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
<table>
<thead>
<tr>
<th>Lead Partnership Board:</th>
<th>SEND Board</th>
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| Programme Sponsors:    | Alison Jeffery, Director of Children's Services, PCC  
                         Innes Richens, Chief Operating Officer, CCG |
| Lead:                  | Julia Katherine, Head of Inclusion, PCC |
| Contact Details:       | julia.katherine@portsmouthcc.gov.uk |

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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
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.

**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 EHCP 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 neurodiversity |

### 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

SEND & PEP & PEP Inclusion Group

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

SEND 0-25 Joint Commissioning and Performance Group
B1. Needs assessment, data and performance management
B2. Joint Commissioning Plan

Autism and ND Steering Group
A6. Meeting the needs of children with autism and Neurodiversity

SEND 0-25 Joint Commissioning and Performance Group

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

SEND & PEP Inclusion Group

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

SEND 0-25 Joint Commissioning and Performance Group
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Co-production and Communication
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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

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<td>11.</td>
<td>Aspirations influencing outcomes in EHCPs</td>
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<td>Preparing for Adulthood Group</td>
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<td>13.</td>
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<td>Joint Commissioning and Performance Group &amp; SEMH Group</td>
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<td>14.</td>
<td>Access to IAG</td>
<td>IAG and Communications group</td>
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<td>15.</td>
<td>Educational outcomes for those on SEND Support</td>
<td>Joint Commissioning and Performance Group &amp; Portsmouth Education Partnership School Improvement Board</td>
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<td>17.</td>
<td>Information about the proportion of young people with SEND in independent or supported living</td>
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<td>Transition between paediatric and adult health services</td>
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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

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<td>A1.</td>
<td>Removing barriers to inclusion</td>
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<td>A2.</td>
<td>SEN Support</td>
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<td>A3.</td>
<td>Reducing exclusion and absence</td>
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What we achieved in 2015-16

- Established an annual conference to share and celebrate good practice
- Revised the service level agreement for the provision of outreach services
- Developed an ‘Ordinarily Available Provision’ document for school SENCos

What we achieved in 2016-17

- Developed the Ordinarily Available Provision suite of documents
- Developed a shared understanding of how we monitor ‘good progress’ for those on SEN Support
- Developed an offer of school SEN support to promote good inclusive practice
- Monitored the impact of the outreach service in building capacity within mainstream schools
- Delivered the annual Inclusion Conference
- Developed the well-being and resilience strategy

What we achieved in 2017-18

- 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

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<th>The Long-Term Plan</th>
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<tr>
<td>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.</td>
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<th>Priorities for this strand of work</th>
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<td>A2. To meet the social emotional and mental health (SEMH) needs of children and young people in education and community settings</td>
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<th>What we achieved in 2018-19</th>
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<td>This is a new subgroup of the SEND Board</td>
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<th>What we will achieve in 2019-20</th>
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<tr>
<td>• 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</td>
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<td>• Reduce CAMHS waiting times</td>
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<td>• Increase parental confidence and experience of waiting to access CAMHS</td>
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<td>• Introduce Mental Health Support Teams in schools</td>
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<th>Monitored via: SEMH Group</th>
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<td>Chair: Hayden Ginns, Children's Transformation Manager, PCC</td>
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## 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 Heath 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
• 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.

Social emotional and mental health difficulties
• 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

<table>
<thead>
<tr>
<th>What we achieved in 2017-18</th>
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<tbody>
<tr>
<td>SEND needs assessment was refreshed as part of the SEND Strategic Review</td>
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<tr>
<td>SEND Strategic Review was carried out to inform future commissioning, all 49 recommendations have been incorporated into the Joint Commissioning Plan</td>
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<tr>
<td>Children and young people’s Autism strategy has been developed</td>
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<thead>
<tr>
<th>What we delivered in 2018-19</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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:</td>
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<tr>
<td>• Reshaping key parts of the workforce to enable us to provide named Lead Professionals for children and young people with complex SEND</td>
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<tr>
<td>• Delivery of the new SEND Place Strategy to ensure we have sufficient special school and resourced provision placements over the next five years</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Reshaping services to drive mainstream school inclusion</td>
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<tr>
<td>• Further improved joint commissioning of out of city placements</td>
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<tr>
<td>• A revised neuro-diversity profiling pathway</td>
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<tr>
<th>What we will achieve in 2019-20</th>
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<tr>
<td>• To ensure there is a comprehensive overview of data and performance 0 - 25 across education, health and care</td>
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<td>• To improve the availability of data on moving into employment</td>
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<tr>
<td>• To ensure there is a Designated Clinical Officer in place for 18-25 year olds</td>
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<tr>
<td>• To ensure the specialist short breaks offer is flexible enough to meet needs</td>
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</tbody>
</table>
- 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**

### 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/carer co-chair of the SEND Board and parent/carer 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

- 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/carer 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/carer reps on the Inclusion Support Panel

### What we achieved in 2017-18

- Incorporated ECAF into the SEND Strategy governance and accountability structure, alongside the parent/carer 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
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

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<tbody>
<tr>
<td>B1.</td>
<td>Local Offer</td>
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<td>B2.</td>
<td>SEN Support</td>
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<td>B3.</td>
<td>EHC assessments and plans</td>
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<tr>
<td>B4.</td>
<td>Personal budgets, short breaks and home to school travel assistance</td>
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<tr>
<td>B5.</td>
<td>Independent advice and support and engagement</td>
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### 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/carers 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 EHCP 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 EHCP 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