

Special Educational Needs and Disability (SEND) Strategy:

**A strategy to promote inclusion and
improve outcomes for children and
young people with SEND and their
families**

2019 to 2022

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|--------------------------------|---|
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Special Educational Needs and Disability (SEND) Strategy: A strategy to promote inclusion and improve outcomes for children and young people with SEND and their families

September 2019 to September 2022

INTRODUCTION

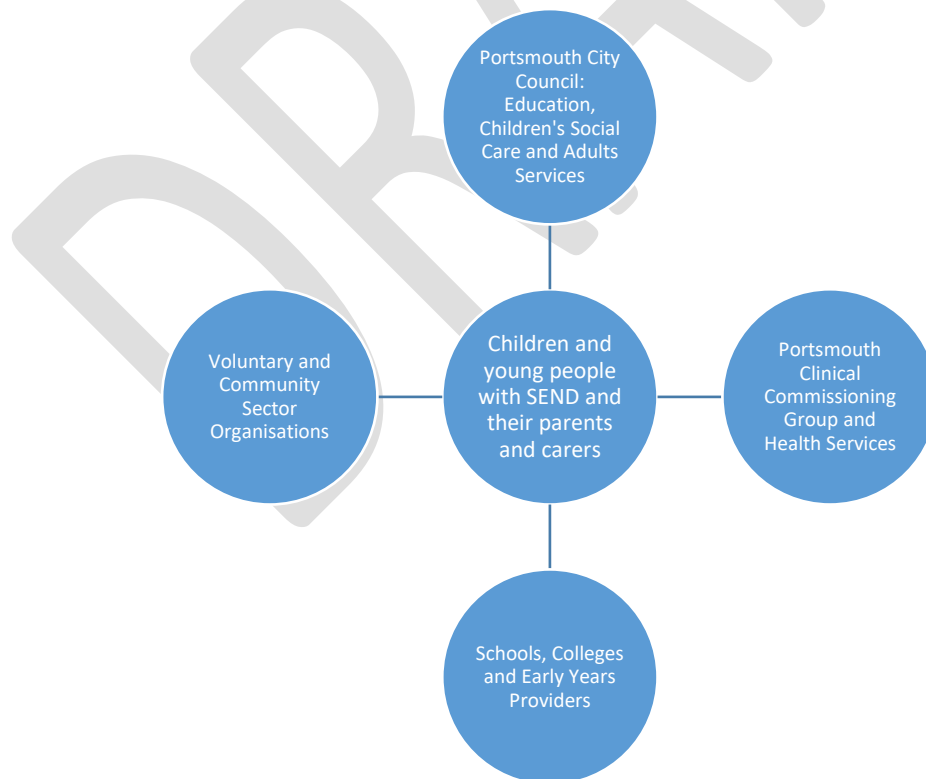
Portsmouth Children's Trust - under the governance of the Health and Wellbeing Board - has had a dedicated SEND Strategy in place since 2006.

Significant progress has been made in improving outcomes for children with SEND in the city. We have now taken the opportunity to refresh the Strategy and the Governance arrangements to ensure we make the next step change in improving outcomes for children with SEND children in Portsmouth.

This revision has been informed by the SEND Local Area Inspection in July 2019 and incorporates the areas for development that were identified in the Ofsted/CQC inspection report.

This document sets out Portsmouth's revised strategy for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND).

The strategy is owned by and covers the Portsmouth Local Area, as depicted below



Accountability is to the Health and Wellbeing Board.

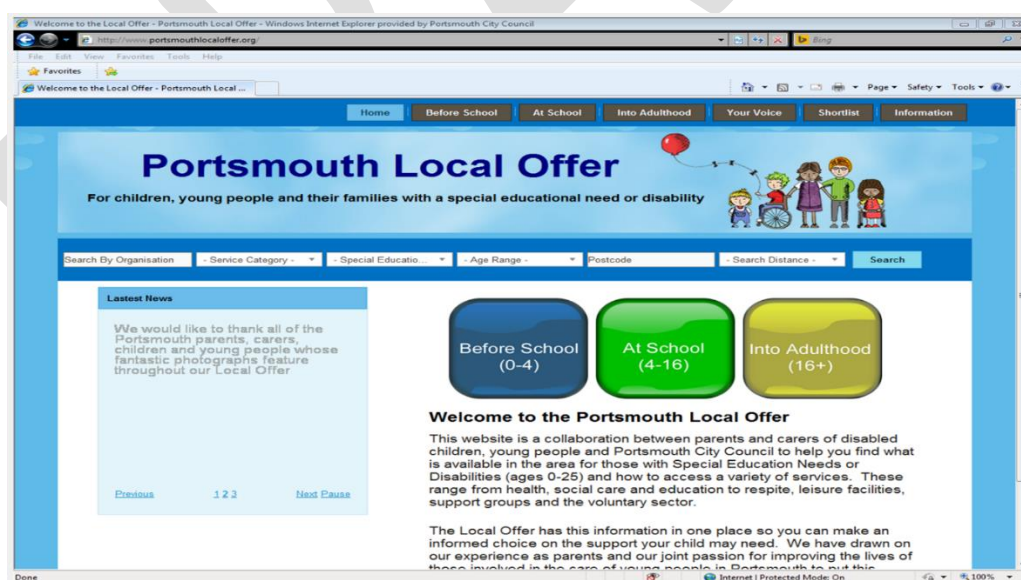
VISION

The aim of the special educational needs and disability (SEND) strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

In order to improve outcomes, we aim to ensure that there are in place a continuum of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to lead healthy lives and achieve wellbeing; to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning; to build and maintain positive social and family relationships; to develop emotional resilience and make successful transitions to employment, higher education and independent living.

It is our ambition in Portsmouth that children and young people's special educational needs will be identified early so that a high quality and co-ordinated offer of support can be put in place that meets the child's needs and enables them to achieve positive outcomes as they prepare for adulthood.

In order to achieve this, we will work in partnership to jointly a comprehensive continuum of support for children and young people across education, health and care. This offer of support will be published as the Portsmouth 'local offer' at www.portsmouthlocaloffer.org/



We aim to work in coproduction with young people and their parents and carers to co-design this 'local offer' of support, and keep it under review to ensure that it continues to meet local needs and makes best use of the resources available.

INCLUSION

We have worked in co-production with young people, parents/carers and professionals to agree what Inclusion means to people in

PORTSMOUTH EDUCATION PARTNERSHIP

Portsmouth CITY COUNCIL

We've worked closely with young people, parents, carers and professionals in Portsmouth to agree what inclusion means to people in our city.

Inclusion means that every child or young person will:

- Achieve their potential from education or training**
- Build and maintain positive social and family relationships**
- Make a successful move to employment, higher education and independent living**

We want all children and young people in Portsmouth to...

- Feel included and part of their community
- Go to nursery, school or college locally
- Be valued and not discriminated against
- Have equal opportunities
- Have positive social and family relationships
- Make successful transitions to employment, higher education and independent living
- Develop emotional resilience and positive self esteem
- Aspire to live independently and participate in school and society
- Achieve their potential
- Be physically, emotionally and mentally healthy
- Be safe in a positive environment
- Be heard, for their views to be taken seriously and influence change

Our aim is for every child to excel in a local school.

We want all families in Portsmouth to...

- Feel their child or young person is included and feels a part of the local community
- Know their child's needs are understood and acted upon by those who support them to ensure consistency
- Feel welcome and included wherever they go
- Have a positive relationship with their child's school
- Have their voices heard
- Know where to go for advice and support when needed
- Be actively involved in the planning and delivery of their support plan or network
- Be at the centre of everything we do in the spirit of co-production

In order to achieve this we will...

- Aim for children and young people to attend a local mainstream nursery, school or college wherever possible
- Create an environment that is welcoming to all
- Support children and young people to develop skills and resilience to overcome barriers
- Work together across services
- Respect and value children and young people as individuals
- Develop the skills, knowledge and competence of the workforce
- Work together across whole organisations to challenge bullying and discrimination and have a plan that helps resolve bullying for the benefit of everyone involved

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www.portsmouth.gov.uk

Principles underpinning the Portsmouth SEND strategy:

- Inclusion of children and young people with SEND, with needs met locally wherever possible
- Co-production with children and young people and their parents and carers
- Joined-up multi-agency working across the local area
- Personalisation and person-centred approaches
- Early identification and support
- Restorative approaches
- Holistic, multi-agency, co-ordinated outcomes-focused assessment and planning
- Key working and family-centred systems
- A skilled and confident multi-agency workforce
- Informed and empowered parents and young people
- More choice and control about the services received
- Joint planning for transitions, including a smooth transition to adult services
- Improved care pathways and clear lines of responsibility
- Equal access to services for children and young people with SEND
- High aspirations for children and young people with SEND to achieve the best possible outcomes

Legislation which underpins this strategy

The delivery of support for children and young people with SEND and their families is underpinned by a number of key pieces of legislation, including:

- Children and Families Act 2014 and the SEN code of practice
- Children Act 1989 and 2004
- Care Act 2014
- Working Together to Safeguard Children 2018
- Children and Young Persons Act 2008
- Care Planning, Placement and Case Review (England) Regulations 2010
- Care Leavers (England) Regulations 2010
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- National Health Service Act 2006
- Mental Health Act 2007
- Equality Act 2010
- NHS Mandate
- Public Health Outcomes Framework

SEND Reforms

The Children and Families Act 2014, introduced significant changes to the ways services are provided for children and young people aged 0 to 25 with SEND, and their families. Key changes include:

- Joint commissioning of services required across education, health and social care to meet the needs of children and young people with SEND.
- Publication of a 'local offer' of services available, as a 'one stop shop' for accessing information, as well as feeding into the commissioning cycle.
- Implementation of a multi-agency co-ordinated statutory assessment process to identify the education, health and care (EHC) needs of children and young people aged 0 to 25 and the provision required to meet those needs.
- For the identified needs and provision to be set out in a statutory EHC Plan, with a new duty on health to deliver the health element of the EHC Plan.
- For all those with an EHC Plan, to have the option to request a 'Personal Budget' for delivery of identified aspects of the provision.
- Statutory protections previously available only to school-age children with SEND, through a statement, are extended from 0 to 25 years, where additional resources are required to enable access to education or training.
- Independent information, advice and guidance for parent/carers and young people about the services available to them and how to access support.

These duties apply to all education providers, schools, academies, colleges etc.

Implementation in Portsmouth

In Portsmouth, we have been working hard to successfully implement and begin to embed the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms, including transferring all SEN statements to EHC Plans by 31st March 2018.

Alongside the introduction of a new system for the delivery of SEND services across education, health and care, there are existing pressures on special educational provision within the city, including pressure on the specialist school places available to meet some areas of need, as well as pressure on the budget available to resource such provision.

Key outcomes to be achieved

This strategy aims to achieve increased percentages of children and young people with SEND who are able to:

1. Be included within their local community,
2. Lead healthy lives and achieve wellbeing,
3. Learn and make progress,
4. Make and maintain positive relationships within their family and community
5. Participate in education and training post-16 and prepare for employment

Self-evaluation

Our local self-evaluation, which is refreshed each year, has outlined a number of areas of good and effective practice. These include:

- a) Strong partnership working
- b) Engagement, participation and co-production
- c) Quality and timeliness of EHCPs
- d) Quality of specialist provision

We have also identified six areas for improvement:

- a) Increasing school attendance and reducing exclusions
- b) Improving educational outcomes for those on SEN Support
- c) Ensuring smooth and successful transitions between phases
- d) Improving services and support for children and young people with Autism
- e) Using data to capture, monitor and report on outcomes at an individual level
- f) Workforce development

Strategic Objectives 2019 - 2022

The current intention - subject to engagement with parents and young people and the SEND Board - is that the new SEND Strategy is split into two parts:

- A. Priority Improvement Areas (linked to the SEF) - what needs to improve for children with SEND and their families
- B. Enabling Work - the crosscutting areas of work that will help us deliver the Priority Improvement Areas

The diagram overleaf outlines the Strategy in a single page.

Portsmouth SEND Strategy - Plan on a Page

A. Priority Improvement Areas (linked to the SEF) - what needs to improve for children with SEND and their families

A1. Inclusion:
Enabling more children with SEND to be educated in mainstream settings

A2. SEN Support -
Improving education, health and care outcomes for children requiring SEN Support

A3. Reducing exclusions and school absence for children with SEND

A4. Meeting the Social emotional and mental health (SEMH) needs of children and young people in education and community settings

A5. Preparing for Adulthood - ensuring effective support up to the age of 25

A6. Meeting the needs of children with neuro-diversity

B. Enabling Work - the crosscutting areas of work that will help us deliver the Priority Improvement Areas

B1. High quality needs assessment, data and intelligence to manage performance and inform commissioning

B2. Effective Joint Commissioning across health, education and care - service and micro-commissioning

B3. Effective involvement, participation and co-production with parents and carers

B4. Effective involvement, participation and co-production with children, young people

B5. Accessible and comprehensive information, advice and guidance

B6. Workforce remodelling, workforce development and practice improvement

SEND Governance and Delivery Structure

The SEND Strategy will be effectively governed and delivered through the following multi-agency structure,

Portsmouth Health & Wellbeing Board
(Incorporating the governance of the Children's Trust)

SEND Board

SEND & PEP Inclusion Group

Leadership and
accountability
for:

A1 - Inclusion
A2 - SEN
Support
A3 - Reducing
exclusion and
absence

SEMH Group

A4. SEMH
support in
schools and
community

Preparing for Adulthood Group

A5. Multi-
agency support
for young people
up to age 25

Including
reporting to
Learning
Disability
Partnership

Autism and ND Steering Group

A6. Meeting the
needs of children
with autism and
Neurodiversity

SEND 0-25 Joint Commissioning and Performance Group

B1. - Needs
assessment,
data and
performance
management

B2. Joint
Commissioning
Plan

Co-production and Communication

B3 - Shaping Better
Future Together
(parent/carers
coproduction
group)

B4. Dynamite and
Young Inspectors

B5. Information,
Advice and
Guidance including
communications

Workforce and Practice Group

B6 -
Workforce
Remodelling,
Development
and Practice

Response to the SEND Inspection

The 2019 SEND Inspection highlighted a wide range of good and effective practice and validated the SEND Self-evaluation. Inspectors' feedback noted 18 areas for further improvement. In addition, there are a further 3 areas for development which are noted in the inspection report and which were already underway.

Each of the areas for improvement has been allocated to one or more of the groups under the SEND Governance and Delivery structure and will appear in the refreshed strategy and in the delivery plans for the relevant workstreams, as set out below:

IDA = Inspection Development Area

ADD = Additional Area for Development

SEND & PEP Inclusion Group (Chair: Nys Hardingham)

IDA 15. Educational outcomes for those on SEND Support (A2 & A3 & Portsmouth Education Partnership School Improvement Board)

SEMH Group (Chair: Hayden Ginns)

IDA 2. CAMHs/CAMHs-LD waiting times (A4)

IDA 13. Re-referral to CAMHs (A4)

Preparing for Adulthood Group (Chair: Andy Biddle)

IDA 12. Transition to adult health and care services (A5)

IDA 16. Opportunities for supported employment and the range of employment opportunities for young people with SEND (A5)

IDA 17. Information about the proportion of young people with SEND in independent or supported living (A5)

IDA 18. Transition between paediatric and adult health services (A5)

Autism and ND Steering Group (Chair: Liz Robinson)

IDA 1. ND assessment pathway delays (A6)

IDA 3. Post-diagnostic support for ASD (A6)

SEND Joint Commissioning and Performance Group (Chair: Hayden Ginns)

IDA 1. ND assessment pathway delays (A6)

IDA 2. CAMHs/CAMHs-LD waiting times (A4)

IDA 3. Post-diagnostic support for ASD (A6)

IDA 5. Annual GP health checks (B2)

IDA 6. Health and dental assessments for looked after children (B2)

IDA 7. Support for families (B2)
IDA 8. Support for sensory processing needs (B2)
IDA 9. Specialist short breaks provision (B2)
IDA 13. Re-referral to CAMHs (A4)
IDA 15. Educational outcomes for those on SEND Support (A2)
ADD 19. Wheelchairs delays (B2)
ADD 20. DCO required for 19 - 25 age group (B2)

IAG and Communications Group (Chair: Julia Katherine)

IDA 10. Communicating changes to services (B3, B4, B5)
IDA 14. Improving access to IAG for young people (B5)
ADD 21. Recommissioning Local Offer website to increase accessibility (B5)

Workforce and Practice Group (Chair: Julia Katherine)

IDA 4. Integrated assessment of child's developmental progress (B1)
IDA 11. Aspirations influencing outcomes in EHCPs (B1)

Post-inspection Action Plan

| IDA | Area for development identified in the SEND inspection | Accountability to | Lead |
|---------------------------|---|---|------|
| Identifying needs | | | |
| 1. | ND assessment pathway delays | Joint Commissioning and Performance Group & Autism and ND Development Group | HG |
| 2. | CAMHs/CAMHs-LD waiting times | Joint Commissioning and Performance Group & SEMH Group | HG |
| 3. | Post-diagnostic support for ASD | Joint Commissioning and Performance Group & Autism and ND Development Group | HG |
| 4. | Integrated assessment of child's developmental progress | Workforce and Practice group | JK |
| 5. | Annual GP health checks | Joint Commissioning and Performance Group | HG |
| 6. | Health and dental assessments for looked after children | Joint Commissioning and Performance Group | HG |
| Meeting needs | | | |
| 7. | Support for families | Joint Commissioning and Performance Group | HG |
| 8. | Support for sensory processing needs | Joint Commissioning and Performance Group | HG |
| 9. | Specialist short breaks provision | Joint Commissioning and Performance Group | HG |
| 10. | Communicating changes to services | IAG and Communications group and Coproduction Groups | JK |
| 11. | Aspirations influencing outcomes in EHCPs | Workforce and Practice Group | JK |
| 12. | Transition to adult health and care services | Preparing for Adulthood Group | AB |
| 13. | Re-referral to CAMHs | Joint Commissioning and Performance Group & SEMH Group | HG |
| 14. | Access to IAG | IAG and Communications group | JK |
| Improving outcomes | | | |
| 15. | Educational outcomes for those on SEND Support | Joint Commissioning and Performance Group & Portsmouth Education Partnership School Improvement Board | HG |
| 16. | Opportunities for supported employment and the range of employment opportunities for young people with SEND | Preparing for Adulthood Group | AB |
| 17. | Information about the proportion of young people with SEND in independent or supported living | Preparing for Adulthood Group | AB |
| 18. | Transition between paediatric and adult health services | Preparing for Adulthood Group | AB |

WORKSTREAMS

The high level objectives for each of the subgroups of the SEND Board are set out below. There is a separate, detailed delivery plan for each of the SEND Strategy workstreams. Delivery plans are refreshed annually.

INCLUSION

| |
|---|
| The Long-Term Plan |
| For Portsmouth to be a leading example of good, inclusive practice, with the vast majority of children and young people with SEND able to have their needs identified early and met within what is 'ordinarily available' (universal and targeted services) across education, health and care. Staff are confident to meet the needs of the majority of children with SEND. Where additional support is required, this is accessed in a timely way and is of a high quality so that needs are met and outcomes improve. |
| Priorities for this strand of work |
| A1. Removing barriers to inclusion A2. SEN Support A3. Reducing exclusion and absence |
| What we achieved in 2015-16 |
| <ul style="list-style-type: none">Established an annual conference to share and celebrate good practiceRevised the service level agreement for the provision of outreach servicesDeveloped an 'Ordinarily Available Provision' document for school SENCOs |
| What we achieved in 2016-17 |
| <ul style="list-style-type: none">Developed the Ordinarily Available Provision suite of documentsDeveloped a shared understanding of how we monitor 'good progress' for those on SEN SupportDeveloped an offer of school SEN support to promote good inclusive practiceMonitored the impact of the outreach service in building capacity within mainstream schoolsDelivered the annual Inclusion ConferenceDeveloped the well-being and resilience strategy |
| What we achieved in 2017-18 |
| <ul style="list-style-type: none">Launched the SEN Support project to improve outcomes for pupils on SEN Support |

- Developed and published the Ordinarily Available Provision guidance
- Successfully bid for grant funding to enhance our Alternative Provision offer and increase reintegration to mainstream school

What we achieved in 2018-19

- Piloted the Inclusion Quality Mark/Portsmouth Inclusion Pathway
- Delivered the first Emotional Health and Wellbeing Conference in March
- Published a comprehensive joint training offer for SEMH

What we will achieve in 2019-20

- Roll out the Inclusion Quality Mark/Portsmouth Inclusion Pathway to all schools
- Deliver the Turnaround project to facilitate effective reintegration from Alternative Provision
- Launch the new integrated outreach offer to schools
- Identify further support for schools to address SEN Support variability
- Identify further support for schools to address Key Stage 4 literacy
- Renew the focus on addressing school absence for children with SEND

Monitored via: SEND Inclusion Group

Chair: Nys Hardingham, Head Teacher, ALNS

Removing Barriers and Turnaround Project Subgroup

Chair: Neil Stevenson, Admissions, Attendance, Exclusions and Integration Service Manager, Inclusion Service, PCC

Emotional Health and Wellbeing in Schools Subgroup

Chair: Sarah Christopher, Portsmouth Education Partnership and Inclusion Manager, Inclusion Service, PCC

SOCIAL EMOTIONAL AND MENTAL HEALTH

| |
|--|
| The Long-Term Plan |
| To ensure there is in place a continuum of multi-agency support for children and young people with social emotional and mental health needs and that families are aware of the support that is available and how to access it. |
| Priorities for this strand of work |
| A2. To meet the social emotional and mental health (SEMH) needs of children and young people in education and community settings |
| What we achieved in 2018-19 |
| This is a new subgroup of the SEND Board |
| What we will achieve in 2019-20 |
| <ul style="list-style-type: none">• Ensure that there is early identification of SEMH needs and a comprehensive multi-agency continuum of support available in response to identified needs, as part of the local offer• Reduce CAMHS waiting times• Increase parental confidence and experience of waiting to access CAMHS• Introduce Mental Health Support Teams in schools |
| Monitored via: SEMH Group |
| Chair: Hayden Ginns, Children's Transformation Manager, PCC |

PREPARING FOR ADULthood

The Long-Term Plan

For all young people with SEND to have a clear plan in place that identified outcomes and resources to enable a smooth transition to adulthood, able to access the support they need in order to achieve their identified outcomes.

Priorities for this strand of work

To ensure that each young person has a co-produced plan in place which they 'own' and which identifies clear outcomes and actions relating to each of the PfA outcomes i.e.

- Health
- Independent Living
- Positive relationships/community
- Employment

To commission a range of services and support that will help young people achieve these outcomes

A5. To have a clear multi-agency pathway of support in place for 14 to 25 year olds with SEND.

This group will also report to the Learning Disability Partnership.

What we achieved in 2015-16

- Rolled out person-centred approaches to all young people with SEND
- Worked with colleges to develop supported internship programmes

What we have achieved in 2016-17

- Extended the provision of supported internships
- Ensured that clear transition pathways are in place so that young people do not 'fall through the net' when they reach 18.
- Developed tools and guidance to ensure that PfA reviews are focused and effective
- Carry out pilot of 'Ready Steady Go' health transition programme with schools

What we achieved in 2017-18

- Developed an EHCP template that focuses on the 4 Preparing for Adulthood Outcomes, to be used from age 14 onwards.
- Produce tools to support the PfA outcomes to be published on the local offer website.

- Ensured there are pathways for assessment and support for young people in transition
- Improve processes to enable effective transition for people into and following on from college
- Publication of a transition protocol

What we achieved in 2018-19

- Ensured that the Education, Health and Care Planning process identifies and works towards the realisation of PfA outcomes for those in transition
- Maximised Social Care and Health Contribution to the EHC planning process
- Reviewed and further developed the information on the local offer website to ensure that it provides the information and tools required for young people and their families to plan effectively
- To ensure that there are clear pathways for assessment and support for people with including people with autism, working in partnership with the Autism Board
- To finalise and publish the overarching Transition policy
- To develop a range of supported employability options for young people
- Establish a SEND Employability Forum
- Deliver 2 good practice events and training to partners on employability

What we will achieve in 2019-20

- To agree a formal strategy for health services transition needed, including making greater use of System One)
- To put in place procedures to avoid young adults having to re-tell their stories
- To increase the uptake of LD Health Checks and achieve greater consistency across GP Practices
- To improve transition arrangements for young adults when they reach the age of 18, especially for those that require support from Adult Mental Health services
- To increase the offer of supported employment

Monitored via: Preparing for Adulthood Group

Chair: Andy Biddle, Assistant Director, Adult Social Care, PCC

AUTISM AND NEURODEVELOPMENT

The Long-Term Plan

To ensure there is in place a continuum up multi-agency support for children and young people with autism and neurodiversity and that families are aware of the support that is available and how to access it.

Priorities for this strand of work

A6. To ensure there is a continuum of multi-agency support in place to meet the needs of children and young people with Autism and neurodiversity

What we achieved in 2018-19

This is a new subgroup of the SEND Board

What we will achieve in 2019-20

- To reduce ND assessment waiting times
- To increase the confidence of families in the support offer available with or without a diagnosis
- To ensure there is a comprehensive training offer available for staff working with children and young adults with autism and ND

Monitored via: Autism and ND Steering Group

Chair: Liz Robinson, Education Support Service Manager, Inclusion Service, PCC

SEND 0-25 JOINT COMMISSIONING AND PERFORMANCE

The Long-Term Plan

Education, health and care work together to carry out an annual joint strategic needs assessment of the needs of children and young people aged 0-25 with SEND and their families as part of the Joint Strategic Needs Assessment. This data is used to identify gaps in provision and to agree priorities for commissioning with service users. The joint commissioning plan is co-produced with children and young people with SEND and their parents and carers.

Priorities for this strand of work

B1. Needs, data and performance management

B2. Joint Commissioning Plan

What we achieved in 2015-16

An initial joint strategic needs assessment for 0-25s with SEND was carried out.

Reviews were carried out in each of the 4 areas of need and action plans were developed based on the recommendations of each:

- Sensory and Physical
- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health

What we have achieved in 2016-17

- SEND Needs Assessment has been completed
- Joint Commissioning Plan has been agreed across the CCG, local authority, Schools, Solent and Portsmouth Parent Voice.

Specific achievements include:

Sensory and Physical

- Reviewed the wheelchair service - following feedback re: waiting times

Cognition and learning

- Re-designated Cliffdale and Redwood Park as special schools for children with complex needs and autism
- Began phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enable these schools to provide effectively for children with more complex needs and autism

Communication and interaction

- Established a new Inclusion Centre for secondary aged pupils with communication and interaction needs (including autism) at Trafalgar school

| |
|---|
| <ul style="list-style-type: none"> Established new Inclusion Centres for primary pupils with communication and interaction needs (including speech and language difficulties and autism) at Devonshire Infants and Portsdown Primary schools. <p>Social emotional and mental health difficulties</p> <ul style="list-style-type: none"> Re-defined the AP and SEN pathways for children with SEMH Developed new SLAs with The Harbour School and Flying Bull for the provision of SEMH support to children and young people within the city Included Future in Mind developments within joint commissioning plan |
| <p>What we achieved in 2017-18</p> <ul style="list-style-type: none"> SEND needs assessment was refreshed as part of the SEND Strategic Review SEND Strategic Review was carried out to inform future commissioning, all 49 recommendations have been incorporated into the Joint Commissioning Plan Children and young people's Autism strategy has been developed |
| <p>What we delivered in 2018-19</p> <p>The Joint Commissioning Plan for 2018-2020 outlined nine commissioning ambitions agreed following the SEN Review and significant engagement with professionals, parents and young people.</p> <p>Across the nine ambitions there has been a wide range of commissioning and service development activities to better meet the needs of children and young people with SEND. Headlines include:</p> <ul style="list-style-type: none"> Reshaping key parts of the workforce to enable us to provide named Lead Professionals for children and young people with complex SEND Delivery of the new SEND Place Strategy to ensure we have sufficient special school and resourced provision placements over the next five years Delivery of a comprehensive new SEMH strategy including a revised offer to schools to support inclusion of children with SEMH and address exclusions and absence Reshaping services to drive mainstream school inclusion Further improved joint commissioning of out of city placements A revised neuro-diversity profiling pathway |
| <p>What we will achieve in 2019-20</p> <ul style="list-style-type: none"> To ensure there is a comprehensive overview of data and performance 0 - 25 across education, health and care To improve the availability of data on moving into employment To ensure there is a Designated Clinical Officer in place for 18-25 year olds To ensure the specialist short breaks offer is flexible enough to meet needs |

- To ensure there is follow up support available when cases are closed to SALT.
- To ensure SALT is available to those that need it in the secondary phase of their education
- To ensure CAMHS LD is available to children who meet the criteria but who are educated in mainstream schools
- To ensure timely access to wheelchair services

Monitored via: SEND 0-25 Joint Commissioning Steering Group

Chair: Hayden Ginns, Children's Transformation Manager, PCC

CO-PRODUCTION AND COMMUNICATION

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| The Long-Term Plan For participation and co-production with children and young people with SEND and their parents and carers to become embedded as a way of working both at the strategic level and at an individual case work level. |
| Priorities for this strand of work B3. Participation and co-production with parents and carers B4. Participation and co-production with children and young people with SEND B5. Information Advice and Guidance for young people with SEND and parent/carers |
| What we achieved in 2015-16 A Parents and Carers Co-production group is established and has completed key tasks including designing the Local Offer website. There is a parent/carers co-chair of the SEND Board and parent/carers reps on all subgroups of the SEND Strategy A Young people's Co-production group is established 'Dynamite' and has completed tasks including a young people's survey 'The Big Bang'. |
| What we achieved in 2016-17 <ul style="list-style-type: none">• Dynamite coproduced 2nd annual survey which reached over 100 young people• Established of a Young Inspectors programme - 12 trained Young Inspectors are regularly visiting a range of services and submitting reports• Training delivered by young people to 25 professionals across agencies• Widened parent/carers engagement activity to include parents of children on SEN Support and recruited 13 SEN Champions in mainstream schools• Appreciation awards have been presented to around 30 professionals• Recruited and trained new parent/carers reps on the Inclusion Support Panel |
| What we achieved in 2017-18 <ul style="list-style-type: none">• Incorporated ECAF into the SEND Strategy governance and accountability structure, alongside the parent/carers co-production group and Dynamite (young people's co-production group) |

- Re-purposed the terms of reference of the parent/carer co-production group (renamed Shaping Better Futures Together) to take on a more strategic role
- Embedded coproduction across the city e.g. via coproduction self-evaluation
- Continued to develop the Social Emotional and Mental Health (SEMH)/Future in Mind (FiM) work in partnership with the FiM Co-production group
- Continued to deliver the Young Inspectors programme
- Co-produced information for Parents/Carers and Young People including:
 - Transition guide for parents/carers
 - Parenting Offer

What we delivered in 2018-19

- Continued to facilitate strategic coproduction with young people through the work of Dynamite
- Carried out the Dynamite 'Big Bang' annual survey
- Further developed the Local Offer website to take account of feedback from young people
- Continued to deliver the Young Inspectors programme
- Continued to facilitate strategic coproduction with parents/carers through the Shaping Better Futures Together parents coproduction group
- Worked in partnership with parents/carers on the recommendations arising from the SEND Strategic review including the SEND Hub and SEN Place Planning strategy
- Continued to review the local offer website and make recommendations as to the further development of the website to ensure it continues to meet parents/carers' needs
- Co-produced information and guidance for parents/carers in partnership with professionals from PCC and the CCG.

What we will deliver in 2019-20

- Actively promote IAG for young people and ensure it is accessible to young people
- Continue to deliver the Young Inspectors programme
- Work with PCC to carry out the annual survey in conjunction with the survey for parents/carers
- Work with services in coproduction to ensure that changes to service delivery are effectively communicated to families
- Work in coproduction with PCC to recommission the local offer website
- Work in coproduction with PCC/CCG and Solent to co-design the new ND pathway
- Work in coproduction with services on identified priority areas (see action plan)

Monitored via:

Shaping Better Futures Together (Parent/Carers co-production group)

Chair: Kara Jewell, Parent Engagement Officer, Portsmouth Parent Voice

Dynamite Core Group (Young people's co-production group)

Facilitator: Joe McLeish, Young People's Participation Officer, Portsmouth Disability Forum

Local Offer and Information Advice and Support Steering Group

Chair: Julia Katherine, Head of Inclusion, Inclusion Service, PCC

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WORKFORCE REMODELLING, DEVELOPMENT AND PRACTICE

The Long-Term Plan

For Portsmouth to have successfully implemented the SEND reforms, as outlined in part 3 of the Children and Families Act 2014 (often described as a 10 year whole system change programme). Ultimately this will be independently tested via the Ofsted/CQC SEND inspections process.

The SEND Strategy (alongside its sister strategy 'Stronger Futures') makes up the children's element of the Portsmouth 'Blueprint' for health and care in the city, which sets the ambition to more strongly integrate public service spending across the local public service system.

Priorities for this strand of work

- B1. Local Offer
- B2. SEN Support
- B3. EHC assessments and plans
- B4. Personal budgets, short breaks and home to school travel assistance
- B5. Independent advice and support and engagement

What we achieved in 2015-16

Good progress has been made in implementing the SEND Reforms to date. Portsmouth are compliant with all new statutory duties.

A self-assessment has been undertaken and an implementation plan is in place.

What we achieved in 2016/17

- Further developed the Local Offer
- Maintained the high quality of our EHCPs
- Improved the % of EHCPs completed within statutory timescales to 98%
- Increased the number of Personal Budgets included within EHCPs
- Published the revised Short Breaks statement and eligibility criteria
- Increased the number of direct payments in place
- Commissioned Portsmouth IASS
- Continued parent and young people's engagement work, including coffee mornings and pizza evenings delivered by PPV and Dynamite

What we achieved in 2017-18

- Maintained and further improved the quality and timeliness of EHCPs
- Continued to monitor and further develop the Local Offer in response to feedback from young people
- Recommissioned the targeted short break offer
- Increased the number of personal budgets and direct payments included within EHCPs
- Continued to co-produce all EHCPs with children, young people and parents/.carers
- Enabled children and young people with SEND and their parents/carers to contribute to strategic decision-making about local provision
- Maintained strong leadership and lines of accountability for the SEND Strategy
- Joint planned and commissioned provision for children and young people with the most complex needs who require jointly funded packages of support
- Continued to improve services by learning from complaints and tribunal cases

This group has taken on the role of monitoring the performance indicators across the whole SEND Strategy, prior to quarterly performance being reported to the SEND Board.

What we delivered in 2018-19

- Put in place a comprehensive quarterly performance report
- Monitored outcomes for children and young people with SEND from vulnerable groups across the year with targeted data dashboards
- Reviewed and recommissioned the Local Offer website to ensure that it is meeting parent/carer and young people's needs
- Developed and delivered training for professionals involved in the EHCP process and decision making panels

What we will deliver in 2019-20

- Further develop and strengthen EHCP audits to ensure continued improvement, including ensuring that the voice and aspirations of the child are consistently informing outcomes and provision in EHCPs
- Further embed the consideration of Early Help Assessments within the EHC needs assessment process
- Roll out programme of professional development for SENCos, including person centred practice training
- Develop SEND induction e-learning module for the whole of the children's workforce
- Deliver training for evidence-writers to improve the advice provided as part of the EHC Process, particularly for 14-25 year olds.
- Roll out programme of professionals development to strengthen the Lead Professional role for children and young people with SEND

- Develop the independent travel training offer so that all young people are supported to develop their ability to travel independently before they leave school
- Embed involvement, participation and co-production as a way of working across the children's workforce.

Monitored via: Workforce development and practice group

Chair: Julia Katherine, Head of Inclusion, Inclusion Service, PCC

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