

## Appendix 2

### SEND strategy refresh October 2019

#### 1. Our Context

Our SEND Strategy was approved in July 2017. We have co-developed a SEND Data report to support identification of our priorities and actions. The data is updated annually and used by all key partners to support the refresh of priorities and actions required to deliver improvements.

The SEND Strategy has been refreshed in the light of the feedback received through this process, and the co-produced SEND self-evaluation.

It is expected that the needs of the vast majority of children and young people will be able to be met locally, with most in the context of universal services that are inclusive, and identify and meet needs as early as possible.

We are developing a graduated approach to meeting needs across the local area, providing support and guidance of what is expected to be delivered by universal services; and at what point more specialist services might be required to provide further assessment, advice and support, and/or more specialist provision.

This strategy sets out the key strands of work which will provide a focus for its delivery. The strategy and action plans that prescribe its delivery will, as a minimum, set out the actions we are taking to ensure all duties under relevant legislation, statutory guidance and regulations are carried out, and the principles of the SEND Code of Practice (2015) set out below are delivered consistently through transparent systems and procedures for:

- the **participation** of children, their parents and young people in decision making;
- the **early identification** of children and young people's needs and joined up early intervention across education, health (universal and specialist) early help and social care services as appropriate to need to support them
- **greater choice and control for young people and parents** over support;
- **collaboration** between education, health and social care services to provide support, including development of jointly commissioned services;
- **high quality provision** to meet the needs of children and young people with SEN;
- a focus on **inclusive practice** and removing barriers to learning; and
- **successful preparation for adulthood, including independent living and employment.**

(SEND Code of Practice, 2015, sections 1.1 and 1.2)

#### 2. Our Shared Vision

**SEND - everybody's business**

**Right support / right time**

**Local provision that meets local needs**

**Making best practice common practice**

**Co-production at the heart of what we do: changing the way in which we work together**

with families operationally and strategically; doing with families, not doing to  
**Parents / carers and young people are confident in local provision**

### 3. Our Aims

We will work together to:

- collate and analyse SEND data and information from all agencies, including feedback from children, young people and their families, to help us understand local needs;
- use this information to drive change and improvement in services and local provision that meets current and future needs;
- have clear expectations of universal services that is accessible to families, including early year's settings, health visitors and health services, schools and colleges, and clear pathways to early help and early intervention support across services;
- provide clear information regarding all services' responsibilities and their role in identifying and meeting the needs of children and young people with SEND (pathways);
- support multi-agency working, breaking down barriers and ensuring a joined up approach for children, young people and families;
- have a range of provision in place that meets the range of needs of children and young people with SEND and their families and which is flexible to the changing profile of Reading;
- make sure resources are targeted effectively and support improved outcomes for children and young people;
- secure effective transition to the next stage in a child / young person's journey including transition into and between schools and into adulthood;
- keep services and provision under review to make sure we are meeting the needs of Reading families now and in the future.

### 4. Our Priorities

- **Making SEND Everybody's Business** - we will work together to embed the SEND Strategy into the practice of everybody who works with children, young people and families
- **Embedding co-production at every level** - we will work with all partners to ensure children, young people and their families participate fully in decisions at an individual level as well as in the development of services
- **We will work together to identify and assess needs early**, with a focus on developing preventative and early intervention approaches and a graduated approach to meeting needs
- **We will work together to deliver support in the right place at the right time** - being clear about our expectations of high quality universal and specialist provision and working together to support this being delivered, enabling the majority of individual needs to be met locally and achieving best possible outcomes

- Resources will be allocated fairly, transparently, and evidence that they support improving outcomes

## 5. Anticipated Outcomes

- a. All services 0 - 25 will be able to demonstrate how they are supporting delivery of the SEND Strategy
- b. We will know our key strengths, gaps and areas for improvement, and will ensure these are addressed strategically and operationally
- c. Children and young people's SEND will be identified and addressed early, enabling them to make progress and preventing escalation to more specialist services where possible
- d. Children and young people, and their parents / carers will feel engaged in the process of assessing their needs and informing decisions about their support
- e. Children and young people and their parents / carers will feel confident in what is provided through being involved from the start in the development of services
- f. Children and young people, and their parents / carers, will be clear about the identification and assessment processes and the guidance / criteria used to make decisions (pathways)
- g. All agencies will work together to collectively improve outcomes for children, young people and their families

## 6. Delivery - making it happen!

The SEND Strategy will be delivered through the key strands set out in the strategic framework set out in Appendix 1 (Attached). Each workstream will set out specific actions to deliver the priorities identified through the Self Evaluation and data analysis, and includes timescales and intended outcomes. All workstreams will ensure that the work is coproduced and informs opportunities for joint commissioning. The delivery of the actions will be kept under regular review, reporting progress and recommendations to the SEND Strategy Board.

Services and partners, including settings and schools, are asked to identify what actions they will take to support delivery of these priorities, helping SEND to become everybody's business.

The SEND Strategy delivery will be supported by an overarching communication plan that:

- communicates data and information to inform all partners actions
- provides a summary of feedback received from parent / carers and young people
- communicates progress of different strands of work and its impact

### Workstreams:

- Strand 1: Early intervention through to specialist provision
- Strand 2: Consistent approaches to emotional wellbeing
- Strand 3: Preparing for adulthood
- Strand 4: Support for families / short breaks

Workstream leads will ensure the action plan supports delivery of the SEND Strategy and strategic framework

## **7. How will we recognise success?**

- All professionals know the Local Offer, and the contribution of their service and other services, and can signpost families
- Parents / carers tell us that they are confident in local provision
- Feedback from parents / carers shows satisfaction with early identification by all agencies
- Practitioners report that they are confident and have the tools, resources and access to training they need to be effective
- The majority of children and young people with an Education, Health and Care Plan are educated in their local mainstream school that is meeting their needs (published data states that Reading is at least in line with national and statistical neighbour data)
- There is a reduction year on year in the number and days lost to fixed term exclusion of children and young people with SEND
- Parent/ carer forum surveys evidence increasing confidence in the local system, and where issues persist that there is clear follow up actions to address the issues
- Service development, provision and commissioning of services clearly reflect user feedback
- Number of complaints and Tribunals reduce, and compliments increase
- SEND audits evidence improving practice

## **8. Monitoring Delivery**

The SEND Strategy Group, chaired by the Director of Education, provides oversight of the delivery of the SEND Strategy and includes membership from all key agencies including Reading Families Forum.

The overall approach to decision making regarding SEND Provision will be linked to the overarching strategy and approved through the SEND Strategy Board and Governance Structure

INSERT DIAGRAM OF GOVERNANCE STRUCTURE INCL LINK TO COMMITTEES AND HEALTH EXECUTIVE

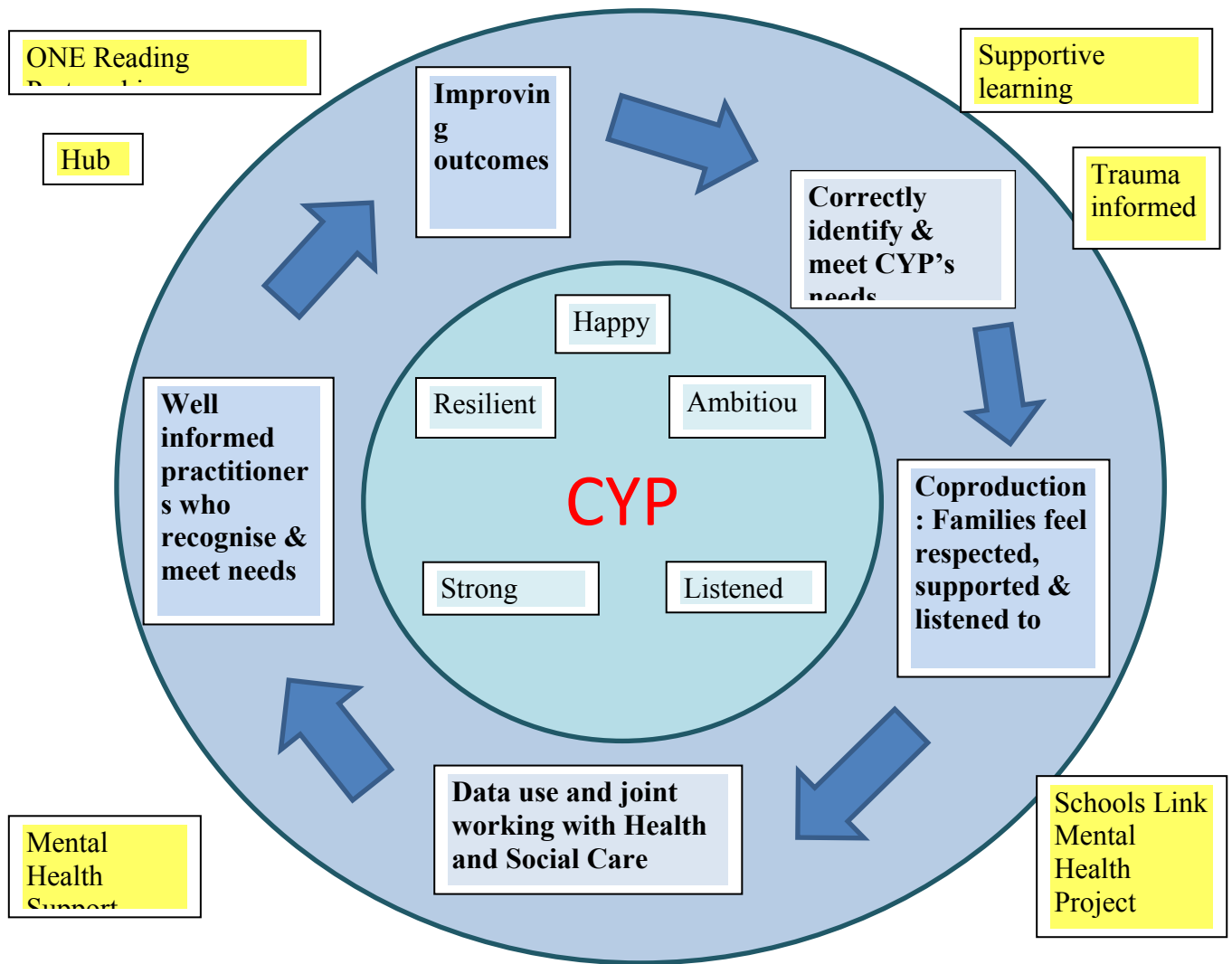
The SEND Strategy Group will secure engagement of all key partners and lead on the monitoring of the implementation of the strategy, providing a framework for reporting progress to key stakeholders and partners, including Members.

The SEND Strategy Board will oversee information on learning from service performance and ensure actions are taken to remedy issues, and that good practice is shared and becomes common practice.

The Joint Implementation Group (covering west of Berkshire) will support any required strategic regional commissioning.



### Appendix 3: Co-production how we work together



## Equality Impact Assessment

### Provide basic details

Name of proposal/activity/policy to be assessed

Directorate: Education (Brighter Futures for Children)

Service: SEND

Name and job title of person doing the assessment

Name: Prof Dr Kate Reynolds

Job Title: Director of Education

Date of assessment:

### Scope your proposal

What is the aim of your policy or new service/what changes are you proposing?

Who will benefit from this proposal and how?

What outcomes does the change aim to achieve and for whom?

Who are the main stakeholders and what do they want?

### Assess whether an EqIA is Relevant

How does your proposal relate to eliminating discrimination; promoting equality of opportunity; promoting good community relations?

Do you have evidence or reason to believe that some (racial, disability, gender, sexuality, age and religious belief) groups may be affected differently than others? (Think about your monitoring information, research, national data/reports etc.)

Yes / No (delete as appropriate)

Is there already public concern about potentially discriminatory practices/impact or could there be? Think about your complaints, consultation, and feedback.

Yes / No (delete as appropriate)

If the answer is **Yes** to any of the above you need to do an Equality Impact Assessment.

If **No** you **MUST** complete this statement

An Equality Impact Assessment is not relevant because:

Signed (completing officer)

Date

Signed (Lead Officer)

Date

### Assess the Impact of the Proposal

Your assessment must include:

- **Consultation**
- **Collection and Assessment of Data**
- **Judgement about whether the impact is negative or positive**

Think about who does and doesn't use the service? Is the take up representative of the community? What do different minority groups think? (You might think your policy, project or service is accessible and addressing the needs of these groups, but asking them might give you a totally different view). Does it really meet their varied needs? Are some groups less likely to get a good service?

How do your proposals relate to other services - will your proposals have knock on effects on other services elsewhere? Are there proposals being made for other services that relate to yours and could lead to a cumulative impact?

**Example:** A local authority takes separate decisions to limit the eligibility criteria for community care services; increase charges for respite services; scale back its accessible housing programme; and cut concessionary travel.



Each separate decision may have a significant effect on the lives of disabled residents, and the cumulative impact of these decisions may be considerable.

This combined impact would not be apparent if decisions are considered in isolation.

## Consultation

How have you consulted with or do you plan to consult with relevant groups and experts. If you haven't already completed a Consultation form do it now. The checklist helps you make sure you follow good consultation practice.

[My Home > Info Pods > Community Involvement Pod - Inside Reading Borough Council](#)

| <b>Relevant groups/experts</b> | <b>How were/will the views of these groups be obtained</b> | <b>Date when contacted</b> |
|--------------------------------|--|----------------------------|
| Reading Families Forum         | Workshop held 2 October 2019                               | 2 October 2019             |
| Special United Youth Forum     | Special United Youth Forum meeting<br>September 2019       | September 2019             |

## Collect and Assess your Data

Using information from Census, residents survey data, service monitoring data, satisfaction or complaints, feedback, consultation, research, your knowledge and the knowledge of people in your team, staff groups etc. describe how the proposal could impact on each group. Include both positive and negative impacts.

(Please delete relevant ticks)

**Describe how this proposal could impact on Racial groups**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

**Describe how this proposal could impact on Gender/transgender (cover pregnancy and maternity, marriage)**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

**Describe how this proposal could impact on Disability**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

**Describe how this proposal could impact on Sexual orientation (cover civil partnership)**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

**Describe how this proposal could impact on Age**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

**Describe how this proposal could impact on Religious belief?**

|                             |     |    |          |
|-----------------------------|-----|----|----------|
| Is there a negative impact? | Yes | No | Not sure |
|-----------------------------|-----|----|----------|

## Make a Decision

If the impact is negative then you must consider whether you can legally justify it. If not you must set out how you will reduce or eliminate the impact. If you are not sure what the impact will be you **MUST** assume that there could be a negative impact. You may have to do further consultation or test out your proposal and monitor the impact before full implementation.

Tick which applies (Please delete relevant ticks)

**1. No negative impact identified**      Go to sign off

**2. Negative impact identified but there is a justifiable reason**

You must give due regard or weight but this does not necessarily mean that the equality duty overrides other clearly conflicting statutory duties that you must comply with.

**Reason**

**3. Negative impact identified or uncertain**

**What action will you take to eliminate or reduce the impact? Set out your actions and timescale?**

**How will you monitor for adverse impact in the future?**

Signed (completing officer)

Date

Signed (Lead Officer)

Date