

North Lincolnshire  
Special Educational Needs and Disability  
(SEND) Inclusion Plan

# 'All our children'

2017 - 2020

<u>Version</u>	<u>Date</u>	<u>Author</u>	<u>Review date</u>
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## Introduction

This document outlines North Lincolnshire's aspirations and plans for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND) for the period 2017-2020. It follows on the successes of our first Special Educational Needs and Disability (SEND) Inclusion Plan 'All our children' 2014-2017. This initial plan focussed upon the reforms introduced by the Children and Families Act 2014 and the new SEND Code of Practice 2014. Much has been achieved during this 2014-17 period, including:

- Full compliance with the SEND reforms and North Lincolnshire is on target to complete all conversions of SEN Statements to Education, Health and Care Plans (EHCPs) by the end of March 2018.
- The vast majority of all education settings are judged to be good or better by Ofsted – a strong foundation upon which 'All our children', including those with SEND, can achieve better educational and life outcomes.
- Significant improvements in education outcomes for our children and young people with SEND both at SEND Support and those with EHCPs at all Key Stages of learning – testament to the engagement and aspiration of all North Lincolnshire education settings to improve outcomes for 'All our children'.
- Publication of a SEND Local Offer that meets all compliance requirements and is accessible to both families and professionals. This continues to evolve as the Local Offer of information, advice and support changes through the influence of child, young person and family voice.
- The voice of children, young people and families has gone from strength to strength during this period with 'co-production' being the key to all that is done in North Lincolnshire. The Parents' Involvement and Participation Group (PIP) has been instrumental in leading and supporting partners to do this more effectively so that the Local Offer truly reflects what families would like to see.
- Partners and agencies across education, health and care and wider continue to play a full part in SEND developments through North Lincolnshire's Children and Young People's Partnership, SEND Partnership and the Education Inclusion Partnership, including the development of this new SEND Inclusion Plan.
- Governance and accountability arrangements for SEND have been strengthened through the introduction of a SEND Standards Board. The membership of this Board includes senior leaders and chief officers from partner agencies ([Appendix A](#)).
- There is a new Joint Strategic Needs Assessment (JSNA) in place that specifically focuses upon SEND populations and prevalence of need. This will help to inform our SEND commissioning intentions for the period 2017-2020 and beyond.

Whilst a significant amount has been achieved there is still more to be done to ensure that children and young people with SEND in North Lincolnshire achieve even better outcomes.

The aspiration in North Lincolnshire is that all our children and young people with SEND will:

- **Feel safe and be safe**
- **Enjoy good health and emotional wellbeing**
- **Recognise and achieve their potential**

(Figure 1 p.5)

This SEND Inclusion Plan 'All our children' 2017-2020 outlines broadly how we are going to achieve these aspirations.

This SEND Inclusion Plan 2017-2020 sets out a shared ambition for our children and young people with SEND in North Lincolnshire. It has been informed by stakeholders, partners and families through various consultations, including conferences, workshops and meetings with specific individuals and groups (e.g. education leaders, health professionals, PIP Forum). It has also been informed by the Primary and Adolescent / College Lifestyle Surveys, the outcomes of local Young Voice and 'Make Your Mark' activity, the SEND Joint Strategic Needs Assessment (JSNA) and a recent SEND Peer Challenge that took place in May 2017. This is therefore very much a partnership plan. The SEND reforms themselves clearly emphasise a holistic, integrated and graduated approach to meeting the needs of children and young people with SEND across education, health and care. As with the previous SEND Inclusion Plan this new plan cannot therefore focus solely upon educational raising of standards and outcomes for SEND children and young people. It is very much about the 'whole package' that enables children and young people to have high aspirations and to achieve the very best outcomes. All partners, including families and communities, have a very important role. Our success will continue to lie in the effectiveness of our partnership with families, communities and between the range of services and agencies that are there to support children, young people and their families. By continuing to work closely together, in an environment of high support and high challenge of each other, we can be assured that outcomes for our SEND children and young people will continue to improve.

As partners working together we need to ensure that we set ourselves very high aspirations and expectations in relation 'inclusion' so that **equity of opportunity** and **excellence in achievement** do become the norm for all.



Cllr David Rose  
Cabinet Member for  
Children's Services



Peter Thorpe  
Director of Learning,  
Skills and Culture

A detailed overview of progress can be found on the North Lincolnshire SEND Local Offer website:

- SEND Annual Report 2016/17
- SEND Annual Report 2015/16
- 'You Said, We Did' 2016/17
- 'You Said, We Did' 2015/16
- 'You Said, We Did' 2014/15

As with the previous SEND Inclusion Plan this plan is not a stand-alone document – it is aligned very closely with the vision and priorities for all our children and young people that are set-out in North Lincolnshire's suite of high level plans:

- Children's Strategy 2020 - 'Children and Young People's Challenge' and 'Children and Young People's Plan'.
- 'All our children – 2020' Education and Skills Plan for Children and Young People.
- Helping Children and Families (Threshold Document) 2016.
- Children and Young People's Emotional Health and Well-Being Transformation Plan 2015 – 2020 (2017 Refresh).
- North Lincolnshire's Skills and Employability Plan 2017 – 2022.

[SEND definition – Appendix B.](#)

## **Key principles underpinning the strategic approach**

This SEND Inclusion Plan recognises that:

- We are driven by improving outcomes for all children and young people.
- 'Nothing for us without us' – children, young people and their families are central to planning for improved outcomes both at individual level and also in terms of developing and co-producing the wider SEND Local Offer.
- We individually and collectively value every child and every young person for who they are – we demand equality of opportunity and equality of access to provision that meets the needs, aspirations and potential of each individual.
- Each child and young person must feel safe and be emotionally resilient if they are to recognise and achieve their potential.
- There are ambitions within North Lincolnshire that can only be addressed through deep and effective partnership working.
- People drive improvement – families, communities, professionals and most importantly children and young people – the more enabled people are, the better outcomes will be.
- A culture of high-support and high challenge drives continuous improvement.

- It is recognised that every child and young person is unique and that some children and young people do require additional help and support in order to achieve their individual potential and to realise their goals and aspirations.
- Some children and families will need more help at certain times to access their universal entitlements – education, health and care providers are all well placed to contribute to this *early help* so that families get the support they need, when they need it.
- All our children and young people are central to the on-going social, economic and environmental development and regeneration of North Lincolnshire.

**Figure 1: Strategic framework for improving outcomes for ‘All our children’**



## Governance and Accountability – The SEND Standards Board

The SEND Standards Board was established in November 2016. It is the main governance forum in North Lincolnshire for recognising and acting upon the *collective accountability* amongst partners and agencies for supporting children and young people with special educational needs and / or disabilities to achieve outstanding outcomes. The SEND Standards Board ensures a clear line of sight for holders of statutory responsibilities on the duties of the local area for children and young people aged 0-25 years with SEND contained in the Children and Families Act 2014 and amplified in the Code of Practice published jointly by the Department for Health and the Department for Education. Additional duties for promoting the wellbeing of adults are set out in the Care Act 2014.

The SEND Standards Board will ‘*embed and develop*’ by:

- **Annual reporting.**
- **Developing cross-cutting quality assurance and audit.**
- **Increasingly well-targeted scrutiny and challenge.**

## Stakeholder Engagement – The Partnerships

The SEND Partnership is a multi-agency stakeholder engagement group. This has been in existence for a number of years and has a central role in the development of strategy and initiatives in relation to SEND. This Partnership includes representatives from across education, health, care, housing, leisure and transport and North Lincolnshire's Parents' Involvement and Participation Group (PIP) is a key member.

The Education Inclusion Partnership (EIP) is a multi-disciplinary partnership group that includes representatives from across the range of educational settings – mainstream and specialist educational provision as well as pre and post-16. This particular partnership group focuses upon the key area of championing inclusion in education for the most vulnerable (including those children and young people with SEND), improving attainment and achievement for all and ensuring quality and sufficiency of education provision for all of our children and young people (including those with additional needs and vulnerabilities).

Both Partnerships have a role in SEND strategy development and through annual reporting will have direct connectivity to the SEND Standards Board.

### What will success look like?

#### Children feel safe and are safe



North Lincolnshire has an excellent partnership record in terms of keeping all our children safe, including our most vulnerable. The vast majority of North Lincolnshire schools and settings are good or better in terms of Ofsted judgements and all have effective arrangements in place for safeguarding. North Lincolnshire's recent full Ofsted inspection of services for children in need of help and protection, children looked after and care leavers received an overall judgement of Outstanding (report published 4<sup>th</sup> September 2017). The most recent full inspection of our Short Breaks (Disability) Children's Home confirmed the previous Outstanding judgement with all key regulatory and quality care elements working consistently 'beyond good'. All of this is a very strong foundation and gives assurance that North Lincolnshire has the right systems and processes in place to ensure that all of our children are appropriately safeguarded and protected – and where children and young people are found to be requiring support and intervention that this is timely, effective and at the right level. We do need to be continually vigilant to the additional safeguards that need to be in place for our most vulnerable children and young people, including those with SEND. Children and young people with SEND may have a range of long-term health, medical and disability needs that make them significantly more vulnerable in any environment. This may include in school, at home or in the community. SEND children and young people may be particularly vulnerable due to their communication, mobility and personal care needs and, through our surveys of children and young people, may be at risk of being

bullied and the impact may be more significant than for those who do not have SEND (*Primary and Adolescent Lifestyle Surveys 2016/17*). For these reasons we need to be constantly reviewing and developing our approaches to safeguarding all our children and young people in all environments and contexts particularly where there are additional vulnerabilities. These include:

- Supporting children and young people with long-term health and medical conditions in schools and settings.
- Ensuring robust safeguarding arrangements for children and young people who require significant personal care and medical support (such as through commissioned care arrangements at home or elsewhere – e.g. short breaks / palliative care arrangements).
- Ensuring the safety of children and young people with complex needs (including complex and risky behaviours) who access specialist education and care provision both in-county and further afield.
- Ensuring that bullying incidents are kept as low in number as possible - whilst also supporting increased resilience and reducing the impact of bullying upon individuals.
- Ensuring that our vulnerable children and young people, including those with SEND, remain safe on-line and whilst using social media with appropriately differentiated information and advice to support them.
- Ensuring that our children and young people with SEND are 'included' and do feel safe in school, at home and out in the community.
- Ensuring that our complex medical needs children and young people are transported safely between home and school or college.
- Ensuring, at individual planning level, that all risks are appropriately identified, assessed and removed or reduced. This is constant and throughout but with particular focus upon key points of transition for individuals where new factors and circumstances can give rise to new and unfamiliar situations.
- Ensuring that the spectrum of provision and services in North Lincolnshire (across education, health and care and beyond) continue to work closely in partnership to improve outcomes for SEND children, young people and their families.
- Ensuring that child, young person and family voice is always heard.
- Ensuring that children and young people (including those with SEND) are confident in reporting safeguarding concerns.
- Ensuring that preventative education will empower and protect children and young people (e.g. Child Sexual Exploitation and Healthy Relationships) and how we ensure that this is accessible to all – particularly to those with additional learning needs.
- Ensuring that commissioned provision is safe and is improving outcomes through effective and robust contract monitoring.

## Children enjoy good health and emotional wellbeing

The Children and Families Act 2014 and the subsequent SEND Code of Practice introduced a greater focus upon the *Social, Emotional and Mental Health* (SEMH) needs of children and young people. The 'graduated approach' applies to SEMH so where these needs are identified the support and interventions should be appropriate and proportionate (e.g. *Early Help / SEND Support*, etc).



Some children and young people do have complex SEMH needs related to their previous experiences (including trauma) or their learning disability or diagnosis (e.g. Autism) and it may be the case that additional support through an EHCP will be appropriate. Some children and young people have purely physical health needs and long-term medical conditions that impact upon their learning and progress (Physical Disability / PD). Again, identified need should always be met at the appropriate level of support. Whilst recognising the additional vulnerabilities of children and young people with SEND in the context of health and emotional well-being it is important that we continue to maintain high aspirations for everyone in terms of:

- Enabling children and young people to feel that they 'belong' and are included at home, in school and in the community.
- Enabling children and young people to form good attachments with known and trusted adults.
- Ensuring that there are suitable opportunities to build self-awareness, self-esteem, self-motivation and self-discipline – at home, in school and in the community.
- Ensuring that children, young people and families are at the centre of their own support and plans – plans that are strengths-based, holistic (education, health and care) and outcome-focussed.
- Ensuring that children and young people's health needs (including emotional and mental health) are appropriately identified and assessed with appropriate support in place where this is required and at the earliest opportunity (universal, targeted and specialist).
- Ensuring that needs are met as close to home as possible.
- Ensuring that everyone's contribution to community is recognised, valued and that there are opportunities for celebration.
- Ensuring that children and young people have opportunities to build lasting peer to peer friendships and healthy relationships.
- Ensuring that children and young people have confidence and resilience and can bounce-back and succeed when life throws-up challenges.
- Ensuring that children, young people and families can access up-to-date information and advice about health and emotional well-being issues.

Again, significant progress has been made in relation to what is described above and the majority of children and young people will have their needs met at home, in school and in the community. However, there is still work to do to build upon recent developments such as:

- Medical needs audits across all of our schools and settings have given a significantly clearer picture of children and young people with medical / health conditions across North Lincolnshire. This will help to inform future support and commissioning requirements.
- All schools and post-16 providers have identified Mental Health Champions as part of the Emotional Health and Well-Being Plans and Child and Adolescent Mental Health Services (CAMHS) Transformation. This will support a new consultation model with CAMHS so that school staff will be in a better position to support 'early' whilst also having a route to more specialist advice and support if this is required.
- Significant improvements in the way that Personal, Social, Health and Emotional (PSHE) education is delivered in education settings but there is more scope for improvement with the new entitlement, including: health and emotional well-being and Sexual Relationships Education (SRE).
- Development of web-based information resources such as Life Central (emotional health and well-being focus). We need to ensure that such information is accessible to all.
- There is a considerable range of innovative and inclusive pastoral / welfare support across our schools and education settings. There is still further work to do in terms of sharing models of good practice and ensuring that all staff have access to appropriate training and support. This is particularly the case in terms of *Early Help* practice where children and young do have wider support / family needs and how this dovetails with *SEND Support* and the direct input in schools and settings. Early Help Networks are a good vehicle for furthering this work.
- Diagnosis pathways in relation to Autism and Learning Disability (neurodevelopmental) are well-established. There is potential for the good practice in these areas to help strengthen our approach where Attention Deficit Hyper-Activity Disorder (ADHD) and / or 'attachment' difficulties are identified, particularly in terms of training and support for parents. This will be considered as part of the review of functions at the Child Development Centre (CDC) and also as part of the wider Emotional Health and Well-Being Plan 2015 – 2022 (2017 Refresh) – including access to Clinical Psychology Learning Disability Specialists.
- Where specialist needs and support requirements are identified there should be equity of access for all. This can be a challenge in the mixed economy of schools and education settings where there are 'traded' or bought-in elements (e.g. Educational Psychology). Increased monitoring and high challenge and support will ensure equity of access where specialist provision is required.
- The range of specialist education provision within North Lincolnshire for SEMH will need to be developed further, particularly at Key Stages 2 and 3. This will enable us to build capacity within the primary age range and beyond for children and young people high level SEMH / behaviour needs.
- To support the Healthy Child Programme and the Early Years Foundation Stage (EYFS) requirements for an Integrated Health Check there will need to be a key focus upon '*Children enjoy good health and emotional wellbeing – All babies and infants make the best start*'. Data will be collated

from these EYFS summary checks to determine individual children's levels of development. This data will then be used to inform interventions to enable children to meet their developmental milestones. The Early Years Strand and Triage multi-agency meetings will be developed further so that all levels of support are captured and acted upon (not just complex EHCP level of need).

- **Personal, Social and Emotional Development (PSED)** is an area of focus for the early years' sector. An Infant Mental Health (IMH) pathway project is currently under development. This is a partnership project with colleagues from health, educational psychology, social care and health visitors. Staff from the early years' team will be commissioned by the All Age Mental Health commissioner to develop a pathway with a 0-2year old focus. It is anticipated that this will form part of a seamless service provision within North Lincolnshire 0-25years.
- **Significant progress** has been made across services and provision in terms of developing appropriate quality assurance and case audit systems to ensure that children and young people with SEND and their families are receiving the most appropriate level support at the right time and in the right place. These developments will continue including how we can learn from and respond to, in a more integrated way, to representations and complaints across education, health and care.
- **Sensory needs and differences**, particularly at the more complex end of need, if not responded to appropriately or early enough can significantly impact upon a child or young person's life and that of their family. The current Sensory Needs Framework will be reviewed and developed further in the light of national guidance and parent / carer representations. This will build upon the existing multi-disciplinary / multi-agency approach to sensory needs assessment and intervention in North Lincolnshire.

## Children recognise and achieve their potential

Children and young people with SEND and other vulnerabilities can find it more difficult to recognise and achieve their potential, particularly if they are not fully included or if they are in an environment where aspiration and ambition for them is less strong. It is imperative that we continue to secure a consistent and well-embedded approach and culture to inclusion and high aspiration for all



our children and young people in North Lincolnshire. A very good starting point and foundation for success is in the fact that the vast majority of our early years' settings, schools (primary and secondary) and post-16 providers are rated good or better. Further, overall attainment across all key stages is in line with national or better and progress measures (including for those with SEND) show that our children and young people do make good progress from their own individual starting points. There is some excellent practice across our range of settings, schools and post-16 providers in relation to inclusion. We need to share more of

this practice and the development of peer to peer support to raise standards is a good vehicle for this. There are some areas that require specific focus (e.g. KS2 / Reading) and work is progressing in these areas. Children and young people with SEND (SEND Support and those with EHCPs) achieved considerably better across all Key Stages in 2015/16 than in previous years and we are aiming to continue this positive trend. It is the ambition that:

**North Lincolnshire will be in the top 25% of all local authority areas in England for:**

- **Attendance and inclusion measures**
- **The quality of provision (including alternative and specialist provision)**
- **Learning outcomes**

Of course, recognising and achieving potential is not just about achieving good learning outcomes (although this is a key part). It is important that all our children and young people have opportunities to build their self-awareness, self-esteem, self-motivation and self-discipline – in all contexts (home, school and in the community). In these circumstances children and young people will develop a sense of self and be able to develop social skills to interact confidently with people of all ages, form positive attachments and be able to resist peer pressure where this could have a negative impact. Children and young people with SEND or other additional vulnerabilities may require additional support in these areas so it is important that assessments, plans and reviews are child and young person-centred, holistic (beyond the classroom) and strengths-based. Focussing upon ‘strengths’ is very powerful in terms boosting self-esteem and enabling children and young people to recognise and achieve their potential.

For the vast majority of children and young people mainstream education that meets their individual needs will be the norm. Similarly, inclusive mainstream provision will meet Social, Emotional and Mental Health (SEMH) / behaviour needs. A small minority of children and young people may have their needs best served by specialist provision; either full-time or for sessions. We therefore aim to ensure:

- There will be a sufficiency of specialist and alternative learning places and, wherever possible, these will be close to home AND
- Wherever re-integration into mainstream education is in the interests of the child or young person this will happen.
- Careful planning will support transitions for vulnerable children and young, providing both continuity and an increased level of learning challenge.

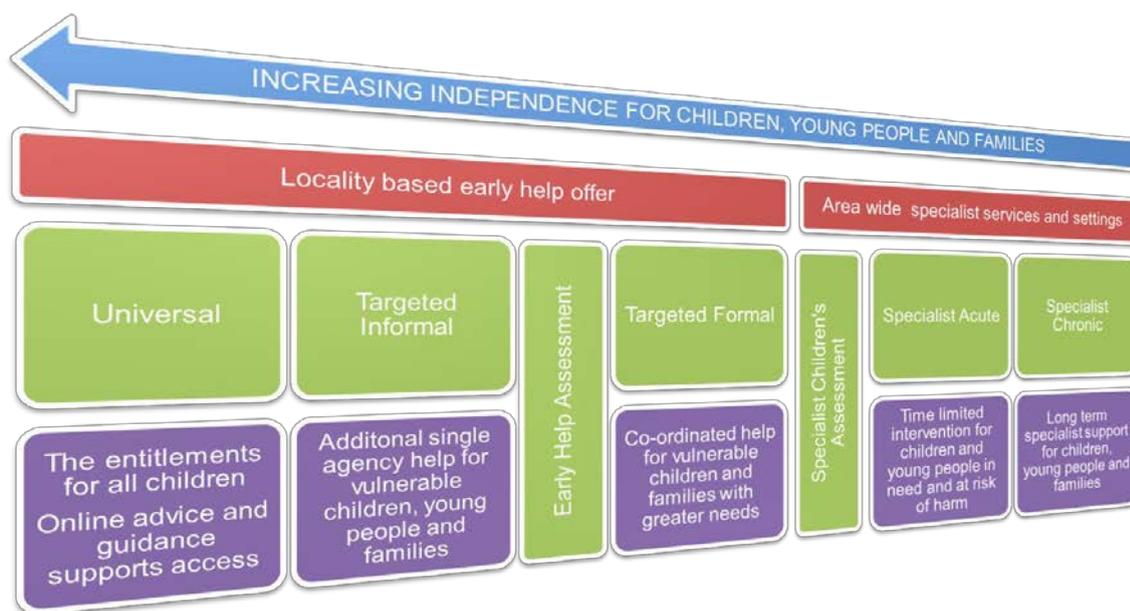
## OUR PARTNERSHIP AMBITIONS AND ACTIONS

Through discussions with families, professionals and agencies three 'partnership' ambitions have been identified. These priority areas are:

- Ensuring equity of expectation, access and support
- Ensuring vulnerable children achieve outstanding outcomes
- Ensuring children and young people are prepared for adulthood

### Ensuring equity of expectation, access and support

Figure 2: Helping Children and Families



To ensure the very best chance that all of our children and young people in North Lincolnshire will achieve the very best outcomes (including those with SEND) partners within North Lincolnshire have agreed a *Helping Children and Families* approach to defining and co-ordinating support and provision (Figure 2 p.11). This is a 'graduated approach' model whereby levels of need can be defined as either:

**'Universal'** - where there is an entitlement and access for everyone (e.g. schools, Children's Centres, leisure facilities, etc);

**'Targeted'** – where there is a need for some additional support or sign-posting. This may be single agency (informal targeted) without the need for a full assessment or plan. Or it may be **Early Help** (targeted formal) with an assessment and co-ordinated plan in place to support full access to universal provision and the successful achievement of identified goals and outcomes;

**'Specialist'** – where assessment has identified a need for more specialist support or service - such as might be the case with a child or young person who has more complex needs and requires an EHCP.

The SEND Code of Practice also describes a ‘graduated approach’ to meeting the needs of children and young people with SEND and requires local areas to publish a Local Offer describing services and provision to support a range of SEND 0 – 25 across education, health and care. The early identification of need and the SEND assessment framework dovetail into this ‘graduated approach’ to organising and defining levels of need. Effective assessment following early identification is the first step in securing good outcomes and in reducing the need for more costly and potentially less successful provision later on. For this reason we aim to continue working with all education providers and services to ensure that:

- **There continues to be a key focus upon effective identification of children and young people with SEND – through initial educational assessments and input (‘SEND Support’) and also through ‘*Early Help*’ where there are potentially wider needs impacting upon a child’s or young person’s development and progress.**

In order to give greater clarity and understanding in relation to the different levels of support and how these are resourced we will:

- **Work with education settings and providers to co-produce a ‘*What is ordinarily available in early years settings, schools and colleges*’ guidance document. This will aid understanding of the SEND ‘graduated approach’ right through from Early Help and SEND Support in school to the support required by children and young people with more complex needs at the EHCP level of intervention. We need to continue to ensure that children, young people and their families do receive *the right support, at the right time and in the right place.***
- **Work with education settings and service providers to ensure that there is consistency and clarity in the way that assessment of need and assessment outcomes are communicated to children, young people and their families.**
- **Work with all partners to strengthen our knowledge and understanding of outcomes beyond academic achievement and account for these more robustly and holistically within individual plans (e.g. communication and language skills, social and emotional development, health and well-being, skills for life and engagement within the community).**

There are significant national changes still to be introduced that relate specifically to how the support for SEND children and young people is resourced. This relates to how schools and education providers are funded through the Designated Schools’ Grant (DSG) and also to how Local Authorities are resourced to ensure that central services and support are available particularly for those children and young people with the most complex needs (or ‘High Needs’). It is therefore vital for us to use resources in the most effective and appropriate way – ensuring that *the right support is at the right time and in the right place.* Where children and

young people are identified as having complex or 'high needs' - then it will be entirely appropriate for them to access a full statutory assessment for an EHCP.

In order to ensure appropriate levels of intervention and support there will be greater emphasis upon:

- **Increased area-wide monitoring and tracking of children and young people with SEND both at SEND Support and also at the level of EHCP intervention (in addition to Annual Review) – including data analysis to inform interventions. This will be in an environment of high support and high challenge to ensure that all our children achieve the best possible outcomes.**
- **There will also be an increased focus upon ensuring that the whole of the children and young people's workforce have the necessary skills and knowledge to ensure that our children and young people with SEND are fully included, have high aspirations and are very well prepared for adult life.**



## Ensuring vulnerable children achieve outstanding outcomes

Where children and young people are vulnerable or disadvantaged it is our ambition that we will all go the extra mile to ensure that they reach their individual potential. This driving ambition is often very evident at individual professional / provider level or in our partnership or multi-agency working to secure the very best outcomes. We want to ensure that vulnerable or disadvantaged children and young people, including those with SEND, achieve outstanding outcomes across the full range of measures, including:

- Attendance and participation rates – including reduced Fixed Term Exclusion and Permanent Exclusion.
- Learning outcomes (across all Key Stages).
- Progression into Education, Employment and Training (EET) beyond 16 and 19 including Higher Education.
- Good health and emotional well-being.
- Preparation for Adulthood.

To ensure that outstanding outcomes are achieved the approach will continue to be one of high support and high challenge. In particular, challenge and support with regard to inclusive practices. The Local Authority in partnership with schools and colleges will continue to ensure that robust forums exist for making and moderating decisions regarding the education (and in some cases care) placement of vulnerable children and young people. These are:

- Primary Fair Access and Inclusion Panel.
- Secondary Fair Access and Inclusion Panel.
- Post-16 Engagement Panel.
- Special Educational Needs and Disability Advisory Panel (SENDAP).
- Complex Care and Integrated Commissioning Panel (Complex Needs).

Within these forums there will need to be a keen and collective determination to ensure that every child and young person has access to high quality appropriate provision with the right support and plans in place to ensure that the placement is successful. Equally, the 'graduated approach' will need to be applied robustly and consistently to ensure that all has been done at the earliest opportunity to prevent escalation of need, particularly in relation to unmet educational or 'at home' need becoming a behavioural need. Where periods of part time attendance at alternative or specialist provision is required the aspiration will always be one of successful return to mainstream education. There will continue to be a vigilance and robustness of challenge where unofficial exclusion is identified. Very few children and young people are, or will need to be, educated out of area and only when essential to meeting their very specific or complex needs.

Areas of continued development:

- **Embed Education, Health and Care Plans (EHCPs) and complete all conversions of Statements of SEN to EHCPs by April 2018.**
- **Ensure that access to and use of Personal Budgets is known and understood (post-16 and post-18) in relation to EHCPs.**
- **Embed the secondary age Fair Access and Inclusion Panel (FAIP).**
- **Establish the primary age Fair Access and Inclusion Panel (FAIP).**
- **Further develop the means to challenge and support inclusion at provider / setting level (including in the context of Fixed Term, Permanent and 'unofficial' exclusion).**
- **Develop capacity within the primary age range for children with high level behaviour and social, emotional and mental health needs.**
- **Develop and share excellent inclusive practice – including pastoral support models.**
- **Develop and share excellent practice in supporting vulnerable children and young people at points of transition.**
- **Review and re-configure alternative education provision within North Lincolnshire.**
- **Increase the quantity and range of post-16 places within North**



- *Encouraging innovation and enterprise amongst young people.*
- *Driving the confidence and capability of businesses to recruit and retain people with additional needs.*
- *Developing clear progression pathways for groups who have vulnerabilities.*

Young people / adults identified for additional focus include those with learning difficulties and disabilities, mental ill-health and those with physical disabilities and long-term conditions.

In order to support more of our young adults with SEND into real opportunities we want to:

- **Further develop the Employability Framework so that this is accessible to young people with more complex needs.**
- **Develop vocational profiles for young people with more complex needs and vulnerabilities so that the best match in terms of opportunities can be secured with appropriate support (e.g. job coaching).**
- **Secure more opportunities for younger people with SEND to experience the world of work.**
- **Ensure that the North Lincolnshire Careers and Progression Team is refocused so that more time can be spent supporting those with the most need – with good quality information, advice and guidance to aid a young person’s decision- making.**
- **Further develop clear, evidenced-based employment pathways with opportunities for volunteering, supported internships, traineeships and apprenticeships.**
- **Develop an ‘Employment Pledge’ approach within North Lincolnshire Council and wider key partners in relation to providing suitable opportunities for young people and adults with SEND (including those with learning disabilities).**
- **Develop and embed improved data collection and analysis in relation to those young adults Not in Education, Employment or Training (NEET) beyond the age of 19.**

## **Good Health**

In order to support young people with SEND with their health / medical needs we want to ensure that:

- **Young people are supported to manage their own health as they move into adulthood.**
- **Young people with learning disabilities from 14 years of age onwards have opportunity to access an Annual Health Check with their GP (with a specific Health Plan in place to support them should this be required).**
- **Health professionals use person-centred approaches and continue to work in partnership with education and social care colleagues as part of the EHCP process.**

- **There is improved data collection and analysis in relation to young adults with health and medical conditions to inform the Local Offer.**
- **There is greater awareness and access to Health Personal Budgets for those young adults with SEND who may also have specific long-term health needs.**
- **Health outcome measures are understood and routinely included in holistic plans (including EHCPs) with clear base-line information in order to measure progress and improved outcomes.**
- **Health services and support beyond 16 and 19 include robust transition arrangements for young adults who have complex health needs and / or long-term conditions.**
- **There are clear step-down procedures in place where young people have spent significant periods accessing health interventions at regional and specialist hospitals.**
- **Young people have the opportunity to participate in physical activity and make healthier lifestyle choices that will improve their long-term health and well-being.**

### **Independent Lives**

In order to support young people with SEND plan for their independent life we want to ensure that:

- **The current range of supported and independent living opportunities is developed further with appropriate and accessible information so that young people and their families can make informed decisions about the future.**
- **Schools, colleges and other post-16 providers include a particular focus upon skills for life and independent living options so that young people and their families have the tools and resources they need to fully understand what is available. This may include mock applications for housing and researching housing options in their own area.**
- **Young people with complex needs in specialist education placements (including out of area) have the same access to skills for life and independent living options.**

### **Friends, Relationships and Community**

In order to support children and young people with SEND form appropriate friendships and relationships and be safe, confident and independent in the community we want to ensure that:

- **Children and young people have opportunities to spend time with their peers outside of school and college through the full range of short break activities, inclusive mainstream leisure activities and through voluntary clubs and societies in the community.**

- **Short breaks for disabled children and young people have appropriate opportunities for increasing independence and confidence so that the transition to adult opportunities is seamless and represents progression – building upon the ‘Do Something Different’ programme.**
- **Disabled young people have knowledge of and appropriate access to a Personal Budget as this enables greater independence, choice and control.**
- **There are opportunities to access Independent Travel Training where this would aid independence and confidence.**
- **The ‘healthy relationships’ PSHE offer through schools, colleges and other post-16 providers is appropriately differentiated for young people with more complex needs and that such aspects are a key focus within EHCPs.**
- **There is increased promotion and awareness of community resources through the Local Offer (e.g. Community Hubs and Access Points) so that children and young people with SEND and their families access information and support within their local communities.**

Children’s and Adult’s Disability Services have recently co-located so that there can be more integrated working in relation to case management and transition arrangements.

Further developments include:

- **Introducing an integrated training and continuing professional development programme that focuses upon areas such as: person-centred approaches and planning, Continuing Health Care assessment and planning and Mental Capacity assessment and support arrangements.**
- **Review and development of the Transitions Protocol with families – including greater focus upon health / medical needs pediatric support through to adult health provision.**
- **Ensuring that there is up-to-date and accessible (multi-media) Preparing for Adulthood and transitions information and resources available via the Local Offer website. This will form part of the re-design of the website with direct links to other websites, where appropriate (e.g. Life Central).**
- **Develop a specific Directory of Provision and Opportunities Post-16/19 (including Enterprise Projects).**
- **Develop a surgery approach in communities so that families can access advice / support closer to home.**

## DRIVING FORWARD – OUR PRIORITY ACTIONS

### Empowering children



In North Lincolnshire the views of children, young people, parents and carers are truly valued. The Council and its partners are committed to working together to ensure that ‘nothing about you is without you’ and that children, young people with SEND and their parents and carers are at the centre of all that we do.

Through the ***Service User Engagement Statement***, we are committed to engaging with children, young people, parents and carers at an individual, service and strategic level.

- **Individual** – children and young people are involved in decisions that affect their lives (including assessments, plans and reviews).
- **Service** – children and young people have an opportunity to feedback on services and are consulted upon service changes (including service review and service redesign).
- **Strategic** – information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people are supported and encouraged to get involved in things that matter to them.

In North Lincolnshire there are a range of opportunities that empower children, young people, parents and carers to have a voice. These include use of feedback frameworks, surveys, groups, social media, forums, wider networks, partnerships and events. There are also many examples of collaborative working including co-production and involvement in decision-making, including recruitment and commissioning processes. The *Young Voice Annual Report 2016/17* gives an overview of the significant amount of engagement activity during the year and highlights the contribution young people make to strategic direction in North Lincolnshire.

Focussing specifically upon children and young people with SEND and their parents and carers, the previous annual *Local Offer ‘You Said, We Did’ reports for 2014-2015, 2015-2016 and 2016-2017* provide detailed information regarding engagement activity, impact and outcomes.

There has been significant progress in the way we capture the views of children with SEND, particularly those with non-verbal methods of communication and more complex needs. Through imaginative approaches children and young people are being supported by skilled staff who are using a mixture of observations, knowledge and information from others. A range of communication techniques are employed to gain the views of disabled children and young people and to ensure that they can participate in meetings and visits. Relevant workers are trained in Makaton and have access to In-Print (Symbol Database). They also have an understanding of Picture Exchange Communication Systems (PECS) and how to use this to gain the views of children and young people.

It has been recognised that using a multimedia approach can create a better platform for sharing information and experiences which will impact upon shared outcomes and involvement in decision-making. Through the use of **Wiki's** (web-based person centred planning tool), work is ongoing to develop the use of this innovative practice to capture the views of children, young people and their parents and carers.

- **It is now timely that the Wiki development moves beyond the pilot phase. This will support our commitment to *child friendly plans*, where children, young people, parents and carers are supported and enabled to contribute to their own plans which are easy to access and understand.**

Children, young people and parents and carers are engaged in EHCP processes, along with relevant partners. EHCP co-ordinators are in place to take parents and carers through the new EHCP process as a means of ensuring their understanding and engagement leading to improved outcomes.

- **It is now also timely to consider the next stage of EHCP development – including the exploration and possible implementation of a web-based EHC Plan that can dovetail into the use of person-centred Wikis and can provide real time up-to-date information about current stage of assessment, EHCP contributions from professionals and progress on actions and outcomes.**

Children, young people and their families have also contributed to and been involved with:

- Consultation in relation to Local Offer development.
- Re-commissioning and commissioning of service provision.
- Recruitment and selection.
- Conferences, seminars and workshops.
- Mystery shopper activity (e.g. Young Inspectors).

There are also a range of established engagement groups for specific population groups, which include children and young people with SEND, that help to inform service delivery. Examples of these include:

- Children in Care Council
- Young Carers
- Cool Kidz Group
- Feeling Safe Group
- Kaleidoscope Engagement Groups
- Student Voice
- Peer Mentor Forums
- North Lincolnshire Youth Council (NLYC)

## **Lifestyle Surveys**

Through lifestyle surveys, there are established processes for gathering the views of

children and young people from 5 to 19 regarding their health and wellbeing. The information gathered from these surveys, which is detailed in the *Adolescent and College Lifestyle Survey summary document* and the *Primary Lifestyle Survey summary document*, informs service planning and commissioning, as well as specific actions within learning settings.

## **Citizen Voice**

Through the Learning Disability Partnership (LDP) there are opportunities for service users, self-advocates and their carers to have a voice about things that affect their lives and their communities in order to help improve outcomes for people with learning disabilities. The *Learning Disability Partnership Work Plan Review 2015/16* provides information regarding activity, impact and outcomes. The *Learning Disability Partnership Work Plan 2016/17* sets out the areas for action which have been identified following a period of consultation with key stakeholders including service users, self-advocates and their carers.

## **Engagement with Parents and Carers**

The Parents' Involvement and Participation Forum (PIP), which has its own *PIP Forum Website* <http://northlincspipforum.co.uk/> plays two important roles:

- Ensuring that parents and carers are involved at a strategic level.
- Ensuring that there is outreach and communication with the wider group of parents and carers within North Lincolnshire.

There are many examples of co-production including conferences for professionals and parents / carers – all well received by participants and delegates.

Much has been achieved in relation to child, young person and family voice and, indeed, in relation to the involvement, participation and co-production opportunities that exist to ensure that families are fully included. There have also been considerable steps forward in terms of children and young people with SEND and also those with other additional vulnerabilities being fully included in the mainstream youth voice activity. Areas of further and continued development are:

- **PIP Forum and service partners' outreach to wider and sometimes harder to reach families is a key focus for the future. This includes families new to North Lincolnshire where English may be an additional language (EAL) and also where families may live in more rural locations.**
- **Clinical Commissioning Group (CCG) to increase engagement opportunities with children, young people and their families in partnership with the Local Authority and PIP (as per SEND Peer Challenge recommendation May 2017).**
- **Increasing the extent to which children and young people both at SEND Support and also those with EHCPs have a voice within settings and schools through School Councils and other forums and ensuring that this is captured to inform in-setting and school developments.**

- Ensuring that all individual plans for children and young people are child-centred, strengths-based and are informed by the views of children, young people and their families.
- Further develop Peer Mentor and Buddying Schemes (e.g. SEND Peer Mentors).
- Ensuring that all services have mechanisms in place to gather the voice of families to help inform service delivery and development.
- Review our approach to Independent Parental Support (IPS) and Special Educational Needs and Disability Information and Advice Support Services (SENDIASS) in the context of national changes from April 2018.

## Building family and community capacity



Increasingly, families and communities must take greater responsibility for their own well-being and for finding solutions to help achieve positive outcomes. *Helping Children and Families* described earlier recognises that families may require different levels of support at different times and much of this support will already be there within the family or community. Families know themselves and their children the best so it is important that any support provided encourages self-resilience and self-reliance, builds upon strengths and self-solution-finding and removes the potential for dependency and intrusive intervention. In order to build family and community capacity we will:

- Develop the use of Joint Strategic Needs Assessment (JSNA) specifically for SEND to increase understanding of populations, localities and communities.
- Ensure that the Organisational Model and Early Help are central to our approach to children and young people with SEND, particularly where there are needs across education, health and care.
- Increase parental understanding and engagement in early learning and child development.
- Provide young people, parents and carers with high quality information about the education, health, care, employment and independent living opportunities available to them.
- Contribute to multi-professional teams within localities to provide bespoke, targeted support for families (e.g. SEND surgery approach described earlier).
- Support the transformation of emotional health and well-being services including the development of specialist pathways for self-harm, eating disorders, suicide prevention and feeling in crisis.
- Ensure that we are making full use of community assets and locality hubs to support our children and young people with SEND (e.g. advice and support, short breaks, etc).
- Further develop the Local Offer so that parents / carers of children with

**SEND have up-to-date, informative and accessible information.**

- **Ensure that families have access to appropriate welfare support and advice through Carers' Support.**
- **Ensure that our approach to specific interventions and support is always working towards mainstream access (e.g. short breaks to accessing mainstream leisure or youth activities).**

## **Developing the workforce**

A key factor to ensuring improved outcomes for our SEND children and young people is that we have a workforce (across the full range of services and provision from universal to specialist) that is equipped with the appropriate skills, knowledge, experience and qualifications to meet the needs of our children and young people with SEND. Moreover, that we have a workforce that has inclusive practice and high aspiration right at the centre. North Lincolnshire has a strong record of recruiting and developing a skilled, professional workforce capable of making a real difference to the lives of children and young people in the area. Our ambition is that every member of the children's workforce is equipped to meet a broad range of children's learning and developmental needs at the first point of contact, to be able to work confidently with families to build their capacity and to ensure that the right support is available at the right time and in the right place.

Specifically, in relation to SEND and inclusion we will:

- **Develop a training and continuing professional development plan that covers universal, targeted and specialist roles within North Lincolnshire (e.g. SEND e-learning package at universal level).**
- **Develop co-produced guidance on what should ordinarily be available in settings, schools and colleges to support professionals who support children and young people with SEND (e.g. SENDCOs / Teachers / Teaching Assistants).**
- **Develop more opportunities for multi-agency and integrated training (e.g. Disability Services across children / adults).**
- **Ensure that the workforce has knowledge and awareness of the Local Offer and how to access it to support families.**
- **Ensure that all professionals working directly with children and young people with SEND have a good understanding of child development and attachment.**
- **Develop opportunities for joint training – professionals and parents / carers.**
- **Publish guidance relating to the time Special Educational Needs and Disability Co-ordinators (SENDCOs) should have to undertake their role and produce a new professional development offer.**
- **Continue to develop training opportunities for Governors in relation to SEND, particularly in relation to scrutiny and challenge.**
- **Further develop a North Lincolnshire-wide SEND training and development programme specifically for Teaching Assistants (TAs) and Mentors.**

- **Ensure that there is specific SEND training in place for low incidence specialist needs where this is required.**

## **The Special Educational Needs and Disability (SEND) Needs Assessment 2017**

The Special Educational Needs and Disability (SEND) Needs Assessment is the first document of its kind within North Lincolnshire to focus specifically upon SEND population data. Its purpose is to:

- Help ensure that policy makers and providers of SEND provision have easy access to key data-sets which will help them better understand our children and young people's current and future needs.
- Provide an evidence base for decision-making to ensure that resources continue to be targeted effectively to improve outcomes in the short, medium and longer term.
- Provide a diverse array of data-sets to help professionals to better understand different perspectives which will help facilitate more effective collaboration between strategic partners.
- Enable strategic needs to be better understood by developing a collective understanding of North Lincolnshire's populations' needs.
- Identify emerging trends and highlight commissioning and service delivery opportunities in order to better meet the needs of children and young people with SEND.
- Inform North Lincolnshire's Integrated Strategic Assessment (previously known as the Joint Strategic Needs Assessment (JNSA)).

The SEND assessment provides information on the following specific areas:

- Number of children with a disability in North Lincolnshire.
- Children in Need / Children in Care with a disability.
- Children with a Transition Plan. Visual and Hearing Impairment. Speech, Language and Communication Needs (SLCN). Children with an Education Health Care Plan (EHCP) or with a Statement of Special Educational Needs (SEN).
- The number of Children in Need / Children in Care with an SEN Statement or EHCP.
- Short breaks.
- Children receiving home care. Children claiming Free School Meals (FSM) with a Statement of SEN or EHCP.
- Special school provision. Kaleidoscope (Carers' Support). Out of county school placements. North Lincolnshire Lifestyle Surveys as they relate to children and young people with SEND.
- Population projections.
- Children with long term and chronic health conditions.

## Key demographic trends

There is a potential for significant expansion of housing stock in North Lincolnshire which will increase both the pre and post-16 populations.

The expansion of potential housing in existing residential areas will mainly be in Scunthorpe and Barton. Additionally, the 'green field' development of Lincolnshire Lakes could provide for 6000+ houses although the build rate will be over a 15-20 year period.

The increase in population will place further demand on services and provision that support children and young people with SEND (including complex needs).

Whilst it is an aspiration to educate the vast majority of our children and young people in mainstream schools the number of specialist school places required is likely to increase.

In line with national statistics the number of children with SEND Education, Health and Care Plans (EHCPs) is likely to increase (0-25).

Some services are not predicted to see a significant increase in demand because they support a small number of children currently with very specific needs (e.g. Visual Impairment Services).

## Commissioning for children and young people with SEND

The North Lincolnshire Council *Services for Children and Young People Commissioning Strategy (2016 - 2018)* outlines the commissioning intentions to support children, young people and their families across North Lincolnshire. Commissioning intentions specifically for children and young people with SEND are informed by the SEND Needs Assessment and Joint Strategic Assessment (JSA), and will be informed by the Integrated Assessment (IA) moving forwards. The commissioning intentions for children and young people with SEND are included within this SEND Inclusion Plan.

Effective commissioning in North Lincolnshire is about shaping place, creating and developing the **right support**, at the **right time**, in the **right place**, delivered by the **right people** in response to the changing population and changing needs.

Commissioning is a continuous process that involves understanding local needs and resources, identifying where needs are not met by current services, taking decisions about priorities and ensuring the resources available are used in the best possible way. Services for children and young people with SEND are commissioned by North Lincolnshire Council and North Lincolnshire Clinical Commissioning Group (CCG).

The Special Educational Needs and Disability (SEND) Code of Practice states that joint commissioning arrangements should enable partners to make the best use of all the resources available in an area to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable manner. They should aim to provide personalised, integrated support that delivers positive

outcomes for children and young people, bringing together support across education, health and social care from early childhood through to adult life, and improves planning for transition points between early years, school and college; and children's and adult services.

Joint commissioning can achieve numerous benefits including:

- Improved outcomes for children and young people
- Integrating and joining up services to meet needs
- Providing improved service provision
- Improving value for money
- Improving efficiencies.

## **Proposed Commissioning Intentions 2017 – 2020**

Based upon the SEND Needs Assessment 2017, voices of children, young people and their families and local intelligence the following commissioning intentions are proposed for 2017 – 2020:

- **Transform Group-Based Short Break Services with North Lincolnshire Council providing the service.**
- **Re-commission the Children's Domiciliary Care Framework.**
- **Re-commission and embed Health Visiting and School Nursing to create one service delivering the Healthy Child Programme for children and young people aged 0-19 (0-25 SEND).**
- **Review the Sensory Needs Framework based on evaluation, experience and need.**
- **Transform and agree a new joint approach to meeting the needs of children and young people with Speech, Language and Communication Needs (SLCN).**
- **Review and develop our approach to meeting the needs of children and young people with palliative and end of life care needs.**
- **Refresh the North Lincolnshire Children and Young People's Emotional Health and Well-Being Transformation Plan 2015 - 2022. A key focus of this will be the development of services to specifically help and support children and young people with learning difficulties / disabilities who also have mental health needs.**
- **Continue to commission educational, health and care provision for children and young people with complex needs as close to home as possible so that they can remain within their family and community setting.**
- **Review delivery approaches and re-commission Alternative / Personalised Provision for young people at Key Stages 3 and 4.**

- **Develop specialist provision within North Lincolnshire for children and young people with significantly complex needs in relation to Social, Emotional and Mental Health (SEMH) at Key Stages 2 and 3.**
- **Explore the sufficiency of North Lincolnshire’s special school estate and delivery options for the future.**
- **Jointly commission an All-Age Carers’ Service which will help create seamless support as young people transition into adulthood.**
- **Review and develop short breaks provision for children and young people with complex needs. This will include consideration of residential and campus-style provision.**
- **Transform our approach to the provision of specialist equipment (across education, health and care).**
- **Continue to develop a range of independent living and supported housing provision and options for young adults with more complex needs.**
- **Expand the number of post-16 / 19 Supported Internships so that more young people with SEND can access learning and training opportunities in the workplace.**
- **Re-commission the Complex Care Play Scheme and develop this in accordance with future demand and need (Easter and summer).**



## Appendix A

### The SEND Standards Board

The SEND Standards Board will ordinarily meet three times a year and the membership of the Board will provide a direct line of communication to the Health and Wellbeing Board. The partnership ambition is that through strong and effective local area governance, children and young people with SEND will:

- Feel safe and be safe.
- Enjoy good health and emotional wellbeing.
- Recognise and achieve their potential.

Consequently, young people will be well prepared for adulthood, including being as healthy as possible in adult life, living independently, participating in society and being successful in higher education and employment.

Promoting the partnership ambition, the SEND Board has strategic oversight of:

- Effectiveness of arrangements that enable children and young people with special educational needs and / or disabilities and their families to be heard and to influence services that affect their lives.
- Effectiveness of the Joint Strategic Assessment in informing the local offer for children and young people with special educational needs and / or disabilities.
- Production of a local area strategy for further improving outcomes for children and young people with special educational needs and / or disabilities.
- Effectiveness of how special educational needs and / or disabilities are identified, assessed and met – including the effectiveness of multi-agency decision-making and safeguarding.
- Effectiveness of the Local Offer in improving outcomes, including commissioning arrangements and the contribution of the voluntary sector.
- Effectiveness of arrangements for workforce development.
- Compliance with statutory reporting requirements for SEND.
- Publication of an annual report evaluating the effectiveness of local area arrangements for SEND.

## Appendix B

### Definition of Special Educational Needs and Disability (SEND)

Children and young people have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them. Children and young people have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning from the majority of children and young people 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 or young people of the same age in schools provided for children or young people 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 were not made for them.

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 Conditions.
- Cancer.
- Multiple sclerosis.
- 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.

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