



SEND Strategy 2021-2025

Introduction

Halton is committed to ensuring inclusive education, health and social activities of children and young people aged 0-25 years.

We expect that all services will work to enable all children and young people to develop, learn, participate and achieve their best possible outcomes.

Children's human rights are written down in the United Nations Convention on the Rights of the Child (UNCRC) to protect children and young people's rights around Participation in society/their local community; Protection from discrimination, exploitation etc and Provision covering their welfare e.g. education, healthcare etc. The UNCRC also says that **all adults** must do what is best for children and young people – this means that **we all** have a role to play to ensure that these rights are honoured.

The UNCRC says that all children and young people have rights and should be supported to:

- Live, develop, be well informed, included and can make their own choices;
- Enabled to flourish and thrive for who they are as people as they grow up;
- Be heard, have their views respected and participate in society as anybody else;
- Have equal access, opportunities, be safe and not be discriminated against.

Vision

In Halton, the rights within the UNCRC will be at the heart of our practice.

Halton Children's Trust believes that **every** child and young person has a right to thrive, flourish and lead an ordinary life. This should be without being labelled or restricted, no matter what their disability or ability.

We want every child and young person to:

- feel safe; valued; included and connected;
- be given opportunities to be active and for physical and mental health;
- be empowered to make choices that shape their lives with appropriate supportive relationships.

Principles

This Strategy sets out the plans we will put in place over the next five years, so that we can drive forwards our vision, priorities, outcomes and performance indicators to improve our practice.

To do this, we will need to:

- have improved our culture, ethos and practice with better processes and communication for working better together;
- ensure that children, young people and families have access to the right support, at the right time and at the right level to meet their needs;
- pave the way for children and young people as they grow up to thrive and flourish in their future life;
- offer **inclusive** education or learning opportunities in an appropriate setting serving their needs.

What do we mean by inclusive?

Inclusion is like the golden thread that has a direct influence on all aspects of children, young people and families' lives.

Attending

- ✚ Able to learn/train within environments which best meet their needs;
- ✚ Engaged in the life of their local community with groups/organisations/services that have inclusive culture and values.

Included

- ✚ Voices are heard and they are involved in decisions about things in their life;
- ✚ Opportunity to participate and engage as fully as possible in all aspects of their life;
- ✚ Enabled and supported to participate in learning/training.

Achieving

- ✚ Able to achieve their full potential;
- ✚ Have access to a developmentally appropriate curriculum or training/learning that is tailored to meet their needs.

Supported

- ✚ Their life is benefitted by the ethos, culture, teaching practices and relationships provided through groups, organisations, services and education settings;
- ✚ They are supported to overcome set-backs and barriers in their life.

Our Priorities

We believe the following priorities will help us to drive the work of Halton Children's Trust to meet the needs of children and young people with SEND.

Working Better Together

By working better together needs are identified early and met at the right time, by services that are fully inclusive in practice and processes.

Preparing for Adulthood

We will maximise young people's ability to thrive, be independent and reach their goals for adult life.

Empowerment (Communication and Co-production)

Professionals will work positively with children, young people and families to provide them with access to the information they need to build provision and services together.

Educational Inclusion

Children and young people can fulfil their potential supported by educational settings.

Our Key Outcomes

<p style="text-align: center;">Priority: Working Better Together</p> <p>How will we know we have achieved it?</p> <ul style="list-style-type: none"> • Families will have to repeat themselves less often “tell it once”. • Support will have been identified earlier for children and young people to have the “right support, at the right time and at the right level” which changes to meet their needed as they grow up. 	<p style="text-align: center;">Priority: Preparing for Adulthood</p> <p>How will we know we have achieved it?</p> <p>Young people will tell us they:</p> <ul style="list-style-type: none"> • Feel healthy and feel safe • Have job and control of their money • Feel valued, included, active and involved • Have a choice of housing • Have friends and a social life • Have intimate relationships
<p style="text-align: center;">Priority: Empowerment (Communication and Co-production)</p> <p>How will we know we have achieved it?</p> <ul style="list-style-type: none"> • Children, young people and families tell us they feel in control, well supported and able to influence the system of support for their child/young person. • Children, young people and families tell us that they feel respected and that their voice is heard by services. • Feedback from children, young people and families regularly sought and acted upon. • Children, young people and families tell us that we have provide them with easily accessible, jargon-free information that we have developed and produced together. 	<p style="text-align: center;">Priority: Educational Inclusion</p> <p>How will we know we have achieved it?</p> <ul style="list-style-type: none"> • Pupils progress and achievement will be in line with their peers compared to other local authorities nationally). • More pupils with EHCPs educated within mainstream schools, with fewer pupils educated outside the Borough.

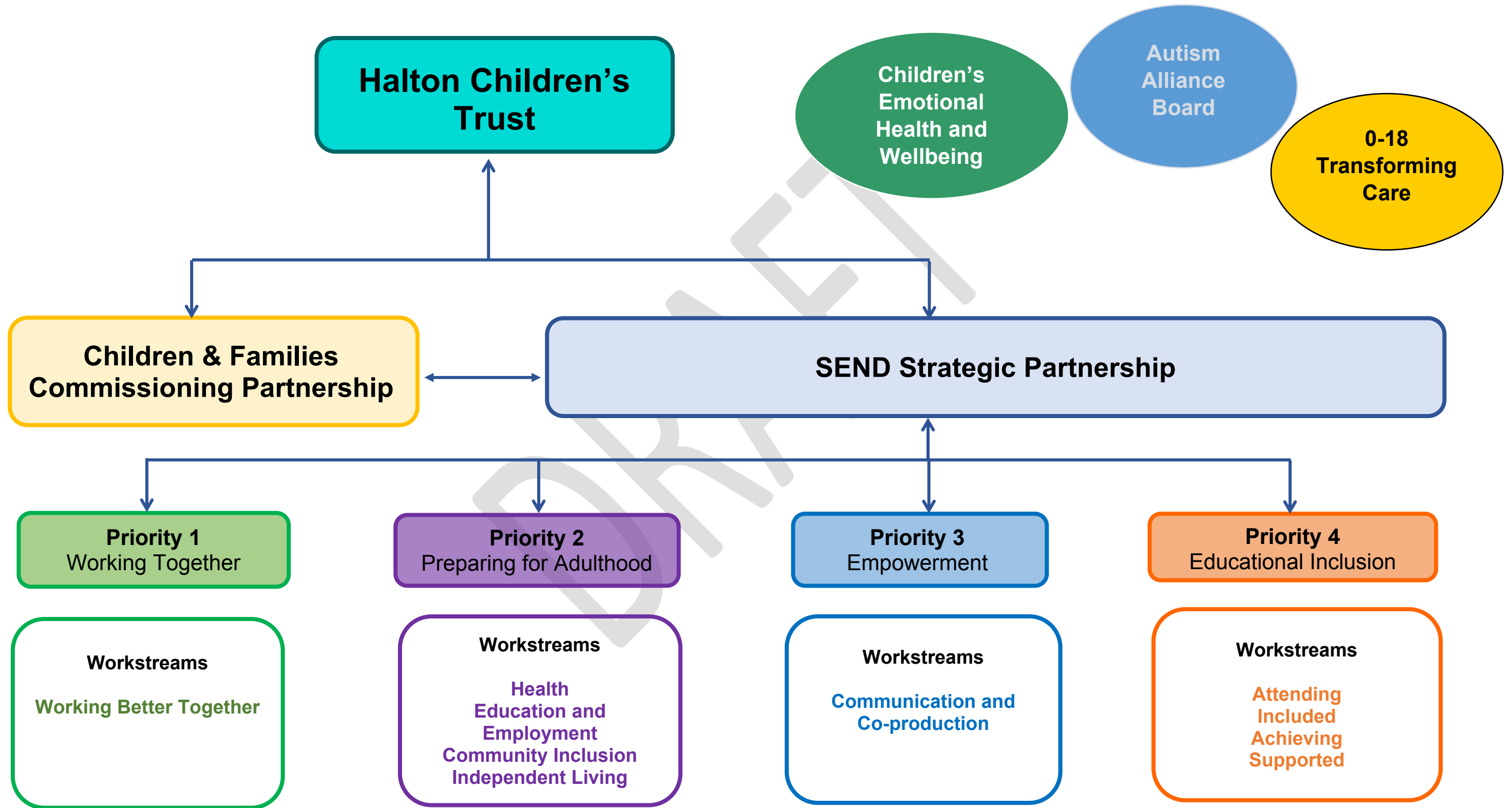
Who will be accountable for delivering this Strategy?

The SEND Strategic Partnership is responsible for leading this Strategy and accountable to Halton Children’s Trust Board for delivery and achievement of the priorities and outcomes over the next five years.

Priority Groups will sit underneath the Partnership and will develop action plans to drive forwards the work within each priority which will outline the objectives, actions, timescales and a clear set of performance indicators that will be used to review and monitor progress.

The need to establish improved feedback mechanisms from children, young people and families is a key element in being able to accurately measure the success of this Strategy.

SEND Strategy Governance 2021-2025



Priority: Working Better Together

By working better together needs are identified early and met at the right time, by services that are fully inclusive in practice and processes.

Working together, we will:

- Develop and monitor a set of creative and challenging outcomes measures to improve collective understanding about where we currently are in Halton delivering SEND services
- Review and improve the health pathways to reduce delays in diagnosis and ensure appropriate post-diagnostic support is available
- Improve awareness and use of learning disability annual health checks at 14 years+ and hospital passports with GPs and families to better support and meet the needs of young people.
- Review, revise and further embed the SEND Joint Commissioning Framework ensure services provided are good quality, accessible, inclusive and support children and young peoples' right to lead a diverse and flourishing life-
- Improve person centred practices including better information sharing systems between education, health and social care services/partners to deliver a Halton "tell it once" approach so that families can avoid having to repeatedly provide the same information.
- Support children and young people's access to education/learning by implementing integrated arrangements for specialist equipment (through Halton's Specialist Equipment Policy).
- Identify earlier the support needed by children and young people, so the "right support, at the right time and at the right level" is available and reviewed/monitored to address any changes needed as they grow up.
- Ensure timely and appropriate access to additional support funding for early years settings and that the referral routes and processes are well understood.

Priority: Preparing for Adulthood (PfA)

We will maximise young people's ability to thrive, be independent and reach their goals for adult life.

Note: These objectives provide a headline summary of work required or in development and they flow from actions already taken through the PfA 'vision'.

Health	Education and Employment	Community Inclusion	Independent Living
<p>Working together we will:</p> <ul style="list-style-type: none"> To further develop multi-agency pathways including the transition from Children's to Adults' services, for universal health assessments and health action plans to be implemented for all assessments. These will improve earlier identification, intervention, the support required by children and young people and improve strategic planning for provision. Equip young people to be empowered, confident and able to make decisions about their life and manage their own health. Review and improve the health pathways and early identification causing diagnosis delays for families seeking support for their child/young person, including transition pathways from Children's to Adults' health services. Ensure that health provision and support to meet the needs of children and young people to access schools/settings is effectively sourced and delivered e.g. post-diagnosis support, Speech and Language Therapy, Occupational Therapy etc. 	<p>Working together we will:</p> <ul style="list-style-type: none"> Improve the range and choice of educational provision across all key stages but particularly at Key Stage 4 and post 16. Have in a place a clear pathway to employment that provides a wide range of opportunities through education. Including making clear the pathways to supported employment and the further development of supported internships that lead to paid work and a career. Recognise the importance of transition in children's lives to embed the idea of the future and planning for it through effective support for children and young people to transition seamlessly to their next phase of education and employment. Raise awareness about positive inclusion to support increased opportunities for young people with SEND for employment with local employers. Improve support within schools/settings for children and young people to access specialist careers support, advice and guidance. 	<p>Working together we will:</p> <ul style="list-style-type: none"> Promote a SEND friendly Borough with inclusive communities by working together with the business and voluntary sector communities to improve social inclusion for young people with SEND. Strengthen the support provided to children and young people to develop the skills they need as they grow up e.g. increase their independence, involvement in their local community, employability and future aspirations. Ensure that children and young people have access to robust information, advice, support and guidance that meets their needs which enables seamless transitions e.g. between schools/settings, services and children to adults. 	<p>Working together we will:</p> <ul style="list-style-type: none"> Increase the use of assistive technology and equipment to support independence. Ensure that vulnerable young people including those with SEND have access to universal and targeted youth services, support that recognises their vulnerability to exploitation and improves their education of areas such as, illegal substances, social media, healthy relationships etc Ensure Halton Housing Strategy reflects the needs of young people with SEND and that there is sufficient provision of appropriate accommodation and care to support independent living.

Priority: Empowerment (Communication and Co-production)

Professionals will work positively with families and provide them with access to the information they need to build provision and services together.

Working together, we will:

- Develop a Co-production Charter with children, young people and parents/carers to set out our commitments and the value of parent/carer, child and young person's voice. The charter will have **accountability** at its heart and be supported by a programme of workforce development across the system.
- Ensure that children, young people and their parents/carers are made aware of their right to access easy-read, jargon free, impartial information, advice and support.
- Ensure high quality, accessible communication and support is available to children, young people and their parents/carers through regular updates and information sharing via the Local Offer, Halton SENDIASS, Halton SEND Carer Forum (HSCF), SEND Strategic Group etc.
- Further develop and maintain a co-produced accessible, accurate and comprehensive Local Offer.
- Develop regular feedback processes for parents/carers, children and young people to understand how well we are doing and to inform improvements as needed.
- Maximise transparency and accessibility of all our processes.
- Celebrate the achievements of our children and young people.
- Strengthen and widen our engagement in working better together with children, young people and their parents/carers.-
- Increase the wider shared understanding of what we mean by 'independence' to enable young people to take measured risks e.g. increase the use of Independent Travel Training.
- Co-produce a workforce development toolkit that supports an inclusive culture, high standards and the fulfilment of everyone's potential.

Priority: Educational Inclusion

Children and young people can fulfil their potential supported by inclusive schools/settings.

Attending	Included	Achieving	Supported
<p>Working together we will:</p> <ul style="list-style-type: none"> • Improve access to inclusive mainstream provision for children and young people with SEND by better enabling schools to provide support. • Develop a SEND Sufficiency Strategy to ensure that Halton has sufficient, appropriate education provision to meet the needs of children and young people in the Borough. • Improve attendance rates for children and young people in schools, by developing a clear understanding of non-attendance and ensuring that a full time offer is available to all. • Improve schools' confidence and understanding to deliver provision to children and young people with SEND, in order to increase access to mainstream education of children and young people with EHCPs. 	<p>Working together we will:</p> <ul style="list-style-type: none"> • Foster and support schools and settings to have nurturing and enabling environments to ensure that the individual needs of children and young people are well met and that they are fully included. • Ensure that inclusion funding for early years settings is accessible, timely and supports inclusion. • Have clear, easily understood processes and improved access to the required support for example, equipment, personal budgets etc. • Develop and maintain a range of outreach services to support children and young people to remain in mainstream education. 	<p>Working together we will:</p> <ul style="list-style-type: none"> • Improve the progress and attainment rates for children and young people at SEN Support and with EHCPs across all key stages. • Ensure the Graduated Approach is used more effectively by schools/settings to improve inclusive practices, earlier identification and intervention for children and young people at SEN Support level. • Ensure that an alternative provision offer that meets the needs of Halton's children and young people is developed. (Sufficiency Strategy). • Ensure that every child has access to a developmentally appropriate and varied curriculum tailored to meet their needs. • Improve support within schools/settings for children and young people to access specialist careers support, advice and guidance. 	<p>Working together we will:</p> <ul style="list-style-type: none"> • Provide high quality individual support plans and EHCPs with clear and appropriate outcomes. • Improve the multi-agency engagement by all partners within the EHCP assessment and review process to ensure that assessed needs are based on a multi-agency approach/advice for education, health and social care support required by the child/young person to achieve positive outcomes. • Maintain a range of training and support for parents and siblings that is accessible, well communicated. • Ensure health and care needs assessments are undertaken as part of the EHC process to make plans more holistic. • Ensure that the EHCP assessment and review process is clear, transparent, used, monitored and well understood across all agencies, partners and in particular with young people and families. • Increase the access and availability of personal budgets. • Provide better details of pathways to emotional health and well-being support for children and young people, which considers the specific needs of children and young people with SEND. • Provide good wraparound pre, post and no support by appropriately trained staff for children, young people and their families. Ensuring that young people are supported to understand their own diagnosis.