

# Better outcomes for children and young people with Special Educational Needs and Disability (SEND) in Swindon

## SEND and Inclusion Strategy 2020-23

10<sup>th</sup> February 2020



## Foreword

Welcome to this important document that sets out our collective strategic aims, ambition and priorities for children and young people with Special Educational Needs and Disabilities (SEND), 2020 – 2023. It has been developed through close working between Swindon Borough Council, the Clinical Commissioning Group, schools, early years and education providers including our FE college, children's social care and early intervention and prevention providers, parent carers and the young people themselves.

SEND is everyone's business and we are all committed to putting transparency, honesty and integrity at the heart of everything we do. The document sets out our clear aim and ambition to improve the system across Swindon for children with SEND and their families. The local area recognises the importance of working together so that our children and young people with SEND achieve the best possible outcomes at all phases of their life.

This document incorporates key priorities from the Local Area Inspection of SEND (2018) and sets out clear priorities for future deliverables and improvements. It provides an explanation about how services will work jointly towards achieving these and what will be different as a result of delivering the Strategy. The work is led and Governed by Swindon's SEND Strategic Board. This is the local partnership that brings together Swindon SEND Families Voice, our parent carer forum, young people and organisations responsible for delivering services and support for children, young people and families in a shared commitment to achieving our aims and ambition. The Strategy is supported by a delivery plan that sets out in more detail how this will be done.

The Strategy supports the following Council priorities and pledges in particular:-

Priority 2: Offer educational opportunities that lead to the right skills and right jobs in the right places.

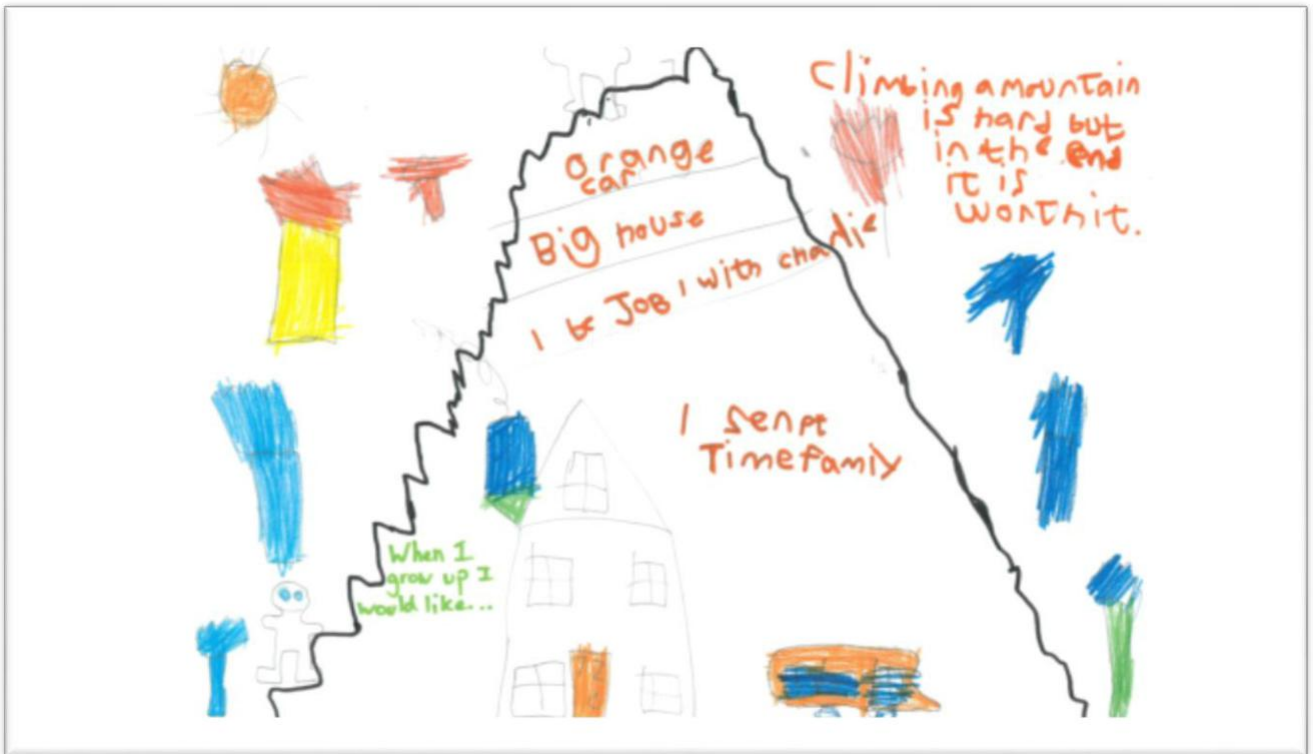
Pledge 8: Improve educational attainment, in particular at ages 16-19 so we are above the average in England by 2021.

Pledge 11: Work with partners to increase the level of skills of Swindon's workforce to support all our residents, including the most vulnerable, to access employment.

Pledge 21: Ensure that there is a partnership approach to early prevention and intervention across Swindon. This is so that more children and families are supported early, including through the Troubled Families Programme to prevent escalation to statutory social care.

Swindon Borough Council, BSW Clinical Commissioning Group and Swindon Families Voice Board endorse this Strategy and will work strongly together, with your support, to deliver the priorities as set out on page 16.

**Cllr Mary Martin**  
**Cabinet Member for Children's Services**



Artwork created for the SEND Summit 'We are the Champions' – June 2019

We are the Thought Tank group, and it's really good that the adults who have a say in our lives and help us have written this strategy to make sure we are happy, healthy and can succeed with what we want to do.

We do sometimes worry about the future, and whether we have the life skills and will be supported emotionally to achieve, and if we will be confident enough to deal with the difficult things in life; but we do want the opportunity to try and be the best person we can.

All we need is an adult we can trust, our family and a good group of friends who can guide us and give us the support we need, when we need it – we don't always know exactly what we want or what the right support looks like, and are not always confident or have the words to say what we want, but we want to be included, listened to, and given the time to have choices and decisions told to us in a way we understand.

We hope that everybody who reads this can work together with us, and the important people in our lives so we can have the best life possible.

**What we want**

***'Have an impact on the world'***

***'Be accepted'***

***'Reach my dreams'***

***'Heard'***

***'Work on my own; get a job'***

***'Social skills and life skills'***

***'Good friends'***

***'Do good in education'***

***'Confident to talk about worries'***

***'Feel good about me'***

***'Included'***

***'Be more Independent'***

***'Emotional support when I need it'***

***'HAPPY'***

Casey

Jayne

Ben

Lucy

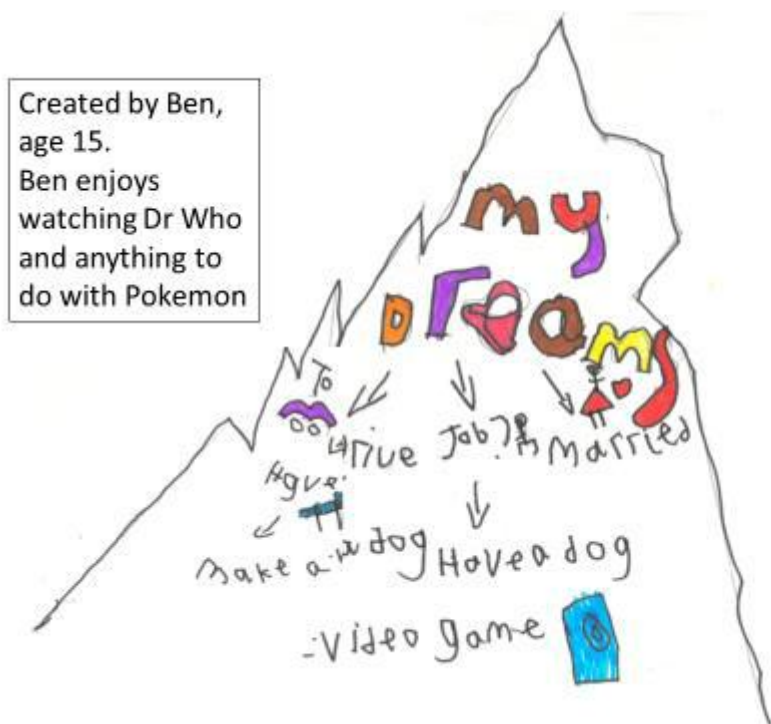
Verity

Rhailand



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Artwork created for the SEND Summit 'We are the Champions' – June 2019



## Introduction

***We want to make sure that children and young people with SEND in Swindon:***

***are happy and successful in their early years, at school and at college,  
achieve the best they can, find employment and go on to live happy and fulfilled adult lives.  
have greater choice, control and confidence over their support***

**In Swindon** we believe Special Educational Needs and Disability (SEND) is everyone's business and this means that **everyone** has a valuable part to play to make a difference- everyone adds real value and so this strategy applies to everyone.

*Our vision is that everyone in Swindon lives a healthy, safe, fulfilling and independent life and is supported by thriving and connected communities  
(Joint Health and Wellbeing Strategy 2017-2022)*

[https://www.swindon.gov.uk/download/downloads/id/1228/health\\_and\\_wellbeing\\_strategy.pdf](https://www.swindon.gov.uk/download/downloads/id/1228/health_and_wellbeing_strategy.pdf)

Children and young people with special educational needs and disabilities are important to us. We recognise that if we meet their needs there is such potential for them to succeed, to grow and thrive.

We also know that nationally and locally, we can do better in the services we offer and the impact we can have on our children's outcomes.

This strategy describes our collective commitment to making better outcomes happen for children and young people with special educational needs and disability in Swindon.

*Our aspiration is for every child and young person in Swindon to be safe from harm and abuse, be enabled to reach their full potential and develop skills for life, enjoy healthy lifestyles, be happy and active members of the community  
(Children and Young People's Strategy 2019-2022)*

We are committed to ensuring that **transparency, honesty and integrity** are at the heart of everything we do. We know how important it is to have the right service at the right time to meet needs the best we can.

# National Context

## Who are the children with SEND?

### Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age **or**
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions?

### Disability

A child or young person has a disability if they have a physical or mental impairment that is substantial and had a long-term adverse effect on their ability to carry out normal day-to-day activities (long-term is defined as a year or more and substantial is defined as more than minor or trivial)

Children and young people with disability do not necessarily have Special Educational Needs.

## Legislation

**The Children and Families Act 2014** introduced major reforms to the way in which Local Authorities and their partners help and support children and young people with special educational needs and disabilities, and their families.

*The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equalities Act 2010 provides protection from discrimination for disabled people. (1.26, CoP).*

The Act supports a vision for children and young people that is the same as that we have for all children. The reforms specifically require:

A cultural change in the way in which we listen to and engage with children, young people and their parents and carers.

A responsibility on local authorities and its partners to integrate services, to deliver support from 0-25 years, to offer this support as early as possible and make decisions with the full involvement of parent carer, children and young people.

Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices.

Early years, schools, colleges, health and social care partners to work together with the Local Authority on developing and shaping the Local Offer through joint assessment, planning and commissioning of services.

Better commissioning of new provision to ensure needs are met early, in a timely way and within local schools, post-16 settings and by local community services.

Positive transitions at all key stages within a 0-25 age range; successful preparation for adult life is the overarching goal for all children and young people with SEND.

A skilled workforce that can meet the needs of children and young people with SEND and those who are disabled.

Services that support families to meet their children's needs and help children to remain in their local community.

Under the **Equality Act 2010** schools and post-16 settings have statutory duties to ensure that they do not discriminate against children and young people with SEND. They should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way educational settings teach pupils.

**The new school funding regulations implemented in 2013** changed the way in which all early years settings, schools, including academies and colleges are funded to deliver SEN provision. The aim of this change, specifically the introduction of the financial threshold of £10K for funding children with high needs, has meant increased delegation of funding to educational settings which accounts for the majority of total available funding through the Dedicated Schools Grant (DSG).

We are also in the **process of significant changes in the way schools are organised and governed** through national and local changes, in particular, much greater autonomy which will re-align funding, control, responsibility and accountability for schools.

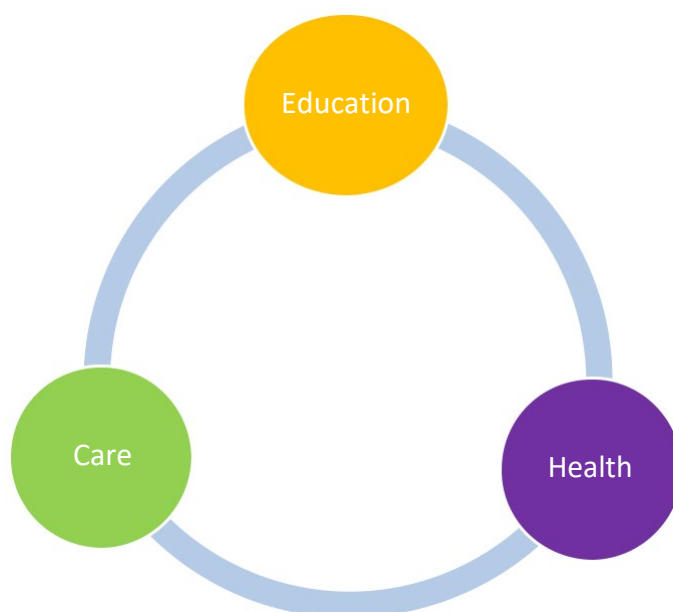
In this new educational landscape the role of local authorities focus on three areas;

- ensuring that every child has a school place including places in special schools or units, ensuring the needs of vulnerable pupils are met and
- acting as champions for all parents and families.

### **Joint agency working**

A range of public bodies including local authority schools, academy schools, early years' settings, FE colleges, NHS commissioners and providers, local Health and Wellbeing Boards are all required to have due regard to the Children and Families Act and the Special Educational Needs and Disability (SEND) Code of Practice 2015.

The Children and Families Act 2014 and the new SEND Code of Practice places clear duties on all agencies to work together, to integrate their services in order to deliver a timely and well-coordinated, holistic support with the child or young person and their families at the centre.

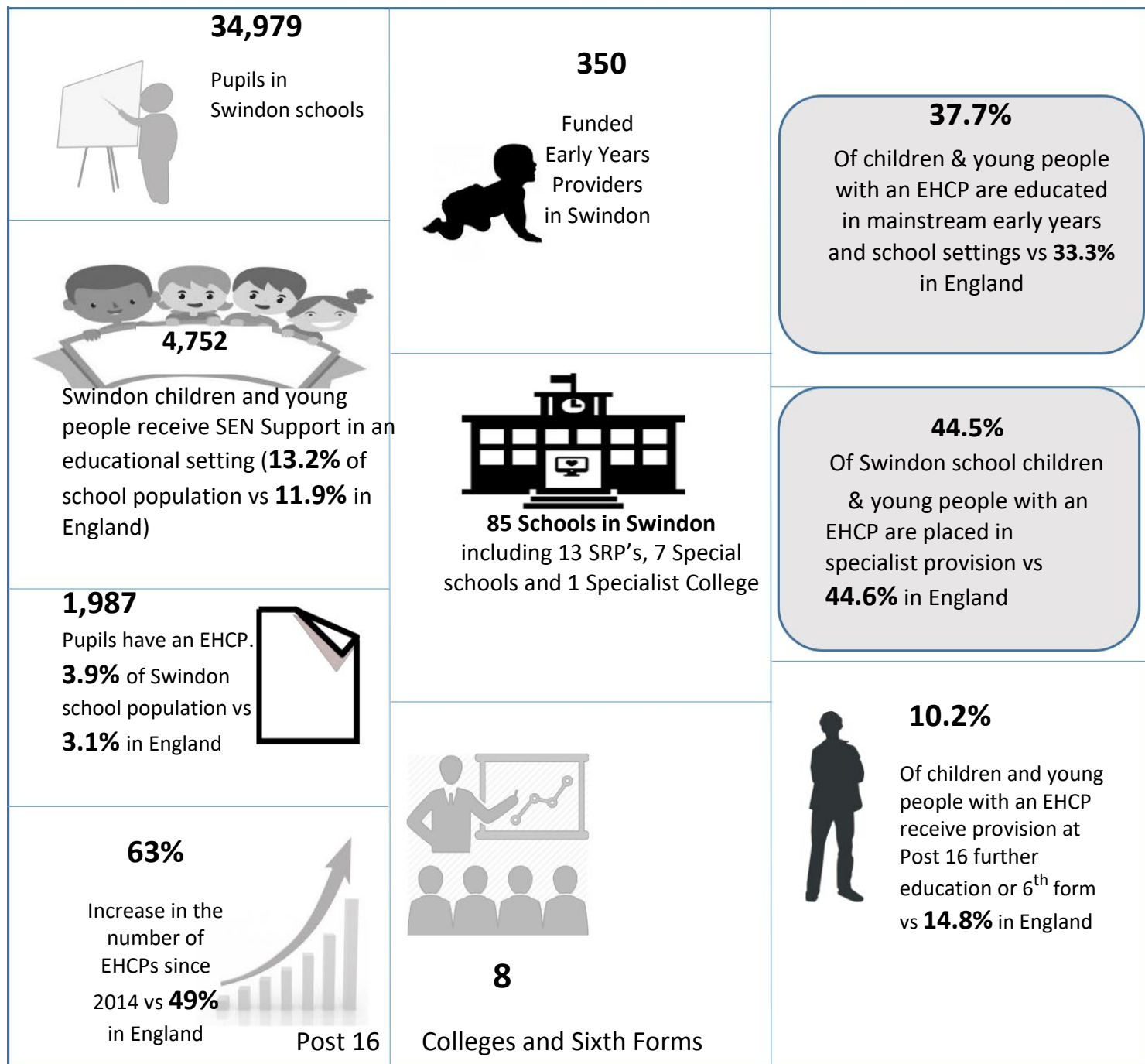




# Swindon context

The total Swindon resident population in 2018 was 222,000 and is set to grow to over 250,000 by 2028 (12.3% increase).

In 2018, the total number of those aged 25 or under in Swindon was 68,679 and made up 31% of the total population. This number is predicted to grow by 2028 to 76,500 (11.5% increase).

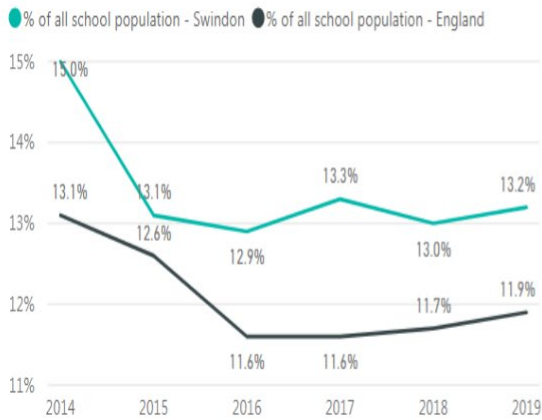


DFE, SEN data, January 2019

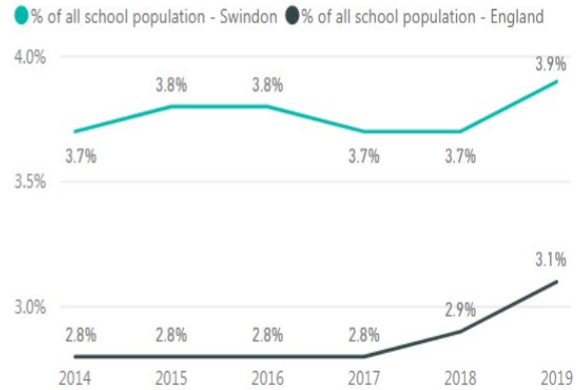
## Children and young people with SEN

The number of children and young people with identified SEN in Swindon has remained consistently above national figures. The number is also forecast to increase as the population grows significantly by 2028.

% of all school population who have SEN support

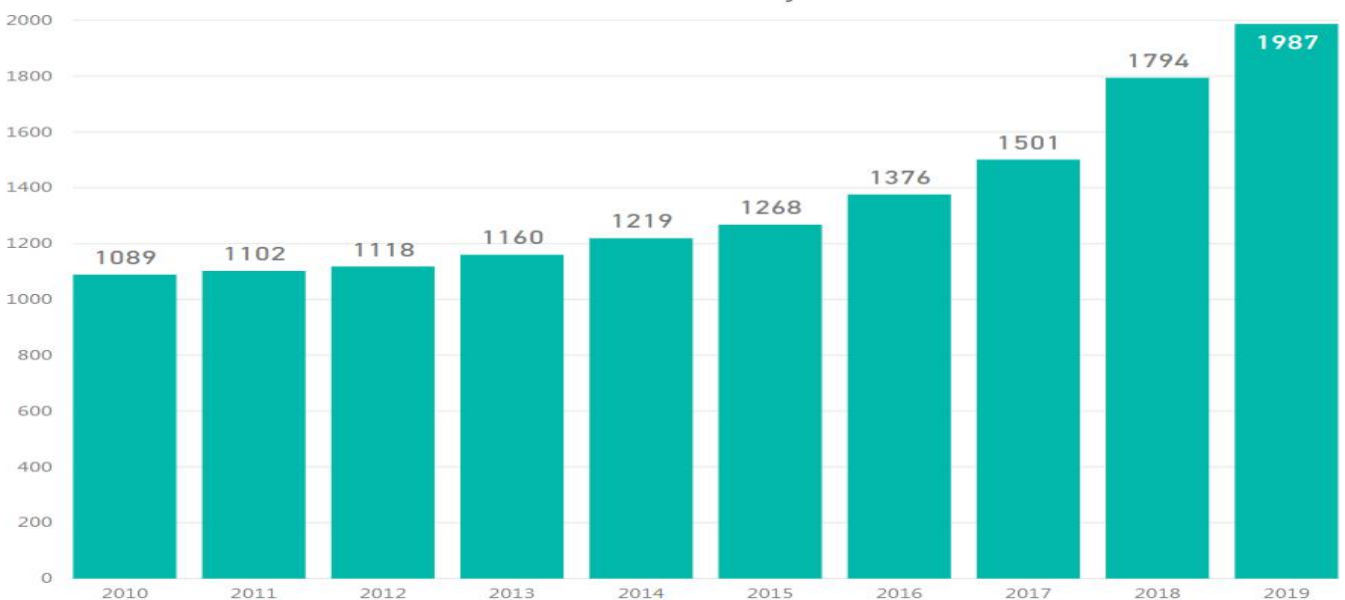


% of all school population who have an EHCP



The number of children and young people on SEN Support (with SEN needs but not requiring a statutory plan) is 13.2%, 1.3% above the national average. Although the actual number of children and young people with SEN Support is increasing, the percentage of the school population has been reducing since 2012. The percentage of children with statutory plans (EHCPs) is however higher in mainstream than elsewhere (37.7% compared to 33.3% in England) and this contributes towards the higher percentage of school children with statutory plans called Education, Health and Care Plans (EHCPs) than in most other local authorities.

Combined total of EHCPs and statements - Swindon by Year



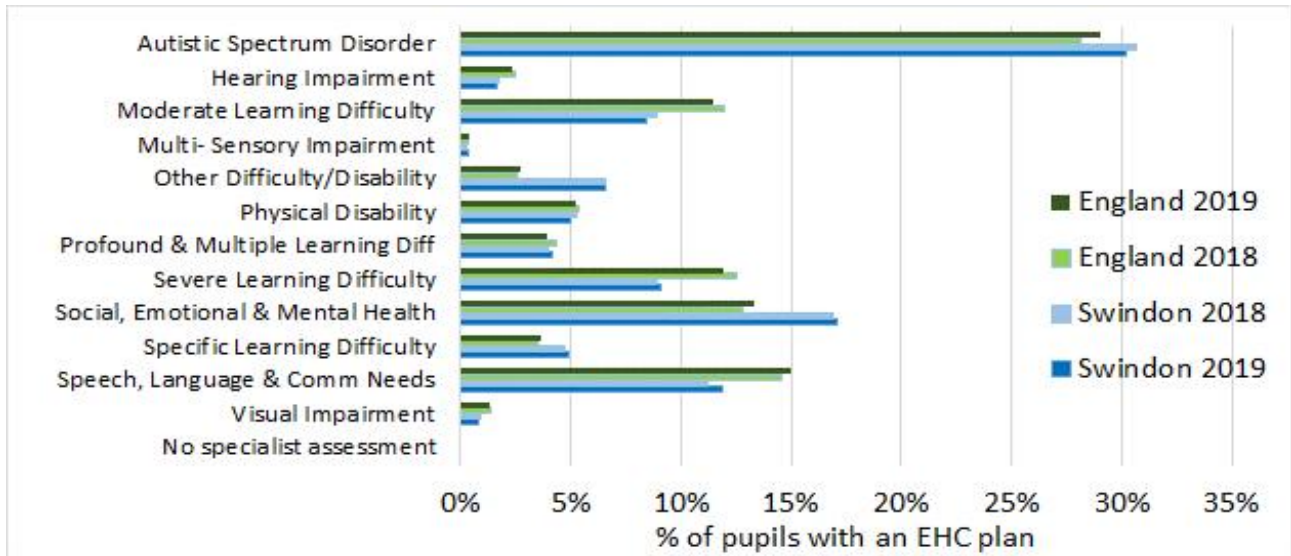
In 2019 the percentage of the school population with an Education Health and Care (EHC) plan is 3.9% and continuing to grow. Swindon is 0.8% above the national average.

## Primary Need of children and young people with SEND

Every January we get data about children in our Swindon schools. The school census data in 2019 tells us that the percentage has gone up for pupils who have a main need of Autistic Spectrum Disorder (ASD).

This means that there has been an increase from 24.1% in 2016 to 30.2% in 2019. Swindon is now above the national average, whereas we were below in 2016. This is a significant change over a short period of time.

The percentage of many types of need in Swindon is different to the rest of the Country, sometimes higher and sometimes lower. This means we need to understand why we are different and how we identify needs so that we can plan our services.



The most recent SEND Joint Strategic Needs Assessment bulletin published in September 2019 provides a comprehensive updated summary and analysis of the SEND profile in Swindon <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/document-library-landing-and-content-pages/strategic-decision-making/>

A full summary of SEND is regularly updated through Swindon’s SEND data scorecard <https://app.powerbi.com/view?r=eyJrljoiYTgzYzMONzktNjlmNi00YWU2LTg4ZjgtNGYyNjg3MmWY4NDUxliwidCI6ImMxNGJiYjVhLTFkNTYtNDY5OC1iMzQ0LTFiOTk5NjRmNjg3OCIsImMiOjh9>

## Outcomes

We received hundreds of comments from our online survey and group events. Here are some examples of the hopes for what will be different by 2023:

“A raise in aspirations of all stakeholders over what young people with SEND can achieve”

“Better understanding by everyone of the challenges SEND children encounter, A kinder and more patient environment”

“less bullying- feel accepted by everybody”

“Fit in everywhere not just places for disabled people”

“No child being isolated due to disability, parents feeling that they are being listened to...”

“More consistency and accountability within services”

“Help sooner”

“More social opportunities and places to go”

“Seen as a child, not an autistic child”

“Have a say in my own life, make my own mistakes and decisions”

Nationally, the educational outcomes of children and young people with identified SEND are not as good as their non-SEND peers. The situation in Swindon is broadly the same.

We are particularly concerned about persistent absence and exclusions for children and young people with SEND, especially for children and young people with EHCPs. The numbers are higher than national benchmarks and higher than for children with no SEND in Swindon.

We are looking at the experience of those who use our services. As an example, there are a very high number of children who are under the care of a paediatrician. This creates an issue for the move to adult health care after the age of 18 when the paediatrician service stops. We need to understand why this has happened and how we can plan our services to meet needs earlier and ensure that the right help is available from universal and targeted services such as GPs and early help services.

In Swindon there are currently too many young people not in school due to their medical needs.

We recognise the importance of well-coordinated multi-disciplinary teams working with children, families and education settings.

## Children Looked after

Nationally, more children who are looked after children have special educational needs than in the child population as a whole however in Swindon we have dropped from 1.4% above the national level to

5.5% below in one year. We have also had a three year trend of less children in need who have special educational needs. This has dropped to 12.9% this last year compared to the national level of 21%. This is because from 2019 we have organised our services differently and we are meeting needs better and more quickly so there are less children overall who are in need or looked after, especially in local placements.

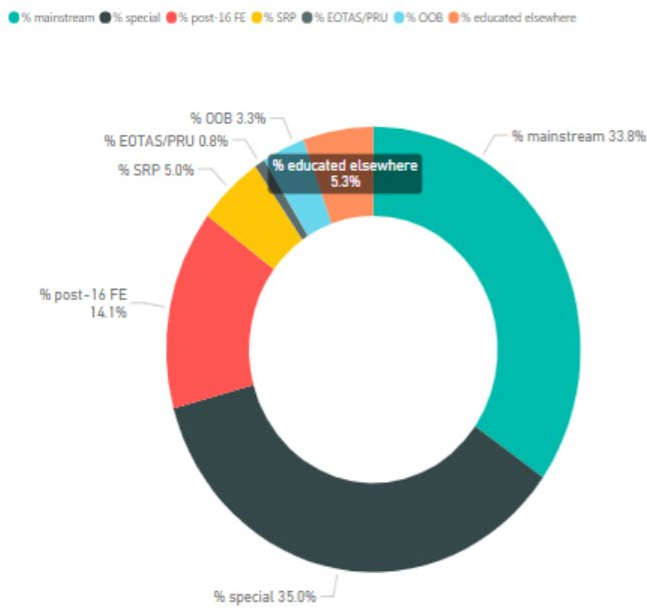
## Best use of our resources

In Swindon, we already have a high number of special schools and specially resourced provision attached to mainstream schools.

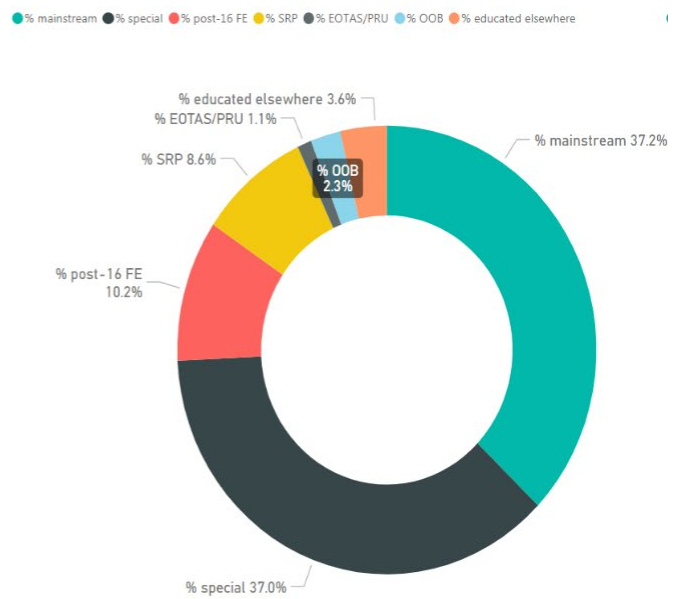
Placements in specialist provision (special schools, specialist resource provision and out of borough specialist placements) are similar to elsewhere 44.5% (national 44.6%).

The actual number of children and young people in specialist provision is higher than in comparable areas. This is due to our very high percentage of children and young people with Education Health and Care plans in total, alongside a high level of preference for special schools. This is driven, in part, by reported low parental confidence in support provided by mainstream educational providers.

Proportion of CYP with EHCP in each placement type - England 2019



Proportion of CYP with EHCP in each placement type - Swindon 2019



In Swindon, we offer a range of education support services and therapies mainly available through funds available through a budget for complex needs called the High Needs funding block, and some jointly funded with health.

The High Needs Block provides additional top up funding for individual children and young people placed in mainstream educational settings. This is additional to the funding already in schools and recognises the need for some additional help and provision “on top”.

Swindon’s financial commitments to providing support for children and young people with SEND are already above the available budgets. In the High Needs Block alone we are facing a pressure of £1.6m which is very likely to grow significantly unless action is taken; 81% of all local authorities in England are facing a similar problem.

A recent report published by the National Audit Office (<https://www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities/>) points at the high demand for specialist placements as the main reason for such financial pressures.

## How will we work?



The SEND Strategy was developed through joint working with all partners. This very much includes parent carers and young people who have said it is important to include real examples, think about what changes mean for everyday experiences, and use straightforward language.

The draft strategy received comments from 144 people. This included 67 parents and 35 young people.

The young people told us that the strategy looked like it was written by adults for adults, and parents told us that we had used too much jargon, practitioners told us how hard it was to make the system work for all young people, the main feedback theme was the need for major change. There was a very high level of agreement with the proposed principles and values. The top priorities for everyone were the two that are clearly about outcomes:

Priority 3 – Ensure that every Child and young people with SEND make excellent progress through access to high quality support

Priority 5 – Ensure that young people enjoy a happy and fulfilling adult life

As a result of feedback, the language in this final version has been made more straightforward using detailed advice by Swindon SEND Families Voice and STEP representatives, we have included more real examples and we have asked our Young Person's group called Thought Tank to take the lead on an accessible version to go on the website for everyone to use. The next step is to agree together precisely what and how we will deliver to our priorities over the next 3 years.

The SEND strategy is here to support and help us work together better so that we can improve outcomes for children and young people with SEND.

We will do this by

1. focusing relentlessly on improving outcomes
2. checking we are delivering a consistently good local offer for children and young people with SEND and taking action where we find this is not the case
3. building the trust and confidence of their families, especially by listening and respecting the experience of parents and young people who receive the services



## Our principles and values

**Collective responsibility** – SEND is everyone’s business and we need a fair system where everyone plays their part to solve even the most complex of problems.

**Early Support and Intervention** – Early help and support through a high quality graduated response to offset and mitigate against the increasing effect of unmet needs over time.

**Inclusion** - The majority of children and young people with SEND will attend mainstream settings with support from specialist providers.

**Localisation** - Children and young people should be educated as close to their home as possible to support meaningful engagement in their community.

**Personalisation** - A person centred approach which means greater choice and control for families, and really valuing and respecting what makes each situation unique.

**Co-production** - Parents and carers know their children and families the best. They take part in decision making and help to develop and shape services.

**Partnership** – Integration, joint commissioning and coordination of approaches to deliver better outcomes for children and young people with SEND.

**Culture Change** – Our ‘SEND offer’ must change which means we need to think in different ways, create alternative methods for delivery and develop more flexible approaches to support.

## What will we do?

### Our focus and priorities

We will strengthen governance and partnership arrangements across our 6 strategic priorities- accountability and moving forward together will be the foundation of our work from 2020-23

**Priority 1 – We ensure that every child and young person feels INCLUDED and part of their community** – this means we have the necessary knowledge, skills and opportunities and we trust our local providers across Swindon to support SEND.

**Priority 2 – We are all WORKING TOGETHER to plan services** – this means that joint working becomes the way we work at all times

**Priority 3 – We ensure that every Child and young person with SEND makes good PROGRESS** – this means that the right help is available at the right time and this is of high quality.

**Priority 4 – We deliver consistently TIMELY AND GOOD QUALITY education, health and care assessments and plans** – this means that we follow the law at all times, from the request at the start through to the annual review process when we issue a EHC Plan

**Priority 5 – We ensure that our young people enjoy HAPPY AND FULFILLING adult life** – this means that we are thinking about adulthood from the earliest time and especially when planning transitions. We will think about employment, friends and relationships, independent living and good health and asking, “what we can do today that will help the young person in the future?”

**Priority 6 – We ensure financial STABILITY AND SUSTAINABILITY for SEND** – this means we make good and fair decisions so that we use all our joint resources as efficiently as we can.

# How will we do this? How will we know it is working?

We will focus on strengthening governance and partnership arrangements



## What have we already achieved?

Membership of the Strategic Board includes the Councillors with responsibility for children’s services and the leads for children’s services in the local health service. The members represent key partnerships and providers. Parent-carers are members and the Board makes sure that young people’s ideas and views are part of all decisions by working with the organisation called STEP who talk directly to groups of young people.

The Swindon parent-carer forum is one of 147 forums in England. Our forum is called Swindon SEND Families Voice. The forum have doubled their Facebook following in the last year to 1400 people, and tripled the core committee from 5 to 15 which has meant that the parent perspective was there at 257 meetings, events, conferences and coffee morning in 2019.

The parent and young person’s views are now shared in many different ways for example updates from the forum feature in Local Authority staff newsletters and staff briefings. Parents and young people increasingly form part of the interview panels for lead posts in health and education. They have also been part of fact finding teams visiting good practice locally and further afield so that we can work out together what good looks like.

The Board has links to other important groups to ensure that SEND is joined up with other work.



It is important for the Board to know the strengths and weaknesses across the Local Area. A SEND data set (the scorecard), and a Quality Assurance Framework have been developed to help this happen. This compares Swindon to the rest of the Country. The most up to date data is shared regularly at the Board so that members are able to scrutinise and monitor progress and identify gaps. Cross referencing to other important strategies is also part of the governance work. This is to make sure we benefit from working together whenever we are planning new ways of working.

We ran our first annual SEN survey from 1<sup>st</sup> November to 13<sup>th</sup> December 2019. 277 people took part. 218 were parents, 14 were young people. The remainder were practitioners.

Although just over half were very/satisfied with the services in Swindon, we would like this to be much, much higher and we particularly noticed that only :

22.5% agreed that services had improved in the last 12 months

20.6% agreed that the right service is in place at the right time.

22.7% felt consistently or frequently listened to

We asked people who they had contact with most and how they liked to get information. We found out that people who work with families every day, like school staff and health visitors, are really important for information and advice. So we are going to design our communication and workforce strategy with this in our minds. We are coproducing information and resources on participation and listening and will be working hard to get these ready for the people who work most with families and young people. We are also going to use the feedback on what is working (163 comments) and what could be better (171 comments) to build our delivery plans so that we use the best practice to improve the service across the local area

### **What we need to do next?**

- Challenge each other to make sure that partnership, participation and coproduction are at the heart of everything we do.
- Better engage the ideas and leadership from frontline services, especially in education.
- Further develop ways of gaining views on children/young people and families satisfaction with the local area developments and improvements and putting them into practice.
- Focus on quality of information so that Board members have a more accurate understanding of local effectiveness.
- Set local area targets so that we can measure progress.
- Use local area data to inform local area commissioning decisions so that we are planning services as best as we can.
- Ensure that performance reporting is robust to allow effective and timely monitoring and tackling weaknesses in education, health and care outcomes.

### **What will be different?**

- Coproduction at all levels will make sure there is good involvement of families, children and young people and the people who work with them in decision making about the services and support. We will use the “you said-we did” approach to show how things are changing and target particular new projects for coproduction between those who receive and deliver services.
- Strong and sustainable governance and partnership arrangements means that we deliver on the strategic priorities identified by the SEND strategy, so everyone needs to be clear what these are and how they can make a difference.
- The high profile for the SEND strategic priorities will be maintained by the Local Authority and Clinical Commissioning Group until substantial progress is made and the new ways of working are part of what we do every day.
- Young People and parent carers will be represented at key decision making groups.

## Priority 1 - We will ensure that every child and young person feels included and part of their community.



### What have we already achieved?

Our early year's settings, schools and colleges already have systems in place which follow the graduated approach recommended by the new code of practice.

In early years, we already have a consistent tool to identify, assess, plan, do and review which helps our education settings to plan support for children with SEN

Schools' SEN reports and websites celebrate good practice and provides our parents and carers with information and advice on what support is available in our schools.

Early years' settings, schools and colleges came together in 2018-2019 and developed a Swindon wide, universal, all ages set of Core Standards which are already being rolled out across the local area.

Early help services have been reshaped to provide an effective and coordinated offer across Swindon to meet needs early and well.

A new, improved Local Offer website has been developed with input from over 170 parents, young people and practitioners to improve accessibility and the quality of content.

A new 'No Wrong Front Door' service has been created with mental health referrals arriving in the same place as the Early Help referrals, creating a seamless system and point of entry.

The Local Offer website is now live on a new platform and named as the Local Offer in response to feedback that the previous website name of "My Care My Support" caused confusion. This emerged during the Ofsted/CQC inspection when parents were asked by inspectors about the Local Offer. 177 parents and 329 young people have been involved in coproducing the new local offer content and design through a variety of forums, engagement sessions, surveys and community events. The images for use on the website have been coproduced with the Learning Disability Board.

The new website (<https://localoffer.swindon.gov.uk>) has received increased use with 2,291 new users generating 4,548 sessions over the first 2 months. In between September and November 2019, the website received 2326 views and people spent more time looking at the pages (up

### What do we need to do next?

- Implement the Core Standards and embed good practice across all educational settings.
- Develop clear and coordinated support pathways for groups with SEND with an initial focus on autism, social-emotional and mental health.
- Continuous development of the Local Offer so that it becomes the "go to" place for SEND information for all stakeholders and also helps us know what's working well or not.
- Develop health hubs alongside primary care to minimise waiting times and maximise resources through a multi-disciplinary approach.
- Ensure Families have access to high quality early years' provision for example by schools accessing early outcomes funding



## What will be different?

- Quality inclusion and participation in education and the wider community.
- Shared commitment to ensure that all providers work together to enhance the capacity of the mainstream sector to provide support for children with SEN.
- Consistent and developing workforce skills to secure confidence of parents/ carers and young people.
- Consistency in quality of service delivery across geographical boundaries and swift access to the right service at the right time.

## Priority 2 - We are all working together to plan services.



### What have we already achieved?

Joint partnership working has been established across the network of Special Educational Needs Coordinators (SENCOs) representing all types of educational settings. SENCO Champions play an active role in providing peer support to achieve a consistent offer for SEND

There are arrangements in place for joint agency funding of complex packages of support and they are jointly monitored, visited and reviewed.

Local authority and special schools work together through regular Keep In Touch Meetings. These are joint strategic and operational meetings planning places and support for children and young people.

Paediatric Therapies are currently under joint review by the local authority and health and this includes all stakeholders and benchmarking against other geographical areas.

A pilot project for 10 children in mainstream supported from outreach from a special school has shown the benefits for the children and their schools



### What do we need to do next?

- Ensure that the direct voices of children, young people and families are heard when identifying, commissioning, planning and reviewing services.
- Use creative ideas for integrated working to support 'tell us once' principle; this is to support effective and efficient working, improve confidence and trust for families and young people, and to ensure the best use of available resources.
- Ensure that robust quality assurance processes are implemented and reported on across all commissioned services.



### What will be different?

- Market development supports increased choice and control
- Commissioning plans, especially those across education, health and care (Joint commissioning) are informed by the ambitions, experience and successes of young people and their families.
- There is good awareness in families of the resources available to them in the local area including the local offer -this will be demonstrated through focus groups, service feedback and the annual SEND survey.



- A whole system approach to capture the voice of all children and young people with SEND and their families to inform strategic and operational developments.
- Strengthen the whole system approach so that services work together locally across the local area.

### Priority 3 - We ensure that every child and young person with SEND makes good progress



#### What have we already achieved?

7 SENCOs have been trained to provide peer to peer support in self-evaluating the whole school approach to SEND so that individual whole school improvement plans can be developed

Links are being made with mainstream schools in other areas which are able to demonstrate good practice in respect of leadership and specifically delivering effective whole school support for children with Autistic Spectrum Condition.

Swindon Borough Council has used its SEND capital funding allocation to focus on accessibility for Physical Needs and Social, Emotional and Mental Health Needs such as nurture/sensory rooms and well-being spaces, and for autism.

#### What do we need to do next?

- A continuing focus on attendance and participation in education and local community
- Build on good practice locally and elsewhere for whole school approaches to SEND.
- Develop a sufficiency plan for educational provision that takes account of the growth in the local population and ensures longer term sustainability.
- Ensure planning for increased capacity in mainstream schools that builds on local partnerships and joint working between education, health and care.
- Establish a shared understanding of what is available through reasonable adjustments, universal and targeted services in education, health and care and how to access broader community resources.

#### What will be different?

- Consistent and timely identification of special educational needs across all age groups.
- Outcomes and progress at the end of each key stage for children and young people with SEND will be in line or above national averages.
- Parents express an improved level of confidence with provision for SEN in mainstream schools.
- Reduced, permanent and fixed term exclusions for pupils with SEND.
- Families have access to high quality early years provision with the help of such as the early outcomes funding.
- There will be a clear continuum of education provision for special educational needs across mainstream, resourced and special schools, colleges and early years which have the capacity to meet the needs of the local area
- Schools and colleges will be able to support the medical needs of children and young people in their care so that attendance and outcomes levels are good.

## Priority 4 - We deliver consistently timely and good quality education, health and care assessments and plans.



### What have we already achieved?

A new Quality Assurance Framework has been developed and approved by all partners. It provides a structure that enables all agencies to engage with the process of quality assurance. This has already helped us put an improvement plan in place and set targets for better performance which are looked at every month in the local authority, and every other month at the multi-agency SEND Strategic Board

As a result of a review of roles and responsibilities of the statutory SEN team in 2019, decisions were made to reconfigure the service to ensure an efficient, effective and sustainable way of working. This will start to be in place from March 2020.

The SEN statutory team received additional training and support; additional resources have been deployed to address staff capacity.

Annual review and key stage transfer processes have been reviewed and communicated with educational providers to ensure timely compliance with statutory requirements. This is being backed up by the option to complete a short survey to tell us how the review worked for parents and young people and new guidance for staff running annual reviews.

### What do we need to do next?

- Implement new statutory SEND service structure with clear roles and responsibilities.
- Ensure compliance with statutory timelines and requirements are placed on all partners through a regular quality audit programme.
- Strengthen supervision and management oversight of Swindon Borough Council statutory casework.
- Ensure full implementation of the Quality Assurance Framework with a particular focus on leadership and management oversight.
- Improve IT systems to assist data monitoring and reporting on key statutory requirements.
- Implement a consistent approach for regular communication with families throughout the assessment and/or review process to keep them informed of progress.

### What will be different?

- Parents, carers, children and young people report that they understand and have positive experience of the education, health and care statutory assessment process and report outcomes were coproduced and incorporated into the plan.
- Timely and good quality contributions to the EHC needs assessment process.
- The percentage of plans issued within 20 weeks will be in line or better than the national benchmark.
- Quality assurance processes provides evidence of improvement in trends of quality of EHC plans and the evidence provided for them.

## Priority 5 - We ensure that our young people enjoy happy and fulfilling adult life.



### What have we already achieved?

Planning Live has been established as an approach to young child/person centred transition planning. This model has been adapted and extended to reach more young people.

Significant improvement has been made in Key Stage 4 pupils, including SEN groups going on to a sustained education, employment and training destination. Swindon is now above the national and regional indicators for this group.

Continuing Care is now part of the Clinical Commissioning Group (CCG) strategic delivery with a seamless transition into Continuing Care post 18. The transitions team is sighted on young people aged 14+ to ensure a smooth transition.

### What do we need to do next?

- Undertake a mapping exercise across post 16 provision to ensure that pathways are in place to support young people to achieve their aspirations and fulfil potential.
- Set up a post 16 forum to allow providers to share best practice and to support Swindon to develop provision.
- Develop a 'moving on' booklet to allow young people and parents to have a clear view of provision available at post 16, particularly foundation learning, to inform effective and robust preparation for adulthood.
- Ensure that the improvement in KS4 continues to older age groups.
- Strengthen the transitions offer so that young people do not feel that they are losing support once transferring into adult services, focussing on GP oversight on young people with SEND

### What will be different?

- Early planning together supports effective transfers and transitions across the age range and services so that children and young people continue to achieve well after transition and experience co-ordinated support for their needs.
- Person-centred approaches ensure that choice, independence and self-advocacy skills are developed from the earliest point.
- Clear pathways are available through to a range of options for employment and choices for living in adulthood.
- Develop and embed a robust SEND employment strategy that influences culture, expectations and provision to ensure that young people and their parents believe that employment is achievable.
- Young people's aspirations are at the heart of the preparing for adulthood agenda.

## Priority 6 - We ensure financial stability and sustainability for SEND.



### What have we already achieved?

High Needs Sub Group to the Schools Forum has been established since autumn 2019 to drive forward the recommendations originally outlined in an independent High Needs Review carried out in July 2017.

A SEND Summit attended by the majority of schools and key partners in June 2019 identified a shared commitment to addressing key issues around financial sustainability and efficient statutory processes.

Through the work on Core Standards, the local authority engaged a wide range of educational providers to develop a partnership approach to finding best ways of using resources available in the local area.

Local Authority demand management programme has been established to identify and track impact on a range of initiatives to help stabilise the current trends and pressures.

Swindon joined the cross authority group developing a framework agreement for placements within the independent and non-maintained sector so that authorities can work together to broker and quality assure placements.

### What we need to do next?

- Implement all recommendations of the High Needs review, including developing a new methodology for the High Need resource allocation system and the commissioning arrangements for support services.
- Ensure robust, evidence based decision making at all levels (single and multi-agency).
- Carry out a review of funding across the post 16 landscape to ensure that pressured resources are focused to the highest area of need.
- Review the development of the multi-disciplinary team approach for diagnosis and ensure that service pathways are redesigned with changing requirements.
- Partnership working to ensure best value and effective use of the financial resources available to support children and young people with SEND.

### What will be different?

- Fair, sustainable and transparent decision-making processes supported by robust quality assurance processes.
- Ensure that resources are targeted correctly and maximise the impact on the population.
- Sustainable and transparent methodology for allocation of high needs top up funding.
- Effective financial monitoring to secure forward planning and sustainable use of resources.
- Benefits and Performance monitoring. Data to be defined and published to show how we are managing things differently and to show what it means for a child to be happy.

## Delivery, reviewing and monitoring arrangements

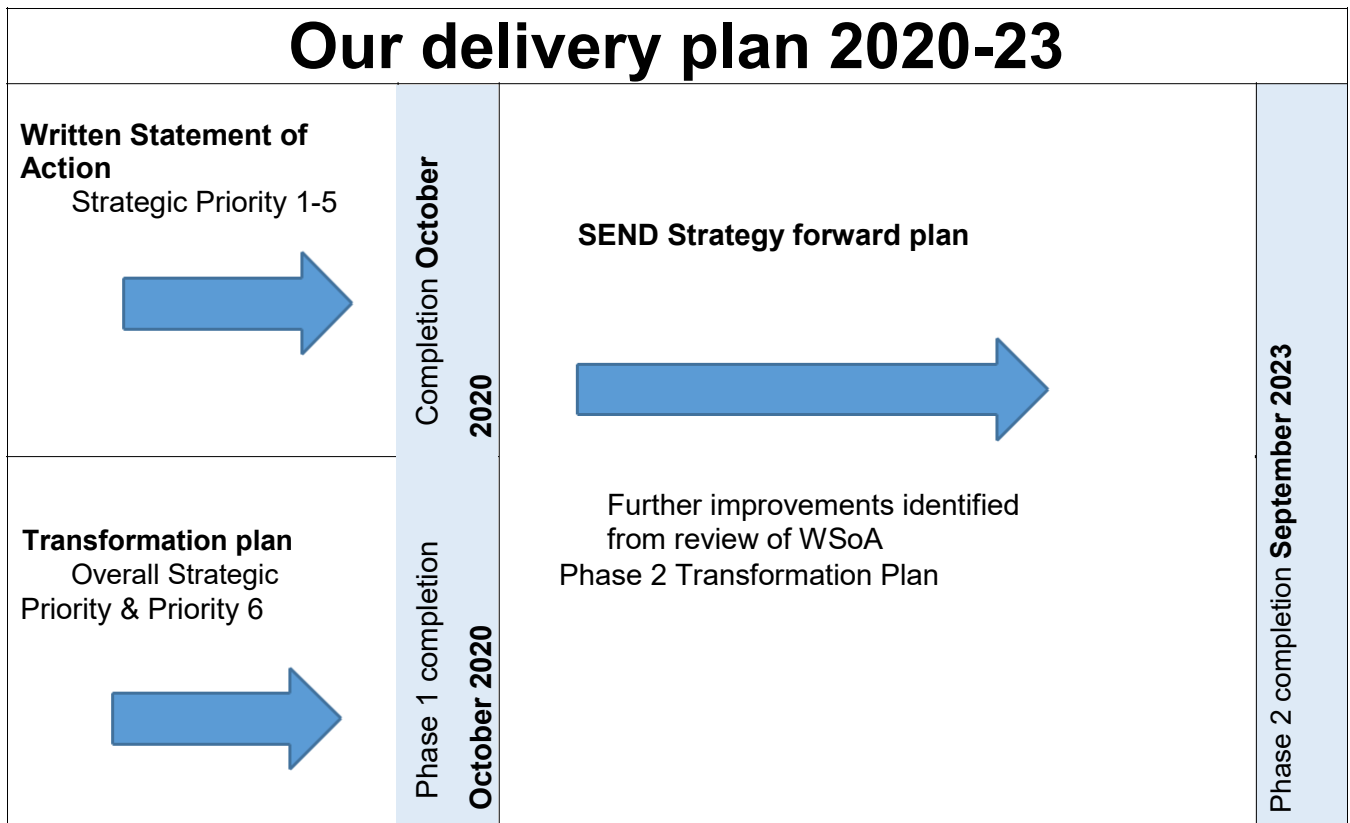
In Swindon, we are working together to change how we deliver better outcomes for children and young people with SEND. We are committed to delivering “better together” across all the partners involved.

There are two important references that are shaping how we will do this.

1. The Ofsted area SEND inspection in November 2018, which told us we needed to improve on 8 important areas of work. This is called the Written Statement of Action. This has to be delivered by the end October 2020 after which we will be visited again by Ofsted to look at how we have implemented our action plan.
2. The additional ambitions which came out of our self-assessment and analysis work in 2019. This showed us that we need to do some things very differently, particularly in how we used the resources we have as efficiently as we can, and how we get the right service to the right child and young person at the right time. This is our Transformation Plan.

As the result, Swindon has two parts to the Strategy delivery plan for 2020-23, the Written Statement of Action and the Transformation Plan.

The Written Statement of Action overlaps with the priorities in this Strategy, especially priorities 1-5. The Swindon SEND Transformation plan supports our overall strategic priority to improve governance and partnership working, and especially supports strategic priority 6 to ensure financial sustainability.





The Chalet School reaching their goal on a school trip- June 2019

This strategy will be formally reviewed annually by the SEND Strategic Board, leadership in the local authority and the Clinical Commissioning Group, and the parent carer forum (Swindon SEND Families Voice). This review will be informed by a range of evidence including:

1. Key measures linked to the commissioning strategic priorities.
2. Quarterly reports for the strategic delivery plan.
3. Local Offer annual report.
4. Self-evaluation dynamic update.
5. Performance reports.
6. Reports from linked boards and groups to include finance.

The SEND Strategic Board annual review will inform the annual SEND report and subsequent annual reports to the Health and Well-Being Board, Scrutiny committee and the Swindon Safeguarding Partnership.



Artwork created for the SEND Summit 'We are the Champions' – June 2019