

SEND: No Limits!



Bradford district's strategy for Children and Young People with Special Educational Needs and Disabilities (SEND)

2018-2022

Revision January 2020

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Revision Note

This is a timely revision of our strategy. It has been created by gathering the views of:

- *Children and young people;*
- *Their families; and*
- *A number of professionals, particularly from Health and Social Care.*

This was in response to prior consultations (in October 2018) that highlighted:

- *The strategy was overly-focused on education and school places; and*
- *Whilst the overall vision for SEND provision in the district is sound there was not enough on the specific actions that will enable the vision to be realised.*

In June/July 2019 there were some 'listening events' that were attended by 118 people, largely parents and carers. In August 2019, 25 families were consulted on their hopes for SEND provision in the district (at two summer activities events). Similarly, secondary-aged students with SEND from 3 schools were asked about their futures and what they want. The 'wish list' includes:

- *Children and young people being enabled to be as independent as possible;*
- *SEMH (social, emotional and mental health) difficulties to be better addressed in mainstream secondary schools;*
- *More options for young adults with SEND in the district (learning and employment);*
- *More out of school activities and provision;*
- *Increased school places in order to better meet need; and*
- *An improved assessment process.*

This revision sets out to address all of these points.

The secondary-aged students validated and informed the 'I' Statements contained in the strategy.

Foreword

This strategy sets out the vision and strategic priorities for the Bradford Local Area for the period 2018-2022.

The key partners who are working to develop, implement and review our Strategy are:

- Children and young people (CYP) with SEND
- Parents/carers of CYP with SEND
- Health commissioners and providers – NHS Bradford Districts, NHS Bradford City & NHS Airedale, Wharfedale & Craven CCGs
- Mainstream and specialist education settings
- Voluntary and community sector organisations
- Children's Services and Adult Community Services - Bradford Council

Our vision sets out our ambition for the children and young people with SEND in Bradford and their families.

The Strategy outlines the principles, approaches and key actions we will take to deliver our vision.

We are committed to reviewing the strategy annually so we can continue to drive the improvements needed and to make the strategy a 'live' document that responds to the needs of children and their families.

Our Vision

Our vision for Bradford District's children and young people with SEND and additional support needs is...

SEND: No Limits!

As multi-agency partners we will make sure we improve the outcomes and reduce inequalities for all children and young people with SEND in Bradford District, so that they flourish and reach their potential.

By using our collective energy, experiences, resources and drawing on the strength and efforts of all involved, we will work to promote a great start in life and improved life chances for every child and young person with SEND.

This strategy demonstrates our collective approach to the development and implementation of SEND services and provision in the Bradford local area through co-production with parent/carers and children and young people. We will continue to work closely as multi-agency partners to identify areas where more services can be jointly commissioned across education, health and social care. New services and



provision will be co-designed with service users and will be based on accurate data which predicts future needs and demands across the district.

The current economic climate challenges public services to achieve ever improving outcomes for children against a backdrop of fixed or even diminishing resources. Funding will be utilised as effectively as possible and resources will be deployed to deliver positive outcomes for children and support sustainable provision and services.

There is a strong commitment to building on current inclusive practices. There will be a focus on key transition points in a child's life and on life outside of settings, schools and colleges, recognising that children and young people want to enjoy play and leisure activities and to be as independent and healthy as possible in all areas of their life; be prepared for adulthood and have access to opportunities for work.

Our Principles

Our principles have been developed through listening to parents/carers, children and young people, our partners and practitioners.

We will run an efficient and inclusive SEND system where practitioners work with parents/carers, children and young people (CYP) to build trust and confidence and to develop good quality partnerships that are focussed on improving outcomes.

This will be achieved by practitioners from all sectors working collaboratively to deliver the most appropriate provision, support, information across the Bradford local area. We recognise that local schools, settings and colleges are central to the successful delivery of an inclusive sector for children and young people with SEND.

Children and young people and their parent/carers will have access to Local Offer information all in one place about what SEND provisions and services are available for children and young people with SEND 0-25 and their parent/carers. Those key stakeholders have the opportunity to be involved in the review and development of the Local Offer.

We will adopt the following principles which will be embedded in everything we do for CYP with SEND and their families throughout the Bradford local area.

All children and young people to:

- Learn and achieve with the right support to be the best they can;

- Have a voice and make decisions
- Live in their own community;
- Secure employment that meets individual aspirations;
- Access to health, education and social care services and information, support and guidance;
- Access to activities, short breaks and respite sessions; and
- Participate in and contribute to their community.

The principles we have established are inextricably linked to the priorities of the Bradford Children, Young People and Families plan 2017-2020.

- A great start and good schools for all our children
- Safe, clean and active communities
- Better skills, more good jobs and a growing economy
- Better health, better lives
- Decent homes that people can afford to live in



What we want our SEND provision to look like

- Children, young people, families and professionals will be able to use the local offer effectively to access information about services and provisions available for their CYP to support their own SEND journey.
- The Local Offer will empower parents/carers and young people to be able to make informed choices and decisions including the opportunity of reviewing and developing the Local Offer to meet user needs.
- Professionals will be working more closely and in collaboration to ensure CYP, their families and professional are aware of the Local Offer to ensure families have access to information about services and provision available across education, health and social care.
- Children, young people, families and professionals will be able to use the local offer effectively to support their own SEND journey.
- Professionals will be working more closely to share information and through the Education, Health and Care Planning process to deliver timely, high quality co-produced Plans with children, young people and

families.

- A clear understanding of the gaps in services and provision and be co-producing new offers to meet identified need.
- The transition through to adulthood will be well understood by children and young people and families with jointly commissioned* pathways being developed.

** We have developed a Joint Commissioning Strategy (see below)*

How will we know when our SEND provision is right?

- Children and young people with SEND will achieve improved outcomes.
- Children and young people will have timely access to good-quality schools, colleges and services.
- The SEND reforms will be fully embedded across the district.
- Feedback from children, young people and families will show they feel more supported by education, health and social care services.



Joint Commissioning Strategy

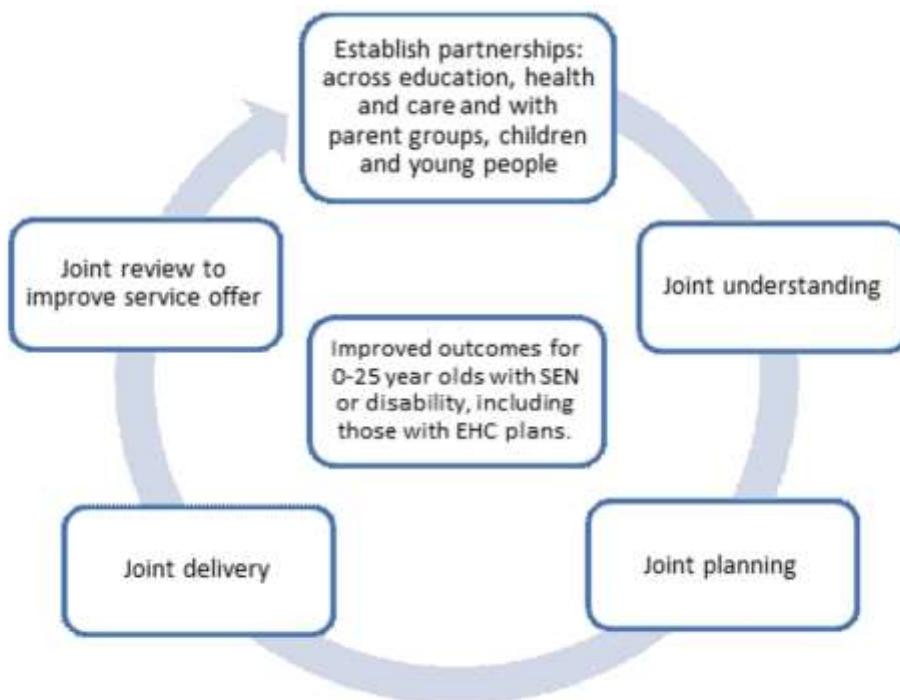
Our Joint Commissioning Strategy sets out how we will work with our partners to jointly arrange services for children and young people with SEND and their families.

The 5 broad joint commissioning aims* are:

1. Effective pathways and services for children and young people on the Autism Disorder Spectrum
2. Sector based and intelligence led approach to commissioning
3. Appropriate mental health and emotional support for children and young people at all levels
4. School places available in district for all needs of children and young people
5. Services to meet the needs of children with the most complex levels of behaviours that challenge

**Appendix 1 highlights the alignment of the Joint Commissioning Strategy and our overall SEND Strategy (i.e. objectives in this strategy relate to the priorities of the Joint Commissioning Strategy).*

Below is the **Joint Commissioning Cycle** that outlines the process.



Preparation for Adulthood

An important strand of our Strategy is preparing children with SEND for adulthood. Below shows the 5 key messages and the 4 strands we will be pursuing.



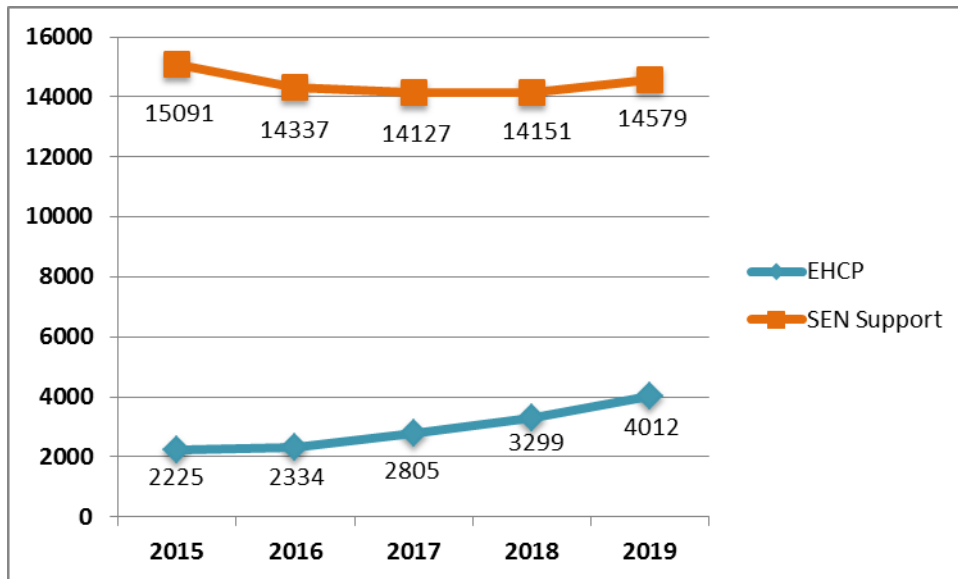
Although the Care Act 2014 applies only to disabled adults, it does contain some important provisions relating to transition, as disabled teenagers approach adulthood.

Local authorities must carry out an assessment where it appears that a disabled child may have needs for care and support upon reaching 18. This is called a “child’s needs assessment”. The assessment process will identify how the child’s needs may impact on their wellbeing, what outcomes the child wants to achieve, and what care would help to achieve those outcomes. Authorities will need to determine whether it is likely that support will be required after the child turns 18, and must then provide advice about how those needs can be met or reduced now, or prevented or delayed.

Background and context of SEND in Bradford’s district

Bradford District is continuing to implement and embed the requirements arising from the Children and Families Act 2014 and the SEN Code of Practice 2014. Personalisation and co-production are high on the agenda and in partnership with key stakeholders and partners the local authority has implemented a graduated approach to meet a range of educational needs. As an area we work together to ensure that children and young people with special educational needs and disabilities (SEND) receive the right support at the right time to enable them to lead fulfilling lives and achieve their full potential as independently as possible.

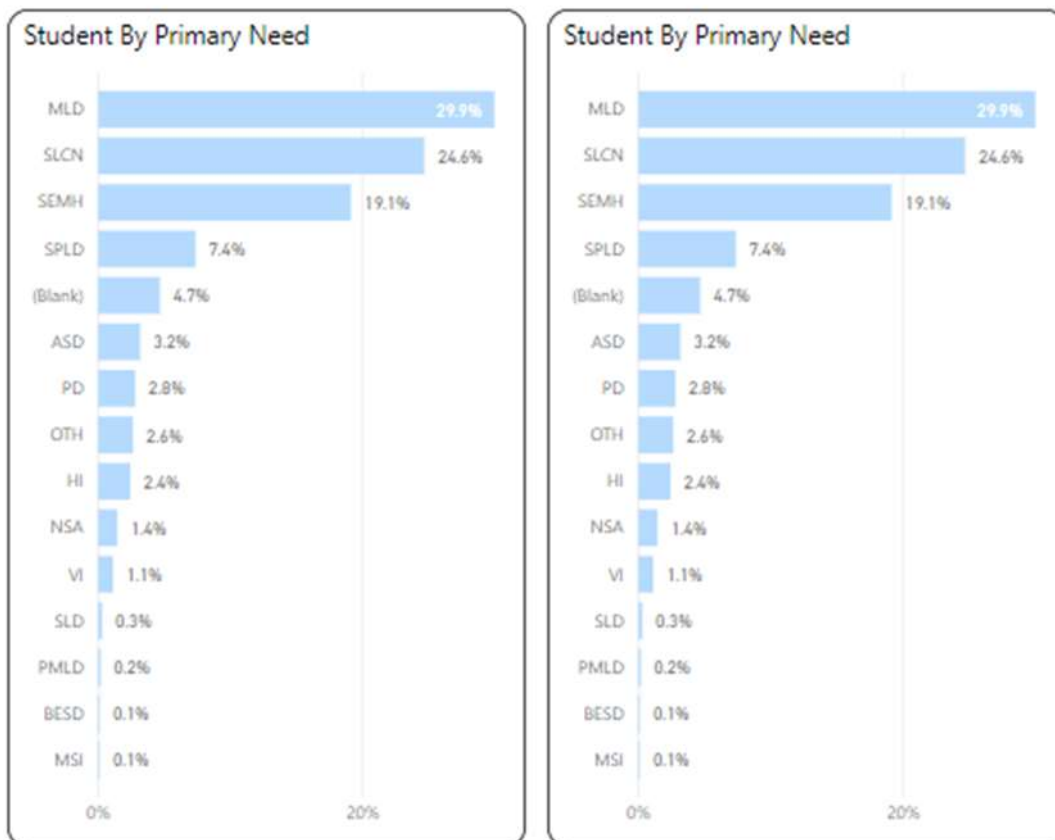
We have a growing population of children and young people in Bradford and a proportionally growing population of children and young people with SEND:



Profile of Need

EHCP cohort

SEND support



Bradford District has experienced a significant increase in demand for SEND provision in the last ten years. It is projected that the demand for SEND provision will continue to grow and that by 2022 further additional specialist provision in the Bradford District will be required.

In the last ten years Bradford has invested significant resources to develop specialist provision within the District with the aim of avoiding the need to place young people out of District enabling them to remain part of their local community.

Bradford supports children and young people with SEND in a range of settings; it has special schools, Designated Specialist Provision (DSP), Additional Resourced Centre (ARC) Pupil Referral Unit (PRU), and Early Years Enhanced Specialist Provision (EYESP) alongside mainstream early year's settings, schools and colleges.

The number of specialist places is reviewed throughout each year against the forecast and projections to ensure that there is sufficient capacity.

For more information on our profile of need and the sufficiency of places see: *SEND Sufficiency Draft 2019*



Description of providers and services

For everything Bradford has to offer visit <https://localoffer.bradford.gov.uk/>

Mainstream school: Most children and young people with SEND will attend a mainstream school that provides education for everyone. Extra support will be coordinated by the school's Special Educational Needs & Disability Coordinator (SENDCo).

School-Led Resourced Provision (SRPs): All pupils will be on roll of the school in which the Resourced Provision is located and they will access the mainstream school and the Resourced Provision which provides additionality; pupils according to their individual needs may be taught for some time on a 1:1 basis or in small groups in the provision but the intention is to integrate each pupil as much as possible in the

mainstream school. The mainstream schools/academies will receive all the funding to provide the Resourced Provision places for pupils with defined special educational needs and where it has been agreed with the Local Authority that such provision is appropriate to meet their special educational needs. The responsibility for the success of the provision rests with the governing body/Trust of the school/academy including curriculum delivery, organisation and management of the provision. **This includes the recruitment of suitably skilled staff.**

Local Authority-Led Resourced Provision (LARPs): All pupils will be on roll of the school in which the Resourced Provision is located and they will access the mainstream school and the Resourced Provision which provides additionality; pupils according to their individual needs may be taught for some time on a 1:1 basis or in small groups in the provision but the intention is to integrate each pupil as much as possible in the mainstream school. The mainstream schools/academies will receive an amount of delegated funding (i.e. the AWPU) to provide the Resourced Provision places for pupils with defined special educational needs and where it has been agreed with the Local Authority that such provision is appropriate to meet their special educational needs. The Funding model for Resourced Provision is that element two and three of SEND funding will go to the LA who will provide specialist staffing in the host school. **These staff will be Bradford council employees and the LA will deploy them to the provisions and are also responsible for their performance management and line management.**

Pupil Referral Unit: provision established and maintained by the council to provide education for children and young people who otherwise would not receive education for a number of reasons, such as exclusion.

Special School: Pupils attending a special school will have an Education, Health and Care Plan that names the school. Special schools are specifically organised to make provision for children and young people with SEND.

Post 16 education and training provision: Young people aged 16+ (from Year 12) may attend a range of different education and training providers. Most young people with SEND will attend a mainstream setting which includes school sixth forms, Sixth Form Colleges, General Further Education (FE) Colleges or other education and training providers that offer approved FE study programmes. As with mainstream schools, extra support will be coordinated by the FE provider's additional learning support teams and, where a student has an EHCP, the school, college or other FE provider will be named in the plan .

A small number of young people with more complex support needs may attend specialist FE provision.

Apprenticeships: Young people aged 16+ may also take up an Apprenticeship where learning can take place in the workplace and/or through day release with a college or training provider. Young people with more complex support needs may

take part in a 'Supported Internship' which is an FE study programme for young people with EHCPs.

Voluntary Sector: Bradford has a broad and vibrant voluntary sector. Many of these have services specifically aimed at targeted provision for children and young people with special educational needs and disabilities. These cover all parts of the local offer including information advice, health, getting around, and services that help young people achieve the Preparing for Adulthood outcomes of Employment, Independent Living, Community Inclusion and Health. Details of these services can be found under the relevant sections of Bradford's Local Offer. (<https://localoffer.bradford.gov.uk/>) In addition there is an active broader voluntary sector that works with children and young people in an inclusive way. Many children and young people with SEND and behavioural challenges access these broader services and activities (many are universal, some are targeted at particular communities or geographies, or particular age groups). The Young Lives Bradford network brings together the broader voluntary sector that works with children and young people and keeps them informed and involved on a wide range of topics including SEND. Organisations that work with children and young people in Bradford can be found on the DIVA Bradford database.

Health Services: Children and young people with SEND will be supported by our local health services through universal health services which are available to all and, following an assessment of need, may be supported to access more specialist provision to meet their identified physical and/or emotional and mental health needs. Health services are delivered in a variety of settings including: within the community; within educational settings; from hospital bases or; specialist centres. The Local Offer website enables a review of the services available.

<https://localoffer.bradford.gov.uk/services/health>

Social Care: Similarly, the Local Offer details the range of support available for children, young people and their families.

<https://localoffer.bradford.gov.uk/services/social-care>

Funding

The high needs funding system supports provision for children with special educational needs and disabilities (SEND) from their early years to 25. Local authorities are required to use their high needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of parental and the child's choice. High needs funding is also intended to support good quality alternative provision for children who cannot receive their education in schools.

Funding for children with SEND is also provided from the Council’s social care budgets and the Bradford Clinical Commissioning Groups.

The three local Clinical Commissioning Groups commission a wide range of health services for children with SEND. Relevant health services are commissioned to support the identification of SEND and provide assessment and care planning that is both personalised and integrated with educational and social care needs. These include secondary care, mental health, therapeutic and community based services provided by Airedale NHS Foundation Trust, Bradford District Care NHS Foundation Trust and Bradford Teaching Hospitals NHS Foundation Trust. Hospice services are provided by national and local charities with additional service provision being commissioned from private providers and from the voluntary, community and social enterprise sector. Access to more specialist provision is available through our commissioning arrangements with specialist/tertiary care providers.

Our Priorities

Priorities	Child & Young Person Experience	Objectives
1. Communicating and updating our local offer	<ul style="list-style-type: none"> I will achieve my expected outcomes. I will get the provision that is right for me. I will experience positive relationships with professionals regarding provision of education, health and care. I will have confidence in the professionals working with me, knowing that they are doing their job right. I feel that I am an equal partner in the planning and decision making process. I will have access to information about services and provisions across education, health and social care to make informed choices and decisions. 	<ul style="list-style-type: none"> Continue to improve current Local Offer website platform to make sure it can deliver what children, young people, families and professionals need and continue to listen to feedback. Continue to co-produce with children and young people, their families and professionals the Local Offer and identify gaps in information and develop a plan to fill these. SEND services and providers to ensure the Local Offer information published about their service area is up to date, comprehensive and transparent by using the site account log in area or provider sign up and respond to feedback from key stakeholders about their services. Providers promote the Local Offer to families and to adhere to the LO Service Level Agreement in place with providers published, to ensure families have access to current information and feedback is responded to. Continue to increase accessibility of the Local Offer website and alternative ways to access Local Offer information which complement the website

		<p>and increase accessibility.</p> <ul style="list-style-type: none"> • Raise the profile of the Local Offer in collaboration with services and providers across education, health and social care so that children, young people and their families know what it can deliver. • Build the knowledge and understanding of SEND within the local area to empower children, young people, and families. • Develop with children and young people, and their families, a communication plan with regard SEND services and provision – what to be communicated, how it is to be communicated and how often. • Provide clear information and advice about what children, young people and families can expect from services and provision for SEND and what to do if this doesn't happen.
<p>2. Our SEND Journey</p>	<ul style="list-style-type: none"> • I can access services in my home and community. • I know where I am now and where I am going and the options I have to get there. • I know that the right support will be there for me. • I will achieve my outcomes and work towards my aspirations. • I will be involved in the creation and review of my plans. • I feel that I am an equal partner in the planning and decision making process. • Information in my plan is of a high quality, my voice has been heard and my plan was produced within the correct timeframe. • I will not have to deal with too many different professionals. 	<ul style="list-style-type: none"> • Hold a series of events for staff from all disciplines to review how we work together to improve our joined up approach to developing SEND provision and services. • Further develop the voice of children and young people in order to empower them to inform their individual plans and help shape services and provision. • Develop a joint health, education and care assessment programme that provides early and timely assessment of need for children and young people with an EHC plan and those who are designated as Children in Need, those subject to Child Protection Plans and those that are Children Looked After. • Extend outreach services to support children to continue to access mainstream education where appropriate, and provide this support earlier. • Ensure that the development of EHC plans enables children, young people, and families to be fully involved in co-producing their plan and get the right support at the right time. • Ensure on-going and regular review of EHC plans and timely

		<p>adjustments to support progress.</p> <ul style="list-style-type: none"> • Develop a unified approach to data management for children and young people with SEND across education, health and care and implement joint needs assessment for all children with SEND as a basis for planning to meet future needs – including the provision of specialist educational provision.
<p>3. Developing services and provision</p>	<ul style="list-style-type: none"> • I can go to school near to my home. • I can access services and activities which meet my needs. • My family and I have quick access to Early Help. • I am involved in designing and reviewing the services I use. • I can access the services and activities I need where I live. • I use mainstream services that understand and accommodate my needs. • I am satisfied with the quality of services I am offered to meet my needs. • I feel supported to use the range of services by skilled people. 	<ul style="list-style-type: none"> • Clarify pathways for accessing education, care and health services with all stakeholders; • Continually review our SEND sufficiency plan to enhance provision and services and ensure that demand is met. • Ensure the system of education funding for SEND provision is transparent and consistent – including for 19-25 year olds. • Develop the training and support for education and other service providers to become more skilled in supporting children and young people with SEND and their families (informed by the children and young people and their families) • Have a clear strategy for specialist places in mainstream schools (informed by children and young people and their families). • Further develop multi-professional integrated locality teams to provide holistic, joined up support to children and families (based in each Early Help Hub to deliver preventative approaches and Early Help so that difficulties/barriers to success are reduced quickly). • Ensure robust contractual and performance management processes are in place for all commissioned services to ensure the inclusiveness of SEND services. • Measure children and young peoples' progress towards achieving their education and health aspirations and challenge practice which does not reach expected standards. • Undertake a commissioning review of provision and services for children and young people

		<p>with ASD, speech & language needs (S&LT service) and children's emotional well-being and mental health (Camhs).</p> <ul style="list-style-type: none"> • Commission more out-of-school activities for children and young people with SEND so that they are included in their community. • Co-produce new appropriate high quality services with a focus on early intervention and help. • Support best health outcomes for young people with SEND and build resilience and independence through the best use of early help and preventative interventions whenever this is appropriate, including through effective signposting and the promotion of existing health support services in education and the voluntary and community sector.
<p>4. Preparation for Adulthood</p>	<ul style="list-style-type: none"> • I have my plan. I am ready for the future. • I am learning how to manage my own health and wellbeing. • I can access the activities and information that meet my needs and interests. • I have an effective support network, with friends and family. • I am well prepared for the world of work. • I have access to high quality work experience, supported internships and meaningful employment. • My needs are met well by schools and settings liaising and working effectively together with health and social care agencies. • I have choice and control over things that are important to me. • I can live as independently as possible. 	<ul style="list-style-type: none"> • Ensure person centred planning as the primary approach to planning transitions, initially from age 13, for young people with SEND, to encompass, health and well-being, employment, independent living, and community inclusion. Making sure the right people with the right knowledge/resources are at the same table at the right time (a truly joint-planning approach). • Develop a local learning pathway for 16-25 year olds as part of the Local Offer with a focus on quality, breadth, and progression, ensuring that activities match needs, interests and aspirations. • Empower children, young people and their families to make informed decisions about preparing for adulthood through ensuring good quality information and support is accessible. • Further develop a young person's network to become an active partner in the development of SEND services. • Strengthen the opportunities for young people with SEND to prepare for and move into work – including apprenticeships and supported internships (signposted by high quality advice and guidance).

		<ul style="list-style-type: none"> • Using a unified approach to gathering data make sure that this enables the drive in improving the PfA outcomes for young people with SEND. • Develop integrated health and social care services for 18-25 year olds to empower young people with SEND to understand and manage their health and care needs, and to live as independently as possible. • Align commissioning decisions and share relevant data that enables the delivery, monitoring and review of the national Preparing for Adulthood outcomes across Bradford District. • To support young people with SEND to access a wider range of local housing options and with access to support from appropriate agencies.
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How we will know when things get better

Children and young people with SEND will achieve improved outcomes.

- Improved progress and attainment data for children and young people with SEND.
- Increased attendance rates and a reduction in persistent absence.
- Reduction in fixed term and permanent exclusions.
- Reduction in number of those at risk of exclusion.
- NEET* figures for young people with SEND will be significantly reduced on leaving school.

**Not in Education, Employment or Training*

Children and young people will have timely access to good-quality schools, colleges and services.

- Increased percentage of children having their needs met in mainstream provisions.
- Trends in demand for special school placements remain stable.
- Reduction in the average distance travelled to access appropriate provision.
- Out of district placements reduced.

The SEND reforms will be fully embedded across the district.

- Numbers of children and young people with support plans and EHCPs are in line with national averages.
- Compliance rates with regard to EHCP completion to be above the national average.
- Reduced incidences of mediation and Tribunal Hearings.

Children, young people and families will show they feel more supported by education, health and social care services.

- Feedback from consultation activities with children, young people and their families.
- Compliments and complaints analysis.
- Feedback on our Local Offer
- Reduced number of parents requesting out-of-district placements and Elective Home Education.

Making it happen

The Bradford Clinical Commissioning Groups, The Parents' Forum for Bradford and Airedale, and Bradford Council are all committed to the vision for children with SEND and to providing joint leadership to deliver this strategy.



They will jointly be responsible for the support of all children with SEND in Bradford and will include greater involvement from parents and carers and young people.

The SEND Strategic Partnership Board will ensure the strategy is implemented. Priorities and **progress against the key actions and impact** will be reported to the SEND Strategic Partnership Board.

Most recent consultation with stakeholders requested more information on specific actions and impact. To support this each Work-stream Group (see Reporting Structure below) will complete on a regular basis a report that states for each objective:

- **What we did (actions taken);**
- **The IMPACT; and**
- **What next.**

SEND Ambassadors

We have initiated the 'SEND Ambassador Programme'. The Ambassador Programme has been established to identify young people with SEND aged 16-25yrs who wish to represent Bradford LA as ambassadors. The role involves delivering presentations to various agencies and partners within the local area about what it is like living with SEND in Bradford, attending Bradford events, advising the LA and partners about current and new SEND systems and processes from the view the point of the young person with SEND. The current ambassadors are keen to establish a regional network of SEND Ambassadors and it is hoped Bradford will lead the way with this project.

The SEND Strategic Partnership Board

Membership of the Board will be representative of SEND stakeholders including: The Parents' Forum; Head Teachers; senior leaders and budget holders in education and social care; public health; CCGs; healthcare professionals and voluntary sector.

The SEND Strategic Partnership Board will report to the Health and Wellbeing Board.

Links with other relevant Boards and Groups need to be established, including a Young People's SEND forum.

The SEND Strategic Partnership Board:

- Monitors outcomes for children and young people with SEND as outlined in the SEND Strategy action plan.
- Challenges and supports the achievement of actions within the SEND strategy action plan.
- Reviews the SEND Strategy priorities as identified and represented in Bradford District's SEND Strategy to ensure it reflects national and local policy.
- Monitors and reviews actions and progress in the Accessibility Strategy
- Reports on progress of implementation and future priorities to the Health and Well Being Board.
- Maintains clear communication with all SEND stakeholder groups in Bradford's district.

Reporting Structure



CCG working together
Acute, Primary and Community
Bradford City CCG
Bradford District CCG

The Final Word ...

... from Sam, one of our SEND Ambassadors, his wish for the future:



*That the children of today
continue to belong & grow
to become accepted,
healthy and included
citizens.*

Appendix 1 Work Streams

As referenced above, our work streams will play a key role in ensuring that our strategy is implemented. The objectives set out above have been shared amongst the work streams:

Work stream	Objectives
Co-Production & Engagement	<ol style="list-style-type: none"> 1. Continue to raise the profile of the Local Offer, making it increasingly accessible and influenced by children and young people 2. Build the knowledge and understanding of SEND provision and services within the local area to empower children, young people, and families. 3. Develop with children and young people, and their families, a communication plan with regard SEND services and provision – what to be communicated, how it is to be communicated and how often. 4. Provide clear information and advice about what children, young people and families can expect from services and provision for SEND and what to do if this doesn't happen. 5. Further develop the voice of children and young people in order to empower them to inform their individual plans and help shape services and provision. 6. Develop the training and support for education and other service providers to become more skilled in supporting children and young people with SEND and their families (informed by the children and young people and their families)
Integrated Assessment & Compliance	<ol style="list-style-type: none"> 1. Develop a joint health, education and care assessment programme that provides early and timely assessment of need for children and young people with an EHC plan and those who are designated as Children in Need, those subject to Child Protection Plans and those that are Children Looked After. 2. Extend outreach services to support children to continue to access mainstream education where appropriate, and provide this support earlier. 3. Ensure that the development of EHC plans enables children, young people, and families to be fully involved in co-producing their plan and get the right support at the right time. 4. Ensure on-going and regular review of EHC plans and timely adjustments to support progress 5. Ensure the system of education funding for SEND provision is transparent and consistent – including for 19-25 year olds. 6. Measure children and young peoples' progress towards achieving their education and health aspirations and challenge practice which does not reach expected

	standards.
Joint Commissioning	<ol style="list-style-type: none"> 1. Audit education, health and care services in order to agree, with all stakeholders, the pathways of the SEND offer. <i>(Priority 2 Joint Commissioning Strategy)</i> 2. Continually review our SEND sufficiency plan to enhance provision and services and ensure that demand is met. <i>(Priority 11 Joint Commissioning Strategy)</i> 3. Further develop multi-professional integrated locality teams to provide holistic, joined up support to children and families (based in each Early Help Hub to deliver preventative approaches and Early Help so that difficulties/barriers to success are reduced quickly). 4. Ensure robust contractual and performance management processes are in place for all commissioned services to ensure the inclusiveness of SEND services. 5. Develop a unified approach to data management for children and young people with SEND across education, health and care and implement joint needs assessment for all children with SEND as a basis for planning to meet future needs – including the provision of specialist educational provision. <i>(Priority 1 Joint Commissioning Strategy)</i> 6. Undertake a commissioning review of provision and services for children and young people with ASD, speech & language needs (S&LT service) and children’s emotional well-being and mental health (CaMHS). <i>(Priorities 3,4,8, and 10 Joint Commissioning Strategy)</i> 7. Commission more out-of-school activities for children and young people with SEND so that they are included in their community. 8. Co-produce new appropriate high quality services with a focus on early intervention and help. <i>(Priority 7 Joint Commissioning Strategy)</i> 9. Support best health outcomes for young people with SEND and build resilience and independence through the best use of early help and preventative interventions whenever this is appropriate, including through effective signposting and the promotion of existing health support services in education and the voluntary and community sector. <i>(Priority 3, 4 and 5 Joint Commissioning Strategy)</i>
Preparation for Adulthood	<ol style="list-style-type: none"> 1. Embed person centred planning as the primary approach to planning transitions, initially from age 13, for young people with SEND, to encompass, health and well-being, employment, independent living, and community inclusion. Making sure the right people with the right knowledge/resources are at the same table at the right time. 2. Develop a local learning pathway for 16-25 year olds as part of the Local Offer with a focus on quality, breadth, and progression, ensuring that activities match needs, interests

	<p>and aspirations.</p> <ol style="list-style-type: none">3. Empower children, young people and their families to make informed decisions about preparing for adulthood through providing good quality information and support to access it.4. Further develop a young person's network to become an active partner in the development of SEND services.5. Strengthen the opportunities for young people with SEND to prepare for and move into work – including apprenticeships and supported internships (signposted by high quality advice and guidance).
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