

**Report to:** **STRATEGIC COMMISSIONING BOARD**

**Date:** 25 March 2020

**Executive Member** Councillor Eleanor Wills – Executive Member (Adult Social Care and Health)

**Officer of the Single Commission:** Jessica Williams, Director of Commissioning  
Richard Hancock, Director of Children’s Services

**Subject:** **SEND JOINT COMMISSIONING STRATEGIES**

**Report Summary:** This report presents the SEND (Special Educational Needs and Disabilities) Joint Commissioning Strategies for both Tameside and Derbyshire. The Derbyshire Strategy is included as it covers Glossopdale.

The Tameside Strategy focuses on the following seven priorities:-

**Priority 1** - To review the ISCAN service and explore opportunities to build on current evidence of integrated delivery with a view to establishing a service comprising of Education, Health and Social Care staff with the aim to improve the experience and outcomes the of those using the service.

**Priority 2** - To develop more neighbourhood working. We will be increasing the opportunities for children and young people with special educational needs and/or disability to be educated in, and supported by, their communities.

**Priority 3** - To develop more resourced provision in mainstream schools and colleges and examine increased delivery from our special schools through mainstream based satellite provision to ensure there is sufficient Special School provision.

**Priority 4** - To review current transition arrangements between services and from children’s to adult provision.

**Priority 5** - To review the integrated neurodevelopmental pathway with a view to streamlining processes and reducing waiting times for diagnosis and improving pre and post diagnostic support.

**Priority 6** - To develop a plan to take forward integrated personalised care for children with complex needs, including integrated personal budgets.

**Priority 7** - Transforming Care – To develop a comprehensive support offer to families where children have complex needs including challenging behaviour, taking learning from the Ealing Model.

The Derbyshire Strategy focuses on the following six themes:-

**Theme one** - strategic partnership working and co-production with parents/carers and young people.

**Theme two** - partnership working and joint commissioning across education, health and care.

**Theme three** - identification and assessment of needs, information and access to support.

**Theme four** - building inclusive capacity in mainstream schools and settings and providing targeted support for inclusion.

**Theme five** - developing responsive, effective local specialist provision.

**Theme six** - preparation for adulthood.

**Recommendations:**

To recommend the approval of the SEND Joint Commissioning Strategies for both Tameside and Derbyshire.

**Financial Implications:**

(Authorised by the statutory Section 151 Officer & Chief Finance Officer)

<b>Budget Allocation (if Investment Decision)</b>	To follow
<b>CCG or TMBC Budget Allocation</b>	The TMBC DSG High Needs budget (HNB) for 2020/21 is £25.4m, it is currently anticipated that there will be an in-year overspend of £2.0m with the carry forward overspend there will be a deficit of £4.0m to recover.
<b>Integrated Commissioning Fund Section – S75, Aligned, In-Collaboration</b>	
<b>Decision Body – SCB, Executive Cabinet, CCG Governing Body</b>	
<b>Value For Money Implications – e.g. Savings Deliverable, Expenditure Avoidance, Benchmark Comparisons</b>	TMBC Education - The change to a neighbourhood model and the increase in Resource bases is intended to improve place sufficiency. . It is intended that these changes support better use of the HNB DSG and reduce pressure for out of borough placements. These changes will require a changes to how we commission services and support. We expect to deliver this strategy within available budgets. The specific delivery models are still at the planning stage, therefore the financial implications cannot be quantified at this stage. A full costed implementation plan is being developed.

**Legal Implications:**

(Authorised by the Borough Solicitor)

The Strategic Commissioning Board is required to take due regard of the public sector equality duty which placed upon public bodies an obligation to advance equality of opportunity between persons who share a relevant protected characteristic. (S.149(b) Equality Act 2010) A current and regularly updated equality impact assessment is required to evidencing the development of an informed strategic delivery model for the provision of SEN provision.

Central to the provision of a fully integrated approach to commissioning and service delivery there is a requirement to

ensure that the service provisions obligations are compliant with the Education Act 1996, Children and Families Act 2014 are delivered in line with Special Educational Needs and Disability Code of Practice 2015. The Code of Practice sets out the approach to working together across education, health and care for joint outcomes.

**What is the evidence base for this recommendation?**

This report is informed by national policy including the Children and Families Act (2014) [specifically the SEND reforms], Future in Mind, the NHS Long Term Plan, the Transforming Care Programme and local policy including the Tameside SEND Strategy, Tameside and Glossop Children and Young People's Emotional and Mental Wellbeing Local Transformation Plan, Tameside JSNA (2017) and the Tameside Health and Wellbeing Strategy. It also draws on feedback from parents, carers and young people.

**Is this recommendation aligned to NICE guidance or other clinical best practice?**

The Strategies relate to the following NICE Guidance

- NICE guideline [NG93]: Learning disabilities and behaviour that challenges: service design and delivery
- NICE guideline in development [GID-NG10113]: Severe complex needs in disabled children and young people up to 25
- Clinical guideline [CG128]: Autism spectrum disorder in under 19s: recognition, referral and diagnosis
- NICE guideline [NG87]: Attention deficit hyperactivity disorder: diagnosis and management

**How will this impact upon the quality of care received by the patient?**

The strategies focus on the priorities to support children, young people and their families achieve good educational and health outcomes.

**How do proposals align with Health & Wellbeing Strategy**

The Joint Commissioning Strategies align to Starting Well

**How do proposals align with Locality Plan?**

This proposal supports the achievement of Starting Well

- Very Best Start in Life
- Aspiration and Hope through Learning
- Resilient Families and Support Networks

**How do proposals align with the Commissioning Strategy?**

Fully aligned

**Recommendations / views of the Health and Care Advisory Group:**

HCAG supported the Strategies, notably that both Tameside and Derbyshire Strategies were included. Members noted the long waiting times for diagnoses and the need to ensure transition to adult services.

**Public and Patient Implications:**

The Strategies address some of the concerns raised by parents of children with special educational needs and disabilities.

**Quality Implications:**

The Strategies aim to improve the quality of services available for children, young people and families living in Tameside and

Glossopdale.

**How do the proposals help to reduce health inequalities?**

The Strategies focus on improving education and health services for children with special educational needs and disabilities and support to their families and thereby this will reduce health inequalities.

**What are the Equality and Diversity implications?**

The Strategies, when implemented, will have a positive impact on people in the following protected groups: Disability, Carers and Mental Health.

**What are the safeguarding implications?**

There are no safeguarding implications associated with this report.

**What are the Information Governance implications**

There are no information governance implications associated with this report.

**Has a privacy impact assessment been conducted?**

Not applicable.

**Risk Management**

The SEND Joint Commissioning Group will identify and manage risks as they emerge.

**Access to Information :**

The background papers relating to this report can be inspected by contacting Pat McKelvey.



Telephone: 07792 060411



Email: [pat.mckelvey@nhs.net](mailto:pat.mckelvey@nhs.net)

# LISTENing

## Tameside Special Education Needs and Disabilities Joint Commissioning Strategy

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2019 – 2022



## **FOREWORD**

This Joint Commissioning Strategy sets out our ambition for children and young people with SEND in Tameside and their families.

It will play a vital role in making sure that we will have a transparent and open sharing of our priorities enabling every child or young person aged 0-25 with Special Educational Needs Disability to reach their full potential and to feel that they are contributing to our local community.

The Strategy outlines the principles, approaches and key actions we will take to deliver our vision and will evolve as we progress. We will work towards the principles of co-production outlined in our LISTENing in Tameside co-production framework and seek to embed them at all stages of joint commissioning work.

We are committed to reviewing the strategy annually so we can continue to drive the improvements needed and to make the strategy a 'live' document that responds to the needs of children and their families.

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# INTRODUCTION

This document sets out the strategic direction of commissioning for Children and Young People with Special Educational Needs and Disability (SEND) in Tameside, including health services for Glossop.

The strategy sets out how we will work together to ensure through commissioning we achieve good outcomes for our children & young people in Tameside. Delivering this strategy within budget will require all partners to work differently and better in partnership.

In line with vision of the Tameside and Glossop Strategic Commission this Strategy aims to ensure a fully integrated approach to the commissioning and delivery of services for children and young people with SEND.

Our Strategy meets the requirements of the Tameside and Glossop Corporate Plan 2018 – 2025:



## Delivering the vision, aims and priorities of the Corporate Plan will be supported by a number of enablers and ways of working:

A **new relationship** between public services and citizens, communities and businesses that enables shared decision making, democratic accountability and voice, genuine co-production and joint delivery of services. Do with, not to.

An **asset based approach** that recognises and builds on the strengths of individuals, families and our communities rather than focussing on the deficits.

**Behaviour change in our communities that builds independence and supports residents to be in control**

A **place based approach that redefines services** and places individuals, families, communities at the heart

A stronger prioritisation of **well being, prevention and early intervention**

An **evidence led** understanding of risk and impact to ensure the right intervention at the right time

An approach that supports the development of **new investment and resourcing models**, enabling collaboration with a wide range of organisations.

“Aspiration and hope through learning and moving with confidence from childhood to adulthood.”

We want all our young people to live in a safe and supportive environment and have the opportunity to reach their full potential.

Ensuring we provide the right service in the right place, at the right time, supporting people to live healthily and to achieve their true potential:

Its development has been informed by national policy including the Children and Families Act (2014) [specifically the SEND reforms], Future in Mind, the NHS Long Term Plan, the Transforming Care Programme and local policy including the Tameside SEND Strategy, Tameside and Glossop Children and Young Peoples Emotional and Mental Wellbeing Local Transformation Plan, Tameside JSNA (2017) and the Tameside Health and Wellbeing Strategy. It also seeks to draw on feedback from parents, carers and young people.

### SCOPE

This strategy covers Children and Young People with Special Educational Needs and Disability who are aged 0-24 (up to their 25th birthday).

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child is defined as having Special Educational Needs (SEN) if he or she “*has a learning difficulty or disability which calls for special education provision to be made for him or her*”. [Children and Families Act 2014 Section 20].

A child is considered to have a learning difficulty if she or he:

- *has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disability is defined in the Equality Act 2010. A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

This definition provides a relatively low threshold and includes more children and young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Special Educational Needs and Disability Code of Practice, DfE, July 2014 states:

“EHC plans can be put in place from birth, and up to 25 where it is agreed that a young person requires more time to complete their education, and has not yet met the outcomes agreed as part of their plan. In the case of a young person who reaches their 25th birthday before their course has ended, the EHC plan can be maintained until the end of the academic year in which they turn 25’

Children, young people and their families are at the centre of our work. Supporting their interests and welfare is paramount. The following principles guide our approach to commissioning:

- We will keep children and young people safe through effective safeguarding practice
- We will work with children, young people and families meaningfully at all stages of the commissioning cycle.
- We will work within a framework of fair, open and transparent processes.
- We will make evidence-informed decisions about the commissioning and decommissioning of services.
- We will strive to continually improve outcomes for children, young people and their families.
- We will focus on early intervention and prevention to reduce high cost services in the future.
- We will promote equality (including equality of access to services) in relation to age, disability, gender/gender reassignment, race, religion or belief and sexual orientation.
- We will deliver efficiencies and quality through robust risk, contract and performance management.
- We will work in a spirit of co-production and partnership with parents and their children and young people with SEND, involving them in all key decisions.
- We will work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess- plan-do-review processes and clear pathways.

- We will have the highest expectations for children and young people with SEND, ensuring that they are fully included in all educational settings and that their needs are met by high performing local schools.
- We will ensure a rigorous focus on the preparation for adulthood outcomes and life after school.
- We will ensure that resources are fairly and consistently allocated according to needs.

We are committed to the arrangements for safeguarding and promoting the welfare of children and young people through the Tameside Safeguarding Children Board (<https://www.tamesidesafeguardingchildren.org.uk>).

We work in accordance with the Equality Act 2010, which consolidates protection against discrimination on the grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It also put in place a public sector equality duty, which gives public authorities a legal responsibility to provide this protection and make decisions which are fair and transparent, including the allocation of public money.

We will achieve value for money by securing effective services which meet local needs and deliver improved outcomes.

## **GUIDING PRINCIPLES**

We are committed to the following principles in our commissioning activities:

### **This will mean:**

- A focus on outcomes that we are trying to improve for the child or young person, the level of response required and assertive monitoring of whether their life is improved as a result
- A shift towards neighbourhood working - reinforced by a wide range of support options
- Continuing the shift to more flexible arrangements that encourage responsiveness to the needs and choices of children and young people based on affordability, choice, quality, and accountability in service provision in line with Universal Personalised Care (2019).
- Focusing on the needs of children and young people and their families rather than defining them by service user group. Understanding local needs and preferences as well as reducing demand longer term lies at the heart of effective commissioning.
- Making commissioning decisions based on evidence and using innovation in performance to ensure that we are getting the most from all of our commission and contracting arrangements.
- Emphasising co-production principles at all stages of commissioning with children and young people, providers, partners and professional communities.
- Challenge & review service delivery (make, shift, buy, share, share, stop) to make sure value for money is achieved.

### **This will require:**

- a firmer evidence base, informed by more effective monitoring of outcomes and feedback to shape future commissioning intentions
- a close relationship which continues to share market intelligence to further understanding of any potential gaps in provision and clarification of respective roles in responding to need
- an increasing emphasis on the provider's ability to demonstrate productivity, cost effectiveness and value-for-money
- the potential for commissioning on an experimental basis (accepting some risks) in order to encourage new models of delivery and providers into the market
- full transparency on funding within commissioning and provider block contracts.

## THE LOCAL POPULATION NEED

Children with special educational needs and disabilities are a diverse group, where some children require minimal support and others require multi-agency intervention across the three sectors of education, health and social care. In order to ensure the best outcomes for these children and young people, it is vital to understand their needs to ensure that these children and young people feel fully part of society and are never excluded from any part of life's experience or opportunities.

We will use our data to inform our commissioning intentions. Our JSNA and SEND strategy for example are data sources that we will use as part of our commissioning cycle.

## CO-PRODUCTION

We are developing a co-production framework in Tameside, called LISTEN. We will use this as part of the commissioning cycle to inform our commissioning intentions.

We have co-produced our Local Offer (<https://www.tameside.gov.uk/localoffer>) to ensure accurate description of services for CYP aged 0-25. Our local offer will be reviewed annually using our LISTEN framework. This review will inform the commissioning cycle for SEND.

The learning from engagement tells us that most families receive good support and care, however there are some things families say needs to improve:

- Information on local activities and support
- Transition between services, schools and from children's to adults services
- Services are not always joined up and don't work together
- I don't want to have to tell my story lots of times to lots of people
- Waiting times for diagnosis are too long

In addition families would like to see:

- Better signposting where to get help and local activities
- More support with the EHCP process
- Improved coordinated care
- Information to be better shared across services
- More say and control over the care they receive
- Improved support through schools

## COMMISSIONING INTENTIONS

In the creation of the Strategic Commissioning Function we took a large step to joining up care and treatment with ambition to improve outcomes, symbolised by the creation of a Section 75 pooled budget. We will utilise our learning to develop a phased approach to integrating services for children and young people with disabilities and their families; ensuring positive experience of services and ensure they are timely, accurate and in the right place.

The SEND Joint Commissioning group have developed joint commissioning intentions as follows:-

**Priority 1** - To review the ISCAN service and explore opportunities to build on current evidence of integrated delivery with a view to establishing a service comprising of Education, Health and Social Care staff with the aim to improve the experience and outcomes the of those using the service.

**Priority 2** - To develop more neighbourhood working. We will be increasing the opportunities for children and young people with special educational needs and/or disability to be educated in, and supported by, their communities.

**Priority 3** - To develop more resourced provision in mainstream schools and colleges and examine increased delivery from our special schools through mainstream based satellite provision to ensure there is sufficient Special School provision.

**Priority 4** - To review current transition arrangements between services and from children's to adult provision.

**Priority 5** - To review the integrated neurodevelopmental pathway with a view to streamlining processes and reducing waiting times for diagnosis and improving pre and post diagnostic support.

**Priority 6** - To develop a plan to take forward integrated personalised care for children with complex needs, including integrated personal budgets.

**Priority 7** - Transforming Care – To develop a comprehensive support offer to families where children have complex needs including challenging behaviour, taking learning from the Ealing Model.

To enable us to deliver the following outcomes over the next 3 years:-

- **Outcome 1** – our families, children and young people report a positive experience of our SEND systems and support, feel empowered and confident to engage and to make decisions.
- **Outcome 2** – timely and accurate assessment and identification of SEND across education, health and care services.
- **Outcome 3** – inclusive and equitable access to good quality local education.
- **Outcome 4** – smooth and effective transitions happen at key points for the child and young person.
- **Outcome 5** – creative partnership working delivers effective, fair and transparent systems and services.

## GOVERNANCE

NHS Tameside and Glossop CCG and Tameside Metropolitan Borough Council have formed a Single Commissioning Function. Within this function a Strategic Commissioning Board has been developed. Informing the Strategic Commissioning Board on SEND is the SEND Strategic Group.

A Joint Commissioning Group has been established to ensure delivery of the Commissioning Intentions for the SEND Strategic Group.

# Derbyshire Local Area SEND 0-25



## Strategy for Special Educational Needs and Disabilities in Derbyshire 2020-2023

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# 1 Forewords

Children and young people with Special Educational Needs (SEND) and their families really matter to us. This strategy reflects our total and relentless commitment to drive up and sustain quality services, providing challenge and scrutiny to ensure the services we offer are supporting great outcomes for local children and young people with SEND.

We fundamentally support the key principles underpinning the Children's and Families Act. Whilst recognising and celebrating our many strengths, we recognise there is still more to be done to ensure that we enable our children and young people with SEND to lead fulfilled, independent lives and realise their potential.

Jane Parfremment,  
Executive Director for Derbyshire Children's Services  
Councillor Alex Dale  
Derbyshire Cabinet Member for Young People

We are ambitious for our young people with SEND and this strategy outlines our intention to ensure we focus on the whole life of the young person. Social care intervention where needed, will focus on ensuring young people are connected in their communities, have employment opportunities that take account of their personal strengths and that where services are necessary they focus on enabling the young person to live the life they want to lead and are co-produced.

Councillor Jean Wharmby  
Cabinet Member for Adult Care

NHS Derby and Derbyshire Clinical Commissioning Group are pleased to be a contributor to the Derbyshire SEND Strategy for 2020-23.

It is through committed system-wide partnerships that the vision, aspirations and priorities outlined in this strategy will deliver the continued improvement in support and provision for children and young people with SEND and their families.

By fully establishing SEND priorities in the work of Joined up Care Derbyshire, we are working together to improve integrated care and delivery of our shared strategies. The NHS Long Term Plan has a number of policy drivers which provides us with the opportunity to strengthen alignment to our SEND Strategy. We will be demonstrating this through integrated governance, for example targeted mental health work in schools.

The work that has been planned and undertaken to date in strengthening the graduated offer, is essential in managing demand across the system and in delivering a better experience for children, young people and their parents/carers.

NHS Derby and Derbyshire CCG is committed to continuing to strengthen relationships with our partners and the many agencies that have a vital role to play in making Derbyshire a great place to grow up for our children and young people.

Dr Chris Clayton, Chief Executive Officer  
Derby and Derbyshire Clinical Commissioning Group

Tameside and Glossop CCG are committed to partnership working with all partners to provide great services for residents in Glossopdale. We want our children and

young people who have SEND and their families to be able to lead rich, exciting, and fulfilling lives, accessing the same experiences as other children, young people and families. To support this, we will ensure the right support is available where and when they need it.

The vision and priorities in this SEND Strategy 2020-23 are wholly supported by Tameside and Glossop Clinical Commissioning Group.

Steven Pleasant, Accountable Officer Tameside and Glossop Clinical Commissioning Group

Derbyshire Parent Carer Voice has been set up to help parents/carers have a forum for change within Derbyshire services and how they work with regard to parents, carers and children and young people with SEND.

Derbyshire Parent Carer Voice challenges the Local Authority and encourages parent and carers to constructively use their voice and to give feedback on their experiences. Derbyshire Parent Carer Voice has trustees sitting on many of the decision-making boards and have been actively involved in contributing to this Strategy. We support the key themes and areas for improvement that it outlines. We welcome the commitment of strategic leaders and operational services across the local area to work together to continue to improve how children and young people have the needs identified, assessed and met, to ensure that they achieve the best possible outcomes.

We will continue to be closely involved in monitoring and challenging the progress towards the areas for improvement in the strategy and the aligned SEND Strategic Plan. We will use surveys to gain views of parent/carers who are unable to attend our events and share the report on our website; a copy of which is also given to the relevant authority.

We will continue to ensure that effective parent and carer participation is happening by allowing parents and carers to have conversations with and work alongside professionals, in order to design, develop and improve services. This partnership benefits everyone.

Chair and Vice-Chair of Derbyshire Parent Carer Voice

## 2 Purpose of the Strategy

This strategy sets out a clear jointly agreed strategic vision and priorities for children with SEND in the Derbyshire Local Area. It is the framework within which the Local Area, which includes Derbyshire County Council, Derbyshire Clinical Commissioning Groups (CCGs), health providers, along with many other partners, will deliver our local ambitions for children and young people with SEND 0-25. It will describe what we are going to do, and how we are going to do it and why we are doing it.

## 3 Our Collective Vision

### 3.1 Derbyshire County Council Ambition and Values

**Ambition:** We will strive to be an enterprising and value for money Council enabling people and communities to thrive.

**Values** The way we work – we will:

- be open, honest and accountable ensuring the decisions that we make are fair and transparent;
- spend money wisely making the best use of the resources that we have;
- work with partners and local communities because we know that we cannot tackle complex problems on our own; and
- listen to local people ensuring we are responsive and take account of the things that matter most to them.

### 3.2 Derbyshire Children Services Vision

In delivering the council priorities staff will be:

'working creatively together to inspire and empower children, young people and their families and communities to be the best they can be: safe, healthy, happy, learning and working'.

Our ambition is to achieve sustained positive outcomes for children, young people and their families and to improve their physical, social and emotional well-being and safety, close the gap in educational achievement and support all children and young people in realising their potential.

### 3.3 Derbyshire and Derby City CCG Vision

Our vision is to continuously improve the health and wellbeing of the people of Derbyshire, using all resources as fairly as possible

We will do this by:

- providing local clinical leadership to the NHS, and working with everybody who can contribute to our aims;
- being open and accountable to our patients and communities; ensuring they are at the heart of everything we do;
- understanding our population and addressing inequalities so that services are in place to meet needs;
- planning services that best meet those needs now and in the future;
- aiming to secure the best quality, best value health and social care services we can afford; and
- using our resources fairly and effectively.

### 3.3 Tameside and Glossop CCG Vision

Our vision is that by inspiring all NHS colleagues, and through close working with partners, we will ensure the development of excellent, compassionate and cost-effective care leading to longer, healthier lives.

We will do this through the following principles:

- listening to patients;
- developing innovative services closer to home;
- increasing taxpayer value for money; and
- improving health indicators.

### 3.4 Our Local Area Vision and Beliefs for Children and Young People with SEND

Therefore, within the context of these ambitions, visions and values across education, health and social care:

Our vision is that all children and young people with SEND lead fulfilled lives; where they achieve well, are included in their local community socially, access meaningful employment and lead as independent, physically and emotionally healthy lives as possible.

We will ensure that everyone working with children and young people and their families will do their best to achieve this vision within a robust and integrated SEND system that leads to children and young people being well prepared for adulthood.

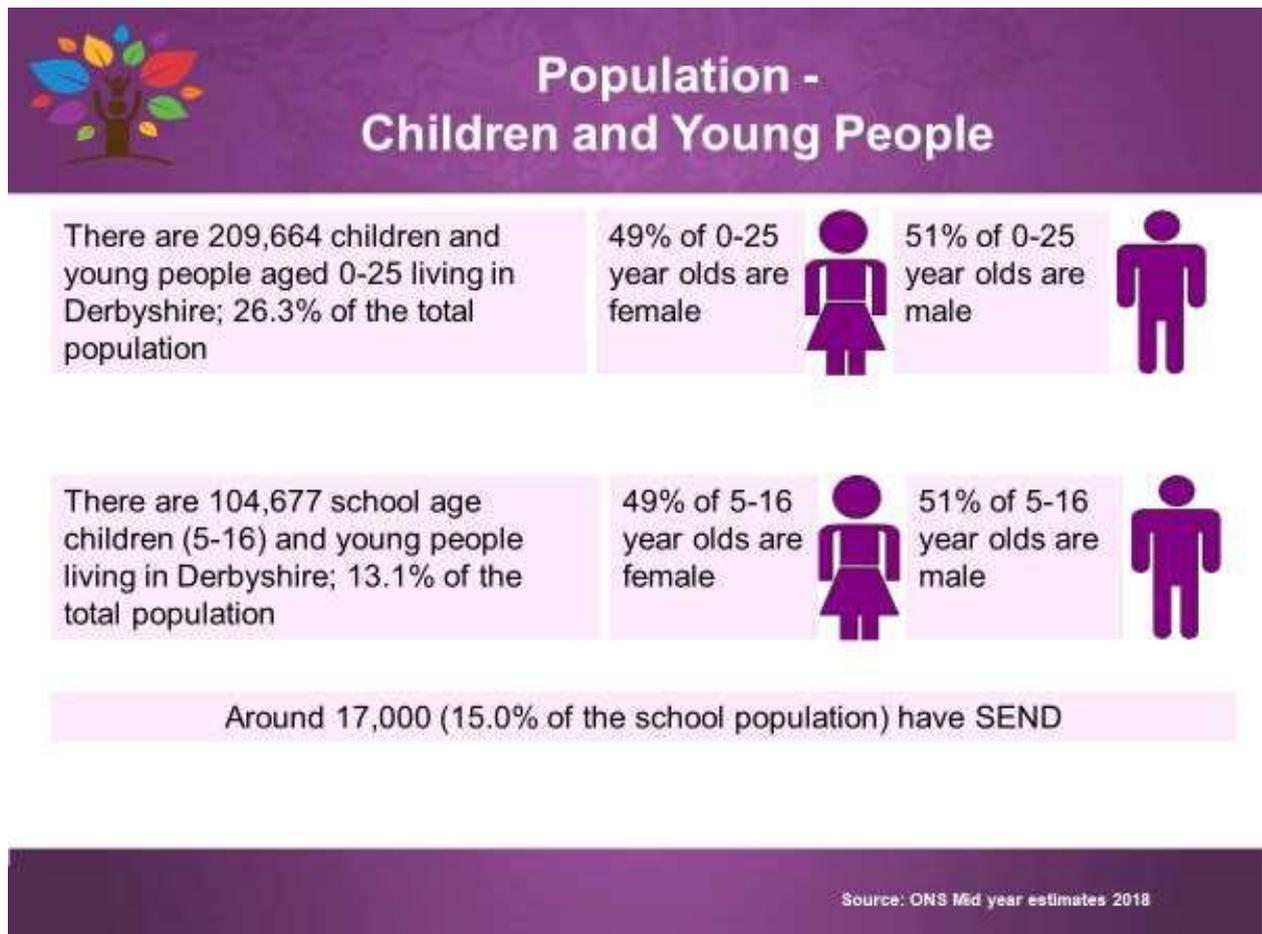
Our collective beliefs are:

- all children and young people with SEND and their families should benefit from high quality services;
- children, young people with SEND and their families and carers will be at the centre of all arrangements in Derbyshire to improve outcomes and their participation is essential;
- services should be available and accessible; and

- staff in all services/agencies supporting children and young people with SEND should, as far as possible, work collaboratively, be trained together and share a common understanding and purpose.

## 4 SEND in Derbyshire

The current position of SEND within Derbyshire is as follows:





## SEN Trend in Derbyshire

Over the last 2 years the proportion of pupils with SEN Support in Derbyshire has remained stable. The proportion of pupils with a Statement of SEN/ EHC Plan has seen a gradual reduction.

	2017		2018		2019	
	No.	%	No.	%	No.	%
Pupils with SEN Support	13,360	11.9	13,909	12.4	13,963	12.4
Pupils with a Statement of SEN/ EHC Plan	3,145	2.8	3,039	2.7	2,916	2.6
Pupils with SEN	16,505	14.8	16,948	15.2	16,879	15.0

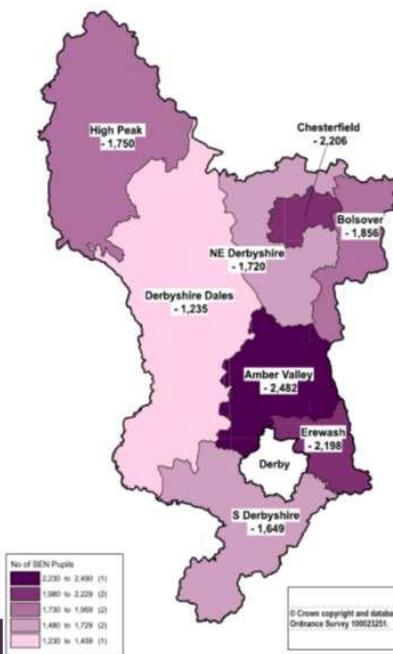
Source: January School Census

Moderate Learning Difficulties is the most common primary need in mainstream schools followed by social, emotional and mental health.  
Autistic Spectrum Condition is the most primary need in special schools followed by severe learning difficulties

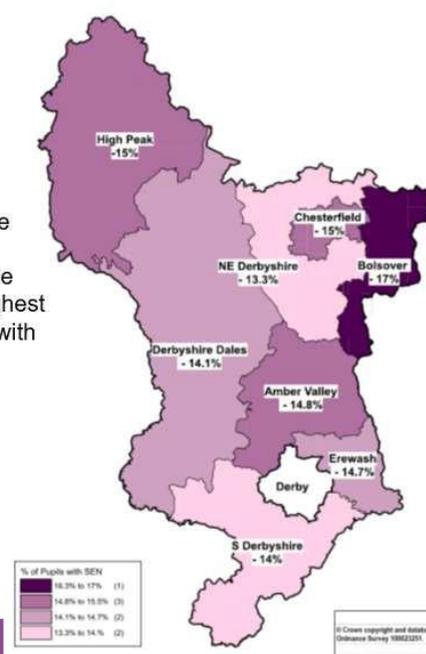


## Number & Proportion of SEN in each Derbyshire District

Numbers of SEN Pupils within each District as at January 2019 based on Home Postcodes



Percentage of SEN Pupils within each District as at January 2019 based on Home Postcodes



Amber Valley has the greatest number of pupils with SEN while Bolsover has the highest proportion of pupils with SEN.



## SEN Trend in Derbyshire

Over the last 2 years the proportion of pupils with SEN Support in Derbyshire has remained stable. The proportion of pupils with a Statement of SEN/ EHC Plan has seen a gradual reduction.

	2017		2018		2019	
	No.	%	No.	%	No.	%
Pupils with SEN	16,505	14.8	16,948	15.2	16,879	15.0
Pupils with SEN Support	13,360	11.9	13,909	12.4	13,963	12.4
Pupils with a Statement of SEN/ EHC Plan	3,145	2.8	3,039	2.7	2,916	2.6

Source: January School Census

Moderate Learning Difficulties is the most common primary need in mainstream schools followed by social, emotional and mental health.

Autistic Spectrum Condition is the most primary need in special schools followed by severe learning difficulties



## Young People Aged 16-25 with SEN

There are currently 890 young people recorded as SEN in the council's case management system (Synergy). As a percentage of the total population aged 16-25, this roughly equates to 1.1%.

Of those young people with SEN, 512 (57.5%) are in learning.

## 5 Context

### 5.1 The Children and Families Act 2014

The Children and Families Act 2014 introduced changes for Local Authorities and their partners regarding how children and young people with special educational needs and disabilities are assessed and supported. The Act is supported by a revised Code of Practice for Special Educational Needs and Disability (SEND), the most recent version published 1st May 2015. The principles underpinning this Code of Practice make clear that local authorities must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents;
- the importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

In addition, the Act required:

- including those aged from 0-25 years old;
- each area to have a Local Offer, which describes the types of support available for children and young people with SEND and their families, from birth to 25 years of age;
- all requests for assessment of special educational needs to follow the 20-week process for an Education, Health and Care (EHC) Needs Assessment; and
- Personal Budgets to be made available where appropriate.

In implementing the Act locally Derbyshire has the following objectives.

- Improving how the local area identifies children and young people with SEND.
- Improving how the local area assesses and meets the needs of children and young people with SEND.
- Improving the outcomes of children and young people with SEND in the local area.
- High satisfaction from and positive experience for children and young people with SEND and their families.
- A Local Area that knows itself i.e. what is working well and where things need to improve.
- Cost effective and streamlined services.
- Responsive and integrated commissioning of SEND services.
- A highly skilled and effective workforce.

## 5.2 The Children and Families Act in Derbyshire

In June 2014 Derbyshire County Council approved investment in a transformation programme to deliver on the ambitions for the Act in Derbyshire. In implementing the Act locally Derbyshire seeks to deliver:

- a relationship with children and families – doing with, rather than being done to;
- reduced bureaucracy;
- more joined up and integrated approaches between services;
- a system that feels different, characterised by person centredness and a focus on outcomes; and
- strategic and integrated commissioning of SEND services.

Key themes arising from consultation with parents/carers are:

- a wish for families to access support at the right time, using a graduated response to a child's needs, without where, possible, the need for a statutory assessment;

- a desire for a less complex, but stronger multi-agency response to assessment, planning and support;
- for children and families to be at the heart of planning and decision making;
- that families do not want people who have never met their child taking critical decisions about their support; and
- support for working in a multi-agency, co-ordinated way based in localities.

### 5.3 Local Area SEND Inspection November 2016

In November 2016 Derbyshire had its Joint Local Area SEND Inspection undertaken by Ofsted and CQC. The inspection report noted among many strengths including;

- that leaders had taken effective account of the reforms; that colleagues across the local area are working more closely together to support young people with SEND;
- that the local area has a very good understanding of how effectively it identifies and meets the needs of young people with SEND;
- that local area leaders understand the challenges of implementing the reforms; and
- that stakeholders from across the local area are well represented and their voices are listened to.

The inspection also highlighted a number of areas for development which were incorporated into the SEND Strategic Plan, with relevant actions taken forward and progress monitored.

### 5.4 Local Area SEND Peer Review April 2018

In April 2018 Derbyshire participated in a SEND Peer Review in which four external reviewers explored selected key lines of enquiry. The review report reflected the following key strengths.

- There is clear senior leadership and strategic direction to the SEND programme, with a high standard of expected delivery.
- The senior staff from health and the Local Authority could articulate their knowledge of areas of strength and development.
- There is a principle of co-production values.
- Frontline staff, parents/carers told the team that they were able to access senior leadership who listened to them and who sought to learn from customer feedback.
- The CAMHS LD and epilepsy pathways were highlighted as particularly good practice.

The areas for further development were included in the SEND Strategic Plan.

### 5.5 SEND Strategic Review

During the academic year 2018 -19 Derbyshire County Council undertook a comprehensive strategic review of our support, services and provision for children and young people with high needs. To complete this work and, therefore, give an external, objective perspective the ISOS Partnership was commissioned, an organisation with a strong national reputation and background in this field.

The review was undertaken in three phases.

Phase 1 – evidence gathering.

Phase 2 – testing the evidence base and findings and shaping recommendations.

Phase 3 – focusing on what was needed to put the review findings and recommendations into action.

Throughout, the approach taken was to closely involve all stakeholders and work collaboratively, iteratively and in a spirit of co-production.

The report and recommendations completed in July 2019 was agreed by the SEND Strategic Board and endorsed by strategic leaders. The areas for improvement and associated actions have been incorporated into a refreshed Local Area SEND Strategic Plan. This details how the recommendations will be taken forward, build on the strengths Derbyshire already has and address the areas for improvement that were reflected. The full report is available on the Local Offer.

The Local Area SEND Strategy and SEND Strategic Plan will form the foundation for the provision for our young people with high needs in Derbyshire for the next three years.

## 6 Strategic Themes and Areas for Improvement

Derbyshire has six underpinning themes through which its vision will be delivered and the areas for improvement addressed.

Theme one - strategic partnership working and co-production with parents/carers and young people.

Theme two - partnership working and joint commissioning across education, health and care.

Theme three - identification and assessment of needs, information and access to support.

Theme four - building inclusive capacity in mainstream schools and settings and providing targeted support for inclusion.

Theme five - developing responsive, effective local specialist provision.

Theme six - preparation for adulthood.

These themes provide the framework for the Local Area SEND Strategic Plan through which the key areas for improvement will be addressed. The plan details the

success criteria, key actions to be undertaken, who will be leading on each aspect, the performance milestones and how they will be monitored.

Below are the key areas for improvement under each theme.

#### 6.1 Strategic Partnership working and co-production with parents/carers and young people

The key areas for improvement are:

1. Build on existing strong strategic relationships with parents/carers of young people with SEND by broadening strategic engagements and participation;
2. Identify and develop specific co-production projects with parents;
3. Develop a formal framework/network for engaging young people in strategic initiatives and questions facing the local system.

#### 6.2 Partnership working and joint commissioning across education, health and care

The Key Areas for Improvement are:

1. Revisit the purpose of the SEND commissioning hub.
2. Identify some specific priorities for joint commissioning.
3. Continue to work with frontline professionals to ensure consistent understanding of the local continuum of services and provision for young people with SEND in Derbyshire.

#### 6.3 Identification and assessment of needs, information and access to support

The Key Areas for Improvement are:

1. Update and refine the local offer to provide a clear overview, introduction and practical tool for parents/carers, providers and professionals.
2. Address the concerns raised about the day-to-day operation of GRIP so that it delivers swift, pupil-centred high needs support for schools consistently effectively.
3. Refine core processes related to EHC assessments and plans to address concerns about consistency, quality and specificity of outcomes.

#### 6.4 Building inclusive capacity in mainstream schools and settings and providing targeted support for inclusion

The Key Areas for Improvement are:

1. Continue to develop, support and strengthen inclusive capacity in mainstream education settings.
2. Refocus the offer of targeted services in a more holistic, strategic way so that they provide a coherent, consistent and responsive offer across the county.

#### 6.5 Developing responsive, effective local specialist provision

The Key Areas for Improvement are:

1. Rearticulate a clear offer of Enhanced Resource School support based on current and future needs that is equitable across localities and consistent across phases.
2. Rearticulate the offer of special school provision, ensure the offer and core processes are informed by current and future needs.
3. Work with school and Alternative Provision leaders to develop responsibility-based models of inclusion support and Alternative Provision to strengthen pathways, reintegration and the equitable use of local Alternative Provision.

## 6.6 Preparation for adulthood

The Key Areas for Improvement are:

1. Set out a shared vision of the opportunities to be open to all young people with SEND and high needs
2. Develop explicit processes for planning long-term outcomes and pathways for young people and embed these in young people's plans and the work of all services.
3. Develop a broader and more integrated offer to widen the range of pathways open to young people with SEND and high needs.

## 7 Timescales

The SEND Strategy will run from January 2020 until January 2023 when its success will be reviewed. Over each of the three years actions will be taken to progress each of the six themes. Developments will be addressed using a variety of approaches including task and finish groups and individual smaller projects. All delivery will be monitored as stated below.

## 8 Governance

A clear structure for accountability oversees the delivery of this strategy and the strategic plan, with overall accountability resting with the Health and Wellbeing Board. See Appendix 1.

The Local Area SEND Strategic Board will have direct oversight of the Local Area SEND Strategy and Strategic Plan and works to the following principles.

- Leading change – giving clear direction, engendering trust, engaging stakeholders, appointing the right people at the right time, being clear about uncertainty, solving problems and creating novel solutions, supporting transition to the new ways of working and when indicated by available data (qualitative and quantitative) providing appropriate challenge where needed.
- Envisioning and communicating a better future – providing a clear vision statement that is consistent and communicated and recognising and rewarding those involved in improvements.
- Focusing on benefits and threats to them – all benefits will be aligned to the strategic objectives, a risk register will be kept up to date and well managed,

the benefits of the programme will be understood, and the programme will remain focused.

- Adding value – the programme will add value to the sum of the constituent projects and there will be a plan for quick and visible performance improvements;
- Designing and delivering a coherent capability – a schedule of activity will ensure the optimum level of change is delivered within minimum adverse impact on operational services, with rigorous management of interdependencies between projects, clear understanding of different responsibilities within the programme, regular reviews, and removing obstacles to change.
- Learning from experience – a reflective stance will be taken by all members of the programme organisation and this will be facilitated by the retention and maintenance of a log of lessons learned and use of the Programme Quality Impact Assessment tool.
- Remaining aligned with partners corporate strategies – external influences on the programme will be identified, projects will be carefully monitored and the business case will be regularly reviewed.
- Person centredness and outcomes focus – all aspects of the programme should support and enable person-centred approaches and a focus on outcomes.
- Co-production – ensuring all aspects of the programme are developed in partnership with stakeholders, including parents and children.

The Local Area SEND Strategic Board will:

- ensure effective arrangements are in place in order that the Board is able to effectively deliver and evaluate how the local area carries out its key functions;
- ensure that there is a comprehensive process for evidencing the above including both qualitative and quantitative data;
- ensure there is effective and comprehensive Local Area self-evaluation, well linked to the SEND Strategic Plan areas for improvement;
- monitor progress towards the actions identified on the SEND Strategic Plan to address the identified key areas for improvement;
- provide direction to the key groups on delivering the strategic priorities, including task and finish and advisory groups;
- endorse and approve decisions and developments regarding SEND provision as appropriate and make strategic recommendations through relevant governance structures;
- provide strategic links and communication with stakeholders;
- ensure the principles of the SEND reforms are upheld, including those of participation and engagement, person-centeredness and outcomes focus;

- ensure system wide communication of progress, development, changes and challenges;
- monitor and respond to risks; and
- be ready and prepared for the local area inspection.

## 8 Quality Assurance, Evaluation and Review

This Local Area SEND Strategy and the associated SEND Strategic Plan will be regularly reviewed by the Local Area SEND Strategic Board and signed off by the Health and Well Being Board. The Local Area is committed to a process of systematic quality assurance and evaluation within a framework of systematic self-evaluation involving all partners and a cycle of ongoing Local Area improvement.

This includes what we learn from children and young people, their parents/carers and families, staff, partner agencies, learning from internal and external inspection and audit, as well as responding to actions arising from Serious Case Reviews and national policy.

The process of quality assurance, evaluation and review covers several key areas and aspects to ensure it gives a comprehensive view of how well we are doing and how we need to improve. This includes:

- engagement and feedback from key stakeholders and organisations (children, young people, parents/carers/ families and partners from all agencies involved in supporting CYP with SEND 0-25);
- audits of key parts of the SEND process, including Education, Health and Care Plans (EHC Plans), EHC needs assessments including parental requests, annual reviews and SEN support in mainstream schools;
- observation of decision-making meetings – Annual Reviews, EHC Planning meetings, SEND Panels and Multi- Agency Panel meetings;
- analysis of a range performance data including the range of outcomes of CYP with SEND, exclusions, attendance, employment and performance against statutory timescales; and
- delivery of Challenge Days and engagement with SEND Peer Reviews.

Appendix 1

Governance Structure

