### **2. INFORMATION**

- a. The proposed new policy focuses on the council’s statutory duty to identify, assess and meet the needs of young people with special educational needs and disabilities. Please refer to Appendix A for a copy of the new strategy.
  
- b. **Our Vision** is that we want children and young people, aged from 0 to 25, with SEND across Telford and Wrekin to make excellent progress; to achieve the best possible outcomes, to open doors for their own future and thus enable them to become active citizens within their community.
  
- c. **Our Principles are:**
  - **Collective responsibility** – SEND is everyone’s business and we need a fair system where everyone plays their part to solve even the most complex of problems.
  - **Early Support and Intervention** – Early help and support through a high quality graduated response to offset and mitigate against the entrenchment of difficulties.
  - **Inclusion** - The majority of children and young people with SEND will attend mainstream settings with support from specialist providers.
  - **Localisation** - Children and young people should be educated as close to their home as possible to support meaningful engagement in their community.
  - **Personalisation** - A personalised approach leading to greater choice and control for families, valuing unique circumstances.
  - **Co-production** - Parents and carers know their children and families the best. They are active participants in decision making and help to develop and shape services.

- **Partnership** – Integration, joint commissioning and coordination of approaches to deliver better outcomes for children and young people with SEND.
- **Culture Change** – Our ‘SEND offer’ must change which means we need to think in different ways, create alternative methods for delivery and develop more flexible approaches to support.

d. **Our Priorities:**

- Priority 1 – To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.
- Priority 2 – To engage with children, young people and their families to promote early identification and support that meets need.
- Priority 3 – To develop smooth progression to adulthood for all young people with SEND.
- Priority 4 – To create robust governance structures and effective partnership across key agencies that ensure services meet the needs of children, young people and their families.

3. **PREVIOUS MINUTES**

N/A

4. **BACKGROUND PAPERS**

SEND Strategy

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