



POOLE'S SPECIAL EDUCATIONAL NEEDS AND DISABILITIES STRATEGY 2017 to 2020

Contents

Our vision 4

Developing our strategy 4

Our new approach for SEND in Poole..... 8

Our priorities for improvement..... 11

Governance and Monitoring Arrangements 12

Our vision

We are committed to ensuring all children and young people have the chance to achieve their full potential.

To achieve this all partners will work together so that every child and young person with a special educational need or disability (SEND):

Will be defined from their earliest years by their potential and what they can do, not what they cannot do or are prevented from doing

Is as healthy as they can be and happy in their life

Feels safe and are kept safe

Progresses well, achieving the best possible outcomes

Is prepared for adulthood from the earliest years

Developing our strategy

This strategy sets out how partners in Poole will work together to achieve our vision, and is supported by an improvement plan setting out the actions which are of critical importance to delivering this strategy. The strategy and improvement plan have been informed by:

- The Joint Strategic Needs Assessment, service data and on-going feedback from families
- Consultation with children and young people with special educational needs and disabilities, and their families (separate report)
- Poole's self evaluation of services and outcomes for children and young people with special educational needs and disabilities (separate report)
- Dorset Clinical Commissioning Group baseline review of SEND

The strategy is driven by the needs of children and young people in Poole with special educational needs and disabilities.

- There is a correlation between areas of deprivation and SEND in Poole and a number of vulnerable groups have been identified as particularly at risk of poor outcomes, this includes children and young with special educational needs and disabilities, and some of the groups identified as in “specific circumstances” by the SEND Code of Practice
- Having Special Educational Needs in Poole has been shown to be a strong predictor of poorer outcomes, in particular education, employment, mental health and social issues
- In January 2017 14.4% of pupils aged 4 to 18 attending Poole school (2779) were registered as having SEND Support and there were 659 Poole-resident children and young people with statements of special educational needs (statements) or Education, Health and Care Plans (EHCPs)
- Currently 17% of children in care also have SEND and/or may be disabled (35 children)
- Over the last year the largest categories of identified needs for children and young people in Poole schools related to communication & interaction and cognition & learning with both accounting for nearly two thirds
- Pupils outcome data shows that overall pupils with SEND do well compared to their peers nationally at the Early Years Foundation Stage, Key Stage 1 (statements or EHCPs) and at Key Stage 4; with outcomes at Key Stage 2 below national and variability between outcomes at school support and those with statements or EHCPs
- The percentage of young people in Poole with SEND participating in employment, education or training who are 16-17 years old is 96% (significantly higher than England average) and 6.3% for those aged 20-24 (slightly below the England average).

2018 update:

- In 2018 14.2% of pupils aged 4 to 16 attending Poole schools (2,516) were registered as having SEN Support and the number of Poole-resident children and young people with Education, Health and Care Plans (EHCPs) rose to over 800. 23% of children in care also have SEN and/or may be disabled (47 children)
- Over the last year the largest category of identified needs for children and young people in Poole schools is cognition & learning. Nearly two thirds of pupils with SEN fall into the combined total of this category and the second largest, communication & interaction.
- Provisional, un-validated 2018 data suggests that overall; pupils with SEND do well when compared to their SEND peers nationally at the Early Years Foundation Stage and for pupils on school support at Key Stage 1. SEND pupils with an EHCP do not do as well as their peers nationally at Key Stage 1. SEND pupils do not do as well in both attainment and progress as their SEND peers nationally at Key Stage 2. Comparative SEND data for Key Stage 4 will not be available until January 2019.

- Based on June 2018 NCCIS figures, the percentage of young people in Poole with SEND participating in employment, education or training who are 16-17 years old is 92.46% (above England average of 90.2%) and 80% for those aged 20-24 (significantly above the England average of 15.7%).

Seeking parental views

Parents/carers who participated in a discussion group with SENDIASS, as part of the SEND consultation came up with their key words below:

- CONTINUITY (of care toward their child/young person)
- FLEXIBILITY (particularly around how education is delivered – relevant to all children/young people but especially for those whose child/young person had spent some time out of school)
- PERSONALISATION (seeing the individual – this applied to provision of all services associated with SEND)
- ACCOUNTABILITY (services taking responsibility for providing support)
- COMMUNICATION (this related to lack of effective communication between services and with themselves as parents)

Local priorities

- Poole Children’s Trust *Children's Services Strategic Plan 2014-2017* aims to ensure all children and young people have the chance to achieve their full potential’, with improving outcomes for children with special educational needs and disabilities as a priority
- The Dorset Sustainability and Transformation Plan sets out our commitment to transforming health and social care services through prevention at scale, integrated community services and One Acute Network across the system
- The “Framework for Future Commissioning of Paediatric and Child Health Services in Dorset “(Dorset CCG) provides the vision, principles and outcomes for paediatric and child health services in Dorset.
- The Strategic Action Plan (SEND) for Dorset CCG sets out the focused priorities for health services which contribute to the joint Strategic Plan for Poole Children’s Trust in relation to SEND
- The Borough of Poole’s Corporate Strategy sets out the council’s commitment to ensuring all children and young people achieve their full potential

- The Strategy for Supporting School Improvement sets out how Poole schools, teaching schools and the Borough Poole work together to enable all children and young people to achieve their full potential, with improving outcomes for children with special educational needs and disabilities as a priority
- There are important links to a number of other plans and strategies including The Big Plan, Poole's Early Help Strategy and the 14-19 Employment, Education & Training Plan, all with a specific focus on driving improved outcomes for children and young people with SEND
- Through the Bournemouth and Poole Local Safeguarding Board partners in Poole work together to ensure that all children and young people are safe and feel safe in their homes and communities. This is central to our vision for children and young people with SEND and is an important part of our Improvement Plan.

2018 Updates

As part of the Local Government Reorganisation a new Learning partnership has been set up and is currently agreeing its priorities for Bournemouth, Christchurch and Poole

National priorities

National legislation lays out a highly-specified template for local authorities, schools, academies, FE colleges and clinical commissioning groups. The legislation is supported by a raft of national guidance documentation, some statutory (requiring "due regard"), others advisory. The current legislation and national guidance can be found at: www.legislation.gov.uk. The key documents in relation to SEND and the role of local authorities (social care and education) and NHS commissioning and services in particular are:

- The Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice 2015
- Health and Social Care Act 2012

This strategy has been developed to meet the national priorities and has due regard for the SEND Code of Practice 2015.

Building on the more explicit role for social care and health in local SEND arrangements within the Health and Social Care Act 2012, The Children and Families Act 2014 introduced significant reforms in the arrangements for special educational needs and disabilities, the transition period for the implementation of which will come to an end in 2018.

Other recent Department for Education publications of significance to the national picture:

- Special educational needs and disability: supporting local and national accountability (DfE 2015)
- SEND: The schools and colleges experience (DfE 2015)
- The Special Educational Needs and Disability Pathfinder Programme Evaluation Final Impact Research Report (DfE 2015)
- 0 to 25 SEND code of practice: a guide for health professionals (DH, 2016)

- Guidance on the Health and Social Care Act 2012: Change's to Public Health functions that affects local authorities (DH 2013)
- Care and Support Statutory Guidance (CH, updated 2017), (guidance on the implementation of the 2014 Care Act)
- National plan, Building the Right Support (2015)- a national plan developed jointly by NHS England, the LGA and ADASS, covering services across health and care; an east read version of the national plan is also available.

These documents can be located online at:

<https://www.gov.uk/government/organisations/department-for-education> .

Our new approach for SEND in Poole

Parents and young people have told us that across the system of support we need a new approach, despite some areas of excellence. This new approach is based on four aspects:

A focus on children and young people's potential, building resilience and removing barriers to their progress and learning.

To achieve this we will:

- Take an inclusive approach and champion inclusion.
- Embed a personalised approach which identifies early any barriers that will prevent children and young people achieving their full potential.
- Ensure our services work with children, young people and their families to build independence and resilience.
- Be driven by outcomes at an individual and service level.
- Focus on potential, with a changing focus from a medical model of diagnosis to more of a strengths based model

Everything we do, we will do with children, young people and their families

To achieve this we will:

- Use the experiences, ambitions and expectations of children young people and their families, to shape our services.

- Ensure children young people and their families have greater choice and can make informed decisions about their lives and support.
- Empower children and young people to have their own perspective on what matters to them.
- Ensure staff have the skills and confidence they need to get the best outcomes from working with children and young people.

All Poole children and young people will be prepared for adulthood from their earliest years

To achieve this, we will:

- Work to remove the barriers preventing children and young people fully participating in the life of Poole and their local community.
- Ensure young people are prepared for higher education or employment, independent living and being healthy
- Ensure all staff working with children and young people encourage life ambitions from an early age.
- Ensure that all children with SEND make appropriate progress in their learning compared to their peers.
- Empower young people as they mature, to make independent decisions about their lives.
- Recognise children and young people for the contribution they make as part of the community.

Partners will change how we work together

To achieve this, we will:

- Develop joint commissioning further between education, health and social care.
- Have a joint needs assessment across all partners to ensure we commission the right services and meet the needs of children and young people with SEND.
- Jointly review the effectiveness of services in improving outcomes, based on systematic tracking and reviewing of children and young people's progress.

- Ensure all staff are supported and empowered to make changes and improve outcomes for children and young people.
- Ensure that all who work with children young people and families work in a consistent, coordinated and professional way.

Our priorities for improvement

We have identified six priorities for improvement which includes a focus on children and young people with SEND who are in specific circumstances where additional work is needed to improve outcomes for them¹.

Working collectively on these priorities for improvement is central to ensuring we meet our commitments in this strategy. The accompanying SEND Strategy Improvement Plan sets out these priorities for improvement with actions, timescales and outcomes.

- 1. Improve educational and lifelong outcomes for children and young people with special educational needs and disabilities**
- 2. Preparation for adulthood from the earliest years**
- 3. Involving, working and communicating in partnership with children, young people, parents and carers**
- 4. Appropriate, effective and timely identification and assessment of need in education, health and social care, that is personalised to the child or young person**
- 5. Working together across education, health and social care to jointly commission outcomes for children and young people**
- 6. Multi agency workforce development to meet our new approach**

2018 update

The SEND Strategy Improvement Plan has been updated to include an appendix that is the data dashboard for indicators and associated data to measure progress and impact. This dashboard will be used to report to both the SEND Strategic Partnership group (SSPG) and the Children's Trust Governance Board (CTGB) as detailed in the Governance and Monitoring arrangements.

¹ These groups include: looked after children; care leavers; social care needs, including children in need; educated out of area; educated at home; in alternative provision; are in hospital; children of service personnel; in youth custody.

We will know we are successful when:

- **Poole pupils with a special educational need or disability achieve better than or at least as well as other pupils nationally who have SEND**
- **Children and young people's individual health needs are met including their wellbeing**
- **Children and young people feel part of their local community and feel valued**
- **Young people are prepared for adulthood**
- **Children and young people feel safe and are kept safe**
- **Children young people and their families feel they have been listened to, are informed and have been part of the decision-making process**
- **Joint strategic planning, joint commissioning and joint operational service delivery is further developed across health, education and social care agencies and providers**

Governance and Monitoring Arrangements

This is a multi agency strategy with arrangements in place to support partnership working and robust monitoring of delivery of the strategy and improvement plan, in addition to the arrangements in place for individual partners:

- Poole Children's Trust Board is our partnership of agencies working together for all the children and young people in Poole. It will receive annual reports on delivery of the strategy.

Sept 2018 update - The monitoring frequency has been changed to include a standing agenda item at each meeting detailing the progress with delivering the strategy with more detailed reports 6 monthly including statistical data as it is released to monitor the outcomes in the improvement plan.

- Poole's SEND Strategic Partnership Group brings together Poole Parents and Carers Forum (PPCF), Dorset Clinical Commissioning Group (CCG), and the Borough of Poole focused on improving outcomes for children and young people with SEND. The work of the group is driven by the SEND Strategy and Improvement Plan. It meets regularly to drive partnership working, monitor progress against our Improvement Plan and take action to make improvements in multi-agency service delivery.

There are four established sub groups: SEND School's Partnership Group, Transition Operational Group, Pan Dorset Health SEND Management Group and the SENDIASS Steering Group, which are responsible for delivering key aspects of the SEND agenda. Poole's SEND Strategic Partnership Group will also establish time limited Working Groups to enable delivery of

the improvement plan, this will include for example 'SEND & social care' and 'workforce development'.

