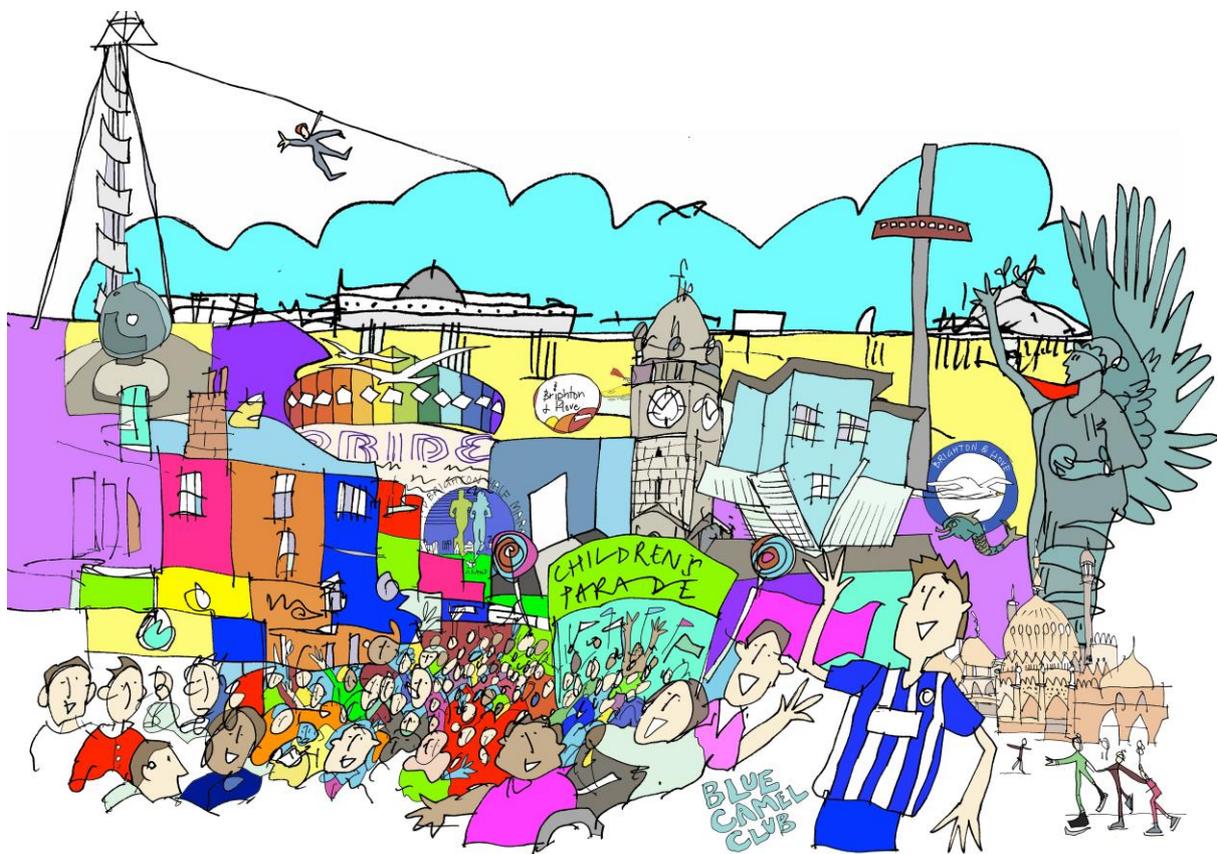


APPENDIX 1 – All amendments and additions in response to the consultation are in bold.

# Brighton and Hove

## Special Educational Needs and Disability (SEND) Strategy

### 2021 – 2026



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# 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 for Health, SEN and Disability and the 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**

**Katie Chipping, Senior Partnerships 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.

**We are committed to ensuring that the voice of children and young people continues to be heard throughout the delivery of this strategy. Therefore, each priority area will need to demonstrate how they are engaging with children and young people with SEND, young adults and adults with learning disabilities whilst implementing each of the action plans. This will be monitored through the SEND Partnership Board.**

## Our 2021 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 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. Child Development Services in Brighton and Hove includes Speech and Language

Therapy, Physiotherapy, Occupational Therapy, Community Paediatricians, Audiology, and Specialist Nursing 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.

Child Development Services are 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. with a range of needs including dysfluency, autism, hearing impairment, complex needs

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 Eyre 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. **Barnardos Link Plus also provides highly valued short breaks for disabled children.**

# 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:

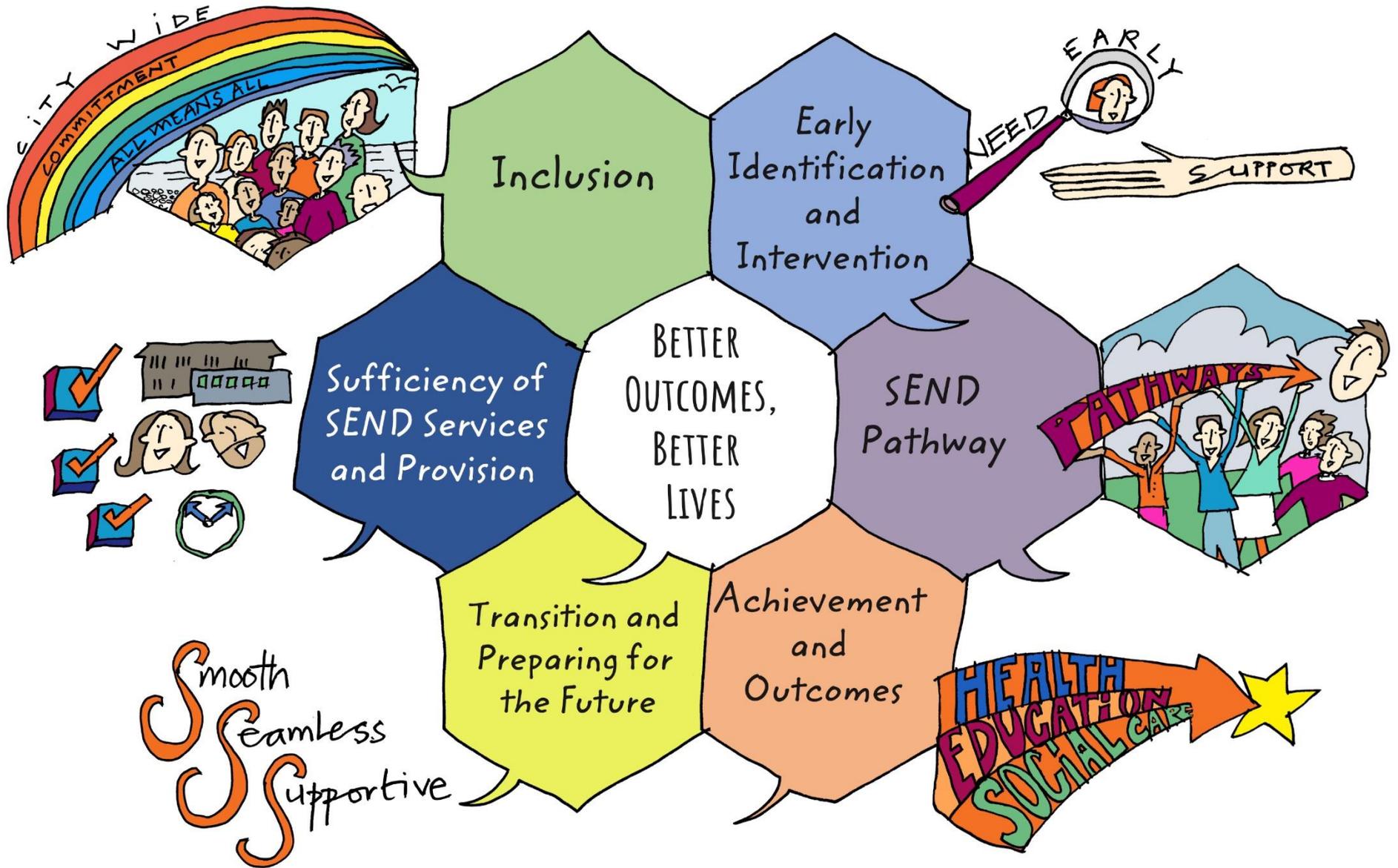
- They can feel lost and sometimes find it difficult to find out what is available for their child
- They can feel isolated and alone, stressed and exhausted
- They worry their child will struggle to ‘fit in’ or make friends
- There is too long a wait for some assessments and therapies
- Some feel that 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



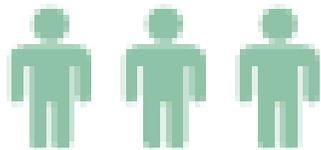
# Profile of Need: Education

Overall rates of absence for Children and young people in Brighton and Hove with SEN are higher compared to compared to the England average.

In addition, overall rates of persistent absence for children and young people SEN are higher with an EHC Plan compared to compared to England average

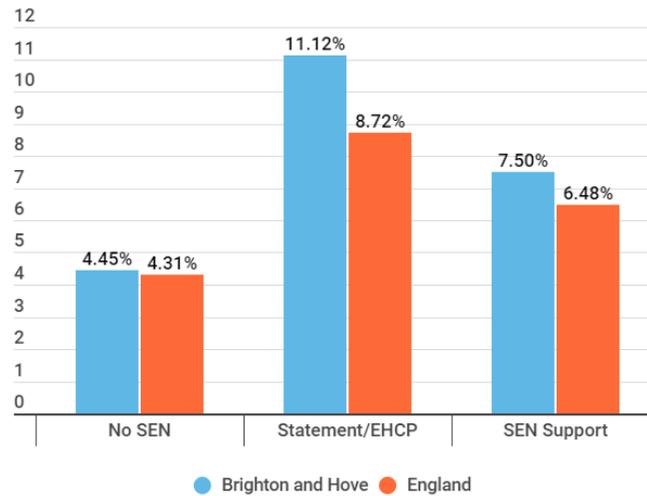
Rates of fixed term exclusions for children and young people with SEN are higher compared to England average.

Permanent exclusions are lower than the England average.

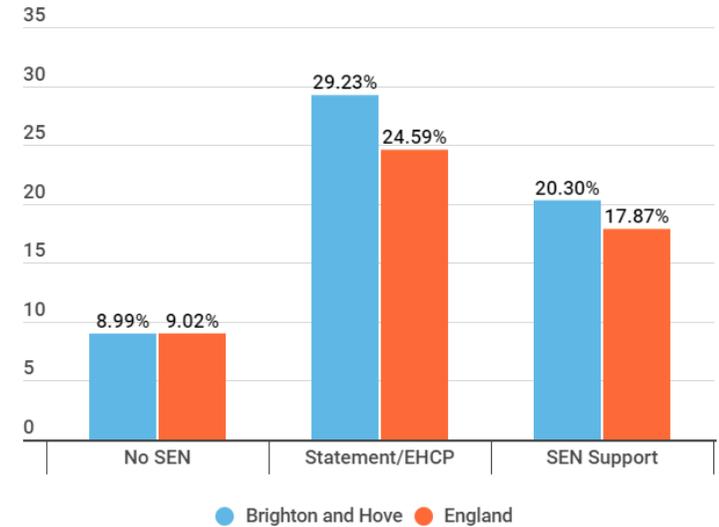


3 pupils were permanently excluded in 2019/20 and all were on SEN Support. 6 pupils were permanent excluded in in the Autumn and Spring Terms in the 19/20 Academic Year

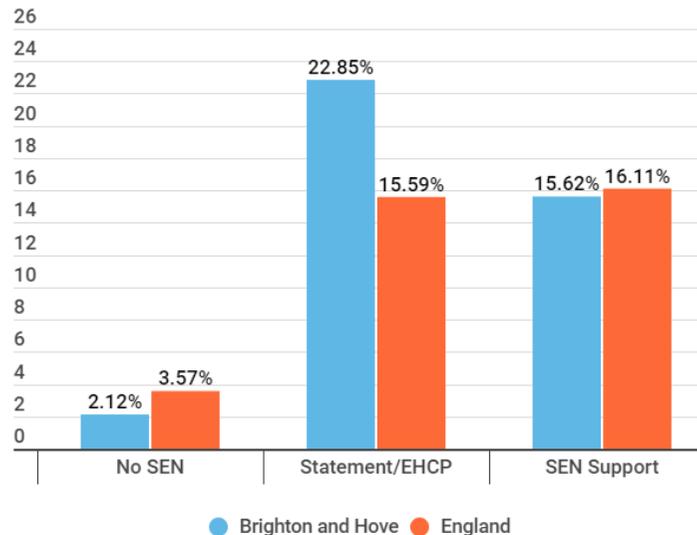
Overall Absence Pupils with Special Educational Needs 2018/19 Academic



Pupils with Special Educational Needs defined as persistent absentees 2018/19



Rate of Fixed Term Exclusions for Pupils with Special Educational Needs 2018/19 Academic



# Profile of Need: Education

There are 4374 pupils in Brighton and Hove on SEN support which equates to 13.5% of the pupil population. This is higher than the national average of 12%, however the trend shows that the numbers have decreased year on year since 2015.

At 63% boys make up the majority of pupils on SEN support with 37% of girls.

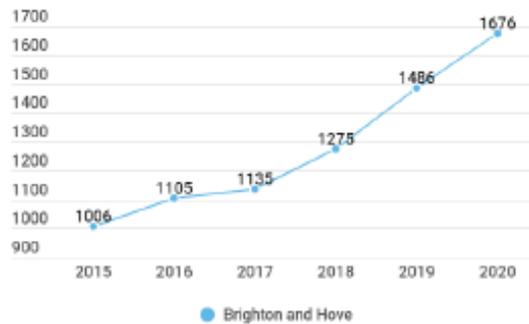
Pupils on SEN support receiving free school meals is slightly higher than national average.



**1,676**

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

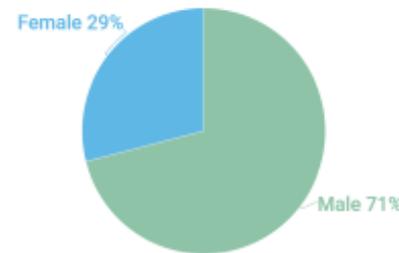
Children and Young People with an EHCP 2015 to 2020



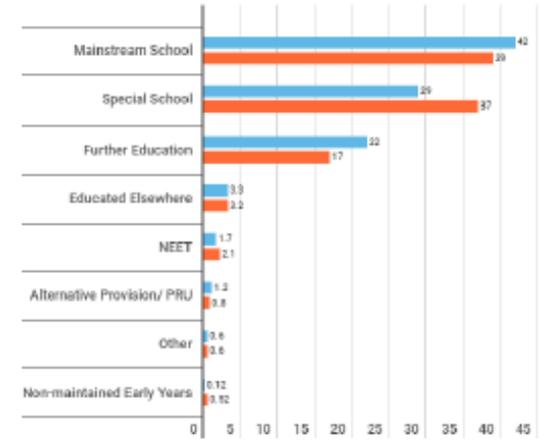
**3.6%**

Pupils in Brighton and Hove schools with an Education, Health and Care Plan (3.3% nationally)

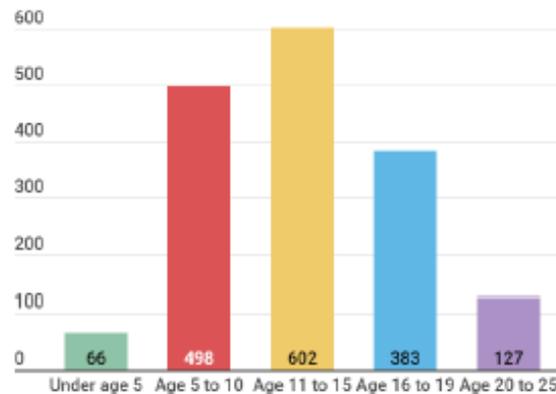
Children and Young People aged 0-25 with an EHCP by Gender



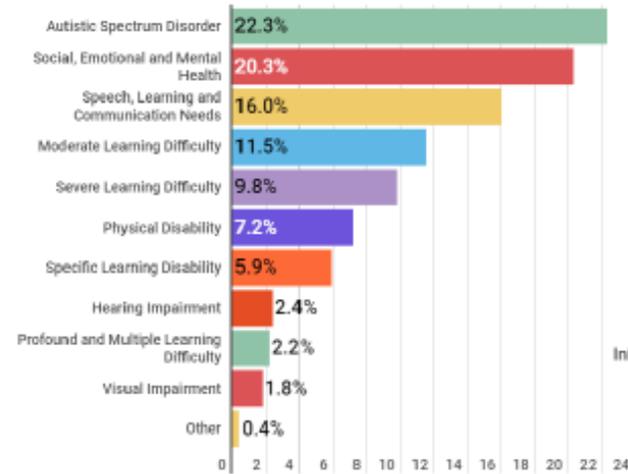
Children and Young People with an EHCP by Placement Type



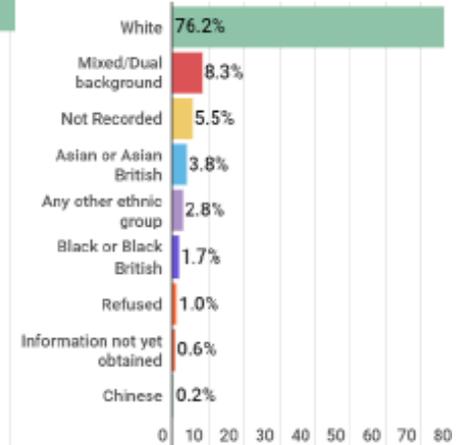
Children and Young People with an EHCP aged 0-25 by Age Band



Children and Young People aged 0-25 with an EHCP by Primary Need



0-25 with an EHCP by Ethnic Origin



The profile of need for this level of support differs from that of the children and young people with an EHC Plan. At 26.2%, 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 52.4% 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.

# Profile of Need: Education

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 trend shows that EHC Plans have risen year on year.**

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.

There is 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.

**The majority of EHC Plans are young people aged 11 to 15 years and there is a higher number of EHC Plans in secondary compared to primary schools**

**The majority of children and young people with an EHC Plan are from a white background and mixed dual background. 14.6% of children and young people with an EHC Plan are from BAME backgrounds.**



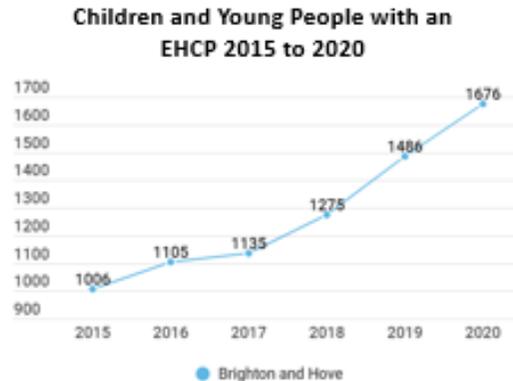
**1,676**

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

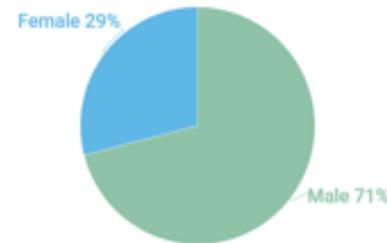


**3.6%**

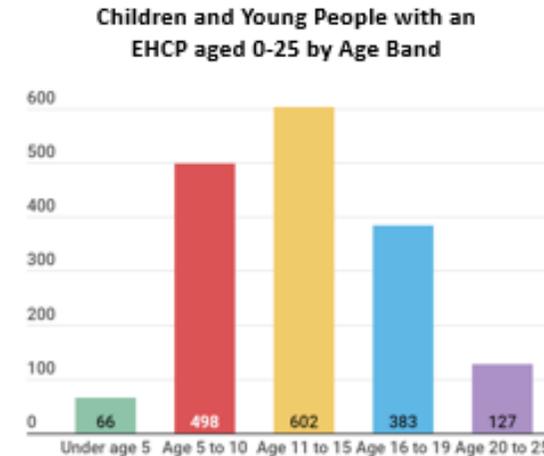
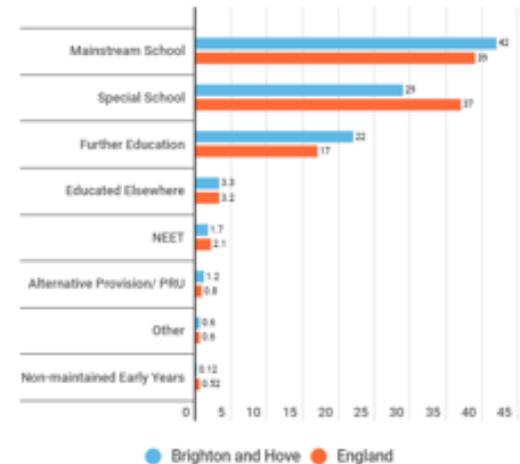
Pupils in Brighton and Hove schools with an Education, Health and Care Plan (3.3% nationally)



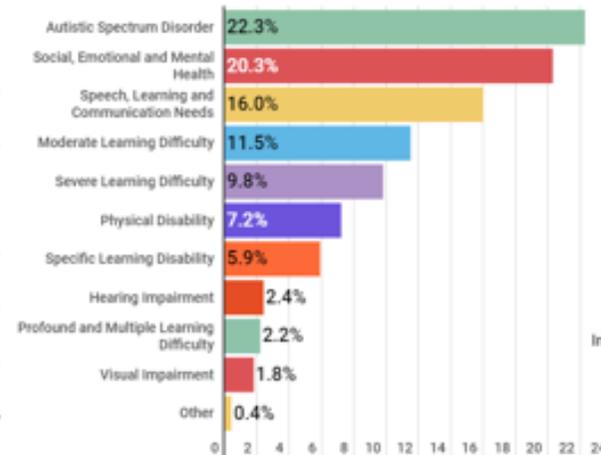
**Children and Young People aged 0-25 with an EHCP by Gender**



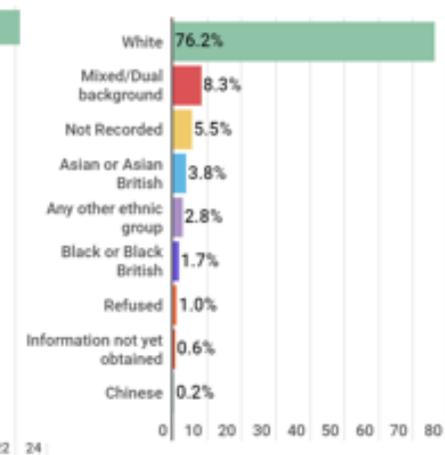
**Children and Young People with an EHCP by Placement Type**



**Children and Young People aged 0-25 with an EHCP by Primary Need**



**0-25 with an EHCP by Ethnic Origin**



# Profile of Need: Health

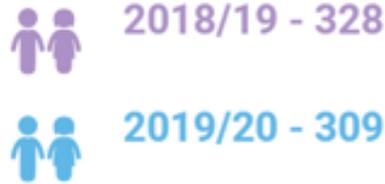
## Child Development Service

There is ongoing demand for all therapy services, which involves assessment and intervention, training workshops and parent support.

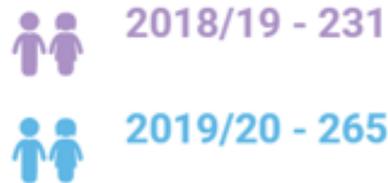
There continues to be a high level of demand for ASC assessment, which has meant that despite increasing capacity waiting times have increased. The CCG has identified funding to improve the services for children with Autism as part of a new Neurodevelopmental Pathway in Brighton and Hove. The service specification is currently being finalised for implementation in 2020.

Child Development Services are committed to working in partnership with parents/carers and children and young people.

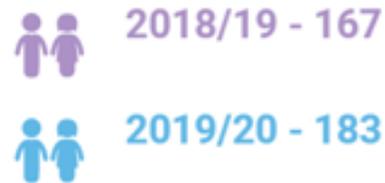
### Children Referred for ASC Assessment



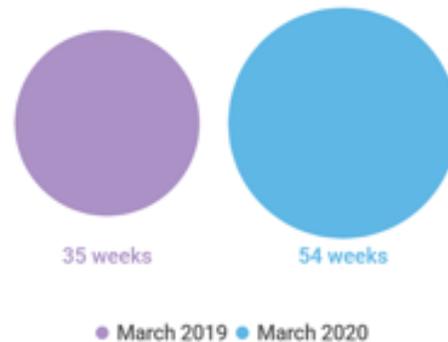
### Number of children Assessed



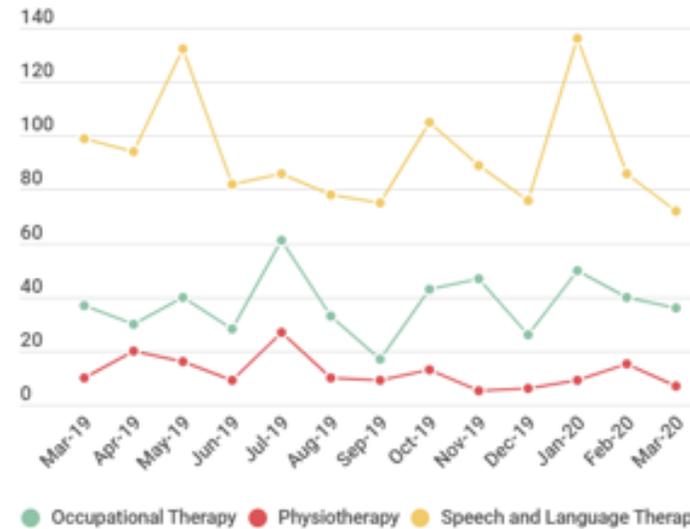
### Number of children receiving ASC diagnosis



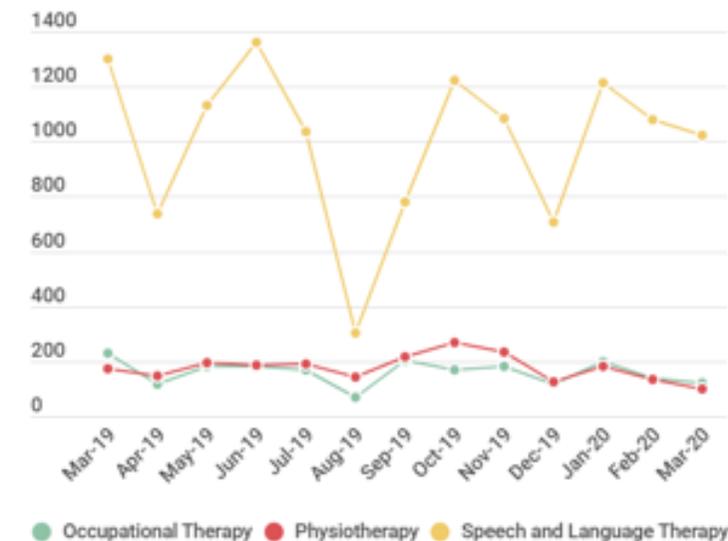
### ASC Waiting Times



### 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.



# Profile of Need: Care

Brighton and Hove currently have **106** children and young people open to Specialist Community Disability Early Help Service and **167** children and young people open to Specialist Community Disability Services.

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.

The majority of children known to Specialist Community Disabled Services are aged 0-12 years.

66% of children and young people are male and 34% female.

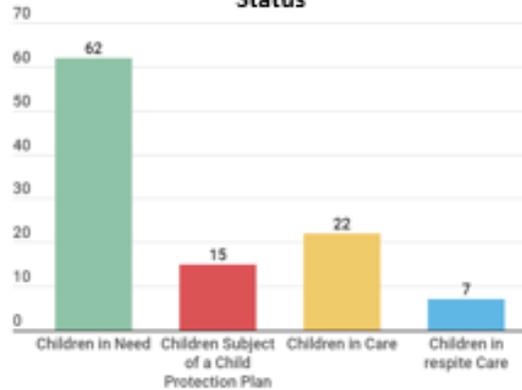
75.5% of children and young people supported by the Specialist Community Disability Service are from a white background, 11.3% are from a mixed/dual background and 13.2% are from BAME and other backgrounds.



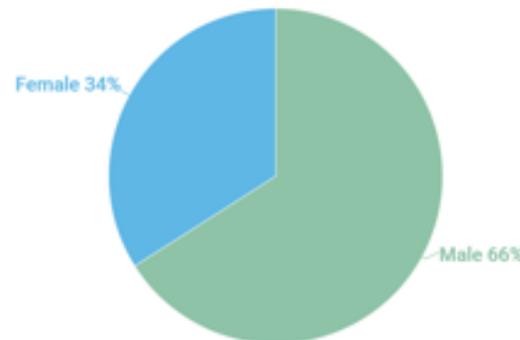
**106**

Children and young people open to Specialist Community Disability Services

Children and young people open to Specialist Community Disability Services by Social Care Status



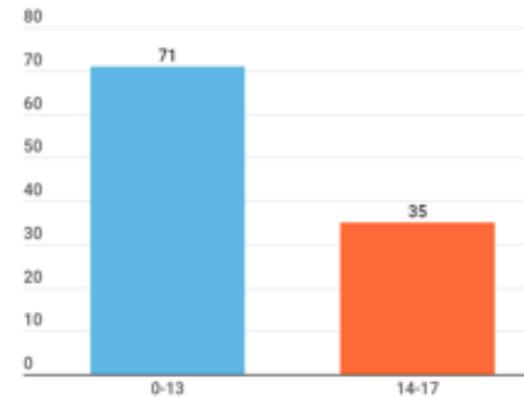
Children and young people open to Specialist Community Disability Services by Gender



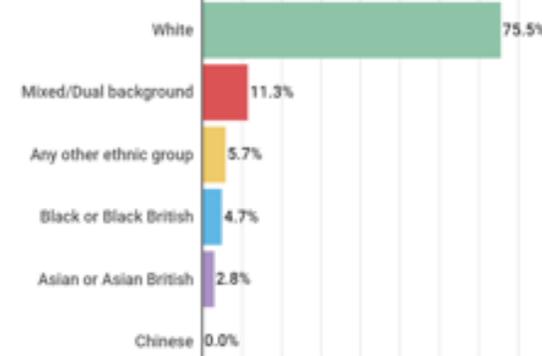
**167**

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

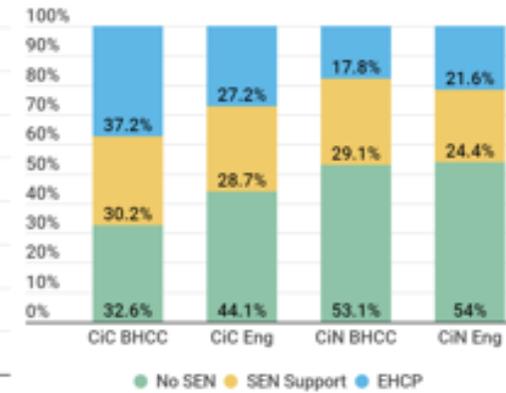
Children and young people open to Specialist Community Disability Services by Age



Children and young people open to Specialist Community Disability Services by Ethnic Origin



Children in Need and Children in Care with Special Educational Needs



Independent and Non-Maintained Placements



**73.2**

FTE Spend in 2018/19

# Profile of Need: Care

There are 708 adults with Learning Disability who received long-term support.



708

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

The number of adults with learning disability in Brighton and Hove who are living on their own is 4% above national average.



81.4%

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

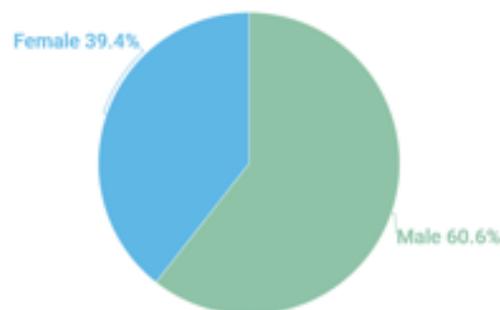


8.8%

In paid employment, above national average of 5.9%

The number of adults with learning disability in paid employment is 2.9% above national average.

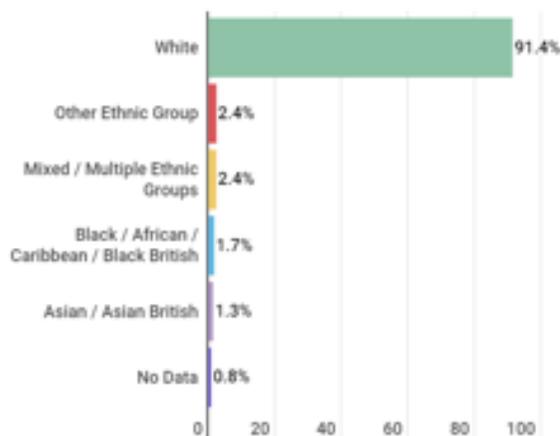
Adults with a learning disability by Gender



60.6% are male and 39.4% are female.

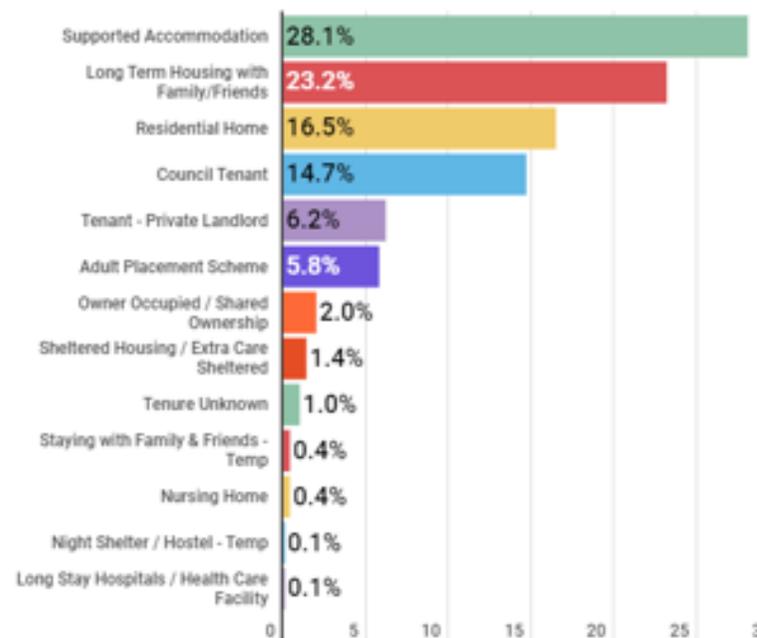
91.4% of adults with learning disability are from a white background with 16.4% from other mixed multiple groups and BAME backgrounds.

Adults with a learning disability by Ethnic Origin



28.1% of adults with learning disability live in supported accommodation and 23.2% live in long-term housing with family friends.

Adults with a learning disability by accommodation status



# 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
- **The quality standard for inclusion must drive change**

50



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 <b>that focusses on engaging with harder to reach communities</b> and promotes a shared ethos and commitment to disadvantaged learners, Black, Asian, and minority ethnic groups, <b>those who identify as LGBTQ</b> and <b>those children, young people and adults</b> with SEND.
Inclusion 2	<b>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 and across all categories of need.</b>
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 and <b>for SEND teams on Social Care</b> , to enable better <b>understanding and</b> 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 <b>support to ensure equal access to many universal learning and leisure opportunities.</b>
<b>Inclusion 6</b>	<b>Deliver training on awareness of SEND, ethnicity and culture so that all staff across all settings can be supported to challenge cultural assumptions and improve their understanding of different cultures and backgrounds and how this may impact upon SEND needs. This will be co-produced with parent carers and accessible to diverse communities.</b>
<b>Inclusion 7</b>	<b>Co-produce the Hidden Children Missing Education action plan with parents/carers and other partners. The plan must have a focus on ensuring a full-time education and flexible location to meet the individual needs of children and young people.</b>
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.
<b>Inclusion 13</b>	<b>Parent/carers to be involved in co-producing training programmes on Inclusion with the LA and CCG</b>
<b>Inclusion 14</b>	<b>Develop specific support, activities, events and opportunities for BAME children and young people with SEND and their parent carers to come together, and for service providers to hear from and build relationships with these communities.</b>

<b>Inclusion 15</b>	<b>Key services, Children’s Committees and Boards to review their staff diversity profile and set targets to increase BAME % representation.</b>
<b>Inclusion 16</b>	<b>Develop an accessible and simple support system for parents of children and young people with SEND that has clear signposting.</b>
<b>Inclusion 17</b>	<b>Develop a scheme that shares good practice between schools through the primary and secondary SENCo networks.</b>
<b>Inclusion 18</b>	<b>Improved access to assistive technology to enhance the voice and lives of children and young people with SEND and increase their independence.</b>
<b>Inclusion 19</b>	<b>Develop training for school staff to create more child-led and relationship led support for children with SEND.</b>
<b>Inclusion 20</b>	<b>Raise the profile of SEND in the wider community by developing a SEND Communications Strategy with partners that uses a values-based approach to engage with providers and the community on the positive impact disabled people can make on the workforce and society.</b>

## 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 <b>reduce health and social care inequalities and</b> to improve support for children and families with SEN and or Disabilities <b>with a focus on hidden families and harder to reach communities.</b>
EIAI 2	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.
EIAI 3	Co-design with families the development of peer support schemes in the city that builds on what already exists.
EIAI 4	Implement the recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services <b>and prioritise those recommendations that our most pertinent to the SEND community.</b>
EIAI 6	Build on our SEND Guide for Professionals <b>that promotes the parent/ child and young person voice</b> and develop a tool kit for <b>early years settings and</b> 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 <b>early years</b> , 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) <b>and Specialist Community Disability Service (SCDS).</b>
EIAI8	Work with the city's Behaviour and Attendance Partnerships (BAP) and other schools to ensure that children's Special Educational Needs <b>and care status</b> 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. <b>Supporting the needs of siblings of disabled children and young carers will be a key strand of this work.</b>
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.
EIAI12	<b>Co-design with families the development of peer support schemes in the city that builds on what already exists and addresses the advocacy and support needs of all parent carers from diverse backgrounds</b>
EIAI13	<b>Monitor and publish the ethnicity breakdown of key services to increase transparency and assess whether BAME families' early help experiences are disproportionate to the wider SEND community</b>
EIAI14	<b>Schools to develop mentor systems to support BAME children and young people with SEND in developing effective individual plans around preparation for adulthood outcomes.</b>
EIAI15	<b>Develop training for schools, parents and health professionals about the different way neurodevelopmental conditions can present including cross gender can present, pre-diagnosis and associated strategies for support.</b>
EIAI16	<b>Ensure that early years providers and schools are equipped to identify and support children with high prevalence additional needs pre and post diagnosis through raising awareness, frequent and updated training and provision of appropriate teaching tools.</b>

## 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, accessible **and linked up across education, health and care for families**
- **A commitment to joint working and joint commissioning that recognises the value of working together to benefit the community and prevent children and young people falling through the gaps**
- 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/respice 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 <b>across both health and mental health providers</b> 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 <b>pre and post</b> diagnosis.
Pathways 7	Work with families and multi-agency professionals to <b>ensure robust</b> pathways for those children "missing education" who are not eligible for support because they are not on a school roll. <b>This must include electively home educated children and young people and those who are in custody.</b>
Pathways 8	Review our offer for, <b>children in care, children in need and</b> 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 bought 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. <b>Information should include clear threshold criteria for accessing specialist services and provision.</b>
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.
<b>Pathway 16</b>	<b>Parent/carers to be involved in co-producing training programmes on Inclusion with the LA and CCG.</b>
Pathway 17	<b>Health and Mental Health commissioners</b> 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.
<b>Pathway 19</b>	<b>Develop a more accessible and simpler support system for parents with clear signposting.</b>
<b>Pathway 20</b>	<b>Co-production with families at an individual level will be prioritised and monitored across pathways and services.</b>

# 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



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. <b>This needs to be embedded at an inter-agency/interservice level and done in partnership with the Local Authority, Voluntary Sector, children, young people and families.</b>
AO2	Focus on <b>aspirational and smart</b> 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. <b>This should include consideration for expanding the city wide vocational and alternative qualifications offer in secondary schools and consideration of appointing vocational champions.</b>
AO5	Develop a framework for wellbeing outcomes that makes explicit milestones for Mental, Physical, Social and Emotional Wellbeing.
AO6	Develop an <b>aspirational</b> outcomes framework for both EHC Plans and those children and young people on SEN Support.
AO7	Implement a <b>co-produced</b> attendance strategy for SEND learners to <b>support</b> increased 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	<b>The CCG will review current service specifications for Autism, Neurodevelopmental pathways and therapies such as Occupational health, Physiotherapy, Audiology and Speech and Language services and engage with children, young people and parent/carers to ensure that meaningful outcomes are defined and agreed.</b>
AO10	Reduce the number of children and young people with SEND and <b>those with SEND from a BAME background</b> being excluded from education settings through an enhanced training offer and the allocation of additional resources to the School Behaviour and Attendance Partnerships (BAP).
AO11	<b>Raise the profile of the Ethnic Minority Achievement Service and the support it can provide to SEND EAL families. A varied number of therapeutic interventions / subjects should be offered to BAME Children and Young People with SEND.</b>
AO12	<b>Schools to develop mentor systems to support children with SEND from the BAME community in developing effective individual plans around preparation for adulthood outcomes.</b>
AO13	<b>Raise the profile of the Ethnic Minority Achievement Service and the range of interventions and support it can provide to SEND EAL families</b>
AO14	<b>More collaboration between mainstream and special schools to share assessment methodology and adapt it to mainstream settings for Children and Young People with SEND.</b>

# 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



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.

TPF 6	Increase the number of young people with SEND in employment through <b>work experience, using the supported employment model alongside</b> 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	<b>Review commissioning approaches within health and mental health services to ensure that children and young people up to the age of 25 experience a seamless service and age-appropriate care when transitioning from children’s services into adult services within community or acute hospital settings.</b>
TPF 8	Develop and increase the opportunities for young people and adults with Learning Disabilities to enhance their life skills, <b>interests and long-term outcomes particularly for those who have narrow interests and fewer life skills.</b>
TPF9	Develop a range of tools for providers in the city to prepare our children for adulthood.
TPF 10	Provide training for foster carers <b>and short breaks carers</b> 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.

<b>TPF18</b>	<b>Develop pathways that ensure a wide range of opportunities for young people enhance their skills sets and increase their independence (i.e. the focus is less on training/education providers, and more on there being a different options for different Young people).</b>
<b>TPF19</b>	<b>Ensure robust packages of support for those children and young people with SEND in custody who are returning to school, employment or training and planning for any transition is undertaken with social care.</b>
<b>TPF20</b>	<b>Ensure the effective use of the Access to Work fund to help young people enter the workplace.</b>
TPF21	Work with the community and voluntary sector to identify opportunities that will enhance the statutory offer for post 16 and 19 young people with SEND.
<b>TPF22</b>	<b>Review and improve the post 16 and 19 education and training opportunities for SEND learners in the city through engaging with 6th form colleges, FE colleges, Voluntary Community Sector, training providers and universities.</b>

# 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

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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 <b>from different backgrounds</b> 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 <b>and provision</b> 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 <b>engaging with families, using</b> data and intelligence, using local data sources such as the Disability Register.
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 <b>by developing a recruitment and retention strategy and providing an infrastructure that includes specialist training and a support network.</b>
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.
<b>SF11</b>	<b>Equality and diversity must be considered as part of SEND Sufficiency planning and the associated design and delivery of all services.</b>
SF12	<b>Develop a joint commissioning protocol that ensures</b> Commissioning decisions on specialist placements will be made with all agencies supporting the child or adult with LD. These placements will only be made on the evidence that the child or adult's needs cannot be met locally.

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



We will deliver our strategy using a work-stream approach involving all key partners. Each work-stream will have named co-leads from Education, Social Care and Health and the Parent and Carer Council. The work-streams will meet bi-monthly and report directly to the SEND Partnership Board and the Adult Learning Disability Partnership Board on a bi-monthly basis.

# 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, Secondary School**

**Headteacher, Primary School**

**SENCO, Secondary phase**

**SENCO, Primary Phase**

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,

# Appendix 5 – Funding and Risk Assessment

There are a number of actions identified within the SEND Strategy but much of the activity is focussed on better working between agencies; ensuring there is co-production with children, young people, adults with LD and their families when developing and designing services/provision; streamlining processes so they are more accessible to families and making systems more efficient so that children, young people and adults get the support they need when they need it. Training of the workforce by professionals and by families is also a key feature that threads through all priorities, although most of this can be delivered from within the current resources.

Much of this work will not require additional funding, only a different approach to the way we work together to achieve the objectives we have set ourselves. However, it is acknowledged nationally and locally that the public sector is under financial strain, a situation that has been further exacerbated by Covid19. Therefore, the local authority and partners will need to reflect upon how we use the current funding allocated to individual services and provision flexibly to respond to the different priorities identified by the community. Where there is an identified need for some additional funding a business case with supporting evidence will need to be submitted to the relevant organisation.

It is the outcome of Priority 6: SEND Sufficiency that will require detailed financial analysis alongside a complete review of the High Needs Block. Decisions will need to be taken collectively with stakeholders, including parents and carers, as to how the funding should be allocated in future, so that we can be assured the city has enough provision and services for children and young people with SEND and Adults with LD.

## Risk assessment

Each priority will have an associated risk register. The register will identify the risks that may prevent the delivery of an objective and the impact on the community should it not be achieved. An officer from the relevant organisation will be responsible for managing the risk and a list of SMART actions to resolve/mitigate the risk will be monitored through the workstream leads and the SEND Partnership Board. The risk register will be presented alongside the progress report by the Priority Leads at each respective SEND Partnership Board

## Appendix 6 - Covid19

The impact of coronavirus on children and young people with SEND and their families has been significant. The changes to children's daily routines, caused by the cessation of schooling and the reduced availability of therapeutic services, have caused many children with special educational needs and/or disability to struggle in adapting to new routines. This may have impacted negatively on their emotional and mental wellbeing and lead to increased anxiety, agitation and more challenging behaviours for some. Families have struggled as they have not been able to access their usual support networks and have often been confined to their homes, sometimes with little outdoor space.

We know that for some families, Covid19 has exacerbated challenges they were already facing and therefore it is critically important that we deliver this SEND Strategy. The public sector has learnt a great deal from the lockdown experience and specifically how to deliver services and support to families in different ways using a range of technology, social media and virtual platforms. We need to continue to listen to families about their experiences and ensure services are responding. Some of our systems and processes have become more efficient and multi-agency working has become increasingly expedient as we are increasingly able to meet virtually. The local authority and CCG have maintained a close working relationship with the city's SEND community and together we have managed to deliver a range of successful interventions that have supported families through this difficult time.

Many of the priorities in the strategy, such as:

- Reviewing of processes and policies
- Designing of pathways
- Delivery of training
- Effective communication between agencies and to the community
- Improving access to advice, guidance and support
- Data analysis to inform the commissioning of services and provision can be delivered creatively using a variety of virtual platforms, social media or by the application of PHE guidance in settings/venues to maintain social distancing.

All partners are determined that Covid19 will not delay progressing the work contained within the strategy and are committed to driving this forward by whatever means possible.

# Glossary of terms

<b>SEND</b>	Special Educational Needs and or Disabilities
<b>LA</b>	Local Authority
<b>CCG</b>	Clinical Commissioning Group
<b>PACC</b>	Parent Carers' Council
<b>SENDIASS</b>	Special Educational Needs Information Advice and Guidance Service
<b>SCFT</b>	Sussex Community Foundation Trust
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>BHISS</b>	Brighton and Hove Inclusion Support Service
<b>BAME</b>	Black Asian Minority Ethnic
<b>EAL</b>	English as an additional language
<b>LD</b>	Learning Disability
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASC</b>	Autistic Spectrum Condition
<b>GP</b>	General Practitioner
<b>EHC</b>	Education, Health and Care
<b>BAP</b>	Behaviour and Attendance Partnerships
<b>SEMH</b>	Social Emotional Mental Health
<b>NHS</b>	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](mailto:SEN.Team@brighton-hove.gov.uk)



