



**Doncaster
Council**

**Doncaster Special
Education Needs and
Disability (SEND)
Strategy
2021-2024**

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Foreword by Cllr Lani Mae Ball Cabinet Member for Children, Young People and Schools

[insert photo of Lani]

Local leaders in Doncaster are committed to improving the life chances of children and young people with SEND. It is heartening to know that there is an improving picture for the most vulnerable children in our borough.

The Ofsted inspection in May 2019 found that improvements have been made to the quality of health, education and social care provision which is having a positive impact for children and young people. I am pleased that the overall picture in Doncaster is one of steady improvement and I am determined that this will continue.

Ofsted have recognised that our close partnership working puts the needs of children and young people first. We must build on this and work together as partners to ensure that our children and families, who need our support, live happy and fulfilling lives.

Our recent experiences have underlined the need now for a clear focus on early intervention and ensuring that we are able to meet the needs of our young people as early as possible and as close to home as is possible. We look forward to working together to create the changes that will ensure that we are able to maintain the pace of our change and deliver the best possible outcomes and lives for our young people in Doncaster.

Thank you for your continued commitment.



Doncaster SEND Vision

We aim to be the most child friendly borough in the country. Our ambition is to provide the best possible support for our children and young people to plan for and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons.

For children who have special educational needs and disabilities (SEND) there are additional imperatives which must drive our ambition for them to achieve fulfilling lives; in particular, the timeliness and sophistication of identification and assessment of special educational need, and the effectiveness and efficiency of collaborative planning, involves the right people at the right time in the delivery and review of the impact of this support.

In Doncaster, children who have SEND, will have the best possible start in life, and as they grow up, they will have prompt access to reliable local, high-quality education, health and care services. These services will work closely with the children, young people and their families to help them to:

- Make excellent progress in achieving their ambitions and targeted outcomes.
- Be fully included in their home community and participate in society.
- Be as healthy as possible.
- Stay safe.
- Be successfully prepared for adulthood.
- Secure sustained meaningful employment, wherever possible.
- Live as independently as possible.
- Have choice and control over their lives.
- Be at the heart of decision making about provision for their needs, both individually and strategically.

More specifically, children and young people with SEND and their parents /carers will:

- Have their education, health and care needs accurately identified and assessed and met in a timely manner
- Receive timely information, advice and support to enable them to participate fully in discussions, decisions and choices about their lives.
- Receive services that will communicate effectively together so that children and their parents/carers only have to 'tell it once'.
- Have the routine option and be well supported to, take up a personal budget, and the right to access a personal health budget when meeting Continuing Care needs.
- Experience a smooth transition when they move between education settings or service providers.
- Continue to receive the health and care provision needed to meet their needs beyond the age of 16 and 19.
- Receive timely support for young people's preparation to adulthood



The realisation of this vision is governed by an Inclusion Programme Board which reports to the Children and Families Executive Board, and is comprised of senior representation from Parent Voice, the Council's elected member for Children and Young people, senior officers from the Council's LOC&YP Directorate, Health Trusts, Children's Trust, Early Years providers, Schools and the post -16 sector.

Strategic Intent

The local authority, local area partner agencies, families, children and young people will work together with education, health & care services to realise this vision.

We will jointly design, commission and produce services that are informed by a clear understanding of needs in the local area and accurate self-evaluation. This will ensure that high quality provision and good value for money services are delivered. Doncaster 'children's workforce' will be well trained and supported to equip them to play an effective part in ensuring that needs are met.

The strategy is important as it demonstrates how the local authority and its partners are taking a joint and integrated approach to meeting statutory requirements as set out in legislation. It also demonstrates how these requirements relate to the local context and should be read in conjunction with the Doncaster Local Area SEND self-evaluation.

Our self-evaluation provides details about our strengths and areas for development in our approach to supporting the needs of children and young people with SEND, along with detail about the context of our SEND provision and the characteristics and trends of our SEND cohort.

Our partnership have set up a set of strategic principles which will underpin our work. these include a commitment to:

- Develop our partnership leadership capacity, efficiency and effectiveness including with Health and Social Care partners. Creating a uniformed approach to meeting need across the partnership, clarifying roles and responsibilities of all.
- Ensuring that young people are educated as close to home as possible.
- Moving the resource closer to school/locality management and quality assuring the impact of this. Reinforce the principles of early intervention.
- Improving capacity and sufficiency of provision in schools and specialist settings
- Ensuring alignment and reference to key strategies such as Education and Skills 2030 and All Age LD and Autism & Transition to Adulthood strategy

Local Strategic Context

This strategy is a reflection on the journey so far and strengthening of our joint intent in relation to SEND.

Subsequent to the publication of the *One Doncaster* Report in 2016, improving outcomes for vulnerable learners has been at the centre of our local strategic approach and has been a core focus of Doncaster's transformation journey in Education and Skills.



Within the *One Doncaster* Report (which was adopted enthusiastically by key stakeholders including local politicians, businesses and school leadership from all sectors), we committed to undertaking a full review of SEND provision sufficiency (recommendation 7).

This was undertaken in 2018 and has been linked to the research underpinning our current strategic statement of intent for SEND (2018-2022), which outlines our strategic approach to SEND learning in detail. The latter is current and elucidates many of the core principles upon which this document is based.

The *One Doncaster* Report, with its concordant set of recommendations, was fully reviewed by the external Independent Commission (Sir Tim Brighouse and Dr. Anne Limb) in October 2018, who confirmed that Doncaster was in a 'virtuous circle' of improvement and that we are making significant progress against each of the areas detailed in the original report, including those which both specifically and intrinsically affect SEND learners.

Subsequent to the *One Doncaster* Report, Learning and Skills was placed at the heart of the Mayor's four year plan for the future of the borough, *Doncaster Growing Together (DGT)*, with a commitment to ensure that "Learning in Doncaster prepares young people for the world of work". Through an ambitious partnership ranging across the Doncaster Council, Doncaster Opportunity Area, the Doncaster Chamber of Commerce and Business Doncaster, we are developing a tailored approach to helping SEND learners into work. This includes exciting plans for a new business-education Middle Tier Organisation (MTO) which will work to develop progression pathways into fulfilling careers for learners with SEND and utilise the pre-existing expertise of the Careers Hub in helping SEND learners progress into Further Education, Higher Education and Work. This will include working with businesses to ensure that they are 'SEND learner-ready' and understand the needs of SEND entrants to the workforce. This will be supported by an all-age, all-ability Careers Platform, which will be fully DDA-compliant and have sections specifically tailored to SEND learners.

Within our child-led Children and Young People's Plan (2017), we further renewed consistent commitment to developing inclusive forms of tailored learning for vulnerable pupils. We have introduced Big Picture Learning, an innovative form of education which seeks to engage the disengaged through tailored individual support. We are the first location in the UK for this form of learning, which is specifically targeted as a form of alternative provision for vulnerable learners. Furthermore, we are making a major investment in our SEND capital infrastructure we have developed the new Communication and Interaction Free School (the Bader School) for pupils with social and communication needs and we have further plans afoot for a facility to provide high-quality learning for children with social, emotional and mental health needs.

We have also successfully secured an Opportunity Area (OA) Programme for Doncaster (2017-2021), which includes a specified commitment to developing pathways through suitable education to fulfilling careers for SEND Learners (Priority 3). The Opportunity Area has also funded a wide-ranging Essential Life Skills Programme, which has provided SEND learners in the community an opportunity to fully engage with extra-curricular activities and develop key 'soft' skills which are invaluable for progression.

Long Term: Moving Forward to a 2030 Vision in Learning

The Local Area partnership have developed a clear vision for Education & Skills to 2030. The priorities from the SEND strategy will form an integral part of the action within this strategy.

Cradle to career approach

This characteristic is about ensuring that all Doncaster residents **have access to high-quality career pathways with supporting services that are tailored** to their individual needs and aspirations. This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy. This will be supported by a wrap-around Careers Information, Advice and Guidance service for Doncaster. **Employers and sector specialists will be at the heart of this characteristic**; with their reach extending into all sectors as champions for the development of progression pathways. This will ensure that all residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow.

High Ambitions, High Expectations

This is about ensuring that all in our locality have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. What is **key is ensuring that all in Doncaster can achieve what they want in life, no matter what their background**. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement in the borough. This is to be complimented by a wider essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society.

An inclusive learning system which delivers for all

Inclusive growth means no individual or community is 'left behind' in Doncaster. A successful learning system is one which meets the needs of all learners and Doncaster's should be no exception. **An inclusive learning system is a system where vulnerable pupils are supported with an education that is appropriately matched to their needs and capabilities and they have clear defined pathways into adulthood and the world of work**. No child should be excluded from opportunity on account of their SEND status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country's top universities. These three core elements represent an inclusive learning system, which delivers for all learners in a place.

An open approach to innovation

A successful learning system utilises both nationally-recognised and internationally successful 'best practice' models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. **A successful learning system forges strong and lasting partnerships with local, regional and national organisations**, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. **This characteristic is also key to**

addressing the health and social care barriers to learning, which represent an important challenge to Doncaster's learners. Furthermore, in a landscape of continuing public sector retrenchment, **we should be open to working collaboratively to secure external funding in order to build capacity and capability within our Education and Skills system.**

Priority themes for consultation

From the initial consultation process, the following emerged as 'thematic clusters' to focus on over the course of the next ten years:

- The Best Start: Ready to Learn at all Stages and Ages
- Accelerating Achievement for All
- Better Work and Jobs
- Reaching and Engaging with Vulnerable People and Places
- How we can work better together – the sum of the parts.

All of the themes feature strongly in this SEND strategy plan. Through this strategic framework, we are seeking to advocate the development of inclusive forms of education that will allow all of our residents, no matter what their background, to access fulfilling forms of learning and progress on to appropriate employment. Through the consultation process, we will be engaging with those partners and organisations who work closely with SEND learners and in so doing, develop a strategic framework that both addresses and is responsive to their needs within a changing society.

The national picture

The 2014 Children and Families Act (Part 3) introduced new duties and reforms to the way local authorities, health commissioners, service providers and settings in local areas area should work together with children and families to:

- Improve outcomes for children and young people who have SEND.
- Prepare children and young people with SEND effectively for adulthood.

The [*Special Educational Needs and Disability Code of Practice: 0 to 25 years*](#) provides statutory guidance for local authorities, CCGs, schools, colleges, early years' providers, NHS trusts, local health boards, youth offending teams and other relevant custodial establishments involved in supporting children and young people with SEND. This guidance is focused particularly on the need for:

- Effective participation of children, young people and their families in decision-making about provision for their need.
- Greater choice and control for young people and parents when decisions are being taken about provision.
- Early identification of children and young people's needs and early intervention to support them.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.



Other associated legislation and regulations are: [The Special Educational Needs and Disability Regulations 2014](#); [The Special Education Needs \(Personal Budgets\) Regulations 2014](#); [The Equalities Act 2010](#); [Mental Capacity Act 2005](#)

Inclusive practice and removing barriers to learning

We are committed to inclusive education of all children and young people, and the progressive removal of barriers to learning and participation in mainstream education. In line with national policy and articles 7 & 24 of the United Nations Convention of the Rights of Persons with Disabilities, the 2014 Children and Families Act's general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated.

Equality of opportunity

We seek to ensure that no child or young person with SEND is further disadvantaged because of the area of Doncaster they live in, the school or setting they attend or variation in the quality of care or health services, in line with the 2010 Equalities Act 2010. What is **key is ensuring that children and young people with SEND can achieve what they want in life, no matter what their background or category of need**. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement of our children. This should be available in every setting and at every stage from cradle to career. Child quotation: "Integration would possibly help with perception regarding SEND and help to "improve the ignorance that is shown towards them"

Local provision

We believe that children and young people who have SEND should be able to grow up and be educated alongside their peers. **We will have a shared approach so children and young people's needs are met locally where possible.**

Quotation from a parent: "All schools should be set up to meet the needs of all children."

Early intervention

We know that children and young people are better able to thrive if support is provided at an early stage when needs first arise. Early identification and intervention for children and young people with SEND will support our children in settings in their local area with their peers.

Absolute focus on preparing for adulthood

We will ensure that plans and provision throughout childhood are routinely and progressively focussed on preparing children and young people who have SEND to lead as full as possible life as an adult. This is about ensuring that children and young people with SEND have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future.

Co-production



Views of children and young people who have SEND and their parents /carers must be evident at all stages in the planning, delivery and monitoring of services.

Joint working, responsibility and accountability

All involved partners across the local area have joint responsibility for realising our vision for SEND.

Effective communication, high quality information, advice and guidance

We ensure that our children and young people who have SEND and their families are well informed and receive helpful support that enables them to be fully involved in decision making, securing provision that meets needs and improves outcomes.

Key strategic themes for the next three years 2019 – 2022

The SEND strategy defines how we will work together over the next three years to address these areas for improvement.

Priority 1 - To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently.

We know this is important because most parents and carers of children and young people with SEND would prefer their children to be educated in their local area, provided that the provision is of a suitable, high quality and meets their child's needs.

This will be done by:

- Ensuring the child or young person with SEND and their family is at the centre of the planning process, that their views and feelings form the basis of provision by communicating and listening to the views of children and young people with SEND and their families and acting on them wherever possible
- Embedding or new graduated response should be for children and young people with SEND, ensuring that all school leaders and service providers have a strong understanding of this.
- Working with children, families, schools, settings, health and care services to strengthen the effective person-centred process which results in consistently sharp plans (SEND Support Plans and Education, Health & Care Plans) with clearly defined, measurable outcomes focused on successful progression from the cradle to career.
- To develop a local sufficiency plan which will ensure that Doncaster has sufficient places to meet rising need and to prevent the use of 'out of borough' placements.
- To review the effectiveness of notional SEND funding in our mainstream schools , alongside the review of specialist provision and Element 3 funding in order to secure consistently early intervention and to reinforce the school role in this.
- Developing a clear and effective process for securing timely information sharing and assessment from health services.



- Ensuring that the education, health and care provision is closely aligned with the agreed outcomes identified on these plans and there is a clarity about the nature and purpose of support from external agencies and therapeutic services.
- Ensuring that the identified outcomes, planned strategies and provision set out in SEN Support Plans and EH&C Plans have been developed in conjunction with the child and their family and are clearly communicated to all delivery partners, understood by professionals and that the plans are implemented effectively.
- Establishing a routine quality assurance process to secure consistently good quality plans, making sure that the annual review process includes reviewing the quality of the EHC plan and reworking it when needed.
- Securing effective leadership of strategic co-production, so that children and young people who have SEND and their families are fully engaged in the planning, delivery and monitoring of services as a matter of routine.
- Making sure that SEND funding is targeted on effective provision at the earliest possible stage, reinforcing the responsibilities of schools and provider settings to maximise the impact of their interventions by focussing on early diagnosis and intervention.
- Embedding the transition protocol so that children and young people are supported into adulthood effectively.
- Developing the quality and awareness of the published local offer so it provides children and young people who have SEND, parents, carers and professionals with easily accessible information and advice which helps ensure effective person-centred planning to meet needs.

Priority 2 – Ensuring that there is a clear and partnership wide response to young people’s mental health needs. This includes a commitment to making sure that children and young people (CYP) with SEND with social emotional and mental health (SEMH) needs have their needs identified and met effectively in a timely manner so they can engage and make good progress, particularly in mainstream settings.

We know this is important because parents and carers have told us it is their most important priority that their children get the support they need at the earliest opportunity.

This will be done by:

- Ensuring a consistently clear understanding in the area of the role key education, health and care professionals should play in identifying and meeting the needs of this cohort of young people, by embedding the local graduated approach to meeting needs.
- Ensuring there is a clear understanding of the current impact of work in schools to meet the needs of CYP with SEMH needs, including the quality of the curriculum and interventions, support provided by CAMHs, locality workers, school nursing services and developing a coherent strategy for improvement which is owned by all key stakeholders. Applying the principles of a graduated approach to support and ensuring the further impact of the Trauma Informed Schools approach.
- Ensuring equality of access for children and young people with SEND to the trailblazer pilot (see Appendix 2)
- Challenging and supporting schools to develop a comprehensive and effective approach to meeting SEMH needs through an improving school improvement and outreach offer. Develop further peer challenge between schools in this area and ensure that good practice is shared through the inclusion network and head teacher forums.



- Commission new provisions for those with SEMH needs which will be based in localities and focussed upon reinforcing mainstream provision and practice.

Priority 3 - Ensuring that children and young people on the autism, attention deficit disorder and other neurodevelopmental pathways have their needs identified and met in a consistently timely manner and post diagnosis support is a focus for the future.

We know this is important because parents and carers of children and young people on these pathways tell us that the range of provision in Doncaster to meet the needs of their children needs to be reviewed and expanded with an emphasis on early diagnosis and whole family, multi-agency support.

This will be done by:

- Recruitment of additional consultant capacity to work towards continued reduction of the autism waiting list.
- Continue to look for innovative solutions to assessment that allow for more timely assessments.
- Continue to review the current commissioned pathway for attention deficit disorder in recognition of the increasing waiting list as a direct result of the changes made to the GDA pathway
- Allocate new funding for post diagnostic support for ASD and seek to match fund with NHS England funding. The aspiration being to provide more holistic support to children and families. In particular, for children and young people with more complex needs.
- Strategic oversight of the review and developments to ensure clear synergies between partner agencies. This will sit within the community paediatric strategy group.
- Ensuring that schools are supported to identify assess and meet the needs of this cohort at SEND support level.
- Continue to effectively manage children on the dynamic, at risk register through the Programme Management and Support Group, after the end of the Transforming Care Partnership Programme. Doncaster has made a clear commitment to continue to work to the principles of the programme.

Priority 4 - Ensuring that Doncaster's secondary schools provide curricula and teaching that effectively meet the needs of students who have SEND so that they make good progress and are well prepared for their next stage in education and future employment.

We know this is important because children and young people say that they need a good basic educational grounding so they can progress into independent post 16 training and/or learning.

This will be done by:

- Involving school leaders in the development, implementation and review of this SEND strategy thereby creating improved joint accountability for SEND outcomes.
- Continuing to develop a transition strategy which builds greater continuity of planning, assessment and curriculum for young people with additional needs at transition points.
- Pooling information held by local authority, care and health services to provide the area leaders with a clear understanding of the effectiveness of provision for SEND in each school.



- Developing a coherent framework for high quality CPD for schools in Doncaster including that provided by the teaching school alliance and the local authority.
- Further improving our support and challenge continuum so that all school leaders will receive the challenge and support needed to secure effective provision involving the Regional Schools Commissioner if and when needed to ensure that the local area's multi-academy trusts (MATs) are fully on board.
- Develop the local authority's school effectiveness strategy so that there is a clear inclusive focus on improving provision and outcomes for all children and young people including those with SEND.
- Further developing understanding and inclusion of children and young people with SEND in mainstream settings by ensuring the secondary inclusion summit and primary inclusion summit continues pace with a focus on meeting needs, reducing exclusions and ensuring a joined up approach to transitions and meeting needs.
- Ensuring that targeted support provided to schools by the local authority's participation team enables effective partnership work to secure successful transition and pathways in to employment.

Priority 5 –Improve positive transitions for young people with SEND so transitions are planned, young people are prepared for adulthood and they are able to independently access suitable sustainable employment or supported employment.

We know this is important because progress has been made in a number of areas of the post 16 curriculum in recent years, both professionals and parents recognise that post 16 SEND provision can be fragmented, lacking in coherence and does not prepare young people with SEND for work or independence as well as it should.

This will be done by:

- Establishing a 'pathways into employment SEND sub group' which includes all key stakeholders (training providers, college, transition workers, participation team, DWP rep, ESF providers and rep from the post-16 group).
- Carrying out a strategic analysis of the effectiveness of further education (FE) and training provision, special school sixth forms and sixth form level 2 vocational and ESF and DWP programmes in providing successful pathways in to employment.
- Improving transition planning by identifying need early (14 years) and building robust transition plans which outline support at all key stages from cradle to career
- Listening to the voice of young people with SEND who are NEET (who achieved level 2 and those at entry level and level 1) and developing case studies to ascertain the barriers to employment and inform future strategy.
- Using the information gained from the strategic analysis and case studies to identify good practice and gaps in provision.
- Creating a mechanism for sharing good practice between post-16 providers.
- Working with local providers to fill gaps in provision and, if needed work with the Regional Schools Commissioner Education Funding Agency to bring in new providers.
- Developing increased opportunities for young people with SEND to engage in work-based learning clearly linked to long term employment opportunities- drawing on learning from Project Search and other successful supportive internship programmes in other local areas.
- Work through the Local Integration Board to engage with employers and support them to take on young people who have SEND.



Priority 6 - Improving the use of information to inform strategic planning and joint commissioning.

We know this is important because parents and carers of children and young people in Doncaster agree that having a shared professional direction can only benefit individual children.

This will be done by:

- Build on current intelligence and deliver a SEND specific Joint Strategic Needs Assessment (JSNA), which projects future SEND specific education, health and care needs. This will underpin future commissioning decisions and resource allocation across the Borough and partnership. This includes finances from all funding streams, including dedicated schools grant and the high needs block.
- Ensure there are clear routes for children, young people, parents and carers to shape future commissioning decisions, building on existing links and processes, in particular the young commissioners/ young advisors and the work with Doncaster Parents Voice.
- Understanding of current local provision and how this overlays to identified needs. This will underpin future market shaping linked to agreed commissioning principles. This is across education, health and social care.
- Commissioning of new educational provision to match identified need, in particular the new Bader school (Communication and Interaction School) and Big Picture Doncaster. The commissioning team will lead on the development and management of service specifications and outcome monitoring.
- Applying commissioning principles to overarch all future commissioning decisions for both single and joint agency commissioning decisions.
- Continue to explore the possibility of pooled budgets for children and with special educational needs, through a section 75 arrangement.
- Building upon the principle of commissioning for outcomes, in particular for areas where performance and quality outcomes are less visible, i.e. therapy services. This is likely to result in the development of new performance dashboards and review of governance arrangements.
- Further embed functionally and structurally the move towards integrated commissioning to maintain the rate of progress already evidenced.
- Creating a conversation, reporting to and further developing the governance through the Children and Family Executive board, Overview and scrutiny, Inclusion board and Corporate parenting Board.

Putting the strategy into action

The delivery of this strategy is not the responsibility of a single agency or service. It requires a partnership approach by health, education, social care, educational settings and voluntary and community organisations. The objectives listed above form the starting point for Doncaster's Local Area SEND high level plan. The plan, identifies the key actions being taken by the local authority and the CCG in partnership with local settings and providers, to meet these objectives over the next 3 years.

Ensuring effective governance and accountability

The SEND Board has responsibility for monitoring this strategy and ensuring that the local area is on track to meet its key SEND objectives. Alongside this, the Board will keep take account of the



SEND self-evaluation which will be updated for each meeting. Members of the Inclusion board have responsibility for ensuring that decisions made at the board are informed by effective evaluation of the success of the plan related to their areas of responsibility. The purpose and responsibilities of the SEND board are clearly described in terms of reference.

SEND board members will make sure that there is effective two-way communication between the board and their team, service, and/or the people or providers they represent.

The Inclusion board is accountable to the Children and Families Executive Board with reporting responsibilities to the Doncaster Growing Together Programme Board, Health and Well-being board. The CCG Designated Clinical Officer will also continue to report into the Quality Patient Safety Engagement Group (CCG) as a matter of course.

0-25 Special Educational Needs and/or Disability (SEND) Strategy on a Page

We aim to be the most child friendly borough in the country

Our vision for Doncaster	Our Priorities	We will address our priorities by	We will know we have made a difference when
<p>Our ambition is to provide the best possible support for our children and young people to plan for and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons.</p> <p>For children who have special educational needs and disabilities (SEND) there are additional imperatives which must drive our ambition for them to achieve fulfilling lives; in particular, the timeliness and sophistication of identification and assessment of special educational need, and the effectiveness and efficiency of collaborative planning, involves the right people at the right time in the delivery and review of the impact of this support</p>	<p>To ensure that the graduated response to meeting special educational and disability needs is delivered coherently and consistently and where possible, locally.</p>	<p>Making sure that SEND funding is targeted on effective provision at the earliest possible stage, reinforcing the responsibilities of schools and provider settings to maximise the impact of their interventions</p>	<p>Young people and families tell us that they are listened to and that their views have been reflected in service developments</p>
	<p>Making sure that children and young people (CYP) with SEND with social emotional and mental health (SEMH) needs have their needs identified and met effectively in a timely manner so they can engage and make good progress, particularly in mainstream settings.</p>	<p>Communicating and listening to the views of children and young people with SEND and their families and acting on them wherever possible</p>	<p>A wider range of post 16 educational/training opportunities are made available</p>
	<p>Ensuring that children and young people on the autism, attention deficit disorder and other neurodevelopmental pathways have their needs identified and met in a consistently timely manner and post diagnosis support is a focus for the future.</p>	<p>Reviewing the effectiveness of notional SEND funding in our mainstream schools and reviewing our specialist provision.</p>	<p>Professionals confidently signpost families to appropriate services</p>
	<p>Ensuring that Doncaster's secondary schools provide curricula and teaching that effectively meet the needs of students who have SEND so that they make good progress and are well prepared for their next stage in education and future employment.</p>	<p>Developing more robust communication systems and information sharing</p>	<p>Local Offer consultations result in increasingly positive feedback</p>
	<p>Improve positive transitions for young people with SEND so transitions are planned, young people are prepared for adulthood and they are able to independently access suitable sustainable employment or supported employment</p>	<p>Improving planning for transition to adulthood</p>	<p>Young people and families tell us that services and support meets their individual needs and that they feel well supported by professionals.</p>
	<p>Improving the use of information to inform strategic planning and joint commissioning</p>	<p>Improve capacity by recruitment and allocation of funding post diagnosis for children or Young people with complex needs.</p>	<p>Professionals report that they understand their role and the role of others in supporting families</p>
		<p>Involving school leaders in the development, implementation and review of this SEND strategy.</p>	<p>Professionals are confident that they have the skills to effectively and sensitively engage with children, young people and families</p>
		<p>Improving transition planning by identifying need early and building robust transition plans which outline support at all key stages from cradle to career</p>	<p>Reduced waiting lists for ADD diagnosis</p>
		<p>Ensure there are clear routes for children, young people, parents and carers to shape future commissioning decisions, building on existing links and processes, in particular the young commissioners/ young advisors and the work with Doncaster Parents Voice.</p>	<p>Young people and families tell us relationships with professionals are positive and are solution focussed</p>
		<p>Strengthening joint commissioning of services between the Council, health and CCG</p>	<p>Young people and families tell us that they are confident and happy to contribute to, and question, support decisions</p>
		<p>Data tells us children and young people with SEND make good progress and interventions improve outcomes</p>	
		<p>A wider range of social/community activities that provide inclusive opportunities for community participation are available</p>	
		<p>Services have been jointly evaluated and commissioned</p>	



Appendix 1

The following legislation and guidance may be considered:

SEND Code of Practice 2014 (0 to 25 years)/Children and Families Act (2014)
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special Educational Needs and Disability Regulations (2014)
www.ipsea.org.uk and www.legislation.gov.uk

Equality Act (2010)
www.legislation.gov.uk and www.disabilityrights.org

Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
www.gov.uk and <http://www.sec-ed.co.uk/best-practice/>

Working Together to Safeguard Children (2018): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
<https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>

And
<https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
www.gov.uk/government/publications/mental-capacity-act-code-of-practice

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The Statutory Framework for the Early Years Foundation Stage

www.gov.uk/early-years-foundation-stage and <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

SEMH Trailblazer

Supporting the Mental Health of Children and Young People. In 2017, the Government published the Green Paper for Transforming Children and Young Peoples Mental Health, which identified proposals for the expansion of mental health support for children, and young people.

Consequently to a 13-week public consultation, the Response to the Children and Young People's Mental Health Green Paper was issued.

This was formulated on the responses of 2,700 individuals and highlighted the responsibility of two main commitments: □ Identifying new mental health support teams to develop models of early intervention and support risk factors of mental health including exam stress, anxiety, as well as providing help to staff within educational provisions. The Mental Health Support Teams will act as a link with young people's mental health services and local children and supervised by NHS staff. Providing a four-week waiting time to access support.

Within England, 25 areas have been selected to pilot the mental health support teams, Doncaster and Rotherham being one of those joint areas. Through the pilot, it will be understood how helpful the running of the project is and exactly what is helpful and what can be developed further. Staff from CCG Doncaster and Rotherham including employees from RDASH, Clinical Psychologists, and CAMHS Outreach team will be supporting the project. Staff from Doncaster Council including the Educational Psychology Service, Public Health, and educational outreach services including BOSS and ASCETS will be heavily involved.

Working with schools to develop a 'whole school approach' will provide links between NHS treatment of mental health in children and young people to educational intervention to meeting SEMH needs in schools, as stated in the SEN Code of Practice 2014.

The Mental Health Support Teams (MHST) consists of Educational Mental Health Practitioners (EMHP) will be managed by a Clinical Lead. The MHST will look at developing children and young people's emotional resilience, support within meetings, support staff members within educational provisions and also support existing resources. The EMHP are currently receiving training to be committed to supporting the mental health for individuals with the vision to begin applying this in practice from later this year.

Within Doncaster, 41 education establishments have been chosen to take part in the pilot of the project. This consists of primary schools, secondary schools, alternative provision, colleges and elective home educated. The establishments that were chosen were based on locality to provide an ideal representation of Doncaster.

Currently within these 41 education establishments, a range of focus groups are being run to identify the most effective way to develop the service and the Mental Health Support Teams from the students perspective. This is in collaboration with Rotherham who are also doing the same. Once the focus groups are completed, the feedback will be collated to produce a direction forward in supporting the development of resources and support.