

Doncaster Special Education Needs and Disabilities (SEND)

Strategic Framework 2016-2019

Refreshed January 2016



1. Summary

Doncaster is committed to the effective and efficient early identification and support for children and young people aged 0-19 (25) with a range of individual special educational needs and disabilities (SEND). This paper sets out an ambitious framework for planning, joint commissioning and delivery of services and provision for individual children and young people and their families for whom Doncaster is responsible. Children and young people should be central to a joined-up, transparent and accountable system.

1.1. The core purpose of the Strategy for SEND is:

To work in partnership with parents and carers and young people, health, care and education settings and services to improve the holistic outcomes for all our children and young people. Children and young people will feel safe, be healthy, feel confident they can achieve their hopes and dreams, be happy and have the maximum chances possible to achieve their potential and live fulfilling lives.

1.2. The Strategy reflects the duties, responsibilities and principles set out under the SEND Reforms and embedded in the Children and Families Act 2014 and associated Regulations.

1.3. The Strategy has been refreshed to cover the period January 2016 - January 2019 and reflects the revised SEND Code of Practice published in January 2015, effective from April 2015. It also reflects DfE updated guidance on the transfer from Statements of SEN to Education Health Care Plans issued in August 2015 and the SEND Accountability Inspection Framework due to come into effect from May 2016.

1.4. The strategy is underpinned by an SEND data analysis set aligned to the DfE's National and Local Authority statistical data release and performance, the SEND Accountability Framework, POET satisfaction survey data and other local indicators of performance and satisfaction.

1.5. This strategy is also aligned to local priorities in Doncaster and it will be reviewed and updated annually to reflect progress, corporate priorities and any future changes in statutory guidance or legislation.

1.6. This document has been approved by the SEND 0-25 Strategic Partnership Board. A One year Progress Report summarises the collective activity and achievements made since September 2014 and this is included at Appendix A

1.7. Appendix B sets out the Governance Structure for the SEND 0-25 Strategic Partnership Board.

2. Context

2.1. The SEND Reform agenda places a duty on all Local Authorities to integrate educational and training provision with health and social care provision where this would promote well-being and improve the quality of provision for those children and young people with SEN or a disability. The SEND Reform Agenda:

- retains a number of previous statutory duties and definitions such as the definition of SEN, the duty on schools to admit a child named in a statutory plan and the Equality Act duty;
- clarifies and extends other statutory duties such as the right of young people post 16 to be assessed and have a statutory plan subject to at least annual review;
- strengthens best practice around Assess-Plan-Do-Review person centred approaches, working in partnership with families and working together to identify and meet needs; and
- places significant new duties on Local Authorities, Health and other partners such as the duty to publish a Local Offer and keep this under regular review; the right for parents to request consideration of a Personal Budget, if eligible, and choose from 4 management options; and the right to engage independent supporters during the statutory process.

The SEND Reform agenda promotes structural change requiring:

- the reshaping of the relationships between local authorities, schools and parents;
- a stronger voice for parents/ carers and young people;
- a clearer focus on individual outcomes;
- a more strategic local approach; and
- a more transparent system.

3. Vision and values

3.1 Children and young people aged 0-25 and their families must be placed at the centre of all that we do: the way we listen, communicate, assess, plan, deliver and review the impact of services and provision. Our vision is that parents, children and young people get the right support at the right time; feel that they are listened to and can exercise control.

3.2 In placing families at the centre, outcomes for children and young people will improve and be sustained over time:

- educational outcomes towards employability wherever possible;
- the ability to live independently and exercise control wherever possible;
- being enabled to participate in their own community and develop meaningful and sustained friendships and a positive support network; and
- physically healthy adults with strong emotional resilience.

3.3 The vision and values underpinning this strategy are strongly aligned to the Government's proposals for 21st Century schools; A world Class Education for every child which recommends that additional needs (including SEND) will be met as early as possible through collaborative working with parents/carers, other providers, children's and adult services to remove barriers to prevent disengagement from learning. Our vision is: 'All Education Good or Better, 'No one Left Behind'.

3.4 Doncaster Local Authority has a wide range of specialist provision and services including:

- 5 special schools across the age range and types of need rated Good or Outstanding by OFSTED;
- two specialist resources for children with a Hearing Impairment attached to a mainstream primary and a mainstream secondary school;
- a specialist early years nursery for children with complex social communication needs;
- a specialist short break provision for children with complex needs;
- specialist services for children with a Hearing Impairment (HI), a Visual Impairment (VI), autism spectrum condition (ASD) and complex needs pre-school;
- Children and young people in Care Education Service;
- Participation and Transition (Post 16 SEND) Service;
- Children with Disabilities Service including social workers and occupational therapists;
- a wide Short Breaks offer which can be combined with continuing health care provision; and
- services providing support, advice and guidance.

3.5 This strategy confirms our commitment to maintaining this range of quality provision and services for children and young people with complex needs. Furthermore, we will improve and extend the quality of provision and services and develop closer partnerships between mainstream and specialist providers.

3.6 We have a clear aim to improve the ability and success of mainstream settings to meet an increasingly diverse range of needs and to extend the access to quality mainstream provision across the borough for all our children. Whilst the strategy has a particular focus for children and young people with SEND, it recognises that an inclusive ethos is crucial for all children and young people and for all education settings and health/care provision.

3.7 Whilst this strategy stresses the need for a more inclusive approach to meeting the additional needs of children and young people within mainstream settings, our overarching principle will be to enable all children and young people to access an educational placement which meets all of their needs, whether that is in a mainstream setting, a specialist provision in a mainstream setting or within a specialist setting.

3.8 Successfully meeting individual needs will always be our top priority and the continued option of specialist placements will be available to children and young people where appropriate and based upon assessed needs.

4. Key Themes and Priorities

In order to carry forward the vision and intentions set out in this Strategy, we have summarised below a number of strategic themes and related priorities. These are outlined in more detail in the Plan on a Page for the SEND Service and are referenced in the wider Self Evaluation and action plan for the Local Area's response to the SEND Accountability Inspection Framework.

4.1 Strategic Theme A: Ensure clear identification of needs within an inclusive culture

For all children and young people, with and without a statutory plan, identification and assessment must inform and support the Plan- Do -Review cycle. It must place children, young people and their families at the centre to:

- identify clearly the individual educational and holistic needs of the child or young person;
- agree the Outcomes being sought over time, linked to aspirations and what matters to them, to improve their life chances and opportunities;
- specify the resources required to meet those needs; and
- monitor, evaluate and review progress in a continuous cycle.

Priority area 1: We will develop and seek to embed robust SEN Support frameworks within education settings so that support at the earlier stages of the graduated response is transparent and effective.

Priority area 2: We will work with education settings and services, health services and care services, providers and individual families to move towards more integrated assessment and planning pathways for those children and young people with more complex needs across the age range. The Education, Health and Care assessment, planning and review processes will enable timely and relevant information to be shared and appropriate support to be in place for the longer term under a statutory framework.

Priority area 3: We will maintain 100% compliance for the issue of a final EHCPs within 20 weeks, following a statutory needs assessment, that are person centred and specific. The family, settings and services will be clear what support is required, from where, why and what desired outcomes are being sought. Opportunities for a Personal Budget should be explored wherever eligible to meet needs and improve outcomes.

Priority area 4: We will listen to concerns raised, explain decisions, resolve disagreements and prevent appeals to SENDIST.

4.2 Strategic Theme B: Work with all our partners and stakeholders to ensure inclusive learning is a high priority and leads to improved Outcomes for each and every child and young person

Policy developments linked to inclusive learning require strong and committed leadership from a range of partners in order that sustainable developments are put into place. An inclusive focus will be needed from all staff working within and with early years' provision, schools and post 16 providers, not simply those whose work involves them directly with children and young people with additional needs.

- Priority area 5: We will work closely across education, health and care to ensure more effective and efficient commissioning of services and provision and improve and extend quality assurance monitoring to measure impact on improving outcomes for children and young people.
- Priority area 6: We will improve the accountability arrangements by improved monitoring of Outcomes, and the deployment of resources for children and young people with SEND in order to ensure appropriate targeting of these resources and an evaluation of the impact on individual progress.
- Priority area 7: We will ensure that decision making processes are transparent and robust within an overall Governance structure. Parents/ carers and young people will be involved in decisions both at an individual level and as part of quality assurance activity.

4.3 Strategic Theme C: Ensuring that children and young people with additional needs are successfully achieving and attaining in all learning settings across the age range

We recognise that every child and young person is unique and that children and young people with SEND are 'children first'. We want to see improved progression and attainment for all our children with clear and appropriate expectations and aspirations that will lead to fulfilled lives.

- Priority area 8: We will continue to develop a high quality local teaching and learning offer, environments, opportunities and access to services for children and young people with SEND. We will continue to develop the menu of provision by working more closely within the market to meet the continuum and range of needs.
- Priority area 9: We will continue to transfer 'must' cohorts in 2015/16 and as capacity and understanding increases we will accelerate transfers to meet the DfE's prescribed timescales.
- Priority area 10: We will have a specific focus on transition from Y9 in both mainstream and specialist settings. We will work more closely with the Children's Trust and adult social care and health services to set out clear pathways for assessment, planning, delivery, monitoring and decision making processes. This will ensure that children and young people receive the support they need when they need it from the right services and that they are involved at the earliest opportunity for them rather than a service perspective.
- Priority area 11: We will work towards more effective, seamless transition planning with a focus on the four overarching themes in the effective Preparation for Adulthood:
- Employability skills: increased employment chances

- Independent Living: choice and control over living arrangements
- Community Inclusion: meaningful participation
- Health: outcomes based on need and aspiration

4.4 Strategic Theme D: Real Partnership with parents and carers

Parents/ carers play a critical part in any strategy and there should to be planned opportunities for meaningful co-production. Where parental support and involvement is strong and where parents/carers are working in close partnership with education settings and services across education, health and care, individual outcomes improve, achievement and attainment levels are increased and inclusive approaches have a much greater opportunity of success. The SEND Reforms promote the importance of establishing high levels of confidence amongst parents and carers to ensure a positive experience and build more resilient families.

Priority area 12: We will provide good quality information and support and we will engage effectively with parents/carers at an individual and group level: ‘You said, we did..’. The LA, Children's Trust and Health services will engage with a strong and representative Parent/ Carer Forum and others such as school based parent groups to ensure voice and influence at individual, strategic and operational level.

Priority area 13: We will also support and engage effectively with strong and representative child and young people's groups to ensure voice and influence, for example through the LADDER group, the Youth Cabinet, community groups and groups within education settings.

Priority area 14: We will promote opportunities for, access to and management of, a Personal Budget for education, health and/or care where this is based upon an assessed need to improve individual outcomes.

Priority area 15: We will consult further and undertake market testing to improve the visual appeal, accessibility, functionality and interactivity of Doncaster’s Local Offer. We will monitor the impact on driving developments forward in the availability of quality services and provision at the point of assessed need.

4.5 Strategic Theme E: Work with all Doncaster early years, mainstream, Alternative Provision, Special Schools and Post 16 providers to ensure more children and young people’s needs are met

Specialist provision in Doncaster is an area of particular strength and the expertise of this sector will be of critical importance in the incremental move to greater inclusion.

- Priority area 16: We will monitor attainment, destination and participation outcomes and identify areas for consolidation and improvement. We will also develop systems for monitoring other outcomes developed through the Assess-Plan-Do-review cycles for both non statutory and statutory plans.
- Priority area 17: We will continue to develop and integrate special school outreach advice and support in partnership with specialist services.
- Priority area 18: We will listen to feedback from the wider workforce and families in order to plan and deliver generic and bespoke training, share information, advice and guidance, and provide support and challenge as appropriate.
- Priority area 19: We will develop the CPD offer to schools and other education settings and services to embed the principles of the SEND Reforms in all strategic and operational activity. Planning and delivery of CPD will be in consultation with the Doncaster Teaching School Alliance in the primary and secondary phases, Partners in Learning (PiL), LLEs and other partners.
- Priority area 20: We will implement the changes to funding mechanisms in accordance with the SEN/High Needs Block approach to resourcing children and young people with complex additional needs in education settings in order to increase opportunities for successful inclusion.
- Priority area 21: We will continue to work towards reducing the number of children and young people who have to seek placements beyond the borough in order to have their needs met, ensuring all Doncaster children and young people's needs can be met locally for the long term.

5. Implementation and Monitoring

The strategy will be implemented by the LA's Learning and Achievement Services, within the Learning and Opportunities Directorate, in partnership with maintained schools, academies, early years settings and post 16 providers, independent and non-maintained special schools and other stakeholders in Health and Social Care, and will be monitored by the SEND 0-25 Strategic Partnership Board.

We will know this strategy is having a positive impact when:

- Children and young people at SEN Support and with a statutory plan make better than expected progress from their own starting point;
- Children who are in Public Care have their holistic needs identified and met through a joined up framework and their outcomes are improved and sustained over time;
- Fewer days are lost to education through fixed term exclusion and no child with SEND is at risk of permanent exclusion;

- More children and young people report they feel safe and supported to achieve;
- More parents/ carers report satisfaction with the way their child's needs have been identified, met and that they have been central to this process;
- More schools are able to evidence good provision and outcomes for children with SEND and can demonstrate clearly their arrangements for identifying, assessing and meeting needs;
- Schools and other settings work in collaboration with each other and with relevant agencies;
- Service users report an effective service from Local Authority and partner agencies; and
- Jointly available resources are used efficiently and effectively for the benefit of all Doncaster's children and young people and their families.

6. Communication and Partnerships

Communication and partnerships will underpin the Strategic Themes and Priorities by ensuring that:

- the aims, ambitions and approach to developing services and provision for children and young people with SEND are clearly set out;
- partners and providers help to identify services available, gaps and how we make the vision for children and young people with individual needs a reality; and
- we raise awareness of the benefits of inclusion and participation within their local community.

In implementing this Strategy we will improve information sharing and communication pathways and seek to reduce bureaucracy, duplication and inefficient working practices.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) STRATEGIC BOARD PROGRESS REPORT YEAR ONE OF THE SEND REFORMS IN DONCASTER

1. Introduction

In September 2014 the Children and Families Act and the SEND Reforms came into force. Prior to September, Doncaster's preparations included a series of open and targeted information briefings, co-production of documentation and guidance and establishing a structure of Governance. Doncaster's published its Local Offer which is a central part of the Reforms and will continue to develop over time.

Highlights in Doncaster

2. Improvements to provision and services for children and young people with SEND

Quality Provision across the age range

- The 'Eye Can' Group for babies and infants with a visual impairment (VI) and their parents/carers started October 2015.
- Seedlings OFSTED registered provision for pre-school children with complex communication and interaction needs: this new provision is managed by the Local Authority's Pre School Inclusion Team (PSIT). It enables close co-operation and partnership working between families, early years' settings and schools, education, health and social care services. The first cohort of children to attend this provision transitioned to school in September 2015. The provision also transferred to new, more spacious premises in September 2015. Sharing knowledge and information, building confidence and providing reassurance are a key part of its success and the aim is to expand this provision further.
- Danum Academy KS3 attached SEND Resource opened: this provision offers a personalised curriculum for deaf and hearing impaired children to meet their language, social and emotional needs in a mainstream school environment.

- Life Skills provision at High Melton is now up and running and delivering to a small cohort of around of 5 young people. The target cohort has been young people with a diagnosis of Autism Spectrum Disorder (ASD) working at Entry 2.
- Project Search: this joint activity, across special schools, Doncaster College and local employers for Post 16 learners with special educational needs, has now completed Year 1. 5 out of 8 starters have been offered employment at NEXT.
- Refurbishment of Oaklands Short Break Unit for children and young people who have a range of disabilities including learning/physical disabilities, autism, behavioural and health issues. The Civic Mayor presided over the formal opening and Ben Parkinson MBE joined families and staff to celebrate.
- Re-commissioning of Short Breaks providers in progress, new contracts to begin on 1 April 2016: DPVoice and the Learning About Disability, Differences, Equalities and Rights (LADDER) group feedback about insufficient choice of provision was one of the key drivers for re-commissioning.
- Joint placements and highly individualised packages are in place funded through the High Needs Block.
- Joint packages are in place combining Continuing Health Care and Short Break provision.

Service redesign for the benefit of children and families

- New Community Paediatric Service: a multi-agency group including parents and carers has overseen the development and successful implementation of the new community paediatric service. This has led to improvements in quality of assessment and the Children and Young People (CYP) being seen by the right person at the right time.
- Autism Pathway: in the past 14 months there has been a reduction of over 250 CYP from the waiting list. All children under 5 years are now diagnosed within 12 weeks of referral as opposed to 12 months a year ago. The quality of multi- disciplinary assessment is much improved (NICE compliant) as is the post-diagnosis support. Health Visitors contribute to a quality health assessments drawing upon the use of evidence based tools such as the Ages and Stages Questionnaire (ASQ). The ASD Strategy Group includes representatives from Doncaster Parent Voice (DPVoice), health services, education settings and education services.
- Autism Family Support Workers: There are three dedicated support workers who support CYP and their families with a diagnosis of autism. Key functions include helping families to model strategies.
- Healthwatch Doncaster have launched a new interactive web site
- A new teacher for Children with a Visual Impairment (VI) was appointed in September 2015.
- There has been a restructure and expansion of the Educational Psychology Service (EPS) to incorporate the Autism Social Communication Education Training Service (ASCETS).
- Speech & Language Restructure: Previous LA provision has been brought into the wider Speech and Language Service and the redesign is now reaching completion.

This will improve the equity of service for all children and young people with speech, language and communication needs (SLCN).

- Plans are nearing fruition to develop a family meeting and consultation room as part of the new eye clinic due to open in April 2016: this is joint activity between the Doncaster Royal Infirmary (DRI) Eye Clinic and Ophthalmology Department, the Health Authority and the LA's VI Service.
- Re-branding of Parent Partnership as Support, Advice and Information, Doncaster – Special Educational Needs and Disabilities (SAIDSEND). This reflects the changed remit of the service, now required to work with young people as well as parents and across Education, Health and Social Care. Name agreed with DP Voice who did not like the abbreviation SENDIASS.
- Independent Support is provided by SAIDSEND, Core Assets and DPVoice in partnership.
- Early Years Panel: this Panel now includes a representative from the Health Visiting Service. It has enabled greater joined up working across the LA and Health in terms of decision making, communication, awareness and understanding of needs, outcomes, funding and other support for children in Early Years prior to statutory Education Health Care (EHC) needs assessments.
- EHC Panel: this Panel now has representatives from mainstream and special schools, Health, Children and Adult Social Care and Education services. The benefits are greater joined up working across the LA, the Children's Trust, Health and education settings in terms of decision making, communication, awareness and understanding of needs, outcomes, funding and other support for children cross the age range.
- EHC Moderation Group: this group includes representatives from DPVoice, LADDER group, schools, Health, and LA services. The group meets termly and considers 2-3 examples from the EHC statutory assessment and planning process to quality assure and suggest valuable learning points for all
- An Attention Deficit Hyperactivity Disorder (ADHD) Steering Group has been established.

3. Borough wide events held over the past year

- Local Offer Information and Consultation event, January 2015: a successful formal launch of Doncaster's Local Offer was planned with the Information and Communication Steering Group and co-produced across Education services and settings, Health, Social Care, Doncaster Parent Voice (DPV) and Doncaster CVS.
- DPVoice have held a number of Family events in last 12 months which have incorporated awareness-raising and information sharing around SEND: the SAIDSEND team are also present at all events providing information to parents.
- DPVoice Easter party included consultation on Short Breaks and more formal consultation relating to draft specification and outcomes framework took place on 26th November 2015. LADDER group and DPVoice have been involved in

selecting activities before each holiday. LADDER group met with regarding specification and outcomes on 3rd December.

- Personal Budgets event, January 2015, for settings, services across education, health and care and DPV: this event was co-produced with InControl and featured young people sharing their stories and views.
- Official Celebration event marking one year of Danum Deaf and Hearing Impaired Resource, June 2015: this event was jointly planned by the LA's HI Service and Danum Academy and was opened by Councillor Fennelly, Cabinet Member. Attendees included children and families from Danum and Plover Primary School HI Resource, Councillors, Danum Trustees, Health and Education services.
- A group of young people with learning difficulties from Doncaster College entered a competition as part of a Young Enterprise event. To date their new augmented reality innovation:
 - Won the Life Skills Heat
 - Won the College Heat
 - Won the local area final and were named as best innovation
 - Came Runners Up in the Regional Final and were named as best innovation – congratulations!

4. Workforce development

- Termly SENCo and Inclusion Managers' network meetings: extremely well attended meetings involving schools, early years, Post 16, services across the LA and Health and DPV. The agendas include termly SEND/EHC updates and discussion facilitated by education, health and social care colleagues and external speakers from local and national organisations. There has been a focus on outcomes for children and families and effective provision.
- Termly Early Years setting SENCO network meetings, SENCo drop in clinics and training on the role of the SENCo. All aspects of SEND/EHC are covered for SENCOs and Managers in Private, Voluntary and Independent (PVI) settings.
- Introduction to SEND for School Governors with a responsibility for SEN
- Training and briefings for School Governors.
- Introduction to SEND for ITT students: planned and delivered by Standards and Effectiveness Officer – SEND in conjunction with ITT and Partners in Learning.
- Introduction to the SEND reforms delivered to undergraduate students at Doncaster College.
- Introduction to SEND for NQT students: planned and delivered by Standards and Effectiveness Officer – SEND in conjunction with Partners in Learning.
- Introduction to SEND and School Funding reforms for new Head teachers.
- Person Centred Planning and Reviews: 8 sessions delivered to school SENCOs and briefings shared with Doncaster Post 16 providers.
- Provision Mapping and Supporting Children at SEN Support: 2 sessions for schools.

5. Information and processes

- DPV Information booklet for parents: EHC pack co-produced by DPV and the LA for distribution within schools, parent support groups and to individual parents.
- LA Transfer Plan published and revised in line with DfE Guidance: <http://www.doncasterchildrenandfamilies.info/disabilitiesupdates.html>. Also published is the one year progress report.
- SEN Assessment Service leaflet for parents: co- produced by the SEN Assessment Team and DPV representatives.
- Education Health Care statutory assessment and plans: templates co-produced through consultation. SEN Officers offer face to face meetings with parents/carers at two key stages in the 20 week process to embed co-production principles.
- Short Breaks Statement revised to reflect latest priorities and the reforms: DPVoice consulted on the text of the statement.
- Personal Evaluation Outcomes Tool (POET): Doncaster is part of InControl's 3rd pilot activity on monitoring and evaluating customer satisfaction and feedback from the EHC process.
- Health visitors report greater involvement in multi-agency meetings relating to children with SEND
- Review of short breaks packages now scheduled to combine with SEN statutory review where practicable: Parents' and young people's views are an integral part of the holistic review system.
- Partnership working between SEN team and Aiming High to set up DMBC's first Education personal budget
- Model SEN Policy, structure for the SEN Information Report, and School Accessibility Plans, produced and shared with schools
- Modernisation of High Needs Funding for mainstream schools and early years' provision: Proposals approved in April 2015 to clarify and expand access to Element 3 funding. This includes extending funding without a statutory EHC Plan for pre-school children regardless of the setting; for children with medical but no SEN needs; and for children with complex SEN who are newly arrived to the borough.

6. EHC performance data since September 2014

- 164 new requests for statutory EHC needs assessment: over 70% proceed
- 96 new EHC Plans issued (assessments for the first time) with 100% compliance within the 20 week maximum timeframe
- 134 school leavers with a Statement of SEN transferred to an EHCP ready for September 2015
- 302 children with a Statement of SEN will be subject to a transfer review between September 2015 and August 2016

- Parental feedback from new EHC statutory assessment and plans is 82% very good to excellent. Parents particularly appreciate the face to face meetings with SEN Officers to discuss the process, advice and working plan before it is submitted to the EHC Panel.

If you have any queries about the information in this report, in the first instance please contact Helen Barre, SEND Strategy Manager at helen.barre@doncaster.gov.uk or on 01302 737531.

This progress report was discussed and approved at the autumn term meeting of the SEND Board.

Governance Structure



If you haven't checked out our twitter account the link is <https://twitter.com/TeamDoncaster1> Team Doncaster blog page is <http://teamdoncaster.blogspot.co.uk/>

