

Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities

**WORKING TOGETHER
IMPROVING OUTCOMES**

**Schools Funding Forum
9 December**

Education and Young People's Services



WORKING TOGETHER, IMPROVING OUTCOMES

Aims

1. Improve educational, health and emotional wellbeing outcomes
2. Deliver the changes in the Children and Families Act 2014
3. Address the gaps in provision; improve the quality; develop the range and a mixed economy.

Vision

- Good local schools; core standards, earlier intervention and inclusion
- Partnerships; school to school, workforce development, outreach support
- Creating capacity; provision and places
- Co-production, providers engaged with changes
- Good progress for every Kent child and young person with SEN

WHAT HAS ALREADY BEEN ACHIEVED (2013-16)

Improving quality

- More children attending a better school
- LIFT and Early Years LIFT.

Delivering statutory changes

- Local Offer, Assessment timescales, conversions
- Joint commissioning; family advice or short breaks with IASK; Integrated Equipment; dispute resolution and mediation; therapies project
- High needs funding; 47% without EHCP, 500+ ASD, 300 SLCN and 300 SEMH. Largest group Y1, then Yr2. Secondary schools make fewer applications but 63% non-Grammar and 47% Grammar schools applied. We are tracking Y6 into Secondary school.

Addressing the gaps in our provision

- Increased Special school places; SRP.

WHAT'S LEFT TO DO

- Greater expertise in mainstream; skilled teachers
- Improved attendance, inclusion in the classroom
- Parental confidence and good relationship with settings and schools
- Linked resources and better transition between pre-school and school
- Demand for specialist places, particularly Secondary age
- The cost of home to school transport needs to reduce
- Preparation for adulthood; good providers at post 16; personalised and high quality work experience, internships and support for apprenticeships.

WHAT'S LEFT TO DO

- Early identification by Health Visitors, earlier involvement of speech and language services
- Tackle inequalities that arise from gaps in therapy, missed treatment and follow up to ensure no safeguarding or accessibility concerns.
- Access to mental health services; timely assessment, diagnosis and action
- More effective commissioning for complex health needs
- Good collaboration for integrated commissioning.

ACTION PLAN FOR 2016-19

Priority areas for action

- **Identifying** the right children and young people at the right time
- Ensuring **assessment is effective** and **meeting needs**
- Our local arrangements mean young people achieve better **outcomes**
- **Children and young people with SEND and their parents** are involved in decision making
- **Adding to the specialist provision** where it is needed locally and reduction in need for transport .

Outcomes

By 2018 we will

- Ensure all services prioritise children in public care
- Demonstrate that Health visitors are making effective early referrals to SEN services
- Have transferred all Statements to good quality EHCPs
- Have specialist school nursing for complex health
- Have closed gaps in speech and language support 0-18
- Commission Post 16 SEND provision from a range of providers delivering evidence-based practice and preparation for adulthood, to increase choice

Outcomes

By 2018 we will

- Tackled persistent absence or pupils with SEND through a feedback system with schools
- Reduced SEND NEETs and have increased the range of 19-25 pathways developed.
- Deliver greater local co-ordination of education, health and care services and plans for children and families.
- Ensure Short breaks are widely available.

Outcomes

By 2018 we will

- Continue to promote awareness of the Local Offer
- Have reduced parents frustrations with delay or accessibility
- Embed a culture of evaluating the impact of what we do to regularly monitor and review parent experiences of systems
- Have a high quality statutory assessment process which delivers to timescales and engages parents at each step.

WE WILL KNOW WE ARE ACHIEVING WHEN

- Parents feel listened to and their views are acted upon and there is evidence of high levels of parental involvement in SEND assessment and review
- Young people are influencing decisions about them
- The local offer is informative, well known and used
- Parents are highly satisfied with SEND provision and have confidence in the support provided
- High needs funding has more impact on SEND progress and attainment
- Fewer EHCPs needed in mainstream schools
- Statutory assessment is timely