

Thurrock Local Area Special Educational Needs and Disability Strategy 2018-2020

SEND Strategic Vision

Our vision is that all that all children and young people with special educational needs and disabilities across the Local Area access outstanding support in their early years , school, college and at work that enables them to fully achieve their potential and have happy, healthy and fulfilling lives

Inclusion in Thurrock

Thurrock has a long standing commitment to an inclusive system of education health and care support that actively enables access and full participation to all aspects community life. This is in compliance with the Salamanca Statement and Framework for action on Special Education Needs (1994) , the UN Convention on the Rights of the Child and is embedded in the Equality Act 2010.

Thurrock SEND Key Strategic Priority Areas

Developed through a process of co-production with partners in order to fulfil our shared vision for SEND .

1. Ensure that children and families are at the heart of an effective SEN system

2. Ensure every child and young person is making good progress and attends a good place to learn

3. Ensure children and families are well supported

4. Ensure an effective and responsive approach to assessing and meeting children and families' needs.

5. Ensure the early identification of and early support for children with SEND

6. Ensure young people are well prepared for adulthood

Thurrock Key SEND Priorities 2018-2020

Background

Thurrock Local Area has carried out a programme of activities between 2014-2017 to implement the new Special Education Needs requirements set out in the Children and Families Act 2014 in line with the guidance from the SEND Code of Practice 2015. This work has included the establishment of a new system of Education Health and Care Plans ; the implementation of the transfer review process of existing Statements of Special Educational Needs to Education Health and Care Plans; the establishment of the new Local Offer and Independent Advice and Support services; the establishment of new joint commissioning arrangements across Health, Social Care and Education; the establishment of a person-centred SEND process to ensure the views of parents children and young people are at the centre of all activity; and the implementation of a focus on outcomes and improving progress for children and young people with SEND through clearly targeted plans and new monitoring arrangements.

To review progress on the implementation of these changes the Local Authority , the Clinical Commissioning Group, Parents , Carers , Schools , Settings, Colleges and all involved agencies, have worked on an ongoing process of self-evaluation, monitoring statutory processes, and using additional regional peer review and Audit tools to monitor developments and identify new areas of priority.

This process of ongoing evaluation has led to the identification of key priority activities under the established areas of strategic priority for the next phase of the SEND implementation to ensure we are meeting our vision for SEND across the Local Area.

Key Priorities for 2018-2020

Key Priority Area 1 Ensure that children and families are at the heart of an effective SEN system

- **Develop a new engagement strategy for children and young people to ensure they are fully engaged in all aspects of SEND developments. Including the joint commissioning strategy.**
- **Develop a broad representation of child and young person's views on all areas of Local Area support through targeted activities with different age groups and service users reviewing the Local Offer.**
- **Develop the Parent Carer Forum through a range of new engagement activities to broaden the phases and types of schooling represented by the Forum.**
- **Implement a comprehensive process of feedback from parents and young people on the EHCP and annual review process leading to a published report and a co-produced action plan for developing the statutory processes.**

Key Priority Area 2 Ensure every child and young person is making good progress and attends a good place to learn

- **Implement a comprehensive review of the current and future predicted need of SEND resources and placements leading to the introduction of a capital programme of development of high needs placements based on the review to ensure appropriate placements are in place to meet needs.**
- **Implement the ongoing support and challenge programme in schools to ensure the use of a graduated response to SEND is carried out in all educational settings including the emphasis on the Assess, Plan Do, Review cycle at all levels of SEND identification.**
- **Develop and implement a new model and framework of monitoring the outcomes of pupils with SEND across all schools and settings, linked to existing School Improvement processes ensuring all educational settings continue to focus on the progress and outcomes of pupils with SEND as a key performance indicator.**
- **Implement a new programme of inclusive arrangements for children at risk of exclusion in the Primary education including access to new mainstream inclusion support programmes.**

Key Priority 3 Ensure children and families are well supported

- **Implement a consultation and engagement programme with children, young people and parents to design and implement a new web site platform to improve the accessibility and engagement by all with the Local Offer.**
- **Carry out a comprehensive review of Local Offer content and School and Setting SEN information and implement an ongoing programme of update and advice as part of the Local Offer Development Plan.**
- **Review the Information Advice and Support Service to ensure the ongoing availability of high quality advice and support services to parents.**
- **Review with parents and carers the offer of support to Disabled Children including access to the Sunshine centre, short breaks and personal budgets including access to any other support services included under Brighter Futures and develop new arrangements to ensure these are included in the EHC Plan.**

Key priority 4 Ensure and effective and responsive approach to assessing and meeting children and families' needs

- **Implement a co-produced development plan of statutory assessment processes to include threshold guidance and evidence of a graduated response to ensure accurate and timely assessments.**
- **Implement a review of statutory SEND services to ensure staffing capacity, efficiency of process and effective performance management is in place to fully meet the statutory process and deliver an outstanding service to children and families.**
- **Implement a further programme of activity to embed health and social care components into EHC plans including role of SEND champions, standardised Health templates and quality assurance of Health components in plans and quarterly audit of Health and Social Care components to plans.**
- **Implement new arrangements for ensuring the quality assurance of support arrangements for different areas of special educational needs including the quality assurance of EHC plans, the specific programmes used to support various types of SEND , the qualifications of SENCo's and other staff supporting children with SEND.**

Key Priority 5 Ensure the early identification and early support for children with SEND

- **Introduce additional support arrangements for advice to Early Years settings focussing on the use of the 3 step SEN Checklist for Early Years including support commissioned from a local Nursery.**
- **Implement the Early Support , Portage , Early Years Panel , linking Health, Social Care and Education staff to develop SEN support at pre-school and clear and timely access to early statutory assessments where EHC plans are required.**
- **Implement a programme of peer support and challenge covering SEN support arrangements in pre-schools, schools and colleges to ensure early identification of need and access to appropriate services at an early stage**
- **Carry out a review of outreach services and targeted programme of development activity to ensure that services are focussed on appropriate needs leading to maximum impact on outcomes.**

Key Priority 6 Ensure Young People are well prepared for adulthood

- **Develop comprehensive arrangements with the Disabled Children's Team, the Transition Team and the Personal Advisors to ensure that the Transition Planning includes all elements of Preparing for Adulthood and leads to clear measurable improvements to outcomes for young people undergoing transition to adult services.**
- **Strengthen the offer to young people with SEND aged 16-25 years through consultation on appropriate programmes of education and support in colleges including access to Educational Psychology and specialist outreach services.**
- **Review the specialist programmes of support and implement a targeted programme of co-produced specialist options for young people over 19 wishing to access a range of learning activities.**
- **Deliver a comprehensive Health Offer to young people with SEND supporting clarity of routes of transfer into adult services and enabling continuity and high quality support for Health needs.**