



Special Educational Needs and Disability Inclusion Strategy

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Areas of focus:

- Progress over the last 12 months, developing our Passion, Purpose, Pledges and Practice Standards across HECS
- SEND Inclusion Strategy 2021 - 2024
- SEND Governance Arrangements





Passion



Purpose



Pledges



Principles



Practice

Our Passion

Making North Tyneside an even greater place for children and young people to thrive; where all, including those who are vulnerable, disadvantaged or disabled have the best possible life

Our Purpose

Safe

Healthy

Opportunities

A Voice

Happy

Our Pledges

1. We will intervene early with evidence-based, family-focused services

2. We will work in partnership to keep children in school

3. We will keep children and young people safe at home, healthy and connected to their local communities



Passion



Purpose



Pledges



Principles



Practice

Our Principles

We will:

- Work to give the right help at the right time
- Work only for as long as necessary
- Work openly, honestly and respectfully
- Work to build strong relationships with those we work with
- Work with the whole family and network to bring about change

Our Practice Standards

Children will:

- Be listened to and we will act on what they tell us
- Have people important to them involved in helping
- Have their needs clearly understood
- Have a plan that tells those who need to know how to keep them safe and meet their needs
- Only have help for as long as they need it
- Be able to understand all the things written about them
- Have help that follows the rules
- Have help from workers who get the advice and support they need to do a good job

Covid 19 impacts on timescales, but what have we been up to in the last 6 months?

Some examples,

- Extended available provision at Beacon Hill, Silverdale and Moorbridge
- Re-designating Southlands Special School, bringing it together with Melrose, to develop our secondary ASD offer in North Tyneside
- Led by the Performance sub-group, developing a suite of performance indicators, capturing changes/pressures, to support future planning across education, health and care.
- A multi-agency pilot group has developed resources and pathways focussed on young people's mental health as a response to Covid 19, this work will further enhance the graduated response launched at the beginning of 2020
- Review of the SEND Support Service launched in September 2020



Developing a cross partnership SEND Inclusion Strategy

Key priorities

- To ensure the **right support is identified at the right time across education, health and care** for our children and young people who have SEND, intervening early to prevent, wherever possible, needs escalating.
- Where the **needs of our children and young people are changing** we will make sure **we strategically plan for this and have enough resources to support them within their local community and to access local mainstream provision**, wherever possible.
- Be clear what is available across education, health and care to all children and young people with SEND and ensure that **access is as simple as possible**
- Where children, young people and their families need support we need to simplify access and, where needed, reduce waiting times.
- To **develop a shared offer to support children and young people with SEND** whatever the barrier is to a 'gloriously ordinary' life is for them.
- To enable our **children and young people to be ready for their next stage in education, employment, training and everyday life.**



Specifically, on ensuring the right support at the right time...

What is the current picture regarding need?

- North Tyneside has seen a year on year increase in the numbers of children who have an EHCP since 2014, significantly increasing since 2018, this currently sits at 1800 (September 2020)
- North Tyneside has finalised more EHCPs in 2019 than any other Local Authority in England; we want to understand how we can strengthen the coordination of multi-agency services to children receiving SEN Support, identifying need early to prevent need escalating wherever we can.
- Timeliness of EHC Needs Assessment has significantly improved, rising from 31% completion in timescale in 2019 to 67% (to date in 2020)
- We have increasing numbers of children with needs relating to SEMH and ASD and a reduction in those with MLD

And specifically with our ARPs?

- We have historically unfilled places, particularly in secondary MLD ARPS
- Working with all ARPS in recent months, flexibility in some schools means that we have increased the numbers of children and young people in their care, reducing demands on specialist provision
- We have increasing numbers of children and young people with needs related to SEMH and ASD



What are our next steps regarding the ARPS?

- Where practical and achievable, following due process, Commissioning, SEND and Inclusion and School Improvement would like to work with Head Teachers of ARPS to reduce the number of funded and historically unfilled ARP places by September 2021. Specifically, this will involve an initial meeting with Head Teachers of ARPS to discuss the timeline that will follow.
- Moving forward, it is our ambition to develop enhanced mainstream provision in North Tyneside, drawing on the expertise of education, health and care, which is more closely matched to need, by September 2022.
- This work sits within the broader ambition of the SEND Inclusion Strategy, ensuring we have the right support at the right time to meet need



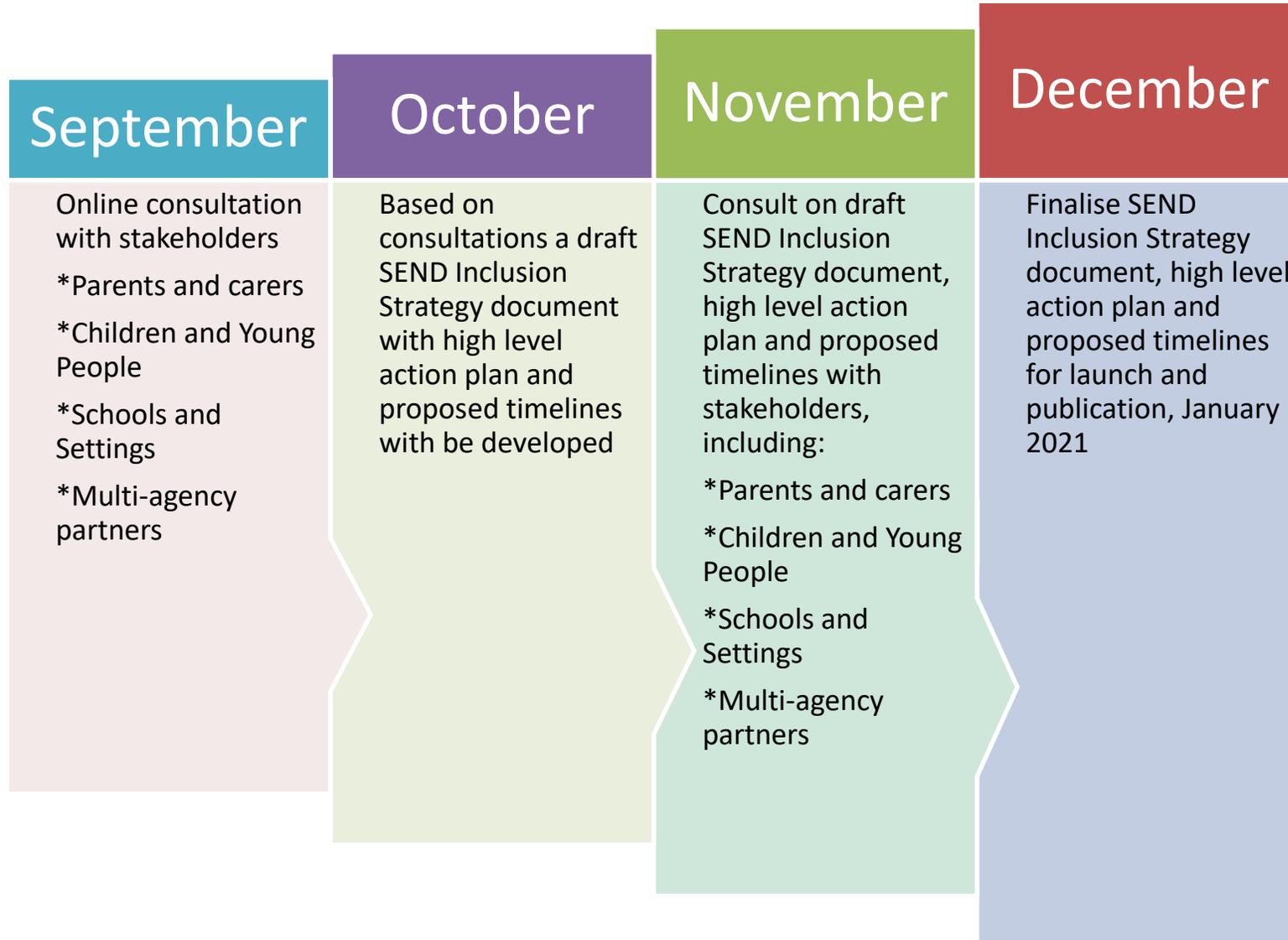
Consultation and Co-production of the SEND Inclusion Strategy

We will soon be consulting with parents, carers, children and young people, education providers and stakeholders on:

- Developing opportunities for participation for young adults (16+)
- Increasing the opportunities for volunteering and internships
- Working to develop the range of locally available post-16 courses and pathways
- Enabling greater access to local leisure facilities
- Enhancing the independent travel training programme
- Supporting all schools to offer an enhanced and consistent offer for children and young people with additional needs
- Ensuring that short breaks are available to those that need them
- Annual reviews are focussed on the young person (person centred)
- Enhancing the early intervention offer in education, health and care
- Reviewing independent living resources so that the it is well matched to need
- Reducing waiting times to access support
- Increasing pre and post diagnosis support
- Developing what's available in the local community to support your young person



Special Educational Needs and Disability Inclusion Strategy timeline



SEND Governance Structure

A revised SEND Governance Structure was established in September 2019 and this was reviewed in July 2020 with the following recommendation being taken to the board in September 2020:

- The SEND Governance structure is fit for purpose, has strengthened accountability and should be maintained (see next slide)
- The SEND Strategic board would be enhanced with additional school representation at senior level
- The SEND Delivery board would be enhanced with additional school representation at management level



SEND Governance Structure

