



**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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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

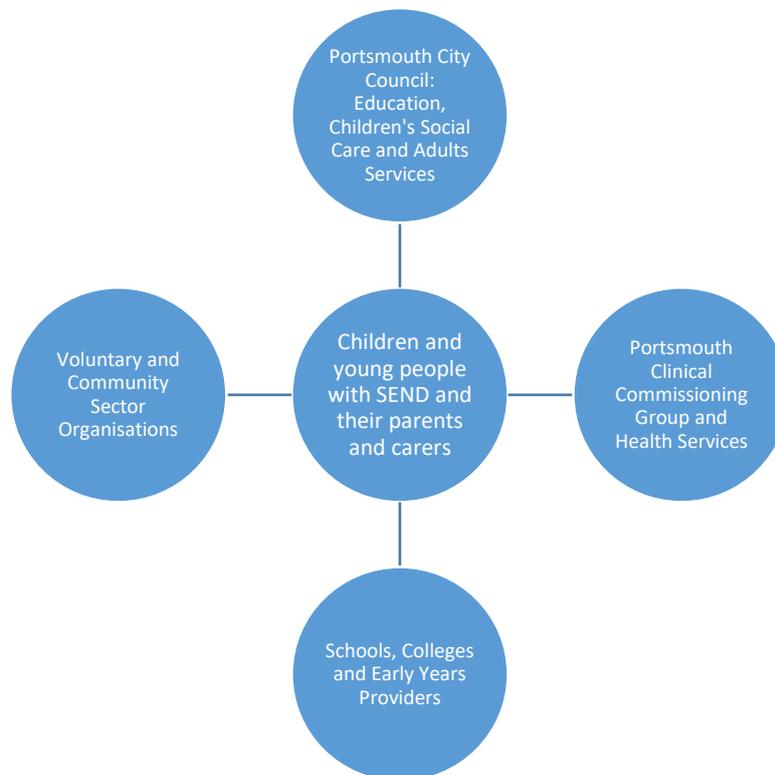
Portsmouth Children's Trust - under the governance of the Health and Wellbeing Board - has had a dedicated SEND Strategy in place since 2006.

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.

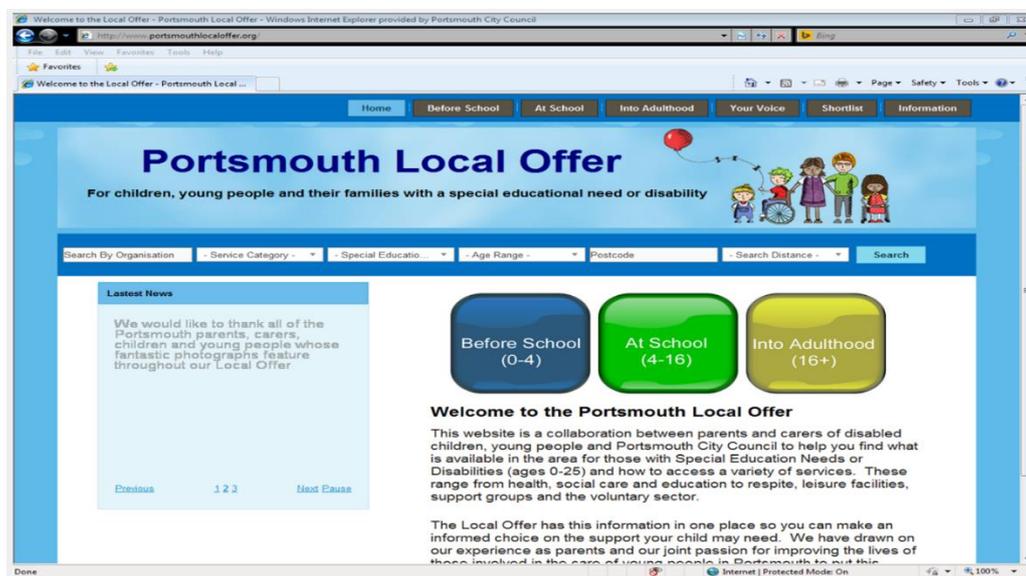
VISION

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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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

<p>A1. Inclusion: Enabling more children with SEND to be educated in mainstream settings</p>	<p>A2. SEN Support - Improving education, health and care outcomes for children requiring SEN Support</p>	<p>A3. Reducing exclusions and school absence for children with SEND</p>	<p>A4. Meeting the Social emotional and mental health (SEMH) needs of children and young people in education and community settings</p>	<p>A5. Preparing for Adulthood - ensuring effective support up to the age of 25</p>	<p>A6. Meeting the needs of children with neuro-diversity</p>
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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)

Response to the Local Area SEND Inspection

The SEND Inspection in July 2019 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 has been incorporated into the refreshed strategy and in the delivery plans for the relevant workstreams.

Post-inspection Action Plan

	Area for development identified in the Local Area SEND inspection report	Workstream	Lead	Update November 2020
Identifying needs				
1.	ND assessment pathway delays	Joint Commissioning and Performance/ Autism and ND	HG	£160,000 full year investment to reduce the length of the waiting list - around 200 children. High confidence in new ND Profiling initiative to impact on wait times over the next 2 years. Progress very strong - impact to be felt mid-2021.
2.	CAMHs/CAMHs-LD waiting times	Joint Commissioning and Performance/SEMH	HG	Waiting times have increased during Covid-19 but not to the % level seen nationally. Data flow during Covid is very poor so anecdotal at present. MHST investment (£1.2m) and Digital Early Help offer (£80k pa) Eating Disorders (£208k pa) and Paediatric Psychiatric Liaison at QAH (£83k from Portsmouth with £162k from across ICP) expected to impact by mid 2021
3.	Post-diagnostic support for ASD	Joint Commissioning and Performance/ Autism and ND	HG	Under the ND Profiling Pilot, we have developed a huge array of resources for children and families, matched to the 9 profile spectra. We are on the cusp of launching a review to develop a multi-

				disciplinary team to support ND children and their families to shift resource from diagnosis to support.
4.	Integrated assessment of child's developmental progress	Workforce and Practice	JK	Review of Early Years Panel has taken place and changes to process implemented. Some further work to do to address capacity issues in Health Visiting
5.	Annual GP health checks	Joint Commissioning and Performance	HG	Data remains poor in this area so still work to do to ascertain the severity and locus of the issue. PFA group continues to try to develop the data.
6.	Health and dental assessments for looked after children	Joint Commissioning and Performance	HG	The Health pathway for LAC is being redesigned and the new pathway is expected to be in place March 21. Performance remains below previous levels.
Meeting needs				
7.	Support for families	Joint Commissioning and Performance	HG	Group-based provision for families of SEND children still requires more resourcing. A review of the Parent Support Pathway is underway post-Covid.
8.	Support for sensory processing needs	Joint Commissioning and Performance	HG	Review of needs across City underway, report and recommendations expected by January 2021, with implementation of any changes from April 2021.
9.	Specialist short breaks provision	Joint Commissioning and Performance	HG	Covid 19 has delayed the review of short breaks to ensure a clear offer across education, health and social care commissioned services. Short breaks during Lockdown was a successful project and demonstrated the agility of service providers.
10.	Communicating changes to services	IAG and Communications/ Coproductio	JK	Solent attend the monthly SBFT Parents co-production group and have made good use of this to coproduce information for service users and to gain feedback to improve communication of changes to services.
11.	Aspirations influencing outcomes in EHCPs	Workforce and Practice	JK	Termly multi-agency EHCP audits are in place to continue to improve the quality of EHCPs. Aspirations influencing outcomes is one of the

				aspects of EHCPs that is looked at via these audits. Termly reports show continual improvement.
12.	Transition to adult health and care services	Preparing for Adulthood	MS	We have published a Transition Protocol for Adult Social Care which incorporates CHC and Mental Health transition. We will look to publish an accessible version for the Local Offer. We have developed and use a Tracker tool that identifies children and young people likely to require support from Adult Social Care - at Review. The tool looks at the level of support that young people require and are likely to require in terms of the 4 PfA outcomes - which is a good indicator of eligibility as it matches some ASD criteria. The Tracker tool is intended to support planning for children and young people who have traditionally fallen through the gaps.
13.	Re-referral to CAMHs	Joint Commissioning and Performance/SEMH	HG	CAMHS are still unable to measure re-referrals but it is in the new SEMH Scorecard.
14.	Access to IAG	IAG and Communications	JK	We have continued to promote IAG, however the referrals from young people remain low.
Improving outcomes				
15.	Educational outcomes for those on SEND Support	Joint Commissioning and Performance/ Inclusion/ Portsmouth Education Partnership School Improvement Board	SC	We have <ul style="list-style-type: none"> • Revised Profile of Need to increase consistency in identification of SEN • Developed a comprehensive central SENCo training offer including one session looking at outcomes • Commissioned the Inclusion Outreach Service to offer broader range of support to schools to better meet needs

				<ul style="list-style-type: none"> Launched the Portsmouth Inclusive Education Quality Mark (PIE QM) with one standard specifically on teaching and learning
16.	Opportunities for supported employment and the range of employment opportunities for young people with SEND	Preparing for Adulthood	AP	<p>Portsmouth City Council have been working with post-16 providers and social enterprise organisations to increase the provision of supported internships. All local post-16 providers now have a Supported Internship offer. In February 2020 a Employability Conference was held which brought together a range of partners including post-16 providers, employers, social enterprise, young people, parents and carers to identify an action plan for the future. Whilst the pandemic has had an impact on progress work is still moving forward. Plans are progressing for a Project Choice Supported Internship Programme to be in based at QA Hospital from September 2021. The SEND Employability Forum are working together to address the issues around the loss of placements and employment opportunities and Portsmouth City Council has made an application to the DWP to fund a Youth Hub which will include support for young people with SEND who are seeking employment.</p>
17.	Information about the proportion of young people with SEND in independent or supported living	Preparing for Adulthood	MS	<p>We have currently no mechanism for capturing this information. We are developing a new set of quantitative and qualitative measures to capture achievement in terms of delivery of outcomes related specifically to the PfA outcomes.</p>
18.	Transition between paediatric and adult health services	Preparing for Adulthood	MS	<p>The transition protocol relating to Adult Social Care is not matched by a comprehensive protocol across</p>

				health services. Development of a parallel protocol for Health is included in the PfA workstream.
Additional				
19.	Address wheelchair service delays	Joint Commissioning and Performance	HG	Wheelchair services have been recommissioned. Most recent monitoring data indicates only 3 children rated 'Red' for waiting delay/impact (none of whom are at risk). These are part of legacy waiting list that will be managed down further over the next Quarter.
20.	DCO required for 19 - 25 age group	Joint Commissioning and Performance	HG	0-25 DCO has been appointed to start in Jan 2021.
21.	Recommissioning Local Offer website to increase accessibility	IAG and Communications	JK	New website is in place. Feedback on accessibility has been positive.

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 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 <ul style="list-style-type: none">• 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 <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

<ul style="list-style-type: none"> • Successfully bid for grant funding to enhance our Alternative Provision offer and increase reintegration to mainstream school
<p>What we achieved in 2018-19</p> <ul style="list-style-type: none"> • 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
<p>What achieved in 2019-20</p> <ul style="list-style-type: none"> • Launched the Portsmouth Inclusive Education Quality Mark (PIE QM) • Delivered the Turnaround project to facilitate effective reintegration from Alternative Provision • Launched the new integrated Inclusion Outreach Service offer to schools
<p>What we will achieve in 2020-21</p> <ul style="list-style-type: none"> • Identify further support for schools to address SEN Support variability • Identify further support for schools to improve literacy • Roll out the use of the PIE QM across all schools • Carry out a review of secondary schools' internal AP provision • Embed the work of the Turnaround project in the Early Help and Prevention Service in order to increase reintegration rates • Renew the focus on addressing school absence for children with SEND • Embed the new model of delivery for the Inclusion Outreach Service • Make available grant for mainstream schools to support inclusion building projects
<p>Monitored via: SEND Inclusion Group Co-chaired by : Nys Hardingham, Head Teacher, ALNS and Julia Katherine, Head of Inclusion, PCC</p>

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 achieved in 2019-20 <ul style="list-style-type: none">• Successful JTAI Inspection with Mental Health theme• Better alignment of the SEMH offer from providers in the SEMH Partnership working in schools• Successful bid for third MHST team (Wave 4) meaning whole city coverage from late 2021. Good school engagement in Wave Two roll-out.• Investment in psychiatric liaison service• Pilot of Team Around the School approach• Commissioning Group set up for Alternative Provision• Mainstreaming plans in place for Turnaround project following successful initial phase• Huge take up in training around restorative practice and PACE• Roll-out of support for trauma-informed practice support during Covid-19• Set up Link Co-ordinator scheme to improve working between LA, health and schools for vulnerable children
What we will achieve in 2020-21 <ul style="list-style-type: none">• Expand Team Around the School approach• Embed MHSTs in all schools• Roll out of DDP Training to key teams in the city• Launch of Digital Mental Health platform• Additional resourcing for Eating Disorder pathway• Bid for NHS resources to support multi-disciplinary working for pupils in the Harbour School
Monitored via: SEMH Group Chair: Hayden Ginns, Assistant Director Commissioning and Performance, 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 achieved in 2019-20

- A Transition Protocol for Adult Social Care has been published which incorporates Continuing Health care and Mental Health transition.
- A Tracker tool has been developed that identifies children and young people likely to require support from Adult Social Care - at Review. This tool looks at the level of support that young people require and are likely to require in terms of the 4 PfA outcomes - which is a good indicator of eligibility as it matches some ASD criteria. The Tracker tool is intended to support planning for children and young people who have traditionally fallen through the gaps

What we will achieve in 2020-21

- To ensure that 75% of young people with an EHCP have the opportunity to have a Health Check by March 2020 in line with NHSE target
- To improve transition for young people and their families, including continuing care to continuing health care
- DCO role to include PfA agenda and cover 19-25
- To increase the number of young people with SEND making a positive transition to employment
- To improve information sharing between education, health and social care about children with and without EHCPs who may need support from adult services
- To improve the information published on the Local Offer that sets out the support available to young people and enables them to plan effectively
- To increase the number of young people with SEND to make a positive progression to post-16
- To ensure that young people, families and carers have an understanding of housing (and support) options available and how to access them

- To increase the availability of independent travel training

Monitored via: Preparing for Adulthood Group

Chair: Mark Stables, Head of Service - Market Development and Community Engagement, 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 achieved in 2019-20 <ul style="list-style-type: none">• ND Profiling pilot gathered pace with widening number of professionals involved in the project.• New ND Profiling Tool created.• ND Resource pack for children, families and professional• Evaluation Framework in place• ND profiling Training started roll-out• Significant NHS investment (£60k) to clear ND Waiting List in CAMHS
What we will achieve in 2020-21 <ul style="list-style-type: none">• Initial evaluation findings on new ND Profiling tool• Refresh of ND Strategy• Scoping, benefits assessment and business case for development of multi-disciplinary ND service• To ensure there is a comprehensive training offer available for staff working with children and young adults with autism and ND• Prepare for opening of new special free school in 2022
Monitored via: Autism and ND Steering Group Chair: Liz Robinson, Service Manager, Education Support And Principal Educational Psychologist, 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

What we achieved in 2017-18

- 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

What we achieved in 2018-19

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.

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:

- 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

What we achieved in 2019-20

- Improving use of data to understand service and system performance
- Designated Clinical Officer resource in place for 0 - 25
- Additional resource to manage Complex Care and High Needs Panel functions
- Stood up short breaks provision during Lockdown 1

- Reduced wheelchair waiting times to acceptable level
- Good progress on SEND/AP Pupil Placement commissioning
- Tracheostomy Protocol in place
- Improved community nursing response

What we will achieve in 2020-21

- Capital bid for SEND/AP Pupil Places
- Data and scorecards for all parts of the SEND system
- Tighten contract management processes for all commissioned services
- 18 - 25 Needs Assessment
- Full review of Short Breaks Offer
- Redesign CAMHS LD offer
- Specialist Schools Nursing review complete
- Implementation of new pathways for respiratory illnesses and allergies

Monitored via: SEND 0-25 Joint Commissioning Steering Group

Chair: Hayden Ginns, Assistant Director Commissioning and Performance, PCC

CO-PRODUCTION AND COMMUNICATION

<p>The Long-Term Plan</p> <p>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.</p>
<p>Priorities for this strand of work</p> <p>B3. Participation and co-production with parents and carers</p> <p>B4. Participation and co-production with children and young people with SEND</p> <p>B5. Information Advice and Guidance for young people with SEND and parent/carers</p>
<p>What we achieved in 2015-16</p> <p>A Parents and Carers Co-production group is established and has completed key tasks including designing the Local Offer website.</p> <p>There is a parent/carer co-chair of the SEND Board and parent/carer reps on all subgroups of the SEND Strategy</p> <p>A Young people's Co-production group is established 'Dynamite' and has completed tasks including a young people's survey 'The Big Bang'.</p>
<p>What we achieved in 2016-17</p> <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/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
<p>What we achieved in 2017-18</p> <ul style="list-style-type: none">• 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 achieved 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 achieved in 2019-20

- Actively promoted IAG for young people and ensured it is accessible to young people
- Continued to deliver the Young Inspectors programme
- Carried out the annual parent/carer and young people's surveys in collaboration between PPV, Dynamite and PCC
- Worked in co-production to ensure that changes to service delivery are effectively communicated to families
- Co-designed, recommissioned and published the new local offer website
- Co-designed the new ND pathway
- Continued to work in coproduction between families and services on identified priority areas

What we will achieve in 2020-21

- Continue to raise awareness of the local offer website
- Increase use of social media and other forms of communication with families
- Further develop the local offer website to better meet the needs of young people
- Embed co-production as a way of working across the Children's Service and Education directorate, including CCG children's services

Monitored via:

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

- 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 achieved 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 achieved in 2019-20

- Further developed and strengthened termly, multi-agency 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 embedded the consideration of Early Help Assessments within the EHC needs assessment process
- Planned a centralised programme of professional development for SENCOs
- Developed a 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.

What we will achieve in 2020-21

- Embed the learning from EHCP Audits across education, health and care

- Carry out a SEND workforce development needs analysis and develop a comprehensive programme of SEND workforce development on the basis of this.
- Publish a basic awareness raising SEND e-learning module for the children's workforce and monitor completion rates
- Develop and publish an intermediate SEND e-learning module
- Effectively publicise the training and workforce development that is available and monitor uptake

Monitored via: Workforce development and practice group

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