

Isle of Wight SEN Strategy 2020-23

Contents

Introduction	4
The Isle of Wight Context	4
Background	5
Aim	6
What we are aiming to do	6
Key priorities	7
Defining our children and young people with SEND 0 to 25 years	7
Special Educational Needs	7
Disability	8
Priority 1 – Working in partnership with families, children and young people	9
Priority 2 – Early recognition of needs and appropriate intervention	9
Priority 3 – Strengthening inclusion and provision for children and young people with SEN in mainstream settings	10
Priority 4 – Ensuring local provision is responsive to local need and improves outcomes	10
Priority 5 – Fair and efficient use of resources	11
Priority 6 – Integrated working between agencies	11
Governance	12
Appendices	13

Introduction

The 2014 Special Educational Needs and Disability (SEND) reforms have led to many changes in practice for the Isle of Wight Local Authority. Our recent SEND Ofsted/CQC inspection has confirmed that our work fulfils many of the ambitions of the SEND reforms. There is good evidence of effective support in schools for children with SEN, and that leaders across education, health and care are committed to tackling the historically poor support these children have had. In particular, there is strong collaborative working across education, health and social care with schools valuing the support that they receive. Practitioners across all services are improving the ways they work together to support children and young people with SEND. There are good pathways to employment for older young people and they have access to a good range of vocational courses.

There remains more to be done to improve outcomes for children and young people with SEND, and communication between services and parents needs to improve. This includes co-production at all levels including in school settings.

This strategy sets out the key priorities for our work over the next three years and will be monitored by the SEND Board.

The Isle of Wight Context

The Isle of Wight is the eleventh largest unitary authority in the South East region. The Island has a population approaching 139,105 (mid 2014), the vast majority of whom are white British (94.8%) of which 27,731 are children and young people under the age of 18.

There are a total of 51 schools comprising 40 primary schools including academies, 8 secondary schools including academies, and 2 special schools and 1 Pupil Referral Centre. Most secondary providers on the Island have sixth form provision. Post-16 provision is provided at our General Further Education provider, the Isle of Wight College along with several Work Based Learning Providers.

It is the Local Authority's policy to integrate children and young people with disabilities in mainstream settings where this is appropriate for their learning. However, some children and young people have needs that are so significant and complex that they require specialist facilities and resources. This is provided at Medina House for our primary sector and St George's for the secondary sector and in some cases with independent specialist providers both locally and on the mainland. The Isle of Wight also has four specialist provisions that provide support to pupils with an Autism Spectrum Disorder (ASD). Two of these provisions cater for our primary sector and are based at Greenmount Primary School and Broadlea Primary School. For pupils in our secondary sector, these places are based at Carisbrooke College and Sandown Bay Academy.

In addition to providing pupils with specialist support, these provisions provide opportunities for integration so that pupils and students can also experience a mainstream setting alongside their peer group, when appropriate and where this is in the best interests of the pupil.

There is a strong relationship between the Local Authority and its community of schools, including the academies. Details of the Isle of Wight schools, and the SEN provision available can be found at www.iwight.com/Residents/Schools-and-Learning/Schools/School-Contacts and for our Early Years provision which can be found at www.iwight.com/localoffer/View/zzzPreschool/Early-Years-Provision-and-SENInformation

In January 2020, there were just over 1,200 children and young people with Education, Health and Care Plans (EHCP) on the island. 4.6% of the schools population have an EHCP and 13.2% are on SEN Support. Both of these figures are higher than the national average.

Background

Isle of Wight and Hampshire County Council entered into an innovative partnership in September 2014 and since then officers from both local authorities have been working together to support rapid improvement in both educational and children's social care provision across the Island. Whilst rapid improvement has been recognised in both areas locally and nationally we recognise that there are still improvements to be made.

The Children and Families Act and funding reforms in 2014 have brought about a significant change in the relationship between the Local Authority and post-16 institutions. Local authorities now directly commission and fund post-16 high needs provision and have responsibility for Education, Health and Care (EHC) plans, including naming the education or training provider. This strengthens the need for local authorities and post-16 institutions to work closely together to support the development of the best outcomes for young people.

Local authorities and post-16 providers both want to support young people to achieve and make a successful transition to adult life including employment, independent living, making friends and being a part of the community and good health. These are the four areas key to preparation for their adult life and being able to be as independent as possible. Working together is essential to ensure that placements are made in the best interest of the young person, and achieve good outcomes and value for money.

We are also working closely with colleagues in health and social care to ensure that a more co-ordinated approach is made towards ensuring families receive the support they need, and that along with the voluntary sector, services work in a much more integrated way so that quality provision and positive outcomes for children and young people 0-25 can be realised.

Aim

Isle of Wight Council and its partner agencies are committed to improving the outcomes and life chances of all children and young people within the area. Our aims are to strengthen inclusive opportunities for learning and living for all children and young people with SEND 0 – 25 years, to promote their achievements and outcomes and to use resources in the fairest and most effective way possible.

What we are aiming to do

Through our work we will ensure that:

- Children's SEN are picked up early and effective support is put in place quickly during the life of a problem or need
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled
- Parents and young people know what they can reasonably expect their local school, college, Local Authority and local services to provide, without having to fight for it
- There is sufficient and flexible provision to meet need
- Aspirations for children and young people are raised through an increased focus on life outcomes including education, health and care
- Children, young people and parents co-produce the provision for children and are engaged in co-production of strategy



Key priorities

The following have been identified as the key priorities that this strategy needs to address:

1. Partnership and co-production with parents/carers, children and young people with special educational needs and/or disability
2. Early recognition of needs and appropriate and timely intervention
3. Strengthening inclusion in mainstream settings
4. Ensuring local provision is responsive to and meets local need and improves outcomes
5. Fair and efficient use of resources
6. Integrated working between agencies.

Defining our children and young people with SEND 0 to 25 years

In this strategy it is recognised that SEND encompasses children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others, their families will need support from a number of statutory services and this will continue throughout their childhood and possibly into adulthood. A child or young person may have special educational needs or a disability or both.

Special Educational Needs

The definition used in the SEND Code of Practice: 0–25 years (2015) remains statutory and is as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



Disability

The Equality Act (2010) has replaced all existing equality legislation including the Disability Discrimination Act. Within this, disability is defined when:

a) the person has a physical or mental impairment, and

b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities



Priority 1 – Working in partnership with families, children and young people

- Work in partnership with Parent Voice IW and the parent forums to co-produce strategy and initiatives, this will include all services across education, health and care where appropriate.
- Ensure families, children and young people feel fully engaged, listened to and better informed.
- Ensure attention is paid to the voice of individual children and young people.
- Ensure decision makers have regard to parental and young person preferences.
- Enable parents and young people to make informed choices by making information accessible and readily available, particularly via the Local Offer.

Priority 2 – Early recognition of needs and appropriate intervention

- Ensure children and young people's additional needs are recognised early and preventative action is taken that helps children overcome their difficulties.
- Ensure professionals recognise when children transfer from one setting or service to another that this will require careful planning.
- Ensure that Education, Health and Care assessments and plans are delivered within the statutory timeframes and that the targets are specific.



Priority 3 – Strengthening inclusion and provision for children and young people with SEN in mainstream settings

- Ensure that schools, colleges and other agencies take responsibility for all children and young people within their local community (including those with an EHCP and on SEN Support), ensuring there is appropriate support.
- Ensure effective arrangements are made for children who are permanently excluded and emotionally vulnerable.
- Ensure that all providers are compliant with the Equality Act 2010 and have clear policies and guidance for staff, developing their knowledge, skills and understanding of equalities so that all pupils are well supported.
- Make inclusion meaningful, in all settings, in accessing learning, activities, opportunities and services.
- Ensure all children and young people are valued and supported to overcome their difficulties.
- Ensure that there is a continued drive to improve outcomes for children and young people with SEND, with a focus on those on SEN Support.

Priority 4 – Ensuring local provision is responsive to local need and improves outcomes

- Provide a continuum of effective provision within mainstream schools, special schools and post-16 providers to support identified and future needs of vulnerable learners.
- Provide outreach support in a flexible and responsive way to support those children and young people with an EHCP and also on SEN Support.
- Support collaboration between mainstream and specialist/special provision to give children and young people access to provision according to their needs.
- Maintain a focus on outcomes, and the four preparation for adulthood outcome areas:
 - Employment
 - Independent Living
 - Community Inclusion
 - Health.

Priority 5 – Fair and efficient use of resources

- Allocate available resources to support children and young people with special educational needs and/or disabilities fairly, efficiently, and transparently.
- Offer greater accountability to parents/carers and ensure that they are communicated with.
- Develop the offer of jointly commissioned personal budgets to enhance parents/carers or young person's choice and control.
- Monitor levels of need and ensure there is appropriate provision to meet those needs.

Priority 6 – Integrated working between agencies

- Ensure that the Local Authority (including children's and adult services), health commissioners and providers, education providers and other frontline providers of support, including the voluntary sector, work together in an efficient and fully joined up way to assess and meet the needs of those children and young people with SEND.



Governance

The Lead Officers group is made up of senior operational professionals from a range of agencies involved in working with children and young people with SEND. There are also representations from Parent Voice IW. It is chaired by the SEN Service Manager. This group brings to the table operational issues that require a multi-agency response. They have an operational responsibility to ensure that the priorities set out in this document are delivered. They are also responsible for the delivery of actions in the post-inspection action plan and feedback at this group on progress. The outcomes from the Lead Officers Group are then fed into the SEND Board.

The SEND Board is made up of senior strategic managers from a range of agencies involved in working with children and young people with SEND. This also includes Headteachers and representation from Parent Voice IW. It is chaired by the Children's Services Assistant Director (Education and Inclusion branch). The SEND Board holds the Lead Officers to account on the progress of actions in the post inspection action plan and also has strategic responsibility for the delivery of the priorities in this strategy.



Appendices

Appendix 1:

SEN Support: guidance for early years providers, mainstream schools and colleges

Available online at

<https://documents.hants.gov.uk/childrens-services/sen-support.pdf>

Appendix 2:

Joint Strategic Needs Assessment (JSNA)

Available online at

www.iwight.com/Council/OtherServices/Isle-of-Wight-Facts-and-Figures/Joint-Strategic-Needs-Assessment-JSNA

Appendix 3:

Isle of Wight Children and Young People's Plan 2014–2017

Available online at:

<https://www.iwight.com/documentlibrary/view/childrenyoung-people-s-plan-2014-2017>

Appendix 4:

Isle of Wight Children's Trust Strategic Plan

Available online at:

www.iwight.com/azservices/documents/2757-2016-2018-Childrens-Trust-Strategic-Plan.pdf

Appendix 5:

Isle of Wight Children's Trust Thresholds Chart

Available online at

<https://www.iwight.com/azservices/documents/2757-LSCBThresholds-Chart-Final-010414.pdf>

Appendix 6:

Statistics: Special Educational Needs (SEN) (DfE)

Available online at

<https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>