

Special Educational Needs and Disability Strategy 2018 - 2020



In partnership with

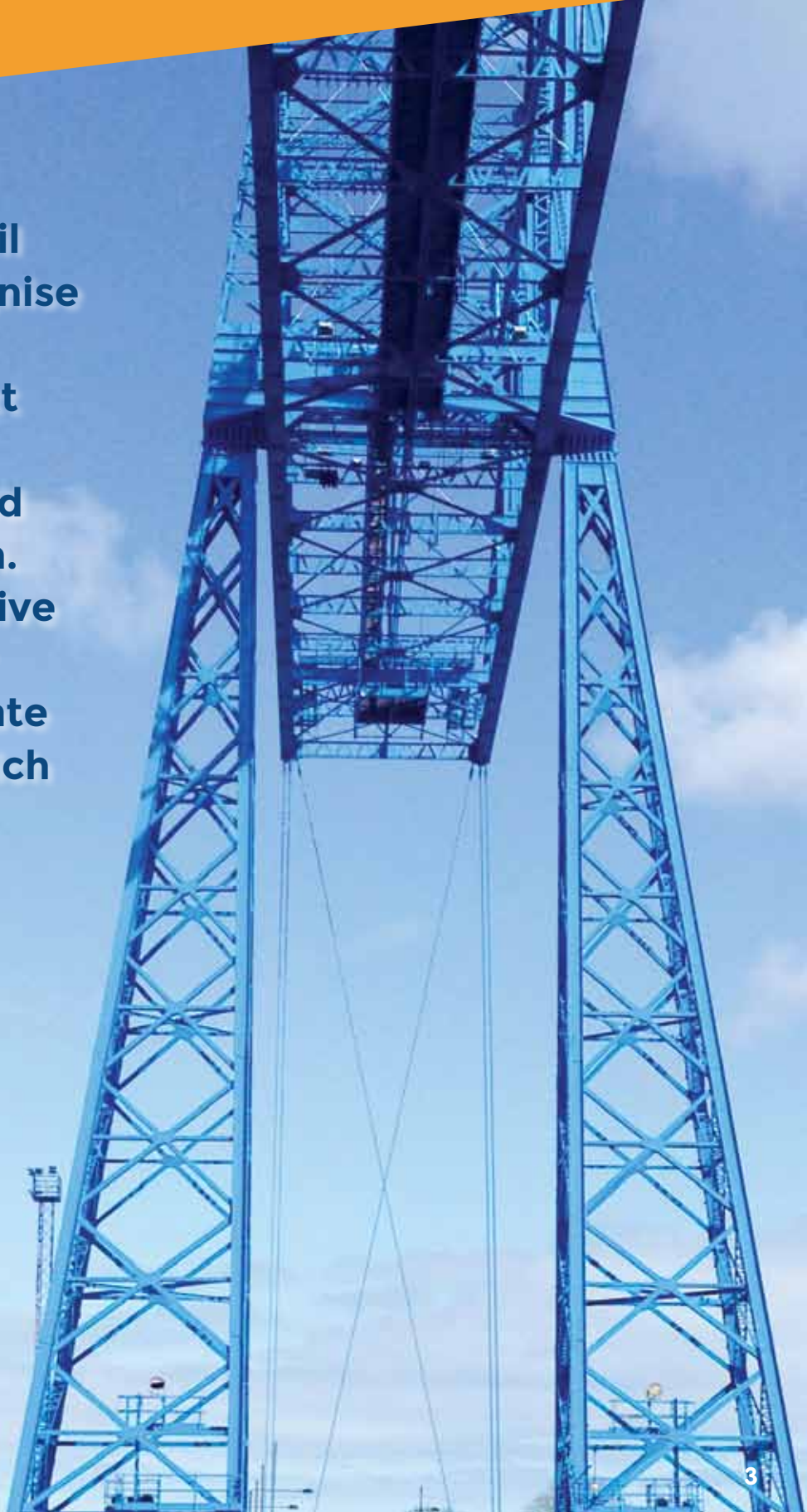


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Introduction

Middlesbrough Council and its partners recognise that children are our future and are the next generation who will ensure the success and prosperity of the town. It is therefore imperative that we invest in their development and create an environment in which they can grow and prosper.



Our Vision

Our vision links into the Mayor's Vision for Middlesbrough in 2025 – Fairer, Safer, Stronger and is to support families to keep children safe, improve their well-being and help them achieve their full potential. This also links in with South Tees Clinical Commissioning Group's vision to improve the quality of life for all in our community reducing preventable differences in people's health, encouraging everyone to have greater responsibility for their own health, supported by accessible, high quality services that are designed around people and their needs. Together, we will support children and young people to become confident, healthy individuals, live fulfilling lives and successfully transition into adulthood.



Underpinning our vision is a set of agreed principles that we will uphold, working collaboratively with partners when developing and delivering services for children and young people, which are:



Working and committing resources together to effectively deliver improved outcomes for children and young people and their families.



Together we will work with integrity, trusting each other in an open and honest manner, exercising moral courage in all that we do.



We will be creative and develop new ideas to deliver a better future for children and young people and their families.



We will make services and learning opportunities available for all children in the community that responds to their different needs whilst focusing relentlessly on children's communication and language skills, health needs and social and emotional development.



Through continuous improvement, we will develop the best and most effective services for children and young people.

Key commitments across Education, Health and Social Care



We have an agreed set of commitments across Education, Health and Social Care. Through these we will ensure that:



Children and young people with special educational needs and or disabilities and their families, are fully involved in discussions and decision making about the services and the support they receive through meaningful and ongoing co-production.



All children and young people with special educational needs and or disabilities will have equitable access to services through a review of the support planning and the Education, Health and Care Planning (EHCP) process, including robust quality assurance and moderation of plans and evidence of partnership working.



We have a clearly defined system of Governance and accountability.



Our strategic leaders and staff at all levels have a clear understanding of the needs of children and young people with special educational needs and or disabilities through strategic leadership, robust data sharing across Education, Health and Care and through an embedded culture of effective training.



Our strategic planning is more responsive to local need through strong partnership working across Education, Health and Social Care.



Provision for children and young people will be needs led, flexible and responsive and will provide choice and control.



Everything we do has the child, young person and their families at the centre.

Who does this strategy support?

This strategy supports children and young people with special educational needs and or disabilities aged 0-25

This strategy demonstrates through a clear vision how partners across Education, Health and Care will ensure improvements are made in how we deliver provision, support and develop services to meet the needs of children and young people aged 0-25.



Definition of Special Educational Needs

(as written within the SEND Code of Practice 2014)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:



A Have a significantly greater difficulty in learning from the majority of children of the same age; or



B Have a disability which prevents or hinders them from making use of educational facilities of any kind generally provided for children of the same age in schools within the area of the Local Authority;



C Are under compulsory school age and fall within the definition at A or B above or would so do if special educational provision was not made for them.

Definition of Disability

The Equality Act 2010 states a person has a disability if:

- A They have a physical or mental impairment; and**
- B The impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities**

The Government guidance states that the term substantial means more than minor or trivial. The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:

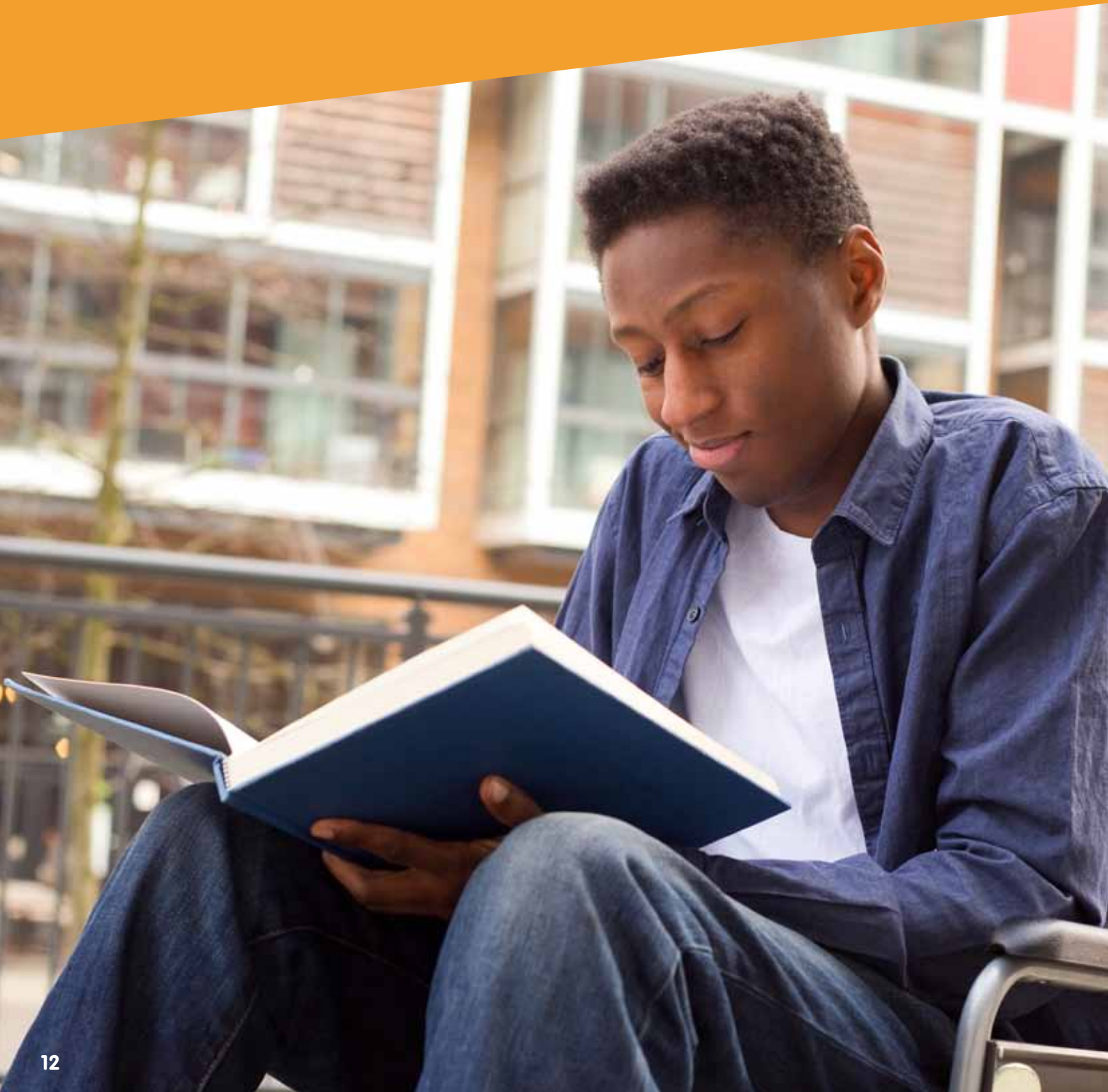
- Long term medical conditions such as asthma and diabetes.
- Fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease.
- Mental health conditions such as bipolar disorder or depression.
- Learning difficulties such as dyslexia.
- Learning disabilities such as Down's syndrome and autism spectrum disorders.
- Cancer.
- Multiple sclerosis.
- HIV / AIDS.
- People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect in day to day activities.

National Context

The Special Educational Needs and or Disabilities (SEND) Code of Practice came into force on the 1st September 2014. The code covers the 0-25 age and sets out the statutory guidance on duties, policies and procedures for all organisations who work with and support children and young people with special education needs and disabilities.



Key Policy Drivers



The Children and Families Act 2014, the Care Act 2014 and the Single Equalities Act 2010 form the backbone to the Special Educational Needs and or Disabilities reforms. Together they identify:

- Children and young people with more complex needs will access a coordinated assessment process.
- Education, Health and Care Plans (0-25 years) replace statements and Learning Difficulty Assessments.
- Coordinated support should meet the identified needs of children and young people, improving their outcomes, as they seek to reach their aspirations.
- All children and young people are encouraged to make decisions about their future, their support and to participate in designing services.
- Planning for adulthood should begin from the earliest opportunities to promote independence and full participation in their community.
- Children, young people and their families are given the option to receive a personal budget or direct payment to pay for their support or services.
- Public bodies have a duty to proactively meet the needs of disabled children and young people and ensure they are not disadvantaged.
- Local authorities must have an online 'Local Offer' detailing all support available for children and young people who have special educational needs.
- Services should be jointly planned and commissioned by the Local Authority and Clinical Commissioning Groups.
- Parents are able to ask for a carers assessment in their own right and receive appropriate support for identified needs.

Local Context

Situated on the North-East coast of England, with a population of 137,900, Middlesbrough is at the heart of the Tees Valley. The minority ethnic population of the town is one of the highest in the region at 6.3%. It is very diverse with 55 different languages being spoken from 49 different countries, a factor that must be reflected and considered when designing and planning services for children and young people.

The health of people in Middlesbrough is generally worse than the England average. Middlesbrough is one of the 20% most deprived districts/unitary authorities in England and about 33% (9,600) of children live in low income families. Life expectancy for both men and women is lower than the England average.



Approximately 37,300 of Middlesbrough's population are aged 19 and under; this represents over a quarter of the population of the borough.

The town currently has a range of early year's settings, 41 primary schools, 7 secondary schools, 4 special schools, an Alternative Provision Academy, and a range of post-16 provision including Middlesbrough College and Cleveland College of Art & Design.

All settings have a duty to adhere to the Special Educational Needs Code of Practice and to ensure that they are as inclusive as possible. There are also number of specialist settings which deliver provision to meet the needs of children and young people with Special Educational Needs and or Disabilities.

Numbers of children and young people with Special Educational Needs and or Disabilities (SEND) 0-25 in Middlesbrough: 4,500 (approx)



What is an Education, Health and Care Plan?

An Education, Health and Care Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. It is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.



What is a SEN Support Plan?

A SEN Support Plan is a non-statutory plan which supports settings to evidence how they utilise their existing resources to support a child or young person. The plan will show a graduated response in terms of the support offered, prior to a request for an EHC assessment. SEN plans are portable and will follow a child or young person between settings, reducing the need for them or their family to tell their story more than once. We have our own template which was developed in partnership with settings and which captures the needs of the child or young person. Additional resources through the SEN High Needs Funding Matrix can be made available if a need is identified and evidenced in the plan. Admission to additional resourced provision or SEN units in mainstream settings can also be accessed on the basis of SEN support details plus recommendations of professionals e.g. Educational Psychologists.

For further information regarding Education, Health and Care Plans and SEND Support Plans please see

Appendix 1: The Graduated Support Model (page 34)



What's working well for children, young people with Special Educational Needs and or Disabilities and their families within the local area?



In the recent Local Area Special Educational Needs and or Disabilities Inspection which took place in March 2017, it was identified that:

- The needs of young children are identified in a timely and effective way.
- The needs of vulnerable children and young people who have special educational needs and/or disabilities are identified well because services are well coordinated and effective.
- Front-line professionals are committed to working together to meet children and young people's needs and the local authority's SEN Assessment team provides effective support to schools and settings and families in Middlesbrough.
- Children and young people feel safe and well supported in the schools and settings they attend.
- There is a strong and effective multi-agency approach to assessing and meeting the needs of children and young people who have a hearing or visual impairment at the schools with an additionally resourced provision.
- Primary care practitioners complete a high number of annual health checks for young people aged 14 and over who have moderate, severe or profound learning disabilities. This supports the timely identification of their changing needs as they move towards adulthood.
- New post-16 courses are meeting young people's needs and helping them to gain the qualifications and skills needed to move successfully on to further or higher education, employment and independent living.
- Many children and young people who use a short-break service are accessing high-quality activities which have been effectively coproduced with them and their families.
- We have services and settings in Middlesbrough which are helping children and young people who have special educational needs and/or disabilities to achieve better outcomes.

What do we need to improve for children and young people with Special Educational Needs and or Disabilities and their families within the local area?



In the recent Local Area Special Educational Needs and or Disabilities Inspection which took place in March 2017, it was identified that:

- Children, young people and families are not always fully involved in discussion and decision-making about the services and support they need.
- Families do not know about the resources and support for children and young people who have special educational needs and/or disabilities in the local area.
- Not all families know about the local offer or specialist services such as the Special Educational Needs and Disability Information Advice and Support Service in Middlesbrough.
- Strategic planning across services requires development which includes the analysis and use of information and to drive improvement in provision and outcomes for children and young people who have special educational needs and/or disabilities in the local area.
- There is a lack of jointly commissioning services across Education, Health and Social Care which will ensure children and young people have their needs met.
- Some children and young people wait too long for the services and specialist equipment they need and, as a result, their opportunities to participate in essential everyday activities are restricted.
- Specialist careers information, advice and guidance for children, young people and families is not timely or effective.
- Too many young people and their families do not have the information and support they need to make informed decisions. As a result, some are fearful about their futures.
- In mainstream schools and settings, some staff do not know enough about how to meet the needs of children and young people who have special educational needs and/or disabilities.

Key Priorities 2018-2020



To support development across the Local Area the key priorities within Middlesbrough are:



To develop **strategic leadership** across Education, Health and Social Care.



To ensure **greater involvement of children, young people and families** around discussion and decision-making about the services and support they need.



To further develop the **Local Offer** to ensure children, young people and families have a clear understanding of the resources and support available in Middlesbrough.



To ensure greater analysis and use of information and **data** to drive improvement in provision and **outcomes for children and young people** who have special educational needs and/or disabilities in the local area.



To ensure improvement of strategic planning to support **jointly commissioning** services across Education, Health and Social Care.

How will we achieve these priorities?



We will achieve these priorities through:

Strategic Leadership

There will be strong partnerships and a shared vision across Education, Health and Care at a Strategic Level to ensure the Special Educational Needs and Disabilities reforms are fully implemented and that all agencies understand their responsibilities.

There will be a robust governance structure in place to monitor the delivery of the plan and evaluate the impact for our children and young people, across Education, Health and Social Care.

Leaders and staff across Education, Health and Social Care through effective training will fully understand their responsibilities towards children and young people with special educational needs and/or disabilities.

What will this mean for you?

Children and young people with special educational needs and/or disabilities will be supported by competent and knowledgeable staff. Their needs will be identified and outcomes in place which will support them to achieve and meet their aspirations.

Parents and carers will receive the support and information they require to ensure the needs of their children are met.



We will achieve these priorities through:

Greater involvement of children, young people and families

Children, young people and their families will be at the centre of the planning process from the start. Services will be co-produced by parents and young people and resources will be designed with and for young people.

What will this mean for you?

Children, young people and their families will be involved in the planning, delivery and evaluation of services. Children, young people and their families will be involved in the planning, delivery and evaluation of services. Services will be flexible and accessible to ensure that the child is at the centre of all planning and that their voice is heard throughout the process.



Local Offer

We will further develop and maintain the Local Offer in partnership with children, young people and their families to ensure children, young people and families have a clear understanding of the resources and support available in the local area.

What will this mean for you?

Children, young people, families and partners will be more aware of how to access information about services and what is available in the local area.



We will achieve these priorities through:

Data and Outcomes

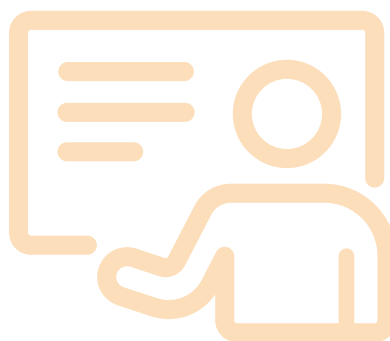
We will develop our data systems across Education, Health and Care to ensure all agencies understand the needs and changing needs of our children and young people with special educational needs and/or disabilities. We will use this information to develop local provision where gaps are identified.

We will use data across Education, Health and Social Care to plan, support, monitor, track and review outcomes for children and young people to ensure they are achieving good progress which will support them in preparing for adulthood and achieve their aspirations.

We will work with young people, their families, local partners and national leads to develop a range of Post 16 opportunities which will support young people as they move into adulthood.

What will this mean for you?

Children and Young people will achieve their identified outcomes and will be more prepared for adulthood.



Joint Commissioning

A Joint Commissioning Strategy will be developed in partnership with children, young people and their families which will outline the vision in terms of what services we need locally. Joint commissioning of services will improve outcomes for children and young people. For example this could be jointly commissioning of services in relation to equipment and or speech and language therapy etc.

What will this mean for you?

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

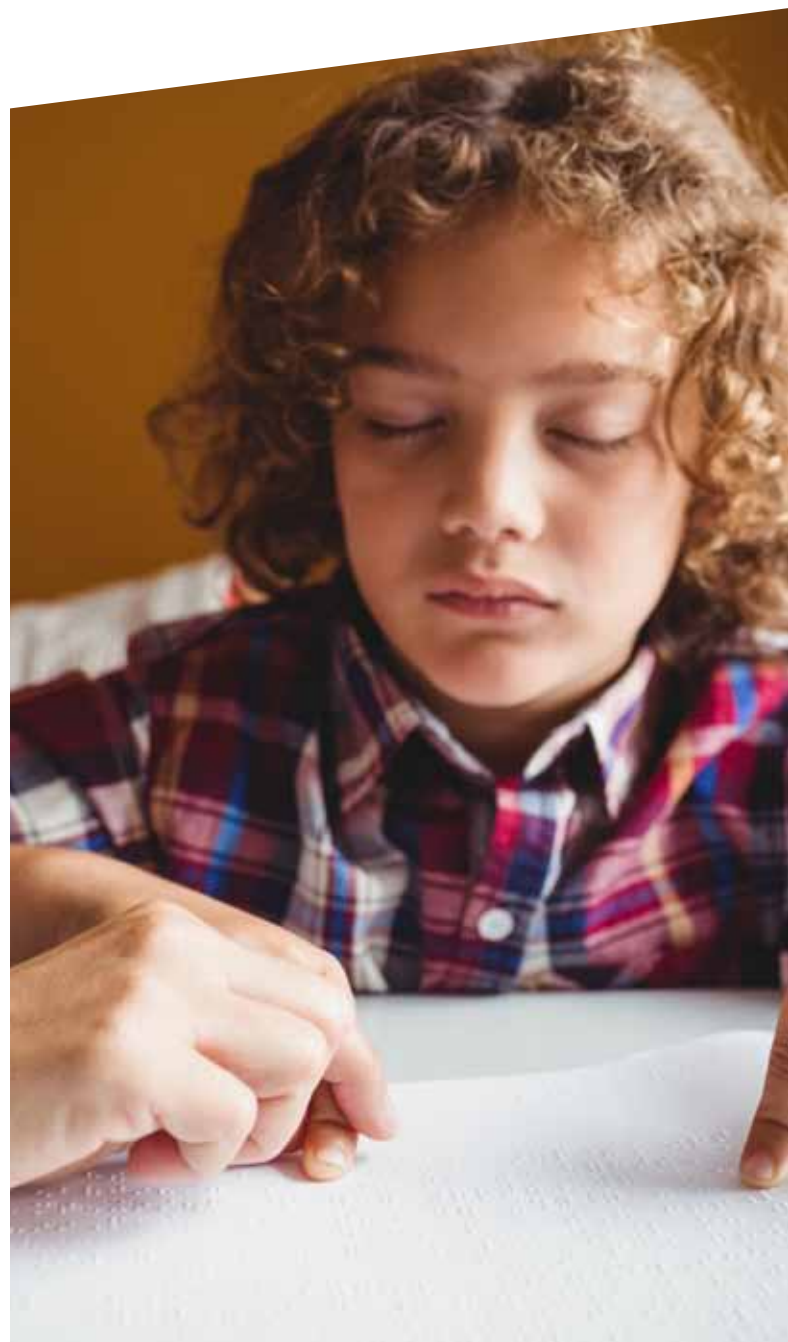


How does the Special Educational Needs and Disability strategy link to other key strategies?

This strategy and vision links to the Mayor's Plan 2025 and the Children and Young People's Plan 2018.

The table on page 31 demonstrates the links between these three plans.

The strategy and vision also links to South Tees Clinical Commissioning Group's vision and the South Tees Health and Wellbeing Strategy.



Mayor's Vision 2025	Children and Young People's Plan 2018	Special Educational Needs and or Disabilities priorities 2018-2020
Improve the early help offer to ensure that children and young people have the best start in life	Work with families earlier	We will develop strategic leadership across Education, Health and Social Care
Work with local schools, colleges, universities and other partners to ensure that local people have access to the best education to enable them to achieve the right qualifications and skills to compete in the job market	Raise aspirations and educational achievement	We will ensure greater analysis and use of information and data to drive improvements in provision and outcomes for children and young people who have special educational needs and/or disabilities in the local area
Fair access to secure, well-paid jobs and meaningful training	Support the emotional health and wellbeing of children and their families	We will ensure greater involvement of children, young people and families around discussion and decision-making about the services and support they need
	Increase children families participation in strategic planning and influencing service development	We will ensure improvement of strategic planning to support jointly commissioning services across Education, Health and Social Care.
		We will further develop the Local Offer to ensure children, young people and families have a clear understanding of the resources and support available in Middlesbrough
		We will work with young people, their families, local partners and national leads to develop a range of Post 16 opportunities which will support young people as they move into adulthood.

How will this strategy be monitored?

Feedback on delivery of the strategy will be sought from children and young people and their families using a variety of formats to ensure the needs of children and young people are met and that local changes are made to ensure children and young people achieve their outcomes and aspirations.

There will be a clear action plan in place which will support the delivery of the Special Educational Needs and Disability Strategy. This action plan will be monitored through the Children's Trust.

Where will you find out about the progress of this strategy?

Updates on progress against the priorities within this strategy will be published on the Local Offer website. Information will also be published in the Disabilities Matters newsletter and service newsletters.

When will this strategy be reviewed?

The Special Educational Needs and Disability Strategy will be reviewed and updated every 12 months.

For further information please contact
**Middlesbrough House, Elm Street,
Middlesbrough, TS1 9FZ**
Tel: (01642) 201831
sen@middlesbrough.gov.uk



Appendix 1

Graduated Response

The reforms included a greater emphasis on SEN Support for children/young people in educational settings and the recommendation of the use of a SEN Support Plan.

Good SEN Support Plans can be valuable tools to help evidence the graduated response.

A well written SEN Support Plan demonstrates effective practice and evidence of steps taken and progress made as part of a Graduated Response' including any Early Help Assessment. It demonstrates an awareness and evidence of the use of SEND processes in the SEND Code of Practice.

SEN Support Plans are flexible working Plans which will be written and reviewed by educational settings facilitate portability between settings and follow a child or young person when there is movement between educational settings.

Education Health and Care Plans

The majority of children and young people with special educational needs will have their needs met in the child's local mainstream school or setting, sometimes with the help of outside specialists. In some cases, children attend specialist bases in mainstream schools or special schools depending upon the needs of the individual child.

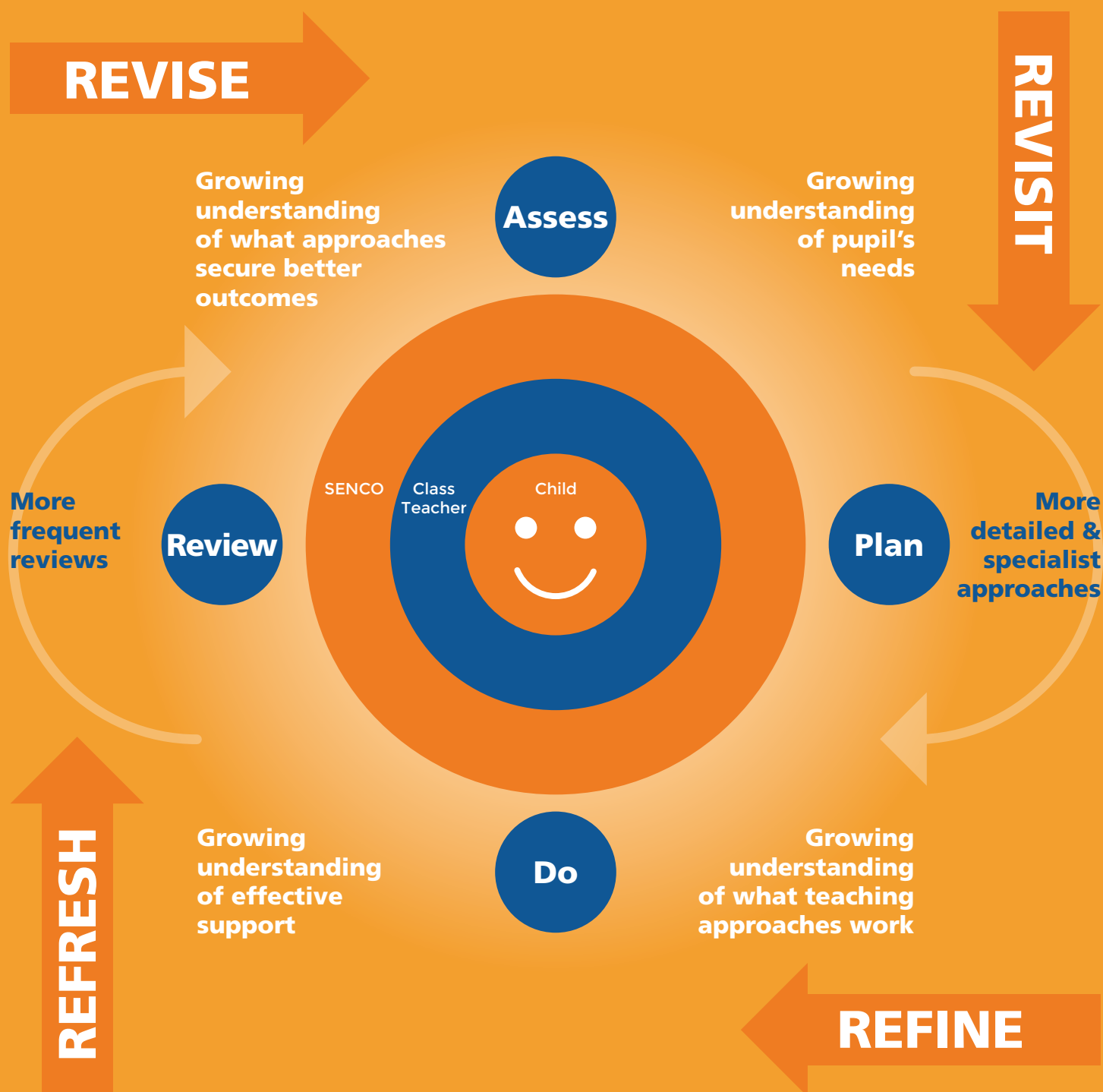
Most children and young people will have their needs met without the need for an EHCP but they may have a SEN Support Plan which is a non-statutory document produced by a setting in dialogue with other professionals and parents, carers and children/young people, which identifies need, appropriate outcomes and support.

For those with the most complex needs, a statutory (EHC) assessment may be requested via an appropriate referral from a setting, professional, parent/young person. The statutory assessment of SEN covers a child/young person's education, health and care needs but in all cases, children/young people must be identified as having a special educational need to have an EHC assessment. The assessment is coordinated by the Local Authority's Special Educational Needs Assessment Team.

Timescales for making assessments & issuing Education Health and Care Plans (EHCP)

The process of EHC assessment and EHC plan development must be carried out in a timely manner. Local authorities must ensure that they have planned sufficient time for each step of the process, so that wherever possible, any issues or disagreements can be resolved within the statutory 20 week timescale.

Graduated Support Model



Middlesbrough Local Offer

www.middlesbrough.gov.uk/localoffer

An online directory for children and young people with SEND and their families to find the services they need, as well as a wide range of useful information, advice and guidance. It includes services such as education and training, social care, money and benefits, leisure and activities and lots more.

Register online to receive the Disability Matters newsletter and keep up to date with new developments

For more information
please contact us on:

01642 727 598