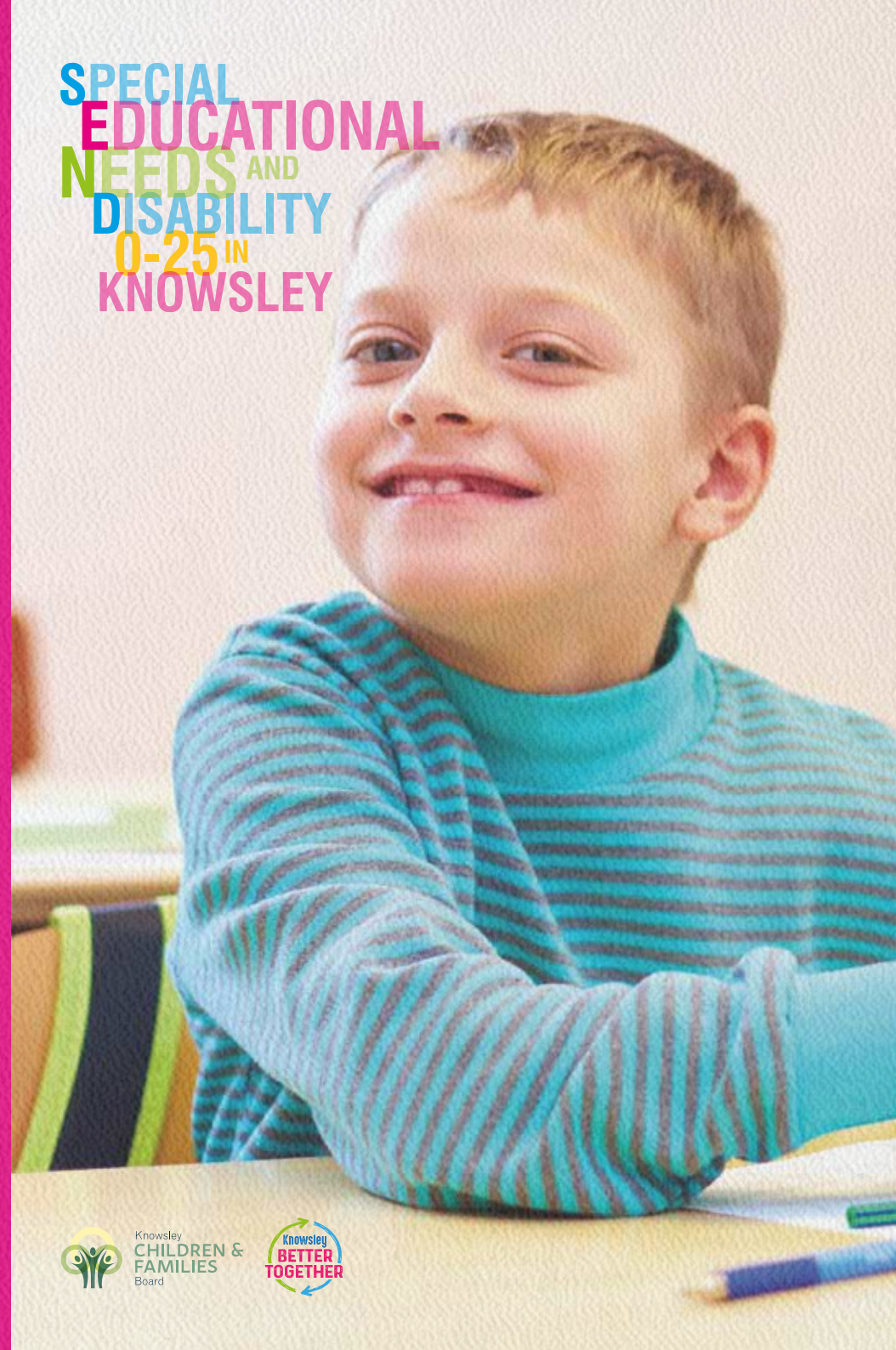


Knowsley Special Educational Needs and Disability

Joint Commissioning Strategy

2018|21

SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITY
0-25 IN
KNOWSLEY







CONTENTS

Foreword	4
Introduction	6
National policy and local responsibilities	7
What is joint commissioning	10
Ways of working	12
What we know about SEND in Knowsley	16
What more should we do to understand needs?	18
Our commissioning intentions	19
Plan on a page	20
Measuring our impact	30
Governance	31
Glossary	32

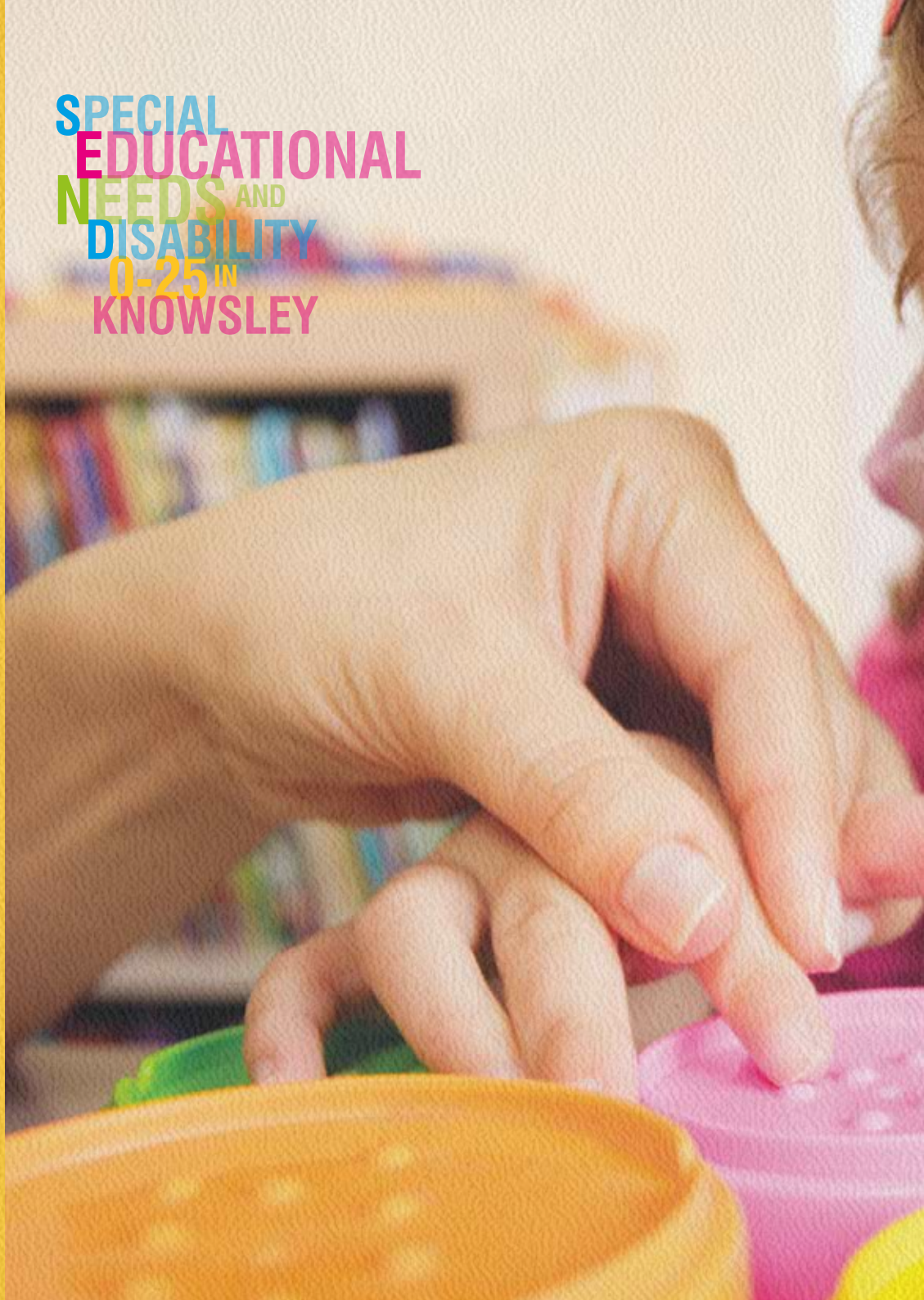
FOREWORD

The whole ethos of the Knowsley Parent Carers Voice, as the recognised voice of parents and carers across Knowsley is to ensure that each and every one of our parents, carers, our children and young people have their voices heard and their aspirations met. We commend the changes in Knowsley with a view to co-production and joint working agreement and as we have a real feeling that what really matters to our parents, carers, children and young people will be at the centre of every decision made by the local authority.

We welcome this Joint Commissioning Strategy as it will play a vital role in making sure that this happens and we are pleased to say that a large group of parents and carers from across the borough have been involved in creating this document.

We hope for a Knowsley that is transparent and open to all and which will enable every child or young person with Special Educational Needs Disability 0-25 to reach their full potential and to feel that they are contributing to our local community. This will go a long way towards ensuring a better Knowsley for us all.

Knowsley Parent Carers Voice



SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITY
0-25 IN
KNOWSLEY



We are delighted to introduce Knowsley's Joint Commissioning Strategy for SEND (Special Educational Needs and/or Disability) 2018-2021.

We hope everyone reading the strategy will be excited by this document. This strategy puts children and young people at the centre of everything we do. It commits all the agencies involved to work together with parents and carers to ensure a joined up service, which will surely benefit our children and young people and sets out how we will deliver a personalised approach to SEND.

A key feature is a commitment to work in partnership to achieve the high quality provision that Knowsley children, young people and their families deserve.

Every child and young person aged 0-25 with a special educational need and/or disability in Knowsley will have the opportunity to be happy, healthy and achieve their full potential, enabling them to participate in, and contribute to, all aspects of life.

We now move into the implementation phase and we hope you will work with us to make this strategy a reality for the children of Knowsley.



Helen Meredith
Chief Nurse, Knowsley CCG
[and Knowsley Designated
Clinical Officer - DCO]



Cllr M Harvey
Knowsley Council
Children's Services
Cabinet Member

INTRODUCTION

In Knowsley our vision is for all children and young people to have the best start in life, thrive, aim high and achieve their potential and naturally, we want the same for those children and young people who have Special Educational Needs and Disabilities (SEND).

This strategy will be fundamental in helping us to achieve this vision, setting out the joint commitment of all key partners for delivering in a joined up way to improve the lives and life chances of all children and young people aged 0 - 25 with SEND. It outlines our joint commissioning approach that we will deliver to achieve integrated services for children and young people with SEND and their families, alongside our joint commissioning priorities that we will work together to implement.

Children and young people with SEND are at the heart of this strategy, as are their families and carers. Their experiences and contributions have helped with the development of this strategy and will also help to guide delivery and shape the services that they receive. It is vital that we align our services in line with what matters most to children and young people and their families in order to improve outcomes.





NATIONAL POLICY AND LOCAL RESPONSIBILITIES

Children and Families Act 2014

This Joint Commissioning Strategy is being implemented against a background of significant Government reforms to education, health and social care for children and young people with SEND and their families and / or carers introduced through the Children and Families Act 2014. The overall purpose of the reforms is to join up support across health, education and social care from birth to 25, ensure early intervention, put children and parents at the centre of decision-making and ultimately facilitate better outcomes for children and young people.

A key element of the Act requires Local Authorities and key partners to jointly plan, commission and review services for children and young people with SEND. Having a Joint Commissioning Strategy, co-produced with partners and stakeholders, is therefore essential and will have fundamental role in continuing the successful implementation of the reforms in Knowsley.



CHILDREN AND FAMILIES ACT 2014

The legislation sets out that every joint commissioning arrangement should include provisions for considering and agreeing:

- the education, health and social care provision needed,
- how this provision will be secured and by whom;
- how complaints about education, health and social care provision are dealt with;
- the procedures for ensuring that disputes between local authorities and CCGs are resolved as quickly as possible;
- how education, health and care assessments should be secured.

Other key elements of the Act:

- SEND responsibilities have been extended from birth to 25 to help support young people into further education, employment and independent living and improve the transition between children's and adult services for those with the most complex SEND.
- 'Statements of SEN' to be replaced by Education, Health and Care Plans (EHC Plans) that outline the provision needed to support the child or young person to achieve aspirational outcomes.

- There are new decision making rights and responsibilities for children and young people from the age of 16 so that they have more choice and control.
- Local authorities and key partners must provide the information and support necessary to enable participation in decision making for children, young people and their families. To support this, information about services for children and young people with SEND must be made available in a clear and easy to access manner through the 'Local Offer' website.
- The right to a personal budget for the support to children, young people and families must be extended.

The responsibilities brought in under the Act include a focus from the early years on **Preparing for Adulthood** (PfA) outcomes that lead to fulfilling adult lives. The PfA outcomes cover paid employment, further and higher education, independent living, good health, friends, relationships and being part of the community. We are also working to support the Five Ways to Wellbeing which promotes the same outcomes from the health and wellbeing perspective. This says everyone needs the opportunity to connect with others, be aware of and reflect on individual experiences, continue to learn, give to others and be physically active.

SEND CODE OF PRACTICE 0-25

The Department for Education published the Special Educational Needs and Disability (SEND) Code of Practice in 2014 and updated the document in 2015. The Code reflects the changes introduced by the Children and Families Act 2014 and explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under the Act.

KNOWSLEY'S CHILDREN AND YOUNG PEOPLE'S PLAN 2017-2020

Locally, this strategy supports Knowsley's Children and Young People's Plan 2017-2020 developed and owned by Knowsley's Children and Families Board. This Joint Commissioning Strategy will support and complement all of the priorities included in the Plan, but particularly those focused on giving children the best start in life, compassionate prevention, education and transition into employment and adulthood.



KNOWSLEY'S SPECIAL EDUCATIONAL NEEDS AND DISABILITIES STRATEGY 2018-2021

This Joint Commissioning Strategy will be guided by Knowsley's SEND Strategy which sets out the overall direction for SEND services in Knowsley. In response to the changing landscape set out above (and the local needs described in Chapter 6), the SEND strategy outlines a number of key priorities and actions that have a clear focus on more joint working and joint commissioning across partners for SEND services in Knowsley and this Joint Commissioning Strategy will be essential in ensuring that these are effectively delivered.



SEND STRATEGY PRIORITIES 2018-2021

Joint working across all SEND services and providers.

Co-production with children and young people with SEND and their parents/carers.

Improve education health and care outcomes for children and young people with SEND.

Ensure that all young people with SEND make a successful transition into adulthood.

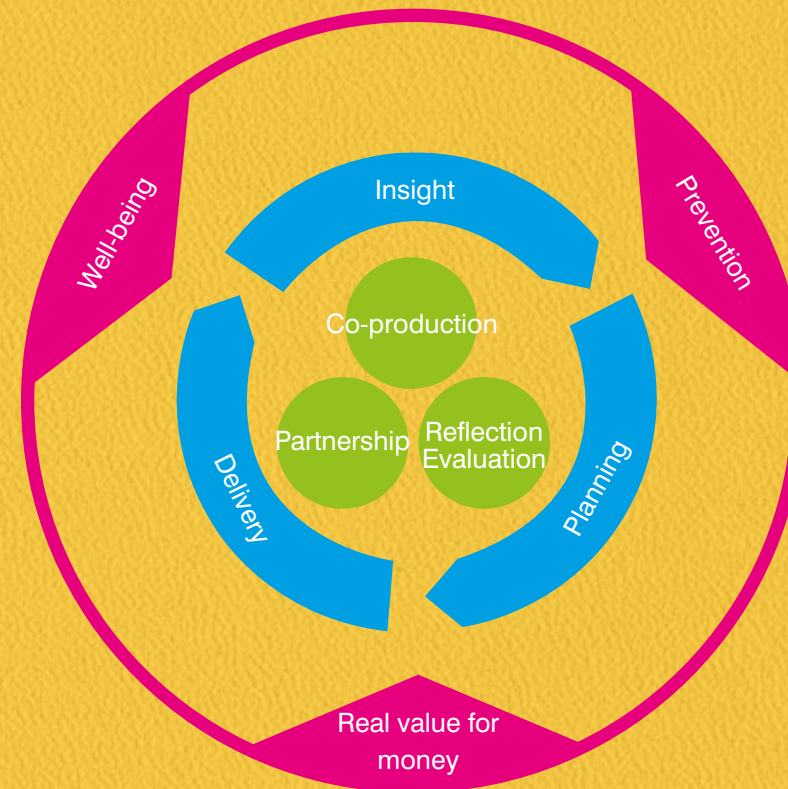
Improve the quality of Education, Health and Care Plans.

WHAT IS JOINT COMMISSIONING?

Commissioning is the process of understanding the needs of a population or group, and using resources to meet those needs through the planning and buying of services. Joint commissioning is where this is done in partnership, working together to plan and buy services in a better and more joined up way.

It is now more important than ever that we joint commission more of our services, particularly those for SEND. This is because for children and young people with SEND and their families, the experience from birth to 25 can be complex and involves a number of services and providers. Therefore it is important that we work in partnership to join up support across health, education and social care from conception and birth to adulthood, to ensure children and young people with SEND experience a seamless experience and positive outcomes.

Joint commissioning is therefore vital to achieving a holistic and seamless service pathway for children and young people with SEND. This strategy sets out the approach that will direct how we will commission together as a partnership and outlines the priority areas for joint commissioning focus and activity.



Components: co-production, partnership and reflection and evaluation are applied consistently throughout commissioning

Phases: the three phases of 'Insight', 'Planning' and 'Delivery' structure the commissioning cycle

Aims: prevention, well-being and real value for money are the objectives of commissioning, and are supported and strengthened by the components and phases

WHAT GOOD INTEGRATED COMMISSIONING LOOKS LIKE

In April 2018 the Local Government Association (LGA) and NHS Clinical Commissioners published their updated commissioning framework for integrated commissioning for better outcomes. The framework was co-produced with health and local government as well as people who hold personal budgets and as such act as commissioners for themselves, or for someone they care for. The framework is intended to support the general integration agenda across health and local government and sets out standards that will support local areas to strengthen their integrated commissioning for the benefit of local people.

The framework includes four key 'domains':

- building the foundations;
- taking a person-centred, place-based and outcomes focused approach;
- shaping provision to support people, places and populations; and
- continuously raising the ambition

Each of the domains have a set of standards which set out what should be in place for strong, outcomes-focused, integrated commissioning. It is important that these standards are considered as local joint commissioning arrangements for SEND are developed and implemented in Knowsley.

HOW WILL WE KNOW IF WE HAVE GOOD COMMISSIONING IN PLACE?

Good practice of joint commissioning for SEND should lead to a number of positive outcomes for children and young people with SEND and their families, as well as improved outcomes for commissioners and providers. Some of these are summarised below:

Positive outcomes for children and young people with SEND and their families

- Joined-up services designed around needs;
- Improved services that are easier to understand and navigate;
- Greater consistency in services and access to services.

Positive outcomes for commissioners

- Stronger partnerships and integrated teams;
- Reduced duplication through more shared assets and resources;
- Joint assessment of need and identifying new ways to deliver outcomes;
- Increased purchasing power.

Ultimately, good joint commissioning arrangements will help to ensure that effective education, health and care provision is secured for all children and young people who have special educational needs and disabilities.

WAYS OF WORKING

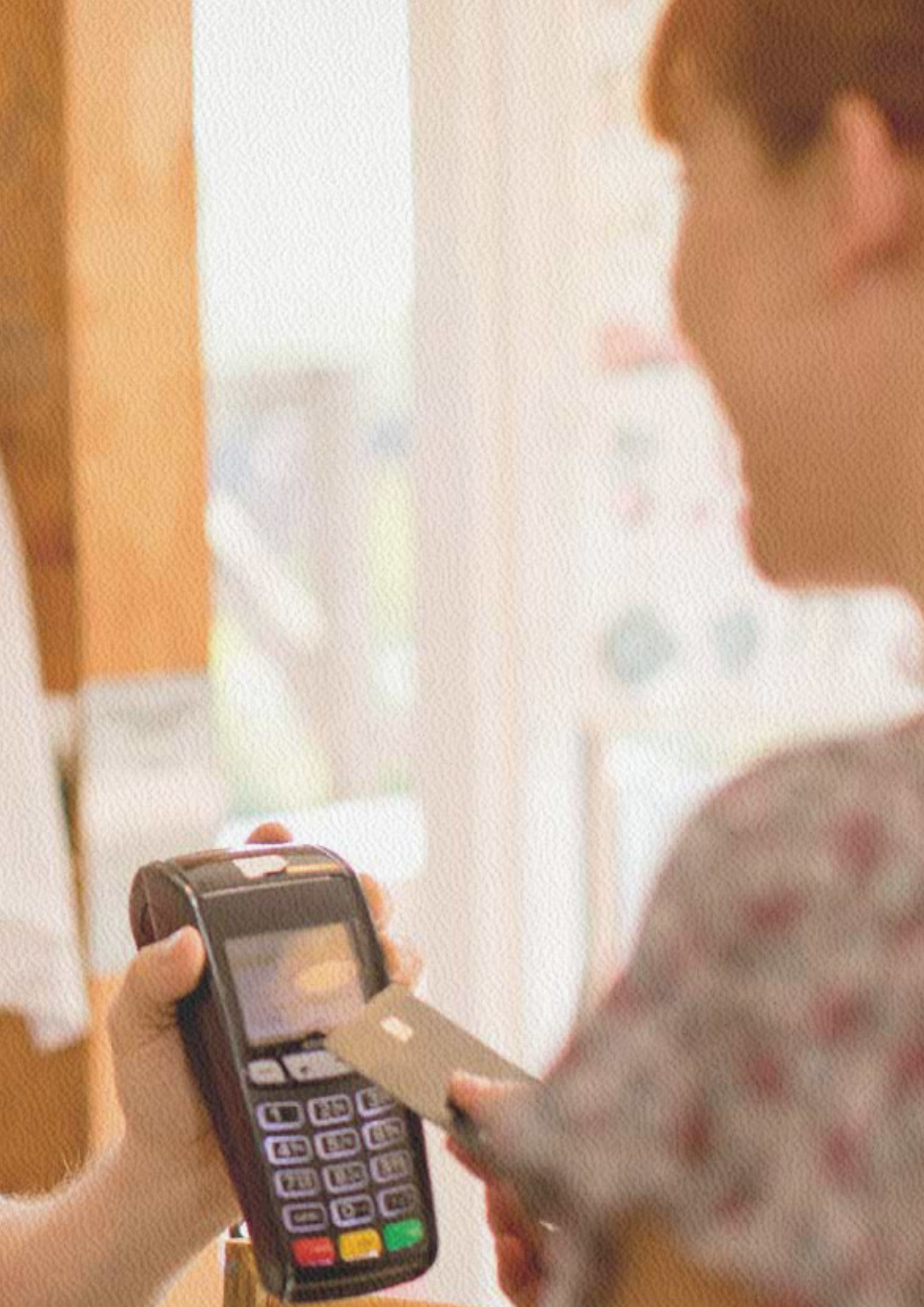
How we will jointly commission services in Knowsley:

In May 2017 the Local Government Association (LGA) carried out a Peer Review of SEND services in Knowsley. The review reported that whilst there are some examples of joint commissioning for SEND taking place, this needs strengthening along with more engagement with parents and young people at every stage of the commissioning cycle.

Following the findings from the Peer Review and in light of good practice for joint commissioning, we will implement new ways of working to facilitate and strengthen our joint commissioning arrangements for SEND in Knowsley. To achieve this we will focus on:

- **The child's journey through to adulthood**
Recognising that children and young people have different needs during the different stages of their lives up to and following the age of 25, we will ensure provision is effective and seamless and offers continuity across both age and need.
- **Integration and alignment of SEND teams and services**
We will explore opportunities for co-location of services, matrix management, locality aligned staff, and locality focussed needs analysis and strategic response. This will involve commissioning joint posts, co-locating staff and delivering services where and when needed so that children and young people can access local mainstream and specialist provision. This will give children and young people and their parents/carers more choice and control over the support that they receive.





- **Exploration of pooled and aligned budgets**

We will seek to explore applying the model of pooled budgets currently used within adult social care services in Knowsley across SEND.

- **An asset based approach**

We will ensure that we take an asset based approach to commissioning for SEND, focusing more on the strengths of our local people and communities and looking at how they can help to support people with special and additional needs to remain in their community. This approach will facilitate the integration of those with SEND into their local community and enable them to become active participants in their neighbourhood with social relationships outside the home.

- **Effective monitoring and evaluation of best value**

In order to ensure that the services that we jointly commission are meeting outcomes for children and young people as well as providing value for money, we will regularly monitor and evaluate commissioned services.

Finally, we have jointly agreed to a set of commitments that will be applied when we commission services for SEND. Together we aspire to commission provision and services that are:

- Person and whole family centred and co-produced
- Early intervention and prevention focused
- Safe and compliant
- Value for money with pooled budgets where possible
- Outcome focused (evidence based)
- Closer to home
- Integrated
- Sustainable
- High quality

KNOWSLEY BETTER TOGETHER

Knowsley Better Together is a way of working that will be fundamental to the delivery of this strategy. Knowsley Better Together focuses on enabling more joined up working with partners and residents and using resources more wisely in order to better deliver local services and achieve shared outcomes. Partnership working is integral to successful joint commissioning; we will work together to carry out the key joint commissioning priorities and actions within this strategy, with our children and young people and their families and carers playing a central role in decisions about what these are and how they will be delivered.

In line with Knowsley Better Together, this strategy has been co-produced with children and young people and their families. This has been achieved by working with Knowsley Parent Carers Voice at a number of events as well as working with our schools and Knowsley Youth Mutual to capture the voice of children and young people with special educational needs and disabilities in Knowsley.





WHAT WE KNOW ABOUT SEND ▶

WHAT WE KNOW ABOUT SEND IN KNOWSLEY



Children with SEN support achieving a Good Level of Development is **21%** lower than the national 27% average



19.3%

of children in Knowsley have an Identified Special Educational Need (2018)

9%



of children with Statement or EHCP attained expected levels at Key Stage 2 (2017)

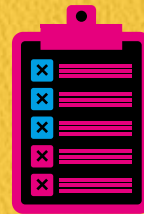
16.8%



of secondary school pupils with social, emotional and mental health needs (2018)

43.2%

of primary school children with an SEN are classed as having “moderate learning difficulties” (2018)



37.2%

of children in Knowsley Special Schools are persistently absent from school (2016/17)



43%

of Knowsley children, who have EHC Plans, attend a special school

3.9%

of children have an Education, Health and Care Plan (EHCP) for their Special Educational Needs (2018)



15.3%

of children have SEN support compared to 11.7% nationally (2018)



Just **3%** of adults with learning disabilities in paid employment compared to 5.7% nationally (2017)

JOINT STRATEGIC NEEDS ASSESSMENT

Education

In both the local and national pictures Specific Learning Difficulties has the second highest prevalence, with Social, Emotional and Mental Health having the third highest rate.

Post-16

In 2017, there were 290 young people who have had an EHC Plan or SEN Statement who were accessing post-16 provision. 61% of this cohort were in education, 5% were known to be not in education, employment or training (NEET) and the destination of 32% of the cohort was unknown.

There has been a reduction in engagement of young people post-16 (post-19 especially), this reduction in engagement and increased in “unknown” figures means that young people are less likely to have support, and are at risk of not progressing.

Just 3% of adults with learning disabilities in paid employment compared to 5.7% nationally (2017)

In order to effectively commission services and provision that will ensure all young people in Knowsley aim high and achieve their potential, it is vital for the Council and its partners to understand the issues facing the Borough. This is key in the commissioning of SEND provision and services and Knowsley’s Joint Strategic Needs Assessment (JSNA) plays an important part in developing our understanding of need. It is put together with key partners and stakeholders and refreshed regularly to ensure commissioning decisions are guided by robust and current evidence.

This chapter summarises a range of this latest evidence and Chapter 7 identifies a range of steps the Council and its partners will take in order to further develop our understanding of SEND issues in Knowsley for the future.

Currently, 19.3% of Knowsley’s school-age population have a special educational need, and this marks a significant reduction from 2010, when 27% of children were identified as having a special educational need. The historical high numbers of children with special educational needs will have long-term impacts on services for children and young people in Knowsley and their resources, as well as their prospects in later life. Children with disabilities and complex health needs often have poorer health, wellbeing and social outcomes compared to their peers, with accessibility and the specialised nature of their needs being detrimental.

WHAT MORE SHOULD WE DO TO UNDERSTAND NEEDS?

It is vital that we understand the issues facing the local area in order to effectively support residents and commission the right services and support. Continuing to develop our information, evidence and insight is a key area of focus for this Joint Commissioning Strategy and further work needs to be done to better understand the needs of young people with SEND. By improving our ability to forecast and respond to the needs of the local area, we can improve planning and commissioning of our local SEND services.

In order to achieve this, we will:

- Work more closely as a strategic partnership to ensure information, insight and intelligence is shared to inform future commissioning;
- Work to establish a mechanism to develop and support the voice of the child in order to ensure co-production;
- Ensure that Knowsley Parent Carers Voice are involved in all levels of strategy and implementation as full and equal partners; working with them to consult a wide range of service users in all our work.
- Develop and implement effective key indicators to enable us to monitor performance against outcomes;
- Make best use of effective practice, shared learning, wider data and intelligence sources and independent assessment to drive improvement;
- Gather feedback from service users and their families about the services we provide and commission in order to improve them;
- Ensure all published data is transparent and accessible for all audiences.

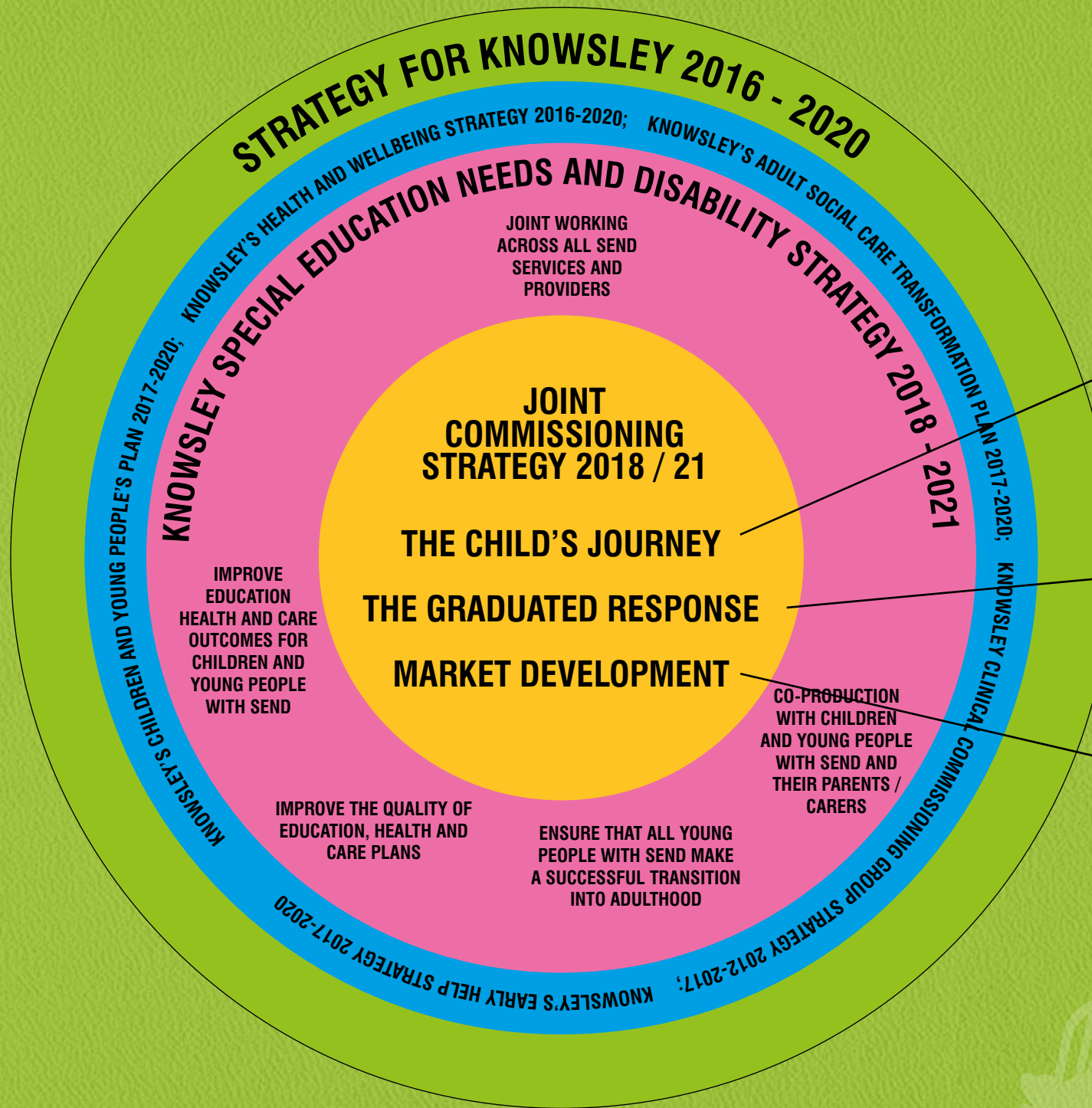


OUR JOINT COMMISSIONING INTENTIONS FOR SEND 0-25

Based on what we know about SEND in Knowsley from our joint strategic needs assessment and from talking to our children and young people and their families and carers, three key areas have been identified as requiring a joint commissioning focus over the next three years. These are:

- The Child's Journey
- The Graduated Response
- Market Development

Within each of these themes are a number of commissioning intentions that our local data and insight tell us we need to focus on and jointly commission in order to better support children and young people with SEND. Each of our commissioning intentions link back to the overall priorities for children and young people with SEND as set out within the SEND Strategy for 2018-2021 as demonstrated in the chart overleaf.



THE CHILD'S JOURNEY

- Strengthen the voice of children, young people, parents and carers.
- Increase the provision of direct payments and personal budgets.
- Explore a “one front door approach” and identify a lead professional or key worker with children, young people and parents / carers to coordinate support.
- Ensure a smooth transition at all levels and across all sectors.
- Embed multi-agency transition planning.
- Develop opportunities through alternative provision and expand the number and range of vocational options at school and college and work with local employers to increase employment opportunities.
- Develop permanent and meaningful employment opportunities for young people with SEND.

THE GRADUATED RESPONSE

- Embed the THRIVE approach to ensure that support is provided as and when needed so that needs are met before reaching crisis.
- Ensure specialist assessment and support and improve awareness of and navigation through specialist pathways.
- Expand sufficiency of special school places and SEND provision in all schools
- Expand training and support from therapies and other specialists to build capacity within and across providers.
- Facilitate a clear pathway into adult services and the wider health economy.
- Enhance lower level interventions and support for children and young people with social and emotional mental health needs.
- Review Speech and Language Therapies to ensure better screening and engagement and more augmentive and alternative communication strategies.
- Explore the potential to roll out the team around the school approach currently operating within the Kirkby Collaborative, which involves schools working together to make best use of resources and develop a joint strategic approach to meeting needs.

MARKET DEVELOPMENT

- Enhance our community assets and short breaks offer to ensure more creative and innovative support for children and young people with SEND.
- Build capacity within the community – simplify criteria for grant bids and provide support to community groups and schools so that they understand and are able to engage in the process.
- Develop a joint workforce development framework
- Showcase and promote local support options through the Local Offer ensuring it is regularly updated and evaluated and is accessible for all.
- Ensure effective evaluation of local support options through mystery shopper / Trip Advisor approach.
- Ensure sustainable and local specialist provision, particularly for young adults, that could be made available to the wider Liverpool City Region.

THE CHILD'S JOURNEY

This is all about ensuring that children and young people with SEND are supported throughout their entire journey, from birth to age 25 and onwards. The experience for children and young people with SEND can often be complex and may involve a number of services and providers therefore we must ensure that the provision we commission enables a seamless pathway.

This is particularly important when children and young people move between key transition points. These include moving from early years settings to school; primary to secondary school; secondary school to post-16; mainstream school to a special school (or vice versa); and from children's services to adult services. Children and young people with SEND and their parents and carers have told us that whilst they have aspirations for the future and want to be part of their community and have a job, support for transition to adulthood is lacking in Knowsley, particularly for young people aged 19 and over, and that they need more support to learn employment and general life skills. Over a fifth of parents in Knowsley said that help preparing for the future was poor or very poor and over a third said that the support their child gets towards being a part of their local community

was poor or very poor.* This is a clear indication that we must jointly commission services that better support children and young people with SEND during transition, particularly for those approaching adulthood.

As well as ensuring a smooth transition for children and young people with SEND, we must also ensure that they receive a holistic service that is personalised and promotes independence. This means that we need to jointly commission provision that is flexible and enables them to have choice and control over their lives, so that they can achieve their own personal aspirations and outcomes. Working in co-production with our children and young people and their families will be key to achieving a more personalised offer that promotes independence. Children and young people have told us that they want more of a say on what support they receive and how it is paid for and parents have told us they want to increase the use of personal budgets to develop choice and control.

*(Personal Outcome Evaluation Tool of parents and carers of children and young people with Education Health Care Plans in Knowsley, 2018).

Children and young people, parents and carers have told us...



Too many obstacles and professionals

Having a choice and a voice about my life and it should be flexible to me.

We need more bespoke services for young people with complex needs (KPCV 2018).

Seamless transition from children services to adult services. Continued support as an adult.

A young person's voice is a powerful voice and should be listened to.



We will jointly commission and work together to...

- Strengthen the voice of children, young people, parents and carers.
- Increase the provision of direct payments and personal budgets.
- Explore a “one front door approach” and identify a lead professional or key worker with children, young people and parents / carers to coordinate support.
- Ensure a smooth transition at all levels and across all sectors.
- Embed multi-agency transition planning.
- Develop opportunities through alternative provision and expand the number and range of vocational options at school and college and work with local employers to increase employment opportunities.
- Develop permanent and meaningful employment opportunities for young people with SEND.

THE GRADUATED RESPONSE

The graduated response is all about early intervention and prevention. It is a model of action and intervention in early education settings, schools and colleges that relates to how support is provided in terms of identifying and meeting the needs of children and young people who have SEND. It draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles to tailor interventions to meet need. It is based on an understanding that the earlier decisions and actions are refined and revised; better support, progress and outcomes are secured.

Whilst there is some evidence of the graduate response being applied locally, we know that more work is needed to ensure that the services we jointly commission identify and meet the needs of children and young people across the continuum, particularly in mainstream school settings where some parents and children with SEND in Knowsley feel as though they are being failed. We know that children and young people with SEND in Knowsley tend to achieve lower outcomes than the national average at Key Stage Two and Key Stage Four and that persistent absence, especially in special schools, is high compared to other areas in the North West. This can have a negative impact on future opportunities, preparation for adult life and general wellbeing and. We also know

that whilst the gap in the rate of Social, Emotional and Mental Health identification in Knowsley compared to national rates has narrowed in the past year, there remains a considerable difference in the proportion of pupils with SEND in secondary schools that have been identified as having Social, Emotional and Mental Health needs in Knowsley. We therefore need to make sure that all local services and schools in particular are supported so that they are able to identify SEND and that subsequent timely support appropriate to need and age is delivered so that children and young people can achieve their aspirations in education and later life. Knowsley is committed to an inclusive education offer that delivers special education where pupils are best placed, whether that be in mainstream or specialist schools.

Whilst the majority of children and young people with SEND will have their needs met through services and provision that are available locally universally, there are some who have more complex and needs that require an enhanced offer of support. It is essential that we ensure holistic support for children and young people with more acute needs so that they can live happy and fulfilled lives. Enabling effective support through specialist pathways and building up specialist skills and expertise across SEND services will play an important part in delivering this.

Children and young people, parents and carers have told us...



Education to be personalised and bespoke to fit the needs of the individual child “not one size fits all.

Need more awareness of communication difficulties in its widest sense.

Develop a quality standard/training package with parents.

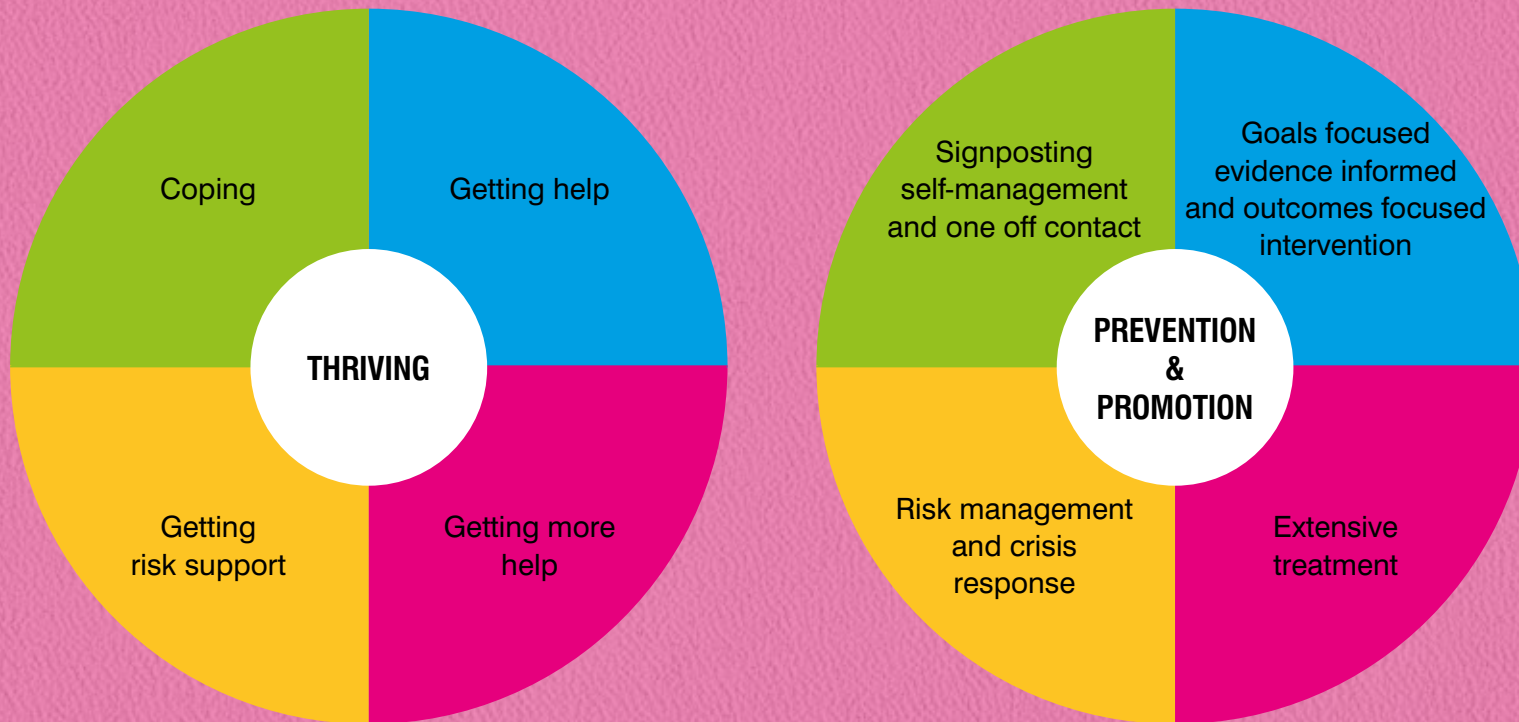


We will jointly commission and work together to...

- Embed the THRIVE approach to ensure that support is provided as and when needed so that needs are met before reaching crisis.
- Ensure specialist assessment and support and improve awareness of and navigation through specialist pathways.
- Expand sufficiency of special school places and SEND provision in all schools
- Expand training and support from therapies and other specialists to build capacity within and across providers.
- Facilitate a clear pathway into adult services and the wider health economy.
- Enhance lower level interventions and support for children and young people with social and emotional mental health needs.
- Review Speech and Language Therapies to ensure better screening and engagement and more augmentive and alternative communication strategies.
- Explore the potential to roll out the team around the school approach currently operating within the Kirkby Collaborative, which involves schools working together to make best use of resources and develop a joint strategic approach to meeting needs.

THE THRIVE APPROACH

The THRIVE approach provides support that is Timely, Helpful, Respectful, Innovative, Values-based and Efficient. In order for children and young people to thrive - we see them as:



Under the THRIVE model, children and young people get the support they need, at the right time, to help them thrive.



MARKET DEVELOPMENT

Children and young people with SEND and their parents and carers have told us that fairness and quality of life are, naturally, amongst their ultimate goals and aspirations and that they want to be provided with the same opportunities as people without SEND. One way in which we can help to support this is making sure that our local market is set up in a way that is inclusive and meaningful for all and actively engages with children and young people with SEND, including those with profound needs, as well as exploring how we can commission things differently to provide more personalised support.

Feedback has also told us that we need to develop more creative and innovative opportunities that provide alternative options to traditional SEND support that children and young people actually want to use. For example, children and young people with SEND have told us how much they value being outdoor and using open green spaces and parks and other community based services and activities such as the Cadets and local youth clubs. In order to deliver this, we will be using an asset based approach and looking at how we can use and develop our communities to provide a more innovative and inclusive offer for children and young people with SEND. Children and young people have also told us that they want to be involved in the development of new opportunities so it

is important that when developing and commissioning community based services we work in co-production with children and young people. This is vital so that children and young people with SEND have access to services in their community that they actually want to use and that supports their needs and independence.

We also need to ensure that the local market and the services that are available for children and young people with SEND and their families are properly communicated and promoted in a number of ways so that people know what support is available and how they can access it. Knowsley's Local Offer will be instrumental to achieving this and we will work in co-production with children and young people and their families to ensure better access and navigation of the site.

Children and young people, parents and carers have told us...



Need more choices and creative opportunities to make sure children and young people with SEND have the same opportunities as children without SEND.

Need access to a variety of short breaks especially in the summer.

Think innovatively about use of resources / assets out of school time



We will jointly commission and work together to...

- Enhance our community assets and short breaks offer to ensure more creative and innovative support for children and young people with SEND.
- Build capacity within the community – simplify criteria for grant bids and provide support to community groups and schools so that they understand and are able to engage in the process.
- Develop a joint workforce development framework
- Showcase and promote local support options through the Local Offer ensuring it is regularly updated and evaluated and is accessible for all.
- Ensure effective evaluation of local support options through mystery shopper / Trip Advisor approach.
- Ensure sustainable and local specialist provision, particularly for young adults, that could be made available to the wider Liverpool City Region.

MEASURING OUR IMPACT

In order to evaluate the difference that we make to the lives and outcomes for children and young people with SEND we will evaluate joint performance measures and outcome indicators. The ultimate outcome is a healthy and fulfilling adult life. Educational progress and achievements reflect the impact of most education, health and social care support and intervention and is a reliable overall indicator of multi-agency impact.

We scrutinise data related to our vulnerable groups to refocus action as needed – specifically, children looked after, care leavers, those in or leaving the youth justice system, those educated at home, those vulnerable to child sexual exploitation (CSE) or radicalisation, and those eligible for pupil premium. We consider the gap between those with SEND and those with none, those with SEN Support and those with no SEND, those with an EHCP and those with no SEND.

We draw the data for our scorecard from the measures we are required to submit and upon which we are judged at a national level. These outcomes measures include:

- A reduction in waiting times for assessments and or interventions.
- Children and young people with SEND will show at least good progress (based on age and prior attainment) and achievement.
- Children and young people's progress and achievements improve and gaps close
- Smaller gap in attainment between those children with and without SEND; in particular improved progress 8 results for children with SEN support and those with an EHCP.
- High levels of satisfaction reported from children and their families in regards to the planning and review of the support they receive
- Reduction in complaints and tribunals
- A reduction in the proportion of children and young people with SEND who are excluded or have poor attendance
- A reduction in health inequalities.
- A reduction in the number of children and young people with mental health issues.
- An increase in the proportion of young people with SEND who are in education, employment or training (EET)
- An increase in the proportion of interns successfully completing the Supported Internship Programme and an increase in the interns who gain and maintain paid employment
- Increase in the proportion of adults with learning disabilities living in the community and in employment.

GOVERNANCE

This strategy will be owned and delivered by Knowsley's SEND Partnership Board . This group includes representatives from Knowsley Parent Carers Voice, the local authority; Knowsley CCG; public health; North West Boroughs Health; schools (special, secondary and primary) and Knowsley Community College . The group will be responsible for monitoring the implementation and progress of the strategy.

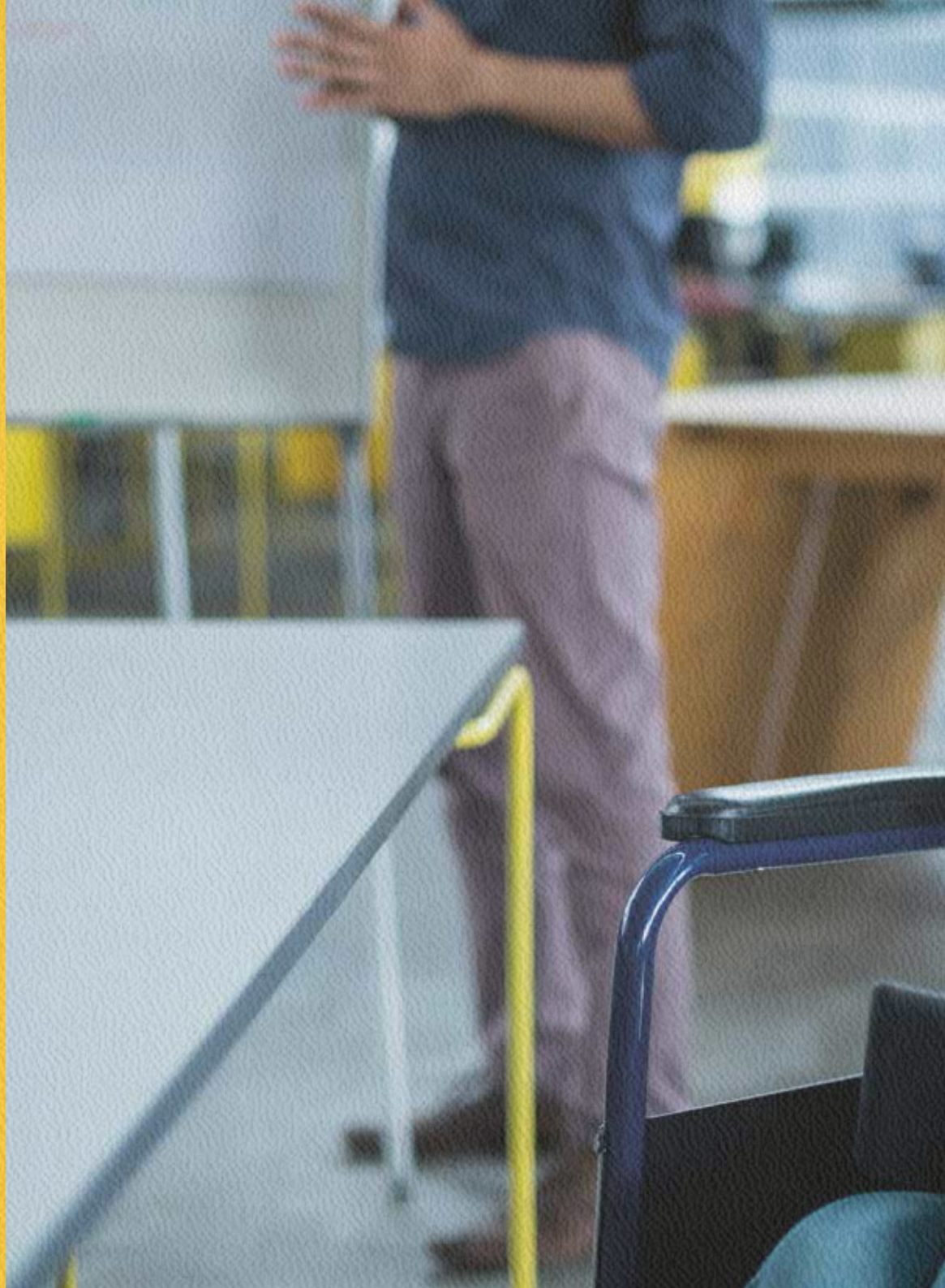
The SEND Partnership Board will report to the Children and Families Board which links into other governance and delivery structures such as Knowsley's Health and Wellbeing Board. This will ensure that the delivery of this strategy is co-ordinated and complements with wider arrangements for supporting children and young people with SEND to achieve positive outcomes.

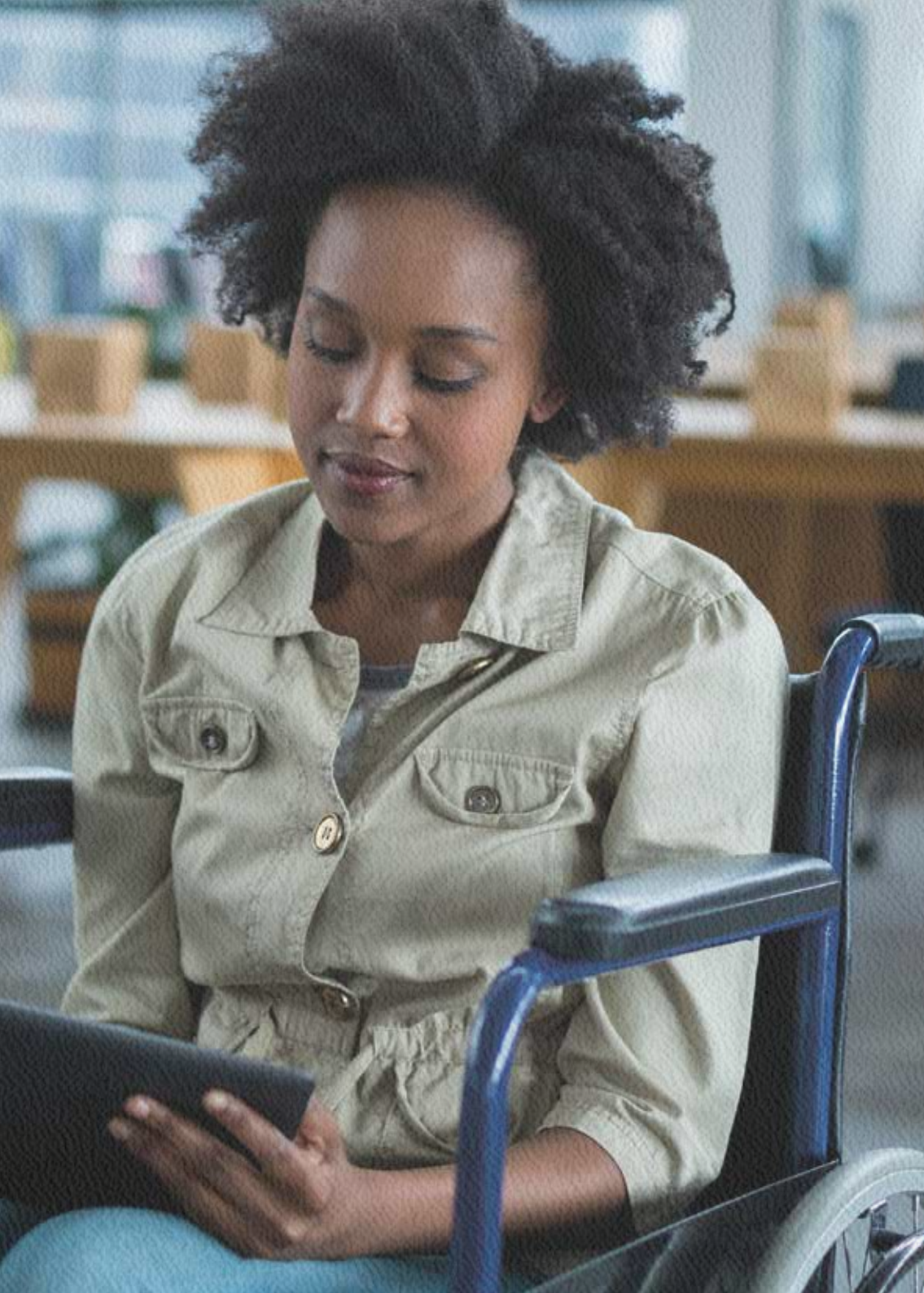


GLOSSARY

- **Annual review:** Local authorities must review an EHC Plan a minimum every 12 months.
- **CAMHS - Child and Adolescent Mental Health Services:** These services assess and treat children and young people with emotional, behavioural or mental health needs.
- **Clinical Commissioning Group (CCG):** A Clinical Commissioning Group (CCG) is an organisation responsible for implementing the commissioning roles as set out in the Health and Social Care Act 2012. It brings together local GPs (doctors), nurses and other healthcare professionals from across Knowsley, to assess the health needs of the local population, and then plan, buy and monitor the delivery of the required healthcare services.
- **Commissioning:** The process of planning and buying services.
- **Co-production:** This involves people who use services being consulted and included from the start to the end of any project that affects them. When co-production works best, people who use services and carers are valued as equal partners, and have influence over decisions made.
- **Early Years:** Provision for children from birth to 5 years old.
- **EHCP - Education, Health and Care Plan:** An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.
- **Graduated response:** This model of action and intervention in early education settings, schools and colleges is how support is provided to children and young people who have special educational needs.
- **Joint Commissioning:** When two or more organisations buy or commission services together.
- **Joint Strategic Needs Assessment:** Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for Health and Wellbeing Boards to decide on key local health priorities.
- **Local Offer:** Local authorities are required to publish and keep under review information about the services that are available for children and young people with special educational needs (SEN) aged 0-25. The intention of the Local Offer is to improve choice and transparency for Children, young people with SEND and their parents/carers
- **Multi-agency:** Working in collaboration is essential if individuals are to be offered the range of support they require in a timely manner. Multi-agency working is about providing a seamless response to individuals with multiple and complex needs through a team around the person approach.

- NHS Continuing Care: NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness. This becomes Continuing Health Care [CHC] once the service user reaches eighteen years of age.
- Parent Carer Forum: A Parent Carer Forum is a group of parents and carers of children with SEND who represent all parents / carers and work with local authorities, education, health and other providers to co-produce strategy and develop services to meet the needs of children with SEND.
- Personal budget: A personal budget is an amount of money identified to deliver additional or different provision as set out in an EHC Plan. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC Plan.
- Progress 8 score: This measures the progress of pupils across a selected set of 8 subjects from the end of primary school to the end of secondary school.
- Public Health: commission universal services that also cater for those with SEND 0-19 including health visitors and school nurses
- Quality First Teaching: Quality First Teaching (QFT) means high quality inclusive teaching for all children.
- SEND - Special Educational Needs and Disabilities: Special Educational Needs and Disabilities (SEND) are barriers to learning and development that require additional or different support.
- SENDCo - Special Education Needs and Disabilities Coordinator: A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
- Special School: A school which is specifically designated to make specialist provision for pupils with SEND who have an EHCP.
- Supported internships: Supported Internships are designed to enable young people with learning difficulties and / or disabilities to achieve sustainable, paid employment by providing them with the skills they need for work through learning in the workplace.





FURTHER INFORMATION

To find out more visit: www.knowsley.gov.uk

Tel: 0151 443 3247

Email: SEND@knowsley.gov.uk

