

SEND ACTIVITY

There are a number of strategic developments underway to improve outcomes for children and young people with additional or special educational needs and each of these is an essential component for that journey; any under-developed area could lead to an adverse impact in others:



- **Joint Additional Needs Strategy** (due for completion December 2021). This will provide an overarching strategy across the local area SEND partnership to provide robust leadership and governance expected in any future inspection regime. It also meets the requirement for a published SEND strategy whilst reflecting our drive to focus more on early intervention for any child with an additional needs and reduce the need for statutory intervention. This strategy will underpin any other SEND policies and activity.
- **Reshaping Education** (due for implementation September 2021). This will provide the staffing structures and capacity required within the Learning & Skills Division to focus on our most vulnerable children, including those with SEND, and provide the ability to deliver a greater level of support to children through our revised graduated approach and early help offer.
- **Early Years Strategy** (due for completion October 2021). This will provide an agreed multi-agency framework to focus on early childhood development, identification and support alongside ensuring children have access to high quality and differentiated childcare and early years' education.
- **Inclusion Strategy** (due for completion October 2021). This will provide a commonly agreed understanding of good inclusive practice within education settings and a platform for greater school ownership and accountability of this agenda – leading to improved access and outcomes in mainstream and maintained settings for all vulnerable children.
- **Graduated Approach** (due for completion July 2022). This will provide a consistent framework for all professionals working with children with SEND to consider appropriate support and interventions; with a focus on maximising universal and targeted provision before escalation to statutory services. This will be used within education to validate the level of inclusive practice.
- **Accessibility Strategy** (due for completion October 2021). This will provide the LAs statutory overarching strategy for ensuring children with special needs and/or disabilities are not unfairly disadvantaged due to the education environment, facilities, equipment or resources available to them. This will inform individual school strategies to reduce discrimination for these children.
- **Specialist & Alternative Provision Commissioning Strategies** (due for completion September 2021). This will provide a greater understanding of the level of child need coming through the system in the medium-term and the type of provision (type of need, age range, level of demand) required to meet this need so all children can have access to appropriate education provision across the spectrum of mainstream to specialist; and the reliance on the independent sector can be reduced.
- **SEND Improvement Journey** (activity started in January 2021 following a stabilisation and enquiry phase with a formal plan to be in place by August 2021). This will provide a 5-year action plan of all activity required (at individual, operational and strategic level) to improve outcomes for children and young people; including multi and single agency plans to bring cohesion to the system. This will enable a greater level of scrutiny and accountability to the whole improvement agenda.
- **Early Help Review** – *The scope for this work, led by Communities & Partnership, is yet to be fully determined but will be vital to providing enhanced support for particular cohorts of vulnerable children at an earlier level of intervention – supporting the aims of the inclusion strategy and graduated approach.*