Kirklees SEND Strategy

Joint strategy for children and young people with Special Educational Needs and Disabilities (SEND)

2017 - 2020
What is the SEND Strategy?

**SEND** stands for Special Educational Needs and Disabilities. It’s important that we have a strategy in order to:

- outline our vision for children and young people with SEND in Kirklees
- set out the things we want to do over the next 3 years to work towards achieving our vision
- reflect the changes in the law about how we support children, young people with SEND and their families, mainly through the Children and Families Act 2014: Part 3 (and the associated guidance - SEND Code of Practice: 0-25 years). We also have regard to:
  - the Care Act 2014
  - the Equality Act 2010

Our Vision

Our ambition for children and young people with special educational needs and disabilities (SEND) is the same for all children and young people - that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.
The strategy explains what we will do in 2017-2020 to work towards achieving our vision:

- To help children and young people in Kirklees have the best possible start in life and to achieve their potential;

- To support children, young people and their parents to have high aspirations for the future, by not only thinking about what is possible now but thinking creatively about what could be possible in their life;

- To make sure that children and young people and their parents are actively involved in planning and decision making, both at an individual and strategic level, and have more choice and control over the support they get;

- To make sure that education, health and social care work together to help children and young people to achieve the best possible outcomes;

- To make sure children and young people are effectively supported to prepare for adulthood, including employment, independent living, good health and joining in with their community.

This strategy links with other plans within Kirklees council. These are listed at the end of the document, with links to them if you want to read them.
**Who is the SEND Strategy for?**

The SEND Strategy is for children and young people with special educational needs and/or disability and their parents and carers. This includes children and young people at SEN Support* or with an Education, Health and Care Plan (EHCP)**.

**Broad areas of need**

There are 4 main areas of special educational need. Children and young people can have needs in more than one area and a child with complex needs may have difficulties in a number of areas.

- **Communication and interaction** Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with autism spectrum disorder, including Asperger’s Syndrome are likely to have particular difficulties with social interaction.

- **Cognition and learning** Learning difficulties cover a wide range of needs including moderate, severe or profound and multiple learning difficulties, and affects learning, thinking and understanding. It also includes children who may have specific learning difficulties which includes a range of conditions e.g. dyslexia, dyscalculia, dyspraxia.

- **Social, emotional and mental health difficulties** Children and young people may experience a wide range of social and emotional difficulties which show in many ways and can present as a barrier to learning. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs** Children and young people may have a vision impairment, hearing impairment or a multi-sensory (both vision and hearing) impairment that makes it difficult for them to access their learning. Children and young people may have a physical impairment which makes it difficult for them to access all the opportunities available to other children and young people.

*SEN Support*

When a child is identified as having SEN, educational settings will provide SEN Support. SEN Support takes the form of a four-part cycle for ‘Assess, Plan, Do, Review’. This is known as the graduated approach.

**EHC Plan**

Most children with SEN will have their needs very well met with SEN Support. However, a small number may need an Education, Health and Care (EHC) Plan. The purpose of an EHC plan is to make special educational provision to meet a child/young person's SEN and secure the best possible outcomes for them.
Children and young people in Kirklees

There are 87,500 children and young people of school age - about 20% of the population.

There are 2,372 children & young people with a statement or an **EHC Plan (Jan 2017).

There are 6,510 children & young people at *SEN Support - (Jan 2017).
Who has written the SEND Strategy?

All our partners have helped to write the strategy. Partners include our children and young people, our parent/carer forum – Parents of Children with Additional Needs (PCAN), officers from Kirklees council social care and education, health services and colleagues from private, independent and voluntary groups.

The Children’s Strategy Group asked the Involving Young Citizens Equally (IYCE) team to work with a group of young people to get their views. Their 4 key recommendations are included in this strategy:

• Using technology to support learning in schools
• Providing information and raising awareness about jobs and employment and sharing best practice of businesses that are supporting young people with SEND
• Understanding the barriers to socialising to be better able to support young people who are socially isolated, and thinking about how social media can help
• Exploring the barriers faced by young people with SEND in relation to travelling independently and the benefits of independent travel training for those that are able.
A child and family centred approach

In Kirklees, we put the child or young person and their family at the centre of all we do. We call this a child and family centred approach and we want this approach to:

Improve outcomes….

for the child/young person:
• developing and making progress
• feeling good about themselves
• having more say in planning and making decisions

for the parent/carer:
• understanding their child’s development
• having more say in planning and making decisions for their child
• feeling more confident
• feeling more in control

We want to make sure workers in all of our services …………..

Understand that:
• a child or young person with special educational needs and/or disability does best within a supportive family and community and is affected (positively or negatively) by the stress and coping abilities of family members.
• the work that we do with families who have children or young people with SEND is to make life better for the child or young person and their family. This includes support to make sure their additional needs are met and that children and young people are kept safe.

Use a person centred approach to support children, young people and their parent/carers to:
• work out what their hopes, aspirations and goals are in order to get the best outcomes for them
• work out what is important for the child or young person and their parent/carers and what the child or young person needs
• have the information they need to make decisions about what needs to happen next.
Workers can do this by...............

- listening carefully to what children and young people and their parent/carers have to say
- working together in a positive way with the child or young person at the centre to decide what is most important to them and help them come up with their own solutions wherever possible, including preparing for adult life
- providing the right information in the right way at the right time, including information about what might be possible in the future.

With the family at the centre, they will be fully involved in decisions that are made. The knowledge and understanding they have of their child will be listened to and respected and taken into account when making these decisions. The views of the child or young people will also be respected and listened to as part of decisions being made, in line with their age, maturity and capability.
These key principles also underpin the SEND Strategy

**Early identification** - identifying need as early as possible and deciding how to support that need. This improves the long term outcomes for children and young people and reduces the need for more costly interventions later on. Delays in support could affect learning difficulties and the child's self-esteem, and increase frustration and behaviour difficulties.

**Joined up working with education, health and social care** - education, health and social care services should work together to make sure children and young people with SEND get the right support to help them achieve their ambitions and the best possible outcomes, including getting a job and living as independently as possible.

**High quality provision** - special educational provision is built on high quality teaching. Making high quality teaching available to the whole class means that fewer pupils will require anything extra or different to support their learning. Encouraging positive outcomes in their personal and social development is essential in making sure that the child or young person can reach their potential.

**Including everyone** - we want high expectations so that people working with children and young people with SEND will include them in opportunities that are available to other children and young people so they can do well. They must do what is needed to help children and young people to develop, learn, join in and achieve the best possible outcomes, whether this is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with special educational needs.

**Successfully preparing for adulthood** - everybody working with families should help children and young people make choices for themselves from an early age and support them to be independent, to make friends and stay safe and healthy.

With high aspirations and the right support, most children and young people can go on to do well in adult life. Kirklees council and its partners will work together to help children and young people to achieve their ambitions in relation to further education, employment, independent living, being included in society and being as healthy as possible.
What changes will we make?

We have already made a lot of developments to improve our support for children and young people with special educational needs and/or disabilities and this strategy builds on these developments. Our aims for 2017-2020 are outlined below:

1. **make joint commissioning arrangements stronger using data and knowledge of the area**

   This means we will collect information and data to help us to fully understand the needs of children and young people with SEND (aged 0-25) in Kirklees and use this to make sure that education, health and social care work together to commission the right services for our children and young people with SEND.

2. **make high quality provision stronger and available where it’s needed**

   We will work with our partners to plan and make sure that we have enough specialist learning places in Kirklees for children and young people with SEND. We will also work with schools and settings to make sure that they have the right funding in place to support the children and young people with SEND.

   For example, we will focus on improving our support for children and young people with Social, Emotional and Mental Health Difficulties (SEMHD) and we will work together to promote the use of assistive technology for children and young people.

3. **ensure effective preparation for adulthood**

   We will work with our partners to make sure there are effective and supportive systems and processes in place to support young people prepare for adulthood in line with the six themes in our preparing for adulthood action plan:
   - Vision, principles, strategy and policies
   - Further education and employment
   - Good health
   - Community participation
   - Independent living
   - Statutory duties
4. make sure all people working with children and young people with special educational needs and/or disabilities work together with the child and family at the centre

We will make sure that staff have the right training, skills and knowledge so that:

- A child and family centred approach is the basis for our day to day work with children, young people and their families
- We all have a clear and shared understanding of our roles and responsibilities and how we will work together to support our children and young people with SEND.

We will make sure we have lots of ways to gather the views of our children and young people and their parents/carers. We will use established quality assurance processes as well as parent/carer and children & young people feedback to help us to make improvements.

5. identify a child or young person's special needs as early as possible and plan the best way to support them

We will develop the All Age Disability Strategy and the plan to show what we will do and how we will work with our partners. We have also made arrangements to make sure we work together with children's social care to keep children and young people safe.

We will make sure that children and young people's needs are identified early through the right assessments and through working together within Thriving Kirklees.

We will build on the training and development work we have done already to make sure that we clearly set out and re-inforce what the council expects to be made available at Early Years settings and schools for our children with SEND.

We will review our Communications Plan to make sure that children, young people and their families receive the information they need about the work we are doing. We will work together to increase the number of families who sign up to the Additional Needs Register.

We will continue to maintain and update information on the Kirklees Local Offer through consultation with parent/carers, children and young people. We will move the Kirklees Local Offer to the Council website so that it continues to be available to everybody.

6. to support children and young people with SEND to do better in school and make more progress

We will use data to find out where children and young people need to do better and work with schools and settings with training and support.

We will make sure we focus on children and young people in specific circumstances, for example, children and young people who are Looked After or are working with the Youth Offending Team.
Who will make sure these changes happen?

Kirklees Children and Young People’s Partnership Board (was known as the Children’s Trust) is responsible for making sure that the main aims of this strategy are linked with other council plans like the Children and Young People Plan, the Joint Health and Wellbeing Strategy and the Economic Strategy. These plans are listed at the end of this document.

These are the groups and boards that work together:

We will monitor, review and feedback

The SEND Children’s Strategy Group will oversee and monitor progress of this strategy and will report every year to the Children and Young People’s Partnership Executive Board and to the Joint Health and Wellbeing Board. A copy of the report will be available on the Local Offer www.kirkleeslocaloffer.org.uk.

We provide regular feedback to the Youth Council and there is an easy read version of this strategy available. An action plan will detail steps needed to meet our aims and this will be monitored by the Children’s Strategy Group.
Who is the SEND Children’s Strategy Group?

- Deputy Assistant Director, Learning and Skills
- Joint Commissioning Manager
- Service Manager, Adults with Learning Difficulties and Shared Lives
- Chief Executive, Kirklees Active Leisure
- Public Health Manager
- Head of Programme, Schools as Community Hubs
- Parents of Children with Additional Needs
- Project Manager, Children and Families Act
- Partnership Commissioning Manager, Adults with Learning Disabilities
- Third Sector Leaders Group
- Principal Educational Psychologist
- Parents of Children with Additional Needs
- Service Manager, Corporate Parenting
- Head of Continuing Health Care and Child Services
- Strategic Development Manager, Children and Families Act
- Deputy Assistant Director, Skills, Progression & Enterprise
- Head of Service, All Age Disability
- Children’s Operational Manager, Locala
GLOSSARY

Areas of Special Educational Need

In this strategy, a child or young person with SEN is someone who has:
"a learning difficulty or disability which needs special educational provision to be made for him or her."

A child of compulsory school age or a young person has a learning difficulty or disability if he/she:
• Has a significantly greater difficulty in learning than most children and young people of the same age, or
• Has a disability which prevents or hinders him or her from using facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind." (SEND Code of Practice p.15)

In this strategy, a disabled child or young person is someone who has:
'a physical or mental condition which can have significant and long term effect on their ability to join in with day-to-day opportunities, services and activities, unless those services and activities make reasonable adjustments to help them to do so.'

For further information:


Kirklees Local Offer [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)


Securing Sufficient High Quality Learning and Childcare Places - School Organisation, Planning and Development for 2015-2018

## APPENDIX A: Action Plan

### Aim 1: make joint commissioning arrangements stronger, using data and knowledge of the area

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<tbody>
<tr>
<td>Produce cohesive data flow to understand the needs of the population 0-25 and to inform commissioning intentions</td>
<td>Increased intelligence and insight into population need.</td>
<td>Data flow and data set is used across education, health and social care</td>
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<tr>
<td>Produce SEND commissioning plan with reference to the KJSA</td>
<td>Robust Commissioning Plan produced.</td>
<td>Commissioning Plan written and agreed.</td>
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<tr>
<td>Explore/实施 integrated commissioning for pooled budgets eg Continuing Health Care, EHCPs, personal budgets</td>
<td>Increased front line integration across education, health and social care.</td>
<td>SEND priority for integration to the Chief Officers Group, so there is a clear plan in place to move forward.</td>
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<td>Year by year volume data from year 9 onwards is developed and used to ensure sufficiency</td>
<td>Strengthening the Integrated Commissioning Group</td>
<td>Increased in pooled budget arrangements</td>
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### Aim 2: make high quality provision stronger and available where it’s needed

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<tr>
<td>To co-produce a specialist place strategic plan with key partners</td>
<td>Clear intelligence about specialist education provision sufficiency needs in Early Years through to Post 16.</td>
<td>Additional places available for children and young people with ASD, Communication and Interaction Needs and SEMHD</td>
<td>March 2018</td>
<td>MC</td>
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<tr>
<td>To review SEND funding mechanisms across schools and settings</td>
<td>Plans in place continue to address sufficiency pressures in SEMHD, ASD and post 16</td>
<td>A clearly articulated offer in place across all schools, colleges and settings: Special schools &amp; Post 16 Early Years settings Mainstream</td>
<td>Sept 17</td>
<td>MC</td>
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<tr>
<td>To work towards the objectives in the SEMHD action plan in order to develop a continuum of support and provision</td>
<td>Clear funding arrangements and corresponding expectations in place for EY settings, special schools and post 16 settings</td>
<td>Sufficient places for children and young people with SEMHD; drop in exclusions</td>
<td>Sept 2019</td>
<td>MC</td>
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<tr>
<td>To explore innovative approaches that promote assistive technology for children, young people and families</td>
<td>Free school bid in place; transition arrangements Post 16 for vulnerable children clearly defined with Post 16 providers; managed move process in place for primary schools</td>
<td>Children and families using assistive technology</td>
<td>Aug 2018</td>
<td>TB/KM</td>
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<td>To produce a clear local communication aids policy in line with NHS England guidance</td>
<td>Increased self help and independence for children young people and families</td>
<td>Policy written and communicated via local offer.</td>
<td>Aug 2018</td>
<td>TB/KM</td>
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<td>Children and young people will have timely access the most appropriate communication aid to meet their needs.</td>
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### Aim 3: successful transition when preparing for adulthood

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<tr>
<td>Implement the preparing for adulthood action plan, of which the four main strands are: - Further education and employment - Good health - Community participation - Independent living</td>
<td>Established new ways of working and cultural change to ensure successful preparation for adulthood From Year 9 onwards actions relating to preparing for adulthood outcomes are recorded in EHC Plans</td>
<td>Evaluate feedback from preparing for adulthood training and best practice events Sharing good practice approaches through inspirational video clips etc</td>
<td>GW</td>
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<tr>
<td>Develop and deliver preparing for adulthood training course and best practice event aimed at education, health and social care professionals</td>
<td>Independent travel is a key consideration in all reviews from year 9 onwards</td>
<td>Monitor independent travel training and its impact in promoting promote independent living skills</td>
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<td>Promote person centred approaches to enable young people to think about their hopes and aspirations in adult life e.g. Planning for Life sessions, Local Offer Live – preparing for adulthood event.</td>
<td>Post 16 education, training and transition planning commences in Year 9 involving parents and partners A clear and shared understanding across practitioners of what further education providers are expected to make available in their arrangements for young people with SEND, ensuring consistency of provision, access and approach</td>
<td>Analysis of parent and young people feedback from the EHCP process Number of supported internships; numbers in employment etc</td>
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<td>Relationships between young people and potential supported employment providers are brokered in years 10 and 11.</td>
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<td>Recruitment of more supported internship / employment providers by post 16 providers.</td>
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<td>To set out a clear articulation of what the LA expects to be available from further education providers for children have SEN or disabilities – Graduated Approach to identifying, assessing and meeting needs. Appropriate training for providers and relevant practitioners</td>
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### Aim 4: make sure all people working with children and young people with special educational needs and disabilities work together with child and family centred approaches

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<tr>
<td>Identify and address training needs for practitioners across Education, Health and Social Care to embed the SEND Reforms.</td>
<td>A child &amp; family centred approach is fundamental to our day to day work with families.</td>
<td>Training matrix. Feedback and evaluations from training.</td>
<td>KM/JW</td>
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<tr>
<td>Further develop and embed mechanisms for gathering the views of children, young people and their parent/carers and ensuring this information informs continuous improvement and workforce development.</td>
<td>A clear and shared understanding of roles and responsibilities and working together, in accordance with the Children &amp; Families Act.</td>
<td>Job descriptions ensure a child &amp; family centred approach is fundamental to all roles. Feedback analysis and implementation of</td>
<td>KM/JW</td>
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To continue to develop timely, person centred and outcome focussed EHC Plans, with holistic outcomes shared across education, health and social care. To further develop the health and social care elements of the EHC Plan. To use quality assurance and parent/carer, children & young people feedback to inform development.

To continue to strengthen the effective use of the My Support Plan to ensure a personalised and coordinated planning approach at SEN Support, with commitment across practitioners in Education, Health and Social Care.

To work with PCAN to identify training/support for parents to better understand EHCPs, outcomes etc.

<p>| Aim 5: identify a child or young person’s special needs as early as possible and plan the best way to support them |
|---|---|---|---|---|
| Actions | Outcomes | Measures | Time | Lead |
| Develop and embed the SEND Safeguarding Policy within the KSCB monitoring cycle | Policy and monitoring in place | Clear intelligence about children and young people with SEND in need of protection and appropriate actions taken | Dec 2017 | MC |
| Continue to develop the Vulnerable Children’s Champion Group in partnership with agencies across the Council | Children and young people’s voice evident in decision making process | Assessments ensure the voice of the child is incorporated and they are involved wherever possible in review processes. | Dec 2017 | MC |
| Develop overarching All Age Disability Approach outlining partnership arrangements and service expectations | Clear expectations in place regarding All Age Disability delivery of services | Robust management oversight in place via supervision, audit activity and authorisation of assessments | | MCross |
| Embed joint safeguarding governance protocols for the All Age Disability Team working with social care | Robust and timely safeguarding processes in place | Monthly compliance clinic monitors performance in accordance with Ofsted expectations and practice standards | | MCross |
| Children and young people’s needs to be identified early through Thriving Kirklees and appropriate assessment and joint working in place | Children will have their needs identified and met at the earliest possible opportunity. | KPI’s as part of Thriving Kirklees contract management | | TB |
| To set out a clear articulation of what the LA expects to be available from EY settings for children have SEN or disabilities – Graduated Approach to identifying, assessing and meeting needs. Appropriate training for settings and relevant practitioners | A clear and shared understanding across practitioners of what EY settings are expected to make available in their arrangements, ensuring consistency of provision, access and approach. | Increase in % of Early Years Foundation Stage pupils achieving a good level of development for all children with SEN. | Sept 2018 | KM |</p>
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<tr>
<td>Complete the school guidance documents supporting the graduated approach</td>
<td>All schools using graduated approach guidance and guidance for specific areas of need e.g. Communication &amp; Interaction, SEMHD</td>
<td>Evidence of improved attainment and progress outcomes for children and young people with SEND</td>
<td>Sept 2017</td>
<td>MC</td>
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<td>supporting the graduated approach across all of the broad areas of need.</td>
<td>KLP visits are targeted at schools with lower than floor progress data.</td>
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<td>Continue to use NEXUS and the SEND data pack as tools to identify gaps in attainment and progress which can be addressed through KLP visits</td>
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<td>Target those schools and settings with lower than floor progress scores for additional training and support</td>
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<td>Focus on children and young people in specific circumstances ie YOT, VS, LAC with SEND</td>
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