

**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**

**Version 6**  
**Revised September 2018**

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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 have been working hard to successfully implement and begin to embed the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms. This has included transferring all SEN statements to EHCPs by 31<sup>st</sup> March 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.

National initiatives which have an impact on SEND include:

- Future in Mind  
<https://www.gov.uk/government/publications/improving-mental-health-services-for-young-people>
- Educational Excellence Everywhere white paper  
<https://www.gov.uk/government/publications/educational-excellence-everywhere>
- High needs funding reforms white paper  
[https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2/supporting\\_documents/High%20needs%20funding%20reform%20%20government%20response%20and%20stage%20%20proposals.pdf](https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform-2/supporting_documents/High%20needs%20funding%20reform%20%20government%20response%20and%20stage%20%20proposals.pdf)
- Transferring Care Programme  
<https://www.england.nhs.uk/learning-disabilities/care/>
- Integrated Personalised Commissioning (demonstrator site for NHS England)  
<https://www.england.nhs.uk/commissioning/ipc/>
- Sustainability and Transformation Plan  
<https://www.england.nhs.uk/stps/>

Local initiatives which have an impact on SEND include:

- Stronger Futures
- Education Strategy
- Autism Strategy
- Portsmouth blueprint

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:

- |                  |   |
|------------------|---|
| <b>Strand A:</b> | <b>Promote good inclusive practice to improve outcomes</b>  |
| <b>Strand B:</b> | <b>Successful implementation of the SEND reforms</b>  |
| <b>Strand C:</b> | <b>Effective joint commissioning to improve outcomes</b>  |
| <b>Strand D:</b> | <b>Co-production, embedded as a way of working with children, young people and their parents and carers</b> |
| <b>Strand E:</b> | <b>Early identification and early support for children with SEND and their families</b>                     |
| <b>Strand F:</b> | <b>Effective preparation for adulthood and smooth transitions to adult services</b>                         |

## 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<sup>1</sup>. 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 special schools, resourced provisions or units. A local culture has grown among

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

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:

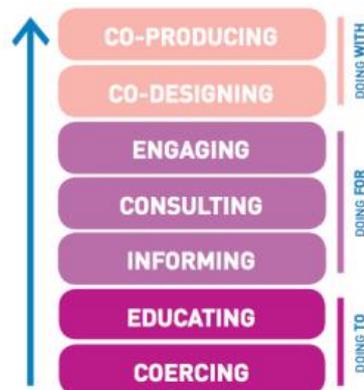
- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social emotional and mental health

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**.

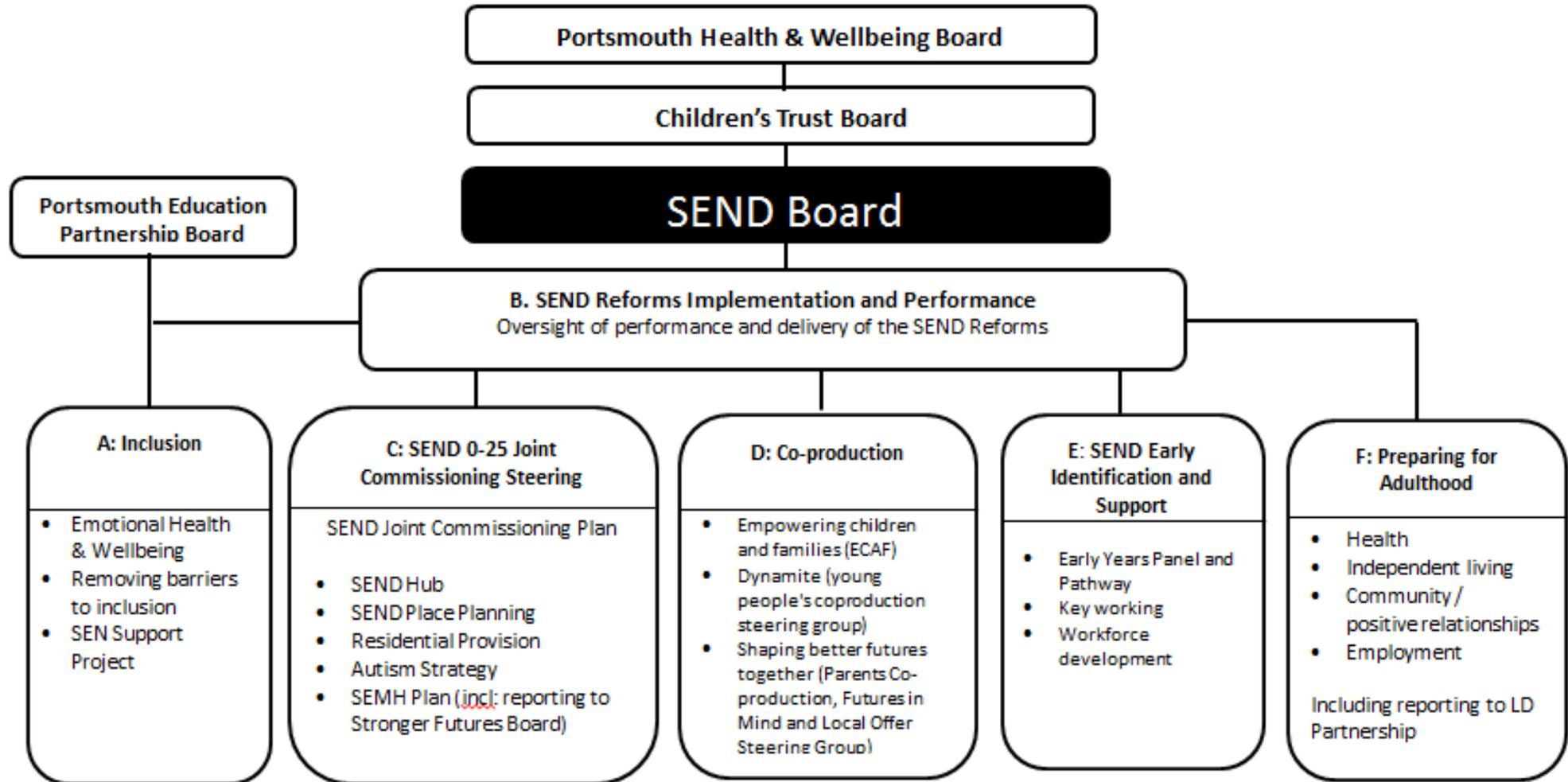
## **Strand F: Effective preparation for adulthood and smooth transitions to adult services**

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.

## SEND Strategy Governance and Accountability



## PART II: THE STRATEGY

Here we outline the main workstrands of the strategy, provide the long-term plan, a summary of the current position and the next steps to be taken in 2017/18.

### STRAND A: PROMOTE GOOD INCLUSIVE PRACTICE

<p><b>The Long-Term Plan</b></p> <p>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.</p>
<p><b>Priorities for this strand of work</b></p> <p>A1. Removing barriers to inclusion A2. Well-being and resilience A3. Build capacity and develop the workforce</p>
<p><b>What we achieved in 2015-16</b></p> <ul style="list-style-type: none"><li>• Established an annual conference to share and celebrate good practice</li><li>• Revised the service level agreement for the provision of outreach services</li><li>• Developed an 'Ordinarily Available Provision' document for school SENCOs</li></ul>
<p><b>What we achieved in 2016-17</b></p> <ul style="list-style-type: none"><li>• Developed the Ordinarily Available Provision suite of documents</li><li>• Developed a shared understanding of how we monitor 'good progress' for those on SEN Support</li><li>• Developed an offer of school SEN support to promote good inclusive practice</li><li>• Monitored the impact of the outreach service in building capacity within mainstream schools</li><li>• Delivered the annual Inclusion Conference</li><li>• Developed the well-being and resilience strategy</li></ul>
<p><b>What we achieved in 2017-18</b></p> <ul style="list-style-type: none"><li>• Launched the SEN Support project to improve outcomes for pupils on SEN Support</li><li>• Developed and published the Ordinarily Available Provision guidance</li><li>• Successfully bid for grant funding to enhance our Alternative Provision offer and increase reintegration to mainstream school</li></ul>

**What we will deliver in 2018-19**

- Pilot the Inclusion Quality Mark
- Deliver Emotional Health and Wellbeing Conference in March
- Publish a comprehensive joint training offer for SEMH

**Monitored via**

Inclusion Group  
Chair: Nys Hardingham

Removing barriers to inclusion subgroup  
Chair: Neil Stevenson

Emotional health and well-being subgroup  
Chair: Sarah Christopher

## 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 achieved in 2015-16

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 achieved in 2016/17

- Further developed the Local Offer
- Maintained the high quality of our EHCPs
- Improved the % of EHCPs completed within statutory timescales to 98%
- Increased the number of Personal Budgets included within EHCPs
- Published the revised Short Breaks statement and eligibility criteria
- Increased the number of direct payments in place
- Commissioned Portsmouth IASS
- Continued parent and young people's engagement work, including coffee mornings and pizza evenings delivered by PPV and Dynamite

**What we achieved in 2017-18**

- Maintained and further improved the quality and timeliness of EHCPs
- Continued to monitor and further develop the Local Offer in response to feedback from young people
- Recommissioned the targeted short break offer
- Increased the number of personal budgets and direct payments included within EHCPs
- Continued to co-produce all EHCPs with children, young people and parents/.carers
- Enabled children and young people with SEND and their parents/carers to contribute to strategic decision-making about local provision
- Maintained strong leadership and lines of accountability for the SEND Strategy
- Joint planned and commissioned provision for children and young people with the most complex needs who require jointly funded packages of support
- Continued to improve services by learning from complaints and tribunal cases

This group has taken on the role of monitoring the performance indicators across the whole SEND Strategy, prior to quarterly performance being reported to the SEND Board.

**What we will deliver in 2018-19**

- Monitor progress and improve outcomes for children and young people with SEND from vulnerable groups across the year with targeted data dashboards
- Improve the experience of transition for children and young people with SEND and their families by providing guidance and support to improve practice at transition points
- Review the Local Offer website to ensure that it is meeting parent/carer and young people's needs

**Monitored via**

SEND Implementation and Performance 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 achieved in 2015-16**

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 have achieved in 2016-17**

- SEND Needs Assessment has been completed
- Joint Commissioning Plan has been agreed across the CCG, local authority, Schools, Solent and Portsmouth Parent Voice.

Specific achievements include:

Sensory and Physical

- Reviewed the wheelchair service - following feedback re: waiting times

Cognition and learning

- Re-designated Cliffdale and Redwood Park as special schools for children with complex needs and autism
- Began phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enable these schools to provide effectively for children with more complex needs and autism

Communication and interaction

- Established a new Inclusion Centre for secondary aged pupils with communication and interaction needs (including autism) at Trafalgar school
- Established new Inclusion Centres for primary 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-defined the AP and SEN pathways for children with SEMH
- Developed new SLAs with The Harbour School and Flying Bull for the provision of SEMH support to children and young people within the city
- Included Future in Mind developments within joint commissioning plan

### **What we achieved in 2017-18**

- SEND needs assessment was refreshed as part of the SEND Strategic Review
- SEND Strategic Review was carried out to inform future commissioning, all 49 recommendations have been incorporated into the Joint Commissioning Plan
- Children and young people's Autism strategy has been developed

### **What we will deliver in 2018-19**

- Provider to be identified for new special free school
- Vanguard Centre project to be completed
- Cliffdale project to be completed
- Redwood Park project to be started

### **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**

<b>The Long-Term Plan</b>
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.
<b>Priorities for this strand of work</b>
D1. Co-production with parents and carers D2. Co-production with young people
<b>What we achieved in 2015-16</b>
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'.
<b>What we achieved in 2016-17</b>
<ul style="list-style-type: none"><li>• Dynamite coproduced 2<sup>nd</sup> annual survey which reached over 100 young people</li><li>• Established of a Young Inspectors programme - 12 trained Young Inspectors are regularly visiting a range of services and submitting reports</li><li>• Training delivered by young people to 25 professionals across agencies</li><li>• Widened parent/carer engagement activity to include parents of children on SEN Support and recruited 13 SEN Champions in mainstream schools</li><li>• Appreciation awards have been presented to around 30 professionals</li><li>• Recruited and trained new parent/carer reps on the Inclusion Support Panel</li></ul>
<b>What we achieved in 2017-18</b>
<ul style="list-style-type: none"><li>• Incorporated ECAF into the SEND Strategy governance and accountability structure, alongside the parent/carer co-production group and Dynamite (young people's co-production group)</li><li>• Re-purposed the terms of reference of the parent/carer co-production group (renamed Shaping Better Futures Together) to take on a more strategic role</li><li>• Embedded coproduction across the city e.g. via coproduction self-evaluation</li></ul>

- Continued to develop the Social Emotional and Mental Health (SEMH)/Future in Mind (FiM) work in partnership with the FiM Co-production group
- Continued to deliver the Young Inspectors programme
- Co-produced information for Parents/Carers and Young People including:
  - Transition guide for parents/carers
  - Parenting Offer

#### **What we will deliver in 2018-19**

- Continue to facilitate strategic coproduction with young people through the work of Dynamite
- Carry out the Dynamite 'Big Bang' annual survey
- Further develop the Local Offer website to take account of feedback from young people
- Continue to deliver Young Inspectors programme
- Continue to facilitate strategic coproduction with parents/carers through the Shaping Better Futures Together parents coproduction group
- Work in partnership with parents/carers on the recommendations arising from the SEND Strategic review including the SEND Hub and SEN Place Planning strategy
- Continue to review the local offer website and make recommendations as to the further development of the website to ensure it continues to meet parents/carers' needs
- Co-produce information and guidance for parents/carers in partnership with professionals from PCC and the CCG.

#### **Monitored via**

Shaping Better Futures Together  
Chair: Kara Jewell

Empowering Children and Families (ECAAF)  
Chair: Richard Souter

Dynamite Core Group  
Chair: Joe McLeish

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

<p><b>The Long-Term Plan</b></p> <p>For children's needs to be identified and support put in place at the earliest opportunity.</p> <p>For families to experience the involvement of various professionals in assessment and providing support as a joined up and co-ordinated process.</p>
<p><b>Priorities for this strand of work</b></p> <p>E1. Early identification and assessment</p> <p>E2. Early support to improve outcomes</p> <p>E3. Workforce development</p>
<p><b>What we achieved in 2015-16</b></p> <p>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.</p>
<p><b>What we have achieved in 2016-17</b></p> <ul style="list-style-type: none"><li>• Robust multi-agency Early Years Panel in place to co-ordinate assessments and track progress of 0-4 year olds with SEND to ensure that needs are identified and planned for prior to starting school</li><li>• The Early Years Panel has taken on the allocation of the Inclusion Fund</li><li>• Re-established the Early Years SENCo network meetings</li><li>• Early Years settings are making EHC requests with support from EYATs</li><li>• Developed training offer for early years practitioners</li></ul>
<p><b>What we achieved in 2017-18</b></p> <ul style="list-style-type: none"><li>• Revised the Early Years pathway, ensuring that there is a co-ordinated process that enables early identification of needs and effective sharing of information between agencies to plan and implement timely support</li><li>• Reviewed the Early Years Panel process to ensure that information is shared effectively across agencies and is used to inform commissioning priorities</li><li>• Revisited 'key working'</li><li>• Strengthened the links with the Prevention and Early Help service</li></ul>
<p><b>What we will deliver in 2018-19</b></p> <ul style="list-style-type: none"><li>• Update the Early Years Pathway and publish on the local offer website</li><li>• Define and embed the SEN keyworking role</li><li>• Map and publish the training offer for SEN in the Early Years</li></ul>

- Embed the Early Help assessment within the EHCP process

**Monitored via**

SEND Early Intervention and Support Group  
Chair: Carol Stevens

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

<p><b>The Long-Term Plan</b></p> <p>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.</p>
<p><b>Priorities for this strand of work</b></p> <p>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.</p> <ul style="list-style-type: none"><li>• Health</li><li>• Independent Living</li><li>• Positive relationships/community</li><li>• Employment</li></ul> <p>To develop a range of services and support that will help young people achieve these outcomes</p> <p>To have a clear pathway in place for 14 to 25 years olds with SEND</p>
<p><b>What we achieved in 2015-16</b></p> <ul style="list-style-type: none"><li>• Rolled out person-centred approaches to all young people with SEND</li><li>• Worked with colleges to develop supported internship programmes</li></ul>
<p><b>What we have achieved in 2016-17</b></p> <ul style="list-style-type: none"><li>• Extended the provision of supported internships</li><li>• Ensured that clear transition pathways are in place so that young people do not 'fall through the net' when they reach 18.</li><li>• Developed tools and guidance to ensure that PfA reviews are focused and effective</li><li>• Carry out pilot of 'Ready Steady Go' health transition programme with schools</li><li>• Review the role of the Child Autism Co-ordinator</li></ul>
<p><b>What we achieved in 2017-18</b></p> <ul style="list-style-type: none"><li>• Developed an EHCP template that focuses on the 4 Preparing for Adulthood Outcomes, to be used from age 14 onwards.</li><li>• Co-produce tools to support the PfA outcomes to be published on the local offer website.</li></ul>

- Ensured there are clear pathways for assessment and support for people with Autism
- Ensured that processes enable effective transition for people into and following on from college, including supporting the Partners in Policymaking project
- Published a transition protocol

#### **What we will achieve in 2018-19**

- Ensure that the Education, Health and Care Planning process identifies and works towards the realisation of PfA outcomes for those in transition
- Maximise Social Care and Health Contribution to the EHC planning process
- To review and further develop the information on the local offer website to ensure that it provides the information and tools required for young people and their families to plan effectively
- To ensure that the EHC Planning process supports commissioning including for people with autism, working in partnership with the Autism Board
- To ensure that there are clear pathways for assessment and support for people with including people with autism, working in partnership with the Autism Board
- To finalise and publish the overarching Transition policy
- To ensure that Transition through College is effective

#### **Monitored via**

Preparing for Adulthood Group  
Chair: Mark Stables

## **PART III: DELIVERY**

There are detailed delivery plans for each of the workstrands of the strategy.

If you need further details, please contact [SENDStrategy@portsmouthcc.gov.uk](mailto:SENDStrategy@portsmouthcc.gov.uk).