



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) STRATEGY

2017 - 2020
BOURNEMOUTH



Special Educational Needs & Disability (SEND) Strategy 2017 – 2020 Bournemouth

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Section 1

Introduction

This document sets out the Local Authority (LA) strategy for improving outcomes and life chances for children and young people with Special Educational Needs and Disabilities (SEND) across all educational settings. The LA has led the strategy and recognises that its success lies in the effectiveness of the partnership between all stakeholders. Hence, when the strategy sets out what 'we' will achieve, 'we' refers to the partnership between LA, educational settings, parents/carers, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector (the local area).

The document will give clear direction and demonstrate the value added by the work undertaken by all partners. It will outline how and why future work will differ from what has gone before and ensure that all partners are working toward a common goal. The strategy will be based on the identified needs and expectations of service users and encompass identified opportunities for development and cooperative working, focusing on key priority areas.

Our Ambition

Our shared ambition for our children and young people with SEND (0 – 25) is that they:

- ***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, making a positive contribution as active members of their communities.***

In all our educational provision, and all LA services and partners, there will be a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress between children and young people with and without SEND.

Our aim is to ensure that children and young people with SEND and those with disabilities are well prepared for skilled employment and independent or supported adult living.

It is fundamental that all partners from Health, Education, Social Care and the Voluntary Sector work collaboratively with and in the best interest of children, young people and their families.

Section 2: Strategic Context

Nationally

This strategy is being published at a time of significant change, with some of the biggest shifts in national policy for over 30 years. The strategy is intended to ensure that Bournemouth is well positioned to continue to embed the implementation and maintenance of these changes for the benefit of children, young people and families.

The Children and Families Act 2014 offers simpler, improved and more consistent help for children and young people with SEND. The new system extends the rights and protections to children and young people by introducing streamlined, integrated education, health and care plans, extending provision from birth to 25 years of age and strengthening coproduction principles.

The reforms, which came into force in September 2014, require:

- ❖ A cultural change in the way in which we listen to and engage with children, young people and their parents and carers
- ❖ Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices
- ❖ The local authority to develop and publish a Local Offer, and to work closely with the NHS, schools and post-16 settings to use resources through joint commissioning to improve the range of support available in a local area
- ❖ A more flexible model of joint commissioning that promotes access to personal budgets, focuses on specific groups of children or areas within the borough and ensures that children and young people's needs are met
- ❖ Better commissioning of new provision to ensure needs are met in local schools, post- 16 settings and by local community services
- ❖ Positive transitions at all key stages within a 0-25 age range, especially a more successful transition to adult life
- ❖ A skilled workforce that can meet the needs of children and young people with SEND and those who are disabled
- ❖ Services that support families to meet their children's needs and help children to remain in their local community

The Act sets out the expectation that children and young people with special education needs should be included within the activities of mainstream schools and post-16 settings, together with children who do not have special educational needs and disabilities, so far as is reasonably practicable and is compatible with -

- ❖ the child receiving the special educational provision called for by his or her special educational needs
- ❖ the provision of efficient education for the children with whom he or she will be educated
- ❖ efficient use of resources.

Schools and post-16 settings have statutory duties under the Equality Act 2010 to ensure that they do not discriminate against children and young people with SEND. They should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way educational settings teach pupils. Pupils should have access to a mainstream setting alongside pupils who don't have SEN where this is reasonably practical and possible.

The [SEND Code of Practice](#) provides statutory guidance relating to Part 3 of the Children and Families Act.

The Care Act 2014 requires LAs to ensure co-operation between Children's and Adults' services and to promote the integration of care and support with health services. This is so that Young Adults are not left without care and support as they make the transition between Children's and Adults Social Care.

Bournemouth Context

A statistical analysis of data relating to children and young people who have a Statement of Special Educational Needs or statutory Education, Health & Care Plan is provided in Appendix 1. The appendix documents significant trends over a 5-year period (2013-2017) and likely contributory factors. Any required actions are captured in the SEND Action Plan.

Key issues emerging: -

- ❖ Numbers of Statements/statutory EHC Plans maintained by the Borough have increased by 29% over the last 5 years. Particular growth has been noted in the 5 to 10 years and 16 to 19 years' age groups. There has been a 15% increase in the number Statements/EHC Plans maintained by the Borough compared to 12 months ago (since January 2016)
- ❖ Numbers of Statements/statutory EHC Plans issued for the first time have increased by 45% over 5 years and 28% since 2016
- ❖ Autistic Spectrum Disorder – numbers diagnosed who require a Statement/statutory EHC Plan have risen by 47% over the last 5 years. Speech, Language and Communication Needs – numbers have increased by 51% over the last 5 years. Growth is very much linked to the increase seen in ASD but at pre-formal diagnosis levels. Social, Emotional & Mental Health Needs has grown significantly, and over the last 3 years has increased by 21%, data for 2017 shows a continued and substantial growth
- ❖ Increased demand for access to specialist provision/placement. This includes specialist further education (FE)
- ❖ Increased demand for EHC Plans to access enhanced support in local further education.
- ❖ Legislative change to increase upper age limit from 19 to 25 is having a significant impact
- ❖ EHC assessment and transition process is well embedded and performance is good or excellent. Consistently low numbers of Tribunals and requests for formal mediation suggest parental confidence

For Bournemouth schools inspected up to the 31st December 2016 there were 90.7% pupils in good or better schools, compared to 85.8% nationally, ranking Bournemouth 39th out of 152 Local Authority areas. 94% in primary schools compared to national 89.1%, national ranking 35th; 86.9% in secondary schools compared to national 80.9%, national ranking 56th.

37 of Bournemouth's 41 state funded schools are now academies, with others proposing to convert in the future.

Population growth analysis indicates that SEN Statements/ EHCP pupil numbers are expected to rise very slightly for primary pupils of ~ 6 per year, and somewhat higher at secondary age: ~9 per year. When considering SEN Statements/ EHCP pupil numbers in all schools and post- 16 settings including specialist settings, SEN places are expected to rise by ~26 per year. This trend data will help to inform decisions made in relation to SEND provision in the borough in addition to provision changes emerging in neighbouring authorities.

In conjunction with the development of this strategy, a review of provision for pupils with mental health needs has also taken place. The link to this report is available [here](#). Addressing the recommendations from this report will result in improved life chances of students, through the appropriate use of Alternative Provision and increased support to and by schools in improving pupil outcomes for this group of vulnerable students.

An [Emotional Well-being and Mental Health Strategy](#) has also been developed with partners from the Pan-Dorset Clinical Commissioning Group, Public Health, neighbouring local authorities (Poole and Dorset) and health providers. The strategy aims to ensure that children and young people can achieve positive goals and ambitions; grow up to be confident and resilient and can contribute to society.

This draft strategy should also be viewed alongside the Children and Young People's Service Plan (2016/17); Pan-Dorset Needs Analysis for Children and Young People with SEND (2014); Accessibility Strategy (2016), Early Help Strategy and Action Plan (2017 - 2020) and the Health and Wellbeing Strategy (2016 - 2019). In addition, the accompanying implementation plan is currently in development.

The strategy has sufficient flexibility to account for future governance and contextual changes that could result from a merger of Bournemouth LA with neighbouring authorities, as is currently being explored. It is notable that the outcomes outlined below are shared with and result from Pan-Dorset (Bournemouth, Poole and Dorset) SEND partnership established at the beginning of the implementation period.

Safeguarding

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

*'Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child'.* (KCSiE July 2015)

Bournemouth Local Authority safeguards and promotes the welfare of children in need, including disabled children. The Local Authority recognises that no single professional can have a full picture of a child's needs and circumstances.

If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Bournemouth Local Authority safeguarding arrangements follow the statutory guidance of 'Keeping Children Safe in Education' (2015), and 'Working together to safeguard children' (2015), and departmental advice 'What to do if you are worried a child is being abused- Advice for practitioners'. Our arrangements also follow the Bournemouth and Poole LSCB and Pan- Dorset Inter-agency safeguarding procedures.

Safeguarding and promoting the welfare of children is defined as:

- ❖ protecting children from maltreatment
- ❖ preventing impairment of children's health or development
- ❖ ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ❖ taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting welfare and refers to any activity that is undertaken to protect specific children who are suffering, or at risk of suffering Significant Harm. Effective child protection is essential as part of the wider work to safeguard and promote the welfare of children.

All agencies and individuals work pro-actively to safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Why have we written this?

Writing this strategy has enabled us to look at current processes, engage with children and young people, their carers and providers to ask their opinions of the current services, and will help to create an action plan for how we can improve services between 2017 – 2020.

It is the duty of the Borough to ensure that all children and young people with SEN achieve their full potential. To achieve this Bournemouth must comply with the legislative requirements of the Education Act 1996 and Children & Families Act 2014. Statutory process must be clear, consistent, compliant and reflective of the requirements documented within the two Acts and their respective SEN Codes of Practice. Compliance must also consider other relevant legislation (such as the Equality Act, 2010) and aspire to include all recognised national examples of good practice.

The Local Authority manages a high needs budget which is taken from the Dedicated Schools Grant (DSG). The DSG is the main funding tool through which schools receive their budgets. Funding committed for spending on high needs provision/placement must be used effectively and robustly to meet the identified needs of individuals or groups. Robust monitoring of spend against the high needs budget is in place to enable full accountability and transparency.

Commissioning Provision

Local authorities have significant core responsibilities as strategic commissioners of education and other provision, operating in an increasingly diverse educational environment to secure sufficient, high quality provision in the right locations.

Joint commissioning (a strategic approach to planning and delivering services) is fundamental to the implementation of the SEND reforms. A Joint Strategic Operational Group (JCOG) across Bournemouth, Poole and Dorset, steers commissioning arrangements across the 3 authorities.

The Children's Trust Board has a joint commissioning approach with Health and CCG partners to provide a shared vision and understanding of the way in which the partner agencies will work together to commission the services. Service priorities and action plans are outlined in the local Children, Young People's and Families Plan. Parents and carers involvement includes individual feedback and parent/carer events. It is intended that our approach to commissioning across all children's and health services for children and young people with SEND will be effectively planned and coordinated across the whole spectrum of a child's needs.

Developments in this area have been in relation to work with Dorset CCG, Poole and Dorset councils on the EWB & MH transformation plan, strategy and implementation plan. Similarly, Close working with Dorset Speech and Language Service has enabled consistent and efficient service delivery. Work with Social Care and Health colleagues through the Transitions Operational Group (ToG) has enabled robust decisions to be made in relation to assessment, provision and joint commissioning for children transitioning between services.

SEND Decision panel also provides a platform for robust decisions to be made in relation to provision for pupils with significant SEND where the setting's resources can no longer fully meet the child's needs. Health professionals are available when required and the panel is periodically attended by children social care managers where joint commissioning need has been identified.

The Pan-Dorset Development and Behaviour pathway has enabled a common approach to assessment, support and management of neuro-behavioural disorders such as ASD and ADHD.

Section 3: Our Goals

To realise our ambition for Bournemouth children and young people with SEND (0 – 25) we have identified four key outcomes to be achieved:

Outcome 1: Children and young people with SEND and their families trust and have confidence in the support they receive;

Outcome 2: Children and young people with SEND have great life chances;

Outcome 3: Children and young people with SEND are happy and enjoy their education and social life;

Outcome 4: Young adults with SEND in Bournemouth live happy and fulfilled lives.

Principles across all outcomes:

- ❖ We will put children and young people and their families first, to ensure that they are engaged fully on all aspects of assessment, identification, intervention and provision in relation to young people's need
- ❖ We will work in partnership under the steerage of the SEND Strategy Board, ensuring that all stakeholders are involved in developing excellence and innovation across all practice in relation to SEND
- ❖ We will focus on early intervention and supporting all educational settings to increase their skills and confidence in meeting the needs of young people with SEND

- ❖ We will have a focus on key vulnerable groups where data and outcomes tell us that there are particular difficulties for children and young people at this time, specifically:
 1. Autistic spectrum condition (ASC)
 2. Social, emotional and mental health (SEMH)¹

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- ❖ The views, wishes and feelings of the child or young person, and the child's parents/carers
- ❖ The importance of the child or young person, and the child's parents, participating 'as fully as possible' in decisions, and being provided with the information and support necessary to enable participation with those decisions
- ❖ The need to support the child or young person, and the child's parents/carers, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

¹ Information taken from "SEND reforms and Local Offer Consultation" conducted by the Chatterboxes Project in 2016.

Outcome 1: Children and Young People with SEND and their families trust and have confidence in the support they receive.

Increasing parental confidence in the SEND system underpins the principles of the SEND reforms. The Lamb Inquiry (2009) considered ways to improve parental confidence in the special educational needs (SEN) system.

The report focused on four areas which, it concluded, were critical to developing a sound SEN system:

❖ **Placing outcomes for children and young people at the heart of the system**

The Code of Practice (2015) places a stronger focus on high aspirations and on improving outcomes for children and young people. This strategy focuses on population and individual outcomes for pupils with SEND. It identifies indicators that ensure that pupil outcomes are monitored and reviewed.

❖ **A stronger voice for parents in decisions about their children**

Children, young people and their families must always be at the centre of all we do.

Throughout the statutory assessment process and subsequent annual reviews, children, young people and their families must be able to participate in and influence all discussion and decision making. Their views, interests and aspirations are critical evidence which must be heard and used to help inform the way ahead.

Where a child/young person or their family only feels able to participate in a limited way or not at all, adjustments to process, meeting format and access to support will always be explored with the intention of ensuring attendance and participation.

Where a child/young person or their family are not able to participate in person despite adjustments and offers of support, their written or verbal views will instead be actively sought to help inform discussion and/or decision making. Where appropriate a child/young person or their family can also be represented in a discussion by another family member, friend or an independent supporter.

The Borough will always work to ensure participation by children/young people and their families in more general discussions about development of local process, policy and provision.

Bournemouth Borough Council commissions the SEND Information Advice and Support Service (SENDIASS) which is delivered in accordance with national standards.

Independent support is available from Rose Road (charity) to help children and young people and their families who are having an EHC assessment, or moving from their statement of special educational needs to an EHC plan.

Stakeholders are informed regularly about developments and have the opportunity to input into the evolving Local Offer which describes all of the support and provision available to children and young people with SEND and their families. It will change and evolve according to local need. The local offer includes provision made for all children and young people with SEND - those who have an EHC plan and for those who are having their needs met through SEN Support.

Stakeholders also receive information through sources such as SEND Networks (SENCOs; South West Regional SEND Newsletters; Bournemouth Parent Carer Forum Newsletter; Access Dorset Newsletter.

Young People and their parents and carers are supported to be part of strategic developments through: Participation in the Bournemouth Strategic Board; regular planned meetings with the Parent Carer Forum; the implementation of the [Pan-Dorset Coproduction Protocol](#); participation from the Bournemouth's YMCA Chatterboxes and Young Researcher groups.

❖ **A greater focus on the needs of children and young people**

The Children and Families Act aims to transform the SEND system to better meet the needs of children, young people and their families.

❖ **A more accountable system that delivers better services**

The DfE's March 2015 *publication SEN and disability: supporting local and national accountability*, describes the Department's view that there should be a combination of local accountability measures; data analysis and independent inspection to show how the SEND system is performing, which parts are working well and less well and whether outcomes are improving for children and young people.

Partners (Schools and post-16 settings, LAC team, CSC/ASC, YOT, ESW teams) have contributed to or facilitated the self-evaluation, POET, feedback from the young researchers and the Chatterboxes and the Pan-Dorset Needs Assessment. These will form the basis of Bournemouth's baseline indicators.

Where are we now?

Recent SEND participation activities include:

2016 A youth consultation about the SEND reforms and the Local Offer for Bournemouth¹

Youth led online survey and interactive workshops delivered by and to 84 young people with special educational needs and/or disabilities at educational settings and in community settings across Bournemouth. (Bournemouth YMCA Chatterboxes)

This is an online survey of Bournemouth children and young people with Education Health and Care Plans - using the personal outcome evaluation tool (POET). It also compares the numerical responses of children and young people in Bournemouth with the responses of children and young people from other parts of England. 31 responses were made to the Bournemouth to the POET survey.

2016 SEND Strategy Consultation and focus groups

This online consultation survey of children and young people, parents/carers and professionals for whom this strategy is relevant, were consulted between October 2016 and January 2017. This yielded 100 responses and was preceded by young people and parent carer focus groups.

The thematic report is available here. Young people were positive about the classroom support they received. Parent/carers were generally positive about support received by professionals involved including school staff. Professionals working with children and young people with SEND have a range of views, some quite specific to their area of work. Many mentioned that the EHCP process was good, feeling that it improves communication with families and agencies, provides a reliable timescale for the process and ensures that young people and their families feel involved.

Communication and information were strong themes across all groups, with a view to this being the key to ensuring confidence in the support being received. Transition between stages/phases of school and through to adult life, was also regularly mentioned as an area for development. Insufficient funding within the education system and in specialist provision were also highlighted.

2015 A Survey of young people's views to help planning for the Special Educational Needs and/or Disabilities (SEND) Reforms across Bournemouth, Dorset & Poole ³

This is an online survey of 233 young people, with special educational needs and/or disabilities across Bournemouth, Dorset & Pool (Action for Children Young Researchers)

¹ Information taken from "SEND reforms and Local Offer Consultation" conducted by the Chatterboxes Project in 2016.

³ Data drawn from Bournemouth, Poole and Dorset SEND Reform Survey undertaken by Dorset Young Researchers in 2015.

Summary of findings and Recommendations

The Local Offer and Providing Information and Advice

Are Young People aware of where they can get information?

(2015) 26% of young people (BDP) had heard of the Local Offer.³

(2016) 5% of young people (Bournemouth) knew what the Local Offer was.¹

- ❖ 84% of young people had enough information and support about their **HEALTH**.³
- ❖ 73% of young people had enough information and support about **LEISURE & HOBBIES**.³
- ❖ 54% of young people had enough information and support about **GETTING A JOB**.³
- ❖ 55% of young people had no idea how they could provide feedback on the Local Offer.¹

Where do they get information and advice?³

- ❖ 76% Internet; 72% school/college; 32% library.

Where would they like to find out about choices and options?³

- ❖ 70% talk to someone; 51% website; 29% Facebook.

Young people do not want to only rely on online information but want someone to talk to face to face³

A website should:^{1 & 3}

- ❖ Not contain too much text.
- ❖ Have links to/from school/college websites to other useful websites.
- ❖ Be advertised with links from Facebook and twitter.

It was recommended that the current Local Offer web pages are simplified, use more images and an easy read format.¹

¹ Information taken from "SEND reforms and Local Offer Consultation" conducted by the Chatterboxes Project in 2016.

³ Data drawn from Bournemouth, Poole and Dorset SEND Reform Survey undertaken by Dorset Young Researchers in 2015.

EHCP (plans and process)

45% of young people had heard of the new Education, Health & Care Plans. 90-95% of young people had not heard about the send reforms. ¹

Children and young people responding to the POET survey from Bournemouth (34%) were more likely to say they did not know if they had an Education Health and Care Plan compared to responses from other parts of England (10%).²

Children and young people from Bournemouth and were slightly more likely to report not knowing the reason for needing additional support (16%) compared to children and young people from other parts of England (7%).

School Support

Of the 31 children and young people with EHCPs who took part in the POET survey pilot, 52% were more likely to say they had support at school compared to responses from other parts of England - 43%.²

More than three quarters of children and young people from Bournemouth said their support was good or very good in one of the six areas we asked about - Dignity (78%), and at least two thirds of children and young people said their support was good or very good in two of the areas we asked about, the level of support (72%) and Choice about your support (68%). Around a fifth of children and young people from Bournemouth said the support they received was poor or very poor in three of the six areas we asked about, Being heard (19%), Level of support (24%) and Information (19%).²

Three quarters of children and young people from Bournemouth said the support the support they had received was good or very good in four of the eight areas we asked about: Learning (77%), Home (94%), Feeling safe (90%) and Quality of life (77%). Around one fifth of children and young people form Bournemouth said the support they received was poor or very poor in two of the eight areas we asked about: being part of their local Community (23%) and Recreation (20%).²

Overall, 67% of children and young people and their families reported that they had confidence in the support they received.

People who most often helped/supported young people are³

- ❖ 81% parents/carers; 76% teachers; 44% friends

¹ Information taken from "SEND reforms and Local Offer Consultation" conducted by the Chatterboxes Project in 2016.

² Nationally when used in this document refers to all English single tier and district councils.

³ Data drawn from Bournemouth, Poole and Dorset SEND Reform Survey undertaken by Dorset Young Researchers in 2015.

Parents should be given the information they need to help their children³

Students in mainstream school felt that they were less likely to get help from teachers, 66% compared to 85% students in specialist settings and 82% at college.³

Students in specialist settings most common source of support was reported to be teachers (85%) then parents/carers (79%). Parents/carers were the top choice for students at college and in mainstream school.³

Students at college reported that they were more likely to get help from their peers, 58% from friends and 45% from brothers and sisters³

More opportunities to visit colleges and learning providers would help with the transition to post 16 learning³

Talks from young people their own age or a little bit older would be helpful³

EHC Plans issued with 20-week statutory timescale

The Borough has a statutory duty to complete the EHC assessment process within 20 weeks. Process is well embedded. Performance against this statutory indicator has always been good and since May 2015 has been excellent with 100% achieved.

Transition of Statements and Learning Difficulty Assessments (LDA's) to EHC Plans

The Borough has a statutory duty to carry out a transition process for all children/young people with a Statement to determine if they require a statutory EHC Plan. The Borough must have completed the transition process for all by 31st March 2018 and is on target to do so.

The Borough has a statutory duty where necessary to transition young people with a Learning Difficulty Assessment (LDA), to a statutory EHC Plan. This process concluded in December 2016.

Mediation & Tribunals

Young people and their families will often have a right of appeal to the SEND Tribunal where they are unable to reach agreement with the Local Authority.

Prior to registering such an appeal, young people and their families must consider formal mediation. At the time of writing, the Borough had received 3 requests for mediation over the last 18 months. The Borough has historically also continued to have very low numbers of Tribunals. Both points are felt likely to be reflective of a person-centred approach to decision making, willingness to meet with families and perhaps an indicator of parental confidence in process and decisions made.

³ Data drawn from Bournemouth, Poole and Dorset SEND Reform Survey undertaken by Dorset Young Researchers in 2015.

Information, Advice and Support

The SENDIASS team have worked primarily with parents and carers. The team have worked with young people alongside their parents. Involvement has been well received and has included matters relating to personalisation, enabling and empowering decision making. To publicise the service, leaflets are distributed through a variety of sources including libraries, educational settings and medical centres.

What we will do:

1. Raise the profile of SEND information, advice and support service to young people with SEND, parents and carers about matters related to SEND or who are facing exclusion with a particular focus on providing a service for young people.
2. Produce and update a SEND Participation plan which will provide a clear outline of steps toward addressing what young people have told us.
3. Further develop and review the local offer for and with young people.
4. Ensure that parent/carer all levels of participation are embedded within SEND practices and policies and promote the use of the Pan-Dorset Participation and Engagement protocol internally and by partners.
5. Understand why more children and young people need specialist provision in the borough and work with settings to provide solutions within mainstream placements.
6. Work with settings to develop ways of working which are more person centred and outcomes focused.
7. Gain the views of all children and young people with SEND and their families, regarding the support they receive and their outcomes.

Outcome 2: Children and Young people with SEND have great life chances

The Code of Practice is ambitious for children and young people with SEN and disabilities. S1.22 – If (they) are to achieve their ambitions and the best possible educational and other outcomes, including getting a job and living as independently as possible, local education, health and social care services should work together to ensure they get the right support.

Education, Health and Care (EHC) assessment and planning process has been operational since September 2014. This is a person centred and outcomes focused process for children and young people aged 0 – 25. Existing Statements of SEN and Learning Difficulties Assessments are being transferred to EHC plans between the period September 2014 – July 2017.

EHCP Process

Statutory EHC assessment process is now well embedded. The Borough continues to regularly review arrangements to evolve and enhance processes further using our own experiences since implementation in Sept 2014 combined with updates received on national good practice. Bournemouth also often works closely with both Poole and Dorset to share experiences and evolve process with the intention of maintaining a large degree of commonality of approach across the County. The process document [here](#) has commonality with that of Poole and Dorset. Performance against statutory timescales is good or excellent.

SEN Support

The borough has strong links with its schools and post-16 settings which have been instrumental in shaping the approach taken in Bournemouth in relation to the reforms – examples of this include our SEND in Bournemouth Seminars which were extremely popular and well attended by schools and colleges and by other partners in the region. We work closely with head teachers and SENCOs to co-create a system which works in the best interest of our pupils to ensure good outcomes for all pupils with SEND. The borough's teaching schools play a key role and help to strengthen SEN support in the region.

Education beyond 16

The Children and Families Act brought significant changes which must be considered:

- ❖ EHC Plans may be necessary for young people who wish to continue education in a local or specialist FE setting but need access to enhanced resources to do so successfully
- ❖ EHC Plans may also be necessary for young people who wish to go into employment or training but need access to resources for an educational component.
- ❖ EHC Plans may be valid until the age of 25 years

EHC Plans should only continue to be maintained where there is an identified and appropriate educational need and progression towards identified outcomes can be clearly evidenced.

Where are we now?

Identifying Needs

The LA Early Years team provide a rolling programme of early identification workshops in addition to consultations and training to identify needs. The LAC education team are proactive in identifying needs of this group and arrangements are in place for pupils educated out of area.

Appropriate monitoring arrangements are in place to ensure that assessment information remains up to date. The Early Years team have information protocols in place.

Pupil Attainment

35% of pupils with SEN Support achieved a 'good level of development' at foundation stage (2015/16) academic year compared to 26% nationally². 15% of pupils with an EHCP achieved a 'good level of development' compared to 4% nationally².

62% of pupils with SEN Support and 35% of pupils with Statements of SEN or EHC Plans achieved the expected standard of phonic decoding by the end of Key Stage One in 2015/16 academic year compared to 69% and 29% nationally (respectively).

In academic year 2015/16, 11% of pupils with statements of SEN or EHC Plans and 23% of pupils on SEN support in Bournemouth achieved at least the expected standard in Reading, Writing and Maths (RWM) at KS2 compared to 10% of pupils with statements of SEN or EHC Plans and 24% of pupils on SEN support nationally. The attainment for children with no SEN is 81% in Bournemouth as in all English single tier district councils.

In academic year 2015/16 the average Overall Attainment 8 score per pupil for pupils with SEN Support is 34.0 and for pupils with Statements of SEN or EHC Plans is 12.8 compared to 34.1 and 16.5 nationally (respectively).

8.8% of pupils with SEN without a statement, achieved the English Baccalaureate in 2015, compared to 5.5% nationally.

² Nationally when used in this document refers to all English single tier and district councils.

Education beyond 16

The Borough continues to develop its policy in this respect having published the 'Post 16 SEND Policy' in 2016. This policy reflects the recent legislative changes within the Children and Families Act 2014 and "real time" experiences of the Borough and other Local Authorities.

32.1 % of young people with SEND attained a level 2 qualification or above (including English or Maths) by the age of 19 in Bournemouth compared to 37.1% nationally in 2014/15 academic year. 9.4% of those with a statement attained a level 2 qualification (including English and Maths) compared with 14.2% nationally.

77% of pupils with SEND sustained education, employment or training in the first two terms of the year after completing A level or other level 3 qualifications (compared to 74% in the previous period and 76% nationally).

66.7% of young people with EHCP were in education, employment or training at age 20 – 24 compared to 11% nationally.

Supporting data document (Bournemouth Self Evaluation Supporting Evidence) can be found [here](#).

What we will do:

1. 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.
2. Implement measures for achievement of outcomes identified in individual (EHC) plans.
3. Work closely with all partners to ensure that robust assessment and support arrangements are in place.
4. Continue to work closely with Bournemouth schools and colleges to enhance expertise and availability of specialist resources across a range of local mainstream settings.
5. Work closely with SENCOs and school leaders on action planning in relation to their self-evaluations for SEND provision.
6. Work with post-16 providers to share information and develop consistency of person-centred approaches and provision across settings.
7. Continue to work to understand the Borough's changing population and target process and resources accordingly.

Outcome 3: Children and young people with SEND are happy and enjoy their education and social life.

Attendance

Promoting school attendance and tackling persistent absence are among the key areas where local authorities would retain a role as proposed in the government's white paper – *Educational Excellence Everywhere (March 2016)*.

There is robust evidence to demonstrate the link between pupil absence and attainment at KS2 and KS4 (*The link between absence and attainment at KS2 and KS4, DfE (March 2016)*). Pupils with the highest 5 percent of overall absence rates being more likely to have a special educational need.

Nationally, 7.7% of sessions were missed for pupils with statements or EHC plans in 2015/16 compared to 6.2% for pupils on SEN support and 4.2% for pupils without SEN. 22.6% of pupils with statements or EHC plans were persistent absentees in 2015/16 compared to 17.5% for pupils on SEN support and 8.8% for pupils without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2015/16, these pupils missed 14% of sessions. The attendance of pupils with SEN is closely monitored.

Exclusions

The national picture for permanent exclusions shows a slight increase between figures released for 2013/14 to 2014/15. *The research report – Permanent and Fixed Period Exclusions in England: 2014-2015*, indicated that pupils with a statement of SEN were almost seven times more likely to receive a permanent exclusion than pupils with no SEN, and were seven times more likely to receive a fixed period exclusion. The borough is proactive in taking steps to prevent exclusion for pupils whose difficulties are associated with their special educational needs and works closely with schools to address issues as they arise.

Nationally, in 2014-15, 15.13% of pupils with SEN without a statement received a fixed period exclusion in 2014/15 compared to 12.3% of pupils with statements and 2.25% of pupils with no SEN. 0.29% of pupils with SEN without a statement received a permanent exclusion in 2014/15 compared to 0.16% of pupils with statements and less than 0.04% of pupils with no SEN.

Emotional Wellbeing and Mental Health

A briefing paper for head teachers, governors and staff in education settings outlines the link between pupil health and wellbeing and attainment and shows that pupils with better health and wellbeing are likely to achieve better academically (ref). It also highlights that effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. In Bournemouth, the emotional well-being and mental health of all children and young people is a key priority for those involved in supporting them.

The Pan-Dorset Emotional Well-being and Mental Health strategy (based on the government paper: Future in Mind) sets out the vision and principles for the support that should be available to help children and young people to be happy, resilient and less likely to suffer mental ill health. A review of emotional health and wellbeing provision for children and young people in Bournemouth was recently commissioned which has also provided insight and guidance into provision for this vulnerable group.

Young Offenders

The principles underpinning the Code are now relevant when supporting detained persons to achieve the best possible educational and other outcomes and to prepare for adulthood and independent living. We are working closely with our Youth Offending Team to develop protocol to ensure that data sharing is effective and all steps are taken to improve outcomes for children who have been part of the youth justice system.

Where are we now?

In the academic year 2013-14 no pupil with a Statement or EHC Plan was permanently excluded, however there were 76 fixed term exclusions. In 2014-15 there was 1 permanent exclusion for pupils with a statement or EHC plan and in 2015-16 there were 12 permanent exclusions. Fixed Term exclusions for all pupils rose by 39% between 2014-15 and 2015-16, however the fixed term exclusions for Statement & EHC Plan pupils rose from 8.7% to 11.1%

74% of children and young people with EHCPs/ statements report that they have positive friendships and relationships (based on POET Questionnaire) compared to 70% nationally.

An increased number of primary school exclusions in 2015/16 is a cause for concern. The In Year Fair Access Protocol has been developed to enable schools to cooperate in managing pupil moves from school to school.

22% of pupils with SEND were recorded as being persistently absent from Bournemouth schools in 2014-15, which rose to 25.6% in 2015-16. Statement/ EHC Plan pupils accounted for 2.8% of the PA pupils in 2014-15 and 3.5% in 2015-16 compared to Nationally in 2015-16 22.6%.

What we will do:

Work with settings and all partners to

1. Reduce permanent and fixed term exclusions and increase attendance rates for pupils with SEND.
2. Improve attendance rates for pupils with SEN in mainstream and specialist provisions
3. Work with Dorset Combined Youth Offending service to action their information sharing agreement (Personal Data Exchange Agreement (PDEA) Between Bournemouth, Dorset & Poole Local Authorities and The Dorset Combined Youth Offending Service).
4. Provide effective advice and support for children and young people with SEND (and their families) who are facing exclusion.
5. Act upon recommendations given to address absenteeism of pupils with emerging or identified mental health needs.
6. Follow best practice guidelines for children with social, emotional and mental health (SEMH) needs.
7. Develop best-fit provision for pupils with experiencing challenges related to their SEMH needs including pupils on the autism spectrum.

Outcome 4: Young Adults with SEND in Bournemouth live happy and fulfilled lives

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- ❖ higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- ❖ independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- ❖ participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- ❖ being as healthy as possible in adult life

Transition

Planning for transition to adulthood with key partners from a very early stage will be critical for Bournemouth young people are their families. Where appropriate and necessary, young people with an Education, Health & Care Plan may continue to access education, employment or training until they are 25 years old. In such circumstances, many young people will also require continued access to health and/or care based services.

A strategic multi- agency approach to planning for and commissioning of services will be essential. Such an approach will ensure an appropriate range of services are available and such services can be accessed when needed.

Individual planning for transition should commence from national curriculum year 9 and must always have the young person and their family at its centre. Planning may continue over many years and must have flexibility to evolve to meet the changing needs and wishes of a young person and their family over time. Planning for transition must secure participation by appropriate partners to ensure options are clear, understood and can be fully explored before any choice is made.

Where are we now?

Learning & Evolution

The Borough recognises the particular opportunities and challenges around both Education beyond 16 and transition as a result of recent legislative change. Bournemouth will continue to work with young people, families and our other partners to review and evolve all that we do to ensure Bournemouth young people can live happy and fulfilled lives.

Preparation for adulthood

89% of KS4 cohort with statements of SEN were in Education & Employment or Training at 17 (2014/15 academic years) compared to 91% nationally. For children with SEN Support the percentage was the same as the national average.

In Bournemouth, 72.5% of adults defined as 18-65 year olds with learning disabilities living in own home or with family on the 2016-17 SALT return, compared to 66.3% in the last period and when compared to 75.4% nationally (in 2015/16). In the 2016/17 SALT return, 4.5% of adults with learning disabilities were in paid employment, compared to 2.5% in the previous year and 5.8% nationally.

Transition planning

Statutory EHC Annual Review process is well embedded and requires a person-centred approach to planning for transition from national curriculum year 9. Mechanisms are in place to ensure engagement in such planning by health and care based colleagues and other relevant partners.

Joint Commissioning

The Borough recognises the need to work closely with its strategic partners to identify areas of need and jointly plan and then commission education, care and health based services.

Bournemouth participates in a Pan-Dorset joint commissioning group (Bournemouth, Poole and Dorset Local Authorities), in addition to such activities that are Bournemouth specific.

There are a range of preventative services in place including enablement and reablement services. Joint commissioning arrangements are in place for securing EHC needs assessments and provision and for promoting the integration of adult care and support with health services. Virtual processes are used to ensure efficient practice e.g. for residential placements.

Transitions Operational Group (known as TOG)

This group has recently been reviewed and redefined to reflect implementation of the Children and Families Act 2014 and subsequent publication of a new SEND Code of Practice in 2015. TOG is now a multi-agency decision making group led by Adult Social Care. TOG's purpose is to bring together education, health and care planning for those young people who might require health and care services at and beyond the age of 18. Membership of this group includes colleagues from Housing.

A [Transitions pathway](#) for Bournemouth young people with SEN or Disabilities moving into Adult Social Care or Adult Health services has recently been developed to support and inform the work of TOG.

What young people have told us:

65% of young people with SEND have said that they enjoy life and feel part of their community (based on those with EHCP over 18 years old out of total number of 18+ EHCP young adults who answered the survey) compared to national (64%).

58% of young people (18+) with EHCP report that they are empowered to make their own decisions, compared to 53% nationally.

92% of young people with SEND report that they have suitable living accommodation – where this is appropriate and what they want, compared to 83% nationally.

What we will do

- ❖ Improve joined up working across agencies and neighbouring authorities and work toward further joint commissioning arrangements clearly informed by data.
- ❖ Embed all actions set out in the emergent Bournemouth Transitions Strategy (2017- 2020) which aims to bring together Health, Social Care and other services to support children and young people with SEN and disabilities to successfully prepare for becoming an adult.
 - Ensure that Education, Health and Social Care Services work together with each other, Young People and their Families during transitions.
 - Ensure that the right information and advice about education, health and care is shared with young adults with Special Educational Needs and / or disabilities.
 - Improve support in raising aspirations and moving towards better life outcomes.
 - Work with partners and employers to secure paid employment for young people with SEND.
- ❖ Ensure that the agreed “Commissioning Arrangements” about how we will offer EHC needs assessments and reach decisions about Personal Budgets are followed by:
 - Further developing integrated working across education, health and social care teams through the development of a joint commissioning framework - which will be deployed to provide clear criteria for future commissioning decisions.
 - Working collaboratively with our Health partners to increase the range and breadth of specialist SEND provision available through targeted joint commissioning approaches, where a need has been identified.
 - Deploying effective contract management processes to commission quality controlled and accountable services, with regular review and evaluation processes to facilitate evidenced based interventions.

Section 4

Governance – Implementation, monitoring & reviewing arrangements

This strategy will be steered by the SEND Strategy/Partnership Board and reviewed and updated with partners at least annually.

Work streams will report to the SEND Strategic Board on a quarterly basis which will be chaired by the Director of Children's Services.

The SEND Strategy Board will report to the Children's Trust Board and periodically to the Overview and Scrutiny Board.

Measuring our success

How we will know our SEND strategy is helping.

To find out how well our strategy is working we will do the following:

- ❖ We will seek the views of children, young people with SEND and their families
- ❖ We will monitor and challenge our own progress
- ❖ We will monitor the trends in our SEND population
- ❖ We will work with outside bodies who review our services

Success will directly be measured against the following outcomes:

- ✓ Children and young people with SEND or families who say that they trust and have confidence in the support they receive;
- ✓ Children and young people with SEND are getting the right amount of support;
- ✓ Children and young people with SEND who are in education, employment or training between the ages of 20 -24;
- ✓ Aggregate of Key Stage 2 and Key Stage 4 performance measure gaps to give an overall SEND performance measure in school progress;
- ✓ Children and young people with SEND attaining Level 2 qualification or above by the age of 19;
- ✓ Children and young people with SEND who have fixed term exclusions;
- ✓ Children and young people with SEND who are subject to youth justice services;
- ✓ Children and young people with SEND who report that they have positive friendships and relationships;

- ✓ Children and young people with SEND who are looked after / care leaver;
- ✓ %of young people with Education Health and Care Plan (EHCP) / Statement who say that they enjoy life and feel part of their community;
- ✓ % of young adults (18+) with EHCP who report that they are empowered to make their own decisions;
- ✓ Children and young people who have SEN/ disability who are eligible to receive adult care services.

We believe that if we get this right we will have achieved success and this is how it will look:

- ❖ Working with our SEND population effectively;
- ❖ Having a robust offer in place that is understood by all and interpreted in the same way
- ❖ Having fabulous services available;
- ❖ Successfully helping our SEND population to achieve good outcomes that exceed the national average;
- ❖ Effectively delivering our statutory duties;
- ❖ Numbers of children and young people with SEND in Education, Employment and Training are above the national average and rising.

Children and Young People with SEND:

- ❖ Having their needs championed across Bournemouth;
- ❖ Having higher aspirations and are on their way to achieving their aspirations;
- ❖ Telling us that they have been supported to reach their aspirations whether this is in education, employment or training;
- ❖ Telling us that they are recognising their suggestions translating into service development and are happy with what they see;
- ❖ Increased Education Training and Employment opportunities across Bournemouth for young people with SEND.

Glossary of Definitions

Disability

A physical or mental illness, injury or condition that limits a person's movements, senses or activities. This makes it hard for someone to do the things that other people can do in day-to-day life.

Education, Health and Care Plan (EHCP)

A plan about someone from 0 - 25 years old who has a SEN or disability. The plan says what help they need at school and to manage their health and care needs.

These replaced SEN Statements from 1st September 2014.

Key Stage – is a stage of the state education system in England, Wales and Northern Ireland setting the educational knowledge expectation of students at various ages.

KS5 is the period of education covering pupils aged 16-18.

Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

- ❖ To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- ❖ To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review
- ❖ To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

www.bournemouth.gov.uk/ChildrenEducation/LocalOffer/LocalOffer.aspx

A person-centred plan is a helpful way of writing a plan, because it helps the individual stay in control of their plan and decide - who is involved, how it is written and whose help will be needed to make the plan happen.

Special Educational Needs (SEN)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than many others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school or mainstream post-16 institutions'

(p. 15 SEND Code of Practice 2015)

Transition can mean different things. In this strategy, transition means the pathway taken from childhood to adulthood. This is from the age of 14 up to when a Young Person becomes an Adult. (Can be up to the age of 25).

APPENDIX 1

CHILDREN & YOUNG PEOPLE WITH SEN

Statistical Analysis of Process & Need Driven Data for children and young people being assessed for or who have a Statement of Special Educational Needs or a statutory Education, Health & Care Plan

The Borough of Bournemouth acknowledges the importance of having a focus on outcomes but equally recognises the need for embedded and robust statutory process for children, young people and their families.

This document captures and analyses process driven data which is regularly used by the Borough to monitor its performance and review/further evolve process. This document also captures any intended future actions.

Outcome data for Bournemouth children and young people with SEN has been captured from a range of sources, and analysed.

The Borough has a Pan-Dorset approach to planning statutory SEN process. This means we always work closely with both Dorset and Poole Local Authorities to design, implement, review and evolve our statutory processes. Process will not be identical due to local differences but will offer children, young people, their families and our other partners a high degree of commonality across the County.

Our partners include any individual, body or group who is involved in either strategic planning for delivery of services or pupil/family level individual planning to meet needs – a good example of such a partner would be the local NHS Trust.

To prepare for implementation of the Children and Families Act in 2014, the Borough worked with both Dorset and Poole to design process that that could be used across the County. Since implementation in September 2014, Bournemouth continues to work closely with our neighbours to embed, review and where necessary evolve process in order to ensure statutory compliance, consistency and transparency throughout.

Whilst Dorset Local Authorities have led this work, a range of agencies and educational settings have been involved throughout. Participation by children, young people and their families in process design, review and evolution is critical and has been at the centre of our planning. There has been significant participation by Parent Carer Forum's in the development of and subsequent implementation of EHC process. The views of children and young people have been sought throughout to help inform our work. The Borough will continue to review and evolve all it does relating to statutory process in close consultation with all our partners.

The Borough is required to complete a return for the Department for Education each January known as SEN2. A detailed breakdown of this data from 2005 can be provided upon request. This document identifies key points/trends from data collected over the last 5 years (January 2013 to January 2017).

Numbers of Statements (and EHC Plans from Sept 14) maintained by the Borough

Year (as at January)	2013	2014	2015	2016	2017
Number maintained	666	679	703	748	858

There has been a 29% increase in the number Statements/EHC Plans maintained by the Borough over the last 5 years. Significant factors include:

- Recent population growth within Bournemouth
- Increased awareness and expectation of young people, families and other partners resulting from the high profile implementation of Children & Families Act in 2014
- Age range legislative change increasing upper age limit from 19 to 25. Numbers are not significant at present and are not anticipated to become so over the next few years. It should be noted that whilst numbers are small, placement costs can often be significant
- EHC Plans are valid in local further education settings (Statements had no legal standing in a local college)
- Increasing numbers of children and young people with a diagnosis of Autism
- Increasing numbers of children and young people with a speech, language and communication needs
- Increasing numbers of children and young people with a severe emotional and/or mental health needs
- Increasing requests for access to specialist provision

It should be noted that similar growth has also been identified within neighbouring Local Authorities.

The Borough recognises it must continue to work to understand its changing population and target process and resources accordingly.

The Borough will continue to work closely with all partners to ensure thresholds for statutory process are well understood. For those children and young people who have needs below statutory thresholds, this will include giving advice, guidance and support to educational settings. It is critical that settings (and the professionals with whom they work), understand their responsibilities and ensure needs are appropriately assessed and where necessary support is planned, implemented and regularly reviewed prior to any formal application for statutory assessment.

Numbers of Statements (and EHC Plans from Sept 14) maintained by the Borough by age breakdown

Number maintained as at January

Age as at 31st August in previous calendar year

Age Group (Yrs)	2013	2014	2015	2016	2017
Under 5	53	48	36	30	46
5 to 10	231	234	276	298	310
11 to 15	327	336	325	304	310
16 to 19	55	61	66	115	166
20 to 25	N/A	N/A	0	1	26
Total	666	679	703	748	858

Aged Under 5 – numbers have reduced by 13%. Whilst that is true the Borough is aware of a significant increase in the number of requests for statutory assessment of children in this age range over the last 18 months and anticipates a return to 2013, 2014 levels at next census in January 2018. The new growth in this age range appears to primarily relate to a significant increase seen in diagnosis of autism over the last 2 years. The Borough’s Educational Psychology Service became re-engaged with the diagnostic assessment team in 16/17 academic year following an agreement with the CCG.

Aged 5 to 10 – numbers have increased by 34% which is significant. It should be noted that this increase has primarily been seen since implementation of the Children and Families Act in 2014. Data for January 2018 is again expected to show further growth although at less exceptional levels.

Aged 11 to 15 – there has been very little change over time.

Aged 16 to 19 – numbers have increased by 202% which is again significant. The majority of growth has been over the last 2 years and will be a direct result of implementation of the Children & Families Act as EHC Plans can be necessary for young people attending college (Statements had no legal standing in a local FE setting). Data for January 2018 is again expected to show further significant growth although not at the levels seen over the previous 2 years.

Aged 20 to 25 – this age group only became valid from implementation of the Children and Families Act. Data for January 2017 has shown a significant increase as expected. Data for January 2018 is expected to show further significant growth although numbers seem likely to remain small compared to other age groups.

The Borough will continue to work closely with families and early years’ partners to ensure appropriate identification and timing of referrals for statutory assessment.

The Borough will continue to work closely with young people, their families and post 16 partners to ensure those young people who require a statutory EHC Plan do so but where appropriate young people can access support from a further education setting without the need for a Plan.

The Borough will continue to work closely with children, their families, primary age educational settings and other relevant partners to ensure robust assessment and support arrangements are in place for those young people below statutory threshold. This will include continued advice and guidance about when it might be appropriate for settings and/or partners to consider making a request to start statutory assessment.

Numbers of Statements (and EHC Plans from Sept 14) maintained by the Borough by type of placement

Placement Type	2012	2017
SEN units in maintained mainstream	16	22
Maintained & academy mainstream	299	294
Maintained and academy special	275	302
Independent & non maintained special	62	94
General & specialist further education	0	113

A full breakdown of data for all placement types by year is available upon request.

SEN units in maintained mainstream schools – Numbers have varied very little over time but this is reflective of capacity of existing provision rather than demand for placement.

Maintained & academy mainstream schools – Numbers have reduced by 2%. This decrease is significant when considering overall growth of Statements/EHC Plans maintained by the Borough. The decrease appears reflective of increased demand for specialist provision

Maintained & academy special schools – Numbers have increased by 10%. This increase is substantial and is also reflective of increased demand for specialist provision. The increase seen has again been limited by existing capacity of provision.

Independent & non maintained special schools – Numbers have increased by 52%. This increase is again also significant as are the costs associated with these types of placement. Increased number of placements are again a direct result of increased demand for specialist provision and capacity limits within local maintained or academy specialist provision.

General & specialist further education – EHC Plans are valid in local further education settings (Statements had no legal standing in a local college). Numbers are significant and anticipated to rise further by January 2018. EHC Plans are also valid in specialist further education settings (Statements had no legal standing in a specialist FE college). Numbers are not significant but are anticipated to show continued growth over the next few years. Costs associated with these types of placements are high.

The Borough will continue to work closely with children/young people, their families, educational settings and other relevant partners to ensure robust assessment and support arrangements are in place for children and young people below statutory threshold as well as those who already have a Statement or EHC Plan. This will include continued advice and guidance about when it might be appropriate for young people, families, settings and other relevant partners to consider requesting a move to more specialist provision.

The Borough will continue to work closely with local maintained and academy specialist settings to ensure provision on offer is appropriate to the changing needs of Bournemouth children/young people. This will include work to enhance capacity where appropriate and necessary. There will also be a focus on review process to ensure a child/young person who has made good progress has the opportunity to successfully return to a mainstream or less specialist provision.

The Borough is committed to investment in local provision. We will continue to work closely with Bournemouth Schools Forum to enhance expertise and availability of more specialist resources within local mainstream settings.

The Borough will work with all partners to increase the confidence of children/young people and their families in the ability of mainstream settings to successfully meet needs.

The Borough will continue to develop relationships with more bespoke providers. Such providers are often able to add stability to a mainstream placement at risk of breakdown as they can often provide resources that are not common or available within school. An example would be a specialist youth work/mentoring service who can work with a young person both within school and at other venues appropriate to the needs of the individual.

Numbers of Statements (and EHC Plans from Sept 14) issued for the first time during the previous calendar year

Year (as at January)	2013	2014	2015	2016	2017
Statements/EHC Plans issued for the first time	91	92	86	96	132

The above table shows the number of young people who have had their first statutory assessment completed and a Statement or statutory EHC Plan was issued as a result. There has been a 45% increase since 2013 and a 38% increase since 2016.

Data shown reflects Statements or EHC Plans issued in the previous calendar year. January 2017 data therefore reflects Plans issued in 2016 calendar year.

The Borough has seen a significant increase in requests for statutory assessment received over the last 18 months which suggests data for January 2018 will show a further and significant increase. Factors underlying identified growth are documented earlier in this document.

Analysis of this data by age and placement type suggests trends are broadly reflective of those identified earlier in this document. A full breakdown of this data by age and placement type is available upon request.

Statements/EHC Plans reviewed and discontinued during previous calendar year

Year (as at January)	2013	2014	2015	2016	2017
Transfer to another LA	18	41	25	32	29
Needs met without a Statement/EHC Plan	3	5	2	4	3
Discontinued due to reaching school leaving age	53	57	52	21	30

Data shown reflects Statements or EHC Plans discontinued in the previous calendar year. January 2017 data therefore reflects Statements/Plans discontinued in 2016 calendar year.

Transfer to another LA – Numbers vary considerably from year to year. Whilst the Borough does not at present have accurate data to identify how many young people move in, it believes that over time numbers of transfers both in and out are similar.

Needs met without a Statement/EHC Plan – Numbers are small and fairly consistent over time.

Discontinued due to reaching school leaving age – Data shows a reduction from 2013 that is reflective of changes around raising of the participation age. Data from January 2016 and 2017 shows a further significant reduction which is a direct result of the Children and Families Act 2014. EHC Plans can be necessary for young people attending college (Statements had no legal standing in a local FE setting), and can also be valid through to the age of 25 (Statements could not exist beyond the end of the academic year in which the young person was 19). Data for January 2018 is again expected to show a continued reduction which seems likely to be even more significant in nature.

The Borough will continue to work with children/young people, their families, educational settings and our other partners to ensure Annual Review process robustly considers the continued need to maintain an EHC Plan. Where needs appear able to be met without a EHC Plan, all involved will need to feel confident that a decision to cease a Plan will not be harmful to the child/young person.

Other data collected (not specific to DfE return SEN2)

EHC Plans issued with 20 week statutory timescale

The Borough has a statutory duty to complete the EHC assessment process within 20 weeks. Performance against this statutory requirement has always been good.

Since EHC implementation in September 2014, the Borough has had only 2 assessments where we have exceeded 20 weeks without justifiable exception.

Since May 2015, no cases have exceeded statutory timescales and performance has been 100%

The Borough will of course continue to strive to maintain a 100% but recognises this performance may be at risk as demand for statutory assessment continues to rise. Process and capacity is regularly reviewed to ensure it can meet demands as efficiently and effectively as possible.

Transition of Statements to EHC Plans

The Borough has a statutory duty to carry out a transition process for all children/young people with a Statement to determine if they require a statutory EHC Plan. It should be noted that most will qualify for an EHC Plan as qualifying thresholds have not changed.

The Borough must have completed the transition process for all by 31st March 2018 and remains on target to do so well before this date.

Transition of LDA's to EHC Plans

The Borough had a statutory duty where necessary to transition young people with a Learning Difficulty Assessment (LDA), to a statutory EHC Plan. The Borough wrote to all young people it was aware of with an active LDA to advise them of this requirement and identified which young people it believed needed to be transitioned. Transition has now been completed for all and was done so within statutory timescales (by 31st August 2016).

Analysis of need by primary type of SEN

Need	2013	2014	2015	2016	2017
Autistic Spectrum Disorder	178	189	194	216	262
Hearing Impairment	21	21	17	18	16
Moderate Learning Difficulty	134	134	138	145	163
Multi-Sensory Impairment	0	0	0	1	1
Physical Disability	81	82	77	77	85
Profound & Multiple Learning Difficulty	10	13	12	11	11
Severe Learning Difficulty	19	18	27	22	24
Social, Emotional & Mental Health Diff	108	103	105	113	127
Specific Learning Difficulty	16	13	17	16	20
Speech, Language & Communication Needs	91	98	108	121	137
Visual Impairment	8	8	8	8	12
Grand Total	666	679	703	748	858

Data shows number of Statements/EHC Plans maintained by the Borough as at January by type of SEN

Autistic Spectrum Disorder – numbers have risen by 47% which is significant. Children and young people with a diagnosis of Autism have been the largest single group over the last 5 years. Data for 2018 is expected to show continued growth.

Moderate Learning Difficulty – numbers have risen by 22% which is substantial. Children and young people with a moderate learning difficulty are consistently the second largest group over the last 5 years. Data for 2018 is expected to show continued growth but a substantial increase is not expected.

Severe Learning Difficulty – numbers have risen by 26% but the size of this group is relatively small. A further significant increase is not anticipated.

Social, Emotional & Mental Health – numbers have increased by 18% over 5 years which is significant. Data for 2018 is expected to show continued growth which may be substantial.

Speech, Language and Communication Needs – numbers have increased by 51% and now represent the third largest group. An increase was expected as children and young people are often categorised as speech, language and communication prior to a formal diagnosis of Autism being considered. Data for 2018 is expected to show continued growth.

The Borough has carried out further analysis of need by placement type which is available upon request. Trends are as might be anticipated by data contained earlier in this report and can be clearly linked to increased demand for specialist placement.

It should be noted that similar trends have been identified within neighbouring Local Authorities.

The Borough recognises it must continue to work to understand its changing population and target process and resources accordingly.

The Borough will continue to work closely with children/young people, their families, educational settings and other relevant partners to ensure robust assessment and support arrangements are in place for children and young people below statutory threshold as well as those who already have a Statement or EHC Plan.

The Borough is committed to investment in local provision. We will continue to work closely with Bournemouth Schools Forum to enhance expertise and availability of specialist resources across a range of local settings. This work will focus on need trends identified in this document. The Borough Educational Psychology Service will continue to work closely with the Complex Developmental Disorder team in respect of neurodevelopmental disorders specifically Autism.

High Needs Budget

The dedicated schools grant (DSG), is schools primary funding mechanism. A proportion of the DSG is retained by the Local Authority each year to fund the cost of provision/placement for children and young people with a Statement or EHC Plan. This is known as the high needs block.

Funding from the high needs block has been historically difficult to manage and can be described as being needs led. That means provision and/or placement must be provided where needs have been identified regardless of budget flexibility to do so. It would be fair to say that most, if not all Local Authorities have struggled to maintain budget stability.

Management of the high needs budget by the Borough will continue to be challenging and will be significantly impacted upon by factors identified within this report. The most significant being continued and increased demand for statutory assessment & specialist provision.

It should be noted that the cost of a support package for an individual within a mainstream setting is unlikely to exceed £30,000 per annum (with most costing significantly less). In comparison, cost of a placement within maintained or academy specialist provision is unlikely to exceed £40,000 per annum. Placement's within the independent or non-maintained specialist provision start at around £45,000 per annum and in exceptional circumstances can exceed £250,000 per annum

An analysis of spend for the high needs block in Bournemouth is available upon request.

It should be noted that national changes to funding arrangements for the DSG and high needs block are to be implemented from April 2018. The exact impact of these changes for the Borough continues to be assessed.

Travel Assistance

Where travel assistance is deemed necessary for a child/young person with SEN it is funded by the Local Authority.

Travel assistance budgets have again been historically difficult to manage and can also be described as being needs led. That means an assessed entitlement to assistance must be funded regardless of budget flexibility to do so. It would be fair to say that many Local Authorities have struggled to maintain budget stability.

Management of the travel assistance budget by the Borough will continue to be challenging and will be significantly impacted upon by factors identified within this report. The most significant being continued and increased demand for specialist provision. Funding of travel assistance for some young people with an EHC Plan in local or specialist FE College will also continue to have a significant impact. Other factors often increase budget pressure but are not directly controllable – a good example would be increased costs from taxi contractors linked to costs of fuel and insurance.

The Borough published a new SEND Transport Policy in July 2016 – full details can be found on our website. Entitlement thresholds remained unchanged but the type of transport assistance offered to some individuals has altered. There is also a different and more robust application and review process. To supplement the transport assistance options on offer, the Borough continues to offer personal travel budgets which will allow families the option of making their own suitable transport arrangements. The Borough intends to initiate a further review of its SEND Transport Policy Autumn/Winter 2017.

A financial breakdown of spend on SEN related transport by the Borough is available upon request.

Personal Budgets

The Borough recognises the need to offer personal budgets where a statutory Education, Health and Care Plan is in place.

Young people and/or their families are already able to request that the Borough considers provision of a personal budget and any such requests are duly considered. Numbers of requests for personal budgets to date have been extremely small.

The Borough will publish a clear and informative policy regarding its approach to Personal Budgets in Autumn 2017. A policy has not been produced before as the Borough wanted to consider the experience of others and examples of best practice that would only be available after EHC implementation.

Joint Commissioning

The Borough has a multi-agency approach to joint commissioning and works closely with all its strategic partners.

Joint commissioning usually takes form of commissioning a new or different service or provision at a strategic level. Bournemouth often works closely with the NHS where there is a clear and identified health based element to an identified gap in provision. Bournemouth also works closely with both Poole and Dorset Local Authorities to allow a Pan-Dorset approach underpinned by a shared commissioning strategy.

In Bournemouth, a joint commissioning approach is also taken to seek solutions for individuals whose identified needs span education, care and/or health. Process is well embedded that allows multi-agency consideration of potential solutions and where appropriate placements/provisions are jointly funded.

The Borough will continue to seek opportunities to jointly commission services and further enhance commissioning relations with all our partners.