

Bristol Strategy for Children and Young People (0–25) with Special Educational Needs and Disabilities

2019–2022

Version 21/06 – DRAFT



Introduction

In Bristol, we are ambitious for all children and young people to have the best possible education and every opportunity to achieve well. This applies equally to our children and young people aged 0-25 who have special education needs and or disabilities (SEND).

In 2018 we completed a review of our progress in delivering the SEND provision, and this document is our refreshed plan, setting out the next steps to improving the future of every Bristol child and young person with SEND.

Services regularly engage with the Listening Partnership to gather views about how needs are being met and views on provision in Bristol. The Listening Partnership, commissioned by the council, is a regular forum group for young disabled people in Bristol aged 13-19 years old, or with learning difficulties up to age 25. Young people are encouraged to have their say and learn about their rights, with guest speakers and workshops across a range of topics.

While Bristol has many reasons to be proud of its existing services and quality of provision, especially in our Early Years settings, there is more we need to do to improve the outcomes for all our children and young people.

The Bristol Strategy for Children and Young People (0–25) with Special Educational Needs and Disabilities (2019 – 2022) clearly sets out our approach to providing the support children and young people with SEND and their families need and deserve. We are committed to doing all we can to ensure that our most vulnerable children and young people get the best opportunities at the earliest stage.

The Children and Families Act 2014 introduced the biggest changes to SEN in a generation. It included a new statutory duty on the local authority to ensure that the views, wishes and feelings of

parents are given importance and the right support and information is in place to ensure they are able to participate in decisions which help to achieve good outcomes for their children.

Aligned with this, our strategy has been co-produced with the Bristol Parent Carer Forum, and we have also incorporated the views and experiences of service providers, schools, colleges and other stakeholders. Our strategy and vision for SEND also aligns with the Bristol's Strategy for Children, Young People and Families 2016-20, as well as the aspirational 'One City Plan'.

We are committed to working in this way - building strong partnerships - and we have made good progress, but we also recognise that more time and attention is needed for direct engagement with children with SEND and their families, in all aspects of our work.

We have substantially improved governance and leadership within the SEND Partnership Organisations, with senior leaders taking key roles in further developing our partnership working.

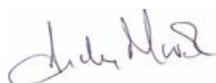
The investment in SEND in Bristol is significant, and higher than in many similar local authority areas - the challenge is to achieve better outcomes for this investment.

Going forward we recognise that there is still much we need to do to keep pace with increasing demand, to improving the quality of provision at the earliest opportunity, and to ensure that more children and young people can have the specialist support they need in local schools and early years settings.

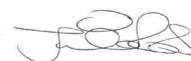
Our new Strategy clearly sets out our priorities for the future, and its success will be dependent on effective joint working with our partners, listening to and learning from children and young people with SEND and their parents and carers, and by investing in and developing our services for the long-term.



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Our Vision and Values

Our Vision:

We will support and empower disabled children and young people and those with special educational needs to reach their full potential and have healthy, independent and fulfilling lives.

Values:

1. Inclusion & Independence

– belonging and involvement

All children, including those with SEND, have the right to influence the decisions that contribute to creating a city they want to live, study and play in. Children and young people will have opportunities to make decisions that benefit their health and happiness, and, be supported to live and work independently.

2. Respect

– value, regard and reliability.

We believe in treating children and young people and their parents and carers, with value and respect. We will ensure children and young people with SEND are provided with services that have regard for their views and wishes. Furthermore we will work to ensure services are reliable in their delivery of provision and support.

Our vision and values have been developed through engagement work we have undertaken with families and practitioners. These values underpin the work we do across the local area.

3. Care

– protection, safeguarding and support.

All children and young people are entitled to feel safe, protected and supported. We will work together to ensure safeguarding is robust and that children and young people with SEND are safe from fear of harm or the threat of harm.

4. Equality

– fairness, accessibility and opportunity.

Children and young people with SEND have the right to access opportunities without discrimination or prejudice. We believe in the rights afforded to children and young people with SEND through the Equality Act 2010 and the UN Convention on the Rights of the Child.

Developing Our Strategy

The document sets out our strategy for developing our services and meeting the needs of children and young people with SEND.

The SEND Strategy has been produced alongside local area self-assessment and the Joint Strategic Needs Assessment (JSNA) SEND spotlight report in collaboration with children and young people with SEND and their parents and carers. The strategy guides the development and delivery of the SEND action plan which gives detail about the improvements which are being made across the area.

We have developed this strategy for disabled children and those with SEN, defined as follows:

Special Educational Needs

A child or young person has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her.

A child or young person is considered to have a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of others of the same age;

A child or young person has a learning disability if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial, long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Statutory guidance and the SEND Code of Practice provide additional information to help with the interpretation and application of these definitions. The statutory definitions of special educational needs (SEN), and disability which are described above are found at section 20 of the Children and Families Act 2014 and section 6 of the Equality Act 2010.



Local approach and related strategies

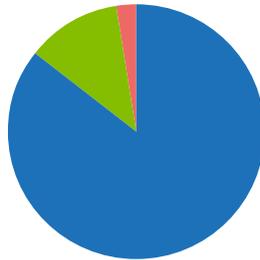
This strategy should not be considered in isolation but alongside other key documents. These strategies are intended to support each other to maximise their impact. Other relevant local strategies include:

- Health and Wellbeing Board Strategic Plan
- Bristol Early Help Strategy
- Bristol Carers Strategy
- Apprenticeship Strategy
- Adult Learning Plan
- Post 16 Strategy (In development)
- BNSSG Mental Health Strategy (in development)
- Bristol Corporate Parenting Strategy
- Youth Offending Team Strategic Plan
- Accessibility Strategy
- Autism Strategy
- Equalities Charter
- Children's Charter

Our local Working Together procedures for safeguarding also apply throughout our work. We are committed to keeping children and young people with SEND safe in all aspects of their lives.

Local Context

Early Years
12,250 children funded through early education provision
613 children with SEN
52 children with an EHCP



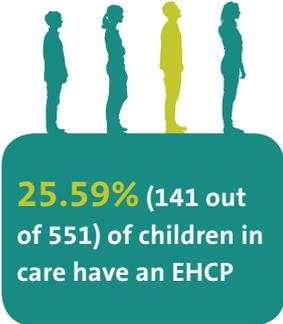
15% of 19 year olds with an EHCP qualified to Level 2, including English & Maths

61,667 School Age Population (5-19)
7,325 school age children (5-19) receive SEN support
1,526 school age children (5-19) with EHCPs

26.4% of children and young people with EHCPs are in mainstream schools (England average: 39.2%)

2,875 0-25 year olds with an EHCP (558 of which are currently being finalised)

32% of children receiving SEN support achieving Attainment 8, in line with the England average (32%).



25.59% (141 out of 551) of children in care have an EHCP

42.2% of children and young people with EHCPs are in special schools (England average: 38.6%)

14.87% (62 out of 417) of current care leavers have an EHCP

22.9% of children and young people with EHCPs are in post 16 provision (England Average: 16.2%)

In **2017** there were very low numbers of permanent exclusions for children with SEN support and no permanent exclusions for children with EHCPs.

30% of children receiving SEN support achieve a good level of development, compared to the England average of 28%

91% of Key Stage 4 pupils with an EHCP remained in education

34% of children with EHCPs are persistently absent (missing 10% or more of their possible sessions), well above comparators and the England average of 25%.)

33% of children and young people with EHCPs had a fixed term exclusion in 2017 (England average was 16%), and **26%** for children and young people with SEN Support (England average was 15%).

23% of pupils receiving SEN support achieved the expected standard in Reading Writing Maths, just below the England average of 24%.

Themes

The following themes have been identified through a process of self-evaluation, review of local data and intelligence and consultation and engagement with local families and other stakeholders; this has included a pan-cultural engagement day where children and young people with SEND had an opportunity to to share their experiences of the barriers they face. An annual action plan is in place deliver improvements within these themes. An accessible one page version of the strategy and action plan is available [here](#).

Outcomes

Understanding of the outcomes sought for, and by children and young people with SEND, and clarity of the progress made towards those outcomes.

Transparent, Effective Governance

Good governance, and transparent and understandable systems, business processes, and shared understanding and accountability across education, health and care.

Early Identification and Response

Early identification of children with SEND, quick and appropriate referrals, and clear pathways for self-referral for children and young people with SEND and their families.

Participation and Co-Production

Placing the aspirations, wishes and experiences of children and young people and their parents and carers at the centre of person centred planning and the development of our services and provision.

Quality and Improvement

Robust quality assurance, self-assessment and feedback cycles, driving improvement across the area.

Joint Commissioning and Funding

Jointly planned and commissioned provision and services, underpinned by outcomes, feedback and data.

Statutory Duties

Review services through feedback and quality assurance to improve and integrate provision and promote the health, wellbeing, development and learning of children and young people with SEND.

Strategic Governance Arrangements

The Local Area Strategic SEND Partnership drives and oversees the changes required to fully implement the SEND reforms as outlined by the Children and Families Act 2014 and the SEND Code of Practice 2015.

The SEND Partnership Group will provide drive and oversight by:

- Having a detailed understanding of the area's strategic and substantive SEND functions.
- Developing the SEND Action Plan, reviewing existing documentation, and developing new draft documentation with partners and the parent carer forum.
- Driving the delivery of the SEND Action Plan through sub groups and linking together improvement, assurance and development, and training.
- Stress testing the system, to ensure that demand fluctuations are understood and reported, and monitoring performance to ensure all partners are held to account and develop linked in service level solutions to issues as they arise.
- Collating feedback and event material, and tasking and supporting engagement and participation events.
- Monitoring operational development and parental engagement of the Local Offer and driving the development of Joint Commissioning.
- Reporting through Governance and Leadership structures.

We are committed to driving improvement in our quality of practice and compliance. We will do this through a robust Quality Assurance Framework that is centred on scrutiny and challenge

The Quality Assurance Framework includes:

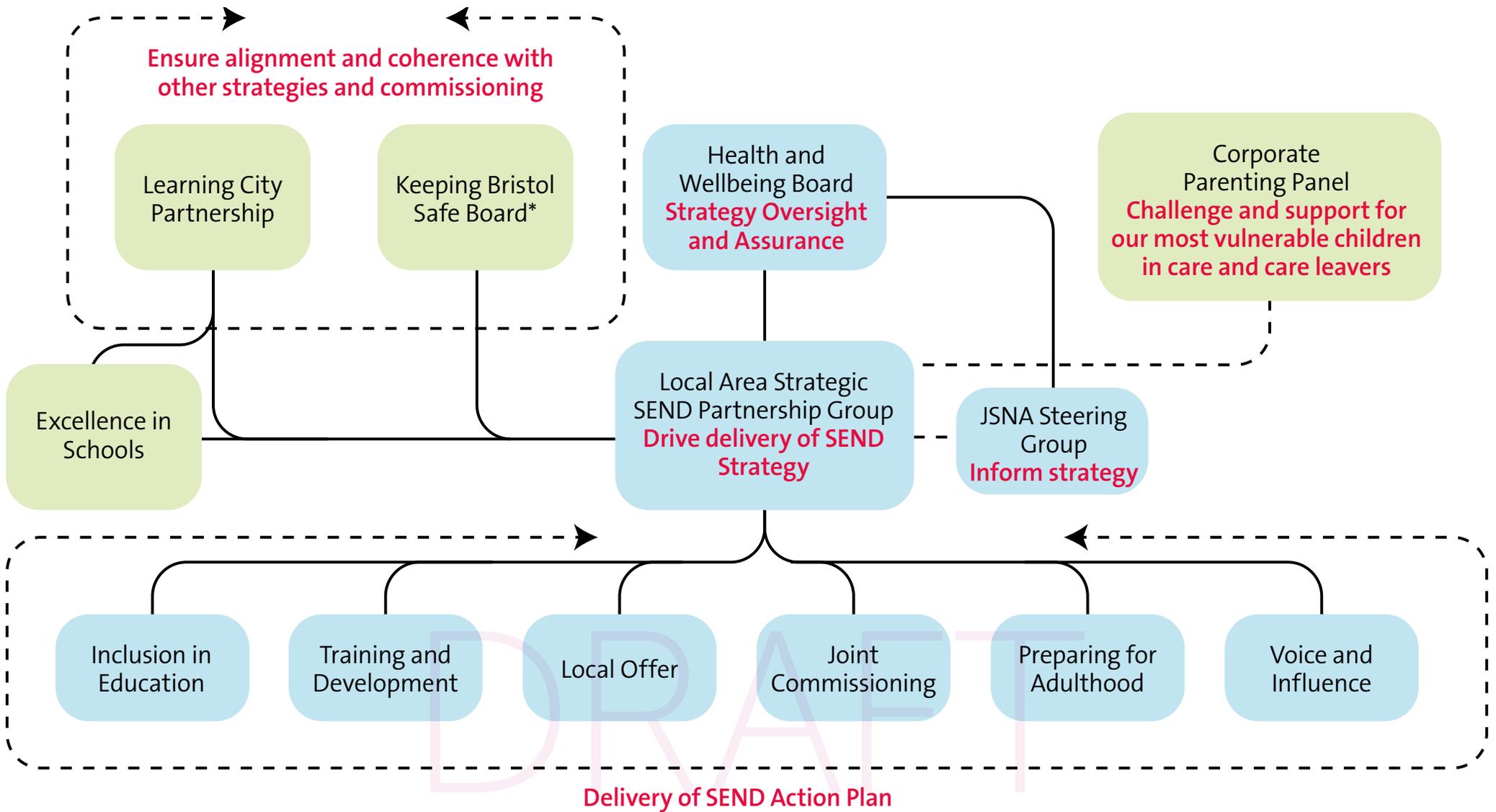
- A Multi-Agency Improvement Board with an Independent chair (DfE/LGA Advisor) who will provide high support and high challenge to the partnership system through the triangulation of performance data, feedback and complaints and multi-agency audit of casework.
- A Performance Board monitoring and scrutinising data and analysis of progress and pace, underpinned by team level monthly performance clinics to ensure that managers understand the link between practice quality and data.
- Reporting from the SEND Partnership Group by exception.
- Individual service level audit and quality check and workforce appraisal.

The Health and Wellbeing Board (HWB) has oversight of arrangements and outcomes for children and young people with SEND and holds the Local Area Strategic SEND Partnership to account for delivery of the SEND Strategy and SEND Action Plan. The membership of the HWB includes two SEND champions to provide oversight and challenge on behalf of the Board.

Bristol is currently transforming wider governance arrangements for safeguarding and community safety. The Local Area Strategic SEND Partnership Group will also report to the newly formed Keeping Bristol Safe Board on progress and challenges. The Keeping Bristol Safe Board will support delivery of the strategy by promoting inclusive practice across the wider partnership and ensuring alignment of their work and resources to enable delivery of this shared vision for children and young people with SEND.

Learning City is also a key partner in this work. The Learning City Partnership will oversee delivery of elements of the action plan, particularly in relation to educational outcomes and preparing for adulthood.

This arrangement is illustrated overleaf.



* New Statutory Safeguarding Board

