

# SEND



## **SEND** Medway SEND and Inclusion Strategy 2016-2020



# SEND

## **IN MEDWAY WE ARE AMBITIOUS FOR ALL CHILDREN AND YOUNG PEOPLE**

We believe that every child is precious and deserves the best start in life. This is true also for all children with additional needs and disabilities. We want them to be an integral part of their local community, a community that welcomes, includes and values them as much as we do.

The majority of Medway schools are good- we aspire for all of them to be good or better and we expect them to meet the needs of all local children. For too long, some of our young people with additional needs have gone out of Medway for their education. We are determined that more young people will be educated and have their needs met locally and by working closely with our partners, our schools and college, we believe not only that this is possible, but it also highly desirable.

We are delighted to introduce Medway's SEND strategy, outlining our plans and priorities until 2020. Our vision is to ensure Medway is an inclusive place for all our children and young people and this strategy is an integral part of a wider Council plan, where all our residents are encouraged to fulfil their potential.



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# Introduction

Every parent wants the best education for their child. For most parents this involves having a choice of schools and, as they grow older, helping young people make choices of which subjects to study, and which career to follow.

For parents whose child has a special education need or disability (SEND) the choices may be more limited, but are no less important. All children and young people eventually become adults, and need to be equipped to live in a diverse and challenging society. Whatever their ability, they need to be able to take part in society, to assess and take appropriate risks, and to live as independently as possible.

In Medway, we want to support children, young people and their families by encouraging and challenging schools to cater for a wide range of needs and abilities. We believe that all children should be educated as close to their home as possible, which not only reduces the time they have to spend travelling, but also enables them to make and maintain friendships in their local community.

In Medway 36.7% of children with Statements or Education, Health and Care Plans are taught in mainstream classes compares with the national average of 46.7%. This ranks Medway 122 out of 151 for inclusion nationally, and 3rd from the bottom compared with our statistical neighbours.

Medway also has the second highest fixed term exclusion rate in primary schools in the country.

**This strategy has inclusion at its heart and sets out how we will address these imbalances and how we will effect change.**

Medway Council is responsible for commissioning school places in both mainstream and special schools. Over the period covered by this strategy we will be seeking to support more children with SEND in mainstream schools, and fewer in specialist settings. To do this, we will:

- **increase the funding available to mainstream schools**
- **invest more in adapting buildings, and**
- **work with school Special Educational Needs Co-Ordinators (SENCOs) to ensure staff are appropriately trained and have the confidence to meet a wide range of needs.**

This strategy forms part of a wider Council strategy on making Medway a more inclusive community. Future work will develop other aspects, such as our partnership engagement with health and our work with adults with learning difficulties.

This strategy links to the priority set out in the Medway Council Plan 2016-17 to 2021 to support Medway's people to realise their potential, through enabling older and disabled people to live independently, ensuring that families are resilient, and all children achieving their potential in schools.

It also links to the Council Plan priority to maximise regeneration and economic growth by ensuring that residents have the skills to access jobs and are able to get around Medway. A new Ofsted framework for the inspection of local authority services for children and young people with special educational needs and/disabilities started in May 2016. The strategy indicates that we are fully aware of improvements that need to be made, and how we intend to achieve them.

This strategy sets out the priorities for Medway in relation to assessment and provision for children and young people with SEND, and the ways in which we plan to meet these priorities. There are three parts:

Part 1: in which we set out our aims, vision and strategic priorities.

Part 2: in which we provide further information, and background information about Medway and the national context.

Part 3: Appendices: Links to other Corporate Plans

## The Legislative Background

The development of this strategy has been informed by legislation set out in the Children and Families Act 2014, Regulations, and the SEND Code of Practice July 2015, and the local context for children and young people with SEND.

The Children and Families Act makes provision for:

- **Children and young people with SEND to have the right to be educated in mainstream education with their peers;**
- **Children and young people to be at the heart of the system;**
- **Close cooperation between all the services that support children, young people and their families through the joint planning and commissioning of services;**
- **Early identification of children and young people with special educational needs and/or disabilities;**
- **A clear and easy to understand 'local offer' of education, health and social care services to support children and young people with SEND and their families;**
- **Children with more complex needs, for whom a co-ordinated assessment of needs and an Education, Health and Care plan (EHCP) to remain in place until the age of 25;**
- **A clear focus on outcomes for children and young people with EHCPs, anticipating the education, health and care support they will need and planning for a clear pathway through education into adulthood, including opportunities for paid employment, independent living and participating in their community;**
- **Increased choice for parents and young people including a greater range of specialist educational provision, mainstream schools and colleges for which they can express a preference and the offer of a personal budget for those with an EHCPs in mainstream provision.**

The SEND Code of Practice provides statutory guidance for local authorities, those who work with children and young people with SEND and their parents. The code provides further, detailed information about the duties on local authorities and schools to plan for the needs of all children and young people.

# Part 1

## Our Aims

We are ambitious for children and young people in Medway. We want to give them the best start in life that we can. Over the next few years it is likely that local authorities will no longer be the main providers of education, but will commission others to provide schools, including special schools and special units. In this strategy we give providers, and would-be providers, a clear steer as to what the local authority wants to achieve on behalf of families in Medway, and our commissioning priorities to achieve these aims.

### We will:

- have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools.
- support and enable Medway schools to be inclusive for children and young people with SEND
- act as a champion of vulnerable children and young people in partnership with parents
- maintain a commitment to Medway state-funded schools with strong leadership and inclusive practice for children and young people with SEND.

### Our vision

- We believe that every Medway child has the right to attend a good local school. Our default position is that all children should attend a mainstream school unless there is an overwhelming reason why this cannot happen.
- We believe that every Medway child and young person has a right to have their health, social care and education needs met within their local community.
- We expect every early years setting, state-funded school, further educational college and training provider to make good provision (as defined by Ofsted) for children and young people with SEND, to ensure that they make good progress in their education and development, that they transition smoothly into the next stage of their education and that they are helped to secure independent living and opportunities for employment as far as possible.
- We will ensure that the views and wishes of children and young people with SEND and their parents are heard, and we will work with them to ensure that they have confidence in the ability of local providers to meet their children's needs.

# SEND

## Our priorities

We will use our commissioning powers and responsibilities, and our funding, to deliver the following priorities:

- **All children start their education and continue to be educated alongside their peers within their local community.**
- **With our partners, we will ensure a smooth education pathway from childhood to adulthood for children and young people with SEND.**
- **We will ensure that children and young people with SEND have opportunities to develop resilience and learn to be as independent as possible, as they transition to adulthood.**
- **We expect all providers to ensure high quality educational provision, particularly in mainstream schools and further education colleges, for all children and young people with SEND.**

# Strategic priorities and action plan

## **1 All children should start their education and continue to be educated alongside their peers within their local community.**

In April 2016, of the 1224 Medway school age children with Statements or EHCPs, only 36.7% attended or had access to mainstream classes. The majority are placed in either Medway state-funded special school provision, or independent special school provision.

The reason we want children to be educated in their local schools is because other placements are usually outside of the child or young person's local community area. Our most vulnerable children have to travel the longest distances to and from school. The child or young person may become disenfranchised from their local community through not having local friends or taking part in local activities.

Although children with SEND can be assessed from birth, assessment is intended primarily for those children who have an extremely high level of need that is apparent from, or before, birth. Other children with SEND do not need to be assessed in order to receive additional support. We will ensure that pre-school children with SEND are provided with the opportunity and support to access mainstream nursery provision, and progress to a mainstream school provision to enable time for further development before assessment. This will ensure that assessed needs are identified correctly, and provide parents with an informed choice between continued local mainstream provision or, if appropriate, special school provision.

By enabling a child with SEND to attend their local school, local friendships can be formed that can continue beyond school hours. Local friendships can lead to inclusion in out of school activities and at the weekend or school holidays. Inclusion in a local mainstream school can also lead to greater contact for parents of SEND children with other local parents. Experience also teaches that children without SEND benefit from having a more mixed peer group as it enables them to develop empathy with, and understanding of, other people.

## To achieve priority 1, we will:

	By:
Review the way in which Element 3 (“top-up”) funding is determined according to need to ensure that mainstream nurseries, school and colleges have adequate resources to make good provision for children and young people with SEND	January 2017
Commission and/or decommission places in Medway state funded special schools and state-funded resourced provision in accordance with the rise in the Medway population and/or according to level of need	September 2018
Create a resourced provision in a Medway state funded mainstream school for secondary age pupils with a severe/profound hearing impairment	September 2017
Transfer the responsibility for placement in specialist nursery provisions to the Medway Decision Making Group without the need for assessment	September 2017

## 2 With our partners, we will ensure a smooth education pathway from childhood to adulthood for children and young people with SEND.

Between 2011 and 2014 Medway was part of a pathfinder project looking into new ways to assess and make provision for children and young people with SEND. This work has continued as the Children and Families Act (CFA) became law in September 2014.

Under the CFA, Local Authorities, together with Clinical Commissioning Groups, must place children and young people with SEND, and their families, at the centre of their planning to secure better outcomes.

As children and young people with SEND progress, effective planning needs to take place between all relevant agencies at key stages involving parents and the child or young person, to ensure appropriate support and opportunities for academic, emotional and social progression.

Dual educational placements can now be named in education, health and care plans. This means that we can support children in a mainstream school whilst, at the same time, give them access to facilities and skills found in our special schools. This means we are better able to help children and young people to be prepared for mainstream education, and adult life, as they progress and achieve.

Local Authorities must plan transition to adulthood for children and young people with SEND. Greater emphasis is now placed on the role of health services and social care to work with education to ensure timely assessments which help to determine eligibility for services. Even if an assessed child or young person is not eligible for a service on transition to adulthood, they must be provided with information and guidance about how their needs can be met and the provision and support that can be accessed in their local area.

We will ensure that, at each stage of a child or young person's progress through life, parents are aware of the agency or officer who will co-ordinate the advice through the process e.g. SEN officer at assessment and Key Stage school transition; social care at transition to adulthood.

At Post 16, young people with SEND must be offered further education or work based training. At Post 19, although education is no longer statutory, where young people require additional time to achieve the outcomes set out in their EHCPs, educational or training provision must be provided. We will ensure that there is suitable educational provision locally for young people at Post 19 as well as opportunities for work based training or internships.

### To achieve priority 2, we will:

	By:
Create a fully integrated SEN/0-25 Disability Team to ensure effective planning for young people with SEND at transition stages.	January 2017
Create an Autism Pathway in line within NICE guidelines to ensure multi-disciplinary assessment and diagnosis leading to better planning for children and young people with Autism or Asperger's Syndrome.	September 2017
With health colleagues, ensure that young people with SEND and their parents/carers are made fully aware at the time of their transition review about the transfer for health care on reaching 16/18 years old.	September 2017
Ensure that there is an effective and defined process in place for all children transferring from pre-school settings to Year R.	September 2017
Ensure that at each stage through education, health and care assessment, parents of children with SEND and young people with SEND are fully aware of their keyworker and role in relation to each process.	June 2017

### **3 We will ensure that children and young people with SEND are provided with opportunities to develop resilience and learn to be as independent as possible, as they transition to adulthood.**

All children and young people with SEND, within their capacity, need to have the skills to make their own decisions and manage the everyday challenges that we all face.

The three fundamental building blocks to resilience, as described by the National Centre for Excellence in Residential Child Care, are:

- **A secure base – a sense of belonging and security**
- **Self esteem – an internal sense of worth and competence**
- **Self efficacy – a sense of mastery and control, along with an accurate understanding of personal strengths and limitations**

Inclusion of children and young people with SEND within their local schools and communities has the potential to promote a greater sense of belonging, whilst self esteem is enhanced through the promotion of a child or young person's strengths and the ability to recognise and self manage difficulties. Ultimately, self efficacy for young people with SEND can be accomplished through playing a full part in society particularly through work opportunities. In order to promote resilience and reinforce the transition to adulthood, we will ensure that young people with SEND have the same rights and opportunities as their mainstream peers by changing their placement post 19. This will involve working with FE and training providers to increase the range of options available, including apprenticeships and work based training. In order to avoid any young person becoming institutionalised, we will not support schools expanding their offer to post 19.

We will ensure that young people with SEND are able to access work based opportunities to develop skills required for employment through links with local businesses and enterprise.

### To achieve priority 3, we will:

	<b>By:</b>
With partners, establish early work processes and practice to support emotional health and well-being in schools.	<b>June 2017</b>
Promote travel training for assessed young people with SEND attending special schools and resourced provisions through letters, parent information sessions in school and at Person Centred Annual Reviews (PCAR).	<b>September 2016</b>
Plan and deliver effective pathways for Medway children and young people with assessed SEND , including those who are leaving care	<b>June 2017</b>
Extend the support of the Medway Physical and Sensory Service Advisory Teachers for hearing impairment, visual impairment and physical disability to Mid Kent College.	<b>June 2016</b>
Work with commissioned independent services to source internships, work based training opportunities and supported work opportunities in local businesses for young people with SEND.	<b>July 2017</b>
Ensure that there is clear advice about finance, housing and sexual health and other relevant matters for young people at Post 16/19.	<b>July 2017</b>

## **4 We will expect all providers to ensure high quality educational provision, particularly in mainstream schools and further education colleges, for all children and young people with SEND.**

Compared with the rest of the country, Medway has a very high percentage of children with Statements or EHC Plans in special schools and, consequently, a much smaller proportion in mainstream schools. We fully recognise the skills that special schools have to offer but, equally, have to acknowledge that there are children in special schools in Medway who would be in mainstream schools, with support, in other areas of the country. We think this can be explained, in part, by the mechanism we use to fund children in special schools, where we currently use the historical costs of the schools, not the needs of the children. The result of this process is to fund children in special schools at a higher level than we fund children, with the same level of need, in mainstream schools. In the long term, this is not sustainable. The government is currently proposing to change the way children with SEND are funded by using a national formula similar to, but different from, that used to fund mainstream schools.

In order to ensure fairness and consistency, we propose to change our funding mechanism for element 3 funding, usually called “top-up funding”, so that children and young people with the same level of need are funded more equally, regardless of their school setting. We also propose working with Medway special schools to refine and develop their outreach work, whereby they use their skills and expertise to support more children in a mainstream setting.

Although there are currently relatively few children and young people in Medway with assessed need in mainstream school provision, where parents of children or young people with SEND have chosen mainstream education there is evidence to show that, with a personal budget for education, and with the assistance of Medway outreach services, mainstream schools can make good provision and ensure progress.

Medway has no special school or specialist resourced provision for secondary age pupils with severe/profound hearing impairment. At secondary transfer, pupils with severe/profound hearing impairment usually transfer to “out of area provision”, either to the state-funded resourced provision based at a mainstream Kent school - if there are places available- or to an “out of area” non-maintained special school on a weekly boarding basis. This does not fit with the intention to ensure local provision for children and young people with SEND, as well as representing an inefficient use of resources.

Whilst we fully support more inclusion within mainstream schools we recognise that there are occasions when a child or young person will benefit from an alternative curriculum offer. We have identified a need to increase the alternative provision available for primary aged pupils, some, but not all of whom, have SEND, and will be seeking to commission this facility within Medway.

**To achieve priority 4, we will:**

	<b>By:</b>
Carry out a pilot study around funding linked to assessed need to enable a comprehensive budget (Element 3 funding) to be offered to parents and young people with assessed SEND.	<b>March 2017</b>
<b>Pre-school children:</b> Provide training and support for private, voluntary and independent institutions for nursery provision (PVIs) to ensure that pre-school children with SEND are fully included.	<b>September 2017</b>
<b>Key stage 1 and 2:</b> Investigate ways in which speech and language support and therapy can be delivered in mainstream school settings to benefit a greater number of children.	<b>September 2017</b>
<b>Key stage 3:</b> Create an effective programme to ensure introduction and successful transfer to mainstream secondary schools for Year 6 pupils with SEND.	<b>January 2018</b>
Work with Thomas Aveling School to develop a secondary provision for young people with hearing impairment.	<b>September 2017</b>
<b>Key stage 5 and Post 19:</b> With commissioned and partner agencies, ensure that there are opportunities for local education or training, including independence, and work experience.  Ensure that young people and their parents are provided with detailed information about local opportunities at Key Stage 4-5 transition.	<b>April 2018</b>
For all Medway state-funded schools:  Provide training to SENCOs and Headteachers  Promote links between schools to demonstrate good practice  Focus our resources to support the development of best practice, starting with mainstream schools who are able to evidence inclusion.	<b>March 2017</b>
Commission an alternative curriculum provision for primary aged pupils.	<b>September 2017</b>



# Part 2

## Local context

### 2.1 Increase in Medway population

Medway has a growing population. Over the next 20 years we anticipate that 29,000 new houses will be built. Over the next 5 years, the school age population (4-18) is expected to increase by 1126 children.

Local Authorities have a statutory duty for the assessment and provision of children and young people with SEND from birth to 25. If the current trend of 3% of children having an EHC plan continues, Medway Council will have to ensure provision for around an additional 60 of the Medway school age population during this period.

However, local data indicates that, over the past 4 years, an average of 70 children and young people, with Statements/EHCPs, per calendar year have moved in to Medway. The majority of these children attend specialist educational provision.

Furthermore, as Local Authorities now have responsibility for education provision for assessed young people aged 19-25 who require additional time to achieve the outcomes set out in their EHCP, a further increase of approximately 150-200 over the next 5 years is also expected. By 2020, therefore, we anticipate that Medway Council will be maintaining approximately 2000 education, health and care plans.

### 2.2 School placements for Medway children and young people with SEND

In January 2015, DfE National Statistics (SFR14-15 Tables) indicated that Medway had fewer assessed children and young people in mainstream educational provision compared with statistical neighbouring local authorities: 36.7% in Medway compared to a national average of 46.7% .

Medway is third from the bottom for inclusion amongst statistical neighbours, and placed at 122 out of 151 for inclusion nationally.

Even if we are able to match our statistical neighbours and include 30.4% of Medway assessed children and young people in mainstream schools by 2020, we will still require 1392 places in special school or specialist resourced provision. In reality this number is likely to be higher as inclusion in mainstream will require time to embed.



## 2.3 Projected increase in children and young people with EHCPs and impact on other services

Of the 1608 Statements and EHCPs currently maintained by Medway Council, approximately 900 pupils (55%) are known to either the 0-25 social care disability team or the Looked After Children's team. A projected increase to 2000 EHCPs over the next 5 years indicates that approximately 1100 children and young people with SEND will require support from Medway social care.

This increase will impact not only on education provision, but also on the demand for respite (short breaks) and, into the future, the demand for supported living or residential accommodation. We will work with partners in housing and other agencies to further develop high quality and supportive living arrangements for young adults with SEND to enable them to stay in their local community.

The creation of an integrated SEN/0-25 Social Care Disability Team will be able to track the requirements of children and young people with assessed SEND more effectively, and enable effective commissioning of services.

## 2.4 Autism diagnosis in Medway

Medway is an outlier for all English local authorities for the number of children with autism. The figure for Medway primary school children with identified autistic spectrum disorder (ASD), but without an SSEN or ECHP, is 8.1% and for secondary school pupils 15.5%. This compares to an average of 6.5% and 8.3% respectively for other English local authorities. As at March 2016, 28% of Medway pupils with Statements/EHCPs had diagnoses of ASD. Only 4.6% of those attend mainstream school provision.

The Autism Pathway, as recommended by the National Institute for Clinical Excellence (NICE) Autism Pathways, existed in Medway prior to 2010, but was discontinued. We now plan to reinstate it. The Autism Pathway is essential to ensure that diagnosis is made correctly and that appropriate provision is made. It will also help to determine why Medway has a higher than national average of children with ASD.

## 2.5 Assessment of pre-school children and impact

71% of 5 year olds in Medway achieve a good level of development. This is significantly better than the average for England (66%) . Furthermore, nationally, 21% of children with identified SEND achieve a good level of development by the time they are 5 years old. In Medway 27% of children with identified SEND achieve a good level of development by the time they are 5 years old.

Typically, requests for assessment from the pre-school service are received for the 3-4 year old age group. Over the academic years 2010-11 to 2014-15, Medway SEN received an average of 45 requests for assessment of pre-school children aged 3-4 years, per academic year. In 2013-14 requests for assessment were made for 3.9% of the total 3-4 year old cohort. This

figure is above the national average for assessed children nationally and nearly 25% higher than school requests for assessment for school-age pupils.

The majority of the children assessed at pre-school age in Medway tend to enter either a special school or resourced provision on entry to primary school.

As children progress through their specialist provision it sometimes becomes apparent that, as they were assessed at such a young age, they are placed inappropriately, or their level of development has progressed to a level where mainstream school placement would be appropriate. Unfortunately, very few, if any, of these children transfer back to mainstream provision, or transfer to an alternative specialist provision more suitable to meet need is problematic due to lack of vacancies across the whole school or specialist resource provision.

## 2.6 Permanent and fixed term exclusions from Medway schools and academy provision

Medway has one of the highest rates for fixed term and permanent exclusions from school in England.

In the year 2013-14, 70 children and young people were permanently excluded from a Medway school. This exclusion rate, 0.16% of the state-funded school age population, is the highest percentage bar one other authority.

During the same period, 2.48% of the Medway state-funded school population received fixed term exclusions, compared with 3.5% nationally. Although below the national average, the average number of days of fixed term exclusion per Medway pupil was 7.37 days: the highest in England.

In 2013-14, 0.31% (59 pupils) of Medway secondary age pupils were permanently excluded from state-funded schools: the second highest percentage for secondary age pupils in England.

Local Authorities have a statutory duty to ensure provision for pupils who have received either fixed term or permanent exclusions from school from the 6th day following exclusion. Medway has two secondary Pupil Referral Unit (PRU) provision, The Rowans, with 52 places, and Will Adams, with 40 places. Since the beginning of 2012, both PRUs have been full with pupils permanently excluded from Medway state-funded schools. As a consequence, the PRUs are unable to take pupils who have received fixed term exclusions from school, which results in an additional cost to the local authority for making "6 day provision" from other, more expensive, providers.

In most other local authorities, pupils who have been permanently excluded from mainstream school, or who are in danger of being excluded, are found places at an alternative school through a managed move process. Experience elsewhere shows that, with commitment from the receiving school and support from the local authority, the managed move system can work for excluded pupils. However, the numbers of successful managed moves in Medway are extremely small, usually due to the reluctance of an alternative school to accept the pupil. Yet again, Medway is an outlier, with significantly worse statistics than other parts of the country.

## 2.7 Educational provision for young people aged 16-18 in Medway

Local authorities must ensure education or training provision for young people with special educational needs to the age of 18.

Local authorities must also ensure education or training provision for assessed young adults with SEND to the age of 25 to either enable them time to complete the outcomes detailed in their EHCPs and/or provide them with skills to access employment and independent living (supported as required). However, there is no statutory duty to continue in education beyond the age of 18.

Medway currently maintains 419 EHCPs for Post 16 pupils. Over the next 5 years, and based on current SEN records, the Post 16 cohort is likely to increase from 394 (2018-19) to 468 (2020-21).

At Post 16, young adults with assessed SEND can request a placement at a special school to age 19. This is usually a continuation of their current school placement. Alternatively, they can transfer to a mainstream further education college, independent specialist college (known as an independent service provider - ISP) or a DFE registered 19-25 provision. Medway and Kent have no local ISPs. Therefore, if the LA agrees to fund a place at an ISP, it is invariably on a boarding basis.

As at April 2016, the cost of supporting fourteen 19 year old people with SEND in independent specialist colleges was just over £1.2m. This compares with the cost of supporting thirty 19 year old young people in local FE college provision of £292,000.

Young people are also able to opt for work based training or an apprenticeship.

The LA is responsible for funding either the "top up" costs in an FE college, ISP or state-funded school provision, and SEND support costs in a work based training or apprenticeship placement.

Medway SEN, together with the 0-25 Disability Team, who have responsibility for funding the social care aspect of a placement in an ISP, have drawn up guidelines for the placement of Post 16/19 young people in further education colleges and ISPs.

We work with our local FE College, Mid Kent College, to ensure appropriate courses and support for young people with SEND. We have also worked in collaboration with a local special school, Rivermead, to create 40 places at Mid Kent College as a year long introduction to the mainstream college for pupils with ASD and associated anxieties and vulnerabilities. These places have proved to be both successful and very popular.

## 2.8 Educational Excellence Everywhere

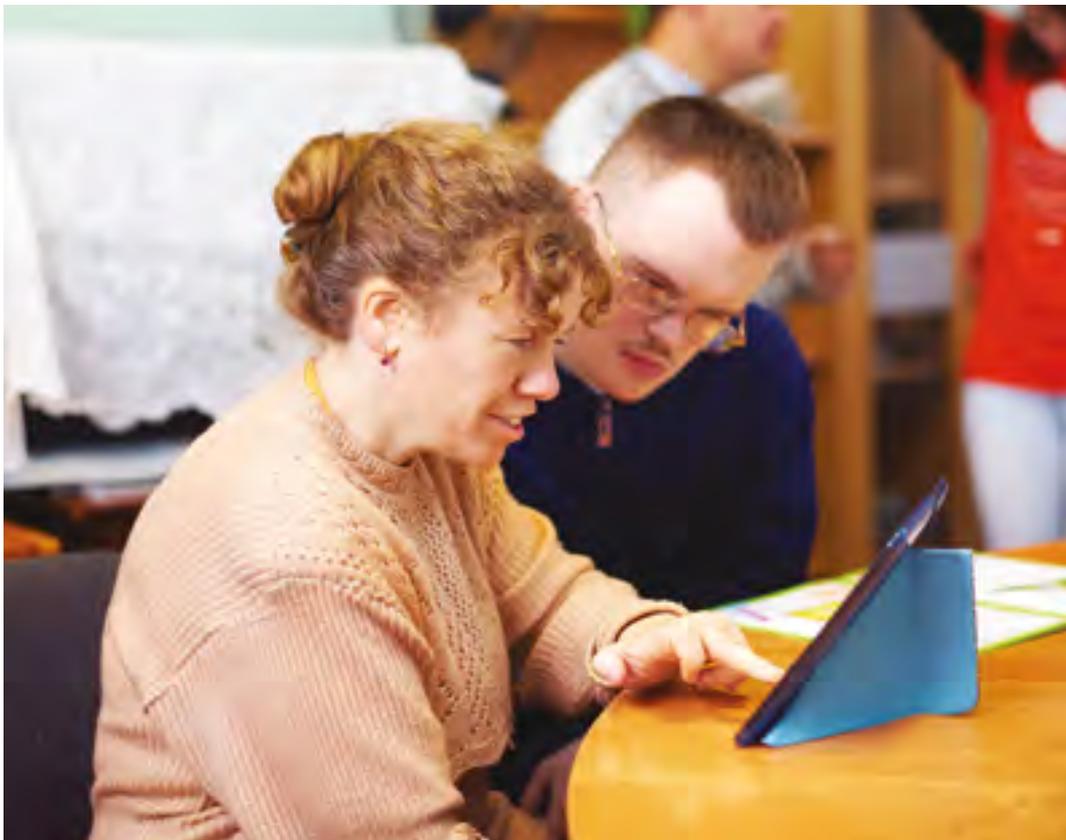
The White Paper 'Educational Excellence Everywhere' sets out new responsibilities for both schools and for local authorities. The Local Authority will retain responsibility for commissioning places, managing admissions, vulnerable children, including those with SEND, and advocacy for families. In Medway, more than 50% of schools are already academies, with more likely to transfer over the next few years. Although the legal position remains clear, and no school can

refuse to admit a child because they have SEND, we have noticed an increasing reluctance on the part of some academies to cooperate in this duty. There also appears to be a correlation between children who have SEND and those who are excluded from schools.

We will continue to work with schools on the basis of shared responsibility for children and young people with SEND, but will also not shy away from challenging schools where we feel they are failing to meet their responsibilities to meet the needs of all pupils.

## 2.9 Proposed funding changes

At the time of writing (May 2016) the Government is consulting on changes to the funding of pupils with high needs, 0-25. At present, funding for SEND, both in terms of place funding for schools, and top-up funding for individual children, comes via a central government fund called the High Needs Block, which is part of the Dedicated Schools Grant. The proposal for the future is that local authorities will be funded according to a national funding formula, based on the health of the local community, prior achievement and historic funding. Until further details are known, it is impossible to gauge the impact of these changes on our ability to fund SEND in Medway. In light of this, we are proposing to change the way we, in turn, fund SEND, moving away from funding special schools according to their historic costs, to funding children, based on the contents of their Statement or Plan, regardless of whether they are in a special or mainstream setting. We will consult with schools to ensure that we do not destabilise provision during this period of change.



# Part 3

## Appendices

### Appendix 1

The priorities set out in the Medway Council Plan for 2016-21 are:

- **Medway: a place to be proud of**  
A clean green environment  
Medway on the map
- **Maximise regeneration and economic growth**  
A strong diversified economy  
Residents with jobs and skills  
Preventing homelessness  
Delivery of new homes to meet the needs of Medway residents  
Getting around Medway
- **Supporting people to realise their potential**  
Older and disabled people living independently  
Resilient families  
Healthy and active communities  
All children achieving their potential in school

The Medway Council SEND strategy links to all the priorities in the Council Plan. The strategy also links to priorities set out in other C&A Directorate and other related agency strategies.

# SEND

# Appendix 1

<p><b>Medway SEN priorities</b></p>	<p><b>Medway social care: looked after children</b></p>	<p><b>Medway adult social care strategy: Getting better together</b></p>	<p><b>Medway emotional well-being and mental health service</b></p>	<p><b>Medway Early Help</b></p>	<p><b>Medway Youth Trust</b></p>
<p><b>All children should start their education and continue to be educated alongside their peers within their local community.</b></p>	<p>Prevent the escalation of need through an integrated, well coordinated and holistic offer of service that is totally child centred.</p>	<p>Develop an integrated service model, including joint health and social care personal budgets, direct payments, individual service funds and joint funding of long term condition support as part of the Better Care Fund.</p>	<p>Establish Early Help with clear pathways to that help are known about by the people who need it.</p>	<p>To devise a system that is focussed on making a significant difference to specific aspects of children and young people's lives.</p>	<p>Young people are prepared so that they are ready to learn and work, through parity of esteem between academic and vocational pathways, suitable academic and vocational courses, and clear progression routes.</p>
<p><b>With our partners, we will ensure an education pathway from childhood to adulthood for children and young people with SEND.</b></p>	<p>High quality and evidence based care that makes a positive and sustained impact in improving the lives and outcomes for children and young people.</p>	<p>Develop an Employment Strategy that supports disabled people and those with mental health needs into paid employment. This will include support and education for employers and support where required for the employed. Help schools and colleges to prepare people with disabilities, for work, raising expectations and skills.</p>	<p>Accessible information and support for children, young people, families and others in regular contact with children and young people.</p>	<p>Collaborative working and improvement of key processes for access, decision making, and information sharing to deliver well integrated, effective interventions.</p>	<p>Opportunities that lead to change are created through more apprenticeships and traineeships, developing the breadth of Post 16 offers, and drawing on labour market intelligence.</p>

**Appendix 1 cont.**

<p><b>Medway SEN priorities</b></p>	<p><b>We will ensure that children and young people with SEND are provided with opportunities to develop resilience and learn to as independent as possible, as they transition to adulthood.</b></p>	<p><b>Medway social care: looked after children</b></p>	<p>Secure the right intervention, at the right time, so to enable effective step down and rehabilitation home or permanency.</p>	<p><b>Medway adult social care strategy: Getting better together</b></p>	<p>Work with housing planners and providers to produce a co-ordinated social care housing strategy that improves access for older and disabled people to appropriate housing.</p>	<p><b>Medway emotional well-being and mental health service</b></p>	<p>Schools and services take a “Whole Family” approach in work with children and young people, with regard to impact on parents, siblings and family life.</p>	<p><b>Medway Early Help</b></p>	<p>To ensure our network of services and support enables us to respond quickly and appropriately by having the right services in place.</p>	<p><b>Medway Youth Trust</b></p>	<p>Aspirations and opportunities are aligned by ascertaining young people’s preferences, educational/training opportunities, supporting schools/colleges to develop Information and Guidance programmes, ensuring progression for young people with SEND.</p>
<p><b>We will expect all providers to ensure high quality educational provision, particularly in mainstream schools and further education colleges, for all children and young people with SEND.</b></p>	<p>Secure most cost effective sufficiency of local provision to meet core need groups and achieve sustainable cost savings.</p>	<p>Monitor our transition from children’s social care to adult social care to minimise the impact on long term disability care costs.</p>	<p>To ensure effective and holistic multi-agency team working for children and young people including those that are Looked After or adopted. Effective transition at key life stages in education, health and care.</p>	<p>A shared commitment to preventative measures to make a significant difference to the outcomes in supporting children, young people and families.</p>	<p>Barriers to participation are overcome by creating environments in which young people with SEND can progress their education, training and employment in Medway. A whole system approach by improving information sharing, and working with schools, colleges and training providers.</p>						

## Appendix 2

### Our priorities and ambitions

- All children should start their education and continue to be educated alongside their peers within their local community.
- With our partners, we will ensure an education pathway from childhood to adulthood for children and young people with SEND.
- We will ensure that children and young people with SEND will be provided with opportunities to develop resilience and learn to as independent as possible, as they transition to adulthood.
- We will expect all providers to ensure high quality educational provision, particularly in mainstream schools and further education colleges, for all children and young people with SEND.

#### Theme

##### Inclusion

#### What we want to achieve

The needs of Medway children and young people with assessed SEND will be fully met in high quality state-funded provision in Medway mainstream schools and FE college, resourced provision in mainstream schools and special schools in Medway.

##### Progression and independence for children and young people with SEND

Children and young people with SEND will develop the academic and day to day living skills they need locally to enable them to be as independent as possible.

#### Our priorities for 2016-17

- Develop secondary resourced provision in a mainstream school for pupils with a severe/profound hearing impairment
  - Work with Medway state-funded special schools and resourced provisions in mainstream schools to plan for future places as the 0-25 Medway population increases (HN return 2016/17)
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- Extend and promote the independent travel training programme to young people with SEND in Medway Council.
  - Work with the 0-25 Disability Team to develop packages of education training and support locally for young people with SEND at Post 16.

## Appendix 2

<b>Theme</b>	<b>What we want to achieve</b>	<b>Our priorities for 2016-17</b>
<b>Partnership working</b>	A shared understanding between all relevant Council departments and agencies around the needs of assessed children young people with SEND to enable planned and effective transition through the key stages of education.	<ul style="list-style-type: none"><li>• Create an integrated SEN/0-25 social care disability team</li><li>• Work with Mid Kent College to develop study programmes and provision for a greater number of Medway young people with assessed SEND.</li><li>• Develop joint working between Medway the Medway Integrated Family Support Service (Early Help) and the Educational Psychology Service to address and support issues affecting children and young people with SEND at an early stage.</li><li>• Consult with health colleagues (Designated Medical Officer), Educational Psychology Service and Medway Community Health to work towards the development of an ASD Pathway for diagnosis.</li></ul>
<b>Local choice and opportunities for parents of children and young people with SEND</b>	A choice of high quality local state-funded school provision (and at Post 16 educational or training provision) with a personal SEN budget as required, and internships with local businesses at Post 16.	<ul style="list-style-type: none"><li>• A pilot project to test personal educational budgets linked to need for children with assessed SEND in mainstream schools, and the development of internship opportunities.</li></ul>

### Appendix 3

<b>ASD</b>	Autistic spectrum disorder(also called Autistic spectrum continuum)
<b>CAMHS</b>	Child and adolescent mental health service
<b>CCG</b>	Clinical commissioning group
<b>DFE</b>	Department for Education
<b>DSG</b>	Dedicated schools grant
<b>EHCP</b>	Education, health and care plan
<b>FE</b>	Further education
<b>HI</b>	Hearing impairment
<b>ISP</b>	Independent service provider (special further education college)
<b>LA</b>	Local authority
<b>LAC</b>	Looked after child/children
<b>LD</b>	Learning difficulty
<b>LDD</b>	Learning difficulty and/or disability
<b>MLD</b>	Moderate learning difficulty
<b>OT</b>	Occupational therapy
<b>PMLD</b>	Profound multi learning disability
<b>SALT</b>	Speech and language therapy
<b>SEMH</b>	Social, emotional and mental health
<b>SEN</b>	Special Educational Needs
<b>SENCo</b>	Special educational needs co-ordinator
<b>SEND</b>	Special Educational Needs and/or Disability
<b>SLCN</b>	Speech, language and/or communication need
<b>SLD</b>	Severe learning difficulty
<b>SpLD</b>	Specific learning difficulty (also called dyslexia/dyscalculia)
<b>VI</b>	Visual impairment



**THIS STRATEGY  
HAS INCLUSION  
AT ITS HEART AND  
SETS OUT HOW WE  
WILL ADDRESS  
IMBALANCES AND  
HOW WE WILL  
EFFECT CHANGE.**

