

KNOWSLEY
SPECIAL
EDUCATIONAL
NEEDS AND
DISABILITY
0-25 IN
KNOWSLEY

Strategy

2018-2021



Knowsley
CHILDREN &
FAMILIES
Board



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FOREWORD

We are pleased to introduce Knowsley's Strategy for children and young people with Special Educational Needs and / or Disabilities (SEND). This strategy provides a real opportunity for all partners across the borough to work together to make a positive difference for children and young people with SEND and their families.

The strategy highlights some of the most important issues facing young people with SEND and their families in Knowsley and sets out how we will work together in partnership to address these. We want services to be more joined up, for children and their families to have more of a say in how things are done and for children and young people with SEND to have positive outcomes in all aspects of their lives and grow up to be happy, healthy and independent adults.

Key to achieving the priorities and outcomes set out within this strategy will be working with our children and families in Knowsley, allowing them to have a real say in how the services that they use are shaped and delivered.

We look forward to taking an active role, alongside our key partners, children and young people and their families, in striving to deliver the priorities set out in this strategy. We are committed to seeing the outcomes and vision that we have for children and young people with SEND become a reality.



Councillor Joan Lilly
Knowsley Council
Children's Services Cabinet
Member



Helen Meredith
Chief Nurse with Knowsley CCG
(Clinical Commissioning Group)
Health Lead for SEND 0-25 in
Knowsley



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. Naturally, we want the same for those children and young people who experience special educational needs and / or disabilities. This strategy sets out how we intend to achieve this by working in partnership with our children, young people and their families.

What are Special Educational Needs and Disabilities?

A child can be described as having Special Educational Needs and Disabilities (SEND) if he or she “has a learning difficulty or disability which calls for special educational provision to be made for him or her”. A child, including those younger than traditional school age, is considered to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream school or mainstream post-16 institutions¹.

The Equality Act (2010) defines a person as having a disability if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Not all children or young people with special educational needs will be disabled and not all disabled children or young people will have SEND.

¹ Department for Education (DfE) and Department of Health (DoH) Special Educational Needs and Disability Code of Practice:0-25 years (2015)



Special Educational Needs and Disabilities (SEND) in Knowsley

Around 20%² of school-aged children in Knowsley have been identified as having SEND; this is one of the highest rates of SEND across the country and is 6 percentage points higher than the national average of 14%. However, national data shows that the proportion of children who are eligible for Free School Meals (FSM) and the proportion of children who have SEND are usually similar.

Department for Education (DfE) data shows that in Knowsley around 28% of school age children are eligible for FSM, twice as high as the national average of 14%³. This suggests that the proportion of SEND is largely as expected.

There is a graduated approach to identifying and supporting special educational needs and disabilities; starting with SEN Support and with statutory assessment which may lead to an Education Health and Care (EHC) Plan at the most complex end of our responsibilities. **SEN Support** is how schools and other settings support the majority of children and young people with SEND. Most special educational needs will be met through SEN Support and in Knowsley this applies to 15.8% of children. An **Education, Health and Care Plan** is for children and young people aged up to 25 who need more support than is available through SEN support. EHC Plans identify educational, health and social needs and set out the additional support that must be made to meet those needs. Currently 3.8% of children with SEND locally have an EHC Plan or a statement of SEND compared to 2.8% nationally.

This strategy has been shaped by listening to families and young people, feedback from a Local Government Association (LGA) peer review of SEND and also through national and local policy and responsibilities for SEND. It sets out the collective vision and outcomes we want for children and young people with SEND in Knowsley and the priorities that we will focus on to achieve these. We recognise that our priorities cannot be delivered by professionals alone and we are committed to working together with children and young people as well as parents and carers to support them and create the conditions that will help them to thrive and achieve their personal goals and aspirations.

The government introduced reforms to SEND legislation and policy in 2014 and this strategy reflects what we as partners have done so far to meet these new requirements and also sets out how we will continue to implement the reforms and build on what we have achieved so far. It is our intention that all partners across Knowsley work together to continue to meet these requirements and build on the success of what has already been achieved.

² DfE Special Educational Needs in England: January 2017

³ DfE Schools, Pupils and Their Characteristics: January 2017



NATIONAL POLICY AND LOCAL RESPONSIBILITIES

This 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. 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.

The approach taken in Knowsley is based on the Thrive Approach. We will help a child to cope until they can thrive alone. Instead of levels of support based on thresholds and criteria, we will aim to provide the appropriate level of support as and when needed, with an expectation that support changes and reduces as the child develops and progresses.



Children and Families Act 2014

The Children and Families Act 2014 includes a number of changes to support better outcomes for children and young people with SEND, up to the age of 25. 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.

The main elements of the 2014 Act are summarised below:

- 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' are being 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 are involved in shaping the support they receive and 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.
- Local authorities and key partners are required to jointly plan, commission and review services for children and young people with SEND.
- The right to a personal budget for the support to children, young people and families must be extended.

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.

This strategy is also informed by other legislation including the Mental Health Capacity Act 2005, the Equality Act 2010 and the Care Act 2014 (easy read available) ALL set out requirements that the local authority and its partners must adhere to for children and young people with SEND.

LOCAL POLICY

Locally, this strategy supports **Knowsley's Children and Young People's Plan 2017-2020** developed and owned by Knowsley's Children and Families Partnership. This strategy will support all of the priorities included in the Plan, but particularly those focused on giving children the best start in life, education and transition into employment and adulthood. This strategy is also aligned to the delivery of Knowsley's Early Help Strategy 2017-2020 and the priorities around enabling healthy and independent families and ensuring effective early help systems and processes are in place. This SEND strategy will also have a role to play in helping to deliver **Knowsley's Joint Health and Wellbeing Strategy 2016-2020, Knowsley Clinical Commissioning Group Strategy 2012-2017, Knowsley's Adult Social Care Transformation Strategy 2017-2020**, and ultimately Knowsley's vision to make Knowsley 'the borough of choice for 2023'. The diagram opposite demonstrates where this strategy will sit in the context of those discussed:



**Strategy for Knowsley
2016-2020**

**Knowsley's Joint
Health and Wellbeing Strategy
2016-2020**

**Knowsley's Children and
Young People's Plan
2017-2020**

**Knowsley's Adult Social Care
Transformation Plan
2017-2020**

**Knowsley Clinical
Commissioning Group Strategy
2012-2017**

**Knowsley SEND Strategy 0-25
2018-2021**

**Early Help Strategy
2017-2020**

LOCAL CONTEXT AND IMPLEMENTATION OF THE SEND REFORMS

Overall in Knowsley a good multi-agency response to SEND is provided by key partners and we work well with children and young people and their families to deliver improved outcomes from the early years through to adulthood. In May 2017 a Local Government Association (LGA) Peer Review of SEND services in Knowsley was requested to help inform this strategy. The findings from the review highlight a number of strengths in SEND provision in Knowsley:

- A range of SEND provision is in place including good special schools and some good early year's provision with local authority support services and Pupil Referral Unit (PRU) provision. (100% of special schools in Knowsley are rated by Ofsted as being good or better).
- Work on transferring Statements of SEN to Education, Health and Care Plans is progressing in a timely fashion. (The new Education Health and Care assessment process was produced with Knowsley's Parent and Carer Forum). We are on target for full conversion from 'Statements of SEN' to EHC Plans by April 2018; Knowsley performs well in terms of the proportion of new EHC Plans that are issued within 20 weeks from an initial assessment - in 2016 this was 92.5% in Knowsley compared to 55.6% nationally.

- There are some good examples of co-production of EHCPs and some parents value the support from schools and the SEN team. Staff working with children and young people with SEND are also using their skills to gather the child's voice.
- Knowsley's Local Offer is in place and compliant.
- Early year's outcomes are improving.
- Examples of good post-16 provision for complex learners with an innovative approach to supported internships and positive planning and support for transitions into college. There was evidence that young people with disabilities are accessing work experience that leads to paid employment.
- Education, Employment and Training (EET) outcomes for young people with SEND are improving.
- Personal health budgets are an example of good practice and the Department of Health are sending other areas to learn from us.

We have the capacity and the commitment to secure the improvements needed to further deliver our statutory responsibilities and aspirational outcomes for children and young people with SEND in Knowsley.

Knowsley's Local Offer

Knowsley's Local Offer includes information about local provision and services for those with SEND. www.knowsleyinfo.co.uk was developed with parents, carers and young people across the borough. In partnership with local authorities across the Liverpool City Region, Knowsley's adult social care service has also helped to develop a '**Live Well**' online directory that helps people identify services in the community for children and young people in transition and for those with a personal budget.

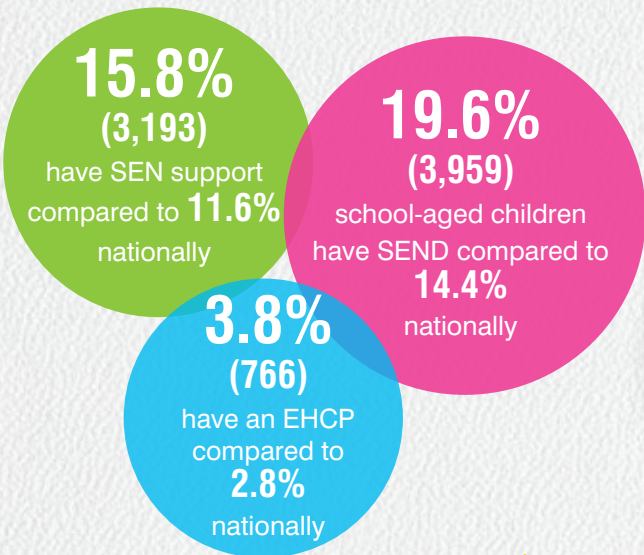


KNOWSLEY PROFILE



More information on SEND in Knowsley can be found in Knowsley's Special Educational Needs and Disabilities Joint Strategy Needs Assessment (JSNA) available on the [Knowsley Knowledge website](#). A JSNA looks at the current and future health and care needs of local populations to guide the planning and commissioning of health, well-being and social care services within a local authority area.

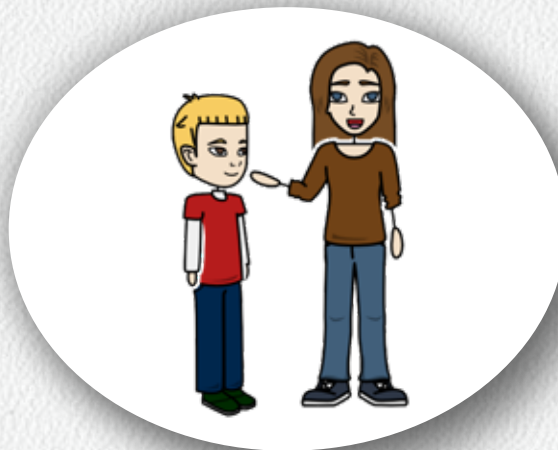
48,002
children and young people aged 0-25
live in Knowsley



The number of children with SEND in Knowsley (without an EHCP) achieving a Good Level of Development at Early Years Foundation Stage is **27%** which is higher than the national average (**26%**)



16-17 year olds with SEND were in education and training at the end of 2016 compared to **87.5%** nationally




Progress 8 score* for pupils with an EHCP is **-1.71** compared to **-1.03** nationally and **-1.07** for those with SEN support compared to **-0.38** nationally



Of the **13** children with continuing health care needs in Knowsley, **5** have personal health budgets

9/11 
young people on the Supported Internship Programme in Knowsley have gained further employment


60%
Children Looked After have SEND compared to **57%** nationally

*Progress 8 score measures the progress of pupils across a set of 8 GCSE subjects from the end of primary school to the end of secondary school.

VISION

“Knowsley - a place where all our children have the best start in life, where every family thrives and where all our young people aim high and achieve their potential”

Our vision in Knowsley is that all children and young people, including those with SEND, will have the best start in life, thrive, aim high and achieve their aspirations.

In order to deliver the vision, we have set out a number of long-term outcomes, which reflect our commitment to delivering effective provision and support for children and young people with SEND.

Supporting these outcomes are five key priorities that we will focus on to shape the future direction of SEND services in Knowsley. We recognise that our priorities cannot be delivered by individual organisations alone and we are committed to working together in partnership to achieve our collective outcomes and vision for children and young people with SEND.



OUTCOMES

- All children and young people with SEND and their families will experience a life journey that reflects a seamless and holistic service response, supporting their capacity to live well without unnecessary help from services.
- All children, young people and their families will feel listened to and fully involved in decision-making.
 - All children and young people with SEND will have their needs assessed and met at the right time and in the right way.
 - All children and young people with SEND will be supported to achieve their aspirations.
- All young people with SEND will experience a smooth transition into adulthood and will have access to the same opportunities and experiences as young people who do not have SEND.
- All children and young people with SEND will achieve outcomes in adulthood that reflect independence within their local community with the support they need.

PRIORITIES

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



Priority ONE

JOINT WORKING ACROSS ALL SEND SERVICES AND PROVIDERS

Why is this important?

For children and young people with SEND and their families, the experience from birth to 25 may be complex and may involve a number of services and providers. It is important that all services and providers involved in the child's journey work together in order to ensure positive outcomes. Transition points are critical in the child's journey and communication is central to ensuring a seamless experience and good outcomes. Key transition points for children with SEND 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. Transition also relates to changes in services and staff and these transitions must also be carefully managed to ensure continuity.

In Knowsley, commissioning - the planning and buying of services - for SEND is undertaken by a range of people and services. The Council, Knowsley's CCG, and schools all commission services. Families are also now buying services themselves directly through personal budgets within health and social care. In our commissioning activity we must consider integrating services and look to joint commission where possible. This is important to avoid duplication of services and improve value for money, whilst improving outcomes for children and young people with SEND. It has been recognised that there is some good joint working and commissioning already taking place across services for SEND in Knowsley.

However a culture of silo working does still exist across the borough. This can result in less effective support and services, and a confusing experience for children and their families and carers. We therefore aim to achieve improved outcomes for children and young people through better joint working, better use of resources across the whole partnership and better communication.

Parents, young people and partners tell us that we need to:

- Co-locate SEND services to improve joint working and communication.
- Make assessments, planning and reviews a joint process across all SEND services and providers (fewer assessments) and reduce the number of appointments for parents and carers.
- Build on the model of pooled budgets that is currently used within adult social care services in Knowsley and apply this to SEND services.
- Ensure that the personalisation and personal budget policy is implemented by all services and covers the 'child to adult' transition.
- Improve joint commissioning arrangements, with co-production as an underpinning principle.
- Work towards better connected information sharing systems so that all services and providers avoid duplication and repetition. Ensure information governance across health, education and social care is in place.
- Learn from the care co-ordinator roles in adult social care and work to implement a key working approach for all children and young people with SEND, to improve co-ordination of services and act as a point of contact for families.
- Implement a joint workforce development framework.
- Refine joint key performance indicators with partners so that we can review and evaluate our effectiveness and progress in improving outcomes for SEND.

Actions

How will we know if we have been successful?

- Children with SEND and their families will experience a more holistic and seamless pathway for SEND services - feedback to show satisfaction at 90%.
- Children with SEND and their families will experience a “tell us once approach” meaning that they will not have to repeat their story.
- SEND services will be jointly commissioned and responsive to holistic need.
- A reduction in waiting times for assessments and or intervention(s) will be evident.
- An increase in joint assessments and intervention(s).
- A joint annual satisfaction survey which will show joined up experiences, co-production, and that needs are being met.
- Children and young people’s progress and achievements improve and gaps are closing.

1. Review joint working practice and processes
2. Review our planning and review processes
3. Review our joint commissioning strategy
4. Review and develop pooled budgets
5. Develop a programme of joint workforce development
6. Review our performance indicators and measures
7. Review our service user feedback process





Priority

TWO

CO-PRODUCTION WITH CHILDREN AND YOUNG PEOPLE WITH SEND AND THEIR PARENTS/CARERS

Why is this important?

We have a responsibility to place children and young people with SEND and their families at the centre of everything we do. We need to make sure that they are involved in developing and designing all aspects of SEND services and provision so that they have improved choice and control over the support that they receive and so that local services meet their needs. Key to this is ensuring that the right information is available and accessible for all children and their parents/carers and that the right mechanisms are in place for them to actively participate and make informed decisions. This is co-production; a good working relationship between all professionals, children, young people and their parents/carers that draws on the knowledge, skills and resources of all to develop solutions.

We know that there are some good examples of this already taking place in Knowsley; for example EHCPs are co-produced with children, young people and their parents/carers. However, we need to go further and involve them more in review and decision making about SEND services and provision, and we need to ensure there is a consistent approach to co-production.

Ensuring that children, young people and their families have access to the right information plays an important part in enabling them to participate in effective co-production. As part of the reforms in 2014, it was set out that information about local SEND services are to be made available in a clear and easy to read manner. **Knowsley's Local Offer** provides information on provision and support available for SEND and **Knowsley's Live Well** website provides information on local care and support services for adults, however, we know that not all children and parents are aware of these resources. We need to improve communication, increasing awareness and encouraging more use of the Local Offer. The Local Offer website also requires improvement in the way information is presented and how the site is navigated. Children and families must also have access to support to help them participate in co-production and Information Advice and Support Service (IASS) are key partners in this priority.

Parents, young people and partners tell us that we need to:

- 'Work with' rather than 'doing to' children and their families, ensuring that they are meaningfully involved in all planning and decisions that will affect them.
- Ensure that parents/carers, children and young people with SEND feel that they are being listened to.
- Provide training for parents/carers to increase their knowledge of local provision and services so that they can participate fully as partners in SEND service development and commissioning.
- Embed good practice guidelines for co-production and train providers in this.
- Enhance the working relationship with Knowsley's Parent Carer Forum (including roles and responsibilities) and develop a working agreement.
- Put children and families at the centre of the design of the next version of Knowsley's Local Offer.
- Ensure that all children and families know what Knowsley's Local Offer is, how to access it, that it is easy to understand and the content reflects all needs.
- Make sure that we are more transparent.



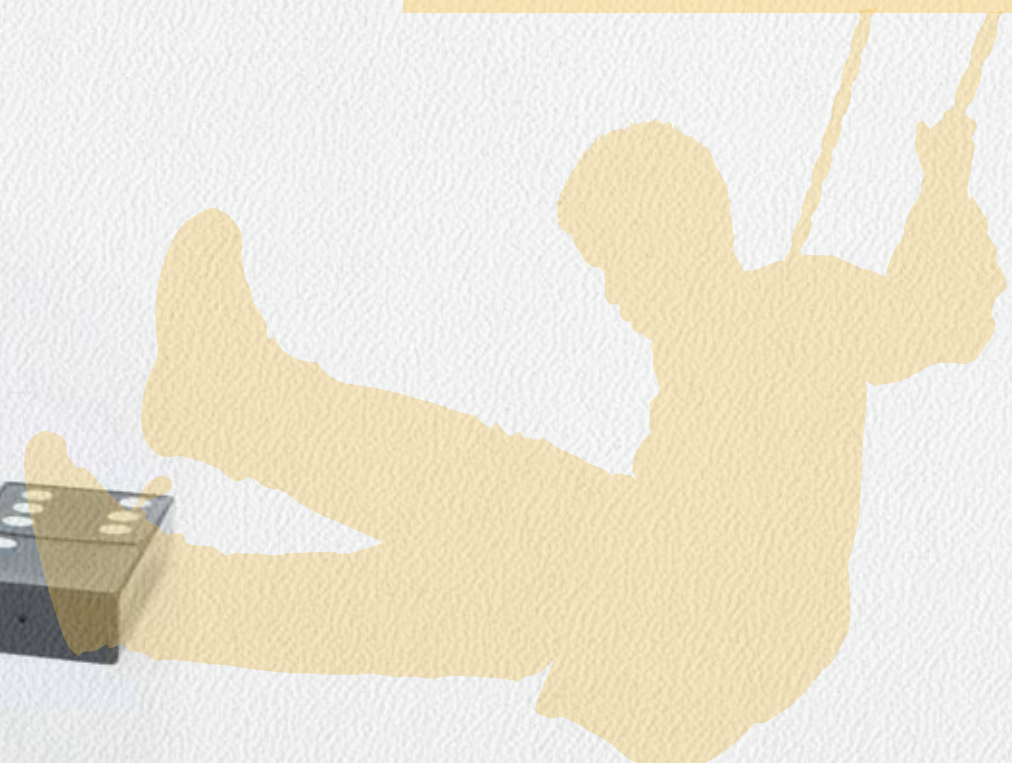


How will we know if we have been successful?

- More children and their families will use Knowsley's Local Offer website and find the info they need.
- The voice of the child or young person and parents and carers will be evident in all plans and reviews.
- Feedback from children and their families will reflect high levels of satisfaction in regards to planning and review of the support that they receive.
- We will see a reduction in complaints and tribunals.
- Young people with SEND and parents/carers will be actively involved in review, development and commissioning of services and provision.

Actions

1. Implement a working agreement with Knowsley Parent Carer Voice (the Forum) that encompasses all parent groups
2. Agree a programme of review and development discussions based on this strategy and issues identified by parents/carers
3. Agree a similar programme with Knowsley's Youth Mutual to engage those with SEND
4. Develop good practice guidelines and a training programme
5. Review and improve the Local Offer website





Priority

THREE

IMPROVE EDUCATION, HEALTH AND CARE, OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

Why is this important?

We want children and young people with SEND to thrive throughout their lives - from early years right into adulthood. We know that this can be difficult for those with additional needs but in Knowsley we have good provision and support that addresses barriers to progress and development. For instance, we know that early years provision for children with SEND in Knowsley is good and that children with SEN support have good outcomes and higher levels of good development at Early Years Foundation Stage than the national average.

We want to ensure that we build on these positive outcomes in the early years and that children and young people continue to flourish and achieve their aspirations. However we know that children and young people with SEND in Knowsley tend to achieve outcomes that are lower than the national average at Key Stage Two and Key Stage Four and we know that this can have a negative impact on future opportunities and preparation for adult life. It is therefore essential that we further improve progress and attainment for children and young people with SEND in Knowsley, to ensure that they can go on to achieve their aspirations and the best outcomes in later life.

It is important that children and young people with SEND flourish in all aspects of their life and are supported to lead independent and fulfilled lives. As a partnership it is important that we make sure the right support and services are in place to enable a healthy lifestyle; a fulfilling social life; employment; independent living and making a meaningful contribution to the local community.

Parents, young people and partners tell us that we need to:

- Continue to develop capacity within the graduated approach, increase the knowledge and skills of staff in universal services and develop local area strategies shown to have a positive impact.
- Share good practice where children and young people with SEND have good progress and attainment and work with the Teaching School Alliance to provide targeted support and training where progress and attainment is less than good.
- Report on outcomes more.
- Provide mental wellbeing support at universal level tier one and tier two.
- Link CAMHS support to clusters of schools throughout Knowsley or provide drop in sessions with CAMHS.
- Work to ensure that Quality First Teaching is consistent across Knowsley so that those with SEND have access to supported learning.
- Use specialist staff from Knowsley's special schools and services to train staff in local mainstream schools.
- Increase the use of personal budgets to develop choice and control and promote independence from services.
- Ensure sufficiency of provision so that we can 'keep children local'.
- Provide young people with practical life skills such as cooking, that will help them to live independently.

Actions

How will we know if we have been successful?

- The gap in attainment will be closing and show an improving trend for children with SEND.
- Maintain a high percentage of all SEN achieving a good level of development at the end of Early Years Foundation Stage.
- Improved Key Stage Two attainment for pupils with SEN with/without an EHCP.
- Improved Progress 8 results for pupils with SEN support/pupils with an EHCP.
- Improved progress from their starting point for all pupils with SEND.
- A reduction in the proportion of children and young people with SEND who are excluded or have poor attendance.
- A reduction in health inequalities.
- Children, young people and their parents/carers will have more self-care, responsibilities and greater involvement in decisions about services.

1. **Develop further training, challenge and support**
2. **Review roles and current practice; review services**
3. **Formalise how we share and celebrate best practice**
4. **Review all levels of support for mental health & wellbeing**
5. **Implement the review of SEND provision**
6. **Review our approach to personal budgets**





Priority

FOUR

ENSURE THAT ALL YOUNG PEOPLE WITH SEND MAKE A SUCCESSFUL TRANSITION INTO ADULTHOOD

Why is this important?

In order to achieve a happy and fulfilling adult life, transition to adulthood must begin early and include support for individuals to achieve their aspirations. Transition covers health, relationships, housing, employment and/or purposeful participation in the community with as much independence as possible.

In Knowsley provision for young people with SEND aged 16 and over is good with a successful approach to supported internships in place, effective planning and support for transitions into college, and evidence that young people with SEND are accessing work experience that leads to paid employment. However, whilst post-16 provision is good in Knowsley, there are some gaps in provision for young people with SEND aged 19 and over. For example we know that employment for adults with learning disabilities is low.

We need to further develop the transition for young people post-19, to ensure that they are equipped with the necessary skills and support to secure maximum independence in adulthood. We need to plan for adulthood from an earlier age. Working in collaboration with adult social care services, employers, housing and colleges will enable a successful transition to adulthood for young people with SEND. This will include working with the Youth Justice Service for young people leaving detention.

In terms of the transition from children's to adult's services, there is currently an integrated multi-agency transition pathway in development. This will provide a formal process for supporting young people before, during and after transition, and will provide clear roles and responsibilities to ensure young people get the right support at the right time. A tracking panel will be established to monitor the progress of individuals. The process will be led by the transition social worker who will attend school reviews alongside children's social workers and begin assessment for adult support at age 14. For young people who have been looked after by Knowsley Council and are leaving care, the transition to adulthood is supported by personal advisors and social workers.

Parents, young people and partners tell us that we need to:

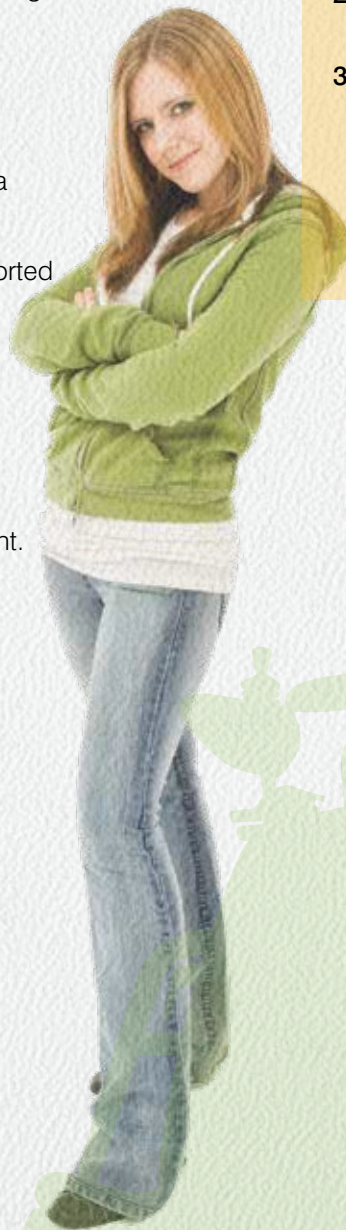
- Build on the Supported Internship Programme (SIP) and provide more work experience opportunities for young people with SEND, encouraging all partners to offer internships for young adults with SEND.
- Work in collaboration to ensure transition plans are developed from age 14.
- Develop young people's decision making skills - to make decisions independently of parents/carers.
- Ensure that professionals and parents support the voice of the child and encourage choice and control from age 16.
- Share guidance on the Mental Capacity Act 2005 and the Care Act 2014; provide training where necessary.
- Ensure that we equip all young people with the skills needed for independent living.
- Increase opportunities for supported living in the local community.
- Increase the accessibility and range of social and leisure activities for those with SEND.
- Create 'safe places' in the community where young people with SEND can seek help when out in the local community. For example local shops and businesses with recognisable signs on display.

How will we know if we have been successful?

- All young people who need one will have a transition plan in place from age 14.

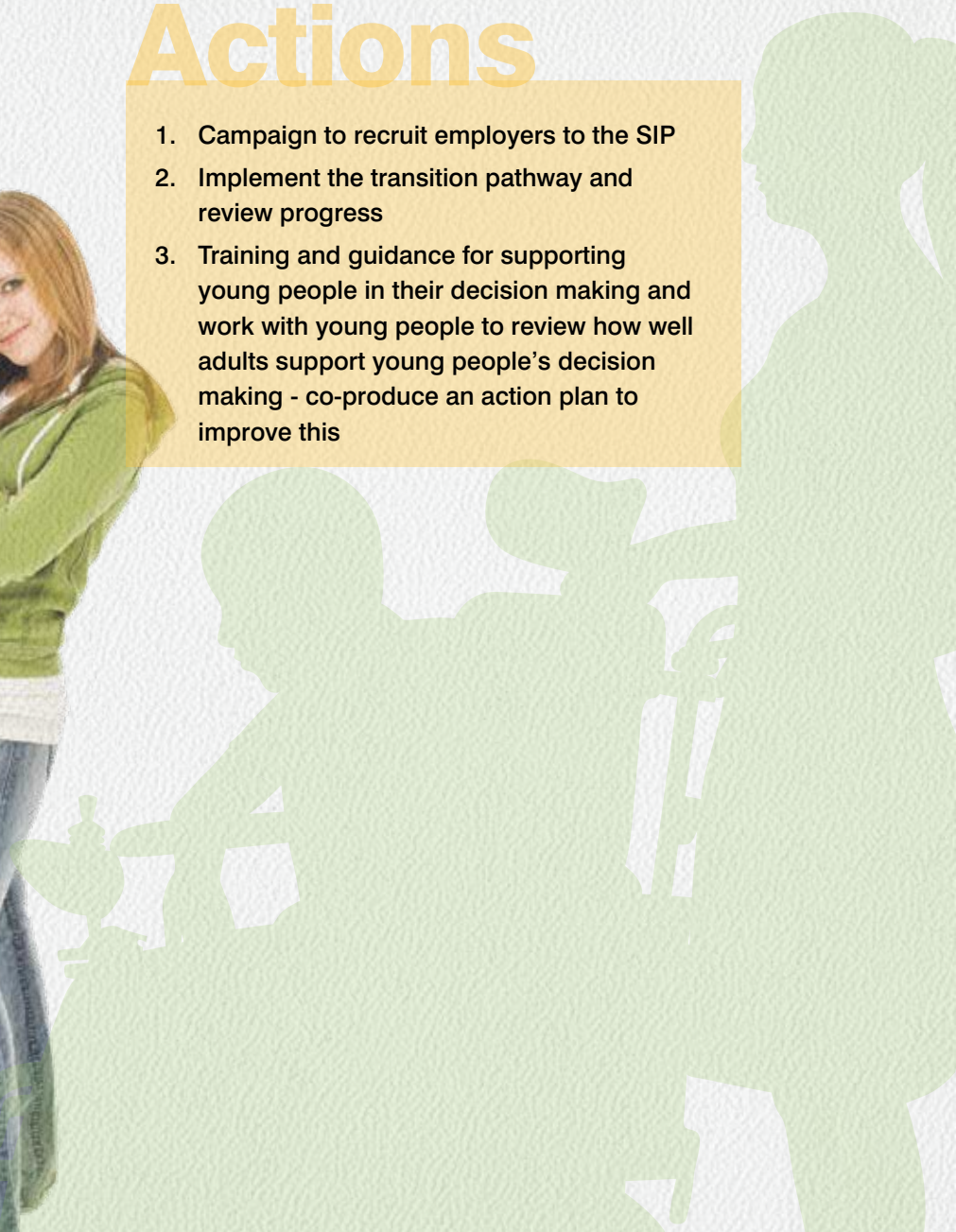
There will be:

- An increase in the number of young people with SEND in Knowsley who are in education, employment or training (EET).
- Increase in number of young people aged 19+ with SEND who are in a positive destination.
- Increase in the proportion of interns successfully completing the Supported Internship Programme.
- Increase in the proportion of interns who gain and maintain paid employment on completion of the Supported Internship Programme.
- Increase in the number of adults with learning disabilities living in the community.
- Increase in the number of adults with learning disabilities in employment.
- A reduction in health inequalities.
- Young people tell us they are happy.



Actions

1. Campaign to recruit employers to the SIP
2. Implement the transition pathway and review progress
3. Training and guidance for supporting young people in their decision making and work with young people to review how well adults support young people's decision making - co-produce an action plan to improve this





Priority

FIVE

IMPROVE THE QUALITY OF EDUCATION, HEALTH AND CARE PLANS

Why is this important?

An important element of the SEND reforms introduced in 2014 was the replacement of 'Statements of SEN' with Education, Health and Care Plans (EHC Plans). An EHC Plan sets out a child or young person's special educational, health and social care needs and the support that will be provided to meet those needs in order for them to achieve their aspirations and the best possible outcomes - at each stage of their education and into adult life.

Whilst we have successfully implemented the process of statutory needs assessment and we produce a high proportion of EHCPs within statutory timescales, we now need to build on this with a focus on improving the quality of the plans. The views of children and young people, as well as those of their parents/carers need to be more effectively captured. More children and young people need to be involved in the planning and

decision making process that produces the plans to ensure that they help shape the services they will receive. The health and care provision in the plans needs to be signed off and moderated by managers from these agencies. We also need to make sure that once these plans are in place, progress towards outcomes is demonstrated and monitored to ensure that individuals are making at least good progress and will achieve the agreed outcomes set out within the plan. This will enable us to identify whether or not additional or different intervention and support is needed. We need to make the moderation of EHCPs a multi-agency exercise.

Parents, young people and partners tell us that we need to:

- Support parents in understanding the importance of EHCPs and how they work so that parents and carers are clear about the purpose of the plans.
- Develop training in co-producing EHC Plans for parents and professionals.
- Ensure ownership of each section of the EHC Plans by the relevant providers.
- Implement a multi-agency quality assurance model to monitor and evaluate EHC Plans so that they are consistently of a high quality and achieving the desired outcomes set out within them.
- Produce and implement a 'quality standards' document that clarifies what a good EHC Plan looks like.
- Make sure that information and advice received during the statutory needs assessment is fit for purpose.
- Incorporate training and guidance in our workforce development framework so that all partners contribute high quality assessment information and advice.
- Ensure that parents get regular updates during the EHCP process and all information is shared, discussed and dealt with.



How will we know if we have been successful?

- Children and young people with SEND will show at least good progress and achievement.
- More children and their families will say they feel listened to and fully involved in the production of their EHC Plan.
- Peer moderation will demonstrate that high quality EHCPs are being delivered consistently.
- There will be multi-agency ownership, sign off and moderation of all EHCPs.
- A reduction in the number of complaints and tribunals.

Actions

1. **Develop training in co-production - process and practice**
2. **Identify health and care roles and staff to quality assure, moderate and sign off relevant sections of EHCPs**
3. **Review the process of drafting and finalising EHCPs**
4. **Produce guidance and training on providing information and advice for statutory assessment**
5. **Review and further develop the moderation process for EHCP quality assurance**





GOVERNANCE AND DELIVERY

Knowsley's SEND Strategy 2018-2021 will be owned and delivered by Knowsley's Children and Families Partnership Board. The Partnership brings together key partners to work collaboratively to achieve the best outcomes for the borough's children and families and includes representatives from health providers, primary and secondary schools in Knowsley, Knowsley's CCG and the local authority (including children's and adult's services).

This will link into other governance and delivery structures such as Knowsley's Health and Wellbeing Board and the SEND Governance Board to ensure that the delivery of this strategy is co-ordinated and complements the wider agenda of supporting positive outcomes for children and young people in Knowsley. The action plan to deliver this strategy will be developed and delivered through successful partnerships between education, health, children's and adult care services, parents and carers, young people, voluntary agencies and other partners. This plan will help Knowsley to meet our statutory duties as well as improving outcomes for children and young people. Progress against this strategy will be monitored through the performance management framework and governance structures with update reports being presented twice a year.

Further information

To find out more:

Visit: www.knowsleyinfo.co.uk

Tel: 0151 443 3247

Email: fis@knowsley.gov.uk

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.
- **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 families.

- **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.
- **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.
- **Parent Carer Forum:** A Parent Carer Forum is a group of parents and carers of children with SEND who 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 provision 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.
- **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.
- **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.

