

Health and Well-Being Board SEND Inclusion Strategy

SEND Inclusion Strategy 2020-2023

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”

This is done through working together across all departments and with colleagues in Health and Social Services

Co-Production

The current strategy was developed as a result of working in partnership with parents, carers, children and young people.

Wiltshire Parent Carer Council was a central part of this work, alongside work with other voluntary organisations, health colleagues, schools, nurseries and community health providers.

As a partnership we want the very best for our young people with SEND and believe that inclusion should be at the heart of our work so that every child or young person with SEND feels valued and empowered to be part of their community now and in the future.

The Priorities

- Developing holistic plans with children and young people
- Inclusion and removing exclusion in education
- Inclusion and well-being in the community
- Improving the range and quality of provision
- Achievement and progress
- Well planned transitions

Priority 1

Reconfigured the SEND team to ensure focus upon both new assessments and reviews of existing EHCPS

Financial investment made in the SEND team to ensure that staffing levels are sufficient for the work required of the team

Created and recruited to a DSCO post to support work across social care in relation to EHCPs

Developing a process for the provision of social care advice for all new EHCNA

Working to recruit to health advisor positions to support the provision of health advice as part of all new EHCNA

DCO process put into place for supporting the provision of compliant health advice and wording used in our EHCPs

Implementation of QA process for EHCPs which will allow benchmarking across other LAs

Appointment of a Local Offer Officer and improvements made to the Wiltshire site incorporating input from across the local area

Refreshed medical needs advice written by DCOs

Development of new online EHCNA process, codesigned with SENCOS to streamline and simplify the process

Educational representation, through a secondment, put in place to support the autism waiting list initiative

Development of 'Discussion and Decision Groups', known as DaDs to support each aspect of statutory SEND decision making

Priority 2

Implementation of a Wiltshire Approved Alternative Provision (WAAP) list available for schools

Roll-out of toolkit for schools to support best practice in use of Alternative Provision, with re-integration focus

Co-production of a guidance resource on Ordinarily Available Provision for All Learners (OPAL) with additional needs in Wiltshire education settings

Focused work from the Virtual School to reduce exclusion of Children Looked After

Reconfiguration of the service delivery model for the behaviour support service, to focus on capacity building for schools

Implementation of a training offer that focuses on quality first teaching for inclusion, utilising expertise within school effectiveness

Delivery of a new SEND Advisor function from within school effectiveness to improve strategic leadership of SEND in Wiltshire schools

Wiltshire roll-out of Trauma-Informed Practice training to schools and settings, with a focus on attachment, trauma and resilience

Strengthening of SEN Support expectations for Children Looked After with an improved graduated response

Implementation of a quality assurance framework for Alternative Provision that is not DfE registered

Implementation of a FACT Family Help pilot model in a Wiltshire locality to include early help for children with behaviour that challenges

Further enhancement of Healthy Schools whole school approach: healthy relationships, tolerance and respect

Priority 3

Work is taking place via the FACT (Family and Children's Transformation Programme) to support of partnership approach to early intervention

Development of short breaks across Wiltshire to offer parents and carers a wider range of options to access short breaks

The PHN's have been included in the HCRG Care Group review of SEND pathways to ensure they contribute to EHCP assessments as clinically needed. Health Visitors also attend the HELM (health education and liaison meetings) to ensure information is shared in a timely way and that joint plans are in place to support the child and family are in place.

SEND needs are considered as part of all HV assessment contacts and development is specifically reviewed at the mandated contacts and following periods of intervention and support to meet health and development needs. This supports early identification of need.

Work taken place with special schools to develop an understanding of the model of delivery of health interventions

DCOs are undertaking quality assurance of draft EHCPs to ensure they are concise, up to date and legally compliant

Priority 4

Creation of high quality Primary resource base provision at Avenue, Westbury, Charter, Kiwi, Clarendon, and Lyneham in 2022

Creation of high quality Special School places at Silverwood, Exeter House and Springfields in 2022

More robust place planning analysis (developed across SEND teams), resulting in shared understanding of current and future demand for Special School places.

Enhanced alignment of plans and objectives with key stakeholders, including Health, Parents & Carers, School Alliances, Wilts Council mainstream school strategy; RSC

Support to school delivery partners, including financial support, consultation processes, project management, access to services and support

Pipeline of delivery plans: SAIL (Sept 23), Rowde new build (autumn 23); Castle Mead modular build (Sept 23) Springfields Aspen development (Jan 24); Silverwood Chippenham and Trowbridge refurbishment (2024/25); Wilts Council ISS capital bid; DfE free school bid.

Priority 5

2022 data for Phonics shows that the target has been met with 3.6% above National

2022 data for Greater Learning Depth shows target has been met with 2% above National

2022 data for Key Stage 1 shows that SEND pupils perform better than National with 3% above in reading, 1.6% in writing and 4.2% in mathematics

2022 data for Key Stage 2 shows that SEND pupils were above for Reading, in line with National for Writing

Over 60 schools have already accessed and utilised the SEND SEF

Ofsted Parent view results vary between 34%- 100% in the last 12 months on Q7. The average is around 70% in terms of responses

Priority 6

SEND training has been offered to all schools/provisions

Inclusion Project has started, and this will be ongoing

Right choice page has been developed and is now live

Military schools network is now up and running and meeting regularly

Growing up and moving on guide has been created to be used as a tool during annual reviews to share information on opportunities with young people and their families

Growing up and moving on event was held in October, aimed specifically at young people and attended by special and mainstream schools and colleges

Ongoing work with resource bases to link with special schools being facilitated through Open Mornings

PFA Post 16 team are working with the colleges monthly to identify and support young people who are struggling with education

Get Connected is now core funded and all special schools are involved

Dingley's promise work supporting inclusion between mainstream and specialist providers in ongoing

LD and Autism Programme board for all ages has been established across BSW

Employer engagement event is being planned for early 2023

Areas for Development

Development of the voice of children and young people

Neuro-Diversity Pathway development

Continued improvement in waiting times for EHCPs

Development of transition guides for primary age children

Continued improvement in communication between education, health and social care

Extend the work around governance awareness of SEND/Inclusion priorities to Trustees in MATs

Capture SEND student voice through Pupil Surveys and other relevant mechanisms

Develop and strengthen the relationship between Resource Bases and Special Schools and utilise the experience and skills within these settings to enhance mainstream provision

Engagement with new and prospective Resource Base school leaders to meet specific gaps in 2023/ 24 and build capacity/contingency in system. Create a minimum of 3 engagement opportunities per year

Ensure alignment of mainstream and SEND plans, including SEND input into School Places Plan 2022-2027. Also, joint mainstream/RB developer requirements for growth areas (all year)

SEND Inclusion Strategy Planning

2020-2023 Strategy

Extension Year: September 2023 to August 2024

Sept to Dec 2023

Stakeholder
Mapping
Scoping
Comms

Jan to Feb 2024

Listening to external
and internal
stakeholders
Developing themes

Feb to Apr 2024

Focus Group
Sessions
Developing key
strategic aims

Apr to Jul 2024

Finalising Plan
Presenting to
SEND and Health
and Wellbeing
Boards