



# **Wiltshire SEND Inclusion Strategy 2020 – 2023**

## Foreword

Welcome to this document that sets out the strategy for all children and young people with special educational needs and disabilities (SEND) 0 – 25 in Wiltshire.

This strategy has been put together through working with parent carers, children and young people, voluntary sectors groups, Wiltshire Parent Carer Council (WPCC) and professionals from across a partnership of organisations that work with people with SEND including Wiltshire Council, Wiltshire Clinical Commissioning Group, Wiltshire pre-schools settings and childminders, schools and colleges, our provider of children's and adolescent's mental health support (Oxford Health) and our provider of community care (Virgin Care).

As a partnership we want the very best for our young people with SEND (including those on SEND Support and with an Education Health and Care Plan) now and in the future and we believe that inclusion needs to be at the heart of our strategy so that every child or young person with SEND feels valued and empowered to be part of their community now and in the future.

Cllr Pauline Church

Cabinet member for Children, Education and Skills



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## Coproduction

Wiltshire is committed to coproduction and as part of this strategy we want to take the next steps<sup>1</sup> towards working together.



The creation of this strategy has been a good opportunity to work together and ensure that the local area is prioritising the work that will make the most difference in the lives of families and children with SEND. The participation of parent carers, children and young people and the wider community is vital to ensuring that we can bring inclusive communities together.

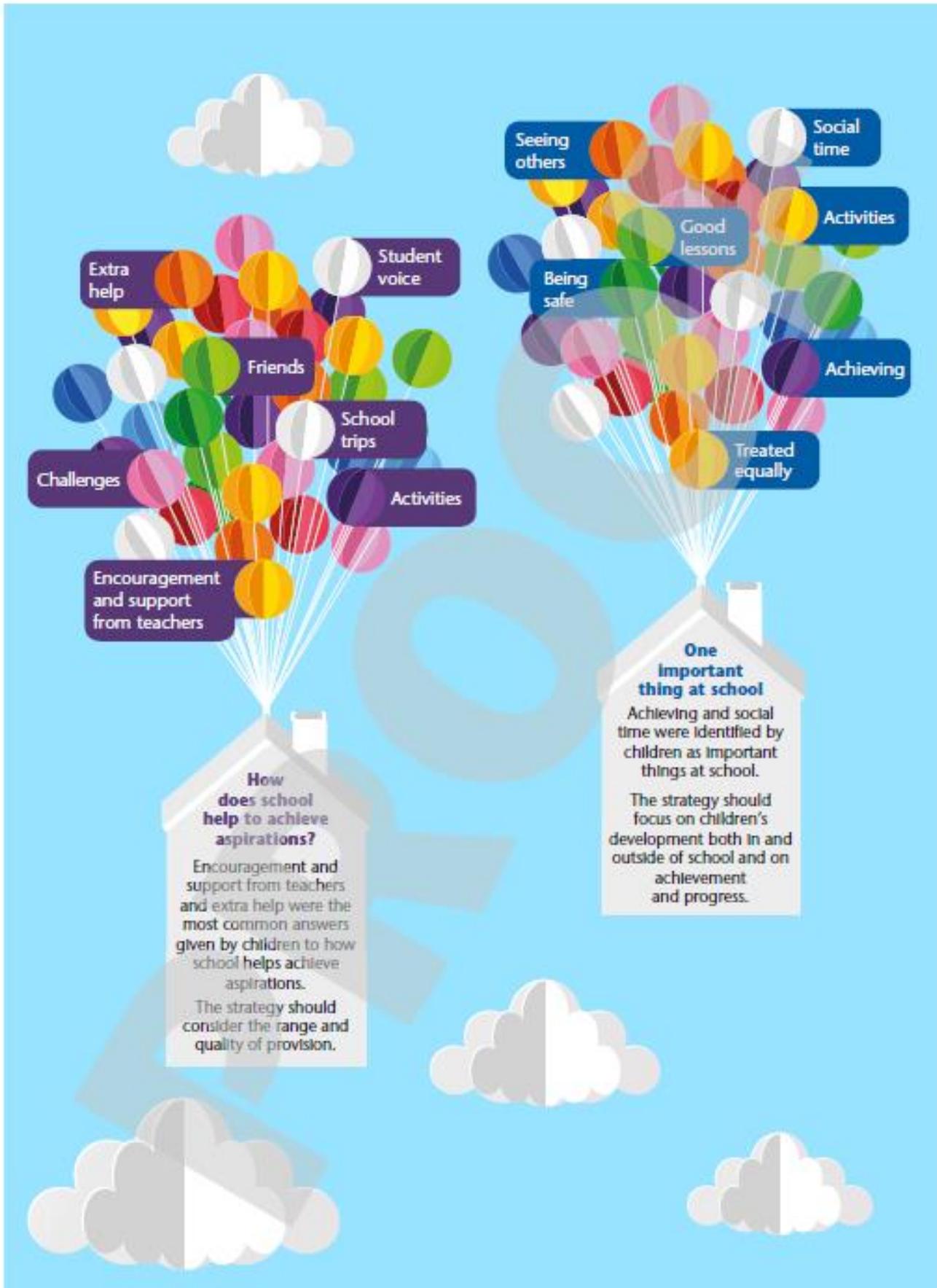
<sup>1</sup> <https://lx.iriss.org.uk/sites/default/files/resources/Co-production.pdf>

# What Children and Young People with SEND think is important to include in the strategy

## What children and young people with SEND think is important to include in the strategy

While the professionals and our parents did their thinking we had some time with Voice and Influence team lead to talk about what we thought was important.





## 1) Introduction – the Vision

The vision is to work together to create an environment where:

**“All children and young people with SEND and their families will have a voice that is heard. They will know how to access, and be able to access the joined-up support they need to thrive in their communities, to enjoy life and reach their full potential”**

### Key Principles

Underpinning this, stakeholders set out some key principles that must run through the implementation of the strategy 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 helps them along**
- **Experience joined up help and support because this strategy is being coproduced**
- **Have additional needs identified early so support can start ASAP**
- **Be educated as close to home as possible**

The vision and principles for this strategy is built on the commitments that have been developed by stakeholders and partners over the last few years, including Wiltshire’s Health and Wellbeing Partnership (2019 -2022)

“People in Wiltshire live in thriving communities that empower and enable them to live longer, fulfilling healthier lives”

You can read this document by following this link:

<https://cms.wiltshire.gov.uk/documents/s167722/D19025-HW2018-strategy-v6.pdf>

And the vision set out in Wiltshire’s Transformation plan for children and young people’s mental health and wellbeing (2015 - 2020) which is now being developed through the Bath and North East Somerset, Swindon and Wiltshire Clinical Commissioning Group (BSW CCG)

*‘All children and young people have the opportunity to thrive and enjoy good mental health now and throughout their lifetimes, they are resilient and equipped to manage the ups and downs which life throws at them. Those with emotional wellbeing and mental health needs can seek the right support, recover and participate in welcoming, inclusive and supportive communities’.*

You can read this document by following this link:

[http://www.wiltshireccg.nhs.uk/wp-content/uploads/2019/11/WiltshireCCGLTPRefresh2019\\_FINAL-2.pdf](http://www.wiltshireccg.nhs.uk/wp-content/uploads/2019/11/WiltshireCCGLTPRefresh2019_FINAL-2.pdf)

## 2) National Context

Nationally the Children and Families act 2014<sup>2</sup> changed the way professionals work together to meet the needs of children with SEND. Our strategy needs to ensure that we:

- get education, health care and social care services working together better
- tell children, young people and their parents what they need to know about their disability or special educational needs
- make sure children, young people and families know what help they can get when a child or young person has special educational needs or a disability
- make sure different organisations improve how they work together to help children and young people with special educational needs
- give children and young people and their parents more say about the help they get
- set up one overall plan to look at what help a child or young person needs with their education, and their health and social care needs, all at the same time
- give a child or young person just one plan for meeting their education, health and social care needs, which can run from birth to age 25 if councils agree that a young person needs more time to get ready for adulthood
- make sure children, young people and their parents can choose the help they need
- provide ways to help sort things out if a child or young person or their parent needs to appeal about the help they get

In 2015 Ofsted and the Care Quality Commission (CQC) set up a new inspection of local areas of all the organisations in a county who are helping children and young people with SEND. This is a five-year programme completing the first round of inspections in 2020. Ofsted have also changed their working brief so that there is more focus in school inspections on the most vulnerable pupils, as they know that more work needs to be done and that more funding is needed<sup>3</sup>.

In October 2019 the House of Commons Education Committee published a first report on special educational needs and disabilities<sup>4</sup> since the 2014 act. The Council for Disabled Children<sup>5</sup> summarised the report noting that:

*“While the reforms contained in the 2014 Children and Families Act were the right ones, implementation was hampered by a lack of resources, poor administration, a lack of accountability, and a disjointed approach not only across central government but within the DfE, as well as on the ground.*

*The Committee recognises that in a fragmented system, co-ordination across local authorities, the health service and schools must be prioritised. The system is already under pressure, with a funding shortfall in children’s services and schools under strain. The Committee notes that early support in schools is vital, that local authorities need increased powers to build schools, and that support to children must be, and too often isn’t, high quality. Any work by central government to resolve shortcomings in the system needs to address responsibilities under the Equality Act 2010. Increasingly the indications are that the system has lost focus on the impact of a range of factors that are compromising the rights of disabled children to an education.”*

As part of this statement the government has announced a full review of SEND services during 2020<sup>6</sup>

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/359681/Young\\_Person\\_s\\_Guide\\_to\\_the\\_Children\\_and\\_Families\\_Act.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/359681/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf)

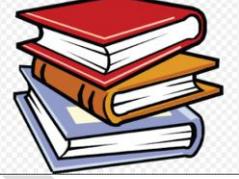
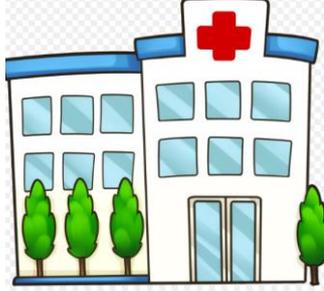
<sup>3</sup> <https://nasen.org.uk/news/send-report-published.html> & <https://nasen.org.uk/news/national-audit-office-report-support-for-pupils-with-send-in-england.html> & <https://www.ssatuk.co.uk/blog/send-no-longer-the-poor-relation-during-an-ofsted-inspection/>

<sup>4</sup> <https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf>

<sup>5</sup> <https://councilfordisabledchildren.org.uk/news-opinion/news/education-committee-inquiry-send>

<sup>6</sup> <https://www.gov.uk/government/news/major-review-into-support-for-children-with-special-educational-needs>

### 3) Wiltshire Context

<p>8,500 children and young people with SEN Support</p>  <p>(12.2 % compared with national average of 11.9%)</p>	<p>6,685 children in Early Years settings</p>  <p>277 mainstream nurseries 4 District Specialist Centres</p>	<p>51% of children and young people with EHCP are placed in a mainstream, Resource Base or Enhanced Learning Provision (Nationally 38%)</p> <p>5.1% of pupils with an EHCP are in out of county independent special schools compared to 5% nationally.</p> 
<p>3,500 children and young people with an EHCP</p>  <p>(3.3% compared with national average of 3.1%)</p>	<p>69,773 children and young people in Wiltshire schools</p>  <p>239 Schools 20 Primary Resource Bases 33 secondary schools with Enhanced Learning Provision (ELP) 6 Special Schools</p>	<p>3 acute hospitals</p> <p>1 countywide Children's Community Health Services provider</p> <p>1 countywide CAMHS provider</p> 
<p>79% increase in number of EHCPs between 2013 - 2019 in Wiltshire</p>  <p>(National average 52%)</p>	<p>619 young people with SEND EHCPs in colleges and sixth form</p>  <p>79 post 16 colleges and sixth form settings</p>	<p>21% of pupils with SEND are registered for Free School Meals (FSM) (no-SEND 8%)</p> <p>4% of pupils with SEND have a case open as Children in Need (CiN) (No-SEND 0.6%)</p> <p>0.88% of children with SEND are looked after (LAC) (no SEND 0.14%)</p>

## 4) Statistics and Finance around children and young people with SEND

Chart 1 - Total number of EHCPs (and statements), 2010-2019

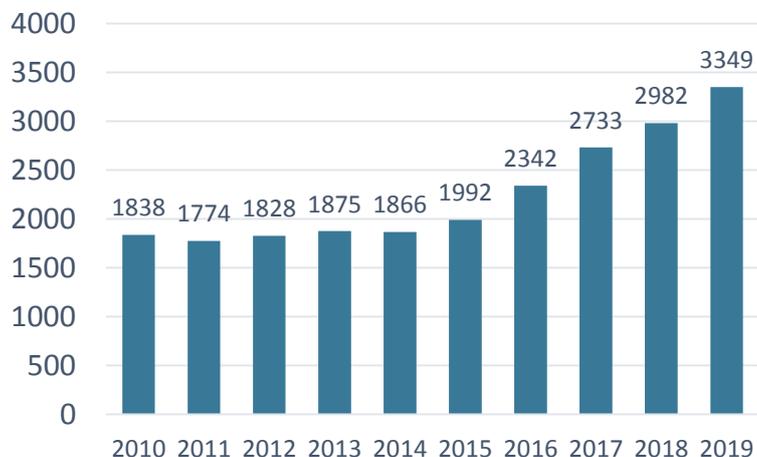


Chart 2 - Number of new EHCPs (and statements) 2010 - 2019 (calendar years)

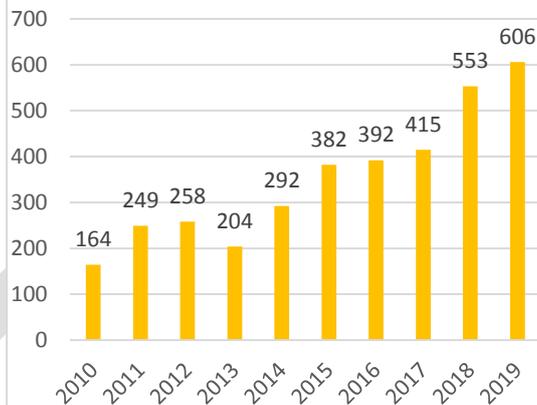


Chart 3 - High needs block allocations, spend, and level overspend, 2016-2020 (£mn)

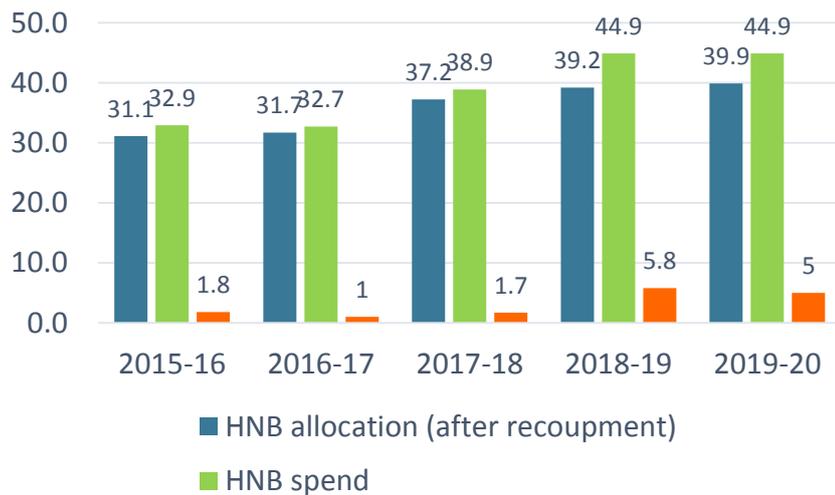


Chart 4 - Capital Scheme Total £M

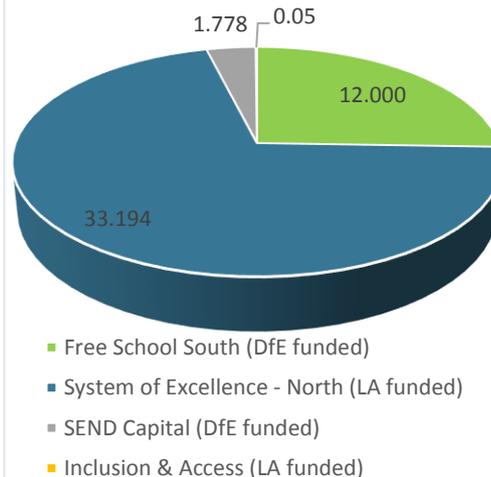


Chart 5 - Primary need profile 2019

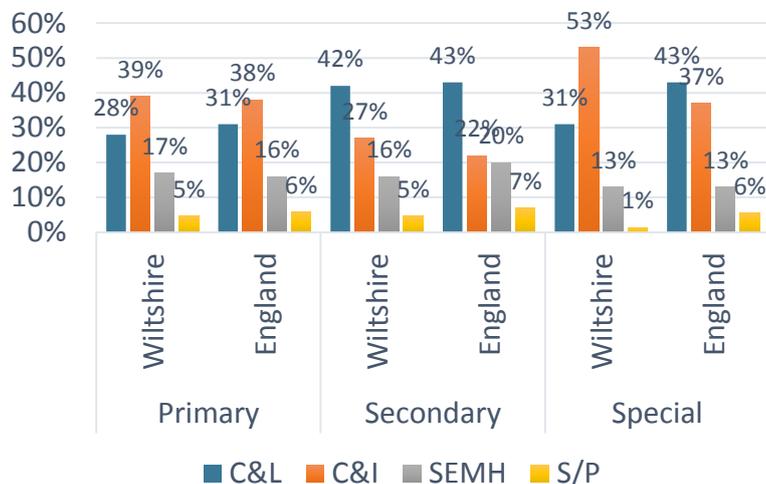


Chart 6 % of pupils with autism as their primary need by phase / sector, 2019

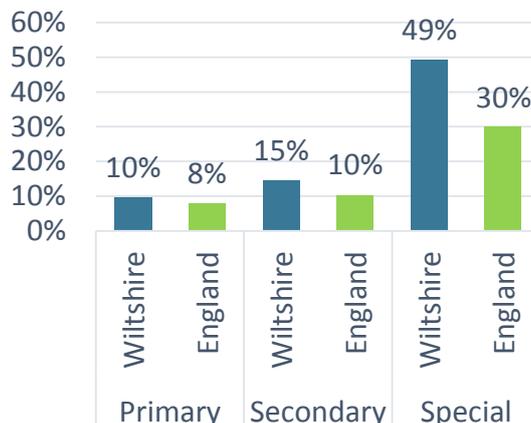


Chart 1: Since 2104 there has been a sharp rise in EHCP's following the introduction of the Children and families Act 2014. This has risen more significantly here in Wiltshire than in some other Counties

Chart 2: There was a sharp rise in the number of requests for EHCPs in 2018. The majority of these requests were made by Schools.

Chart 3: The funding available through the High Needs Block has steadily risen over the last 5 years, however spending has risen more steeply

Chart 4: This table shows the new funding that has been made available for capital projects, this includes external funds from the DfE and funding being made available through Wiltshire Council.

Chart 5: This table shows that Communication and Interaction (which includes autism/ASD) is the most common SEND designation for children in primary school. In Secondary school Cognition and learning is the most common SEND designation for young people. In both mainstream settings this is very similar to the national picture. In special schools Wiltshire has more children and young people with communication and interaction concerns than is the case across the county.

Chart 6: This table shows that the rise in the number of children and young people with communication and interaction is particularly linked to a diagnosis of ASD/autism. Significantly more of these pupils with ASD are in special school settings and we will need to review whether this is offering these children and young people the best access to qualifications and inclusion.

## 5) Outcomes

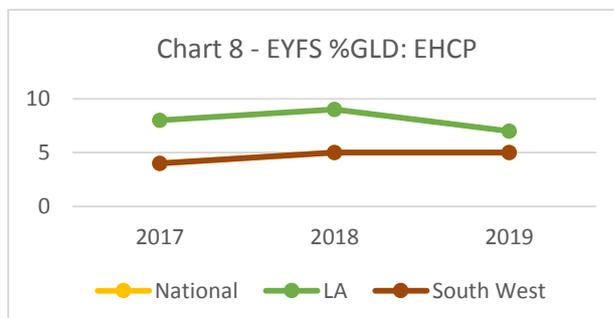
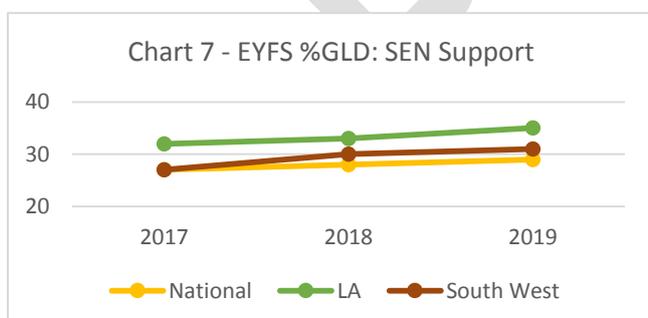
Wiltshire has done well in working towards the goals within the Children and Families Act 2014 and in 2018 we received a positive SEND Local Area Inspection. This was an inspection of how we all work together including schools, the council, WPCC, the voluntary sector and health<sup>8</sup>.

However, Wiltshire like other areas have struggled to create all of this within the funding that comes from central government. All the partners and stakeholders in Wiltshire are committed to continuing to improve services for children and young people with SEND, but we also know that we have to reduce our spending in line with the budget.

### Early Years Foundation Stage (EYFS)

Children with SEND achieve well at the end of EYFS when their achievement at the Good Level of Development (GLD) is compared to the national average, the South West and similar Authorities. Over time achievement has been above average for children in who have an Education Health and Care Plan (EHCP) and for children who receive SEND school support.

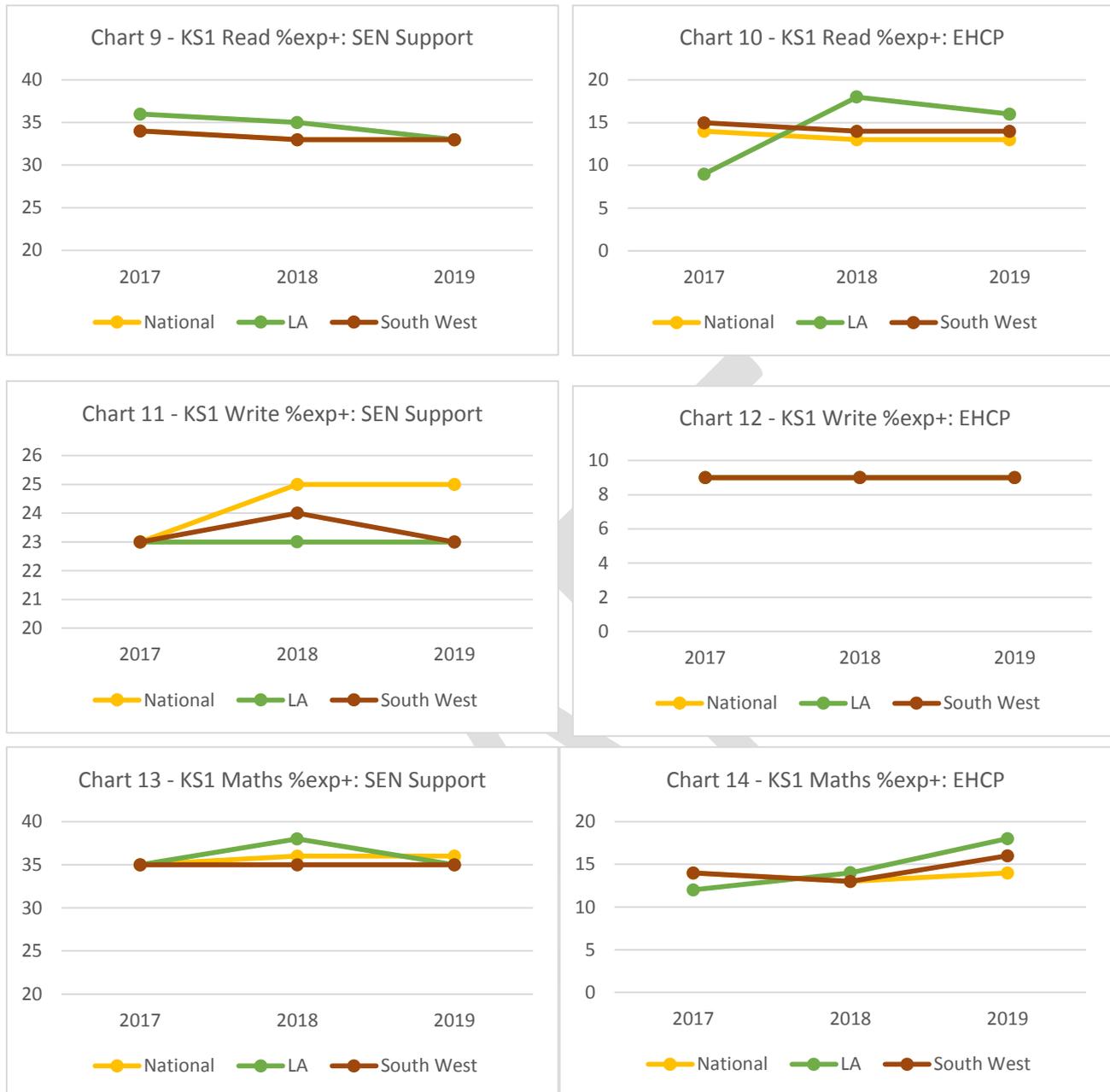
Chart 7 & 8 - GLD for all pupils with SEND



<sup>7</sup> C & L Cognition and learning, C& I Communication and interaction, SEMH – Social Emotional and Mental Health concerns, S/P Sensory/ Physical

<sup>8</sup> <https://files.api.ofsted.gov.uk/v1/file/2763765>

## Key Stage 1

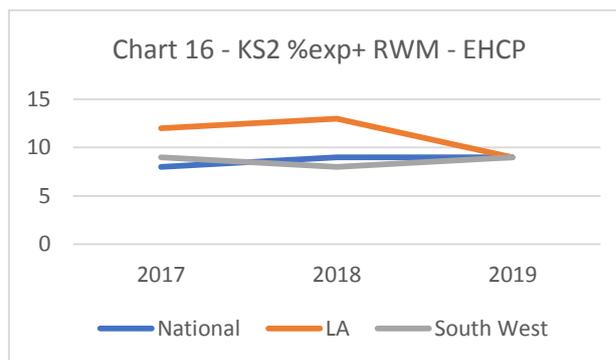
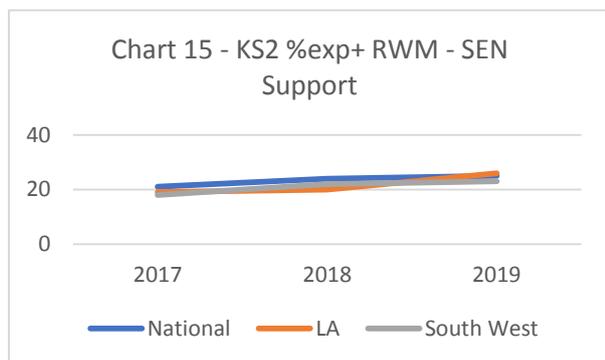


Key stage one results for both children on SEN Support and EHCP are either at or above national averages, part from writing which is below national achievements. However, both maths and reading for children with an EHCP is just above national averages.

## Key Stage 2

The percentage of children with an EHCP or on SEN Support in Wiltshire achieving the expected standard in reading, writing and mathematics is broadly in line with the national average.

Chart 15 & 16 Reading, writing and maths results combined for Key stage 2

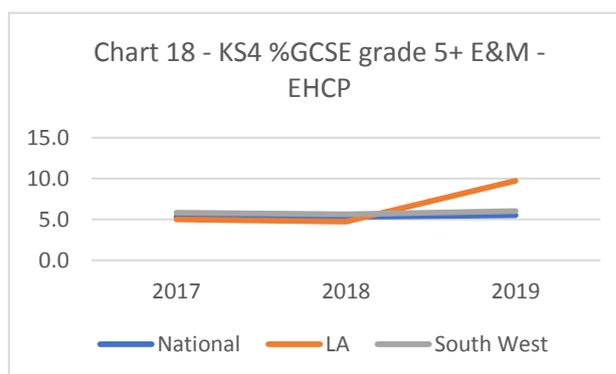
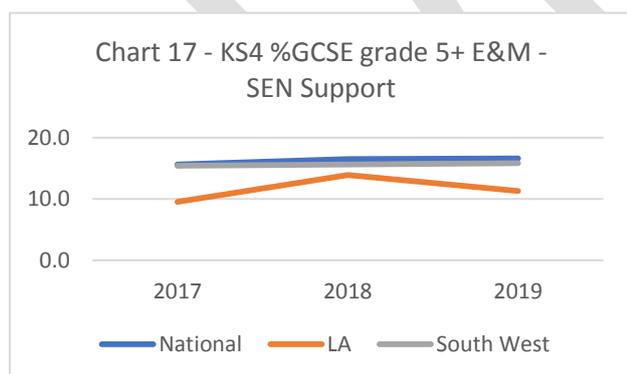


However, the rate of progress across KS2 varies between subjects. The colours in the tables below show where these results are significantly different from the national position. Children in Wiltshire with SEND are making better progress than similar children nationally in their reading. Progress in writing is weaker for pupils with SEND than nationally, continuing the trend from Key stage 1. Children with an EHCP are progressing better in maths than nationally. However, progress in maths for pupils at SEN support is not as good.

KS2 Reading progress	SEN Support	EHCP	No SEN
National	-1.03	-3.51	0.36
LA	-0.63	-2.69	0.36
KS2 Writing progress	SEN Support	EHCP	No SEN
National	-1.74	-4.27	0.53
LA	-2.29	-4.41	0.16
KS2 Maths progress	SEN Support	EHCP	No SEN
National	-1.04	-3.87	0.38
LA	-1.58	-3.64	-0.44

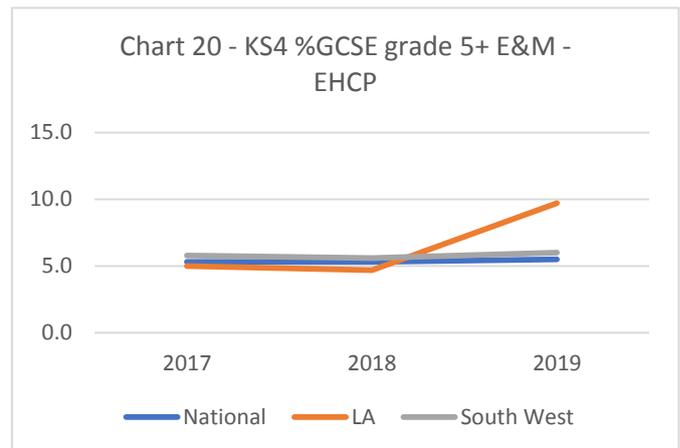
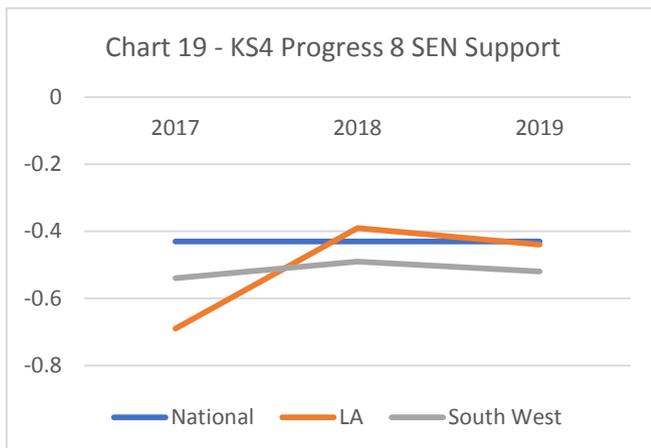
### Key Stage 4

Attainment at GCSE is better than nationally for young people with an EHCP, though young people at SEN Support attain slightly less well than their peers nationally.



KS4 GCSE grade 4+ English & Maths	SEN Support %	EHCP %	No SEN %
National	32.1	11.0	71.1
LA	31.1	13.3	74.6

Progress figures indicate the same pattern as attainment. Young people in Wiltshire with an EHCPs make more rapid progress than their peers nationally. The progress for SEN support children is similar to the national progress rate. From these figures we can conclude that strengthening SEN Support

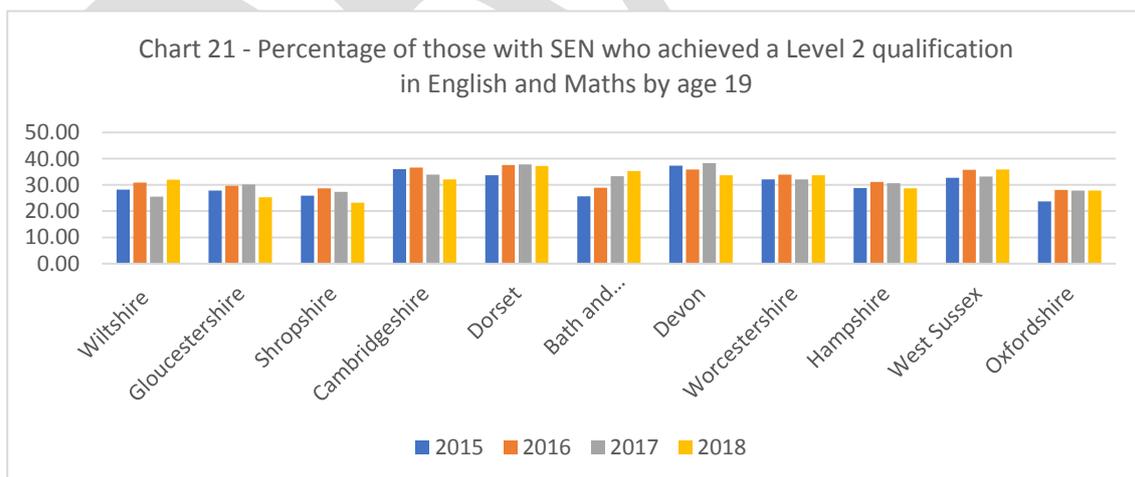


should be an important part of this strategy.

KS4 Progress 8	SEN Support	EHCP	No SEN
National	-0.42	-1.16	0.08
LA	-0.44	-0.92	0.14

### Key Stage 5

Of the 816 pupils with SEN, 31.99% achieved a Level 2 qualification in English and Maths by age 19. This compares well to Wiltshire's statistical neighbours average (31.3%) and the national average (30.62%). This ranks Wiltshire 62 nationally out of 152 Counties. These are sourced from the Department for Education's Level 2 and 3 attainment by young people aged 19 in 2018.



### Percentage of KS5 SEN entering education, employment or training destination

Of the 92 young people identified with SEN in Wiltshire in 2019, 85% continued into education, employment and skills. This figure appears to be a significant drop compared to the previous year (94%), however this indicator now includes those who were studying Level 1, 2, 3 and entry level

between the age 16-18. Wiltshire is slightly lower than its statistical neighbour's average (85.9%), and the national average (86%). Wiltshire is ranked joint 74 in the country<sup>9</sup>.

### Exclusions from School

In Wiltshire the latest data suggests that while Wiltshire schools permanently exclude fewer pupils with SEND, the use of fixed term exclusions for pupils with an EHCP is significantly above the national average. This is one of the reasons for prioritising inclusion within this strategy<sup>10</sup>.

Wiltshire	% Permanently Excluded	% Fixed term excluded	% more than 1 fixed term exclusion
Wiltshire SEN Support	0.11%	14.75%	6.83%
National SEN Support	0.34%	15.10%	6.09%
Wiltshire EHCP	0.05%	20.31%	14.75%
National EHCP	0.16%	15.95%	6.43%

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### Attendance at School

Children by SEND Status with Absence Rates. Data taken from the latest DFE published Exclusion Data for Academic Year 2017/18 with a comparison of Wiltshire Absence Rates to National Absence Rates - Persistent absentees are pupils who attend less than 90% of their available sessions. Red totals are higher than the national average and green below the national average

Wiltshire	% Persistent Absentees	% Overall Absence
Wiltshire SEN Support	17.27%	6.51%
National SEN Support	18.30%	6.50%
Wiltshire EHCP	24.53%	8.76%
National EHCP	25.10%	8.70%
Wiltshire No SEN	8.93%	4.42%
National No SEN	9.40%	4.40%

<sup>9</sup> This data was sourced from provisional destinations data published by DFE in October 2019, for mainstream schools 2016/17 cohort in 2017/18.

<sup>10</sup> Data taken from the latest DFE published Exclusion Data for Academic Year 2017/18 with a comparison of Wiltshire Exclusion Rates to National Exclusion Rates. Red totals are higher than the national average and green below the national average

## 6) The Priorities

Through the consultation 6 priority areas were drawn out:

- 1. Developing holistic plans with children/young people**
- 2. Inclusion and removing exclusion in education**
- 3. Inclusion and wellbeing in the community**
- 4. Improving the range and quality of provision**
- 5. Achievement and progress**
- 6. Well planned transitions**



## Priority 1 - Developing holistic plans with children/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.**

### **What have we achieved so far?**

- Successful Local Area inspection for Wiltshire SEND (February 2018) and Children's services (June 2019), recognising the progress made through joint working
- The local area's quality assurance of plans suggests that 95% are helping children/young people and families
- We have set up the Harbour Centre in West Wiltshire and started to develop the model in the south east to support children with early mental health and emotional issues
- Established a Dynamic Support Register for children and young people with learning disability and/or autism with significant mental health needs.
- Developed person centred early identification, assessment and planning.

### **What do we need to do next?**

- a) Further improve communication and coordination between education, health and social care so that everyone has a clear understanding of the shared accountability for joint working throughout the SEND process with a specific focus on the role of health
- b) Improve the lines of communication together – so that each child or young person has one coordinated plan with one named key worker
- c) Further develop the local offer through clarifying pathways to early help and enhancing the breadth and depth of what is currently available
- d) Further develop the use of SEND Independent Advice and Support service (SENDIAS) to ensure the health offer is fully communicated to parents and schools
- e) Develop the auditing and quality assurance process for plans so that the information can be the best it can be
- f) Identify any gaps in service provision and make changes and adaptations to service roles to ensure gaps are addressed
- g) Utilize and develop digital opportunities for writing, reviewing and delivering plans
- h) Develop and further improve our decision-making panels to ensure that challenge, support and accountability is rigorously applied at all levels within the SEN system
- i) Reduce waiting times for support within statutory and health services, with specific recognition of mental health support services
- j) Strengthen the integrated 2-year-old pathway to support early identification and assessment.

### **Some examples of how we will know we have been successful:**

- 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.

## Priority 2 - 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 children and young people with SEND, including those with the higher level of need.**

**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.**

### **What have we achieved so far?**

- We have kept permanent exclusions at secondary level low
- We have developed ways of working in partnership to offer early help
- We have created a managed moves forum to help offer choice to children/young people
- We have new funding from the National Health Service – England (NHSE) to develop more support in primary and secondary schools for children and young people with mental health difficulties.

### **What do we need to do next?**

- a) Develop system capacity through a more focused training, coaching and mentoring approach by working with schools and colleges to increase the number of children/young people who are educated locally
- b) Develop and enhance the alternative provision offer through collaboration and coproduction with schools
- c) Review the role of our SEND teams to focus on system development and improvement to maximise impact for all children and young people with SEND
- d) Further utilise and develop ICT to provide quick virtual help to those working with children and young people with SEND
- e) Ensure that advice and guidance around managing behaviour that challenges is consistent and integrated across services
- f) Re-launch the Graduated Response tool so that it has a better user interface and is used more consistently and proactively by schools
- g) Support Wiltshire Parent Carer Council (WPCC) to work with parent carers of children with SEN Support or educated at home to recognise their needs and improve early support
- h) Further develop early intervention for young children with emerging mental health concerns
- i) Ensure better integration between services to support service access for families and young people with SEND
- j) Work with schools to reduce the stigma and associated bullying that young people with SEND experience
- k) Develop the support of the Virtual Schools team with SEND provision
- l) Manage, and strengthen quality checks for, unregulated provision.
- m) Ensure that all programmes (e.g. FACT, whole school SEND, early years programmes) focus on early help solutions and systems to build capacity and sustainability in our services.

### **Some examples of how we will know we have been successful:**

- There will be a year on year reduction on fixed term 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
- Improved early help will be shown by more children and young people with SEN Support plans balanced by a reduction in EHCPs year on year
- There are fewer children with SEND on reduced or part time timetables
- Every child is accessing safe educational provision.

## Priority 3 - Inclusion and wellbeing 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 for children and young people with SEND without needing an EHCP.**

### What have we achieved so far?

- We have developed a much-appreciated Short Breaks Scheme that give families the ability to control how money is spent
- We have successfully offered training for business and communities around Autism (ASD)
- We have developed a new course called 'Time Out' with and for parents which has been shown to offer all parents/carers of children with SEND a supportive course not dependent on having a diagnosis
- We have extended the Support in Wiltshire Autism Parenting Programme (SWAPP) course for parents of children with ASD so that more families can access the course quicker
- We have developed online support for children and young people, with mental health issues so that they can get help quicker in a way that they are comfortable with
- Training has been provided to youth settings to enable children with complex health needs who access the Children's Community Nursing Service to access local clubs and services in their community.

### What do we need to do next?

- a) Develop a clear and collective understanding and model of what effective early support looks like and how it can be accessed in partnership with community groups and across all services
- b) Increase access to early social care support in a way that enables sustainable, long term outcomes for children and young people with SEND
- c) Collaborate with Public Health to increase Disability Awareness in the community, including public transport, community groups and leisure facilities
- d) Improve access to health services in local settings – particularly schools and colleges
- e) Develop the Community Eating Disorder Service working towards 7 day a week assistance with home support
- f) Work with the Youth Ambassadors scheme to support more young people to have their voice heard
- g) Further develop the short breaks scheme to offer a wider range of inclusive opportunities in the community
- h) Strengthen the Health Visitors role in sign-posting and referring families into community SEND provision
- i) Increase access to out-reach to families with children with SEND by working with partners across the system

- j) Maximise choice and control for people with a learning disability, autism or both and their families through increased use of Personal Health Budgets
- k) Engage with emerging provider collaboratives which will develop discharge pathways and community alternatives to inpatient provision
- l) Develop community services that provide robust and person centred alternatives to hospital admission

**Some examples of how we will know we have been successful:**

- 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.

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## Priority 4 - 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, social care and transport and the wider community.**

### **What have we achieved so far?**

- Successfully bid for new money to have a new school in the south of the county for 150 children and young people with ASD and social emotional and mental health concerns (SEMH)
- Agreed to amalgamate the three special schools in the north of the County (St Nicholas, Rowdeford and Larkrise) to become one school on three sites and provide for up to 400 pupils on the Rowdeford site
- Agreed with 8 primary schools to increase or have a new resource base to create 52 new places
- All community healthcare clinics for children in Wiltshire are now being provided within county
- Wiltshire children's community healthcare services are now using one electronic record which enables information to be shared between services and with GPs
- Reintroduced SENCO networks and regional meetings for schools with the LA
- Developed a new multi-professional Wiltshire Autism Assessment Service which is compliant with NICE guidelines.

### **What do we need to do next?**

- a) Develop the range and flexibility of provision to strengthen access to specialist knowledge, understanding and resourcing as part of an enhanced inclusive system
- b) Further increase skills and capacity within schools through a Dyslexia and ASD accreditation scheme and development of regional hubs
- c) Create additional specialist places and provision in response to need, to support mainstream capacity
- d) Develop service specifications and outcome reporting for the children's community healthcare services by working with parents, carers, children and young people
- e) Increase access to specific support and expertise for children and families earlier, without a diagnosis
- f) Bring more mental health support to children and young people, particularly into schools and colleges and explore innovative ways to deliver this e.g. access to IT, Apps etc.
- g) Increase good emergency responses for children with severe mental health needs
- h) Develop alternate approaches to transport for children with SEND
- i) Establish arrangements for coordinated health provision for when children and young people are placed out of county provision

### **Some examples of how we will know we have been successful:**

- 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.

## Priority 5 – Achievement and progress

**We will work together to ensure every child and young person does well in their education, achieves well-being and good outcomes in adulthood.**

### **What have we achieved so far?**

- Early Years Foundation Stage (EYFS) results show Wiltshire has 28.9% of young children with SEND achieving a good level of development (GLD), compared to 24.3% nationally
- Key stage 1 and 2 results in progress and attainment have improved such that they are broadly in line with national data
- Key stage 4 results are closer to national averages and have improved in the last 3 years

### **What do we need to do next?**

- a) Develop a rating/ measure of wellbeing for children and young people with SEND
- b) Implement an 'Inclusion Dashboard' for all schools/colleges and early years settings to enable a way to measure the impact of plans to children and young people.
- c) Develop the role and function of Lead SENCO's to support the development of SENCO's and the development of wider inclusive practice in schools
- d) Ensure the use of high quality SEND review and evaluation practices so that actions and improvements for SEND provision are well informed and show increased impact
- e) Further develop solution focused, multi-agency planning and development processes
- f) Develop and deliver a training programme for all SEND governors. Increase the SEND knowledge of all governors' to raise the profile of SEND and create a more questioning culture around inclusion within the schools.
- g) Further develop guidance to colleges, schools and early years settings to support them in their provision for meeting the medical needs for children and young people

Note: The delivery of improved achievement and progress for children and young people with SEND will be supported through the delivery of the other five strategic priorities in this strategy.

### **Some examples of how we will know we have been successful:**

- 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.

## Priority 6 - 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, employment, social care and health.**

### **What have we achieved so far?**

- Set up a Transitions Board helping to manage services as young people move into adulthood
- Changed the review paperwork for EHCP's to include sections on planning for transition
- In 2019, Wiltshire achieved some of the highest rates in the country for young people with SEND accessing apprenticeships (820), paid work (91) and voluntary work (37).
- Offered a primary mentoring service to targeted schools in areas of highest vulnerability
- Joint working with adult mental health services to improve the transition between child and adult mental health services
- Embedded CAMHS staff in our social care teams offer consultation and support to the multi-disciplinary work force
- Reduced the impact of transition by working in a more integrated way with multi-agency partners
- Co-produced a Preparation for Adulthood document

### **What do we need to do next?**

- a) Identify a strategic lead for transitions
- b) Support special and mainstream early years settings, schools and colleges to review how they can work collaboratively to meet the collective needs of children and young people across the system
- c) Start the preparation for adulthood earlier so that young people can make more informed decisions about how they wish to lead their adult lives
- a) Support forces families moving into the county to ensure a smooth journey
- b) Establish effective services, provision and pathways to support young people preparing for adulthood to remain within their community and ensure smooth transition into adult services where appropriate, covering supported employment, apprenticeships, traineeships, internships and independent travel
- c) Work with the District Specialist Centres, to increase opportunities for early years children to transition across settings
- d) Start early engagement with employers to understand what they need in the workforce
- e) Promote and improve the uptake of annual health checks for young people from Yr 9 onwards with learning and physical disabilities
- f) Strengthen working between early years settings and health visiting particularly in relation to the integrated 2-year-old review
- g) Ensure any health plans are considered and reviewed prior to any transition

### **Some examples of how we will know we have been successful:**

- All children with SEND have a smooth transfer from their early years setting to primary school
- All primary schools report that 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 into Year 7
- The number of young people with SEND engaged in education, employment and training increases year on year

- 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.

## 7) How we will do this and how will we know it is working?

We will achieve this by:

### Governance and strategy

- Setting up a SEND and Inclusion board involving representatives of all the people and organisations who got involved in the consultation and can help us make this strategy happen
- Using the joint agency Families and Children Transformation programme (FACT), the Health and Wellbeing Board and the Bath and North East Somerset, Swindon, Wiltshire (BSW) Clinical Commissioning Group (CCG) to support and coordinate change through all the relevant organisations
- Setting up a monitoring process which lets us know if we are achieving our vision linked to each of the priority areas (a SEND Dashboard)
- Aligning Strategies so that they work together for our children and young people
- Creating a budget recovery plan that links to the strategic priorities and supports improvements in quality
- Developing Quality Assurance e.g. through self-evaluation and peer evaluation for services
- Creating a universal wellbeing check that children and families can use themselves
- The needs identified in the SEND Strategy will be included in the Joint Strategic Needs Assessment.

### Communication and sharing

- Working with children and young people with SEND so that they can tell us how we are doing
- Working closely with schools/colleges/nurseries on a regional basis to improve inclusion
- Reporting to everyone about the money to ensure that we can afford these plans
- Making our strategy and our minutes from the SEND and Inclusion Board available online so that everyone can see what we are doing and achieving.



## 8) Appendices

Appendix 1: Consultation Summary and additional data

Appendix 2: Statutory KPIs

Appendix 3: Glossary



## Appendix 1 – SEND Inclusion Strategy Consultation

There were two main ways in which we consulted on the creation of this strategy, face to face meetings and an online survey.

### 1. Face to face meetings

- a. Officers working alongside Wiltshire Parent Carer Council (WPCC) had three initial meetings across the county with parent/carers, professionals and community members

Locations	Number of Attendees
7 <sup>th</sup> October 2019, Assembly Room, Town Hall, Devizes	31
8 <sup>th</sup> October 2019, Chippenham Golf Club	19
11 <sup>th</sup> October 2019, Stones Hotel, Salisbury	28

In these meeting a set of slides was shared and then attendees took forward a number of workshop activities to explore both what has been achieved so far around SEND and inclusion and what would be important for the future.

The team creating the strategy (WPCC and professionals from across the local area for SEND in Wiltshire) then met together to gather together what had been said. From these deliberations seven priorities were proposed and an initial vision statement set out.

There were then a further three meetings arranged, where stakeholders (some from the existing meetings, but mostly new attendees) came together to review the priorities, develop the vision statement and identify key actions for the strategy.

Locations	Number of Attendees
11 <sup>th</sup> November 2019, Salisbury City Hall	18
14 <sup>th</sup> November 2019, Corn Exchange Devizes	17
21 <sup>st</sup> November 2019, Wiltshire College, Chippenham campus	10



Below are photos of some of the notes



b. Meetings with Professionals and schools

The team went to a number of meetings to inform and gain input from a range of professionals including:

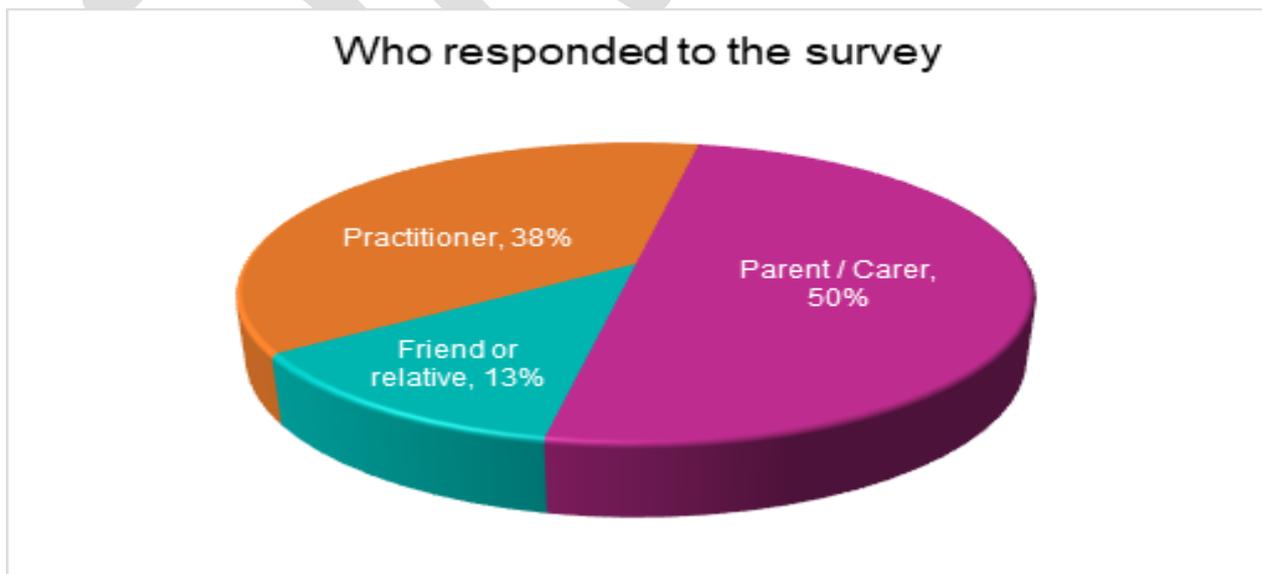
- Head Teachers regional briefings
  - 16<sup>th</sup> September, Devizes, 18 attendees
  - 17<sup>th</sup> September, Trowbridge, 38 attendees
  - 18<sup>th</sup> September, Chippenham, 25 attendees
  - 19<sup>th</sup> September, Salisbury, 35 attendees
- SENCO networks
  - typically 25 attendees
- FACT (Family And Children's Transformation) Board
- Wiltshire SEND Inclusion Board
- Clinical Commissioning Board
- Wiltshire Council Cabinet
- Health and Wellbeing Board

c. Meetings with Children and young people with SEND.

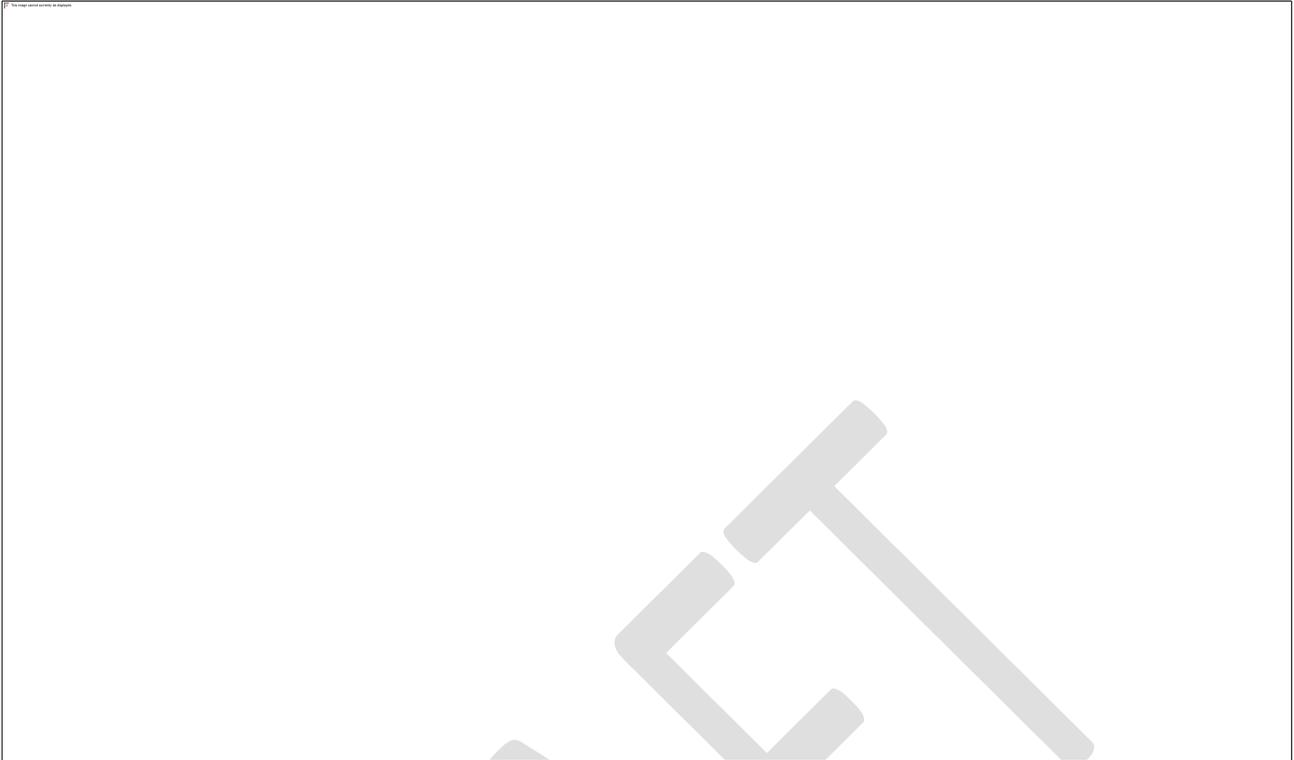
21 young people with SEND were interviewed by youth ambassadors, who had wide ranging discussions about the things that were important to them. The main theme and issues are show in the balloons in the main report. This piece of work was underpinned by the biannual health survey <https://www.wiltshirehealthyschools.org/partnership-projects/fab-research/> which highlighted similar positive levels of wellbeing, but also particular concerns about being bullied, labelled and excluded.

## 2. An online survey

The on-line SEND Inclusion Strategy received twenty-four responses from parent carers, practitioners and friends or relatives.



The participants had accessed a wide range of services.



80% said they were 'supportive' or 'very supportive' of the proposed vision. 16% said they were 'not supportive' or 'Not at all supportive' of the proposed vision.



The majority of respondents thought it was 'very important' or 'important' that the below areas were covered in the strategy.

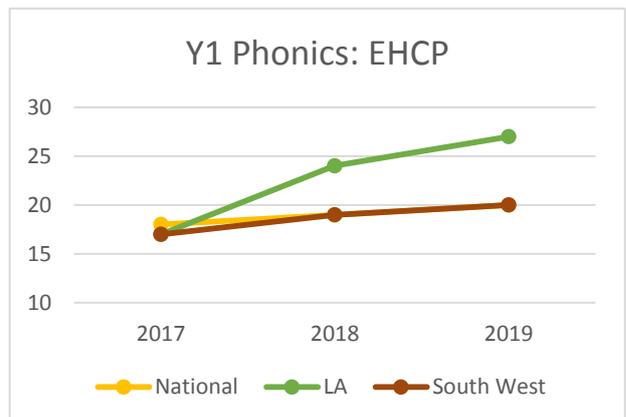
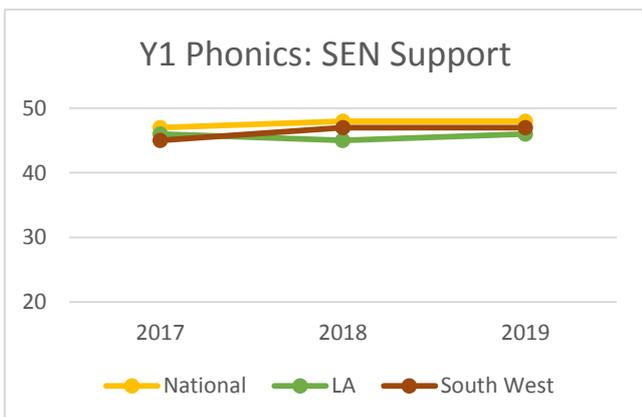
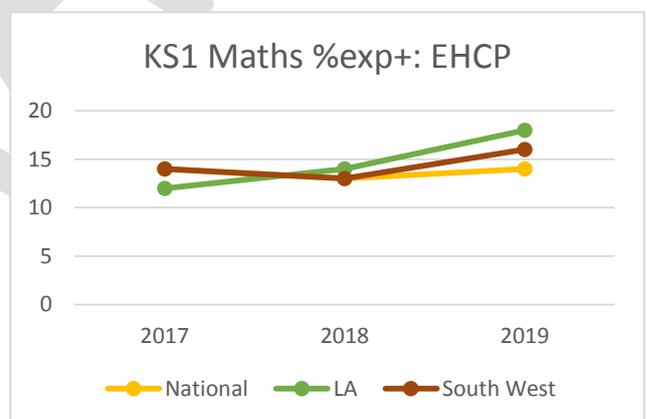
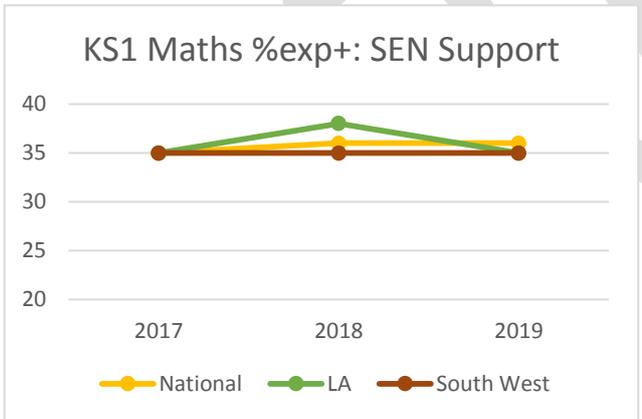
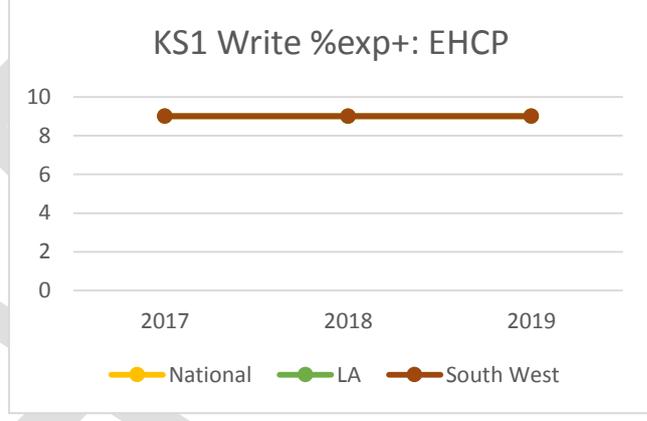
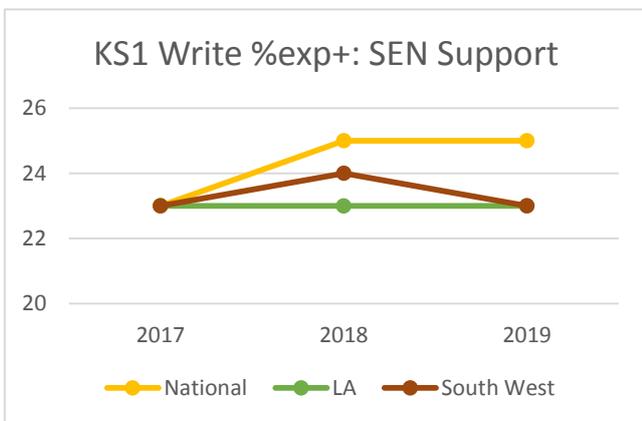
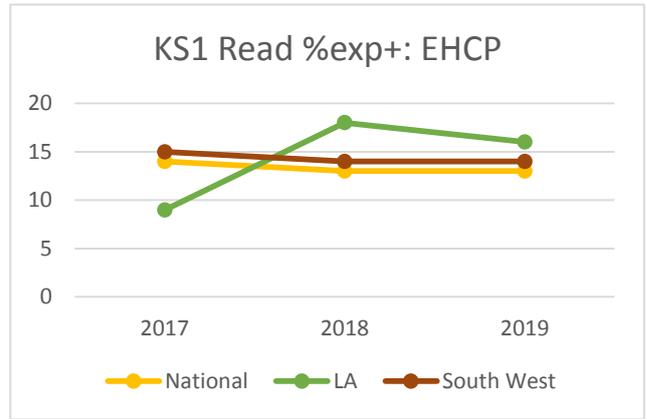
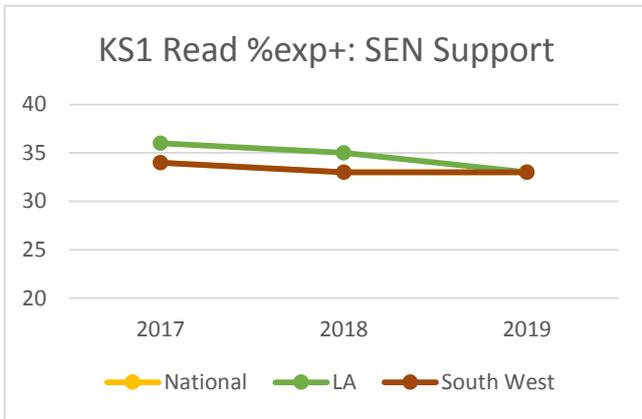
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## Appendix 2: Overview of SEN KPIs for Local Area

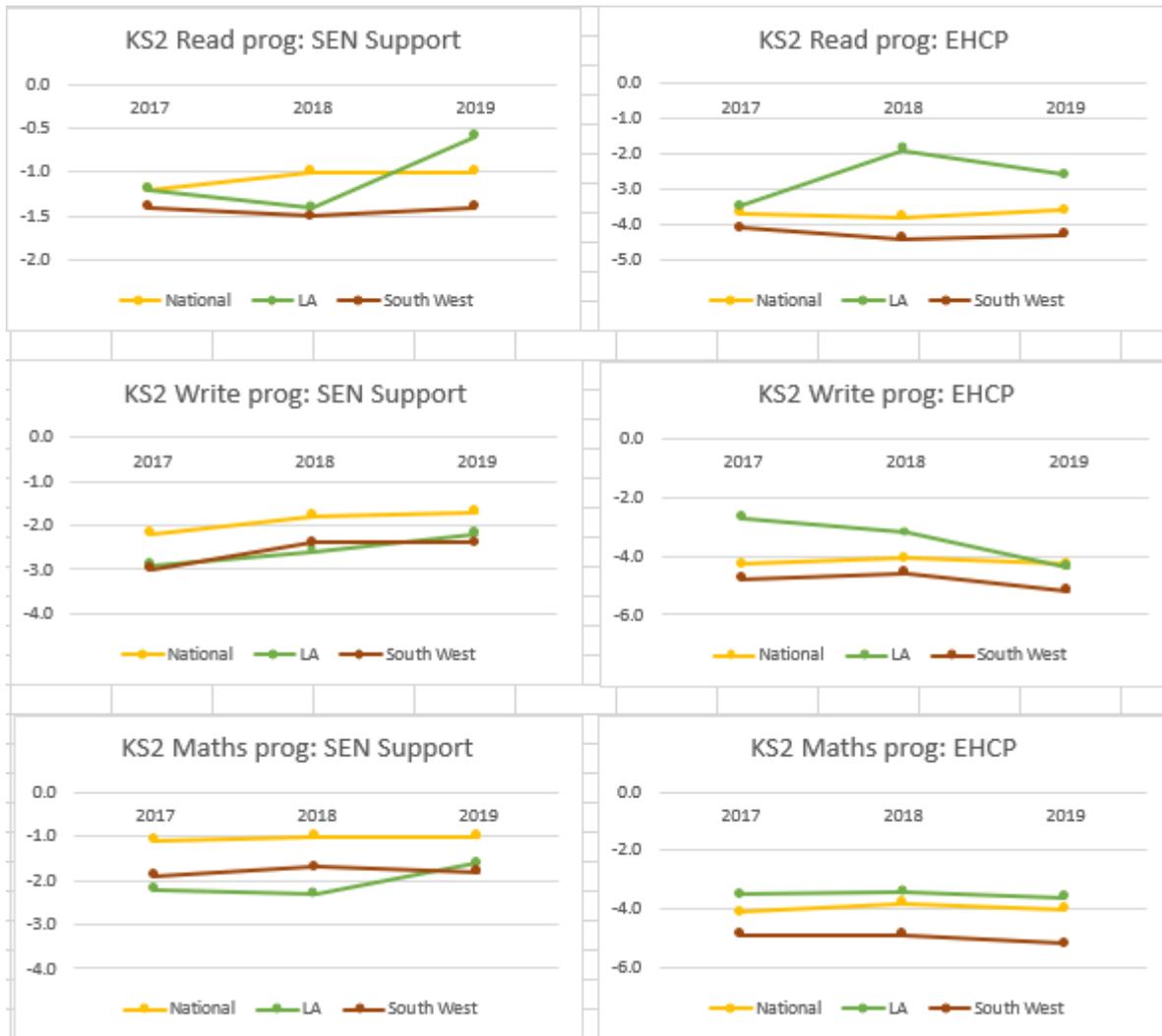
Currently recorded by SEND team Wiltshire	Proposed additions
<p><u>Monthly</u></p> <p>Involvement - Voice of child            EHCP - Numbers of plans            EHCP - New requests            EHCP - Monthly progress            EHCP - Statutory deadlines            EHCP - Quality of My Plans            EHCP - My Support Plans            Resources - Client Spend</p> <p><u>Quarterly</u></p> <p>Summary of Spend by Bandings            Outcomes - Exclusions            Outcomes - Independent travel training            Outcomes - Use of alternative provision            Keeping C&amp;YP close to home - SEN numbers in residential placements            Keeping C&amp;YP close to home - SEN numbers in out of county settings            Keeping C&amp;YP close to home - SEN numbers in ISPs and ISSs            Keeping C&amp;YP close to home - SEN Numbers in mainstream settings, RBs and ELP broken down by primary need            Keeping C&amp;YP close to home - SEN Numbers in Wiltshire Colleges            Keeping C&amp;YP close to home - SEN Travel Times            Keeping children and young people close to home - SEN Looked after Children            Involvement - Mediation            Involvement - Tribunals            Involvement - Complaints            Involvement - Compliments            Choice &amp; Control - Direct Payments            Choice &amp; Control - Placement in line with parental choice            Workforce &amp; Capacity - Caseloads            Resources - Resource Base Capacity            Resources - ELP Capacity            Resources - Special School Capacity</p> <p><u>Annually</u></p> <p>Outcomes - Pupil Premium            Outcomes - Education attainment</p>	<p><u>EHCP's</u></p> <p>Vulnerable groups with EHCPs            Placement of CYP with EHCPs</p> <p><u>Absence, exclusion and attainment</u></p> <p>EHCP Pupils (by need)            Persistent absence of SEN pupils            Primary Attainment            Secondary Attainment            Home Education            Attainment by age 19            Post-16 destinations</p> <p><u>Health indicators</u></p> <p>2.5 year reviews/CIN with disabilities            Adults with LD living in settled accommodation</p>

**Further educational data**

**Key Stage One**



## Key stage 2



### Appendix 3 – Glossary

ASD	Autistic Spectrum Disorder
BSW	Bath, Swindon and Wiltshire Clinical Commissioning Group
CAMHS	Child and Adolescent Mental Health Service
C and I	Communication and Interaction
C and L	Cognition and Learning
CCG	Clinical Commissioning Group Community
EHCP	Education Health and Care Plan
EHE	Elective Home Education
ELP	Enhanced Learning Provision
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
GP	General Practitioner or Doctor
HNB	High Needs budget (The funding local authorities receive for SEND)
ISS	Independent Special School
MLD	Moderate learning disabilities
NEET	Not in Education, Employment or Training
OFSTED	Office for Standards in Education
PATH	Programme for schools promoting alternative thinking patterns - Barnardo's
PMLD	Profound and Multiple learning disabilities
SALT	Speech and Language Therapy
SSENs	Specialist Special Education Needs Team
SLD	Severe learning disabilities
S/P	SLD and PMLD

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