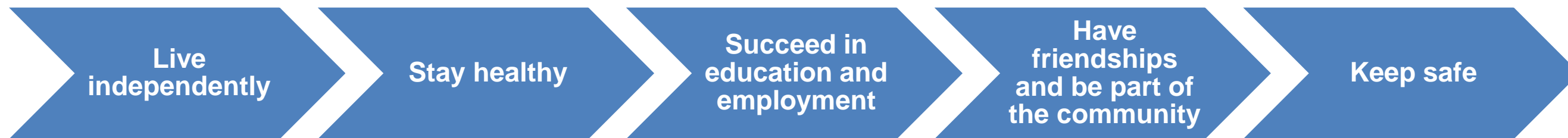




Special Educational Needs and Disabilities (SEND) Local Area Strategic Overview

September 2017

We will raise the expectations and aspirations of all children and young people with SEND aged 0-25 so they can...



Principles

1. The views, wishes and feelings of the children, young people and their families are important
2. It is important for a child, young person and their parents to participate as fully as possible in decisions and be provided with information and support to enable their participation.
3. Children, young people and their parents need to be supported to help them develop and achieve the best possible outcomes that effectively prepare them for adulthood.

SEND Code of Practice

Identifying needs

We are good at...

- Identifying genetically inherited diseases through the new born blood spot test.
- Ante natal screening for children with disabilities.
- Early identification through Health visiting services and healthy child programmes.
- Single point of referral for intervention supporting effective child and family centred planning.
- Early identification in health care pathways, e.g. Autism.
- Well established guidance for schools and settings to help identify children and young people at SEN support.
- Identifying needs through school nurses in every secondary school and in 8 special schools.
- Identifying and supporting children with complex difficulties through a multi-agency approach.

We need to improve...

- Single point of access for CAMHS starting in Nov 2017 to improve effectiveness of identification.
- SEN effectively identified in the early help assessment.
- SEN Support guidance for further education to reliably identify learners with SEND.
- The completion of new EHCPs within statutory timescales.
- Transition arrangements from children's health services to equivalent adult services.
- Identifying a lead health professional to complete the Health portion of an EHCP.
- Recruitment of a Designated Clinical Officer (DCO).
- Evidence from Social care for EHCP applications.
- Waiting times for some education and health services.

Meeting needs

We are good at...

- Comprehensive Local Offer reviewed and updated with Parent Carers' Voice Oxfordshire (PCVO).
- Meeting needs through integrated working across services, e.g. SEN Support services and speech and language therapists.
- Focusing on keeping children and young people safe, e.g. learning from Serious Case Reviews.
- Funding for inclusion (both early years and primary) supporting children without waiting for an EHCP assessment.
- Strong coproduced short breaks offer.
- Good quality support from Oxfordshire School Inclusion Team (OXSiT) and SENSS to school leaders, SENCOs and teachers.
- Co-production and the use of sounding boards.
- SENDIASS provision of advice and support to parents and carers.
- Implementing multi-media self-advocacy e.g. wikis.

We need to improve.....

- Awareness raising about the Local Offer.
- A broader range of outcomes in EHCPs, wider than education.
- The interface between EHCP, care planning for Children in Need, Child Protection cases and those in custody.
- The extent to which mainstream schools meet the needs of children and young people with SEN is variable, fixed term and permanent exclusions are rising.
- The use of Careers Education Information Advice and Guidance.
- Assessment support planning and communications as young people with SEND move into adulthood.
- The coordination of social, emotional and mental health support.
- Improve transitions for young people with a learning disability and support in a crisis to avoid hospital admissions or Out of Area 52 week placements for under 18s.
- The supply of special school and specialist placements and the condition of some school buildings.

Improving outcomes

We are good at

- High quality short breaks increasing independence, building confidence and improving social/communication skills.
- Supported internships and routes into employment.
- Supporting children with complex medical needs to achieve personal goals.
- Supporting children and young people to be more aware of dangers and what to do if they have concerns, e.g. CSE work and anti-bullying.
- All special schools are good or outstanding.
- Good local post 16 education - a higher percentage than nationally supported in local further education colleges.
- Increasing numbers of direct payments and personal health budgets.
- Young people with SEND supported to live independently.

We need to improve ...

- Educational performance of children at SEN Support.
- Clear lines of accountability for the local area to secure improvements.
- Improving monitoring of health outcomes and transition to adulthood through having a Dedicated Clinical Officer.
- Monitoring and analysing the impact the reforms are making on young people's lives.
- Awareness training on responsibilities under the Care Act and Children and Families Act 2014 (SEND Reforms) for Health partners.
- Supply of supported living accommodation for adults with learning disabilities and Autism.
- Improve social care outcomes at transition by coproducing a pathway.

What parents think

- Their views are fully included when the EHC Plan is developed (91% agreed)
- The views of their child are included when the EHC Plan is developed (75% agreed)
- The quality of support is good or very good (91% agreed)
- The amount of support available to their child was good or very good (77% agreed)
- The degree of choice and control over support is good or very good (82% agreed)
- The support their child receives is good or very good in helping them:
 - Be as fit and health as they can (94% agreed)
 - Enjoy relationships with family (89% agreed)
 - Take part in school & learning (89% agreed)
 - Improve their quality of life (86% agreed)
 - Prepare for the future (85% agreed)
 - Be part of their local community (83% agreed)

Personal Outcomes Evaluation Tool (POET) report, March 2016