

positive excellence needs equality expectations  
 sharing activities available families awareness local  
 individuals framework change diagnosis threshold  
 access promote services valued flexible cultural access communication  
 local review esteem services dependents young attitudes  
 develop learning city understanding assumptions stigma  
 informed approach inclusive barriers  
 risk school vision support shape knowledge  
 extra enforce reflect learning exclusions  
 included achieve mainstream



# Special Educational Needs and Disability 2016-20



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## Appendices

This strategy for children and young people with special educational needs is intended for young people, parents and professionals. It aims to ensure that all are working to the same vision underpinned by the same values.

# Our vision

All children and young people will achieve their potential, become confident individuals, live fulfilling lives and successfully transition into adulthood.

‘safe, resilient, achieving and included’

The **SEND Strategy** aligns with the City of York Council Plan and The Children and Young People’s Plan.

The City of York Council Plan is built around three key priorities:

- **A Prosperous City For All** - where local businesses can thrive and residents have good quality jobs, housing and opportunities.
- **A Focus On Frontline Services** - to ensure all residents, particularly the least advantaged, can access reliable services and community facilities.
- **A Council That Listens To Residents** - to ensure it delivers the services they want and works in partnership with local communities.

The vision in the Children and Young People’s Plan includes:

Every child and young person in York deserves to live their dreams. We will stretch, support, nurture and release them to do so. Working with them and their families, we will make York the best place in Britain in which to grow up.

The table overleaf demonstrates the thread between these plans.



York Council Plan Key priorities	Children and Young People's Plan Principles and priorities	SEN Strategy Principles
<p><b>A Prosperous City For All</b> - where local businesses can thrive and residents have good quality jobs, housing and opportunities.</p>	<p>Striving for the highest standards Upholding truly equal opportunities Reaching further: links to a strong economy Planning well in a changing world.</p>	<p>Educational settings encourage every child to achieve through an inspirational, creative and inclusive curriculum Having the right information and realistic expectations leads to a successful transition to purposeful and fulfilling adult lives All agencies work and commission cooperatively together promote better outcomes for children and young people</p>
<p><b>A Focus On Frontline Services</b> - to ensure all residents, particularly the least advantaged, can access reliable services and community facilities.</p>	<p>Intervening early and effectively Supporting those who need extra help at the earliest opportunity Helping children and young people to always feel safe</p>	<p>Early identification of needs leads to high quality, personalised provision which is planned, delivered and evaluated at all levels Children and young people lead safe, happy and healthy lives Services offer support that is cost effective, evidence based and makes a difference to the lives of children and young people A skilled and confident workforce that shares our vision for children and young people in York</p>
<p><b>A Council That Listens To Residents</b> - to ensure it delivers the services they want and works in partnership with local communities.</p>	<p>Working in genuine collaboration with children and families: mutual respect and celebration Working together creatively Connecting with communities within which our children live, and to the rich culture of our great city Helping all York children enjoy a happy family life Promoting good mental health</p>	<p>The views of the children, young people and their families are at the heart of everything we do and they are empowered to make informed decisions about their lives Children, young people and their families are part of the local community, enjoy leisure and social activities with opportunities to makes meaningful friendships Mental health and wellbeing of children and young people are part of the holistic approach to support children and young people.</p>

# Principles that underpin our work with children and young people and their families

## We believe that:

- the views of children, young people and their families are at the heart of everything we do and they are empowered to make informed decisions about their lives
- children, and young people should lead safe, resilient and achieving lives
- mental health and wellbeing are prioritised in our holistic approach to supporting children and young people
- early identification of needs leads to high quality, personalised provision which is evaluated to ensure that it makes a difference for each child and young person
- highly skilled teachers providing inspirational, creative and inclusive learning opportunities encouraging every child to achieve their potential
- having the right information and realistic expectations enables a successful transition to purposeful and fulfilling adult lives
- children and young people are part of their community and enjoy leisure activities with opportunities to make meaningful friendships
- better outcomes for children, young people and their families are promoted by all services working together through increased joint commissioning
- services must offer support that is cost effective, evidence based and makes a difference to the lives of children and young people
- a skilled and confident workforce is essential to realising our vision



# Primary legislative background

The Children and Family Act 2014, The Care Act 2014 and The Single Equalities Act 2010 form the backbone of SEND reforms.

- Children and young people with more complex needs will access a co-ordinated assessment process. Education Health and Care Plans (0-25 years) replace statements and Learning Difficulty Assessments
- Coordinated support should meet the identified needs of children and young people, improving their outcomes, as they seek to reach their aspirations
- All children and young people are encouraged to make decisions about their future, their support and to participate in designing services
- Planning for adulthood should begin from the earliest opportunities to promote independence and full participation in their community
- Children, young people and their families are given the option to receive a personal budget or direct payment to pay for their support or services
- Public bodies have a duty to proactively meet the needs of disabled children and young people and ensure they are not disadvantaged
- Local authorities must have an on line 'Local Offer' detailing all support available for children and young people who have special educational needs
- Services should be jointly planned and commissioned by the local Authority and clinical commissioning groups
- Parents are able to ask for a carers assessment in their own right and receive appropriate support for identified needs.



# What is working well for children and young people registered at 'SEN support'?

SEN support is the category used by the Government to represent support in schools, early years settings and post 16 education settings where the needs of the child or young person can be met through their delegated resources.

Evidence from consultation with young people, parents and professionals: -

## Working together

- Pupil voice is at the heart of all planning
- Parental involvement is key (parent and carer views are valued and respected)
- Improved collaboration working towards shared outcomes
- Parent support groups
- People working together to form a team around the child and family
- The child or young person is involved and valued.

## Inclusion

- Increased opportunities for inclusion in mainstream
- Social emotional and mental health (SEMH) support is present in school
- Clearer vision and understanding of a child /young person's needs through having a My Support Plan
- Improved and shared ownership of plans to meet the needs of children.

## Services that are valued

- Appropriate signposting to information services
- Parent mentoring
- Enhanced Resource Provision is working well and the dual placements with outreach support are effective
- Education, Health and Care Plans identifying the appropriate support
- Better information and planning at transition points
- Personalised Learning and work pathways for young people when they leave school
- Specialist teaching team support
- Portage
- Short breaks provision
- Advice and assessment from Educational Psychologists

## Workforce

- Skilled and trained staff, especially when the SENCO is highly skilled and informed
- Identification of needs and potential strategies through CYC SEN banding (This system identifies levels of need and potential strategies to support children and young people)
- Collaborative approach/open communication between agencies
- Creative approach to provision
- Expertise identified through early intervention and monitoring
- Multi-agency working is more joined up
- The expertise of staff is valued

## Quality assurance

- assess/do/review provides accountability to ensure the needs of children and young people are met
- rigorous quality assurance of all Education, Health and Care plans including outreach support to education settings





# How do we make York a fully inclusive city?

Miller and Katz (2002) defined inclusion as: “.. a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best.”

“It is about **valuing all individuals**, giving **equal access and opportunity** to all and **removing discrimination and other barriers** to involvement.”

Consultation with parents, schools and professionals led to the following information being gathered. In York we have collated this feedback and used the acronym ‘**I Belong**’ to outline what we mean by inclusion.

- I** Included
- B** Being valued
- E** Equality
- L** Listen
- O** Organisation
- N** Needs led
- G** ‘Go Do’ Attitude

Views gathered from parents, schools and professionals are detailed below:

## Included

- ‘An inclusive city must be fully informed by the voice of those most at risk of marginalisation. Ideally it should be directed by the issues raised to shape the review/re-design of services’
- ‘Ensure children and young people are able to be part of their local community’
- ‘Increase mental health awareness’
- ‘Provide inclusive activities within the city’
- ‘Inclusive schools promote inclusive attitudes in children’
- ‘Educate the population of the city’
- ‘Meet the needs of children with social, emotional and mental health needs and address these issues within settings rather than through exclusions’

## Being valued

- 'Improve self-esteem, reduce stigma'
- 'Support aspirations positively and challenge assumptions'

## Equality

- 'Provide an equitable access to all services, including physical access, access to curriculum'
- 'Each person should go the extra mile to take down barriers to full inclusion'
- 'Services thresholds not dependent upon diagnosis or having an EHCP'
- 'Creative and appropriate use of public funds/resources'

## Listen

- 'Listen to young people and their families'
- 'Be responsive to children's views- act on them'

## Organisation

- 'Cultural change'
- 'Develop a common framework of communication'
- 'Excellent communication with a shared vision'
- 'More collaboration between special schools and mainstream school'
- 'Collaborative and flexible approach to reflect the changing needs of the children/young people and their families'

## Needs led

- 'Needs led not process led'
- 'Provide easier access and drop in sessions'
- 'Share good practice'

## 'Go Do' Attitude

- 'Develop a positive 'Go Do' attitude'
- 'Proactive approach and attitude'
- 'Have high expectations'
- 'Think creatively'



# Turning York into an inclusive city – what we will do in the next three years

- The key priority for the SEND Strategy will be to complete the implementation of the SEND reforms. To embed this we will work with children, young people, families and professionals to ensure we improve outcomes for all disabled children and young people.

## To support children, young people and young adults we will:

- monitor outcomes identified in Education, Health and Care plans for children and young people to ensure progress is made with effective use of resources
- ensure resources are available to support professionals and parents to gather children and young people's voice, and to actively report back to demonstrate how their voice has made a difference
- ensure children and young people are able to access personal budgets, including education, social care and health budgets where eligible, to support improved outcomes
- offer personalised creative programmes when children and young people are not able to access mainstream provision
- extend good quality local provision for young people when they leave school
- develop more opportunities for sustainable employment / supported employment
- outline clearer pathways for young people to move into independent / supported living
- further develop pathways which support young people in the transition from children's services to adult health services
- ensure a clear pathway for young people with mental health needs which provides early access to support . The multi agency integrated 'Future in Mind Transformation Plan' for child mental health services will be a key driver for improving early intervention, access to services and care of the most vulnerable
- open primary Enhanced Resource provision for children with autism
- provide children and young people with information they can access.

## To support families we will:

- work with York Parent/Carer Forum (formerly CANDI) and parent groups to enable shaping of service priorities
- provide assessments for carers and meet identified needs
- ensure the Local Offer is accessible and up to date, providing information for children, young people and their families
- provide intensive support for families at risk of breakdown, where young people have challenging behaviour, in collaboration with health through joint working with FIRST, the Family Rapid Support Team
- share good news stories with families
- improve sharing of information about a child or young person's needs and plan for the support with all agencies

## To support professionals we will:

- bring children's social care and special educational needs teams to work closer together
- ensure assessment for disabled children and young people is proportionate - reduce bureaucracy for access to short breaks
- improve information sharing and collaborative working with health
- review speech, language and communication commissioning
- embed learning from the Enhanced Resource Provision review
- support early identification of need and coordination of support through My Support Plans and My Agreed Outcomes
- Special Educational Needs team and Educational Psychology Service to extend their remit to include working with young people up to 25 years, in line with the Children and Families Act 2014
- work with schools and education settings and Teaching Schools Alliance to identify and promote high quality training on SEND
- develop a combined all ages York Autism strategy with commissioners and providers
- implement outcomes from the review of special educational needs funding arrangements to ensure transparency and equity, embedding the use of SEN bonding thresholds across all education settings
- improve information sharing between education and social care, using a new IT system
- work with education settings and Teaching Schools Alliance to identify and promote high quality training on SEND
- work with education settings to develop self review inclusion framework to support and recognise inclusive practice.

# The difference for you

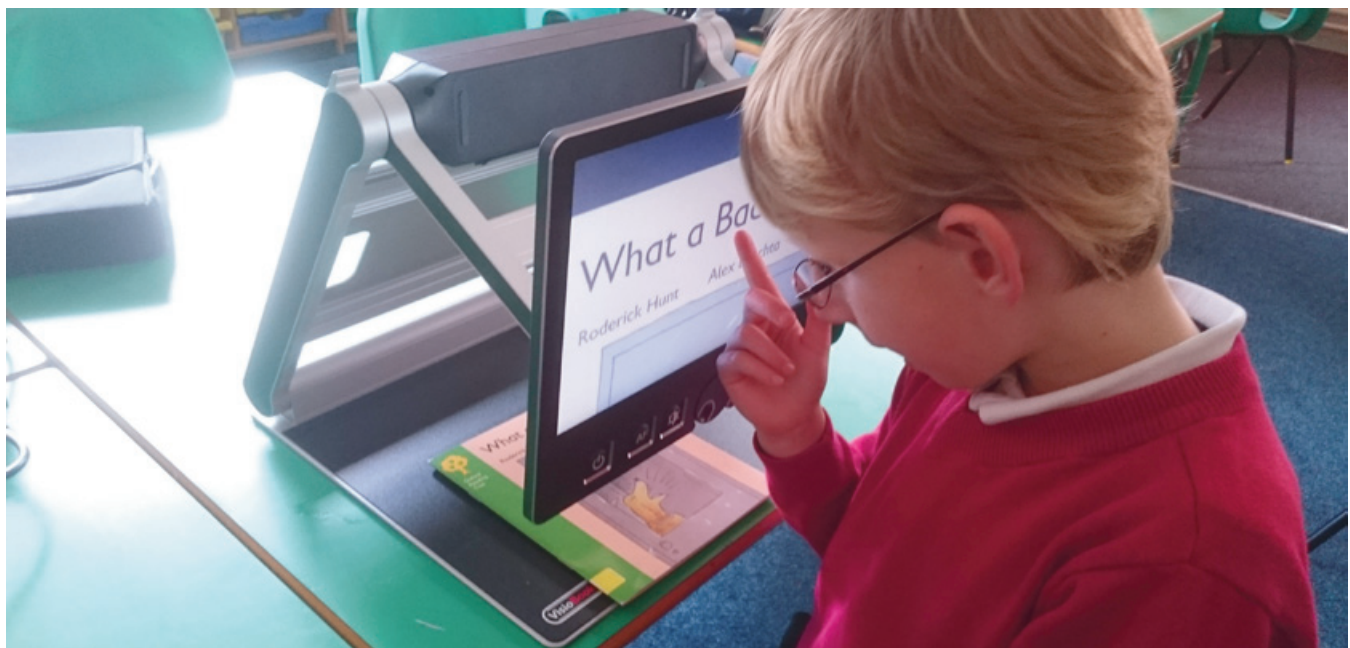
## For children and young people

We want our children and young people to:

- have improved outcomes, based on their aspirations for the future
- feel more effectively included in decisions affecting them to enable them to feel in control/empowered to determine how they can fulfil their potential
- be able to understand how services work and know where to go for informed support
- have access to more inclusive sport and leisure activities

You will:

- be well supported in preparing for adulthood
- be able to choose a personalised programme if you are unable to access universal services
- have the option of a personal budget to make decisions about the agreed funding/support / access community activities, if you have an Education, Health and Care plan
- experience increased options after school including:
  - access to a wider range of high quality local courses, with support to help you navigate the correct pathway
  - finding work/volunteering when you leave college
- know where to go and find support if you have mental health difficulties
- be supported through whole school approaches to developing resilience
- be able to access specialist provision if you are a primary or secondary aged child or young person with autism and a high level of needs
- have a clear pathway for support for children and young people and adults with autism



## For parent/carers and families

We hope you will feel confident in the York Local Offer for your child. You will know their needs are being met, that you are well supported and that their aspirations for adult life are being supported with plans put in place for next steps towards their dreams.

### You will:

- be offered a personal budget to manage support for your child if they have an Education, Health and Care Plan
- have the opportunity to help shape and develop future services
- experience coordinated assessment and planning to reduce the need to repeat your stories
- be offered assessments for carers and meeting identified needs
- be confident that more staff are trained and understand how to meet your child's needs
- be able to access the up to date information in the Local Offer about what is available in York for children and young people with special educational needs
- be offered intensive support if your family is at risk of breakdown

We want to be able to help make life easier for parents, carers and families by making our support and services more effective. By working closely with you we hope to improve life for you and your child or young person and for you to have confidence in the education and care we provide.

## For staff

### You will:

- have an increased understanding of special educational needs and disability and feel more confident
- work more closely across different professional backgrounds to provide seamless support
- offer proportionate coordinated assessment for short breaks according to needs of the family, not dictated by bureaucracy
- coordinate support for children through My Support Plans and Education, Health and Care plans
- offer support to enable young people up to 25 years to progress towards work or volunteering
- be able to offer coordinated specialist support for those children and young people with the highest level of needs
- ensure transparency and equity of funding for all children and young people with special educational needs and disability
- feel more confident in knowing how to support children with special educational needs

We hope these changes will increase staff confidence and skill and that they will be able to work together to help make York a fully inclusive city.

**This information can be provided in your own language.**

Informacje te mogą być przekazywane w języku ojczystym.

Polish

Bu bilgi kendi dilinizde almanız mümkündür.

Turkish

此信息可以在您自己的语言。

Chinese (Simplified)

此資訊可以提供您自己的語言。

Chinese (Traditional)

 01904 551550

If you would like this information in an accessible format (for example in large print, in Braille, on CD or by email) please call 01904 551550

**YORK!**

