

## SEND Strategy Development Session

Monday 21 March 2022

### Feedback from the Session

#### 1. Impact of the pandemic

- Reception and year1 impacted the most
- Accepting that many children and young people will be developmentally deemed SEND as a consequence of the pandemic – perhaps we should adjust our expectations accordingly as opposed to diagnosing and labelling them
- SEND IASS – only helpful service during the pandemic – failed by social care and school
- Got closer to some families and other online
- Staying at home gets to be routine and difficult to break the routine
- Make do and mending
- Mentality of surviving becomes the norm and expectations fall
- EHC Plans no use to support families
- No safe spaces for vulnerable families
- Lots of families in crisis as no break from caring
- Social media platforms for SEND families improved and made sure we were in the loop
- Not experienced some 'school life' – moving between classes etc.
- Inconsistency of approach – some great practice in schools, but not in others
- Health services not visible
- Collapse of face to face work
- Children missed key experiences such as reading and processing information, therefore not ready to sit exams.

#### 2. Defining SEND

- If some children and young people have thrived out of school then do we need to think about creating the conditions that allow them to reintegrate into education and thrive there also
- SEND TO CAN (children with additional needs)
- Legislation says 0-25 year but lifelong
- School evidencing needs vary resulting in an unfair offer

- Nature versus nurture
- SEND is a massive umbrella – lots of different needs (developmental and health)
- Support for educational needs of children and young people with different abilities
- Any child or young person who needs us to change the world around them to support them – thrive
- Special needs versus additional needs
- Don't have to have an explicit label
- Professionals work smarter not stronger by utilising integrated processes and technology – one system Warrington
- SEND is anyone who has extra needs and has the equity and equality opportunities to be a par with a non-SEND person
- Difficult as not fixed and clear for many children/young people... needs to be fluid and change over time
- Needs to be 'can do' – not a disability – a different ability
- Hidden disabilities needed to be clear that they are recognised
- Warrington CAN – children with additional needs
- SEND for life and SEND anxiety
- Older young adults still have their requirements despite being seen as “old enough” to cope
- Integrated SEND / NHS / Social care system focused in the child / young person (align with long term NHS Plan)
- Who need personalised support and strategies to overcome any barriers they have to access learning at school
- For families to be given all opportunities the same as every other family in the town
- Change SEND to support for educational needs and disabilities
- Diagnosed and un-diagnosed – any children needing additional support to participate in learning, play, etc. – good screening for support needs – services and environment
- Temporarily SEND – developmentally delayed; physically delayed; communication issues; social, emotional and mental health needs
- Enable equality and equity as needed by SEND community
- A,G&T
- SEND is communication for any child, young person, young adults where needs are required to be met until transition can be completed
- Providing person centred care for those who need it rather than the person fitting services
- Additional needs not met in mainstream schools
- Barriers to learning versus special educational needs.

### **3. Our progress so far**

- Some improvement in improving the number of special school places at Woolston Learning Village

- Post 19 transition in general is not great
- Neurodevelopment pathway still not reaching assessment timescales – communication from the service is still an issue
- Some areas could do with extra capacity and more funding
- From a parental perspective the EHC assessment and annual review process is the biggest issue for families
- Check the data to see if we have identified children and young people appropriately since the pandemic
- Early help assessment of whole family needs has definitely improved
- Early years children have lost learning during pandemic
- Better knowledge of SEND and how it affects children and young people
- Short breaks have reduced
- Safeguarding services are good
- Early years level 3 course introduced and Area SENDCo is positive
- Early years provision is targeted
- Westland drive is excellent
- Aspire needs scaling up so more families can access more provision – well regarded offer and families will pay for this
- SENDIASS works well
- Information about services still not accessible enough
- Engagement with health visitors has improved
- Health clinics are WLV well received
- Progress has been made but there is still a long way to go.

#### **4. Priorities going forward**

##### Identification of need

- Identify needs at earliest opportunity
- Reduce waiting lists for assessments across education psychology, speech and language, occupational therapy and other health service
- Intervene and support earlier so families don't go into crisis

##### Assessment and support planning

- Health visiting and community health services offer is poor
- Consistency of intervention needs improving

- More referrals for EHC Plans – need a more skilled workforce
- Support plans need to hear the child and not just focus on parents experience

### Health

- Need to know what the health offer is
- Timely access to health services
- Better support for mental health and anxiety
- Better understanding of SEND – see their role as assessors and handover to everyone else to deliver therapy and treatment
- How do we make primary care more accessible and effective
- Only 40% of GPs are paediatric trained
- Could we develop health passport and improve families experiences when engaging with services

### Education

- Mental health understanding and support needed in all schools – this would decrease SEN in school
- Better geographical spread of designated provisions
- Learning Disabilities should be part of the curriculum
- Introduce vocational pathways for school age children
- Good careers advice for young people in school
- Not enough school places in north of the town
- Not enough SEND provision in mainstream schools
- More DP places for ASD cyp
- Improve skills of staff through training
- Transport is limited – more buses needed to get out and about
- School support – better transitions; smaller classes; less moving around the building
- More understanding of SEND at a leadership level and a shared understanding of what is “reasonable”

### Care

- More respite
- More appropriate activities

- More appropriate homes to be made available for families with children with disabilities
- Post 19 environments that are age appropriate
- Improved transition into adult service is needed – should be compliant with code of practice and assessment happening at 18 years
- Transition needs reviewing
- Social workers change too much which means that we go backwards rather than forwards
- Planning is disjointed for children with disabilities and health not always visible in children in need meetings
- Problems recruiting personal assistants and so families go without – why can't we have agency PAs that we can use?
- Parents need to be able to plan for their child's future and be clear about their own future
- Too much uncertainty as children become adults
- Adult social care not visible in SEND agenda.

#### Employment

- Commitment from WBC to support business to employ people with SEND
- Transition into employment should start sooner
- More employment opportunities needed
- Employers need awareness and willingness to provide opportunities

#### Communication

- Better communication with families through the EHC assessment and annual review process (especially during key transitions)
- Need to understand why EHC Plan ends when young person goes into adult social care – 0-25?
- Ensure that language is accessible to all when communicating our offer
- Knowledge of what is out there...

#### **5. SEND Friendly Warrington**

- Use plain language so all can understand
- Safe places around the town with business with a shared understanding to support SEND children, young people and adults
- Oi Listen festivals – conferences which bring people together to move around the town
- Places to volunteer to build on independence
- All families know what's available
- All spaces and places are available for all – wheelchair swings

- Independent travel training
- Inclusive clubs for all family
- Activities mobile
- Disabled toilet facilities should be accessible in all settings
- Another play and sensory centre
- Promote that everyone belongs
- SEND friendly in advertising – WBC needs to fully commit
- Culture; attitude; education; health passports
- Safe places
- Smaller goals initially
- Children and young people with SEND have the same opportunities for education, health
- No barriers despite disability or SEN.

## **6. SEND Outcomes**

### Communication

- Honest and transparent
- Includes everyone (at the moment it rarely includes young people and families)
- Activities, facilities and services that work for children and young people

### Visible communication

- Where to go and better signposting
- What services and facilities are out there
- Consider language barriers
- Understand what is out there and how to access
- Need information in schools, children's centres, settings/schools, doctors surgeries
- Lead professional needs to be identified all SEND families

### Primary care

- SEND families don't have a lot to do with GPs – community paediatricians lead.

- GPS need better understanding of SEND families to inform quality of Annual Health Checks – trainee GPs to support
- How SEND Friendly are our health settings?
- PC directors need to be included in leading SEND Friendly Vision for all services
- SEND friendly principles
- SEND register
- Will of people – different ways of working
- Open a dialogue with PCN so that they belong and contribute to the community

#### Preparing for adulthood

- Have access to services
- Services are less as children go into adult services
- Not much out there
- Need more employment opportunities
- Council should look at its contracts with providers to see what proportion of its employees have SEN or a disability
- Young [people need to be happy, healthy and heard
- Clear flight paths and entitlements need to be explained.

#### Clear pathways and expectations

- What is reasonable for schools, health and care settings to provide?
- What opportunities are available?
- Should be striving for the best for our SEND families
- Educate parents around navigating the SEND system
- What support is out there?
- After the diagnosis / assessment process families are just sent on their way
- Need to educate schools about SEND – a lot of schools not supporting pupils' with SEND (if OFSTED were looking at SEND as their KLOE than schools with bad practice would radically change)
- GPs need specialist SEND leads
- Look at cluster frameworks for 'communities of practice' for SEND across health providers.

#### Listen to our children

- What is life like for them
- What do they want for their future?
- Thrive and do well.

#### Healthy, happy and safe

- Vocational opportunities
- Intermediate labour market opportunities
- Inclusion as a vehicle for raising awareness in our communities.

#### **7. SEND Ambassadors**

- Parent volunteers
- Governing bodies
- Patient forums
- Universal training for all SEND services
- Extend awareness training to parks, libraries, waste management, taxis, public transport providers
- All champions needs to be able to signpost
- Need people:
  - Professionals
  - Young people / children
  - Parents / carers
  - Councillors / MPs
- Have a tab on borough website for SEND
- Explicit clarification of eligibility to services
- SEND services leaflet
- Address letters to child – tailor to their level of understanding
- Warrington CAN!

#### **8. Parked issues**

- People with determination as opposed to disabled / special needs
- SEND awareness training for shops

- Different training for different environments
- Offer training for SEND ambassadors
- Understanding and empathy.