



SEND Strategy for County Durham Local Area Partnership

2022 - 2024

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Purpose and Introduction

This is our local strategy for children, young people with Special Educational Needs and Disabilities (SEND) It will enable us to understand what we need to do together to make sure that children and young people with SEND are fully included in our communities, that we work together to achieve this vision, and what we can each contribute.

This Strategy will:

- Inform and support what we do
- Enable us to understand when we are making progress
- Help to identify what else we need to do
- Promote inclusion in supportive communities at every step.

It is also important that this new SEND Strategy makes sense for all stakeholders and has their support which is why it has been developed in collaboration with all those who are involved including:

- Children and young people
- Families
- Schools and education settings
- The SEND Strategic Partnership
- Services and teams who support children and young people across County Durham
- Individual Practitioners.

Our vision for children and young people with special educational needs and disabilities is the same as it is for all children and young people in County Durham: That they are safe and part of their community, have the best start in life, have good physical and mental health, and gain the education, skills and experiences to prepare them for adulthood

This strategy should be built on a foundation of strong relationships and clear and positive communication between children and young people with SEND and those who support them.

Our Aims

- Where possible, for all children and young people to attend their local school and education setting which understands them and is able to meet their needs
- To work closely with families to develop resilience and feel confident that needs are understood and met, and will continue to be met through all transitions
- To listen to what children and young people are telling us when supporting them and to support positive inclusion and develop their resilience and independence
- To identify needs in a timely way and have the right support available to meet needs at the right time
- For all education settings and their workforce to be confident in identifying and meeting needs, and to promote good health and wellbeing and inclusion
- To have a joined up offer of support available, which is appropriate to assessed needs.

Indicators of Inclusion

'Inclusion' is a powerful statement of rights but can sometimes be difficult to describe in ways that make sense to what we do and see on a daily basis. Working together we have defined some of the key things that we would notice if children and young people were successfully included in their community. These are:

- Being **present** in their education setting
- **Participating** fully in their educational community
- **Achieving** and making progress at a pace that is right for them
- Feeling that they **belong** in their community
- Working towards being as **independent** as possible.

Background

In Durham we are ambitious for all children and young people including those with SEND. This strategy builds on the work and achievements of the County Durham SEND Strategy 2019/20.

Being described as having Special Educational Needs means that a child or young person finds it harder to learn than most children and young people of the same age. This means they may need extra or different help from that given to others to reduce the impact of these difficulties and enable them to be settled in their school or education setting, and to make progress.

Many children and young people will have SEN of some kind at some time during their education. Learning providers can help most children and young people succeed with some changes to their practice or additional support. Some children and young people will need extra help for some or all of their time in learning and beyond. Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Life with SEND can be difficult if needs go unidentified or unmet, with the right support children and young people can and should participate fully and make progress in many or all aspects of their life. The (2014) Children and Families Act has created a framework in the SEND Code of Practice that improves support by extending access to provision from birth to 25 years of age and providing a legal context that gives children and young people, and their families, greater choice in decisions and ensuring needs are properly met.

Both the Children and Young Peoples Act (2014) and the Equality Act (2010) are based on important international laws that are clear about the rights of all people, including children and young people, to be included in their community and place duties and responsibilities on all of us to make adjustments that enable this to happen. This strategy is built on a foundation of promoting inclusive communities. Where we:

- All work together to achieve this
- All communicate positively with each other
- Commit to work together to overcome challenges when they present.

This SEND strategy must have regard to the legal requirements for SEND and Equality, as well as recent National and Local reviews and explorations with partners. Some of the key documents and reviews that have helped shape this strategy are:

- The Children and Families Act 2014 (and associated SEND Code of Practice)
- The Equality Act 2010
- The Autism Act 2009
- The Marmot Review of Health inequalities 2010 and its review in 2020
- SEND reforms (anticipated later 2021)
- Durham County Council strategies and plans including the county plan and Children and Young People's plan
- Durham Partnership reviews and strategies including:
 - County Durham Vision 2035
 - Local Transformation plan for Mental Health
 - Think Autism Strategy (2019-22)
 - High Needs Consultation (2019)
 - High needs review (2018)
 - Health Needs Assessment for SEND (2019)
 - SEND Ofsted inspection (2017) and revisit (2020).

See Appendix 4 for additional information relating to SEND Data for County Durham, and commitments from the High Needs Block review and commitments to system transformation.

What do we need to do?

Our commitment to the vision, aims and indicators will be measured by the positive impact on children and young people, and what we each do to promote this. The starting point is recognising that if children and young people with SEND are to thrive then the foundation is our commitment to create cultures that enable us to communicate positively and work together.

Across the partnership in Durham, we recognise that every child and young person, their family, their community and education setting has a role to play in supporting every child to thrive. The SEND strategy is built on an understanding that all parts of this system must work together with a shared focus to achieve the best outcomes for every child/young person.

As we have built this strategy we have agreed:

- What is important
- Some of the key steps on the way
- What we would notice for the whole of the County if we were getting it right.

We will use this information to check the progress that is being made, and to understand what else we need to do.



Below are the higher-level actions and indicators for the County Durham SEND Partnership. A detailed action plan will be produced for the SEND Strategic Partnership. Individual Organisations will develop their own action plan and report through to the Strategic Partnership.

Our Aims	What needs to be in place for children and young people in their setting?
<p>Where possible, for all children and young people to attend their local school or education setting which understands them and is able to meet their needs</p>	<p>The School/setting has good understanding of how to meet identified needs and is meeting them</p> <p>All elements of the Send Partnership are committed to inclusive practices</p> <p>All SEND resources and systems support efficient and effective practices</p> <p>There is clarity and consistency as to what constitutes quality first teaching and access to additional provision when needed</p>
<p>To work closely with families to develop resilience and feel confident that needs are understood and met, and will continue to be met through all transitions</p>	<p>Families should be meaningfully involved in the assess plan do review cycle</p> <p>Families are able to engage positively with the identified school or setting</p> <p>Families, schools and agencies are committed to positive processes of collaboration</p> <p>Families feel confident and are able to support their child to be resilient, develop, and be as independent as possible</p> <p>Family support that supports independence and resilience</p>
<p>To listen to what children and young people are telling us when supporting them and to support positive inclusion and develop their resilience and independence</p>	<p>Young people are meaningfully involved in the assess plan do review cycle</p> <p>Young people are able to engage positively with key staff in their identified school or setting in a way that is appropriate to their developmental stage</p> <p>Young people are supported from an early age to participate in decisions about their future in a way that is appropriate to their developmental stage</p>
<p>To identify any needs in a timely way and have the right support available to meet needs at the right time</p>	<p>There should be appropriate information available relating to strengths and needs</p> <p>There is a clear understanding of strengths and needs that informs practice</p> <p>This information should be accessible and shared at all transition points, including between classes and education settings</p>
<p>For all education settings and their workforce to be confident in identifying and meeting needs,</p>	<p>Each school and education setting has an appropriately supported workforce delivering a curriculum that meets the needs of its community</p> <p>Each school, education setting and agencies are committed to positive collaborative processes</p>

Our Aims	What needs to be in place for children and young people in their setting?
and to promote good health and wellbeing and inclusion	<p>Each school and education setting committed to practice which supports the inclusive principles of the Salamanca Statement</p> <p>Health and social care partner agencies working in collaboration with families, young people and schools to promote good health</p>
To have a joined up offer of support available, which is appropriate to assessed needs	<p>Timely access to external advice, help and support across the education, health and care partnership</p> <p>A full range of information relating to needs is available</p>

Our Indicators of Success? What might we see across the Partnership for Children and Young People with SEND?

Our data for children and young people with SEND will include:

<p>Presence</p>	<p>More children and young people receiving a good quality education in a school or setting close to their home</p> <p>Families feeling confident that their child is safe happy and making progress in their school/setting</p> <p>School and education staff feeling confident that they are able to meet needs</p>	<p>Increased school/setting attendance figures</p> <p>Reduction in elective home education requests</p> <p>Reduction in part time timetables</p> <p>Reduction in fixed term and permanent exclusions of pupils with SEND</p> <p>Increased proportion of children and young people (cyp) having needs met in mainstream schools</p> <p>Reduction in home to school transport journeys</p>
<p>Participation</p>	<p>Children going to school contentedly and participating in the whole school and community offer</p>	<p>Children and young people reporting they feel settled</p> <p>Children reporting they have friends and feel safe</p> <p>Increased participation in after school activities</p> <p>Reduced numbers of children and young people travelling out of their community to school</p>
<p>Achievement</p>	<p>Children and young people making progress in all areas of their development and having the best possible physical and mental health</p>	<p>Access to an appropriate curriculum that meets needs enabling measurable and academic progress</p> <p>Progress against SEN and EHCP outcomes</p> <p>Access to timely additional assessment and support from all partners across the partnership</p>
<p>Belonging</p>	<p>All children and young people being valued for who they are and the unique qualities they bring</p> <p>Children and young people making connections with people and activities in their broader community</p>	<p>Fewer changes in school outside of usual transition times</p> <p>Children and young people reporting they are accessing safe and positive leisure activities</p> <p>Greater parental satisfaction relating to school and provision</p> <p>Fewer parental expressions of concern relating to provision</p> <p>Increased numbers of children and young people receiving their education close to their home</p>

Our Indicators of Success? What might we see across the Partnership for Children and Young People with SEND?

Our data for children and young people with SEND will include:

Independence

Young people having strong and supportive social networks

Young people having good physical and mental health

Young people making a positive contribution to their community as they transition into adulthood

Reduced number of requests for individual support

The voice of children and young people is evident in body of SEN and EHC plans

More children and young people travelling to school independently as they mature

An increase in access to pathways into employment

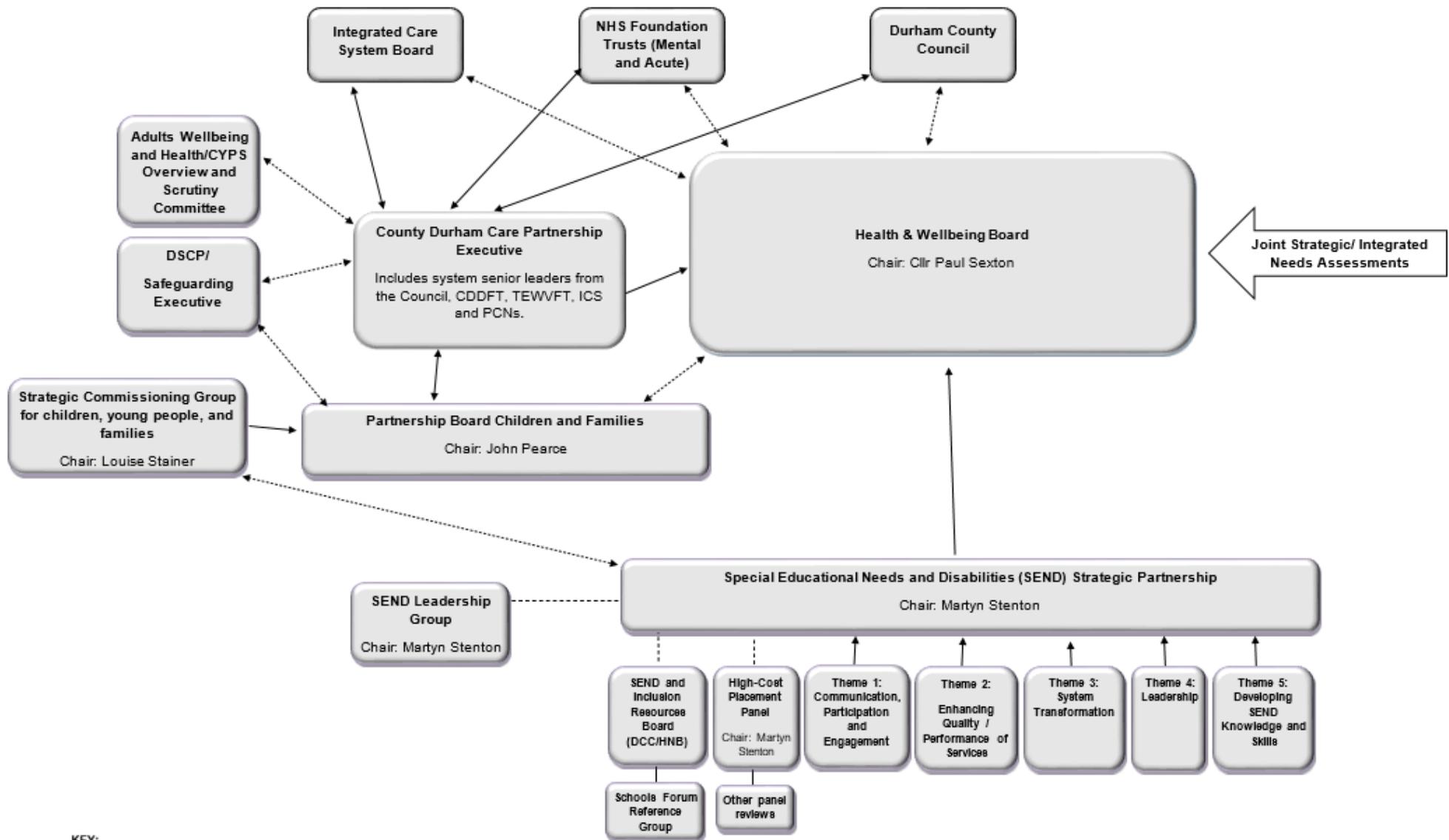
More young people with SEND living independently where they choose to do so

Partnership Oversight of Performance and Quality Assurance

In continuing to ensure that our Local Area SEND systems are working for children and young people with SEND and their families it is essential that as a partnership we work effectively together. The SEND Strategic Partnership has oversight of working arrangements and partnership performance across education, health and care services (see Appendix 1). This oversight includes:

- A quality assurance framework which sets out aims, measures of success and actions
- A data framework to measure these
- Compiling broader information about how stakeholders contribute to strategic aims includes a programme of multi-agency and single agency audits
- Regular political oversight through the council's cabinet and scrutiny committee, and the Health and Well Being Board
- Continuing monitoring and learning from external inspection, compliments and complaints.

Appendix 1: SEND Governance Arrangements



KEY:
 Direct Accountability ———
 Reporting Relationship - - - - -

Appendix 2

Templates for actions and commitments that will support each part of the system to contribute to this vision

Call for Action: It will be for each family, young person, education setting, team and service to action plan some of the detailed steps on the way ensuring that every action contributes to achieving the overarching aims of the Strategy.

Here you will find individual templates for each service, team or education setting to use to support their action planning and the evidence that they will collect to understand their contribution.

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Agreed Aims	What needs to be in place
Where possible, for all children and young people to attend their local school which understands them and is able to meet their needs	
To work closely with families to develop resilience and feel confident that needs are understood and met, and will continue to be met through transition	
To listen to what children and young people are telling us when supporting them and to develop their resilience and independence	
For all education settings and their workforce to be confident in identifying and meeting needs, and to promote good health and wellbeing and inclusion	
To identify needs in a timely way and have the right support available to meet needs at the right time	
To have a joined up offer of support available, which is appropriate to assessed needs	

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Inclusion Indicator	Our indicators of success	Our evidence
Presence		
Participation		
Achievement		
Belonging		
Independence		

Appendix 3

Partners involved in the development of this strategy

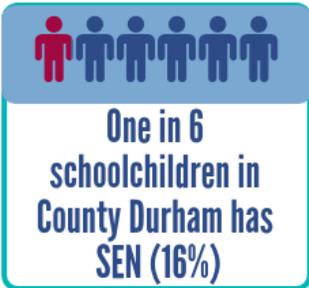
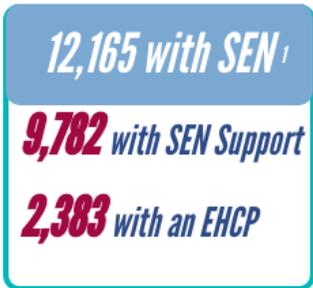
With thanks to the contributions from many parts of the Local Area SEND partnership including:

- Children and young people including the 'eXtreme' Group
- Families of children with SEND including 'Rollercoaster' and 'Making Changes Together'
- Schools and other education providers including Headteachers/Leaders, SENCOs and Pastoral staff
- DCC teams from CYPS including SEND and Inclusion, Early Help, Social Care, Education, Youth Justice, Aycliffe Secure
- Health service providers and commissioners.

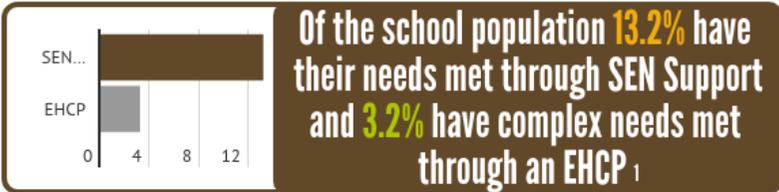
SEND Information for County Durham April 2021

SEND in County Durham

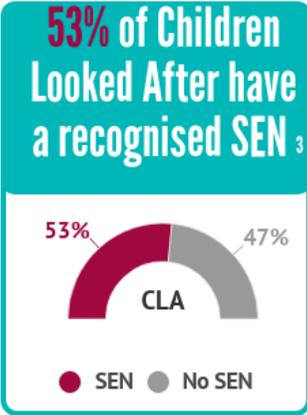
Young people with SEND are **more** likely to be excluded than their peers



41% of all children & young people with an EHCP are educated in special schools ²



169 young people with SEND are in non-maintained provision ²



56% of those with an EHCP in special schools have a primary need of either SEMH or social communication including ASC ²

Notes and Sources:

1. Children in County Durham schools, January 2021 School Census, Durham County Council. 1a. Durham County Council, January 2022 (SEN2 return). 2. Durham County Council, as at October 2021.

To collectively support an education system where inclusion of children and young people in their local schools is the norm, giving parents and carers confidence that their children's needs will be understood and met

Durham County Council's three commitments to guide the development and transformation of services following High Needs Block Consultation 2019 - 20



To offer a range of specialist learning provisions for some young people who have a high level of need

To make every effort to use all of the resources available to young people effectively and efficiently and to maintain spending within funding limits wherever possible