

## Summary of Proposed Areas of Development - Strategic Service Review of High Needs Provision

Area of Development	Proposed Work Areas	Next Steps	Lead Area
<b>1. Ensure that all education providers and services work to support children, young people and their parent carers to participate as fully as possible in decisions.</b>	1.1 Education providers to improve their engagement with, and work in collaboration with, parent and carers of children and young people with SEND.	All schools and academies to follow the SEND Code of Practice which states that education providers should meet parents of children with SEN (SEN Support and EHCP) at least three times each year to identify the responsibilities of the parent, the pupil and the school, to discuss the activities and support available and to set clear outcomes and review progress towards them.	Schools and Academies
	1.2 Improve the consistency in how the Council's Support Services keep children, young people and parent carers involved and updated by directly sharing reports and information with the family.	Other areas already share reports directly with families. Special Education Needs and Disabilities Support Services (SENDSS) need to also start doing this again and not just rely on the current system where there is an expectation that schools will share the reports.	Special Education Needs and Disabilities Support Services (SENDSS)
<b>2. Deliver more effective support to children and young people with SEND to maximise inclusion in mainstream and their opportunities for improved outcomes.</b>	2.1 All Council Support Services to highlight and actively use the SEND Matrix Descriptors with education providers.	All of the advisory teachers and support staff in SENDSS, Learning Support Services (LSS) and Educational Psychology Services (EPS) will highlight and actively use the SEND Matrix Descriptors during their planning visits and work with schools and academies.	SENDSS, Learning Support Service (LSS) and Educational Psychology Services (EPS)
	2.2 Council's Support Services to produce a shared training offer for education providers and continue to promote this through SLA Online and the Local Offer.	The Training Co-Ordinators from SENDSS, LSS and EPS will meet on a regular basis to joint plan training and make sure there is no duplication or gaps. They will also make sure that the information is all on SLA online and the Local Offer Website.	SENDSS, LSS, EPS
	2.3 Clarify the support that the Council's Support Services offer to education providers and make sure this is all outlined on SLA Online and the Local Offer.	The senior managers in SENDSS, LSS and EPS will make sure that the support they have available to education providers is clearly detailed, easy to understand and all available on SLA Online and the Local Offer Website.	SENDSS, LSS, EPS
<b>3. Provide more effective oversight of the quality and effectiveness of inclusion in schools, academies and colleges.</b>	3.1 Complete the work already started on a SEND Inclusion Standard for education providers.	Work with parents and carers, children and young people and education practitioners to create a SEND Inclusion Standard. Education Providers can use this standard to self-evaluate their SEND Provision and to also apply to be awarded with a SEND Inclusion Mark. Families would be involved in the decision making about awarding a SEND Inclusion Mark.	SEND Board - Inclusion Work Programme
	3.2 Devise a process, linked to EHCP reviews, which provides stronger monitoring of a child or young person's progress towards achieving their outcomes.	Key partners, including the Council, Education Providers and Families will need to work together to devise a simple process which can be built into the EHCP Review Process in order to give a clear overview of how well children and young people are making progress towards their outcomes. Where progress is not good enough, the Council could then work with the education provider to make sure that the support named in the EHCP is in place and working as well as it can do.	SEND Board - Inclusion Work Programme
	3.3 Put in place a shared quality assurance process, across all Council Support Services, that makes sure the advice and support provided to education providers is as good as it can be in promoting inclusion in mainstream settings and making sure children and young people with SEND have good outcomes.	Senior managers in SENDSS, LSS and EPS will create a joint, high-level, quality assurance framework. This framework will help to make sure that the advice and support the Council offers to education providers is as effective as it can be in making sure that children and young people are being supported effectively in mainstream settings, as well as specialist settings	SENDSS, LSS, EPS

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<p><b>4. Develop practice in schools, academies and colleges which work towards reducing the number of Exclusions.</b></p>	<p>4.1 Build on the initial findings from the High Needs Review to carry out a joint piece of work between Early Help Partners to improve the support available to children and young people and reduce the number of Fixed-Term or Permanent exclusions.</p>	<p>The review found that it would be more effective to look at offering co-ordinated supported to children and young people who have triggered a fewer number of Fixed Term Exclusions, rather than waiting for them to trigger 15 days in a term or a permanent exclusion. New “Think Family” criteria around exclusions has recently been agreed. Key partners will need to meet to agree how to best implement this new criteria and the support available. They will also map out a process that everyone can follow to make sure support is offered when this trigger is reached.</p>	<p>Think Family Strategic Lead and Gary Stuart - Service Manager Inclusive Learning</p>
<p><b>5. Develop a more bespoke and tailored approach to meeting the needs of more complex children and young people, supporting them to remain in the Wakefield District.</b></p>	<p>5.1 Build on the findings of the High Needs Review and LAC Sufficiency Review to create a Sufficiency Strategy for the Wakefield District. This will include making sure that needs of children and young people are more accurately recorded and that data is used to commission the right range of services to meet the needs identified.</p>	<p>Work has already started on a single Sufficiency Strategy and the findings and feedback from the High Needs Review will be used to shape this. The Sufficiency Strategy will help to make sure that there is enough of the right range of services to meet the needs of more complex children and young people, including those with High Needs SEND.</p> <p>The lead will make sure that Education and Inclusion Services are kept informed of any options being developed to make sure that they are fit for purpose for High Needs SEND as well.</p>	<p>Dean Howson – Service Manager Looked After Children and Leaving Care</p>