

Barnsley Children and Young People's Services

BARNSLEY SEND STRATEGY 2016-18



Introduction and Context

Vision	Strong families, strong Barnsley Every child in a good school Success in learning and work Strong and Resilient Adults
Core Purpose	To work together to improve children, young people and adults outcomes

This is a 2-year strategy to fundamentally review and re-configure services and partnerships in Barnsley to deliver the Special Educational Needs and Disability (SEND) reforms effectively and improve outcomes for children and young people with Special Educational Needs and Disabilities. Barnsley is publishing this **SEND Strategy** at a time of very significant change, with some of the biggest shifts in national policy for health, special educational needs and disability in over 30 years. The strategy is also intended, therefore, to ensure that Barnsley is well positioned to implement these changes for the benefit of children, young people and families. In this Strategy, the local area recognises that SEND encompasses children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others, their families will need support from a number of statutory services and this may continue throughout their childhood and into adulthood. A child or young person may have special educational needs or disability or both. The Code of Practice and the Equality Act respectively define SEN and Disability.

Who is the strategic plan for?

The strategy is primarily for all children and young people with SEND and their families, as well as those children and young people who have a Statement of Special Educational Needs or an Education, Health and Care Plan.

It is also for all other stakeholders and organisations who contribute to working together to secure high quality provision for SEND children and young people that is efficient, sustainable and effective.

This strategy has been produced in response to the significant government reforms to education, health and social care requirements for services working with children and young people who are disabled and those with SEN, aged between 0-25, and their families and carers. Under the Children and Families Act 2014 legislative Framework local authorities have to:

- Work with health and social care colleagues jointly to commission services to deliver integrated support for children and young people with SEN aged 0-25.
- Consult children, young people and their parents, and co-operate with a range of local providers across education, health, social care and voluntary sector partners to deliver the new system, including post-16 education providers such as further education colleges and training providers.
- Work with local partners, parents and young people to co-produce and publish a local offer of SEN services and provision to assist young people in finding employment, obtaining accommodation and participating in society.
- Provide a co-ordinated education, health and care assessment for children and young people aged 0-25 and new Education, Health and Care (EHC) plans that will replace the two existing systems of SEN statements (in schools) and Learning Difficulty Assessments (in further education and training).
- Offer those with EHC plans the option of a personal budget.
- Consider the transition from children to adult services and whether to use a new power to provide children's services to young people over 18 to smooth their transition

In addition to local authority responsibilities, NHS England are mandated by government to work in partnership across different services in supporting children and young people with special educational needs or disabilities. NHS England's objective is to ensure that children and young people have access to the services identified in their agreed care plan, and that parents of children who could benefit have the option of a personal budget based on a single assessment across health, social care and education.

The vision is for a well-planned continuum of provision from birth to age 25 in Barnsley that **meets the needs** of children and young people with SEND and their families. These means **integrated services** across education, health and social care which work closely with children, young people, parents and carers and where individual needs are met without unnecessary bureaucracy or delay. It also means a strong commitment to **early intervention and prevention** so that children's and young people's needs do not increase because early help is provided in a timely way.

We believe that every Barnsley child and young person should have their needs met, as far as possible, in their local community, in local early years settings and schools, in further education colleges and work places. They should be offered high quality provision which ensures good health and care and good educational progress and achievement and preparation for adulthood.

We expect every early years provider, mainstream school and post 16 setting to make effective provision for disabled children and those with SEN so that they make good progress in their learning and can move on easily to the next stage of their education and later into **employment and independent adult life**.

We also expect education, care and health services to be delivered in an integrated way so that the **experience of families** accessing services is positive and that children's and young people's safety, wellbeing and health outcomes are well promoted alongside their educational progress and achievement.

The aim is to have effective services in place for young people with additional needs up to the age of 25. They should be recognised as full citizens with their own contributions to make to their local communities and society. Barnsley wants transition to adulthood to be a good experience for young people and wants them to be **talking to the right people in the right places at the right time**, to inform their choices and support independence. Successful transition support between schools and FE Colleges, and adult services where appropriate is key.

Every Barnsley child and young person who is disabled has the right to live as ordinary a life as possible in the local community, with easy access to local schools and leisure facilities, and to the support services they and their families need. Some young people with the most complex needs require significant levels of help and we aim to ensure they and their **families can work with us to shape the services** that will best **ensure good outcomes** for them, supporting their inclusion in society, ensuring resilience and independence in adulthood.

Our vision is for all early years' settings, schools, colleges and health and care support services to have the capacity and confidence to deliver high quality provision for children and young people with special educational needs and who are disabled (SEND), to improve their educational and health outcomes and their access to social opportunities. Barnsley wants to **improve provision and parental choice** by working in partnership with providers in the voluntary and independent sectors who share the same vision and values. This will be achieved by using the best expertise and knowledge in schools and other services, to increase capacity throughout the local area, and by **promoting a model of collaborative working and shared responsibility**.

Barnsley's Strategic Priorities for SEND

The **over-arching aim** of this strategy is to **improve educational, health and emotional wellbeing outcomes** for all Barnsley's children and young people with SEN and who are disabled. It is recognised that parents, carers and young people are central to the successful delivery of the SEND Reforms and this strategy. It will be necessary to ensure that the **views of children and young people with SEND, and their families**, are fully represented in the strategic design and delivery of this SEND Strategy across Barnsley.

The **second key aim** is to ensure Barnsley delivers **the necessary changes to the assessment of needs and joint commissioning of provision** as set out in the Children and Families Act, so that our services are joined up, professionals have good up to date knowledge of each other's practice, and children and young people have better integrated support across education, health and social care. The aim is to improve the quality of communication between different agencies to ensure that needs are identified swiftly and appropriate action taken to provide early help and prevention; targeted support and intervention which supports choice and independence for children, young people and their families.

The **third key aim** is to **address the gaps in provision**, and improve the quality of provision, for children and young people with special educational needs and those who are disabled. This will mean challenging universal services to be inclusive of children and young people with special educational needs or who are disabled; developing a range of social care, health and education providers; and encouraging a mixed economy of provision across mainstream and special schools in Barnsley, as well as high quality, cost effective independent and non-maintained specialist provision necessary for some children and young people. Barnsley will develop and implement a strategic approach to the deployment of resources to ensure effective provision by engaging with schools and settings to support the development of a diverse range of provision to meet emerging needs.

Key partnerships:

- Barnsley Alliance Board
- Early Years settings, schools and post-16 education providers
- Public Health
- Commissioners and providers of targeted and specialist services

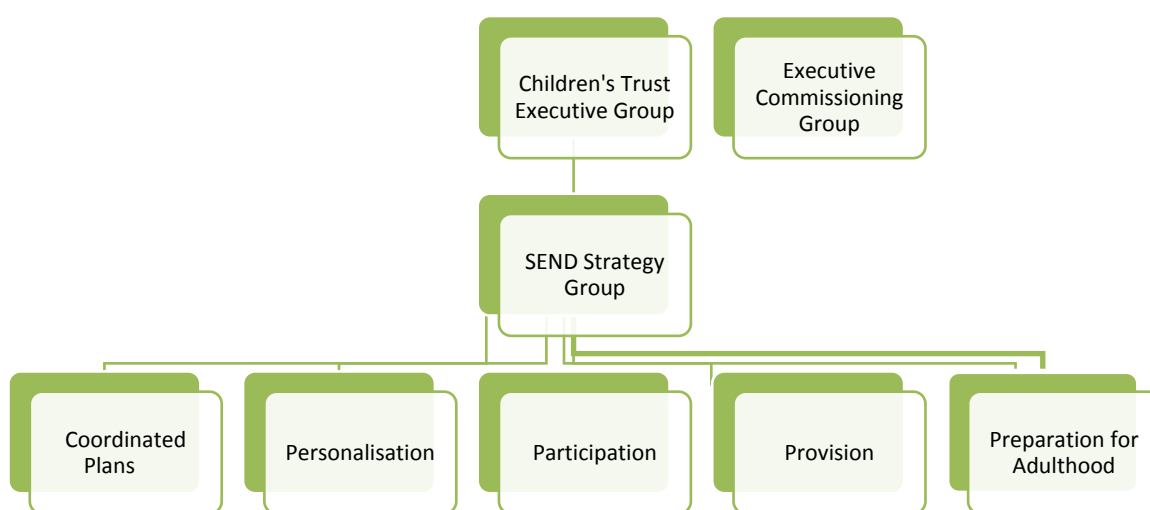
Key Plans and Strategies:

- Barnsley CYP Plan 2016 -19
- Barnsley Alliance Strategy
- Early Help Strategy
- Barnsley Future in Mind Transformation Plan

Governance Arrangements

A multi-agency SEND Strategy Group has been established to implement the reforms to the SEND arrangements. The SEND Strategy Group is supported by a number of Task & Finish Groups which are working on the detailed reforms to services and systems. Once the reforms have all been implemented the work of these groups will cease but the SEND Strategy Group will continue to monitor the impact of the reforms and will report, at least annually, to the Children's Trust Executive Group on outcomes for children and young people with SEND.

To ensure democratic accountability the SEND Strategy Group will also periodically report on improvement plans, progress and outcomes to Council Overview and Scrutiny and Cabinet committees.



SEND Code of Practice

A revised 'SEN and disability code of practice 0 to 25 years' came into effect on 1st April 2015 and can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The code of practice sets out guidance on policies and procedures aimed at enabling children and young people with SEND to reach their full potential and support families to do the best for their children. It reflects the provisions of Part 3 of the Children and Families Act 2014 and associated regulations and explains and provides guidance on carrying out the duties in the legislation.

The Code of Practice is statutory guidance for organisations who work with and support children and young people with SEND and their parents, such as:

- head teachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) coordinators
- early education providers
- local authorities
- health and social services staff

The Task & Finish Groups are using the detailed guidance in the revised code of practice to ensure that organisations in Barnsley are fulfilling their statutory duties.

The Strategic Priorities: what we want to achieve

PRIORITY ONE:

Improve Lifelong Outcomes for children and young people with SEND and their families

This is important because:

Where schools and other education settings offer good or outstanding provision, children and young people with SEND can be supported to achieve their ambitions and make good progress. Barnsley and national data shows us that a significant number of children and young people with SEND do not always make good progress or reach their potential, and are not always well prepared for the next stages of their lives. Barnsley families would like to work closely with their schools to achieve the best outcomes for children and young people and feel strongly that increased awareness and joint training around SEND issues would make a significant positive difference.

Objective One:

Continue to raise attainment of children and young people with SEND and their families

We will support schools and educational settings to continue in leading on the raising of attainment of children and young people with SEND. This will include working with schools to further develop training programmes and further develop information, advice, support and guidance. We'll increase opportunities for school to school support and work in partnership with special schools and local authority outreach and support services to build greater skills and confidence on the more complex aspects of SEND in mainstream schools.

Objective Two:

Improve and strengthen early identification of SEND and improve efficiency of production of EHC Plans to ensure children's needs are met promptly

We will target support in the Early Years so that we can identify children with SEND as early as possible. We will work with Early Years settings and other partners to put in place early intervention mechanisms so that children's learning and development is maximised at this crucial time. We will introduce new ways of doing things by looking for best practice across the Barnsley to improve our services.

Objective Three:

Develop a single coordinated plan approach to integrated multi agency working

We will review how our multi-agency 'team around the child' and early support processes work to reduce bureaucracy and avoid duplication wherever possible. We will pilot a 'Single Plan' approach for young people with exceptionally high levels of need and work in partnership with education, NHS and care providers and try to meet their needs locally.

Objective Four:

Support young people to make a fulfilling transition to adult life

We will support every child and young person with SEND to help them make a successful transition in this period of significant change. We will start early, be flexible and try to tailor our support to the individual young person and their family. We'll make sure parents and carers can access advice and guidance on what options are available. We'll work in partnership with parents and carers to enable them to take part in the decisions about their child's needs and support arrangements.

PRIORITY TWO:

Involve, engage and enable children and young people with SEND and their families

This is important because:

A focus on a smooth transition through life stages and particularly into adulthood can support the achievement of the best possible outcomes for each child and young person and maximise their independence, choice and control as they enter adulthood. Barnsley Council and its partners are committed to work together to overcome obstacles and join up services in order to achieve this aim.

Objective Five:

Ensure parents and carers, children and young people are able to participate more in decision-making

We will ensure that parents, carers and young people have increased opportunities to participate in decision making about their provision and care. We will also encourage their involvement in changes to strategies and the on-going evaluation of our services. We will look at how best we can get feedback from children and young people with SEND about their educational experiences.

Objective Six:

Work towards making ensuring that parents and carers receive the right support

We will support our local Parent Carer Forum and use this as one of the ways we can improve parent consultation. We will fully review all our services for parents and carers using the feedback they have given us and we will involve them in this review, helping parents and carers access support and advice at the right time. We will work with parents and carers in experimenting with the development of personal budgets.

Objective Seven:

Ensure that all information that goes to parents and carers is clear and accessible

We will continue to develop SEND web pages on the Barnsley website. These will provide information about local services and guidance for parents, carers and professionals about the range of services, the full range of educational provision available and how transitions between children and adult services are coordinated. We will make sure this and all information- is clear and accessible and written in everyday language. We'll promote the availability of this information through children's family centres, libraries, schools and other places that are regularly visited by members of the public.

PRIORITY THREE:

Ensure the highest possible quality of provision and services through effective procurement and commissioning arrangements

This is important because:

Individuals should be able to access a range of high quality services when required to meet a wide and varied range of needs. BMBC Partners will seek to develop SEND Provision in consultation with, and in collaboration with, its customers, recognising the challenges imposed by financial constraints in times of austerity and the need to be opportunistic and flexible in their approach.

Objective Eight:

Deliver the right provision and the right support arrangements at the right time

We'll review our existing specialist provision to match our current need more closely. We'll also re-designate current places to get the best from what we already have and

work with our neighbouring boroughs in partnership to achieve economies of scale. We will improve our commissioning and procurement arrangements to ensure that we get best value for money in all places that we commission outside the borough.

We'll work in partnership with mainstream schools to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways. We will work with the Colleges and other providers of further education (FE) to help develop provision to accommodate more high needs learners from 16-25 years old. We will develop the transition planning information in young people's Education, Health and Care plans to help FE providers to tailor programmes that meet the educational needs of the learners and support their progression once they leave formal education

Objective Nine:

Develop a skilled professional workforce who is knowledgeable and confident about SEND

We will support the leadership and management in schools and all other educational settings in their development of inclusive practice and specialist training in specific areas of SEND. We will work with our partners to make sure that all those who work with children and young people with SEND have the necessary skills and confidence (appropriate to their role) to support children and young people and their families.

Over the next two years we will review and redesign how we work to implement the Special Educational Needs and Disability Arrangements for 0 to 25 year olds, so that by April 2018:

Parental Engagement

- A wide range of parents will be communicated with regarding the SEND reforms and will have the opportunity to be involved and have their voice heard.
- Parents will be engaged in commissioning decisions and views of local communities will be gathered so that services for those with SEND can be shaped by users' experiences, ambitions and expectations.
- Parents/carers will be involved in the development of and the review of the Local Offer.

Education Health & Care Plans

- All SEN Statements/LDAs will have been transferred to EHC Plans.
- EHC planning process will be well embedded both within the Local Authority and schools.
- Workforce, parents and young people will be familiar with the EHC needs assessment process, the plan, will be able to contribute to and write outcome focussed reports and will be familiar with the review process.

Local Offer

- There will be a comprehensive Local Offer website and an alternative means of accessing this information for those who do not have internet access.
- There will be an established mechanism for the Local Offer highlighting gaps in provision which the LA will respond to so that the needs of all children and young people with SEND can be met locally.

Joint Commissioning

- There will be a single joint commissioning process which will inform the commissioning and decommissioning of services to meet the needs of SEN children and young people in Barnsley.
- The Barnsley JSNA will evidence the SEN needs of children and young people in Barnsley.

Personal Budgets

- All professionals, parents and young people will have a good understanding of personal budgets and direct payments and the take up of direct payments/3rd party arrangements will increase thus reflecting increasing choice and control for families.
- An all age brokerage service will be in place.
- Smooth mechanisms for the set up and review of direct payments/third party arrangements will be in place across the LA and CCG.
- A move towards pooled budgets will be planned so that families can have just one payment and review process.

How we work

In implementing the strategy our work will be underpinned by the following principles

- In all our services, from universal to targeted, we are transparent in our communication and engagement with families; we listen actively to what they say, so that we can understand their perspective, their needs and their desired outcome
- Our starting point is identifying and building on strengths, our approach is non-judgemental and inclusive

- Our approach is family centred, recognising that the context individuals live in, and their important relationships, have an impact on actions and outcomes
- We involve families, children and young people in the decisions that affect their lives
- Our focus is on improving outcomes; making a difference that can be sustained
- We build capacity, resilience and independence, so that families can make choices that enhance their quality of life
- Services, pathways and processes are sensibly integrated, and families experience coherence and consistency in their engagement with services
- We provide continuity of support, communication and relationships at points of transition in families' lives
- We make it easy to get the right support at the right time, so problems don't escalate

What do we mean by Special Educational Needs and Disability (SEND)?

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (the Statutory Guidance that all organisations working with children and young people with SEND must have regard to) offers the following definitions that Barnsley subscribe to:

Special Educational Needs (SEN)

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other

children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled Children and Young People

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of Special Educational Need

There are 4 main areas of special need:

Cognition and Learning Needs

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).

Social, Emotional and Mental Health Needs

Pupils with social, emotional and mental health needs cover the full range of ability and severity. Their needs can present a barrier to learning and persist despite the implementation of an effective school policies and a robust personal/social curriculum.

Communication and Interaction Needs

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

Sensory and/or Physical Needs

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

We recognise that some children will have needs in more than one area. When a child has very significant difficulties falling into a number of these areas, then this child may be described as having complex needs.

The Local Picture

Children and Young People with SEND in Barnsley

This section aims to give a sense of the numbers and the characteristics of the children and young people that this strategy is aimed at.

Analysis of Need within Barnsley

- In January 2015, Barnsley's SEN population was 16.1% compared with 15.4% nationally.
- The current school population in Barnsley is 33,093 (January 2016).
- Of the current school population, 4,836 have an identified Special Educational Need. This represents 14.6% of the school population in January 2016.
- The current (May 2016) SEN population (including post-16) is 5,039 and is profiled across stages as follows:
 - Early Years 421
 - Primary 2,843
 - Secondary 1,560
 - Post-16 215
- Barnsley generally has higher numbers of children subject to a statement of SEN or an Education, Health & Care Plan (EHCP) than is the case regionally, 1.3% higher and nationally, 1% higher.
- Statements / EHCPs as a % of school population (January 2015) *:
 - England 2.8%
 - Yorkshire & Humber 2.4%
 - Barnsley 3.8%
- There are currently 1412 children and young people with a statement of special needs/or a EHCP. The category of primary need as stipulated on Capita is as follows:
 - Autistic Spectrum Disorder 250
 - Social Emotional Mental Health 294

○ Hearing Impaired	31
○ Moderate Learning Disability	212
○ Multi-Sensory	3
○ Non specified Primary Need	26
○ Physical Disability	113
○ Profound Multiple Learning Disability	44
○ Speech Language Communication Need	324
○ Severe Learning Disability	76
○ Specific Learning Difficulties	18
○ Visual Impairment	21

As of May 2016 there are 92 children placed out of borough in independent special schools.

**all comparator data is drawn from January 2015 School Census*

Educational Provision for Children and Young People with SEND

Special Schools in Barnsley

All admissions to special schools and resourced provisions are agreed through provision panel meetings.

An EHC Plan or a Statement of SEN is required for all children and young people who are enrolled to a special school or resourced provision.

Springwell Special Academy (96 places) for pupils 3 – 19 years with social, emotional and mental health needs.

Greenacre Special School (320 places) for pupils aged 3- 19years with severe and complex needs

Satellite Provision:

Kexborough Primary School KS1

Kexborough Primary School KS2

Hoyland Springwood Primary School KS2

Darton College KS3

Resourced provisions in Barnsley

Some of the mainstream schools in Barnsley mainstream have resourced provisions (91 places) for specific types of need.

- **Horizon Community College** - resourced provision for pupils with a hearing or visual impairment
- **Joseph Locke Primary School** - resourced provision for pupils with a hearing or visual impairment
- **Carlton Community College** - resources provision for pupils with communication and interaction difficulties
- **Meadstead Primary Academy** - resourced provision for pupils with communication and interaction difficulties
- **Hoyland Springwood Primary** - resourced provision for pupils with communication and interaction difficulties
- **Worsbrough Common Primary** - resources provision for pupils with communication and interaction difficulties
- **Oakhill Primary Academy** - resourced provision for pupils with communication and interaction difficulties
- **Greenacre Special School** - resourced provision for pupils with communication and interaction difficulties
- **Darton College** – a resource provision for pupils with moderate learning needs

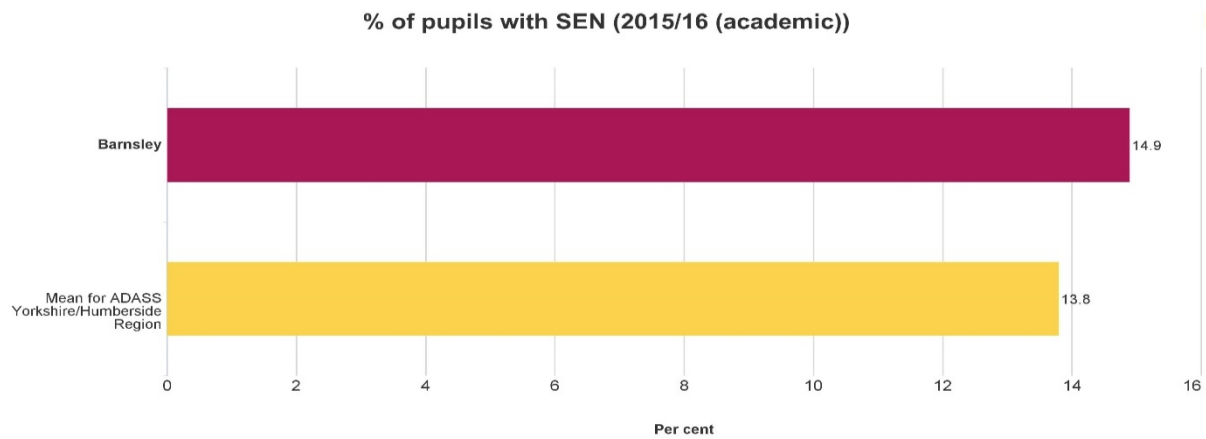
Other specialist educational provision outside of Barnsley

In addition to the special schools and resourced provisions listed above, there are other specialist provisions outside of Barnsley. A list of the independent special schools and post-16 institutions approved by the Secretary of State (Section 41) can be found on the GOV.UK website.

Barnsley will always try, wherever possible, to meet the educational needs of children and young people within Barnsley but, in rare circumstances, will arrange for children to be placed in schools outside of the Borough to ensure that very specific needs are met.

Profile of pupils with SEND in Barnsley

In Barnsley 14.9% of pupils have some type of special educational need (SEN), compared to 13.8% in the Yorkshire/Humberside Region. These figures, and those in the first three charts below, are for pupils attending schools in Barnsley. They do not include children and young people for whom Barnsley is responsible but has placed out of borough.

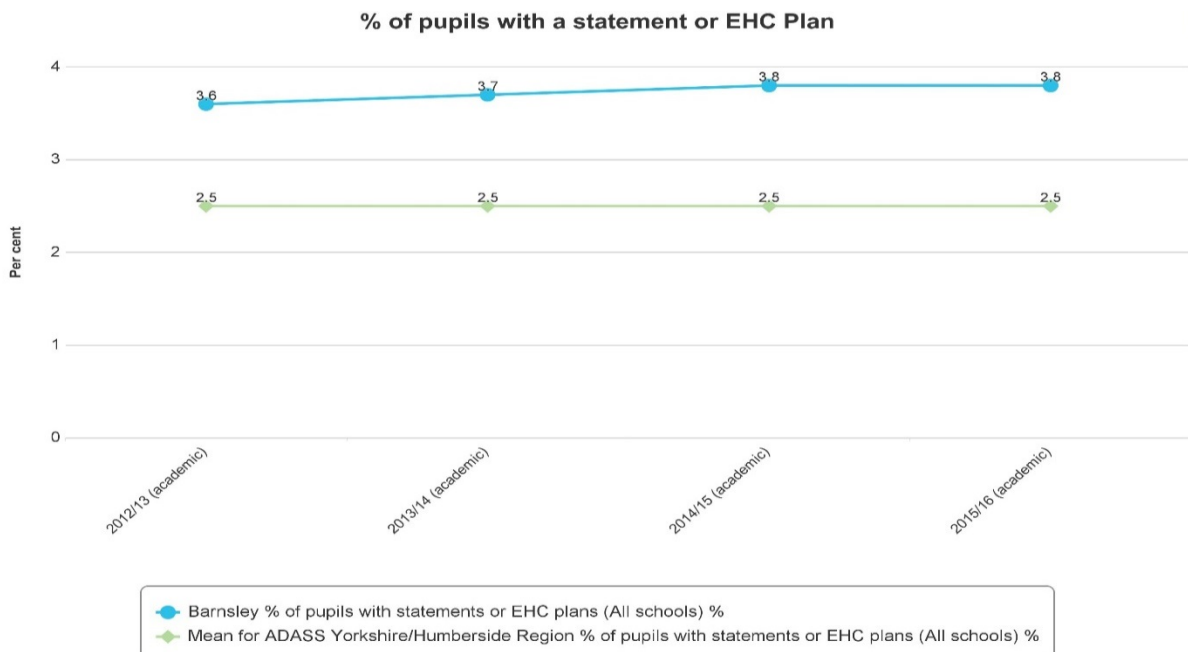


Source:
Metric ID: 2212, Department for Education, Special Educational Needs in England

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Pupils with statements of special educational needs or education health and care plans:

Across the Yorkshire/Humberside Region, the proportion of pupils with statements or education, health and care (EHC) plans ranges from 1.8% to 3.8%. Barnsley has a value of 3.8%, compared to an average of 2.5% in the Yorkshire/Humberside Region.



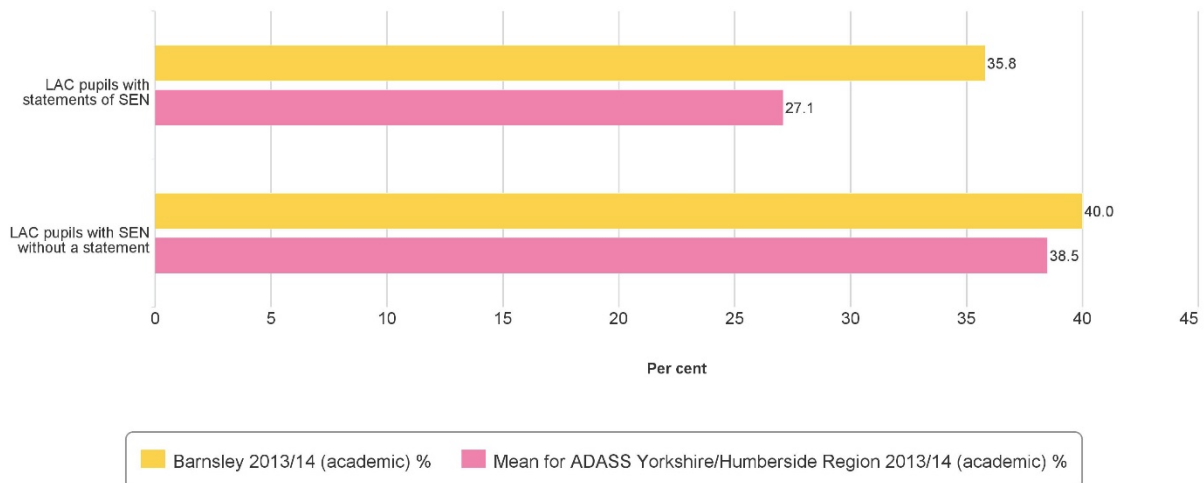
Source:
Metric ID: 2213, Department for Education, Special Educational Needs in England

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Looked after children and children in need

Looked after children are defined as those looked after by the local authority for one day or more. In Barnsley, 40.0% of looked after children are on SEN support, compared to 38.5% in the Yorkshire/Humberside Region. 35.8% of looked after children in Barnsley have a statement of SEN or EHCP, compared to 27.1% in ADASS Yorkshire/Humberside Region.

% of looked after children with statements of SEN and % looked after children with SEN without a statement (2013/14 (academic))



Source:

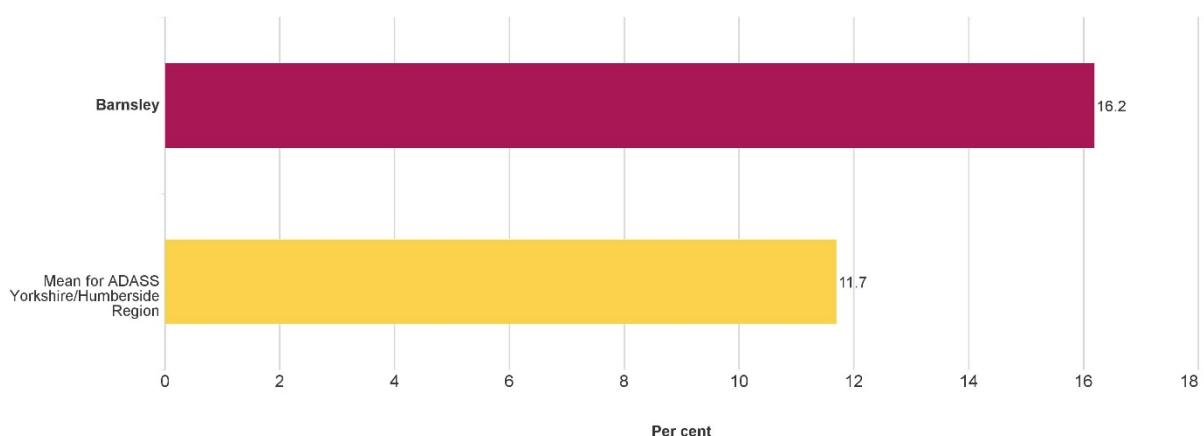
Metric ID: 2133, Department for Education, Outcomes for Children Looked After by Local Authorities in England

Metric ID: 2134, Department for Education, Outcomes for Children Looked After by Local Authorities in England

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In Barnsley, 16.2% of school-age children in need have a disability, compared to 11.7% in the Yorkshire/Humberside Region

% of children in need with a disability (2014/15)



Source:

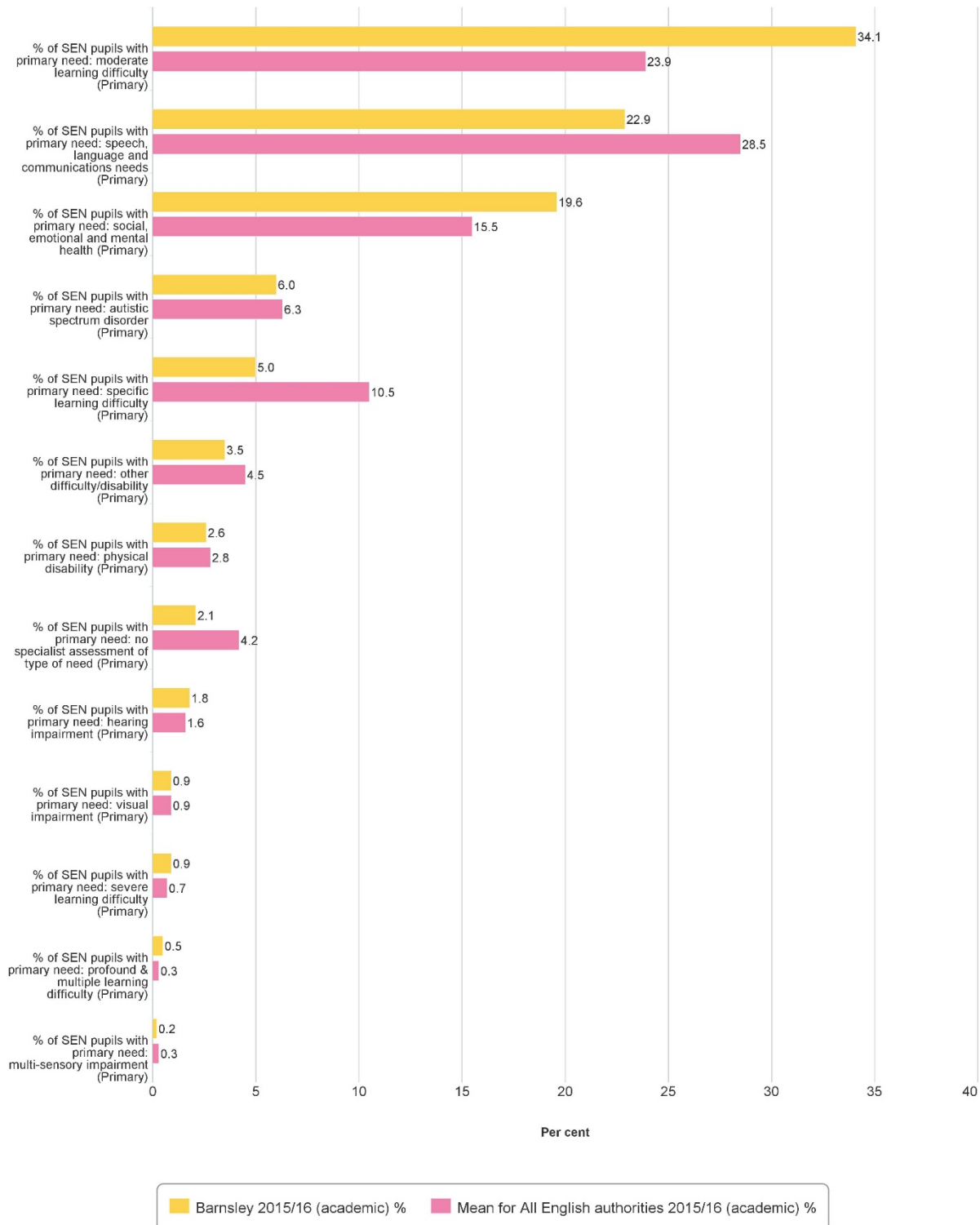
Metric ID: 2246, Department for Education, Characteristics of Children in Need in England

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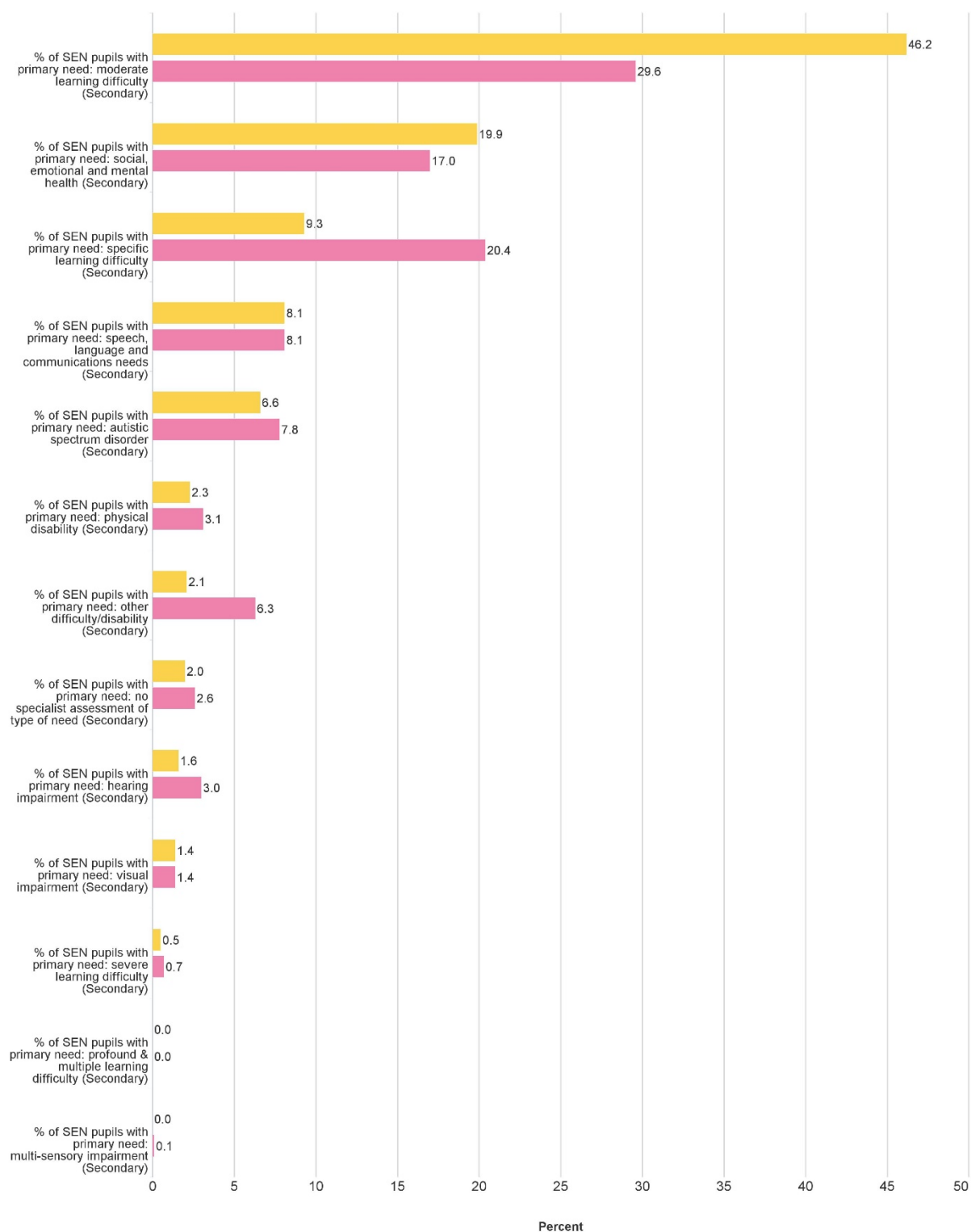
Primary Need

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. All pupils with SEN have an assessment of their primary need. The following charts show the breakdown of need in Barnsley by primary, secondary and special school, compared to the national averages and ranked by prevalence.

Primary need in primary schools



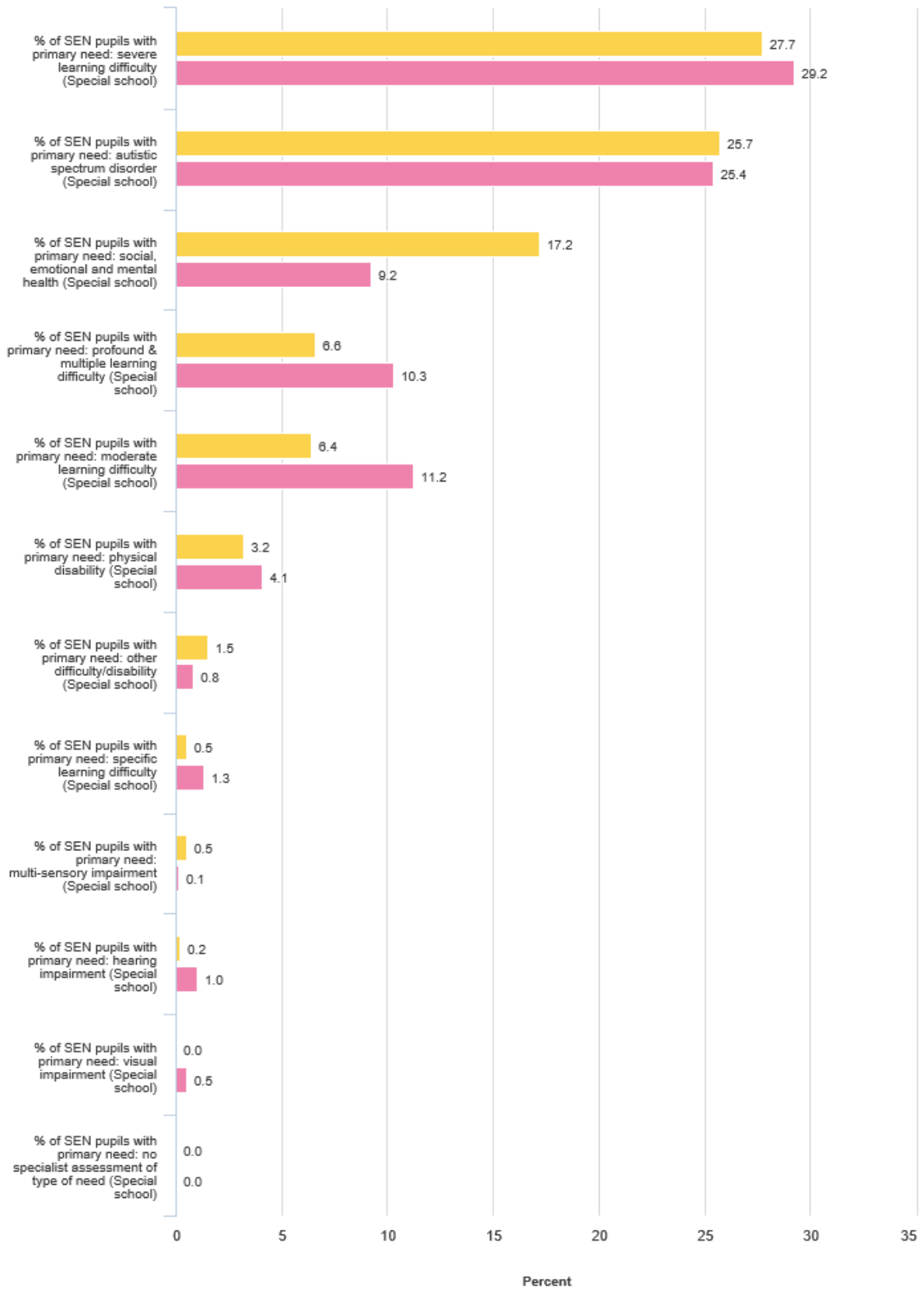
Primary need in secondary schools



■ Barnsley 2015/16 (academic) %
 ■ Mean for ADASS Yorkshire/Humberside Region 2015/16 (academic) %

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Primary need in special schools



■ Barnsley 2015/16 (academic) %
 ■ Mean for ADASS Yorkshire/Humberside Region 2015/16 (academic) %

Attainment of pupils with SEN

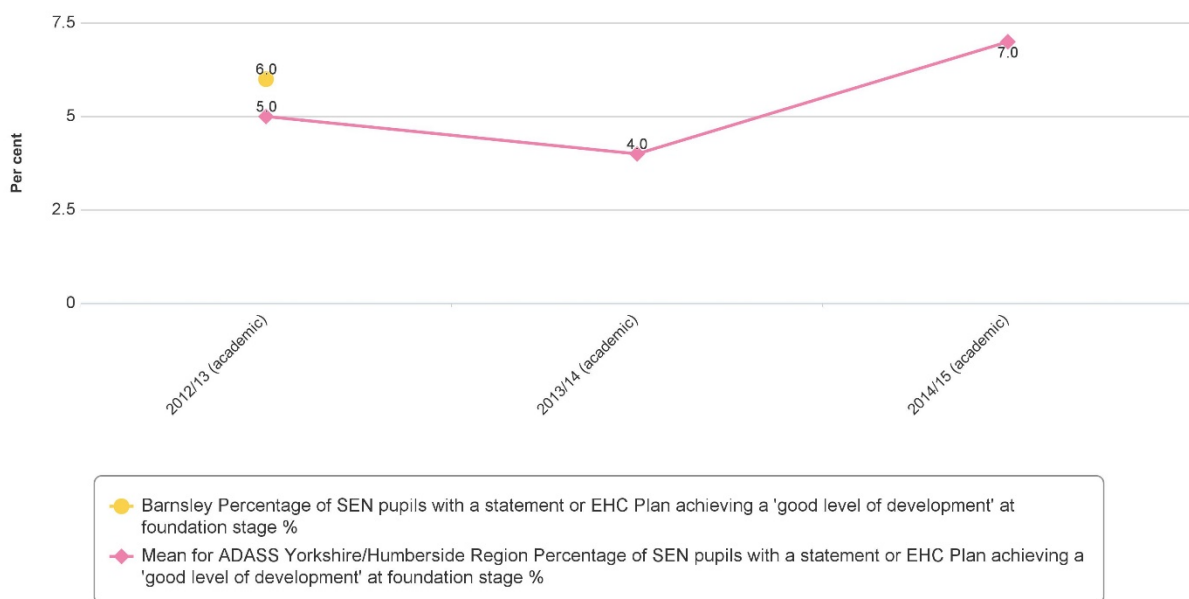
Pupils with SEND have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. Our aim is that with support, and using differentiated learning, the attainment gap between pupils with SEN and those without is reduced

Early Years

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of a child's development at the end of the academic year in which they turn five. Suppressed of children with statements of SEN or EHC plans and 15.0% of children on SEN support in Barnsley achieve a good level of development, defined as achieving in 7 areas of learning covering 17 early learning goals. This compares to a Yorkshire/Humberside Region average of 7.0% for children with statements of SEN or EHC plans and 21.7% for children on SEN support.

Please note that where values are not displayed, this is a result of them being suppressed, which means that the number of pupils is too low to be published.

% of SEN pupils with a statement or EHC plan achieving a 'good level of development' at foundation stage (from 2012/13 (academic) to 2014/15 (academic))

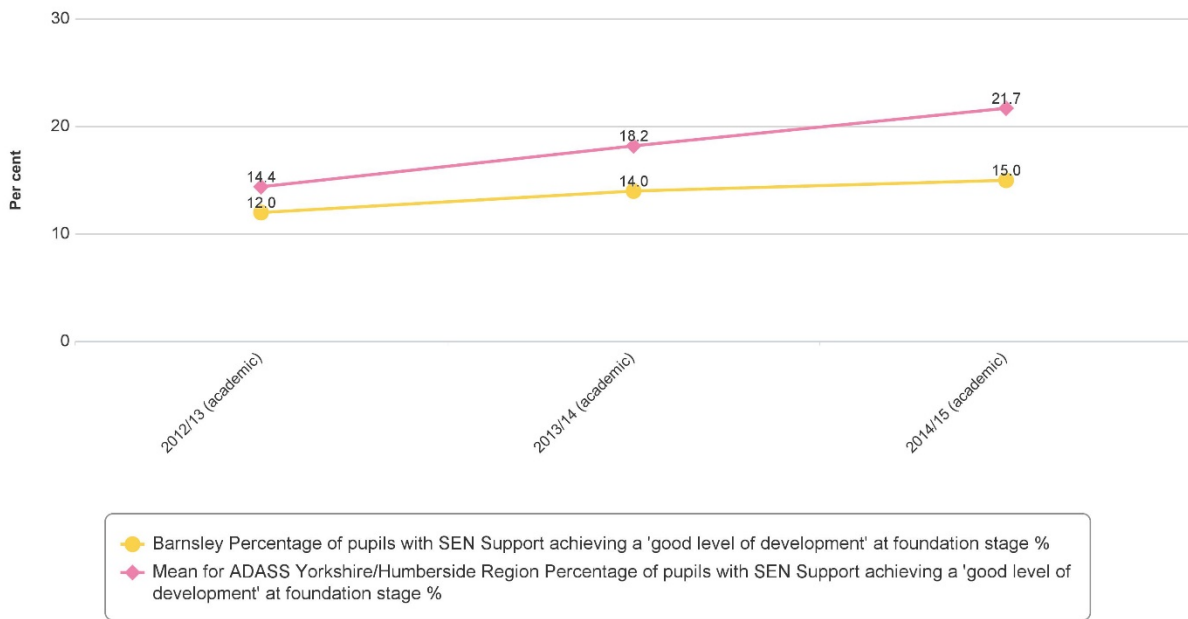


Source:

Metric ID: 4685, Department for Education, Early years foundation stage profile attainment by pupil characteristics

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% of pupils with SEN support achieving a 'good level of development' at foundation stage (from 2012/13 (academic) to 2014/15 (academic))



Source:
Metric ID: 4684, Department for Education, Early years foundation stage profile attainment by pupil characteristics

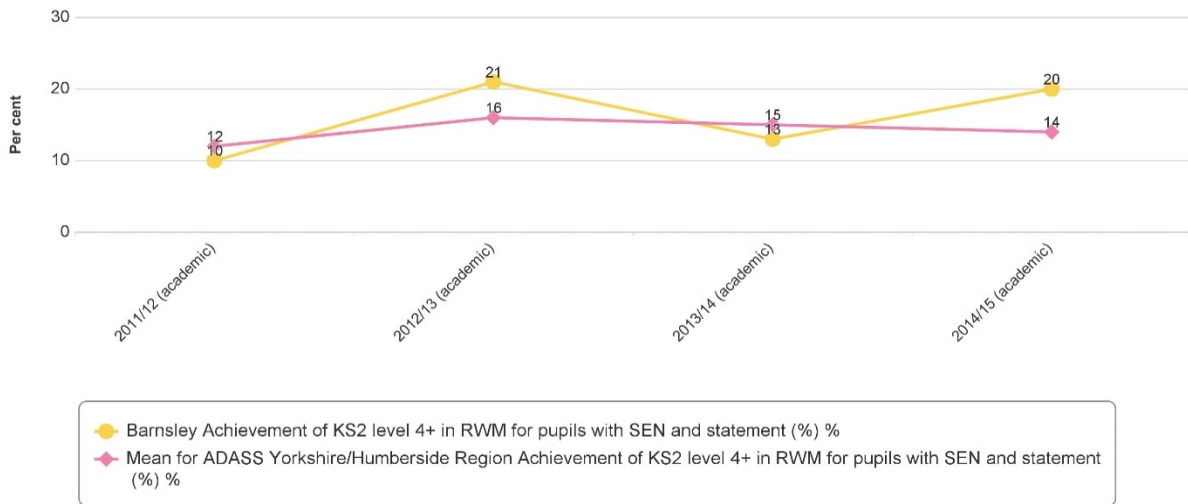
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Key Stage 2

All children in state funded primary schools are required to take part in key stage 2 national curriculum assessments before they move to secondary school. Pupils are expected to achieve level 4 by the end of key stage 2, and to make at least two levels of progress between key stage 1 and key stage 2. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage.

20% of pupils with statements of SEN or EHC plans and 39% of pupils on SEN support in Barnsley achieve a level 4 or above in reading, writing and mathematics at KS2. For pupils with statements, this is an improvement on the previous period (13%) and for pupils with SEN support this is an improvement on the previous period (38%). This compares with a Yorkshire/Humberside Region average of 14% for pupils with statements of SEN or EHC plans, and 37% for pupils on SEN support.

% of pupils with SEN with a statement attaining level 4 or above at KS2 in reading & writing and maths (from 2011/12 (academic) to 2014/15 (academic))



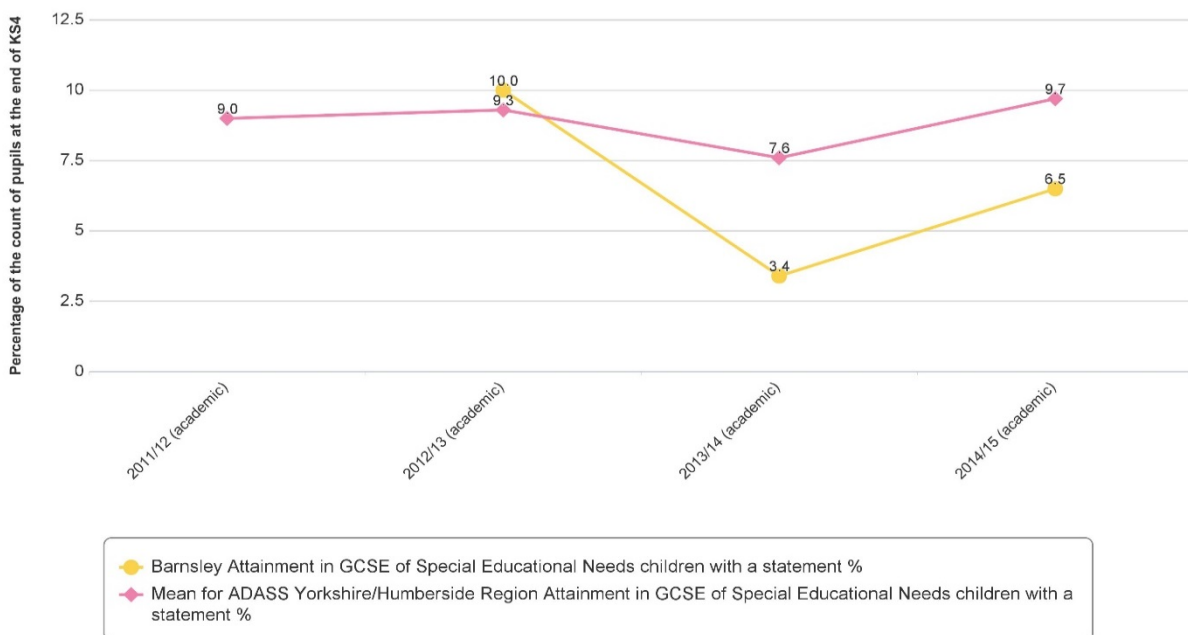
Source:
Metric ID: 4307, Department for Education, National curriculum assessments at Key Stage 2 (KS2)

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Key Stage 4 (GCSE)

6.5% of pupils with statements of SEN or EHC plans and 13.8% of pupils on SEN support in Barnsley achieve 5A*-C inc. English and maths at KS4. This compares to the Yorkshire/Humberside Region average of 9.7% for pupils with statements of SEN or EHC plans, and 22.2% for pupils on SEN support. For comparison, of pupils with no SEN, 55.5% in Barnsley and 62.0% in the Yorkshire/Humberside Region achieve 5A*-C inc. English and maths at KS4.

% of pupils with SEN with a statement or plan achieving 5 or more A* to C GCSEs (incl. English & maths) (from 2011/12 (academic) to 2014/15 (academic))



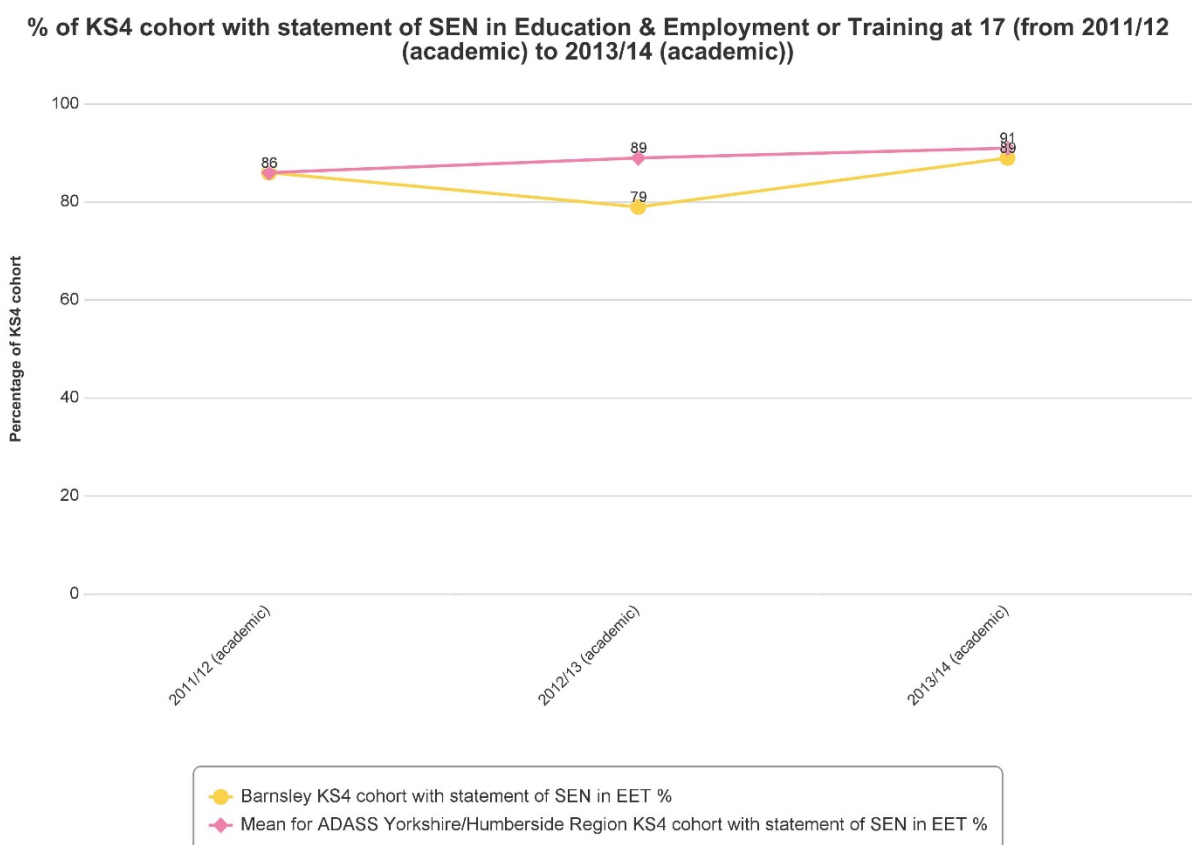
Source:
Metric ID: 921, Department for Education, GCSE and equivalent attainment by pupil characteristics

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Preparation for adulthood

The reforms placed increased emphasis on supporting children and young people with SEND to make a positive transition to adulthood, including paths to employment, good adult health, independent living and participating in society. For more information, visit <http://www.preparingforadulthood.org.uk/>.

This chart below shows the percentage of the Key Stage 4 SEN cohort in a sustained education, employment or training destination at 17. To be included in the measure, young people have to show sustained participation in education, training or employment destinations in all of the first two terms of the year after they completed key stage 4. In Barnsley, 89% of the KS4 cohort with a statement were in education, employment or training at 17, this compares to the previous period of 79% and the Yorkshire/Humberside Region average of 91%. Of those without a statement 83% were in education, employment or training at 17, 84% were in education, employment or training at 17 in the Yorkshire/Humberside Region.



Source:
Metric ID: 4689, Department for Education, Destinations of key stage 4 and key stage 5 pupils

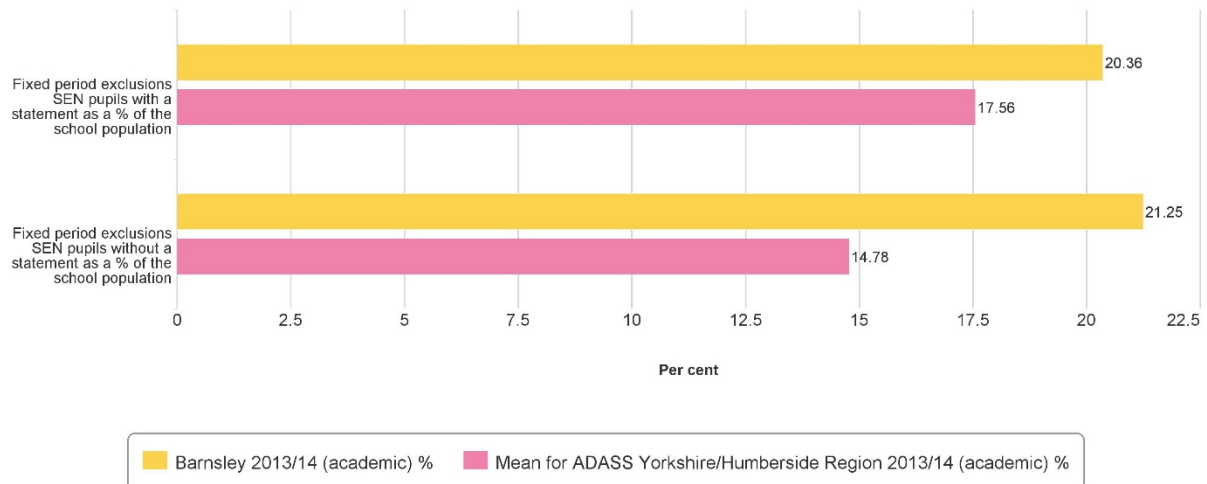
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Exclusion

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year.

In Barnsley, the rate of fixed term exclusions for SEN pupils - calculated by taking the number of fixed term exclusions for SEN pupils and dividing it by the total number of SEN pupils in the LA - was 20.36%. This compares to an average of 17.56% in the Yorkshire/Humberside Region.

Fixed period exclusions for SEN pupils as a % of the school population (2013/14 (academic))



Source:

Metric ID: 4732, Department for Education, Permanent and Fixed Period Exclusions from Schools in England
 Metric ID: 4729, Department for Education, Permanent and Fixed Period Exclusions from Schools in England

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The Graduated Response to Supporting Children, Families and Practitioners:

To ensure that this strategy is sustainable and that positive outcomes are a natural part of life for children and young people with SEN or Disability and their families significant work is required around the development of a model of support across the continuum. There is both a national and local drive to build a Sector Led Model of support and it is therefore essential that this strategy builds positive foundations for this. Across Barnsley there is a breadth of knowledge and skills which will be required to support effective sustainable models, a skilled workforce and confident families.

The model intended is a “Hub and Spoke” approach which will look to develop alliances and partnerships across community level and borough wide multi agency support. It is intended that this model will ensure that the right support is put in place at the right time for both the child and their family.

SEN Support/Local Offer

1. Early intervention and Prevention
 - work with provision to assess needs of school related to individual and local need
 - work with providers to create and implement a clear pathway for progression for children academically, emotionally and socially

- create Communication Hubs to enable planned and proactive interventions to take place
2. Support the development of a Physical Health and Well Being Curriculum

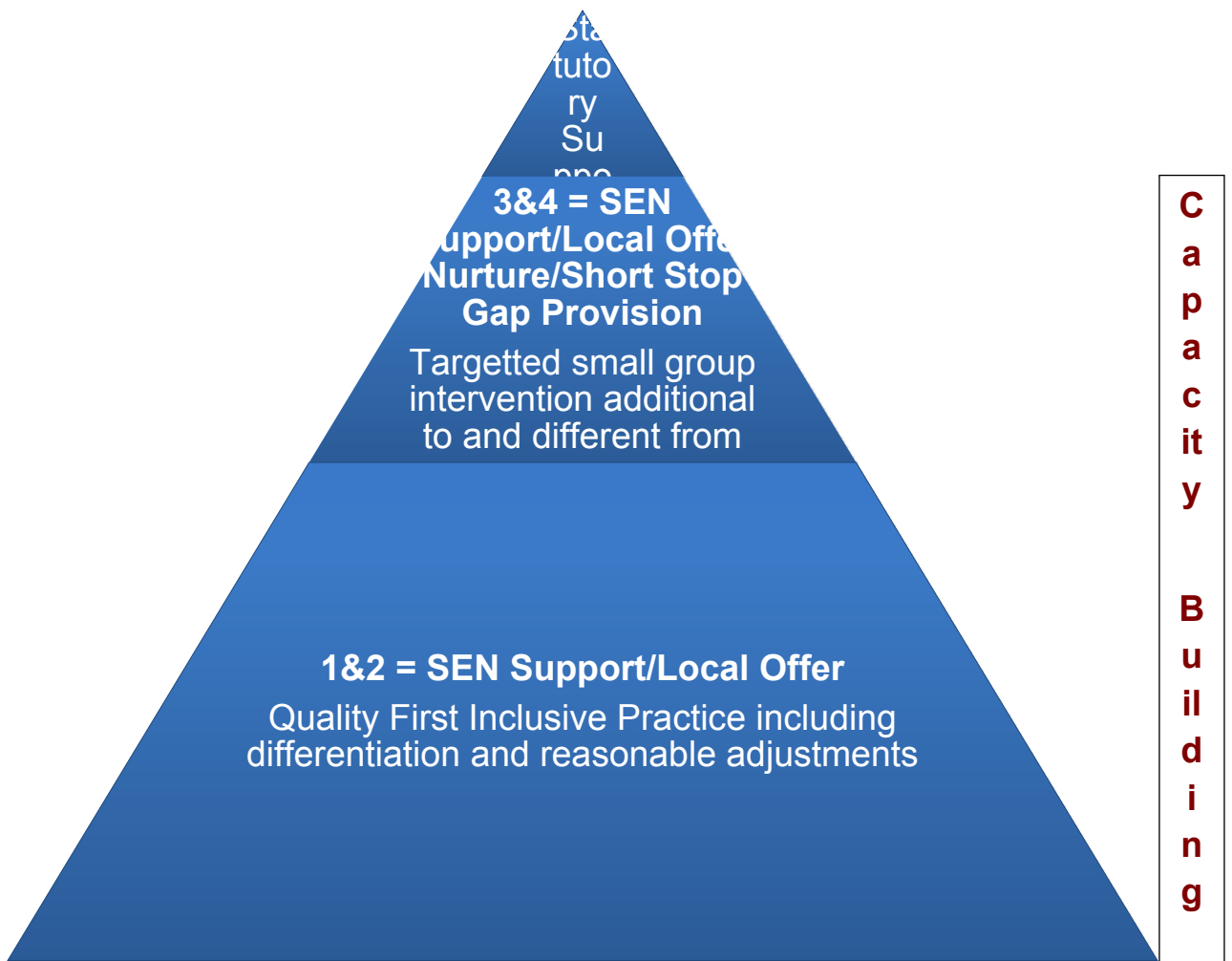
SEN Support/Local Offer next step

Nurture/Short Stop Gap Provision

3. Work with provision and the community to develop personal development, behaviour and welfare support
 - “step in” support to provide interventions to reintegrate and minimize disruption and learning
4. Alternative Provision and inclusion to be developed across schools, communities and multi-agency staff through the Hub and Spoke Approach

What are we aiming to do?

1. Improve provision for, and access to, local services in education, care and health, which means families can access appropriate health, care and social opportunities locally and fewer children will need to be educated out of their local area and out of the borough.
2. Develop the quality and capacity of early years’ providers, schools and colleges, in order to meet the needs of local families and their children with SEN and disability. We want to provide the training and support they need.
3. Develop the broadest range of providers to increase parental choice and offer provision which offers a flexible match to the needs of children and young people. We want a continuum of provision across mainstream and special education so that providers can develop and maintain specialist skills.
4. Improve progress rates and outcomes for all children and young people with SEN and those who are disabled so that we close the gap between them and other children and achieve outcomes which are above national expectations.
5. Build parents’ confidence in the support provided and improve the engagement of parents by providing them with timely information, advice and support.
6. Develop and improve services for children, young people and families with their active participation and make available personal budgets where it will improve independence and choice.
7. Deliver greater local integration and coordination of education, health and care services and plans for children and families in Barnsley ensuring this is extended to young people aged 25 and promote positive and seamless transitions at all stages between the ages of 0-25.
8. Develop innovative approaches to addressing gaps in services through joint commissioning and using evidence-based practice and research to improve the quality and availability of provision 0-25, with good transition to adult services.
9. Ensure we improve the effective and efficient use of our resources to meet increasing demand and remove perverse incentives so that costs do not continue to escalate.



Personalisation in Barnsley

What are we are trying to address?

1. High concentration of resource at the highest level of intervention rather than a graduated response including early help for children and young people with a specialist educational need and disability.
2. Defining the Core Offer of Service in relation to Personal Health Budgets (expansion beyond continuing care)
3. A mechanism for allocating indicative budgets and forecasting costs.
4. Issues around block contracts and the facilitation of personal budgets.
5. Capacity to be able to facilitate personal budgets through the existing infrastructure/resource within children's services.
6. Issues in relation to workforce development which will focus on a different way of providing services both strategically and operationally.
7. To meet the requirements of the new Ofsted Inspection Framework/NHS England expectations/SEND Code of Practice.
8. How to fully integrate services to ensure effective and coordinated decision making processes, joint commissioning and service delivery.

What do we want to focus on/develop/do differently?

1. Adopt an asset focused, person-centred thinking and planning approach to understand families' skills and knowledge, resilience, finances, social networks and involvement in community activities. A cultural change in the way that we listen to and engage with parents, carers, children and young people resulting in coproduction of policy, services and individual plans.
2. Analyse needs and strengths; be clear about what works to improve outcomes in order to inform decisions about how to organise, re-organise or decommission services. This will include focusing on the real cost of in-house and externally provided services, the outcomes they achieve and the contractual costs.
3. Share learning between adult and children's service.
4. Continue to develop established joint commissioning arrangements through the Children and Young People's Trust.
5. Provide the leadership capacity and strategic drive required for whole system change.
6. Support practitioners through training and development to change the way they work with children, young people and families so they can address outcomes differently.

What is already in place to support development?

1. Aligned budget arrangement with the CCG and a delegated commissioning function in relation to children's services and securing joint care packages.
2. Strong Children's Trust and Governance Arrangements
3. Established Panel arrangements for joint commissioning/allocation including Education, Health and Care Plans.
4. Parents starting to engage with strategy development.

Next steps:

1. Develop an action plan for the development of the core offer, strategy, promotion and implementation of personal budgets in conjunction with the CCG and adult services.
2. Ensure personal budgets are embedded within the work programme for the Disabled Children's Programme Board and regular progress is reported to TEG and ECG.
3. Implement learning from the NHS England Personal Budgets Development Programme alongside colleagues from adult social care and the CCG.

What do we think success will look like?

1. Single or coordinated strategy for the development and implementation of personal budgets across education, health and social care services (0 to 25+).
2. Improved attainment and progression of pupils with SEND.
3. Well planned continuum of provision from 0 to 25 which meets local need and reduces levels of specialist provision and increases levels of inclusive practice and reasonable adjustment.
4. Improved early identification of SEND and efficient production of EHC plans.
5. Young people with SEND will make a fulfilling transition to adult life.
6. Coproduction of services at an individual and strategic level with children, young people and families.
7. A clear core offer, robust service pathways and transparent decision making processes.
8. Integrated and effective financial arrangements between the local authority and CCG

9. A skilled professional workforce which understands SEND and works hard to achieve the best possible outcomes for children young people and families which will help to foster support for personal Budgets and further develop the personalisation agenda through a cultural change and developed joint commissioning and procurement arrangements.
10. A confident and competent workforce to support children, young people and families who want a personal budget.
11. A developed infrastructure within children's services to support direct payments.

Proposed Core Offer for Personal Budgets:

- Child Care for Children with SEND
- Children's Continuing Health Care
- SEN range 4 and above
- Short breaks for children with a disability and complex health need
- Specialist Equipment

High Level Action Plan

Objective	High Level Actions	Measurement of success
1. Continue to raise attainment of children and young people with SEND and their families	<p>Support schools and educational settings to raise the attainment of children and young people with SEND.</p> <p>a) Increase opportunities for school to school support through the Barnsley Alliance and building a stronger Inclusion network.</p> <p>b) Work in partnership with specialist provision and local authority outreach and support services to build greater skills and confidence on SEN in mainstream schools.</p>	<p>Improvement in Pupil Performance data.</p> <p>Increase in the number of schools supported by special schools.</p>
2. Strengthen early identification of SEND and improve efficiency of production of EHC Plans to ensure children's needs are met promptly	<p>Target support in the Early Years so that we can identify children with SEND as early as possible.</p> <p>a) Work with all our Early Years settings, including Family Centres and other partners, to put in place early intervention mechanisms so that children's learning and development is maximised at this crucial time.</p>	<p>Improvement In Early Years progress data.</p> <p>Improvement in the production of EHC Plans within 20 weeks.</p>

Objective	High Level Actions	Measurement of success
	b) Improve the efficiency of producing EHC Plans.	
3. Develop a single plan approach to integrated multi agency working	<p>Review how our multi-agency 'team around the child' and early support processes:</p> <p>a) Can work to reduce bureaucracy and avoid duplication wherever possible.</p> <p>b) Pilot a 'Single Plan' approach for eight young people with exceptionally high levels of need.</p> <p>c) Work in partnership with education, NHS and care providers and try and meet their needs locally.</p>	<p>Increased number of plans with a team around the child approach.</p> <p>Plan in place for the continued production of Education, Health and Care Plans.</p>
4. Support young people to make a fulfilling transition to adult life	<p>Support every child and young person with SEND to help them make a successful transition in this period of significant change.</p> <p>a) Start early, be flexible and try and tailor our support to the individual young person and their family.</p> <p>b) Make sure parents and carers have advice and guidance on what options are available.</p> <p>c) Work in partnership with parents and carers to enable them to take part in the decisions about their child's needs and support arrangements.</p>	<p>Improved clarity in IAG for parents and carers.</p> <p>More options/places available to young people for post 16 education and training.</p> <p>More parents/carers involved in transition planning.</p>
5. Ensure parents and carers, children and young people are able to participate more in decision making	<p>Provide opportunities for more parents, carers and young people to have increased opportunities to participate in changes to strategies and on-going evaluation of our services.</p> <p>a) Determine how best we can get feedback from children and young people with SEND about their educational experiences.</p>	<p>Increased number of person centred reviews.</p> <p>More plans informed by children and young people's views.</p> <p>Improved outcomes and satisfaction levels reported by children, young people, and parents/carers.</p>
6. Work towards making sure that parents and carers receive the right support	Support Barnsley Parent Carer Forum to	Views informing service delivery.

Objective	High Level Actions	Measurement of success
	<p>a) Improve parent consultation.</p> <p>b) Fully review all our services for parents and carers annually, using the feedback they have given us.</p> <p>c) Involve them in this review to help parents and carers access support and advice at the right time.</p>	
<p>7. Ensure that all information that goes to parents and carers is clear and accessible</p>	<p>Improve communication pathways to parents and carers.</p> <p>a) Develop further the local authority SEND web pages to provide information about local services and guidance for parents and carers and professionals and the range of services, the full range of educational provision available and how transitions between children and adult services are coordinated.</p> <p>b) Ensure this and all information is clear and accessible and written in everyday language.</p>	<p>Positive feedback from parents and carers via parent carer forum group and survey about access to information.</p>
<p>8. Deliver the right provision and the right support arrangements at the right time</p>	<p>a) Work in partnership with mainstream schools to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways.</p> <p>b) Work with the Colleges to help develop its provision to accommodate more high needs learners at age 16 and age 19.</p> <p>c) Develop a clear commissioning strategy which will set out a newly defined commissioning cycle that includes effective SEN resource planning, and new audited commissioning processes.</p> <p>d) Ensure best value for money out of borough places from special school places commissioned from independent providers.</p> <p>e) Explore collaborative commissioning arrangements with other boroughs</p>	<p>Improve post 16 opportunities available to students with SEND.</p> <p>Implement a commissioning strategy.</p> <p>Reduction in costs of out of borough placements via local negotiations with providers.</p>

Objective	High Level Actions	Measurement of success
<p>9. Develop a skilled professional workforce who are knowledgeable and confident about SEND</p>	<p>Offer an extensive SEND training programme for schools and educational settings to include leadership and management.</p> <p>a) Work with our partners to make sure that all those who work with children and young people with SEND have the necessary skills and confidence.</p>	<p>Training programme in place in response to workforce skills audit.</p> <p>SEN support services reviewed and strengthened in line with demand.</p> <p>More empowered and confident workforce as determined by survey feedback.</p> <p>More pupils and young people with SEND effectively supported</p>
<p>10. Develop personalization and personal budgets</p>	<p>Develop an Action Plan for the development of personal budgets in conjunction with the CCG and Adult Services</p> <p>Ensure personal budgets are embedded across the workflow of the DCYPP Board</p> <p>Implement the learning from the NHS England Personal Budgets Development Programme</p>	<p>Coordinated Strategy for the development and implementation of personal budgets</p> <p>A clear core offer, robust service pathways</p>