

Nottingham City Council

# SEND Strategic Priorities

## 2018-2023

for children and young people with Special Educational Needs and Disabilities (SEND) 0-25 years

### Our aim:

For all children and young people with SEND to be able to achieve their full potential.



Priority:	Why is this a priority:	Our Objectives	How will we know when this has been achieved:
<p><b>Supporting schools and settings to be inclusive</b></p>	<ul style="list-style-type: none"> <li>• To ensure that the majority of young people with SEND have their needs met effectively in their local, mainstream school</li> <li>• To ensure city wide agreement on the expectations of schools and settings, recognising the role of all stakeholders</li> <li>• Improve academic outcomes by the end of KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Publish clear information for parents and settings on the “graduated response”</li> <li>• Graduated response lays out clear criteria for intervention of specialist services</li> <li>• Review levels of support and resources available for early intervention in the early years</li> <li>• Review and clarify funding and resources available to support inclusion in mainstream settings, including HLN funding</li> <li>• Explore feasibility of approaches to delegating high needs funding to school clusters/MATs</li> <li>• Look at a number of measures to help better support SENCOs:</li> <li>• Explore models of peer support and challenge for SENCOs</li> <li>• Increase training, networking and CPD opportunities</li> <li>• Support for whole school SEND developments</li> <li>• Extend the range of training available for early years settings</li> <li>• Identify and implement new approaches to sharing expertise between mainstream and specialist provision and between phases</li> <li>• Explore curriculum options for pupils with SEND particularly at KS4/KS5</li> </ul>	<p>Information agreed and published on the Local Offer.</p> <p>Feedback from families indicates it is clear and accessible.</p> <p>Early years pathway securely embedded</p> <p>Improved educational attainment</p> <p>Reduction in exclusions</p> <p>Increased confidence of children, young people and families that needs are understood and being met</p> <p>Increased confidence in schools/settings about their ability to meet need as SENCOs are supported to promote effective whole school inclusion</p> <p>An agreed framework is in place so that providers can evidence outcomes of provision and good inclusive practice</p>
<p><b>Developing Provision</b></p>	<ul style="list-style-type: none"> <li>• Significant increase in numbers of pupils with ASD</li> <li>• Particular shortage of provision for ASD/MLD in the Bilborough/Broxtowe area compared to demand</li> <li>• Gaps in therapeutic provision for pupils with SEMH</li> <li>• To achieve our aim of having an effective continuum of provision across the City</li> </ul>	<ul style="list-style-type: none"> <li>• Explore research evidence around models of “enhanced resource” including for young people with SEMH</li> <li>• Address projected shortfall of high needs places for MLD/ASD secondary age pupils</li> <li>• Review and clarify funding levels for special schools and focus provisions</li> </ul>	<p>Sufficiency of places across all needs and settings</p> <p>Evidence that funding is being targeted appropriately to meet changing needs</p> <p>Clear funding processes across mainstream and specialist provision</p>

Priority:	Why is this a priority:	Our Objectives	How will we know when this has been achieved:
<p><b>Making transition easier for children and young people with SEND</b></p>	<p>Early years settings, schools, parents and young people have all identified the need for more consistent support for transition</p>	<ul style="list-style-type: none"> <li>• More effective sharing of information at key points of transition, including between early years settings, schools and colleges</li> <li>• Identify existing good practice and promote this City wide</li> <li>• Promote findings of work already carried out by EIB on transition</li> </ul>	<p>Reduction of exclusions and placements breaking down</p> <p>Reduction in requests for specialist provision</p> <p>Improved curriculum access on admission leading to improved outcomes</p>
<p><b>Promoting co-production with children, young people and their families</b></p>	<ul style="list-style-type: none"> <li>• Feedback from children, young people and their families has indicated that more work must be done to involve them in decision making at all levels</li> <li>• Work undertaken through the Genuine Partnership Pilot, highlighted key actions required</li> </ul>	<ul style="list-style-type: none"> <li>• Have well developed principles for co-production and an awareness of them in all agencies and services</li> <li>• Be making best use of engagement with children, young people and their families at a strategic level, shaping the services that are commissioned</li> <li>• Publish how feedback from this engagement is influencing services</li> <li>• Continue to promote awareness of the Local Offer</li> <li>• Embed a culture of evaluating the impact of support</li> <li>• Systematically monitor and review the experiences of children, young people and families</li> </ul>	<p>Evidence shows that children, young people and families are systematically included in decision making processes</p> <p>Children, young people and families report they feel included more consistently (ladder of participation)</p> <p>Local offer is used more regularly and is responsive to feedback</p>
<p><b>Improving links between agencies</b></p>	<ul style="list-style-type: none"> <li>• This was a key theme that came out of the consultation feedback from families and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Improve access for schools and settings to health services e.g. community paediatricians, Speech &amp; Language, school nursing, therapeutic services</li> <li>• Promote earlier/more consistent support and diagnoses for children with SEND,</li> <li>• Promote more effective communication between health services, schools/settings and parents</li> <li>• Develop a more joined up approach e.g. explore the possibility of a multi-agency team around the school</li> <li>• Improve information sharing practices between agencies</li> <li>• Develop more ongoing support for families in addition to time limited programmes</li> </ul>	<p>Schools and settings will have a clear understanding of referral routes to access health support</p> <p>Holistic, multi-agency work will underpin diagnoses</p> <p>Schools and settings will have mechanisms to discuss support from all agencies to ensure a joined up approach to meeting the needs of young people with SEND</p> <p>Review of current service offer and remodelling where necessary to provide support to priority groups</p>

Priority:	Why is this a priority:	Our Objectives	How will we know when this has been achieved:
<p><b>Preparing young people for adulthood</b></p>	<ul style="list-style-type: none"> <li>• This was a key theme that came out of the consultation feedback from families, young people and settings</li> </ul>	<ul style="list-style-type: none"> <li>• Develop support system to enable young people to make and maintain friendships throughout transition and into adulthood</li> <li>• Work with settings to ensure that study programmes include employment, independent living, community living and good health</li> <li>• Increase the number of supported internship opportunities across the City</li> <li>• Provide training for school and college staff to become job coaches</li> <li>• Develop a clear employment pathway for young people with SEND</li> <li>• Widen the access to Independent Travel Training by training staff in schools, colleges and adult services to deliver the travel training programme</li> <li>• Develop a wider range of supported living placements</li> </ul>	<p>Increasing number of young people at annual reviews report satisfaction with maintaining friendships.</p> <p>Increased range of appropriate study programmes available</p> <p>The number of young people accessing and sustaining supportive internships is consistently increasing</p> <p>Job coach training to be taken up by all special schools, mainstream secondary and college settings</p> <p>A clear employment pathway developed in conjunction with young people and families will be available to support the transition into employment/volunteering for young people with SEND</p> <p>Training will be provided to schools, colleges and adult services to widen access to travel training. Numbers of young people trained will increase from x to y within 5 years</p> <p>Supported living will be the first option for all young people requiring supported accommodation as an adult.</p>