Portsmouth Children's Trust

Children's Trust Plan 2016 - 2019

Special Educational Needs and Disability (SEND) Strategy:

A strategy to promote inclusion and improve outcomes for children and young people with SEND and their families

Priority 4

June 2016

Version 3

Lead Partnership Board:	SEND Board
Programme Sponsors:	Alison Jeffery, Director of Children's Services, PCC Innes Richens, Chief Operating Officer, CCG Janet Maxwell, Director of Public Health, PCC
Lead:	Julia Katherine, Head of Inclusion, PCC
Contact Details:	julia.katherine@portsmouthcc.gov.uk

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PART I: OVERVIEW

1. INTRODUCTION & VISION

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

In order to improve outcomes, we aim to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

Principles underpinning the strategy:

- Inclusion of children and young people with SEND, with needs met locally wherever possible
- Co-production with children and young people and their parents and carers
- Joined-up multi-agency working across the local area
- Personalisation and person-centred approaches
- Early identification and support
- Holistic, multi-agency, co-ordinated outcomes-focused assessment and planning
- Key working and family-centred systems
- A skilled and confident multi-agency workforce
- Informed and empowered parents and young people
- More choice and control about the services received
- Joint planning for transitions, including a smooth transition to adult services
- Improved care pathways and clear lines of responsibility
- Equal access to services for children and young people with SEND
- High aspirations for children and young people with SEND to achieve the best possible outcomes

Legislation which underpins this strategy:

The delivery of support for children and young people with SEND and their families is underpinned by a number of key pieces of legislation, including:

- Children and Families Act 2014 and the SEN code of practice
- Children Act 1989 and 2004
- Care Act 2014

- Working Together to Safeguard Children 2015
- Children and Young Persons Act 2008
- Care Planning, Placement and Case Review (England) Regulations 2010
- Care Leavers (England) Regulations 2010
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- National Health Service Act 2006
- Mental Health Act 2007
- Equality Act 2010
- NHS Mandate
- Public Health Outcomes Framework

The Children and Families Act 2014, introduced significant changes to the ways services are provided for children and young people aged 0 to 25 with SEND, and their families. Key changes include:
- Joint commissioning of services required across education, health and social care to meet the needs of children and young people with SEND.
- Publication of a 'local offer' of services available, as a 'one stop shop' for accessing information, as well as feeding into the commissioning cycle.
- Implementation of a multi-agency co-ordinated statutory assessment process to identify the education, health and care needs of children and young people aged 0 to 25 and the provision required to meet those needs.
- For the identified needs and provision to be set out in a statutory 'Education, Health and Care Plan' (EHCP), with a new duty on health to deliver the health element of the EHC Plan.
- For all those who have an EHCP in place, to have the option to request a 'Personal Budget' for delivery of identified aspects of the EHCP.
- Statutory protections currently available to school-age children with special educational needs, through a statement, will be extended from 0 to 25 years, where additional resources are required to enable access to education or training.
- Independent information and support will be available to parents and to young people about the services available to them and how to access support, where appropriate.
- The above new duties will apply to all education providers, schools academies, FE colleges, training providers etc.

In Portsmouth, we are working hard to successfully implement the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms. This includes planning for the transition from the current system to the new system by 2018.

Alongside the introduction of a new system for the delivery of SEND services across education, health and care, there are existing pressures on special educational provision within the city, including pressure on the places available to meet some areas of need, as well as pressure on the budget available to resource such provision. In addition, there are new initiatives which have an impact on the support available for children and young people with SEND. These include:

- Portsmouth Blueprint
- Future in Mind
- Educational Excellence Everywhere white paper
- High needs funding reforms white paper
- Transferring Care Programme
- Autism Strategy
- Integrated Personalised Commissioning (demonstrator site for NHS England)
- Healthy Child Programme

The combined impact of these initiatives will bring about significant changes in the way that services are provided to children and young people with SEND. An aim of this strategy is to co-ordinate the implementation of these changes in order to improve outcomes for children and young people with SEND.

Key outcomes to be achieved

This strategy aims to achieve increased percentages of children and young people with SEND who are able to:

1. Be included within their local community,
2. Lead healthy lives and achieve wellbeing,
3. Learn and make progress,
4. Make and maintain positive relationships within their family and community
5. Participate in education and training post-16 and prepare for employment

2. STRATEGIC OVERVIEW

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

There are six strands of the SEND Strategy.

Strand A: Promote good inclusive practice to improve outcomes

Strand B: Successful implementation of the SEND reforms

Strand C: Effective joint commissioning to improve outcomes

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Strand E: Early identification and early support for children with SEND and their families

Strand F: Effective preparation for adulthood and smooth transitions to adult services

Strand A: Promote good inclusive practice

Portsmouth currently identifies a higher percentage of children as requiring SEN Support and maintains a higher percentage of pupils with statements/EHCPs than the national average (3.1% compared to 2.8%). Portsmouth is currently experiencing:
- Increasing numbers of requests for statutory assessment,
- Increasing requests for element 3 funding as recommendations from annual reviews of statements/EHCPs,
- Increasing requests to place pupils in specialist provision,
- Increasing numbers of first tier tribunals as a result of managing these pressures.

The numbers of pupils being placed at independent or non-maintained special schools outside of Portsmouth has grown significantly since 2012. This is, in part, due to an increase in the numbers of looked after children (LAC) with statements being placed in foster or other care arrangements outside of the city, and where the LAs in which they are placed have no capacity in any maintained special educational provision suitable to meeting their needs. This has increased the pressure on the SEN budget drawn from the dedicated school grant (DSG).

Speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD) account for more than 40% of all PCC statements. Numbers of children with these areas of needs are increasing nationally, with growing sophistication in assessing and diagnosing these conditions contributing towards increased identification. Prevalence of Severe Learning Difficulties (SLD) and Visual Impairment (VI) are also growing while traditional identification of, for example Moderate Learning Difficulty (MLD), are falling. In addition the Children and Families Act 2014 (Section 100) places a duty on governors of schools and academies to make arrangements for supporting pupils at their school with medical conditions.

Portsmouth mainstream schools are better resourced and enabled than ever to deliver inclusive practice and make provision for pupils with special educational needs & disabilities. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching; since 2009, all school SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools; Portsmouth's SEN funding formula (in line with DfE guidance) now makes resources available to schools in order to make *up* to the first £6,000 of *additional and different* provision; the local authority commissions specialist teaching advice to mainstream schools and academies from the city's maintained and academy special schools which offers a broad menu of specialist teaching advice and training.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils[1]. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more than half of Portsmouth's pupils with statements are educated in

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[1] Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

special schools, resourced provisions or units. A local culture has grown among professionals and parents who have an overreliance and expectation of making pupils statements, seeking element 3 funding and to seek placements in resourced provisions, units and special schools.

The aim of this strategy is to improve services in order to increase inclusion and improve outcomes for children and young people with SEND, and their families. Every child and young person with SEND deserves to be included within their local community and to receive services locally wherever possible. In order to improve outcomes for children and young people with SEND in the city, we need to ensure that we are targeting the resources available in order to ensure that needs are met from ordinarily available provision where appropriate so that targeted and more specialist support can be provided for those who most need it.

Achieving a more inclusive ethos across education, health and care services across the city will require whole system change. There will need to be a change in expectations for professionals commissioning and providing universal, targeted and specialist services, as well as for services users including parents and carers. This strategy aims to develop a shared understanding across all of those groups and services about what makes good inclusive practice, and why it is important.

We will work with commissioners to promote inclusive practice and ensure that the eligibility criteria for services promotes inclusion and with providers to ensure that all services contribute to the shared outcomes of increased school attendance and reduced fixed period exclusions from school for children with SEND, by ensuring that there are clear pathways in place to resolve issues of managing inclusion particularly in relation to social emotional and mental health difficulties, alongside the Future in Mind work that is progressing.

We will build capacity within universal services through the provision of outreach, support and workforce development to increase the confidence and competence of practitioners in meeting the needs of children with SEND. We will celebrate and further promote good inclusive practice in the city through the annual Portsmouth Inclusion Conference.

The development of more inclusive practice within universal services for 0-25s, including schools, colleges and early years settings, will be overseen by the **Inclusion Group.**

Strand B: Successful implementation of the SEND reforms

The changes set out in Part 3 of the Children and Families Act came into force in September 2014. Successful implementation of the SEND Reforms will establish a more person- and family-centred system for identifying and assessing the needs of children and young people with SEND and a more co-ordinated approach to commissioning the provision to ensure that these needs are met effectively.

The co-production and maintenance of an up to date and comprehensive Local Offer of all services available to Portsmouth children and young people with SEND and their families across education, health, care and the voluntary sector, remains central to the successful implementation of the SEND Reforms. This 'one stop shop' of information about services and support available to families will need to continue to be developed to ensure that it provides the information families need, enables them to provide direct feedback about the offer of services available and feeds in to the SEND joint commissioning cycle.

The SEND Reforms focus on those children and young people who require SEN support as well as those who require additional resources via an Education Health and Care Plan. We will work to develop a shared understanding of what support can be provided from universal and targeted services via the publication and dissemination of an agreed 'Ordinarily Available Provision' suite of documents which set out what services are available to children and young people with SEND and their families across education, health, care and the voluntary sector, without the need for an Education Health and Care Plan. This work will be taken forward by the School Inclusion Group which will identify and implement the key factors required to develop more inclusive practice in mainstream schools across the city.

For those children and young people with the most complex needs, who require an Education health and care needs assessment and plan, we have implemented a co-ordinated, multi-agency, outcomes-focused assessment process, compliant with the new SEN Code of Practice. We will continue to refine this process, as a result of the feedback we receive from families e.g. from User Journey Mapping. We will continue to monitor and improve the quality of Education Health and Care Plans via termly audits.

We want to give more choice and control to families about the way in which they access the support they are entitled to such as targeted and statutory short breaks and home to school transport assistance. We will do this by expanding the use of personal budgets and direct payments for those entitled to access this support and implementing the use of pre-paid cards for direct payments.

We want families to be empowered to make best use of the resources available to them. In order to do this, parents and young people will continue to need access to independent information advice and support and we will ensure that effective and high quality IASS is available to families in Portsmouth.

The successful implementation of the SEND reforms self-assessment and implementation plan in Portsmouth is overseen by the **SEND Implementation Group.**

Strand C: Effective joint commissioning to improve outcomes

We want to have in place a genuinely co-produced and transparent joint commissioning plan for SEND in Portsmouth that sets out the priorities for commissioning and the resources available as well as the shared outcomes to be achieved.

The principles which will underpin this commissioning plan include:

Making effective use of data - including the SEND Children and Young People's strategic needs assessment (Part of the Joint Strategic Needs Assessment) to identify gaps in provision and ensure that services are commissioned to meet the identified need.

Ensuring a continuum of provision that promotes inclusion - eligibility criteria and access to all services for children and young people with SEND across education health and care should ensure that:

- children and young people's needs are met at the least restrictive level, wherever possible,
- needs are met locally, where appropriate and
- there is efficient and effective use of the resources available.

Co-production - all services are designed in partnership with service users as key stakeholders. Ongoing feedback from service users and stakeholders is sought proactively and this is used to inform ongoing commissioning priorities.

In working towards this, we have undertaken SEND reviews in the 4 key areas of special educational needs and disabilities:
- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social emotional and mental health

Priority actions within each area of SEND have been identified, and a number of actions have been undertaken already to progress this.

A stakeholder workshop has been held to start the process of co-producing the commissioning plan. The SEND Joint Commissioning Plan will be overseen by the **SEND 0-25 Joint Commissioning Steering Group.**

Strand D: Co-production, embedded as a way of working with children, young people and their parents and carers

Co-production is working in collaboration with service users, as equal partners in the strategic planning, design, review and (re-)commissioning of services.

Source: new economics foundation
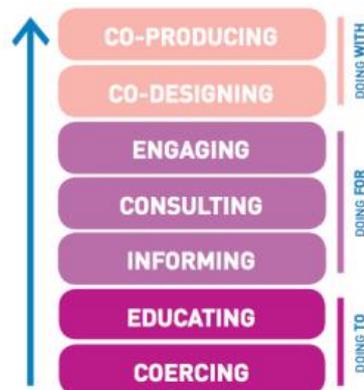
> *'Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and their neighbours. Where activities are co-produced in this way, both services and neighbourhoods become far more effective agents of change.'*
>
> New economics foundation: The Challenge of Co-Production 2010

We want to embed co-production as the way of doing business in Portsmouth when planning and commissioning services for children and young people with SEND and their families because we believe that where services are co-designed with service-users they are more likely to meet needs effectively and they enable service users to have more choice and control over increasingly personalised solutions to achieve their identified outcomes

In Portsmouth we have a strong track record of partnership working with parents and carers, building on work highlighted within the Lamb enquiry report (2009). Parents and carers take part in decision-making (e.g. as trained members of the Inclusion Support Panel) and contribute to all subgroups of this strategy, including co-chairing the SEND Board. We want to build on this good practice to further embed co-production in all areas of working to support children and young people with SEND and their families.

The embedding of co-production with young people and parents and carers as a way of working in Portsmouth will be overseen by the **Co-production Group.**

Strand E: Early identification and early support for children with SEND and their families

Early identification is essential to ensure good outcomes, but without early intervention it can result in labelling and a within-child model of thinking where problems are seen to be the result of within-child factors and therefore not able to change.

In Portsmouth we see SEND as the result of the interaction between the child and their environment. We believe that all children can make progress, with the right environmental factors in place. We want to ensure that assessments are undertaken and services provided on the basis of need, rather than a label or diagnosis. We are therefore keen to promote a needs-led process of assessment and planning for children and young people with SEND across all services.

For young children, it is often health professionals, from universal services who are first involved with families when difficulties are identified. We want to ensure that all practitioners are working to an agreed set of principles of key-working, needs-led assessment and collaboration to ensure that the families of very young children who are experiencing SEND have the best possible experience of receiving support from the necessary services to ensure that needs are assessed and support put in place at the earliest opportunity.

Ensuring that effective early identification and support is co-ordinated in Portsmouth will be overseen by the **SEND Early Intervention and Support Group**.
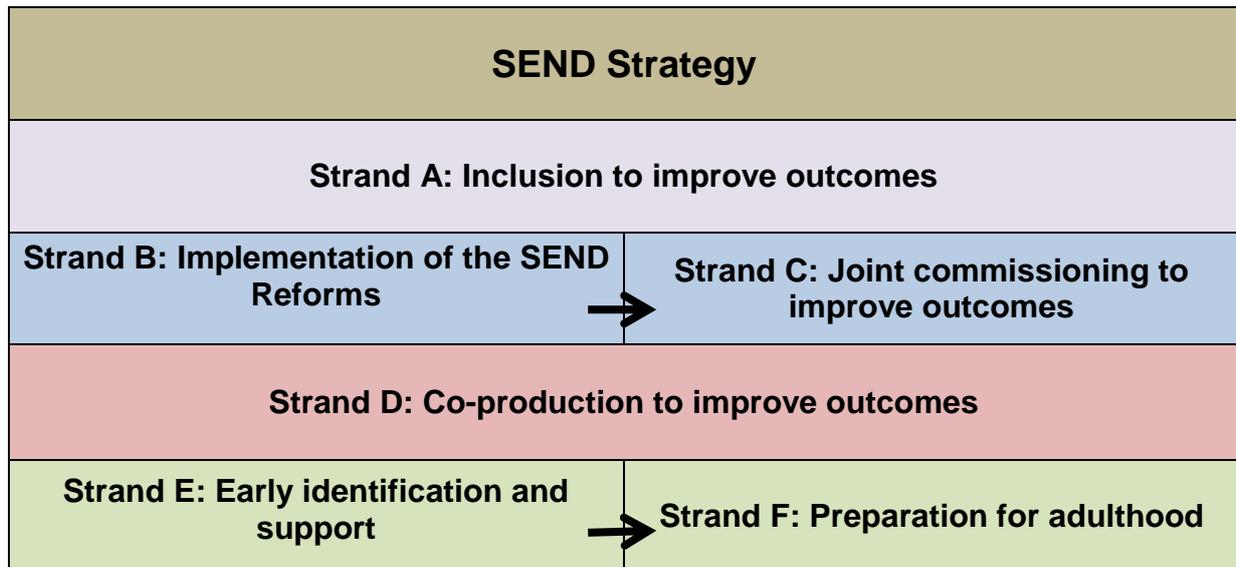

Strand F: Effective preparation for adulthood and smooth transitions to adult services

Ultimately, young people with SEND want what all young people want, to live healthy, independent lives and have positive relationships within their family and community. Our expectation is that young people with SEND will engage in education and training in order to prepare for employment to be able to live independently.

We have high aspirations for all our young people and want to ensure that there are services and support in place to enable them to achieve their own personal goals. We aim to work with young people with SEND post-16 to empower them to access the support that is available in order to achieve their potential.
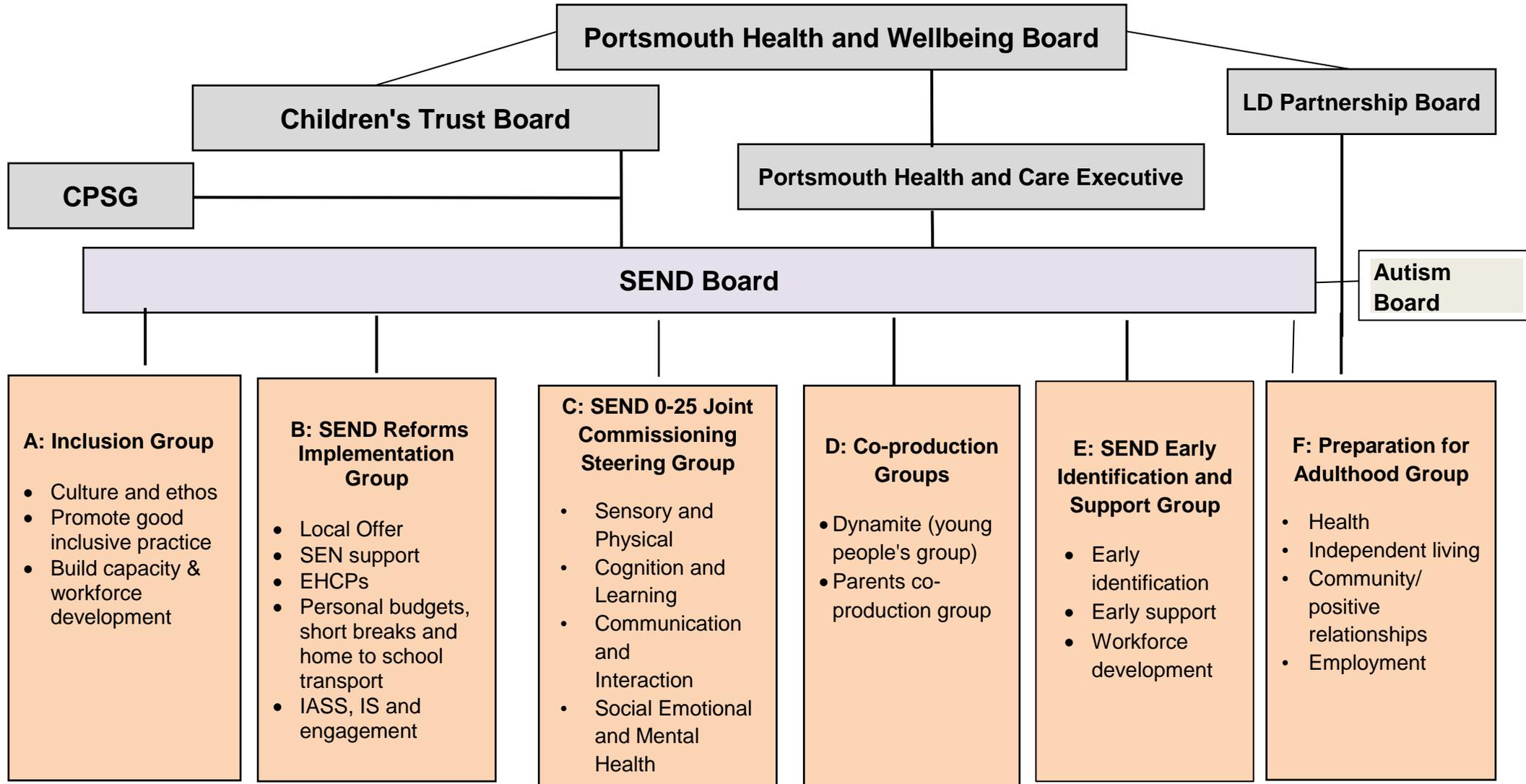
Ensuring that all young people with SEND are able to achieve a smooth and successful transition to adulthood is overseen by the **Preparing for Adulthood Group**. This group also reports to the Learning Difficulties and Disabilities Partnership Board.

The relationship between these Strands is illustrated in the diagram below:

SEND Strategy

Strand A: Inclusion to improve outcomes

Strand B: Implementation of the SEND Reforms	→	Strand C: Joint commissioning to improve outcomes

Strand D: Co-production to improve outcomes

Strand E: Early identification and support	→	Strand F: Preparation for adulthood

3. GOVERNANCE AND DELIVERY STRUCTURE

Commissioning and delivering high quality services across the system for children with Special Educational Needs and Disabilities requires strong governance and management across the partnership. Below is the Governance and Delivery structure for this priority to improve outcomes for children with SEND.

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                    ┌─────────────────────────────────────────┐
                    │  Portsmouth Health and Wellbeing Board   │
                    └─────────────────────────────────────────┘
        ┌──────────────────────────┐              ┌──────────────────────┐
        │  Children's Trust Board   │              │ LD Partnership Board │
        └──────────────────────────┘              └──────────────────────┘
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   ┌────────┐          │  Portsmouth Health and Care Executive  │
   │  CPSG  │          └───────────────────────────────────────┘
   └────────┘
        ┌──────────────────────────────────────────────────┐   ┌──────────┐
        │                   SEND Board                      │   │  Autism  │
        └──────────────────────────────────────────────────┘   │  Board   │
                                                                └──────────┘
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A: Inclusion Group

- Culture and ethos
- Promote good inclusive practice
- Build capacity & workforce development

B: SEND Reforms Implementation Group

- Local Offer
- SEN support
- EHCPs
- Personal budgets, short breaks and home to school transport
- IASS, IS and engagement

C: SEND 0-25 Joint Commissioning Steering Group

- Sensory and Physical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

D: Co-production Groups

- Dynamite (young people's group)
- Parents co-production group

E: SEND Early Identification and Support Group

- Early identification
- Early support
- Workforce development

F: Preparation for Adulthood Group

- Health
- Independent living
- Community/ positive relationships
- Employment

4. PERFORMANCE FRAMEWORK

This section outlines what we are seeking to achieve through this strategy. The Performance Framework includes measures of outcomes for children and young people with SEND and their families, and the changes in service outputs required in order to improve services and ultimately outcomes.

The framework is based on the SEND local area Ofsted and CQC inspection framework:

- How well do we identify the needs of children and young people with SEND and their families?
- How well do we meet the needs of children and young people with SEND and their families?
- How well are we improving outcomes for children and young people with SEND and their families?

	Outputs	**Outcomes**
Identifying needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?
Meeting needs	What are we doing? How much are we doing?	How well are we doing it? What difference is it making?

1. **Increased inclusion of those with SEND in their local community**, including:
   1.1. Increased percentage of children and young people with SEND attending a local mainstream school/education setting
   1.2. Increased percentage of children and young people whose education, health and care needs are met within the city
   1.3. Increased percentage of children and young people accessing local leisure and community facilities
   1.4. Increased overall school attendance for those with SEND
   1.5. Reduced persistent absence from school for those with SEND
   1.6. Reduced exclusion from school for those with SEND
   1.7. Reduced percentage of children on reduced timetables for longer than 6 weeks

2. **Increased percentage of children who are able to lead healthy lives and achieve wellbeing**, including:
   2.1 Increased percentage of children achieving expected levels of development through ASQ at age 2-2.5 years
   2.2 Increased provision of training and support for school staff and other professionals to ensure health needs are met
   2.3 Increased effectiveness of health interventions
   2.4 Increased percentage of eligible adults (14+) with a learning disability having a GP health check

3. **Increased percentages of children able to learn and make progress**, including:
   3.1. Improved attainment and progress for children with SEND at the Early Years Foundation Stage
   3.2. Improved attainment and progress for children with SEND at in Key Stage 1
   3.3. Improved attainment and progress for children with SEND at in Key Stage 2
   3.4. Improved attainment and progress for children with SEND at in Key Stage 3

4. **Are able to make and maintain positive relationships/family support/short breaks**, including:
   4.1 Increased provision of personal budgets and direct payments to support families
   4.2 Increased take-up of targeted short breaks to support families

5. **Are ready for employment (Participation)**
   5.1. Increased numbers of young people with SEND in education, training or employment
   5.2. Increased numbers of young people on supported internships

Performance indicators can be found in **Appendix I**

PART II: THE STRATEGY

Here we outline the main parts of the strategy over the next three years and provide the Long-Term view, a summary of where we are and some brief headlines on the next steps to be taken in 2016/17.

STRAND A: PROMOTE GOOD INCLUSIVE PRACTICE

The Long-Term Plan

For Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Staff are confident to meet the needs of the majority of children with SEND. Where additional support is required, this is accessed in a timely way and is of a high quality so that needs are met and outcomes improve.

Priorities for this strand of work

- A1.   Shared ethos
- A2.   Promote and celebrate good inclusive practice
- A3.   Build capacity and develop the workforce

What we have achieved to date (March 2016)

- Established an annual conference to share and celebrate good practice
- Revised the service level agreement for the provision of outreach services
- Developed an 'Ordinarily Available Provision' document for school SENCos

What we will deliver in 2016/17

We will:
- Extend the Ordinarily Available Provision suite of documents to cover health, pre-school and post-16
- Develop shared understanding of how we monitor 'good progress' for those on SEN Support
- Develop an offer of workforce development and support to promote good inclusive practice
- Monitor the outreach service on building capacity within mainstream schools
- Deliver the annual Inclusion Conference

Monitored via

Schools Inclusion Group
Chair: TBC (Head Teacher)

STRAND B: SUCCESSFUL IMPLEMENTATION OF THE SEND REFORMS

The Long-Term Plan

For Portsmouth to have successfully implemented the SEND reforms, as outlined in part 3 of the Children and Families Act 2014 (often described as a 10 year whole system change programme). Ultimately this will be independently tested via the Ofsted/CQC SEND inspections process.

The SEND Strategy (alongside its sister strategy 'Stronger Futures') makes up the children's element of the Portsmouth 'Blueprint' for health and care in the city, which sets the ambition to more strongly integrate public service spending across the local public service system.

Priorities for this strand of work

- B1.   Local Offer
- B2.   SEN Support
- B3.   EHC assessments and plans
- B4.   Personal budgets, short breaks and home to school travel assistance
- B5.   Independent advice and support and engagement

What we have achieved to date (March 2016)

Good progress has been made in implementing the SEND Reforms to date. Portsmouth are compliant with all new statutory duties.

A self-assessment has been undertaken and an implementation plan is in place.

What we will deliver in 2016/17

We will:
- Further develop the Local Offer
- Maintain the high quality of our EHCPs and ensure the threshold for requesting assessments is clear
- Improve the percentage of EHCPs completed within statutory timescales
- Increase the number of Personal Budgets included within EHCPs
- Publish the revised Short Breaks statement and eligibility criteria
- Increase the number of direct payments in place for home to school transport
- Ensure the provision of IASS continues and is of good quality
- Continue the parent and young people's engagement work to ensure parents and young people are informed about the SEND Reforms

Monitored via

SEND Implementation Group
Chair: Julia Katherine

STRAND C: EFFECTIVE JOINT COMMISSIONING TO IMPROVE OUTCOMES

The Long-Term Plan

Education, health and care work together to carry out an annual joint strategic needs assessment of the needs of children and young people aged 0-25 with SEND and their families as part of the Joint Strategic Needs Assessment. This data is used to identify gaps in provision and to agree priorities for commissioning with service users. The joint commissioning plan is co-produced with children and young people with SEND and their parents and carers.

Priorities for this strand of work

- C1.   Cognition and learning
- C2.   Sensory and physical
- C3.   Communication and interaction
- C4.   Social emotional and mental health

What we have achieved to date (March 2016)

An initial joint strategic needs assessment for 0-25s with SEND has been carried out.
Reviews have been carried out in each of the 4 areas of need and action plans have been developed based on the recommendations of each:
- Sensory and Physical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
-

What we will deliver in 2016/17

Sensory and Physical
- Clarify the support available for pupils with physical disabilities and the responsibility for accessing specialist equipment
- Review the wheelchair service - following feedback re: waiting times
- Review the medical support policy in schools
- Review the take up of GP health checks at 14+

Cognition and learning
- Re-designate Cliffdale and Redwood Park as special schools for children with complex needs and autism
- Begin phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enabled these schools to provide effectively for children with more complex needs and autism

Communication and interaction
- Establish a new Inclusion Centre for secondary aged pupils with

communication and interaction needs (including autism) at Trafalgar school
- Establish new Inclusion Centres for primary aged pupils with communication and interaction needs (including speech and language difficulties and autism) at Devonshire Infants and Portsdown Primary schools.

Social emotional and mental health difficulties
- Re-define the AP and SEND pathways for children with SEMH
- Develop new SLA with The Harbour School and Flying Bull for the provision of SEMH support to children and young people within the city
- Link with Future in Mind and Public Health mental health strategy

Monitored via

SEND 0-25 Joint Commissioning Steering Group
Chair: Hayden Ginns

STRAND D: CO-PRODUCTION, EMBEDDED AS A WAY OF WORKING WITH CHILDREN, YOUNG PEOPLE AND THEIR PARENTS AND CARERS

The Long-Term Plan

For Co-production with children and young people with SEND and their parents and carers to become embedded as a way of working both at the strategic level and at an individual case work level.

Priorities for this strand of work

D1.   Co-production with parents and carers
D2.   Co-production with young people

What we have achieved to date (March 2016)

A Parents and Carers Co-production group is established and has completed key tasks including designing the Local Offer website.

There is a parent/carer co-chair of the SEND Board and parent/carer reps on all subgroups of the SEND Strategy

A Young people's Co-production group is established 'Dynamite' and has completed tasks including a young people's survey 'The Big Bang'.

What we will deliver in 2016/17

- Establishment of a Young Inspectors programme
- Widen parent/carer engagement activity to include parents of children on

SEN Support
- Recruit and train new parent/carer reps on the Inclusion Support Panel

Monitored via

Co-production Groups
Chair: Kara Jewell (Parent/Carers' co-production group)
Chair: Joe Wells (Young People's coproduction group)

STRAND E: EARLY IDENTIFICATION AND EARLY SUPPORT FOR CHILDREN WITH SEND AND THEIR FAMILIES

The Long-Term Plan

For children's needs to be identified and support put in place at the earliest opportunity.

For families to experience the involvement of various professionals in assessment and providing support as a joined up and co-ordinated process.

Priorities for this strand of work

E1.   Early identification and assessment
E2.   Early support to improve outcomes
E3.   Workforce development

What we have achieved to date (March 2016)

There is an effective Early Years Panel in place whereby health and education professionals share information and jointly plan to ensure that the needs of young children and SEND are identified and met.

What we will deliver in 2016/17

- Ensure that there is in place a co-ordinated process from Multi-disciplinary assessments undertaken by the Children's Development Centre to Education Health and Care needs assessments, for those who need it
- Ensure that 'key working' is in place for families, where appropriate.
- Link with Public Health intervention strategy

Monitored via

SEND Early Intervention and Support Group
Chair: TBC (Public Health?)

STRAND F: EFFECTIVE PREPARATION FOR ADULTHOOD AND SMOOTH TRANSITIONS TO ADULT SERVICES

The Long-Term Plan

For all young people with SEND to have a clear plan in place that identified outcomes and resources to enable a smooth transition to adulthood, able to access the support they are entitled to in order to achieve their identified outcomes.

Priorities for this strand of work

F1. To ensure that each young person has a plan in place which they 'own' and which identifies clear outcomes and actions relating to each of the PfA outcomes i,e,
- Health
- Independent Living
- Positive relationships/community
- Employment

F2. To develop a range of services and support that will help young people achieve these outcomes

F3. To have a clear pathway in place for 14 to 25 years olds with SEND

What we have achieved to date (March 2016)

- Rolled out person-centred approaches to all young people with SEND
- Worked with colleges to develop supported internship programmes

What we will deliver in 2016/17

- Extension of the provision of supported internships
- Review of the specialist provision at Highbury and Portsmouth colleges
- Ensure that clear transition pathways are in place so that young people do not 'fall through the net' when they reach 18.
- Tools and guidance to ensure that PfA reviews are focused and effective
- Carry out pilot of 'Ready Steady Go' health transition programme with 2 schools
- Review the role of the Child Autism Co-ordinator to extend to adult autism services

Monitored via

Preparing for Adulthood Group
Chair: Mark Stables

PART III: DELIVERY

The Delivery Plan below is structured into the 6 Strands of the programme. This detailed plan cover the 12 months across April 2016 to March 2017 and will be monitored in the same way as for all strategies in the Children's Trust Plan through quarterly monitoring to the Children's Trust Board via the Children's Strategy and Performance Group.

Strand A: Promoting good inclusive practice				
	Deliverable	**By When**	**By Whom**	**Status**
1	Establish Schools Inclusion Group	Jun 16	JK/NS	
2	Revise training offer to schools	Jul 16	JK/NS	
3	Monitor performance of outreach service	Sep 16	JK/NS	
4	Portsmouth Inclusion Conference	Oct 16	JK/NS	
5	Review eligibility criteria for health services to ensure equity of access to those in mainstream and special schools	Mar 17	JK/EF	

Strand B: Successful implementation of the SEND Reforms				
	Deliverable	**By When**	**By Whom**	**Status**
1	Joint event held with IASS, IS & SEND	May 16	LC	
2	Revised Short Breaks statement and eligibility criteria published	Jul 16	JJ	
3	Increase number of EHCPs includes a Personal Budget	Jul 16	MHP	
4	Local Offer annual report published	Sep 16	JJ	
5	Termly audit shows increasing quality of EHCPs	Sep 16	KS	
6	Improved percentage of EHCPs completed within statutory timescales	Sep 16	KS	
7	Increased numbers of families report satisfaction with EHCP process	Sep 16	BMc	
8	Increased numbers of direct payments in place for home to school transport	Dec 16	JJ	
9	Ordinarily Available Provision suite of documents published to cover pre-	Dec 16	SC/DC/AW	

	school, colleges and health			

STRAND C: Effective joint commissioning to improve outcomes				
	Deliverable	**By When**	**By Whom**	**Status**
1	Stakeholder workshop	Apr 16	HG	
2	Updated information published re: management of physical conditions in schools	Jul 16	AW	
3	Re-designate Cliffdale and Redwood Park	Sep 16	CW	
4	Open new Inclusion Centre at Trafalgar school	Sep 16	JK	
5	New SLA in place for THS and Flying Bull	Sep 16	JK	
6	SEMH Pathway document published for AP and SEND	Sep 16	NS	
7	New Service Level Agreement for The Harbour School I place	Sep 16	JK	
8	Updated information/guidance published re: wheelchair service	Dec 16	AW	
9	Plan for new Inclusion Centres to open at Devonshire Infant and Portsdown Primary new	Mar 17	JK	
10	Begin phased remodelling work at Cliffdale and Redwood Park	Mar 17	CW	
11.	Develop and publish school mental health strategy (within Future in Mind agenda)	Mar 17	SC	

STRAND D: Co-production, embedded as a way of working with children, young people and their parents and carers				
	Deliverable	**By When**	**By Whom**	**Status**
1	Young Inspectors programme in place	Jun 16	JW	
2	Parent/carers letters of appreciation process in place	Sep 16	BMc	
4	New parent/carer reps trained and contributing to ISP	Sep 16	FN/BMc	

	Deliverable	By When	By Whom	Status
3	Parent engagement work undertaken with SEN Support families	Dec 16	BMc	

STRAND E: Early identification and intervention

	Deliverable	By When	By Whom	Status
1	Paperwork clearly demonstrates joined up process between CDC and education	Sep 16	LP	
2	Clarity around funding for SEND pre-school	Sep 16	LR/SB	
3	Key working workforce development activity undertaken	Sep 16	LR/LP	
4	Link with Public Health Early Intervention strategy	Dec 16	KL	

STRAND F: Preparation for Adulthood

	Deliverable	By When	By Whom	Status
1	Increased numbers of supported internships I place	Sep 16	AP	
2	Review of specialist provision at Highbury and Portsmouth colleges undertaken	Dec 16	JK/AP	
3	Publish transition pathways	Dec16	MS	
4	Pilot Ready Steady Go programme with 2 schools	Mar 17	LP	

APPENDIX I: PERFORMANCE INDICATORS

MAIN INDICATORS

Key outcome: Increased inclusion of those with SEND in their local community											
No.	**Performance Indicator**	**Previous Performance 2011-2014 Trend**			**Quarterly Performance for 2015-2016 (if available)**				**2014 - 2017 Targets**		**Confidence RAG against Year 2 Target**
		31 Mar 2013	**31 Mar 2014**	**31 Mar 2015**	**Qtr 1**	**Qtr 2**	**Qtr 3**	**Qtr 4**	**Yr 2 31 Mar 2016**	**Yr 3 31 Mar 2017**	

1	**Prevalence of SEND**
	1. Percentage of children and young people that attended Portsmouth Schools
	  1.1. Statement of SEN or EHCP
	    1.1.1. Cognition and learning needs
	    1.1.2. Social, Emotional and Mental Health
	    1.1.3. Communication and interaction needs
	    1.1.4. Sensory and/or physical needs
	  1.2. SEN Support
	    1.2.1. Cognition and learning										

	needs									

needs

    1.2.2. Social, Emotional and
         Mental Health

    1.2.3. Communication and
         interaction needs

    1.2.4. Sensory and/or physical
         needs

Placement

2. Percentage of children and young people who are placed in mainstream schools

   2.1. Statement of SEN or EHCP

   2.2. SEN Support

3. Percentage of children and young people who are placed in resourced provision or SEN units

4. Percentage of children and young people who are placed in special schools

5. Percentage of children and young people who are placed in independent schools

6. Percentage of children and young people who are placed in a non-maintained special schools

7. Percentage of children and young people who are electively home

	educated 7.1. Statement of SEN or EHCP 7.2. SEN Support									

Key outcome: Increased percentage of children who are able to lead healthy lives and achieve wellbeing	

2	**8.** Percentage of all children achieving a good level of development at the end of Year R **9.** Percentage of children at Year R (age 4-5) receiving height, weight, hearing and vision checks **10.** Percentage of children receiving health review at school transition in Year 6/7 (10–12 years) 11. a) Percentage of children and young people accessing the CCN service who require training of professionals within the education setting for their health needs 11 b) Percentage of children and young people accessing the CCN service whose education professionals have received training for their health									

	needs										
	12. Percentage of CAMHs episodes with clear intentions of the episode in a care plan										
	13. Percentage of eligible young people and adults with a learning disability having a GP health check										
	14. Percentage of children and young people that have registered on the voluntary disability register 14.1. All 14.2. Statement of SEN or EHCP 14.3. SEN Support										
	15. Percentage of children and young people 0-24 in receipt of Disability Living Allowance										
	16. Numbers of referrals to paediatric therapies for children and young people aged 0-16 for the following services: 16.1. ASD 16.2. Speech and Language 16.3. Mental health										

Key outcome: Increased percentages of children able to learn and make progress

3	**School Attendance** 17a) Percentage of children and young people who are persistent absentees a.1. Statement of SEN or EHCP a.2. SEN Support a.3. SEMH provision 17b) Percentage of sessions missed due to overall absence a.4. Statement of SEN or EHCP a.5. SEN Support a.6. SEMH provision **School Exclusion**: 18a) Percentage of children and young people who have received a fixed period exclusion a. All b. Statement of SEN or EHCP c. SEN Support d. SEMH provision 19b) Percentage of children and young people who have received more than one fixed period exclusion a. All b. Statement of SEN or EHCP c. SEN Support SEMH provision **Attainment** 19. Percentage of children achieving a											

	good level of development at EYFSP a.1. All a.2. Statement of SEN or EHCP a.3. SEN Support a.4. Gap to No SEN 20. Percentage of children achieving a Level 2 or above in Reading at KS1 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 21. Percentage of children achieving a Level 2 or above in Writing at KS1 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 22. Percentage of children achieving a Level 2 or above in Maths at KS1 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 23. Percentage of children achieving working at expected level in Phonics at NCY1											

a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 24. Percentage of children achieving a Level 4 or above in Reading, Writing and Maths at KS2 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 25. Percentage of children and young people achieving a 5 or more A*-C including English and Maths at GCSE a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 26. Percentage of children and young people achieving a 5 or more A*-C including English and Maths by the age of 19 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN **Progress**												

27. Percentage of children making expected progress in Reading between KS1 and KS2 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 28. Percentage of children making expected progress in Writing between KS1 and KS2 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 29. Percentage of children making expected progress in Math between KS1 and KS2 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN 30. Percentage of children and young people making expected progress in English between KS2 and KS4 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN												

	31. Percentage of children and young people making expected progress in Maths between KS2 and KS4 a. All b. Statement of SEN or EHCP c. SEN Support d. Gap to No SEN												

Key outcome: Increased percentages of children and young people are able to make and maintain positive relationships within their family and community

4	32. Percentage of children and young people that are looked after (excluding respite care) a. Statement of SEN or EHCP i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support c. Have a disability i. Placed in IFA's or residential care out of city 33. Percentage of children and young people that have a child protection plan a. Statement of SEN or EHCP i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support												

	c. Have a disability 34. Percentage of children and young people that are considered as child in need a. Statement of SEN or EHCP i. Receiving direct payment ii. Receiving respite support (excluding direct payment) b. SEN Support c. Have a disability 35. Percentage of children and young people that receive respite care a. Statement of SEN or EHCP b. SEN Support 36. Percentage of children and young people that are involved with CWD a. Statement of SEN or EHCP b. SEN Support c. Receiving direct payment d. Receiving respite support (excluding direct payment)											
Key outcome: Increased percentages of young people are able to participate in education and training post-16 in preparation for employment												
5	37. Percentage gap between young										

		people with statement of SEN or Education, Health and Care Plan and total cohort who are in employment, education or training at age 16-19										
		38. Percentage of adults with learning difficulties in: a. Settled accommodation b. Employment										
		39. Percentage of young people who are placed in Apprenticeships, Traineeships or Supported Internships a. Statement of SEN or EHCP b. SEN Support										
		40. Percentage of young people that are Youth Offenders a. Statement of SEN or EHCP b. SEN Support										
		41. Percentage of young people **a.** moving on from children's to adult health services who report that the move went well **b.** transition plans completed that meet the quality requirements										

SECONDARY INDICATORS

No.	Performance Indicator	Previous Performance 2011-2014 Trend			Quarterly Performance for 2015-2016 (if available)				2014 - 2017 Targets		Confidence RAG against Year 2 Target
		31 Mar 2013	31 Mar 2014	31 Mar 2015	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Yr 2 31 Mar 2016	Yr 3 31 Mar 2017	
1	**User feedback:** A range of ways are being used to ensure that meaningful feedback is being collected from service users (children, young people and families) about how they feel about their support and their achievements/opportunities, including: • Personal Outcomes Evaluation Tool (POET) • User Journey Mapping • An analysis of complaints/tribunals • Annual surveys of parent/carer and young people's views • Focus groups and informal 'coffee mornings' designed to enable parents and carers to provide feedback • A monthly report from the Parent/carer forum. How families feel about their lives and opportunities is an important measure of our success, in addition to the objective things we measure. User feedback will be reported on quarterly as part of these performance indicators.											

2	Number of new EHCP requests											
3	Number of assessments refused											
4	a. Number of new EHCP issues in calendar year a.1. Percentage on time with exceptions a.2. Percentage on time without exceptions b. Number of new EHCP issues with exceptions b.1. Exception due to delays in evidence gathering: b.1.1. Parent / Young person b.1.2. Establishment b.1.3. Social Care b.1.4. Health b.1.5. Local Authority b.2. Exception due to delays between evidence gathering and producing final plan b.2.1. Parent / Young person b.2.2. Establishment b.2.3. Social Care b.2.4. Health b.2.5. Local Authority											

5	Number of discontinued assessments a. Transferred to another LA b. Special needs being met without a statement or plan c. Other d. School leavers												
6	Numbers of SEND appeals registered in the academic year												
7	Percentage of children and young people that are on a reduced timetable a. Statement of SEN or EHCP a.1. Less than 6 weeks a.2. 6 weeks or more b. SEN Support b.1. Less than 6 weeks b.2. 6 weeks or more												
8	Percentage of children and young people that receive short breaks a. Statement of SEN or EHCP b. SEN Support												
9	Percentage of children and young people that are eligible for Free School Meals at each School Census a. Statement of SEN or EHCP b. SEN Support												
10	Number of personal budgets included within EHCPs												