



Strategy for Children and Young People with Special Educational Needs and/or Disabilities 0-25

2016-2018



Contents

1.	Foreword	Page 3
2.	Introduction	Page 4
3.	Principles	Page 5
4.	Shared Vision in County Durham	Page 5
5.	Strategic Aims	Page 6
6.	What the law is saying we should do	Page 7
7.	Durham Context	Page 9
8.	What children and young people have told us is going well	Page 10
9.	What children and young people have told us they would like to be different	Page 11
10.	Where we are now in County Durham	Page 12
11.	Action we will take	Page 27
12.	Implementation and Outcomes	Page 32
13.	Monitoring and Review	Page 32
14.	Links to other strategies	Page 32

Foreword

The Strategy for Children and Young People with Special Educational Needs and/or Disabilities 0-25 has been developed with significant contributions from children, young people, families and key partners as part of an ongoing commitment to identify and meet the needs of this group.

This plan outlines the current position in County Durham for children and young people with SEND and outlines our next steps, including our response to the Children and Families Act 2014 SEND Code of Practice. At the heart of this plan is the principle that all children and young people, including those with special educational needs and/ or disabilities (SEND), be given every opportunity to take control of their lives, be as independent as possible and achieve as much as they are able.

This plan recognises that services should be designed and delivered with children and their families at the centre, and with an emphasis on their physical and emotional health, independence, and inclusion. It recognises that in order to achieve this children and young people, families should work with managers, commissioners and providers across all aspects of assessment, service planning and delivery. The plan is also clear in ensuring that needs are identified early and that the right support is made available at the right time in order to promote the very best chances for children and young people with a wide range of special educational needs and disabilities.

Rachel Shimmin

Cllr O Johnson

Corporate Director

Children and Adults Services

Durham County Council

Introduction

In County Durham, we want all children and young people with special educational needs and/ or disabilities (SEND) to be given every opportunity to take control of their lives, be as independent as possible and achieve their full potential in life.

Partners have worked to develop a shared strategy with representatives across:-

Durham County Council	Education Childrens Services Adults Care Public Health
Education	Schools Colleges
Health	North East Commissioning Support North Durham Clinical Commissioning Group DDES Clinical Commissioning Group
Parents/ Carers	Making Changes Together
Children and Young People	Investing in Children

We have established a shared vision and principles and this strategy will tell you clearly what we intend to do in County Durham for **Children and young people with special education needs and/ or disabilities and their families.**

This strategy has been produced in consideration of the significant government reforms to education, health and social care when working with and for children and young people with SEND (0-25) and their families and/or carers.

We will focus attention on services which prevent, delay or reduce needs from escalating, working alongside our families to focus on maximising inclusion, confidence and independence.

This will require a co-ordinated, personalised, creative and flexible approach to providing and commissioning services.

We are implementing this strategy at a time of significant change and challenge in national policy and legislation for health, special education and disability. There is unprecedented pressure on public sector budgets, which will continue until at least 2019/20, resulting in the longest period of austerity in modern times. We remain focussed on delivering and commissioning services which achieve value for money. These are quality services that will meet the needs of our children and young people with SEND at the earliest and most appropriate point and which are delivered in a cost effective way.

Principles

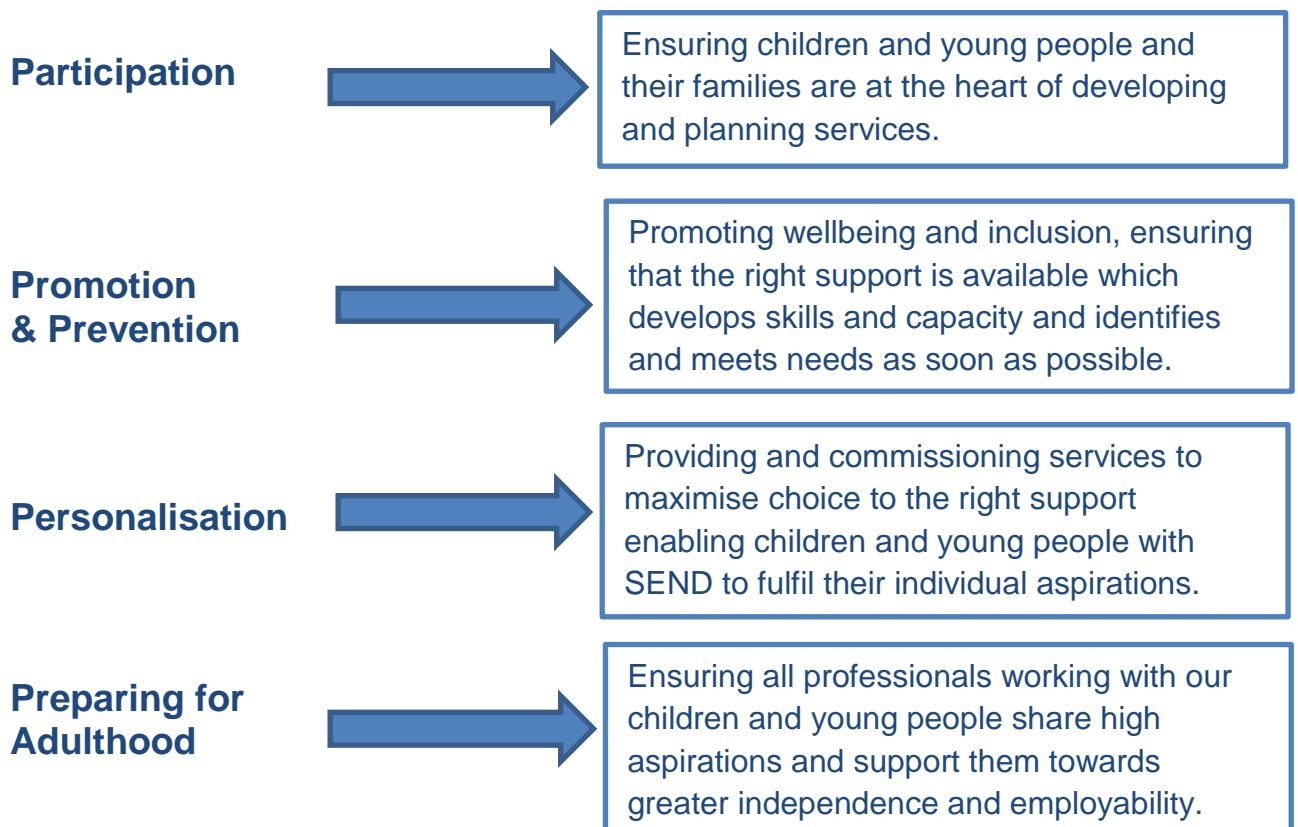
We are committed to working in partnership and putting our families at the heart of everything we do. We will embrace the principles that underpin the SEND Code of Practice 2014 in respect of having regard to:

- The views wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Shared Vision in Durham

Our shared vision in County Durham is for all children and young people with SEND to have every opportunity to take control of their lives, be as independent as possible and achieve their full potential. To achieve this we are committed to:

“Participation, Promotion, Prevention, Personalisation and Preparing for Adulthood”



Strategic Aims

In line with our vision we have developed a set of strategic aims:

Participation	<ul style="list-style-type: none"> ➤ Maximise children and young people with SEND and their families' participation and involvement in all aspects of assessment, planning and design. ➤ Improve how we communicate to support and promote inclusion. ➤ Extend choice and control in how services can be developed and delivered for and with children and young people with SEND, parents and carers.
Promotion and Prevention	<ul style="list-style-type: none"> ➤ Promote wellbeing, inclusion, resilience and independence for children, young people and their families ➤ Ensure early identification and response to the needs of children, young people and their families ➤ Continue to create diverse, innovative and sustainable range of services. ➤ Develop knowledge and understanding of SEND amongst children, young people, families and the broader workforce
Personalisation	<ul style="list-style-type: none"> ➤ Service delivery and commissioning arrangements actively promote choice and individualisation. ➤ Children, young people and families express their views in order to achieve their aspirations. ➤ Promotion of personal budgets, where appropriate, to meet need.
Preparing for Adulthood	<ul style="list-style-type: none"> ➤ Develop a range of education, training and employment pathways to support children and young people to achieve their ambitions and full potential. ➤ Ensure young people have choice, control and freedom over their lives and the support they receive including their accommodation and living arrangements. ➤ Maximise opportunities to enable young people to participate in society, including having friends and supportive relationships, and to contribute the local community. ➤ Promote the importance of being healthy through access to advice and a wide range of services.

What the law is saying we should do?

Children and Families Act 2014

In September 2014 the introduction of the Children and Families Act brought about major reforms to the way local authorities and other organisations support children and young people with Special Educational Needs or Disabilities.

The main changes from the previous legislation are:

The Special Educational Needs and Disability Code of Practice 0 to 25 years is the related statutory guidance for organisations which work with and support children and young people

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well those with SEN

There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels

There is a stronger focus on high aspirations and on improving outcomes for children and young people

It includes guidance on joint planning and commissioning of services to ensure close co-operation between education, health and social care.

It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.

There is guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN.

For children and young people with more complex needs a co-ordinated

assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replaces statements and Learning Difficulty Assessment (LDAs)

There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

There is guidance on supporting children and young people with SEN who are in youth custody.

Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It places specific duties on schools and local authorities relating to a number of 'protected characteristics' including disability.

The Equality Act gives a direct duty to the Local Authority to eliminate unlawful discrimination, harassment and victimization, to advance equality of opportunity between people who share a protected characteristic (such as disability) and people who do not share it.

It also outlines indirect duties for the Local Authority relating to supporting and challenging education providers to fulfil their duties under equality legislation.

Mental Capacity Act 2005

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn

16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. Chapter 8 of the SEND Code of Practice sets out how some decision-making rights transfer from parents to young people at this stage and how families will continue to play a critical role in supporting a young person with SEN. Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act (Section 80) to deal with this and Annex 1 to this Code provides further details.

[The Care Act April 2014](#)

The Care Act introduces changes to the way care and support is funded. It includes the introduction of new rights to assessments for carers, introduction of a cap on the amount someone will have to pay for the care and support they need.

It promotes wellbeing and, along with partners, takes steps early on, to help

people keep healthy and stay independent for longer thus reducing the need for care.

Places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is a likely need for care and support a when a young person turns 18 and a transition assessment would be of 'significant benefit'.

There will be a comprehensive information and advice service to help make the best decisions about care needs.

National criteria has replaced local criteria to give fairer access to services reducing the 'postcode lottery' effect. It also includes new rights to assessments for carers.

It includes a legal right to a personal budget and direct payment for eligible needs. There are new responsibilities around the move from children's to adults support and care. Information will be provided as well as care and support for prisoners and others in approved premises.

There are new legal duties in relation to the changes to deferred payments, adults who qualify can apply to have some or all of their care costs deferred, meaning that they do not have to sell their home during their lifetime.

There are new legal duties in relation to safeguarding adults.

Durham Context

A variety of information sources have been used to help us understand the picture in County Durham with regard to children and young people with SEND this will help to inform the Joint Strategic Needs Assessment <http://www.durham.gov.uk/jsna>. and future planning of services.

There is a population in County Durham of over 157,000 children and young people aged 0-25.

In Durham we have over 71,000 children and young people in our schools. Almost 1 in 5 have some special educational needs or disability which requires the school to do something different or additional to meet their needs. This is about the same number as you would find in most other areas. About 3 in every 100 children in the county have a Statement of SEN or Education Health and Care Plan which is a slightly higher number than you would find in other areas.

The majority of children and young people with special educational needs are educated in a mainstream school, including almost half of those with statements and EHC plans. Information from November 2015 shows that around half of our children and young people with Statements or EHC Plans are educated in specialist provision.

In April 2015 the number of 16-18 year olds recorded as participating in education or training was 5,784. Of those 417 were recorded as having had a Statement of special educational needs (SEN) when in school.

The number of young people with SEN participating in post 16 education or training has increased over the last few years but they are still over represented in the cohort of young people aged 16 - 18 who we know are Not in Education, Employment or Training (NEET).

Young people with Special Educational Needs are targeted for support to plan their transition to post 16 education or training from year 9. As a result of this targeted intervention considerable progress has been made over the last few years which has resulted in more young people with SEN progressing to further education. The percentage of the cohort has increased from 54.2% in 2011/12 to 80.2% in April 2015.

In April 2015 the percentage of all 16-18 year olds who were participating in education or training was 84.9%.

In April 2015, 107 young people 19-24 in education or training were recorded as having a Learning Difficulty Assessment (LDA).

County Durham has 3,360 disabled children and young people in receipt of Disability Living Allowance. There are 971 families who have registered their children and young people on the voluntary register as having a disability within County Durham.

364 children and young people (0-18) have undergone statutory care assessments and are open to the Integrated Disability Teams, Currently there are 356 service users open to Mental Health teams in SSID who are 18 to 25 (inclusive) and 455 LD service users.

What children, young people and their parents/ carers have told us is going well

The Caseworker was an excellent help during the process. They were great with communication and answering any questions.

Can I thank you for the work you have put in - it reflects my child as a person and his needs .

Caseworker was fantastic! One of the best Caseworkers I've worked with. They are a credit to their job role.

I have had a really positive experience doing the Education, Health and Care Plan.

It was a great improvement being kept up to date at every stage. I was really worried about this next stage but the Caseworker was great.

My son is very happy at the moment and comes home constantly saying what the college has done for him.

What children, young people and their parents/ carers have told us they would like to be different.

We want community and local services which are accessible

There is a lack of knowledge and awareness of children and young people with additional needs across universal services.

We want to be included and be able to access services like others our age.

Communication and listening to families could be improved..

We know how best our needs can be met, not always the professionals

Not all children and young people can be included, recognise this and target support where needed.

We want to be able to go to a school near to where we live

There are still some parents/ carers and children and young people who are not aware how they can participate and get involved

Where we are now

In County Durham, we are able to build on a strong foundation of success as we move forward with the development of services for children and young people with SEND. The introduction of new legislation has provided us with a further opportunity to reassess the future and to ensure continuous improvement.

Partnership Working

We have a good track record of working collaboratively and closely with our partners and families to get outcomes and to meet holistic needs for children and young people with SEND. Our key partners include education providers, Health, the voluntary and community sector, together with parents/carers, children and young people.

Working with families, children, young people and parent/ carers

Families are central to our decisions around planning and service delivery. There is currently a Durham Model in place with a County Durham Parents Steering Group (CDPSG) – Making Changes Together. This is fundamental to our approach, as the group work with all agencies to promote open communication between families and professionals. Families have told us that, whilst communication is good, we need to

continue to explore how we can improve this.

In seeking the views of our children and young people with SEND we utilise various mechanisms such as the Children and Young People's Network and Investing in Children, the eXtreme Group and with other specific groups through the SEND Information, Advice and Support Service. Levels of involvement of children and young people with SEND can vary across agencies and are not always as co-ordinated as they could be. Young people have also said that they sometimes worry about the comments they make and would therefore like the opportunity to be able to give their views anonymously.

We want to ensure that all our children, young people and families have the opportunity to influence areas of service design/improvements and their care plans. This will require a more inclusive approach and expansion of our current model as we incorporate more innovative and creative ways to increase participation and our understanding of child/young person, families and carers' needs. We need to be open and transparent with families, ensuring that families and children are central to our planning and decision making process and that they are involved at the earliest opportunity. We also need to ensure that our families are aware of the challenges that we face and that their expectations are managed through open communication.

The Local Offer

The Local Offer in County Durham sets out services, advice and guidance for children and young people with SEND, their parents or carers and other professionals. We have co-produced the Local Offer with families and all partner agencies and is recognised as an example of good practice.

Working with our families, we want to continue to develop our Local Offer so that it becomes more accessible and comprehensive, assisting families to access the right services and offering choice in the marketplace to meet individual needs.

Early Years

It is particularly important in the early years that there is no delay in making any necessary special education provision. Early identification and action to address identified needs is critical to a child's future progress and improved outcomes. Within County Durham we aim to work together across agencies and settings in partnership with families to provide the most timely and appropriate guidance and support for children in their early years.

It is particularly important in the early years that there is no delay in making any necessary special education provision. Early identification and action to address identified needs is critical to a child's future progress and improved outcomes. Within County Durham we aim to work together across agencies and settings in partnership with families to provide the most timely and appropriate guidance and support for children in their early years.

Within the SEND and Inclusion Service, Portage provides a home visiting service for very young children with SEND and their families. The demand for this service continues to increase as health professionals are better equipped to identify children in need of additional support sooner. A service for young children with complex sensory needs is also provided by the Sensory Support Service.

Educational Psychologists support the early identification of the needs of very young children and support the Local Authority when determining provision to meet their needs. Referrals are usually made by health professionals, or directly from early years education providers and nursery schools. They work closely with the Early Years team in supporting practice and systems for young children with special educational needs.

Health staff are required to inform the Local Authority of very young children with SEN and do this through the Educational Psychology Service. The Early Years team offer a countywide service to practitioners, early years providers, children's centres, schools and other professionals in order to promote inclusion, raise aspirations and improve outcomes for children aged 0-5, including those with Special Educational Needs and Disability (SEND).

There are particular pressures meeting the growing demand upon daycare settings and schools in providing support to two year olds with SEND, and additional pressure on resources as more children are accessing education sooner.

These services and partners will be undertaking a number of actions, including:

- Reviewing additional support and resources (including outreach provision) for early years children to ensure that it is responsive, flexible and fit for purpose.
- Providing training on the Early Years SEN Planning tools, which describe the provision that we would expect settings to make for children requiring additional support.
- Updating the Local Offer regarding the assessment processes and multi - agency support available for children in the early years with SEND.
- Continuing to promote and support joint working between education, private voluntary and independent sector and health professionals to support early identification, intervention and transition.

The Health Visitor

The Health Visitor Service - plays a crucial role for early identification within County Durham. This service is in place to improve health and wellbeing of children and reduce inequalities in outcomes as part of an integrated multi-agency approach to supporting and empowering children and families.

The Health Visitor service ensures a strong focus on prevention, health promotion, early identification of needs, early intervention and clear packages of support; Ensure delivery of the HCP to all children and families, including fathers, starting in the antenatal period; Identify and support those who need additional support and targeted interventions, for example, parents who need support with

parenting and women suffering from perinatal mental health issues including postnatal depression in accordance with NICE guidance;

There are to be five required contact points:

- Antenatal health promoting visits;
- New baby review;
- 6-8 week assessments;
- 1 year assessment;
- 2-2½ year old review.

The integrated 2 – 2.5 year check includes the validated ages and stages questionnaire which can pick up on early signs of delayed speech and language and fine motor skills development. This is an essential universal check which can greatly impact on the earlier identification of SEND. If a need is identified then appropriate intervention is agreed between partner agencies and acted upon.

Education: School Age

All education providers have regard to the SEND Code of Practice and Equality legislation and have a duty to meet the needs of children with SEN and disability and to make reasonable adjustments enabling them to achieve good outcomes. The response that they make is graduated according to the needs of the child/young person. Advice and guidance is available through the planning tools in different areas of need, available on the Local Offer, and through access to a range of additional support services and provisions within the Local Authority.

Over the past 3 years there have been a significant number of developments in the provision of educational services

for children and young people with SEND. However, there remains an increasing pressure on in-county and independent/non-maintained specialist provision.

To alleviate this pressure and improve outcomes for our young people there continues to be an emphasis on supporting good practice and building capacity in general mainstream provision for children and young people with special educational needs. This has been achieved through the provision of support services working to develop capacity and support interventions for children and young people through SEN Support plans.

All of the SEND support teams are managed within one structure and organised within the four areas of the Code of Practice enabling an increasingly strategic response to the needs of children and young people within a range of educational contexts. Additionally there has been a need to increase the focus and geographical location of enhanced mainstream schools across Durham. This will increase opportunities for children with more complex SEND to remain within the mainstream sector. We also need to ensure that we review our Accessibility Strategy, building on the success that we have achieved to date, for including children and young people with disabilities in mainstream schools.

A number of our children currently attend schools out of county to have their needs met. One of the reasons for this is that therapy provision can be offered as part of the school/residential setting in the independent sector. We are therefore aiming to transform how we offer this provision within the county and are seeking to pilot a more

integrated therapy in our specialist school provision.

Where children do need an independent special school including those that are out of county due to their very specialist need, we want to ensure that the placement is of excellent quality and that the price for the placement is transparent. We are working as part of a regional consortium of 12 local authorities to re-commission this provision and ensure improved value for money.

We are also experiencing a growing demand in the number of children and young people with SEND who have Autism, and Social, Emotional and Mental Health issues and are developing a more strategic response as to how we jointly commission and fund services for these children to meet their needs.

School Nurses

School nurses are public health nurses who specialise in understanding the population health needs of children aged 5 – 19 years and delivering the healthy child programme to school aged children.

The healthy child programme encompasses health development reviews, immunisations, screening and health promotion interventions such as advice and guidance for young people on sex and relationships, drugs, alcohol and smoking as well as low level support around emotional health. The school nurse should provide a leadership and coordination function within the school setting, supporting schools to have an up to date health profile of their pupils and to be able to proactively manage the health needs of their pupils.

Wellbeing and Resilience Nurses

Wellbeing and resilience nurses will support school nurses and school staff to manage low level mental health issues better in the community

This dedicated team will focus on training, supporting and supervising the school nurse teams and school staff in relation to children, young people and families within the local community. The primary mental health care nurses will offer community drop in support alongside the School nurse teams to work towards a one stop shop philosophy as outlined in Future in Mind

Enhanced offer to special schools and for young people educated outside of mainstream

Following extensive consultation a new school nursing specification will be in place from April 2016 across County Durham. There is an expectation that there will be a minimum of 0.4 whole time equivalent (two days a week) school nurse time per special school. This is core contact time in school or with pupils and does not include time spent on safeguarding.

It is well known that the young people within special schools have higher needs and are more likely to be undertaking multiple risk taking behaviours. It is for this reason that the school nurses will spend more time supporting school staff and the vulnerable young people within this environment.

The two CCGs are committed to reviewing the clinical health care needs of the pupils within County Durham special schools alongside the therapy services being provided.

There is the intention for public health and the two CCGs to work towards a joint commissioning arrangement within the special schools to ensure the public health school nurse role works collaboratively with the clinical health care service needs of the pupils.

Public Health have reviewed the 0-19 service ensuring detailed engagement and consultation with service users and key stakeholders. Public Health will re-commission a 0-19 service that meets the needs of CYP and families in County Durham from April 2016.

Post 16

The majority of young people with SEND access Further Education in mainstream colleges in and around County Durham, however, a small number choose to travel to college in neighbouring authorities e.g. Newcastle, Sunderland, Hartlepool and Darlington.

A recent review of our post-16 provision has highlighted a number of areas for development, such as the lack of progression opportunities from college and improving transition for some young people with SEND.

The Preparing for Adulthood Working Group has an action plan which is addressing these issues and activity is underway to develop employment pathways including increasing the number of Supported Internships, Supported Employment and Social enterprise opportunities.

Independent Education

Mainstream colleges make provision for young people with a wide range of SEN and disabilities. However, for a small number with more complex needs this may not be possible and they access specialist colleges in the independent sector. Whilst we recognise that this may continue to be the case for Young People with the most complex needs we will continue to work in partnership to develop local provision.

Social Care

The Children Act 1989 defines disabled children as children in need, sets out the governance arrangements for statutory assessments (under Working Together 2015) and sets out the framework for the response to a referral about their needs. Consideration can be given to these needs being met through services identified in the local offer, an early help assessment or as required assessments under s.17 and s.47 of the Children Act.

One Point

There are 15 Childrens Centres across 42 communities in County Durham that provide support to Children aged 0-5 and their families, with a particular focus on those in greatest need. The Childrens Centres aim to improve outcomes, regardless of background or family circumstances.

Each of the 15 Childrens Centres provide an offer that is unique to the specific needs of their communities. Need is determined by a Local Advisory Board which welcomes community membership and professionals working in Early Years.

In relation to Children with SEND this can include supporting Portage through access solutions and group delivery and individual Family Support. Family Support is identified through Health Visiting Teams, Nursery Providers and other requests for support.

In some communities there has been a need response to provide group support this is the case in Ushaw Moor where the Sunshine Club operates from and Seaham where an Autism Support Group runs. Group support for Autism is also being established in Newton Aycliffe (including Shildon).

First Contact

From April 2014 all referrals to Children's Services have been through a single front door - 'First Contact'. This has helped to ensure that referrers and families are sign posted to early help services quickly, avoiding unnecessary referrals where they are not required. Since the introduction we are seeing an increase in families receiving early help.

Early Help Services

Durham has made significant progress over recent years to build the foundations for providing early help to families through its universal and targeted services. The development of the early help strategy and associated services such as One Point has enabled early access to support in local communities. We are aiming to ensure that the early help offer is available at the earliest opportunity for children and young people with SEND to prevent their needs from escalating.

At present, it is not known how many early help assessments are carried out involving children with SEN or a

disability and therefore we need to improve our data collection to ensure that we are reaching and supporting the right children, young people and their families as early as possible.

From April 2016, the Health Visitors will deliver an enhanced vulnerable parent pathway instead of the current Family Nurse partnership programme. This would commence in the antenatal period through to the integrated 2 -2.5 year check. Health visitors would work to an intensive delivery model and will work closely with the Stronger Families programme.

Think Family Ethos

Early help involves all staff adopting a 'Think Family' ethos at all levels of support and intervention and in all services. We know that children's problems do not sit in isolation from their parents and parent's problems impact on children. We aim to support families receive coordinated, multi-agency, solution focused help.

Families First

The new 'Families First Teams' will deliver a new approach. The first team are now in place and all teams will be in place by February 2016. These teams will work with families so that the needs of children are identified and met sooner, and to address the root causes of problems so that change can be made and sustained.

Single Assessment

We know that early intervention is important and in June 2014 the Local Authority and partner agencies introduced a single assessment to replace the Common Assessment Framework, Initial and Core Assessments. The single assessment

provides the basis for early help intervention and, if required, it offers a graduated response and can be built upon to inform social work interventions for the most vulnerable children. It is rooted in a "think family" approach, with teams around the family being developed to ensure consistent planning and good communication between agencies. It is essential that, where a child has SEND, the needs of the whole family are taken into account and early help and co-ordinated support is considered, with a response offered through a team around the family as soon as this is required.

We need to ensure that our single assessment process links fully with the establishment of Education, Health and Care Plans and that the model is congruent with assessment tools being developed as part of the implementation of the Care Act 2014, for example, the requirement to carry out carer and transitions assessments prior to a young person becoming 18.

Stronger Families Programme

Durham County Council and partner agencies are embedding new ways of working with children, young people and their families who are facing multiple and complex challenges. The County Durham Stronger Families Programme (national Troubled Families Programme) is aimed at families with multiple problems who are most likely to benefit from an integrated, multi-agency 'think family' approach. The Stronger Families Programme also aims to ensure we provide direct help and support to children and their parents and carers which focusses on significant and sustainable outcomes for the children and their family.

Where there are health issues, including disability, identified as part of the criteria for the programme this would be assessed through the single assessment process. Through this single assessment if there is identified SEND then appropriate support would be offered in line with level of need.

Childrens and Young Peoples Network

Schedule 2 of the Children Act 1989 requires the local authority to take reasonable steps to identify children in need in their area; this includes the provision of a register of disabled children. The register is voluntary. This requirement is reinforced under Section 22 of the Children and Families Act 2014 which requires local authorities to seek to identify all children and young people in their area who may have Special Educational Needs or a disability.

There are currently 1600 names of children and young people on Durham's register. A data cleansing exercise suggests that that only 800 of these names are currently "active." There is a need to ensure that the existence of the register (known as the Children's Network) and promote its benefits to families.

We will review of the current function of the Children's Network and ensure that it is fit for purpose and actively supports children and young people with a disability and their families.

Parent/ Carers

Section 97 of the Children and Families Act 2014 creates a parent carer's needs assessment. This can be combined with a children in need assessment for a disabled child. However the Local Authority must

assess parent carers' needs for support on the appearance of need; the Local Authority must be satisfied that the disabled child cared for and the disabled child's family are persons who are eligible for services under section 17 of the Children Act.

The criteria for provision of services are stated above; however such assessments could lead to a request for services via an early help offer. In the review of the Single Assessment Procedures the requirement for parent carer assessments will be clarified.

Children and young people with Complex Needs - Integrated Disabled Children and their Families Team

Integrated Disabled Children and their Families Team work with "children and young people who have a substantial learning or physical disability or a diagnosed serious health condition that will impact significantly on his/her development".

The Children Act 1989 defines disabled children as children in need and sets out the framework for the response to a referral about their needs. Consideration can be given to these needs being met through services identified in the Local Offer, an early help assessment or, as required, assessments under section 17 and section 47 of the Children Act.

Some children and young people open to this service have continuing health care needs.

Continuing Health Care

Children and young people's continuing care needs. The CCGs are responsible for leading on the process of identifying the continuing care needs of a child or young person for whom it has commissioning responsibility under section 3 of the NHS act 2006.

It should be recognised that in some cases for certain categories of child or young person or for specialised commissioning NHS England will be the responsible commissioner. Where a child or young person requires services commissioned by multiple organisations, the CCG is responsible for leading the commissioning care process, involving the local authority and other partners as appropriate.

Every child or young person referred with a possible continuing health care need should be offered a comprehensive assessment, carried out by a nominated children and young people's health assessor within eight working days of identification. The consent of the child or young person or their parents where appropriate should be sought.

Assessment should be a process and not a one off event. The nominated children and young people's assessor should be a health practitioner with relevant skills and competence. Health assessors may not always have all of the relevant skills and expert knowledge may have to be sought when children have particularly complex mental and physical health issues. For this reason collaboration with other experts is essential.

Transitions

The Local Authority and its partners in the NHS are required to ensure that effective arrangements are made for the transition between children's and adult's services at the age of 18. This has been reinforced by changes in legislation such as the Children and Families Act 2014 and the Care Act 2014. Families have told us that this period of transition is often a very challenging and negative experience.

A programme of work has been agreed by the Children and Adults Services Management Team for the development of separate 0-13 and 14-25 integrated services by April 2016. This service will meet the functions outlined in sections 58-66 of The Care Act 2014 and address the current complexities that arise when a young person approaches 18 and may require services and support as a young adult. The proposed teams will ensure that when a young person turns 14 the planning for their education, health and care needs into adulthood can begin. This will also ensure timely assessments of young people's needs and that parent carers' assessments are undertaken at the time when they most benefit young people and their carers, leading the way to a much smoother transition into adulthood.

We commission a number of services which support transitions including short breaks and supported living. We need to ensure that these services are effectively supporting children and young people with SEND to be as independent as possible. Working

with our families, we want to transform how we deliver transitions and review all current services which support transition into adulthood up to age 25 to ensure that they meet need.

Short Breaks

We commission a range of short breaks which support independence and build capacity and skills so that children and young people with SEND can access mainstream services where possible. Over the last year we have undertaken an extensive review and re-commissioned these services to ensure improved choice, accessibility, affordability and independence.

Over the next year we need to focus on the outcomes that these breaks deliver and utilise data intelligently to inform any gaps in the commissioning of services. We also need to ensure that all our short breaks have a focus on independence, giving young people with SEND more control over their lives, and that they are of high quality. We need to understand:-

- how communities can be supported to ensure access for children and young with SEND to universal services/ activities.
- the needs of those children and young people who could access universal services with support and develop mechanisms to facilitate integration.
- the needs of those children and young people at early identification to ensure services are available and appropriately targeted to prevent their needs from escalating.

Community Development

Adult Care and Public Health are working together to ensure sport and a range of leisure services to increase the uptake of physical activities and sport to improve their health, emotional wellbeing and social inclusion for young adults with additional needs.

Wellbeing

Within Adults Care additional support will be available through the wellbeing service, jointly funded and commissioned by Adults Care and Public Health. The Wellbeing service will support individuals locally to reduce social isolation, increase level of involvement in local activities. Wellbeing facilitators will operate in each area. The service will be in place from November 2015. Adults have put additional funding to focus on vulnerable mental health and learning.

The Care Act

As part of the implementation of the Care Act, Adult Care has been refocusing its care delivery to concentrate on the need for those with statutory and assessed needs.

Support for those with lower level needs will be provided through a social inclusion approach and facilitating access to community based and mainstream services. This will involve close partnership working with leisure, culture, safer communities, and the wider voluntary sector. Wherever possible young adults will be encouraged to take part in volunteering, work related experiences, or employment opportunities.

Transforming Care

As a result of the Winterbourne enquiry there is now a national programme to transfer the care and support for people with complex learning disability, autism, and challenging behaviour from hospital settings into the community.

Alongside this is a structured programme to reduce the number of hospital treatment and assessment beds and to strengthen the specialist behavioural support services to avoid future hospital admission or re-admissions for such individuals.

In the North East hospital beds for people with learning disabilities has a target to reduce by over 50% in the next 3 years. This will be monitored at a Local and National level. This will require between 30 and 40 people being re-settled into the community within supported living or residential settings.

We will be developing 3 specialist accommodation support services to allow people to live in their own flats with support in order to maximise independence. The first of these will commence in East Durham from September 16 and open in September 17.

Young Adults with Autism

We are carrying out a specific piece of work in Deerbolt to improve support for young adults with autism. We are working in partnership with NAA and two local autism charities, MAIN and NEAS. This work will also help with planned discharge into the community, improve the links between prison discharge and autism support in community.

Adults Services have commissioned MAIN for post diagnosis support due to

an identified gap for people who did not have a statutory or assessed need. This service is being sustained through joint funding with local authority and CCGs. Post diagnosis support service county wide service and offers peer support, social activities and training for other agencies 16+.

There are a number of other specialist autism providers offering day care and individual support and accommodation with support. This offer includes day care and short breaks, a range of outreach and supported accommodation projects.

An Autism Strategy Implementation Group has been established in response to the Autism Act. This group works closely with County Durham Carers Service to improve levels of support to people with autism.

The use of specialist providers is being used to train other agencies as to how to make reasonable adjustments so that people with autism can access other services. This is being rolled out across universal services.

Mental Health

A recovery college pilot has been operating since September 14. This focuses on people in secondary mental health services. However, if successful the pilot will be extended to cover with lower level mental health needs and be available to a wider cohort.

The effectiveness of the recovery college is monitored through the recovery measures with each individual. This service will be evaluated by the Local Authority and CCG via the Mental Health and Partnership Board.

We are also working with all mental health providers to embed a recovery approach in all services in order to maximise independence.

Complex Needs

For those with complex medical needs the intention is for packages to be delivered in an integrated individualised way featuring joint commissioning of services with health and flexible funding arrangements.

Youth Justice

County Durham Youth Offending Service (CDYOS) works with young people and partner agencies to prevent re-offending.

National research suggests that 60-90% of young people in the youth justice system have speech, language and communication needs.

Since March 2014, a speech and language therapist (SLT) has been seconded to CDYOS. Staff have received extensive training in identifying SLCN and provided with a range of strategies and developing resources to support young people and their families.

Since May 2015 all young people who offend in County Durham are routinely screened for SLCN. Young people requiring SLT assessment/intervention access the specialist CDYOS SLT service; this has overcome traditional barriers to engagement with core SLT services.

As a consequence some children and young people have been recommended for EHC assessment; others have been referred for assessment for Autistic Spectrum Disorder.

Youth Custody

The Children and Families Act 2014 places statutory obligations on youth offending teams and the secure estate. It is important to note that County Durham has a very low number of young people in custody; the vast majority of young people who offend are supervised in the community by CDYOS.

The statutory requirement relating to young people under 18 in youth custody commenced April 2015. Young people are assessed for SEND on arrival at the secure establishment (secure children's home, secure training centre or young offender institution). If they have an EHC Plan the home local authority (Durham) is responsible for continuing it. If an EHC assessment is requested and initiated, the home local authority (Durham) will be obliged to complete it and, when the young person is released, to review it and ensure their agreed needs are met.

Criminal Justice for Young Adults

Prisons, National Offender Management Service, CRC, and the police are working together to determine how people with learning disability and autism are affected by the criminal justice system.

This piece of work will look at achieving better outcomes for many first time offenders by using the police checkpoint diversion scheme which will link to existing support services in the community. Checkpoint is a 12 week programme for young adults to avoid court through a structured diversionary scheme and will also address wider issues. This is also

intended to reduce entry into the criminal justice system.

Health

Health Contracts

The CCG's have included changes within the contract framework through the linked Foundation Trusts and other provider contracts, through the Service Improvement and Development Plans (SDIP's) to promote the SEND agenda and to provide the individual workforce support towards the Education, Health and Care (EHC plans) process, and have worked jointly with the SEND development team and with individual SENCO's to develop new processes and policies to support the reform and build staff awareness and engagement.

Future in mind

Health have developed joint plans to support children and young people with mental health needs, but also physical needs to need to "parity of esteem agenda", so all children and young people have equitable health choices.

Prevention agenda

Health are supporting Public Health colleagues in developing and influencing services to prevent ill health.

We are also developing pathways across health services that will consider "early identification" of children and young people who may have SEND.

We are working closely across the interface of children's and adult services to ensure services and equitable, particularly with Mental

Health, Learning Disabilities and to promote good health and wellbeing.

Health Visitor services transferred from NHS England to Local government in 2015/16. Health is involved in supporting this review and establishing the correct links to health teams to ensure smooth transition for children and young people and a seamless delivery model.

There are also other health services commissioned by the local authority, such as school nursing and health visiting. The school nursing service has undergone a detailed review and are seeking to ensure that children within specialist schools in County Durham have the right level of nursing support to meet their needs.

The new legislative reforms bring a number of challenges and opportunities that require local joint working arrangements to implement the SEND reforms. Clinicians in Health will need to be a core part of the Education, Health and Care (EHC) Plan process to improve integration for children and young people with SEND. There will also be the need to extend the offer of personal health budgets linked to EHC Plans to ensure recommendations of 'Future in Mind' are fully considered and implemented locally. Over the next year, we will be working with local health providers and GP's so all clinicians understand their role in the EHC Plan process and their contribution to improving outcomes for the SEND population.

Commissioning services for children and young people

There are a wide range of services for children and young people with SEND alongside services for their families which are provided and/or commissioned by children and adult

services, health and educational establishments. These services are complimented by a vibrant local voluntary community sector.

We have developed robust partnership arrangements that are enabling partners to consider how best to make best use of all the resources available across the county to improve outcomes for children, young people and their families in the most efficient, effective, equitable and sustainable way.

Joint Commissioning

The practice of jointly commissioning individual packages of education, health and care for children and young people is now firmly established in Durham with multi-agency panels meeting regularly to consider how best to meet the needs and aspirations of children identified within their EHC plans.

Our next step is to deepen our understanding of how we can jointly remodel local services to ensure that the education, health and care needs of children and young people can be met in an integrated way to ensure that where possible, families are able to access the services they need in the settings of their preference and are not having to consider out of county alternatives and unnecessary travel arrangements.

This will be taken forward through joint activity to support the review of current commissioned services and the development of joint commissioning intentions across education, health and Social care and through the co-production of services with children, young people and families to ensure they are fit for purpose.

Personal Budgets

The Department for Education has stated that parental choice and control over the way in which services are delivered has to be extended. The aim is to improve choice, influence and control over life choices

A personal budget is an amount of money that you can use to arrange and pay for support that has been agreed in an Education, Health and Care Plan. The amount depends on the needs and agreed outcomes identified in the Plan and can alter as they change.

The Personal Budget Policy for children and young people with an Education, Health and Care Plan has been produced and published on the Local Offer website.

At the same time as developing and promoting personal budgets, we need to ensure that the market is ready for individuals to commission their own services and that choice is provided. Commissioners will need to work with the provider market to ensure diversity and open up choice to meet individual needs.

Health has already done some early work across the North East region to consider how Personal Health budgets can be offered to children and young people.

Workforce Development

Within Education Local Authority staff continue to receive training and support with reference to SEND. A wide range of training and development opportunities are also available to schools and settings in

order to increase their ability to identify and meet needs of children and young people with SEND and Disability. This is an ongoing process and is reviewed in the light of changing needs over time.

The Integrated Children's team with the Disability Team currently work with the 0-18 population of disabled children and their families where the disabilities are substantial or the child has a health condition that seriously impacts on their health and development. The project to move to separate 0-13 and 14-25 integrated services will inevitably lead to workforce development issues in the following areas:

- SEND reforms and impact across life – span 0-25
- Preparation for adulthood – 14+
- Interface with Care Act requirements
- Review of casework models

A workforce reform and Human Resources element will be a key part of the transitions project development. Families are telling us that in some instances mainstream services are still

not accessible as the wider workforce do not feel equipped or trained. We therefore need to ensure that barriers are removed and that staff are equipped with training, knowledge and skills to assist with those children and young people who have additional needs, allowing them to access wider services as they choose.

Health workforce development is undertaken in a number of ways, through clinical supervision of staff and continuous professional development programmes, but also targeted protected learning sessions for GP practice staff, which have included awareness raising of the SEND legislation changes and developing new policies, procedures and pathways.

This will be an ongoing process of disseminating this knowledge across the wider health workforce, with some early gains by developing health networks like to proposed 'Designated Medical officer network', which is being developed in the Northern region, to allow transfer of learning.

Action we will take

PARTICIPATION

- Maximise children and young people with SEND and their families' participation and involvement in all aspects of assessment, planning and design.
- Improve how we communicate to support and promote inclusion.
- Extend choice and control in how services can be developed and delivered for and with children and young people with SEND, parents and carers.

Action we will take	By when	Who will lead this
All services ensure they maximise participation in the co-production of services.	September 2016	Strategic Manager SEND and Inclusion
Review and implement the parents, children and young people's charter.	December 2016	Strategic Manager SEND and Inclusion
All services to routinely seek feedback from service users to continually improve the quality of services.	October 2016	Strategic Manager SEND and Inclusion
Review the Durham model for parents to ensure this maximises participation in the design and development of services.	December 2016	MCT/ Strategic Manager SEND and Inclusion
Services to gather and share evidence of best practice in the participation of families, young people and children.	December 2016	Strategic Manager SEND and Inclusion
Ensure the principles of the parents, children and young people's charter are embedded within the commissioning strategies of all partners.	December 2016	Strategic Manager Children's Services

PROMOTION AND PREVENTION

- Promote wellbeing, inclusion, resilience and independence for children, young people and their families
- Ensure early identification and response to the needs of the children, young people and their families
- Continue to create diverse, innovative and sustainable range of services.
- Develop knowledge and understanding of SEND amongst children, young people, families and the broader workforce

Action we will take	By when	Who will lead this
All partners to review and/or promote the development of an Accessibility Strategy.	Dec 16	Strategic Manager SEND and Inclusion
Ensure all services reflect the strategic aims of the SEND Strategy within planning and delivery of services and evidence within performance measures (e.g. Early Help Strategy, Children and Young People's Plan, Mental Health Transformation Plan)	March 17	Strategic Manager SEND and Inclusion
Further strengthening the monitoring of outcomes for children and young people to ensure they achieve their potential and drive service improvement	Sep 16	Strategic Manager SEND and Inclusion
Think family approach to be promoted in all areas of activity.	Sep 16	Strategic Manager Specialist and Safeguarding Services
Ensure the integration of identification and assessment processes across all partners.	Dec 16	Strategic Manager SEND and Inclusion

<p>Strategic review of key areas of provision in order to provide a graduated response to identifying and meeting need, including:</p> <ul style="list-style-type: none"> ➤ Early help (iii) ➤ Free early education and childcare for qualifying 2-4 year olds ➤ Short breaks (iii) ➤ Independent living (v) ➤ SEMH (i) ➤ Autism (i) ➤ Occupational Therapy, Physiotherapy and Speech and Language services ➤ Low incidence/high cost placement of children and young people with SEND in the independent and non-maintained special school sector (iv) ➤ Transport ➤ Auxiliary Aids and Equipment (iv) ➤ Mental health and wellbeing (ii) ➤ Complex needs vii) ➤ 0-19 nursing* (ii) ➤ End of life care pathway 	<p>Dec 16</p> <p>*Dec 17</p>	<p>Strategic Manager SEND and Inclusion (i)</p> <p>Public Health Portfolio Lead (ii)</p> <p>Strategic Manager Specialist and Safeguarding Services (iii)</p> <p>Strategic Manager Commissioning CAS (iv)</p> <p>Strategic Commissioning Manager LD (v)</p> <p>CCG Lead (vi)</p>
<p>Make use of wide range of local quantitative and qualitative data including a review of EHC Plans to improve understanding of the education, health and social care needs of children and young people with SEND to inform joint commissioning intentions and market shaping activities.</p>	<p>Dec 16</p>	<p>Strategic Manager Commissioning</p>
<p>All services to contribute and participate in multi-agency training programmes for all staff at a universal, targeted and specialist level to ensure that they are fully equipped with knowledge and skills to support families and children and young people.</p>	<p>April 17</p>	<p>Strategic Manager SEND and Inclusion</p>
<p>All partners to have a workforce development plan to continue to develop a competent and highly skilled workforce.</p>	<p>April 17</p>	<p>Strategic Manager SEND and Inclusion</p>
<p>Ongoing review, development and promotion of the Local Offer.</p>	<p>Sept 16</p>	<p>Strategic Manager SEND and Inclusion</p>

PERSONALISATION

- Service delivery and commissioning arrangements actively promote choice and individualisation.
- Children, young people and families express their views in order to achieve their aspirations.
- Promotion of personal budgets, where appropriate, to meet need.

Action we will take	By when	Who will lead this
Establish and review the extent to which person centred approaches are in place and establish action plans, where necessary.	Dec 16	Strategic Manager SEND and Inclusion
Develop a joint understanding of the outcomes that matter to children and young people with SEND to inform the planning, commissioning and delivery of personalised services and the monitoring of how well services across the local offer have secured these outcomes.	April 2016	Strategic Manager Commissioning
Publicise and promote direct payments and personal budgets and ensure that they are understood and accessible.	April 2016	SEND/ Children's Services/ Commissioning/ CCG Lead
Identify best practice in the promotion and uptake of personal budgets.	Sept 16	Strategic Manager SEND and Inclusion

PREPARING FOR ADULTHOOD

- Develop a range of education, training and employment pathways to support children and young people to achieve their ambitions and full potential.
- Ensure young people have choice, control and freedom over their lives and the support they receive including their accommodation and living arrangements.
- Maximise opportunities to enable young people to participate in society, including having friends and supportive relationships, and to contribute the local community.
- Promote the importance of being healthy through access to advice and a wide range of services.

Action we will take	By when	Who will lead this
All agencies actively promote and plan to deliver preparation for adulthood outcomes in the planning, delivery and commissioning of 0-25 services.	Dec 16	Strategic Lead Progression and Learning
Ensure timely transition planning to enable providers to understand and plan to meet the needs of young people at key points.	Sept 16	Strategic Manager Specialist and Safeguarding Services
Strategic review of key areas of provision and service delivery, including: <ul style="list-style-type: none"> ➤ County Durham Independent Travel Strategy ➤ Development of the 14-25 integrated services team ➤ Employment pathways 	Dec 16	Strategic Lead Progression and Learning
Ensure young people receive impartial information, advice and guidance to enable to make informed decisions.	Sept 16	Strategic Lead Progression and Learning

Implementation and Outcomes

The implementation of the plan will be supported by the Children and Adults Service Plan, the Education SEND and Inclusion Plan, all of which include a range of performance indicators:-

- Reduction of the SEN Gap
- Compliance with the requirements of the SEND Reforms
- Reduction in out of county high cost placements
- Increased numbers of children remaining in mainstream school

Monitoring and Review

The strategy and associated action plan will be reviewed annually.

The progress of the strategy in terms of outcomes will be reported twice per year to the Children and Families Partnership and the Health and Well Being Board.

Monitoring of the action plan will take place on a quarterly basis through the SEND and Accountability Group. The action plan will be a live document which will grow for continuous improvement and review. Measures and outcomes will be developed for each of the actions as part of the governance arrangements.

Links to other strategies

- Sustainable Community Strategy for County Durham 2014-2030- http://content.durham.gov.uk/PDFRepository/SCS_2014.pdf
- Council Plan
- Clinical Commissioning Group Clear and Credible Plans
- Clinical Commissioning Group 5 Year Strategic Plans
- Clinical Commissioning Group 2 Year Operational Plans
- Children, Young People and Families Plan
- Joint Health and Wellbeing Strategy 2016-2019 – <http://www.durham.gov.uk/jhws>
- Early Help and Neglect Strategy 2015 – <http://www.durham-lscb.org.uk/wp-content/uploads/sites/29/2016/06/Early-Help-and-Neglect-Strategy-2015-FINAL.pdf>
- Early Years Strategy
- Disabled Children's Charter
- County Durham Implementation Plan of the "No Health without Mental Health" National Strategy
- Children and Adolescent Mental Health Services Strategy
- Mental Health and Emotional Wellbeing Strategy
- Public Mental Health Strategy
- Safeguarding Framework
- Think Family Strategy

Strategy for Children and Young People with Special Education Needs and Disabilities (0-25) 2016-2018

Partners have worked to develop a shared strategy with representatives across:



Durham Dales, Easington and Sedgefield
Clinical Commissioning Group

North Durham Clinical Commissioning Group

24 November 2015

Please ask us if you would like this document summarised in another language or format.



Braille



Audio



Large print

altformat.CAS@durham.gov.uk
03000 261 381