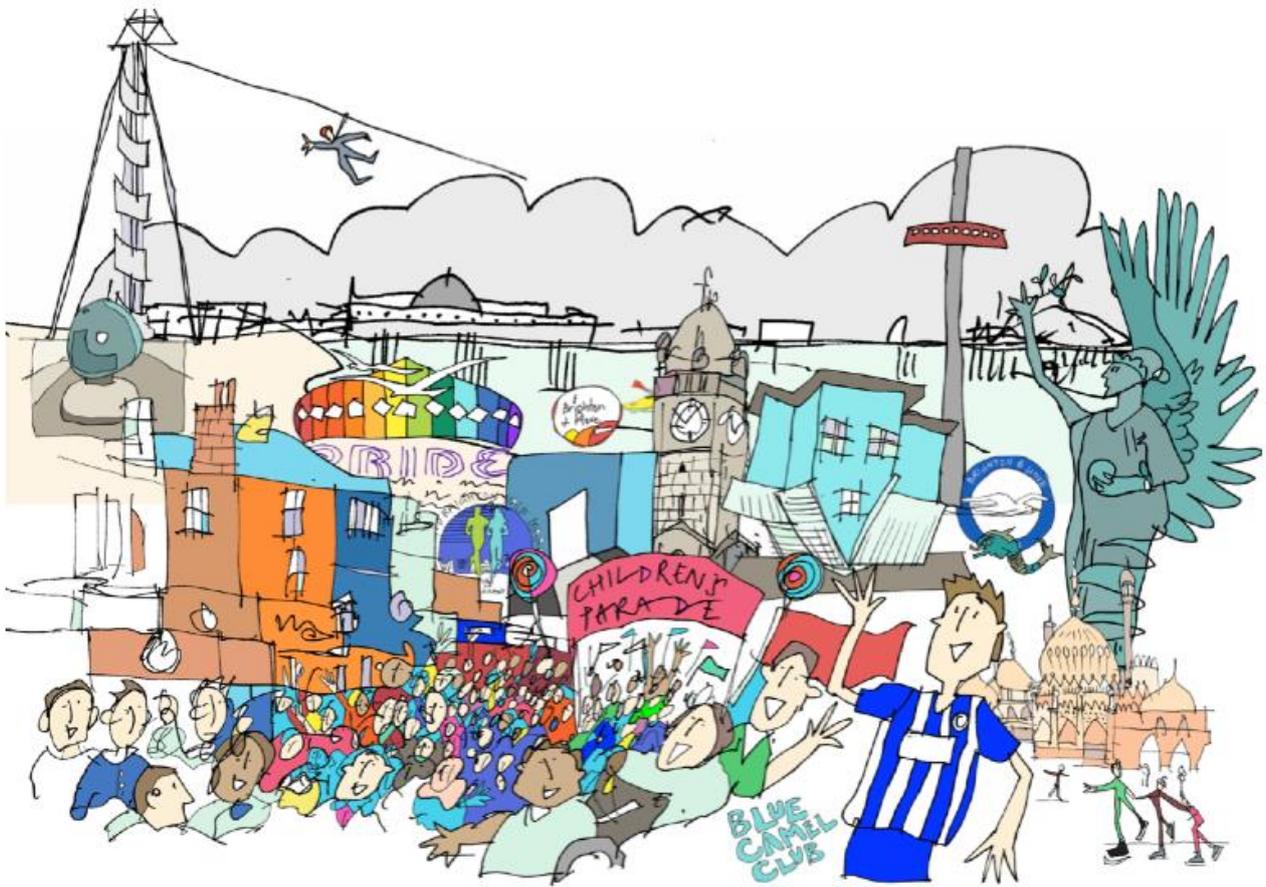


Draft Document

Brighton and Hove

Special Educational Needs and Disability (SEND) Strategy

2020 – 2025



Introduction

Welcome to the Brighton and Hove co-produced citywide strategy which has been developed to enhance the outcomes and life chances of children and young people with SEND and adults with Learning Disabilities across the city. Although the Local Authority (LA) and the Clinical Commissioning Group (CCG) are the leads for the strategy, its success will undoubtedly lie in the effectiveness of the partnership between all stakeholders, in particular our families.

The strategy sets out our co-produced six key priorities and refers to the partnership between the LA, CCG, families, schools and settings, other agencies and services in Health and Social Care, including Adult Services and the voluntary and community sector. The new strategy will be steered by the SEND Partnership Board which is co-chaired by the Assistant Director, SEN Health and Disability and Commissioning Manager from the Clinical Commissioning Group (membership is listed in the appendices). The progress against the actions specific to adults with learning disabilities will also be monitored by the Learning Disability Partnership Board. All partners will be accountable for delivering on the actions that have been identified and agreed and the progress against each of the actions will be monitored through the relevant boards.

It is vital that this is a meaningful, accessible, engaging and thought-provoking document. The city's Parent and Carer Council, (PaCC) and Amaze have worked very closely with the LA and the CCG to engage a wide range of stakeholders in order to ensure that the key priorities reflect the needs of the SEND community. Central too is the voice of children and young people, in addition to those adults with Learning Disabilities. With this in mind, the use of graphic facilitation has enabled those who are not always able to express their thoughts to be visually represented: their views are therefore illustrated throughout this document.

We very much hope that you find our strategy ambitious, aspirational and a reflection of our core aim: to achieve the best outcomes for the city's most vulnerable children, young people and adults with Learning Disabilities.

Deb Austin
Executive Director Families, Children & Learning

Georgina Clarke-Green
Assistant Director, Health, SEN & Disability, Families, Children and Learning

Fiona England, Chair of Parent Carer Council

Kathy Felton, Commissioning Manager, Brighton and Hove Clinical Commissioning Group

What children, young people and young adults tell us



We worked with children, young people and young adults in three areas with a wide range of abilities and additional needs using graphic facilitation. Three questions were asked during this process and responses were captured in words, colours and images. These questions ranged from 'What do you think about the 6 priority areas?' to 'What makes a good life?'

We also asked children, young people and young adults what images would be needed to make this strategy reflect Brighton and Hove. As young people shared their ideas, they were drawn in real time on a large piece of paper. The drawings were summarised to make sure nothing was missed and that the images made sense to the children and young people. These images were transferred to a digital format used in the SEND Strategy document.

Our 2020 vision

Our children and young people with Special Educational Needs and adults with Learning Disabilities will achieve the very best that they can so they can lead happy, healthy, independent and good lives.



'Better outcomes, better lives'

Local context

Brighton and Hove is proud to be an inclusive city. Our mainstream schools have a range of specialist facilities, both in the primary and secondary phases, that support children and young people with a variety of needs including: Autism; Sensory Impairment; Speech, Language and Communication Needs; Specific Learning Difficulties. We have an outstanding specialist nursery for young children with SEND at the Jeanne Saunders Centre and two outstanding special schools: Downs View and Hill Park within our three complex needs hubs. We also have a range of well-regarded support services such as Brighton and Hove Inclusion Support Service.

The city is fortunate to have an active and representative parent carers' forum – the Parent Carers' Council (PaCC) which is hosted and supported by Amaze, a charity that is commissioned to provide the local Special Educational Needs Information Advice and Guidance Service (SENDIASS). Collectively, they reach a large proportion of families with children and young people with SEND and target their services and outreach support in order to meet the needs of the most vulnerable communities. Amaze holds data on about 70% of the eligible population on the city's Children's Disability Register, The Compass, which provides an easy mechanism for gathering views across the city or targeting specific communities. This is supplemented by additional consultations and specific engagement work undertaken by PaCC which has elicited a good response.

Our Social Care Specialist Community Disability Service supports our children and young people with SEND and the city's adults with a Learning Disability. This is provided through three assessment and care 'pods' that are age banded as follows: 0-13, 14-24 and 25+ years. The model is designed to place focus on transition for young people between the ages of 14-24 to ensure they have consistent and seamless support in a time in their lives when they will experience many changes. This service works closely alongside our colleagues in Safeguarding and Care.

Brighton and Hove has good and outstanding in-house residential provision that supports our most vulnerable children, young people and adults with a disability. The city has two respite/short breaks homes for children and young people and nine residential homes that provide specialist residential care and supported living.

The Shared Lives scheme supports adults and young people over the age of 16 who are unable to live independently. The scheme currently offers 59 people the chance to stay in the community through being looked after within a family home.

The city's day centre for adults with Learning Disabilities based at Wellington House provides an innovative range of activities for those service users who need a stimulating programme throughout the day and is greatly appreciated by the families of the service users it supports.

Sussex Community Foundation Trust (SCFT) provides health input for many children and young people with SEND. The health visiting team is key in the early identification

of children with developmental concerns and provision of support for their families. The multidisciplinary team at Seaside View Child Development Centre comprises community paediatricians, physiotherapists, occupational therapists, specialist speech and language therapists, a specialist nursing team and audiology and clinical psychologists. They provide assessment and intervention for children and young people with a range of developmental concerns and disabilities including: Developmental Delay; Learning and Speech and Language Difficulties; Social Communication Difficulties; Physical Disabilities; Sensory Impairment.

The service is delivered in the child development centre, at special and mainstream schools, nurseries and at home. The community speech therapy team provides assessment and input for children in clinics, nurseries and schools. Neurodevelopmental assessment of those with suspected Autism over the age of 11 and Attention Deficit Hyperactivity Disorder (ADHD) is undertaken by the Child and Adolescent Mental Health Service (CAMHS) within the Sussex Partnership Foundation Trust. Here, there is close working within the teams and with hospital services (both local and tertiary), the community nursing team and General Practitioners (GPs).

Sussex Partnership Foundation Trust (SPFT) provide the CAMHS in our City. Services are available across locations such as GP surgeries, clinics, hospitals and schools. The specialist teams in CAMHS undertake assessment and provide treatment for children and young people up to age 18 who have emotional, behavioural or mental health problems. There is close working across the range of community and wellbeing support services.

We are also very lucky to have a strong voluntary and community sector within the city which provides families with a wide range of valuable services. In terms of Adult Learning Disability services, we have, amongst others, Speak Out which is an independent advocacy charity for people with Learning Disabilities and Grace Eye which provides a wide range of services including day activities such as yoga, art and cooking, supported living and a Shared Lives Project. Our children benefit from other services such as Extratime which runs high quality, affordable clubs, holiday schemes and family events activities for children and young people with and without disability aged 4 – 25 years. Here, children and young people with SEND have an opportunity to have fun, try new things and socialise with their friends.

What families tell us

The Brighton and Hove community is already providing some excellent provision and high-quality support, provision and services to many families with children and young people with SEND.

“I just wanted to thank you hugely for the amazing support you have given to my son over the last 5 years and the incredible commitment and dedication you have shown to his care. You have seen him through many difficult times and a lot of highs and lows and seen him grow and develop and start to self-manage his behaviours better. I certainly believe that he has come a long way and you have played a hugely important part in this so thank you so much for that.”
(Parent)

However, we also hear consistent themes when delivering our services and support to families, so we are keen that this new strategy provides an opportunity to address some of these worries. Families have told us that:

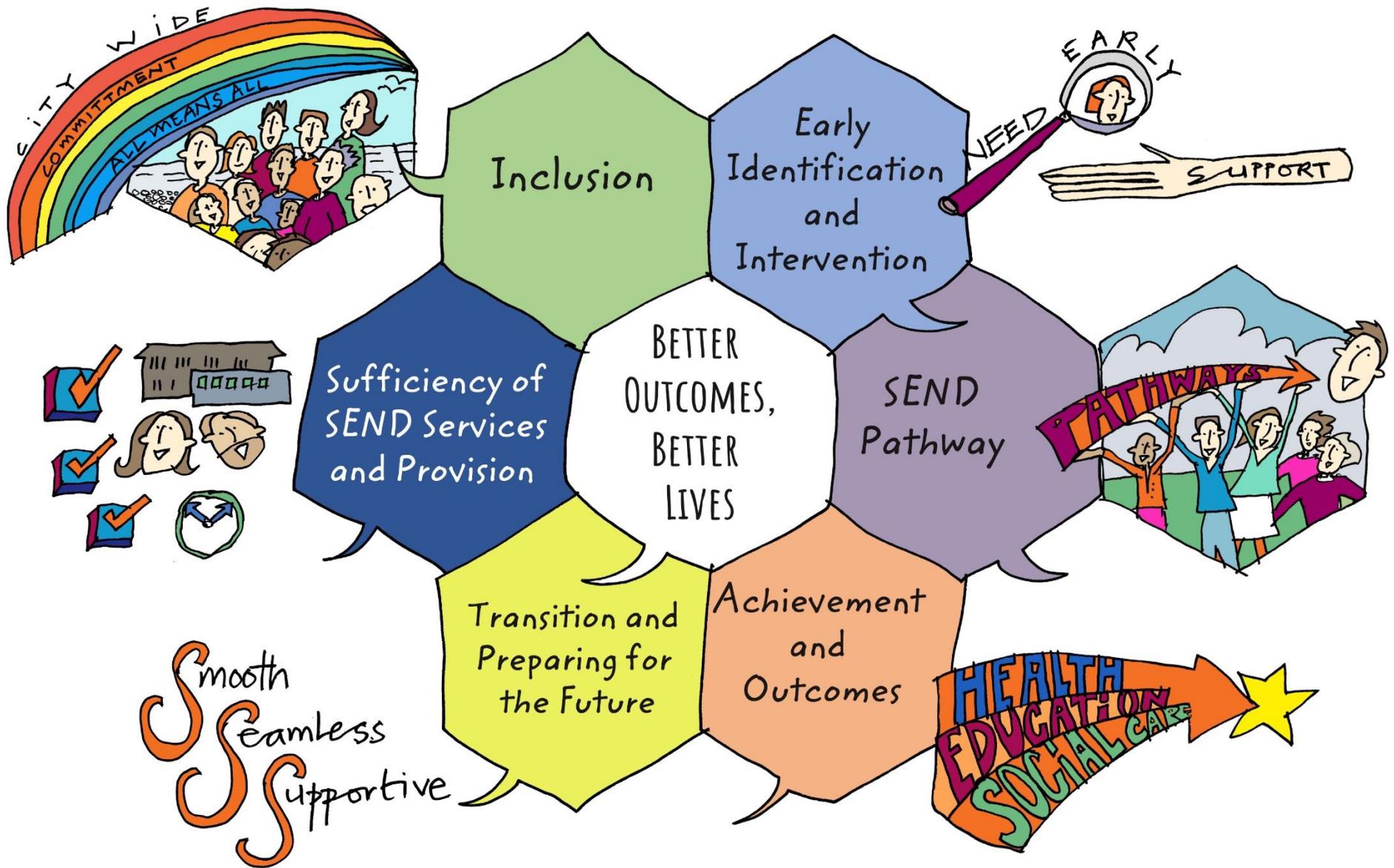
- They can feel lost and sometimes find it difficult to find out what is available for their child
- They can feel isolated and alone, stressed and exhausted
- They worry their child will struggle to ‘fit in’ or make friends
- There is too long a wait for some assessments and therapies
- Some feel that getting an EHC Plan is the only way of accessing the support their child needs
- Services are often not joined up, don’t always work together and families have to give the same information repeatedly, to different teams
- They worry the city hasn’t got the right range of educational provision to meet their child’s or young person’s needs
- They worry about how their children are supported in mainstream schools
- Their child with SEND, their siblings and themselves as parent carers, are facing increasing levels of anxiety and poor mental health
- Parent carers’ ability to maintain employment is affected and they are worried about not having enough money
- They are concerned about their child’s future, and the ‘cliff-edge’ of adult services

Our ambition is that all children and young people with SEND and their families are able to say

- We are listened to and respected
- Our needs are understood, acknowledged and provided for
- Our voice and views are at the heart of all decision making for our child
- We are involved in co-production of services and support at all levels of the system
- We have access to good quality and impartial information, advice and support
- We have regular communication that is tailored to specific needs
- Our needs are identified early
- The pathways to access help are transparent and equitable
- We have more help from a range of agencies for our children and young people on SEN Support
- We can access more support at home or locations of our choosing
- We can access a variety of short breaks and after school activities
- Professionals work in partnership with parents, are well trained and empathetic and work flexibly around us
- We are welcomed and included, and we are accessing (education, social and leisure) opportunities within our local community
- We are no longer excluded from schools
- We have earlier, person-centred and more aspirational/ambitious planning, for a good adult life and there is a smooth handover from children to adult services, where parent carers and children and young people know what to expect



Our priorities for the next 5 years



Profile of Need: Education

SEN Support

The attainment of our pupils with EHC Plans is below the national average and is an area of focus for the SEND strategy. Although our permanent exclusions are very low, fixed term exclusions are relatively high for those pupils with an EHC Plan. This is also true for overall absence and persistent absence. Each of these areas will be addressed within Priority 4: Achievement and Outcomes.

Currently, 33% of the city's Children in Care have an EHC Plan and 15.7% of Brighton and Hove's Children in Need cohort also have an EHC Plan. There are 4,887 or 13.1% of pupils on SEN Support within the city's mainstream settings. This is higher than the national average of 11.9%.

The profile of need for this level of support differs from that of the children and young people with an EHC Plan. At 29.7%, Specific Learning Difficulties is the most prevalent primary need with Speech, Language and Communication Needs being the second most common additional need requiring support in mainstream schools.

In total 57.8% of those children and young people on SEN Support are below 10 years old, with many children converting to an EHC Plan upon transferring to secondary school.



4887

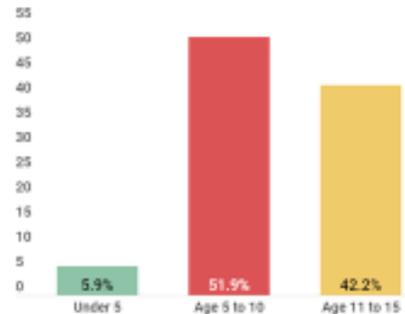
Number of children and young people in Brighton and Hove schools with SEN Support



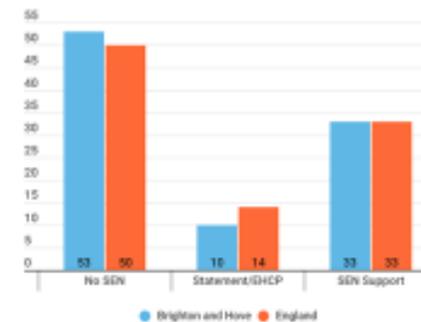
13.1%

Pupils in Brighton and Hove schools with SEN Support (11.9% nationally)

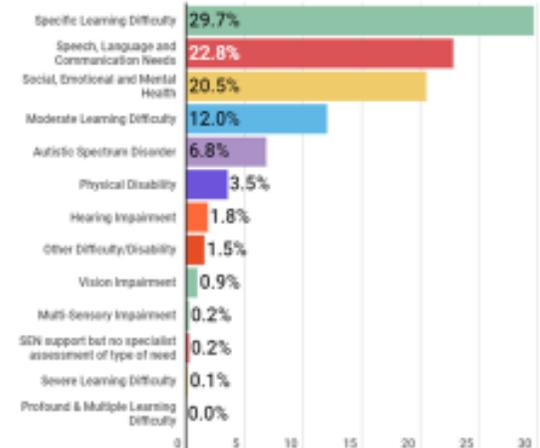
Children and Young People with SEN Support by Age Band



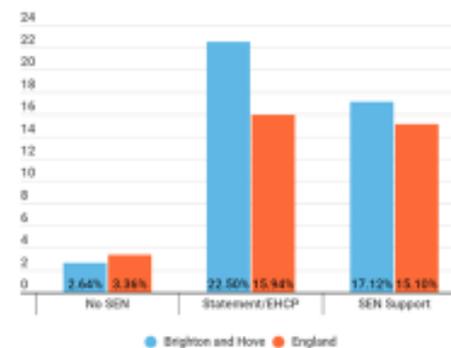
Key Stage 4 Attainment 8 2019



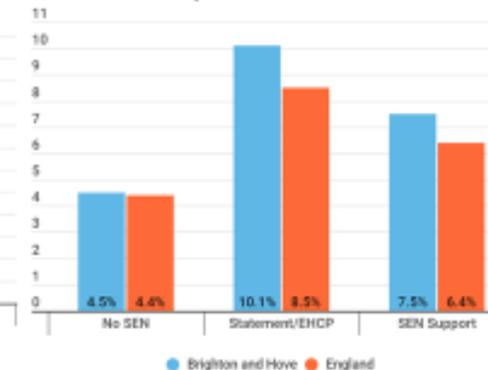
Children and Young People with SEN Support by Primary Need



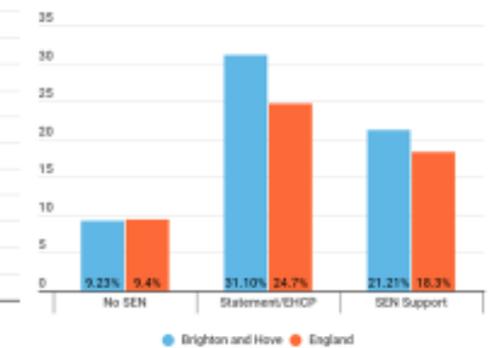
Rate of Fixed Term Exclusions for children and young people with Special Educational Needs 2017/18 Academic Year



Overall Absence for children and young people with Special Educational Needs 2017/18 Academic Year



Children and Young People with Special Educational Needs defined as persistent absentees



Profile of Need: Education

Education, Health and Care Plans

At the time of publication, there are 1,676 children and young people aged 0-25 years with an Education and Health Care Plan in the city. This equates to 3.3% of the school population compared to 3.1% nationally.

The significant majority of EHC plans are held by boys, with girls making up only 29% of the entire cohort. Most of the EHC Plans exist in the secondary phase.

Autistic Spectrum Disorder is the most prevalent need within the city comprising 22.3% of all EHC Plans. This is closely followed by 20.3% of children and young people with an EHC Plan having Social Emotional Mental Health difficulties identified as their primary need.

Brighton and Hove has a higher percentage of children and young people with EHC Plans in mainstream schools and Further Education colleges compared to the South East and national levels. The percentage of children and young people in non-maintained and independent schools is lower compared to the South East and national levels.



1,676

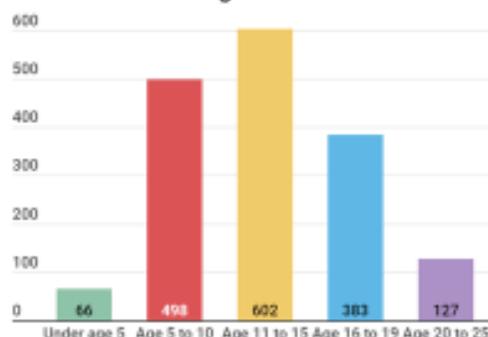
Number of children and young people with an Education, Health and Care Plan aged 0-25.



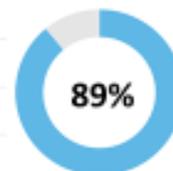
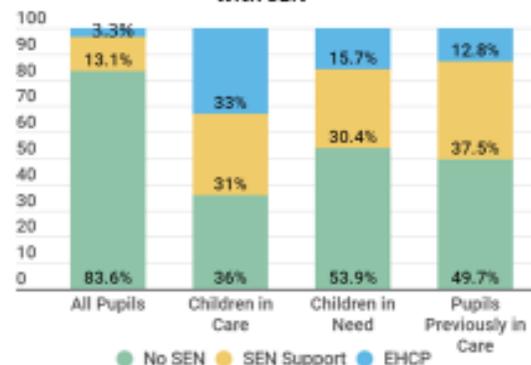
3.3%

Pupils in Brighton and Hove schools with an Education, Health and Care Plan (3.1% nationally)

Children and Young People with an EHCP by Age Band

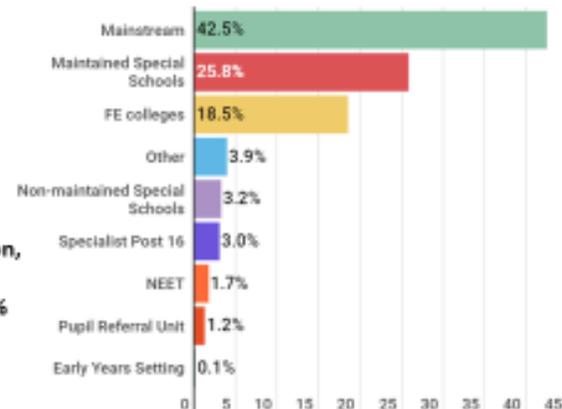


Children and Young People open to Social Care with SEN

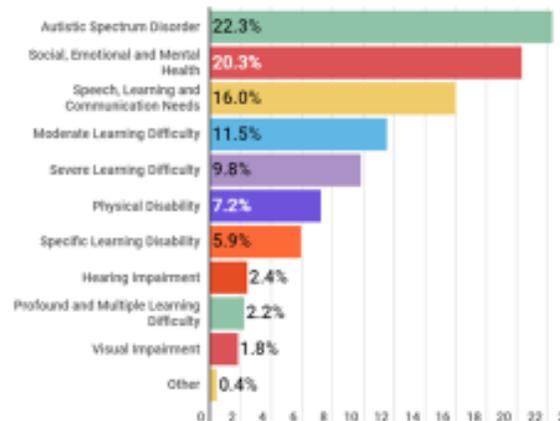


Pupils in KS4 SEN cohort in Education, Employment or Training at 17 (90% nationally)

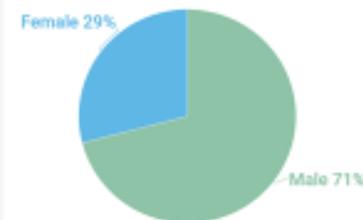
Children and Young People with an EHCP by Placement Type



Children and Young People with an EHCP by Primary Need



Children and Young People with an EHCP by Gender



Profile of Need: Health

Child Development Service

The CCG has identified funding to improve the services for children with Autism as part of a new Neurodevelopmental Pathway in Brighton and Hove.

The new service will improve access for children with Autism. The service specification is currently being finalised for implementation in 2020.

Children Referred for ASC Assessment

 2018/19 - 328

 2019/20 - 309

Number of children Assessed

 2018/19 - 231

 2019/20 - 265

Number of children receiving ASC diagnosis

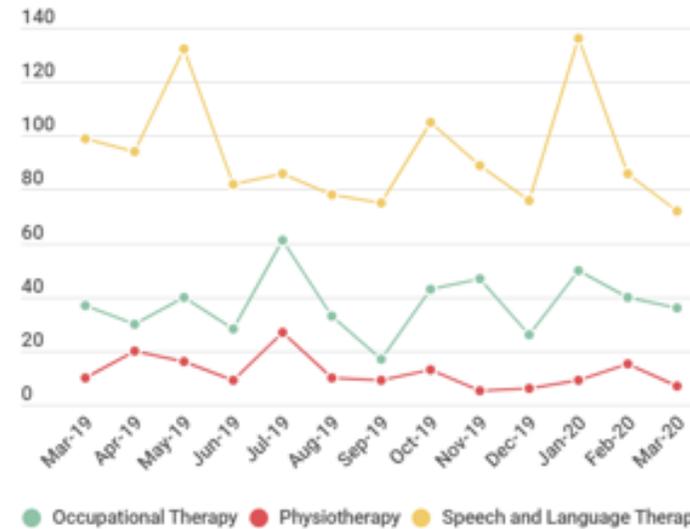
 2018/19 - 167

 2019/20 - 183

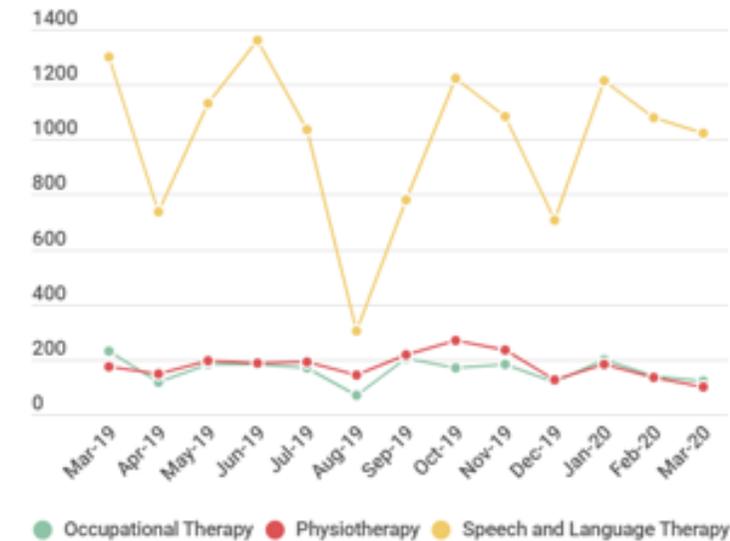
ASC Waiting Times



Referrals for Physiotherapy Occupational Therapy and Speech and Language Therapy



Physiotherapy Occupational Therapy and Speech and Language Therapy Activity



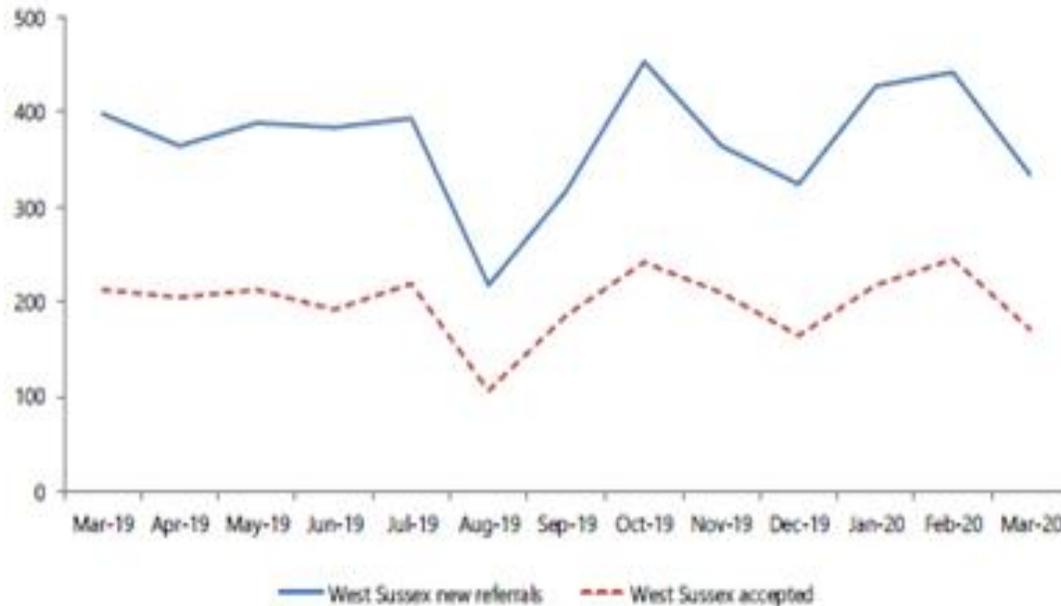
Profile of Need: Health

Child and Adolescent Mental Health Service

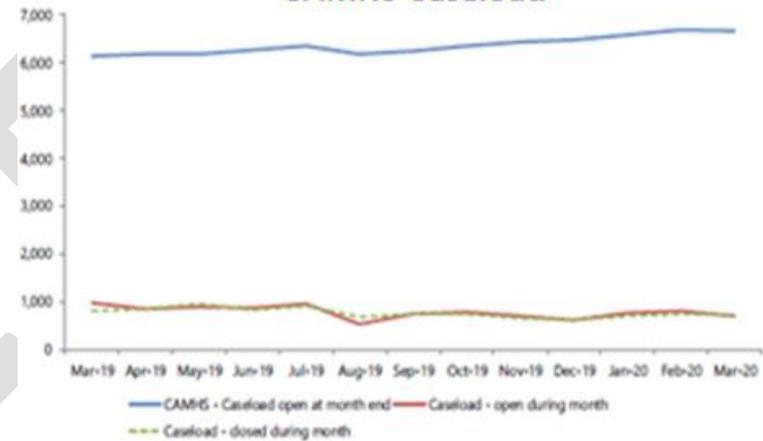
The performance information is a snapshot of Brighton and Hove's current CAMHS service.

The Sussex CCGs have recently concluded a Sussex Wide Children's Review and they will be working together over the coming months to address the key findings of the review. The aim of the review was to ensure good services for children across Sussex and improved integrated pathways for our children and young people.

CAMHS New Referrals



CAMHS Caseload



Month	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	6,137	6,181	6,187	6,262	6,356	6,183	6,242	6,353	6,439	6,477	6,591	6,679	6,670
-	964	832	890	856	938	530	741	787	693	607	758	801	684
-	793	848	940	820	900	673	740	727	655	618	691	738	706

CAMHS Contacts



Month	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	547	574	655	534	582	446	516	606	652	475	604	564	524
-	4,744	4,256	5,196	4,938	4,846	3,729	4,492	5,397	6,209	4,366	5,680	4,730	4,687

105

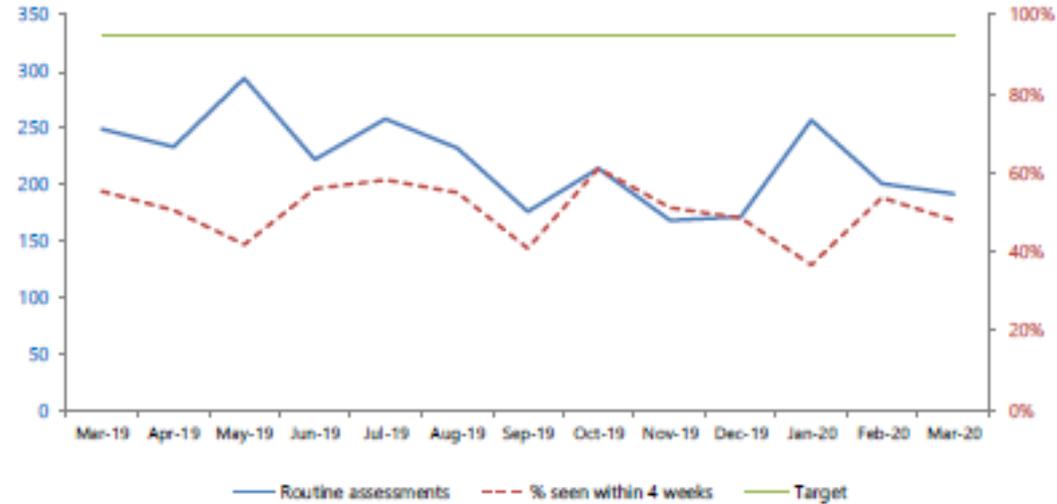
Profile of Need: Health

CAMHS Routine Treatments



	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	229	202	262	201	214	190	142	106	119	90	145	122	98
-	96%	94%	97%	95%	91%	87%	87%	84%	79%	72%	75%	72%	77%

CAMHS Routine Assessments



	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	249	233	294	222	258	232	176	214	168	171	257	201	192
-	55%	51%	42%	56%	58%	55%	41%	61%	51%	49%	37%	54%	48%

Further description will be included in the final document.

Profile of Need: Health

Adult Health with Learning Disabilities Health
Information will be included in the final document

DRAFT

Profile of Need: Care

Specialist Community Disability Services

Brighton and Hove currently have 165 children and young people open to Specialist Community Disability Early Help Service and 266 children and young people open to Specialist Community Disability Services.

Children in Need and in Care with SEN

Brighton and Hove have 31% of children in care compared to 29% in England and 30.4% of children in need compared to 21% in England.

Adults with Learning Disabilities

Brighton and Hove currently has 708 service users who receive long-term support during the year with a primary support reason of Learning Disability.

81.4% of service users live on their own or with their family. Of the 18.6% of service users that do not live on their own or with their family, 28.2% live within supported accommodation.



708

Working age (18-64) service users who received long-term support during the year with a primary support reason of learning disability support



8.8%

In paid employment, above national average of 5.9%



266

Children and young people open to Specialist Community Disability Services



81.4%

living on their own or with their family, above the national average of 77.4%



● In paid employment ● Not in paid employment

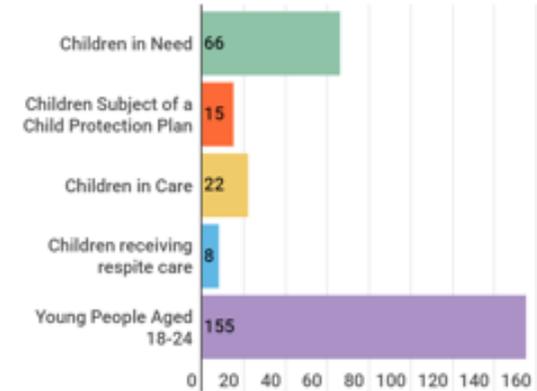


165

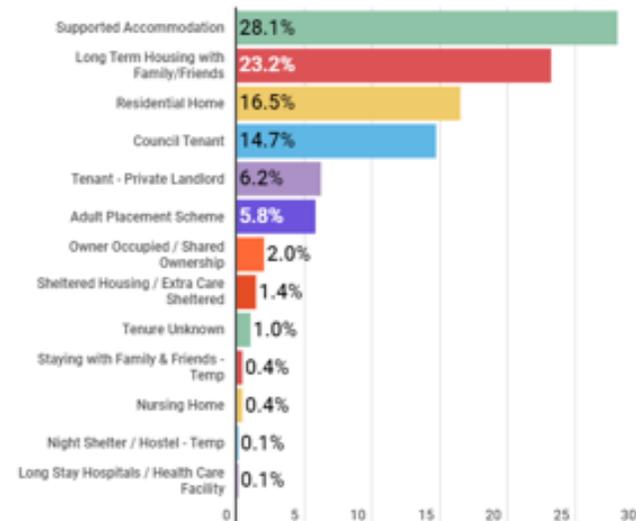
Children and young people open to Specialist Community Disability Early Help Service



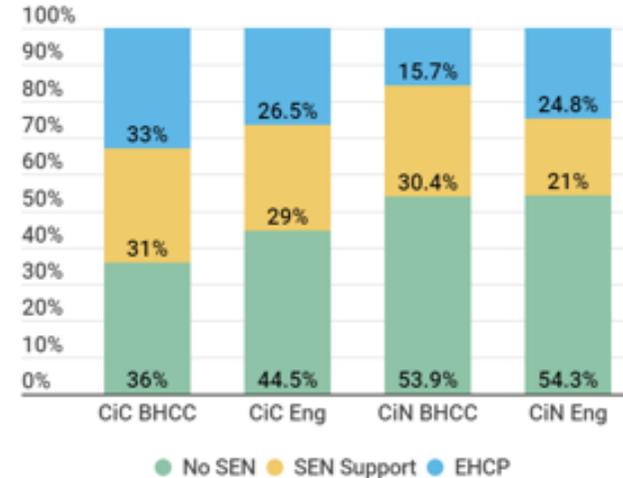
● Living on their own or with their family
● Not living on their own or with their family



Adults with a learning disability by accommodation status



Children in Need and Children in Care with Special Educational Needs



Priority 1: Inclusion

Vision: We will ensure there is a city-wide commitment to services and support that will be inclusive to children, young people and adults with Special Educational Needs and or Learning Disabilities.

What are the outcomes?

- There will be a commitment from all schools and early years settings to a city-wide charter for Inclusion
- Co-production will be central to the design and development of all services and provision
- Adults with Learning Disabilities will be able to access health services more easily and there will be a significant increase in the number of Learning Disability Annual Health checks being undertaken

We will:

Action Reference	Priority 1: Inclusion Strategic Actions Workstream 2
Inclusion 1	Co-produce a city-wide charter for inclusion. This will be supported by a communication campaign on Inclusion that promotes a shared ethos and commitment to disadvantaged learners and those with SEND.
Inclusion 2	Co-produce and promote, including with schools, a city-wide self-assessment tool for Inclusion to include best practice for children and young people with SEN and/or disabilities.
Inclusion 3	Co-develop new services that intervene earlier to support children and young people with Special Educational Needs enabling inclusion and access to other services and opportunities.
Inclusion 4	Co-produce a multi-agency training package for Social Care staff on SEND and Inclusion, to enable better delivery of services to families across the system.
Inclusion 5	Enable a wider cohort of children and young people with SEN and/or Disabilities to access after school clubs, weekend and holiday schemes.

Inclusion 6	Improve our communication to reflect-more explicitly-the participation, views, wishes, faiths and cultural needs of children and families.
Inclusion 7	Review and develop further the Hidden Children Missing Education action plan with parents/carers and other partners, ensuring that full time education can be accessed by children and young people with SEND and those who fall into the 'disadvantaged' category.
Inclusion 8	Ensure that buildings that house services for children and young people are accessible for all types of SEN and Disability.
Inclusion 9	Develop a plan that focuses on providing support for young carers and siblings of those with Special Educational Needs.
Inclusion 10	Ensure that there is uptake of Learning Disability Annual Health checks for young people from age 14 years and adults with Learning Disabilities through the EHC Plan annual review process.
Inclusion 11	Develop further person-centred local medical/hospital passports considering the use of technology for children young people and adults with complex needs to ensure that their holistic needs are met during a hospital stay.
Inclusion 12	Promote on-line GP consultations in primary care as direct access online is more accessible for parents/ carers and adults with learning disabilities.

Priority 2: Early identification and intervention

Vision: We will ensure that children’s needs are identified, assessed and supported both early in life and when issues arise.

What are the outcomes?

- There will be a reduction in the number of families reaching crisis point through timely Early Help intervention
- There will be an increased awareness of Early Help, intervention and inclusion across the city
- There will be a consistent offer of mental health and wellbeing services across Sussex

We will:

Action Reference	Priority 2: Early identification and intervention Strategic Actions Workstream 2
EIAI 1	Review the early help offer in the city to improve support for children and families with SEN and or Disabilities
EIAI 2	Implement the recommendations from the Local Government Association peer challenge on preventative services that took place in the city in January 2020.
EIAI 3	Develop guidance for delayed entry to school applications and applications to place children out of year group that fully considers the longer-term implications for children with SEND.
EIAI4	Co-design with families the development of peer support schemes in the city that builds on what already exists.
EIAI 5	Implement the recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services.
EIAI 6	Build on our SEND Guide for Professionals and develop a tool kit for schools so that SENCO’s can identify and support additional needs at an earlier stage. To compliment this a SEND accessible guide for families will also be co-produced with our parent groups to enable better understanding of the tools used by schools to identify and support additional needs.

EIAI 7	Achieve an increased awareness in education, health and care settings of inclusion issues and strategies/interventions in order to support vulnerable children and young people and adults with Learning Disabilities. This will be delivered through an enhanced inclusion training offer from Brighton and Hove Inclusion Support Service (BHISS).
EIAI8	Work with the city's Behaviour and Attendance Partnerships (BAP) and other schools to ensure that children's Special Educational Needs are fully considered in relation to school policies including behaviour and safeguarding.
EIAI9	Strategic leaders will ensure that the whole-family approach is communicated effectively and embedded across all levels of the partnership and delivery teams.
EIAI10	Strategic leaders will give greater attention to evidencing impact alongside maintaining a focus on positive outcomes for families. This will enable best use of existing resources with a view to developing the business case for investment in preventative services.
EIAI11	Implement personalised care and social prescribing for children and young people with complex health and Special Educational Needs.

Priority 3: SEND Pathways

Vision: We will ensure that children, young people and adults with SEN and or disabilities and their families can access the right support from services easily and quickly.

What are the outcomes?

- Our pathways will be clear and accessible to families
- There will be a reduction in the duplication of meetings and families will only need to tell their story once
- There will be a short-breaks/respite service for children and adults that meets the needs of families

We will:

Action Reference	Priority 3: SEND Pathways Strategic Actions Workstream 3
Pathways 1	Implement a communication strategy (which includes data sharing agreements) across services to ensure better lines of communication exist for children and young people with Special Educational Needs and their parents and carers.
Pathways 2	Improve the timeliness of in-school triage for children and young people with Social, Emotional and Mental Health Difficulties to ensure the right needs assessments are being identified and acted upon.
Pathways 3	Ensure that all meetings about the child/young person are brought together where possible to save families and professionals attending multiple meetings and repeating the same information.
Pathways 4	Review our SEND decision-making systems and ensure that processes are transparent for families.
Pathways 5	Transform the Neurodevelopmental Pathway to increase capacity for Autism and ADHD diagnosis across providers to ensure integrated pathways, approaches and packages of support for all Neurodevelopmental conditions. This will include the roll out of integrated clinics for complex and co-morbid cases.
Pathways 6	Co-design services considering a 'whole family' approach for all pathways when a diagnosis is made.
Pathways 7	Work with families and multi-agency professionals to build on pathways for those children "missing education" who are not eligible for support because they are not on a school roll.

Pathways 8	Review our offer for children and young people previously in care to ensure that their needs are identified early, and they receive appropriate support in schools and colleges.
Pathways 9	Ensure that Children in Care Reviews and Annual Reviews are brought together once a year.
Pathways 10	Review the short break and respite policy and commissioning strategy for children, young people and adults with LD. This aims to provide a range of opportunities through the extended day opportunities, and short breaks in their community, ensuring it reaches more families and eligibility is equitable.
Pathways 11	Ensure that EHC Plans better reflect the Health and Social Care needs of children and young people. For example short breaks provision will link to identified need and have clear outcomes.
Pathway 12	Ensure the Local Offer and information, advice and guidance through the SENDIAS Service is clear and accessible so that families in Brighton and Hove know what the Health SEND offer is and how to access it.
Pathway 13	Develop with partners a Quality Assurance Framework for Education, Health and Care Plans with a focus on improved outcomes for children and young people.
Pathway 14	Co-develop a special schools admissions protocol.
Pathway 15	Deliver the agreed recommendations with parents/carers for the Home to School transport service cited within the Independent Review Report.
Pathway 16	The CCG will develop Neurodevelopmental pathways leading to the provision of a Neurodevelopmental hub. This will increase capacity for Autism and ADHD assessments and co-production of the family support offer.
Pathway 17	Health will review and co-develop, with families, the range of Child Development Centre Pathways, clarifying the offer and developing outcomes for ongoing monitoring.
Pathway 18	CCG will develop and implement an integrated commissioning model across Health and Social Care.

Priority 4: Achievement and Outcomes

Vision: We will ensure that all children, young people and adults with learning disabilities are able to achieve their full potential across Health, Education and Social Care.

What are the outcomes?

- Children and young people with Special, Educational Needs and/or Disabilities will have their achievements recognised and celebrated
- There will be a more flexible curriculum offer to provide more opportunities for success as recognised by Ofsted
- There will be a reduction in the attainment gap for children and young people at all key stages with Special Educational Needs and/or Disabilities
- Adults with learning disabilities will engage in 'lifelong learning' pathways and increase their independence

We will:

Action Reference	Priority 4: Achievement and Outcomes Strategic Actions Workstream 4
AO1	Develop a city-wide approach to recognising and celebrating other outcome measures for young people with SEND and adults with LD.
AO2	Focus on personalised outcomes across education, health and care in planning children, and young people's EHC Plans and Social Care plans.
AO3	Encourage education settings to implement alternative qualifications that champion Life Skills such as RARPA (Recognising and Recording Progress and Achievement) – a five stage process to measure the progress and achievement of learners on non-accredited learning programmes.
AO4	Work with schools to review the curriculum offer in the city for those with Special Educational Needs.

AO5	Develop a framework for wellbeing outcomes that makes explicit milestones for Mental, Physical, Social and Emotional Wellbeing.
AO6	Develop an outcomes framework for both EHC Plans and those children and young people on SEN Support.
AO7	Implement an attendance strategy for SEND learners to increase their attendance in school.
AO8	Continue to challenge and support schools to close the progress and attainment gap for 'disadvantaged' learners and those with SEND.
AO9	The CCG will review current service specifications to ensure the involvement of children, young people and parent/carers so that meaningful outcomes are defined and agreed.
AO10	Develop 'lifelong learning' pathways with Local Training and Education Providers for Adults with LD that ensures a wide range of opportunities that enhance their skills sets and increase their independence
AO11	Reduce the number of children and young people with SEND being excluded from education settings through an enhanced training offer and the allocation of additional resources to the School Behaviour and Attendance Partnerships (BAP)

Priority 5: Transitions and preparing for the future

Vision: We will ensure that moves between services or changes in provision and support across all ages are smooth, seamless and supportive.

What are the outcomes?

- Transition for children going into reception and secondary schools will be well planned and supported
- A 14-25 co-produced pathway that includes Education and Care will be in place
- We will have increased employment and training opportunities for young people and adults with Special, Educational Needs and/or Disabilities

We will:

Action Reference	Transitions and preparing for the future Strategic Actions Workstream 5
TPF 1	Establish a multi-agency preparing-for-adulthood group which reports to the SEND Partnership Board to enable better transition into adult services and increase employment and training opportunities.
TPF2	Introduce person-centred planning reviews for young people in Year 9 to enable them to be more involved in all elements of their transition to adulthood.
TPF3	Develop and implement a co-produced 14-25 pathway for all young people with SEND to enable them to understand and navigate their next steps into adult life. This needs to include earlier consideration of post 16 options.
TPF 4	Develop city-wide training/practice-sharing activities focussed on Year 6 transition.
TPF 5	Implement a clear process for phase transfers (-1 to Reception, Year 6 to Year 7 and Year 11 to post-16) by working closely with families and statutory services such as School Admissions.

117

TPF 6	Increase the number of young people with SEND in employment through the development of supported internships and mentoring programmes with employers. Include a review of Information, Advice and Guidance available in the city for young people.
TPF 7	Review commissioning approaches and health and medical services to ensure that children and young people up to the age of 25 experience a seamless service and age-appropriate care.
TPF 8	Develop and increase the opportunities for young people and adults with Learning Disabilities to enhance their life skills.
TPF9	Develop a range of tools for providers in the city to prepare our children for adulthood.
TPF 10	Provide training for foster carers who can become shared lives carers. This will ensure consistency for young people with SEND who remain in family homes.
TPF 11	Expand the Move On project to enable more adults with learning disabilities to have greater levels of independent living.
TPF 12	Improve multi-agency working when planning the discharge of people with Learning Disabilities who are leaving their hospital placements.
TPF 13	Review the commissioning of services for young adults between the ages of 18 and 25 with SEND to ensure they experience seamless and age appropriate care. Young people will be included in commissioning decisions.
TPF 14	Develop an integrated, joined-up and multi-agency offer to support the transition of young people with SEND and complex health needs to adult services - even when there are no clearly identifiable adult services to meet their needs.
TPF 15	Commission services to ensure that providers of adult services actively contribute to the transitions care plan; this may include joint clinics held in a young person-friendly environment where a holistic approach can be readily adopted.
TPF16	Focus on developing children and young people's independence, confidence and social skills so they can access education and their local community. Ensure an independent travel training programme is developed within the city.
TPF 17	Build on the 'What's out there' days for young people with Disabilities.

Priority 6: Sufficiency of SEND Services and Provision

Vision: To ensure that the right provision is available at the right time for all children and young people with SEND which includes Early Years, Post-16, Post-10 and adults with a Learning Disability.

What are the outcomes?

- A commissioning strategy for children and young people with Special Educational Needs and/or Disability and adults with Learning Disabilities will be in place
- We will have a clear evidence base that supports the allocation of funding to further develop our specialist provision and services
- We will have a clear and accessible Local Offer of support

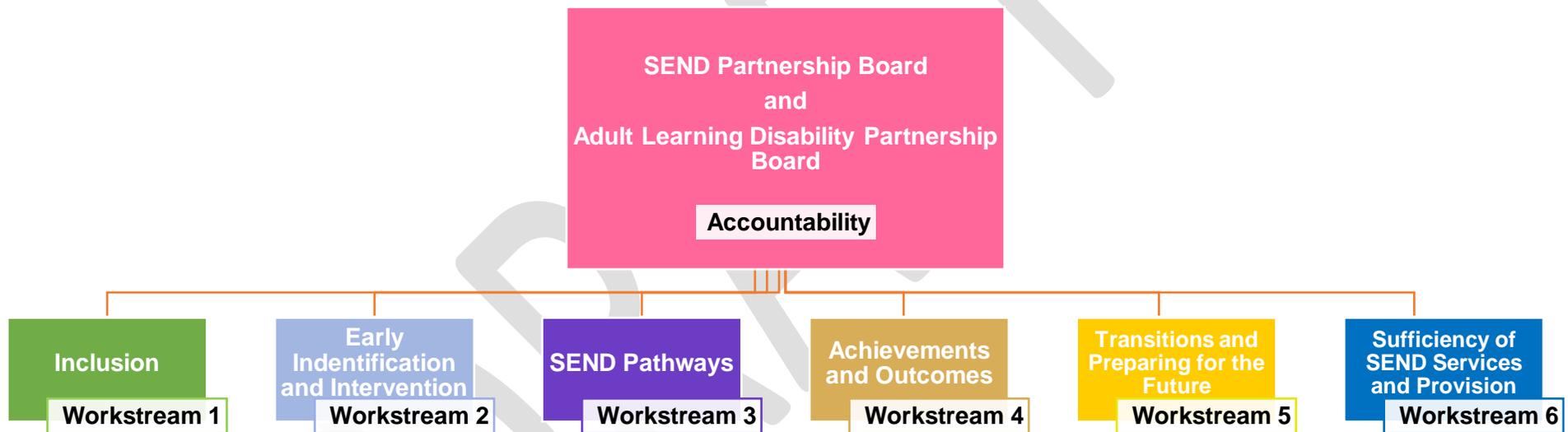
We will:

Action Reference	Priority 6: Sufficiency of SEND Services and Provision Strategic Actions Workstream 6
SF1	Carry out a city-wide SEND sufficiency project to plan effectively how we will meet the prospective needs of our children and young people with SEND and adults with a Learning Disability. The purpose of this project will be to identify what provision and services we will require for children and young people in terms of Education, Health and Social Care for a range of needs.
SF2	Continue to harness the reach/knowledge/input from the wide range of (parent/carer/advocacy) community support groups across the city which add value to all statutory services.
SF3	Establish an LA commissioning and brokerage team to ensure a wide range of activities are accessible for all children and young people with SEND. This will keep children and young people in their local community and use resources efficiently.
SF4	Continue to build on the Local Offer information detailing provision available for children and young people with SEND across Education, Health and Social Care.

SF5	Develop our SEMH offer to support children to stay in mainstream provision. We will engage specialist support to work at an earlier stage with children to stabilise placements and prevent exclusion.
SF6	Be responsive to the changing needs of our local population through data and intelligence, using local data sources such as the Disability Register overseen by Amaze. For example, for families where English is an additional language, we will increase support so that parents can better understand their child's needs.
SF7	Review how SEND is funded across the system at a local level and explore alternative ways to manage the High Needs Block allowance for EHC Plans.
SF8	Carry out a skills audit to identify where we need to target support to improve staff recruitment and ensure retention in services that support SEND.
SF9	Review our offer for children and young people with Disabilities with a view to increasing the quality and capacity of Personal Assistants (PA) for young people in the city.
SF10	The CCG will improve their data systems to predict need and to plan effectively how we will meet the needs of children and young people.

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Appendix 1: Governance – How we will make sure this is delivered.



We will deliver our strategy using a workstream approach involving all key partners. Each workstream will have co-leads from Education, Social Care and Health. The Parent and Carer Council will have focus groups aligned to each workstream with a named lead who will represent PaCC on each workstream and act as an equal partner in the delivery of jointly developed action plans. The workstreams will meet bi-monthly and report directly to the SEND Partnership Board and the Adult Learning Disability Partnership Board twice a year.

Appendix 2: Links to other strategies

Brighton & Hove Council Corporate Plan 2020-2023

Adults Learning Disabilities Strategy

Hidden Children Strategy

Health and Adults Social Care Commissioning Strategy

Health and Wellbeing Strategy

NHS Long term plan

The Carers Strategy

Joint Strategic Needs Assessment

Appendix 3: SEND Partnership Board Members

Joint Chairs: Assistant Director Health, SEN & Disability, Commissioning Manager, Clinical Commissioning Group

Parent Carer Council

AMAZE Charity that gives information, advice and support to families of children and young people with special educational needs and disabilities (SEND) in Brighton & Hove

Head of Service-Early Years Youth & Family Support

Head of Brighton and Hove Inclusion Support Services

Head of Service 0-24 Specialist Community Disability Service

Head of Service 25+ and Specialist Clinical Services

Service Manager – Policy & Business Support

Head of SEN Statutory Service

Head of School Organisation

Designated Medical Officer

Executive Head, East Hub

Executive Head, West Hub

Executive Head, Central Hub

Headteacher, Hove Park School

SENCO, Blatchington Mill School

SENCO, Longhill School

Performance Manager, Performance and Safeguarding Service

Appendix 4: Adult Learning Disability Partnership Board Members

Head of Service 25+ and Specialist Clinical Services

Head of Service 0-24 Specialist Community Disability Service

Representative from Grace-Eyre

Representatives from Speak Out

Lead Councillor for Adult Social Care

Representative from Healthwatch

Deputy Chair of Parent and Carers' Council

Representatives from Amaze

Representative from the Carers Centre

Assistant Director for Health, SEN and Disability

Commissioning and Performance Manager

Learning Disability Health Facilitator

Representatives from Health & Adult Social Care:

Commissioning & Contracts Manager

Performance and Commissioning Manager (Engagement Lead)

Health Promotion Specialist

Representative from Brighton & Hove Clinical Commissioning Group:

Community Health Trainer, Healthy Lifestyles

Equalities Manager

Active for Life Sport & Physical Activity Worker

Employability Adviser, Employability Team

Representatives from Sussex Partnership NHS Foundation Trust
Learning Disability Liaison Nurse Manager,

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Glossary of terms

SEND	Special Educational Needs and or Disabilities
LA	Local Authority
CCG	Clinical Commissioning Group
PACC	Parent Carers' Council
SENDIASS	Special Educational Needs Information Advice and Guidance Service
SCFT	Sussex Community Foundation Trust
CAMHS	Child and Adolescent Mental Health Service
BHISS	Brighton and Hove Inclusion Support Service
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
GP	General Practitioner
EHC	Education, Health and Care
BAP	Behaviour and Attendance Partnerships
NHS	National Health Service

Accessible information

If you would like this letter or information in an alternative format, for example large print or easy read, or if you need help communicating with us, for example because you use British Sign Language, please let us know. You can call us on 01273 293552 or email SEN.Team@brighton-hove.gov.uk

