



# Hampshire SEN Strategy 2020–23



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## Introduction

The 2014 Special Educational Needs and Disability (SEND) reforms have led to many changes in practice for Hampshire Local Authority. Our recent SEND Ofsted/CQC inspection has confirmed that our work fulfils many of the ambitions of the SEND reforms as there is good evidence of effective support in schools for children with SEN, children and young people are involved in planning their provision and there are many examples of co-production with parents. In particular, there is strong collaborative working across Education, Health and Social Care with schools valuing the support that they receive. Schools are inclusive and where children are not able to access school due to their SEN, there are good examples of flexible support packages being made through personal budgets and Education Other than at School. There are good pathways to employment and an increasing investment in health services.

There remains more to be done to improve outcomes for children and young people at SEN support and work is underway to improve the timeliness and quality of Education, Health and Care Plans. There are gaps in our health provision and joint commissioning is in its early stages of development at a strategic level. The transition between children and adult health services needs further work.

This strategy sets out the key priorities for our work over the next three years and will be monitored by the SEND Board.

## The Hampshire Context

Hampshire is a large shire county with 11 districts. There are a total of 527 schools comprising 423 mainstream primary schools, 67 mainstream secondary schools, two all through schools, 26 special schools, six education centre/alternative provision establishments, and three nursery schools. Within the mainstream schools there are 54 specialist resourced provisions. There are nine early years (SEN) hubs for those with SEN to complement the early years provision available in some of the special schools. There are 12 further education and sixth form colleges in Hampshire (excluding school sixth forms and independent training providers). All offer support for young people with SEN.

There is a strong relationship between the Local Authority and its community of schools and colleges, including academies. Details of Hampshire schools, and the SEN provision available can be found at <https://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

In January 2020, over 9,000 children and young people in Hampshire had an Education, Health and Care (EHC) plan, and 3.2% of the school age population have an EHCP (3.1% nationally). 69% of children and young people with an EHCP are in specialist provision. Over 20,000 children and young people are on SEN Support which is 11.3% of the school age population (11.9% nationally).

Schools in Hampshire are high quality with 93% rated as good or outstanding by Ofsted. Early Years provision is also rated highly at 96% good or outstanding.

We know our schools are skilled at meeting the needs of children with SEN, however where children's needs cannot be met in mainstream schools, then we have high quality specialist provision.

We have a robust support offer to providers and families to help them meet need including Inclusion Setting Support Co-ordinators, Specialist Teacher Advisors, Hampshire and Isle of Wight Educational Psychology Service, Primary Behaviour Support Service, special school outreach, Child and Adolescent Mental Health services, Social Care and Family Support Services, school nursing, health visitors and organisations from the voluntary sector.

We have seen a growing number of EHCPs since 2015 (a growth of 83%) which has led to pressure upon resources. However, the Local Authority and Health commissioners have recognised this and invested in additional resources to meet demand.

We are looking carefully at the rise in EHCPs and working to address the issues that have led to this rise. While we are keen that any child who is eligible for an EHCP receives one, we are working to develop early intervention services to prevent escalation of need (especially around mental health). We also want to develop a shared understanding of ordinarily available provision (OAP) so that parents and schools have a common understanding of what a school should be providing. Alongside that we will be implementing person centred planning approaches to strengthen parental confidence in school support and help the voice of the child and parent to be heard when planning support.

We are also working to ensure sufficiency of provision once a child has an EHCP. We feel there is a need to strengthen our offer for emotionally vulnerable children, we do not have enough specialist places for children with Social Emotional Mental Health concerns and Autistic Spectrum Condition. We are also keen to clarify best practice in mainstream schools for children with an EHCP so that we help children and young people develop independent learning skills. This theme is continued in our approach to supporting young people who too frequently remain in education rather than be supported into successful employment at 19 years.

## Aim

Hampshire County Council and its partner agencies are committed to improving the outcomes and life chances of all children and young people within the county. Our aims are to strengthen inclusive opportunities for learning and living for all children and young people with SEND 0 – 25 years, to promote their achievements and outcomes and to use resources in the fairest and most effective way.

## What we are aiming to do

Through our work we will ensure that:

- Children's SEN are picked up early and effective support is put in place quickly during the life of a problem or need
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled
- Parents and young people know what they can reasonably expect their local school, college, Local Authority and local services to provide, without having to fight for it
- There is sufficient and flexible provision to meet need
- Aspirations for children and young people are raised through an increased focus on life outcomes including education, health and care
- Children, young people and parents co-produce the provision for children and are engaged in co-production of strategy



## Key Priorities

The following have been identified as the key priorities that the SEN service needs to address:

1. Partnership and co-production with parents/carers, children and young people with special educational needs and/or disability
2. Early recognition of needs and appropriate and timely intervention
3. Strengthening inclusion in mainstream settings
4. Ensuring local provision is responsive to and meets local need and improves outcomes
5. Fair and efficient use of resources
6. Integrated working between agencies.

## Defining our children and young people with SEND 0 to 25 years

It is recognised that SEND encompasses children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others, their families will need support from a number of statutory services (required by law) and this will continue throughout their childhood and possibly into adulthood. A child or young person may have special educational needs or a disability or both.

## Special Educational Needs

The definition used in the SEND Code of Practice: 0–25 years (2015) remains statutory and is as follows:

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 a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



## Disability

The Equality Act (2010) has replaced all existing equality legislation including the Disability Discrimination Act. Within this, disability is defined when:

*a) the person has a physical or mental impairment, and*

*b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities*

*Equality Act (2010)*



## Priority 1 – working in partnership with families, children and young people

- Work in partnership with Hampshire Parent Carer Network and the parent forums to co-produce strategy and initiatives.
- Ensure families, children and young people feel fully engaged, listened to and better informed.
- Ensure attention is paid to the voice of individual children and young people.
- Ensure decision makers have regard to parental preferences.
- Enable parents and young people to make informed choices by making information accessible and readily available, particularly via the Local Offer.

## Priority 2 – Early recognition of needs and appropriate intervention

- Ensure children and young people's additional needs are recognised early and preventative action is taken that helps children overcome their difficulties.
- Ensure professionals recognise when children transfer from one setting or service to another that this will require careful planning.
- Ensure that Education, Health and Care assessments and plans are delivered within the statutory timeframes.



### Priority 3 – Strengthening inclusion in mainstream settings

- Ensure that schools, colleges and other agencies take responsibility for all children and young people within their local community (including those with an EHCP and on SEN Support), ensuring there is appropriate support.
- Ensure effective arrangements are made for children who are permanently excluded and emotionally vulnerable.
- Ensure that all providers are compliant with the Equality Act 2010 and have clear policies and guidance for staff, developing their knowledge, skills and understanding of equalities so that all pupils are well supported.
- Make inclusion meaningful, in all settings, in accessing learning, activities, opportunities and services.
- Ensure all children and young people are valued and supported to overcome their difficulties.
- Ensure that there is a continued drive to improve outcomes for children and young people with SEND, with a focus on those on SEN Support.

### Priority 4 – Ensuring local provision is responsive to local need and improves outcomes

- Provide a continuum of effective provision within mainstream schools, special schools and post-16 providers to support identified and future needs of vulnerable learners.
- Provide outreach support in a flexible and responsive way to support those children and young people with an EHCP and also on SEN Support.
- Support collaboration between mainstream and specialist/special provision to give children and young people access to provision according to their needs.
- Maintain a focus on outcomes, and the four preparation for adulthood outcome areas:
  - Employment
  - Independent Living
  - Community Inclusion
  - Health.

## Priority 5 – Fair and efficient use of resources

- Allocate available resources to support children and young people with special educational needs and/or disabilities fairly, efficiently and transparently.
- Offer greater accountability to parents/carers
- Develop the offer of jointly commissioned personal budgets to enhance parents/carers or young person's choice and control.
- Monitor needs and ensure there is appropriate provision to meet those needs.
- Publish the Joint Commissioning Strategy

## Priority 6 – Integrated working between agencies

- Ensure that the Local Authority (including children's and adult services), health commissioners and providers, education providers and other frontline providers of support, including the voluntary sector, work together in an efficient and fully joined up way.



## Governance

The Lead Officers group is made up of senior operational professionals from a range of agencies involved in working with children and young people with SEND. There are also representations from Hampshire Parent Carer Network and SENDIASS. It is chaired by the County Education Manager for Inclusion.

This group brings to the table operational issues that require a multi-agency response. They have an operational responsibility to ensure that the priorities set out in this document are delivered. They are also responsible for ensuring the delivery of actions in the post-inspection action plan and feedback at this group on progress. The outcomes from the Lead Officers Group are then fed into the SEND Board.

The SEND Board is made up of senior strategic managers from a range of agencies involved in working with children and young people with SEND. This also includes Headteachers and representation from the Hampshire Parent Carer Network. It is chaired by the Children's Services Assistant Director (Education and Inclusion). The SEND Board holds the Lead Officers to account on the progress of actions in the post inspection action plan and also has strategic responsibility for the delivery of the priorities in this strategy.

You can download this publication at:

<https://documents.hants.gov.uk/childrens-services/sen-strategy-2020-23.pdf>



## Appendices

### **Appendix 1: SEN Support Guidance for Schools**

Available online at

<https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf>

### **Appendix 2: Joint Strategic Needs Assessment (JSNA)**

Available online at

<https://www.hants.gov.uk/socialcareandhealth/publichealth/jsna>

### **Appendix 3: SEN Pathway**

Available online at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>

### **Appendix 4: Hampshire's Children and Young People's Plan**

Available online at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/cypp>

### **Appendix 5: Hampshire's Children's Trust Thresholds Chart**

Available online at

<https://www.hampshirescp.org.uk/wp-content/uploads/2019/08/Hampshire-IOW-Thresholds-Chart-July-2019-1.pdf>

### **Appendix 6: Statistics – Special Educational Needs (SEN) (DfE)**

Available online at

<https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>