



SEND and Inclusion Strategy for 2019-2024, Update

Implementation Progress Report
No. 5, Spring 2022



Our vision

Our vision is that all children and young people (0 -25 years) in West Sussex will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational, health and social care system that responds to their circumstances and prepares them for adulthood. The views of children, young people and their families will be heard and used to inform decisions about person-centred services and processes. Children and young people and their families will be:

- Welcomed, included and have a sense of belonging
- Cared for and supported in their health and wellbeing
- Valued and able to influence and shape the education and support they receive
- Supported to participate in local schools, educational settings and employment

This strategy builds on our SEND strategy for 2016-2019, the outcomes of our 2018 Ofsted/ CQC SEND Local Area inspection to strengthen on-going service development. It has been co-produced with parent carers and young people, as well as education providers and professionals from social care, health and education, to ensure it complements other local authority strategies. Together, we have identified the following priorities:

Priority 1: Knowing our children and families well (an inclusive, person centred approach)

Children, young people and their families will:

- Feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Have their educational needs understood and planned for as early as possible, supported by timely health and social care interventions
- Understand and have confidence in the SEND services available in West Sussex, whether that is within health, education, social care or the voluntary sector

Priority 2: Meeting the needs of our children and young people through our schools, educational settings and services

West Sussex will have:

- A skilled, confident and resilient workforce, able to respond to the lived experience of all children and young people
- Accessible, high quality schools, settings and services, where good practice is celebrated and shared
- A consistent graduated approach that will 'assess, plan, do and review' the support that has been put into place to meet the needs of each child and young person with SEND.

Priority 3: Working together towards solutions (collective responsibility)

Everyone involved in supporting the needs of West Sussex children and young people will:

- Experience services, systems and processes which support schools and settings to meet needs and to access

timely, appropriate and relevant information

- Think creatively to develop solutions that meet the needs of children and young people with SEND as close to home as possible, ideally within West Sussex
- Have quality assurance in place to ensure consistent, effective and inclusive provision and practice
- Use data and intelligence to plan together to meet current and projected needs of children and young people

What will we do to meet these three priorities?

We will:

1. Provide tools, training and support for schools and settings to further develop inclusive practice and to enable constructive discussions with the child and family
2. Provide a self-help guide to assist schools and settings to understand need as early as possible; put into place appropriate provision; and know when and how to access more specialist support
3. Provide a guide for families to explain the West Sussex SEND educational offer
4. Develop shared expectations with schools and settings for universal support and the graduated approach for those with SEND
5. Provide Local Authority support to build on best inclusion and SEND leadership practice
6. Celebrate inclusive practice
7. Develop shared transition guidance for moving between schools and settings
8. Provide quality assurance to develop consistent SEND provision

9. Review and develop specialist SEND provision across West Sussex
10. Develop and provide a data dashboard and information to support multi-agency planning and quality assurance
11. Work with all partners to strengthen our multi-agency approach to identify and support the needs of children and young people, including those in vulnerable groups

How will we know if we are making a difference?

We will publish accessible action plans and performance indicators against which we can measure our success. These will be updated termly and published on the West Sussex Local Offer. This will enable us to hold each other to account for our joint work and also on progress made in our SEND & Inclusion Strategy. This would include how we relate to other local authority strategies. A SEND & Inclusion Strategy Board, with parent carer, education setting and service representation, will formally oversee the delivery of the strategy and report to WSCC cabinet board members. Regular focus groups will also be held with children, young people and their families.

How can I get involved?

An up-to-date view on our current SEND & Inclusion Strategy activities and information on how you can get involved will be found on the West Sussex Local Offer www.local-offer.org

Reviewing progress against initial activities:

1. Provide tools, training and support for schools and settings to further develop inclusive practice and to enable constructive discussions with the child and family.

2. Provide a self-help guide to assist schools and settings to understand need as early as possible; put into place appropriate provision; and know when and how to access more specialist support.
3. Develop shared expectations with schools and settings for universal support and the graduated approach for those with SEND.
4. Provide Local Authority support to build on best inclusion and SEND leadership practice.

2019 – 2021

- ✓ Employment of four SEND & Inclusion Advisors
- ✓ Tools: Co-production and piloting of Ordinarily Available Inclusive Practice guide, Inclusion Framework and Tools for Schools website. Development of SEND Review format.
- ✓ Training and Support: SENCo Leadership Forum SEND Link Advisers Telephone consultations, Inclusion Framework Peer Support Sessions, SEND Reviews, Brighton Uni Masters
- ✓ Therapeutic Thinking: 50 schools and settings have undertaken 3-day training course, and a peer support group network is being established. 150 WSCC colleagues trained. Survey completed to map well-being approaches being used across West Sussex schools.

2022 – 2024

- Tools: Individual Support Plan to evidence impact of advice and guidance
- Social worker SEND awareness training
- Support: Early Years Consultant for SEND and Inclusion to be recruited, with a strategy remit to embed the OAIP and develop the Individual

Support Plan for early years, with links to inclusion funding for Early Years.

- Review of self-help sources for accessing SEND support: Local Offer, with its Tools for Schools, West Sussex Library services, Family Information Service, WSCC corporate site, Your Space, Health and Social care equivalents including GPs (Project), Family Assist.

5. Provide a guide for families to explain the West Sussex SEND educational offer.

2019- 2021

- ✓ WSCC webpages explaining SENAT processes and decision making.
- ✓ WSCC webpages published with descriptions of the range of specialist settings.

2022 – 2024

- Produce a parent carer guide to the West Sussex SEND educational offer.
- Flowcharts / summaries to help parents and professionals understand the key pathways and where to access specialist advice and support whilst waiting for support? - Thinking education, sensory pathway, CAHMS, neuro development pathway.

6. Celebrate inclusive practice.

Stakeholders felt that it would be more effective to celebrate good practice throughout the year. Unable to hold an event due to Covid restrictions.

2019- 2021:

- ✓ Case studies collected from schools and settings and shared on Tools for Schools.

2022 – 2024:

- ✓ SEND Awareness week
- ✓ SEND and Inclusion celebrations
- ✓ Use forums for recognising and sharing best practice

7. Develop shared transition guidance for moving between schools and settings.

2019- 2021:

- ✓ Tool for Schools has co-developed age transfer guidance

2022 – 2024:

- Transitions between alternative education provision and schools (see Alternative Provision workstream)
- Transition Pathways workstream to support the process of transition through a child/young person's life from Early Years to adulthood, focusing on the holistic needs of the child/young person and their families

8. Provide quality assurance to develop consistent SEND provision.

9. Review and develop specialist SEND provision across West Sussex.

2019- 2021

- ✓ Service Level agreements developed for Special Support Centres.
- ✓ Quality Assurance visits for Special Support Centres.
- ✓ Consultations and feasibilities underway for additional Special Support Centre placements due to open Sept 2023.
- ✓ Sensory Support provision reviewed and service resigned underway.]
- ✓ Business case developed for two new special schools produced and submitted to ELT.

- ✓ SEND place planning forecasting in place with place planning model and resource for SEND.

2022 – 2024

- Sensory Support Service re-design pilot and move to business as usual.
- Special Support Centres agreed Service Level Agreements and monitoring process
- Continue to undertake SEND place planning forecasting in place with place planning model and resource for SEND
- Continue to seek solutions for expanding specialist placements in line with SEND Place Planning projections
- Develop quality assurance process for independent, non-maintained schools (INMSS) with neighbouring local authorities
- SEND Reviews embedded as part of West Sussex offer

10. Develop and provide a data dashboard and information to support multi-agency planning and quality assurance.

2019- 2021

- ✓ Project dashboard developed for accountability.

2022 – 2024

- Enhance project dashboard to underpin the strategy, key business priorities and Local Authority SEND inspection.

11. Work with all partners to strengthen our multi-agency approach to identify and support the needs of children and young people, including those in vulnerable groups.

2019- 2021

- ✓ Task and finish group approach taken to co-develop strategy activities
- ✓ Appropriate provision resource secured.

2022 – 2024

- Appropriate Alternative Provision workstream to provide holistic support for children, young people and their families.
- Transition Pathways workstream to support the process of transition through a child/young person's life from Early Years to adulthood, focusing on the holistic needs of children/young people and their families
- Further develop data dashboard with outcome-based indicators from a range of sources that show whether a difference is being made to children and young people.