



Belief is everything

Strategy for Children and Young People 0-25yrs with Special Educational Needs and Disabilities

2017- 2020

Our Vision 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.

Foreword

Telford and Wrekin Council want our children and young people with Special Educational Needs and Disability (SEND) to achieve, live fulfilling lives and be part of their local communities. We have aspirations that all children and young people will succeed and the very best outcomes will be achieved. You, our residents, tell us that you would like our services to enable you to be as independent as possible but when you need it you have access to the right support at the right time.



This policy has been developed to achieve our goals. It recognises that we will need to collaborate and work with schools, colleges and settings in the maintained and non-maintained sectors, health and social care, including adult services and the voluntary sector. Partnership will be key.

I am determined that young people with SEND, their parents, families and carers will work with us to co-produce our offer. By further developing close relationships within our community I am confident that we will improve outcomes for children and young people with SEND.

Cllr Gilly Reynolds Cabinet Member for Education, Employment and Regeneration

Mickey Bushell (MBE)

My primary education was at Holmer Lake Primary School on Brookside where the teachers were really supportive and treated me like any other kid. This was important as I grew up because I felt like I wasn't singled out, because of my disability, but integrated into school life with my friends. There was nothing that was too much trouble for the school, they found a solution for every problem.



Being able to attend a mainstream school and to mix with kids of my own age allowed me to make friends and gave me the academic challenge I needed. I had some support from a special learning teacher who gave me extra work.

At the time I wasn't particularly pleased, but looking back I can see that this helped me to catch up with my peers. Many of my teachers have followed my career with interest, kept in contact, turned up to events and cheered me on. I take pleasure in visiting schools now, showing children my medals and hopefully giving them some inspiration.

Parents of course play a crucial role too and without their support success would not be possible. For young athletes there is a heavy schedule of training and events and a constant need for transport! Sometimes parents think it is best to wrap their child in cotton wool, especially when they have a disability, but it is important to let them breathe and experience things for themselves.

I first went to the World Championships during secondary school and my first Olympics were in Beijing in 2008. By this time I was at Telford College of Arts and Technology studying sport. The college supported my preparation and were very proud when I came back with my silver medal. The London 2012 Olympics were a dream come true. The home games and a home crowd motivate you to be better. In my case this led to a gold medal. In sport, but also in life, you can do anything. It takes hard work, lots of training and the support of all those around you. The power of the mind; how much you want to put into things; believing you can reach your goals, leads to success. My ethos for life is 'belief is everything'.



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Introduction

In Telford and Wrekin, we are ambitious for all children and young people and this is recognised in council priorities and our joint work with partners. A clear focus on ‘the right support at the right time’ across Children, Families and Adult services is particularly pertinent for any strategy for children and young people with Special Educational Needs and Disabilities (SEND). Right support at the right time is often termed early intervention and a clear focus in this strategy is identification and meeting the needs of young people, in whatever setting, as early and as quickly as possible. The family clearly has a key part to play and are considered co-producers in planning support for their children. Frequent, meaningful family conversations are key elements in the design of early intervention.

Support for children and young people with Special Educational Needs and Disability has undergone radical change since the implementation of the Children and Families Act on 1st September 2014. Education, health and social care are working hard to deliver on the ambition that greater integration of services will deliver better outcomes for children and young people with SEND.

In recent years there has been significant investment and redesign of local special school provision, including the establishment of Queensway as a setting for children with Autism and challenging behaviour with changes to admission for Haughton and Southall focusing on those children with complex needs. There has also been significant investment into special school sites under the umbrella of Building Schools for the Future, including the development of a Vocation Centre at Mount Gilbert and a Sports Hall and specialist teaching provisions at Southall. Post 16 provision has also changed, with provision at Queensway for post 16 delivered alongside Telford College and a new post 16 provider, The Willow Tree, built at the Telford College site to replace the post 16 provision at the Bridge. However, it’s not just about redesignations and redesigns, it’s also about quality; with one special school graded as ‘Outstanding’ and the majority of others as ‘Good’ the quality of specialist provision to meet the needs of our complex young people is clearly there.

To achieve our aim of early intervention, it is clear that strategic focus now needs to turn to our mainstream schools and early years settings. The provision for children with SEND in the majority of these is of high quality, but there is a requirement to build resilience in mainstream schools to meet increasing complexity of need. We need to capture existing skills and knowledge within our schools; share best practice and build their capacity so that they are equipped to manage our 21st century children. To do this we have already begun to redesign the role of the Local Authority SEND services to make sure these are best placed to work in partnership with educational providers. We also need to develop our relationships with key partners both within and outside of the council to further develop the Early Help offer and ensure that support for children and families is both timely and appropriate.

Despite the high quality work of schools to meet special educational needs, we do need to recognise that there are too many children and young people going to special schools, some far from home and out of borough, to have their education and care needs met. The special school population within Telford and Wrekin is proportionately higher than national and regional averages. This in turn results in a high proportion of funding on specialist places and transport. Too many children go to special schools because the right provision, skills and appropriate level of funding is not available in some mainstream schools. In addition refocusing early intervention within mainstream schools enables our specialist settings to concentrate on those learners with the most complex of needs.

This strategy needs to acknowledge the reality of the financial constraints under which we are all operating; resources across the council and its partners, including health, are stretched ever thinner. The renewed focus on Early Help therefore has the potential not just to meet the needs of the young people sooner and therefore to help bridge gaps, but also to focus resources at helping these young people to catch up and improve opportunities to increase access to the curriculum. We also need to consider the developing new role for the Local Authority more as a commissioner of provision and a champion of vulnerable children and families and less as a provider of services.

Whilst much progress has been achieved in recent years, we are aware that a more integrated strategy is needed to ensure we achieve further improvements and that education, health and social care must work closely together with the voluntary sector, to address the challenges we face. This strategy is designed to address these issues and to bring about the necessary improvements in the quality of provision for children and young people with SEND, from the earliest years of childhood, through the school years and into early adulthood. Ultimately the success of this strategy will be judged on the outcomes delivered for children, young people and their families.



National Context

Definitions

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Clause 20 Children and Families Act 2014

Disability

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Equality Act (2010) – Section 6

Children and Families Act 2014

Covers reforms to SEND and also to adoption, care, family justice, flexible working, childcare and child welfare.



SEND Code of Practice 2014

Revised Code of Practice applicable from September 2014 - replaces that from 2001.

Further version published in January 2015 including revised guidance on youth custody published in April 2015.



Legislation

This Strategy is being implemented against a background of significant Government reforms to education, health and social care for children and young people with SEND (0-25) and their families and/or carers.

The overall purpose of the reforms is to:

- Implement a new approach to joining up support across education, health and care from birth to 25;
- Ensure help is offered at the earliest possible point;
- Ensure children and young people, parents and carers are fully involved in determining their goals and in decisions about the type of support they need to achieve these;
- Establish more efficient ways of working; and ultimately
- Bring about better outcomes for children and young people.

The specific requirements of the reforms are outlined in The Children and Families Act 2014. Guidance on implementation can be found in the revised SEND Code of Practice 2014.

The main requirements of the SEND Code of Practice 2014 are outlined below

- To involve parents, families and carers, young people and children in shaping the provision of services for those with SEND, and to develop closer co-operation with partners, including schools, academies and colleges, health providers, social care services as well as other local authorities and the Voluntary and Community Sector.
- To produce, in accordance with the bullet above, a 'Local Offer' which details all the services to support children and young people with SEND and their families in a clear and transparent way so they can understand what is available.
- To undertake joint assessment, planning and commissioning of services for those children between education, health and social care to ensure more streamlined and integrated support through a streamlined assessment process and single plan (EHC Plan) covering a child and young person from birth to age 25.
- To introduce a duty for joint commissioning to ensure joint responsibility for providing services.
- To provide an entitlement for parents, families and carers and young people to have a personal budget to extend their choice and control over the education, health and social care services they receive.
- To ensure positive transitions at all key stages within a 0-25 age range, especially in preparing for adulthood. Providing greater powers for the Local Authority to continue services post 18 and introducing new protections for young people aged 16-25.
- School Action and School Action Plus abolished and replaced with a single school category SEN Support, posing the question of what the school offer should look like to achieve better outcomes.

- To extend the SEND legal obligations of maintained schools to Further Education Colleges and academies (including free schools).

The above requirements became statutory obligations from September 2014. Some additional requirements related to supporting children and young people with SEND who are detained in custody became applicable from April 2015. Transitional arrangements apply up to April 2018 while children and young people with Statements of Special Educational Needs or Learning Disability Assessments are transferred to Education, Health and Care Plans (EHCPs).

The Telford and Wrekin SEND Strategy is fully aligned with the principles of the Children and Families Act 2014, has due regard to the Code of Practice 2014 and supports Telford and Wrekin's implementation of the SEND Reforms.

In addition to local authorities, a range of other public bodies are required to have due regard to the Children and Families Act and Code of Practice 2014. These include: schools, further education colleges, early years providers, NHS commissioners and provider organisations, local Health and Wellbeing Boards and Youth Offending Teams. An underlying tenet of the legislation and associated guidance is ensuring that all these bodies work more effectively together in the provision of support for children and young people with SEND, including ensuring that they experience better transitions.

The specific responsibilities of other public bodies are underpinned by a variety of legislation and guidance, for example, the NHS Mandate. Through the Mandate, the Department of Health have provided a duty for the NHS Commissioning Board to ensure children and young people with SEND can access the services identified within their agreed plans and have the option of a personal budget.

From 1 April 2013 the Health and Social Care Act 2012 gave General Practitioner (GP) led Clinical Commissioning Groups (CCGs) statutory responsibility for commissioning health services for children and adults. This legislation also transferred responsibility for public health from health to local authorities.

The relationships developed between local authorities and CCGs are therefore vital in establishing effective joint commissioning for SEND – something which both organisations are under a duty to deliver.

Under the same legislation local authorities were also required to establish Health and Wellbeing Boards. The role of these boards is to provide leadership to the development of local health and social care services and to ensure service provision becomes more integrated.



Telford and Wrekin Context

Telford and Wrekin Council is the lead partner in delivering the SEND reforms and this strategy. The context for the council was re-stated through 'Being the Change - Developing our Organisation, Services and a Senior Management Team to Meet the Challenges Ahead'; **Richard Partington - Managing Director, Telford & Wrekin Council** December 2015.

The principles set out in this document apply equally to SEND as to any other part of the council, and possibly even more so than for some.

Our 'One Council' approach looked at how we functioned and operated as an organisation and made major changes. Its principles were about:

- Functioning as one organisation with a shared set of priorities and values that are owned by all services
- Attacking cost, reducing duplication and overlaps and preventing departmentalism
- Securing economies of scale and concentrating/pooling expertise and knowledge
- Reducing unnecessary bureaucracy – 'de-cluttering' processes and procedures
- A streamlined, more flexible organisation that can act faster
- Promoting more collaborative working, maximising the synergies between services and reducing silo-working
- A strategic and comprehensive approach to organisational development and change management to transform the way we work.

Every aspect of this applies to the delivery of SEND, although in this case it applies to the council working in partnership within the local area and this would include parents, carers and young people.

Telford & Wrekin Council is a Co-operative Council. This means that we work together to collectively deliver the best we can for Telford & Wrekin with the combined resources we have. As a Co-operative Council we work to a core set of values which define how we do things, both collectively as an organisation and individually. These are about:

- Openness & Honesty
- Fairness & Respect
- Ownership
- Involvement

We will seek to achieve this through our priorities which were developed following extensive community consultation:

1. Put our children and young people first
2. Protect and create jobs as a 'Business Supporting, Business Winning Council'
3. Improve local people's prospects through education and skills training
4. Protect and support our vulnerable children and adults
5. Ensure that neighbourhoods are safe, clean and well maintained
6. Improve the health and well-being of our communities and address health inequalities
7. Regenerate those neighbourhoods in need and work to ensure that local people have access to suitable housing

Whilst the SEND Strategy fits with a number of these priorities, it clearly sits very firmly under numbers 1, 3, 4 and 6.

Prevention is one of the key aspects of the council strategy, *'it is about encouraging people to help themselves to prevent needs developing in the first place: people being more able to make positive lifestyle choices (diet, exercise, smoking) and have greater control over other key decisions in their life such as where they are going to live. Through this choice they will more often play a more active role in their community, creating stronger communities.'* Prevention is at the heart of this SEND Strategy; in supporting schools to develop high quality support for all learners, at what is often called the 'Universal Support' level, then if the needs of the learners are better met, there will be fewer learners progressing onto SEN Support level.

The next level of support defined in 'Being the Change', is 'Early Help & the Right Help' when individuals and families do need help and support, we want to identify them quickly and identify the right, effective support first

time to avoid issues escalating and requiring more intensive and expensive intervention but also to avoid long-term dependency on our services. This defines the principles behind SEN support delivered in early years provision and school settings where positive impact prevents the need for further resource, less learners moving into statutory processes including Education, Health and Care Plans (EHCPs) and consequently less demand for higher services such as special schools.

The local communities are also at the heart of the local strategy, a strong moral purpose of the SEND strategy should be to ensure all children and young people are able to operate as active members of their community. This is clearly best achieved if they are part of that community and therefore should be educated as close to home as possible.



Where Are We Now?

The total school population across Telford and Wrekin has increased from 27,361 in 2012 to 28,925 in 2016. This rate of increase is greater than the national average. In the same time period, the number of children at SEN Support has decreased from 5,185 (19%) to 4,433 (15.3%). The national proportion of children at SEN support has also decreased from 17% to 11.6%. There is therefore, a greater proportion of the school population at SEN support in Telford and Wrekin. However in line with the national trend this is reducing.



The number of young people with a Statement of SEN or EHC Plan has reduced from 1,057 (3.9%) in 2012 to 961 (3.3%) in 2016 (January SEN return). During the same time period, the national rate of Statements/EHCPs has remained static at 2.8%. The proportion of Statements or EHC Plans is therefore greater in Telford and Wrekin than national although this has reduced bringing it closer to the national rate. However, this proportion is expected to increase again with many new referrals across the calendar year in 2016.

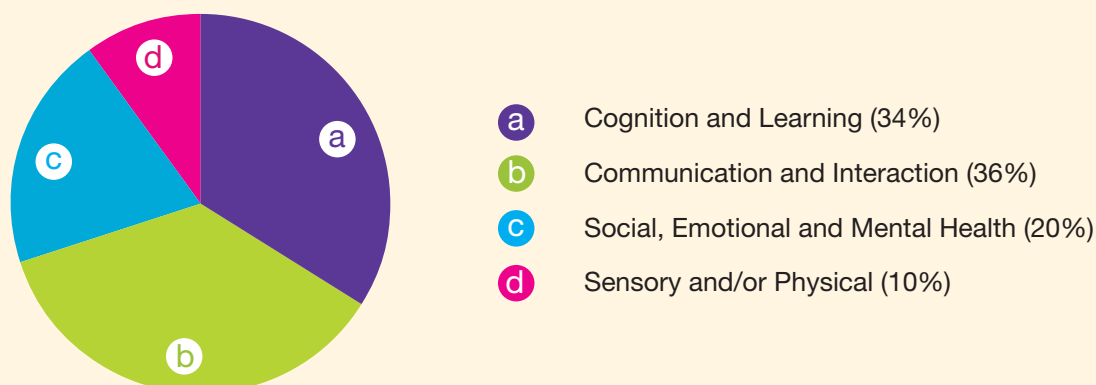
The number of students in special schools has increased from 445 (42.3% of those with

a Statement/EHCP) in 2012 to 498 (45.8%) in 2016. At the same time the number of students in external independent settings has reduced from 69 (6.4% of those with a statement/EHCP) in 2012 to 37 (3.4%) in 2016. The proportion of students placed in independent settings by Telford and Wrekin is lower than the national average.

Outcomes at Key Stages 1 and 2 for Telford and Wrekin students at SEN Support and for those with a Statement/EHCP were above national averages in 2015. Progress from Key Stage 1 to 2 was above national for SEN Support but below national for Statement/EHCP although this has improved year on year. At Key Stage 4 the average point scores for students at SEN Support and for those with a Statement/EHCP was above national in 2015, however the headline figure of 5 GCSEs at grades A* to C was below national for both of these SEN groups. The progress from Key Stage 2 to 4 was above national for SEN Support but below national for Statements/EHCPs.

In summary Telford and Wrekin has a greater proportion of children identified with Special Educational Needs, both at SEN Support and with Statements or EHC Plans, than the national averages. A high proportion of the students with Statements/EHCPs are educated in special schools, however a lower proportion than nationally attend independent specialist provisions. This suggests that the range of special schools in Telford and Wrekin is appropriate to meet the needs of a high proportion of the students whose needs are beyond that provided by mainstream schools. The outcomes at Key Stages 1 and 2 are largely good however, there is a need to improve some of the outcomes at Key Stage 4.

The primary needs of the young people with a statement of SEN or an EHC Plan across Telford and Wrekin are broadly broken down into the following proportions across the four domains:



Our Vision

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.

Our Principles

This vision and delivery of key priorities will be underpinned by the following principles:

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.



Our Priorities

We will deliver the SEND Strategy through 4 key priorities outlined in the following pages. These priorities and their underpinning delivery objectives, along with the vision and principles above, have been informed by extensive consultation and co-production with partners; including parents, health, care colleagues and educational settings.

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.





Priority 1

To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision for every child and young person.

This is important because...

Children with SEND often start phases of education with lower levels of attainment than their peers. We aim to support these young people to make the best possible progress they can, to close the gap on their peers, and to open the door to the next phase of education and into their adult life activities. All groups of children, including those with SEND, make the best progress in those schools and providers which have an overall Ofsted grade of 'Good' or 'Outstanding'; however, for those schools that are not graded good or outstanding, we aim to support these schools to ensure that the SEND provision is high quality.

Our Delivery Objectives

1.1 By 2018 provide a framework for all schools and settings to self assess their SEND provision and identify actions to improve this, leading to a SEND Quality Mark.

1.2 By 2018 work alongside the Severn Teaching School Alliance to identify and provide Specialist Leaders of Education and Lead Teachers to support schools in this self evaluation process, to moderate their self assessment and use best practice in other schools to identify next steps.

1.3 By 2017 further develop the role of the SEND Officers to build closer relationships with schools and to provide feedback and support for this self evaluation.

1.4 By 2018 provide feedback to schools on the quality of and opportunities for improvement in any plans to support young people, whether at 'SEN Support' level or with an 'Education, Health and Care Plan'.

1.5 By 2018 ensure there is a robust Quality Assurance process across all Special Schools in Telford and Wrekin to challenge under performance and support appropriate action plans towards achieving 'Good' or 'Outstanding'.

1.6 By 2019 provide a mechanism to share outcomes and progress of students with SEND compared to their peers across schools as a benchmark of their performance.

1.7 By 2019 develop a Lead Governor role to share best practice across SEND governors and to support new governors in understanding their responsibilities with regard to SEND.

1.8 By 2018 develop a broader continuum of provision including enhanced resource bases and centres of excellence in mainstream schools that support young people with different aspects of SEND, working in partnership with specialist providers to share best practice across the borough.

1.9 By 2018 support schools to develop the way in which they contribute to and enhance the Telford and Wrekin Local Offer through developing an effective range of in-class and additional interventions and strategies.

1.10 By 2018 focus on improving the way in which schools use the resources available to them; maximising the positive impact of SEND funding and Pupil Premium Grant on pupil achievement.

1.11 By 2017 refresh SEND guidance for early years, schools and colleges.

1.12 Between 2017-2020 further develop regional and national links to allow the sharing of best practice.

Our Success Measures

1a Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups.

1b Progress made between key stages for students identified with SEND will be above national averages for equivalent groups.

1c Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers.

1d Every school and setting will be graded by Ofsted as 'Good' or better.

1e Individual school and setting Ofsted reports will recognise the good level of support for young people with SEND.

1f Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer.

1g Parents express an improved level of confidence with provision for SEND in mainstream schools.

1h All children have a school placement with improved levels of attendance.

1i Reduced, permanent and fixed term exclusions for pupils with SEND.





Priority 2

To engage with children, young people and their families to promote early identification and support that meets need.

This is important because...

To support children and young people with Special Educational Needs and Disabilities to make the best possible progress we need to identify and meet their needs as early as possible in their school careers. Inevitably, good parents know their child better than anyone else and therefore we need to engage them at the earliest possible stage in any discussions around meeting the needs of their child. In many cases, early identification of need and appropriate actions to support these not only mean that the child has the chance to make good progress but can result in the child's needs being met within a mainstream environment with access to a wide curriculum offer.

Our Delivery Objectives

2.1 Between 2017-2020 empower parents, families, young people and carers to understand and positively engage in processes to support children and young people with Special Educational Needs and Disabilities.

2.2 Between 2017-2020 support schools to contribute to, and enhance the Telford and Wrekin Local Offer through developing an effective range of in-class and additional interventions and strategies.

2.3 By 2017 work with schools to develop accepted practice that parents are engaged in a 'Family Conversation' or, where a CAF is in place, a TAC to co-produce support plans at 'SEN Support' level.

2.4 By 2018 ensure appropriate, independent support and advice for parents is signposted by all services.

2.5 By 2019 engage a range of professionals, including Health and Care professionals where appropriate, earlier in the support process to identify and meet the needs of the child.

2.6 By 2018 support schools and settings to provide early, accurate and timely assessment, through well trained staff, keeping to a minimum delays between assessment and action.

2.7 By 2017 support schools in providing appropriate early help by redesigning the range of services available, developing opportunities for peer support and challenge, and more flexible access to funding for those with high needs, focusing on building the capacity, skills and resilience of mainstream settings to meet increasing complexity of need.

2.8 By 2018 ensure support plans are based on thorough assessments of a child's needs through engagement of services such as the Early Years Teachers, Sensory Inclusion Service, Learning Support Advisory Team, Behaviour Support Advisory Team, Portage service and Educational Psychology.

2.9 By 2018 use existing relationships that families have with independent support or through schools to provide continuity through Education Health and Care Needs Assessments and in particular the One Page Profile.

2.10 By 2017 ensure that a range of partners including young people and their families are engaged in the co-production of plans through a 'Family Conversation'.

Our Success Measures

2a Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.

2b Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.

2c Earlier intervention strategies lead to a reduced number of requests for Education, Health and Care Needs Assessments especially for children of secondary age.

2d Reduced demand for special school places.

2e All schools publish a high quality SEN information report.



Priority 3

To develop smooth progression to adulthood for all young people with SEND.

This is important because...

To enable children and young people with SEND to become active citizens within their community we need to work in partnership to ensure young people gain as much independence as possible. In considering plans to support young people whilst of school age, we need to support the development of their aspirations for transitions beyond school. For young people of college age, we need to plan for transitions into adulthood with appropriate levels of support, not just from central services but also from families and the community. Telford and Wrekin Council and its partners are committed to work together to overcome obstacles and join up services in order to achieve this aim of independent, active residents.

Our Delivery Objectives

3.1 Between 2017 and 2020 ensure the needs of young people are identified and that appropriate support is planned from the earliest possible age; with integrated specialist services working across Early Years provisions.

3.2 By 2019 provide continuity of support for young people post 16 by redefining the SEND locality teams to provide support up to the age of 25.

3.3 By 2018 ensure provision maps for 16 to 19 year olds and for 19 to 25 year olds are accessible through the Local Offer.

3.4 By 2017 ensure that children with SEND have access to appropriate independent advice both pre and post 16 so that future aspirations, needs and circumstances are reflected in plans.

3.5 By 2018 review Local Authority provision that supports SEND and post 16 services for young people and complete an options appraisal, considering merging roles and responsibilities between teams.

3.5 By 2019 provide greater opportunities for young people to access college, work experience placements, apprenticeships, supported internships and job coaching.

3.6 By 2019 promote independence, rights, choice and inclusion for all young people through a person centred approach.

3.7 By 2018 work alongside Adult Social Care to ensure a seamless package of support is brokered to prepare for independent living within the community.

Our Success Measures

3a The number of young people with SEND aged 16-25 engaged in education, employment and training will increase.

3b All EHCPs for children aged 14 and beyond reflect aspirations for future training or employment.

3c There is an increased uptake of college courses and apprenticeships for students with SEND aged 16-19.

3d All students with SEND have access to independent advice and guidance and those with the greatest need have access to a personal adviser.

3e Those students with continuing care needs have future support and transitions to adult care mapped into EHCPs.





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.

This is important because...

To ensure the best possible service to meet the needs of children and young people with SEND we need to ensure transparency around all processes and access to accurate information. It is important to engage with all partners, including parents and the young people themselves, to get feedback on the effectiveness of the processes around SEND. Both the timeliness of the process to assess and support young people and the quality of the plans produced should be challenged to ensure these are as good as possible. Ultimately the people of Telford and Wrekin are represented by the elected members, they should have access to accurate up to date information, both quantitative and qualitative, with which to challenge the SEND team on behalf of the Children and Young People of Telford and Wrekin.

Our Delivery Objectives

4.1 By 2017 engage all stakeholders, including parent representatives, to participate in a governance board which in turn can challenge all partners where the needs of young people are not being met.

4.2 By 2017 ensure all partners have access to accurate and timely data to demonstrate the effectiveness of the SEND processes.

4.3 By 2017 update and refresh the local area joint strategic needs analysis with a sharp focus on Special Education Needs and vulnerable groups.

4.4 By 2017 ensure that developments within SEND are aligned with overarching strategies and are represented through the Early Help Partnership Board and the Health and Wellbeing Board.

4.5 By 2019 ensure that assessment processes and services are user friendly, easily accessible, well communicated and that they meet statutory requirements.

4.6 By 2018 ensure all criteria and thresholds for additional support through Education, Health and Care Plans are clearly defined and available to all partners.

4.7 By 2017 review specialist provision to ensure special schools reflect the needs of children and young people in the local area, admission criteria is well understood and sufficiency in line with population growth is determined.

4.8 By 2017 introduce a moderation panel to support the local authority with its decision making responsibilities around the Education, Health and Care Plan processes.

4.9 By 2018 develop a Quality Assurance process for Education, Health and Care Plans and requests for assessment, providing feedback to all parties involved to help improve the quality of plans and the advice which informs them.

4.10 By 2017 engage parent groups and other partners in regular consultation and use feedback to help shape services.

4.11 By 2018 engage all partners in co-production of plans to ensure that advice is timely and that statutory timescales are met.

4.12 By 2019 processes for the joint commissioning of provision are clear and facilitate timely decisions where jointly commissioned provision is needed.

Our Success Measures

4a A Governance Board is in place which meets regularly and demonstrates challenge to the delivery of the SEND processes.

4b Data reports are available monthly and demonstrate progress against key success measures.

4c Surveys demonstrate an increased level of satisfaction with the SEND processes.

4d There is an increase in the proportion of EHCPs published within statutory timescales.

4e There is demonstrable progress in the quality of EHC plans published.

4f There is a reduction in children out of school or waiting for special school placements.

4g All young people in need on tripartite funding identified with evidence of timely interventions including placements where needed.



Reviewing and monitoring our strategy

An annual action plan will be developed, focused on the delivery of objectives specified in this strategy. Telford and Wrekin Council will publish a report every 12 months, from the date of original publication, providing an update of our progress against the success measures specified. This action plan will sit alongside our local area SEND self-evaluation framework which supports our continuous journey of self-improvement and can be found on the Local Offer at www.telfordsend.org.uk



Key features...

- > Search for clear and accessible information, advice and sources of support.
- > Explore leisure, fun and short breaks activities.
- > Find out about specialist services and education health and care plans.
- > Learn how schools support special educational needs.
- > Use the interactive map showing what is available near to where you live.
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Discover everything you need to know about education, health and care services in your local area for children and young people with SEND 0-25yrs at...

www.telfordsend.org.uk