



## **SEND and Inclusion Strategy 2020-2024 Final Report (DRAFT)**

### **Purpose of Report**

To provide a final overview report on the activity, achievements, impact and areas for continued improvement of the SEND and Inclusion Strategy 2020-2024, including recommendations for future 'business as usual' and strategic developments. This report should be read in conjunction with the Priority Impact Reports and Strategy Implementation Data Report.

### **Background**

The current strategy was developed working closely with parent carers, voluntary sector organisations, health, nurseries, schools, and colleges to work in partnership to deliver an inclusive culture with services that support every child or young person with SEND to feel valued and empowered to be part of the community now and in the future.

The co-produced key principles that underpinned this work and were explicitly cited as essential to the implementation of the strategy were that all children and young people should:

- Be safe and feel safe when trying new things
- Be able to learn from each other and grow together with all children and young people
- Be able to have choice wherever possible
- Have access to information and communication for themselves and the people around them that help along
- Experience joined up help and support because the strategy is being co-produced
- Have additional needs identified early so support can start as soon as possible
- Be educated as close to home as possible

The current strategy was initially intended to run for three years. With the agreement from all partners, including Cabinet approval, the strategy was extended for a further year due to the following:

- The COVID pandemic delayed the launch of Wiltshire's SEND&I strategy and whilst there was demonstrable progress with many elements, some were delayed while others have changed shape, in response to the post pandemic landscape within schools and settings.
- The Government green paper 'Right Support, Right Place, Right Time' made a number of proposals to strengthen SEND practice and support for young people and families. Some of these proposals relate to developments which would necessitate work across the local area, including the development of a local area board. These changes would result in work across the local area which would need to be incorporated into the next SEND strategy document.

## **The Strategy Implementation Programme**

Through consultation and co-production six priority areas were agreed, including implementation plans and how we will know if we are making a difference for children and young people with SEND and their families. For each of the priority areas a detailed implementation programme was developed, with each area having a responsible lead.

- Developing holistic plans with children and young people – Head of SEND and Inclusion (WC)
- Inclusion and removing exclusion in education – Head of Targeted Education (WC)
- Inclusion and well-being in the community – Children’s Commissioner (ICB)
- Improving the range and quality of provision – Head of Special School Transformation (WC)
- Progress and attainment – Head of School Effectiveness (WC)
- Well planned transitions – Head of Whole Life Pathway (WC)

Priority Leads developed their own working groups to manage progress and were supported in measuring impact by the Data and Insights Team.

To lead in the oversight and scrutiny of this work the SENDAP Board was established in 2020 and provided a partnership approach to the implementation of the strategy. This Board has developed over the years to align with changes in management structures, but remains the primary oversight group for the development of SEND provision and monitoring the impact of activity.

In presenting the final review each priority area summary has been divided to provide information on what we set out to do, what we did do, what the impact of our work was, challenges and barriers and what our next steps are.

### **Developing holistic plans with children and young people**

*We want to ensure that there is a good plan for every child and young person with SEND which thinks about their whole life and has contributions from all the people and organisations that can help them reach their goals.*

The identified impact expected through the workstreams within this priority were:

- Reduction in waiting times for accessing support ensuring help is not dependent on diagnosis
- Parents and professionals will say plans are more effective
- Children and young people will say their wellbeing has improved
- Parent, carers will say the information they access is easier to understand
- Fewer young people become mental health inpatients
- Children & young people in vulnerable groups (e.g. LAC & CiN) receive timely assessments & plans.

To meet the agreed impact expectations for priority one the following work was undertaken:

### **Activity and Achievements**

- In 2020 the Designated Clinical Officer (DCO) role within the Local Area Partnership was established.
- In 2022, the Designated Social Care Officer (DSCO) role was established.
- The local area developed our Discussion and Decision Groups (DaDs). These groups include representation for our parent carer forum.
- Development of a local area dashboard with information from education, health and social care
- Recommissioning of SENDIAS service
- Implementing the Quality Assurance Framework (QAF) ensuring roles and responsibilities are clearly understood and focused on the quality of EHCPs.
- In 2023, the SEND Service started using the Invision Audit Tool to monitor the quality of EHC Plans.
- The Local Offer Officer was appointed in 2022 to support with the co-production of the SEND education guide, Ordinarily Available Provision (OPAL) Guide, and overhaul and development of the Local Offer website
- The ICB, via the Learning Disability and Autism Board, worked with partners to develop a neurodevelopmental pathway that supports parents—this pathway coordinates a range of assessments and interventions for autism and ADHD.
- POET surveys undertaken in 2022 and 2020

## **Impact**

- DCOs provide a direct impact on the quality of health advice in plans, with DCOs supporting with quality assurance of draft and finalised EHC Plans and working collaboratively to support in-house training of the SEND Lead Worker Team.
- DSCO role provides similar positive impact in the quality of social care advice on plans
- The SEND Dashboard provides a clear line of sight on performance across the local area to understand challenges and successes within the system, with oversight from key partners through SEND Board
- Local Offer has grown user numbers from 430 in September 2022 to 5,100 in June 2024
- The impact is that CYP have access to a bespoke and robust assessment pathway to help those around them understand their needs, result in an assessment report addressed to the CYP and to only have to tell their story once. The Wiltshire neurodevelopment pathway is enhanced by the parent carer delivered ND advice line pilot provided by the WPCC as a result of a successful co-created Health Inequalities Fund (HIF) bid.
- Single-service and multi-agency auditing leads to improved quality of new plans being issued and where updates to EHC Plans required (e.g. following Annual Review). This work is overseen by the SEND Performance & Quality Lead (SPQL), a new post created in 2022
- POET survey shows overall positive scores for CYP feeling happy with the quality of their life (71%)

## **Challenges and Barriers**

- Continued increase in EHCP numbers

- Reducing waiting times for support within statutory services
- CAMHS data to inform decision making and monitor progress

### **Next Steps**

- Fully integrated SEND Dashboard (BAU)
- Continued activity to improve waiting times for statutory services (Strategic)
- Replacement tool for recording voice of CYP, parents and professionals following end of POET (BAU)

### **Inclusion and removing exclusion in education**

*We want to increase access to, and the capacity of, local mainstream schooling to better meet the needs of the most vulnerable children and young people. We want every child and young person to feel part of their school community and that the support, help, education and opportunities around them will help them on their journey.*

The identified impact expected through the workstreams within this priority were:

- There will be a year-on-year reduction on suspensions and permanent exclusions for children with SEND
- More children and young people with SEND will be educated in mainstream settings year on year
- There will be a decreasing number of children and young people accessing independent special schools year on year
- Improvements in early help will mean more children and young people with SEN support plans balanced by a reduction in EHCPs year on year
- Every child is accessing safe educational provision

Work in this area has focused on reducing suspension and permanent exclusion rates, supporting more children and young people to be education in mainstream settings, decreasing independent special school numbers, and improving early help.

To meet the agreed impact expectations for priority one the following work was undertaken:

### **Activity and Achievements**

- Strategic Resource Base (RB) reviews have been developed to ensure high-quality provision is provided through all Wiltshire RBs.
- Development of OPAL as a resource which outlines the provision and support that should ordinarily be available for children and young people in education settings, such as early years, schools and colleges, developed through co-production within Wiltshire. Training has been made available to internal LA colleagues as well as schools to ensure consistent messages are understood to show what support should be made available to CYP with SEND in a mainstream setting.

- Roll out of Five to Thrive across children's workforce (FACT), including EY settings and schools.
- The introduction of SEND and Inclusion Advisors from September 2024 is a key development with this aim as they will be engaged in targeted support to schools to ensure all mainstream settings are clear in their understanding of OPAL and are supported to develop this.
- SAIL (ASC/SEMH) Free School opened in September 2023 and at its new site in January 2024, as part of a phased launch.
- Melksham House is planned to open in the Autumn of 2024 and will provide much needed Primary SEMH and Secondary SEMH (EBSA/High Anxiety) provision.
- The Northwood Centre, a registered AP School is due for launch in Autumn 2024 with AP Free School sites in the North & South progressing.
- The DFE SEMH Free School (working title Bitham Park) is now in the feasibility stage of planning for 25/26 opening and plans for Exeter House (2) are also underway.
- Additional Primary Resource Base places are being delivered year on year, through augmentation of existing estate/creation of new spaces. 2 further Secondary Resource Bases (C & I/C & L) have been established with another expected to be developed over the next academic year. In total, an impressive 400 additional specialist school and 230 resource base places have been created between 2020 and 2024.
- Early help provision has been extended through the School and Family Support Practitioners to support ESA process in schools.
- Development of the integrated system of early support and intervention with the launch of the All Together website and the commissioning of Family Hubs across the county.
- Working with the WPCC to support in the development of parent carer voice within services

## Impact

- Permanent exclusion rates remain strong versus national performance
- The % of children with SEND accessing a mainstream provision (including ELP/resource bases) across a 4 year trend is 57.1% (2021), 56.4% (2022), 57.2% (2023), 57.4% (2024).
- Resource Base (primary and secondary) have increased from 243 places in 2017 to 503 for September 2024.
- The strong trend of ISS Step-downs over the last 3 years is expected to continue due to well established processes within the SEND Service. Whilst there is undoubtedly continuing pressure within the system around sufficiency of alternative provision, as we wait for additional AP, it is anticipated this will reduce with the broadening of provision outlined. There were 92 Step-downs from ISS at the end of the 22/23 academic year, the net saving from which was £3,479,479.
- For all learners who have an EHCP with an EOTIS designation or who attend AP having been permanently excluded or CLA are placed in provision that has been assessed as safe and suitable to their needs, utilising our Wiltshire Approved Alternative Provision Directory. These children have Learner Intervention Plans.
- WPCC membership has grown to over 5,000 members and has been fully engaged in wide-ranging co-production activity including strategies, commissioning and in house service development

## Challenges and Barriers

- The academic year 2021/22 shows that the overall rates of suspension for learners with an EHCP as well as for those with SEN Support in Wiltshire were higher than for those in England as a whole. The rate of suspension for secondary aged learners in Wiltshire was lower than the national rate for learners with SEN Support.
- The Spring term 2022/23 show higher rates of suspension in Wiltshire for learners with an EHCP as well as for those with SEN Support compared to the national rate. Local data indicates that Wiltshire rates have reduced in the Spring term 2023/24 compared to the Spring term last academic year.
- Due to increase in EHCPs ISS placements remain high

## Next Steps

- Development of plans to address increased suspension rates (strategic)
- Continued development Alternative Provision offer, including increased Ofsted Registered provision (BAU)
- Focus on ISS placements (Strategic – Safety Valve)

## Inclusion and well-being in the community

*We want to work with our communities so that children and young people with SEND and their families feel they can thrive. We want to ensure we have highly effective systems, supports and structures inside and outside of education for children and young people with SEND without needing an EHCP.*

The identified impact expected through the workstreams within this priority were:

- Children and young people with SEND will say they feel part of their local community
- Parents report they have accessed support and training which has enabled them to support their families
- Children report that they are empowered through the person-centred planning
- Community groups report better joint working
- Children in vulnerable groups (CiN, LAC, FSM) receive the additional joined-up support that they need, families talk about positive social opportunities for their children and the children have fun

Over the period of the strategy partners have worked together to develop the workstreams in this priority, including the development of pathways, the recommissioning of services, and the alignment of services. Whilst several key areas were delivered, further work is needed to develop the offer with colleges and alternative provision, the provision of personal budgets, and the ongoing working relationship with provider collaboratives.

To meet the agreed impact expectations for Priority three the following work was undertaken:

## Activity and Achievements

- During the period of the strategic plan improvements have been made in terms of access to health appointments. Schools became the main location for health interventions – either clinical appointment and/or the support and training given to schools.
- HCRG secured the contract to provide emotional wellbeing services in schools.
- Various successful funding bid continue to support the development of health provision and/or early intervention in schools and colleges including the expansion of MHSTs
- Partners worked together to review and revise the DSR – a robust and effective service is now in place and enabled the prevention of hospital admissions. Data is regularly reported via the health dashboard.
- WCIL has developed the pioneer programme
- Mental Health Support Teams for schools being developed and expanded
- The seven day a week community eating disorder service has been established to provide assistance with home support
- Parent Programmes have been accessed by increasing numbers of families
- Commissioning of Family Hubs to support with community level support for families and children with SEND 0-25
- Pioneers work on development of annual reviews to ensure child's voice central, and person centred
- In January 2024 a SEN Voice and Participation role was recruited to provide a strategic lead on ensuring the voice of children and young people with SEND is heard and acted upon.

## **Impact**

- Short Breaks: satisfaction rate for 2022/ 23 is 92% which meets the high-performance status as set by the partnership.
- 135 Pioneers have been recruited to supported with the voice and participation of young people, focused on the future they would like to see in their own communities, developing successful initiatives including the 'front door key' scheme and support with opening bank accounts.
- Parenting Programmes have received high satisfaction survey results with increased confidence registered across all course by on average 9%
- Annual Reviews now fully reflective of child's voice
- The DSR meetings have reduced hospital admission through ensuring a focus around the child's needs from professionals and working with families in CETRs as required.
- Parenting programmes well used by families with high satisfaction rates; parents reporting average improved confidence levels of +9%
- HCRG Health and Wellbeing service is delivering CBT, individual therapy and activity days for children and young people with social, emotional and mental health needs without a diagnosis.

## **Challenges and Barriers**

Mental health support remains a challenge with high levels of referrals and long waiting lists

## **Next Steps**

Further work needed to develop, clarify and raise awareness of the health offer to colleges and Alternative Provision (BAU)

Work continues to take place to finalise a joint personal budget statement and develop the offer of personal budgets, including expanding the offer of to enable their use (strategic)

Expansion of young people's voice, particularly for more 'hard to reach' cohorts including those educated out of county, educated other than in school, and primary age (strategic).

## **Improving the range and quality of provision**

*We want to ensure that all the services and support for children and young people with SEND are brilliant and are there at the right time in a way that meets their needs. This includes across education, health, transport and the wider community.*

The identified impact expected through the workstreams within this priority were:

- Educational settings will demonstrate improved outcomes for children with SEND
- Specialist education provision developed based on needs and identified gaps
- Families report that equipment is available and recycled within agreed timescales
- Parents report that their child's needs are met because they can access services
- New special schools and resource base provision are developed with positive feedback from families
- Joint commissioning arrangements will be made around education, health and care provision to secure positive outcomes for young people with SEND
- Children and parents are involved in co-production for the development of services.

There has been significant growth in the number of places available for children and young people with additional needs with development of special schools, resource bases and alternative provision.

To meet the agreed impact expectations for Priority four the following work was undertaken:

## **Activity and Achievements**

- SAIL (ASC/SEMH) Free School opened in September 2023 and at its new site in January 2024, as part of a phased launch.
- Melksham House is planned to open in the Autumn of 2024 and will provide much needed Primary SEMH and Secondary SEMH (EBSA/High Anxiety) provision.
- The Northwood Centre, a registered AP School is due for launch in Autumn 2024 with AP Free School sites in the North & South progressing.
- The DFE SEMH Free School (working title Bitham Park) is now in the feasibility stage of planning for 25/26 opening and plans for Exeter House (2) are also underway.
- Additional Primary Resource Base places are being delivered year on year, through augmentation of existing estate/creation of new spaces. 2 further Secondary Resource Bases (C & I/C & L) have been established with another expected to be developed over the next academic year.
- Dyslexia Friendly Schools Project
- PINS – partnership for inclusion of neurodiversity\*in schools



- Autism Education Trust (AET) roll-out

## Impact

- In total 911 additional places created between 2020 and 2024 to support children and young people with SEND.
- A Care Navigator role has been introduced to the pathway, to help families access appointments, answer questions and prepare CYP for the next step of the assessment pathway. This initiative has helped families and CYP feel less anxious about appointments and know what to expect. Care Navigators have been able to build a relationship with families and support the family at appointments for example parents and carers may have their own additional needs which make accessing appointments more difficult, this helps to ensure the best outcomes for the CYP. They have been able to provide bespoke visual support about what to expect at appointments making the assessment process more accessible.
- Parent/carers on the autism pathway feel better informed about the process and wait times and parent/carer feedback is helping shape improvements going forward.
- Wiltshire LA's application to be an Autism Education Trust Training Partner has been successful and a roll-out is planned in the next academic year. Autism specialists within the Specialist SEN Service will be trained to deliver accredited AET training modules. Phase one will be for secondary schools across Wiltshire to work with the Senior Management Teams to create an autism-friendly culture and ethos, and schools will be able to access AET resources and work to achieve accreditation for their support for learners with social communication needs
- Oxford Health CAMHS have been successful in securing three waves of funding to deliver MHSTS in Wiltshire, this means 32% of schools in the county are now covered by a MHST. This is above the national target in the NHS Long Term Plan of 25% coverage. Within Wiltshire MHST, we have a dedicated SEN Education Mental Health Practitioner (EMHP) who provides low intensity interventions to children and young people who attend Special Educational Need (SEN) schools across Wiltshire. Since May 2022, there have been 27 referrals in Wiltshire

## Challenges and Barriers

- Growth in EHCPs – the number of learners with EHCPs requiring a Resource Base or Special School place is modelled at 10.8% year on year growth. Growth in demand increased by 15% in the year to January 2024.
- Schools report increasing complexity of pupils and increasing cases co-morbidity of diagnosis. This means children and young people have higher support needs; and are less able to integrate with mainstream learning when placed in Resource Bases.
- The education sector is changing, including: academisation; change in senior leadership; recruitment challenges; changes to MAT structures etc. This makes High Needs development plans more uncertain and can cause delay.
- Increased financial pressures – Safety Valve and other sources of capital funding: in the absence of confirmed Safety Valve capital and/or High Needs Capital Grant, Wiltshire Council are funding £10M for the development of High Needs Provision. Schemes are getting more

expensive to develop, with increasing costs of materials and labour, as well as the more onerous expectation of carbon net zero.

- Schools are requiring High Needs schemes are cost neutral. As well as higher capital development costs, the LA must offer guaranteed revenue funding for sustainable solutions. There is an ongoing challenge for therapeutic support to keep pace with demands and volume of High Needs students.

### **Next Steps**

Additional capital investment in school places (Strategic)

Development of MHSTs (BAU)

### **Progress and attainment**

*We will work together to ensure every child and young person does well in their education and achieves wellbeing*

The identified impact expected through the workstreams within this priority were:

- There is information in all plans about children and young people's wellbeing and that this shows their wellbeing is improving
- For progress and attainment for all children and young people with SEND to be in line with or above national averages
- The number of young people with SEND engaged in education, employment and training increases year on year.

Over the period of the strategic partners have worked to develop a clearer understanding of children and young people's well-being, worked closely with education provision to provide appropriate support and training and engaged with employers and training providers to minimise the number of young people with SEND not in Education Employment and Training.

To meet the agreed impact expectations for priority five the following work was undertaken:

### **Activity and Achievements**

- Development of programmes with support young people with SEND to be engaged in education, employment and training
- During February and March 2024, we captured the responses of almost 9000 pupils from around 90 education settings, increasing the number from the last 2 surveys: 7499 in 2021 & 6000 in 2020.
- SENCO inclusive practice
- SEND and Inclusion Advisor role appointed in January 2022 to support schools with SEND school improvement as part of School Effectiveness
- Recruitment of SEND Voice and Participation Lead to strategically lead on ensuring the voice of children and young people is captured and analysis provides the local area with plans to support well-being and educational achievement

- The development of the RB Review template and process has had considerable impact on the specialist SEND provision available in Wiltshire. Where concerns have been identified, specific and targeted support has been made available and progress has been monitored. As a result, RBs report feeling more supported and ongoing evaluations demonstrate improvements
- The publication of the SEND SEF, OPAL and Inclusion Toolkit provide schools with the resources required to evaluate their SEND provision and to implement improvements. The language of OPAL is becoming embedded across all services and schools

## Impact

NB: The latest progress and attainment information (2022-23) is included and will be updated with 2024 for the published document

- EYFS data for CYP with SEND achieving GLD decreased slightly from 20.8% in 2022 to 20.0% in 2023.
- Phonics data for CYP with SEND showed an increase in pass rates from 41.8% in 2022 to 44.6% in 2023.
- KS1 RWM for CYP with SEND increased from 16.1% in 2022 to 17% in 2023.
- KS2 RWM for CYP with SEND decreased from 16.1% in 2022 to 15.9% in 2023.
- KS2 progress scores for CYP with SEND:
  - Reading: -1.29 in 2023 compared to -1.70 in 2022.
  - Writing: -2.66 in 2023 compared to -2.37 in 2022.
  - Maths: -2.08 in 2023 compared to -1.92 in 2022.
- KS4 data for CYP with SEND:
  - Average Attainment 8 score was 29.7 in 2022 then 28.6 in 2023.
  - Average Progress 8 score was -0.65 in 2022 then -0.52 in 2023.
- The number of young people with SEND engaged in education, employment and training increases year on year.
  - NEET (EHCP) has decreased from 11.5% (2019) to 5.5% (2023). South West total is 10.7%/England is 10.1% (2023).
  - NEET (SEN Support) has decreased from 8.9% (2022) to 7.2% (2023). South West is 11.2%/England is 9.3% (2023).

## Challenges and Barriers

- Engagement from schools with the SEND SEF has been lower in 2023-24 than previous year despite changes made from feedback. Plans for a revised method in 24-25 will engage a smaller group of schools (20-30) in a more targeted pilot.

## Next Steps

- To develop plans that deliver improvements as highlighted through the wellbeing survey (strategic)

- OPAL– this needs to saturate all services, settings and establishments to provide a common language and shared expectations with the aim of all children receiving an equitable offer of provision. (BAU)
- RB Network/Reviews – RBs are now in a cycle of reviews and support with all RBs receiving a review at least annually (support is available more regularly where needed). RB Networks take place termly and are well-attended to ensure sharing of best practice and school improvement remain at the forefront of all planning. (BAU)
- Development of early identification and effective mainstream provision for children with SEND driven by all through the language of OPAL (Strategic).

### **Well planned transitions**

*We want to ensure that every child and young person gets the right help as they go through significant life events such as starting at a new school or college and becoming young adults as they leave education. Our aim is for children and their parent/carers to experience seamless transitions, across education, social care and health*

The identified impact expected through the workstreams within this priority were:

- All children with SEND have a smooth transfer from their early years setting to primary school
- All primary schools report they feel confident in meeting the needs of children in reception
- Secondary schools have arrangements in place to ensure all children make a successful transfer to Year Seven
- The number of young people with SEND engaged in education, employment and training increases yearly
- Plans for children aged 14 and above reflect aspirations for future education, training and employment
- Checklists and resources designed to help transition reviews are used by settings and families to achieve good quality reviews
- There is an increased uptake of college courses and apprenticeships for young people aged 16-19 with SEND year on year

Over the period of the strategy partners have worked to develop plans to meet needs at all transition points: from Early Years to Primary all the way through to supporting young people into employment, education, training and adulthood.

To meet the agreed impact expectations for priority six, the following work was undertaken:

### **Activity and Achievements**

Recommissioning Portage/District Specialist Centre -early years coordinator role. This has been completed and the Portage and DSC contracts have been awarded. The EYCO role has been designed and the RD is with HR. Members of the EYIA team will cover this role temporarily until the post is filled.

The first growing and moving on event was held on 14 October 2022 and then again on the 13 October 2023.

The aim of the events is to promote further independence and to support young people in Wiltshire by providing them with information about options to consider when moving into adult life.

The Wiltshire Employment and Community Skills team (ECS) are dedicated to supporting people on their pathway to work or as close to that as possible for each individual.

Community Connecting, a Wiltshire Council team supporting young people and adults with special educational needs and disabilities, including autism to independently travel in various forms. Supporting travel to school, post 16 educational providers, travel for confidence and to community outcomes. Promoting and expanding opportunities for accessing the wider community.

In addition to the above ECS pathway, Early intervention was added in 2022 as there was an emerging concern around high anxieties having an adverse effect on young people being able to leave their homes and access Community Connecting services.

The Wiltshire Employment Support Team (WEST) assists young people into finding and sustaining varying levels of paid employment with local employers, working with the young person to enable them to reach stability when in paid employment with the planned aspiration for them to do this independently.

We are now celebrating/engaging/enlisting employers in Wiltshire, specifically for supported internships

Recruitment in 2023 of a SEND Post 16 Commissioner to develop and enhance offer for young people

Launch of Dingley's Promise initiative in Wiltshire

Regular military network sessions for settings with military families. In April 24 we held an EY military conference which was funded by the ELCF grant from the military covenant.

Ways into work roadshows - (robust info, events, videos - across 6 months starting late September) aimed primarily at YP leaving education in the next few years and their parents.

Employer recognition scheme launching 8 July 2024

Self-employment offer started in April 2024

## **Impact**

Children and young people transition satisfaction scores have increased, from 67% in 2023 to 76% in 2024

Dingley's Promise has supported 746 learners to develop their practice in supporting children and young people with SEND in early years

NEET (EHCP) has decreased from 11.5% (2019) to 5.5% (2023). South West total is 10.7%/England is 10.1% (2023).

NEET (SEN Support) has decreased from 8.9% (2022) to 7.2% (2023). South West is 11.2%/England is 9.3% (2023).

98.2% of children have a successful age phase transfer

District Specialist Centres providing incremental increases in dual placements for children, with an accompanying reduction in DSC only placements, moving from 52% in 2022 to 58% in 2024

### **Challenges and Barriers**

Provision of Post-16 offer remains a challenge due to a shortage of provision in county that can support young people within their local communities.

### **Next Steps**

Development of Post-16 offer including the commissioning of specific services and working with further education, training and employment providers (strategic)

### **Conclusions and Next Steps**

The local area has demonstrated a high level of commitment to supporting children and young people and their families and carers through the high levels of activity undertaken to deliver the implementation plan and have a positive, and lasting, impact. The activity has been wide ranging and shown an understanding of the challenges faced within our communities across the 0-25 age range. This commitment has been matched with significant investment in resources, including staff, new provision and services.

Whilst there has been clear and evidenced impact in a number of areas, the challenges of meeting need in an ever changing context with increasing numbers of EHCPs and developments in government policy superseding planned activity. Additionally, whilst the local area has focused on the quality of support, the challenge of funding and the current high needs deficit has added an additional dimension which is to be addressed through the Safety Valve programme.

Overarching themes that have emerged from the work include the increased pressures emerging from the increase in the number of EHCPs, including waiting times, our improved engagement with children and young people, the development of a more collaborative local area approach and the continued need for a focus on post-16 support for young people.

As we move forward in towards the approval of the new strategy (2024-29) it is essential that we are clear on the areas of work that should be continued from the 2020-24 work and aligning with the SEND Transformation Programme to be able to give parents and carers, children and young people and all stakeholders within the local area clear plans, with agreed performance indicators for measuring success. As such the key recommendations from this paper are:

#### **To develop within business as usual activity**

- Develop, clarify and raise awareness of the health offer to colleges and Alternative Provision
- Fully integrated SEND Dashboard

- Continued development Alternative Provision offer, including increased Ofsted Registered provision
- OPAL– this needs to saturate all services, settings and establishments to provide a common language and shared expectations with the aim of all children receiving an equitable offer of provision.
- RB Network/Reviews – RBs are now in a cycle of reviews and support with all RBs receiving a review at least annually (support is available more regularly where needed). RB Networks take place termly and are well-attended to ensure sharing of best practice and school improvement remain at the forefront of all planning.
- Replacement tool for recording voice of CYP, parents and professionals following end of POET

**To incorporate within the next strategy:**

- Development of Post-16 offer including the commissioning of specific services and working with further education, training and employment providers
- To develop plans that deliver improvements as highlighted through the wellbeing survey
- Work continues to take place to finalise a joint personal budget statement and develop the offer of personal budgets, including expanding the offer of to enable their use
- Expansion of young people’s voice, particularly for more ‘hard to reach’ cohorts including those educated out of county, educated other than in school, and primary age
- Development of plans to address increased suspension rates
- Continued activity to improve waiting times for statutory services
- Development of early identification and effective mainstream provision for children with SEND driven by all through the language of OPAL.
- Focus on ISS placements (Safety Valve)
- Creation of a new behaviour support offer for secondary schools to reduce EHCP suspension rates

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July 2024