



Working Together

Improving the lives of children and young people

in Worcestershire

Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND)

2017-2021



Document Control

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Foreword

Welcome to the Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) for the period 2017 -2021.

This Strategy comes at a time of unprecedented challenge for all services that work with children, young people and families in Worcestershire. The Children with SEND Improvement Board is committed to making the experience of childhood and early adulthood a good one.

Children and young people with Special Educational Needs and Disabilities (SEND) deserve to be supported and encouraged to reach their full potential including, where possible, living independent lives. They also deserve to receive help and support from good quality services. We believe that by working together with families and communities we will achieve this.

Critical to the success of the Strategy is the important role parents and carers have in their responsibilities to shape the experience of their children and young people. Partners in Worcestershire need parents, carers and communities to work with them to build aspirations and resilience.

The SEND Board Partnership will work with parents and carers to support their goals for their children and young people to grow into independent adults that are able to make positive contributions to society.

Worcestershire will be inspected under the SEND Local Area inspection framework, by the Care Quality Commission and Ofsted and we know that we need to improve our ways of working and offer to be more effective in supporting families. We also need to recognise and build on our strengths that work well for families.

This Strategy sets out partnership duties and will be delivered through an action plan that will be overseen by the Children with SEND Improvement Board. We will review the Strategy and the action plan on an annual basis to ensure that we remain focussed on the right things and improve outcomes for children and young people in Worcestershire.



M. J. Hart

Cllr Marcus Hart
Cabinet Member with responsibility for Education and Skills

27th November 2017



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1. INTRODUCTION

1.1 Worcestershire is ambitious for all children and young people and has set out a challenging agenda through its Children and Young People's Plan (CYPP) 2017-2021: Putting children at the heart of everything we do. Taking the lead from the CYPP, the vision is for 'Worcestershire to be a wonderful place for all children and young people to grow up'. We believe it is important that all children and young people:-

- Are safe from harm
- Reach their full potential
- Make a positive contribution in their communities
- Live healthy, happy and fun filled lives

1.2 Improving outcomes for vulnerable children and young people, which includes those with a special educational need and/or a disability (SEND), is a key priority within the CYPP and is dependent on, and expecting of, effective partnership collaboration between strategic health bodies and the Local Authority (LA).

1.3 Children and young people with Special Educational Needs and Disabilities (SEND) deserve to be supported and encouraged to reach their full potential including, where possible, living independent lives. They also deserve to receive help and support from good quality services.

1.4 We know that we need to strengthen, develop and deliver services to meet the needs of children, young people with SEND and their parents and carers. The CYPP has committed to strengthening the focus on prevention and early intervention and to reforming services to improve outcomes for children and young people with special educational needs and/or disabilities.

1.5 A total of 116,050 children and young people under the age of 18 years live in Worcestershire (ONS 2016 mid-year estimates). This is approximately 20% of the total population in the area.

1.6 Early years census data (January 2017) shows us that there are 8244 2 to 4 year olds identified as having SEN support needs in Worcestershire.

1.7 School census data (January 2017) show us that there were 10,863 children and young people in Worcestershire identified as having SEN support needs. This is 12.5% of the school population and is higher than the national average (11.6%). In



addition to this 2381 children and young people had an Education Health and Care Plan or Statement of Educational Need (2016/17 August data).

1.8 The school census data for Worcestershire shows there is a higher proportion of children who have Speech, Language and Communications needs than nationally, and a lower proportion with Autistic Spectrum Disorder or who have a Moderate Learning Difficulty. The numbers of children and young people with SEN needs are highest in Wyre Forest and Wychavon Districts, however the percentage of children with SEN needs are highest in Wyre Forest and Redditch Districts. Over the next 20 years to 2037, the numbers of children and young people with SEN needs is forecast to rise by 4.3% (483).

1.9 **The purpose of this Strategy** is to set out the case for change and how we plan to respond through five key priorities. It will drive an ambitious programme of work that will be overseen by representatives of the accountable bodies through a Strategic Board and will change the ways in which we work with children, young people, parents/carers, and as professionals together. It will involve greater integration of services in a co-productive approach that will:

- Identify children and young people with SEND
- Assess and meet the needs of children and young people with SEND, through a Graduated Approachⁱ
- Provide support and services that effectively meet needs and improve the outcomes of those with SEND

2. THE FINANCIAL CONTEXT

2.1 In the current economic climate public services are under financial pressure as almost never before. The Government's strategy to manage the deficit has serious implications for public sector funding.

2.2 These financial constraints require us to reduce bureaucracy and increase effectiveness to ensure that provision targets children and young people to best effect.

2.3 From 1st April 2013 the Government changed the way in which all schools, including academies, are funded for SEN provision. The intention of this funding reform was to:



- simplify the way Local Authorities and the Education and Skills Funding Agency fund schools and academies for SEND so that it is more consistent and better focused on the needs of pupils
- create greater consistency between local funding formulae the core place funding by setting this at £10,000 per commissioned place for all LAs
- require LAs to introduce local 'top up' funding arrangements to support the needs of those children and young people requiring more than the place funding and for this to move in 'real time'

2.4 Each year the County Council receives a Dedicated Schools Grant (DSG) from Government which provides the overwhelming majority of funding for all schools. This grant comprises three blocks in 2017-18 these totalled £384.1m gross; £214.5m net after ESFA academy recoupment. This comprises: -

- The Schools Block (£307.6m gross; £146.5m net)
- The High Needs Block (£48.1m gross; £39.6m net)
- The Early Years Block (£28.4m gross and £28.4m net - no ESFA recoupment)

2.5 This for schools and high needs is currently based on historic factors and levels of funding and Worcestershire County Council (WCC) has always been in a low funded position compared to other LAs. The DfE policy of a National Funding Formula (NFF) for the DSG will result in more grant but this does not take account of pupil basic need increases and significant demand and need pressures for SEND. WCC is experiencing significant cost pressures and demand for more commissioned places from its specialist providers.

2.6 As a result of the Government funding reform, mainstream schools now receive funding for pupils with special and additional educational needs from two sources. The majority of funding is delegated to schools from the Schools Block Notional SEN with 'top up' funding for individual pupils with high level, low incidence SEN provided via the High Needs block.

2.7 The DfE requirements provided for the Schools Block delegation to mainstream schools to provide for the first £6,000 of support for all pupils with special educational needs from the Schools Block through its normal local funding formula. This is in addition to the basic Key Stage Age Weighted Pupil Unit (AWPU) funding (WCC 2017-18 Primary £2,858; KS3 £3,909; KS4 £4,438) allocated per pupil. Mainstream Schools are required to fund the first £6,000 of provision identified for each child with a statement of special educational needs that is over and above what a school would reasonably be expected to meet from their Key Stage funding. Any additional cost



over £6,000 is provided to the school by the County Council from the High Needs Block as top up funding. Where the child is not resident in Worcestershire, any top-up funding is provided by the home authority and vice versa for Worcestershire pupils in other LA provision. All mainstream schools including academies are expected to use their delegated budget to deliver high quality outcomes for all children including those with Special Educational Needs or Disability.

- 2.8** Special schools including special academies are funded at £10,000 per commissioned place from the High Needs Block (being the equivalent of the £6,000 per pupil delegated to mainstream schools plus the equivalent Key Stage funding). A significant sum of over 20% of the net High Needs Block is used to support a number of SEND children placed in independent schools and post 16 providers – there is a significant cost pressure in these areas.
- 2.9** A sum of around £0.5m is allocated from the High Needs Block Early Years block to support Early Years SEN and a further £0.2m is allocated from the High Needs Block to support exceptional notional SEN pressures in mainstream schools.
- 2.10** Alongside the DSG funding, Worcestershire allocates £11.6m of its base budget towards SEND services and supporting children and young people with SEND. This includes educational psychology services which are contracted out to our education service provider, inclusion and assessment services, commissioning of specialist placements, transport for children to attend school, support for children in residential or short breaks provision, post 16 assessment and placements, as well as social work support, home care and day care for children with disabilities.

3. OUR VISION

3.1 'In Worcestershire we want all children and young people with special educational needs and / or disabilities to be truly seen and respected as individuals and to be the best they can be.'

3.2 How will we achieve our vision?

In Worcestershire, we will all work together to enable children and young people to:

- be independent: not because they can do everything for themselves, but to have control over their lives and how they live them
- live where they choose and with people they choose
- have leisure interests and hobbies that will enhance their life skills, their creativity and be fun and for these interests to be in ordinary places in and with their community



- have the opportunity to learn and to keep learning, both within a supportive and appropriate educational environment which meets their needs and outside school
- manage the many transitions in their lives with appropriate support
- prepare and move into meaningful and worthwhile work as adults - be it paid employment, their own business or any activity that supports them to contribute to their community life
- have the information and support they need to make positive informed choices and decisions about their lives
- be and feel safe - at home and in their community
- be confident and have the opportunity to say what they think or want
- have a network of meaningful friendships and relationships
- be truly seen as individuals and respected and celebrated for who they are
- be and stay healthy
- have a strong voice, alongside the strong voice of families

4. CASE FOR CHANGE

4.1 The Strategic Partnership believe that every Worcestershire child and young person with special educational needs and disabilities (SEND) really does matter. This means that they all should have their needs met, as far as possible, in the local community, in local early year's providersⁱⁱ, local schools, in local further education collegesⁱⁱⁱ and work places. We also believe that they should have access to good quality provision which ensures good health, care and educational outcomes in order to reach their full potential including, where possible, living independent lives.

4.2 Through listening events and wider engagement work with children, young people and their parents / carers we have been told that families have to struggle to access the right services in a well-coordinated way and parents / carers want to have better information and support in order that they are better equipped to meet their child's needs. Families, schools and other professionals have commented that some children could be better supported in education provision nearer to home but are needing to access specialist and alternative education provision. We need to work in partnership to ensure that the right skills and support are available in local schools as well as having high quality specialist provision when this is required as part of a Graduated Response.



- Local Authorities (education, social care and other services)
- The governing bodies of schools (including non-maintained special schools), further education colleges and sixth form colleges
- The proprietors of academies^{iv} (including free schools)
- The management committees of pupil referral units^v
- Independent schools^{vi} and independent specialist providers approved under Section 41 of the Children and Families Act 2014
- All early years providers^{vii} that are funded by the LA
- NHS England^{viii}
- Clinical Commissioning Groups^{ix} (CCGs)
- NHS Trusts^x
- NHS Foundation Trusts^{xi}
- Local Health and Wellbeing Boards^{xii}
- Youth Offending Teams^{xiii} and relevant youth custodial establishments

5.4 The Care Act (2014)⁴ supports parent carers of disabled children and young people and the transition of young people into work/adult life in such a way as to promote their independence and so reduce their long term needs for care and support.

6. RIGHT PROVISION, IN THE RIGHT PLACE, AT THE RIGHT TIME

6.1 Early Identification and Intervention

6.1.1 Successive evidence highlights the importance of prevention and early intervention to improve outcomes. Worcestershire applies a prevention policy to its work which aims to **prevent** the need for care before it occurs, **reduce** the impact of problems which have occurred, by detecting risk and problems as soon as possible, and intervening early to limit their impact. And to **delay** the need for further help, and avoid crises, by getting the right help to people who already have needs and giving the right support to prevent those needs escalating.

6.1.2 The overall aim of early intervention/help means identifying risks and need as early as possible, providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years and early

⁴ [Care Act 2014](#)



adulthood. Providing the right help at the earliest opportunity can help to solve problems before they become more pressing and complex, and may avert the need for statutory interventions at a later stage (ref Worcestershire EH Strategy 2017⁵)

- 6.1.3** An effective early intervention system is made up of service users, community resources, universal service providers and targeted services, working together to enable families to manage their own situations and solve their own problems.
- 6.1.4** Early intervention should focus on strengths and co-production that empowers a family to make whatever changes are necessary to secure the well-being of their children, enabling appropriate risk management in the community and a proportionate response to risk and need.
- 6.1.5** This strategy aligns to the Early Help Strategy and the Worcestershire partnership commitment to strengthening its Early Help^{xiv} system which will result in more children, young people and families being able to access services as early as they can in their local communities wherever possible.

6.2 High Needs' Commissioning

- 6.2.1** In September 2016 WCC began a High Needs' Commissioning Review (HNCR) to assess the processes and the suitability of provision in place for those Children and Young People (CYP) with Special Educational Needs and Disabilities (SEND). This review sets out the commissioning approach from WCC for children and young people in receipt of High Needs' Funding.
- 6.2.2** The review was both internal and external in focus, and incorporated significant work on joint commissioning between Education, Early Help, Social Care and Community Health. This joint High Needs' Review is the culmination of work across the Children, Families and Communities Directorate, led by Education and Skills, on how to best meet the joint needs for CYP in Worcestershire.
- 6.2.3** This document establishes:
 - How we will contribute to achieving our priorities and plans for Special Educational Needs in meeting the need of our communities
 - The link between the Council's statutory duties, regulatory requirements, needs assessments and the Council's resources

⁵ [WSCB Early Help Strategy](#)



- The outcomes of our review of current service provision and the requirements we have established, which will underpin and help prioritise resource allocation decisions

6.2.4 A significant aspect of the review was to assess need and provision requirements for Students with Special Educational Needs, and whether we had sufficient and suitable provision that was accessible in Worcestershire. These findings are set out in the High Needs Review document along with our intended actions for implementation.

6.2.5 We also looked at how we commission places and the most efficient and transparent ways of achieving this. One key priority for this area of work has been to put in place meaningful annual discussions with all our Schools and Settings in receipt of High Needs' Funding at the right time of the new commissioning cycle.

6.2.6 Reform of process on its own cannot be enough to deliver a better system of provision for our most vulnerable children and young people, but it is a vital part in that programme of change and improvement. We are confident that the proposals set out in High Needs Review will give all those involved in supporting young people and children with high needs the best opportunity to help to make a positive impact to their lives.

6.3 SEN in Schools / College – 0 to 25 years

6.3.1 Most children and young people will be able to thrive in their local community following appropriate adjustments to meet their needs stemming from SEND. However, some children's needs are highly complex and will benefit from a higher level of intervention, provided in a more specialist setting.

6.3.2 In Worcestershire a set of policies and descriptors of needs have been set out with the intention of supporting educational settings in identifying and meeting needs, and to access specialist help consistently. This is known locally as the 'Graduated Response'.

6.4 Worcestershire's Local Offer

6.4.1 Local authorities are required to publish a Local Offer^{xv}, 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.



- 6.4.2** Our Local Offer website requires improvement. Work is underway to site the Local Offer within the wider Your Life, Your Choice website. This should result in a comprehensive site that aims to provide information to families about the provision available across Education, Health and Social Care for all children and young people with SEND.

7. STRATEGIC PRIORITIES

7.1 Central to the development of this Strategy are the views of children, young people, their parents and carers and practitioners. We have carried out stakeholder engagement and consultation activities throughout 2016/17 and combined this feedback with our data to identify five Strategic Priorities. Achieving these priorities will require all stakeholders to commit to new ways of working. All five priorities will include a strong focus on co-production, use of data, building a confident and capable workforce, personalisation and innovation. The priorities will receive endorsement and commitment at a senior level across Health, Social Care and Education. The partnership will also ensure that elected members understand the arrangements, strengths and aspects of development for SEND across Worcestershire. We will work together across Education, Health and Social Care to be clear about our joint commissioning arrangements and pathways.

7.2 The five priorities are:

- (1)** A Person – Centred Approach
- (2)** Integration and Operational Delivery
- (3)** Early Intervention
- (4)** Preparation for Adulthood
- (5)** Workforce Development

7.3 Priority 1: A Person – Centred Approach

7.3.1 Children and young people with special educational needs and or disabilities are children and young people first. We need to recognise the strengths and abilities of individuals and put them at the centre of planning and decision making about their own care and support.

7.3.2 The Children and Families Act 2014 and the Care Act 2014 have an aligned vision of personalisation, participation and choice and control where the views, wishes and feelings of individuals are central to the assessment, planning and decision-making processes. This creates an opportunity to implement a lifespan approach to



personalisation, improving outcomes for children and young people, individuals and families, whilst reducing duplication and bureaucracy for the professionals working with them.

7.3.3 Key to realising a person – centred approach in Worcestershire is;

- Participation, involvement and co-production with children, young people and their families in:
 - a. assessment and planning
 - b. service design, delivery and evaluation for special educational needs and disability
- Empowerment - choice and control passing to the individual (child and family, young person or adult) receiving support
- Developing and increasing the use of personal budgets

7.3.4 What are we going to do?

1. Further enhancement of the Your Life Your Choice website so that information is easy to find, informative and consistent
2. Enhance the skills of our workforce to enable more children and young people to access mainstream provision
3. Through our commissioning approach, increase user choice through the use of a personalisation approach and the use of direct payments and personalised budgets
4. Ensure that children, young people, parents and carers are engaged throughout and in relation to all strategy priority / work stream areas and truly feel that co-production is happening
5. Develop and implement a communications and engagement plan

7.4 Priority 2: Integration and Operational Delivery

7.4.1 We are committed to developing a local approach to integrated and multi-agency working and the coordination of services for children with SEND and their families. We will do this by working effectively with education, health and our care service providers, in order to improve the EHCP^{xvi} process to present a single, child centred plan and single support team experience.



7.4.2 What are we going to do?

1. Jointly develop an Education, Health and Care Needs Assessment process (EHCP) that is understood by all and that all agencies are committed to
2. Jointly develop an Annual Review^{xviii} (EHCP) process that is understood by all and that all agencies are committed to
3. Implement a Quality Assurance Framework to ensure a consistently high standard of EHCPs are issued
4. Ensure that children, young people, parents and carers are engaged and participate throughout and truly feel that co-production is happening
5. Provide the appropriate support in schools in order that fewer children need Special School places
6. Ensure sufficient places for children and young who require a special school/college placement
7. Increase the number of children and young people who are able to access the most appropriate provision close to home
8. Improve the timeliness of the Education, Health and Care Needs Assessment process (EHCP) by ensuring that all services understand their statutory responsibility to children and young people with SEND
9. Improve the educational outcomes, attainment and progress of children and young people with SEND and close the gap of attainment between those with SEND and their peers
10. Reduce the disproportionately higher number of students with SEN who are excluded from school
11. Reduce the absence rate for SEN students which are higher than for non-SEN pupils

7.5 Priority 3: Early Intervention

- ### 7.5.1 Supporting children to have the best start in life and ensuring that children and young people and their families can access help when they need it are also key priorities with the CYPP. The Healthy Child Programme (HCP) is delivered by universal services from pregnancy through to age 5 for all children. The HCP provides a schedule of screening, immunisations, health & development reviews



and advice and information. This enables the early and effective identification and assessment of children and young people with SEND.

7.5.2 We want children and parents/carers in Worcestershire to be able to access information and support in order that can be helpful at an early stage, as soon as problems or concerns arise. This may be in a child's early years or later in life.

7.5.3 We want families to experience co-ordinated services that offer information, help and support at the right time and in a way that minimises the need for statutory intervention in children's lives, encourages independence and improves children and young people's physical and emotional health and well-being.

7.5.4 Early intervention through identification of need across all aspects of a child's development and then provision of appropriate and timely information, advice, guidance and support for children, young people and families should help to achieve the ambitions we have for children and young people. That they achieve their full potential, are safe from harm, healthy and happy and, where possible, this is happening in their home community.

7.5.5 We want parents and carers to feel informed and supported in their role, whatever the needs of their child.

7.5.6 What are we going to do?

- 1.** Ensure that through our universal services, potential risk or SEN need are identified early
- 2.** Ensure that the Worcestershire Safeguarding Children's Board Early Help offer is well understood by professionals and accessible to all families
- 3.** Implement a consistent 'Graduated Response' of early intervention to students with SEND in schools and early years settings
- 4.** Work as a whole system to improve the coordination of our services, to ensure that knowledge is shared and children, young people and their families/carers receive integrated support
- 5.** Increase (or increase access to) support for families who have children and young people with a learning difficulty, autism and those with challenging behaviour
- 6.** Re-commission community and family based short breaks



7.6 Priority 4: Preparation for Adulthood

7.6.1 We take a whole life approach, which starts at birth, and want to improve the personal transition experience and journey to adulthood for children and young people with SEND and their families.

- Starts at birth/diagnosis – whole life approach
- Person centred planning
- Transition arrangements

7.6.2 What are we going to do? Our high level aims are as follows:

1. Preparation for further/higher education and/or employment:
"I will be enabled, empowered or supported to take part in learning, training or employment opportunities."
2. Preparation for independent living:
"I will be able to live as independently as possible, having choice, control and freedom over my life, my home and my support, and have access to housing options that mean I can live safely and successfully on my own or with others."
3. Preparation for participating in society:
"I will be able to live within and be part of my local community."
4. Preparation for being as healthy as possible in adult life:
"I will be enabled, empowered or supported to enjoy the best possible health and emotional wellbeing."

7.6.3 We will achieve these aims by the following actions:

- Ensure that children with SEND and their families have access to the right information, guidance and support, at the right time in their lives, to support their journey through childhood and into adulthood
- Facilitate clear and effective access to quality services through the period of transition
- Use a co-production approach with families, ensuring that young people and their families are involved in strategic planning and service design and the development of future services



- Increase partnership working and collaboration between professionals in order to provide joined up, efficient and quality services
- Develop high quality data and management information to underpin effective strategic planning

7.7 Priority 5: Workforce Development

7.7.1 In order to embed the change required, WCC and its partners recognise the need to develop a workforce development programme that will result in a confident multi agency workforce that understand SEND, that is able to work together, shares a vision for those with SEND and achieves good outcomes.

7.7.2 What are we going to do?

1. Develop a joint workforce development programme that will work to embed a new culture of working together across universal, early help and statutory process
2. We will work with our partners – health, education and social care - to develop a co-ordinated programme of workforce development and activities across a 12 month period (rolling)
3. We will map the workforce needs for those working with SEND
4. We will develop a SEND learning culture that uses external partners for delivery of training – DFE^{xviii}, In-Control^{xix}, Council for disabled children^{xx}, other LA's
5. We will support the workforce to focus on building on strengths working with children, young people and parents rather than doing things to, doing for or in the worst case doing nothing

8. MONITORING EFFECTIVENESS

8.1 Governance

8.1.1 Implementation of the SEND reforms is overseen by the Children with SEND Improvement Board reporting to the Children and Young People's Sub Group of the Health and Well Being Board.



8.1.2 This partnership approach aims to improve the engagement of all agencies and ensure we work in a collaborative way to identify and meet the needs of children in Worcestershire.

8.1.3 Members of the Improvement Board are responsible for:

- Promoting joint working and a change of culture and attitudes to children, young people and their families with SEND
- Working effectively together to implement the SEND Code of Practice
- Contributing on behalf of their agencies to the SEND Self Evaluation
- Representing their agencies in defining and agreeing a joint plan for improving services for children with SEND and their families
- Allocating support from their agencies to lead on areas of work within the plan and contribute to work as required, in order to ensure the successful delivery of the multi-agency improvement plan
- Developing and driving forward the Priorities and Action Plan

8.2 Strategies & Policies Relating to SEND Strategy

8.2.1 The SEND Strategic Improvement Board links with other strategies for improving the lives of children and young people in Worcestershire and needs to maximise the influence and resource of other strategies and improvement agendas to ensure that we are working to a person-centred agenda.

8.2.2 Key related strategies include:

- [Joint Health and Well Being Board strategy](#)
- [Children and Young People's Plan](#)
- [Early Help Strategy](#)
- [Worcestershire's All Age Autism Strategy](#)
- [Learning Disability Joint Commissioning Strategy](#)
- [Prevention Strategy](#)
- SEND Accessibility Strategy (under review)
- [Worcestershire's Transformation Plan for Children and Young People's Emotional Wellbeing and Mental Health](#)
- Families in Partnership (FiP) Charter



9. DEFINITIONS / GLOSSARY

ⁱ Graduated Approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

ⁱⁱ Early Years Provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

ⁱⁱⁱ Further Education (FE) College: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

^{iv} Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of Local Authority control.

^v Pupil Referral Unit (PRU): Any school established and maintained by a Local Authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

^{vi} Independent School: A school that is not maintained by a Local Authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.

^{vii} Early Years Provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

^{viii} NHS England: NHS England is an independent body, at arm's length to the government and held to account through the NHS Mandate. Its main role is to improve health outcomes for people in England by providing national leadership for improving outcomes and driving up the quality of care; overseeing the operation of clinical commissioning groups; allocating resources to clinical commissioning groups, and commissioning primary care and specialist services.

^{ix} Clinical Commissioning Groups: CCGs are clinically led groups that include all of the GP groups in their geographical area. The aim of this is to give GPs and other clinicians the power to influence commissioning decisions for their patients.



CCGs are overseen by [NHS England](#) (including its Regional Offices and Area Teams). These structures manage primary care commissioning, including holding the NHS Contracts for GP practices NHS.

x NHS Trust: NHS trusts are public sector bodies that provide community health, hospital, mental health and ambulance services on behalf of the NHS in England and Wales. Each trust is headed by a board consisting of executive and non-executive directors, and is chaired by a non-executive director.

xi NHS Foundation Trust: NHS foundation trusts are not-for-profit corporations that provide NHS hospital, mental health and ambulance services. NHS foundation trusts are not directed by the Government, but are accountable to their local communities through their members and governors, to their commissioners through contracts and to Parliament through their annual report and accounts. Foundation trusts are registered with and inspected by the Care Quality

xii Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

xiii Youth Offending Team (YOT): Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody.

xiv Early help: Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

xv Local Offer: Local authorities in England are required to set out in their Local Offer 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. Local authorities must consult locally on what provision the Local Offer should contain.

xvi Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC needs assessment



of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

^{xvii} **Annual review:** The review of an EHC plan which the Local Authority must make as a minimum every 12 months.

^{xviii} **Department for Education:** DfE is a ministerial department responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England. The department is also home to the Government Equalities Office. We work to provide children's services and education that ensure opportunity is equal for all, no matter what their background or family circumstances.

^{xix} **In-Control:** In Control is a small not national charity working hard to help people to live the life they choose. For over ten years they have helped many thousands of people to gain choice and control in their lives through a self-directed support concept, which helps people to take charge of their care and support.

Their mission is to help create a society where people at risk of being excluded have the support they need to live a good life and where everyone is able to make a valued contribution.

^{xx} **Council for Disabled Children:** The council for disabled children are the umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers.