



Draft Strategy for Special Educational Needs and/or Disability (SEND) 2019-2022

“The Best Start In Life”



INTRODUCTION

- Children and Families Act 2014 and SEND Code of Practice.
- Best Start in Life – Our Vision is that Children and Young People 0-25 with SEND aim high, achieve their full potential, grow up to be as independent as possible and become active citizens within their communities.
- Implications across all services and sectors – ambitious, inclusive, realistic and person centred within a challenging financial context.



INTRODUCTION (continued)

- Multi-disciplinary with children, young people, families, parents and carers at the core.
- Co-production, communication and collaboration – avoid duplication, repetition and conflict.
- Significant rise in numbers and complexity of need. We therefore must future proof our services, to recognise where our gaps are and to find solutions to our challenges.



OUR VISION

- Where possible we believe that every child and young person in Darlington should be supported in the community where they live. We will achieve this, where possible, through access to educational provision.
- Access to appropriate health and care support.
- Recognising and understanding the specific needs of the children and young people, families and carers.



POPULATION – Some Key Facts

- Currently (August 2018) 731 active Education Health and Care Plans (EHCPs) – 14 in pre school, 245 in primary, 266 in secondary and 206 Post 16.
- Significant rise over past 4 years (over 70%) of EHCPs and a significant rise in new requests. Darlington is above the national and regional average for the numbers of EHCP's.
- Most prominent primary needs are Moderate Learning Difficulty (MLD) and Autism Spectrum Disorder (ASD) followed by Social, Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SLCN)



POPULATION – Some Key Facts (continued)

- Early Years – primary needs are mostly ASD/MLD/SLCN. New assessments show a ‘spike’ in SLCN requests.
- Primary – ASD and MLD are the highest needs followed by SLCN and SEMH.
- Secondary – the highest need is SEMH particularly in Years 10 and 11 followed by MLD and ASD.
- In Post 16 the numbers of young people with SEMH decline and ASD and MLD are again the highest need.



POPULATION –
Some Key Facts
(continued)

- 39.1% of pupils are in a special school which is 4.3% above the national average. 27% of pupils with EHCPs are in mainstream schools which is well below the national average of 34%.
- There is a high incidence of secondary aged pupils with MLD as a primary need in special schools.



POPULATION – Some Key Facts (continued)

- There is a high incidence of secondary aged pupils with SEMH as a primary need in independent placements. Moderation of these pupils' EHCPs suggests that these pupils are in independent placements as a result of a lack of suitable local provision.
- There is a higher than average persistent absence rate for pupils with EHCPs.
- 48% of pupils on Fixed Term Exclusion had SEN with half having a primary need of SEMH.



OUTCOMES

- Early Years – none of the pupils with an EHCP achieved a Good Level of Development (GLD) however pupils at SEN Support achieved better than the national average.
- Primary – Key Stage assessments for KS1 and KS2. KS1 SEN pupils performed less favourably in 2017 than nationally, maths was stronger for those with an EHCP and reading was a particular strength. Attainment was stronger in Darlington for KS2 pupils with SEN than nationally. Those on SEN support being higher than those in the North East.
- Secondary – KS4
All SEN pupils performed less well than their national comparators in all measures.
- Post 16 – attainment improved for those with SEN support whilst there was a decline for those with a statement or EHCP.



CHALLENGES

- Attainment and progress for those with SEND requires improvement, particularly at Key Stage 4.
- There has been a rising number of pupils with SEMH identified as their primary need.
- A significant number of pupils have been diagnosed with ASD which is putting pressure on our services. The numbers of pupils with communication and interaction needs are growing fast and our services need to adapt to meet these needs.
- We need to review our Resource Bases and outreach support services to ensure that they meet needs.



CHALLENGES (continued)

- There has been a significant rise in EHCP's.
- We need to ensure a consistent approach to the assessment and recording of EHCP's.
- There is a growing need for mental health support at universal and targeted levels.
- We need to increase employment opportunities and access to supported internships and apprenticeships for young people with SEND.
- There is an increase in demand for specialist placements which is putting a significant pressure on funding.



OPPORTUNITIES

- There are strong working partnerships across services and with schools, colleges and stakeholders.
- Good relationship with the Parent/Carer Forum.
- The SEND Ranges (graduated response), will introduce best practice in determining the needs of children and young people.
- There is strong commitment to joint working and joint commissioning.
- The Special Provision Capital Grant presents the opportunity to increase capacity for Children and Young People with EHCPs.



OPPORTUNITIES (continued)

- Educating more children and young people in Darlington would allow us over time to invest in more preventative and early intervention services for children with SEND.
- By educating children and young people in Darlington will enable them to participate and engage with their families and local community.
- A reshaped funding process for SEND in Darlington will give greater accountability for spend with improved consistency of funding across the Borough and savings on out of area placements.



WE WILL: Making It Happen

- Ensure a person centred approach to service delivery and that, wherever possible all our plans, services and policies are co-produced with children and young people and their families.
- Have a Local Offer which helps children and young people and their families to plan and make choices about their support.
- Ensure that the SEND Ranges are fully embedded and utilised in all settings and continue to focus on a ‘Quality First’ approach.
- Provide systematic, proactive and appropriate early identification and provision which will be available locally.



**WE WILL: Making
It Happen
(continued)**

- Ensure appropriate preparation for adulthood including supporting independence, independent living, training and employment.
- Support the vision through effective workforce reform and outreach support services that are based on high quality interventions.
- Establish clear pathways and effective transition between and across services.
- Have a strong commitment at all levels to ensure effective partnership working and co-production happens.



**WE WILL: Making
It Happen
(continued)**

- Ensure active involvement of all partners in developing excellent practice supporting each other to understand differing views, priorities, skills and talents.
- Have effective Joint Commissioning Strategies which will provide greater synergy between and across services and will ensure accountability at all levels.
- Put in place funding and support that is allocated fairly and openly.



6 KEY OBJECTIVES

1. Early identification of need ensuring that the right children and young people are in the right placement with the right support.
2. Building capacity in mainstream and specialist settings to enable children to be educated in appropriate settings locally.
3. Ensuring that children and young people are educated in their local community and have an effective preparation for adulthood with access to work, training and leisure opportunities.
4. Increasing achievement and improving all outcomes for children and young people with SEND.
5. Focus on effective collaboration, co-production and communication.
6. Achieving Best Value (human, physical and financial resources) from all our services.



KEY QUESTIONS

- What is working well for you?
- What is working but needs ‘tweaking’?
- What is not working?



CONCLUSION

- All comments and views expressed today will be noted.
- We have provided hard copies of the electronic survey which you can complete today or return in the pre-paid envelope.
- We also have a survey on our website:

www.Darlington.gov.uk/SEND

Thank you for attending today.

