

## You Said, We Did - In Support of Communicating the Refreshed SEND Strategy 2021-23

This summarises feedback over time from parents/carers, young people and practitioner about the SEND system in Suffolk, what we have done to improve it, and the next steps we will take in the SEND Strategy 2021-23.

### Sources of Feedback on SEND Strategy

1. Joint local area SEND inspection in Suffolk December 2016
2. Joint Local Area SEND revisit January 2019
3. PEX Deep Dive
4. Public Consultation and Co-Production Feedback on SEND Strategy 2021-23
5. SPCN Surveys of issues during the pandemic

You Said .....	We Did	What difference has this made?	Next Steps in the SEND 2021-23 Strategy
Some parents/carers said they found the Local Offer website confusing and difficult to navigate and want information to be clearly, accessible and locally relevant including using Easy Read and other languages. (1, 4)	<p>Advice and guidance on the local offer website has been reviewed involving families and young people.</p> <p>Strengthened SENDIASS Service</p> <p>Created the Transitions Guide supporting moving into adulthood</p> <p>Created the 'SEND Wheel' to help navigate the SEND system</p>	<p>The Local Offer website is used more with 60% more 'hits' in April 2021 compared to the baseline in December 2018</p> <p>The SENDIASS Service offers confidential and impartial information, advice and support service on issues related to SEND. It is free and easy to access.</p>	<p>Continued updating of content on the Local Offer website</p> <p>A new platform with improved functionality is expected to go live in November 2021.</p> <p>Roll-out of a new communication campaign that will promote the Local Offer website to increase accessibility and visibility of the SEND Local Offer and SEND Journey. This will include the use of animations and EasyRead</p>

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	Produced literature and animations aimed at families and young people with Learning Disabilities to raise awareness of the Learning Disability Yearly health checks and increase primary care registrations.		
Some parents and carers do not feel confident that there is an effective process for raising a concern and getting a response when an EHCP is not being fully implemented. (4)	<p>Escalation routes are in place via the <a href="#">Local Offer</a> for all services from formal complaints to queries.</p> <p>CCG PALS is a further route.</p> <p>The SENDIASS Service offers confidential and impartial information, advice and support service</p>		Continued monitoring of comments, complaints and compliments and to ensure any themes are acted upon
Parent/carers organisations have fed back that services need to hear the voices of families and young people, including those with the most challenges, and value hearing about their lived experiences (4, 5)	<p>There is a specific Engagement Hub Team who's role is to engage with young people and represent their views</p> <p>Suffolk Parent Carer Network are our strategic co-production partners and strongly represent the voice of parents/carers in a very wide range of meetings</p> <p>A Young Person's Network has been established as a forum where young people can share their views and support co-production with services</p>	<p>There have been regular forums throughout the pandemic involving all key services for children and young people to understand challenges partners and service users have and are experiencing</p> <p>The award-winning Moving into Adulthood Post 16 transitions guide was developed with the support and input of the Network. A set of 'I' statements has also been developed setting out what young</p>	This will be an important theme of our communication this and we will very much continue to adopt a co=production and 'You Said...We Did" approaches

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		people want from the SEND system. Members of the Young Person's Network also made the video Stop the Hate about how being subjected to bullying and abuse has affected them.	
Some parent/carers said they wanted a more consistent level of skills and knowledge from practitioners, including Early Years Practitioners, SENCOs and Family Services Practitioners, and effective communication with families (1,2,4)	Regular training takes place for practitioners  Multidisciplinary surgeries established to better support SENCOs		Launch of an updated SEND Workforce and Parent/Carer training programme
Some parent/carers said that services need to work collaboratively so they can better understand, and more effectively respond to, a young person's needs (4)	The CCGs have invested in the Designated Clinical Officer (DCO) and deputies to foster joined-up working and best practice.		Social Care Services are introducing a Designated Social Care Officer (DSCO) role to foster joined-up working and best practice.
Parents/Carers experienced poor timeliness in completing Education, Health and Care Plans (EHCPs) and Annual Reviews (2, 4)	The Family Services Team has been strengthened and has been supported by additional training. All Statements of SEN were converted to EHCPs by March 2018.	In the past 4 quarters 98% of EHCP's were issued within 20 weeks	Annual Reviews will start to undertaken by schools on an electronic Portal assisting to support a more efficient process
Parents/carers have experienced that the quality of co-produced EHC plans have not been consistently high (2, 4)	A multi-agency Quality Assurance programme is now established, with an annual Quality Assurance calendar, external benchmarking arrangements and involvement of partners across education, health and care and stakeholder groups. It has reported	The QA process completed it's first full cycle of outcomes in March 2021. This evidenced marked improvements, compared to 2020, in the quality of EHCPs and in the EHC	Our quality assurance processes will support continuous improvement that will progressively ensure that assessments and reviews are person-centred, involve the right people, are completed on time, are of high quality and are increasingly joined up to avoid duplication.

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		Needs Assessment Advice.	
Some Parents/Carers fed back in the Public consultation on the SEND Strategy that more assurance was needed that the plans and the actions taken are having sufficient impact on the experiences and outcomes of children and young people (2, 4)	A set of key performance indicators is routinely reported on to monitor performance at the SEND Programme Board	Regular SEND Programme Board Meetings monitor and challenge progress being made	A new Outcomes Framework is being developed with approaches to measure what young people value based on 'I Statements' e.g. <i>"I want to be supported to take part in activities and to pursue my hobbies and interests."</i>
The SEND system in Suffolk recognised that there were insufficient Specialist School Placements in Suffolk (4)	The 2018 SEND Education Sufficiency Plan was produced and used to inform the Policy Development Panel for Specialist Education. This led to the capital programme to create an additional 870 specialist education places across Suffolk for children of school age over a 5-year period to 2024 supported by an investment of up to £45.1m. 210 new places opened in September 2020 including 30 places at Sir Bobby Robson school. In 2021/22 a further 310 places are due to open. Many more children are attending schools in their local areas through specialist units attached to mainstream schools. This also means siblings can attend the same school	More children able to be educated in Suffolk rather than having to go to other areas	Complete delivery of the SEND Capital Programme 2020-24 to increase the number of specialist school places in Suffolk by 870
Parents/carers want to know about their specialist education placement in good	Specialist Education Panels were moved from termly to weekly.		There has still been delay in advising all families in Spring 2021. The Specialist Placement

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time, in line with statutory timescales, to help them and their children to prepare			allocation Process will be fully reviewed in 2021
Some parent/carers have experienced that when children and young people move between schools, identification of needs does not happen soon enough prior to transition meaning that new providers cannot respond to children's and young people's needs with an appropriate curriculum or provision. (1)	A set of principles to support school and setting leaders to support a smooth transition for the children and young people has been produced through collaboration between sector leads and LA officers. Its aim is to support all during the current pandemic and beyond, for both end of year and mid-year transitions.		
Parents/carers experience is that some schools are using exclusions inappropriately and are not considering the child's additional needs when making that decision (1,3, 5)	<p>In Year Fair Access Panel established (where school leaders collaboratively make decisions on how best to support and manage the needs of pupils at risk of permanent exclusion)</p> <p>A Whole-School Inclusion Team is being established to support and challenge inclusive practice in school to in turn support a reduction in fixed term and permanent exclusion PEX Deep Dive</p>	There has been a significant reduction in exclusions in Academic Year 2020/21, however this is will have been affected by the pandemic	Building Consistency and quality of inclusive practice in schools and colleges.
There has been feedback about the quality of some post-16 education provision	Specialist Education provider QA framework developed and implemented which ensures high quality education for children with SEND and enables swift	The Quality Assurance process helps ensure high standards are maintained. Where needed action has been taken including suspending use of	

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	response for any issues with provider quality.	providers pending improvements	
Suffolk County Council and Education Providers wanted a fairer allocation of high needs funding between Schools	We redesigned and implemented the model based on needs of the children and young people. This achieved with widespread, support including from schools that would lose out	This means that the funding is dependent on the needs of the child rather than the setting in which they are placed.	
Parent/carers have said Transport is a barrier to securing the good attendance of young people in further education.	A SEND Travel Training programme has been established	Young people with SEND enabled to use Public Transport rather than having to rely on Taxis	
Parents/Carers and the whole SEND system wants timely and early identification of need, to provide help and support	<p>Development of the Suffolk early intervention offer through increasing the capacity of the Specialist Education Services in 2018.</p> <p>In early 2021 a further redesign of the services is creating a broader offer for CYP aged 0 to 25 and focus on whole school/setting approaches to SEND and inclusion.</p>	Children's needs are recognised earlier and a multi-disciplinary plan put in place	Embed the Graduated Response approach so that there is a commonly understood approach to staged early intervention across education, health and care. It will clearly articulate the support available in the child and young person's SEND journey, with a focus on enabling education settings to meet the needs of their communities of learners.
Families want timely access to good quality Speech & Language Therapy (1)	Development of a new integrated Speech and Language pathway within Suffolk which included the development of a Speech & Language outreach service and £1m additional investment in Speech & Language Therapies	Improved early identification of speech and language difficulties meaning more children are helped earlier	

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	by Ipswich & East Suffolk and West Suffolk CCGs		
	The roll out of Speech Link to primary schools		
Timely access to good quality Occupational Therapy (1)			
Parents/Carers/Young People wanted better and timely access to Timely access to emotional well-being and mental health services and for young people experiencing a crisis (1,2)	<p>The establishment of an Emotional Wellbeing Hub, launched in April 2018, to simplify access to emotional wellbeing and mental health services.</p> <p>Emotional Wellbeing Gateway website has been developed to provide a rich source of online support.</p> <p>Establishment and extension of the Kooth Service</p> <p>Established the Barnados mental health service to provide additional capacity</p>	Requiring a diagnosis should no longer be a pre-requisite for accessing mental health services	<p>Redesign mental health services for children and young people to implement the new model based on the 'Thrive' approach to deliver a right person, right help and right time approach with no wrong door.</p> <p>As a part of this the number of mental health teams in schools will expand from 4 to 8 over the next 3 years providing more direct and preventative access to support locally and when it is needed.</p> <p>The level of demand, exacerbated by C-19 has meant the Emotional Wellbeing Hub needs to be reviewed, but in the meantime is being strengthened with additional resources.</p>
Parents/Carers and young people want timely access to support for children and young people with mental health needs in crisis (2)			A Crisis Team, currently being recruited to, will be established in 2021
Parents/carers want better advice, support and local provision for children with autism spectrum and shorter	.		Implement a new neuro-developmental pathway (e.g. Autism and ADHD) to provide timely and appropriate support to

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waiting times for specialist assessments for autistic spectrum disorder (ASD) and attention deficit/hyperactivity disorder (ADHD) (1,2,5)			families without the need for a clinical diagnosis. £700,000 recurrently is now being invested into the voluntary sector to deliver this. A coordination function is also being developed to help families access support services and assist families if they decide they would like to seek a formal diagnosis
Parents/carers want the planning process to start earlier to more fully prepare young people/parents/carers for transition to adulthood (4)	Co-production and implementation of the Moving into Adulthood person centred plan in 2019 with the aim to have this in place for all young people with an EHCP age 13 plus.  Development of the Post-16 Transitions Guide. This won a national award in 2020 from NASEN as best publication	More planned transition to adulthood	Work towards every young person age 13+ having a high quality, person centred Moving into Adulthood (MiA) Plan that expresses what they want in the future and the steps they need to take to achieve this. There will be at least annual reviews to develop these plans with the young person at the centre, with an integrated approach from education health and care services
Parents & Carers wanted more support through respite/short breaks	The Activities Unlimited Service provides a 'travel agency' type offer of a wide range of short breaks.  Personal Budgets have been put in place to put families more in control	5000 families are signed up to Activities Unlimited  Xxx families have personal budgets of £500 or £1000	Seek to extend the short breaks/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
Parents/Carers/Young people wasn't Supporting 'SEND Friendly Communities' to build understanding of SEND and to stop bullying			SEND Friendly Community will be embedded in localities for CYP



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			We will work with Libraries and Family Hubs to support their role as part of inclusive local communities
Some parents/carers/young people have not had access to Digital.	<p>Digital poverty is a national issue and as a system we are committed to working with system partners to collectively prioritise this agenda.</p> <p>Through a Department for Education Scheme and Suffolk County Council's own resources,</p>	<p>Over 1300 laptops have been provided for children known to social care, and where needed wifi dongles. This has enabled them to engage in education and keep in touch with services and family &amp; friends</p> <p>This is in addition to the work of schools and community organisations in providing computers</p>	