



**East Riding of Yorkshire Children's Trust Board**

# **East Riding Special Educational Needs and Disability (SEND) Strategy 2014-2017**

*Revised March 2015*



integrated  
children  
and young  
people's  
services

# **East Riding of Yorkshire Council's Special Educational Needs and Disability (SEND) strategy 2014-2017**

## **Foreword**

This document supports the East Riding *Children and Young People's Strategic Plan (2013-2016)* and outlines East Riding of Yorkshire Council's strategy for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND). Our vision and priorities for children and young people with SEND are set within the context of a changing national policy environment, the local context as well as links to existing strategies and plans. We recognise that the action plan we will produce with our partners to deliver our vision will need to be a dynamic document, responsive to national and local changes in policy and also evolving local needs.

In the East Riding we are committed to supporting our children and young people to have the best possible start in life. While recognising the additional challenges that children and young people with SEND and their families face, we want to support them to develop their strengths and abilities.

The introduction of the SEND reforms outlined in the Children and Families Act (2014) provides an ideal opportunity to improve our support for children and young people with SEND and their families. This strategy, in outlining our response to these reforms, is also designed to reiterate our continuing commitment to high quality services.

Councillor Julie Abraham  
Cabinet Member for Children, Young People and Education, East Riding of Yorkshire Council

## Introduction

Every child and young person deserves to have the best possible chance to help them fulfil their potential. Much good work takes place in the East Riding every day to support children and young people with SEND to raise their aspirations and improve their outcomes. This strategy is designed to ensure that improvement is continuous. It is also intended to respond to the significant changes in the SEND agenda driven by recent government policies centred on the Children and Families Act (2014). This contains a wide range of reforms, some of which are focused on SEND. It is intended to extend the SEN system from birth to 25 years old by progressing the reforms outlined in the document *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps*. These reforms include:

- for children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education Health and Care Plan (EHC Plan) replaces statements and Learning Difficulty Assessments (LDAs)
- giving parents the option to receive a personal budget to pay for services
- requiring Local Authorities to involve children, young people and parents/carers in reviewing and developing provision for children and young people with Special Educational Needs
- requiring Local Authorities to produce a 'Local Offer' detailing all support available for families with children who have SEN
- focus on joint planning and commissioning of services between Local Authorities and Clinical Commissioning Groups

Critically, we are keen to ensure we meet the needs of young people through to the age of 25, ensuring that traditional 'transition points' (e.g. a child reaching 18 years of age) are given less prominence. Instead, support will be designed to evolve as children begin to prepare for adulthood. For children with special educational needs and /or a disability, one of the key outcomes may be for them to achieve as much independence as possible as they move into adulthood.

This strategy is a Local Strategic Partnership (LSP) Strategy and will be delivered in partnership with, amongst others, the Police, Health, Jobcentre Plus, Humberside Probation Services and the voluntary sector. The strategy also supports the delivery of the Children and Young People's Strategic Plan 2013-16 which, in turn, supports the overarching East Riding Community Plan. The Community Plan provides the key driver for those partner organisations working to improve outcomes for children and young people. The **Children and Young People's Strategic Plan 2013-2016** has early intervention as one of the core themes. Its vision is that:

**We want all young people in the East Riding of Yorkshire to be happy, healthy, confident and safe. We want the very best for each and every young person and will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential. We will harness the talent and enthusiasm of young people to ensure that all our services meet their needs.**

In order to ensure this happens on an everyday basis the implementation of this strategy will be monitored by the Children's Trust Board at strategic level. This strategy seeks to reinforce the importance of services working alongside children and young people and their parents/carers. To help this process, we will work in partnership with East Riding Voices in Partnership (ERVIP), a parent led consultative group on services for children up to the age of 19 with additional needs.

## **Definition**

It is important initially to define the section of the East Riding's population to which this strategy relates. The Equality Act 2010 states that a person has a disability if:

- (a) a person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities

Additionally, the revised Special educational Needs (SEN) Code of Practice provides the following definition:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them”

## **Demographics and Local Context**

*The Health and Wellbeing Strategy for the East Riding of Yorkshire (2013-2016)* states that:

*“The recent rapid growth in medical expertise has ensured that the numbers of extremely poorly babies surviving premature birth with complex medical conditions has risen dramatically. The consequent long-term health and care needs of these babies as they grow into childhood and early adulthood are both highly specialised and costly”.*

The following table<sup>1</sup> suggests that the proportion of the population with a learning disability is likely to increase. It is vital, therefore, that the action plan supporting this strategy takes into account the likelihood of an increasing SEND population while recognising that resources are shrinking.

Projected health needs for East Riding CCG area 2011-2030(extract)	% increase from 2011*			
	2015	2020	2025	2030
Aged 18 and over predicted to have a moderate or severe learning disability	3%	8%	12%	17%
Aged 18 and over predicted to have a learning disability	4%	9%	14%	20%

\*based on national estimates of population change. It should be noted that this does not include statistics from the Vale of York CCG which covers the Pocklington area.

In the East Riding, the proportion of pupils with a SEN statement (2%) is in line with the national average. The proportion of children identified by schools as having SEN, but without a statement, is slightly lower than the 1 in 5 (20%) identified by Warnock (1978)<sup>2</sup> as requiring some form of special educational provision at some time during their school career.

The achievement of these pupils (taken from the January 2013 School census) is outlined below.

SEN no statement	SEN statement	Total Pupils
6693 (13.66%)	967 (1.97%)	48966

## KS2 achievement

The percentage of pupils achieving Level 4 or above at the end of KS2 in English and Maths with SEN but without a statement has improved over the last three years in the East Riding, though the percentages are below those at a national level. However, the percentage of pupils *with* a statement of SEN has shown an upward trend, and has been above the national average for the last three years.

<sup>1</sup> Joint Strategic Needs Assessment 2012-Progress Update (for the Health, Care and Wellbeing Action Group January 2013)

<sup>2</sup> Warnock, HM, *Special Educational Needs Report of the Committee of Enquiry into the Education of Handicapped Children and Young People*

## **KS4 achievement**

The percentage of pupils achieving at least 5A\*-C grades (including English and Maths) with SEN but without a statement in the East Riding has improved over the last three years compared to previous years. However, the percentages remain lower than the national average.

The percentage of pupils with a statement of SEN achieving at least 5A\*-C (including English and Maths) has been above the national average for the last three years and shows an upward trend.

## **SEND Reforms**

Work was undertaken locally to prepare for implementation of the national SEND reforms in September 2014. This section outlines our response to these reforms and our aspirations.

### **A family centred system – current situation**

Running through the SEND reforms is the principle of children, young people and parents/carers being involved in discussions and decisions about every aspect of SEN, planning outcomes and sourcing provision. In addition the principles of co-production, whereby service users and services support each other to develop services, and person-centred planning will be fully embedded within our services.

### **A family-centred system – our aspiration**

Our approach to supporting children and young people with SEND is one that places the family, children and young people and their parents/carers, at the centre of the system. In implementing the national SEND reforms we are adhering to the principles of a family-centred system.

### **0-25 coordinated assessment process (Education, Health and Care Plans) - current situation**

In response to proposed policy changes within government, an Education, Health and Care (EHC) Plan working group with multi-agency representation was formed. The group produced guiding principles, an Integrated Assessment Timescales and Process Model. In addition, the group identified the workforce implications in line with the proposed changes.

The group produced the EHC Plan format in line with the SEN Code of Practice. Transition arrangements have been established for the transfer of statements across to Education, Health and Care Plan and are outlined on the Local Offer.

## **0-25 coordinated assessment process (Education, Health and Care Plans) - our aspiration**

EHC Plans should be based on a coordinated assessment and planning process that puts the child, young person and their parents at the centre of decision making to ensure that their views are respected and valued. Transport arrangements will be considered through the assessment process. The focus of the EHC planning process should be to facilitate the development of the child or young person, supporting them to achieve the best possible educational and other outcomes and successfully preparing them for adulthood.

### **Local Offer - current situation**

A working group including parent/carer representatives and professionals from a range of backgrounds was established to develop the East Riding's Local Offer and consultation with families and other stakeholders is ongoing. The Local Offer builds on the Families Information Service Hub (FISH) service. The Local Offer is structured by categorising services as 'universal for all', 'targeted for some' and 'specialist for all'. The Local Offer was available by September, 2014 and has been recognised as an example of good practice by DfE.

### **Local Offer - our aspiration**

The Local Offer reflects the following principles:

- Empowering for parents/carers, young people and professionals
- Accessible
- Holistic
- Starting with what is widely available
- Transparent
- Sustainable and sustained
- Factual<sup>2</sup>

Our Local Offer will continue to be co-produced by parents/carers, young people and professionals and should be an invaluable source of information for families in the East Riding.

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<sup>2</sup> Adapted from the SE7 Pathfinder-Our Local Offer journey <https://www.kentpeps.co.uk/SharedFiles/Download.aspx?pageid=76&mid=153&fileid=89>



## **Personal budgets - current situation**

A working group, including parent/carer representatives and professionals from a range of backgrounds, has been established to scope, develop and implement personal budgets for eligible children and young people aged 0-25, across health, education and social care within the East Riding. Personal budgets are currently more established in children's social care following a number of years of direct payments. However, some positive examples are emerging of organised arrangements which include social care, education and health contributions. The working group ensured that information about personal budgets was available on the Local Offer by September, 2014.

## **Personal budgets - our aspiration**

We intend that personal budgets will reflect the following principles which have emerged from the SEND pathfinders:

- Personal budgets should be an integral part of the EHC process, empowering creative solutions with the family/young person at the centre of decision making supporting family resilience
- Personal budgets should reflect the holistic nature of an EHC plan, detailing agreed outcomes across education, health and care
- The process for getting a personal budget should be transparent and challengeable, giving families and young people the opportunity to manage all, some or none of their personal budget themselves, or with third party support
- Effective monitoring and audit arrangements should be established which are not onerous or overly bureaucratic.
- Information and support should be readily available for parents/young people

## **Joint commissioning - current situation**

Joint commissioning is a strategic approach to planning and delivering services. The Children's Trust Board has an agreed joint commissioning strategy to ensure a shared understanding of the way in which the partner agencies, represented on the Board, will work together to commission the services that are needed to fulfil the priorities identified in the *East Riding's Children and Young People's Strategic Plan*, and to ensure the effective implementation of the associated action plans. Parents/Carers are involved in various ways, including individual feedback and through parent/carer events and the ERVIP & Professional Forum.

## **Joint commissioning - our aspiration**

We intend that our approach to commissioning across all children's services is planned and coordinated across the whole spectrum of a child's needs. The underpinning principles behind this, alongside active engagement with children, young people and families, are to ensure that all decisions are based on:

- Improving outcomes for children, young people and their families
- Thorough research, data interrogation and evaluation of evidence
- An understanding of local needs and the views of children, young people and their families
- A removal of barriers to achieve equality of access and opportunity
- Evidence of a favourable impact on outcomes and value for money

## **Our Vision**

Our vision is that:

*“All people aged 0-25years old with special educational needs and/or a disability within the East Riding are effectively supported to live happy, safe and fulfilling lives.”*

We recognise that this vision is ambitious and also that is only achievable if we work together effectively with families and partner services.

## **Our Core Outcomes**

At the heart of our vision are three key outcomes which are outlined below with their supporting aims.

### **I. All children and young people with SEND are offered timely, high quality support**

- I.1 Where appropriate EHC plans are implemented successfully and are effectively maintained to ensure families are offered empowering and personalised support
- I.2 Eligibility criteria to access specialist support is clearly outlined and consistently applied
- I.3 All families are able to benefit from universal services
- I.4 Services are integrated, preventing duplication of effort and ensuring a smooth journey for families
- I.5 Provision is excellent value for money

- 1.6 Provision is provided as near as possible to families' homes
- 1.7 Staff and volunteers are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service
- 1.8 Children and young people are supported to overcome their difficulties, to build on their strengths to prepare themselves for independence and adulthood

## **2. All children and young people with SEND receive appropriate and accessible high quality education**

- 2.1 Whenever possible, service users are supported to access mainstream educational provision
- 2.2 Regular reviews and inspections investigate the effectiveness of mainstream schools, support services, and special schools in meeting the needs of children with special educational needs
- 2.3 All children and young people with special educational needs are easily able to access impartial guidance to assist them and their parents/carers to make informed and realistic decisions regarding post-16 progression
- 2.4 All parents are consulted about, and involved in, the process of identifying, assessing and sourcing special provision for children and young people with special educational needs
- 2.5 In the majority of instances, children and young people are able to access appropriate provision within the East Riding

## **3. Young people and their families are empowered by an offer of support they are able to influence**

- 3.1 Support is offered within a person-centred framework
- 3.2 Families are easily able to access relevant, comprehensive and accurate information to support them in making choices
- 3.3 All communication and interaction is easy to understand for everyone and is underpinned by an ethos of mutual respect
- 3.4 Families are fully involved in decisions about the care they receive
- 3.5 Families are supported to participate in the design and development of services they receive to ensure continuous improvement
- 3.6 A 'self-management' approach, including personal budgets, is promoted
- 3.7 Services are responsive to feedback from children, young people and parents/carers

## Links to other Policies and Strategies

The key themes of this strategy echo those of the *Children and Young People's Strategic Plan 2013-2016*:

- Integration
- Early help/prevention
- Educational outcomes/maximising potential
- Health and wellbeing
- Staying safe
- Supporting the most vulnerable

It particularly supports those strategies that relate to these themes, as outlined below.

This strategy is closely aligned to the Early Intervention Strategy and supports the definition of early intervention to support families:

*'intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Early intervention may occur at any point in a child or young person's life'<sup>3</sup>.*

It also supports the 'Educational Outcomes/Maximising potential' theme. Research has found that the majority of young people with SEND want to work, but that there are numerous barriers to them doing so, including:

- low expectations
- a lack of opportunities and support to develop vital skills
- employer discrimination<sup>4</sup>

In the East Riding, work is taking place to address these issues. The East Riding's *14-19 Education and Skills Plan* states that increasing the local education offer for young people with special educational needs is a high priority. This strategy supports its aim to develop the local area offer for learners with special needs and reduce the number of young people accessing provision out of the area.

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<sup>3</sup> C4EO(2010) Grasping the Nettle: Early Intervention for Children, Families and Communities

<sup>4</sup> NFER (2011:vi)

In seeking to strengthen links between health, education and social care to ensure children and young people receive coordinated support, the SEND reforms support the 'Health and Wellbeing' theme of the *Children and Young People's Strategic Plan (2013-2016)*. One of the three long term priority outcomes of the *Health and Wellbeing strategy* is:

*"Children and young people in the East Riding enjoy good health and wellbeing"*.

This SEND strategy supports the achievement of this objective, recognising that there is a higher than normal incidence of mental health difficulties within the population of people with learning disabilities. Data from the Office for National Statistics notes that "children and adolescents with learning disabilities are over six times more likely to have a diagnosable psychiatric disorder than their non-disabled peers."<sup>5</sup> This statistic is acknowledged by the *East Riding of Yorkshire Strategy for Emotional Health and Wellbeing (0-18years)* which recognises the need for further improving services and opportunities for children and young people with a disability.<sup>6</sup> It also supports the actions outlined in the *Health and Well-being Strategy* to achieve these objectives:

- Access to emotional health and wellbeing services is improved
- Reduce the stigma attached to accessing mental health support
- Reduce the impact of bullying and victimisation
- Develop the role of schools and Children's Centres in early intervention
- Improve signposting for young people seeking to access support<sup>7</sup>

It is particularly important to note that two vulnerability factors of a child having SEND and being a looked after child are likely to coalesce, hence the close alignment with the *East Riding Children and Young People's Strategic Plan* theme of 'supporting the most vulnerable'. As the majority of looked after children have SEN, and are nine times more likely to have a statement of special educational needs than the general pupil population,<sup>8</sup> it is vital that this strategy also aligns closely with our strategy for looked after children. This states that:

*"The life chances of disabled and adolescent young people who are looked after are enhanced through the provision of placements where support arrangements are in place to meet additional needs."*<sup>9</sup>

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<sup>5</sup> Rose, R., et al (2009:3)

<sup>6</sup> NHS East Riding of Yorkshire (2012: 9)

<sup>7</sup> East Riding Local Strategic Partnership (2012a: 41)

<sup>8</sup> DCSF (2010:29)

<sup>9</sup> ERYC (2011:18)

## **Consultation and Engagement**

In developing this strategy we have consulted with children and young people, parents/carers and a range of professionals across Children's Services and our partner agencies. All views have been considered in finalising the strategy.

### **How will we know we have got there?**

A detailed action plan to support our principles and achieve our outcomes has been produced and is reviewed regularly. This action plan has been produced by a group of lead officers from the Council and partner services, in conjunction with families. Specific actions are detailed with clear lines of accountability and timescales, these will continue to evolve in response to national and local developments.

## **Working in Partnership**

This strategy supports the delivery of the *Children and Young People's Strategic Plan (2013-2016)* which, in turn, supports the overarching East Riding Community Plan. The Community Plan provides the key driver for those partner organisations working to improve outcomes for children and young people. Achieving the Council's priorities will be impossible without close working with children and young people with SEND, parents/carers and partner agencies from health and the voluntary sector.

We will work together to deliver high quality, effective, value for money services for children and their families. To ensure that services work in partnership to deliver the outcomes identified in this strategy, action to deliver the strategy will be led and overseen by the Vulnerable Children and Young People's sub-group of the Children's Trust Board.

## **Resources**

The financial pressure on public sector services is currently acute. The SEND Reforms are far-reaching and will have an impact on working practices. This strategy will, therefore, seek to reprioritise existing resources where possible, and develop working practices in line with the SEND Reforms while still addressing needs and providing appropriate levels and types of support. The Council's budget pressure process will be followed if reprioritising existing resources does not meet the requirements of the implementation of the SEND reforms.

People are undoubtedly our key resource. Staff must be well-trained, supported, and where necessary challenged, to help achieve the outcomes in this strategy. We are also keen to recognise the vital contribution that families can make to support the delivery of this strategy in a spirit of co-production.

## **Next Steps**

Delivery against the action plan will be monitored quarterly by the Vulnerable Children and Young People's sub-group of the Children's Trust Board. Ensuring that the action plan is delivering this strategy will be the responsibility of the Children's Trust Board and overseen by the Health & Wellbeing Board and the East Riding of Yorkshire Clinical Commissioning Group. The action plan will be reviewed on a continual basis.

**Governance**

Overall responsibility for delivery of the SEND Strategy rests with the Children’s Trust Board with delivery of the action plan managed and monitored quarterly by the Vulnerable Children and Young People’s sub-group.

**East Riding Children’s Trust Board**

**Chair:** Kevin Hall, Director of Children, Families and Schools, East Riding of Yorkshire Council

**Officer Contact:** Simon Lowe – [simon.lowe@eastriding.gov.uk](mailto:simon.lowe@eastriding.gov.uk)

**Membership of the Vulnerable Children and Young People’s Group**

**Chair:** Jackie Lown, Head of Children and Young People, Specialist Services

The following organisations are represented on the Group:

East Riding of Yorkshire Council	East Riding Secondary Heads	Humberside Probation Trust
Director of Public Health	East Riding Primary Heads	Hull and East Yorkshire Hospitals Trust
Healthwatch East Riding of Yorkshire	Humberside Fire and Rescue Service	Jobcentre Plus
NHS Humber Foundation Trust	North Bank Forum	East Riding of Yorkshire Clinical Commissioning Group



**Glossary of Strategies linking to the SEND Strategy**

<b>Strategy</b>	<b>Time Frame</b>	<b>Who</b>	<b>Status</b>
'Our East Riding' – the East Riding Community Plan	2006 - 2016	East Riding LSP Board	Current: Most recently refreshed in 2013
Improving Schools, Improving Lives	2013 - 2016	ERYC - Mike Furbank	Current
14-19 Education and Training Plan and Strategic Statement for the East Riding	2013 - 2014	ERYC - Mike Furbank	Current
Early Intervention Strategy	2013 - 2018	ERYC - Pam Allen	Current
Health and Wellbeing Strategy	2013 - 2016	Health and Wellbeing Board	Current
Children and Young People Joint Commissioning Strategy	2015 – 2017 (tbc)	ERYC - Jackie Lown	In development: Scheduled for approval June 2015
East Riding Young Carer's Strategy and Improvement Plan	2014 - 2015	ERYC - Pam Allen	Under review
Looked After Children's Strategy	2011 - 2016	ERYC - Pam Allen	Current
Strategy for Children, Young People and Adults with Autism	2012 - 2015	ERYCCG - Alex Seale and ERYC – Jackie Lown	Under review
Child Poverty Strategy	2014 - 2017	ERYC - Jackie Lown	Current
Strategy for the Emotional Health and Wellbeing of Children and Young People	2012 - 2015	ERYCCG - Alex Seale	Under review
Anti-bullying Strategy	2014 - 2017	ERYC - Jackie Lown	Current