

Leicestershire local area SEND & Inclusion Strategy

▶ 2020 to 2023

Our vision in Leicestershire for children with special educational needs and disabilities is the same as for all children and young people – for them to achieve well in their education, to be cared for in safe and supportive families, participate and be involved in their communities and lead happy, safe and fulfilled lives.



Leicestershire
SEND

Foreword

Welcome to the second version of Leicestershire's local area Special Educational Needs and Disability (SEND) and Inclusion Strategy in partnership with Leicestershire County Council, West Leicestershire and East Leicestershire and Rutland Clinical Commissioning Groups. The publication of the strategy comes at a time of unprecedented challenge for all services, compounded by the recent Coronavirus pandemic. Leicestershire was inspected by Ofsted and Care Quality Commission, the good work taking place across services and between services and parents and carers was recognised, however, the inspection has provided some actions that urgently need to be addressed.

Crucial to the success of the strategy, is the important role parents and carers have in shaping the experience for their children and young people. The SEND & Inclusion Partnership Board across Leicestershire is committed to co-producing work with parents and carers and communities to raise aspirations and build resilience.

We would like to offer thanks to all those that have co-produced the strategy and to those engaged in supporting children and young people with SEND and their families in Leicestershire. The strategy, in continuing to outline our response to these reforms, is also designed to reiterate our continuing commitment to high quality services.



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1. Introduction

The purpose of this strategy is to set out the vision and priorities in Leicestershire for developing support and provision for children and young people with SEND.

In September 2014 the Children and Families Act 2014 came into force. Part 3 of the Act is entitled Children and Young People in England with Special Educational Needs and Disabilities (SEND). In the Act, Local Authorities and Clinical Commissioning Groups have a number of duties they are required to meet.

This strategy sets out how the Leicestershire local area plans to support children and young people with SEND aged 0-25 to achieve their best possible outcomes, in line with the reforms and in light of our current local position and other local developments. It sets out our priorities for the period from 2020 to 2023 and is underpinned by a strategic plan setting out how these priorities will be achieved.



2. Leicestershire local area SEND & Inclusion Priorities for 2020 to 2023

Co-production with parents and carers and children and young people will run as a thread throughout each priority.

Priority 1

To identify and meet children's special educational needs as early as possible.

Priority 2

Responsive, inclusive and effective provision for all children and young people with Special Educational Needs and/or Disability (SEND).

Priority 3

Understanding and preparation for change (Transitions).

Priority 4

Strategic partnerships, joint working, joint commissioning and consultation.

Priority 5

Develop the workforce.

3. National and local drivers

National

Delivering effective services to children and young people with SEND is covered by legislation and statutory guidance, providing the framework for public bodies to carry out.

The Equality Act 2010 is legislation that protects the rights of individuals to promote a fair and more equal society. The Act requires public bodies and service providers to take reasonable steps to ensure that children and young people with SEND do not face discrimination compared with children and young people that do not have SEND. As part of the duty for public sector organisations, we are required to consciously consider how we promote equal opportunities for children and young people with SEND and the service delivery that is offered.

As part of the commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, there is a commitment to the inclusive education of disabled children and young people and removal of barriers to learning and participation within mainstream education.

The Children and Family Act 2014 seeks to reform the way support is provided for children and families with SEND. The Act places the views, wishes and aspirations of children and young people and their parents and carers at the heart of the SEND system, requiring a culture change in the ways that professionals work with families and across organisational boundaries. The Act has a common strand with the Equality Act 2010 on removing barriers to learning.

The Care Act 2014 sets out local authorities' responsibilities in providing care and support for adults who may need it. In combination with the Children and Family Act, it enables areas to prepare children and young people for adulthood from the earliest possible stage.

The SEND Code of Practice provides the statutory guidance for relevant organisations who work with children and young people with SEND and their families.



Local

The Leicestershire Children and Families Partnership Plan 2018-21 brings together all agencies involved with children and young people. This overarching plan addresses the needs of all children and young people, their families and carers and is underpinned by five priorities:

-  **Priority 1:**
Ensure the best start in life
-  **Priority 2:**
Keep children safe and free from harm
-  **Priority 3:**
Support children and families to be resilient
-  **Priority 4:**
Ensure vulnerable families receive personalised, integrated care and support
-  **Priority 5:**
Enable children to have good physical and mental health

Leicestershire County Council is committed to taking a ‘whole life’ approach to people who are disabled. This means that services do not just focus on the immediate and short term needs of the person, but instead providing a long-term view. For children and young people, it requires all partners – health, education, adult social care and more – working together to put their aspirations at the heart of support planning. As well as the priorities included in this strategy these principles are a central part of the Council’s ‘Whole Life Disability’ Strategy and ‘Preparing for Adulthood’ programme.

The Leicestershire local area SEND & Inclusion Strategy continues to be underpinned by the gap analysis provided in the Joint Strategic Needs Assessment (JSNA) 2015, a refresh is due for completion in autumn 2020. This will be used to inform the action plan associated with the SEND & Inclusion Strategy.

The 2015 JSNA identified an increasing prevalence in certain conditions that will increase the need for support, school placements and the impact on service delivery. There is a need for the local area to work across the SEND system to meet the increased prevalence in conditions through a graduated response and work with children, young people and their parents and carers to commission responsive, sustainable services for the future at an individual and strategic level.

Ensuring a smooth transition from childhood to adulthood for all young people with SEND is key to improving outcomes. Services can raise the aspirations of and support young people aged 16-25 years with SEN to achieve a level of independence that improves the quality of their lives within their local communities.



4. The local area SEND inspection

Each local area across England is subject to a SEND inspection. These are carried out by Ofsted and the Care and Quality Commission. Leicestershire was subject to an inspection in February 2020. The inspection drew out strengths within the main findings, including the determined effort since 2016 to implement the disability and special educational needs reforms effectively. There is an accurate understanding of the strengths and areas to develop Leicestershire's SEND arrangements, with a strategy in place. Leaders work collaboratively to provide children and young people with SEND the resources they need. There are well established working relationships across education, health and care services to identify and meet the needs of children and their families.

The SEND inspection is not graded, but if there are areas deemed as having serious weaknesses, a written statement of action is required to explain how the local area will address the identified areas. This will require a re-inspection of the key actions identified in approximately eighteen months' time. It was determined by the SEND inspection team that both the local authority and the area's clinical commissioning group are jointly responsible for submitting the statement to Ofsted on the following:

- ▶ The absence of a clearly defined joint commissioning strategy for 0-25 SEND provision.
- ▶ Systemic weakness in the quality of EHC plans, including: the drawing up of the EHC plans; the inaccuracy with which the plans reflect the children and young people's needs; the absence of good-quality outcomes in EHC plans; the inconsistency with which plans include contributions from education, and also health and care professionals; the lack of any formal quality assurance framework to improve new and existing plans.

For the report on the Leicestershire local area SEND inspection, please follow [this link](#).

5. The local context (data)

The Children of Leicestershire

The Office of National Statistics estimates for 2019 suggest that 202,954 Children and Young People (CYP) between the ages of 0 and 24 years live in Leicestershire. This equates to 28.7% of the total population.

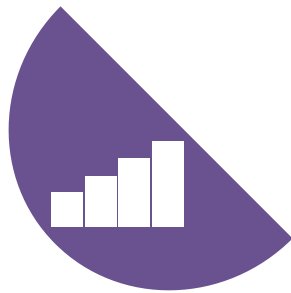
There are 105,436 children and young people educated in Leicestershire state-funded schools (aged 3-18). The highest proportion of children living in poverty live in the Charnwood area of the county. Children and Young People from minority ethnic groups account for 12% of all children living in Leicestershire, compared with 22% in the country as a whole. The largest minority ethnic groups are Asian or Asian British and Mixed.

Many children and young people with EHCPs are educated in mainstream schools or special schools. It is the Local Area's ambition that the majority of children with EHCPs can be included and educated in mainstream schools, or resourced provisions within a mainstream context, where they can learn in their local communities and with their peers.

The Special Educational Needs population

The latest School Census, which includes all pupils on roll at a school within Leicestershire (aged 4 to 16 years), reports that there are now 11,086 pupils on a SEN Support plan and 3,801 with an Education, Health and Care Plan. SEND pupils account for 14.1% of the Leicestershire school population.

The national SEN2 data collection includes all children and young people with an Education, Health and Care Plan that are the financial responsibility of Leicestershire. This will include all children and young people that are educated within Leicestershire schools and in other schools outside of Leicestershire, including independent schools and non-maintained special schools. The national information is used to monitor Leicestershire against the regional and national performance and provides the authority with insight into areas for further investigation at a local level. Information for 2019 shows that Leicestershire continues to see a higher rate of increase in the total number of EHC plans when compared against regional and national figures. The number of new EHC plans issued by Leicestershire is double the rate compare to regional and national figures. The High Needs Block programme has a workstream focussed on the EHC plan statutory assessment process and the work that takes place to meet the needs of children and young people prior to an EHC plan at SEN support stage within schools and settings.



School Census 2020

11,086 SEN Support

3,801 EHC Plan

SEND as a total of school population: **14.1%**



SEND reforms came into legislation in 2014

SEN support has seen a **2.9%** increase since 2015

EHC Plan has seen a **38.4%** increase since 2015

EHC Plans account for **3.6%** of the school population



SEN2 2020

EHC Plans has seen a **73.5%** increase since 2015

There has been a **12.5%** increase in EHC Plans from the previous year (10.2% national)



Timeliness for issuing an EHC Plan as at January 2020 was 92%

Average **94.9%** - health producing advice for statutory assessments within 6 weeks of a request



Early Intervention Service

200 – 300 referrals per month

C&YP assessed and commence treatment within **4 weeks**

Reduced numbers referred into CAMHS by **30% – 50%**

Delivery of advice, support seamless transfer between services

Delivering training for parents

Education

Education attainment and progress for children and young people with an EHCP is above the national average and statistical neighbours across all key stages and Post 16, although this is declining. For those pupils on SEN support, attainment and progress for those children and young people are below the national and statistical neighbour averages. The Local Area recognises the need to make improvements across all reported attainment years.

At the end of 2019, the overall absence rate for pupils with no SEN, in a primary school is 3.8% and in Secondary School is 5.2%. In comparison, absence rates for pupils on SEN Support in Leicestershire's Primary Schools is 5.6% and in Secondary Schools is 9%. The overall absence rate of the pupils with an EHCP in Leicestershire's Primary Schools is 6.9%, Secondary Schools is 12.5% and Special Schools 8.7%.

In 2018/19 there were 25 permanent exclusions. 7 of which are SEN support (4 Primary and 3 secondary) and 2 with an EHCP (1 primary and 1 secondary). Most of these children received support through the Secondary Education and Inclusion Partnerships (SEIPs) or from Primary Graduated Response Practitioners from Oakfield Short Stay School prior to starting at a new school. Leicestershire has low numbers of permanent exclusions compared to England and regional averages, which demonstrate the Local Area's commitment to inclusive education for all children and young people. This work with schools continues to be a focus of the Local Area's attention with a focus on building capacity in schools, additional support, advice and guidance from the Local Authority to further strengthen early identification and offer excellent SEN Support through the provision of new toolkits and training for staff in school settings.



Health

On the 24th July 2020, a total of 55 children had a Personal Health Budget across Leicestershire and Rutland. This breaks down into the following Clinical Commissioning Group (CCG) areas:

Name of CCG	Number of children and young people with a Personal Health Budget	
	With EHCP	Without EHCP
East Leicestershire and Rutland CCG	22	9
West Leicestershire CCG	16	8

The children that are supported have a variety of physical and mental health needs. Some examples of the physical children that are supported are children with very high respiratory needs such as beyond the mouth suction, tracheostomies and/or require supportive ventilation. Support is given to support children with very complex epilepsy, complex bowel management, mobility or complex feeding such as total parental nutrition (TPN). Some of the mental health cohort that are supported are those with Autistic Spectrum Disorder (ASD), ADHD, complex challenging behaviours and/or self-harming behaviours.

Social care

The number of children who are Looked After in at the beginning of June 2020 in Leicestershire is 659 (3rd June 2020) which is 0.62% of the overall population aged under 17 years. The number of Looked After Children with an EHCP on the same date is 112 and for those on a SEN Support Plan, is 77. The Looked After Children make up 1.3% of the total number of SEND children and young people.

Children and young people that are referred within the local authority through the Short Break and Children and Family Wellbeing Panel have social and personal care needs. Personal care needs will be provided through a commissioned domiciliary care contract or through a personal assistant that the parent/s will source via direct payments. Provision of social aspects of need is through a graduated response. Provision can be offered through mainstream activities with additional inclusion funding; SEN groups offered by the Children and Family Wellbeing Service; specialist summer playscheme; commissioned groups running throughout the year; a more tailored approach through a personal assistant funded via direct payments to overnight residential stays.

6. What our families tell us?



We are confused about what Provision is available in Leicestershire

Parent/carer



Meeting professionals can be very difficult for my child. My child gets very anxious when having to meet new people and has difficulty processing the language used.

Parent/carer survey for the Written Statement of Action



Leaving school, turning 18 is still a scary time... where do the services go?

Parent/carer



Some mainstream schools don't understand my child's diagnosis or how to meet their needs

Parent/carer



The length of time it takes to get a diagnosis to allow you to get help and support

PCF survey SEND inspection



Training the right staff to work in new provisions is really important

Sufficiency strategy consultation



Some teachers in mainstream schools don't understand us.

Young person

Since the development of the SEND Strategy 2017 to 2020, the Parent Carer Forum has become established and provides on-going feedback from families on their experiences of having a child or young person with Special Educational Needs and/or a Disability into the SEND & Inclusion Board. This has helped to keep the SEND & Inclusion Board informed as to on the ground feelings towards service delivery.

In addition, a number of consultations have recently taken place with parents and carers to inform the local area on specific issues and developments:

In response to the increasing demand for specialist provision, a sufficiency strategy has been developed with the aim to increase the number of places for children and young people with Communication & Interaction (primarily Autistic Spectrum Condition) and Social, Emotional and Mental Health needs across the local area. A consultation took place on the new provision which included: an online survey, 5 locality events open to all, 7 workshops with children and young people, 1 focus group with parents and carers.

This provided information on what the provision should look like and be resourced.

Adult and Community Services carried out a questionnaire around information and advice for preparing for adulthood during 2019.

The local area in Leicestershire had a SEND inspection in February 2020. To enhance the webinar information and the meeting with parents/carers, the Parent Carer Forum conducted a survey with parent and carers to provide further information to the inspection team. The survey consisted of service satisfaction questions and specific questions on key areas that the Parent Carer have reported to the SEND & Inclusion Board: SEN Transport, EHCP's and the Local Offer.

The development of the neurodevelopmental improvement programme for children and young people with Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Information from children and young people has been collected from their respective Youth Group leaders, identifying the key themes that are discussed during the groups. The young people that attend these groups will have an SEN support plan or an EHCP and will be in mainstream or specialist schools. Information was also received from a session held with the Youth Advisory Group.



I am only given a target number and I can feel disappointed as no-one says how to get these. I need to know what skills I need to learn to be able to achieve my targets.

Young Person during on-line consultation for the Written Statement of Action.



If transport is late or noisy it can be stressful.

Young person



Once you get a diagnosis from health, they immediately discharge. When further issues arise, health are very reluctant to take another referral.

Parent/carers during an online meeting about the Written Statement of Action



I would like to be more involved in meetings and discussions about me.

Young Person during an online meeting about the Written Statement of Action



A young person's drawing of their 'Ideal School'.



Key themes from recent consultations to inform the refreshed key priorities

Ensure mainstream schools are equipped to meet needs

Parents and carers raised concerns about the training staff in mainstream schools receive to equip them to support children and young people with Special Educational Needs. They don't feel that they have sufficient knowledge about the different conditions and are not fully able to support needs. Children and young people in 2017, and again in 2020, also spoke about their concerns at being within a mainstream school and the consequences of staff not understanding SEN conditions: being segregated from their classmates when not able to cope with a busy classroom, consequences / punishments for SEN related behaviours, low attendance at school and leaving school without any provision to move into. The young people would like to see better training for teachers in mental health to identify the early warning signs.

Positive responses were received on support and help in our area Special Schools.

Strengthen the voice of parents and carers

Parents and carers would like to see an improvement in the communication between families and services, and between services. They would like to be treated as experts in their child's needs. This particularly relates to the Education Health and Care Plan process. The SEND & Inclusion Board continues to work with the Parent Carer Forum to strengthen the voice of parents and carers, and children and young people, at a strategic level, to support the development of services at an earlier stage which reflect the needs of the families who will be accessing those services.

Accessible communication

Children and young people with SEND have reported that they would like any information and guidance to be in an accessible format for children and young people with SEND, including in Braille and sign language.

Local provision

A key theme being reported by parents and carers and young people is being able to attend an appropriate school placement. Schools not being able to meet need was reported as an issue by parents and carers. Young people reported that they were struggling in a mainstream school with some on reduced timetables.

Parents / carers, children and young people have been concerned about the length of time travelling to specialist schools. The increase in demand for specialist placements has increased the reliance on independent placements which may not be within the local community and increasing travel time.

SEN transport for young people can involve being taken to school in an overcrowded taxi and communication issues, e.g. not being able to have a conversation with the driver/escort.

Put the child at the heart of decision making

Parents and carers have been concerned that their child or young person is not getting the right support that they need due to putting cost and/or resources available first.

This applied to bringing in experts, provision and equipment in schools; offer for a school placement, Short Breaks and preparation for adulthood. Young people reported that they do not achieve positive friendships or the social interaction that they would like to have.

Joint working across education, health and care

Parents and carers do not feel that there is good joint working between education, health and care services as well as across children's and adult services. This is particularly the case when there is more than one agency commissioning a placement. When there is satisfaction, this is down to an individual being proactive in making the links to services and often referring on behalf of the family.

Access to services

Parents and carers reported that waiting times are an area of dissatisfaction. There are very long waits once a referral has been made to an initial appointment, and between appointments. Parents and carers also report that it takes a long time to be able to receive a diagnosis. Parents and carers reported that more information needs to be made available whilst waiting for an assessment / diagnosis. It would also help parents, once a diagnosis has been made, to provide information on the condition. Parents and carers also would like more information on the pathways to access a service and what is available once a case has been closed to a service. This includes what services are available for children and young people as they enter adulthood.

7. The High Needs Development Plan

The High Needs Development Plan was established in recognition of the rising demand for SEN support and provision in Leicestershire alongside the ambition to provide early support to all children, maximising their potential within an appropriate local setting.

The plan has four key strands:

- ▶ Development of Inclusion and Education Quality Offer
- ▶ SEND Strategy, Commissioning and Funding
- ▶ SEND Systems Review
- ▶ Sufficiency Programme

Development of inclusion and education quality offer

This strand of the plan focuses on strengthening Leicestershire's local offer prior to a formal need being identified. The Local Authority has invested in additional resources to further strengthen the graduated response across all settings, as well as developing an Inclusion Service which provides schools and parents and carers with advice and support and acts as a 'triage' for internal and external services.

The Inclusion and SENA Service will be working with schools across the graduated response pathway, ensuring needs are identified and addressed early, with a focus on meeting outcomes. The Inclusion Service focuses on early identification of need and tracking the progress of children at regular points to ensure appropriate support is being provided by the local area. The service aims to provide effective and consistent assessments in order to refer to the most appropriate services and support across the continuum of need to ensure that timely, suitable support is identified for children and/or their families.



SEND strategy, commissioning and funding

To ensure that there is consistency across the local area, this strand focuses on ensuring that our key policies and strategies are proportionate with the needs of the local area and that proactive support mechanisms are in place to ensure that the local area is supported in applying these. This strand is developing:

- ▶ Best endeavours and reasonable adjustments guidance for all settings
- ▶ SEND handbooks to roll out across the whole sector
- ▶ SEND and Inclusion Strategy (2020/2023)
- ▶ Re-design of the Neuro-development Pathway
- ▶ Review of the funding framework (including the best use of top-up funding)
- ▶ Whole school quality and outcome reviews
- ▶ Joint Commissioning Strategy
- ▶ Strengthening the relationship between Children's and Adults Strategic Commissioning

SEND systems review (operational Local Authority services review)

Work is planned throughout 2020 to enhance operational practice and the operating model across our SEN and Inclusion Services to ensure consistent, effective practice is developed and deployed across the local area. Work has begun with the SENA service to explore improvements in its service offer that will ensure consistency and parity of decision making – ensuring it is multi-agency in nature.

We have carried out extensive performance and data analysis which has identified opportunities for improvement. Plans are in place to re-design key processes within and led by the SENA service, putting in place a joint approach with health and social care to ensure consistency and robustness across assessment, decision-making and reviews.

Sufficiency programme

The demand for SEND provision continues to grow and through the needs identified in the SEND Strategy and the Local Authority's planning and sufficiency forecasting in 2018 the need for additional capacity was identified. To meet the need within an inclusive education system, an ambitious programme has been established to develop provision across the local area. A specific need identified was for places for pupils with Communication and Interaction (primarily Autism Spectrum Condition) and Social, Emotional and Mental Health needs. The programme is supporting the expansion of existing special schools, with Menphys Specialist Nursery supporting children at risk of exclusion, the further development of resource bases in mainstream schools and a pre-school to further promote inclusion, and the longer-term development of new schools.

Following a positive public consultation outcome during the spring of 2019 on the rising demand and need for further local sufficiency, 88% of responses from that consultation were in strong agreement or tending to agree with the local area's overall sufficiency proposals. Our plans involve the development of at least 731 places over the next 3 years.

The programme is working to ensure that the right contractual arrangements are in place with all of our provisions and Service Level Agreements (SLA's) are developed and/renewed over the next 4 months. These SLA's are vital to the development of Leicestershire's SEN provision as these agreements set out our expectations for children and young people attending each provision, and the responsibility of the Local Authority and each provider to ensure improved outcomes, whilst ensuring value for money is achieved.



8. How will we achieve the priorities?

Co-production

Description of priority area

A strand that will run throughout the strategy will be co-production with parents, carers, children and young people. Work is developing with Leicestershire's Parent Carer Forum to provide the parental steer for the strategic work that is taking place. Services will continue to develop approaches that ensure we meet the standards of co-production and person-centred reviews, as set out in the SEND Code of Practice and use these to influence the work prior to SEND being identified.

Priority 1 - To identify and meet children's special educational needs as early as possible.

Description of priority area

This priority considers how pre-school settings and mainstream schools work with parents/carers and appropriate professionals to understand and identify the needs of children and young people as early as possible. The priority focuses on supporting inclusive practice and removing barriers to learning. There are links with Priority 5: Workforce Development, so that across the partnership we can ensure that our staff are knowledgeable about the needs of children and young people with SEND and what the Local Offer can provide in supporting families. Professionals will also need to follow the graduated response and know when and how to seek and coordinate multi-agency support at the Special Educational Needs (SEN) Support Stage or, when necessary, through an Education, Health and Care Plan Needs Assessment.

The local area SEND inspection identified that the Education, Health and Care Plan process was a serious weakness and is an action within the Written Statement of Action.

Within this priority, there will be links to:

- ▶ Develop integrated two-year checks to ensure early identification, reinforced through joint working with health agencies and clear processes around section 23 notifications (health and the local authority)
- ▶ Initial health assessments for children in care with SEND to be carried out in a timely manner
- ▶ The legal requirements of schools, local authority and health services through the development of a SEN Support Handbook

- ▶ Development of the Inclusion Service in supporting schools, parents and carers and professionals working with children and young people with SEND
- ▶ Sharing information between the local authority and health services for young people that are not in education, employment or training, and with the School Nursing service for children and young people with SEND that are Electively Home Educated
- ▶ Improving the quality of Education, Health and Care plans
- ▶ Developing the Education, Health and Care Plan process and Annual Reviews both within the local authority and between the local authority, clinical commissioning group and provider services
- ▶ Offer of support and training to schools and settings without the need for an EHCP
- ▶ Better use of information management systems, data quality and using performance information
- ▶ Development of the Local Offer

What will this mean for you?

That all children and young people with Special Educational Needs and/or Disabilities and their families will be able to access the information, advice and support they need at the right time to live as independently as possible.

Children and young people in settings and schools will have competent and knowledgeable staff to support them. Their needs will be identified as early as possible with their needs being met at the lowest level, ensuring provision is in place to meet their needs and to enable outcomes to be achieved.

Priority 2 - Responsive, inclusive and effective provision for all children and young people with SEND.

Description of priority area

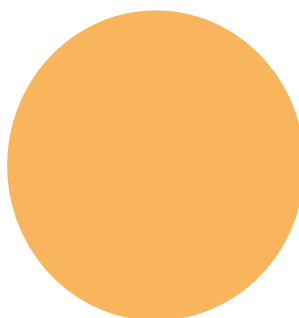
This priority area includes sufficiency (ensuring enough specialist school places to meet identified and projected need), the 'outward looking' role of special schools and resourced provisions – how they work alongside other services to support opportunities for inclusion within a mainstream setting and the wider services available to support provision at SEN Support and EHCP stage. This requires the local area to work together to understand the scale of need for provision, e.g. therapy support, and to have the right level of services available to our schools, to support progress to meet our children and young people's outcomes.

Areas that will be considered under this priority include:

- ▶ SEN funding
- ▶ The role of Special Schools and resourced provisions in supporting effective inclusion across their locality
- ▶ Increase of SEN provision across Leicestershire (Sufficiency)
- ▶ Short Breaks and Day Care
- ▶ SEN Transport – access and application
- ▶ Youth Offending service having direct access to Speech and Language Therapy

What will this mean for you?

The most appropriate provision for your child or young person will be local, well resourced and have appropriate access to transport, if required. If your child or young person is requiring support with social aspects of their development, then Short Breaks to best meet need will be available.



Priority 3 – Understanding and preparation for change (Transitions)

Description of priority area

This priority area includes any occasion when a child or young person experiences a transition. These will include the traditional movement times between schools, but also other aspects of moves when the need arises, e.g. mainstream to special school outside of end of key stage move, special school to mainstream school or when house moves are required mid-term.

The specific focus will include:

- ▶ Change from home to a setting, school or college
- ▶ Changes to educational provision during any point in the school year
- ▶ Transition at key education transition points (ages 5, 11 and 16) and from child to adult health services and social care support
- ▶ Preparation for Adulthood and destination opportunities, e.g. internships
- ▶ Continued development of pathways and continuum of service for families of children and young people with SEND

What will this mean for you?

When your child or young person needs move to a different provision or service, this will have been done in a timely manner with the appropriate information being made available so that needs are well understood. As a parent or carer, you will feel confident about the transition arrangements. Plans will reflect these changes and ensure preparation for adulthood.

Priority 4 – Strategic partnerships, joint working, joint commissioning and consultation

Description of priority area

A key area within the 2014 SEND reforms is to bring together education, health and care to jointly commission services. To promote wellbeing and improve the quality of provision for disabled children and young people with SEND, close co-operation with education, health and care partners is required to research, plan and commission services to meet current and future needs.

The local area SEND inspection identified joint commissioning as a serious weakness and is a key action area within the Written Statement of Action. As part of this priority, these areas will be developed:

- ▶ Updating our Leicestershire Joint Strategic Needs Assessment for Children and Young People with SEND
- ▶ Develop a joint commissioning strategy between the Local Authority and health services to provide more joined up services to children and families
- ▶ Strengthening the relationship between Children and Family Services & Adult Social Care Strategic Commissioning
- ▶ Development of a joint outcomes framework for health and local authority outcomes data, reported to the SEND & Inclusion Board
- ▶ Recording of health outcomes to inform joint commissioning decisions, reported through the joint outcomes framework
- ▶ Development of the neurodevelopmental pathway
- ▶ Ensuring that children, young people and their parents/carers are fully engaged in co-design and development of services
- ▶ Ensuring full engagement across all agencies, including pre-school providers, schools, FE Colleges and local employers.
- ▶ Develop and implement a SEND Quality Assurance & Learning Framework
- ▶ Development of community services for all Children and Young People and Adults with Learning Disabilities and / or Autism who display behaviours that challenge.

What will this mean for you?

Children, young people and their families will experience a more co-ordinated approach – accessing the right service at the right time.

Priority 5 - Develop the workforce

Description of priority area

Parent/Carer feedback identified that it makes a great deal of difference to the potential for a child or young person to reach their potential, if professionals understand their needs. There are a number of services across the Education, Health and Care sectors that are guiding, providing information and/or delivering training on aspects of SEND. However, this work is currently not co-ordinated across the partnership.

As part of the development of the priority area we will work on the following:

- ▶ Develop a SEND Workforce handbook that maps availability of training and support across the local area, working with key policy areas, e.g. learning disability, autism, etc.
- ▶ Access to appropriate specialist health support for those children and young people with the most complex needs, particularly in the early years
- ▶ Analysis of workforce development areas identified through the Whole School SEN Review
- ▶ Use of lessons learned to promote best practice for remote training when operating under Covid-19 guidelines
- ▶ Opportunities for joint / shared training on cross-cutting areas

What will this mean for you?

As parents and carers, you will feel confident that all professionals know, understand and will support the needs of your child or young person to enable them to reach their potential and meet identified outcomes.



9. Governance

