Wiltshire SEND Inclusion Strategy 2020 – 2024

Wiltshire Council

Forward

Welcome to this document that sets out the strategy for children and young people with special educational needs and disabilities (SEND) 0 – 25 in Wiltshire.

This strategy has been put together through working with parent/carers, children and young people, voluntary sector groups, Wiltshire Parent Carer Council (WPCC) and and professionals from across a partnership of organisations that work with people with SEND including Wiltshire Council, Wiltshire Clinical Commissioning Group, Wiltshire nurseries, schools and colleges, our provider of children's and adolescent's mental health support (Oxford Health) and our provider of community care (Virgin Care).

As a partnership we want the very best for our young people with SEND now and in the future and we believe that inclusion needs to be at the heart of our strategy so that every child or young person with SEND feels valued and empowered to be part of their community now and in the future.

Cllr Pauline Church

Cabinet Member for Children, Education and Skills

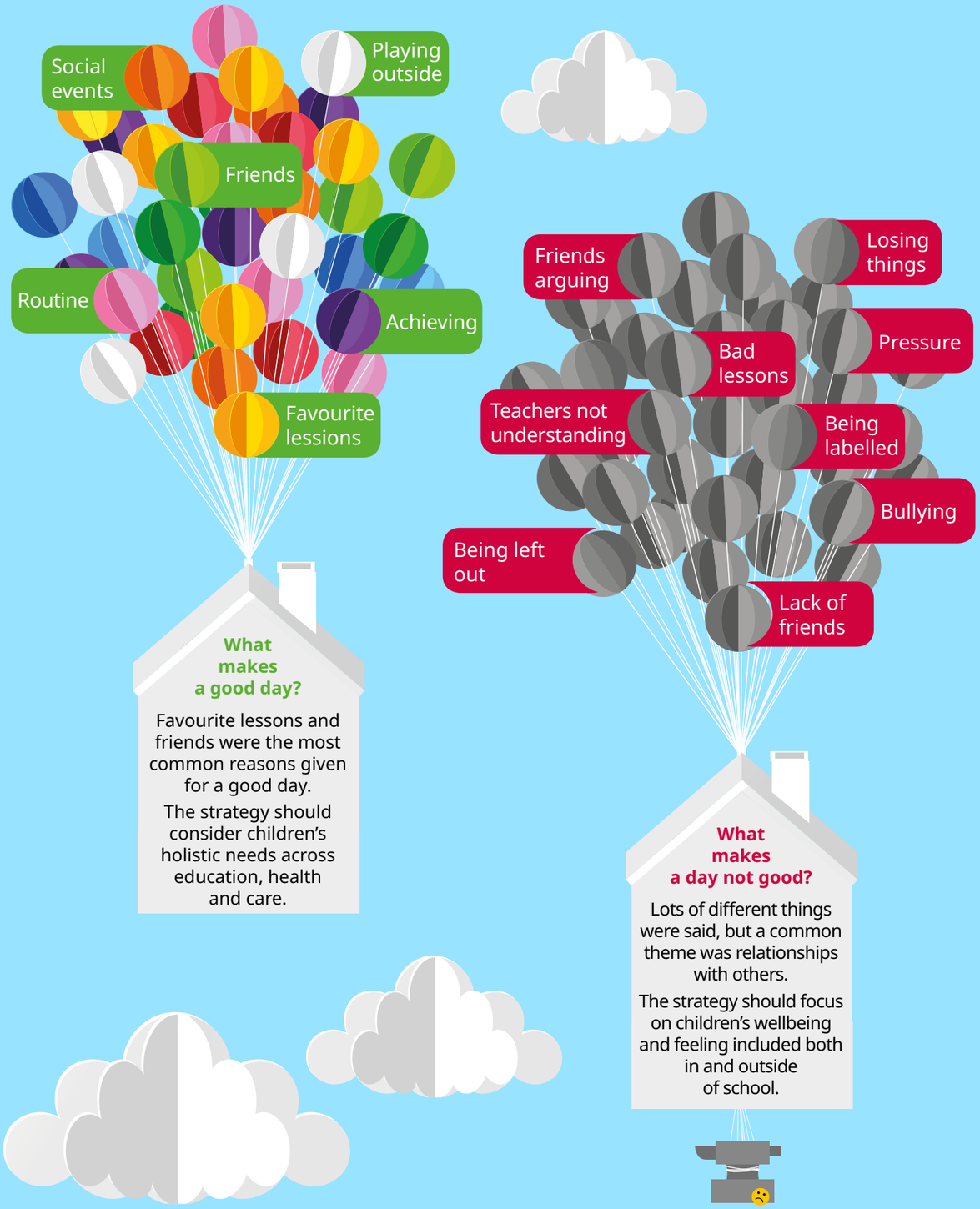
NHS Wiltshire Clinical Commissioning Group

virgincare

Wiltshire Council

What children and young people with SEND think is important to include in the strategy

While the professionals and our parents did their thinking we had some time with the Voice and Influence team lead to talk about what we thought was important.



What makes a good day?

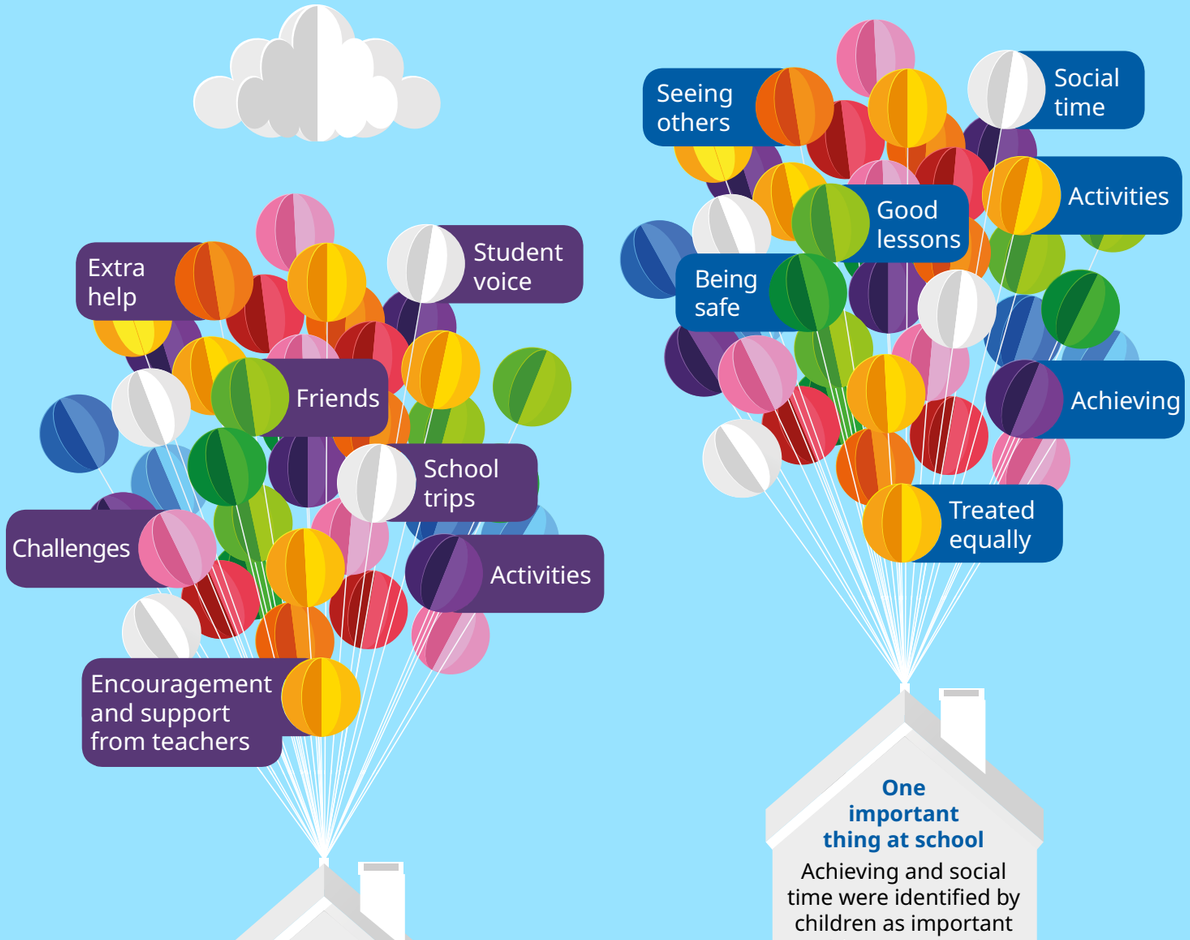
Favourite lessons and friends were the most common reasons given for a good day.

The strategy should consider children's holistic needs across education, health and care.

What makes a day not good?

Lots of different things were said, but a common theme was relationships with others.

The strategy should focus on children's wellbeing and feeling included both in and outside of school.



How does school help to achieve aspirations?

Encouragement and support from teachers and extra help were the most common answers given by children to how school helps achieve aspirations.

The strategy should consider the range and quality of provision.

One important thing at school

Achieving and social time were identified by children as important things at school.

The strategy should focus on children's development both in and outside of school and on achievement and progress.

Contents

Co-production

Wiltshire is committed to co-production and as part of this strategy we want to take the next steps towards working together.

Co-production We develop, decide, design and do together	Parents and professionals work jointly on the development of decisions that are made in an equal and reciprocal relationship
Participation We decide together	Parents and professionals work together in strategic groups and decision-making groups to decide what should happen and shape services
Consultation We develop, decide, design and do together	Parents/carers are asked what they think about particular developments on issues.
Information You tell us	Parents/carers are provided with information from the department/provider about what is happening
No engagement We do not have contact	Parents/carers do not know who to contact and have no working relationship with department/provider

The creation of this strategy has been a good opportunity to work together and ensure that the local area is prioritising the work that will make the most difference in the lives of families and children with SEND. The participation of parent, carers, children and young people and the wider community is vital to ensuring that we can bring inclusive communities together.

Introduction - the vision

The vision is to work together to create an environment where:

"All children and young people with SEND and their families will have a voice that is heard. They will know how to access, and be able to access the joined-up support they need to thrive in their communities, to enjoy life and reach their full potential"

Key principles

Underpinning this, stakeholders set out some key principles that must run through the implementation of the strategy that all children and young people should:

- Be safe and feel safe when trying new things
- Be able to learn from each other and grow together with all children and young people
- Be able to have choice wherever possible
- Have access to information and communication for themselves and the people around them that helps them along
- Experience joined up help and support because this strategy is being co-produced
- Have additional needs identified early so support can start ASAP
- Be educated as close to home as possible

The vision and principles for this strategy are built on the commitments that have been developed by stakeholders and partners over the last few years, including Wiltshire's Health and Wellbeing Partnership (2019 -2022)

"People in Wiltshire live in thriving communities that empower and enable them to live longer, fulfilling healthier lives"

You can read this document by following this link:

cms.wiltshire.gov.uk/documents/s167722/D19025-HW2018-strategy-v6.pdf

The vision is also set out in Wiltshire's transformation plan for children and young people's mental health and wellbeing (2015 - 2020) which is now being developed through the Bath and North East Somerset, Swindon and Wiltshire Clinical Commissioning Group (BSW CCG)

'All children and young people have the opportunity to thrive and enjoy good mental health now and throughout their lifetimes, they are resilient and equipped to manage the ups and downs which life throws at them. Those with emotional wellbeing and mental health needs can seek the right support, recover and participate in welcoming, inclusive and supportive communities".

You can read this document by following this link:

www.wiltshireccg.nhs.uk/wp-content/uploads/2019/11/WiltshireCCGLTPRefresh2019_FINAL-2.pdf

National context

Nationally the Children and Families Act 2014[2] changed the way professionals work together to meet the needs of children with SEND. Our strategy needs to ensure that we:

- get education, health care and social care services working together better
- tell children, young people and their parents what they need to know about their disability or special educational needs
- make sure children, young people and families know what help they can get when a child or young person has special educational needs or a disability
- make sure different organisations improve how they work together to help children and young people with special educational needs
- give children and young people and their parents more say about the help they get
- set up one overall plan to look at what help a child or young person needs with their education, and their health and social care needs, all at the same time
- give a child or young person just one plan for meeting their education, health and social care needs, which can run from birth to age 25 if councils agree that a young person needs more time to get ready for adulthood
- make sure children, young people and their parents can choose the help they need
- provide ways to help sort things out if a child or young person or their parent needs to appeal about the help they get

In 2015 Ofsted and the Care Quality Commission (CQC) set up a new inspection of local areas of all the organisations in a county who are helping children and young people with SEND. This is a five-year programme completing the first round of inspections in 2020. Ofsted has also changed its working brief so that there is more focus in school inspections on the most vulnerable pupils, as they know that more work needs to be done and that more funding is needed[3].

In October 2019 the House of Commons Education Committee published a first report on special educational needs and disabilities[4] since the 2014 act. The Council for Disabled Children[5] summarised the report noting that:

"While the reforms contained in the 2014 Children and Families Act were the right ones, implementation was hampered by a lack of resources, poor administration, a lack of accountability, and a disjointed approach not only across central government but within the DfE, as well as on the ground.

The committee recognises that in a fragmented system, co-ordination across local authorities, the health service and schools must be prioritised. The system is already under pressure, with a funding shortfall in children's services and schools under strain. The committee notes that early support in schools is vital, that local authorities need increased powers to build schools, and that support to children must be, and too often isn't, high quality. Any work by central government to resolve shortcomings in the system needs to address responsibilities under the Equality Act 2010. Increasingly the indications are that the system has lost focus on the impact of a range of factors that are compromising the rights of disabled children to an education."

As part of this statement the government has announced a full review of SEND services during 2020[6].

[2] assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/359681/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf
[3] nasen.org.uk/news/send-report-published.html and nasen.org.uk/news/national-audit-office-report-support-for-pupils-with-send-in-england.html and https://www.ssatuk.co.uk/blog/send-no-longer-the-poor-relation-during-an-ofsted-inspection/
[4] publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf
[5] councilfordisabledchildren.org.uk/news-opinion/news/education-committee-inquiry-send
[6] gov.uk/government/news/major-review-into-support-for-children-with-special-educational-needs

Wiltshire context

8,500 children and young people with SEN support

(12.2 % compared with national average of 11.9%)

6,685 children in early years settings

277 mainstream nurseries, four district specialist centres

51% of children and young people with EHCP are placed in a mainstream, resource bases or enhanced learning provision (nationally 38%)

5.1% of pupils with an EHCP are in out of county independent special schools compared to 5% nationally.

3,500 children and young people with an EHCP

(3.3% compared with national average of 3.1%)

69,773 children and young people in Wiltshire schools

239 schools, 20 primary resource bases, Six special schools

Three acute hospitals, One countywide Children's Community Health services provider,

One countywide CAMHS provider

79% increase in number of EHCPs since 2013 in Wiltshire

(National average 52%)

619 young people with SEND EHCPs in colleges and sixth form

79 post 16 colleges and sixth form settings

21% of pupils with SEND are registered for Free School Meals (FSM) (no-SEND pupils 8%)

4% of pupils with SEND have a case open as Children in Need (CiN) (no-SEND 0.6%

0.88% of children with SEND are looked after (LAC) (no-SEND 0.14%) attendance

Statistics and finance around children and young people with SEND[7]

Chart 1: Since 2104 there has been a sharp rise in EHCPs following the introduction of the Children and Families Act 2014. This has risen more significantly here in Wiltshire than in some other counties.

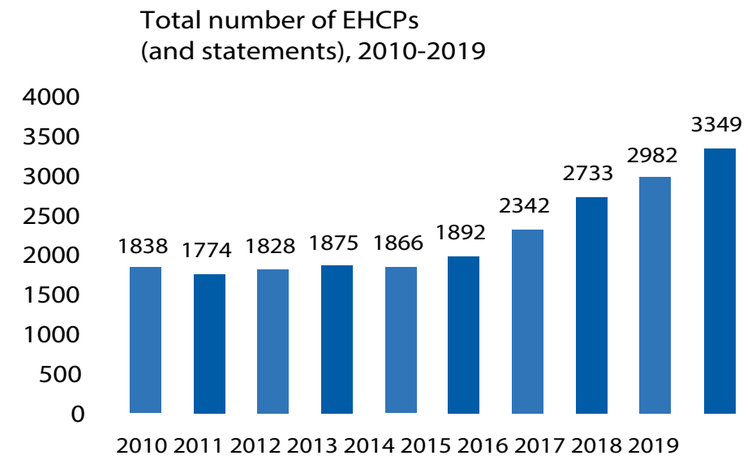


Chart 2: There was a sharp rise in the number of requests for EHCPs in 2018. The majority of these requests were made by schools.

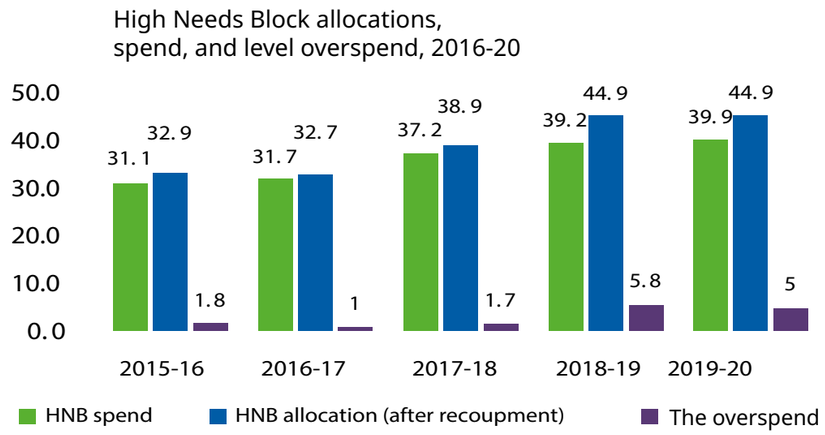


Chart 3: The funding available through the High Needs Block has steadily risen over the last five years, however spending has risen more steeply

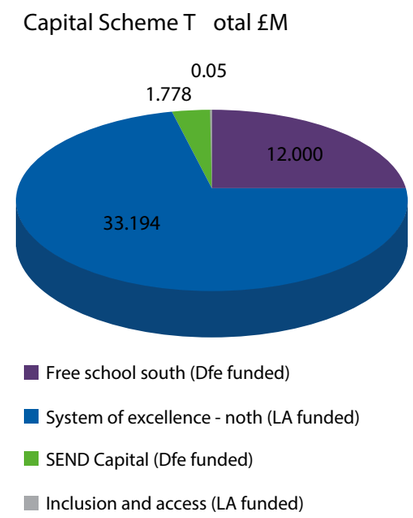


Chart 4: This table shows the new funding that has been made available for capital projects, this includes external funds from the DfE and funding being made available through Wiltshire Council.

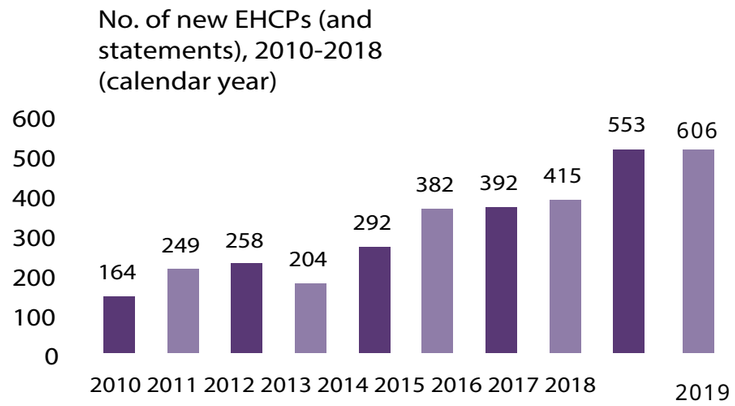


Chart 5: This table shows that Communication and Interaction (which includes Autism/ASD) is the most common SEND designation for children in primary school. In secondary school cognition and learning is the most common SEND designation for young people. In both mainstream settings this is very similar to the national picture. In special schools Wiltshire has more children and young people with communication and interaction concerns than is the case across the county.

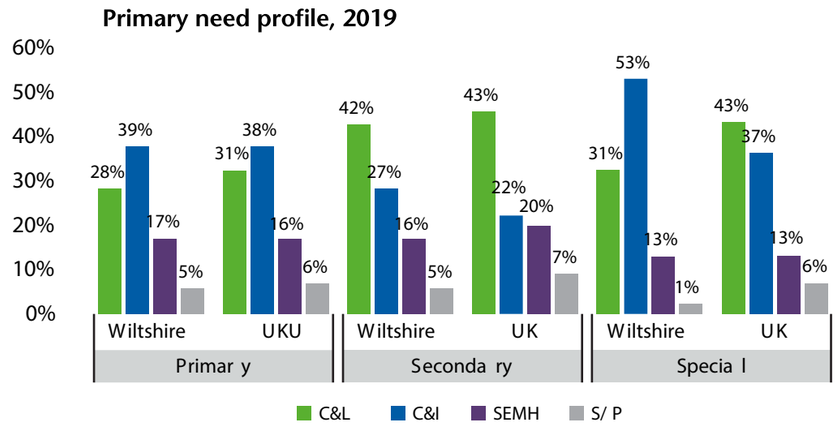
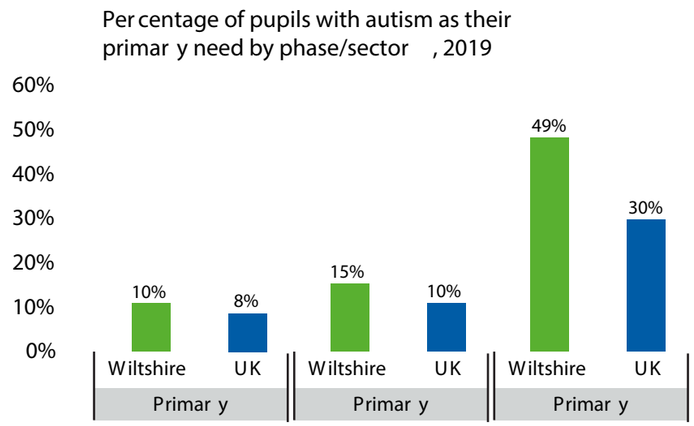


Chart 6: This table shows that the rise in the number of children and young people with Communication and Interaction is particularly linked to a diagnosis of ASD/Autism. Significantly more of these pupils with ASD are in special school settings and we will need to review whether this is offering these children and young people the best access to qualifications and inclusion.



Outcomes

Wiltshire has done well in working towards the goals within the Children and Families Act 2014 and in 2018 we received a positive SEND local area inspection. This was an inspection of how we all work together including schools, the council, WPCC, the voluntary sector and health[8].

However, Wiltshire like other areas have struggled to create all of this within the funding that comes from central government. All the partners and stakeholders in Wiltshire are committed to continuing to improve services for children and young people with SEND, but we also know that we have to reduce our spending in line with the budget.

Early years foundation stage (EYFS)

Children with SEND achieve well at the end of EYFS when their achievement at the Good Level of Development (GLD) is compared to the national average, the south west and similar authorities. Over time achievement has been above average for children who have an education health and care plan (EHCP) and for children who receive SEND school support.

Chart 7 - EYFS %GLD: SEN support

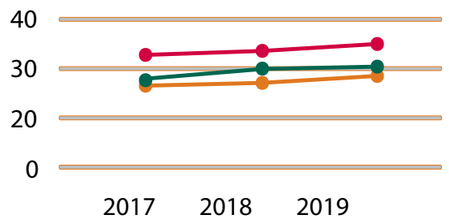
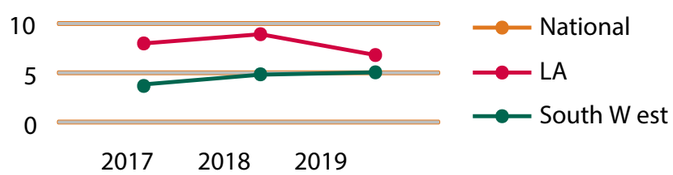


Chart 8 - EYFS %GLD: EHCP



[7]C & L Cognition and learning, C& I Communication and interaction, SEMH – Social Emotional and Mental Health concerns, S/P Sensory/ Physical
[8]https://files.api.ofsted.gov.uk/v1/file/2763765

Key Stage 1

Chart 9 - KS1 Read %exp+: SEN support

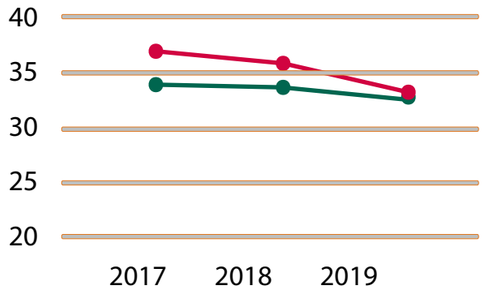


Chart 10 - KS1 Read %exp+: EHCP

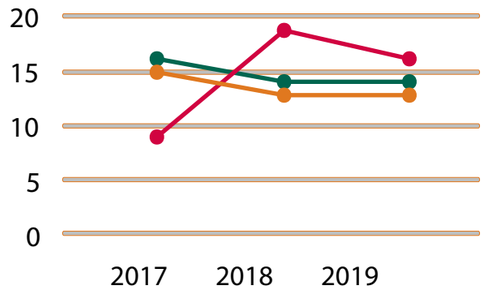


Chart 11 - KS1 Write %exp+: SEN support

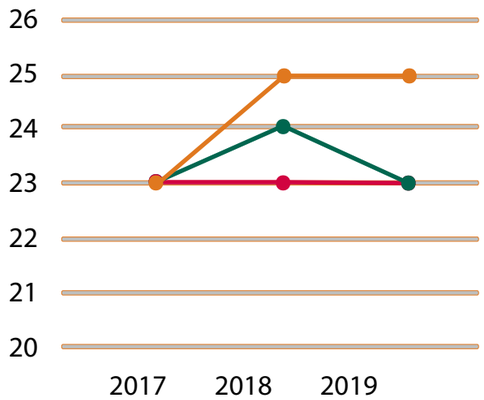


Chart 12 - KS1 Write %exp+: EHCP

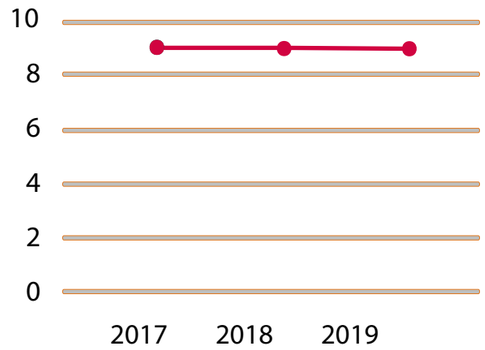


Chart 13 - KS1 Maths %exp+: SEN support

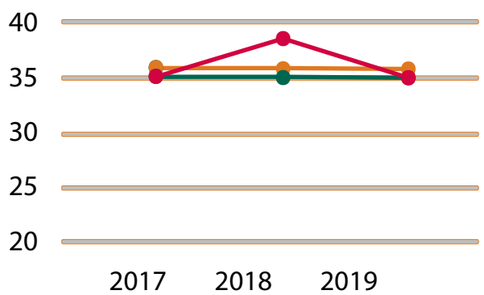
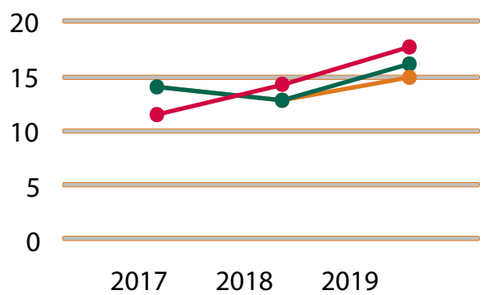


Chart 13 - KS1 Maths %exp+: EHCP



Key Stage 1 results for both children on SEN support and EHCP are either at or above national averages, apart from writing which is below national achievements. However, both maths and reading for children with an EHCP is just above national averages.

Key Stage 2

The percentage of children with an EHCP or on SEN support in Wiltshire achieving the expected standard in reading, writing and mathematics is broadly in line with the national average.

Chart 15 and 16 Reading, writing and maths results combined for Key Stage 2

Chart 15 - KS2 %exp+ RWM - SEN support

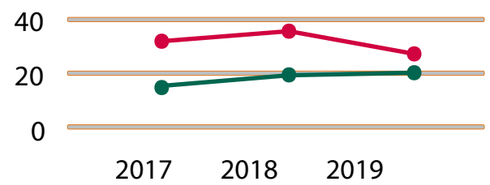
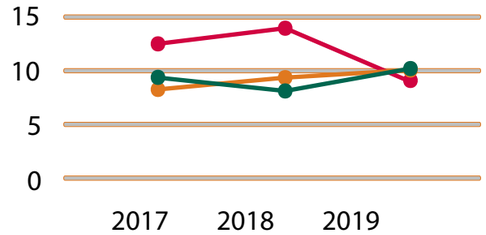


Chart 16 - KS2 %exp+ RWM - EHCP



However, the rate of progress across KS2 varies between subjects. The colours in the tables below show where these results are significantly different from the national position. Children in Wiltshire with SEND are making better progress than similar children nationally in their reading. Progress in writing is weaker for pupils with SEND than nationally, continuing the trend from Key Stage 1. Children with an EHCP are progressing better in maths than nationally. However, progress in maths for pupils at SEN support is not as good.

KS2 reading progress	SEN support	EHCP	no SEN
National	-1.03	-3.51	0.36
LA	-0.63	-2.69	0.36
KS2 2riting progress	SEN support	EHCP	no SEN
National	-1.74	-4.27	0.53
LA	-2.29	-4.41	0.16
KS2 maths progress	SEN support	EHCP	no SEN
National	-1.04	-3.87	0.38
LA	-1.58	-3.64	-0.44

Key Stage 4

Attainment at GCSE is better than nationally for young people with an EHCP, though young people at SEN support attain slightly less well than their peers nationally.

Chart 17 - KS4 %GCSE grade 5+ E&M - SEN support

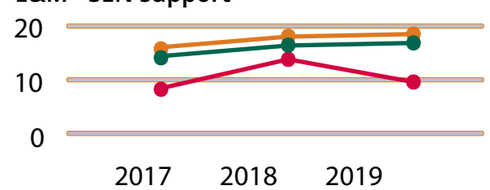
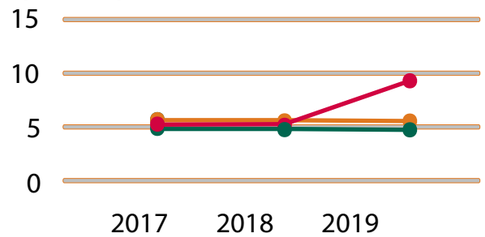


Chart 18 - KS4 %GCSE grade 5+ E&M - EHCP



KS4 GCSE grade 4+ English and maths	SEN support %	EHCP %	no SEN %
National	32.1	11.0	71.1
LA	31.1	13.3	74.6

Progress figures indicate the same pattern as attainment. Young people in Wiltshire with an EHCP make more rapid progress than their peers nationally. The progress for SEN support children is similar to the national progress rate. From these figures we can conclude that strengthening SEN support should be an important part of this strategy.

Chart 19 - KS4 Progress 8 SEN support

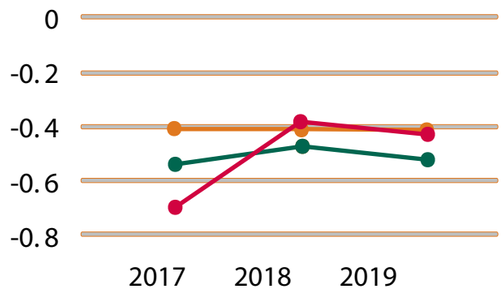
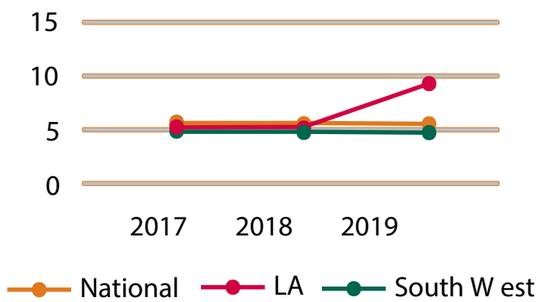


Chart 20 - KS4 %GCSE grade 5+ E&M - EHCP

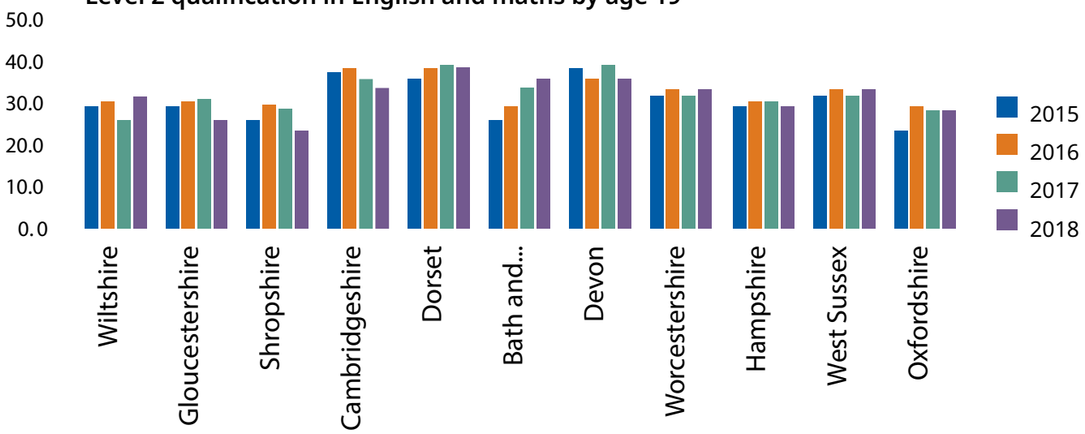


KS4 Progress 8	SEN support	EHCP	no SEN
National	-0.42	-1.16	0.08
LA	-0.44	-0.92	0.14

Key Stage 5

Of the 816 pupils with SEN, 31.99% achieved a Level 2 qualification in English and maths by age 19. This compares well to Wiltshire's statistical neighbours average (31.3%) and the national average (30.62%).
This ranks Wiltshire 62 nationally out of 152 Counties. These are sourced from the Department for Education's Level 2 and 3 attainment by counties aged 19 in 2018.

Chart 21 - Percentage of those with SEN who achieved a Level 2 qualification in English and maths by age 19



Percentage of KS5 SEN entering education, employment or training destination

Of the 92 young people identified with SEN in Wiltshire in 2019, 85% continued into education, employment and skills. This figure appears to be a significant drop compared to the previous year (94%), however this indicator now includes those who were studying Level 1, 2, 3 and entry level between the age 16-18. Wiltshire is slightly lower than its statistical neighbour's average (85.9%), and the national average (86%). Wiltshire is ranked joint 74 in the country[9].

[9]This data was sourced from provisional destinations data published by DFE in October 2019, for mainstream schools 2016/17 cohort in 2017/18.

Exclusions from school

In Wiltshire the latest data suggests that while Wiltshire schools permanently exclude fewer pupils with SEND, the use of fixed term exclusions for pupils with an EHCP is significantly above the national average. This is one of the reasons for prioritising inclusion within this strategy[10].

Wiltshire	% Permanently excluded	% Fixed term excluded	% more than one fixed term exclusion
Wiltshire SEN support	0.11%	14.75%	6.83%
National SEN support	0.34%	15.10%	6.09%
Wiltshire EHCP	0.05%	20.31%	14.75%
National EHCP	0.16%	15.95%	6.43%

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Attendance at school

Children by SEND status with absence rates. Data taken from the latest DFE published exclusion data for academic year 2017/18 shows a comparison of Wiltshire absence rates to national absence rates - persistent absentees are pupils who attend less than 90% of their available sessions. Red totals are higher than the national average and green below the national average

Wiltshire	% Persistent absen-tees	% Overall absence
Wiltshire SEN support	17.27%	6.51%
National SEN support	18.30%	6.50%
Wiltshire EHCP	24.53%	8.76%
National EHCP	25.10%	8.70%
Wiltshire no SEN	8.93%	4.42%
National no SEN	9.40%	4.40%

[10]Data taken from the latest DFE published Exclusion Data for Academic Year 2017/18 with a comparison of Wiltshire Exclusion Rates to National Exclusion Rates. Red totals are higher than the national average and green below the national average

The priorities

Through the consultation six priority areas were drawn out:

1. Developing holistic plans with children/young people
2. Inclusion and removing exclusion in education
3. Inclusion and wellbeing in the community
4. Improving the range and quality of provision
5. Progress and attainment
6. Well planned transitions

Priority 1 - Developing holistic plans with children/young people

We want to ensure that there is a good plan for every child and young person with SEND which thinks about their whole life and has contributions from all the people and organisations that can help them reach their goals.

What have we achieved so far?

- Successful local area inspection for Wiltshire SEND (February 2018) and children's services (June 2019), recognising the progress made through joint working
- The local area's quality assurance of plans suggests that 95% are fit for purpose
- We have set up the Harbour Centre in west Wiltshire and started to develop the model in the south east to support children with early mental health and emotional issues
- Established a dynamic support register for children and young people with learning disability and/or Autism with significant mental health needs.
- Developed person-centred, early identification, assessment and planning.

What do we need to do next?

a) Improve communication between education, health and social care so that everyone has a clear understanding of roles and responsibilities throughout the SEND process. This will lead to strong advice with plans that are clear and easy to understand

b) Strengthen and improve the use and monitoring of health outcomes, looking for areas of best practice and developing local options

c) Improve the information on the local offer showing pathways for how to get early help for parents, carers and schools

d) Develop the information available through the SEND independent advice and support service to ensure the health offer is communicated to parents

e) Strengthen practice so that annual reviews routinely include appropriate health input and make it possible for children and young people to have one rather than multiple plans.

f) Strengthen practice so that plans have all the required information from social care

g) Review and improve the role of SEND teams and jointly identify gaps in service provision and look for investment required to close identified gaps

h) Explore new digital opportunities for writing, reviewing and delivering plans

i) Explore social media/ICT opportunities for engaging with children and young people

j) Develop the multi-agency involvement in the ASD pathway

k) Reduce waiting times for mental health support for children and young people with SEND

l) Develop our decision-making panels and review the related processes

m) Develop our joint working so that referral processes and first points of contact are easy to use.

n) Work towards all requests for an Autism diagnosis to be met within a 26-week timescale, in line with NICE guidance, but all requests, regardless of requirement for diagnosis, lead to an offer of support or help

o) All eligible requests for support from Child and Mental Health Services (CAMHS) are met within nationally required standards within 24 weeks

p) Strengthen the integrated two-year-old pathway to support early identification and assessment.

How will we know if this is making a difference for children/young people with SEND and their families?

- Reduction in waiting times for accessing support ensuring help is not dependent on diagnosis
- Parents and professionals will say plans are more effective
- Children and young people will say their wellbeing has improved
- Parent, cares will say the information they access is easier to understand
- Fewer young people become mental health inpatients
- Children & young people in vulnerable groups (e.g. LAC & CiN) receive timely assessments & plans.

Priority 2 - Inclusion and removing exclusion in education

We want to increase access to, and the capacity of, local mainstream schooling to better meet the needs of the most vulnerable children and young people.

We want every child and young person to feel part of their school community and that the support, help, education and opportunities around them will help them on their journey.

What have we achieved so far?

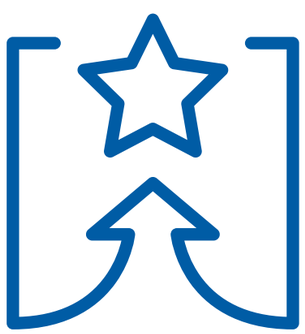
- We have kept permanent exclusions at secondary level low
- We have developed ways of working in partnership to offer early help
- We have created a managed moves forum to help offer choice to children/young people
- We have new funding from the National Health Service – England (NHSE) to develop more support in primary and secondary schools for children and young people with mental health difficulties.

What do we need to do next?

a) Work with schools and colleges to bring in more focused training, coaching and mentoring so that they can help children/young people to be educated locally
b) Develop the alternative provision offer in collaboration with schools
c) Review the role of our SEND teams to improve how we support children with SEN support
d) Develop how we use ICT to provide quick virtual help (e.g. the SOMEHOW project in Tidworth)
e) Review the support offered to children and young people, families and schools around managing behaviour that managing challenging behaviour ensuring it is integrated with social care
f) Review and re-launch the graduated response tool
g) Grow the reach of WPCC with parent carers of children with SEN support or educated at home to recognise their needs and improve early support
h) Improve early intervention for young children with emerging mental health concerns
i) Work with schools to reduce the stigma and associated bullying that young people with SEND experience
j) Develop the support of the virtual schools team with SEND provision
k) Manage and strengthen quality checks for unregulated provision.

How will we know if this is making a difference for children/young people with SEND and their families?

- There will be a year-on-year reduction on fixed term and permanent exclusions for children with SEND
- More children and young people with SEND will be educated in mainstream settings year on year
- There will be a decreasing number of children and young people accessing independent special schools year on year
- Improvements in early help will mean more children and young people with SEN support plans balanced by a reduction in EHCPs year on year
- Every child is accessing safe educational provision.



Priority 3 - Inclusion and wellbeing in the community

We want to work with our communities so that children and young people with SEND and their families feel they can thrive.

We want to ensure we have highly effective systems, supports and structures inside and outside of education for children and young people with SEND without needing an EHCP.

What have we achieved so far?

- We have developed a much-appreciated short breaks scheme that give families the ability to control how money is spent
- We have successfully offered training for business and communities around Autism (ASD)
- We have developed a new course called 'time out' with and for parents which has been shown to offer all parents/carers of children with SEND a supportive course not dependent on having a diagnosis
- We have extended the Support in Wiltshire Autism Parenting Programme (SWAPP) course for parents of children with ASD so that more families can access the course quicker
- We have developed online support for children and young people, with mental health issues so that they can get help quicker in a way that they are comfortable with
- Training has been provided to youth settings to enable children with complex health needs who access the children's community nursing service to access local clubs and services in their community.

What do we need to do next?

a) Develop partnerships across all community groups to establish an understanding and model of what effective early support looks like
b) Increase access to early social care support in a way that enables sustainable, long term outcomes for children and young people with SEND
c) Collaborate with public health to increase disability awareness in the community, including public transport, community groups and leisure facilities
d) Improve access to health appointments in local settings – particularly schools and colleges
e) Develop the community eating disorder service working towards seven-day-a-week assistance with home support
f) Support more young people to have their voice heard through the Youth Ambassadors scheme
g) Develop the short breaks scheme to offer a wider range of inclusive opportunities in the community
h) Strengthen the health visitors role in signposting and referring families in to community SEND provision
i) Work with children's centre's to further their out-reach to families with children with SEND

How will we know if this is making a difference for children/young people with SEND and their families?

- Children and young people with SEND will say they feel part of their local community
- Parents report they have accessed support and training which has enabled them to support their families
- Children report that they are empowered through the person-centred planning
- Community groups report better joint working
- Children in vulnerable groups (CiN, LAC, FSM) receive the additional joined-up support that they need, families talk about positive social opportunities for their children and the children have fun.

Priority 4 - Improving the range and quality of provision

We want to ensure that all the services and support for children and young people with SEND are brilliant and are there at the right time in a way that meets their needs. This includes across education, health, transport and the wider community.

What have we achieved so far?

- Successfully bid for new money to have a new school in the south of the county for 150 children and young people with ASD and Social, Emotional and Mental Health concerns (SEMH)
- Agreed to amalgamate the three special schools in the north of the county (St Nicholas, Rowdeford and Larkrise) to become one school on three sites and provide for up to 400 pupils on the Rowdeford site
- Agreed with eight primary schools to increase or have a new resource base to create 52 new places
- All community healthcare clinics for children in Wiltshire are now being provided within county
- Wiltshire children's community healthcare services are now using one electronic record which enables information to be shared between services and with GPs
- Reintroduced SENCO networks and regional meetings for schools with the LA
- Developed a new multi-professional Wiltshire Autism Assessment Service which is compliant with NICE guidelines.

What do we need to do next?

a) Develop the continuum of inclusive provision between resource bases and Enhanced Learning Provision
b) Develop a project to upskill schools around dyslexia and ASD with an accreditation scheme
c) Create additional resource base places
d) Build and staff the new schools in the north and south of the county
e) Work with parent, carers, children and young people to develop service specifications, outcome reporting for the children's community healthcare services
f) Develop the neurodevelopmental pathways to support children and families earlier, without a diagnosis
g) Bring more mental health support to children and young people, particularly into schools and colleges and explore innovative ways to deliver this e.g. access to IT, Apps etc.
h) Increase good emergency responses for children with severe mental health needs
i) Develop alternate approaches to transport for children with SEND.

How will we know if this is making a difference for children/young people with SEND and their families?

- Educational settings will demonstrate improved outcomes for children with SEND
- Specialist education provision developed based on needs and identified gaps
- Families report that equipment is available and recycled within agreed timescales
- Parents report that their child's needs are met because they can access services
- New special schools and resource base provision are developed with positive feedback from families
- Joint commissioning arrangements will be made around education, health and care provision to secure positive outcomes for young people with SEND
- Children and parents are involved in co-production for the development of services.

Priority 5 - Progress and attainment

We will work together to ensure every child and young person does well in their education and achieves wellbeing.

What have we achieved so far?

- Early Years Foundation Stage (EYFS) results show Wiltshire has 28.9% of young children with SEND achieving a Good Level of Development (GLD), compared to 24.3% nationally
- Key Stage 1 and 2 results in progress and attainment have improved such that they are broadly in line with national data
- Key Stage 4 results are closer to national averages and have improved in the last 3 years

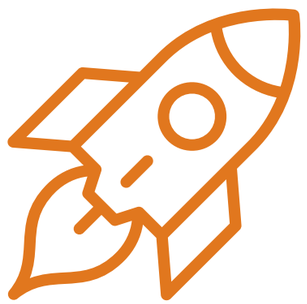
What do we need to do next?

a) Develop a measure for understanding children and young people's wellbeing
b) Implement an 'inclusion dashboard' for all schools/colleges and early years settings to ensure we can see how plans make a difference to children and young people.
c) Develop and deploy the team of lead SENCOs to support the development of SENCOs and inclusive practice
d) Use the Whole School SEND programme to evaluate practice and identify areas for improvement
e) Develop a PATH's approach to planning and development integrating social care in schools
f) Engage with governors on inclusion
g) Further develop guidance to colleges, schools and early years settings on meeting medical needs
h) Work together to create a quality assurance approach to support primary and secondary schools and colleges that have specialist SEND provision

Note: The delivery of improved achievement and progress for children and young people with SEND will be supported through the delivery of the other five strategic priorities in this strategy.

How will we know if this is making a difference for children/young people with SEND and their families?

- There is information in all plans about children and young people's wellbeing and that this shows their wellbeing is improving
- For progress and attainment for all children and young people with SEND to be in line with or above national averages
- The number of young people with SEND engaged in education, employment and training increases year on year.



Priority 6 - Well planned transitions

We want to ensure that every child and young person gets the right help as they go through significant life events such as starting at a new school or college and becoming young adults as they leave education.

Our aim is for children and their parent/carers to experience seamless transitions, across education, social care and health.

What have we achieved so far?

- Set up a transitions board helping to manage services as young people move into adulthood
- Changed the review paperwork for EHCPs to include sections on planning for transition
- In 2019, Wiltshire achieved some of the highest rates in the country for young people with SEND accessing apprenticeships (820), paid work (91) and voluntary work (37).
- Offered a primary mentoring service to targeted schools in areas of highest vulnerability
- Joint working with adult mental health services to improve the transition between child and adult mental health services
- Embedded CAMHS staff in our social care teams offer consultation and support to the multi-disciplinary work force
- Reduced the impact of transition by working in a more integrated way with multi-agency partners
- Co-produced a preparation for adulthood document

What do we need to do next?

a) Identify a strategic lead for transitions

b) Bring together special schools with mainstream schools to review how schools can work collaboratively to support children and young people make the most of what is available across the SEND system

c) Start the preparation for adulthood earlier so that young people can make more informed decisions about how they wish to lead their adult lives

a) Support Armed Forces families moving into the county to ensure a smooth journey

b) Establish effective services and provision to support young people preparing for adulthood to remain within their community and ensure smooth transition into adult services where appropriate, covering supported employment, apprenticeships, traineeships, internships and independent travel

c) Work with the district specialist centres, to increase opportunities for early years children to transition across settings

d) Create and communicate a clear pathway to support preparations for the transition to adulthood and moving between health services so that young people stay safe, healthy and connected to the relevant health service (in particular, recognising when/if a diagnosis supports transition)

e) Start early engagement with employers to understand what they need in the workforce

f) Promote and improve the uptake of annual health checks

g) Strengthen how health visitors work together with early years settings

h) At any transition, health plans are considered and reviewed as part of one plan

How will we know if this is making a difference for children/young people with SEND and their families?

- All children with SEND have a smooth transfer from their early years setting to primary school
- All primary schools report that they feel confident in meeting the needs of children in reception
- Secondary schools have arrangements in place to ensure all children make a successful transfer into Year 7
- The number of young people with SEND engaged in education, employment and training increases yearly
- Plans for children aged 14 and above reflect aspirations for future education, training and employment
- Checklists and resources designed to help transition reviews are used by settings and families to achieve good quality reviews
- There is an increased uptake of college courses and apprenticeships for young people aged 16-19 with SEND year on year.

How we will do this and how will we know it is working?

We will all need to work together by:

- Working with children and young people with SEND so that they can tell us how we are doing
- Setting up a SEND and Inclusion board involving representatives of all the people and organisations who got involved in the consultation and can help us make this strategy happen
- Using the joint agency Families and Children Transformation Programme (FACT), The Clinical Commissioning Group Transformation Programme and the Health and Wellbeing Board to support change and make things happen through all the relevant organisations
- Working closely with schools/colleges/nurseries on a regional basis to improve inclusion
- Setting up a monitoring process which lets us know if we are achieving our vision linked to each of the priority areas (a SEND Dashboard)
- Creating a budget recovery plan that links to the strategic priorities and supports improvements in quality
- Reporting to everyone about the money to ensure that we can afford these plans
- Developing quality assurance e.g. through self-evaluation and peer evaluation for services
- Creating a universal wellbeing check that children and families can use themselves
- The needs identified in the SEND Strategy will be included in the Joint Strategic Needs Assessment.
- Making our strategy and our minutes from the SEND and Inclusion Board available online so that everyone can see what we are doing and achieving

Appendices

Appendix 1 – SEND Inclusion strategy consultation

There were two main ways in which we consulted on the creation of this strategy, face-to-face meetings and an online survey.

1. Face-to-face meetings

a) Officers working alongside Wiltshire Parent Carer Council (WPCC), had three initial meetings across the county with parent, carers, professionals and community members

Locations	Number of attendees
7 October 2019, Assembly Room, Town Hall, Devizes	31
8 October 2019, Chippenham Golf Club	19
11 October 2019, Stones Hotel, Salisbury	28

In these meeting a set of slides was shared and then attendees took forward a number of workshop activities to explore both what has been achieved so far around SEND and inclusion and what would be important for the future.

The team creating the strategy (WPCC and professionals from across the local area for SEND in Wiltshire) then met together to gather together what had been said. From these deliberations seven priorities were proposed and an initial vision statement set out.

There were then a further three meetings arranged, where stakeholders (some from the existing meetings, but mostly new attendees) came together to review the priorities, develop the vison statement and identify key actions for the strategy.

Locations	Number of attendees
11 November 2019, Salisbury City Hall	18
14 November 2019, Corn Exchange Devizes	17
21 November 2019, Wiltshire College, Chippenham campus	10

b) Meetings with professionals and schools

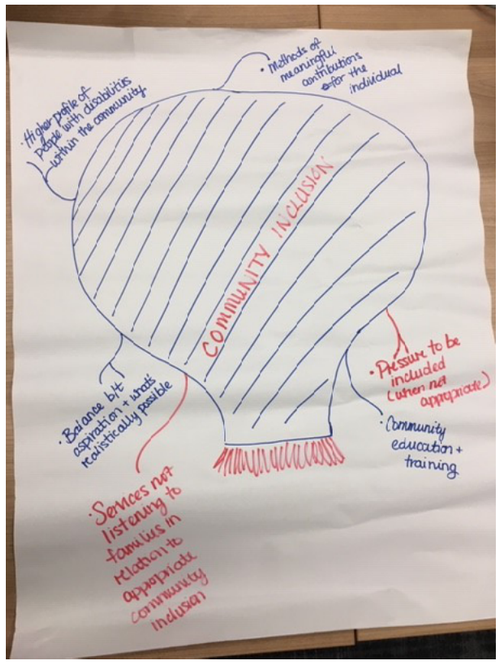
The team went to a number of meetings to inform and gain input from a range of professionals including:

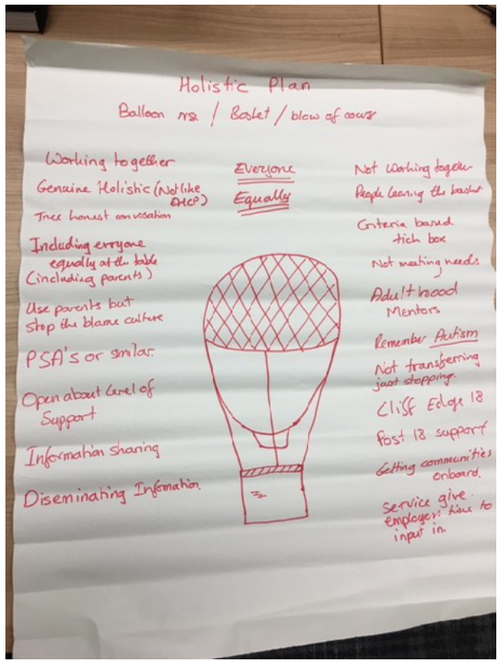
- Head Teachers regional briefings
  - 16th September, Devizes, 18 attendees
  - 17th September, Trowbridge, 38 attendees
  - 18th September, Chippenham, 25 attendees
  - 19th September, Salisbury, 35 attendees
- SENCO networks
  - typically 25 attendees
- FACT (Family And Children's Transformation) Board
- Wiltshire SEND Inclusion Board
- Clinical Commissioning Group Board
- Wiltshire Council Cabinet
- Health and Wellbeing Board

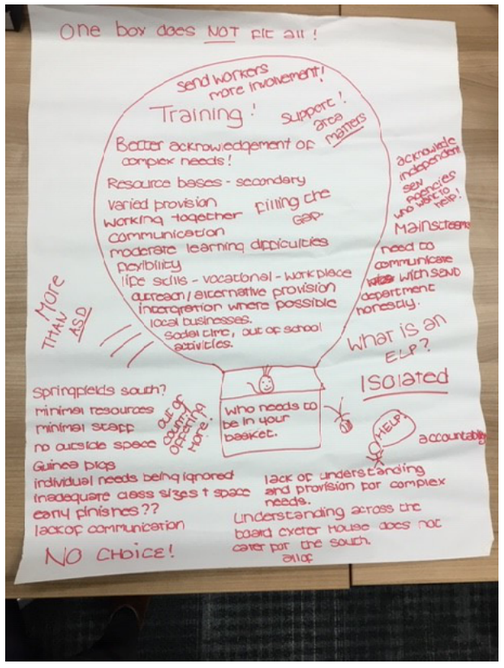
c) Meetings with children and young people with SEND.

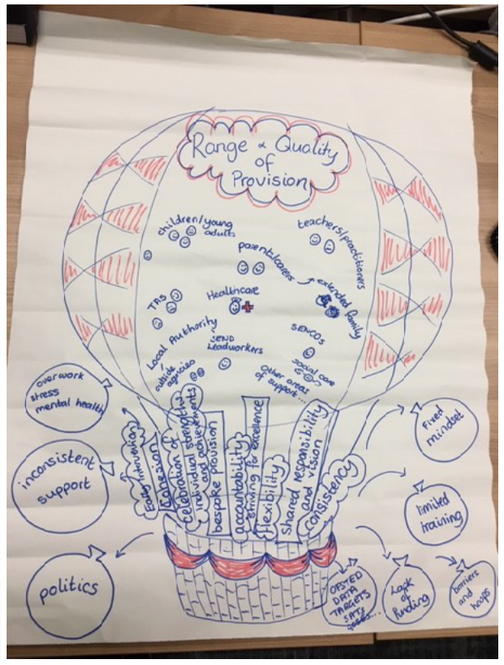
A total of 21 young people with SEND were interviewed by youth ambassadors, who had wide ranging discussions about the things that were important to them. The main theme and issues are show in the balloons in the main report. This piece of work was underpinned by the biannual health survey https://www.wiltshirehealthyschools.org/partnership-projects/fab-research/ which highlighted similar positive levels of wellbeing, but also particular concerns about being bullied, labelled and excluded.

Below are photos of some of the notes from the face-to-face meetings:





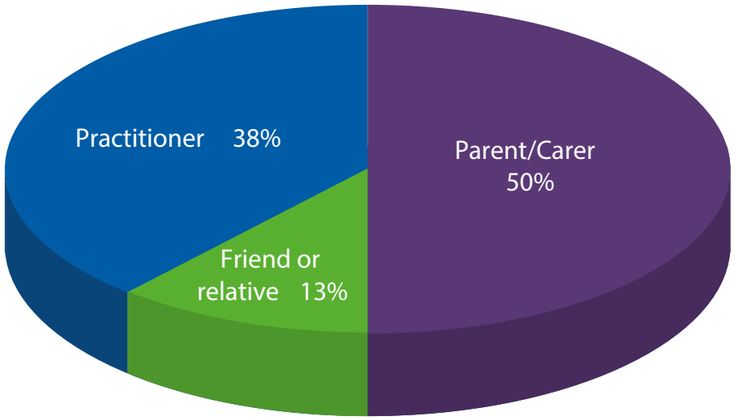




2. An online survey

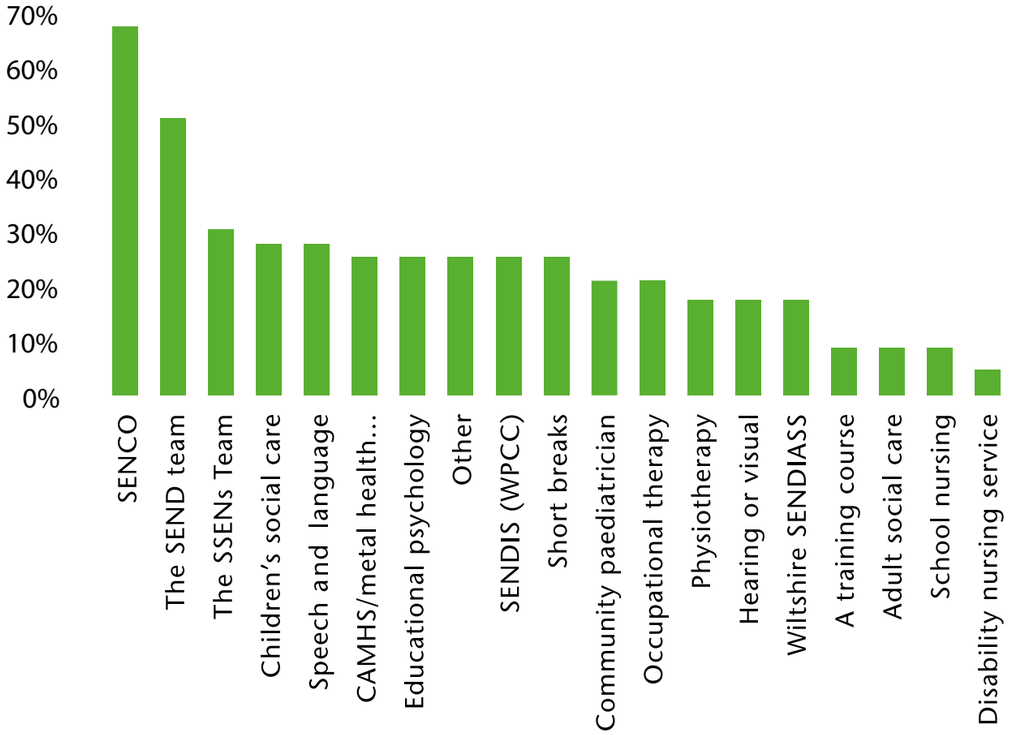
The online SEND Inclusion Strategy Survey received 24 responses from parents, carers, practitioners and friends or relatives.

Who responded to the survey?



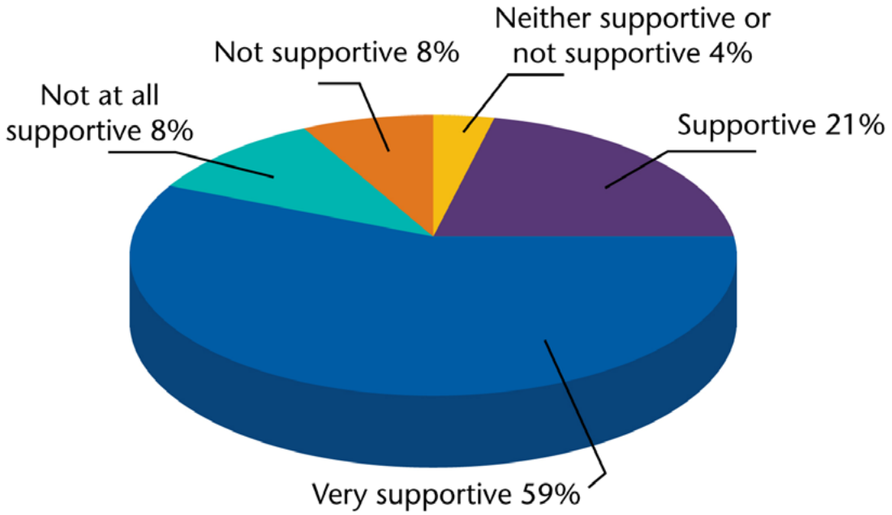
The participants had accessed a wide range of services.

Services accessed/worked with over the past 12 months



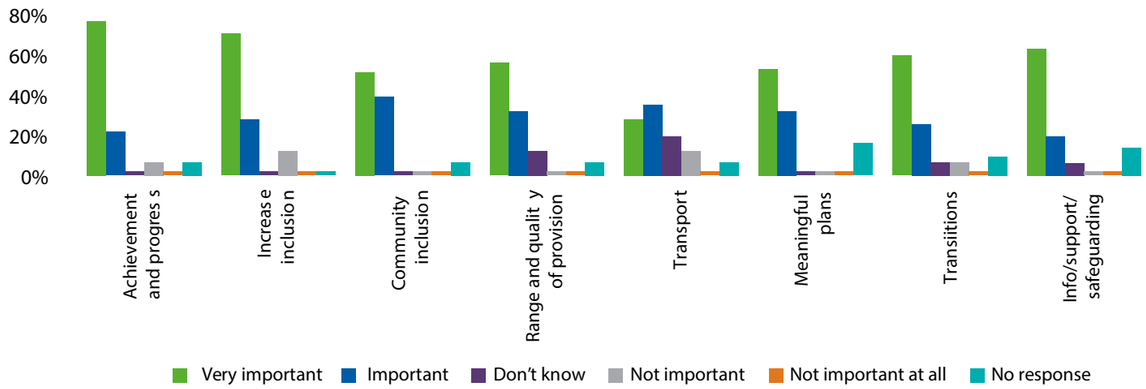
80% said they were 'supportive' or 'very supportive' of the proposed vision. 16% said they were 'not supportive or 'not at all supportive' of the proposed vision.

How supportive are you of the proposed vision?



The majority of respondents thought it was 'very important' or 'important' that the below areas were covered in the strategy

Eight areas we think the strategy needs to cover

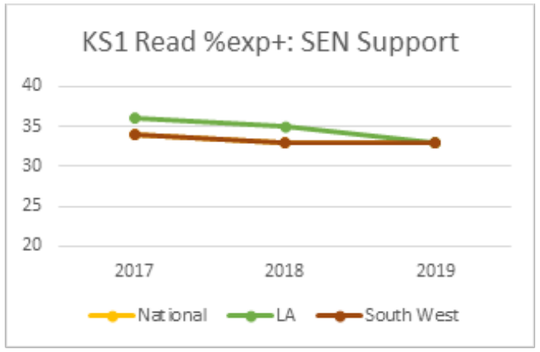


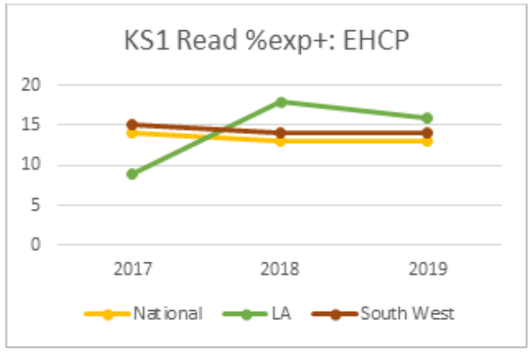
Appendix 2: Overview of SEN KPIs for local area

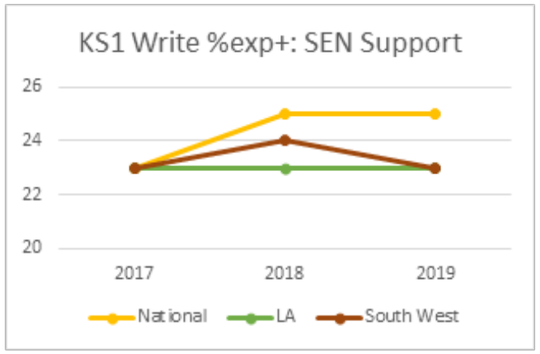
Currently recorded by SEND team Wiltshire	Proposed additions
Monthly Involvement - Voice of child EHCP - Numbers of plans EHCP - New requests EHCP - Monthly progress EHCP - Statutory deadlines EHCP - Quality of My Plans EHCP - My Support Plans Resources - Client Spend **Quarterly** Summary of Spend by Bandings Outcomes - Exclusions Outcomes - Independent travel training Outcomes - Use of alternative provision Keeping C&YP close to home - SEN numbers in residential placements Keeping C&YP close to home - SEN numbers in out of county settings Keeping C&YP close to home - SEN numbers in ISPs and ISSs Keeping C&YP close to home - SEN Numbers in mainstream settings, RBs and ELP broken down by primary need Keeping C&YP close to home - SEN Numbers in Wiltshire Colleges Keeping C&YP close to home - SEN Travel Times Keeping children and young people close to home - SEN Looked after Children Involvement - Mediation Involvement - Tribunals Involvement - Complaints Involvement - Compliments Choice & Control - Direct Payments Choice & Control - Placement in line with parental choice Workforce & Capacity - Caseloads Resources - Resource Base Capacity Resources - ELP Capacity Resources - Special School Capacity **Annually** Outcomes - Pupil Premium Outcomes - Education attainment	**EHCP's** Vulnerable groups with EHCPs Placement of CYP with EHCPs **Absence, exclusion and attainment** EHCP Pupils (by need) Persistent absence of SEN pupils Primary Attainment Secondary Attainment Home Education Attainment by age 19 Post-16 destinations **Health indicators** 2.5 year reviews/CIN with disabilities Adults with LD living in settled accommodation

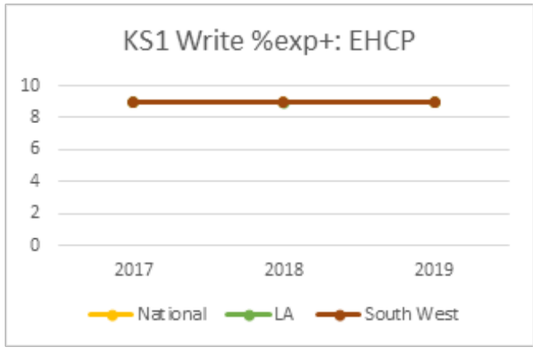
Further educational data

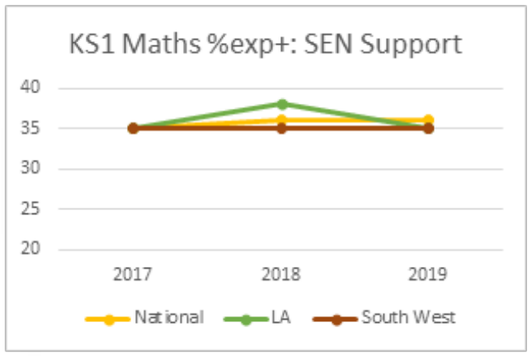
Key Stage 1

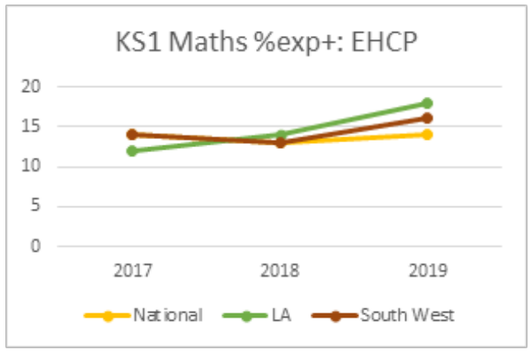


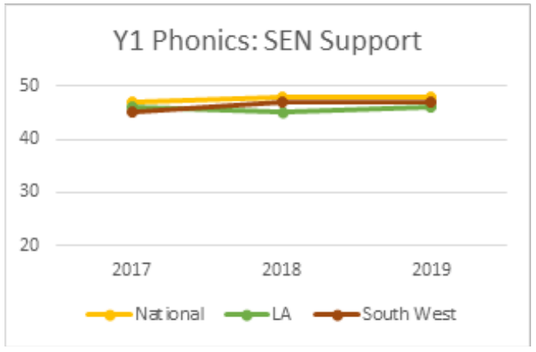


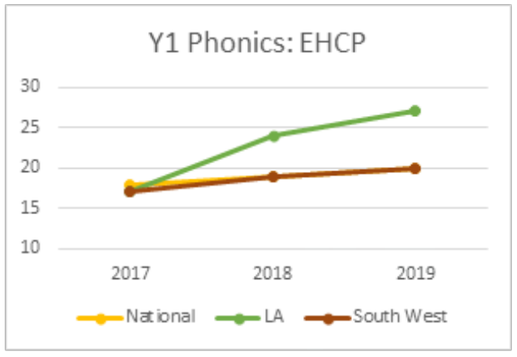




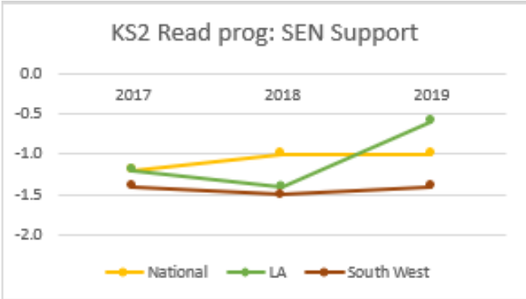


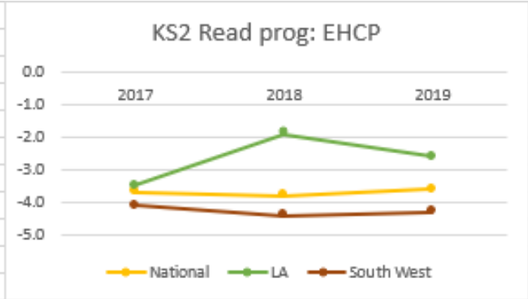


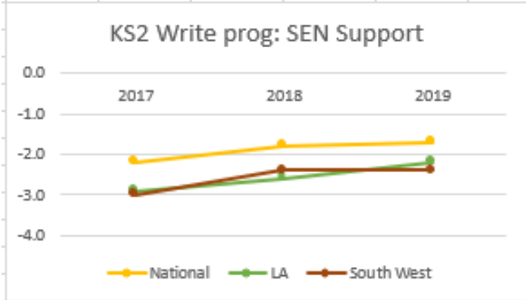


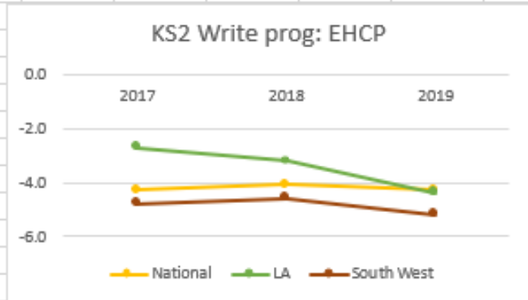


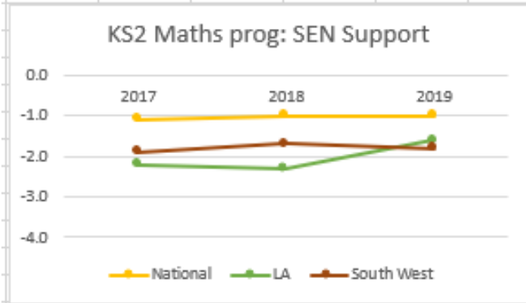
Key Stage 2

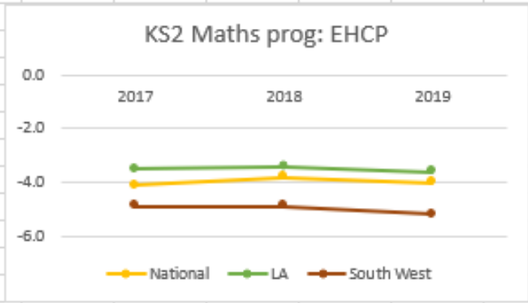












Appendix 3 – glossary

ASD	Autistic Spectrum Disorder
BSW	Bath, Swindon and Wiltshire Clinical Commissioning Group
CAMHS	Child and Adolescent Mental Health Service
C and I	Communication and Interaction
C and L	Cognition and Learning
CCG	Clinical Commissioning Group Community
EHCP	Education Health and Care Plan
EHE	Elective Home Education
ELP	Enhanced Learning Provision
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
HNB	High Needs budget (The funding local authorities receive for SEND)
ISS	Independent Special School
MLD	Moderate learning disabilities
NEET	Not in Education, Employment or Training
OFSTED	Office for Standards in Education
PATH	Programme for schools promoting alternative thinking patterns - Barnardo's
PMLD	Profound and Multiple learning disabilities
SALT	Speech and Language Therapy
SSENs	Specialist Special Education Needs Team
SLD	Severe learning disabilities
S/P	Severe learning disabilities and Profound and Multiple learning disabilities