

# Ofsted/CQC SEND Engagement

**October 24 2023**

**Councillor Catherine Gibbons** - Executive Member, Children's Services, Lifelong Learning and Skills

**Jo Walker** - CEO, North Somerset Council

**Shane Devlin** - CEO, Integrated Care Board

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**NORTH SOMERSET** **PCWT**  
PARENT CARERS WORKING TOGETHER

 **North Somerset**  
Council

**NHS**  
Bristol, North Somerset  
and South Gloucestershire  
Integrated Care Board

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# Evaluation Criteria

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- 1 Children and young people's needs are identified accurately and assessed in a timely way
- 2 Children, Young People, and their Families participate in decision-making about their individual plans and support
- 3 Children and young people receive the right help and support at the right time
- 4 Children and Young People are well prepared for their next steps and achieve strong outcomes
- 5 Children and Young People with SEND are valued, visible and included in their communities
- 6 Leaders are ambitious for children and young people with SEND
- 7 Leaders actively engage and work with children, young people, and families
- 8 Leaders have an accurate, shared understanding of the needs of children and young people in their local area
- 9 Leaders commission services and provision to meet the needs and aspirations of children and young people
- 10 Leaders evaluate services and make improvements
- 11 Leaders create an environment for effective practice and multi-agency working to flourish
- 12 Alternative provision

# The development of our Self Evaluation

Our SEF is developed with input from across our partnership and is owned by us all. It represents the work of our Local Area Partnership, which includes the six statutory partners of:

- Health
- Children's and Adult's Social Care
- Education
- Our Parent Carer Forum (NSPCWT)
- SAY: SEND and You (SENDIAS)
- Schools and settings

Our Local Area Partnership governance has supported this process through regular scrutiny, review, and support in addition to a range of activities including:

- Stakeholder and partner workshops
- Presentations
- Surveys
- Engagement of children, young people, and their families

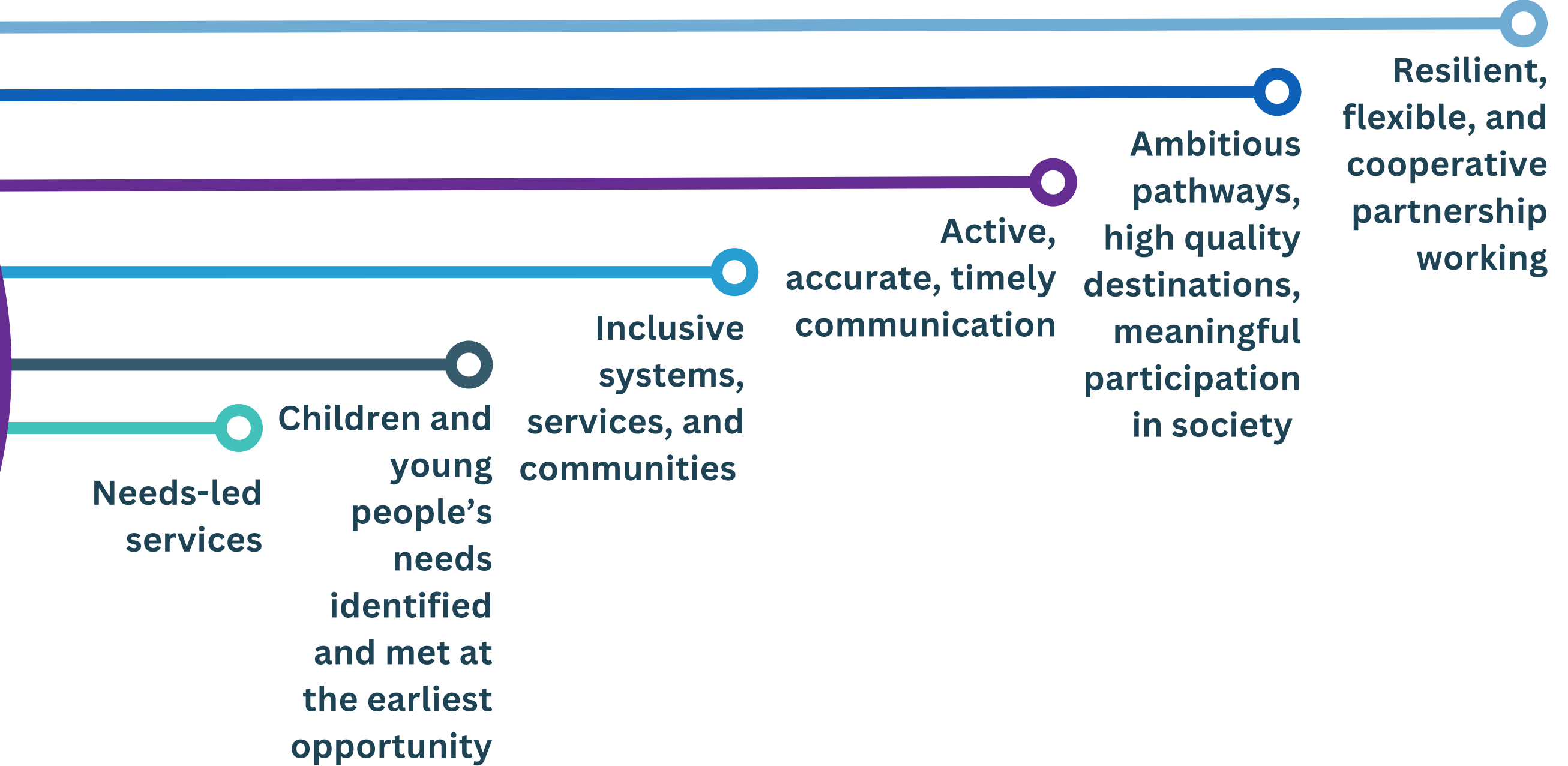


# The background to our Self Evaluation

- North Somerset's work in SEND is a strategic priority for all partners in the local area. Our system is rapidly improving and is characterised by innovation, commitment, and partnerships
  - Between receiving a SEND Improvement Notice in November 2021 and having this lifted in full by the Minister in July 2023, there has been determination within North Somerset to shift the existing paradigm
    - Our ownership, leadership, partnership, and capacity in SEND services have changed significantly through an intensive programme of improvement work and close and regular internal scrutiny from system leaders
    - Our ambitions for our children and young are high and we are committed to achieving these by working alongside parents, carers, and children and young people
    - The new SEND Inspection Framework provides opportunities to review and evaluate our practices through a new lens
    - We have learnt a great deal through our engagement; going forward, we want to hear more about stakeholder experiences, from more stakeholders, more frequently
  - Our self-evaluation has highlighted areas of strength alongside the need for further improvement work underpinned by strong and visible leadership, robust and healthy partnerships, a deep understanding of our system, and a resolve to succeed

# Our Vision

We want all children and young people with SEND to be safe and valued, ambitious for their futures, and to achieve their full potential. (Source: [North Somerset 2021 SEND Strategy](#))



# Our Vision

The outcomes we are committed to for our children and young people:



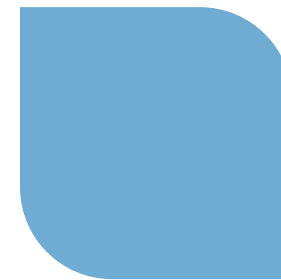
**Strong and system-wide ownership of our SEND Strategy enables implementation of SEND reforms. These reforms are driven by committed leadership across the local area which is well coordinated and effective**



**All agencies contribute fully and in a timely way to Education Health & Care Plans which are high quality and aspirational, with processes in place for monitoring the quality of plans**



**There is enough capacity within the local area to recognise need, and provide support, implementing the SEND reforms effectively**



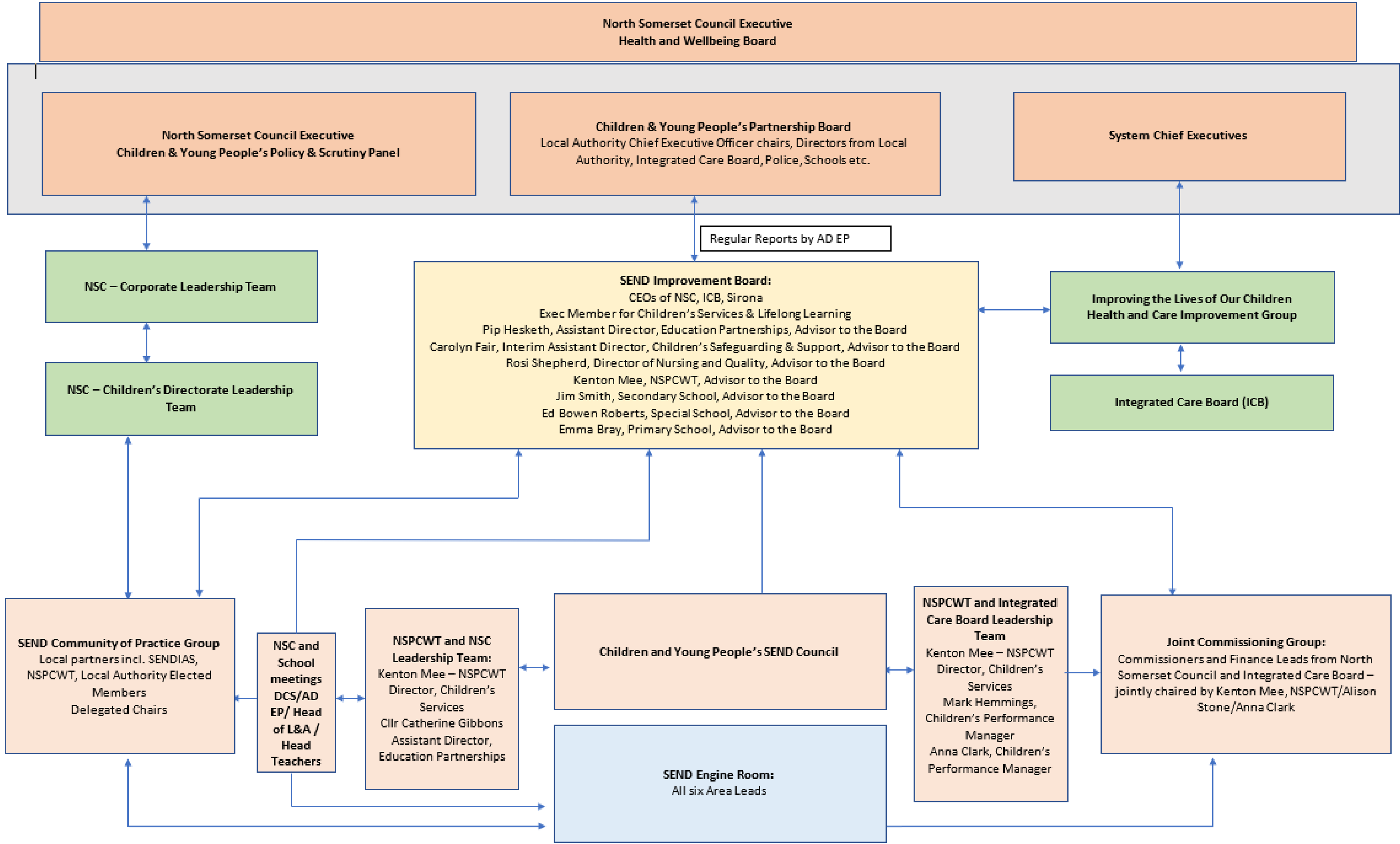
**Arrangements for joint commissioning are well developed**



**The standards achieved by Children and Young People with SEND are in line with statistical neighbours. Increased parental confidence of parents and carers that mainstream school will meet their child or young person's needs**

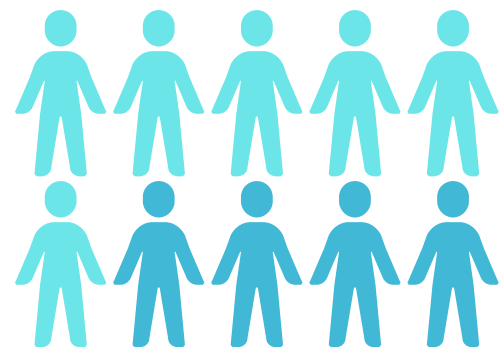


**There are robust systems to track outcomes for children and young people with SEND across the partnership. These outcomes and associated targets are regularly reviewed by senior leaders**





# Our context in North Somerset



42,846 children and young people in North Somerset



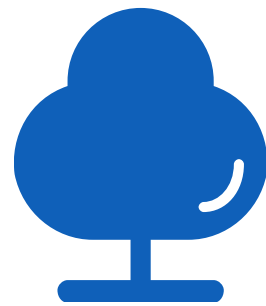
1,957 children with an EHCP  
3,542 SEN Support



64 primary schools  
11 secondary schools  
4 Special Schools  
1 PRU



12 libraries



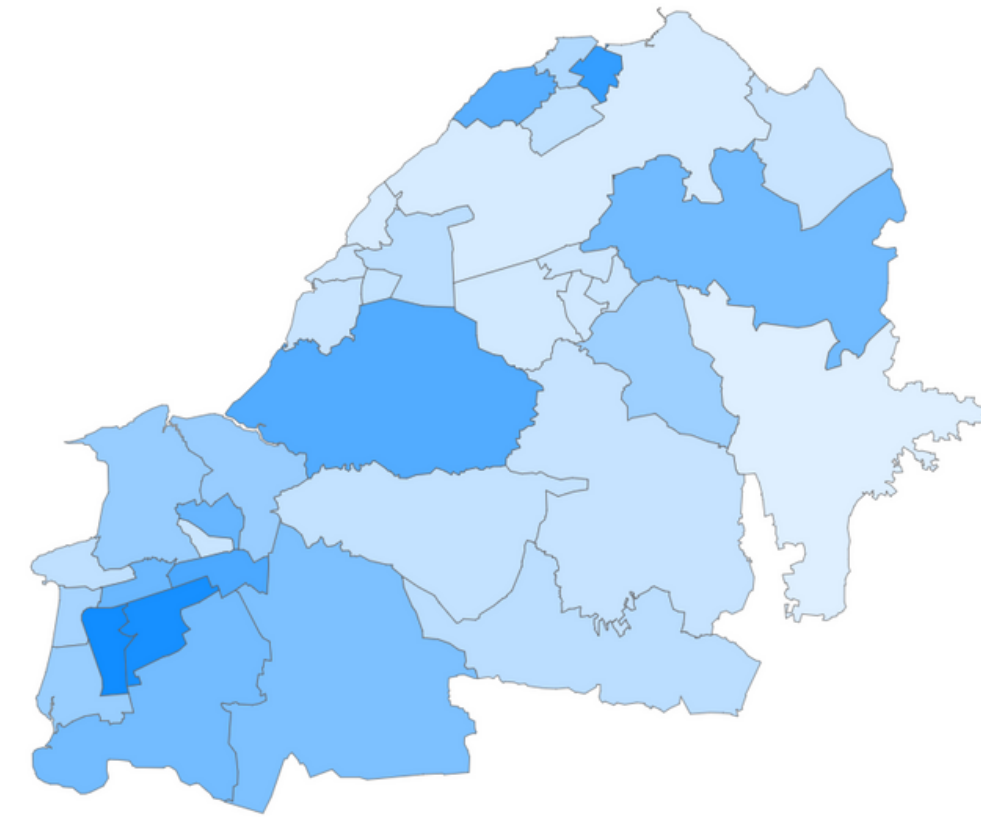
35 parks and open spaces  
5 nature reserves  
50 playgrounds



8% of children with English as an additional language



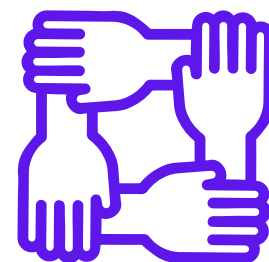
95 languages spoken



*Distribution of children with SEND in North Somerset*



16% of children eligible for free school meals



7% of children from Black, Asian, and other ethnic communities



14 Children's Centres



85% of our schools graded Good or Outstanding

# Increase in need and demand Special Educational Needs and Disabilities

Like other authorities, the incidence of special educational need has increased significantly in recent years. Our greatest increases are the incidence of Autism and Social, Emotional and Mental Health. SEMH accounts for about 29.3% of all EHC Plans. Demand for EHCPs has increased by 14.7%

| Snapshot in January       | England         | Southwest       | North Somerset  |
|---------------------------|-----------------|-----------------|-----------------|
| 2017                      | 287,290         | 26,471          | 637             |
| 2018                      | 319,819         | 29,196          | 856             |
| 2019                      | 353,995         | 33,098          | 900             |
| 2020                      | 390,109         | 37,597          | 1,022           |
| 2021                      | 430,697         | 42,160          | 1,287           |
| 2022                      | 473,255         | 46,937          | 1,556           |
| 2023 (January)            | 517,026         | 50,887          | 1,785           |
| 2023 (August)             | Not available   | Not available   | 1,918           |
| % increase - 2017 to 2023 | 79.96% (Jan 23) | 92.23% (Jan 23) | 180.2% (Jan 23) |

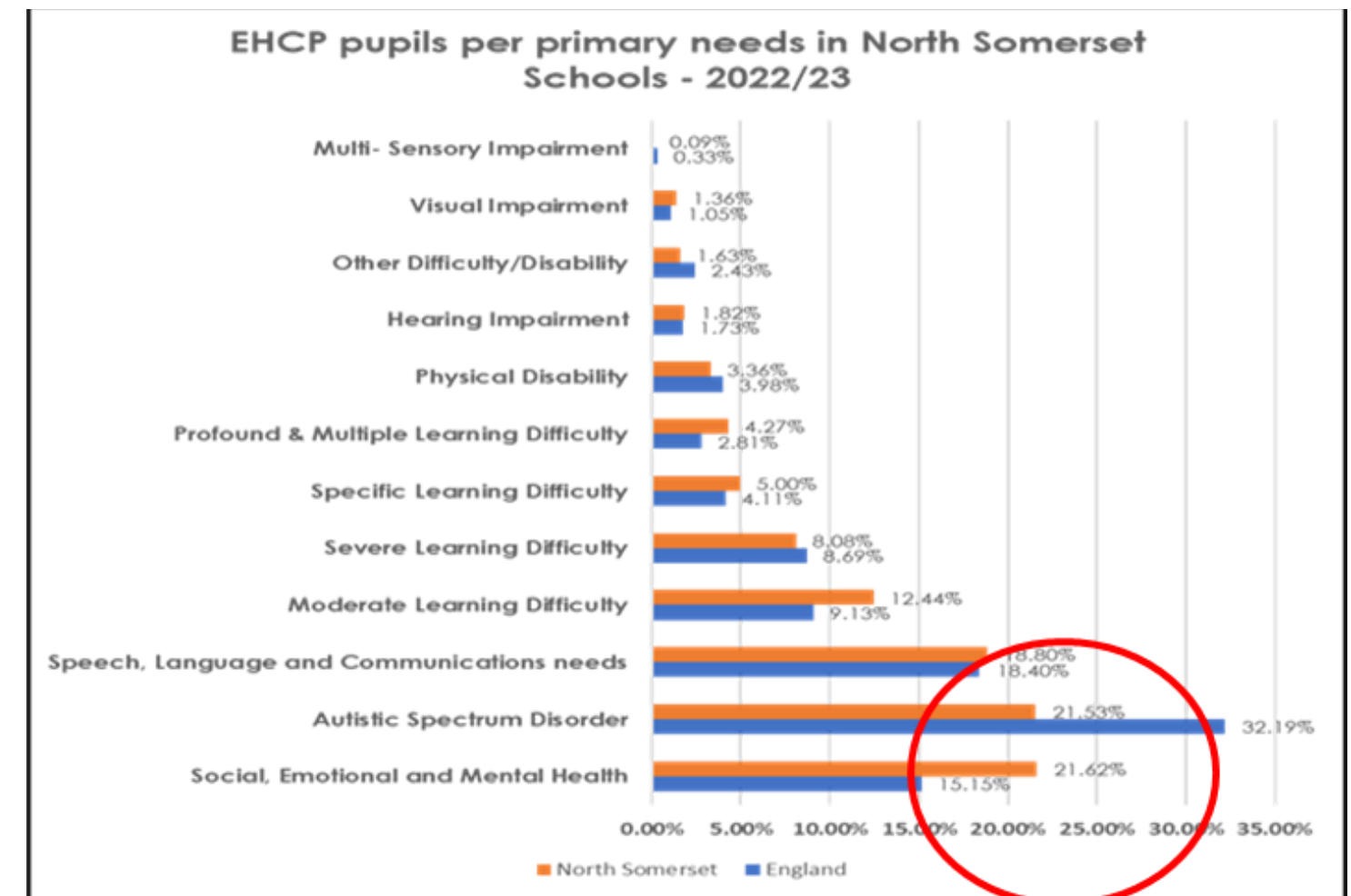
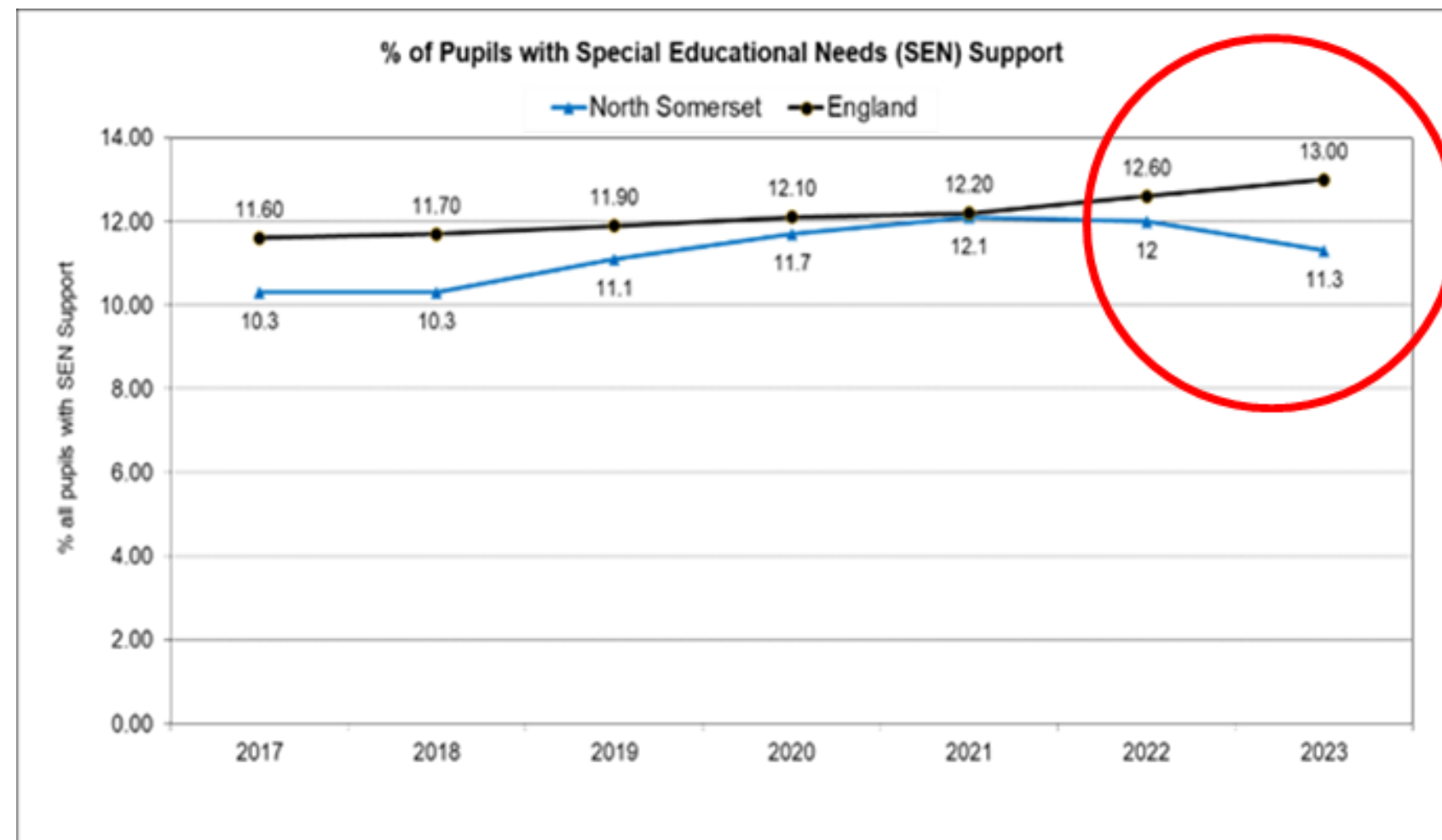
North Somerset's growth in demand in SEMH is over 4 times that of the national picture, as shown by the table below it has increased by 290%.

|                       | ASD  | HI  | MLD  | MSI  | PD  | PMLD | SEMH | SLCN | SLD | SpLD | VI   | Unknown |
|-----------------------|------|-----|------|------|-----|------|------|------|-----|------|------|---------|
| Jan-18                | 167  | 20  | 106  | 2    | 31  | 30   | 134  | 96   | 71  | 19   | 5    | 27      |
| Jan-19                | 188  | 18  | 116  | 2    | 34  | 34   | 173  | 124  | 69  | 16   | 9    | 1       |
| Jan-20                | 213  | 23  | 114  | 2    | 33  | 33   | 195  | 118  | 106 | 16   | 10   | 2       |
| Jan-21                | 278  | 27  | 149  | 3    | 34  | 35   | 296  | 140  | 104 | 16   | 12   | 1       |
| Jan-22                | 302  | 27  | 190  | 3    | 39  | 41   | 415  | 171  | 94  | 17   | 14   | 1       |
| Jan-23                | 421  | 33  | 270  | 4    | 49  | 51   | 523  | 264  | 116 | 32   | 15   | 7       |
| % increase from 18-23 | 152% | 65% | 155% | 100% | 58% | 70%  | 290% | 175% | 63% | 68%  | 200% |         |

# Increase in need and demand Special Educational Needs and Disabilities

The proportion of pupils with an EHC Plan has remained at around 3% of the total school-age population. Fewer pupils in North Somerset schools receive SEND support than their national counterparts and this gap has increased in 2023. This is inversely proportionate to the increase in EHCPs.

SEMH need has grown by 290% and is 29.3% of the overall need. (Data in graph below is January 2023 census)



# Increase in need and demand

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**Bristol, North Somerset  
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## Health Services

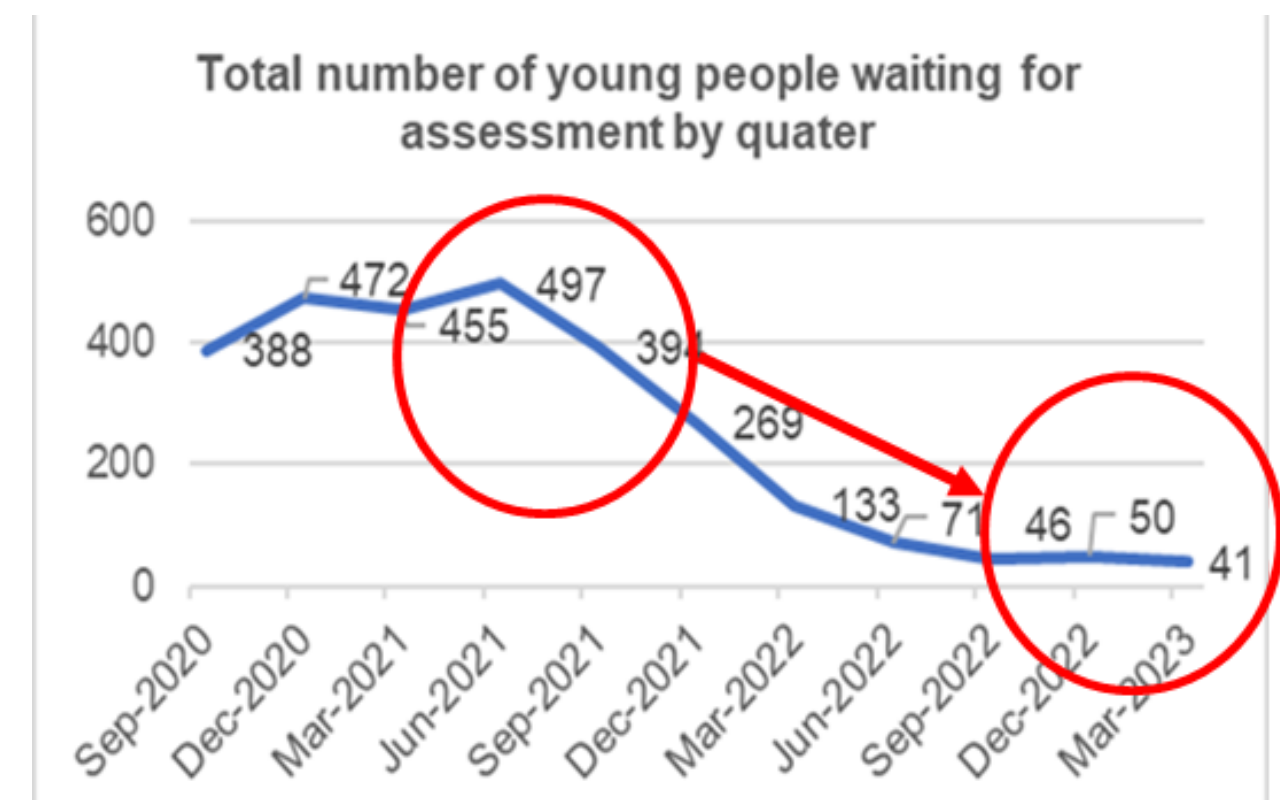
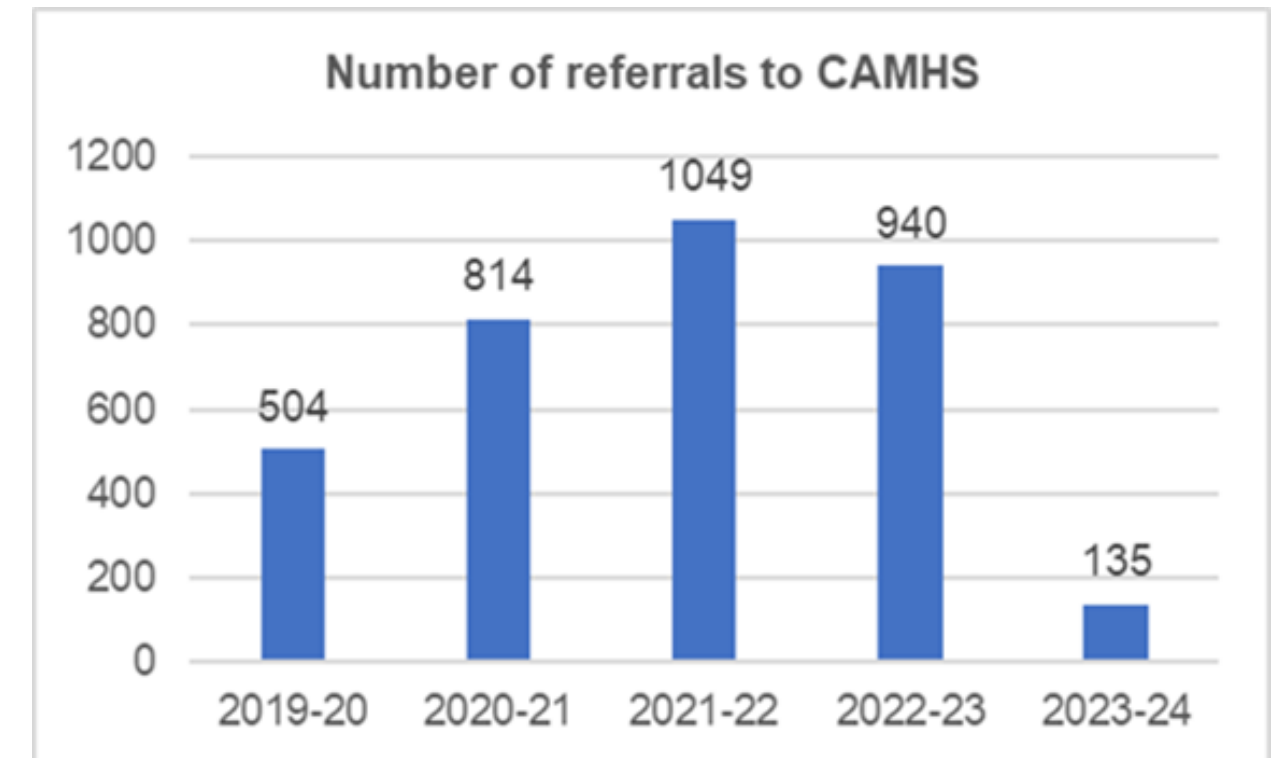
- Despite additional investment, services remain under pressure and demand is leading to longer waiting times for some services. We forecast that our waiting lists will continue to grow across BNSSG despite the mitigations
- The ICB Transformation Hub is reviewing Autism service delivery to develop a service that is able to meet the needs of the BNSSG population moving forward
- Further system discussion is required to review the provision of Community Paediatric services to ensure that this service is future proofed
- A number of projects are taking place to support the efficiency of the services and support the longest waiters in the system. In Health services, this includes: waiting list initiatives; demand and capacity reviews; waiting list and caseload analysis; harm reviews; and a review service skill mix alongside recruiting trainees

# Increase in need and demand Mental Health Services

The increase in referrals to Children & Adolescent Mental Health Services (CAMHS) have been well managed by transferring CAMHS from Weston General Hospital to Avon and Wiltshire Partnership NHS Trust (AWP). We have reduced waiting lists from ~500 to ~40 young people.

There is a high demand for children's community mental health services. Over 38 schools have Mental Health Support Teams in place, working with a school population of 16,000.

Between April and July we received 130 referrals for therapeutic work with students and we delivered workshops titled 'Coping with Transition' to 500 year 6 students, plus many other whole school approach activities. Mental Health Support Teams work in partnership with Front Door services, Off the Record Bristol, School Nurses, and CAMHS.



# Educational outcomes for children and young people

Children and young people with EHCPs

- **End of Early Years Foundation Stage:** North Somerset children performed worse than national averages from 2015 to 2022. In 2023, the percentage of children achieving the good level of development has increased from 0 to 3%
- **End of Key Stage 1:** children performed slightly better in 2023 than the previous year in writing, but worse in reading and mathematics. When comparing with the national figures in 2022, North Somerset children performed worse than their counterparts in all subjects
- **End of Key Stage 2:** the percentage of North Somerset children achieving the expected standard in reading, writing, and mathematics combined has increased between 2022-2023 from 2% to 6%. When comparing with previous years, North Somerset children tend to perform worse than their counterparts nationally from 2017 to 2022
- **End of Key Stage 4:** data is not yet available for 2023. In 2022, North Somerset children and young people achieved similar attainment 8 scores to the national figures (14.20 compared to 14.30 nationally)



# North Somerset SEND data and performance dashboard



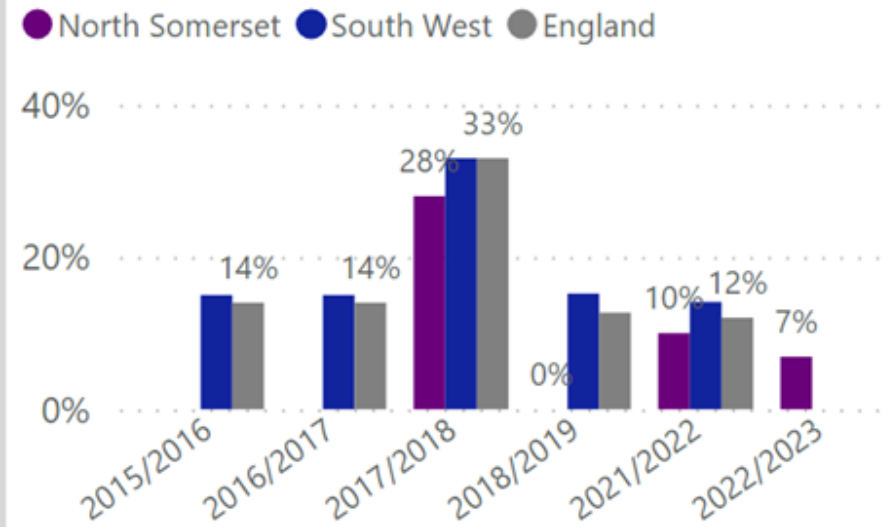
## Attainment

Select SEND category

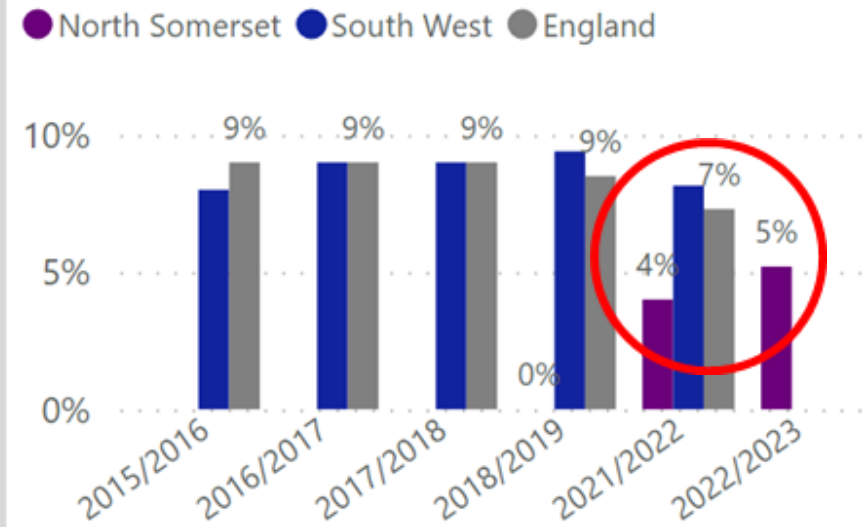
EHCP

This page gives information on attainment across key stages. Note that 2022/2023 data is provisional.

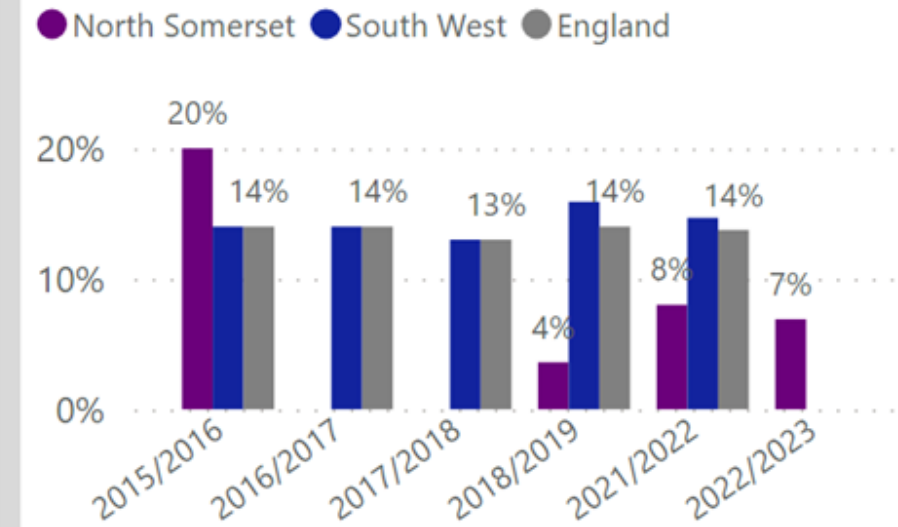
### KS1 Percentage of pupils achieving reading expected standard - pupils with SEN statement/EHCP



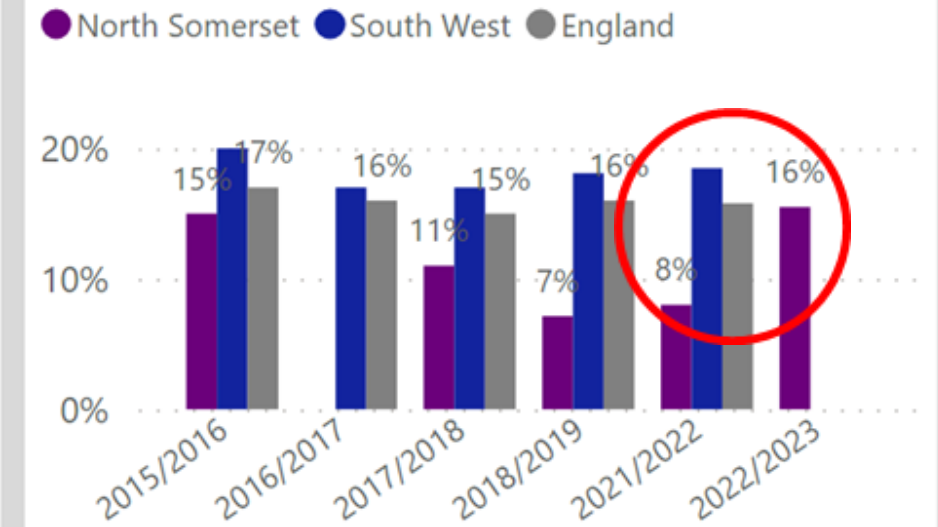
### KS1 Percentage of pupils achieving writing expected standard - pupils with SEN statement/EHCP



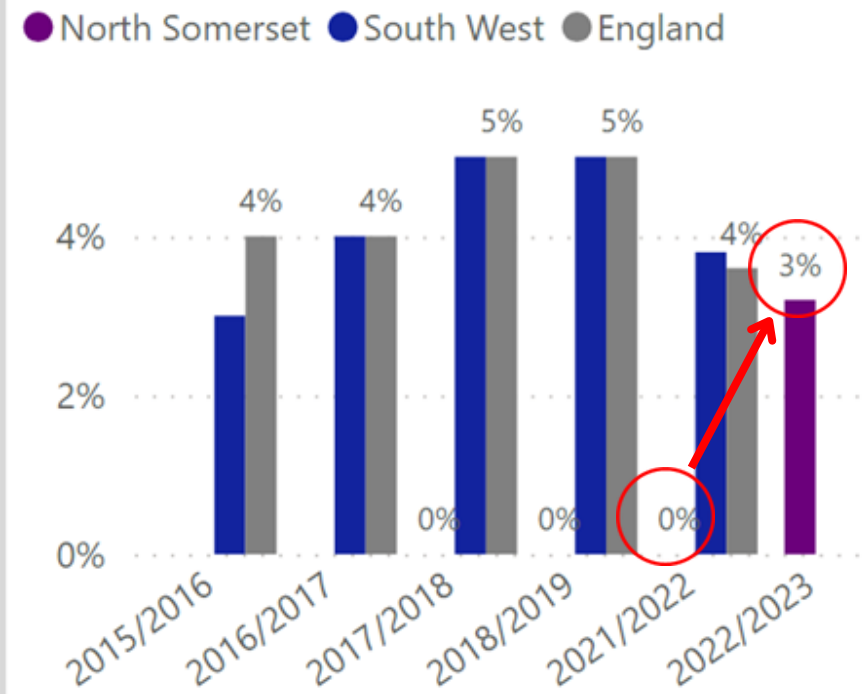
### KS1 Percentage of pupils achieving Mathematics expected standard - pupils with SEN statement/EHCP



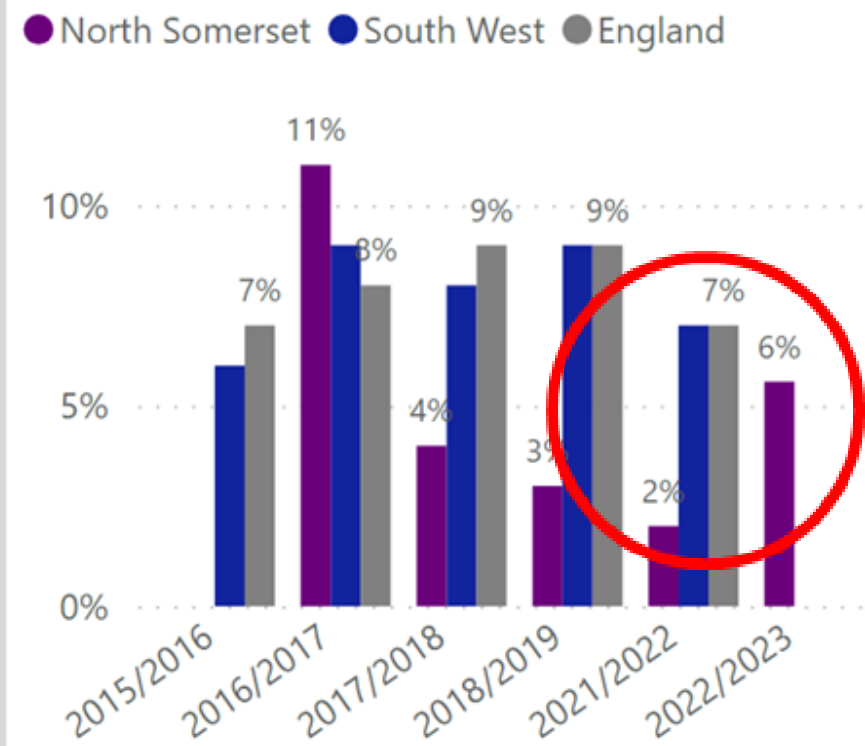
### KS1 Percentage of pupils achieving Science expected standard - pupils with SEN statement/EHCP



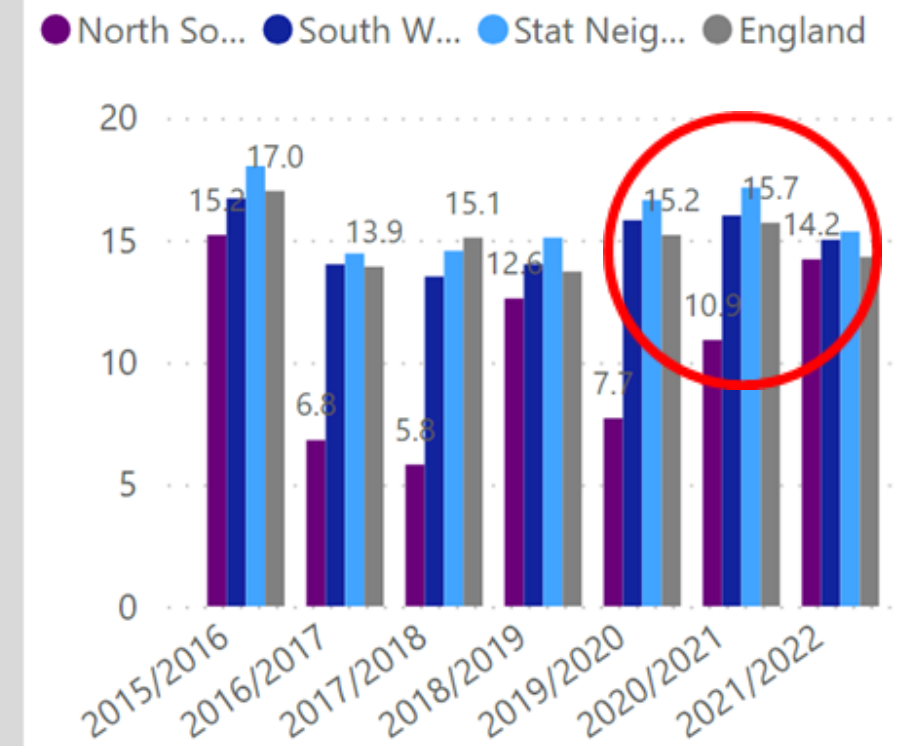
### FS - Percentage of pupils achieving a good level of development - pupils with SEN statement/EHCP



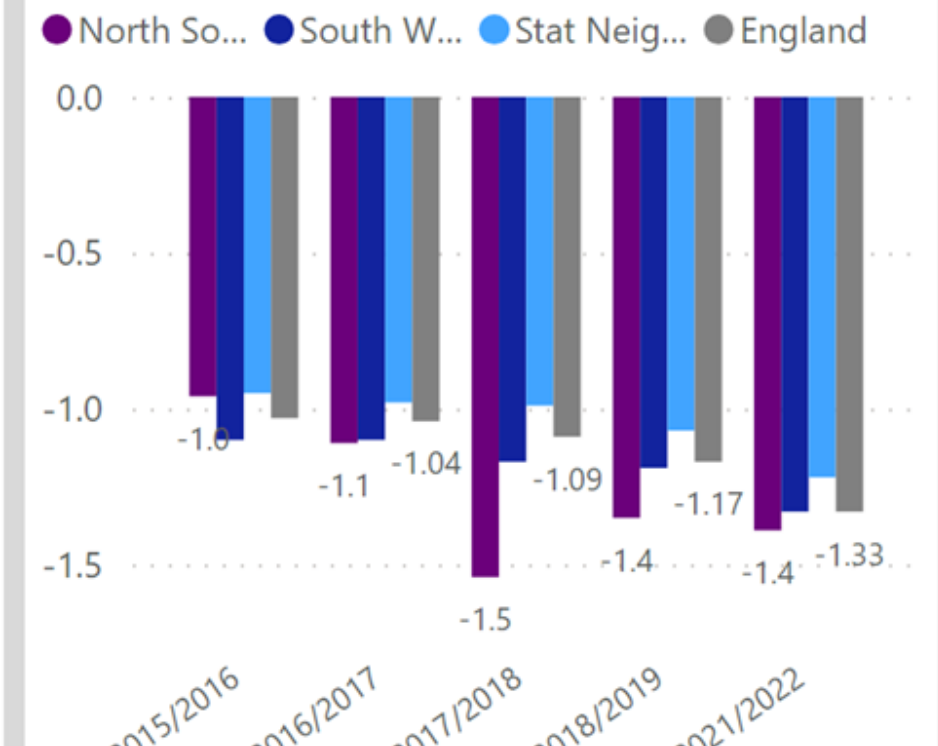
### KS2 attainment of statemented/EHCP children RWM combined



### Attainment 8 score - pupils with SEN statement/EHCP



### Progress 8 score - pupils with SEN statement/EHCP



# Educational outcomes for children and young people

Children and young people in receipt of SEND support

- **End of Early Years Foundation Stage:** North Somerset children performed worse than national averages from 2015 to 2022. In 2023, the percentage of children achieving the good level of development remained similar to 2022 (21% compared to 22%)
- **End of Key Stage 1:** children performed slightly better in 2023 than the previous year in writing and mathematics, but slightly worse in reading. When comparing with the national figures in 2022, North Somerset children performed better than their counterparts in all subjects
- **End of Key Stage 2:** the percentage of North Somerset children achieving the expected standard in reading, writing, and mathematics combined has remained the same between 2022-2023. When comparing with previous years, North Somerset children tend to perform worse than their counterparts nationally
- **End of Key Stage 4:** data is not yet available for 2023. In 2022, North Somerset children achieved higher attainment 8 scores than national figures (36.7 compared to 34.9 nationally)





# North Somerset SEND data and performance dashboard



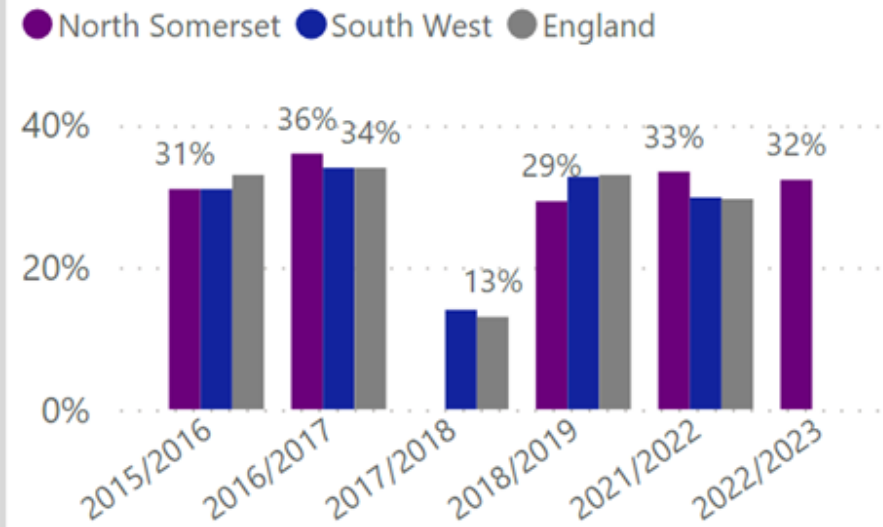
## Attainment

Select SEND category

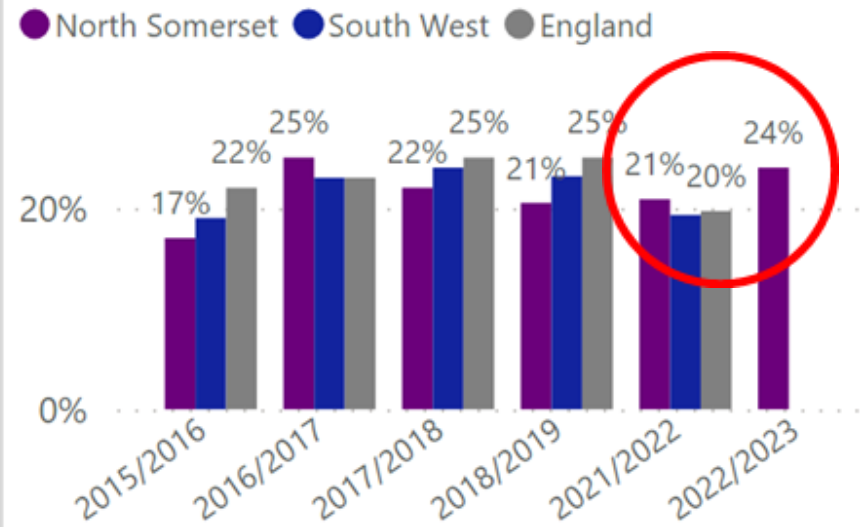
SEN school support

This page gives information on attainment across key stages. Note that 2022/2023 data is provisional.

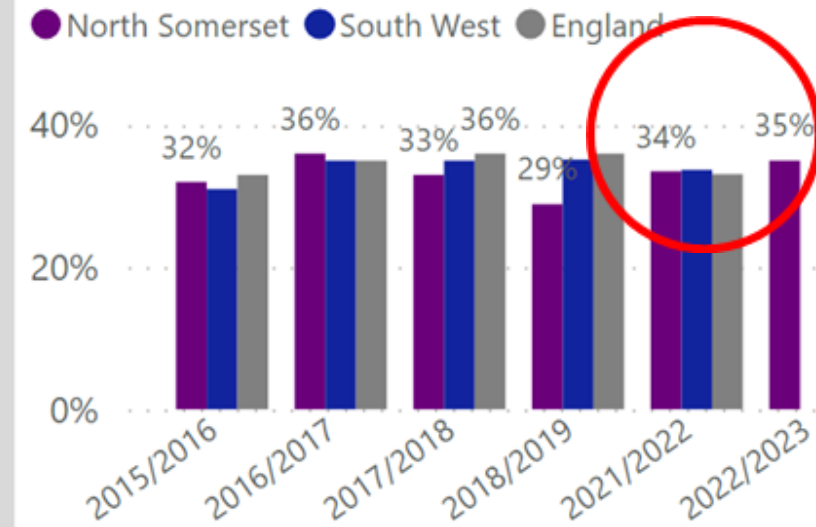
KS1 Percentage of pupils achieving reading expected standard - pupils with SEN support



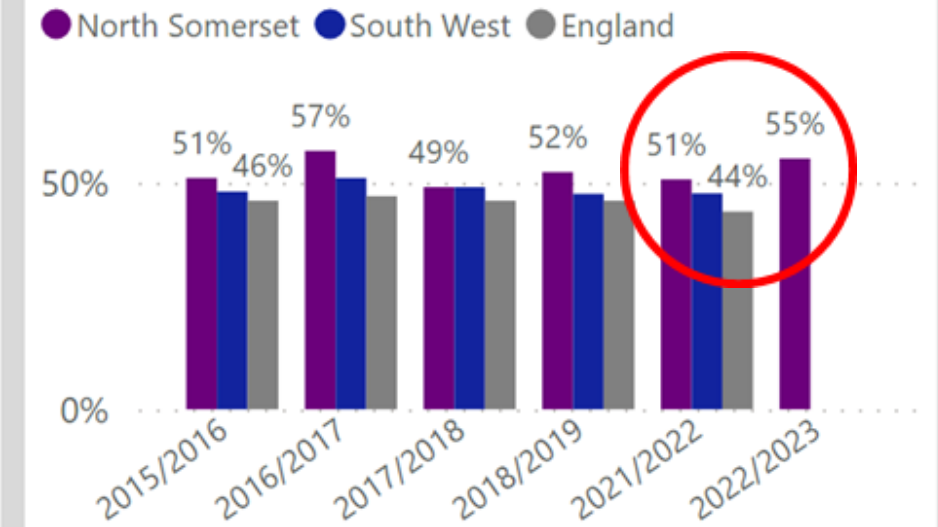
KS1 Percentage of pupils achieving writing expected standard - pupils with SEN support



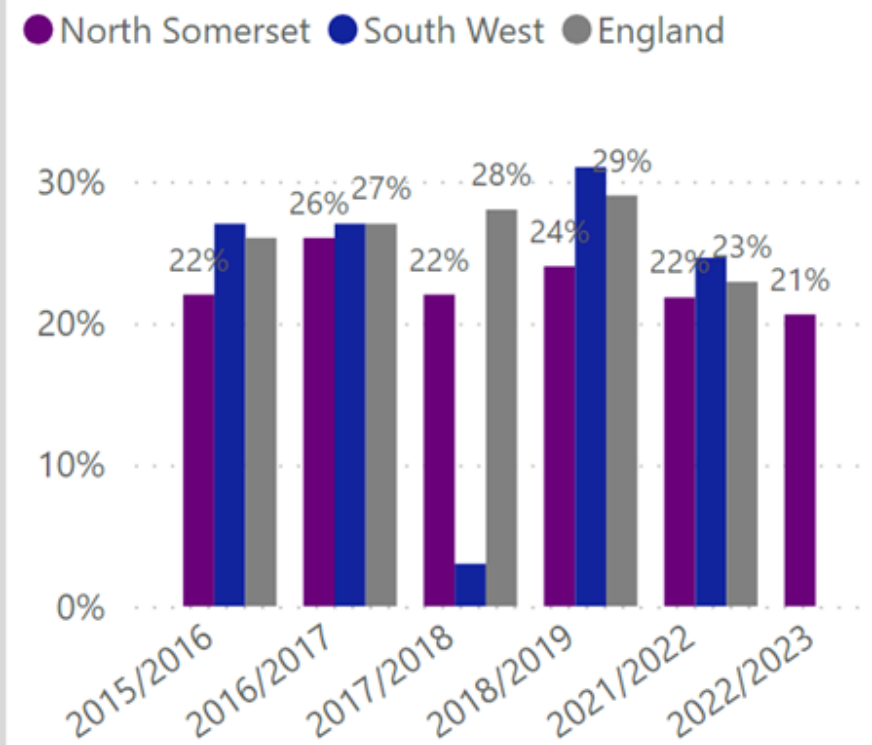
KS1 Percentage of pupils achieving Mathematics expected standard - pupils with SEN support



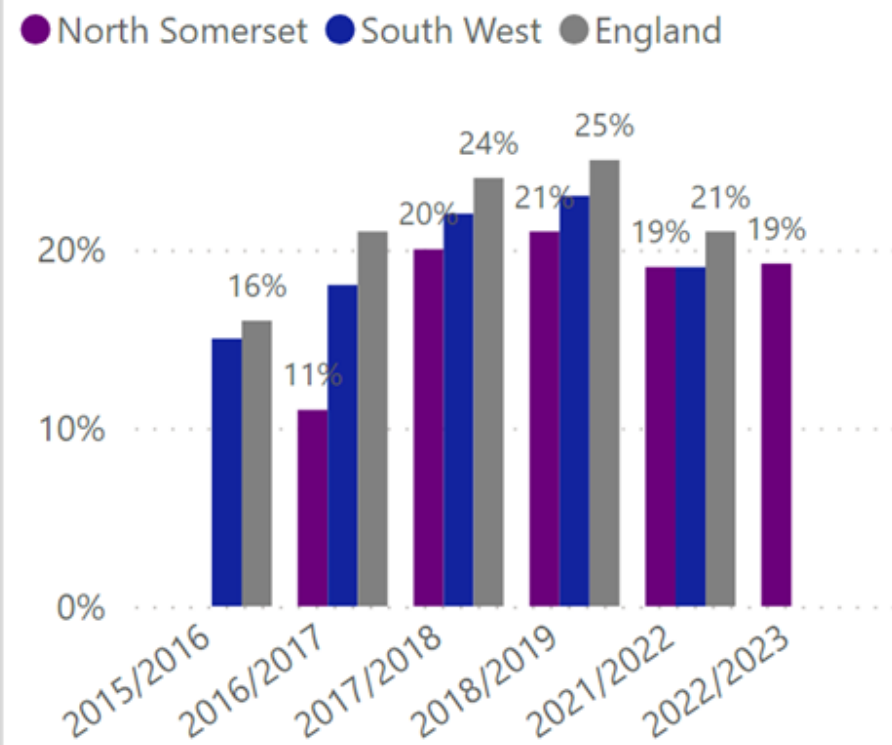
KS1 Percentage of pupils achieving Science expected standard - pupils with SEN support



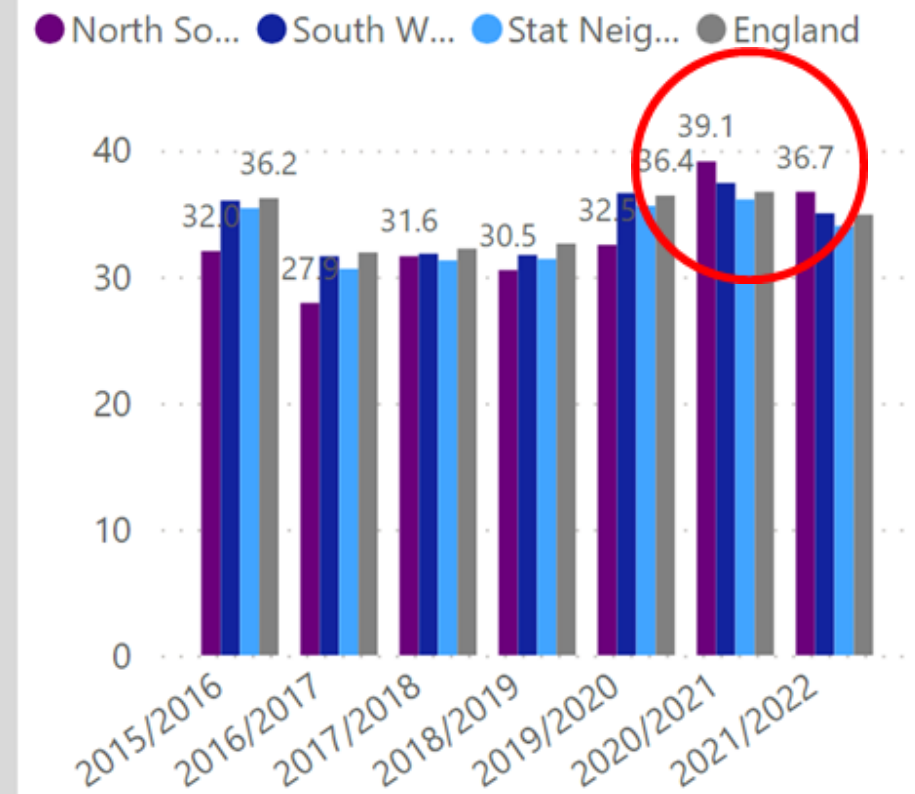
FS - Percentage of pupils achieving a good level of development - With SEN Support



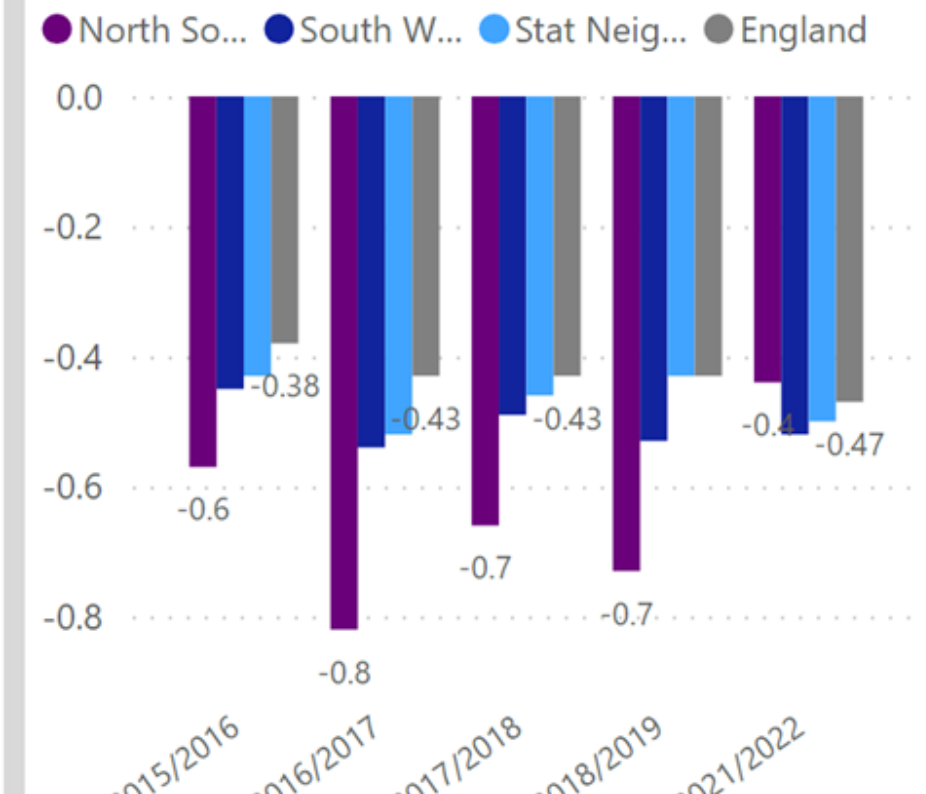
KS2 attainment of SEN non statemented/EHCP children RWM combined



Attainment 8 score - pupils with SEN support



Progress 8 score - pupils with SEN Support





**Our overall strengths**

**There is strong, committed, and visible leadership** of the system across the local area

**We know where we are going. We have a clear vision** and everyone understands their role in making this a reality

**We have shifted the SEND culture together** and secured meaningful change. **We have no intention of slowing down**

**Our ambition for our children and young people is high.** We are passionate, focused, and determined

**There is a robust partnership between services** and we increasingly work together with common purpose and shared goals at all levels of the system

**We are hearing children and young people's voices more clearly** and are committed to increasing our dialogue with them

**There is a positive relationship with parents and carers.** We regularly work with parents and carers as equal partners in non-hierarchical forums and NSPCWT is central to shaping future plans, practice review, and governance arrangements

**There is a rigorous use of data and performance monitoring** regimes. System leaders have a good grip on performance and hold practitioners to account

**SEND has become a high priority for all parts of the system** and is the focus for the collaborative and individual work undertaken by partners such as schools and settings

**There are high levels of innovation in our practice.** Practitioners are engaged, energised, and empowered to be solution focused

# Areas of focus - emerging strengths



1

Our communication with parents and carers is improving but every parent and carer must have the same positive experience of communication with us - wherever and whenever they contact the SEND system

2

Our children and young people are influential in our strategic thinking; we will build a regular dialogue with a much larger and more diverse cohort of children and young people

3

We have felt the benefits of working across agencies through the system changes we have made; we are resolved to fully embed this culture in all aspects of our work

4

We have created additional resources to respond to the requests for statutory assessments, including 500 proactive assessments through our Safety Valve agreement

5

Improving timeliness is a priority - our Educational Psychologists have doubled the rate of assessments from 30 to 60 per month

6

We are committed to improving Children's Support and Safeguarding contributions to needs assessments and participation in decision making in SEND with a coordinated input into each Panel. We have created a dedicated resource to manage this

7

We are developing a place-based CPD programme for schools with the Multi Academy Trusts and the Teaching Schools Alliance to close the gaps for children with SEND

# Areas of focus - emerging strengths



8

We want to engage parents, carers, children, and young people to understand whether our investment continues to be aligned with their own priorities in the £40m annual joint commissioning activity

9

We are addressing pressures in Community Mental Health Services by increasing resources available and developing further support for those children and young people in crisis

10

We are reshaping the Children with Disabilities service to ensure that they provide the right service at the right time in a continuum of support

11

Services which have recruitment challenges will continue to adapt and review their current delivery model and skill mixes to mitigate against and reduce the risk of harm where waiting lists for services are lengthy

12

A Transformation Programme for Autism Services is taking place to design services that will meet the needs of the local community

13

We are developing a new Pathways to Adulthood programme to include travel training, independence training, community participation, and career and further/higher education support and advice for all young people with SEND

14

Our Pupil Referral Unit and Special Schools are creating a new preventative approach to Alternative Provision which increases availability of support to a wider group of children and young people, including those with health needs

# Summary of 12-month plan to improve the experiences and outcomes of children and young people with SEND

## Communication

- Progress a comprehensive Engagement/Participation Plan to ensure we listen and respond to voices from the widest possible group of parents, carers, and children and young people
- Greatly improve day to day communication with parents and carers
- Build on the strengths of our communication with children and young people to understand the lived experiences of a bigger and more diverse group of children

## Early Help and support

- Strengthen the offer through our Early Help services for children and young people
- Improve timeliness of SEND Needs Assessments and re-establish a performance of >70%
- Understand the delivery capacity within the community paediatrics service and review/re-design the health offer to support the neurodivergence transformation plan

## Tackling resourcing challenges

- Use all means possible to secure and sustain the specialist resources we need in health and other disciplines such as EPs
- Where we cannot attract the resources, we will keep our delivery models under review and provide support for those on waiting lists

## Pathways to Adulthood

- Build on existing work to develop a new plan for Preparing for Adulthood for all children with SEND in Year 9

# Summary of 12-month plan to improve the experiences and outcomes of children and young people with SEND

## Joint Commissioning

- Recalibrate our approach to joint commissioning, including governance arrangements
- Embed joint commissioning of Speech and Language and Occupational Therapy services through single provider

## Improved Children's Support and Safeguarding Services

- Embed the lead role for coordinating Children's Support and Safeguarding contributions to EHC Needs Assessments
- Provide a more comprehensive Short Breaks offer

## Inclusive Settings and Schools

- Launch the Early Years and Education strategies and build a culture of relational practice in schools
- Develop placed based CPD programmes to close the gaps for our most vulnerable children
- Consolidate the work of Nurture Groups and develop an Early Years Nurture Pilot to meet emerging needs
- Create a new alternative provision (AP) pathway via the Voyage Learning Campus
- Rescope the offer of our Pupil Referral Unit to make preventative and outreach services available earlier to a wider group of children and young people, and drive the commissioning and quality assurance of AP via this model

# The impact of our arrangements for children and young people with SEND

1. Children and young people's needs are identified accurately and assessed in a timely way

**Increased training in SEND delivered for practitioners in all disciplines across the system.**

**Within the last two years:**

- 18 sessions of SEND-focused training in the last year accessed by 266 Early Years practitioners
- New Inclusion Co-ordinator (INCCO) training to 23 new SEND Coordinators (SENDSCO)
- 28 Child minders undertook specialist SEND training to enable earlier identification of need and appropriate support for children with SEND as part of our SEND Childminder Programme
- Health Visitors and Community Nursery Nurses (CNNs) have all received training in the last year including identification of risk factors that may mean families require additional support
- Health Visitors trained in delivering Maternal Early Childhood Sustained Home-visiting and CNNs trained on attachment and early brain development
- Health visitor staff trained in the use of Early Language Identification Measure (ELIM) assessment tool which is universally completed at the 2-year review
- All schools have had access to SEND training this year and our Teaching Schools Alliance has embedded SEND and Inclusion into mandatory training for all Early Career Teachers and for leaders. In 2022/2023, 75 out of 80 schools engaged with the training

# The impact of our arrangements for children and young people with SEND

## Tools to support the identification of need

- A new version of the Graduated Response was co-produced by the Community of Practice and launched in March 2023 with the Parent Carer Forum alongside training sessions for schools and settings
- We have introduced AANT (Analysis of Additional Needs Tool) within our Front Door to enable rapid assessment of need by the Education Psychology Service
- Over 40 schools are now using the Nurture UK model of assessing needs through the Boxall Profile. After 2 terms of Nurture Group attendance, children and young people can return to the classroom and learn independently
- We have published a Right Service, Right Time pathway document across our partnership to support professionals working with children and young people and signpost them to the most appropriate support
- We have created 6 training videos for Early Years Practitioners to support the identification and support for children with SEMH

## Resumed regular services:

- Our Health Visiting Services have improved, and we are meeting targets for 2-year reviews to provide families with timely care - Health Visitors, who often first identify needs at 2-year-old checks, are achieving 90% timeliness post COVID
- Services in all therapy areas in North Somerset have been levelled up and aligned to the other areas in BNSSG to create a consistent and equitable regional service offer
- Families, education partners, and more children are now offered services in line with iThrive

1. Children and young people's needs are identified accurately and assessed in a timely way



# The impact of our arrangements for children and young people with SEND

1. Children and young people's needs are identified accurately and assessed in a timely way

## Timeliness

- Timeliness has been greatly impacted by a rise in demand nationally and in North Somerset
- In addition to increases to regular system demand, we are assessing over 500 children who are in receipt of Top Up Funding but have no EHCP to regulate the system in line with other authorities
- There is a backlog of 134 unallocated Education, Health, and Care Needs Assessments (EHCNAs)
- Of the 500+ children, we have had new requests to assess 138 of them ahead of our schedule, thus increasing our total number of EHCNA requests for the year by 29% to 468 (01.08.23)
- This has put extra pressure on agencies who provide the assessments and advice
- Without these extra EHCNA requests, our timeliness would have been in the region of 60%
- Further resources for the EP and SEND services are due to take up posts later in 2023 to help improve this figure further

# The impact of our arrangements for children and young people with SEND

1. Children and young people's needs are identified accurately and assessed in a timely way

## Quality Assurance

- EHCPs are quality assured in a two-stage process. In September 2022 a Quality Assurance Officer joined the SEND Team to lead on the improvement of the quality of EHC Plans
- The number of plans rated good increased from 50% to 73% and parent/carer contributions increased from 53% to 82%
- There is improved evidence of the child's voice throughout their plan, but this is an area where we need to do better

## Impact

- Springboard, our commissioned specialist Early Years provision, has received an increase in referrals for support and now supports 85 children with sessions and an additional 12 children in their mainstream settings. We have had a 65% increase in presentations of Autism at Springboard since the beginning of the academic year
- Area SENDCO Visits are all running to schedule – new visits have increased by 66%. These visits lead to applications for Top Up Funding to support children in Early Years
- Outcomes from children discussed at MAISEY included support from social care and appropriate preschool and school placements being secured
- Early identification of need by Health Visitors has led to 96 children referred into, and attending, the CNN led Tiny Talkers speech and language group since May 2022

# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

1. Children and young people's needs are identified accurately and assessed in a timely way

## We will:

- Increase Education Psychologist capacity and address the backlog of EHCPs
- Strengthen the offer through our Early Help services for children and young people with SEND
- Provide more consistent advice at SEND Decision Panels by Children's Support and Safeguarding - especially for children with SEMH needs
- Improve performance of our Community Paediatric and Autism services
- Continue to improve the children's community health service offer
- Build on the implementation of Mental Health Support Teams (MHSTs) in North Somerset to increase capacity of the teams in place
- Continue to strengthen and improve access to CAMHS services alongside reviewing the offer in North Somerset to ensure there is equitable access across the region
- Embed our joined-up approach to SaLT and OT commissioning
- Embed a consistent approach to Graduated Response support

## Focus on practice - Nurture Group feedback

1. Children and young people's needs are identified accurately and assessed in a timely way

"I can't believe the change in him - we notice it in his comprehension and confidence."

"I would like to say how grateful I am that [my child] has had this opportunity to attend [Nurture Group]. This has helped him feel so confident and proud of himself, he comes home saying he has done independent learning and doing great with his phonics. Thank you again."

"If they had had something like this when I was at school, things could have turned out differently for me."

"The [Nurture Group] has provided a consistent, calm, and most importantly safe environment for my son. With the consistency of the two teachers in the nurture provision he has been able to establish attachments which has been essential to his feeling safe in school. The separation anxiety which was a massive struggle for us both at his previous school disappeared very early days as he knew exactly what his day looked like and formed relationships with the same teachers. This calming environment and the routine have been able to help him regulate but most importantly learn. I was previously told that he could not learn in a school environment and certainly not work unsupported, this has been proven to be untrue as I have never known him to talk and share so much about what he's learned but also is working unsupported in many areas. Where school had previously felt unsafe the nurture provision has been an essential part of him settling in and being happy in a new school environment."

# The impact of our arrangements for children and young people with SEND

2. Children, Young People, and their Families participate in decision-making about their individual plans and support

- All requests for Inclusion Support in Early Years and for Early Years Top Up Funding offer young children and their families the opportunity to fully participate
- The "A Picture of Me" is a child-centred one page profile used consistently in applications for Early Years Top Up Funding and through the Inclusion Link Programme to capture the child's voice
- Our ICB and health care providers involve children and young people with co-production through several channels including Barnardos, who empower young people to use their voice and experience to create positive change in local health services
- The voice of the child is a key tenet and measure of the quality of practice across all 6 Fundamentals with Children's Support and Safeguarding and is especially evident in our work around Language that Cares
- Our Young Director (a Care Experienced Young Person) is supporting us to be more inclusive, have a better understanding of children and young people's needs, and ensuring we involve children and young people in how services are shaped
- Our Engagement & Participation Worker for SEND manages our SEND Council and is managing MAT-based SEND Councils to create a direct dialogue between leadership and children and young people with SEND

# The impact of our arrangements for children and young people with SEND

2. Children,  
Young People,  
and their  
Families  
participate in  
decision-making  
about their  
individual plans  
and support

- We have not always been successful in engaging parents and carers in the statutory Needs Assessment process but have improved our performance over recent months with a 31% increase in participation
  - In October 2022, the percentage of parents fully contributing to their child/young person's EHC plan was 53% compared with 82% in April 2023
- The EHCP Portal (introduced in 2021) offers parents, carers, children, and young people the opportunity to comment on the assessments of needs and the plans as they are developed
  - A further workshop at the Day of SEND on October 18 2023 has been arranged
- Within the last year we have greatly improved our quality assurance process and one of the key measures has been the participation of children and young people in their own plans. A recent sample of 100 EHC plans showed that children's views were captured in each plan
- To improve engagement, we have recently introduced an expectation that SEND officers speak to every parent/carer immediately following a request for assessment of their child, and again when we agree to assess
  - This structured conversation centres on their aspirations for their child and what they hope to gain from the assessment
- We have created a Parent/Carer Liaison Officer post to help respond to parent and carer concerns, identify themes in the difficulties and challenges parents and carers have with the process and work with the team to address these

# The impact of our arrangements for children and young people with SEND

2. Children,  
Young People,  
and their  
Families  
participate in  
decision-making  
about their  
individual plans  
and support

- Our SENDIAS Service is active and popular with parents and carers. 95% of respondents said they found the help received from *SAY: Send And You* helpful or very helpful
- Last year we commissioned SENDIAS to provide brokerage and support for parents and carers who felt their child wasn't getting what they needed from school
  - This service has supported 77 families receiving SEN Support
  - 43 of those families have received support with preparing for meetings with their school, including 3 children who were supported to prepare their own views for the meetings
  - 4 service users required a higher level of support and increased hours of support due to their own access needs
- We have a close working relationship with North Somerset Parents and Carers Working Together (NSPCWT), our Parent Carer Forum and routinely work collaboratively with them on the development of policy and important changes which affect outcomes for them and their children
  - They have supported the development of a number of useful face to face meetings with parents and carers to discuss important issues for them such as placement decisions and transitions
  - We regularly attend NSPCWT events to meet parents and carers including the Transitions event in November 2022 where we saw in excess of 100 parents and 10 young people. Our NS Lead delivered a joint presentation with the Jack Hazeldene Foundation (AP provider) on practical skills for parents/understanding processes during transition

# The impact of our arrangements for children and young people with SEND

2. Children, Young People, and their Families participate in decision-making about their individual plans and support

- Our SEND Council of children and young people is now well established and new membership from September 2023 has increased the representation from a more diverse cohort
- The SEND Council regularly meets with system leaders and sets its own agenda, reflecting the priorities of children and young people. This years agenda includes:
  - How to reach other children and young people
  - The use of language and terminology that is neutral and respectful
  - Upskilling professionals to improve their ability to understand needs and the impact of their actions
  - The environment: making this more accessible to more children and young people, including low arousal spaces
  - Our ambitions for children and young people with SEND - are they high enough?
  - Help to understand your own additional needs, making judgements about what and how much to share
  - Social lives: creating ways to connect with others and taking up leisure opportunities
  - How to manage assessments and exams



# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

2. Children, Young People, and their Families participate in decision-making about their individual plans and support

## We will:

- Improve clarity about what can be provided through the universal offer for children and young people with SEND
- Promote engagement and development of our re-launched Local Offer
- Improve our reach with parents and carers to include representatives of more diverse communities
- Introduce a plan for Preparing for Adulthood for every young person at year 9
- Improve awareness among parents and carers who elect to home educate their children
- Support parents and carers with direct payments information
- Increase our brokerage and support offer for parents and carers from SENDIAS
- Improve our careers opportunities and advice for children and young people with SEND
- Review our use of advocates to ensure everyone who needs one has one
- Achieve consistency in listening to the child/young person's voice from schools
- Develop a plan and narrative to address the backlog of EHC timeliness and the autism pathway

2. Children,  
Young People,  
and their  
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## Focus on practice - SEND Council

The SEND Council is a group of children and young people from primary, secondary, and Special Schools with a range of needs. They meet monthly to share their voice and experiences with senior leaders in the local authority and are provided with the opportunity to discuss what positive changes they would like to see for people with SEND in North Somerset.

They have spoken to councillors about:

- the use and impact of language
- mental health in schools
- health care
- post-16 opportunities

The SEND Council is instrumental in developing and challenging our services to continually improve and meet the needs of children and young people with SEND. Plans are in place to expand the cohort of students to include a wider range of additional needs in more schools and settings. They have met with the SEND Improvement Board, including DfE/NHSE representatives, and consulted on key strategies and policies – most recently, the Education Strategy, Local Offer changes, and Pathways to Adulthood. The Community of Practice has invited the SEND Council to talk to them about this during the Autumn Term.

The Council has created an awareness video of their lived experience and what matters to them. It discusses the hurdles and challenges they face having hidden needs, as well as their strengths and aspirations. This film is being used in training across the North Somerset Partnership.

# The impact of our arrangements for children and young people with SEND

3. Children and young people receive the right help and support at the right time

- Every Early Years setting has an Inclusion Officer who receives specialist SEND training to support children with SEND
- In Early Years, as soon as needs are identified which require a multi-agency approach children are supported by MAISEY until they have successfully transitioned to school. There are currently 143 children supported by MAISEY
- When SEND needs exceed the support that can be provided within their Early Years setting, they are supported through a specialist provider: Springboard. There are 97 children currently receiving services from Springboard
- There are 28 SEND childminders who had 19 children with SEND in their provision in 2022/23
- 59 children currently receive support from Portage services
- We have supported 164 Early Years children with Top Up Funding and 1,427 school age children
- Each school has a trained SENDCO and there are 64 Emotional Literacy Support Officers working across our schools
- 22 young people are receiving funded support through academy schools, 987 through academies, 43 through Resource Bases, 12 through Special Schools, 345 through post-16 providers and 49 through the Voyage Learning Campus (PRU)
- Block funding is also provided to Weston College and place funding is provided to all Special Schools, including independent and out of area schools

# The impact of our arrangements for children and young people with SEND

## 3. Children and young people receive the right help and support at the right time

- This year, we have introduced 3 new Nurture Groups and 2 additional Resource Bases, each supporting 8-10 pupils at any one time
- We are mid delivery of 130 additional Special School places at Baytree School and Lime Hills School
- Significant improvements have been made in many areas which result in reduced waiting times, for instance, in our Children and Young People's Mental Health Services
- In other areas, we have worked with parents and carers to support families on waiting lists
- Continuous review of risk of harm guides the management of the waiting lists for those services where there are recruitment challenges such as Community Paediatrics
- We have re-shaped some of our support services – SENDCAS, Buddying, Sitting Service, and Portage and located them within the Children with Disabilities service. This will improve the offer and reduce the need for children to be passed between service areas
- We have increased the uptake in the use of Direct Payments, which is linked to an increase in the number of social care assessments for children with SEND

Performance in SaLT, and Physiotherapy services have both exceeded their targets for appointment times. CAMHS and Health Visitor Checks have both met their targets and Community Paediatrics and Occupational Therapy are below target. This situation is being monitored closely by the ICB and the SEND Improvement Board.

| KPI Ref | Key Performance Indicators – How we will measure Progress                        | Baseline                                 | February Key Performance Indicator (3 months) | Actual progress February | May Key Performance Indicator (6 months) | Actual progress May | 12 months – November                     | Actual progress August 23                              |
|---------|--|--|---|--------------------------|--|---------------------|--|--|
| 2.5     | KPI: 92% within 18-week referral to treatment target for Paediatrics & Therapies | Nov 21                                   |   |                          | Monitored through monthly contract data  |                     | Monitored through monthly contract data  | NOT MET  |
|         | KPI: Paediatric 92%  | Paediatric 6%                            | Paediatric 15%                                | 9.4%                     | Paediatric 25%                           | 15%                 | Paediatric 30%                           | 11.8% (May 23)   |
|         | KPI: Speech and Language 92%   | Speech & Language 56%                    | Speech & Language 92%                         | 60%                      | Speech & Language 92%                    | 80%                 | Speech & Language 80%                    | 98.1% (May 23) – exceeded predicted trajectory         |
|         | KPI: Physiotherapy 92%   | Physiotherapy 88%                        | Physiotherapy 80%                             | 46%                      | Physiotherapy 50%                        | 60%                 | Physiotherapy 45%                        | 100% (May 23) – exceeded predicted trajectory          |
|         | KPI: Occupational Therapy 92%  | Occupational Therapy 8%                  | Occupational Therapy 50%                      | 8.3%                     | Occupational Therapy 50%                 | 15%                 | Occupational Therapy 35%                 | 0% (March 23) – did not reach predicted trajectory     |
|         | KPI: Health Visitor checks 90% within 2.5 year                                   | Health Visitor 2-2.5year checks 79%      | Health Visitor 2-2.5year checks 90%           | 87%                      | Health Visitor 2-2.5year checks 90%      | 80%                 | Health Visitor 2-2.5year checks 90%      | 87.43% (Q 1 23/24) – met November predicted trajectory |
|         | KPI: Child & Adult Mental Health Service emergency within 24 hours 100%          | Specialised CAMHS Emergency Service 100% | Specialised CAMHS Emergency Service 100%      | 100%                     | Specialised CAMHS Emergency Service 100% | 100%                | Specialised CAMHS Emergency Service 100% | MET 100% met target                                    |

# The impact of our arrangements for children and young people with SEND

Children's Centres offer activities for children under 5 (term time) and up to 8-10 (holiday) activities delivered by Senior Children Centre Workers and Children Centre Workers who are qualified to level 3 in early years child development

## Planning and delivery of activities includes:

- Sensory
- Physical
- Tactile
- Social, emotional, mental health

These focus on ensuring that every child, including those with SEND, can access the activities. The team provides activities on the floor for non-mobile children and toddlers, and multi-level for those that are cruising, walking, or in wheelchairs. We offer summer activities for our older children aged 5+. Singing and stories are always delivered with Makaton (where possible) and this includes welcome and tidying up songs.

## Activities delivered include:

- Sensory play
- Five To Thrive
- Boogie Beat
- Rhyme and Sign
- Let's Play
- Tiny Talkers

3. Children and young people receive the right help and support at the right time

# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

## We will:

- Improve waiting list positions wherever possible and keep them under close scrutiny
- Continue to invest in specialist provision to meet needs earlier through the delivery of Nurture, Resource Bases, and Special School places
- Deliver Trauma-Informed Practice Training for all schools and create a sustainable network of lead practitioners
- Deliver needs-led training in schools and settings
- Launch the Education Strategy, Early Help Strategy, and Early Years Strategy and embed these over the course of the year
- Fully embed the Graduated Response and use mechanisms such as AANT and Nurture Groups to meet needs before a diagnosis is made
- Get better at taking a holistic view of the family through increased working together by multi-agency professionals
- Establish an Early Help network across health, education, and social care to improve communication between services and reduce the number of times parents need to tell their story
- Extend outreach from Special Schools and the Voyage Learning Campus (PRU) to support children and young people at an earlier stage and within their own schools

3. Children and young people receive the right help and support at the right time

3. Children and young people receive the right help and support at the right time

## Focus on practice - Training for parent carers and professionals

Our Parent Carer Forum have filled 1000+ Training / Workshops places for parents, carers, and professionals alike. Many of our training sessions are co-facilitated by a Peer Trainer from the Parent Carer Community SENDIAS and NSPCWT have provided Peer Support in Schools & community settings (221 Parent Carers in 45 Schools / 568 Parent Carers at 105 coffee / engagement events)

### Some examples of the courses for parent carers include:

- Incredible Years Autism and Speech Delay (14 weeks) for parents and carers with children 2-7 years
- Parent Plus Special Needs (PPSN) Group (8 weeks) for parents and carers of children 11-25 years
- Non-Violent Resistance (NVR) (12 weeks) for parents and carers of children 9-18 years

### Other topics covered for parent carers and professionals include:

- Puberty in Girls
- Dyslexia, Dyscalculia, and Dyspraxia
- An introduction to FASD
- “How can I be a strong advocate for the child in my care”
- “How to become confident for YOU”
- Parent/Carers Financial Advice Toolkit
- How to support your child with SEN with sleep
- Attachment and Childhood Trauma
- De-escalation in Challenging

### Early Help staff training (including Children’s Centre Staff) includes:

- Trauma in Children and Young People
- Five to Thrive
- Co-producing accessible and inclusive Family Hubs
- How Family Hubs can improve the lives of children and young people with SEND and those around them
- Early Years Trauma and Repair
- Behaviour
- Early Years Makaton



# The impact of our arrangements for children and young people with SEND

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

## Supporting transitions in early years and education

- All children who are supported by MAISEY have transition plans which help them move from Early Years provision into Reception
- MAISEY support does not stop until the team is confident that they have settled into their new school
- EYFS staff are supported by SENDCO's and the council's Early Years Team to work quickly to understand children's needs and to put in place appropriate support and resources
- Children with SEND begin their transition to secondary school during Year 6 when transferring from a mainstream school to another mainstream school
- Children and their parents and carers visit their new school and meet key staff. Work between their existing school and their new school continues until the point of transfer. Courses for parents and carers are provided
- Some children requiring additional support have a Re-Integration Worker working alongside them throughout the transition process between schools and the support continues after transition and phases out over the first two terms of secondary school

# The impact of our arrangements for children and young people with SEND

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

## Supporting transitions in education

- Our secondary schools already routinely offer Preparation for Adulthood training, information and advice to students with SEND, though the offer varies between schools. We know that there are examples of schools working hard with students so that they receive additional help and support from Year 9 onwards
- Students with SEND access a range of additional support so that they can partake fully in careers related trips and visits and work experience. When they move into post-16 they have been well advised and are well equipped for next steps
- Our audit systems developed to quality assure our EHCPs evaluate whether outcomes and aspirations that have been voiced by children and their families are embedded in plans and can be seen in the outcomes that have been agreed
- We are currently working across agencies to develop a package of transition entitlements for every young person with SEND beginning with the Year 9 Annual Review where an EHCP is in place and a planning meeting for young people with SEND Support

# The impact of our arrangements for children and young people with SEND

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

## Transitions to adulthood

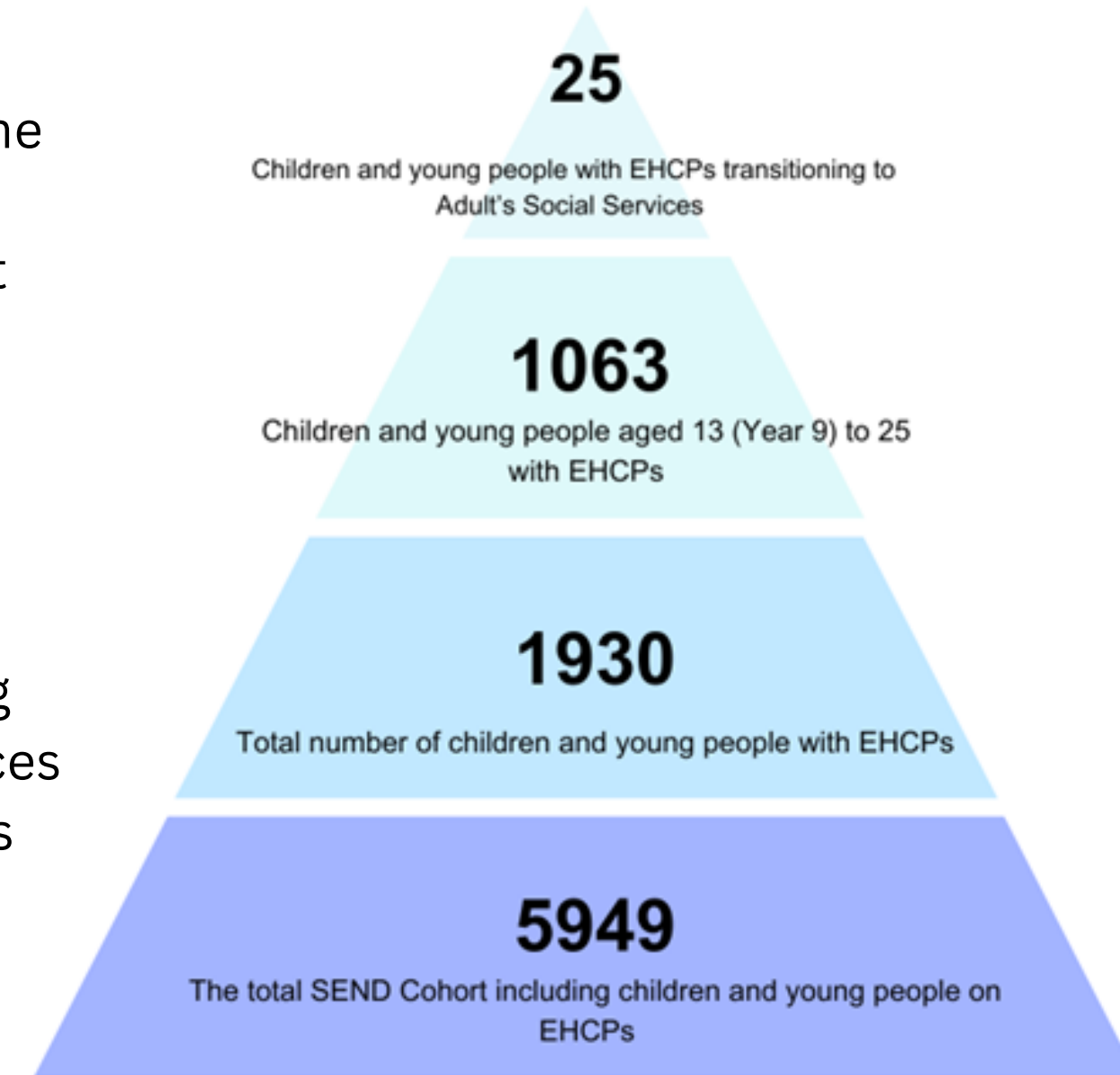
- Our SEND Hub (Local Offer) has been redesigned to offer guidance for young people and their parents and carers to access services to help them prepare for adulthood. This includes advice on health, relationships, transport, further education, employment, supported internships, housing, and community support
- Children's Support and Safeguarding has improved the identification of young people at 14 years old who may require services as adults
- The Short Breaks package of support in the 17th year is generally transferable to Adult Services post 18
- No young person open to the Children with Disabilities Team is left without support on their 18th birthday. Packages continue until a transition to Adult Social Care is achieved
- Independent Travel Training offered to 68 young people

# The impact of our arrangements for children and young people with SEND

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

## The Transitions Team

- The Transitions Team works with adults who are transferring into Adults Social Care services up to the age of 25 or until a transition to a long-term adult service is achieved (which is often before the adult turns 25)
- There is a single point of contact for transitions to Adult Social Care and we have built good relationships across services with regular contact with schools / children's teams
- We develop creative solutions to supporting young people to find the right accommodation and services
- The Transitions Team attends transition workshops for parents and have built specific skills (for example: Talking Mats, use of Social Stories, PECS, Makaton, legislation, trauma-informed work)



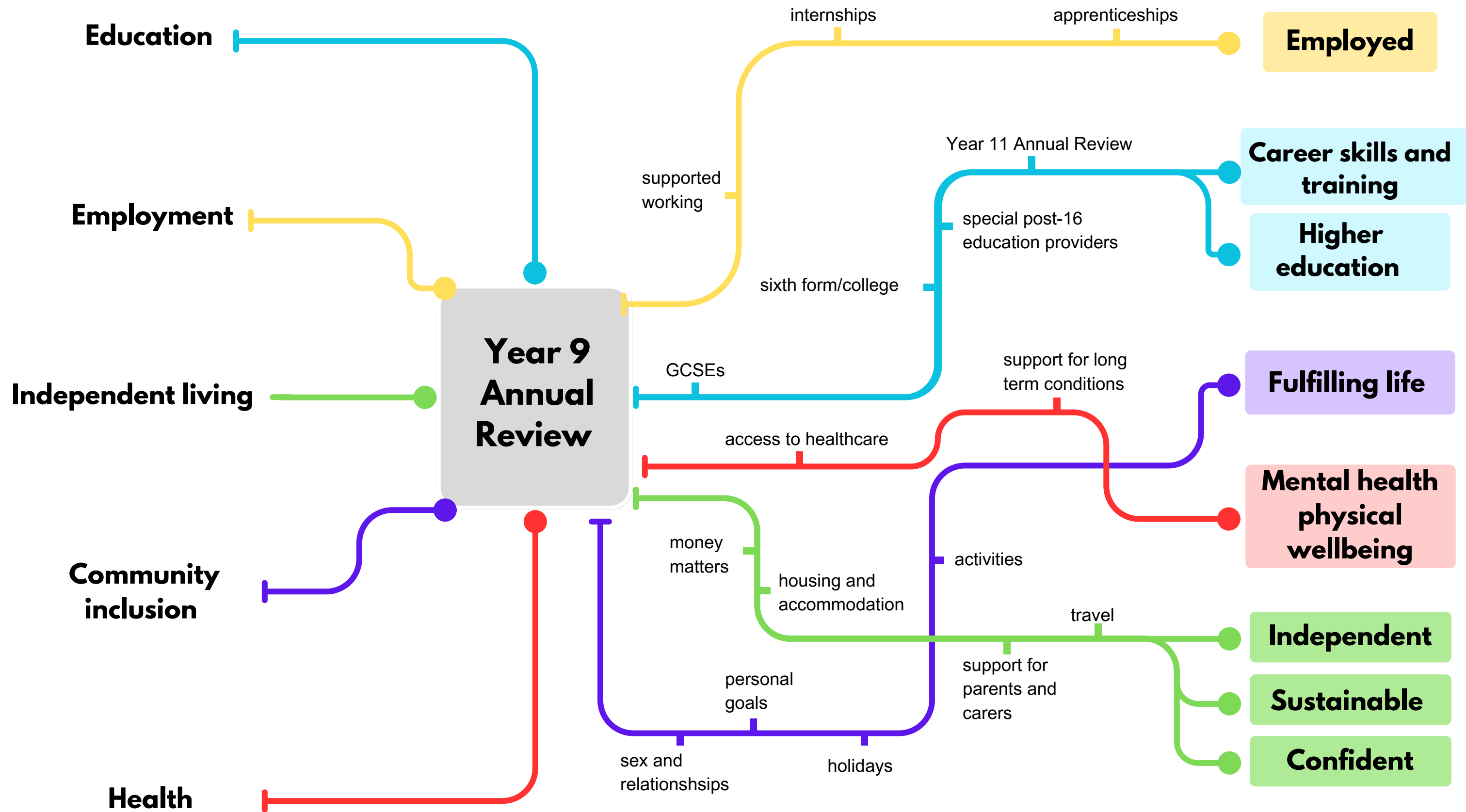
# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

## We will:

- Review quality assurance systems for EHCPs to further improve the experiences of our children with a focus on impact, transitions, and outcomes
- Ensure children's wishes and aspirations are captured in their plans and children are supported to achieve these
- Submit annual reviews on the EHC Portal to closely monitor EHC outcome progression
- Develop the Post-16 Entitlement package to ensure every child with SEND has a comprehensive range of services, support, advice, and training to help them prepare for adulthood
- Start using the Mind of My Own App within Adult Social Care and the Transition Team
- All Pathway to Adulthood assessments will consistently begin when the young person is 16 with a long term goal of improving this to assess young people in year 9

# Pathway to Adulthood: Post-16 pathways map



## Focus on practice - Multi-Agency Information and Support in Early Years

4. Children and Young People are well prepared for their next steps and achieve strong outcomes

MAISEY supports provision planning from early identification of need until school entry for children with SEND who need a multi-agency approach to meeting their needs.

MAISEY referrals can be made by any professional working with the child and family. Children can be referred at any age from birth to school age. Children can remain on MAISEY until the meeting is confident that children are placed in school following transition. Children who have agreed delayed school entry can also remain on MAISEY. MAISEY ensures where possible that transfers to pre-school and school are successful for every child.

Children are only removed from MAISEY following a meeting's agreement to remove, for example when a move out of the area is confirmed or when a child no longer needs a multi-agency approach to meeting their needs. MAISEY ensures that children's needs are looked at holistically and that appropriate support is offered to the child and family. It is the place where one profession can question and challenge the involvement of another. It is where services can problem solve together to ensure that children's individual needs are met.

The group meets monthly, excepting August, and all children on MAISEY are reviewed once a term. All Children in Care, Children in Need and Children on a Child Protection Plan are discussed monthly. Any children on Early Help can be looked at as "urgent cases" and can be brought monthly. Agencies highlight children for discussion that month a week in advance to the panel chair. Any "urgent cases" can also be discussed at panel.

The following agencies are regularly represented at MAISEY: Specialist community children's services (SaLT, OT Physio), Health Visiting, Sensory Support Services, NSC Portage, Springboard Opportunity Group, Baytree School Outreach, NSC SEND team, NSC Educational Psychology, NSC Early Years and Childcare Team. Other services who are represented more occasionally are NSC Disabled Children's Team, Community Paediatrics, Lifetime Service.

There are currently 114 children on MAISEY including 8 Children in Care or on a Child Protection Plan. The geographical split of children is 1/3 North and 2/3 South. This split is consistent.

## The impact of our arrangements for children and young people with SEND

### 5. Children and Young People with SEND are valued, visible and included in their communities

- Our increase in specialist provision enables over 300 children to attend local schools
- Our Education and SEND Strategies intentionally focus on children learning and living within their communities
- Head Teachers of North Somerset Schools are in direct dialogue with their own SEND pupils to understand their lived experience. This a new commitment as part of our headteacher forums, and we have asked both our primary and secondary heads to meet with groups of SEND children and young people to hear from them directly about their experience in schools
- A survey has been completed by 88 children and young people with SEND to ask about how safe they feel at school and the support they receive. Another survey is planned to ask them about the support they receive to progress educationally
- All our special schools and many mainstream schools work to provide social experiences which mirror those of other children
- There are closer links between Engagement and Participation Worker and School SENDCOs to gain greater input
- Visits will be on a termly basis and drop-in sessions will be held for children and young people with SEND to request information, ask questions so their voices and opinions can be recorded.
- Our SEND Council has prioritised a review and promotion of opportunities to participate in social activities

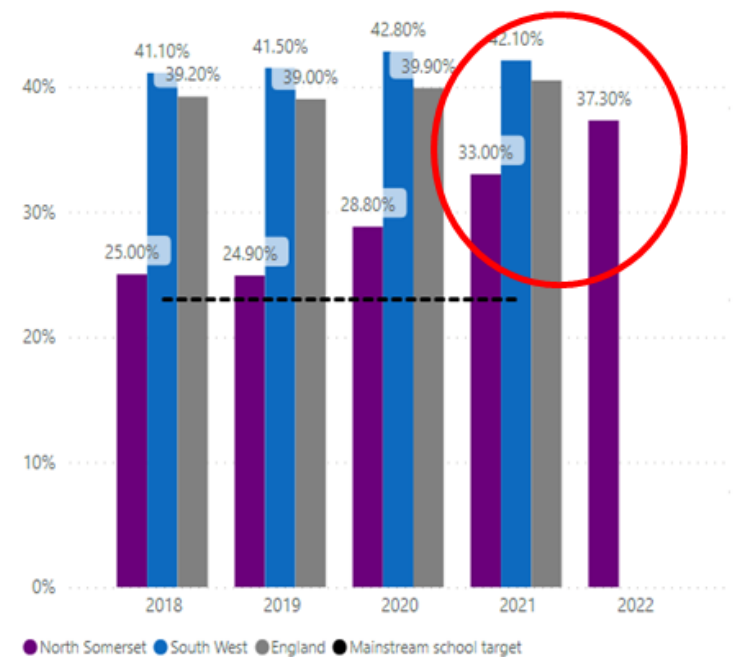


# The impact of our arrangements for children and young people with SEND

5. Children and Young People with SEND are valued, visible and included in their communities

- Our Short Breaks Statement outlines the opportunities for children and young people with SEND to engage in community-based activities, including universal Short Breaks which require no assessment to access. Staff use a range of communication aids to ensure that children and young people are active in shaping their support plan
- There are currently 222 children and young people who receive support under Short Breaks
- Health settings and Children's Centres have been developed so they are welcoming spaces for families in local venues such as schools and health centres
- A number of local shops and leisure providers are developing accessible services to welcome children and their families
- We have recently opened an accessible Play Park in Weston-super-Mare
- The number of children with EHCPs placed in mainstream schools has increased by 12% since 2018

% in mainstream school - children and young peopl...



# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

5. Children and Young People with SEND are valued, visible and included in their communities

## We will:

- Continue to challenge schools and settings to meet needs in mainstream schools
- Identify suitable placements in local schools at transition points
- Develop our Engagement Plan which will have a strong focus on the engagement of children and young people
- Create safe social activities and spaces to help children and young people with SEND make friends and community connections
- Develop our Preparing for Adulthood Strategy to promote full inclusion and independence
- Promote the SEND Council's awareness-raising video among professionals
- Increase the number of children and young people who understand their rights and entitlements
- Meet with Town Councils to seek their support to make the local environment accessible

## Focus on practice - Lucinda and her mum Nicky

At the start of the Covid-19 pandemic, Lucinda and her mum Nicky started a series of Makaton lessons online.

The videos which continue to this day were widely popular with thousands of viewers, including Jacqueline Wilson, the acclaimed children's author who discovered Lucinda while researching her latest book in the Sleepovers series. She was so inspired by Lucinda that she has dedicated the book to her. Lucinda will now help millions of readers understand that it is possible to thrive and help and inspire others (and have a sleep over like everyone else).

Nicky has been determined to have Lucinda attend a mainstream school, and Lucinda currently attends Uphill Primary.

Meet Lucinda and her mum Nicky by clicking this link:  
[https://youtu.be/MTu\\_6OrCHBw](https://youtu.be/MTu_6OrCHBw)



# The impact of our arrangements for children and young people with SEND

## 6. Leaders are ambitious for children and young people with SEND

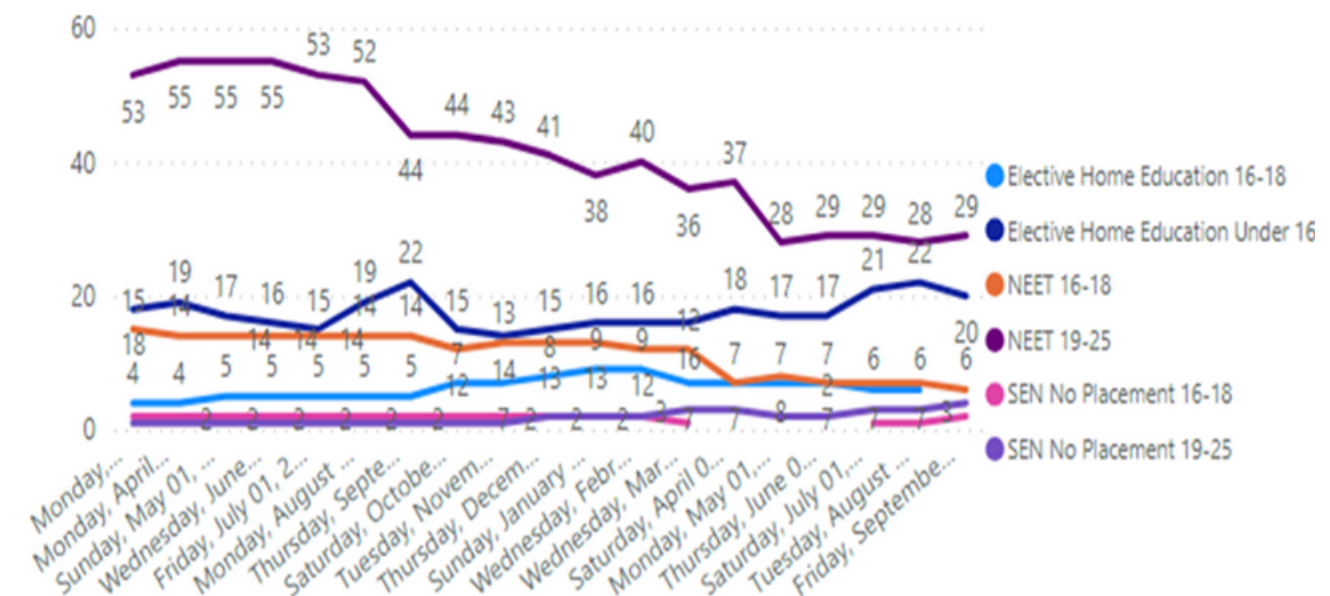
- We have a clear Vision for children, young people and their families and an ambitious SEND Strategy that is shared across the Local Area Partnership. Our SEND Strategy includes specific annual targets for this work
- There are effective multi-agency forums in which SEND is the main focus including the SEND Improvement Board which remains in place following the lifting of our improvement notice and other SEND workshops throughout the year
- In our respective agencies, strategic meetings of system leaders prioritise SEND as the main theme of the discussions and are fully engaged with our improvement journey
- We have increased the number of children attending local schools and settings by and 2% 278 attend Weston College which is an exemplar college for students with SEND
- Most of our schools now receive positive feedback for their work in SEND within their Ofsted Inspections. We need to ensure that all schools have the same high ambitions for children with SEND
- The ambition for children with SEND is a key characteristic of our Special Schools as evidenced in recent inspections. We have expanded our Special School provision to provide more children with the opportunity to attend them

# The impact of our arrangements for children and young people with SEND

## 6. Leaders are ambitious for children and young people with SEND

- The attainment gap for our children and young people with SEND has improved. In some areas, our performance is higher than the regional and national scores but it is very much a concern for us at every educational stage
- We are working with school leaders and our Teaching Schools Alliance to identify and close gaps in development, progress, and attainment for our children and young people with SEND
- Children who have been supported by Nurture Groups are consistently acquiring the skills and confidence to successfully return to their classrooms and learn independently after two terms
- Similarly, the increase in Resource Bases allows children and young people to attend local schools and learn alongside their peers
- We have reduced the number of young people who are Not in Education, Employment, or Training (NEET) or have no placement post-16 by 25% within the last year and by half within an 18-month period

EHCP students EHE, NEET and no placement per snapshot



# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

## 6. Leaders are ambitious for children and young people with SEND

### We will:

- Work with education leaders to build ambition for children and young people with SEND consistently in every school and setting
- Work with parents and carers to ensure that they are receiving sufficient information about what is possible for their children to achieve
- Work with children and young people to understand more about their aspirations for the future and what success looks like for them
- Create a CPD programme to systematically close the progress and attainment gaps for our children and young people with SEND
- Develop new pathways for children and young people with SEND and equip them with the skills and confidence to live as full and independent a life as possible through a transition entitlement
- Place a greater focus on the destinations of our children and young people with SEND
- Conduct a deep dive via the SEND Improvement Board on our ambitions for children

## 6. Leaders are ambitious for children and young people with SEND

### Focus on practice - Extracts from recent Ofsted reports

Out of 13 Ofsted inspections of primary schools since the start of 2023, there were 12 positive references to the provision of SEND. These include the way that schools adapt learning so that students with SEND can access an ambitious curriculum in line with their peers. SEND provision is referred to as highly effective, students are well supported, and teachers have specialist knowledge because of the appropriate training. Overall, there is a strong sense that students with SEND have their needs considered, feel included, and thrive in their schools.

“ Leaders are ambitious for what pupils with SEND can achieve. Staff know pupils well. This is particularly the case for pupils with social and emotional needs. Individual pupil plans are precise. Staff work well with parents to ensure that pupils are well supported. As a result, most pupils with SEND learn the same curriculum as their peers ”

“ Leaders identify pupils’ needs effectively. Staff have the necessary training and support to ensure that they meet these needs. As a result, pupils with SEND learn the full curriculum successfully. There is a highly inclusive environment for pupils to thrive in ”

“ There is no ceiling on the aspirations that staff have for pupils. The education of pupils is highly ambitious and skilfully designed to meet pupils’ academic, social and emotional needs. This offer is for all pupils, whether they are in school or part of the highly effective outreach provision ”

“ Two Special School inspections showed strong SEND provision: Ravenswood was described as “an inclusive school that has high aspirations for all pupils”. At Baytree, “there is no ceiling on the aspirations that staff have for pupils ”

“ This is an inclusive school that has high aspirations for all pupils. Leaders have set about creating an ambitious curriculum. It precisely pinpoints the building blocks of learning, the order to be taught and when learning should be revisited. Quite rightly, leaders have focussed on getting the core areas of the curriculum where they want them to be. Detailed, yet manageable assessment systems reveal how successfully pupils learn the intended curriculum ”

“ Pupils with SEND are included fully in the school curriculum and their individual needs are effectively met. Where appropriate, children receive further tailored support to enable them to learn with success and confidence across the curriculum ”

# The impact of our arrangements for children and young people with SEND

## 7. Leaders actively engage and work with children, young people, and families

- There is strong political buy in and our children with SEND are a high priority. Our politicians are visible and regularly visiting local schools, settings, and the Parent Carer Forum
- Our Executive Member meets regularly with children, young people with SEND, and their families. She makes herself available for any child, young person, parent, or carer who needs additional advice, support, or intervention and works closely with officers to find appropriate solutions
- Elected members regularly meet with parents and carers at events that the Parent/Carer Forum hold including workshops and the Day of SEND
- Our former Children's Scrutiny Panel Members visited parents and carers to understand their lived experience and a schedule is in place for the new panel to do the same
- The Chief Executives for North Somerset Council and ICB regularly meet with parents/carers via our Parent Carer Forum and have also met with children and young people
- Following the engagement with the ICB, a transformation plan has been co-produced with parents and carers to agree the pathway into health services including Autism and Neurodiversity pathways
- Our SEND Council of children and young people meet each month with senior leaders from Education and Social Care. The SEND Council have told us that participating in this makes them feel valued and by connecting with each other they are able to offer peer support



# The impact of our arrangements for children and young people with SEND

## 7. Leaders actively engage and work with children, young people, and families

- Our children and our families contribute to and inform high-profile decision making on policy and practice. Our Parent Carer Forum co-chairs the Community of Practice and our Joint Commissioning Group. The Chair of the Forum also advises the SEND Improvement Board and meets regularly with Directors, Chief Executives, and our Executive Member
- Both children, young people, parents, and carers have a say in the selection of candidates for key SEND leadership appointments
- Key projects are created in partnership with the Parent Carer Forum and the SEND Council. Examples of this include SEND Hub (Local Offer), Graduated Response, Education Strategy, and the Early Help Workshop
- The local partnership is sustaining the participation of parents and carers by investing in both the forum and SAY (SENDIAS) with higher sums than in previous years and also by providing a permanent base for their office premises and meeting space
- There is strong evidence that parent and carers are driving change – this is evidenced in NSPCWT Impact Reports

# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

## We will:

- Improve the consistency and quality of communication with parents and carers over the next 12 months
- Develop an Engagement Plan to ensure that we are hearing and reaching parent and carers, children, and young people
- Measure the extent to which leaders and practitioners regularly meet with children and young people themselves and the adaptation to their practices and policies that follows
- Seek mechanisms for rapid and short feedback through buttons on the Local Offer and emails
- Continue to use the EHC Portal to harness the direct participation and feedback from parents, carers, children, and young people within their EHCPs
- Increase the number of annual reviews which are uploaded and updated on the Portal. This will give us greater oversight of changes that occur during the year for the individual
- Further the work of the new Parent/Carer Liaison Officer role

7. Leaders actively engage and work with children, young people, and families

## Focus on practice - Day of SEND

7. Leaders actively engage and work with children, young people, and families

The Day of SEND brings together parents, carers, children, young people, system leaders, specialist practitioners, and community members in a 10-hour packed programme of clinics, workshops, stalls, and drop-in clinics. Senior leaders and Council Members are joining to directly engage with the community about their priorities and concerns.

Details about the Day of SEND and other events via the parent carer forum can be found through the following link: <https://www.nspcwt.org/news>

Free event for parent carers and professionals across North Somerset!

 **A Day of SEND** 

18th October 2023. 9am-9pm. Priory Community School, BS22 6BP

- The largest SEND event we have ever arranged!
- First of its kind to ever be held in North Somerset!
- A fantastic opportunity to gain access to support!

What makes this day different from our other events?

- Keynote speakers all day for some amazing inspiration!
- Over 60 stall holders from organisations across North Somerset that offer SEND support.
- Over 50 training sessions, including: What is autism?, Anxiety & Additional Needs and ADHD.
- Drop in clinics with professionals to get specific 1-1 support.
- Practical workshops for you and your children including a chance to try out the sensory equipment from Gympanzees, and a chilli workshop hosted by Uncle Paul's Chilli Farm.

What can you expect to see at the event?

Drop in anytime, as many times as you want, so you don't have to miss a thing!

Book in advance for quicker entry on the day

Come and speak to Weston College about your young persons' transitions!



Have a question around education? Speak to the SEN team from North Somerset Council, or SEND & YOU!

<https://www.nspcwt.org/events-1/event-a-day-of-send>

Further details will be shared on our social media, @NSPCWT

# The impact of our arrangements for children and young people with SEND

8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

- Our SEND Improvement Board meeting is integral to providing solution-focused responses and practically addressing identified pressures across the Local Area Partnership. Headteachers from primary, secondary, and special attend this board
- Strong quality assurance and governance arrangements are in place, including:
  - Monthly multi-agency audit and quality assurance sessions which enables us to share learning from individual children's experiences
  - Weekly multi-agency SEND Engine Room meeting for Heads of Service to stay in touch and ensure SEND improvement is fast paced
  - Regular meetings with SENCO network on data trends and demand
  - Meetings with the NSPCPF network chairs and senior leaders to ensure that the experience of families is fed into ensure that parents are involved in improvement planning
  - Quality assurance processes with regular multiagency QA panels to review EHCPs
  - Data Dashboards and an updated JSNA
  - Monthly multi-agency Community of Practice meetings to look at areas of improvement for SEND
  - Regular meetings and ongoing dialogue with schools and settings staff
  - The SEND newsletter which is disseminated bi-monthly across the SEND Partnership

# The impact of our arrangements for children and young people with SEND

8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

## Multi-disciplinary advice and guidance panels

- In 2022-23, 143 children were known to Multi Agency Information and Support (MAISEY)
  - 44 children were supported in depth throughout the year
  - An additional 7 children were discussed each month due to their social care status
  - Together, this is 35% of the children on MAISEY
  - All the children not previously discussed were raised for discussion during the year
- Inclusion Panel in schools have supported 384 referrals of children and young people. Underlying SEND need is always one of the first lines of enquiry by the Panels. Panels comprise:
  - CAMHS
  - Health Visitors
  - Children’s Social Care
  - Education professionals

| Interventions                   | Reception | Yr 1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | Total |
|---------------------------------|-----------|------|-----|-----|-----|-----|-----|-------|
| Total number of children raised | 11        | 11   | 15  | 21  | 27  | 24  | 41  | 150   |
| Advice and Guidance             | 11        | 11   | 16  | 19  | 26  | 26  | 20  | 129   |
| Medical Tuition                 | 0         | 0    | 0   | 0   | 1   | 1   | 0   | 2     |
| VLC (Thrive & Outreach)         | 4         | 3    | 6   | 4   | 8   | 12  | 3   | 40    |
| Permanent Exclusions            | 0         | 0    | 0   | 1   | 2   | 2   | 1   | 6     |
| Permanent Exclusions Rescinded  | 0         | 0    | 0   | 0   | 0   | 0   | 1   | 1     |
| Re-integration Worker           | 0         | 0    | 3   | 1   | 3   | 0   | 3   | 10    |
| SPS                             | 6         | 5    | 10  | 6   | 12  | 5   | 7   | 51    |
| Y6-7 Transition                 | 0         | 0    | 0   | 0   | 0   | 0   | 31  | 31    |

| Interventions                    | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Total |
|----------------------------------|-----|-----|-----|------|------|-------|
| Total number of children raised  | 29  | 27  | 54  | 46   | 30   | 186   |
| Advice and Guidance              | 20  | 19  | 17  | 23   | 15   | 94    |
| Medical Tuition Requests         | 7   | 3   | 10  | 12   | 8    | 40    |
| VLC Thrive Requests              | 0   | 0   | 3   | 0    | 0    | 3     |
| Permanent Exclusions             | 3   | 5   | 8   | 9    | 6    | 31    |
| Permanent Exclusions Rescinded   | 0   | 0   | 3   | 1    | 1    | 5     |
| Off-site Direction/Managed Moved | 3   | 6   | 13  | 6    | 1    | 29    |

# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

## We will:

- Continue and extend our commitment to seek the views of young people within the SEND Council and develop processes so that the young people have more input in setting the agenda for work for the year ahead and contribute to the refresh of the SEND Partnership Strategy
- Continue to expand the range of young people's voices we hear from through face-to-face meetings, and utilise digital-friendly methods of gathering their voice such as Mind of My Own, online surveys, and feedback buttons on our SEND Hub (Local Offer)
- Redevelop the scope and function of Disabled Children's Register so that we can further understand and respond to the specific needs of the local area
- Continue the use the SEND Data Dashboard to inform service developments and provided tailored support in our community by triangulating qualitative and quantitative data
- Work closely with SENDCOs to maintain effective communication with schools and settings
- Extend our reach to parents and carers from diverse communities and with children with different needs

8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

## Focus on practice - SEND Data Dashboard

8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area

- Our data management was one of the first Areas of Serious Weakness to be signed off by DfE through their monitoring of the SEND Improvement Plan in July 2022. The SEND Data Dashboard has created an evidence-based and needs-led system that provides an accurate oversight and response to the specific needs of our authority
- Our SEND Data Dashboard provides a comprehensive summary of needs, experiences, and outcomes for our children with SEND
- The Data Dashboard is reviewed regularly by system leaders and staff including our CEOs, Executive Member, and all senior leaders who advise them at the SEND Improvement Board and the data itself is actively used by senior leaders in their service management meetings
- The data from the Dashboard is triangulated to inform practice-based decisions in all areas of Children's Services. For example, the Dashboard revealed that the increased referrals into the Front Door in Children's Support and Safeguarding were driven by the local area's extraordinary rise in SEMH – evidenced by the increase in support services requested for this area of need. This analysis has informed discussions with school leaders and identified a key target area for the local authority

## The impact of our arrangements for children and young people with SEND

### 9. Leaders commission services and provision to meet the needs and aspirations of children and young people

- The Joint Commissioning Group contains representatives from the leadership teams of North Somerset Council, the ICB, and North Somerset Parent Carers Working Together. It is co-chaired in rotation by the three organisations
- There is a revised SEND Commissioning Strategy - We currently commission £42m of services for children and young people with SEND which includes a breadth of provision
- We have an agreement in place to commission SaLT and OT services through Sirona Health and Care
- We are creating 130 new specialist school places
- There are 8 new Nurture Groups and 5 Resource Bases, all of which will come on stream in September 2023
- A further 23 Nurture Groups are being commissioned by Multi-Academy Trusts
- The Dyslexia and Autism Education Partnership Board Sub-Group is co-produced with parents
- Our Co-production Charter has been consulted on with parents/carers, children, young people, and professionals
- Bournville Primary School has focus on creating low arousal classrooms in response to the rise in autism and other sensory needs. We will be rolling out a template for low arousal classrooms this year



## Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

### 9. Leaders commission services and provision to meet the needs and aspirations of children and young people

- Increase the number of children with SEND in mainstream schools through Resource Bases
- Increase Nurture groups in a further 6 local schools alongside Nurture training for a number of other schools across the area
- Habilitation and Sensory Support offer within North Somerset being re-commissioned to join up the offer across Children's and Adult's into one referral route
- Recommission Short Break services by March 2024
- Increase the Family link Service offer
- Increase personalisation, including the update of personal budgets and integrated personal commissioning
- Continue to inwardly commission provision from local providers to create a more resilient market
- Rectify the unregulated placements for children and young people and place them locally
- Review the current spend with parents and carers to ensure our plans align with their priorities and develop a new strategy from this
- Build an improved local market to meet the needs of young people with SEND as they move into adulthood focusing on: employment opportunities, building independence, and local peer-based activities through an extended Local Offer
- Alternative Learning Provision Framework operational and implemented across the local area
- Use MOMO to support the capturing of the child's and young person's voice across a range of children and young people

9. Leaders commission services and provision to meet the needs and aspirations of children and young people

## Focus on practice - Mental Health Support Teams (MHSTs)

This has been the first year of operational delivery of Mental Health Support Teams (MHSTs) in North Somerset. Our focus has been to build relationships with our key stakeholders and partners and embed our practitioners in their allocated schools. We have two teams working in the NS.

### This year:

- 8 EMHP's have passed the IAPTUS Course
- 3 Supervisors have passed their IAPTUS course
- We are building smoother pathways between CAMHS and School Nurses
- 12 Young people in Winterstoke Academy were asked to joint chair the South West MHST Conference in Taunton
- We delivered (in partnership with CAMHS) training to Mental Health Leads in schools on the topic of making a good referral into mental health services
- 36 schools are actively referring into MHST
- We are developing our Whole School Approach (WSA) offer with Alternative Learning Providers (ALP)

### In the coming year:

- There is a focus on increasing our offer of young people accessing therapeutic groups
- We will build our relationships with North Somerset GPs
- We will focus our work with parents/carers who face challenges in engaging with mental health services via our WSA and 1:1 interventions

“Thank you for everything you have done for me it means a lot. I will miss you [...] You were very annoying but that’s what was fun about you. You always made me smile. I’m gonna miss you a lot. Even if it doesn’t seem like it, it genuinely did help me a lot”  
– a handwritten note from a young person to their MHST

# The impact of our arrangements for children and young people with SEND

## 10. Leaders evaluate services and make improvements

- The North Somerset SEND Improvement Board has been in place since Autumn 2021. It is chaired by the Executive Member for Children's Services, Families and Lifelong Learning and Chief Executives from the ICB and the LA who also sit on the board. The board is advised by the Parent Carer Forum, schools, and senior leaders from all areas of delivery
- The SEND Improvement Board meets monthly and reviews the area's progress against our SEND Improvement Plan, using both objectives and KPI's agreed with the DfE and NHSE and a comprehensive data dashboard
- The board meets each month and requests periodic deep-dive sessions in areas which give cause for concern
- The board offers support and challenge to enable officers to identify solutions to improve services
- Children and young people have attended the SEND Improvement Board and feedback from the SEND Council is offered to the board and its advisers on a regular basis

# The impact of our arrangements for children and young people with SEND

## 10. Leaders evaluate services and make improvements

- The SEND Improvement Plan was agreed in February 2022 and has been monitored by the DfE/NHSE since then. In July 2023, the Minister lifted our SEND Improvement Notice and noted that sufficient progress had been made in all areas of serious weakness
- All staff involved in providing SEND services have objectives that relate to SEND improvement and are measured through formal performance reviews
- Live data dashboards are reviewed in senior management meetings in both the ICB and the Council on a regular basis
- The performance dashboards are supplemented by service specific performance monitoring and these support performance discussions with, for example, schools at strategic leadership meetings

## Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

### 10. Leaders evaluate services and make improvements

- Add targets to our performance dashboard so that it is easier for system leaders and our stakeholders to have visibility of our performance against our goals
- Work closely with Schools Standards Board and the Teaching Schools Alliance to analyse children's educational performance and develop area-based training programmes to close gaps
- Create a new model of preventative and outreach services delivered by our PRU to reach more children with health and behaviour needs and to help them remain in their existing school
- Work in multi-disciplinary leadership teams to share information about children who are high priority in more than one aspect and to work together to find solutions
- Audit children's records in forums of multi-agency professionals
- Publish outcomes from independent schools alongside those who are state funded to give parents and carers a true comparative picture
- Review service provision for Autism as there is recognition that wide scale transformation is required to ensure that services are delivering and can meet the demands of the local population
- Work with the SEND Council and our parents and carers to ensure they are seeing and feeling the impact of the changes being made
- Ensure that compliments and complaints are formally included in the QA framework to ensure learning, service development, and the identification of training needs across the Partnership

## Focus on practice - investment in our services

# 10. Leaders evaluate services and make improvements

- In 2021, North Somerset Council began making significant investments in its SEND capacity, beginning with the leadership of SEND Services and the SEND Improvement journey.
- Since then, the Council has invested almost £2m in SEND and other staff to improve the services that children, young people and their families receive.
- Over £20m has been invested in specialist school provision through the expansion of Baytree School, 8 Nurture Groups and 3 additional Resource Bases
- CAMHS crisis and outreach services have been developed and are now well established. The Outreach Team is now provided BNSSG wide and additional Off the Record workers have been appointed to provide support within North Somerset.
- 2 Mental Health Support Teams in schools are now operational with an additional 0.5 team in 2024 are supporting 20,000 children & young people. This represents 66% of all pupils covered which is the highest across BNSSG and reflects the drive to increase capacity in North Somerset
- Both SENDIAS and NPCWT have had their core funding increased to provide better support for parents and carers; additional non-recurrent funding has also been invested in project based work commissioned from them such as the SEN Support work by SENDIAS

# The impact of our arrangements for children and young people with SEND

11. Leaders create an environment for effective practice and multi-agency working to flourish

- We have greatly strengthened multi agency working in North Somerset and our understanding of each other's pressures and strengths; this is now widely recognised by others
- Innovation, challenge, and joint problem solving are all actively encouraged within our SEND partnership
- SEND is regularly reviewed by the Children and Young People's Partnership Board, whose membership is made up of eight different agencies (Education Partnerships, Schools, Social Care, Public Health, Police, PRU, Weston College, Voluntary Action North Somerset) as well as Councillors, DfE, and an external adviser
- The multi-agency nature of our partnership working is exemplified by the SEND Improvement Board and the Community of Practice, which have high levels of participation and advice from lead practitioners from a diverse range of agencies
- Operationally, a team of leaders from health, social care, education, and business intelligence meet in a SEND 'Engine Room' to drive progress together against our objectives within the Improvement Plan and prepare performance reports. Engine Room manages the operational transition to the new SEND Inspection Framework

# The impact of our arrangements for children and young people with SEND

11. Leaders create an environment for effective practice and multi-agency working to flourish

- MAISEY has been previously recognised by inspectors and the National Association for SEN for the strong, well-established, and effective approach to supporting our youngest children through agencies working in partnership
- Strategies such as the SEND Strategy, the Early Years Strategy, and the Education Strategy have all been developed with consistently strong multi-agency input and discussion as well as input from parents, carers and children and young people. This gives us the confidence that the strategies are widely owned across the local area
- Inclusion Panels are routinely supported by Children's Support and Safeguarding and CAMHS
- CAMHS, Children's Support and Safeguarding, and the Virtual School also form part of the multi-agency group who work together to increase children's hours of participation in education and intervene together via the most appropriate agency
- Heads of Service from Children's Services meet 3 times per week to problem solve when children's pathways become stuck. Through this work, 23 children and young people returned to full time education after a period of non-participation in September 2023



# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

11. Leaders create an environment for effective practice and multi-agency working to flourish

## **During 2023, the Partnership will co-develop and launch:**

- The Early Years Strategy
- The Education Strategy
- A new approach to Pathways to Adulthood
- A new approach to Joint Commissioning
- A new Early Help Strategy
- The Engagement Plan
- The Day of SEND

## **We are also revising and/or relaunching**

- The Local Offer
- A new SaLT and OT offer for schools
- Multi Agency Audits and Quality Assurance

## Focus on practice - Community of Practice

11. Leaders create an environment for effective practice and multi-agency working to flourish

- The Community of Practice was initiated by our Lead Member for Children's Services. It is a multi-agency group where system leaders push each other to improve practice. It is a space where challenge and new perspectives are positively encouraged and models of practice from across the world inspire discussions.
- It comprises leaders who are: politicians, health professionals, headteachers, children's support and safeguarding practitioners, SEND officers, parent and carer organisations, early years practitioners, education leaders
- A recent focus of the Community of Practice was 'Are we Ambitious Enough for Children and Young People with SEND?' Other sessions have included:
  - Diagnosis - is it needed and by whom?
  - Attracting and retaining the right staff
  - Language and it's importance to young people
- Membership is voluntary but the Community consistently attracts high levels of attendance (40 plus) at each meeting
- Our Community of Practice was commended by NASEN when they visited North Somerset practitioners and has since been adopted by them in their own practice.

# The impact of our arrangements for children and young people with SEND

## 12. Alternative Provision

- 120 children and young people with EHCPs are receiving Alternative Provision commissioned by North Somerset Council
- 23 young people with EHC plans started back in a school this September for the first time in a long time. A further 10 have plans in place to re-engage them with education via AP with the aim to return them back to a formal education setting
- All children known to be on part-time timetables or receiving fewer than 25 hours of education a week are monitored by a multi-agency group to improve their participation rates and enable them to re-engage with full-time education
- Each young person who is monitored has an individual intervention and support plan which details how they will return to full-time education.
- We have a monitoring process in place to quality assure all AP providers where children are placed which has an ongoing emphasis on capturing and responding to the voice of children, young people, and families
- Our mid to long-term plans for AP are to redevelop the scope for the Voyage Learning Campus (our PRU and medical tuition) to make support available for a wider cohort of children and young people and to route all AP provision through them. We are working with Islington Council on the development of this model
- Our Special Schools and PRU are working towards an area-wide offer of outreach services to support children to remain in their schools

## The impact of our arrangements for children and young people with SEND

We are part of an Alternative Provision Framework in partnership with Bristol and South Gloucestershire which ensures providers are subject to a rigorous evaluation process before being permitted to join. We now only approve new AP placements for children with SEND with providers that are on the framework, and encourage our schools to share this approach.

The framework commissions three types of AP to meet the unique needs of children and young people:

1. Full-Time: aspirational and challenging curriculum delivered in long-term placements (up to 1-2 years) or short-term 'revolving door' interventions (up to 12 weeks)
2. Part-Time: additional and complimentary support that varies according to pupil needs, aspirations, and preferences
3. In-School: early intervention approach to enable schools to be more inclusive and help keep pupils in mainstream school wherever possible

Our regional joint commissioning arrangements allow us to pool our resources and enable closer monitoring of providers and greater expertise in evaluating their applications. We have refreshed our Guidance on Alternative Learning Provision in schools to ensure schools are supported in commissioning high quality, outcomes-focused provision with an emphasis on re-engaging pupils back into full-time education.

# 12. Alternative Provision

# Our plans for the next 12 months to improve the experience and outcomes of children and young people with SEND

## 12. Alternative Provision

### We will:

- Embed the role of the new SEND Placement Commissioning Manager who will be responsible for ongoing monitoring and quality assurance of AP placements to ensure providers are consistently delivering good outcomes for children and young people
- Develop the offer from the VLC and our Special Schools; this is central to our long-term plans
- Deliver a schedule of monitoring visits to our AP providers which uses a risk-based matrix to prioritise visits
- Uphold stringent quality assurance processes so that providers know what to expect and become used to gathering and reporting feedback from children and families as a standard part of their practice
- Work closely with children and families to understand who might benefit from moving out of independent provision when spaces become available in our newly commissioning Resource Bases, our expanding Special School, and our re-defined PRU
- Increase the diversity of the AP offer to ensure it has currency with young people and leads to meaningful pathways

## Focus on practice - Keeper's Gate

“At Keepers Gate Forest School we will encourage children to explore and be at one with nature, giving them a sense of freedom and belonging. They will spend uninterrupted time outdoors, immersed in our natural world. Playing, investigating, exploring, learning to take risks, making friends, showing curiosity and building resilience.

Children will learn to care for their environment, gain a great knowledge and understanding of our eco-system and why the wildlife is so important to their future.

The outdoor environment is vitally important to a child's mental health and well-being. To live and breathe these experiences every day will be an amazing opportunity for any child.”



# Glossary

- AANT - Analysis of Additional Needs Tool
- ADHD - Attention Deficit Hyperactivity Disorder
- AP - Alternative Provision
- AWP - Avon and Wiltshire Partnership
- BNSSG - Bristol, North Somerset, South Gloucestershire
- CAMHS - Child and Adolescent Mental Health Services
- CNNs - Community Nursery Nurses
- EHCNA - Education, Health, and Care Needs Assessment
- EHCP - Education, Health, and Care Plan
- ELIM - Early Language Identification Measure
- EP - Educational Psychologist
- EYFS - Early Years Foundation Stage
- FASD - Foetal alcohol spectrum disorder
- ICB - Integrated Care Board
- INCCO - Inclusion Coordinator
- MAISEY - Multi-Agency Information and Support in Early Years
- MOMO - Mind of My Own
- NSC - North Somerset Council
- NSPCWT - North Somerset Parent Carers Working Together
- OT - Occupational Therapy/ist
- PRU - Pupil Referral Unit
- SaLT - Speech and Language Therapy
- SEMH - Social, Emotional, Mental Health
- SEND - Special Education Needs and Disability
- SENDCO - SEND Coordinator
- [SEND Hub - our Local Offer](#)
- SENDIAS - SEND Information and Advice Service
- VLC - Voyage Learning Campus