


<p align="center">Outcome 1</p> <p align="center"><i>Children and Young people with SEND and their families, trust and have confidence in the support they receive.</i></p>	<p align="center">Special Educational Needs and Disabilities (SEND) Strategy (2017 – 2020)</p>	<p align="center">Outcome 2</p> <p align="center"><i>Children and young people with SEND have great life chances.</i></p>
<p>Where are we now?</p> <ul style="list-style-type: none"> We have asked some of our service users who have told us: <ul style="list-style-type: none"> Information about health, leisure and hobbies is good; Many are happy with the support they receive. It is hard to get information in the way they want it; Those with plans don't always know why they have one. Our data (2016) tells us that: <ul style="list-style-type: none"> Overall, we are working well with families and completing Education, Health and Care Plans (EHCPs) in time. 	<p align="center">Driver</p> <p>The children and Families Act 2014 offers simpler, improved and more consistent help for children and young people with SEND. It extends rights and protections by introducing streamlined, integrated Education, Health and Care Plans (EHCP), extends provision from birth to 25 years of age and strengthens the principles of coproduction.</p>	<p>Where are we now?</p> <ul style="list-style-type: none"> Early Identification processes are well embedded. More 5 year olds with SEN reached their learning goals compared to the national average. Pupils with SEN did less well in their phonics check and in their KS2 SATS (those achieving level 4 or above) when compared to the previous year. Pupils with SEN (with and without plans) didn't do as well in their GCSEs than the national average.
<p>What we will do:</p> <ol style="list-style-type: none"> Produce and update SEND Participation plan which will give a clear outline of steps toward addressing what young people have told us. Understand why more children and young people need specialist provision in the borough and work with settings to provide solutions within mainstream placements. Work with settings to develop ways of working which are more person centred and outcomes focused. Gain the views of all children and young people with SEND and their families, with regard to the support they receive and their outcomes. 	<p align="center">Vision</p> <p>That all partners from Education, Health, Social Care and the Voluntary Sector work collaboratively within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress, to ensure that children and young people with SEN and Disabilities are well prepared for skilled employment and independent or supported adult living.</p>	<p>What we will do:</p> <ol style="list-style-type: none"> Work with all partners to raise attainment further for pupils with SEND to narrow gaps in attainment between pupils with and without SEND, so that results are better than national. Work closely with all partners to ensure that robust assessment and support arrangements are in place. Continue to work closely with Bournemouth schools and colleges to enhance expertise across a range of local mainstream settings. Work with SENCos and school leaders on action planning in relation to their self evaluations for SEND provision.
<p align="center">Outcome 3</p> <p align="center"><i>Children and young people with SEND are happy and enjoy their education and social life.</i></p>	<p align="center">Ambition</p> <p>That all children and young people including those with SEND:</p> <ul style="list-style-type: none"> ✓ Receive a good education that allows them to fulfil their potential and achieve their ambitions ✓ Lead happy, healthy, fulfilled lives. ✓ Are well prepared for adulthood and the world of work and make a positive contribution as active members of their communities. 	<p align="center">Outcome 4</p> <p align="center"><i>Young adults with SEND live happy and fulfilled lives.</i></p>
<p>Where are we now? (2016 figures)</p> <ul style="list-style-type: none"> We are doing better at not excluding pupils with SEN than the national average. 74% of children and young people (sampled) with EHCPs are happy with their friendships and relationships 15.1% of pupils with SEND were recorded as being persistently absent from school compared to 9% nationally. 	<p align="center">Priorities</p> <p>We will put children, young people and their families first and ensure they are engaged fully on all aspects of assessment, identification, intervention and provision.</p> <p>We will work in partnership to ensure that all stakeholders are involved in developing excellence and innovation in all SEND practice.</p> <p>We will focus on early intervention and supporting all education settings to increase their skills and confidence in meeting the needs of children and young people with SEND.</p> <p>We will use data and outcomes to target resource and provision.</p>	<p>Where are we now?</p> <ul style="list-style-type: none"> 100% of KS4 pupils were in Education, Employment or Training. More young adults were in settled accommodation than the national average (2014/15). More than half of young people with SEND and EHCPs questioned, reported that they enjoyed life, felt part of their community and felt empowered to make their own decisions. 1.5% of adults with learning disabilities were in paid employment compared with 10.7% in the previous year and 6.5% nationally.
<p>What we will do:</p> <p>Work with settings and all partners to:</p> <ol style="list-style-type: none"> Reduce permanent and fixed term exclusions and increase attendance rates for all pupils with SEND. Act upon recommendations given to address absenteeism of pupils with emerging or identified mental health needs. Follow best practice guidelines for children with social, emotional and mental health (SEMH) needs. Develop best-fit provision for pupils with experiencing challenges related to their SEMH needs including pupils on the autism spectrum. 		<p>What we will do:</p> <ol style="list-style-type: none"> Improve joined up working across agencies and neighbouring authorities. Ensure that Education, Health and Social Care Services work together and with Young People and their Families during transitions. Improve support in raising aspirations and moving toward better life outcomes. Work with partners and employers to secure paid employment for young people with SEND. Ensure that the right information and advice about education, health and care is shared with young adults with Special Educational Needs and/or disabilities.