

**HARTLEPOOL SEND STRATEGY  
2016- 2019**

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## **1. Vision**

“All children, young people and young adults with Special Education Needs and Disabilities will enjoy a happy, safe and healthy childhood that prepares us well for adult life and enables us to be the best we can be.”

(Written by children and young people)

## **2. Principles**

- We will work to protect children from significant harm;
- We will keep children and their families at the heart of everything we do;
- We understand that every child and every family is different. We will assess each child and their family so that we can offer services to suit their needs. We will do this using an approach called the “team around the child” model;
- We will respect each child and their family and always treat them with dignity;
- We will not make changes to the services we provide without good reason;
- We believe we can make the biggest difference to a child’s quality of life by providing a service as soon as we find out that the child needs support from us;
- We will check our services often to make sure they are as good as they can be. We will make changes to our services if we need to;
- Our workers will be skilled and will do their jobs well. Managers will give support and guidance to the staff in their teams. All workers will get high quality training as part of their job
- Our services will work together to make each child’s quality of life better.

## **3. National and Local Context**

### **3.1 National Context**

This strategy has been developed in line with the legal requirements and responsibilities set out in the Children and Families Act 2014, and subsequently the Special Education Needs and Disability Code of Practice: 0 – 25 years. For children and young people with special educational needs or disability the Act aims to:

- Get education, health care and social care services working together;

- 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 that different organisations 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 assessment to look at what special 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 some of the help they need;
- Provide ways to help sort things out if a child or young person or their parent needs help to appeal about the help they get.

(Young Person's guide to the Children and Families Act 2014)

From September 2014 there is a duty for Local Authorities and CCGs (Clinical Commissioning Groups) to jointly commission services for children with SEND. The recently published Department of Health mandate for the NHS commissioning Board includes a specific objective to ensure children with SEND have access to services identified in their agreed plan and that parents, families and carers have the option of a personal budget based on a single assessment across health, social care and education.

Significant reforms also took place recently to arrangements for funding for schools. The intention of this reform was to:

- Achieve maximum delegation of funding to schools;
- Simplify the way Local Authorities and the Education Funding Agency fund schools and academies so that it is more consistent and better focused on the needs of pupils;
- Create greater consistency between local funding formula.

The new system for funding SEND was established as follows:

- Local authorities are given a budget for children and young people with higher level needs. This budget is called the High Needs Block and funds all additional provision across early years, schools and post-16 education and training.
- Mainstream schools are expected to spend up to £6,000 out of their existing “base” budget to meet SEND needs before the local authority provides additional “top up” funding out of the High Needs Pupil Block.
- Special Schools pre 16 are funded at £10k per place plus any additional banded top up funding.

### **3.2 Local context**

In September 2011 Hartlepool was successful in a joint bid with Darlington to become one of 20 SEN Pathfinder Areas to test the proposals in the Green Paper - Support and Aspiration: A new approach to Special Educational Needs and Disability published in May 2011. The new approach was to provide an integrated streamlined process, which better involved children, young people and their families. The implementation of the new Education, Health and Care (EHC) Plans, which replace the existing Special Educational Needs Statements and Learning Difficulty Assessments, by bringing services together and focusing on improving outcomes. This also included the offer of a personal budget for families with an EHC plan who requested it and improved access to information.

As part of the Pathfinder work, Hartlepool tested the following areas to share with other local authority areas to support them to implement the reforms.

- Joint assessments and single education/health/social care plan (0-25 yr olds)
- Personal budgets (education/health/social care)
- Support to parents and young people
- Support to vulnerable children

Hartlepool, as a pathfinder, was expected to achieve the following:

- All Looked After Children with a statement or requiring statutory assessments to have an EHC Plan completed;
- Any new statutory assessments, particularly those children under 7 to go through the Single Coordinated process (EHC Plan)
- Year 9 students with a statement for Autistic Spectrum Disorder to be transferred across to an EHC Plan

To enable the local authority to carry out this work, a number of Task and Finish Groups were established, together with a main steering group to ensure work was on target to meet the deadlines set by DFE. The four Task Groups included:

- Joint Assessment/Single Plan - to explore the process, develop and implement the EHC Plan and Guidance;
- Personal Budgets - to develop and pilot for young people to access as part of the EHC Plan;
- Support to Parents/Young People - In partnership develop and implement the local offer of services for families to have access to information from one point;
- Support to Vulnerable Children – Looked After Children (LAC) through the transfer of an existing Statement and/ or new assessment for a EHC Plan.

The Task Groups were multi agency and included parents/ carers and young people.

#### **4. Governance**

The most recent Code of Practice sets out very clearly that the responsibility for ensuring effective support for children with special educational needs and disabilities is shared between education, health and social care. It is therefore critical that partnership arrangements need to be robust and rigorous to ensure that children and their families receive the right service at the right time regardless of organisational boundaries.

The Health and Wellbeing Board is responsible for the oversight of this SEND strategy and it is expected that the Children's Strategic Partnership will be the partnership group that oversees the effectiveness of this plan. A SEND group (which was previously the LDD/SEN group) will be a sub group of the Children's Strategic Partnership.

The Hartlepool Education Commission Report, launched in October 2015, sets out the key recommendations to ensure that every child and young person has the best possible chance to grow into successful, fulfilled and responsible citizens as members of a vibrant local community. The report focuses on collaborative, partnership working involving all stakeholders to provide co-ordinated support to all learners and their families. The recommendations highlight the need to;

- develop and support an integrated family support and early intervention programme that stimulates early child development;
- develop a model that that secures continuity and progressions at key transition points

- improve the emotional and physical well being of young people through a revised curriculum for life.

In addition to the work of the Education Commission, the CAMHS Local Transformation Plan further supports the drive to support and improve the mental health of priority groups of children and young people which includes children and young people with a learning disability. This will ensure better integration of services towards one assessment, one plan and increased access for vulnerable young people to specialist services where required and appropriate.

## 5. **Needs analysis**

See attached Joint Strategic Needs Assessment.

## 6. **What children, young people and parents have told us**

Parents have worked together to say what they would like from services as follows:

- Treat our children as individuals
- Earn our respect
- Demonstrate that you care
- Show a genuine interest in **all** family members
- Negotiate with us practical suggestions that could work for us
- Support us emotionally
- Listen to us, be there so that we can sound off and explore issues and problems.
- Be approachable
- Do what you promise to do and respond to us when we contact you
- Take what we say seriously
- We need to feel that we have some control of what and how we access support to make changes
- As parents we need to be there to support each other
- We need to have some control around what happens in meetings about our children.
- We need to have acknowledgement of referral requests and timescales in which we can expect a response.
- As parents we need to have our expertise in relation to our children acknowledged.
- We need practitioners to see things from our perspective.
- We need practitioners to consider how their expectations impact on us as a family

## 7. **Priorities**

1. A clear understanding of needs to ensure effective commissioning of integrated services.

2. Children, young people, young adults and parents inform commissioning of services and shape services to ensure personalisation of their support.
3. Effective assessment and early identification that leads to children/young people/adults having an integrated plan which is regularly reviewed with clear outcomes.
4. Services will be seamless to ensure effective transitions.
5. Ensure parents, Carers, Children and Young People are provided with Independent, advice and support through the EHC Plan process and SEN Support

## **8. How will we know we have been successful?**

### Short term

- Parents, children and young people get right support at right time; feel that they are listened to and in control
- Planned and well managed transition points
- A joined up, transparent and accountable system

Measured by:

Timeliness of transfer from statements to EHC plans

Number of EHC plans that are completed on time

LA data

Parent Surveys

Feedback from Independent Support and IASS

Number of personal budgets

SEN appeals and outcomes

### Medium/ Longer term

- Improved progression and attainment for all ages
- Clear and appropriate expectations and aspirations leading to fulfilled lives
- More resilient families
- Increased employment
- Choice and control over living arrangement/ independent living
- Participation in the community

Measured by:

Attainment/ progression data

Numbers of Looked After Children within SEND cohort

Outcomes for Looked After Children

Destinations after Key Stage 4 and Key Stage 5

Employment status for adults with LDD

Accommodation status for adults with LDD



## ACTION PLAN 2016 - 2017

**PRIORITY ONE: UNDERSTANDING OF NEEDS TO ENSURE EFFECTIVE COMMISSIONING OF SERVICES. SERVICES WILL BE FLEXIBLE, RESPONSE ENOUGH.**

Objective	Action	Responsibility	Timescales	Progress
Understand the SEND population and the needs	Produce a Joint Strategic Needs Assessment	Deborah Clark	April 2016	
	Review information held in JSNA to see if there are any gaps in the information and explore ways of gathering this information	Rachel S/ Ruth K	April 2016	
Understand whether provision available is meeting children and young people's needs	Complete a sufficiency assessment of provision	Rachel S/ Ruth K	September 2016	
	Carry out deep dive of a number of ASD cases to understand detailed needs to inform commissioning of specialised provision	Rachel S/ Louise A/Jacqui	April 2016	
	Carry out an options appraisal to identify and gaps in ASD provision	Rachel S/ Ruth K	September 2016	
	Review of ASD pathway	Ruth K/ Jacqui	September 2016	
Ensure that provision available can meet children's needs and increase the choice of provision	Work with regional colleagues to develop commissioning frameworks NE12 Tees Valley Residential	Rachel S	April 2016	
	Work with the market to increase choice of provision for children with special educational needs and disabilities	Rachel S	March 2017	
Ensure that provision is of highest quality, responsive and value for money	Review terms of reference of commissioned placements panel to ensure multi agency decision making is effective and meeting children's needs	Rachel/ Ruth K	May 2016	
	Review commissioning process to ensure <ul style="list-style-type: none"> <li>• Robust evaluation/ monitoring of</li> </ul>	Rachel/ Ruth	May 2016	

	<p>contracts</p> <ul style="list-style-type: none"> <li>• Establishments of visits to commissioned provision to ensure compliance with LA/ health requirements</li> <li>• Develop process to involve parents, children and young people in the evaluation</li> </ul>			
	Work with health to establish monitoring processes for placements that are jointly funded.	Rachel S/ Ruth K	September 2016	
To ensure that resources are targeted appropriately	Carry out mapping process to identify all children being supported which includes type of provision and cost of provision	Rachel S/ Louise A/ Kay F	April 2016	
	Establish clear processes to ensure that the number of children being supported is robustly monitored	Louise A, Rachel S, Sandra S	June 2016	

**PRIORITY TWO: CHILDREN, YOUNG PEOPLE/YOUNG ADULTS AND PARENTS SHAPE SERVICES TO INFORM COMMISSIONING OF SERVICES AND ENSURE PERSONALISATION OF THEIR SUPPORT**

Objective	Action	Responsibility	Timescales	Progress
To understand what children and young people need and want from services	Work with CYP to develop principles for all our work – Catcote, Springwell, Bases, VCS, Schools, CEVG, OSS colleges.	Louise A, Sarah W	September 2016	
	Review current children/ young people groups to ensure that CYP views are being listened to and acted upon within the strategy	Sarah W	July 2016	
	Review LA service user engagement strategy to ensure that children with special education needs and disabilities are represented	Sarah W	July 2016	
	Identify other opportunities to listen to parents e.g. schools	Sarah W, Tracy	July 2016	
	Further develop links with Young Carers to get views of young people.	Louise/ SENCO forum	September 2016	
Parents to contribute to the development of the strategy	1 Hart, 1 Mind, 1 Future sessions to discuss strategy and views to be shared at SEND group	Christine F	Ongoing	
	Collate views from parent to inform the identification of trends and contribute to commissioning of services	Christine F	March 2017	
Children, young people and parents to shape their own plans	Review EHC planning process to see how children's views are collected.	Sarah W, Louise, Danielle	September 2016	
	Explore ways of improving children/ young people's voice within planning	Louise, Sarah	September 2016	
	Person centred planning training to be delivered to the children's workforce	Sarah W	September 2016	

**PRIORITY THREE: EFFECTIVE ASSESSMENT/EARLY IDENTIFICATION THAT LEADS TO CHILDREN/ YOUNG PEOPLE/YOUNG ADULTS WHO WILL HAVE AN INTEGRATED PLAN – REGULARLY REVIEWED/ OUTCOMES CLEAR.**

Objective	Action	Responsibility	Timescales	Progress
To ensure that pathways are straight forward and easily accessed	Carry out audit of all current pathways to understand family's journey through services <ul style="list-style-type: none"> <li>• LA</li> <li>• Wider partnership</li> </ul>	Danielle S	July 2016	
For families to have ONE plan	Task and finish group to be established to review processes across social care and SEN in relation to plans	Louise A, HBC management team	July 2016	
	Task and finish group to review processes across social care and health particularly in relation to plans	Louise A	Dec 2016	
To ensure that children that need support are identified at the earliest opportunity	Implement Better Childhood <ul style="list-style-type: none"> <li>• Establish rebranded Early Help Assessment to ensure that children are being supported at the earliest possible opportunity</li> <li>• Work with schools to ensure that children that need support are being identified as early as possible</li> <li>• Develop 2 year old integrated check and develop an effective partnership response to the outcomes of each individual check</li> </ul>	Jane Young/ Chris Rooney  Deborah C, Gill S, Janet S	June 2016  Ongoing from June 2016  Sept 2016	
Ensure that the children's workforce are skilled in working with families, assessment and planning	Deliver training/ practice clinics to the workforce <ul style="list-style-type: none"> <li>• Assessment skills</li> <li>• Outcome based planning</li> <li>• Person centred planning</li> </ul>	Sarah W	March 2017	
	Establish a multi agency QA process to evaluate effectiveness of plans	Louise A	December 2016	

**PRIORITY FOUR: SEAMLESS SERVICES TO ENSURE EFFECTIVE TRANSITIONS.**

Objective	Action	Responsibility	Timescales	Progress
Understand what a child with special needs or a disability journey through services looks like	iMPower to carry out research looking at preparing adulthood	Neil, Louise, Sarah W	June 2016	
	iMPower to provide recommendations for changes across the system to ensure that young people's transition to adulthood is based on individual needs and effective	Neil, Louise, Sarah W	June 2016	
	Review service delivery across children and adults services based on recommendations from iMPower work	Danielle, Jill H	March 2017	
Families receive a seamless service and young people are prepared for adulthood	Terms of reference for transitions group to be reviewed	Sarah W, Neil H and Louise A	July 2016	
	Carry out audit of all current pathways to understand family's journey through services <ul style="list-style-type: none"> <li>• LA</li> <li>• Wider partnership</li> </ul>	Danielle S	July 2016	
	Explore whether it is possible to start planning for a child's life as early as possible to ensure that services are planning effectively e.g procurement of specialist equipment	Ruth, Louise, Neil	March 2017	

**PRIORITY FIVE: ENSURE PARENTS, CARERS, CHILDREN AND YOUNG PEOPLE ARE PROVIDED WITH INDEPENDENT, ADVICE AND SUPPORT THROUGH THE EHC PLAN PROCESS AND SEN SUPPORT**

Objective	Action	Responsibility	Timescale	Progress
Ensure that the IASS & IS provides impartial, confidential and relevant information, advice and support to parents, carers, children and young people between the ages of 0 -25 years who may have SEN and/ or a Disability	<p>The IASS is located in premises separately from the LA SEND Team and ideally not in the main LA or CCG premises</p> <p>The IASS has a separate phone line, emailing service</p> <p>Information and policies with identifiable branding</p>	Tracy Liveras	<p>Immediate</p> <p>April 2016</p>	
The IASS/IS is planned, monitored , reviewed and evaluated an prompt actions are taken to improve services and meet the service users needs	<p>Distribution of service user feedback questionnaires</p> <p>Production of an annual report to inform the SEND Strategy group of service usage and recommendations on service improvements</p> <p>Produce a local offer annual report</p>	Tracy Liveras	<p>Ongoing</p> <p>July 2016</p> <p>August 2016</p>	
The IASS provides impartial, accurate and up to date information and high quality advice relevant to service user needs	<p>Produce and review on a regular basis factsheets, and policies relating to SEND support for parents and young people</p> <p>Provide direct links to both the IASS webpage and The Local Offer of Services webpage to provide accessible and up to date information for service users and actively involve service users around changes, access and improvements of access to information</p>	Tracy Liveras	Ongoing	
The IASS/IS offers	Compliance with Data Protection Law	Tracy Liveras	Ongoing	

confidential support to service users	<p>Service confidentiality policy</p> <p>Provision of confidential phone line and email address</p>			
The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), including casework support and representation	<p>Availability of trained personnel to support individual cases</p> <p>Provision of access to mediation and disagreement resolution services</p>	Tracy Liveras	Ongoing	
Staff, independent supporters and volunteers are appropriately trained and have accurate and up to date knowledge of: Education, social care and health law related to SEND, including National and local policy and practice in meeting SEN & Disability	<p>All staff and volunteers to complete IS and IASS on line legal training, including face to face training to enable confident delivery of the service and support to services</p> <p>Staff to access appropriate training to enable continuous personal development and enable staff to support families appropriately</p>	Tracy Liveras	Level 3 Module to be completed May 2016	
The IASS to work closely with the parent led forum to influence change and design of the service	To attend the Parent Forum on a regular basis and work with them to influence change in service and raise awareness of the service families can access	Tracy Liveras	Ongoing	
The IASS offers to early years settings, schools and colleges, statutory and voluntary agencies training on: Working with parents,	Co deliver SEND Key Working with a parent trainer through the short break and education annual training programmes to both practitioners within the education, health and care fields, including the voluntary sector and parents to gain a better understanding of person centred	Tracy Liveras	Ongoing	

<p>children and young people The law relating to SEN and Disability, as it applies to education, health and care</p>	<p>approaches and working with families</p> <p>Deliver presentations to school SENCO Forums and multi discipline teams within educational, health, care and voluntary sector to raise the profile of the service and for practitioners to gain a better understanding of the service to sign post to parents and young people</p>			
<p>The IASS offers training to parents on: Working with professionals and involvement in decision making The law relating to SEN and Disability, as it applies to education, health and care In collaboration with parent carer forums, contributing to strategic development</p>	<p>Co deliver SEND Key Working with a parent trainer through the short break and education annual training programmes to both practitioners within the education, health and care fields, including the voluntary sector and parents to gain a better understanding of person centred approaches and working with families</p> <p>Co deliver confident, resilient parent workshops to build the confidence of parents to challenge decisions and process</p> <p>Provide drop in services for parents linked to the parent forum</p>	<p>Tracy Liveras</p>	<p>March 2017</p>	