

East Riding 0-25 Special Educational Needs and Disability (SEND) Strategy 2018-2021

OUR VISION

“All people aged 0-25 years old with special educational needs and/or a disability within the East Riding of Yorkshire are effectively supported to live happy, safe and fulfilling lives.”

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East Riding of Yorkshire Council's 0-25 Special Educational Needs and Disability (SEND) Strategy 2018 - 2021

Foreword

This document supports the East Riding *Children and Young People's Strategic Plan (2017-2020)* and outlines East Riding of Yorkshire Council's strategy for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND). Our vision and priorities for children and young people with SEND are set within the context of the national policy environment, the local context as well as links to existing strategies and plans. The supporting SEND self-evaluation framework (SEF), which has been co-produced with our partners, will act as the action plan to the SEND Strategy.

In the East Riding we are committed to supporting our children and young people to have the best possible start in life. While recognising the additional challenges that children and young people with SEND and their families face, we want to support them to develop their strengths and abilities and in raising aspirations when preparing for adulthood.

The introduction of the SEND reforms outlined in the Children and Families Act (2014) provided an ideal opportunity to improve our support for children and young people with SEND and their families. This strategy and supporting SEF outlines our continuing commitment to embedding these reforms to deliver high quality services for children, young people and their families.

In addition to the Children and Families Act, this strategy takes account of the Mental Capacity Act 2005 and the Care Act 2014, which came into effect from 1st April 2015. These acts have informed future direction and emphasised the importance of outcomes, personalisation, transitions into adulthood and the integration of services.

The Mental Capacity Act 2005 (MCA) ensures that every adult, whatever their disability, has the right to make their own decisions wherever possible. When a person is unable to make their own decision, other people will need to decide what is in their best interests. One of the main principles of the MCA is that capacity should be assumed until proven otherwise. This has particular relevance for our 0-25 SEND Strategy because the MCA law applies to all people who are 16 years of age and over in England and Wales.

The act provides a legal process for people for adults who are not able to make decisions, and provides guidance to ensure that decisions are taken in the person's 'best interests'. Often, the young person's family or a professional will make those decisions depending on the type of decision to be made.

Under the Care Act 2014, the local authority will arrange for an independent advocate to assist where it is considered that the person will experience substantial difficulty in understanding the process and where there is no person able to support or represent them.

It is crucial therefore, within the context of the MCA 2005 and the Children and Families Act 2014, that parents/carers are informed well in advance of the right of their child/ren to make their own decisions.

The Care Act 2014 requires us to:

- Provide early intervention services which will prevent, delay, or reduce people's need for care and support.
- Work together with our health partners to improve children and young people's health and well-being.

We recognise and understand the importance of co-production as a key principle of the SEND reforms in all our work; as such, the East Yorkshire Parent Carer Forum (EYPCF) plays a key role in the development and co-production of SEND commissioned services, in addition to policy development such as this Strategy and the SEND SEF. The Young Leaders of East Riding (TYLER), a group of young people who want to ensure all children and young people who have a disability, learning difficulties or health needs have their voices heard, have also been consulted with and contributed to this strategy.

'This SEND Strategy outlines our ambition for all children and young people with special educational needs or a disability to be supported to live happy, safe and fulfilling lives. We have worked hard over the last four years to implement the changes required through the SEND Reforms and much progress has been made. We remain committed to improving those services and will continue to work with parents/carers, children and young people, and professionals to achieve the outcomes set out in this strategy.' Councillor Julie Abraham
Cabinet Member for Children, Young People and Education, East Riding of Yorkshire Council

Our Vision

“All people aged 0-25 years old with special educational needs and/or a disability within the East Riding of Yorkshire are effectively supported to live happy, safe and fulfilling lives.”

Introduction

Every child and young person deserves to have the best possible chance to help them fulfil their potential. In the East Riding, we work hard every day to support children and young people with SEND to raise their aspirations and improve their outcomes.

The aim of this strategy is to ensure that improvement is continuous, and that we continue to embed the significant changes required by the SEND agenda driven by government policies and centred on the Children and Families Act (2014).

These changes mean we are supporting children and young people with SEND up to the age of 25 years and, as such, we are keen to ensure that support is planned well in advance and designed to evolve as children and young people begin to prepare for adulthood. For children with special educational needs and /or a disability, one of the key outcomes may be for them to achieve as much independence as possible as they move into adulthood. But whatever a child's aspirations are, we believe that every child and young person deserves to reach their full potential and we will work with them and their families to support them to do so.

This strategy supports the delivery of the Children and Young People's Strategic Plan 2017-2020 which, in turn, supports the overarching East Riding Community Plan. The Community Plan provides the key driver for those partner organisations working to improve outcomes for children and young people.

The Children and Young People's Strategic Plan 2017-2020 ambition is:

For all children and young people in East Riding to be happy, healthy, confident and safe. We will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential.

The Children and Young People's Strategic plan has 3 priorities:

- **Deliver an excellent educational experience for all, with attainment and achievement gaps narrowed.**
- **Provide the support that parents and carers need, when they need it.**
- **Promote good health and wellbeing for our children and young people, recognising the importance of emotional and mental health.**

The CYP Strategic Plan priorities above are fundamental to ensuring all children and young people in the East Riding are supported to lead happy and fulfilled lives. For those children and young people with SEND, this strategy sets out how we plan to meet the above priorities through our core outcomes, outlined below. In order to ensure this happens on an everyday basis, the implementation of this strategy will be monitored by the SEND 0-25 Board which, in turn, reports to the Children's Trust Board at strategic level. This strategy

seeks to reinforce the importance of services working alongside children and young people and their parents/carers. The SEND strategy has overwhelming commitment at a strategic level from all partners (including education, health, social care, and adult services) to provide the best possible services at universal, targeted and specialist level. Clear leadership and governance support is in place and illustrated in the information and structure chart at Appendices 1 and 2.

Our Core Outcomes

At the heart of our vision are three key outcomes which are outlined below with their supporting aims.

I. All children and young people (0-25) with SEND, and their families, are offered timely, high quality support

- Education, health and care (EHC) plans are implemented within statutory timescales and are effectively reviewed
- The EHC planning process is person-centred and EHC plans are outcomes focused, aspirational and realistic
- Families are offered empowering and personalised support
- Eligibility criteria to access specialist support is clearly outlined and consistently applied to ensure realistic expectations in terms of access to these services
- All families are able to benefit from universal services and are supported by effective and responsive early intervention pathways
- Services are integrated, preventing duplication of effort and ensuring a smooth journey for families
- Provision is excellent value for money
- Provision is provided as near as possible to families' homes
- Staff and volunteers across education, health and care services are well-trained, have knowledge that is relevant, up-to-date and extensive in relation to SEND, local activities, resources and services, and thus are supported to deliver a high quality service
- Children and young people are supported to be happy, comfortable with who they are, and feel included and able to achieve their potential
- Children and young people are supported and encouraged to build on their strengths to prepare themselves for independence and adulthood
- Children and young people at SEN Support level are well supported within mainstream schools
- Access to services is clear and well signposted, including clear explanations of transition to adulthood and eligibility entitlement
- There are clear pathways to adulthood for young people with SEND, and there is a partnership based approach to the development of new 16-25 pathways and options
- Partners across education, health and care work together to ensure support is accessible for children, young people and their families, and provided in a timely manner, including access to emotional health and wellbeing services

- Families and young people have access to clear and relevant information when seeking to access support
- Where children, young people and families are not eligible for services, this is clearly explained and they are supported to access appropriate universal services

2. All children and young people with SEND receive appropriate and accessible high quality education

- Where appropriate, children and young people are supported to access mainstream educational provision along with their peer group
- Regular reviews and inspections (both internal and external through Ofsted and CQC etc) investigate the effectiveness of mainstream schools, support services, and special schools in meeting the needs of children with special educational needs
- All children and young people with special educational needs are easily able to access impartial advice, guidance and support to assist them and their parents/carers to make informed decisions, including post-16 progression
- Pathways to adulthood are improved for young people with SEND through the development of employment and learning opportunities, independent living and supported internships addressing the preparing for adulthood outcomes
- Families are consulted about, and involved in, the process of identifying, assessing and sourcing special provision for children and young people with special educational needs where this is required
- Needs are identified at the earliest opportunity and the EHC process is appropriately triggered
- Wherever possible and appropriate, children and young people are able to access appropriate provision within the East Riding, supporting the child/young person to be included in their community and, in turn, providing positive outcomes as they prepare for adulthood
- Supporting young people with SEND to have equal life choices, wherever possible, with their aspirations when moving into adulthood by improving the support and options available in the East Riding
- Everyone involved in the EHC planning process has an understanding and respect for their own and everyone else's roles and responsibilities, and has a creative and flexible approach to meeting needs

3. Young people and their families are empowered by an offer of support they are able to influence

- Support is offered within a person-centred framework
- Families are easily able to access relevant, comprehensive and accurate information to support them in making choices
- Families and young people themselves are aware of their rights to make their own decisions from the age of 16 years under the MCA 2005
- Families will be supported to understand the implications of the MCA 2005 and the Deprivation of Liberty Safeguards in preparation for adulthood
- All communication and interaction is easy to understand for everyone and is underpinned by an ethos of mutual respect
- Families, and particularly young people from the age of 16 years, are fully involved in decisions about the care they receive
- Families, and particularly young people from the age of 16 years, are supported to participate in the design and development of services they receive to ensure continuous improvement
- A 'self-management' approach, including personal budgets, is promoted
- Services respond to feedback from children, young people and parents/carers
- Services across education, health and care work in co-production with families, including ensuring there is a joint understanding of what co-production means in practice
- High levels of participation and engagement in education, employment and training of children and young people with SEND are encouraged
- We continue to provide support to TYLER
- Professionals have a good, shared understanding of the principles outlined in the SEND Code of Practice, the MCA and the Care Act, and effectively manage the expectations of children and young people, and their families
- The Local Offer is well-known, well-publicised and is one of the first points of contact for families and professionals
- Families and professionals are actively encouraged to gather feedback and to ensure that any feedback received is used to inform service delivery and commissioning
- The role of SENDIASS (SEND Information, Advice and Support Service) is well understood by families and professionals and delivers effective support

Links to other Policies and Strategies

The key themes of this strategy echo those of the *Children and Young People's Strategic Plan 2017-2020*:

- Integrating services
- Intervening early
- Ensuring safety
- Supporting the most vulnerable

This strategy is closely aligned to the *Early Intervention Strategy 2013-2018* and supports the definition of early intervention to support families:

'intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Early intervention may occur at any point in a child or young person's life'

In seeking to strengthen links between health, education and social care to ensure children and young people receive coordinated support, the SEND reforms support the *Health and Wellbeing Strategy 2016-2019*, one of whose three long term priority outcomes is:

"Children and young people in the East Riding enjoy good health and wellbeing"

This SEND Strategy supports the achievement of this objective, recognising that there is a higher than normal incidence of mental health difficulties within the population of people with learning disabilities. Data from the Office for National Statistics notes that "children and adolescents with learning disabilities are over six times more likely to have a diagnosable psychiatric disorder than their non-disabled peers."ⁱⁱ This statistic supports the actions outlined in the *Health and Well-being Strategy* to achieve these objectives:

- Access to emotional health and wellbeing services is improved
- Reduce the stigma attached to accessing mental health support
- Reduce the impact of bullying and victimisation
- Develop the role of schools and Children's Centres in early intervention
- Improve signposting for young people seeking to access support

It is particularly important to note that two vulnerability factors of a child having SEND and being a looked after child are likely to coalesce, hence the close alignment with the *East Riding Children and Young People's Strategic Plan* theme of 'supporting the most vulnerable'. As the majority of looked after children have SEND, and are nine times more likely to have a statement of special educational needs than the general pupil populationⁱⁱⁱ, it is vital that this strategy also aligns closely with our strategy for looked after children. This states that:

"The life chances of disabled and adolescent young people who are looked after are enhanced through the provision of placements where support arrangements are in place to meet additional needs."^{iv}

Review of SEND Services in the East Riding

In 2017, we commissioned an external company to undertake an independent strategic review of the continuum of support, services and provision for children and young people aged 0-25 years with SEND in the East Riding. This included engaging and gathering feedback from a range of stakeholders, including young people, parents/carers and professionals across education, health and care services.

The overall aim of this review was to better understand how effectively the current range of SEN provision was meeting needs of children and young people in the East Riding, the identification of gaps in provision, and recommendations regarding how needs can continue to be met going forward. We also commissioned the EYPCF to consult with parents/carers to ensure they were fully involved with and took part in the review.

What is working well?

The high needs review highlighted the following areas of good practice:

Identification and Assessment	Valuable mechanisms for early identification and support – Early Years Inclusion Service, Portage. Some positive examples of the EHC process, valued by schools and families
Information and Access	KIDS and SENDIASS highly regarded by parents/carers. FISH could provide valuable ‘front door’ – opportunities to improve information about support
Mainstream Support	Some very positive examples described by parents and young people. Encouraging that schools are thinking about SEND as whole-school. SENCO networks highly valued.
Targeted Services	Positive feedback on LA central SEND Services and EHaSH. Where access straightforward and timely, positive feedback on quality and ways of working
Enhanced Resource Provisions	Recognition that LA has been pro-active in commissioning these provisions to meet need locally. Consensus on future priorities (primary SEMH, secondary autism)
Special School Provision	Some very highly-valued provision – fulsome praise for specific schools. Schools value relationship with LA, and are keen to work collaboratively to meet needs locally
Preparation for Adulthood	Consensus that this is a priority, that it is not currently well-developed, and about what is needed to address this – and willingness to work in partnership to do so
Social Inclusion and Support	Some positive networks and activities for young people – often based around their school or college

What are the challenges?

The high needs review highlighted the following areas for development and improvement:

Identification and Assessment	'Less obvious' needs not always identified early and accurately. EHCP process, annual reviews can still feel adversarial. Autism assessment pathway a concern
Information and Access	Local offer not seen as useful or fit-for-purpose by parents, professionals. Confusion about respective roles of KIDS and SENDIASS. Concerns about slow access to some support
Mainstream Support	Also some very negative experiences described – exclusions, placement breakdowns. Comprehensive support offer needed for SENCOs + whole-school inclusion
Target Services	Gaps in children's therapy support for those without significant health needs. Strong concerns about access to mental health support, and Disabled Children's Service
Enhanced Resource Provisions	Need to clarify purpose of the provisions – needs met, purpose (e.g. reintegration) This strategic clarity needed to inform day-to-day placement decisions
Special School Provision	Some questions about how certain needs will be met under the area special school model. Need a process for enabling LA and special schools to meet more needs locally
Preparation for Adulthood	Concerns about planning (not yet pro-active enough for individuals or at strategic level), about lack of pathways and options. Opportunity for LA to be leading the way
Social Inclusion and Support	Some young people very isolated, both within and beyond school/college – need peer group. Concerns about SEND awareness in community facilities

Taking the recommendations forward

In order to address the key areas of challenge highlighted by the high needs review, we are reviewing the SEND 0-25 Board sub group structure. Each recommendation will be allocated to a specific sub group to lead on and take forward. Action Plans will be reviewed and updated, with progress reported to the overarching SEND 0-25 Board on a quarterly basis.

A reference group has been set up from the stakeholders involved in the high needs review, to monitor progress against the above areas for development, and will meet twice a year.

Looking Back.... what has worked well?

Looking back over the previous SEND Strategy, East Riding has achieved all actions identified in the SEND reforms which include:

- for children and young people with more complex needs, a co-ordinated assessment process and 0-25 Education Health and Care Plan (EHC Plan) which replaced Statements of Special Educational Needs and Learning Difficulty Assessments (LDAs)
- giving parents the option to receive a personal budget to pay for services
- requiring Local Authorities to involve children, young people and parents carers in reviewing and developing provision for children and young people with Special Educational Needs, referred to as co-production/person centred working
- requiring Local Authorities to produce a 'Local Offer' detailing all support available for families with children and young people aged 0-25 who have SEND
- focussing on joint planning and commissioning of services between Local Authorities and Clinical Commissioning Groups
- providing a SEND Information, Advice and Support Service accessible to parent carers and professionals

Since 2014, we have worked hard to implement the SEND reforms, and the focus now is to embed this work by working with children, young people, families and professionals to ensure we continue to improve outcomes for children and young people with SEND. We have achieved our ambition to re-align our three area special schools to ensure a consistent offer, and this has included significant capital investment in our special school buildings. We are continuing to grow our local provision to meet needs and, in particular, have developed Enhanced Provision for pupils with autism and/or social, emotional and behavioural needs on a number of school sites, both primary and secondary, and are continuing to expand this provision. Work has been undertaken with the East Yorkshire Clinical Commissioning Group (EYCCG) to improve our autism pathway and to reduce waiting lists for diagnosis.

More recently, we have implemented a new structure for SEND Services in the East Riding. This has included bringing together our SEN Team and our Children's Commissioning and Quality Monitoring Team. The aim of this combined team is to ensure a clear focus for EHC Commissioning Officers on leading and facilitating the development of robust, person-centred EHC Plans as well as commissioning any provision contained in the EHCP that is not able to be provided in-house. Commissioning and Quality Monitoring Officers will focus on undertaking strategic commissioning, including needs analysis and the development of business cases and specifications for wider services and provision, in addition to quality assuring commissioned provision.

An exciting development from the re-structured service has seen the implementation of a new 0-25 SEND Team. The aim of this team is to provide a team around the family approach to supporting children and young people with SEND and their families. This new team will

offer support covering the full 0-25 age range, and includes specialist social workers, intensive family co-ordinators, family co-ordinators (portage) and SEND IAG Officers, and works closely with the Futures+ Team. Futures+ is a specialist autism and learning disability team who work with young people from the age of 16 years in order to prepare them for adulthood. All young people with learning disabilities and autism move to Futures+ and are supported by adult services once they are 18 years old. Early involvement with Futures+ enables a smooth transition into adulthood and supports both the young person and the family to manage their anxieties through this difficult time.

A structure chart at Appendix 4 shows where the 0-25 SEND Team sits within Children and Young People's Specialist Services.

Looking Forward..... where do we want to be?

Our SEND Self Evaluation Framework (SEF) acts as the action plan to the strategy, and is monitored bi-monthly by the 0-25 SEND Board. For each of the SEND sub-groups, the SEF includes key aims and outcomes for the next 12 months, identifies what is working well, and areas for development. There is a named strategic lead who is responsible for setting and monitoring timescales. The SEF is updated on an annual basis with a six monthly refresh. The SEF will prioritise areas for development on an annual basis.

Our key areas for development now include those recommendations set out in the high needs review, and include:

- Improve outcomes for children and young people at SEN Support by improving the identification and assessment processes, ensuring less obvious needs are identified early and accurately
- Improve quality of EHC plans, including the number of children and young people meeting their outcomes
- Improve our adherence to statutory timescales for EHC plans, including ensuring Annual Reviews happen on time and are person-centred
- Continue to improve the joint working between the 0-25 team and Futures+
- Further improve awareness and uptake of Personal Budgets
- Increase and improve pathways for preparing for adulthood, including increasing the proportion of SEND leavers progressing to employment or an apprenticeship/community/voluntary work
- Continued development of provision in the East Riding – enhanced provision on mainstream school sites, specialist provision linked to special schools, and an improved offer for post 16 provision. This is to prevent the number of people requiring out of area placements, and to maintain local social and family networks
- Further develop our SEND performance dashboard to provide direction to SEND workstreams

- Further develop co-production with parents/carers, children and young people, and partners across education, health and care, including ensuring there is a shared understanding of what co-production means in practice
- Work with families, partners and voluntary sector agencies to support children and young people with SEND to access community activities and facilities
- Review and refresh the Local Offer website, including an updated marketing plan
- Ensure families are able to access clear information regarding where to go for impartial information, advice and support, including the different roles and responsibilities of services such as SENDIASS and KIDS
- Improve the Local Offer for young people
- Support TYLER to develop and link with EYPCF to further support co-production of services and provision
- Further develop the autism pathway to ensure the waiting list continues to reduce
- Ensure requests for home to school transport, where appropriate, reflect the child or young person's needs, and that these are made at the earliest opportunity

Implementing our Self Evaluation Framework

To support children and young people we will:

- Monitor EHCP outcomes to ensure progress is being made
- Ensure we produce good quality, outcomes focussed and person-centred EHCPs, and which include clear health and care needs where appropriate
- Continue to quality assure EHC plans and ensure learning is fed back within appropriate service areas to improve practice
- Continue to improve performance to ensure EHCPs are completed within statutory timescales
- Ensure resources are available at a local level wherever possible
- Ensure children and young people can access personal budgets to improve choice and to enable innovative ways of meeting needs
- Work with all stakeholders to improve our post 16 local offer of provision
- Continue to develop clear pathways across Children and Adult Services
- Continue to develop links with TYLER to ensure all children and young people have a voice
- Continue to raise awareness of the rights of young people aged 16 years and above to make their own decisions

To support parents/carers and families we will:

- Continue to work with East Yorkshire Parent/Carer Forum and parent groups to shape and co-produce SEND provision
- Provide clear information and guidance with regards to the Mental Capacity Act, Best Interest process, and Deprivation of Liberty Safeguards
- Ensure the Local Offer is accessible, comprehensive and provides up-to-date and accurate information
- Provide a team around the family approach through the 0-25 SEND Team for families who have a child with SEND
- Continue to improve our 'front door' response to queries and contacts from parents/carers
- Continue to improve the co-ordinated response from partners and professionals across education, health and care
- Ensure the role of SENDIASS is well understood by families and professionals and delivers effective support
- Continue to work with our health partners to further improve autism assessment pathways
- Refine the EHC process with clear expectations for families and professionals
- Work with parents/carers and families to ensure a clear understanding of eligibility criteria, particularly for those young people preparing for adulthood to ensure aspirations are set within a context of availability of commissioned services and identified eligible need

To support professionals we will:

- Improve links between education, health and care professionals in the EHC planning process
- Continue to develop enhanced resource provision – and ensure information is widely shared
- Provide ongoing training and development across the workforce to ensure professionals feel appropriately skilled and experienced to enable them to undertake their roles and responsibilities, and apply a consistent approach
- Ensure close links between Children and Adult Services, to ensure families are given consistent messages regarding eligibility criteria and service provision, particularly in preparation for adulthood
- Ensure the learning cycle is embedded so that professional practice is responsive to needs with a view to improving outcomes for children and young people with SEND and their families
- Continue to work with our partners to ensure joint commissioning is robust, appropriate and meeting the needs of our children and young people
- Work with schools to ensure a clear plan for SEND sufficiency within the East Riding to ensure we assess the needs of our children and young people, evaluate how well our current provision meets those needs and to enable us to plan and develop our provision going forward

- Revisit and define expectations of effective mainstream practice (identification, inclusion, support)
- Facilitate the networking of SENCOs at SENCO Forum and other events to share good practice and learning

Preparing for Adulthood

Preparing for Adulthood is one of our key priorities and, as such, this strategy is aligned with the Learning Disability Strategic Plan 2018 -2021. The strategic plan will:

- Highlight and concentrate on the issues that matter most to them
- Facilitate with the coordination of work in the East Riding across different organisations

Young people and their families often find the transition to adulthood both stressful and difficult. Starting adult life should be a time of opportunity for young people. With this in mind, it is crucial that both Children and Adult Services continue to work together to ensure the transition to adulthood is a positive experience, and one which enables the young people to identify and achieve their aspirations and desired outcomes, within the context of an awareness of eligibility criteria, pathways into further education, training and employment, and the availability of commissioned services. It is vital that young people and their parents are given realistic expectations upon which to base their aspirations. To achieve those aspirations and achievements, the Learning Disability Strategic Plan includes the requirement for:

- Clear, consistent planning through transition into adulthood, including explaining entitlement and emphasis on listening to the voice of the young person;
- A person centred approach which will realise the young person's ambitions and aspirations to achieve realistic outcomes;
- Develop a transition pathway to equip young people with the appropriate skills to achieve their aspirations and desired outcomes;
- Continue to build on existing partnerships between Children's Services, Adult Services, Education and Health services;
- Support parents and young people to understand the legislative framework within adult services, and the need for decision making.

In developing and reviewing the EHCP, we will consider how outcomes can be personalised and focused on the young person's aspirations supporting independent life. The Preparing for

Adulthood outcomes will be embedded in the EHCP process.^v The Preparing for Adulthood Outcomes have 5 key messages and 4 pathways:

Outcomes:

- Personalise your approach
- Develop a shared vision
- Improve post 16 options and support
- Raise aspirations
- Plan services together

Pathways:

- Employment - through best practice we will encourage young people to aspire to be in paid/unpaid employment, explore opportunities for volunteering, supported internships, traineeships and apprenticeships with good careers advice and guidance to help with their decision-making.
- Independent living – in defining a clear pathway to meet housing need we will give young people choice and control of where and who they live with by planning ahead.
- Community Inclusion – young people are supported to develop and maintain friendships and relationships and can access their community feeling safe and confident.
- Health - Good health begins with promoting well-being and preventing ill-health: healthy active lifestyles have to be the starting point for all with access to mainstream services. We want young people with SEND to have equal access to healthcare and health promotion so they have a good quality of life.

The Care Act 2014 introduced a new duty on local authorities to carry out Child's Needs Assessments (CNA) for young people who are likely to have needs for care and support after they reach 18 years. The purpose of a CNA is to determine what adult social care a young person might be eligible for once they reach 18 years of age, so they can make informed choices about their future.

Transition into Adult Services

Transition is the period of time when young people are moving from childhood into adulthood. This is a very important stage in a young person's life, because they need to make plans for their future support and care arrangements which will help them live as independently as possible. Futures+ provides transition support for all young people with learning disabilities and/or autism.

Good planning for transition will help young people to lead an enjoyable and fulfilling adult life. The Care Act states that local authorities must consider the wellbeing of the young person. A transition assessment will be completed to determine eligibility to care and support as the young person approaches adulthood. The 0-25 SEND Team will remain involved post 18, where appropriate, to provide continuity and to work alongside Adult Services. If eligible, work will be done with the young person, and their family/carer, to put together a support plan. If the young person is not eligible for care and support through Adult Services, information and advice explaining other support that may be available from other organisations such as the voluntary sector will be given.

Within Adult Services it is expected that a person may have to pay a contribution towards their care costs. This is assessed and is adjusted based upon the person's income. However, no-one has to pay more than they can afford. Adult Services have a Welfare Rights Team who will give advice on welfare benefits to which the young person may be entitled.

Assistive Technology

As young people with SEND prepare for adulthood, it is crucial they are supported to be independent. Assistive technology can be used in innovative ways to facilitate this and this is something the local authority is currently exploring with health partners. It is flexible enough to suit a wide range of people with varying abilities and needs and can be used in different settings as it is unobtrusive and increases independence.

From aiding communication and helping to delivering greater privacy or dignity, assistive technology can enable young people to have more control over the way they live their lives. As well as enhancing more traditional care solutions by managing risk in the home environment, technology can also enable someone to be 'connected' with their wider community, friends and family and enjoy the wellbeing derived from activities such as going to the shops, to social events, to work and meeting friends and family. The use of assistive technology therefore has the potential to make a significant and positive difference to the lives of young people with all kinds of disabilities and helps us to achieve our outcome of supporting young people to access community facilities.

Conclusion

In the East Riding, we are committed to providing the best services and support possible for children and young people with SEND and their families. We are passionate about supporting them to develop their strengths and abilities, and in raising aspirations as they prepare for adulthood within the confines of meeting eligible need, and the availability of commissioned services. These are challenges we are committed to working together with our partner agencies, parents/carers and young people.

Since the introduction of the SEND Reforms in 2014, much work has been achieved in terms of implementing the necessary changes. However, the focus for us now is to embed the Reforms, and this Strategy clearly sets out how we intend to address the current challenges and continue working to improve services and our local offer of support for children and young with SEND and their families. We are keenly aware that this can only be achieved through our commitment to continuing to work with parents/carers, children and young people, and our partners across education, health and care. Together, we can meet the challenges ahead and make a real difference to the lives of children, young people with SEND, and their families.

Governance

Overall responsibility for delivery of the SEND Strategy rests with the Children's Trust Board. However, delivery of the action plan will be managed and monitored quarterly by the SEND 0-25 Board. This will require us to support and challenge partners and be supported and challenged in turn by both partners and parents/carers and children and young people.

Both the Children's Trust Board and the SEND 0-25 Board works through subgroups, and task and finish groups, to take forward the key priorities and actions outlined in this strategy. All of the SEND 0-25 Board sub-groups are multi-agency and include parent/carer representation. A diagram showing the groups and the links between them is attached at Appendix 2.

East Riding Children's Trust Board

Chair: Kevin Hall, Director of Children, Families and Schools, East Riding of Yorkshire Council

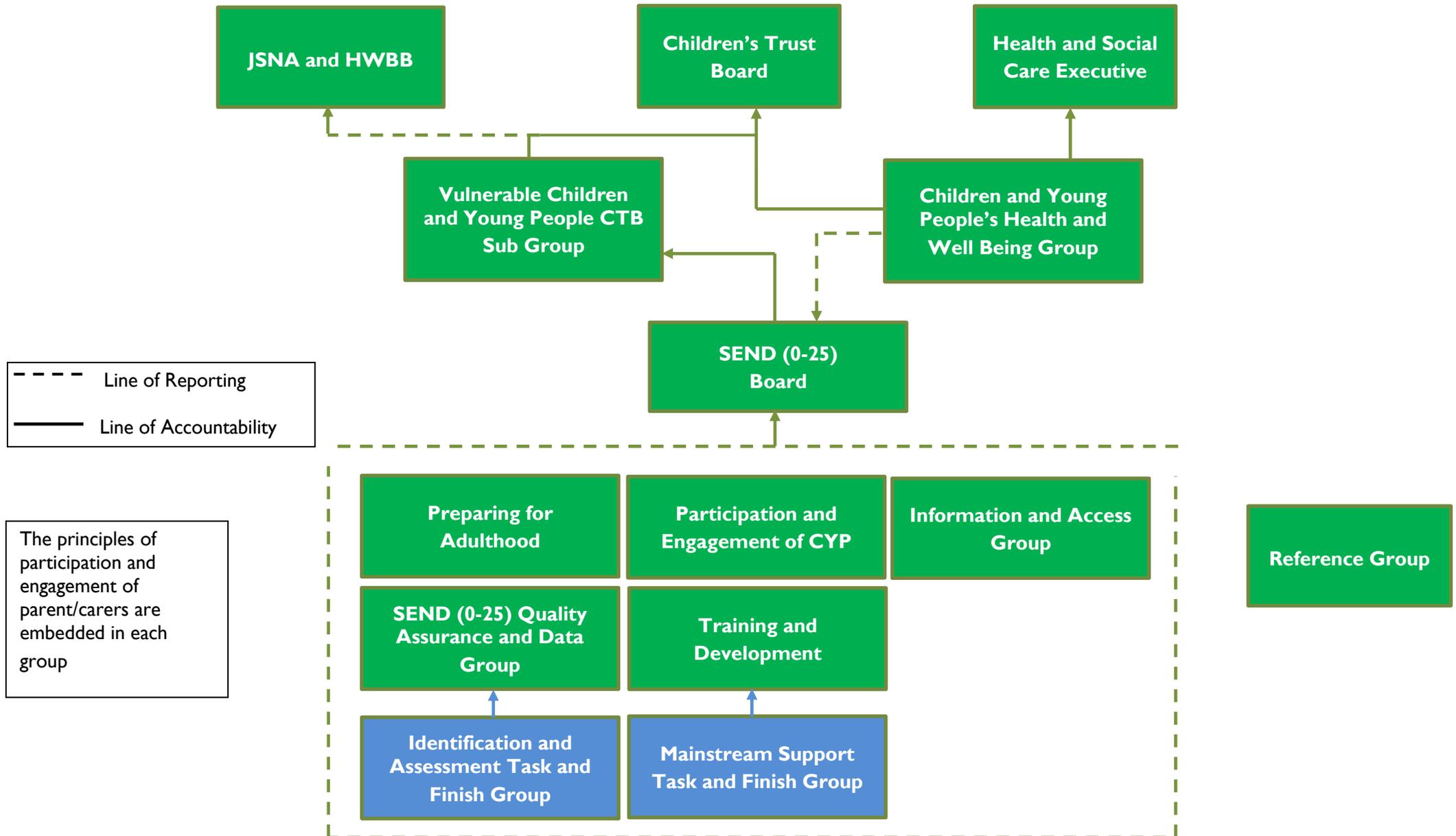
Officer Contact: Simon Lowe – simon.lowe@eastriding.gov.uk

SEND 0-25 Board

Chair: Jackie Lown, Head of Children and Young People, Specialist Services

Officer Contact: Ellie Gray – ellie.gray@eastriding.gov.uk

SEND Reforms – Accountability, Governance and Leadership

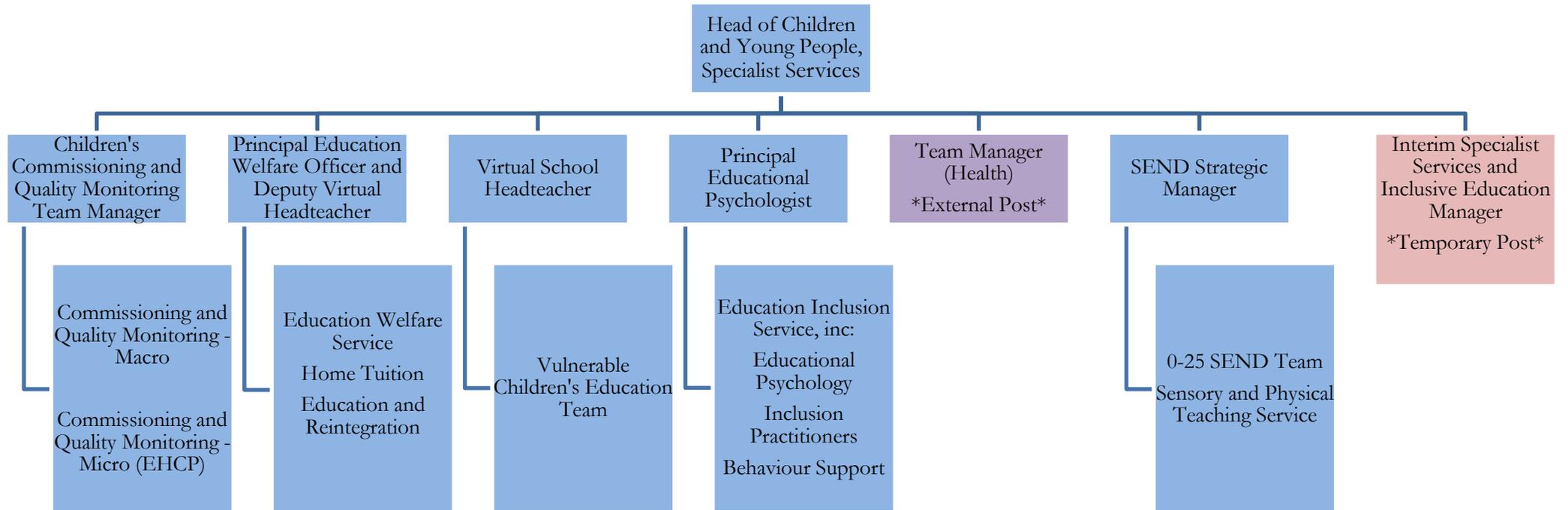


APPENDIX 3

Other Relevant Plans and Strategies

Strategy	Time Frame
'Our East Riding' – the East Riding Community Plan	2016 - 2020
Building Brighter Futures – Children and Young People's Plan	2007 – 2020
Early Intervention Strategy	2013 - 2018
Health and Wellbeing Strategy	2016 - 2019
Children and Young People Joint Commissioning Strategy	2016 – 2018
Primary Strategy for Change – A Strategic Approach to Capital Investment in Primary Schools	2009 - 2024
Future in Mind Transformation Plan	2016 - 2020
East Riding Learning Disability Strategic Plan	2018 - 2021
Adults Autism Strategy	2018 – 2023
Accessibility Strategy	Currently being reviewed

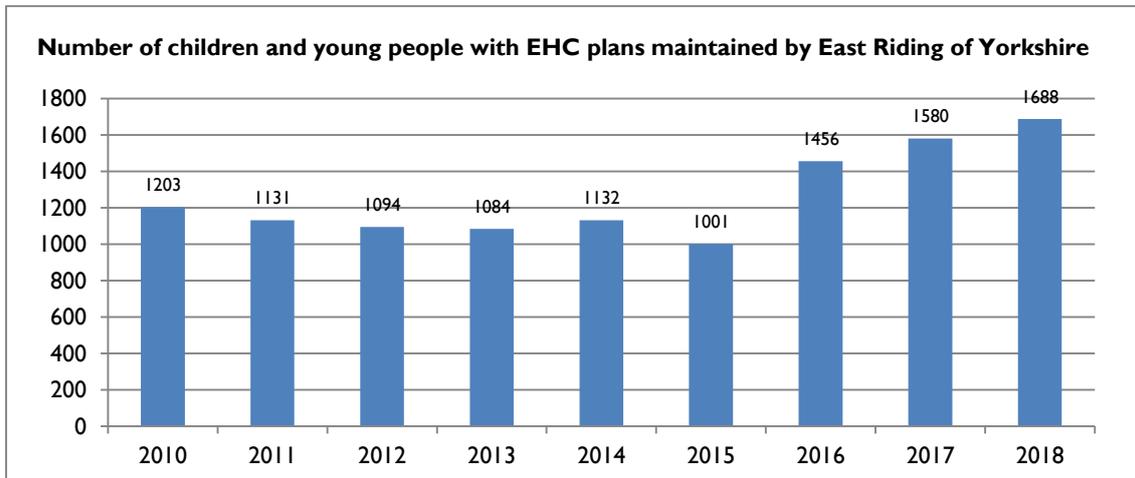
Children and Young People’s Specialist Services



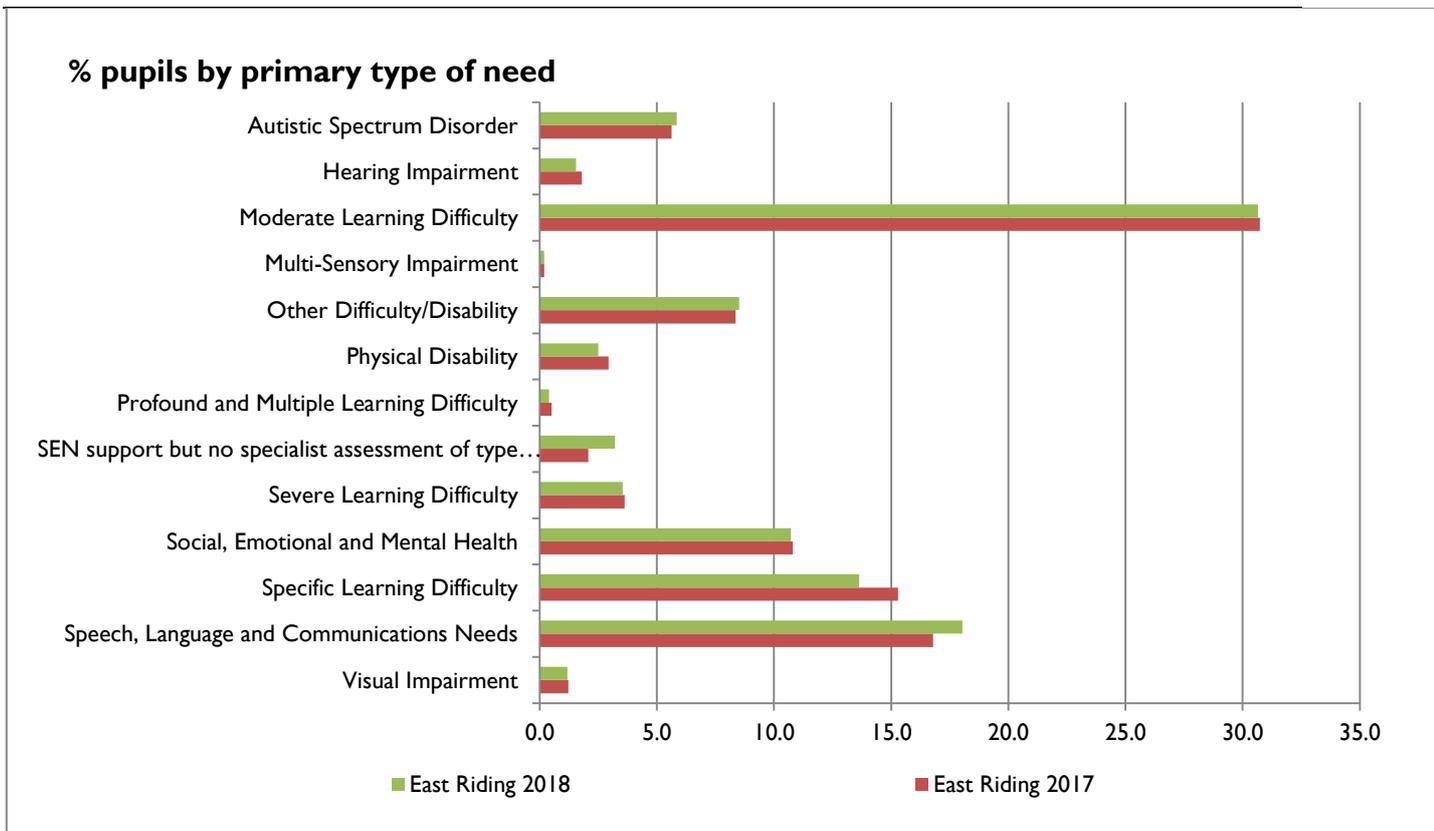
All Permanent posts unless stated

STATISTICAL OVERVIEW OF SEND IN THE EAST RIDING

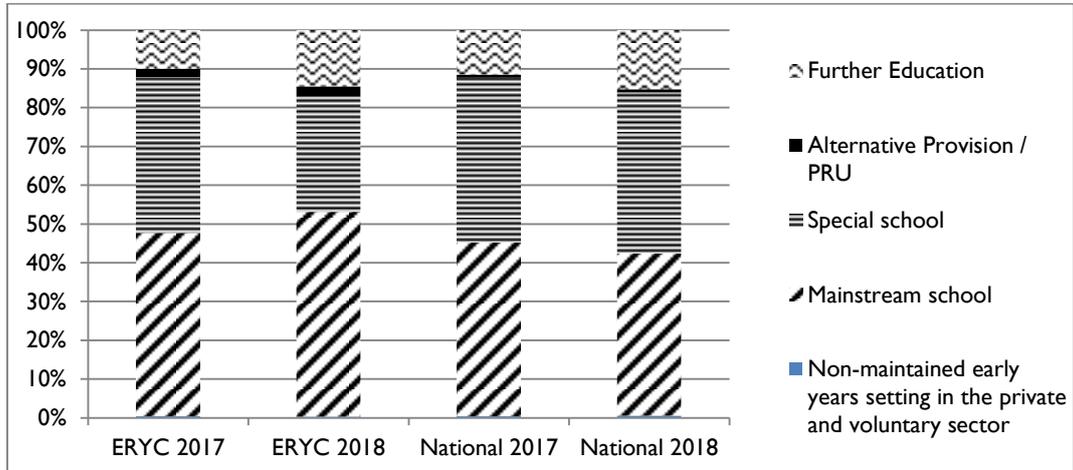
Information below gives an overview of SEND in the East Riding, as at January 2018.



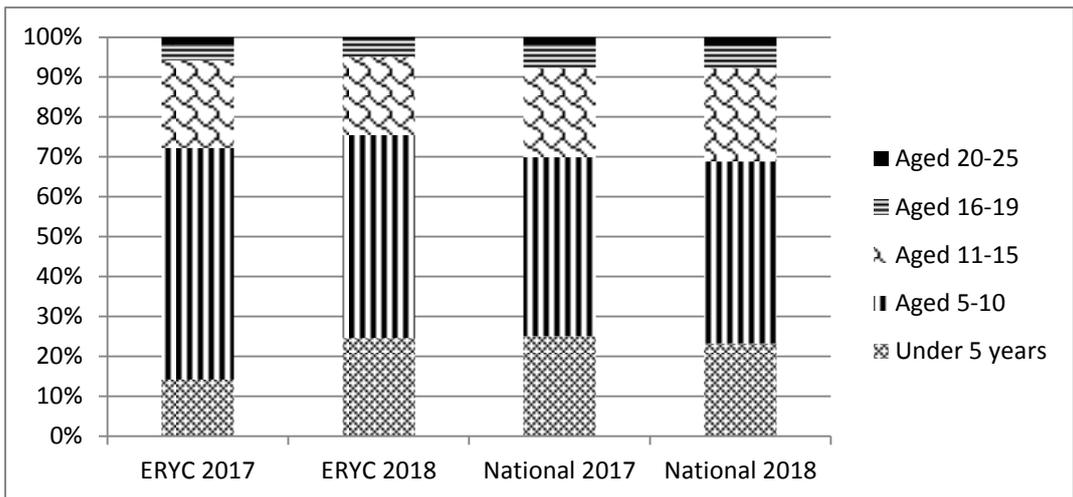
Information below details the type of need with pupils aged 5 to 16 years with an EHCP, by percentage



The chart below shows the distribution of children with plans between the provision types both in the East Riding and nationally in 2017 and 2018.



The chart below shows the ages of children and young people who were issued with new EHC plans in both 2017 and 2018 in the East Riding.



GLOSSARY

CQC	Care Quality Commission
CTB	Children's Trust Board
EHaSH	Early Help and Safeguarding Hub
EHCP	Education health and care plan
EYCCG	East Yorkshire Clinical Commissioning Group
EYPCF	East Yorkshire Parent/Carer Forum
FISH	Families Information Service Hub
HWBB	Health and Wellbeing Board
IAG	Information advice and guidance
JSNA	Joint Strategic Needs Assessment
KIDS	KIDS – Charity for children and young people with SEND
LA	Local Authority
LDA	Learning Difficulties Assessment
MCA	Mental Capacity Act
NHS	National Health Service
SBRI	Small business research initiative
SEF	Self Evaluation Framework
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special educational needs and/or disability
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
TYLER	The Young Leaders of East Riding

ⁱ C4EO (2010) Grasping the Nettle: Early Intervention for Children, Families and Communities

ⁱⁱ Rose, R, et al (2009:3)

ⁱⁱⁱ DCSF (2010:29)

^{iv} ERYC (2011:18)

^v <https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>