

BRENT SEND STRATEGY 2021-2025

We want our children and young people to be able to:
**'Dream big, achieve well,
have choice, control, and lead
happy fulfilled lives'**



INTRODUCTION

Brent Children's Trust has developed a vision for children with Special Educational Needs and/or Disabilities (SEND), co-created by parents, carers and those who work with them across the partnership. It is:

'To ensure that all children and their families have the fullest possible range of support and opportunities available to them in order to improve their life chances and realise their aspirations.'

This vision has never been as important in bringing together all relevant partners, including parents and carers, schools and settings, health providers, commissioners and the local authority to respond to the challenges resulting from the Covid 19 pandemic. The extent to which education, health and care providers in Brent rose to these challenges to meet children and young people's needs was key in helping promote good outcomes. The commitment to school attendance of children and young people with SEND resulted in above national average attendance and where this was not possible, children and young people received good quality remote learning support. Therapeutic services worked hard to ensure continuity of support for children and partners working with clinically vulnerable children met to oversee an effective multiagency response.

This refreshed Brent SEND Strategy sets the route to recovery, building on existing good practice and addressing those areas where services need to be strengthened. This includes:

- improved access to and experience of therapeutic, mental health, and physical health services;
- reinforcing the role the three SEN early years centres have in supporting all children to access an integrated 2.5 year old check;
- supporting more children and young people

to attend an inclusive setting or school in Brent where needs are met earlier;

- and broadening access to a wide range of short breaks and local community activities.

The following set of priorities has been shaped into a clear set of actions co-produced with young person advisers, parents and carers (via the Brent Parent Carer Forum), and Children's Trust partners. The priorities directly respond to the ambitions for children in Brent identified through the consultation undertaken between January and May 2021, involving over 500 children, young people, their parents and carers and those who support young people.

The four preparation for adulthood outcomes as outlined in the Code of Practice 2015 were used as headings in the consultation and form the framework for this strategy. This approach will encourage a smoother pathway into adulthood and enable young people to build on life skills and support their aspirations:

1. Education, employment and training
2. To live a healthy lifestyle
3. To be fully active citizens of Brent.
4. To live independently

In addition a further priority, 'My Brent' was included. The voice of young people has been clear. This is their borough. They want their voices to be heard in shaping the Brent of the future.

This strategy is informed by related key national documents such as the SEND Code of Practice (2015), National Autism Strategy (2021), the National Disability Strategy (2021) and the NHS Long Term Plan. It also takes account of national advocacy campaigns that promote the rights of disabled people.

- The Brent Borough Plan 2018-2023
- Brent Black Community Action Plan 2020
- The Brent Poverty Commission Report 2020 particularly in relation to education, employment and training opportunities for disabled people.
- The Brent Health and Wellbeing Strategy 2021
- The Brent Youth Strategy 2021
- Expectations of Ofsted/CQC following 2019 joint local area SEND revisit
- Priorities identified by the Integrated Care Partnership

The actions identified in this Strategy, under 'We Will' are an expression of the commitments that the Children's Trust has made to children and young people with SEND in Brent.

Through these commitments we will offer opportunities for children and young people with SEND to live, learn and work with others of all abilities in an atmosphere of mutual care and respect.



Gail Tolley
Strategic Director (CYP)



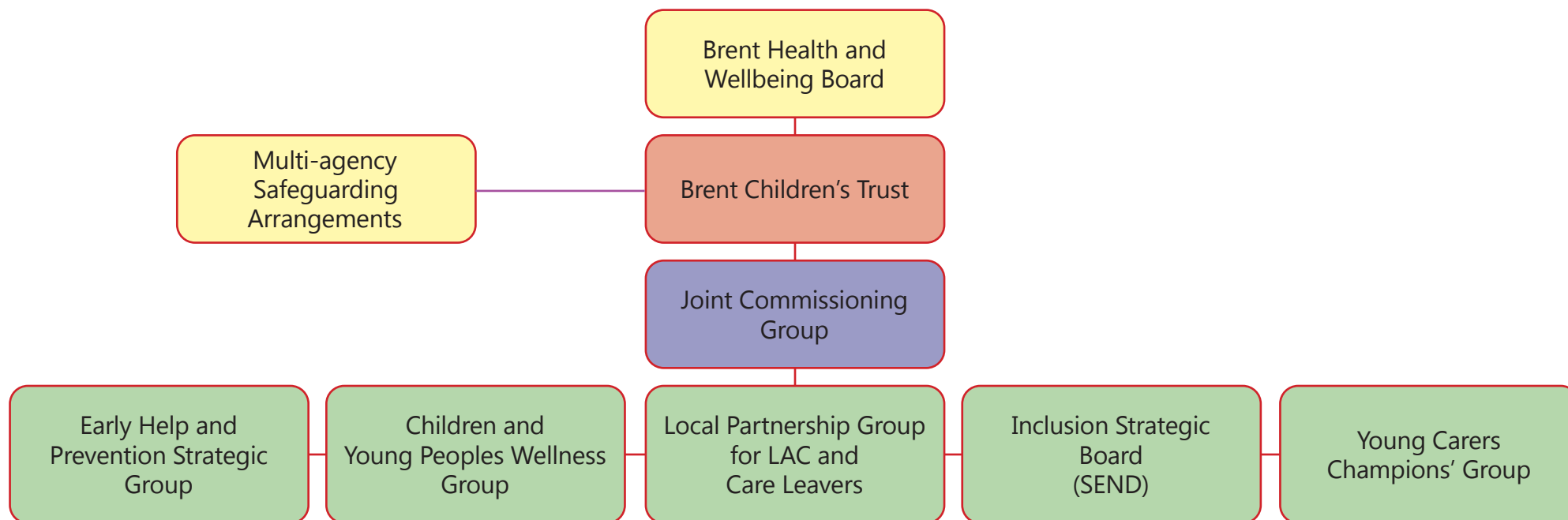
Robyn Doran
Brent Integrated Care
Partnership Director



Amytia Puspawresti
Chair BPCF

STRATEGIC LEADERSHIP

BRENT SEND GOVERNANCE



The above diagram details the strategic leadership and accountability framework for the implementation of the SEND Code of Practice 2015. The Brent Health and Wellbeing Board is the forum that provides accountability, scrutiny and leadership across the health, public health and social care system. The Board discharges its duties under the Code of Practice via the Children's Trust.

To deliver the vision, Brent Children's Trust is

committed to the following principles:

- Putting children and young people and their families at the heart of service design and delivery ensuring a person-centred approach
- Enabling children and young people and their families to only have to tell their story once and be able to rely on long-term relationships with professionals who work seamlessly together
- Breaking down the cultural and structural divisions between agencies in the interest of improving outcomes for children and young people
- Working together to jointly identify, plan, change and improve
- Improving outcomes and life chances for children and young people with SEND.

Brent SEND Strategy 2018-21: How did we do?

Priority 1: Ensure early intervention at all ages and support for children, young people and families to prevent escalation to more specialist services

The 2019 Ofsted/CQC joint local area SEND revisit evidenced good progress had been made to 'fully embrace the spirit of the SEND reforms and (partners had) worked together in partnership to make a positive difference to the lives of children and young people with SEND in Brent.'

Targeted support both in the early years and in universal services is in place to identify and meet a wide range of needs as early as possible. This includes an early years' intervention programme that has supported children of nursery age to access early specialist support. This includes speech, language and communication support.

Family Wellbeing Centres (FWC) were established in December 2020 to provide multidisciplinary support and drop in for children and young people and their families. This includes accessing hearing and visual services, therapy and pre-diagnostic ASD support for young people with SEND. One FWC was designated a specialist SEND hub to co-ordinate services effectively.

Additionally, pilot mental health support teams in schools have been established (2020), an online counselling service provided as well as interventions to support children and young people with low mood and anxiety needs

Priority 2: Provide integrated and coordinated multiagency services so that families and young people only have to tell their story once.

The 2019 Ofsted/CQC joint local area SEND revisit evidenced that leaders from the CCG had strengthened their engagement at a strategic level, '...successfully improving a variety of services and processes for children and young people with SEND.' Clinic sessions were established in 2019 to ensure children and young people were provided with the opportunity of a 'one-stop' appointment. These appointments offer testing and more specialist interventions, reducing the need for repeat visits and increasing the continuity of care provided.

A focus has been on implementing a person centred planning approach across agencies to education, health and care plans, ensuring they are specific, measurable, achievable, relevant and timely, demonstrating that they make a difference to children's outcomes.

Health partners' engagement in schools has been strengthened. There is a robust multiagency process for supporting young



people with learning disabilities and ASD to remain in the community.

A Disabled Children and Young People's Service (0-25) was created in 2018 in order to ensure that social care needs were considered for the whole period of childhood and early adulthood.

Families are supported by specialist teams, such as the Council's Brent Outreach Autism Team (BOAT), Early Years Intervention Team, Disabled Children and Young People's Service (0-25).

'BOAT have been a great support network to me and my family throughout the COVID-19 pandemic. Support for us has meant everything! So thank you, for the lasting effect on the wellbeing of our children, which is most important.'
(Parent of 2 children with autism at mainstream schools, one in primary and one in secondary)

Priority 3: Make provision of the highest possible quality through effective joint commissioning so that children and young people with SEND can have their needs met locally wherever possible

The 2019 Ofsted/CQC joint local area SEND revisit evidenced that 'Local area leaders have an accurate view of the quality of services

provided. They implement a systematic approach to joint commissioning when contracts come up for renewal or when the need for new services is identified. Having prioritised areas for improvement, local area leaders ensure that all commissioning arrangements are conducted jointly. Responsibility for the outcomes of these arrangements is shared between the local authority and health providers'.

The revisit found evidence that joint arrangements were in place for paediatric therapies including occupational therapy (OT), speech and language therapy (SALT) and mental health and well-being services and that local area leaders have strengthened governance arrangements. 'Everybody knows who leads each aspect of the work because leaders have established clear lines of accountability. This ensures that no group of children falls through the net'.

Priority 4: Ensure the participation of parents, carers and children and young people in the design and delivery of services.

The 2019 Ofsted/CQC joint local area SEND revisit evidenced that '...a culture of joint partnership with parents has been established and embedded. Steering group members work as equal partners to improve provision and outcomes for children and young people



with SEND in Brent. Leaders now routinely involve parents from the earliest stage when redesigning or creating services and make sure that their views are considered, and their contribution included. Parents have become an integral part of the local area team supporting families in Brent’.

The Brent Parent Carer Forum (BPCF) is an integral member of the strategic partnership group that sets the direction of travel for how we work in the borough. The commitment to inclusion of the parental voice is also evidenced in parent/carer participation in the selection of senior local authority staff responsible for SEND services.

The BPCF has continued to go from strength to strength. It now has over 400 members, a team of parent champions who promote parental participation for parents/carers of children with an education, health and care plan and those being supported at SEN support as part of a successful wellbeing programme. They have held over 20 ‘Big Conversations’ and workshops with clinicians, therapists, teachers and care staff discussing key issues with parents and carers. Some of the feedback from these sessions include:

‘Thank you for putting on such a helpful workshops, I feel much better informed and it was really nice to meet the faces

connected to the services.’ (Parent)

‘We feel so supported and listened to.’ (Parent)

‘It was so nice to be rang up and asked how we were managing.’ (Parent who was called by a Parent Champion)

Progress in ensuring consistent and regular engagement of children and young people has been slower, however in preparing this new Strategy the most significant leaders in the conversation have been young people and also in establishing a new young person advisers network.

Priority 5: Improve outcomes and life chances for children and young people with SEND to enable greater independence and transition into adulthood

All Brent Special Schools are good or outstanding and this was further demonstrated by the recognition schools received for the curriculum delivered during the pandemic. Staff developed new ways of working both in school and online to enable all pupils to access learning. Parents were given online support and training to support their children and families were enabled to access play and recreational facilities to ensure everybody was able to have exercise and fun sessions. Parents found the ongoing home/school

liaison via phone calls, home visits and Zoom calls highly valuable and all pupils accessed in school provision; either full time or part time depending on need/parental preference. All pupils were provided with IT and a variety of equipment/learning packs etc. The DfE identified practice at the Avenue School as being highly effective and used their approach as an example of exemplary practice.

The focus for increased inclusion and improved outcomes in mainstream schools has demonstrated impact. At Key Stage 2, in 2019 (1) Brent pupils with SEND attained the expected standard in reading and writing, with mathematics rising by three percentage points to 26%, above the national average for pupils with SEND (22%). At Key stage 4 in 2019 the Brent average Attainment 8 score for students with SEND (28.1) was above the national average for students with SEND (27.5). For the Progress 8 measure Brent students made more progress at secondary school than students with SEND nationally.

At one primary school the concept of inclusion as a whole school approach is expressed by all children being introduced to sign language techniques from Reception. Special schools and a dedicated SEN outreach team work alongside mainstream colleagues to ensure effective inclusion and teaching and learning

strategies, thereby improving outcomes.

For young adults a comprehensive supported internship scheme with partner colleges, training providers, employers and Brent Works has led to an increase in meaningful employment pathways.

The 2021 Brent SEND situation

A range of information is used to measure how the needs of children and young people with SEND are being met as well as how effective the partnership is working together. The figures below provide key highlights from performance information available to the SEND partners. This data provides local and national benchmarks and enables the Children's Trust to measure progress against the priorities within this Strategy and to hold partners to account. The most recent full year data demonstrated a significant increase in the number of EHCPs, growing by 14.8% (national 10.4%) during the 2020 calendar year (2), with an annual growth rate of 8.4% since 2017. To ensure earlier intervention, preventing the need for an EHCP in some cases, a key priority is to roll out a strengthened graduated approach in schools and settings.

There is a lower rate of Brent pupils needing special educational need (SEN) support (10.7%, compared to the national average of 12.2%). The most common category of need identified in the School Census 2021 at SEN support was



for speech, language and communication with 29% of pupils identified with this need in Brent compared to 22% nationally. A key strategic priority is to ensure special educational needs can be met earlier, through the graduated approach with a clear whole borough strategy for identifying and addressing communication and interaction needs earlier.

The most common type of primary need for children with an Education Health and Care (EHC) Plan is Autistic Spectrum Disorder (ASD). This is also the same as the national position, although in Brent ASD is the most common type of need, accounting for 42.9% of Brent's EHC Plan population compared to 30.5% in England. Through this strategy we will work with parents and carers, education settings, and specialist health providers to understand why this rate is much higher than the national average and consider if the Brent pathway requires amendment.

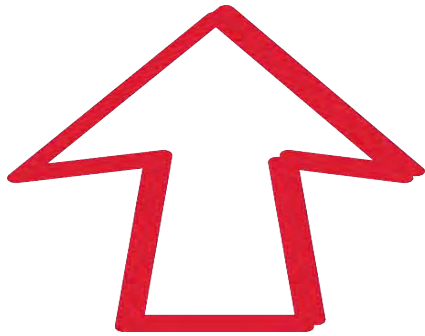
During 2020 Brent SEND partners responded well to meeting the timeliness target of issuing an EHC Plan, with 80.3% completed in 20 weeks compared to 58% nationally. Brent, as with most local authorities in England, had a lower rate of completions in time compared to 2019, primarily due to the delays in assessments as a consequence of the pandemic but also due to a greater focus on the quality and impact of the assessments. We will continue the focus on quality

ensuring EHC Plans make a positive difference to children and young people's outcomes.

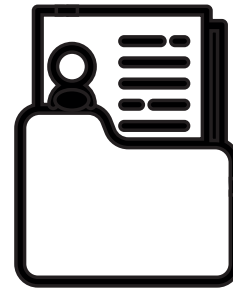
The majority of children and young people with a newly issued EHC Plan in 2020 attended mainstream settings at the point of issue, however compared to national figures Brent has more children attending a special school (23% more as compared to statistical neighbours) as opposed to a mainstream provision and also out of borough provision. Brent has also a third fewer children and young people attending alternative provision as opposed to national figures. As a consequence a significant capital programme is planned to ensure that more children and young people with SEND in Brent can access a local school and therefore be part of local communities. A focus on improving opportunities for young people over the age of 16 is also a priority within this strategy, ensuring there are greater meaningful education and employment opportunities.

In response to the pandemic, education setting staff developed new ways of working both in school and online to enable all pupils to access learning. Parents were given online support and training to support their children and families were enabled to access play and recreational facilities to ensure everybody was able to have exercise and fun sessions. Parents found the ongoing home/school liaison via phone calls, home visits and Zoom calls highly valuable and

all pupils accessed in school provision; either full time or part time depending on need/parental preference. All pupils were provided with IT and a variety of equipment/learning packs etc. The DfE identified practice at the Avenue School as being highly effective and used their approach as an example of exemplary practice.



Brent schools report a lower rate of pupils needing special educational need (SEN) support (10.7%) compared to the national average of 12.2%, but a slightly higher rate of pupils on an EHC Plan 3.9% compared to 3.7%.



In 2020-21 Brent children without an EHC Plan accessing speech and language therapy averaged 1438 sessions per quarter and Children's SALT new referrals seen within 8 weeks, averaged 95%, per quarter.



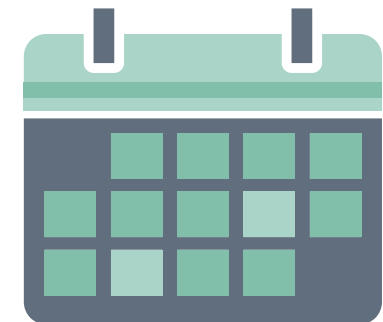
In 2020-21 55% of children and young people accessing specialist CAMHS referral services received treatment within the 18 weeks' target.



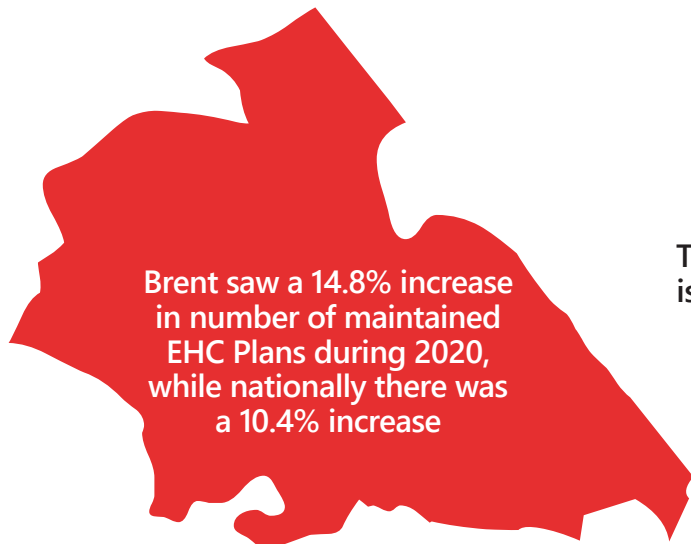
Brent have a higher number of children at SEN support identified with speech, language and communication needs as compared to national. (29% compared to 22%)



Those waiting under the target of 26 weeks for a Social and Communication Assessment averaged 67% in 2020-2021.



In 2020, excluding exceptions, 80.3% of new EHC Plans were issued within 20 weeks, well above the national average.



Brent saw a 14.8% increase in number of maintained EHC Plans during 2020, while nationally there was a 10.4% increase

40.4%

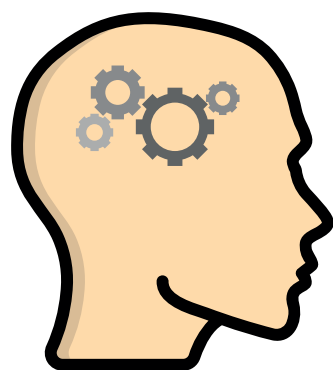
The highest number of EHC Plans in Brent is within the 5 – 10 age group, 1124 pupils, which makes up 40.4% of the cohort.



10.6% (105) of all Fixed Term exclusions from Brent schools in 2020/21 and 9.1% (2) Permanent exclusions were of EHC Plan pupils.



19.9% of Brent's EHC Plan cohort are open to Children's Social Care; 18.1% are CiN; 1.1% are Looked After Children and 0.7% are supported by a Child Protection Plan‡.



Children and young people with ASD account for 42.9% of Brent's EHC Plan cohort compared to 30.5% in England.



9.2% of young people known to Brent's Youth Offending Service have an EHC Plan (50), 11.4% are SEN Support (62)††.



During the January-March 2021 national lockdown average attendance for EHC Plan pupils in Brent was 82.1% compared to the national average attendance of 53.3%.

SEND PRIORITIES 2021-2025

EDUCATION TRAINING EMPLOYMENT

Young people have said:

- I like my teachers and I like to learn.
- I do not like getting in trouble at school or being bullied.
- I want to progress from school to college and from college to university.
- I want a 'good' job, to be 'successful' and 'have money'.
- They are interested in a range of occupations including being a theatre worker, photographer, IT engineer, train driver, builder, aircraft engineer, youtuber, doctor, police officer, dentist, primary school teaching assistant, chef, hair & beauty stylist, receptionist, working outside with vegetables and plants, shop assistant.



Parents, Carers and those supporting young people want children and young people:

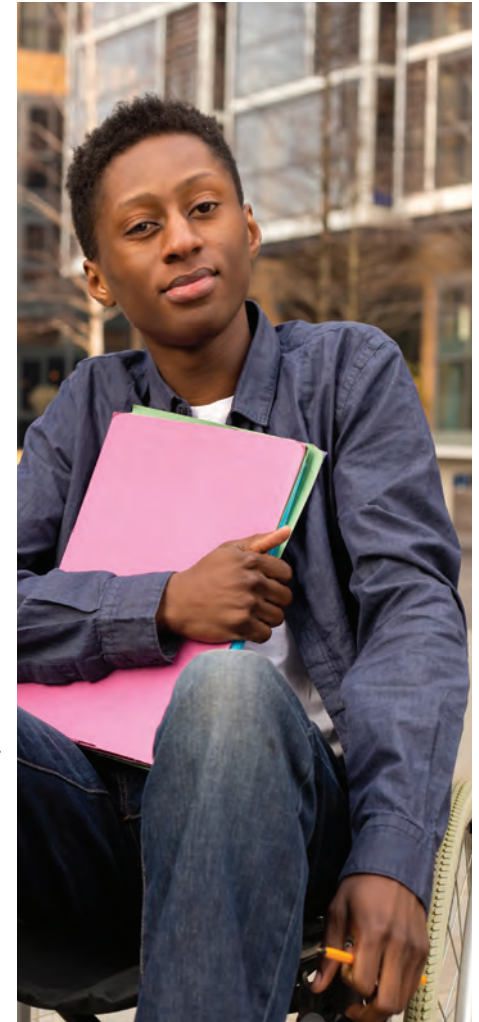
- To get a job and 'contribute to society'.
- To have more supported pathways to access higher education and university.
- To have a full and enriched life where they can live independently and work in their chosen profession
- To receive support from fully qualified staff to look after and care for vulnerable children while in their education setting.
- To have more specialist school provision.
- To know that employers must be more understanding and aware of SEND needs.
- To be aware of their employee rights and where to access help if needed.

We will provide all children and young people with the opportunity to realise their aspirations through:

- Supporting every Brent school and setting to be inclusive.
- Supporting improved educational outcomes for children and young people through increasing specialist SEND teaching and learning in Brent schools and settings including colleges.
- Ensuring early identification of a special educational need.
- An online one stop shop for pathways and routes into education, employment and training.
- Access to a skills resource centre where young people can be supported into meaningful employment.
- Implementing Disability Confident standards across Brent employers and service providers ensuring that employers are SEND aware and SEND friendly.

What does this mean for me?

- I can go to my local nursery, school or college and teachers will know how best to support me to achieve.
- I will be able to achieve good qualifications that help me get a good job or go to university.
- I can access information online about courses, volunteering and jobs and how to get support to access these.
- I can go to a centre that is for me and my friends to see someone who can help me get information on jobs, courses and volunteering opportunities.
- When I get a job my employers will know what it means if I have a learning difficulty or disability and can support me to be the very best I can be.



SEND PRIORITIES 2021-2025

HEALTHY LIFESTYLES

Young people have said:

- I enjoy physical exercise and sports. Sports that are popular include: swimming, football, basketball, dance, and martial arts.
- I enjoy cooking and going to restaurants.
- I did not like the pandemic as it has stopped me from doing the things I like.



Parents, Carers and those supporting young people have said:

- 'Being healthy' is an important aspect of young people's future.
- "There are fabulous pockets of activities. But there needs to be more of them and more visible and integrated with others."
- Brent's outdoor spaces are not SEND friendly. "Most parents of children with SEND rely on these outdoor spaces because they have no access to them at home. These places need to be maintained."
- Young people enjoy sport and physical activity. However, these facilities are not inclusive and staff need to be trained to support SEND needs.
- Mental Health support and care needs to be a priority. The waiting time for young people to be seen and diagnosed is too long e.g. CAMHS. The pandemic has exacerbated this further.
- Young people with SEND should be able to access information on healthy relationships and sex independently.

We will support young people to have healthy lifestyles by:

- Building resilience through good relationships, sex and health education in schools and settings.
- Delivering timely access to emotional health and wellbeing services.
- Having good physical health by being able to access healthcare locally.
- Developing opportunities for young people to eat healthily and to access and enjoy local restaurants.
- Providing access to good therapy and community healthcare services including sexual health.
- Promoting the Active B card so that young people can access sport and fitness opportunities in Brent.

What does this mean for me?

- I will know what a good friendship and relationship is.
- I know how to keep and manage my relationships and feelings with different groups of people including my family, teachers, employers and girlfriends or boyfriends.
- I will feel confident in making decisions about my health.
- If I am unwell, physically or emotionally, I know where to access support.
- I will be able to make healthy meals and enjoy going out to eat.
- If I want to talk to someone about relationships, I know where to go.
- I have an Active B card and use it.



SEND PRIORITIES 2021-2025

ACTIVITIES (COMMUNITY PARTICIPATION)

Young people have said:

- I like spending time with family and friends.
- I like going out to shop, museums, art galleries travelling on trains, visiting places.
- I want more facilities for disabled people.
- I don't want to be bored and feel lonely.



Parents, Carers and those supporting young people have said:

- Brent needs more local activities and "more resources put into activities for young people with SEND."
- SEND specific activities are often hard to access due to factors such as travel, accessibility and price. "Strategies for them to take part in the variety of activities that are available locally but with the extra support which they need to benefit from and be included in fully."
- More opportunities to socialise such as through "youth clubs and activities based on a young person's interests", community centres and weekend activities.
- Society needs to be more inclusive of people with SEND, for people to be 'more accepting and open' and even 'more compelled to include'.
- Staff at activity venues need to be "fully qualified" to understand SEND needs to make these venues inclusive and accessible.

We will:

- Devise 'Ten Top Tips' for being inclusive and SEND aware with young people that can be used as part of the Disability Confident Standards in Brent.
- Offer sufficient short break activities for Brent children and young people, including opportunities to socialise together and with differently abled young people.
- Establish and support Culture SEND challenge - access 25 creative and cultural experiences by the time they are 25.
- Celebrate the excellence of young people in Brent through an annual festival.

What does this mean for me?

- I know that if I go to a shop or a youth club, or leisure centre, staff who work there understand me and know how to communicate with me.
- I am able to choose from a range of activities across Brent that I am interested in.
- I can make friends at youth activities.
- I have taken the 'Cultural Challenge' and have experienced 25 different cultural activities by the time I'm 25; like going to the theatre or museums or concerts, or festivals or events across Brent or elsewhere.



SEND PRIORITIES 2021-2025

LIVING INDEPENDENTLY

Young people have said:

- I want to live independently with friends or have friends nearby, in the future.
- I want to live with my family in the future.
- I want to learn to drive in the future.
- I need time on my own.



Parents, Carers and those supporting young people have said:

- They want young adults to live independently/live a normal life and “achieve their goals” and “be fulfilled.”
- Provide workshops for and with parents on how to assist young people in preparing for adulthood and promoting independence.
- It is important to provide young people with the ability to learn life skills such as money management, basic self-care, cooking, booking their own doctor/dentist appointments.
- It is important that staff and schools reinforce transitions in order to reduce young peoples’ anxieties around change. This will allow young people to work toward adulthood and independence. For example, ‘develop transitions days to secondary school and post 16’.

We will:

- Create a 'Brent village', a supportive network and community for young adults to live independently including a skills resource centre that:
- Equips young people with the skills to live independently in their own homes or with their parents.
- Provides travel training.
- Provides information, advice and guidance one stop shop for young people, parents and carers on housing, and available support.
- Support parents to be aspirational about their children's level of independence.
- Enable young people to choose and control the services they receive, through personal budgets.

What does this mean for me?

- I will have a network of friends and places in the community and across Brent where I can go so I am not lonely.
- I can go to the Brent Skills Resource Centre to support me being independent whether I live alone or with my family.
- My family will be supported to support me.
- I will know how to manage my money and take care of myself.
- I feel confident to travel safely around Brent, London and anywhere I want to go.
- Being independent is not new to me; I have been learning how to deal with change and making my own decisions since I was at school.



SEND PRIORITIES 2021-2025

MY BRENT

Young people have said:

- I like living in a healthy environment, and enjoy Brent, but I do not like the pollution, traffic and noise in Brent.
- I am worried about crime and danger outside home, in the locality.
- I like Brent's open spaces and parks and would like to spend more time walking and using them, but accessing open spaces, play centres and parks is difficult.
- I want to be safe and happy in the future.
- My house is too small and I don't like sharing bedrooms with brothers and sisters.
- I enjoy travelling but don't like uneven pavements and wheelchair issues.



Parents, Carers and those supporting young people have said:

- The roads "busy and noisy" particularly on "event day" which can cause some young people distress.
- There are problems with litter and antisocial behaviour.
- "I want my child to be able to walk the streets that are safe and clean fresh breathable air instead of pollution every day."
- Housing is a challenge; "housing departments do not seem to have an understanding of how disabilities affect an individual and their immediate family members."
- "Brent should aim high and show how inclusive it can be."

We will:

- Enable our Brent young advisors and parents to engage with Children's Trust partners so they can shape the Brent of the future.
- Work to develop SEND friendly parks and town centres; wheelchair friendly environments; create safe spaces, safety messaging and skills training in how to stay safe.
- Support young people with SEND to stay in Brent through access to better quality housing.



What does this mean for me?

- I will be able to join the young person adviser group for Brent Council.
- I will be asked for my views and be able to change and shape services for me including:
 - Education, training and employment.
 - How to improve where I live
 - How open spaces and parks can be SEND young people friendly.
 - How to create wheelchair friendly environments and disability friendly homes.
- I will be able to access training and information on how to stay safe.
- I will know where I can go for help if I need it when I see this.



Your safety

<https://www.brentyouthzone.org.uk/support-and-advice/your-safety/>

- I can get involved in the Brent Climate Assembly and share my views on pollution.

HOW WILL WE KNOW WE HAVE MADE A DIFFERENCE?

- All Children and young people attending Brent schools and settings (including colleges) will have timely access to the SEN support they need to achieve the best educational outcomes (via percentage of young people identified at SEN support or with an EHC Plan, education achievement data, school council feedback)
- Young people aged 16-25 are positively participating in education, employment and training (measured by reduction in NEET rate)
- Professionals will report they feel more confident in identifying SEND, have the skills to assess need and develop clear outcomes for children and young people
- All EHC Plans demonstrate that parents/ carers and young people are actively engaged in the co-production of EHC plans
- EHC plans are holistic in setting out all the needs of the child/young person, and are completed within required timescales (20 weeks) and annual reviews demonstrate impact on outcomes
- Young people report they attend an inclusive educational setting in Brent (school council data)
- Young people with SEND report they have access to community activities to support them to lead independent lives (annual survey)
- The Integrated Care Partnership jointly commission therapy services for children and young people with SEND. Young people and parents report that they have timely access to therapy provision. Waiting times for access to health services are reduced and meet national guidelines
- Parents/carers report they are meaningfully participating in the design and delivery of services – “Do nothing about us without us”. (annual survey)
- Parents/carers

Underpinning the Strategy is a detailed action plan from the Children’s Trust partnership capturing key activity underway and areas that will be focused on over the lifetime of this project. The action plan specifies how impact will be measured through a combination of annual baseline performance data, key performance indicators, measured against national data wherever possible, and feedback from

children, young people and parents and carers.

The voices of children, young people and parents and carers will be captured through feedback received as part of the quality assurance of the EHC assessment, planning and review process, as well as focus group sessions with children and young people receiving both SEN support and support through an EHC Plan. An annual survey and engagement sessions in schools and settings will provide the opportunity to gather evidence of impact on the experiences of children and young people from the commitments we have made in this Strategy.

An annual report to the Children’s Trust will outline our collective achievements as well as any challenges encountered and joint solutions developed and regular updates will be provided to the Health and Wellbeing Board which will be publically available.



