

# SEND PROGRAMME BOARD



<b>SUBJECT:</b>	SEND Strategy 2021 – 2023
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<b>DATE:</b>	22 March 2021
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## SUMMARY OF MAIN POINTS:

58 responses were received to the Consultation on the SEND Strategy that took place in February 2021. The comments have been considered and changes have been made to the 1 page SEND strategy 2021-23.

It will be important to feedback on the action taken as a result of the Consultation, most likely in the form of a 'You Said, We Did', once the Action Planning that will underpin the delivery of the SEND Strategy 2021-23 is completed in April 2021.

## RECOMMENDATIONS

1. The SEND Programme Board are requested to review and approve the 1 Page SEND Strategy as a Final version that can be published in April 2021 and be endorsed at Suffolk County Council Cabinet and CCG Governance Boards in June 2021

## DETAILS

### Response to the SEND Strategy Consultation

1. 58 responses were received from the online public consultation on the proposed SEND strategy 2021-23 that took place in February 2021.
2. Questions 1-6 asked whether the respondent agreed or disagreed with the objectives proposed. 75-80% answered either 'Agree' or 'Strongly Agree'. Themes of the free-text comments were concerns over ability to achieve the strategy, suggested wording changes and gaps in provision. Several comments under each question reflected people's negative experiences of the SEND system.

3. Question 7 asked for comments about additional barriers to be overcome to support the successful implementation of the strategy. The key themes were involvement, communication and gaps in provision.
4. Changes to the text of the one-pager SEND Strategy 2021-23 have been made in response to the consultation. These are shown as a mark up in Appendix A. Further consideration of the individual comments will need to be made in developing the detailed Action Planning underpinning the Strategy
5. It was previously not clear that objective 5 of Priority 3 was referring to Care, Education Treatment Reviews. These are focussed on people who either have been, or may be about to be admitted to a specialist mental health / learning disability hospital. CTRs bring together those responsible for commissioning and procuring services (this includes nurses, social workers education commissioners and other health, education and social care professionals alongside strategic commissioners where appropriate) with independent clinical opinion and the lived experience of people and families from diverse communities with learning disabilities, autism or both. The aim of the CTR is to bring a person-centred and individualised approach to ensuring that the care and treatment and differing support needs of the person and their families are met and that barriers to progress are challenged and overcome.

### **Communicating the SEND Strategy 2021-23**

6. Feedback on the action taken as a result of the Consultation, most likely in the form of a 'You Said, We Did', will need to be made. This will most appropriately take place after the Action Planning that will underpin the delivery of the SEND Strategy 2021-23 is completed in April 2021.
7. An additional document will be produced to supplement the one page SEND strategy with key data, targets and actions that will be taken in the Priority areas, and how this will make a difference to the day-to-day lives and experience of children, young people and families. This has been considered as we received some feedback that people wanted a bit more information in addition to the one page document. This will also make the direct connection to the 'I want' statements (Appendix C) developed with children and people be incorporated in the Action Planning underpinning the delivery of the SEND Strategy 2021-23 and as an important reference for the revised Outcomes Framework that is under development.

### **Next Steps**

8. Complete the development of Action Planning underpinning the roll-out of the strategy
9. Feedback on the Consultation, and communicate the Strategy.
10. Seek endorsement of the SEND Strategy 2021-23 at the Suffolk County Council Cabinet and CCG Governance meetings in June 2021

**WHAT OTHER SERVICES ARE INVOLVED AND WHO HAVE YOU CONSULTED**

The development of the strategy has been co-produced with SPCN and SENDIASS. We have also worked with other parent /carer representative groups (PACT) and have engaged the Engagement Hub to get direct feedback from children and young people. Consultation has taken place with Education, Health and Social Care leads and teams and an online Public Consultation took place in February 2021

**HAVE YOU CONSIDERED EQUALITY IMPLICATIONS?**

To complete an EIA that will accompany the final strategy when it goes to Cabinet in June.

**COMMUNICATIONS UPDATE** *Is it appropriate to provide a communications update on this report? If so please provide briefing.*

A Communication Plan supports the consultation and implementation of the strategy.

**REPORTING BACK** *Will it be necessary to provide a progress / monitoring / outcome report? If so give details and likely date*

N/A

## Building on Better: Suffolk's SEND Strategy 2021-23

### Our Vision

Working together, we will support all children and young people with SEND to meet their potential and to live active, healthy and fulfilling lives as part of their communities. Children, young people and their families will be listened to, included and empowered, and will have access to the right support at the right time from the right people.

### Our SEND Priorities For 2021-23

#### Priority One: **1** Communication We will:

1. ~~Further~~ Improve the Local Offer website, enabling easier navigation and search functionality for families.
2. Develop our communication strategy to increase accessibility and visibility for all users, including our use of multimedia communication.
3. Develop our work with the Young Person's Network to continue to improve the way we communicate with young people and ensure their voices are represented.
4. Promote awareness and understanding of SEND and SEN support services amongst families, ~~professionals~~ practitioners and our wider communities.
5. Regularly seek feedback from families and young people on all aspects of our communication.
6. Keep young people and families informed about the progress we are making across all our priority areas.

#### The Child/Young **2** Person's Journey We will:

1. Make the SEND journey for children and young people, clear and understandable across education, health and care, from early identification of needs.
2. ~~(moved up)~~ Embed the Graduated Response across education, health and care to provide timely early intervention and whole school inclusive practices.
3. Ensure that assessments and reviews involve the right people and are completed on time.
4. Ensure that assessment and review reports, including Education, Health and Care Plans are person-centred, specific and understandable.
5. Ensure that children and young people receive the support they require to make progress towards their identified outcomes and ambitions.
6. Strengthen SEND operational practice by developing key roles within Social Care and Health, working closely with SEND and Education leaders.
7. Review and learn from SEND feedback including surveys, complaints, compliments & comments, mediation, Tribunal appeals and Ombudsman outcomes to improve practice across the whole SEND system.

#### Commissioning and **3** Services We will:

1. Jointly review our SEND provision to understand demand, identify gaps and plan for future provision across education, health and care.
2. Increase the number of specialist education places available within Suffolk by completing the delivery of the current Suffolk SEND Capital Programme (2020-2024).
3. Complete our redesign of mental health services for children and young people and implement the new model.
4. Complete the development of the neuro-developmental pathway for children and young people and implement the new model.
5. Co-produce a new offer of ~~care, support and education for children and young people for~~ care, Education and Treatment Reviews, supported by the Transforming Care Partnership, that is based on a fuller understanding of their needs.
6. Extend the respite offer for under 18s to include children and young people with disabilities and challenging behaviours who are not currently supported by the Disabled Children's Team.

#### Preparing for Adulthood **4** We will:

1. Embed high-quality person centred planning as our approach to transition planning for children and young people with SEND.
2. Empower children, young people and their families to make informed decisions about transitions through good quality advice, guidance and support.
3. Extend the local learning offer for 16-25 year olds to address ~~the~~ gaps identified in review the 2020 SEND Sufficiency ~~Review~~, with a focus on quality, options and progression.
4. Develop our health offer to better meet the needs of 16-25 year olds, to achieve straightforward, family centred transitions, including for adolescent mental health and those supported by Transforming Care.
5. Develop our social care offer to include care planning and ensure straightforward transitions, taking account of mental capacity and new safeguarding guidelines.
6. Provide good employment/ self employment support for young people with SEND and potential employers to extend the options leading into work.
7. Develop our Short Breaks for older young people and the support that enables them to develop their relationships and social skills.

### What difference will we see as a result of this?

1. Children and young people with SEND will achieve by making progress ~~and fulfil their potential~~ academically, emotionally and socially.
2. Children, young people with SEND and families will ~~report that they can~~ access services and their communities through the right support at the right time from the right people
3. ~~Most~~ Children children, young people and families will tell us that early years, education, health and care services are meeting their needs ~~improving~~.
4. Our children, young people and families will tell us that they trust services across early years, education, health and social care.



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## Appendix B

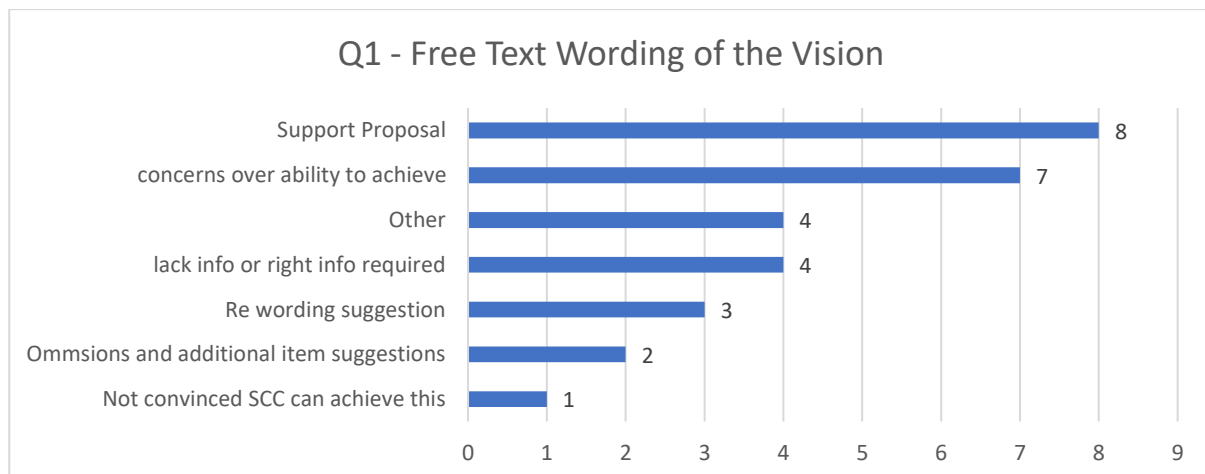
### SEND Strategy 2021 - 2023 Public Consultation Final Results 4/3/21 Based on 58 Responses

**1. We have co-produced a new vision for the SEND strategy: Working together, we will support all children and young people with SEND to meet their potential and live active, healthy and fulfilling lives as part of their communities. Children, young people and their families will be listened to, included and empowered, and have access to the right support at the right time from the right people.**

**To what extent do you agree or disagree with the wording of the vision?**

			Response Percent	Response Total
1	Strongly agree		46.43%	26
2	Agree		33.93%	19
3	Neither agree nor disagree		8.93%	5
4	Disagree		5.36%	3
5	Strongly disagree		5.36%	3
			answered	56
			skipped	2

#### Free Text Responses to Q1








#### Examples:

“It’s a bold and ambitious, positive vision.” (support proposal)

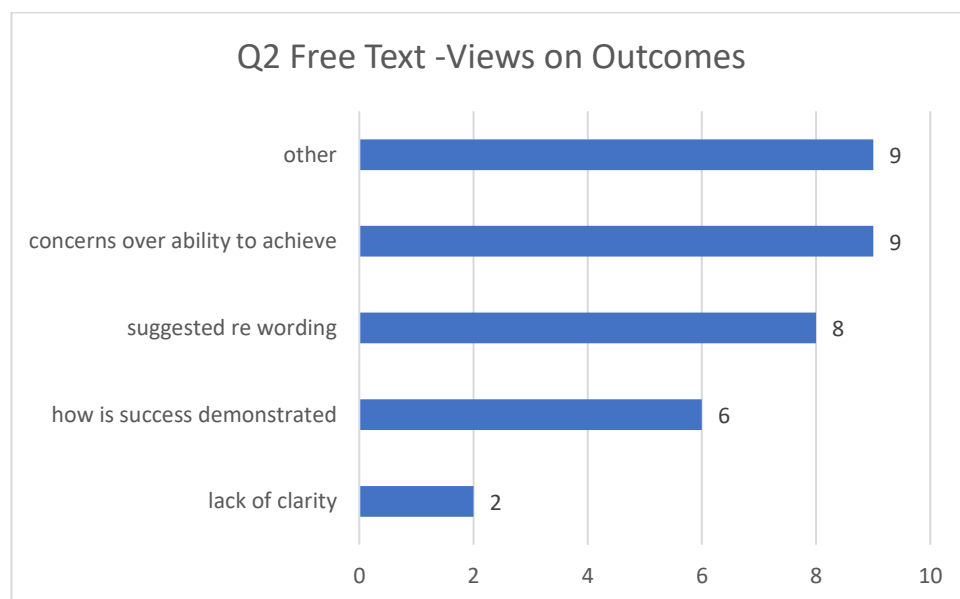
“The vision is only truthful if what it states is actually done and actioned in the manner it advises. As the saying goes that the proof will be in the pudding and until then it is just words.” (concerns over ability to achieve)

**2. We have co-produced the following outcomes that will demonstrate how well we are delivering our strategy:**1. Children and young people with SEND will make progress and fulfil their potential - academically, emotionally and socially.2. Children, young people and families will report that they can access the right support at the right time from the right people.3. More children, young people and families will tell us that education, health and care services are improving.4. Our children, young people and families will tell us that they trust services across education, health and social care.

**To what extent do you agree or disagree with these outcomes?**

			Response Percent	Response Total
1	Strongly agree		41.82%	23
2	Agree		34.55%	19
3	Neither agree nor disagree		9.09%	5
4	Disagree		9.09%	5
5	Strongly disagree		5.45%	3
			answered	55
			skipped	3

## Free Text Responses to Q2








“Nice to see emotionally socially in there alongside academically. How will this be measured?” (how is success demonstrated)

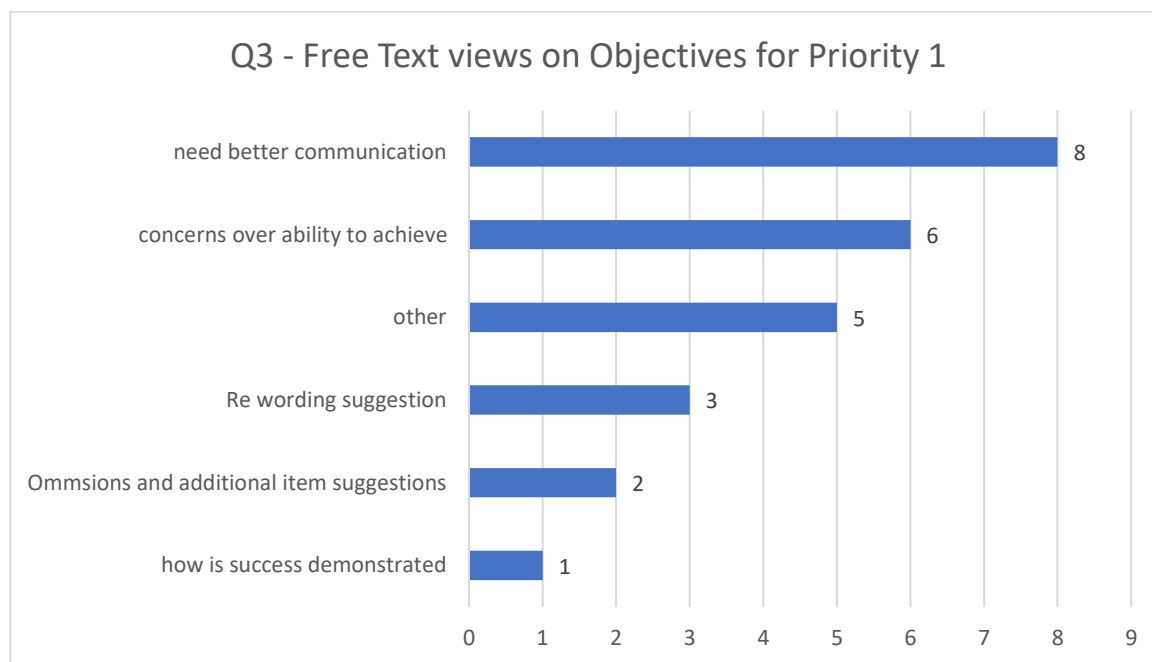
“It does not make clear what they are entitled to nor who should be doing it, and that is the problem. Everybody will agree with this statement but no one will think it is their responsibility or service area to deliver it.” (lack of clarity)

**3. We have co-produced a number of objectives to be delivered as part of the priority areas of work: Priority 1 - Communication** Further improve the Local Offer website, enabling easier navigation and search functionality for families. Develop our communication strategy to increase accessibility and visibility for all users, including our use of multimedia communication. Develop our work with the Young Person's Network to continue to improve the way we communicate with young people and ensure their voices are represented. Promote awareness and understanding of SEND and SEN support services amongst families, practitioners, education settings and our wider communities. Regularly seek feedback from families, young people and frontline practitioners on all aspects of our communication. Keep young people, families and practitioners informed about the progress we are making across all our priority areas.

**To what extent do you agree or disagree with the objectives proposed?**

			Response Percent	Response Total
1	Strongly agree		31.48%	17
2	Agree		48.15%	26
3	Neither agree nor disagree		7.41%	4
4	Disagree		7.41%	4
5	Strongly disagree		5.56%	3
			answered	54
			skipped	4

#### Free Text Responses to Q3








“little or no evidence that this will actually happen” (concerns over ability to achieve)

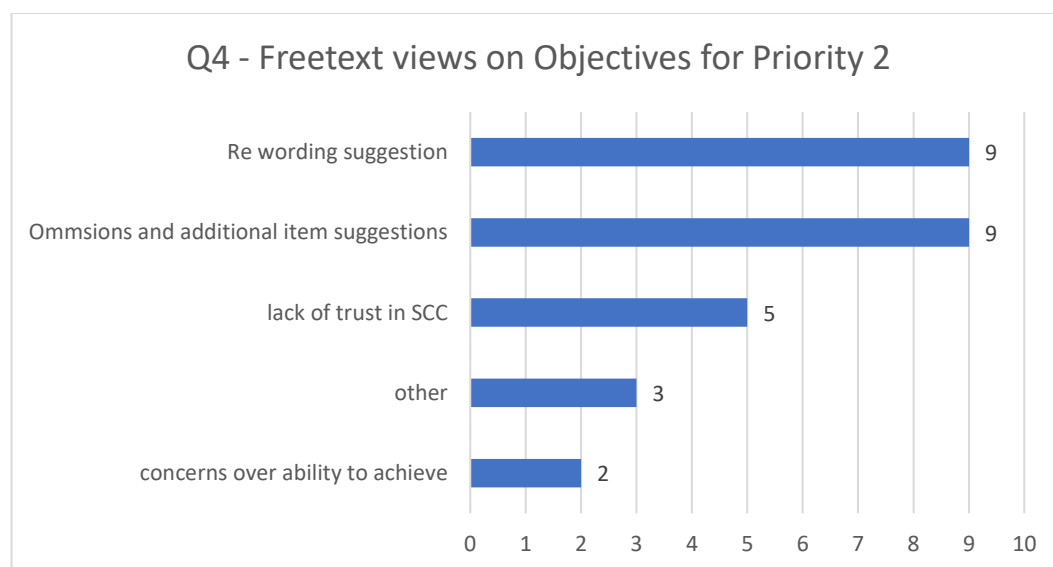
“Careful consideration needs to be given to communication with 'harder to reach families' Also consideration needs to be given to those for whom English isn't their first language” (need better communication)

**4. We have co-produced a number of objectives to be delivered as part of the priority areas of work: Priority 2 - The child/young person's journey Make the SEND journey for children and young people, clear and understandable across education, health and care, from early identification of needs. Ensure that assessments and reviews involve the right people and are completed on time. Ensure that assessment and review reports, including Education, Health and Care Plans are person-centred, specific and understandable. Ensure that children and young people receive the support they require to make progress towards their identified outcomes and ambitions. Embed the Graduated Response across education, health and care to provide timely early intervention and whole school inclusive practices. Strengthen SEND operational practice by developing key roles within Social Care and Health, working closely with SEND and Education leaders. Review and learn from SEND feedback including surveys, mediation, Tribunal appeals and Ombudsman outcomes to improve practice across the whole SEND system.**

**To what extent do you agree or disagree with the objectives proposed?**

			Response Percent	Response Total
1	Strongly agree		30.19%	16
2	Agree		49.06%	26
3	Neither agree nor disagree		11.32%	6
4	Disagree		3.77%	2
5	Strongly disagree		5.66%	3
			answered	53
			skipped	5

#### Free Text Responses to Q4



“I think for a lot of parents especially those with older young people and adults who have been let down by SCC there is along way to go before trust is restored and that starts with SCC actually delivering properly & fully what it is stating in both the vision & strategies” (lack of trust in SCC)

“Early identification and intervention is vital to support children to achieve their life ambitions -



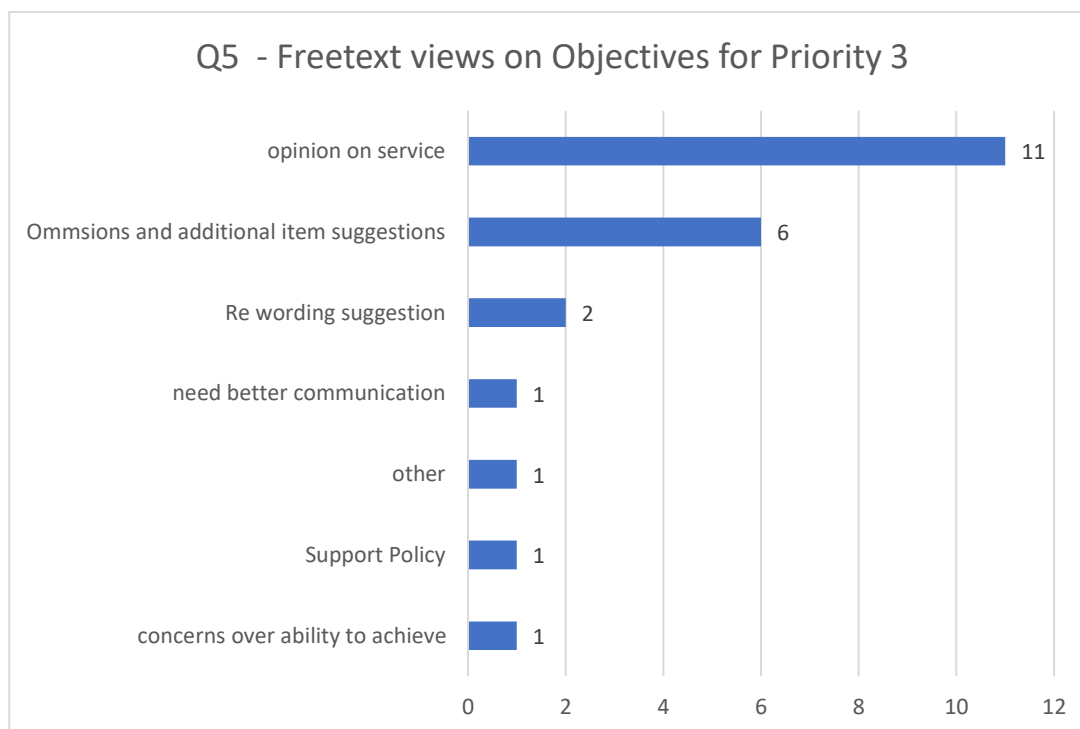
this starts in the early years. Yet you do not include mention of Early help services and in particular Children centres. (Omissions and additional item suggestions)

**5. We have co-produced a number of objectives to be delivered as part of the priority areas of work: Priority 3 - Commissioning and Services** Jointly review our SEND provision to understand demand, identify gaps and plan for future provision across education, health and care. Increase the number of specialist education places available within Suffolk by completing the delivery of the current Suffolk SEND Capital Programme (2020-2024). Complete our redesign of mental health services for children and young people and implement the new model. Complete the development of the neuro-developmental pathway for children and young people and implement the new model. Co-produce a new offer of care, support and education for children and young people supported by the Transforming Care Partnership that is based on a fuller understanding of their needs. Extend the respite offer for under 18s to include children and young people with disabilities and challenging behaviours who are not currently supported by the Disabled Children's Team.

**To what extent do you agree or disagree with the objectives proposed?**

			Response Percent	Response Total
1	Strongly agree	<div><div></div></div>	36.54%	19
2	Agree	<div><div></div></div>	38.46%	20
3	Neither agree nor disagree	<div><div></div></div>	9.62%	5
4	Disagree	<div><div></div></div>	7.69%	4
5	Strongly disagree	<div><div></div></div>	7.69%	4
			answered	52
			skipped	6





## Free Text Responses to Q5



“Cannot access the same support across county as Waveney due to health services being in Norfolk. Parity of access.” (Opinion on Service)

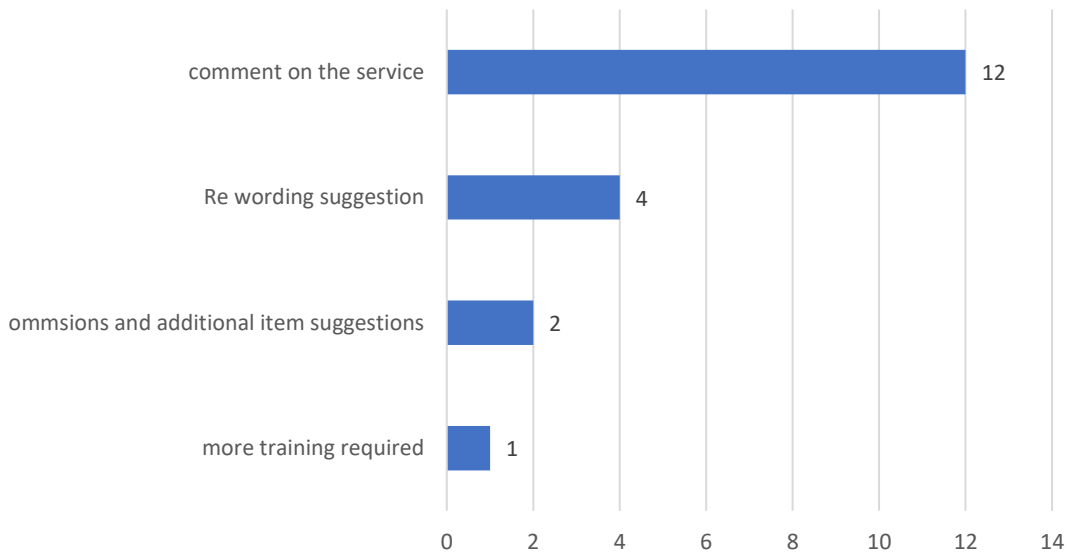
**6. We have co-produced a number of objectives to be delivered as part of the priority areas of work: Priority 4 - Preparing for Adulthood Embed high-quality person centred planning as our approach to transition planning for children and young people with SEND. Empower children, young people and their families to make informed decisions about transitions through good quality advice, guidance and support. Extend the local learning offer for 16-25 year olds to address the gaps identified in the 2021 SEND Sufficiency Review, with a focus on quality, options and progression. Develop our health offer to better meet the needs of 16-25 year olds, to achieve straightforward, family centred transitions, including for adolescent mental health and those supported by Transforming Care. Develop our social care offer to include care planning and ensure straightforward transitions, taking account of mental capacity and new safeguarding guidelines. Provide good employment/ self-employment support for young people with SEND and potential employers to extend the options leading into work. Develop our Short Breaks for older young people and the support that enables them to develop their relationships and social skills.**

**To what extent do you agree or disagree with the objectives proposed?**

			<b>Response Percent</b>	<b>Response Total</b>
1	Strongly agree		35.85%	19
2	Agree		45.28%	24
3	Neither agree nor disagree		16.98%	9
4	Disagree		0.00%	0
5	Strongly disagree		1.89%	

Free Text Responses to Q6

### Q6 - Freetext views on Objectives for Priority 4

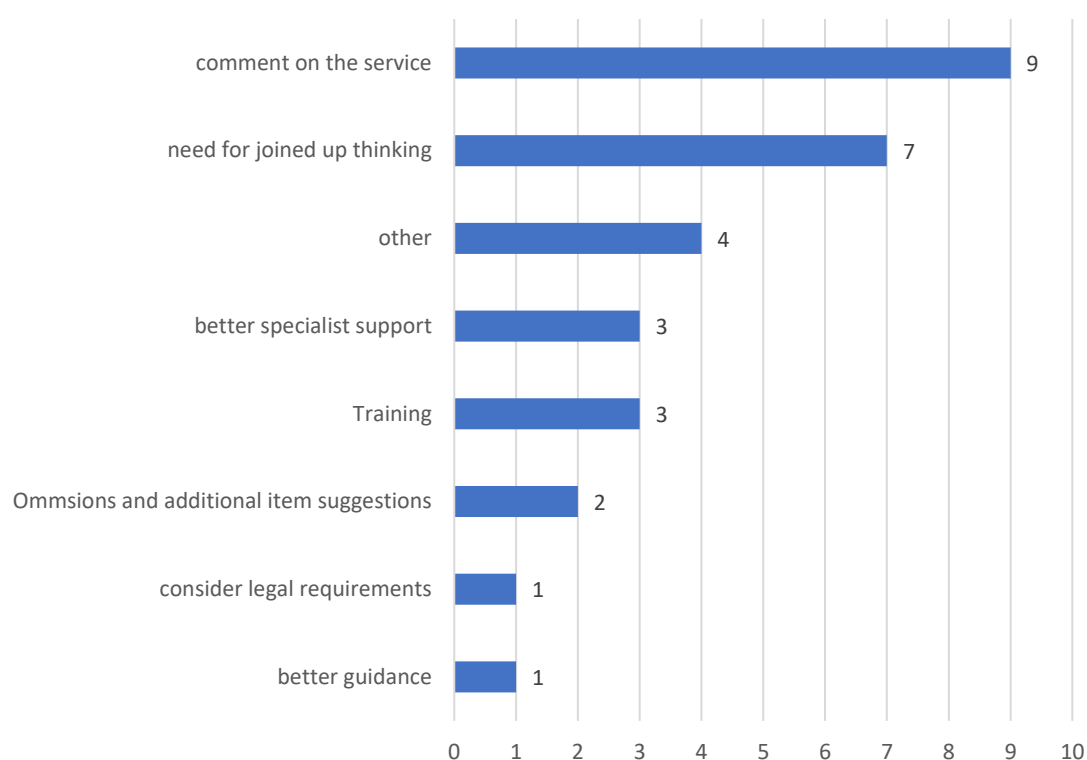


“People need to be honest about what the gaps are and stop passing the buck. The endless games of 'pass the child' between services because no one will take any responsibility needs to stop.” (comment on the service)

“Ensuring support for 16-25 year olds is year-round, around exam results time and summer breaks ‘retaining contact’ to have advocates over the holiday period.” (omissions and additional item suggestions)

**7. Are there any additional barriers that you believe need to be overcome to support the successful implementation of the strategy?**

### Additional barriers to overcome to support the implementation of the strategy



“Communication between parents and family services.” (need for joined up thinking)

“No training on HOW to write outcomes or draft EHCP's which SENCOs are supposed and expected to do. No training on running annual reviews that is actually useful. No support from medical professionals when carrying out reviews.” (Training)

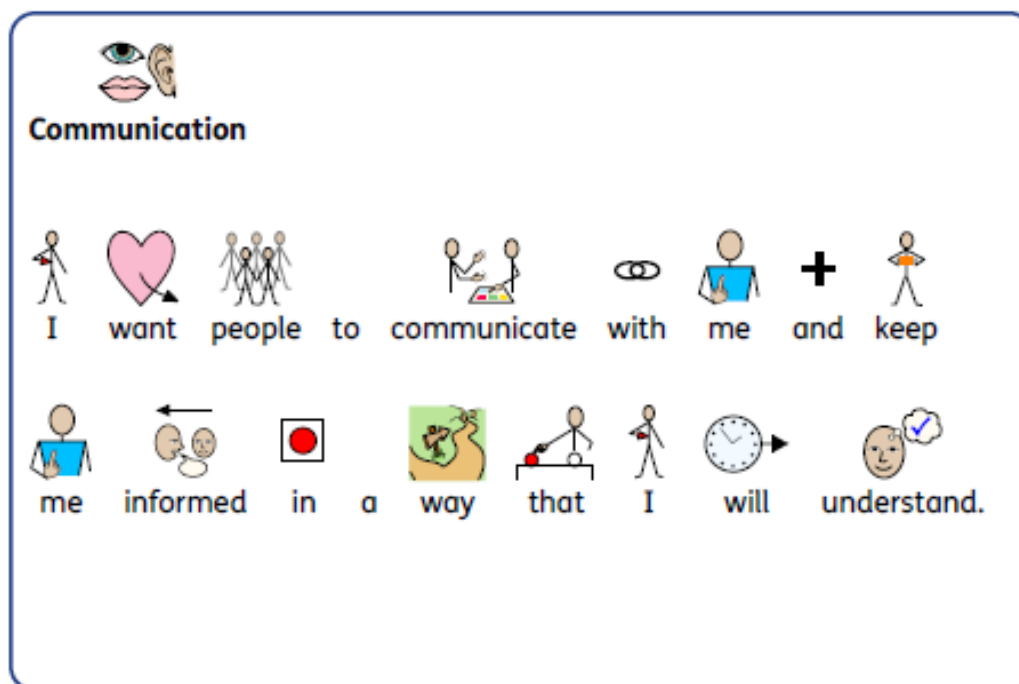
“Suffolk needs more Send places available in both mainstream and specialist settings” (comment on the service)

## Appendix C

Children and Young People's 'I' statements including an example into an Easier Read format using Symwriter presented as a card that can be used when working with children and young people.

### 1. Communication

I want people to communicate with me and keep me informed in a way that I will understand.



I want people to stop using jargon/professional language in meetings and in forms/letters.

I want people to give me time to process information so I fully understand what is being said to me.

I want accessible communication tools, e.g. Tablet, laptop, mobile phone and other specialised communication aids.

I want the adults around me, who I know and trust, to help me find the information I need when I need it.

I want my views, wishes and feelings to be sought and included in all decisions made about my life.

I want to be listened to and to see evidence that I have been heard and my views and wishes acted on.

I want bullying of children and young people with SEND to stop!

I want support to help me cope and deal with the virtual community, e.g. social media, the internet.

I want my achievements to be recognised and celebrated.

### 2. The Child/Young Person's Journey

I want to be involved in creating and reviewing my plans. To co-produce them.

I would like to do things in a time that suits me not just because I have reached a certain age milestone.

I want the plans for my education, health and care to be presented in a way that I understand.

I want my plans to focus on my skills and interests, likes and dislikes, and to help me fulfil my dreams.

I want my plans to go with me when I move on so that I don't have to keep telling my story.

I want education settings to raise awareness of children and young people with SEND so that people are kind and I am included.

I want mental health to be talked about more in education settings and with families.

I want to have friends and relationships, girlfriends and boyfriends, and be supported to maintain them.

I want to be taught about relationships and have sex education at school.

I want all workers to adopt the 'Ideal Worker' principles and work in that way.

I want people to check in with me on a regular basis to ask how I'm doing and to respond quickly when things are not going well.

### **3. Commissioning and Services**

I want to be involved in recruiting and training staff to embed the 'Ideal Worker' principles.

I want to be involved in choosing the right services for children and young people with SEND.

I want support from a young age with my mental health, like anxiety, how to calm down and how to deal with and communicate complex feelings.

I want to be supported to take part in activities and to pursue my hobbies and interests.

I want support to access and be part of my local community.

I want to have breaks and holidays.

I want places and activities to be accessible for people using wheelchairs and who have other disabilities.

### **4. Preparing for Adulthood**

I want to be at the centre of my transition planning and for my views, wishes and feelings to be heard.

I want this to start early so that I have time to prepare and I know what is happening.

I want travel training to start early at school, if appropriate, not just at the time I need it.

I want somewhere to go to when I leave college.

I want options explained to me and for people to think 'outside the box', focusing on my skills and interests.

I want good preparation for moving to any new settings including visits, video tours and time to get to know new people and the environment.

I want help to get a job or to be self-employed, again based on my skills and interests.

I want good relationships including family, friends, boyfriends and girlfriends.

I want support to live independently from my family if that is right for me.

I want my own money.

I want support to do activities with my peers and not my parents.  
I want to learn to drive.