

## SEND Strategy - prioritised actions to start in Year 1

### Inclusion

1. Co-produce a **city-wide charter for inclusion**. This will be supported by a communication campaign on Inclusion that focusses on engaging with harder to reach communities and promotes a shared ethos and commitment to disadvantaged learners, Black, Asian, and minority ethnic groups, those who identify as LGBTQ and those children, young people and adults with SEND.
2. Co-produce and promote, including with schools, a **city-wide self-assessment tool** for Inclusion to include best practice for children and young people with SEN and/or disabilities and across all categories of need.
5. Enable a wider cohort of children and young people with SEN and/or Disabilities to access after school clubs, weekend and holiday schemes support to ensure **equal access to many universal learning and leisure opportunities**.
7. Co-produce the **Hidden Children Missing Education action plan** with parents/carers and other partners. The plan must have a focus on ensuring a full-time education and flexible location to meet the individual needs of children and young people.
14. Develop **specific** support, activities, events and **opportunities for BAME children and young people with SEND** and their parent carers to come together, and for service providers to hear from and build relationships with these communities.
16. When communicating with families from the BAME community consideration must be given to **translating written correspondence** ie email or letter into their first language as well as in English.
20. Develop **training** for school staff to create more **child-led and relationship led support** for children with SEND.

### Early Identification & Intervention

1. Review the **early help offer** in the city to **reduce health and social care inequalities** and to improve support for children and families with SEN and or Disabilities with a focus on hidden families and harder to reach communities.
2. Develop guidance for **delayed entry to school applications** and applications to place children out of year group that fully considers the longer-term implications for children with SEND.
4. Implement the **recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services** and prioritise those recommendations that our most pertinent to the SEND community.
6. Build on our **SEND Guide for Professionals** that promotes the parent/ child and young person voice and develop a tool kit for early years settings and schools so that SENCO's can identify and support additional needs at an earlier stage. To compliment this a SEND accessible guide for families will also be co-produced with our parent groups to enable better understanding of the tools used by schools to identify and support additional needs.
8. Work with the city's **Behaviour and Attendance Partnerships (BAP)** and other schools to ensure that children's Special Educational Needs and care status are fully considered in relation to **school policies** including behaviour and safeguarding.

10. Strategic leaders will give greater attention to **evidencing impact** alongside maintaining a focus on positive outcomes for families. This will enable best use of existing resources with a view to developing the business case for investment in preventative services.

### Pathways

2. Improve the timeliness of **in-school triage** for children and young people with Social, Emotional and Mental Health Difficulties to ensure the right needs assessments are being identified and acted upon.
5. Transform the **Neurodevelopmental Pathway** to increase capacity for Autism and ADHD diagnosis across both health and mental health providers to ensure integrated pathways, approaches and packages of support for all Neurodevelopmental conditions. This will include the roll out of integrated clinics for complex and co-morbid cases.
10. Review the **short break and respite policy and commissioning strategy** for children, young people and adults with LD. This aims to provide a range of opportunities through the extended day opportunities, and short breaks in their community, ensuring it reaches more families and eligibility is equitable.
13. Develop with partners a **Quality Assurance Framework for Education, Health and Care Plans** with a focus on improved outcomes for children and young people.

### Achievement & Outcomes

4. Work with schools to review the **curriculum offer** in the city for those with Special Educational Needs. This should include consideration for expanding the city wide vocational and alternative qualifications offer in secondary schools and consideration of appointing vocational champions.
7. Implement a co-produced **attendance strategy** for SEND learners to support increased attendance in school.
9. The CCG will review current **service specifications** for Autism, Neurodevelopmental pathways and therapies such as Occupational health, Physiotherapy, Audiology and Speech and Language services and engage with children, young people and parent/carers to ensure that meaningful outcomes are defined and agreed.
10. Reduce the number of children and young people with SEND and those with SEND from a BAME background being **excluded from education settings** through an enhanced training offer and the allocation of additional resources to the School Behaviour and Attendance Partnerships (BAP).
11. Raise the profile of the **Ethnic Minority Achievement Service** and the support it can provide to **SEND EAL families**. A varied number of therapeutic interventions / subjects should be offered to BAME Children and Young People with SEND.
14. More **collaboration between mainstream and special schools** to share assessment methodology and adapt it to mainstream settings for Children and Young People with SEND.

### Transitions & Preparing for the Future

1. Establish a **multi-agency preparing-for-adulthood group** which reports to the SEND Partnership Board to enable better transition into adult services and increase employment and training opportunities.
2. Introduce **person-centred planning reviews for young people in Year 9** to enable them to be more involved in all elements of their transition to adulthood.
3. Develop and implement a co-produced **14-25 pathway** for all young people with SEND to enable them to understand and navigate their next steps into adult life. This needs to include earlier consideration of post 16 options.
6. Increase the number of young people with SEND in **employment** through work experience, using the supported employment model alongside the development of supported internships and mentoring programmes with employers. Include a review of **Information, Advice and Guidance** available in the city for young people.

13. Review the **commissioning of services for young adults between the ages of 18 and 25** with SEND to ensure they experience seamless and age appropriate care. Young people will be included in commissioning decisions.
18. Develop pathways that ensure a wide range of opportunities for young people **enhance their skills sets and increase their independence** (i.e. the focus is less on training/education providers, and more on there being a different options for different Young people).
22. Review and improve the **post 16 and 19 education and training opportunities** for SEND learners in the city through engaging with 6th form colleges, FE colleges, Voluntary Community Sector, training providers and universities.

### Sufficiency of SEND Services and Provision

1. Carry out a city-wide SEND sufficiency project to plan effectively how we will meet the prospective needs of our children and young people with SEND and adults with a Learning Disability. The purpose of this project will be to **identify what provision and services we will require** for children and young people from different backgrounds in terms of Education, Health and Social Care for a range of needs
2. Continue to harness the reach/ knowledge/ input from the wide range of (parent/ carer/ advocacy) **community support groups** across the city which add value to all statutory services.
3. Establish an **LA commissioning and brokerage team** to ensure a wide range of activities and provision are accessible for all children and young people with SEND. This will keep children and young people in their local community and use resources efficiently.
6. Be **responsive to the changing needs** of our local population through engaging with families, using **data and intelligence**, using local data sources such as the Disability Register.
7. **Review how SEND is funded** across the system at a local level and explore alternative ways to manage the **High Needs Block allowance** for EHC Plans.
11. **Equality and diversity** must be considered as part of SEND Sufficiency planning and the associated design and delivery of all services.

## Glossary of Terms

SEND	Special Educational Needs and Disabilities
PaCC	Parent Carers' Council
SEN	Special Educational Needs
BHISS	Brighton & Hove Inclusion Support Service
EMAS	Ethnic Minority Achievement Service
SPOA	Single Point of Access
NDC	Neuro Developmental Conditions
CCG	Clinical Commissioning Group
CiC	Children in Care
NDP	Neuro Developmental Pathways
QA	Quality Assurance
SENCO	Special Educational Needs Coordinator
EAL	English as an additional Language
BAP	Behaviour and Attendance Partnerships
BAME	Black Asian Minority Ethnic
SEMH	Social Emotional Mental Health
ASC	Autistic Spectrum Condition
DfE	Department for Education
SPFT	Sussex Partnership Foundation Trust
SCFT	Sussex Community Foundation Trust
LA	Local Authority

## RAG Rating Key

<b>Amber</b>	Some actions have been delayed or have had inter-dependencies identified which need to be completed
<b>Green</b>	On track with key actions completed

