



# **Special Educational Needs and Disability Strategy 2020-2024**

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## WIRRAL'S AMBITION, VISION AND PRINCIPLES

### Introduction

This document sets out the Local Area (LA) strategy for improving outcomes and life chances for children and young people with Special Educational Needs and Disabilities (SEND). By raising our aspirations locally for what these children can achieve and providing them with the support to be and achieve their very best outcomes.

This Policy has taken into account the Special Educational Needs and Disability Code of Practice: 0-25 years (June 2014 and update January 2015) and Part 3 of the Children and Families Act 2014, and regulations associated with this; The SEND regulations 2014; 0-25 SEND Code of Practice - a guide for health professionals, The SEND (Personal Budgets) Regulations 2014, the Order setting out transitional arrangements and the Equality Act 2010.

Wirral's principles, aims, objectives and policy relating to local authority (LA) and CCG/Health responsibilities and the respective responsibilities of Early Years' settings, schools, academies, and post 16 providers are outlined. All partners are committed to ensuring that the additional needs of children identified with SEND and those with a disability are met in a timely and effective way. Parent/Carers, partners and stakeholders have all contributed to the document.

There is a commitment from the Local Area, parent/carers, and professionals to support all children and young people with Special Educational Needs (SEND) to achieve the very best outcomes. Supporting SEND children and young people is everyone's responsibility and is achieved through effective partnership working. When the document refers to what 'we' will achieve, 'we' refers to our partnership working with Health, Education, Social Care, Families, Children and Young People and third sector organisations.

Consultation on the strategy took place over an eight week period. Over 120 partners from health, education, and social care as well as representatives from the private, voluntary & independent sector, early years and parent/carers attended two SEND summits to provide feedback around the strategy and assisted in determining the key priorities. Further consultation took place through an electronic survey. Paper copies were made available to the digitally disadvantaged. Special Educational Needs and Disabilities Coordinators (SENDCos). With a special focus on the voice of young people via the Local Authority Participation and Engagement team ensuring that the young person's voice (over 250 responses) contributed to the priorities.

### Our Ambition

*'Our vision for children with special educational needs and disabilities is that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'*

For many families, feedback indicates that the reforms have brought about positive change, but for some the process has been troublesome and not easy to navigate. We must ensure that the Local Area listen to feedback from parents/carers and young people to make the necessary improvements.

Every education setting, supported by the Local Authority, health and social care must demonstrate good SEND practice and a commitment to ensuring everyone is truly included in their setting, school, or college community.

## Wirral's 2025 Vision

We will work collectively to secure the best future for our residents, be inspired to achieve community prosperity, by our excellent people and services. Inclusion by reducing inequality underpins the Council's key priorities:

- A prosperous, inclusive economy where local people can get good jobs and achieve their aspirations
- A cleaner, greener borough which defends and improves our environment
- Brighter futures for our young people and families – regardless of their background or where they live
- Safe, pleasant, and clean communities where people want to live and raise their families
- Services which help people live happy, healthy, independent, and active lifestyles, with public services there to support them when they need it

## Wirral's 2020 - 24 SEND Vision

We will focus on making Wirral great for children, young people and their families driven by the voice of the child, young person, and their families. We will continue to build on a model that is integrated and responsive to needs whilst ensuring children and young people are given the best possible opportunities to achieve their ambitions and reach their potential.

We will focus on the four areas below:

 Breaking The Cycle

 Continuous Improvement

 Creating a Culture of Inclusion

 Investing in our people to make it happen

In partnership with key local area partners and stakeholders, including parents and carers, we will work to provide a holistic approach to break the cycle so that children and young people are well supported to stay with their parents/ carers wherever possible. Resources and assets will be used innovatively to support children and young people with Special Educational Needs. We will work to

further develop a culture of inclusion to ensure that young people with SEND are not permanently excluded from school. We will work with mainstream schools to look at developing more resource based provision so that more young people with Education, Health and Care plans (EHCPs) can attend a mainstream school. We will provide development opportunities so that the workforce can continuously improve. We will further an effective performance framework so that service areas can be appropriately held to account.

With a strong commitment to inclusive education or inclusive opportunities for all SEND young people will realise their aspirations and participate fully in wider society.

## **The Aims of the Strategy**

The changes brought in by the Children and Families Act 2014 combined with the underlying principles provide the vehicle to improve all our services for Children and Young People with Special Educational Needs and Disabilities.

### **If we are successful by 2024, we would expect to see:**

- All statutory responsibilities being met through robust multi agency accountability and governance arrangements
- Positive engagement with a wide number of parent/carers and young people facilitating good participation and co-production of policies and procedures that shape future provision
- Early identification of SEND needs with the appropriate support and intervention enabling children and young people to attend local schools
- Access to high quality, local services, which meet young people's needs and enable them to achieve to the best of their ability
- Smooth transitions from each phase of education ensuring that there is continuity of support for young people with SEND
- Young people with SEND are engaged in purposeful training, employment, or education and able to meaningfully contribute to their local communities
- An embedded integrated service of support across education, health, and care from 0-25.
- Improved outcomes for Wirral children, young people, and their families
- Recognition of the value of children and young people with SEND and the contribution they can make to local social value.

# SEND STRATEGY

## Wirral SEND Strategy

It is recognised that successful delivery of the strategy is dependent on ensuring that there is an effective and robust infrastructure in place and that parents, children and young people are involved at each stage. The following diagram depicts the key partners in Wirral's SEND local area.



The SEND strategy aligns closely with the Schools Strategy and gives regard to the All Age Disability Strategy.

The Schools Strategy is committed to ensuring that:

- Young people are ready for work and adulthood
- Vulnerable children reach their full potential

The All Age Disability Strategy is committed to ensuring that:

- All people with disabilities are well and live healthy lives
- Young people and adults with disabilities have access to employment and are financially resilient

- All people with disabilities have choice and control over their lives

These plans and the SEND Strategy aim to ensure that there is high-quality provision that ensures all children and young people with SEND reach their potential. All partners are committed to inclusive practice and removing barriers to learning.

Wirral acknowledges that for a small percentage of children and young people with SEND specialist/special school provision may be required. The Local Authority is committed to maintaining its specialist and special school provision but acknowledges that the profile of this category of provision will change given the Local Authority allocating places for children and young people with the most complex needs.



## WHERE WE ARE NOW

### Provision/Informal Education Settings

Most children and young people in Wirral may attend mainstream early years settings, schools or colleges or specialist provision such as mainstream schools with resource provision or special schools.

Information about provision for learners can be found on the Local Offer website.

<https://localofferwirral.org/>

All schools are required to publish their SEND information report in which they outline their support for SEND young people. All colleges in the local areas detail their support on the Local Offer website.

### Special Educational Needs Reform

In September 2014, the new statutory Education Health and Care (EHC) needs assessment was introduced. As a result the process of transferring statements of need to EHC plans commenced. The new legislation included the introduction of EHC plans for learners with SEND up to the age of 25. Since September 2014 we have seen a 35% increase in requests for assessments. Not all of these have been agreed and this points to more work needed to support early identification and school support for learners with special education needs.

### SEND Funding to Support Learners

In 2013 the government changed the way in which all maintained schools, academies and non-maintained special schools were funded, including arrangements for funding SEND provision. It was intended that there would be:

- a more transparent, simpler, and consistent system of funding for schools which focused on the needs of pupils.
- delegation of funding directly to schools to ensure it was used to support children according to individual need.

For mainstream schools, the Council delegates funding for SEND pupils through an agreed funding formula, largely based on pupil numbers and a defined number of pupil characteristics. A significant change instructed schools to provide up to the first £6,000 of additional support for all pupils with special educational needs from this delegated funding. Top up funding over £6,000 can be allocated from the high needs block to meet assessed needs over this amount.

Special schools are funded on a commissioned number of places at a fixed amount per place. Top up funding is then allocated from the high needs block according to the provision required to meet individual pupil needs. The same funding principles also apply to post-16 provision in further education colleges.

Consultation is currently taking place regarding the way in which special needs pupils are funded. Three models are being consulted to determine what best meets the needs of children and young people.

The information schools are expected to put into place and information of their offer to support learners is published on the Local Offer and on school websites.

### **SEND Pupils in Mainstream and Specialist/ Special Schools**

Wirral's overall pupil population in 2016 was 51,108 and rose to 51,579 by 2018. Wirral has 7,010 children and young people identified as requiring SEND support in a mainstream school or college. The number of children and young people identified as requiring SEND support by a mainstream school was 7,050 in 2016. There was a slight drop to 7,010 in 2018. In England, the average number of children and young people identified as requiring SEND support is 14.6%. Wirral's average is significantly higher at 16.8%.

Health and Care Plan was 1,528 rising to 1,633 in 2018 - an increase of 105 over a 2 year period. Wirral's EHCP average at 3.2% is higher than the England average of 2.9%.

The local Further Education (FE) College and 6<sup>th</sup> Form College are committed to developing their provision for students with learning difficulties and disabilities.

Compared to the England average of 49.1%. 69.4% of Wirral children and young people with an EHCP are placed in special schools against the average in England of 50.9%. 3.1% are based in SEND units/ resourced provision attached to a mainstream school which is in line with the national average. We believe that some of the children who are currently supported in our special schools could be supported in their local mainstream school and it is a priority to address this.

Of the specialist placements 13.7% are in independent and non-maintained special schools compared to the average in England of 10.1%. Some of these placements are because of parental choice for a non-maintained special school situated within the Local Authority.

### **Early Years**

Early Years (EYs) Private, Voluntary, and Independent settings along with childminders and vulnerable 2 year olds in school nursery provision are supported by an effective Local Authority (LA) Early Childhood Services structure.

The identification and planning of SEND support in early years settings and childminders is encouraged through the graduated approach. The Early Years SEND Team manager, as a qualified teacher, has the appropriate skills, knowledge, and expertise to empower settings with the confidence to recognise SEND needs.

Settings staff and childminders continued professional development is facilitated by the highly skilled EYs SEND team who offer termly SENCO cluster networks, SENCO Accreditation Award

training, SEND themed training, setting and peer on peer support, which fosters effective integrated working with the LA.

Parents are supported to make the right choice for an improved outcome for their child, with the support of Early Years SEND Officers. The LA's 3 main Children Centre hubs host access to sensory rooms/sensory resources supported with activities to empower parents to be confident and enjoy play, learning and development of their child.

SEN/D support following the early identification of very young children can be accessed through the LA's EY's Portage Service, delivering interventions in the home. Whilst it is small, it is highly regarded by families and effectively contributes to the SEND assessment process. The service equips and supports families with the skills and expertise to effectively contribute to the assessment process.

The Inclusive Practice Fund (IPF) is available to ensure the inclusion of children with additional needs in early education/childcare. A multi-agency panel processes application from settings, childminders, and Foundation 1 classes in schools for children accessing their 2, 3 and 4 year free entitlements, inclusive of extended hours for children accessing the 30 hour offer.

The Disability Access Fund (DAF) is promoted to settings, childminders, and Foundation 1 classes in schools, to support children with disabilities or special educational needs. It aids access to early years places by supporting providers in making reasonable adjustments to their settings.

A Partnership meeting with settings, LA and schools ensure there is an inclusive transitional pathway for children with SEN/D. This sets the scene for the next stage of a child's journey which is also supported by an "enhanced transition" 6 week IPF package to help them settle in.

### **Special School/ Specialist Provision**

There are currently 10 special schools in Wirral: 4 catering for Complex Learning Difficulties. In other authorities these are referred to as Severe Learning Difficulties (of the 4, 2 are primary/ 2 are secondary), 2 cater for Moderate Learning Difficulties and Autistic Spectrum Condition (1 primary/ 1 secondary), 1 caters for Specific Learning Difficulties and Autistic Spectrum Condition at primary and 3 cater for Social, Emotional and Mental Health (1 primary and 2 secondary). In addition there is a Hospital School.

There are 12 resource bases in primary schools and 4 in secondary schools. These are all operated in very different ways and were established by the Local Authority to promote inclusive opportunities for Children and Young People.

### **Commissioning of Special School / Specialist Base Provision**

Wirral has commissioned a review of arrangements for High Needs places. The aim of the High Needs evaluation project is to assess whether the current provision is meeting the needs of Wirral's children, in the right locations, in an efficient manner, and to enable a strategic view of

provision with children with SEND. This is in conjunction with anticipated trends and the available resources, informing options for change.

## **Exclusions**

The number of permanent exclusions from special schools remains low. A concerted effort is made by school leaders of special schools not to permanently exclude students. Wherever possible pupils at serious risk of permanent exclusion will move to another school for a fresh start.

Over the past 2 years the number of SEND support pupils who have been permanently excluded from mainstream secondary schools has increased.

## **PUPIL PROGRESS AND ATTAINMENT**

### **Education Outcomes 2019 - Pupil Progress and Attainment**

The proportion of SEND children attaining a good level of development (GLD) showed a decrease whilst non-SEND children showed a slight improvement in attainment from last year (1.2% compared with 0.3% respectively). As a result, the gap widened by 1.5%. The proportion of SEND children meeting GLD showed an improvement in attainment from last year in Wallasey and West Wirral.

Attainment of SEND pupils with an EHCP has decreased by 5.0% and the attainment of SEND pupils without an EHCP has decreased by 1.6% in 2019. This is disappointing and shows the scale of improvement needed to match our aspirations.

### **Phonics**

The proportion of SEND pupils attaining the phonics standard remained the same as last year at 39.8%. The attainment of non-SEND children has increased by 1.5% so the gap has widened. The proportion of SEND pupils attaining the phonics standard increased in three localities: South Wirral, West Wirral, and Wallasey. The SEND gap narrowed in two localities: West Wirral and South Wirral. The gap widened in two localities: Birkenhead and Wallasey. The SEND pupils in West Wirral continue to have the lowest performance with 29.1% attaining phonics.

The proportion of SEND pupils with an EHCP who attained the phonics standard increased by 8.6 % while the attainment of SEND pupils without an EHCP has decreased by 2.1% over the last year.

### **Key Stage 1**

#### **Reading, Writing and Mathematics Combined (RWM)**

In RWM the attainment of SEND pupils increased by 1.9%, whereas the attainment of non-SEND children decreased by 1.7%, so the gap has narrowed.

The proportion of SEND children in South Wirral who achieved the expected standard in RWM increased by 5.9% to 18.2%, and in Birkenhead by 4.8% to 21.5%

The SEND gap narrowed in three of the localities, most noticeably in Birkenhead with a 10.2% decrease. South Wirral also saw the gap narrow by 3.9%, and Wallasey. The only locality where the gap widened slightly was West Wirral by 0.3%.

In RWM attainment for SEND children without an EHCP increased, whereas attainment for SEND pupils with an EHCP decreased slightly.

## Key Stage 2

### Reading, Writing and Mathematics Combined (RWM)

A greater proportion of both SEND and non-SEND pupils met the expected standard in reading, writing and mathematics combined, so the gap has narrowed slightly. In Wallasey and West Wirral, a larger proportion of both SEND and non-SEND pupils attained RWM which resulted in gaps narrowing. In the Birkenhead locality, there was a decrease in the proportion of both SEND and non-SEND pupils attaining RWM, so widening the gap.

In RWM attainment of SEND pupils with an EHCP has decreased, whilst the attainment of SEND pupils without an EHCP has increased.

## Key Stage 4

In 2017, 2018 and 2019 Attainment 8 (used to measure a student's average grade across eight subjects) for Wirral pupils with SEND support was above the national average. However, Attainment 8 for SEND support decreased. For Wirral pupils with EHCPs Attainment 8 in 2018 and 2019 was above the national average, though AT8 decreased by 0.9%.

The Progress 8 (the means of measuring the progress children make between the end of primary school and the end of secondary school. Progress 8 and Attainment 8 are based on pupils' performance in eight qualifications.) measure of children with SEND support pupils was better than the national average. The provisional 2019 Progress 8 measure of children with SEND support decreased.

In 2018 progress for EHCP pupils was above the national average. In 2019 provisional progress for pupils with an Education Health and Care (EHC) plan decreased.

In 2018 more Wirral pupils with SEND support attained grade 4+ in English and Mathematics with attainment being above the national average. In 2019 there was a slight decrease in attainment. In 2018 outcomes for pupils with an EHCP were above the national average. In 2019 attainment dipped slightly.

## Key Stage 5

The number of SEND young people in Years 12 & 13 not in education, employment, or training (NEET) has reduced between December 2018 and December 2019 to 7.4%. This equates to 16 young people and an improvement of 2.8%.

The Learning, Skills and Employment Service works to boost participation. The service has commissioned and /or been working on the following:

- A bespoke commissioned participation and engagement service offering 1:1 coaching, careers and participation support for all young people and those SEND between the ages of 16 and 18 and up to 25 if the adult has an EHCP.
- The Wirral Met College's Supported Internship Programme. Over the past two years twenty

additional recognised internship places for SEND young people seeking employment were created . This has led to a positive progression rate (% sustained employment) of over 75%.

- In 2019 the Council's Adult Learning Service employed the SEND intern they have worked with as a recognised business administration apprentice. Council Parks and Gardens and Wirral's Participation and Engagement team have both employed a SEND young person who had previously participated in an internship, supported using our ESF funded Ways to Work programme.
- There has been an increase in adopting joined up approaches across Liverpool City Region Supported Internship programmes with an event to encourage employers and young people to participate in Supported Internships taking place in January 2020. A steering group has also been established for key partners and agencies to work together to increase opportunities for SEND young people aspiring to be in payed employment.
- The Learning, Skills and Employment Service has continued to support the SEND department at Wirral Met College to develop a bespoke careers experience for SEND young people in Year 11 at Meadowside, Foxfield and Clarendon special schools. The experience is tailored to engage and raise the aspirations of SEND young people. Part of the programme's appeal is that peers / ex-students from Wirral Met College's SEND internship programme who have gone on to successfully gain employment.
- Council officers have also undertaken work with Clarendon school to support initial discussions concerning potentially offering a small Supported Internship as part of their 6<sup>th</sup> form offer for a discrete group of SEND young people who are not ready to attend a college provision.
- Wirral Council's employer apprenticeship grant programme also prioritises young care leavers and those young people with diagnosed / un-diagnosed SEND. The council incentivises Wirral employers through the provisions of a small grant to take on Wirral young people as recognised apprentices.

The service European Social Funded (ESF) Ways to Work ILM programme has supported and will continue to support young people with SEND by working with employers to create employment opportunities offering using a wage incentive. Since May 2016, 42 young adults aged between 16 to 25 have started in supported employment and 63% have gone on to achieve sustained employment.

- Learning Skills and Employment Service are currently working with council HR and SEND team colleagues to develop an offer to increase supported internship opportunities internally for SEND young people.

# SUPPORT, ADVICE AND GUIDANCE SERVICES

## Support, Advice and Guidance Services

### Educational Psychology Service

Wirral currently has a small Educational Psychology Service which has a clear, defined role and function and delivers its core services to a range of stakeholders. These have been clearly communicated to colleagues and stakeholders. The LA is committed to ensuring that service delivery contributes strongly to improving outcomes for children and young people (CYP), that it shows strong commitment to engagement with stakeholders and partner agencies and is characterised by trust, respect, and effective leadership.

### Sensory Support Service

The Sensory Support Team is made up of two teams – The Hearing Impairment and The Visual Impairment Team. They consist of specialist teachers and teaching assistants who support children and young people with hearing and vision needs and their families. They provide a total service that encompasses teaching, educational, advisory, and audiological support. Sensory impairment is a low incidence, yet high impacting disability and the Sensory team provides support to ensure the correct strategies are in place to ensure successful outcomes for this group of learners.

### Physical and Medical Support Service

The Physical and Medical Team promotes, develops, and delivers the Local Authority's service for children with medical and physical needs. The service supports the equality and inclusion of these children and young people (CYP) in their local mainstream school. The team aims to give schools the advice and support required to eliminate barriers within the educational setting enabling the CYP to access the curriculum and their environment for learning.

### Wirral Local Offer

The Local Authority has a SEND Participation and Engagement Lead responsible for sourcing and editing the content for the Local Offer website. Performance of the site is evaluated monthly and the findings used to shape future developments and provision. To access the Local Offer website visit [www. http://localofferwirral.org](http://localofferwirral.org)

The Wirral Local Offer website that has two key purposes:

1. To provide clear, comprehensive, accessible, and up to date information about the available provision and how to access it and



2. To make the provision more responsive to local needs and aspirations by directly involving SEND children, parent/carers, and service providers in terms of both development and review.

Children and young people and their parents/carers have been actively involved in the development (co-production) ensuring first and foremost that it is reflective of their actual not assumed needs and fostering a sense of co-ownership.

Wirral's Local Offer Development group (LODG) help us develop our Local Offer so that children and young people, families and practitioners can easily access services and information in relation to SEND. It will be a key tool to ensure that families influence the development of services which are commissioned locally to meet needs.

### **Wirral SEND Youth Voice**

The SEND Youth Voice group are a group of SEND Young people who work with professionals and services sharing their voice, opinions and reflections on things that affect the lives of disabled young people in Wirral. They provide support to one another through a peer educator led system. This service is based with the Creative Youth Development team. Any young person with a disability can join and take part in this group that meets weekly.

### **Wirral SEND Partnership**

Wirral SEND Partnership delivers the SEND Information, Advice and Support Service in Wirral. They work with parents, carers, and young people to improve outcomes for children and young people with SEND. They offer independent advice and support over the telephone, via email, through home visits and by attending school based/multi-agency meetings. They currently work with 70-80 families per month. Wirral SEND Partnership is impartial and acts as a critical friend to multi-agency colleagues whilst maintaining positive and open relationships.

There are good relationships with schools, the local authority and health colleagues and they work with families and professionals to build relationships as well as improve outcomes.

Wirral SEND Partnership feeds in strategically to the SEND operations group and the Local Offer Development group.

## Joint Commissioning

Here in Wirral, we recognise that joint commissioning requires a strategic approach to planning and delivering services in a holistic, joined-up way. It is a means for our different partners to commission education, health, and care provision, to deliver positive outcomes for children and young people with SEND.

It is fair to say that we are at a point of significant change, with some of the biggest shifts in national policy for health, special educational needs, and disability in over 30 years. Changes introduced through the Children and Families Act from September 2014 make it more important than ever that the Local Authority, schools, colleges, health, and other partners, work closely with parents, carers, children, and young people to improve services. This we are striving to do, and the steps outlined in this Strategy document will further aid our efforts to involve all stakeholders in all we commission.

Joint Commissioning is a cross-cutting theme that relates particularly closely to Local Offer. When the triad of Health, Education and Social Care come together to share their resources via the Local Offer website, it helps us identify gaps in service provision. Acting as a conduit, these gaps are then reported by completion of a Joint Strategic Needs Assessment report. Using the joint strategic needs assessment and aligning to key partnership plans we can identify priority areas of actual rather than perceived needs of our local profile for our joint commissioning focus.

For effective joint commissioning we will adhere to the following principles:

- All decisions are based on clear rationale for improving outcomes for children, young people, their families and carers
- Ensure that systems are in place to safeguard children and young people and promote their welfare
- Focus on commissioning high quality services that secure positive outcomes and offer the best value for money
- Ensure there are systems in place for reviewing and monitoring outcomes for children and young people with SEND. We will utilise this data to inform future joint commissioning decisions
- Utilise a wide range of information to inform commissioning decisions - this includes (not exclusively) the Joint Strategic Needs Assessment (JSNA), the Health and Wellbeing Strategy, the Local Offer, Wirral's Coproduction charter, analysis of local Education, Health and Care (EHC) Plans, and the active participation of children, young people their families and the wider SEND community
- Ensure there are robust governance and assurance processes in place, including agreement on decision making and funding powers. We will ensure that all commissioning processes, including tendering and procurement, are transparent and in line with good practice and legal requirements
- Take account of legislation, along with national, regional, and local guidance and best practice

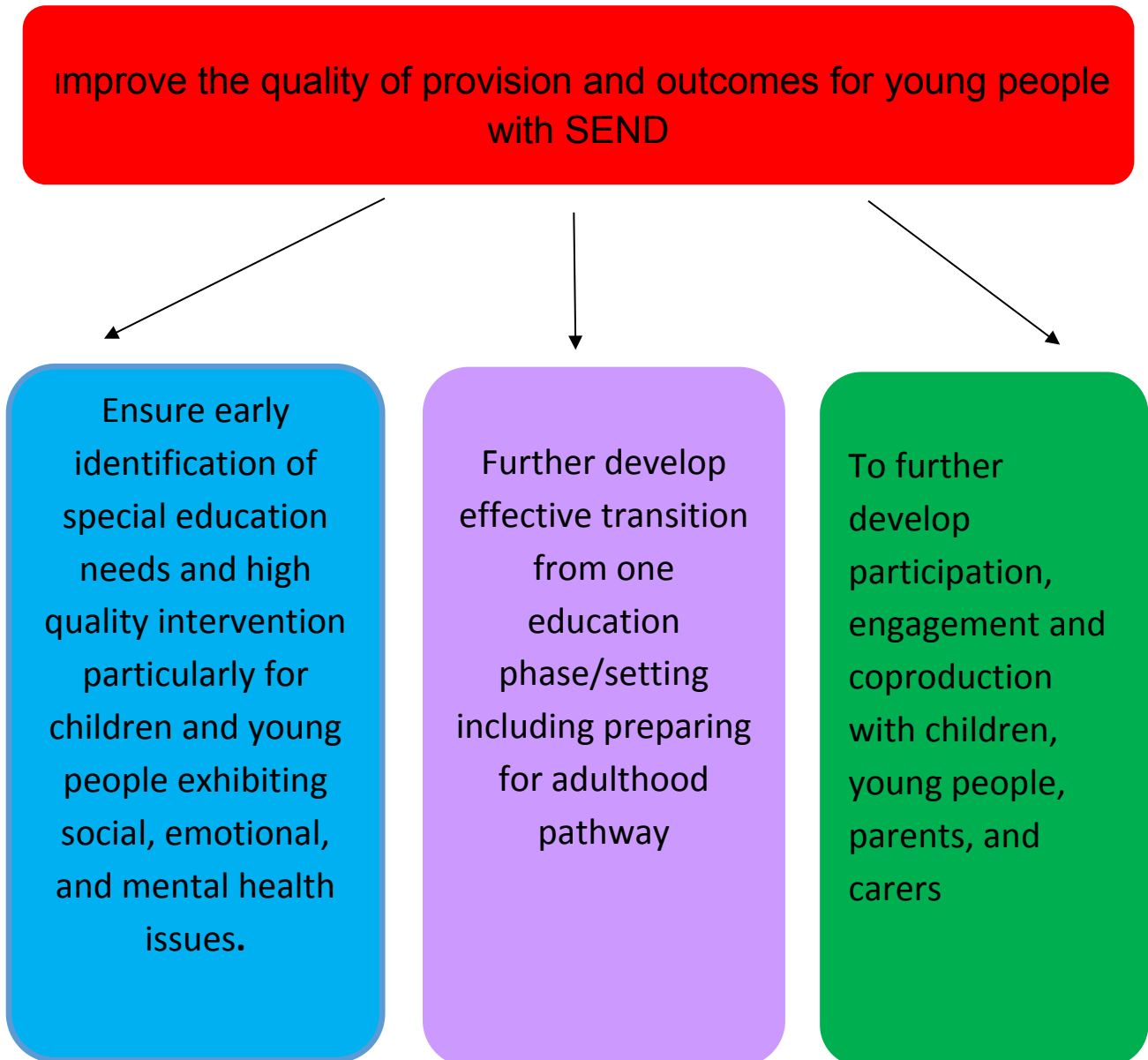
- Secure strong and effective partnerships between the public, voluntary, community and private sectors
- Take account of the need to ensure sustainability, build capacity where appropriate and source services as locally as possible

To ensure full partnership buy in and consideration of partnership working and commissioning the Children's Partnership has made SEND one of its themed areas.

# STRATEGIC PRIORITIES

All partners in the Local Area have been consulted to determine the SEND priorities for the next 4 years:

There is one main overarching priority with three subsidiary priorities.



<b>Strategic Priority 1</b>	<b>Improve the quality of provision and outcomes for young people with SEND</b>
<b>Key Actions</b>	<p>We will work collaboratively across the Local Area to ensure a clear understanding of all specialities so that there is transparency around what services provide; what services deliver and where support is needed.</p> <p>We will review the training and support for mainstream schools to ensure quality first teaching. The Threshold document and SEND toolkit provide schools with the tools to support SEND young people.</p> <p>We will continue to host termly SENDCO Exchanges to share information, upskill our SENDCOs and foster two way open communication.</p> <p>We will seek to train all school staff on general SEND matters to better equip them to deal with the increasing cohort and range of SEND pupils.</p> <p>We will develop a joint commissioning strategy across education, health, and social care in response to identified immediate priorities. We will review and renew with health partners the commissioning of speech and language support as a priority.</p> <p>Working with stakeholder and providers we will continue to develop a high quality post 16 provision offer for learners with SEND within the borough to support their transition to adulthood.</p> <p>We will develop a greater understanding of the Gatsby benchmarks so that they are embedded and result in an aspirational culture for young people across all provision.</p> <p>We will improve our information management systems to inform on the impact of services and outcomes for children and young people.</p> <p>We will work with the specialist SEND sector (special schools and resource provision schools) to strengthen their leading role in developing SEND improvement across the Local Area.</p>

	<p>We will ensure providers have information about effective interventions and good practice is shared to support pupil progress and close the attainment gap between those children and young people with SEND and others.</p> <p>We will develop a skills audit across the Local Area to identify strengths as well as establish gaps.</p> <p>We will establish a self-assessment checklist for good practice.</p>
<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the number of mainstream schools that can access advice and guidance from specialist providers to support inclusion</p> <p>There is an increase in the number of children and young people educated close to home due to high quality in borough provision in settings, schools, and colleges</p> <p>The Joint Commissioning plan is completed, and actions implemented.</p> <p>The commissioning of speech and language therapy support meets needs identified in EHC plans.</p> <p>Information systems are reviewed and re commissioned to ensure effective sharing of data improves joint working.</p> <p>The implementation of a minimum competency framework increases the number of statutory deadlines met within the allocated timeframe.</p> <p>Attainment of SEN support young people and EHCP increases so closing disadvantage gaps.</p>

<p><b>Strategic Priority 2</b></p>	<p><b>Ensure early identification of special education needs and high quality intervention particularly for children and young people exhibiting social, emotional, and mental health issues</b></p>
<p><b>Key Actions</b></p>	<p>We will work with all colleagues to improve knowledge and skills so that a young person’s needs are identified early, and a clear pathway identified.</p> <p>We will work on improving communication across services to improve collaboration and a willingness to support one another.</p> <p>We will work collectively to produce a clear pathway for reporting gaps in provision to improve the experience of the young person.</p> <p>We will use survey feedback from children and young people to develop and improve integrated assessments and plans for children and young people with SEND.</p> <p>We will work with education providers to ensure that the support for learners with SEND at school support is clear on the Local Offer and schools are identifying learners in line with the information on their school information reports.</p> <p>We will develop our audit and moderation of our Education Health and Care Plans to continue to develop integrated high quality plans with clear outcomes.</p> <p>We will review feedback from all sources including complaints, mediation, and tribunal hearings to develop and improve our service delivery.</p> <p>We will improve our EHC needs assessment process to meet statutory timescale.</p> <p>We will support parents’ knowledge of child development to identify issues earlier.</p> <p>We will work on ways to improve communication between educational settings and services to improve the experience of transition for young people at key points.</p>

<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the percentage of young children accessing appropriate services</p> <p>There is an increase in the number of young people accessing the annual health check when requesting it</p> <p>We routinely monitor the quality of School SEND Information reports</p> <p>There is an increase in the percentage of audited EHC plans graded as good</p> <p>The percentage of education setting places are identified and agreed a term before children start school</p>



<b>Strategic Priority 3</b>	Further develop effective transition from one education phase/setting including preparing for adulthood pathway
<b>Key Actions</b>	<p>We will work with a wide range of providers, further develop provision, pathways into adulthood, supported internships and employability skills across the 16-19/25 phase.</p> <p>We will work to improve the personal transition experience to adulthood for young people with SEND and their families by further developing clear guidance around pathways and options and person centred planning.</p> <p>We will work to strengthen the partnership with special schools, local FE colleges/ training advisors and Youth services/informal education settings to share expertise and support effective progression towards adulthood.</p> <p>We will work with local stakeholders to promote improved and earlier joint working between Children and Adults' Services to support young people into adulthood so that young people get the right information from the right people at the right time.</p> <p>We will work to ensure clear information and guidance is available to parents and families to support the transition from primary to secondary schools supporting the SEND Code of Practice ethos of a right to mainstream education.</p> <p>We will provide clear information about the services that can support preparing for adulthood across education, health, and social care from year 9 review. We will regularly update our Transition to Adulthood brochure (available on the Local Offer) and host Your Future, Your Choice events to prepare young people for their next chapter.</p> <p>We will work collaboratively to improve communication at all transition points.</p> <p>We will improve the quality and consistency of advice to young people and their parents/carers.</p> <p>We will oversee and manage how the views of children and young people impact on service provision, developments, and decisions. This will be via school consultations, individual consultations with</p>

	<p>young people and Wirral SEND Youth Voice Group.</p> <p>We will work with young people and stakeholders to develop a “curriculum for life”.</p> <p>We will promote Supported Internships and access routes to employment for young people with SEND.</p>
<p><b>-The Strategy will be successful if</b></p>	<p>Evidence shows that children and young people are fully involved in planning for their own future and ensuring they get the support that is right for them.</p> <p>Transitions from one stage to the next are well managed so that there is continuity of support for children and young people with SEND.</p> <p>There is an increase in the number of internships</p> <p>There is an increase in the percentage of young SEND people in employment, education, or training</p> <p>Feedback from young people and their families tells us that transition was well planned, communicated and managed.</p> <p>Young people with SEND are engaged in purposeful education and training, so that they are well prepared for employment and independent or supported adult living.</p>

<b>Strategic Priority 4</b>	To further develop participation, engagement and coproduction with children, young people, parents, and carers
<b>Key Actions</b>	<p>We will resource a SEND Participation &amp; Engagement service which will include a full time SEND Youth Engagement Officer to develop engagement programmes with young people and champion youth voice in all that we do.</p> <p>SEND Youth Voice group will focus and train on the issues and reflect when they have understood/progressed issues. The young people will access training and support to be the ‘voices and champions’ of SEND issues locally for themselves and other SEND young people.</p> <p>We will continue to support at Parent/Carer attended school/community events</p> <p>We will continue to support Early Years settings to engage at the start of the family’s SEND journey.</p> <p>We will resource marketing materials for the Local Offer</p> <p>We will seek to increase our followers on the Local Offer Twitter and Facebook accounts</p> <p>We will provide training for schools on the Local Offer to improve information for users.</p> <p>We will have Local Offer Champions in each service or setting.</p> <p>We will continue to develop the Local Offer to ensure that there is a full range of advice, support and services that can be accessed by children, young people, parents, carers, providers, and professionals.</p> <p>We will prioritise finding ways to engage with those who are ‘hard to reach’</p> <p>We will continue to maximise the reach of the four established SENDCo Locality Boards and in doing so improve engagement/feedback/coproduction opportunities.</p> <p>We will signpost parents to where help is available if children and</p>

young people do not meet service criteria for a statutory plan

We will work with GPs to ensure that they are aware of the Local Offer and they are offering an annual health check for young people with SEND from age 14 years

We will develop advice and information for parents that is co-produced and where possible in Easy Read

We will consult with service users on joint commissioning contracts.

We will review how we communicate with young people and families.

We will work collaboratively to produce a working Wirral Coproduction Charter.

The SEND Participation and Engagement Lead and Youth Officer will continue to sit on the NW SEND Young Person's Coproduction Steering group to widen our resource pool and benefit local development/implementation/management.

We will seek to work collaboratively with Wirral's Parent/Carer forum (PCPW) to progress areas of agreed priority (e.g. Preparation for Adulthood)

We will increase the numbers of parents we work with to review and plan services through different groups in addition to the Wirral's Parent/Carer forum.(PCPW)

We will continue to work in partnership with Wirral's third sector and voluntary organisations

We will develop the implementation of Personal Budgets

We will commission disagreement resolution and mediation services.

We will work with parents, families, and young people as well as local SEND partners and providers to seek continuous improvement of services through regular consultation, engagement, and feedback.

	<p>We will showcase and share examples of good practice so that we can learn from what works well.</p> <p>We will build on the success achieved to date with Wirral's SEND Youth Voice group and continue to develop young people to ensure that their voices are heard and influence practice developments.</p>
<p><b>The Strategy will be successful if</b></p>	<p>There is an increase in the number of Parent/Carers and our young people aware of the Local Offer.</p> <p>We are engaging with a wider pool of Parent/Carers and SEND families</p> <p>Feedback is free flowing which will enable us to react in a timely manner</p> <p>There is an established process for Identified gaps to be plugged</p> <p>The golden thread of Coproduction runs through all aspects of Wirral's SEND provision.</p> <p>More SEND young people are aware of the opportunities to have their voice heard and will actively participate.</p> <p>Advice and information for young people is co-produced and in jargon and acronym free language</p> <p>Regular feedback indicates that users report information is clear and accessible</p> <p>The number of hits on the Local Offer increases</p> <p>Local Offer social media followers increase</p> <p>Families report that they have greater self-help skills and independence.</p>