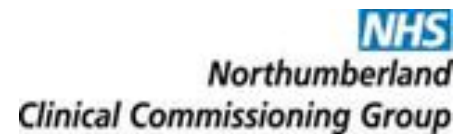


# SEND Strategy 2018-2020

## *An Area Wide Approach to Special Educational Needs and Disabilities (SEND)*



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## 1. Our Vision for Northumberland

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*We are committed to giving all children the best start in life and to support them to reach their full potential. We want vulnerable children and young people to develop their independence and resilience, to become confident adults who live fulfilled and productive lives. To this end, we will work in partnership as professionals from a variety of organisations and with children, young people and their families to ensure that services and support arrangements for children and young people with special educational needs and disabilities are of the highest quality and have the maximum impact.*

## 2. Introduction

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Between September - December 2017, Northumberland County Council undertook a consultation around the current Vision and Strategy for meeting the needs of children and young people with SEND (Special Educational Needs and Disabilities) following the 2014 changes and the new Code of Practice. This followed a self evaluation exercise carried out in 2015 that had engaged parents and the publication of a development plan in 2016 for operational developments across health, social care and education in 2017-18. This strategy has been shaped by the responses received from the consultation to reflect the views of children, young people, their families and professionals working across education, health and social care.

1. This strategy Council and its partners have a shared vision for the future of education, health and care across Northumberland. Our common aim as stated in the Children and Young People's Strategic Statement is to create a confident and aspirational environment in which children get the best start in life, where those who need support get it as early as possible in a planned and accessible way, with agencies working together to maximise their impact.
2. We aim to eradicate inequalities in health, education and social care for the most vulnerable including those with special educational needs and/or disabilities.
3. This joint strategy identifies the responses to immediate and longer term challenges that our services face and the practical steps that we are taking to address them. The analysis, in our [Self-evaluation report](#) and [Joint Strategic Needs Assessment \(JSNA\)](#) provide the rationale behind the priorities. Many priorities are a response to issues identified by practitioners, parents or children or have emerged directly as a response to new SEND Code of Practice.
4. A comprehensive evaluation of this work and the ways in which it supports the delivery of our goals are provided in the area self-evaluation report and operational action plan which supplement this strategic plan. All other key documents are listed in the appendix and available from the [local offer page](#) of our website, including our [Inclusion Strategy](#) and [Joint Commissioning Strategy](#).

### 3. Context

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#### Numbers of Children and Young People with SEND and trends

5. In January 2017, there were 6493 school-age pupils in Northumberland identified by schools as having a special educational need or disability, which equates to 14.2% of the school population. Of these children, 1285 (20%) had either a statement of SEN or EHCP and 5208 (80%) were at SEN Support (School Census January 2017).

#### Children and young people with a statement of SEN or EHC Plan

6. In January 2017, 1679 children and young people aged 0-25 had either a statement of SEN or EHCP (SEN2 Return). This represents a significant increase since 2013/14.

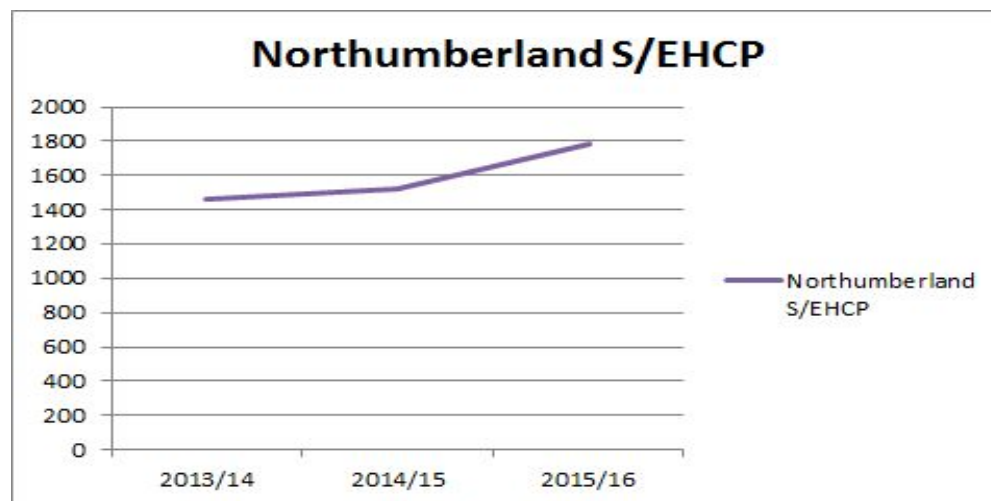


Chart 1

7. The majority of these (71.4%) were aged between 5 and 15, 3.3% were under 5 years, 22.8% were aged 16 to 19 and just 3.3% were aged 20 to 25. Most of those with a statement or EHCP were attending a special school or academy (66%), 18% were attending a maintained mainstream school, 17.2% were attending an academy and 1.8% were attending either a non-maintained special school, an independent special or 'other' independent school. 0.4% were attending non-maintained early years settings in the private and voluntary sector, 7.5% were attending a general Further Education (FE) and tertiary college (Higher Education) and 2.5% were attending specialist post-16 institutions. The remainder were educated other than at school or were waiting provision.

#### Children and young people at SEN Support

8. In January 2017, 11.3% of all school-age pupils in Northumberland (5208) were at SEN Support. The vast majority of these (78%) were attending a mainstream school. 14.4% of all primary mainstream pupils, 10.4% of all secondary mainstream pupils and 100% of all special school pupils were at SEN Support (School Census; Jan 2017).

## Primary Special Educational Need Category

Code	Description	No. of Pupils	% of Pupils
ASD	Autistic spectrum disorder	586	8.8%
HI	Hearing impairment	155	2.3%
MLD	Moderate learning difficulty	1476	22.2%
MSI	Multi-sensory impairment	7	0.1%
OTH	Other difficulty / disorder	264	4.0%
PD	Physical disability	165	2.5%
PMLD	Profound & multiple learning difficulty	61	0.9%
SEMH	Social, emotional and mental health	1423	21.4%
SLCN	Speech, language and communication needs	1592	23.9%
SLD	Severe learning difficulty	239	3.6%
SPLD	Specific learning difficulty	499	7.5%
VI	Visual impairment	76	1.1%
NSA	SEN support but no specialist assessment of type of need	71	1.1%
<i>Blank</i>	<i>Alt Provision - currently not available</i>	47	0.7%

School Census; Jan 2017inc Alternative Provision

\*Includes pupils with EHC Plans and those at SEN Support

\*\*The term Social, Emotional Mental Health (SEMH) needs replaced Behaviour, Emotional and Social Difficulties (BESD) following the publication of the SEN Code of Practice 2014

Table 1

### Trends

9. Between 2014 and 2017 there was a growth trend in the percentage of the following primary need areas:
  - Moderate learning difficulty
  - Speech, language and communication needs
  - Specific learning difficulty
  - Visual impairment
  
10. There was a downward trend in the percentage of the following primary need areas between 2014 and 2017:
  - Autistic spectrum disorder
  - Physical disability
  - Social, emotional and mental health
  - Severe learning difficulty

NOTE: Due to changes in how primary needs were recorded from 2015 as part of the School Census data collection process it has been difficult to identify precise trends from this date. The Local Authority will monitor trends annually in order to predict demand and feed this into commissioning processes.

## Pupils attending Additionally Resourced Mainstream School Provision (ARPS)

11. Due to the large spread out nature of Northumberland and the three tier education system historically it has been difficult to establish and maintain additional resource provision in mainstream schools. There are currently 1 first/primary/middle ARPS and 1 secondary academy ARP in Northumberland (Berwick) and 1 all through academy ARPS for pupils with EHC Plans, Statements and SEN Support needs. One of the key features of our action plan is to encourage special schools to establish more ARPS facilities on the sites of mainstream schools.

A breakdown of the pupils learning in ARPS provision in January 2017 is shown below:

<b>School/Academy</b>	<b>Pupils on Roll</b>	<b>Pupils with SEN</b>	<b>Pupils with EHCP/ Statement</b>	<b>Pupils with SEN Support</b>
Berwick Academy	620	119 (19.2%)	14 (2.3%)	105 (16.9%)
Northumberland Church of England Academy	2561	621 (24.2%)	129 (5.0%)	492 (19.2%)
Berwick Middle School	304	63 (20.7%)	9 (3.0%)	54 (17.8%)

*Table 2*

12. The local authority has embarked upon a place planning and capital funding review, a report is expected in October 2017, but in the meantime significant capital funding has already been allocated to a series of projects.

### Early Years

13. 56% of all children aged 0-5 years in those settings were identified as having SEND X% were undertaking an EHCP assessment. The highest primary categories of need reported in year groups Nursery (1 and 2) and Reception were Speech, Language and Communication Needs (SLCN), followed by Autistic Spectrum Disorder (ASD), Social, Emotional and Mental Health (SEMH) and Cognitive/Development Delay.
14. The Council's Early Years Assessment and Intervention Team – "Portage Home Visitors" work with pre-school children aged 0-4 years identified by settings. During the 2014-15 academic year, there were 54 referrals made to the team and 104 re-referrals made during the 2015-16 academic year. It is anticipated that the number of referrals is set to increase during the 2016-17 academic year due to numbers of referrals received so far and higher numbers of younger children being referred to the team. For example, in 2014-15 there were 12 two-year olds referred whereas this had increased to 31 two year olds being referred in 2015-16. It is thought that this is due to an increase in two year olds accessing early education, integrated two year old assessments and improved early identification processes.

15. Children in PVI's and maintained nurseries can also work with Psychological Services. During the 2014-15 academic year there were 37 preschool children referred to Psychological Services. Of this 37, 11 attended PVI settings and 26 attended maintained nurseries. 27 of these children underwent a statutory assessment.
16. During the academic year 2015-16, 52 preschool children were referred to Psychological Services. Of this 52, 6 attended PVI settings and 46 attended maintained nurseries. 47 of these children underwent a statutory assessment. In the academic year 2016-17 (up to 7/7/17), 56 preschool children had been referred to Psychological Services. Of this 56, 17 attended PVI settings and 39 attended maintained nurseries. To date, 41 of these children have undergone a statutory assessment.
17. Our Early years Health data shows that we are effective in completing routine health checks leading to children who require help and support receiving services early.
18. Social care support. In September 2016, 247 children and young people with SEND were receiving social care support from the Disabled Children's Team. Northumberland Council's Transitions Team provides Transition (Care Act) assessments to young people who are 17 and moving into adulthood. The provisions in the Care Act relate not only to those who are already receiving children's services, but for anyone who is likely to have needs for adult care and support after turning 18. To enable the team to identify those who may have eligible needs there is a dedicated officer who works within the special schools in Northumberland and out of county schools who have Northumberland pupils in placement. This worker attends Education, Health and Care plan reviews, provide information and advice regarding preventative, universal and specialist services, signpost to health colleagues and offer an assessment to those who have a physical or mental impairment.
19. In May 2016 136 Looked After Children had SEND, which equates to 48% of all school-age looked after children. 46% of the 136 LAC had a statement or EHCP and 54% were at SEN support, this has been identified as a priority in the action plan- to make sure all LAC have an EHCP where needed). 482 school-age Children In Need (CIN) had SEND, which equates to 33% of all school-age Children In Need. 231 of the 482 (48%) had a statement of SEN or EHCP, 251 (52%) were at SEN Support.
20. Direct payment/personal budgets, are predominantly used to provide a personal assistant to accompany children and young people on social outings and activities. Other types of short break services provided included overnight stays in specialist residential provision, access to out of school and holiday clubs, community outreach and home care support.



## 4. Outcomes for children and young people with SEND

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21. Outcomes for children and young people who attend special schools in Northumberland are at least good and in many cases outstanding.
22. The proportion of pupils with SEND achieving a good level of development (gld) in the early years has risen markedly between 2014 and 2016 and is above the national average. In 2016 (SEN Support) 35% attained a good level of development although in 2017 the figures show a slight decline to 33%.
23. The proportion of pupils with SEN/D in primary and first schools who achieve the expected standard in phonics (the decoding of words when reading) has risen markedly between 2014 and 2016. In 2016 (SEN Support) was 56%, this fell slightly in 2017 to 53%. For those with statements or EHCPs the expected standard 2016 was 3%, in 2017 it rose to 14%.
24. At Key stage 1 in 2017 of pupils with SEN Support, those at above the expected standard is Reading were 40%, in Writing 29% and in Maths 41%, no pupils with an EHCP reached the expected. It is very difficult due to changes in assessment methods to compare this to previous years.
25. The performance of pupils at Key Stage 2 cannot be compared to previous years due to significant changes in assessment. In 2016 33% of pupils accessing SEN support achieved the Reading expected standard (100+ scaled score), mathematics expected standard (100+ scaled score) 38% and Writing teacher assessed expected standard 37%. 17% of pupils eligible for SEN support achieved Reading, Writing and mathematics combined expected standard. 12% of statemented/EHCP pupils achieved the combined Reading, Writing and mathematics expected standard. In 2017 provisional results for pupils with SEN Support are: Reading - 41%, Writing 35%, Maths 36%, RWM 21%. For those with an EHCP/Statement: Reading is 12%, Writing is 8%, and Maths is 10%, with a combined RWM at 8%.
26. The proportion of pupils with SEND and/or an EHCP who have attained A\*-C grades in English and mathematics has risen markedly between 2014 and 2016. We recognise that pupils' outcomes are weakest at KS4, where too few pupils eligible for SEN support achieve A\* - C in English and mathematics combined. This reflects the broader position of weaker secondary provision in Northumberland for all pupils. We can demonstrate an increase over time in this measure, from 13% to 21% between 2014 and 2016 but it represents a fluctuating picture and is one of our key priorities for school improvement. The proportion of EHCP learners achieving A\*-C grades English and Maths combined at KS4 has increased from 7% in 2014 to 12% in 2016 and is slightly lower than the national average for similar pupils (based on 2015 10% national average), however changes to performance measures and comparators has meant that learners are performing considerably lower than national average all pupils (62%).

27. The overall absence rates of pupils with SEND and/or an EHCP have fallen between 2014 and 2016.

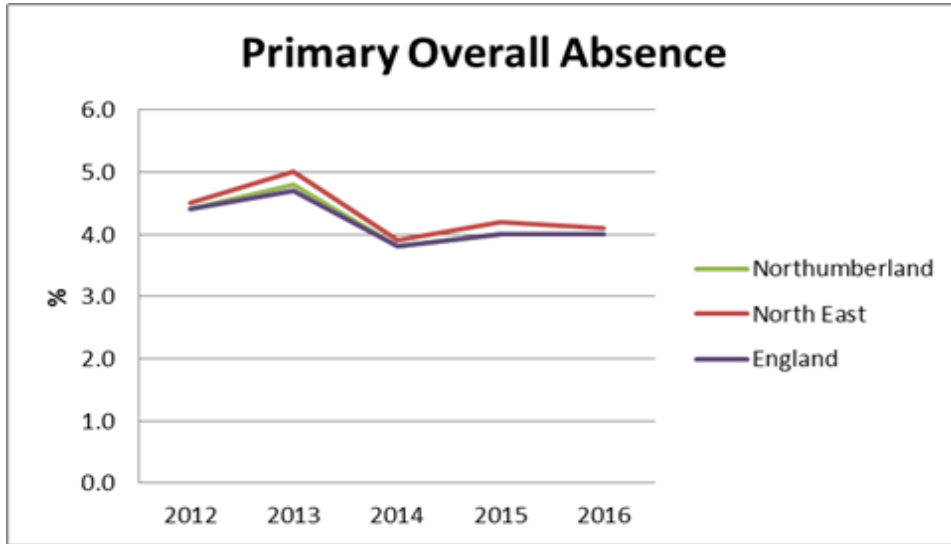


Chart 2

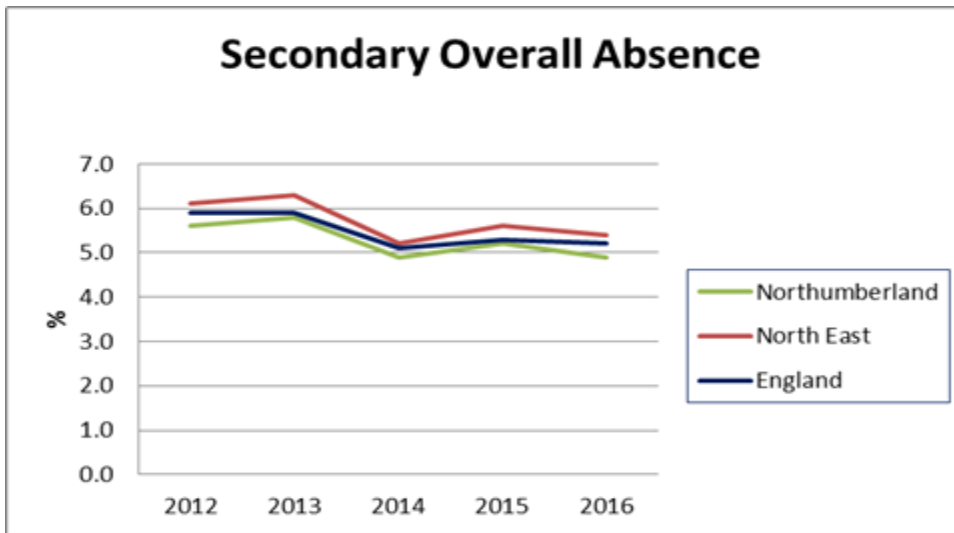


Chart 3

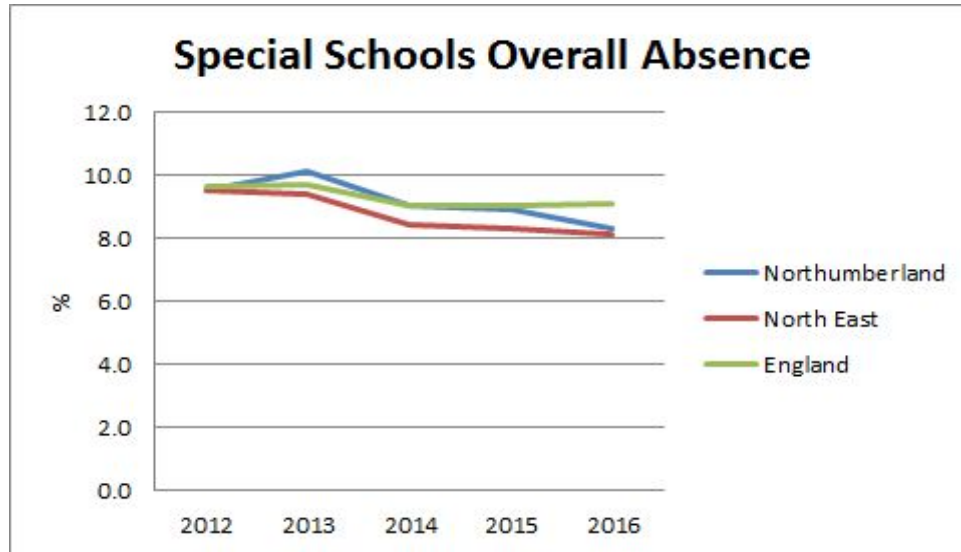


Chart 4

28. The proportion of pupils with SEND and/or an EHCP subject to fixed-term exclusion have fallen markedly and in 2016 only 0.1% of pupils with SEND and/or an EHCP were permanently excluded. During 2015-16 academic year there were 16 permanent exclusions and 683 fixed term exclusions of pupils with SEND
29. The proportion of school leavers with SEND in education, training or employment rose to nearly 90% in 2016.
30. Since 2014/15 participation of SEND learners in the Northumberland Adult Learning service (NALS) has nearly doubled, pass rates have risen from 84% to 90% and the achievement gap has been narrowed to less than 2% with those with a declared disability and / or learning difficulty out-performing those with no declared disability or learning difficulty. In 2016, Key Stage 5 students at SEN Support had generally higher Average Point Score (APS) on entry to KS5 and had better outcomes than the national average. Students at Key Stage 5 with a statement of SEN or EHCP had a lower APS on entry to KS5 and lower outcomes; however this was a very small cohort of students. The % of 19 year olds accessing SEND Support qualified to Level 2 with Maths and English in 2015 was 27.8%, which was lower than the regional and national average. The % of those 19 year olds with EHCP/Statement qualified to Level 3 with Maths and English in 2015 was 20.2%, which was lower than the regional and national average.

Destinations of students in years 12, 13 and 14 that have either a statement of SEN or an EHC Plan as at June 2016:

June 2016	Year 12	Year 13	Year 14	Year 12 -14 Total
<b>Cohort total</b>	<b>156</b>	<b>152</b>	<b>179</b>	<b>487</b>
<b>EET Total</b>	<b>139</b>	<b>133</b>	<b>134</b>	<b>406</b>
<b>In education, post Year 11</b>	<b>119</b>	<b>103</b>	<b>103</b>	<b>325</b>
School Sixth Form	81	67	36	184
Sixth Form College	0	0	0	0
Further Education	31	35	57	123
Higher Education	0	0	6	6
Part time Education	0	0	1	1
Gap Year students	0	0	0	0
Full time education – Other	7	1	1	9
Independent Specialist Provider	0	0	2	2
Full time education – custodial institution (juvenile offender)	0	0	0	0
<b>Employment, post year 11</b>	<b>6</b>	<b>13</b>	<b>21</b>	<b>40</b>
Apprenticeship	1	10	11	22
Full time employment with study (regulated qualification)	1	0	0	1
Employment without training	2	1	4	7
Employment with training (other)	0	1	4	5
Temporary employment	0	0	0	0
Part Time Employment	2	1	2	5
Self Employment	0	0	0	0
Self-employment with study (regulated qualification)	0	0	0	0
Work not for reward with study (regulated qualification)	0	0	0	0
<b>Training, post year 11</b>	<b>13</b>	<b>16</b>	<b>9</b>	<b>38</b>
EFA/SFA funded Work Based Learning	12	13	8	33
Other training (e.g. private training organisations)	0	0	1	1
Training delivered through the Work Programme	0	2	0	2
Traineeships	1	1	0	2
Supported Internship	0	0	0	0
Re-engagement Provision	1	1	1	3
<b>TOTAL NEET Group</b>	<b>16</b>	<b>18</b>	<b>30</b>	<b>64</b>
<b>NEET Percentage</b>				
Not Known % of the whole cohort	0.6%	0.7%	6.7%	2.9%
Total NEET% of the known cohort	10.3%	11.9%	18.3%	13.6%

Table 3

<b>NEET Breakdown</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>	<b>Year 12 -14 Total</b>
<b>Available to labour market</b>	<b>10</b>	<b>17</b>	<b>18</b>	<b>45</b>
Working not for reward	0	0	0	0
Not yet ready for work or learning	0	0	2	2
Start date agreed (other)	0	0	0	0
Start date agreed (RPA compliant)	0	0	0	0
Seeking employment, education or training	10	17	16	43
<b>Not available to labour market</b>	<b>6</b>	<b>1</b>	<b>12</b>	<b>19</b>
Carer	0	0	0	0
Teenage parents	1	0	0	1
Illness	4	1	8	13
Pregnancy	0	0	0	0
Religious grounds	0	0	0	0
Unlikely to be economically active	0	0	1	1
Other reason	1	0	3	4
<b>Other (not EET or NEET)</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
Custody (young adult offender)	0	0	3	3
Refugees/Asylum seekers	0	0	0	0
<b>Current situation not known</b>	<b>1</b>	<b>1</b>	<b>12</b>	<b>14</b>
Current situation not known	0	0	9	9
Cannot Be Contacted	0	0	1	1
Refused to disclose activity	0	0	0	0
Currency Expired - EET	1	1	2	4
Currency Expired - Other	0	0	0	0

*Table 4*

31. The data above highlights that a total of 13.6% of young people age 16-18 years (in years 12, 13 and 14) with SEN (with a statement of SEN or EHC Plan) were Not in Education, Employment or Training (NEET).

## 5. Joint Strategic Aims for Northumberland

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32. An effective partnership between education, health and care commissioners and providers exists to:
  1. Provide education, health, care services and support systems which give children and young people the best opportunity to engage, achieve, succeed, and progress
  2. Agree arrangements and protocols that enable a partnership approach to:
    - Identify need as early as possible
    - Provide structured information and analysis
    - Jointly plan services and commission services
    - Ensure high quality provision
    - Ensure effective monitoring
    - Accurately evaluate, analysis and planning with ambitious targets for the future
  3. Ensure that children, young people and families have access to timely assessment that enables intervention at the earliest opportunity.
  4. Establish and maintain co-ordinated information and advice services that are accessible and support decision making and choice.
  5. Coordinate services so that transitions are smooth and support is continuous.
  6. Provide opportunities for children, young people and families to contribute to the design, delivery and evaluation of services.
  7. Adopt best value principles in directly provided and commissioned services.

## 6. How we will know if we have succeeded?

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33. Excellent outcomes will demonstrate that children and young people have access to and are receiving high quality education, health and care services and support. SMART targets will be set in operational plans, actions plans and local services plans to monitor measurable progress across a wide range of parameters.
34. Service developments will be proactive and clearly based on an accurate understanding of types and levels of need derived from comprehensive and co-ordinated information systems.
35. Children, young people and their families will actively engage with education, health and care professionals in identifying service development priorities.
36. Education, health and care services co-ordinate their communication arrangements and families report that they can easily access appropriate information, advice and guidance.
37. Education, health and care professionals work together in ways that ensure that children, young people and families experience seamless access to and progression through services.
38. Targeted joint commissioning which delivers best value is routinely undertaken.

## 7. Implementation and Operational Planning

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39. Each of the partner organisations and groups will build this strategy into their own organisations plans. In addition the area Strategy will be implemented through the strategic and working groups that collectively will:
- Manage the use of available funds
  - Oversee the delivery of services
  - Develop the partnership arrangements required to ensure there is:
    - a common ambition
    - a shared commitment to the delivery of effective and efficient services, including information services
    - systems, procedures and protocols that enable productive partnership working including through joint commissioning of services
  - Identify priorities for action
  - Undertake assigned work and/or time limited projects that are focussed on the development of improved services for children, young people and families
  - Ensure all targets are SMART with robust monitoring and governance systems



## 8. Key Strategic Objectives in 2016-18

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### Listening to children, young people and their families

- Ensure that the voice of children, young people and their families are at the heart of all service development and improvement work to further strengthen co-production and partnership working with children and young people and parents and carers
- Develop better methods to collate the views of children and young people and use them to influence the way that provision develops and outcomes are improved.
- Co-produce a mainstream Local Offer that provides clear accessible information to children, young people and their families
- Review Personal Budgets across education, health and care and ensure that there are clear pathways and information available for children, young people enabling timely access where it is required.

### Capacity, funding and resources

- Increase the number of places within special schools in Northumberland with clearer designations for each school.
- Review provision for all SEN/D children and young people in order to develop services and settings in response to the existing and emerging volumes and types of need. Investigate the development of Additional Resource Provision (ARP).
- Work with RSC (Regional Schools Commissioners), independent SEND schools and NHS trusts to investigate potential for additional SEND Free School in Northumberland.
- Review Special School Nursing and services to children and young people with speech, language and communication needs.
- Further develop the services for children and young people with Autism and Social, Emotional and Mental Health needs (SEMH) to ensure they are consistently effective.
- Further develop services to ensure that children and young people who are looked after always receive the special educational support they need to achieve their best.
- Improve the monitoring of routine assessment of educational attainment and progress for post 16 learners who are in the process of transition or who are placed outside of the LA schools or Learning and Skills Service.
- Widen options for post 16 learners and strengthen the contracting arrangements to include the provision of individualised performance data.
- Review data monitoring systems of EHCP's in the LA and Health and how this links to top-up funding paid to schools. Ensure regular multi-agency audit cycle (termly) of EHCP's leads high quality of plans and appropriate use of resources.
- Review school SEND transport to ensure SEND children and young people have easy access to appropriate provision.

### Outcomes across education, health and social care

- Raise standards of attainment for SEN/D children through continuing to work with all partners with special reference to Key Stages 2 and 4. A high proportion of secondary/high schools and academies are not good enough and have been subject to special measures between 2014 and 2016, pupils with SEND in these schools have not made the progress of which they are capable. Work with academies to improve outcomes and close the gap between them and their peers.

#### Communication, collaboration and multi agency working

- Refresh governance structure and further develop even stronger partnerships links between Education, Health and Care that enable the establishment of working practices that will consistently deliver the requirements of the Code of Practice
- Ensure that the refreshed governance framework, an updated SEF, strategic plan, action plan, inclusion strategy and joint commissioning strategy will drive all this work forwards. These plans will be embedded and monitored across education, care and health and will be reported to senior leaders in the LA and Health and elected members on the progress of SEND reforms providing greater scrutiny and challenge to progress.
- Ensure early identification pathways across education, health and social care are in place to enable the needs of children and young people can be identified and action taken to meet their needs as soon as possible.
- Ensure that there are sufficient and appropriate places and progression opportunities for all children and young people with SEND, with clear transition pathways across education, health and care.
- Further develop dispute resolution arrangements between education, health and care at both a strategic and operational level

#### Training and workforce development - Inclusive practice

- Refresh and embed the Northumberland graduated approach to meeting the needs of children and young people with SEND. This approach needs to be refreshed with parents, carers, schools, health and care professionals with settings playing a leading role.
- Review the role of the SEND Support Services in supporting the graduated approach and in promoting and developing inclusive practice
- Share best practice through use of established SENCo networks
- Increase the number of specialist places within mainstream additional resource provision, matched to meet need.

#### Training and workforce development - Special Educational Needs and Disability

- Develop Social work practices to ensure that accurate details of education needs are recorded to ensure they reflect academic progress, SEND support or EHCP. All social work staff will have accessed the briefing on SEND reforms and quality assurance processes of social care advice for EHCP's will be strengthened.
- Identify workforce development for staff who work with children and adults with SEND, especially in social care settings, and for CYPS staff and health staff to ensure that all understand the EHCP process and their roles and responsibilities within it.

#### Education, Health and Social Care Plans (EHCPs)

- Review the practice of the SEND panel and ensure that representation is always multi-agency and that it provides consistent challenge decisions and outcomes.
- Improve the provision of EHCP advice for those aged 18-25 accessing adult health services. Review the provision of health and care assessments for those aged 18-25.
- Strengthen quality assurance process of EHCPs with a particular focus on quality outcomes linked to the aspiration of the child or young person.

## 9. Operational and Strategic Groups

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### 40. SEND Strategy Group

#### Aim of group

The aim of the group is to understand strategic needs and performance in relation to SEN/D in Northumberland in order to identify development priorities which will inform the design and delivery and continuous improvement of services and support for children, young people and their families.

#### Key areas of work

- To develop a Strategy for SEN/D for Northumberland and to ensure that it is delivered
- To ensure that data re the performance of SEN/D children and young people is collated, analysed, reviewed and used as a basis for evaluating performance and identifying need
- To ensure that an accurate annual SEN/D Evaluation Report is produced and agreed
- To receive reports from the funding groups, other standing groups and work groups to ensure that, strengths and areas for development are identified, actions are consistent with identified needs and gaps in provision are being addressed
- To report to the key strategic groups within the Local Authority and Health Trust
- To receive and respond to queries and directives raised by the Strategic groups
- To ensure key information sources for service users, including the local offer, are reviewed and revised as appropriate
- To develop productive partnerships with service users and service providers to ensure that service development is properly informed, that service delivery is in line with required standards, and that service review and evaluation is inclusive.

### 41. Disabled Children Resource Panel

#### Aim of group

The aim of the working group is to assist the council in relation to decisions about short break provision for children with special educational needs and disabilities.

#### Key areas of work

- To assist the council to make decisions on initial requests for provision
- To assist the council to reviewing short break packages of support
- To review any responses received either from parents or schools in relation to recommendations made and advise the council on the appropriate response

42. Additional Needs sub-committee of schools forum

Aim of group

The aim of the sub-committee is to review the functions supported by the High Needs Block of the Dedicated Schools Grant (DSG). To ascertain where possible savings could be made if there is a reduction in the High Needs Block of the DSG following the DSG funding review and the implementation of a national funding formula for the High Needs Block.

Key areas of work

- Input into Stage 2 of the High Needs funding consultation expected in 2017/18
- Review areas of funding when possible savings targets are known in 2017 for possible implementation April 2018.
- Schools forums generally have a consultative role on issues that affect school funding. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in schools forum powers and responsibilities.
- Consultation on formula changes for mainstream schools (notional SEN calculation) Special Schools, the Pupil Referral Unit (PRU) and high needs top ups in mainstream schools
- Funding proposals that affect the calculation of mainstream school budgets must be agreed before 19th January each year (notional SEN)
- Funding arrangements for Special Schools, the PRU and top up amounts for mainstream schools must be agreed by mid-February
- The number of commissioned high needs places in mainstream schools, special schools and PRU.

43. Autism and ASD Steering Group to be re-established in 2017

Aim of group

The purpose of the group will be to implement the National Autism Strategy 'Fulfilling and Rewarding Lives' for people with autism and their carers in Northumberland.

Key areas of work

- Support the delivery of an all age Autism Strategy by developing a work programme focusing on three key priorities: Early intervention/prevention, Diagnosis and Independent Living and Support
- Monitor the priorities through an Improvement and Development Action Plan
- Develop and Implement a Quality Assurance Framework.

44. Children's Hearing and Visual Services Working Group

Aim of group

To ensure that services work together to make sure that deaf children and their families have good quality local support which meets their needs.

Key Areas of Work

- Review Regional Policies & Procedures
- Service Updates
- Respond to Hearing Impairment developments
- Multi agency liaison

45. Communication and Engagement Group(s) for young people in 2017

Aim of group(s)

The aim of these groups is to ensure that a range of stakeholders, including children and young people and parents and carers, are meaningfully engaged in and kept up to date with SEND developments and processes in Northumberland.

Key areas of work

- Implement a bi-monthly stakeholder E-bulletin about SEND developments in Northumberland
- Audit current methods of engagement and communication with children around SEND developments and identify any gaps
- Investigate and implement the most effective methods to engage with and communicate key SEND messages to young people, including through the use of social media and other technology
- Review and update the Local Offer, at least annually.

46. In it Together Parent Forum

Aims of group

To provide a powerful voice for parents and carers of children and young people with SEND.

Key Areas of work

- Develop a key stakeholders list and keep up to date
- Implement a bi-monthly stakeholder E-bulletin about SEND developments in Northumberland
- Audit current methods of engagement and communication with children and parents around SEND developments and identify any gaps

- Investigate and implement the most effective methods to engage with and communicate key SEND messages to young people, parents and carers, including through the use of social media and other technology
- Review and update the Local Offer, at least annually.

47. Early Years SEND Strategy Group to be established in 2017

Aim of group

Ensure the development of an inclusive system within Early Years schools and settings  
Ensure statutory frameworks are implemented efficiently.

Key areas of work

- Plan a cohesive training programme to develop the knowledge and skills of all staff working with children with SEN/D in the Early Years to ensure children achieve their potential
- Ensure there is close co-operation between relevant external agencies and a multi-agency approach to meeting the needs of pupils with SEN/D.
- Ensure arrangements for SEN/ D within Early Years are kept under review and publish information on how the LA is meeting its obligations
- Provide advice and guidance to schools to support the implementation of the
- SEN Code of Practice and Equality Act
- Publish plans, strategies and targets in relation to the identification, monitoring and assessment and support for pupils with SEN/D within the Early Years
- To work closely with settings / schools and other services to ensure that provision and resources are allocated equitably and efficiently
- To support procedures for the monitoring processes of referrals and planning for future provision.

48. Post 16 SEND Co-ordinating Group to be established in 2017

Aim of group

The aim of the working group will be to ensure that the work of post 16 SEN/D groups, including those preparing young people for transition, is co-ordinated and can collectively contribute to improved opportunities and services for young people SEN/D 16-25 and support and challenge to their providers.

Key areas of work

- To establish a single Post 16 SEN/D Co-ordinating Group
- To agree the work strands that are needed and the best means to progress these
- To review the arrangements for commissioning post 16 provision including the ways in which provision and outcomes are monitored and evaluated
- Working with schools, both special and mainstream, to identify the educational needs of young people who are SEN/D and match these to currently available provision highlighting where there are gaps in provision

- Working with Careers advisors and post 16 providers including special and mainstream schools, consider how to better meet the needs of young people who have SEN/D
- Develop young people's advocacy
- Working with Health and Care professionals explore current arrangements for the identification, coordination and evaluation of packages of provision and support and identify areas for further development and improvement
- Develop a register of young people identified as "SEN/D Support" at year 10 and 11 to compile a complete register of SEN/D students and enable their progression to be mapped and, where necessary, supported
- Develop information for families that explains the LAs role in relation to post 16 provision and that prepares them for and supports them and their children through the transition
- Update the Northumberland Local Offer to reflect the Post 16 Offer

#### 49. Secondary Pupil Placement Panel

##### Aim of group

The secondary Pupil Placement Panel was implemented in September 2016 and is the local authority's refreshed approach to the statutory fair access arrangement for pupils aged 11-18.

##### Key areas of work

- improving opportunities for pupils whose behaviour is challenging e.g. academic, enrichment, social emotional development;
- reducing mobility of pupils mid-term in all phases;
- reducing permanent exclusions;
- reducing the number of pupils in alternative provision;
- improving successful reintegration into mainstream school after alternative provision intervention;
- reducing numbers of pupils missing out on full time education;
- reducing in persistent absence;
- reducing the risk of children missing from education.

#### 50. School Partnership working groups

##### Aim of groups

To ensure better educational outcomes for all children and young people, including those with SEND by building partnership working in schools based in the same geographical area of Northumberland.

##### Key areas of work

- Work with support teams and the admissions process, to support children and young people effectively to ensure maximum impact on educational outcomes.

- Establishing a fair and transparent system which ensures that all schools/academies work in partnership to meet the needs of children and young people in their geographic catchment areas
- Ensuring access for children and young people to education is secured quickly and effectively.



51. Special School Headteachers Group

Aim of group

This group is a partnership between all special schools and the local authority, with major responsibility and accountability for the quality of education and learning. The group aims to support a distributed, sustainable self-improving education system in a shared, collaborative culture of educational excellence that recognises those in schools and other providers as equal, trusted partners. It intends to build on an existing network, relationships and local partnerships to ensure that no school is isolated and benefits from shared expertise.

Key areas of work

- improve the standards of education provided to all children and young people in the special schools in Northumberland work in partnership with other schools and health and social care
- consider the priority areas within the school system and SEND areas and identify/suggest suitable strategies for their resolution;
- work collaboratively to ensure outstanding educational provision and practice within our special schools.
- support the local authority in key strategic aims relating to SEND
- contribute to and coordinate the necessary communication activities
- support a fair, accessible funding model for all special schools
- consider, support and make recommendations as appropriate for identified initiatives specific to special schools.

52. Local Authority School Performance Group

Aim of group

The aim of the School performance group is to ensure there is comprehensive and joined up approach to school improvement with robust data and information, particularly relating to pupils requiring SEN/D support, it aims to

Key areas of work

- Define strengths and areas of need
- Examine data and wider information sources
- Identify gaps in data/information and the means by which these can be addressed
- Design and develop solutions
- Within the Self Evaluation Process to analyse available data
- To identify trends and the implications for service development
- From the analysis to identify issues to be explored with schools and support needs of schools

53. Complex needs working group

Aim of group

The aim of the working group is to explore options for the delivery of provision for children and young people with complex needs and devise a model for 2018-2019 in order to advise portfolio holders and seek approval for the conduct of a consultation process with schools.

Key areas of work

- Review current arrangements, operational strengths and issues, threats and opportunities
- To confirm the intended role of additional Free schools or ARPS in the context of SEN provision in Northumberland
- To review the Council's Commissioning intentions for 2017 onwards
- To advise portfolio holders of the preferred model for implementation from September 2018
- To conduct a formal consultation process with schools if necessary
- To progress arrangements to ensure that an agreed model is successfully implemented for September 2018

54. Alternative Provision Network

Aims of group

To provide advice and guidance to support the quality assurance process regarding alternative provision, to provide an update and training service for alternative providers so that the requirements of the Local Authority are met eg statutory and mandatory training requirements, training records, involvement of agencies such as Careers Guidance, Education Welfare requirements and Safeguarding.

Key areas of work

- The authority has 14 Alternative Providers on its procurement framework to meet the needs of children and young people from key stages 1-4 who have been permanently excluded from school. Those 14 providers are subject to rigorous quality assurance from the children's Commissioning Team and Education & Skills Service.

55. Secondary Behaviour and Attendance Collaborative

Aim of group

The aim of the collaborative is to share information, improve knowledge and share successful strategies which will improve school behaviour and raise attendance. The collaborative is a pivotal part of the Local Authority's promotion of inclusion.

### Key Areas of work

- To ensure that the Local Authority is able to deliver fully its duty in relation to Day 6 provision, full time education for Permanently Excluded Pupils, full time education for Home and Hospital Service Pupils.
- To ensure that there are high quality curriculum pathways available to meet the diverse needs of those children and young people.
- To ensure that a sustainable funding model is in place and is managed in a way that enables the delivery of and access to appropriate provision and support.
- To ensure that the Local Authority works collaboratively with schools to reduce the number of PEx pupils.
- To ensure that children and young people are supported to achieve their best and are equipped to make positive progression. Review and revise the funding model for the Behaviour Support Service.
- Review and revise funding arrangements with schools.
- Review PEx numbers to identify trends, causes, and options to address.
- Investigate the causes of disaffection to enable strategies to be developed that will provide early warning and keep students in mainstream learning.

#### 56. Local Safeguarding Children's Board – Schools sub-group

##### Aim of Group

Ensure children and young people are safeguarded in schools.

##### Key areas of work

- Review and support services in safeguarding in an educational context
- Co-ordinate involvement of other services in safeguarding; including social care, health groups (including mental health); Youth offending team, Police.

#### 57. Early Years, SEN/D and Post 16 Commissioning Panels

##### Aim of group

The Early Year, SEN/D and Post 16 Panels are multi agency groups of experts whose task is to oversee the use of funds to support individualised Education, Health and Care Plans.

##### Key areas of work

- Panels provide an opportunity for EHCPs to be scrutinised, challenged and confirmed and also enable fair use of funding. A core membership ensures continuity and consistency of approach.

58. The Clinical Commissioning Group

Aim of group

Northumberland's Local Transformation Plan started implementation in 2015 and is a collaboration between Northumberland County Council and NHS Northumberland Clinical Commissioning Group to support improvements in children and young people's mental health and wellbeing. This plan embeds into practice the THRIVE model as a basis for configuring services and has been used to finalise the children and young people's emotional health and wellbeing strategy for Northumberland. The strategy, which is agreed across all commissioner and provider partner organisations, is designed to deliver our vision for services and shifts the focus of service provision in the county to early intervention and prevention where that is possible, whilst maintaining the now well performing specialist service provision.

Key Areas of work

- The Northumberland emotional health and wellbeing strategy group functions as an implementation group and is held to account, by the Health and Well Being Board for the delivery of the associated action plan.
- Build capacity and capability across the system
- Roll out the children and young people's improving access to psychological therapies programme
- Develop evidence based community eating disorder services for children and young people
- Improve perinatal care.
- Bring education and local children and young people's mental health services together around the needs of the individual child through a joint mental health training programme

59. Family and Children's Scrutiny Committee

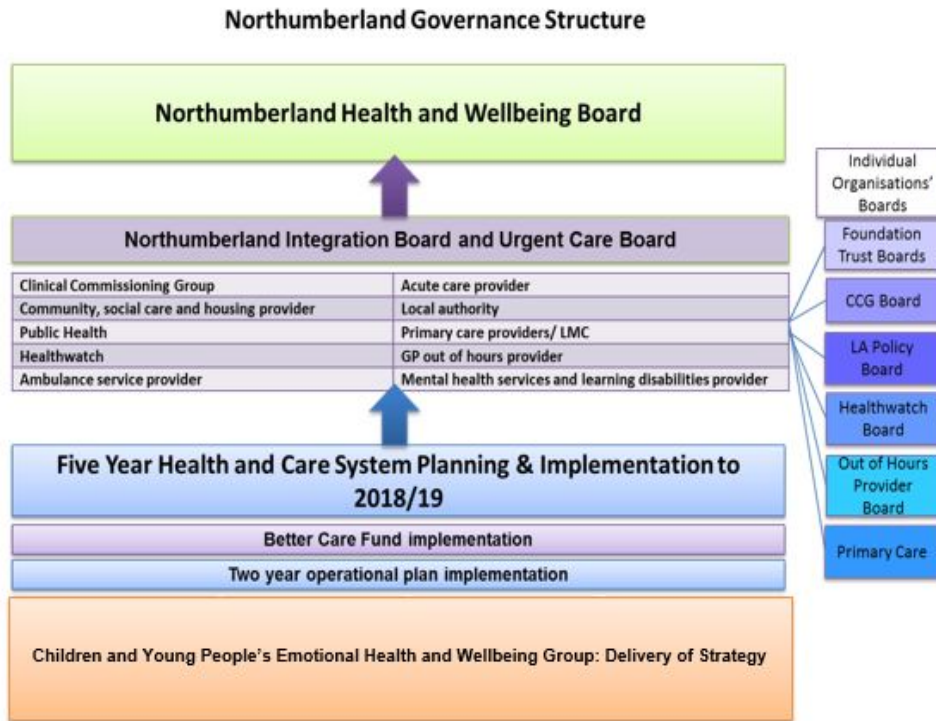
Aim of group

Allow elected members to challenge and scrutinise all aspects of childrens services

Key area of work

- Examine the work of all services provided by the children's services team

60. Health and well-being board



Aim of group

To scrutinise all aspects of health and wellbeing across Northumberland.

## 10. Appendices

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1. About Northumberland Local Area
2. SEND self-evaluation report
3. SEND action plan
4. Inclusion strategy
5. Joint commissioning framework
6. Early help and prevention framework
7. Health and Wellbeing strategy
8. Joint Strategic Needs assessment summary
9. SEND Health Needs Assessment
10. Market Position Statement
11. CCG SEND Assurance Framework
12. Designated Clinical Officer Job description
13. SEND Partnership manager Job description
14. Director of Education and Skills annual report
15. Education and Skills Service statements
16. Early Years SEND toolkit
17. Equality statement
18. Council Corporate plans and mission
19. Council for disabled children audit tool – local authority
20. Council for disabled children audit tool – CCG.

## SEND Strategic Planning Framework

