



North Somerset Local Area

**Special Educational Needs and
Disability Strategy**

2020-2022

Published January 2020

Foreword

Welcome to the first North Somerset Local Area SEND Strategy.

Developing a strategy which reflects the wide range of services, views and perspectives across our partnership is complex and challenging, particularly at a time when there is a great deal of change underway. To ensure that we captured the commitment and drive of all partners, we developed the vision, principles and aims which underpin this strategy via a programme of well-attended facilitated meetings which brought us all together. For strategic leaders and parents alike, these events marked the beginning of a genuinely transparent, inclusive way of working together from which we have all benefited. This document details these aims and explains how we will put them into practice as a local area. It also reflects our commitment to working more closely with children and young people and their parents.

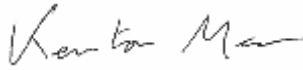
When OfSTED and CQC inspected the services provided in North Somerset during May 2018, they rightly observed that we needed to increase the pace of change in order to ensure that reforms which began with the Children and Families Act in 2014 reached and benefited all children with SEND. The inspection team also noted that we faced exceptional challenges in doing so: in relation to our collective capacity, financial position and a period of continuing change across all key partners. This strategy, along with our Written Statement of Action forms our response to the challenge inspectors posed to our local area. However, the strategy also sets out how we will continue to review and develop services beyond this process and into the future.

Our commitment to developing and implementing genuine co-production is one of the most significant and exciting parts of this strategy. We recognise that this is an aspect of our work where all partners across the local area need to adopt new ways of working to ensure that families are directly and significantly involved in decisions about how their services are organised and provided. We have begun the process of embedding this approach in a range of projects already: parents and carers have been represented in decisions about recruitment, commissioning services and developing plans and strategies. This strategy challenges us all to step up the pace in this area and concludes with a charter outlining our commitment to co-production.

This strategy also includes our action plan. We have arrived at this plan by careful analysis of both what is working well in North Somerset, and of the challenges we face – not least from the growing demand for services and reduced resources. By combining this improved understanding of our local area with the findings of our annual self-evaluation process and our written statement of action, we have identified an ambitious but deliverable programme of work for the coming years. As we work towards these goals, this strategy will keep us all focused on our longer terms aims too. This document lays out the principles we will adopt in our work, and – most importantly - how we have agreed to work together to deliver change. We believe that the strategy and action plan will keep us all on track - ensuring that we all work together in pursuit of the best outcomes possible within the resources collectively available to us.

It has been a challenge to develop this strategy alongside the delivery of an extensive programme of work arising from our Written Statement of Action, and we are grateful

for the support, time and commitment we have received across the whole Local Area during the process. We have developed this strategy by working with all partners, parents and carers and most importantly with groups of children and young people in our Special Schools and at Weston College. We are grateful for everyone's support. This strategy also reaffirms our collective approach to co-production in the Local Area which commits us all to continue working together on this journey.



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Parent Carers Working
Together



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**North Somerset Local Area
Special Educational Needs and Disability Strategy
2020-2022**

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Terms used in this strategy

Throughout this document, when the terms '**we**', '**us**' or '**our**' appear, they refer collectively to everyone who has a role in the lives of children and young people with SEND in North Somerset. *We* see this strategy as an inclusive document, bringing together children, parents and carers, professionals and strategic leaders in our local area.

- We will usually use the term '**child**' or '**children**' in describing our services and support. In general, this should be read as referring to all children and young people as defined in the Children and Families Act 2014. We will be clear when this is not the case for any reason.
- We will usually use term '**parents**' to refer to birth parents and other family carers. This will generally also include foster carers and adoptive parents, and the extended family who we recognise play an important part in supporting and caring for children and young people with SEND.
- We will refer to **Education Health and Care Plans** (EHCPs) in many areas of this Strategy. Some of our data about North Somerset reflects on previous years when some children had not yet converted to EHCPs from their former Statements of Special Educational Need. For clarity, all SEN Statements have now been converted in EHCPs in North Somerset.
- We will refer to '**partners**' meaning all agencies who are part of our SEND Programme Board which oversees the strategic planning and delivery of services in the local area, and to providers who deliver services which support children or young people. This includes both statutory agencies like the Clinical Commissioning Group and the Local Authority, and groups which represent or advocate on behalf of parents and carers.
- We will always be clear when parts of the strategy refer to early years settings, schools or post-16 education – but will use the term '**educational settings**' to mean all of these establishments where needed.
- When we write about '**the local offer**' we refer to both the range of services, support and opportunities available to children and families by statutory and voluntary sector agencies, and to the information we publish to promote them via the North Somerset Online Directory and other sources.

The voice of children and young people

We have developed this document with the support, assistance and contributions of many children and young people in North Somerset. They have considered all aspects of our **Vision, Principles** and **Aims** but in some cases, they have made very specific points which perfectly express our shared position. Where we have directly used young people's words, we have clearly indicated this by including them in quote bubbles.

Our Vision

In the process of developing this strategy, we asked children and young people what they thought about our vision. They wanted the strategy to begin with a purposeful statement which reflected their expectations of everyone in the Local Area:

We want the extra help and support to overcome the problems that other children don't face

We began the process of developing our strategy with an event which brought parents, carers and professionals together from across the local area to agree our principles and our aims. At this event we agreed a collective vision to inform our work, to guide our decision-making and to ensure that we included everyone's voice in conversations about our local area. The vision which the group agreed, and which we have adopted for the local area is:

“We in North Somerset, working together as a local area, will support all children and young people with additional needs to achieve their full potential”

We will ensure this vision is reflected in all the work we undertake together, and it has guided the development of this strategy and the associated action plan.

Our Principles

Working together as a local area, we have also agreed the following six principles which we will apply in all our work together. As we work through our plans and actions in the coming years, we will reflect carefully on these principles to ensure we remain focused on the reasons we are undertaking the complex task of improving our services, systems and processes.

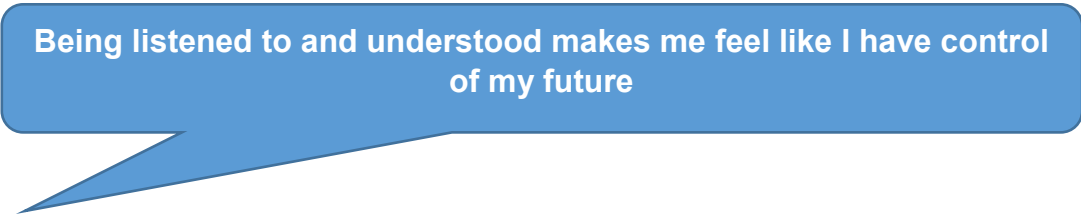
We will use these principles in the following ways:

- We view these principles as the building blocks of our local area partnership and will carefully consider them at times where we may disagree with each other.
- We will expect all reports considered by the SEND Programme Board to clearly reflect how the principles have informed the decisions and plans we make.
- We will also reflect on these principles each year in our Annual Self Evaluation process.

Principle 1 - Being involved

We will ensure that the voices of children and their families are at the centre of everything we do, and we will find new and innovative ways to involve children directly in decisions about their care, support and learning. Children and families will always be involved in planning for their future, and in the commissioning and development of local services.

Children and young people told us how important feeling in control and part of the decision-making process was:



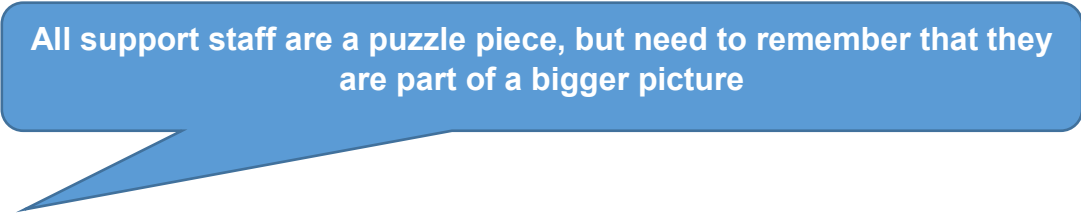
Being listened to and understood makes me feel like I have control of my future

Principle 2 - Working in partnership

We will approach the planning, commissioning and delivery of services as a whole local area, with our SEND Programme Board as the strategic group which supports and challenges us all to plan, implement and review our work in partnership. We will always try to find solutions to complex issues which affect multiple groups or partners, rather than accepting that things are too difficult.

Children and young people want us to remember how it feels to work with lots of different people, and how important it is that we work together, coordinate our support and focus on their needs and wishes.

Parents and carers told us that the most important partnership to foster was with the families of children with additional needs. They wanted us to improve how we communicated and worked together with them to ensure they were involved and supported at all stages.



All support staff are a puzzle piece, but need to remember that they are part of a bigger picture

Principle 3 - Feeling safe and valued

We will foster an inclusive culture across education, health and care services and in the wider community to ensure that children feel that they are supported to access all aspects of life in North Somerset. We will empower parents to support their child by providing them with clear, accessible information which enables them to make decisions about support.

Children and young people told us that they felt safe at home, at school and when doing activities. Parents and carers were pleased to see the local offer being developed and the website including more content co-produced with children and young people. However, some parents and professionals felt that colleagues in mainstream schools needed more advice and resources to provide the best possible support to children with SEND.

I'm loving the fact that the local offer is developing and being added to over time

Principle 4 - Communication

We will be clear, open and honest with all our audiences. We will always clearly explain what children and parents can expect from services and when they will respond. We will always agree how we will keep each other informed and how we can let each other know how things are going. Open, challenging feedback is welcomed in the spirit of improving services for everyone.

Parents and carers reminded us that it is important that we are honest about what isn't possible or can't be done, and why. They wanted us to be frank and open with them, and to avoid blaming other agencies or processes.

Children and young people reminded us how open and honest communication is both reassuring to them and helps them to gain independence and self-confidence. Communication is a key factor for them in ensuring they can take part fully in education and leisure activities.

I didn't like it when we couldn't plan the activity as a group because I need reassurance that I am doing the right thing

Principle 5 - Collective responsibility

We believe that supporting children and young people with SEND in North Somerset is everyone's responsibility. We welcome this responsibility across the partnership, and we are committed to ensuring everyone plays their part to support and enable children and their families to achieve their aspirations. We will champion this responsibility within our communities, groups and organisations to ensure that children with SEND are always on the agenda.

We will continue to ensure that safeguarding is at the heart of all of our work with children and young people in North Somerset and acknowledge the particular

importance of ensuring that vulnerable children and young people with additional needs are safe from exploitation and harm.

Principle 6 - Ensuring financial sustainability

We recognise that resources are finite across all services, and we accept that this presents a real challenge for everyone in the local area. We will always seek ways to collaborate and jointly commission services to use our resources effectively and creatively. We will rigorously seek evidence of what works best in North Somerset, and we will simplify our systems and processes to ensure we can focus our resources on delivering the help which most effectively improves outcomes for children and young people.

While parents and carers felt that this was a less important principle than some of the others, they recognised that high quality services and support come at a cost and challenged leaders to press for increased resources in recognition of the growing need for services for children with SEND.

Our Aims

Achieving the ambitious outcomes we have identified will rely on a range of more complex action plans, project specifications and programmes of work. Given the scope and scale of the work ahead, we have decided collectively on a range of aims. Rather than describing tasks in detail, these statements reflect the overall aim of our activities, our purposes and outcomes we wish to see in all our plans and actions.

Children and young people told us that they broadly shared our aims, and that they felt our aims supported them in their priority:



We want to be listened to, safe, looked after and respected

We will continue to test all our plans and activities against these aims via our SEND Programme Board in order to check that we remain on track to deliver on our ambitious plans.

Aim 1 - Putting children, young people and their families first

- 1.1 Safeguarding children and young people with SEND will always be our priority
- 1.2 We will work to ensure that provision is welcoming, accessible and inclusive, so that it meets the needs of children and young people with SEND across the whole age range wherever possible.
- 1.3 We will identify children and young people with SEND at the earliest possible stage, providing timely assessments and appropriate intervention to meet their need.
- 1.4 We will use our collective resources effectively and equitably, and no child or family will be disadvantaged (financially or in accessing provision) because of a child or young person's SEND.
- 1.5 We will review and redesign pathways and develop clear transition arrangements across phases to promote positive outcomes throughout pre-school to school and into adulthood
- 1.6 We will focus on developing preventative and early intervention approaches to support children and young people with SEND and their families

Aim 2 — Working together well

- 2.1 We will use our learning from the processes established in Early Years (known as MAISEY) to develop effective and efficient multi-agency practice across the age ranges, providing parents with clearer pathways and better information on our processes
- 2.2 We will build capacity across all of our services, by building effective partnerships between carer parent groups, the local authority, health services, schools and other settings
- 2.3 We will improve our Education, Health & Care Plan pathway so that by September 2020 all children follow a single, partnership-focused pathway, and are reviewed against shared outcomes.
- 2.4 We will review our joint commissioning processes, and where appropriate and effective, we will align or pool budgets to commission better quality services which offer best value
- 2.5 We will encourage and support all schools, colleges and early years' settings to work collectively to share effective practice and make best use of resources
- 2.6 We will better co-ordinate and integrate work with a wider range of partner agencies and voluntary organisations, and with our neighbouring Local Authorities to develop a varied, accessible and supportive Local Offer

Aim 3 — Planning and developing services in partnership

- 3.1 We will develop systems for collecting data and providing management information to inform effective joint planning and delivery of services
- 3.2 We will analyse local and national data in order to better understand and plan for the predicted SEND need in North Somerset over the coming decade, developing longer term plans for provision and school places
- 3.3 We will direct resources appropriately to meet the changing pattern of need across the SEND population, managing the capacity of services to meet both current and future need
- 3.4 We will collectively commit to the co-design and co-production of policies and services for children and young people with SEND and their families, keeping them at the heart of the process.

Aim 4 — Providing clear information, advice and guidance

- 4.1 We will ensure that children and young people and their parents and carers are well informed via effective communication and co-designed information services

- 4.2 We will provide clear, transparent information about services to support families in making informed choices and accessing services
- 4.3 We recognise how frustrating it is to be directed from service to service, and we will join up our systems and processes effectively to avoid this wherever possible

Our Priority Actions

Where did we start?

During the development of this strategy, our efforts and resources have been focused on the delivery of important actions identified in our written statement of action in response to OfSTED's Local Joint Area Review which took place in May 2018. This plan outlined eight main areas where we needed to improve services across the local area. You can read more about our response to this review, and our annual self-evaluation of local SEND services in the documents below:

- [Our written statement of action following OfSTED/CQC's Inspection](#)
- [Our most recent Annual Self Evaluation Report and Action Plan](#)

What have we done so far?

Our work so far has included:

- Jointly agreeing a co-production charter with parents and carers to underpin all of our work
- Improving access and reducing the waiting times for services such as therapies, autism diagnosis and SCAMP
- Reviewing our processes to reduce the delay in completing EHCP assessments
- Outlining our graduated response, which details the ways we expect early years settings and mainstream schools to support children with SEND who do not yet have EHCPs
- Improving the quality of EHCPs and annual reviews, ensuring the right people contribute to meetings
- Working with schools and early years settings to improve educational outcomes for children with SEND
- Improving the experience of transition to adulthood for children with the most complex needs
- Reviewing and refreshing the content of our Local Offer website, and working with parents and carers to develop new ways of finding support
- Understanding the future needs across the area to support the delivery of new schools and specialist provision in North Somerset

What next?

In January 2020 the SEND Programme Board adopted a new action plan which includes:

- The actions from our Written Statement of Action on which we need to complete our work, or which have longer term aims
- New actions which we decided were necessary when we undertook our Annual Self Evaluation process in 2019/20
- New actions which we identified from looking at the information on current and future need in our SEND Management Information Reports
- Other actions which have been suggested by parents, carers and young people during the consultation on our SEND Strategy and co-production charter

This strategic plan will enable the Board to ensure that all partners work together, use resources effectively and keep children and young people at the heart of our plans. Each action will be underpinned by a detailed delivery plans, developed by an identified lead and the SEND Programme Board will receive regular reports and opportunities to influence the outcome of plans.

Most importantly, each of these delivery plans will be developed via co-production and engagement with parents, carers and wherever possible, directly with children and young people.

We will continually test our plans and strategies against three key questions:

- How effectively are we able to identify SEND needs?
- How effectively are we meeting SEND needs?
- How effectively are we ensuring that outcomes are delivered for children with SEND?

We have also identified a number of actions we need to undertake to enable us to respond to these three questions.

How will we monitor our action plan?

We will publish regular updates about our work on the Local Offer website. This will also provide access to our up-to-date SEND Management Information reports which we will use to monitor progress. You can find these documents at:

<https://www.n-somerset.gov.uk/sendboard>

SEND Programme Board Action Plan – 2020-2022

<i>What will we do?</i>	<i>How will we do it?</i>	<i>How will we monitor success?</i>
Area 1 – Identifying Needs		
1.1 We will ensure that sufficient SEND Officer and Education Psychology resource is made available to provide advice and support to schools and to enable timely EHCP assessments, enabling improved identification of children with SEND and assuring consistent access to high quality professional reports <i>[Ref: Identification and EHCP assessments, MI report Autumn 2019 p3, para 1-6]</i>	<ul style="list-style-type: none"> • We will use SEND Management Information (MI) and projections to identify future requirements and build a case for investment • We will explore opportunities for investment in technology and process efficiencies (<i>such as those in 4.1 below</i>) to release SEND team resource for operational tasks. • We will investigate options for resourcing and commissioning EP services to meet in-year shortfall • We will renegotiate the position with SSE to secure sufficient resource in future years • We will monitor local rates of identification and assessment against national and regional benchmarks in order to inform our strategic approach 	<ul style="list-style-type: none"> • Sustained compliance with 20-week EHCP timescales despite capacity challenges • Monitoring of waiting times, rate of assessment requests and assessment outcomes in regular SEND Management Information (MI) reporting
1.2 We will reduce the time spent awaiting diagnosis on the autism pathway and will ensure that parents receive appropriate jointly commissioned support before and after diagnosis <i>[Ref: ASD/SLCN need and SCAMP, MI report Autumn 2019 p5, para 10-11 & Written Statement of Action, ASW2]]</i>	<ul style="list-style-type: none"> • We will ensure that the commissioned pathway provides a responsive service where possible, recognising that more complex diagnoses require a longer period of assessment • We will provide clear, accessible guidance to be published on the Local Offer website to enable parents to better understand the process and timescales involved in autism diagnosis. • We will investigate the possibility for joint commissioning of support services before and after diagnosis for young people and parents/carers eg. ASCEND 	<ul style="list-style-type: none"> • Monitoring of waiting times, referral rates and outcomes in regular SEND MI reporting • Evidence of delivery of practical advice and guidance to parents who are on the autism diagnosis pathway
1.3 We will ensure that our Designated Clinical Officer (DCO) role has the capacity to be the key health point of contact and fully integrated into the	<ul style="list-style-type: none"> • We will use SEND MI and projections to anticipate demand and plan DCO provision accordingly • We will regularly evaluate the quality of advice 	<ul style="list-style-type: none"> • Sustained compliance with 20-week EHCP timescales despite capacity challenges • Monitoring of 'refusal to assess' figures and analysis of reasons via regular SEND MI

What will we do?	How will we do it?	How will we monitor success?
<p>Education, Health and Care assessment, planning and support process bearing in mind the expected growth in demand for assessments and associated, advice and guidance <i>[Ref: Identification and EHCP assessments, MI report Autumn 2019 p3, para 1-6 & Written Statement of Action, ASW4.1]</i></p>	<p>provided, including the accessibility of language to non-professionals, clarity of support proposed and use of SMART outcomes.</p> <ul style="list-style-type: none"> • We will reduce the impact of incomplete or inadequate advice on 'refusal to assess' figures 	<p>reporting</p>
<p>1.4 We will address the issues around joint therapy provision in North Somerset including the responsibility and funding for the increasing rates of assessments required for EHCP purposes e.g. Speech & Language and Occupational Therapy <i>[Ref: Written Statement of Action, ASW2 & 6]</i></p>	<ul style="list-style-type: none"> • We will use the opportunity presented by the change in provider of Specialist Children's Health Services to clarify the scope of services currently commissioned. • We will review the level of resource currently deployed by North Somerset Council in purchasing individual specialist assessments, and where appropriate and cost-effective, divert this to jointly commission the Specialist Children's Health Services provider to deliver these services where appropriate. 	<ul style="list-style-type: none"> • Sustained compliance with 20-week EHCP timescales despite capacity challenges • Evidence of clear processes and responsibilities for specialist assessments • Reduction in cost of provision of specialist assessments via improved aligned and joint planning and commissioning
<p>1.5 We will support all schools to use their resources to the best effect in supporting children with additional needs, maintaining access to mainstream school wherever appropriate, and ensuring that schools use our Graduated Response effectively. <i>[Ref: Identification and EHCP assessments, MI report Autumn 2019 p3, para 1-6 & Written Statement of Action, ASW5]</i></p>	<ul style="list-style-type: none"> • We will promote the Graduated Response and offer training to all schools on their responsibilities • We will review the top-up funding policy and process to ensure it remains equitable, supportive and adequate to meet needs in mainstream schools. • We will engage with the Strategic Schools Forum to ensure a collective approach to supporting children with SEND is aligned with funding priorities • We will support parents to understand, engage with and challenge schools to ensure that needs are identified and met appropriately • We will reduce the impact of poor quality or premature referrals, and of incomplete or inadequate advice, on 'refusal to assess' figures 	<ul style="list-style-type: none"> • Monitoring of the use and impact of top-up funding on outcomes, attendance and attainment • Monitoring of refusal to assess figures and reasons via regular SEND MI reporting

<i>What will we do?</i>	<i>How will we do it?</i>	<i>How will we monitor success?</i>
Area 2 – Meeting Needs		
<p>2.1 We will improve access and reduce waiting times for treatment in Specialist CAMHS</p> <p><i>[Ref: SEMH needs and CAMHS, MI report Autumn 2019 p5, para 8-9 & Written Statement of Action, ASW4.2]</i></p>	<ul style="list-style-type: none"> • We will introduce an electronic patient record system to provide accurate patient and service metrics e.g. referral volumes and waiting times, and to improve the sharing of reports and information between professionals • We will ensure commissioned mental health services provide a quality and timely service by embedding best practice across BNSSG area, prioritising staffing challenges, and improving communication with young people and their families • We will further develop and maintain clear links between our Specialist CAMHS service, and other local services and voluntary sector partners • We will improve urgent access to care via a dedicated team, providing rapid responses to CYP at high risk of harm • We will develop pathways and resources to support parents, carers and young people who are facing a transition from children's to adults' mental health services 	<ul style="list-style-type: none"> • Monitoring of waiting times, referral volumes and proportion of cases accepted via regular SEND MI reporting • Monitoring of performance of Urgent Care team • Evidence of development of local multi-agency offer of support via Future in Mind group • Evidence of clear, appropriately differentiated materials to support parents, carers and young people at point of transition
<p>2.2 We will ensure equitable and timely access to high quality specialist therapies, providing a clear pathway and service offer and meeting NICE guidelines in terms of delivery time.</p> <p><i>[Ref: Written Statement of Action, ASW2.12]</i></p>	<ul style="list-style-type: none"> • We will ensure that the transition to a new provider of specialist children's health services runs smoothly, and that parents and carers are fully informed and reassured regarding change. • We will continue to monitor demand and waiting times to ensure that the service is meeting local needs. • We will ensure that the Local Offer reflects changes in provision, access and clear pathways of support for all therapies 	<ul style="list-style-type: none"> • Monitoring of referral rates, waiting times and service performance in regular SEND MI reporting • Evidence of engagement of parents, carers and children in managing change to new provider

	What will we do?	How will we do it?	How will we monitor success?
2.3	<p>We will deliver a comprehensive, coordinated short-breaks offer, working across sectors and neighbouring areas to ensure a rich, varied and valued range of support is available to families.</p> <p><i>[Ref: Written Statement of Action, ASW6.7, Local Offer – You Said We Did Issues 1-3]</i></p>	<ul style="list-style-type: none"> • We will meet regularly as a group of providers and commissioners across the statutory and voluntary sectors to plan and coordinate the short breaks offer • We will agree a strategy for promoting activities to parents to ensure choice and transparency in bookings • We will work with neighbouring Local Areas to ensure that parents living near boundaries can access appropriate local opportunities • We will use the new electronic Disabled Children’s Register to target information to those most likely to benefit from short break opportunities 	<ul style="list-style-type: none"> • Number of short break activities advertised via Local Offer calendar function • Parent/carer and CYP feedback on range of short breaks available and activities attended • Reciprocal arrangements in place with Bristol, B&NES and Somerset local areas for cross-boundary access
2.4	<p>We will develop robust plans for the expected increase in need for SEND support including new school places, specialist resource bases and support for mainstream schools on the principle that local schools are the best place for the majority of children with SEND to be educated.</p> <p><i>[Ref: Sufficiency of school places, MI report Autumn 2019 p4, para 7 & Alternative Provision p6 para 16, Written Statement of Action ASW2.6 & 8.5]</i></p>	<ul style="list-style-type: none"> • We will challenge and support mainstream schools to identify students with additional needs and to deliver appropriate support to them • We will provide a post responsible for monitoring and reporting on the use of top-up funding, collecting best practice and ensuring equality of access to support • We will use improved projections and financial models to support the business case for additional schools, extensions to current schools and new resource bases • We will work across the partnership to design and deliver solutions which co-locate and co-deliver services, providing easier access for parents, carers and children, and providing opportunities to develop links between schools and communities. 	<ul style="list-style-type: none"> • SEN places will be part of the regularly reviewed Education Commissioning Strategy • Top-up funding usage and sufficiency will be reported to the SEND Programme Board • Plans and bids for additional provision will be robust, evidence-based and compelling • Evidence that all partners engage in capital projects to deliver genuinely shared facilities which support children and their families.

<i>What will we do?</i>	<i>How will we do it?</i>	<i>How will we monitor success?</i>
Area 3 – Ensuring Outcomes		
<p>3.1 We will complete testing of the Joint Outcomes in North Somerset (JOINS) framework and ensure that it is embedded in service delivery across the whole Local Area partnership.</p> <p><i>[Ref: Written Statement of Action, ASW 6.4]</i></p>	<ul style="list-style-type: none"> • We will complete the soft-launch and testing of JOINS framework through the Education, Health and care assessment and Planning process and Annual Reviews • We will expect contributors and advice providers to the EHCP process eg. Specialist Children’s Health Services to use the JOINS framework from April 2020 • We will develop outcome monitoring tools to provide intelligence which will inform service planning and commissioning 	<ul style="list-style-type: none"> • Reporting to SEND Programme Board on progress of soft-launch and testing • Parents/Carers and CYP comments on their outcomes in Annual Reviews and EHCP feedback • Evidence of SMART outcomes in EHCPs and Annual Review documents
<p>3.2 We will use the EHCP Quality Assurance process to ensure that plans are consistently of a high quality, enabling parents, carers and children to hold a clear picture of how, when and where support will be delivered, what outcomes it is planned to contribute to and how they can influence its delivery.</p> <p><i>[Ref: Written Statement of Action, ASW5.12, 5.16 & 6.4]</i></p>	<ul style="list-style-type: none"> • We will bring our multi-agency QA process fully into use, regularly sampling EHC plans and reviewing the quality of advice given, provision of SMART outcomes and clarity of specified provision. • We will develop guidance and deliver training across the Local Area to improve the quality of plans, sharing best practice and setting local standards. • We will use the JOINS outcomes framework to provide clear expectations for how support should be specified and how outcomes should be evaluated. • We will ensure that all EHC plans and Annual Reviews reflect parents, carers and children’s voices and that these are central to the process of determining how support is provided. 	<ul style="list-style-type: none"> • Evidence of QA activity routinely recorded, including lessons learned • Evidence of parent, carer and child’s voice clearly recorded in all EHCPs and Annual Reviews • Evidence that support detailed in plans is measurable and clear, expressed in language which is accessible to all. • Overview of QA activity, key areas for improvement and development regularly delivered to the SEND Programme Board.
<p>3.3 We will improve our oversight of educational outcomes for children and young people with SEND, enabling us to identify where improvement is needed and to provide targeted support and</p>	<ul style="list-style-type: none"> • We will appoint an Education Lead to provide oversight and accountability, and to further develop relationships with mainstream and special schools to enable mutual challenge and support across settings 	<ul style="list-style-type: none"> • Monitoring of education outcomes in regular SEND MI reporting • Evidence that children and young people are achieving education-focused SMART outcomes.

What will we do?		How will we do it?	How will we monitor success?
	<p>challenge.</p> <p><i>[Ref: Written Statement of Action, ASW8.1]</i></p>	<ul style="list-style-type: none"> We will embed the JOINS work to include SMART education outcomes by training SENCOs We will offer support and challenge to early years providers, schools and other settings via Education Lead 	
3.4	<p>We will ensure that students with SEND who are educated at home, in residential placements, alternative provision or who are excluded from school are monitored, reviewed and offered timely support to return to suitable local education wherever possible.</p> <p><i>[Ref: Written Statement of Action, ASW8 & MI report Autumn 2019 p6-7, para 18, 20, 21]</i></p>	<ul style="list-style-type: none"> We will reduce the number of children with SEND who are temporarily or permanently excluded from school via continued development of our joint inclusion panels. We will share the expertise in our new specialist hubs and SEMH school to support children and young people in remaining in their current school placement, rather than moving to alternative provision. We will monitor and review mainstream schools' performance in supporting children with additional needs, providing support and challenge to maintain their mainstream school place wherever possible. We will monitor the small population of children educated at home in North Somerset to understand the reasons parents elect to do so, and to respond to areas of concern around sufficiency of local school places. 	<ul style="list-style-type: none"> Monitoring of exclusions, home education and alternative provision in regular SEND MI reporting Monitoring of progress, attainment and attendance for the identified cohort of students Evidence of reduced exclusions, successful panel processes and reduced incidence of Elective Home Education
3.5	<p>We will provide an updated Transitions protocol and pathway, clearly explaining what support is available for 'preparation for adulthood', what specialist support can be provided for young people with more complex needs and the thresholds for these services. This will be developed in co-production with parents, carers and young people</p>	<ul style="list-style-type: none"> We will complete the implementation of the specialist transitions team in Adult Social Care, which will support SEND and DCT in planning for the most complex children who are likely to need adult social care services post-18 and will deliver statutory Care Act assessments when these children reach adulthood. We will develop information, advice and guidance resources for parents and young people who do not meet Care Act thresholds to ensure they are aware of sources of support and guidance on transition We will provide a comprehensive guide to 	<ul style="list-style-type: none"> Evidence of a process of early identification of young people likely to need adult social care services at age 18 Monitoring of Adult Social Care Transitions Team caseloads and waiting times via regular SEND MI reporting Publication of an updated Transitions protocol developed in co-production.

What will we do?		How will we do it?	How will we monitor success?
	<i>[Ref: Written Statement of Action, ASW3.4-3.6]</i>	Preparing for Adulthood, including information covering the breadth of services including education, social care, physical and mental health.	
Area 4 – Enabling Actions			
4.1	<p>We will improve processes, modernise communications and utilise technology to reduce the burdens on parents of children with SEND and to ensure they can focus on their child’s needs as a priority.</p> <p><i>[Ref: Written Statement of Action, ASW1.8-1.13]</i></p>	<ul style="list-style-type: none"> • We will build the business case for an electronic ECHP and Annual Review management system which increases transparency and supports parents’ involvement • We will embed the ‘tell it once’ approach around transition points, reducing the need for parents to repeat basic information and background when moving between services • We will deliver accessible versions of our guidance, policies and procedures, targeted at a variety of audiences and developed via co-production and engagement. • We will make our Local Offer a ‘one stop shop’ for advice, guidance, documentation, policies and plans. 	<ul style="list-style-type: none"> • Successful case made for investment in EHCP system, with agreement to begin procurement • Parents reporting reduced barriers to finding information, advice and services from all partners in the Local Area • Availability of child friendly ‘easy read’ and parent-focused ‘two-side-guide’ versions of all key policies and procedures
4.2	<p>We will improve and develop our Local Offer, ensuring that it reflects the range and scope of services available in the area, provides effective and accurate advice and guidance, and informs commissioners of potential area where service development is needed.</p>	<ul style="list-style-type: none"> • We will engage further with parents, carers and particularly young people as we progress with a review of the design, appearance and function of the Local Offer website • We will work closely with CCG and Health Provider partners to ensure that locally relevant Health related content is developed to replace generic NHSE syndicated information. • We will ensure that the database of services is updated regularly, particularly focusing on development of a reliable ‘what’s on’ calendar of support and activities. 	<ul style="list-style-type: none"> • Monitoring of trends in access to LO website in regular SEND MI reporting • Evidence of improved and co-produced parent- and child-facing design which is appealing, engaging and reflects local needs and views • Evidence of increased Health input into Local Offer content

	What will we do?	How will we do it?	How will we monitor success?
	<p><i>[Ref: Written Statement of Action, ASW1.8, 1.9]</i></p>	<ul style="list-style-type: none"> We will consider the potential for commissioning day-to-day updating and quality assurance of the Local Offer to be provided by a voluntary sector partner. 	
4.3	<p>We will ensure access to safe and secure transport for all students with SEND, particularly assuring equity for students continuing their education after the age of 16</p> <p><i>[Ref: Written Statement of Action, ASW3.8]</i></p>	<ul style="list-style-type: none"> We will monitor the quality of transport provision, particularly focusing on reducing incidents and journey times. We will deliver a new Post-16 Transport Policy via open, transparent co-production with parents, carers and young people We will work closely with Weston College to ensure transport arrangements are fit for purpose, promote inclusion and support learning outcomes 	<ul style="list-style-type: none"> Policy agreed, published and in operation Review of user experiences during September admission round Monitoring of incident frequency and journey times in regular SEND MI reporting
4.4	<p>We will develop and improve local approaches to Joint Commissioning, delivering identified actions in our plan and considering key areas where further joint activity would enhance or strengthen the local offer.</p> <p><i>[Ref: Written Statement of Action, ASW6.1-6.2]</i></p>	<ul style="list-style-type: none"> We will seek an equitable and fair process for apportioning costs and agreeing complex individual packages of care via our local CHC process. We will use the opportunity arising from the transfer of Specialist Children's Health Services to a new provider, to review the link between services where the Local Authority and CCG commission similar services (eg. Occupational Therapy, Speech and Language) We will consider opportunities to jointly fund our local Parent Carer Forum in recognition of their growing involvement in strategic planning and the increasing demand for their support from parents and carers 	<ul style="list-style-type: none"> Regular reporting to SEND Programme Board of progress in delivering Joint Commissioning Plan Evidence of equitable joint approaches where individual and complex packages are commissioned
4.5	<p>We will continue to develop and embed co-production in all service developments, reviews and commissioning projects via the work of the Engagement and Participation officer.</p>	<ul style="list-style-type: none"> All plans developed to further actions in this document will include a clear statement on how the activity will be co-produced with parents, carers, children and young people, in order to embed the aims and values agreed in our Co-Production Charter. 	<ul style="list-style-type: none"> Evidence of co-production in commissioning, recruitment, service review and strategic planning across the Local Area. Children and Young people's voices present in all plans, strategies and reports Evidence of direct involvement of young

What will we do?	How will we do it?	How will we monitor success?
<p>[Ref: Written Statement of Action, ASW7]</p>	<ul style="list-style-type: none"> • We will ensure that parents, carers, children and young people are engaged and involved throughout plans, projects and reviews - from the outset, through planning and delivery to review and reflection. • We will seek to move the temporary arrangements for the Engagement & Participation post to a permanent footing, on the basis this involves no additional funding outside current budgets and has shown very positive impact. • We will develop opportunities for young people to be directly involved in meetings which make decisions about services they use, including the SEND Programme Board • We will continue to ensure that our SENDIAS service is jointly funded to provide independent advice and guidance, and to represent parents interests in planning and oversight of the Local Area's performance • We will consider opportunities to jointly fund our local Parent Carer Forum in recognition of their growing involvement in strategic planning and the increasing demand for their support from parents and carers 	<p>people in key boards, project groups and meetings</p>

Our Commitment - Making it happen

This section of our strategy explains how we will improve the ways we work to ensure that we deliver on our plans and continue to review progress. While these intentions underpin our response to the inspection and our Written Statement of Action, they also describe how we will continue to work collaboratively to improve services throughout the life of this strategy.

Strategic leadership and accountability

The SEND Programme Board is the multi-agency group which oversees the implementation of this strategy, the delivery of our action plans and receives regular reports on the progress and impact of our work. The Board includes representatives from:

- North Somerset Parent Carers Working Together – our local Parent Carer Forum
- Supportive Parents SENDIAS Service
- Elected Members (including our Executive Member for Children & Young People and Chair of our Policy & Scrutiny Panel)
- Senior leaders and commissioners of statutory services (including North Somerset Council and Bristol North Somerset and South Gloucestershire CCG)
- Local providers of health and social care services
- Primary, Secondary and Special Schools
- Weston College

The Board is chaired by the Assistant Director responsible for Children's Support and Safeguarding and reports to the People & Communities Strategic Commissioning Group. Reports from the board are also escalated to the relevant Leadership Teams within the Local Authority and CCG as required where decisions regarding policy and resources are to be taken.

The SEND Programme Board will continue to provide leadership, support and challenge as we implement our planned actions. It is anticipated that the key areas of work for the board in the period covered by this strategy will be to:

- Ensure the vision, aims and priorities detailed in this strategy remain paramount in our work
- Lead, support and challenge the delivery our action plans
- Receive, consider and respond to the views of children, parents and professionals via our commitment to co-production and engagement
- Receive regular reports on areas of development, issues which are causing concern or changes in legislation and guidance
- Review a comprehensive range of management information and performance data which provides an overall view of how well the system is working
- Review and scrutinise our annual self-assessment
- Prioritise and make recommendations on areas of provision which may need

investment or further development

- Reflect these priorities to the appropriate governing groups within statutory agencies to ensure that timely and informed policy decisions are taken

Our Annual Self-Evaluation - Plan, do and review

Since 2015 we have adopted a cycle of planning and reviewing our activities, resulting in an annual self-evaluation document. This activity is expected by OfSTED and the Department for Education and is a key process for the SEND Programme Board in understanding how things are working in the local area.

Each year, the Annual Self-Evaluation includes:

- A review of what has worked well during the year
- A review of challenges and issues we face
- A range of data and statistics to enable us to test our views of how things are going
- An assessment of the impact our services are having on the lives of children and young people with SEND
- An action plan for the year ahead, based on our findings



The Self-Evaluation Process

The process is led by the SEND Programme Board, who publish the self-evaluation document and action plan on our Local Offer each Summer, in preparation for the coming school year.

The annual self-evaluation process continues to develop each year:

- 2014 Self-evaluation was undertaken as an internal process by the LA SEN team only
- 2015 Our first joint self-evaluation, reporting to the SEND Programme Board
- 2017 Our self-evaluation explicitly includes the views of the North Somerset Parent Carer Forum and Supportive Parents SENDIAS service
- 2018 Our self-evaluation challenges all partners to consider the impact of their service, alongside more traditional statistical outcome measures

2019 We built further measures of impact into our self-evaluation and improve the data and analysis which underpins our understanding of the needs of children and young people across the Local Area.

2020 Our self-evaluation will be informed by high quality management information and projections for the first time and will also include contributions from a wider range of partners.

The self-evaluation process is a key part of delivering the commitments in this Strategy and action plan. As we further develop our approach to evaluating outcomes and impact over the life of this strategy, this will become an increasingly important part of the self-evaluation process.

Our Written Statement of Action

Following the inspection by OfSTED and CQC in May 2018, the local area was required to produce a written statement of action, detailing how we would address areas of weakness which inspectors found in our systems. As the SEND Local Joint Area Review process has visited areas across the country, this has been a common outcome as funding and capacity to deliver reforms has been a challenge for almost all areas.

Our written statement of action provided a comprehensive action plan for the year from October 2018-2019 which supported us in delivering very significant benefits to children and families, simplifying and improving systems for professionals and directing resources towards the areas of priority need.

Some aspects of the written statement of action require additional work, or longer-term engagement and these are incorporated into our new action plan which forms part of this strategy.

Triangulating impact

A key finding during our Inspection was that while much excellent work was being undertaken with children and their families by all local partner agencies, we were not always aware of the impact this had and how these outcomes linked together. While services were often setting targets to assess their own involvement, we did not operate within a framework which evaluated the collective impact of work with children and young people.

Children and young people, along with their parents and carers have told us very clearly that they expect us to work together, to talk to each other and to make plans jointly. They expect all the services they work with to know about each other's involvement and plans for them, and they don't want to repeat the same processes of form-filling or explaining things again and again every time someone new begins working with them.

Over the lifetime of this strategy, we aim to develop a fuller and better-informed understanding of the impact of our services on the lives of children and their families. Put simply, we will continue to pose the question "***so what has changed because of our work?***" We have committed to developing a shared outcomes framework which

allows us to consider how targets, children's voices and professional views can be considered together to answer this question.



When this framework is fully implemented following a pilot during 2020, it will provide us with a shared means of demonstrating the impact and value of our services, will help all partners to work together to plan and prioritise work in future and will support us in making joint commissioning decisions.

To begin our journey towards improved understanding of outcomes:

- We have engaged a new post dedicated to Engagement and Participation, to ensure we hear, understand and act on the views of children and parents
- We have developed greatly improved data and management information resources, to provide evidence against which we can test these views and spot trends and potential changes in demand for services
- We are developing a better appreciation of needs and outcomes across the whole cohort of children with SEND via a new role in the Pupil Places and Planning service which will inform the planning and development of new educational provision for children with SEND

Better communication

We recognise that the network of services which support children with SEND and their families is complex, and that often parents feel confused by the information currently available. Through our work directly with children and parents, we have identified several areas where we can improve our information, advice and guidance offer to reduce this frustration as we work through our plans:

Further developing and improving the Local Offer

Our Local Offer website was designed in 2014, and while it has received gradual updates and improvement since, we recognise that it has the potential to be a much better-used resource for children, parents and professionals. We now work with a group of parents which meets regularly to look at the website, decide which areas need priority development and to make suggestions on the design, function and content of the local offer. We will continue to work with this group and promote improvements to the site during the life of the strategy. Our planned activities include:

- Redesigning the local offer to have a more welcoming, less corporate feel and to develop a better recognised local brand

- Working with the voluntary sector to support more groups and service providers to manage their own content, meaning that events and support is more up-to-date
- Working with colleagues providing and commissioning health services to improve the information they provide in the local offer, and to ensure it is linked to their apps and systems for finding and choosing services

Tell Us Once

As we redesign our processes and policies, we will embed the ‘Tell Us Once’ principle – ensuring that where possible children and young people, their parents and carers will not have to re-tell their story to each new service or professional they work with. This presents challenges in securely sharing information while ensuring compliance with current legislation, but as a local area we have committed to finding solutions.

We have begun this process by providing an online Disabled Children’s Register which allows parents to tell us about their family, and to ensure we are able to direct them to events, activities and other sources of support which best fit with their needs.

Improved systems and processes

We recognise that many of the frustrations and concerns experienced by children and their families arise because we have not given realistic expectations about timescales, practicalities or limitations on services across the local area. As we work through our plans to review and revise local processes we will challenge ourselves to reduce bureaucracy, improve our responsiveness and to ensure that we provide information which enables everyone to understand what will happen, and likely when. We will ensure that the guidance and documents we publish to support all services in the local area are clear, can be accessed in one place – via the Local Offer – and are regularly reviewed for relevance and accuracy.

Children and young people told us unequivocally that they wanted to understand how decisions were made about their lives, learning and care, and wanted to be able to change things which weren’t right.

We want simple processes that we can understand, and then we know if things go wrong, we can ask for it to be changed

Tailored guidance for children and young people, their parents and carers

Children and families told us that many of our plans and policies are complex and daunting to read at times and are particularly not suited to being understood by children and young people. While we recognise the need to provide comprehensive documents which clearly outline the processes we operate and the services we provide, we are also developing resources which will support people to understand more readily the support they can expect, and what steps might be needed to deliver it. We have begun to publish improved resources on the Local Offer to support this:

Two Side Guides - these documents sum up the key steps, issues or processes involved in getting support and are designed for professionals and parents. They aim to answer the simple questions: *who, what, where* and *when*?

Guidance for Young People - we have worked with groups at our Special Schools and at Weston College to design these easy-to-read guides which include pictures selected by the young people to help them to understand and remember key points.

Commissioning Together

Jointly commissioning services which support children and families

Many of the services which children and families access in the local area are commissioned by the Local Authority or CCG from a range of providers. This can be a very effective way of providing services, but it challenges us to carefully evaluate how well services work, and to find opportunities where we can pool our resources to improve them.

Following the changes in local health commissioning in 2018, we are now in a stronger position to commission services jointly. Our Written Statement of Action commits us to considering how we can improve access to services such as Occupational Therapy and Speech and Language Therapy which are currently commissioned both by the Local Authority and the Clinical Commissioning Group. Our aim is to provide a simpler network of services with clear thresholds and responsibilities, which meet the changing needs of children with SEND in North Somerset in the most effective and efficient way.

Children and their families tell us that when they are facing challenges or need support, they do not want us to use the mechanics of how services are commissioned to explain what they may or may not be able to access. They want clear information on the support available and need to be able to access services with the minimum delay and complication. When we commission services together, we must be mindful of the pathways which lead people to these services and how they interact with existing referrals, assessments and other processes.

We have developed more detailed plans to support this work in our Joint Commissioning and Service Alignment Plan which details the activity we will be undertaking to review and jointly recommission services in the coming years.

Involving children and families directly in the commissioning process

We have experienced really encouraging results when we have involved parents, carers and young people in the process of developing and commissioning new services. This has particularly been apparent when we have done so from the very outset – ensuring that people have a voice in the way services are designed from the ground up. This strategy renews our commitment to this involvement and challenges all partners in the local area to make this part of their commissioning plans. Our local area's commitment to co-production is detailed in the next section of this document, and our Joint Commissioning plans challenge us to consider how the Local Authority

and Clinical Commissioning Group can best support the groups which represent parents, carers and young people to remain an active, valued voice.

Commissioning new educational settings to meet need locally wherever possible

During 2017 we undertook an in-depth review of local Specialist and Alternative Education Provision. This confirmed that our current local provision was of excellent quality but had very limited capacity to meet future need – which we estimated would continue to grow steadily over the life of this strategy. While most parents tell us they want the most appropriate school place for their child, they also recognise the impact of long journeys to school and value being part of local communities in North Somerset. On that basis, we will continue to seek opportunities to provide more, high quality specialist educational provision in North Somerset. Our work to support this includes:

- In 2018, we included SEND school places in our Education Commissioning Strategy. We will develop this further by providing more accurate projections of demand and better analysis of needs in future editions.
- We submitted a successful bid to the Department of Education to host a new Special Free School in North Somerset. Following what the review told us, we are seeking a focus on Social, Emotional and Mental Health needs as these are not well catered-for in North Somerset currently.
- We are pursuing exciting projects to expand Baytree School, including consideration of a second site. This will ensure that we continue to provide a high quality, accessible learning environment for children with the most complex needs. This also supports our aim for the majority of children in North Somerset to be educated as close to their local community as possible.
- We provided outline plans to the Department for Education for a range of smaller projects to create additional special school places, or to ensure inclusion of children with EHCPs in mainstream schools. This included additional places at the current Baytree School, expansion of the age range of Westhaven School, and the expansion and creation of new specialist units at mainstream schools particularly supporting children with Autistic Spectrum conditions.
- We are building the case for further capital investment in our local special schools based on the findings of the review.
- We have engaged a permanent post to monitor demand, assess outcomes and to project future needs to ensure that we continue to rigorously review local provision and ensure it is growing to fit changing needs in North Somerset.

Co-production in North Somerset

We recognise that the most effective way to develop policies and services that will meet the needs of children with SEND and their families is by everyone working together with everyone's contribution treated and valued equally. This process works best where everyone comes together to work on the development or change of a policy or service from the beginning with a genuine opportunity to influence how the policy or service is developed. This is often called co-production.

We understand that co-production will take place if everyone is fully committed to the process. To ensure we all had a similar understanding of the process, we came together as a Local Area to look at our understanding of what was involved in co-production and how we could best make it work in North Somerset.

We agreed that the best way to collectively express this commitment and to provide a way that we could all be accountable within the local area, was to develop a **Co-Production Charter** which all partners would sign and commit to. The following section outlines our local approach to co-production which underpins the charter.

What is Co-production?

"Co-production means making something happen together"

There are several definitions of co-production in use, what they all have in common is that they recognise that people who access services, and their families and carers, have the expertise and skills to help innovate and improve service provision. A group of parents, carers and professionals looked at a range of these and felt that the following definition best suited North Somerset:

"Co-production is about making decisions with others. It involves planning and producing something that benefits all concerned. It recognises that children and young people with SEND, their parents and carers, and those who commission and provide services all have a vital contribution to make in improving services and supporting the best possible outcomes. When we co-produce, everyone works on an equal basis and recognises that people who receive a service are well placed to design and improve it"

Children with SEND and their families have an unrivalled wealth of knowledge and skills that they have developed through their lived experience. For this reason, they are *experts by experience*.

What about consultation and engagement?

In the past we have often consulted with people when we make changes to services in the local area. This may have involved providing questionnaires and meetings or attending interested groups to present information about the changes. While we recognise the value of these activities and will continue to use these useful tools to engage with people in the local area, we will not limit our work to these approaches and will seek opportunities to work directly with people who use services.

Why Co-produce?

Using an approach founded on co-production makes it more likely that we will get things right the first time. Working with people who use services across the local area can help to show where things could be improved by doing things differently, or where resources could be used more effectively. To make the most of these opportunities, co-production needs to be considered at every stage of our work together. This might include when we are:

- designing a new policy or service
- reviewing an existing policy or service
- commissioning or recommissioning a service
- making a key decision which could affect children with SEND and their families

Co-production Principles

We will apply the following principles when we collectively engage in co-production:

- **Accessibility** - Making everything accessible ensures that everyone has an equal opportunity to participate fully in an activity in the way that suits them best.
- **Diversity** - Co-production should be as inclusive and diverse as possible and we may need to work harder to ensure that seldom-heard groups are included.
- **Equality** - Co-production starts from the idea that no group or person is more important than anyone else and everyone has skills, abilities and time to contribute.
- **Reciprocity** - Reciprocity means people get something back for putting something in. We want people to feel they have made a difference, and to see the impact of their contributions.

Facts and Figures: About SEND in North Somerset

North Somerset Council is a unitary authority in the South West of England which borders Bristol, Somerset and Bath and North East Somerset, and is part of the West of England Partnership. Since 2018, health services in the area have been commissioned by Bristol, North Somerset & South Gloucestershire Clinical Commissioning Group (BNSSG CCG) which brought together three smaller CCGs previously responsible for local services. Local health services are provided by a range of organisations, with Weston Area Health Trust being the main local provider of children's community health services.

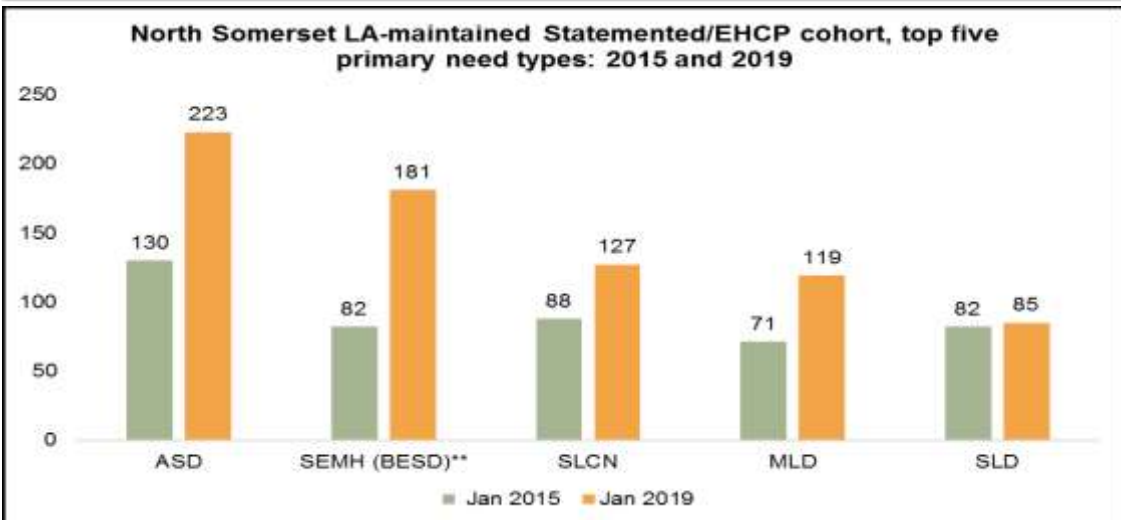
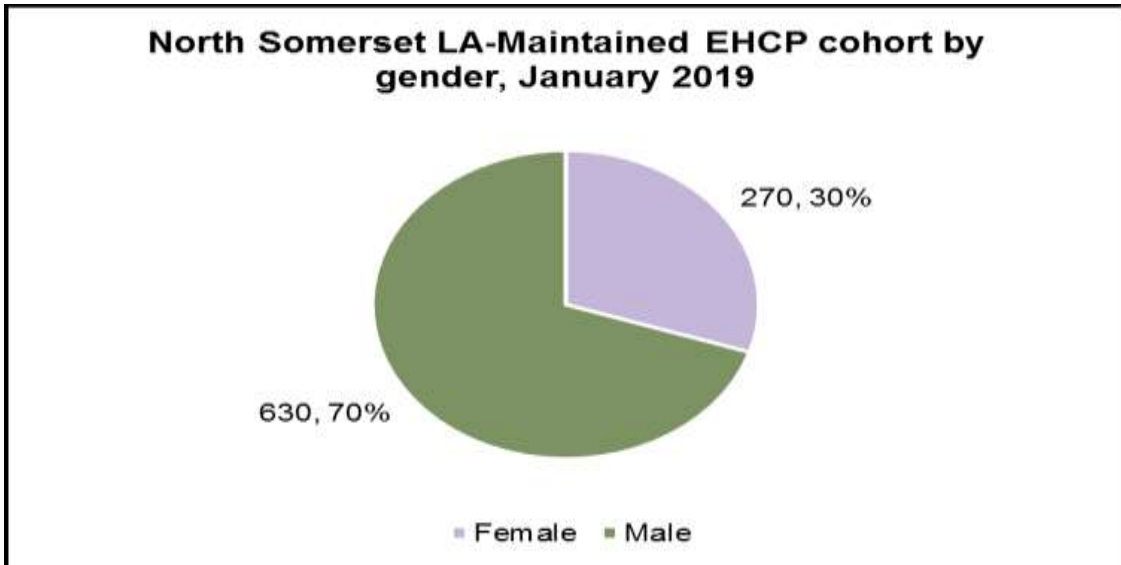
The following pages provide information about the population of children with additional needs across North Somerset. These facts and figures are drawn from much more detailed reports on the local area which are published in full on the Local Offer website. We will use this information to monitor how effectively our services perform, to project the need for future services, and to carefully plans changes and improvements across the Local Area.

Children with Education, Health & Care Plans

North Somerset has seen an increase of 81% in the total number of EHCPs since Spring Census Day 2015, when there were 534 children and young people with a North Somerset-maintained EHCP or Statement of Special Educational Need (pre-2014 predecessor to the EHCP). In 2015:

- 447 (84%) were placed in North Somerset schools;
- 84 (16%) were placed outside of North Somerset; and
- 3 (<1%) had another type of provision, including 1 who was awaiting placement.

North Somerset LA-maintained EHCP cohort by primary need type, January 2019			
Primary Need Code	Primary Need Type	No. of CYP	%
ASD	Autistic spectrum disorder	223	25%
SEMH	Social, emotional and mental health	181	20%
SLCN	Speech, language and communication needs	127	14%
MLD	Moderate learning difficulty	119	13%
SLD	Severe learning difficulty	85	9%
PD	Physical disability	38	4%
PMLD	Profound & multiple learning difficulties	33	4%
	<i>Not known</i>	33	4%
SPLD	Specific learning difficulty	20	2%
HI	Hearing impairment	18	2%
*	Other difficulty/disability	14	2%
VI	Visual impairment	9	1%
	Total	900	



SEN Support

SEN support refers to the assistance and additional support provided to children and

young people who have identified SEND needs, but do not currently have an Education

Health and Care Plan. This is usually because it has been determined that a mainstream school, supported appropriately, can continue to meet their needs.

During the 2018/19 financial year, 1,137 children and young people attending North Somerset schools, colleges, and early years settings received Top-up Funding to help schools to meet the child's additional needs. This supports the delivery of our agreed Graduated Response by these schools.

North Somerset SEN support cohort primary needs, January 2019				
Primary need type	Primary	Secondary	Total	%
Social, emotional and mental health	377	307	684	21%
Specific learning difficulty	247	441	688	21%
Moderate learning difficulty	375	317	692	21%
Speech, language and communication needs	422	57	479	15%
Other difficulty / disorder	149	130	279	9%
Autistic spectrum disorder	69	62	131	4%
No specialist assessment / unknown	61	29	90	3%
Physical disability	66	26	92	3%
Hearing impairment	29	29	58	2%
Visual impairment	18	12	30	1%
Severe learning difficulty	15	2	17	1%
Multi-sensory impairment	8	2	10	0%
Profound & multiple learning difficulty	9	0	9	0%
Grand Total	1845	1414	3259	

Proportion of SEN Support cohort as a percentage of all students: North Somerset and England 2015-2019						
		2015	2016	2017	2018	2019
State-funded primary schools	North Somerset	11.5%	10.5%	10.9%	10.7%	10.6%
	England	13.0%	12.1%	12.2%	12.4%	
State-funded secondary schools	North Somerset	11.5%	9.6%	9.5%	9.5%	11.2%
	England	12.4%	11.0%	10.7%	10.6%	

SEND in Early Years and Childcare

Local Early Years and Childcare Settings along with our Children Centres continue to provide excellent services for the youngest children in North Somerset offering support, care and access to support. In November 2017, published data from Ofsted showed in North Somerset 30% of providers were outstanding (national 17%), 64% were good (national 76%) 6% required improvement (national 5%) 0% were inadequate (national 1%)

Table 3 - Early Years and Childcare Settings

Setting Type	2016/17	2017/18	2018/19
Children's Centres	14 centres, only 4 inspected and were judged Good by Ofsted	14 centres (Ofsted no longer inspect CC's)	14 centres (Ofsted no longer inspect CC's)
Council Nurseries	3 council run, with a commissioned service rated Outstanding by Ofsted	3 council run, with a commissioned service rated Outstanding by Ofsted	3 council run and a commissioned service all rated Outstanding by Ofsted
Childminders	285 settings of which Ofsted rated 49% as Good and 37% as Outstanding	154 childminders with 64% rated Good, 21% rated Outstanding	143 childminders with 49% rated Good, 36% rated Outstanding
Nurseries		44 nurseries with 46% rated Good, 39% rated Outstanding	39 nurseries with 46% rated Good, 39% rated Outstanding
Pre-schools		38 pre-schools with 42% rated Good, 50% rated Outstanding	38 pre-schools with 37% rated Good, 47% rated Outstanding

Nationally, there is evidence of a decrease in the numbers of child care providers. This may be attributed to the increasing number of larger and school-attached nurseries being developed in response to changes in funded childcare, and also to structural change in the workforce. The Early Years team is required to carefully monitor and report annually the sufficiency of places in the Local Area, and particularly to ensure that a range of provision suitable for children with additional needs is available.

SEND and North Somerset Schools

As of the date of the 2019 Spring census (17 January), 30,486 students were attending

North Somerset schools. As of the date of writing, 968 children and young people have a North Somerset-maintained Education, Health and Care Plan. Of these:

- 744 (77%) are placed at schools or early years settings in North Somerset;
- 186 (19%) have school placements outside of North Somerset;
- 15 (2%) have some other kind of provision (home education, alternative provision, etc); and
- 23 (2%) are not in Education, Employment or Training (NEET), or are waiting for an appropriate placement.

Of the 77 schools in North Somerset serving the children and young people in Reception year through year 11 (including alternative provision):

- 15 (19%) have an OfSTED rating of Outstanding;
- 51 (66%) are rated Good;
- 6 (8%) are rated as Requires Improvement;
- 1 (1%) is rated as Inadequate; and
- 4 (5%) do not currently have an OfSTED rating (primarily new schools that have not yet been inspected).

North Somerset maintains three special schools, all with a Good OfSTED rating. These

schools serve only children and young people who have an EHCP. 31% of the North Somerset EHCP cohort (303 pupils) attend these three schools.

Of the remaining 665 children and young people with a North Somerset-maintained EHCP:

- 263 (40%) attend a school with an OfSTED rating of Outstanding;
- 275 (41%) attend a school with an OfSTED rating of Good;
- 38 (6%) attend a school with an OfSTED rating of Requires Improvement;
- 12 (2%) attend a school with an OfSTED rating of Inadequate; and
- 77 (12%) attend a school for which an OfSTED rating is not available. This includes 8 pupils in Elective Home Education (EHE), 7 pupils between ages 2-16 awaiting a placement, and 16 young people aged over 16 who are NEET.

The proportion of pupils in North Somerset Schools with either an EHCP or SEN Support has historically been below the national and regional averages. The most recent data published by the Department for Education shows lower rates of both EHCPs and SEN Support in North Somerset compared with national and regional figures:

Table 4 – Education Provision: Pupils with EHCP & SEN Support

Region	Total Pupils	% of pupils with EHCPs	% of pupils with SEN Support
England	8,819,289	3.1	11.9
South West	807,287	3.0	12.7
North Somerset	31,527	1.6	11.1

Source: Department for Education, *Special educational needs in England: January 2019* (published 4 July 2019) (LA tables).

SEND and Further Education

Weston College, the main provider of post-16 education for young people with SEND in North Somerset, has developed a wide range of courses and support that challenge and develop learners' skills, enabling them to progress to higher level courses, employment or independent living.

Learners from the college are empowered to overcome their difficulties and develop strategies to understand how their barriers impact on their learning. In the 2018/19 survey 93% of learners stated they had developed strategies to overcome barriers which they experienced, and 92.5% reported that the support they had received contributed to their success on their course.

Funding

The High Needs funding system supports provision for children with special educational needs and disabilities (SEND) from their early years to 25. Local authorities are required to use their high needs budget to provide the most appropriate support package for an individual with SEND in a range of settings, taking account of assessed support needs, parental preferences and children's voices. High needs block funding is also intended to support good quality alternative provision for children who cannot receive their education in schools.

Funding for a wider range of services provided to children with SEND is also provided from the Council's social care functions. This includes health services, short breaks, direct payments to allow families to access their own support, and services such as a sub-regional jointly commissioned Sensory Support Service led by Bristol City Council.

Funding from BNSSG Clinical Commissioning Group is used to commission a range of health services for children with SEND. Child & adolescent mental health services (Specialist CAMHS), paediatric service and speech & language, physio and occupational therapies are commissioned and provided by Weston Area Health Trust (WAHT). Health visiting and school nursing services are commissioned by NSC and provided by North Somerset Community Partnership (NSCP). Health services are commissioned to support the identification of SEND and provide assessment and care planning that is both personalised and integrated with educational and social care needs.

Funding for education is currently allocated by central government to local authorities in three blocks: schools, high needs and early years. Local authorities agree the local formula with their Strategic Schools Forum, through which the money is then distributed to schools and early years settings. Local authorities are also responsible for distributing the high needs funding to meet the needs of children and young people with additional needs, including special educational needs.

During 2018/19, the total spent on services supporting children and young people with SEND in North Somerset was approximately **£53.2m**

Education

- **£21.9m** was allocated to fund children and young people with SEND via the High Needs Block
- **£20.5m** was provided via the Dedicated Schools Grant (DSG) delegated budget to schools to support children and young people with SEND.
- **£540,000** was spent on providing for assessment, review, placement finding and other support for children and young people via our SEND team and our contract with Somerset County Council/Support Services for Education.

Social Care

- **£581,000** was spent on providing Social Care and Occupational Therapy services for children and young people via the Disabled Children's Team. The team also commissioned individual complex packages of support totalling **£245,000** and made Direct Payments totalling **£309,000**.
- **£374,000** was spent by North Somerset Council on providing respite care and short breaks jointly commissioned with BNSSG CCG.

Health

- **£1.3m** was spent by the Clinical Commissioning group (CCG) on continuing healthcare services, individually commissioned for children in North Somerset.
- **£3.4m** was spent on delivering Specialist CAMHS services
- **£2.2m** was spent on delivery of community paediatrics and therapies for children in North Somerset.

Transport

- **£1.7m** was spent in commissioning statutory home to school transport for children with SEND attending statutory school provision. A further **£193,000** was spent in commissioning post-16 transport.



North Somerset Local Area Co-Production Charter

Our shared commitment to Co-Production in North Somerset

In signing this charter, we commit to working together to ensure that the principles of effective co-production underpin the shaping and improvement of our services in the local area.

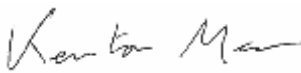
We recognise that true co-production is taking place when we are all able to agree with the following statements:

- *"I am an equal partner in the local area"*
- *"I am able to participate in every stage of processes which affect me"*
- *"I feel that my views and experiences are represented"*
- *"I am prepared to consider new approaches and to work in different ways to achieve the best outcomes"*
- *"I receive clear information, how and when I expect to, and in a way that works for me"*
- *"I am able to actively participate in meetings and other events"*
- *"My contributions are recognised and valued"*
- *"I am supported to actively and meaningfully participate in and or facilitate Co-production activity"*

To ensure that genuine co-production takes place in North Somerset, we agree that:

- The best starting place for co-production is always at the beginning of any plan or project.
- From the outset, we will consider *"who do we need to involve"* and we will make contact at the first opportunity. We will always ask ourselves *"who have we missed?"* throughout our projects.
- We will approach working together without a pre-determined agenda and we will build our view together with children with SEND and their families.
- We will directly involve children with SEND, their parents and people who work with them in all aspects of a service: planning, development, delivery and review.
- We will ensure that everything in the co-production process is accessible to everyone taking part.
- We will begin any work together by agreeing what we think a successful outcome would look like and working to achieve this together.

- We will agree exactly what the focus and purpose of the project is - what can be considered and what is not being considered.
- We will agree to keep things private, recognising that people may wish to use their confidential personal experiences to support their views.
- We recognise that being involved in co-production does not prevent anyone who takes part from expressing views about what is decided at the end of the process.
- We will ensure that everyone gets the same information in a way they can access it.
- We will ensure that no group or person is more important than anyone else – recognising that everyone can contribute given the right support.
- We will facilitate discussion and actively listen – checking our understanding of views.
- We will always report back to everyone who took part on how things progress and will ensure people can see the impact and outcome of our work.
- We will review how well we are embedding co-production as part of our annual self-evaluation, and we will always challenge ourselves to improve.



Kenton Mee
Chair – North Somerset
Parent Carers Working
Together



Sarah Trevitt
North Somerset Coordinator
Supportive Parents



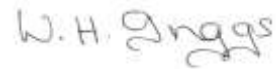
Liz Kelly
Chair – Bridging the Gap
Together



Sheila Smith
Director – People &
Communities
North Somerset Council



Councillor Catherine Gibbons
Executive Member for
Children and Young People
North Somerset Council



Councillor Wendy Griggs
Chair of Policy & Scrutiny
Panel
North Somerset Council



Deborah El-Sayed
Director of Transformation
Bristol, North Somerset,
South Gloucestershire CCG