



Special Educational Needs and Disability (SEND) and Inclusion Strategy 2019-2024



Foreword

Every child deserves the best start in life and for our children and young people with special educational needs and disabilities (SEND), this requires us to recognise learning needs early, to have the right level of co-operation with parents, carers and our providers, and to have the provision we require to meet the diverse range of needs for our children and young people.

In collaboration with a wide range of stakeholders, we have worked to agree the core vision and key priority areas that will drive our ambition for improving provision for our children and young people. We are delighted to be able to share with you our SEND and Inclusion Strategy for 2019-2024 which has arisen from our analysis of our data and feedback from our stakeholders. It sets out our vision, strategic priorities and key activities for our work. The over-arching strategy is underpinned by detailed plans against each priority, enabling stakeholders to be informed and also challenge the progress we are making.

We are committed to enabling, challenging and supporting all schools to be inclusive so that best outcomes are achieved for all pupils and will be sharing our progress on a termly basis through The West Sussex Local Offer.

We know from our data and feedback from families that we have areas to improve to ensure that our provision for children and young people with SEND enables them to succeed in life:

- There is a lack of clarity about what families can expect at SEND Support in mainstream schools and settings
- Accurate assessment of needs can take too long
- There is a high number of Education, Health and Care Plans (EHCPs) and there is a perception that this is the only way to guarantee needs are met

- Many families are not satisfied at the level of support for their children and as a result there are too many appeals, tribunals and complaints
- There are too many exclusions of pupils with SEND
- Most of the high needs funding is spent on specialist provision. Many young people are in costly independent placements which is unsustainable
- There are too many young people with SEND without a school place
- Too few EHCPs have a meaningful contribution from health and social care
- Too many young people with SEND are not able to achieve independence as they move into adulthood and find meaningful employment

Our SEND and Inclusion Strategy intends to address all the areas raised by families.

We would like to thank all those who have enthusiastically contributed to the formation of this strategy, many of whom we met in person during the workshops and consultation.

The SEND and Inclusion Strategy 2019-2024 was approved in November 2019 by Nigel Jupp, WSCC Cabinet Member for Education and Skills. We now look forward to working with you all as partners in delivering our plans.



Nigel Jupp
Cabinet Member for Education and Skills



Our Vision

Our vision is that all children and young people in West Sussex will, irrespective of their learning needs or abilities, gain the skills and confidence to live well in their community. They will be supported and nurtured through an educational system that responds to their circumstances and prepares them for adulthood.

Children and young people and their families will be:

- Supported to participate in local schools and educational settings
- Welcomed, included and have a sense of belonging
- Cared for and supported in their health and wellbeing
- Valued and able to influence and shape the education and support they receive

This strategy builds on our SEND strategy for 2016-2019 and the outcomes of our 2018 Ofsted/ CQC SEND Local Area inspection.

It has been co-produced with parent carers and young people, as well as education providers and professionals from social care, health and education, to ensure it complements other local authority strategies. Together, we have identified the following priorities:

01

Priority: Knowing our children and families well (an inclusive, person centred approach)

Children and young people and their families will:

- Have their educational needs understood and planned for as early as possible
- Feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Understand and have confidence in the SEND services available in West Sussex, whether that is within health, education, social care or the voluntary sector



**02**

Priority: Meeting the needs of our children and young people through our schools, educational settings and services

West Sussex will have:

- A skilled, confident and resilient workforce, able to meet the educational, social and emotional needs of all children and young people
- A range of high quality schools, settings and services, where good practice is celebrated and shared
- A consistent graduated approach that will “assess, plan, do and review” the support that has been put in place to meet the needs of each child and young person with SEND

03

Priority: Working together towards solutions (collective responsibility)

Everyone involved in supporting the needs of West Sussex children and young people will:

- Experience services, systems and processes which support schools and settings to meet needs and to access timely, appropriate and relevant information
- Think creatively to develop solutions that meet the needs of children and young people with SEND as close to home as possible, ideally within West Sussex
- Have quality assurance in place to ensure consistent, effective and inclusive provision and practice
- Use data and intelligence to plan together to meet current and projected needs of children and young people





What will we do to meet these three priorities?

We will:

- Provide tools, training and support for schools and settings to further develop inclusive practice and to enable constructive discussions with the child and family
- Provide a self-help guide to assist schools and settings to understand need as early as possible; put into place appropriate provision; and know when and how to access more specialist support
- Provide a guide for families to explain the West Sussex SEND educational offer
- Develop shared expectations with schools and settings for universal support and the graduated approach for those with SEND
- Provide Local Authority support to build on best inclusion and SEND leadership practice
- Celebrate inclusive practice through an annual event
- Develop shared transition guidance for moving between schools and settings
- Provide quality assurance to develop consistent SEND provision
- Review and develop specialist SEND provision across West Sussex
- Develop and provide a data dashboard and information to support multi-agency planning and quality assurance
- Work with all partners to strengthen our multi-agency approach to identify and support the needs of children and young people, including those in vulnerable groups



How will we know if we are making a difference?

We will publish accessible action plans and performance indicators against which we can measure our success. These will be updated termly and published on the West Sussex Local Offer. This will enable us to hold each other to account for our joint work and also on progress made in our SEND & Inclusion Strategy. This would include how we relate to other local authority strategies, e.g. Pathways to Adulthood. A SEND & Inclusion Strategy Board, with parent carer, school and other education setting representation, will formally oversee the delivery of the strategy and report to WSCC cabinet board members. Regular focus groups will also be held with children and young people.

How can I get involved?

An up-to-date view on our current SEND & Inclusion Strategy activities and information on how you can get involved will be found on the West Sussex Local Offer www.local-offer.org



We asked our children and young people to enter a picture competition. The brief was to design an image celebrating inclusion for the WSCC SEND and Inclusion Strategy. Grace's picture was chosen because we loved the colours and simplicity of the infinity circle, which also represents our cycle of support – assess, plan, do, review.



The winning image designed by Grace Thompson