



- 5.3 The SEND Executive Board operate within the agreed parameters, aims and framework of the SEND Strategy and is accountable to the Children's Services Board and the overall aims of the 0-25 programme.
- 5.4 Head Teacher forums and Herts Parent Carer Involvement have identified school and parent/carer representatives to be involved in each workstream. Other stakeholder representatives include colleges, early years settings, social care representatives and health commissioners or providers as appropriate. There is a strong emphasis throughout the work on the engagement of stakeholders and co-production.

## **6. Workstreams**

- 6.1 The outcomes and activities for each workstream have been agreed by the SEND Executive Board. Workstream leads have been identified and have been developing plans to take forward the work.
- 6.2 Explicit links will be made across workstreams to ensure services are developed in a co-ordinated way as some areas cross more than one workstream. The Board will need to ensure overall coherence in service development and there will be opportunities for workstream leads to meet together. All workstreams will incorporate the three cross cutting themes (i) Quality & Effectiveness (ii) Best use of resources and (iii) Engaging Stakeholders.

## **7. Monitoring Progress**

- 7.1 The SEND Executive Board receives a summary of progress across all workstreams at every meeting. These are RAG rated to evaluate whether delivery is on target. The Board will also periodically review in depth the progress of individual workstreams, particularly where there are specific proposals to consider or where a barrier or risk to delivery is identified.
- 7.2 Progress against the five agreed outcomes (Page 4 of the Strategy) will also be monitored against a set of high level proxy indicators.
- 7.3 A comprehensive data set and protocol has been established to support the workstreams. This will continue to be developed to support planning and review at county and local level through the Delivering Special Provision Locally (DSPL) Area Groups.
- 7.4 The Forum will relate to the Board via the High Needs sub group

## **8. Conclusion**

The Forum is asked to note and comment on the issues in this report.

# Hertfordshire County Council

## Special Educational Needs and Disability Five Year Strategy

April 2018 – March 2023

Shaping The Future of SEND in Hertfordshire



**Our Vision:** All children and young people with SEND 0-25 have access to high quality local provision that meets their needs. Schools, early years settings, colleges, services, families, other partners and the Local Authority work together to support children and young people to make good progress and achieve the best possible outcomes that prepare them effectively for adulthood.

## Introduction

Children and young people achieve better outcomes when we work together with that as our clear focus. This vision is at the heart of our five year SEND Strategy which builds on what has already been achieved.

Success in making the vision a reality relies on collective commitment and joint responsibility between the Local Authority (LA), schools, colleges, early years settings, services and other partners, including health. Parents and the voluntary sector have a shared commitment to the strategy and are partners in ensuring that it meets the needs of children and young people.

All partners are represented on the **SEND Executive Board** (Appendix 1) driving and monitoring the strategy. The **governance and engagement structure** showing the links with other key groups.

The workstreams from the previous SEND Strategy (2015-18) completed all or most of their activities during that period. We will ensure that the outcomes of the work are taken forward and a summary of the achievements of the previous workstreams, how the work is being embedded and how the impact is being monitored can be found on the **Local Offer**.

## Context

The Local Authority and its partners work within the statutory requirements and guidance of the Children and Families Act, 2014 and the SEND Code of Practice and the clear agenda of SEND reform and culture change:

- a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families;
- increased engagement and participation of young people and families so that they have greater choice and control, are listened to and their concerns are resolved swiftly;
- a published local offer of support, services and provision, how to access it and how to raise concerns or seek redress;
- the use of effective practice, data and wider intelligence and independent assessment to drive improvement;
- clearly-defined and understood roles and responsibilities; and
- increased integration of services and joint commissioning across the LA and Health.

A joint Local Area SEND inspection of Hertfordshire took place in July 2016. This looked at how well all partners were implementing the SEND reforms and identified a number of areas for improvement which have been responded to through a post inspection action plan. The work carried out through this strategy will make a significant contribution to sustaining these improvements.

The national priorities in implementing the reforms three years on were highlighted at the November 2017 Parent/ Carer Forum national conference by Ann Gross,

Director of Life Skills, Disadvantage and SEND at the Department for Education:

- Ensuring SEND covers SEND Support, not just those children and young people with Education, Health and Care Plans
- Improving quality and outcomes
- Funding and value for money
- Inclusion in the context of increasing diversity of schools and colleges
- Working with partners

Our Strategy reflects and takes account of these priorities and it is more important than ever that all partners work together to share information, expertise and resources to ensure positive outcomes for children and young people with SEND.

National developments help steer our work but we will continue to identify the specific issues we need to address in Hertfordshire. Our SEND strategy is linked to **Hertfordshire County Council's Plan for Children and Young People 2018-23**.

### **Our Jointly Agreed Commitments**

- every child and young person will have their needs identified and assessed
- every child and young person is entitled to high quality provision appropriate for her or his individual needs
- local schools, early years settings, colleges, services, agencies and the LA have a shared accountability for ensuring children and young people achieve the best possible outcomes
- there will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings
- roles and accountabilities will be clear and focused on the needs of the child and young person
- information, funding and decision making will be transparent and without unnecessary bureaucracy
- resources will be used effectively and equitably
- there will be a focus on developing preventative and early intervention approaches
- children, young people and their parents participate fully in decisions about provision and services
- schools, early years settings and colleges will work collectively to share effective practice and make best use of resources
- the LA will facilitate capacity building so that local schools, early years settings and colleges are able to meet the needs of children and young people
- co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations

## Outcomes For All Children and Young People

Since the last version of our SEND Strategy a new ‘**Outcome Bees**’ framework has been developed in Hertfordshire which aims to ensure a shared vision and overarching objectives for children, young people, young adults and their families.

This framework applies across Children’s Services and all partners and the work carried out through our SEND Strategy contributes to these outcomes. For example:



**Be Healthy** – eg. Identifying needs early and accurately

**Be Safe** – eg. meeting needs in good quality local provision

**Be Ambitious** – eg. improving progress and broader achievements

**Be Resilient** – eg. Removing barriers to learning and wellbeing

**Be Independent** – eg. helping to prepare children and young people for adulthood

**Be Happy** – eg. Ensuring the views of children and young people are heard, listened and acted upon

## What We Want To Achieve Through this Strategy

We want to achieve the best possible outcomes for children and young people. The following five broad strategic outcomes have been agreed for our SEND Strategy:

1. All schools, early years settings, colleges and services provide quality provision that meets the needs of children and young people with SEND locally
2. Short and long term outcomes for children and young people with SEND are improved and there is evidence of their achievements and progress socially, emotionally and academically
3. Communication between the local authority, parents, children and young people, and schools, early years settings, colleges and services is good, engendering trust, confidence, respect and constructive partnership working
4. Available resources are managed through a transparent approach that is fair, meets local needs and achieves best value for money
5. The local authority works proactively and collaboratively with parents, young people, schools, early years settings, colleges and other partners using co-production to improve service planning, design, delivery and review.

## Local Delivery of the Strategy

Local partners work together in nine area **Delivering Special Provision Locally (DSPL) groups**, each led by a mainstream headteacher, to implement the objectives of the SEND Strategy locally and to reshape and commission provision in their area.

The Joint Area SEND Inspection found that the DSPL Area groups were well established and starting to make a positive difference to outcomes for children and young people. However there is more to be done to improve consistency so that the key features of success below are evident across all areas.

- ✓ **Ownership:** Local schools/settings using their knowledge and working in partnerships to plan and commission specialist provision and services
- ✓ **Facilities and Resources:** Appropriate provision and services identified through strategic planning. Access to a broader range of facilities/resources locally. Awareness and understanding of resources and available funding
- ✓ **Entitlement:** Needs driven, evidence based provision and services identified through strategic partnership and planning. Proactive and informed decision making
- ✓ **Capacity Building:** Greater local skills, expertise and confidence in meeting needs. More informed commissioning and shaping of services. More needs met locally
- ✓ **Satisfaction and Confidence:** High level of satisfaction and confidence in local provision and services meeting needs and improving outcomes. Co-production of services
- ✓ **Value for Money:** Equity on access to specialist provision and services, Needs met closer to home. More resources available for local provision

## **Themes**

We need to continue to strengthen and embed these themes across Hertfordshire.

### **Theme 1 – Ensuring quality and effectiveness**

**Aim: To ensure there are clear expectations and a shared framework to evaluate the quality of SEND provision in all schools, settings and services**

We expect all local schools and settings to provide a quality offer for any child or young person with SEND. We have provided a framework to support schools and settings to review and develop their offer in line with the SEND Code of Practice and Ofsted. We will collect evidence and feedback about how the framework is used and the impact on practice. We will act on feedback to improve practice and stakeholder experience. This will include the experience of children, young people and their parents.

We will also ensure all centrally and locally commissioned services for SEND and high level needs are delivering good quality, person centered outcomes, making impact and adding value by delivering evidence based interventions.

### **Theme 2 – Making best use of resources and building capacity**

**Aim: To maximise the value of our resources**

We will ensure we have a sustainable SEND financial strategy that supports early intervention and inclusion in high quality local provision as close to home as possible. This will take into account demographic changes and patterns of need.

We will make data driven, informed and transparent decisions about priorities for the allocation of funding. We will use our resources equitably to get the best outcomes for children and young people and the most value for money. Where appropriate we will continue to devolve resources to schools, settings and partnerships and monitor the impact of those devolved resources.

Our resources include all those working with children and young people with SEND, parent/carers and young people. We will ensure there are arrangements to build their capacity, skills and confidence through access to improved, high quality information, advice, support and training. The Local Offer website will provide good quality, accessible and comprehensive information.

### **Theme 3 – Engaging stakeholders**

**Aim: To further develop communication, consultation and engagement of stakeholders**

The engagement of stakeholders and partnership working is vital. DSPL will continue to provide the mechanism for local schools, settings, parents and other services to work together on strategic SEND issues. Co-production principles ([link](#)) guide the way we work together and we will revisit these to ensure they are consistently applied in practice. Co-production and engagement of parents, children and young people will be reflected at strategic and individual level.

We will continue to seek engagement of stakeholders through DSPL, including opportunities for greater alignment with other local partnerships.

## **Workstreams**



Achieving the best possible outcomes for children and young people requires us to continue to review services and provision to ensure they are targeted to needs and that we are making effective and equitable use of our available resources. The work will be managed through a number of workstreams.

Inevitably needs of children and young people with SEND have changed and will continue to change. Our services and provision need to respond to these changes. Our work requires existing provision to be re-shaped and funding to be re-focused to areas of new need and changing priorities.

The workstreams below reflect the initial strategic priorities. The details of named leads, intended outcomes, action plans, timescales and who's involved can be found in the **workstream briefs**. Overall progress will be monitored by the SEND Executive Board to ensure overall coherence in service developments.

<p style="text-align: center;"><b>Behaviour and Social Emotional and Mental Health (SEMH)</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>A flexible continuum of support is in place in each area to ensure that children and young people with significant needs affecting their behavior and / or mental health can access their entitlement to education provision and their outcomes improve</p>	<p style="text-align: center;"><b>Specialist Provision</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>A pattern of specialist provision is strategically planned on the basis of evidence of what is required now and in the future. This enables the needs of more children and young people with complex SEND to be met as close as possible to their home and local community.</p>
<p style="text-align: center;"><b>Targeted SEND Support Services</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>SEND support services are co-ordinated, integrated and effective. They add value through targeted interventions which lead to sustained quality outcomes for children and young people and build capacity in local schools and settings.</p>	<p style="text-align: center;"><b>Speech, Language and Communication (SLCN) Services</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>A collaborative, integrated service delivery model is in place which makes best use of resources. The workforce in schools, settings and services is confident and skilled. The outcomes of children and young people with SLC needs are improved.</p>
<p style="text-align: center;"><b>Early Years SEND</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>A consistent high quality early years SEND offer is available that supports prevention, early intervention and inclusion. Parents will feel supported and confident that their child's needs can be met and local providers will be confident and skilled to support children with SEND appropriately, including those with complex needs.</p>	<p style="text-align: center;"><b>Post 16 SEND and Preparing for Adulthood</b></p> <p style="text-align: center;"><b>Vision</b></p> <p>Young people with SEND will achieve the best possible learning outcomes and progression into adult life. They will be supported to do this through local provision which has been planned and developed according to their needs and aspirations.</p> <p><i>This workstream is led and delivered through the Preparing for Adulthood (PfA) Strategy and the SEND PfA Provider Network. A representative sits on the SEND Executive.</i></p>

## Success Indicators and Monitoring

The success of the Strategy will be monitored on a range of proxy quantitative and qualitative indicators relating to the five outcomes on page 4:

- a. Number and percentage of population (0-25) with Education, Health and Care(EHC) Plans
- b. Number and percentage of pupils with EHC plans educated at home (EHE)
- c. Number and percentage of appeals to SENDIST (SEND tribunals)
- d. Number and percentage of pupils that attend a state funded school in the same DSPL area as they live in
- e. Number and percentage of providers rated outstanding or good in Leadership and Management by Ofsted
- f. Percentage of children with SEND achieving a good level of development at Early Years Foundation Stage (EYFS)
- g. Percentage gap between children with SEND and those without achieving a good level of development at EYFS
- h. Percentage of pupils with SEND making sufficient progress at the end of Key Stage 2
- i. Percentage gap between pupils with SEND and those without working at the expected level in reading, writing and maths at the end of Key Stage 2
- j. Percentage of pupils with SEND attaining a standard pass at the end of Key Stage 4 and those attaining a strong pass (Attainment 8)
- k. Percentage of pupils with SEND making sufficient progress at the end of Key Stage 4 (Progress 8)
- l. Overall absence levels and absence for pupils with SEND
- m. Persistent absence (PA) levels and PA levels for pupils with SEND
- n. Numbers and percentages of fixed period exclusions and for pupils with SEND
- o. Number and percentages for permanent exclusions and for pupils with SEND
- p. Percentage 16-18 not in education, employment or training (NEET)
- q. Satisfaction of service users in the quality of services received

Where baseline data is available it can be found **here**. An annual report will be produced based on the data above and will include other relevant information regarding progress of workstreams, data from relevant surveys and feedback as well as qualitative information about the quality of partnership working and co-production.

Outcome	Evidenced by:	
	Main Proxy Indicators	Other Evidence
All schools, early years settings, colleges and services provide quality provision that meets the needs of children and young people with SEND locally	a,b,c,d,e	Local offer evaluation framework, including survey monkey and analysis at county and DSPL level
Short and long term outcomes for children and young people with SEND are improved and there is evidence of their achievements and progress socially, emotionally and academically	f,g,h,i,j,k,l,m,n o, p,	Case studies, evidence of impact of services, delivery against outcomes in specifications
Communication between the local authority, parents, children and young people, and schools, early years settings and colleges is good, engendering trust, confidence, respect and constructive partnership working	c, q	Feedback at individual and strategic level. including feedback and surveys of service users, level and nature of complaints, evidence of effective partnership working at area level
Available resources are managed through a transparent approach that is fair, meets local needs and achieves best value for money	a, d, r	Evidence of equity of access to available resources, high needs funding decisions based on evidence, service specifications
The local authority works proactively and collaboratively with parents, young people, schools, early years settings, colleges and other partners using co-production to improve service planning, design, delivery and review	q	Evidence and examples of co-production in practice in line with agreed model and principles. Feedback from parents, young people and other service users, DSPL Area Plans and annual reports

**Appendix 1: Membership of SEND Executive Board (July 18)**

- 1 x Chair – Jennie Newman, Interim Head of Integrated Services for Learning
- 2 x Secondary Headteacher Representatives – Tony Fitzpatrick, Barnwell School and Geraint Edwards, The Priory School
- 2 x Primary Headteacher Representatives – Richard Haynes, Hobbs Hill Wood School and Liz Pollard, Codicote School
- 1 x Special Headteacher Representative – Sean Trimble, Larwood School
- 1 x FE College Representative – new member to be confirmed
- 3 x HPCI Parent-Carers Representatives – Carol Kelsey, Gillian Warwick-Thompson and Leise Cooper
- 1 x 0-25 SEND Commissioning Representative – Patricia Walker, Head of 0-25 SEND Commissioning
- 7 x LA Officers - Lindsay Edwards, Interim Operations Director, Services for Children and Young People, Jeanne Edwards, Interim County Lead for SEN, David Canning, ISL Area Manager and County Lead for Specialist Advice and Support, Pauline Davis, Head of School Planning, Sally Orr, Head of Family Services Commissioning, Karen Edwards, SENDIASS Manager, Samantha Young, Senior School Planning Officer
- 1 x Herts for Learning Representative – Louise Barrell, Lead SEND Achievement Adviser
- 1 x Health Commissioner Representative – Kate Barker, NHS East and North Hertfordshire CCG
- 1 x Early Years Representative – Nikki Smith, Little Learners Pre-School Manager
- 1 x Social Care Representative – Andy Lawrence, 0-25 Together Service Manager
- 1 x Consultant, Specialist Provision Workstream - Helen Redding

Other members may be co-opted for specific periods of time or for particular items and the standing membership of the Executive Board will be kept under review.

**Appendix 2 – Glossary of Terms**

<b>Academy</b>	Academies are publicly-funded independent schools.	
<b>ASD</b>	Autistic Spectrum Disorder	
<b>AP</b>	Alternative Provision, e.g. PRU, ESC	
<b>CS</b>	Children’s Services	Local Authority Department responsible for children, young people and their families (formerly Children, Schools and Families)
<b>CYP</b>	Children and Young People	
<b>CSP</b>	Children’s Services Plan	Key strategic document for all partners delivering services to children, young people, and their families
<b>DfE</b>	Department for Education	
<b>DSG</b>	Dedicated Schools Grant	
<b>DSPL</b>	Delivering Special Provision Locally	
<b>EHCP</b>	Education, Health and Care Plan	
<b>ENF</b>	Exceptional Needs Funding	
<b>EP</b>	Educational Psychologist	
<b>ESC</b>	Education Support Centre (also known as PRU or AP)	
<b>ESMA</b>	Education Support for Medical Absence	ESMA provides support to Hertfordshire schools that have pupils who are temporarily unable to attend school for medical reasons.
<b>EY</b>	Early years	Term to describe period between 0 – 4 years
<b>FE</b>	Further Education	Post-compulsory education in schools and colleges
<b>HCC</b>	Hertfordshire County Council	
<b>HI</b>	Hearing Impairment	
<b>HPCI</b>	Herts Parent Carer Involvement	
<b>ISL</b>	Integrated Services for Learning	
<b>LA</b>	Local Authority	Refers to the government institution at a county level
<b>LDD</b>	Learning difficulties and disabilities	
<b>Mainstream</b>	A school or setting that provides for CYP with or without SEND	
<b>Maintained</b>	A school or setting that is publicly funded	
<b>MLD</b>	Moderate Learning Difficulty	
<b>MSI</b>	Multi-sensory Impairment	
<b>NAS</b>	National Autistic Society	

<b>NEET</b>	Not in education, employment or training	
<b>Ofsted</b>	Office for Standards in Education	Body responsible for inspecting schools
<b>PMLD</b>	Profound and Multiple Learning Difficulty	
<b>PNI</b>	Physical and neurological impairment	
<b>PRU</b>	Pupil Referral Unit (also known as AP or ESC)	
<b>PSB</b>	Primary Support Base	
<b>PVI</b>	Private, voluntary and independent – early years settings funded through a combination of grant and fees	
<b>SALT</b>	Speech and Language Therapy	
<b>SEMH</b>	Social, Emotional and Mental Health	
<b>SENCO</b>	Special Educational Needs Coordinator	Staff member responsible for ensuring the needs of children with special educational needs are met within schools
<b>SEND</b>	Special Educational Needs and Disabilities	
<b>Setting</b>	A place where education takes place such as a nursery, school or college	
<b>SLCN</b>	Speech, Language and Communication Needs	
<b>SLD</b>	Severe Learning Difficulty	
<b>SpLD</b>	Specific Learning Difficulty	
<b>Stakeholders</b>	Anyone who is impacted by changes or developments (someone with something to win or lose)	Children and young people (CYP) Parents/carers Schools and settings District Councils Children’s Services Health and Community Services Children’s Centres Health services Private, voluntary and independent sector Police County Councillors etc.,
<b>VI</b>	Visual Impairment	

