



SEND

Our Priorities 2023-2026



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Foreword

Helen Fergusson, Director of Children's Services and Lifelong Learning

Richard Scott, Director of Nursing, ICB

Councillor Gary Haley, portfolio holder for Children and Families

In Gateshead, we believe supporting children with SEND is everyone's business. Through the SEND strategy 2023-2026, we would like to share with you our vision, aspiration and priorities for continuing to build on our support and provision for children and young people and their families.

We are ambitious for our young people with SEND to reach their full potential and we want to make Gateshead a place where children and young people and their parents and carers feel included and can thrive.

Inclusion underpins our core purpose, and we are committed to giving children and young people the best start in life. We want our children and young people to develop their independence and to become confident adults leading productive lives.



Where are we now? Interim SEND Inspection March 2021

What are we doing well:

- Strength of the work delivered during the pandemic
- Disruption minimised for SEND learners during the Pandemic
- Leaders across education, health and care are doing a great job to keep things as normal as possible
- Innovative, creative and hard working workforce across the system
- Strong sense of teamwork pervades in Gateshead
- Young people are listened to and needs are being met
- Early Planning and effective delivery of transitions
- Leaders are striving to recognise and meet needs so children and young people can thrive

What should we work on:

- Joining up plans across services
- Recovery post disruption to therapy provisions
- Delays for neurological assessment pathway
- Virtual appointments for parents/carers in future
- Supporting young adults into employment and training
- Improving inclusion in all mainstream settings
- Mental health support
- Emerging speech language and communications needs post pandemic

Purpose of our SEND strategy

Who is the strategy for?

This strategy is for children and young people aged 0-25 and their families across Gateshead so that they can understand the actions that partners in education, health and care are taking to deliver inclusive services for children with SEND.

This strategy is also for all practitioners working in services across Gateshead, including all education, health and care professionals with 0-25 age provision. It sets out the expectations for working together to achieve our ambitions for children and young people with SEND.

- The strategy considers all legal duties laid out in legislation and identifies our priorities to ensure a cycle of improvement for children and young people aged 0-25 with SEND, and their parents and carers, over the next 3 years.
- Children and young people with SEND includes Special Educational Needs (SEN) Support, those undergoing assessment for an Education Health and Care Plan (EHCP) and those already with an EHCP.
- The Parent Carer Forum and youth voice representation are integral partners throughout the SEND system and specifically at the strategic level
- Our aim is to have a clear consistent approach to identifying and supporting children and young people in line with Gateshead's graduated approach to education, support and provision.

Our Vision

Our vision is for all children and young people with SEND to **thrive**, have appropriate provision, feel positive about their next steps and believe in themselves.

We put families at the heart of everything we do.



Link to Inclusion Strategy

We know that the Inclusion Strategy will play a significant role in continuing to build on the quality of provision for children and young people with SEND and as such this strategy and the Inclusion Strategy have been developed alongside each other. In our Inclusion Strategy we have set out a vision where we promote the development of strong services that:

- Ensure early identification and early intervention are focussing on inclusive practice and early intervention
- Ensures high quality support services and interventions are available at the earliest opportunity to support children, young people alongside longer term system change
- Enables and promotes everyone to work collaboratively with a shared vision and responsibility to support, challenge and hold each other to account to support children and young people in Gateshead.

Our Context



Number of Children and Young People (CYP) in Gateshead Educational Settings

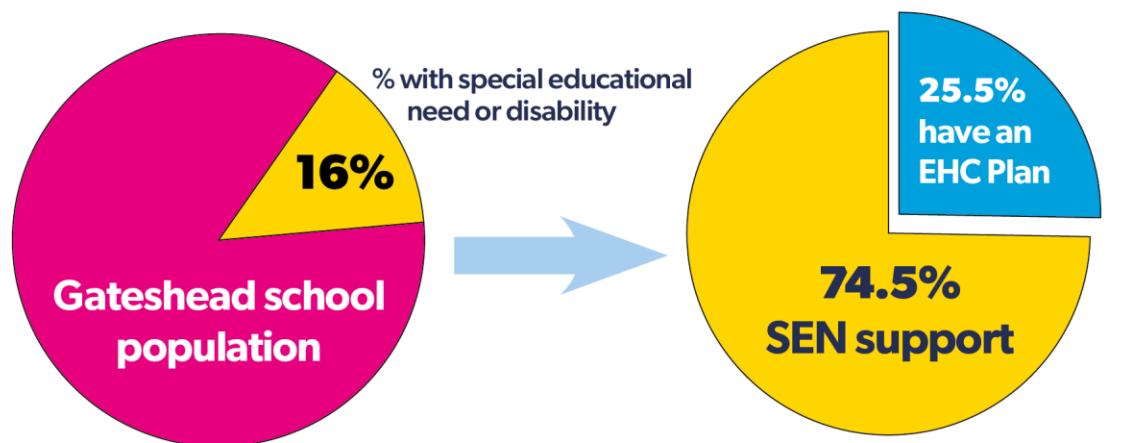
(All ages - 2021/22 academic year)

30,432 > **4859** = **16%** with SEND

11.9% SEN Support (3618 CYP)
4.1% EHCP (1241 CYP)

North East 17.6%
13.5% SEN support, 4.1% EHCP

England 16.5%
12.6% SEN Support, 4.0% EHCP



In 2021/22 academic year, a total of **4859** Gateshead CYP were reported by schools to have a special educational need or disability.

Of these, **25.5%** had an **Education, Health and Care (EHC) Plan** and **74.5%** were categorised as **'SEN Support'**.

Referrals INCREASED

The number of children referred to the Council's Pre-school Education, Health and Care Panel has increased since 2017.

2017-18 **179**

2021-22 **306**

Of the 306 referrals made...

237 children were seen by the Council's Early Years Assessment and Intervention Team (EYAIT)

286 children were seen by the Children's Development Team/Outpatients

6 of these being overseen by the Early Years SENDCO.

17

As of January 2023, there were **17 children aged 0-4 with an EHCP**. Of these, **12** are in **mainstream**, **2** are in **independent early years settings** and **3** are in **specialist placements**.

Gateshead children and young people with ...

In 2021/22 academic year...

188 New EHCP's issued
34.1 per 10k population (0 to 24)

North East 38
per 10k population (0 to 24)

England 37
per 10k population (0 to 24)

Timeliness - New EHCP's issued within
20 weeks (excluding exceptions)

LA, Region & England	2019	2020	2021
Gateshead	96.6	93.9	97.1
North East	69.8	75.9	71.8
Statistical Neighbours	72.3	81.8	75.9
England	60.4	58.0	59.9

... an EHC Plan

(This data also includes independent schools
and Emmanuel College)

The number of statutory
school-age CYP with an
EHC Plan has **INCREASED**
from

2017 2022
927 1241

4.1%
of CYP in Gateshead
have an EHCP

**Gateshead is in line
with national and regional
averages.**

Top 5 areas of need

Over the past 3 years, the top five areas of need reported by
schools via School Census have been:

- 1** **Speech, Language and Communication Needs (SLCN)** – **INCREASED** from **852** in 2017 to **1103** in 2022
- 2** **Moderate Learning Difficulties (MLD)** – **945** in 2017 to **839** in 2022
- 3** **Social, Emotional and Mental Health (SEMH)** – **INCREASED** from **586** in 2017 to **776** in 2022
- 4** **Autism Spectrum (ASC Autism)** – **INCREASED** from **379** in 2017 to **744** in 2022
- 5** **Specific Learning Difficulty (SpLD)** – from **463** in 2017 to **369** in 2022 which has significantly decreased since 2019

CYP at SEN Support

The number of school-age CYP requiring **SEN Support** has **slightly increased** from **3,471** in 2017 to **3,618** in 2022, which equates to 11.9% of all CYP in Gateshead.

This is **slightly below** the **regional and national figures**.

Special school children and young people

The number of school-age CYP being taught in special schools in Gateshead has risen from 571 in 2017 to 711 in 2022.

This equates to **2.23%** of CYP in Gateshead being taught in special schools.

Gateshead currently has a **higher** proportion of CYP being taught in special schools **compared with national** figures.



North East 2.23%

England 1.61%

Additionally Resourced Mainstream Schools (ARMS) provision

An ARMS is an 'additional resourced mainstream school'.

Each ARMS specialises in one of the four main areas of special educational needs. Children and young people who access the ARMS usually have an Education Health Care Plan and benefit from the mainstream school having additional funding per place which is used to enhance the mainstream offer of education within the school. The model adopted by the school to meet the needs of the learners accessing the ARMS will be dependent on the area of need and the needs of the learners. Some ARMS have additional learning spaces, higher levels of support staff, sensory spaces or specialist equipment. An ARMS place does not replace a Special School place. It is a placement within a mainstream school where the long term aim is for the child/young person to be included into all aspects of the mainstream school.

In Gateshead as of January 2022, there were....

297
young adults
aged 16-19
with an EHC Plan

30
young adults
aged 20-25
with an EHC Plan



Our Priorities

Our strategic approach is to **‘Make Gateshead a place where everyone thrives’**. For children and young people with Special Educational needs this means our four priorities are:

1. To have a transparent approach to identify children and young people’s needs which is understood by parents, carers and professionals, so that the right support is in place at the right time.
2. To actively engage with children and young people and their parents and carers, so that their vision of 'Our choice, our voice' is heard and supported during strategic planning.
3. For health, social care, and education services to work together to commission the best support for children and young people’s needs, and to keep all children and young people safe.
4. To ensure that children and young people are well prepared, supported and feel positive about taking their next steps.



Priority 1

To have a transparent approach to identify children's needs which is understood by families and professionals:
Right support,
Right Place,
Right time

Key actions are:



- **Develop** an **Inclusion Support Structure** across Gateshead for all stakeholders so that staff with the relevant expertise can be used to ensure more children and young people are able to remain in mainstream provision
- **Review** and **refine** our **multi agency support to children in schools to improve attendance and reduce exclusion**
- **Build on** the **Audit and Quality Assurance Process** for EHCPs to ensure a high-quality plan for all children and young people
- Produce a **Gateshead Quality Provision Toolkit (Ranges)** document
- To build on and develop effective **information sharing practices** with all families and professionals
- To **develop workforce development plans** for all partners working with children and young people with SEND to **support our skilled workforce**

Priority 1

When we get this right, it looks like:

For Children and Young People:

- Children and young people will make progress in school because they feel safe and have the right support for them to be able to flourish
- Children and young people are well prepared for adulthood to maximise their life chances

For the system partnership:

- Streamlined referral processes so that children and young people are supported in a timely manner and in the right way
- All children and young people's needs are accurately assessed in a timely and effective way and high-quality support plans are developed
- Inclusive provision with all practitioners seeing themselves as leaders and champions of children and young people with SEND



Priority 2

To actively engage with children, young people and their families so that their vision of “Our Voice, Our Choice” is heard and supported during strategic planning.

Key actions are:



- To **build on** the **current offer from SENDIASS** so that even more families are aware of what is available in the local area, and embed a co-produced **Young Person’s Hub** within the Local Offer
- To continue to **develop** innovative and inclusive approaches to gathering feedback from all parents/carers and young people which make a difference
- To **build on** and **develop** the **digital inclusion offer** to support **engagement** and **information sharing** with our children and young people
- To continue to **build on** and **evaluate** the **existing strong parenting offer**
- To **build on** and **evaluate** the **Learning Disability Three Year Plan** and **Autism Strategy Plan**
- **Expand the Vision Friendly Schools Award**

Priority 2

When we get this right, it looks like:

For children and young people:

- All children, young people and their parents and carers feel safe and heard without having to repeat their situation and needs
- All children, young people and their parents and carers know what services are available to them; how to access them and can influence service improvement
- All parents and carers feel they are respected, valued and empowered to meet their children's needs with the right support

For the Partnership System:

- Our workforce across education, health and care are committed to working together to deliver coordinated services to children and young people at the right stage of their development
- Services routinely seek children, young people and their parents and carers views to influence improvement as part of our continual cycle



Priority 3

Health, Social Care
and Education
Services work
together to
commission the
best support and
keep all children
and young people
safe

Key actions are:



- To **strengthen early identification and intervention** to support good mental health for children and young people
- To **evaluate, review** and build upon **our therapy offer**
- To continue to develop the **ARMS provision across Gateshead** to meet the needs of children and young people within mainstream settings
- To develop our **offer of alternative provision**
- **Review the Short Breaks offer** to ensure there is wide ranging support in place to meet the diverse needs of children and young people and their parents, carers

When we get this right, it looks like:

For children and young people:

- Children, young people, parents and carers are assured that services are integrated and working together to meet needs
- Children and young people who experience anxiety and mental health issues will be supported so that they can attend school regularly
- Children young people will have timely access to therapy services
- Children and young people will enjoy a range of social activities

For the partnership System:

- Joint Commissioning underpins our work, and the system works collectively to meet families' needs as early as possible
- Equitable, accessible and timely services across the borough, informed by experiences of people using our services
- Effective monitoring of commissioned provision to ensure high quality services and ensuring that provision is good value for money



Priority 4

To ensure that children and young people are well prepared, supported and feel positive about taking their next steps

Key actions are:



- To **improve attainment and progress at KS4** for children and young people with SEND with a focus on writing skills
- **Robust Transition processes across** education, health and care **are in place for all key stages** to ensure that children and young people are fully prepared and supported
- Build on our **targeted training offer** to support the development of independent living skills for young people with SEND
- Partners **to continue to support internships and apprenticeships** for young people with SEND
- **Transitional workplace training packages** to be developed to ensure children and young people are fully supported

When we get this right, it looks like:

For children and young people:

- Children and young people have a clear pathway to achieving their goals, know who will help them on this journey and have a sense of achievement
- All children and young people with SEND feel included - happy, heard, valued and trusted by those around them
- All children and young people are supported by those who know them best to reduce anxiety, have good mental health, feel confident and achieve their own potential
- All children and young people with SEND are guided onto clear and flexible pathways of support into adulthood

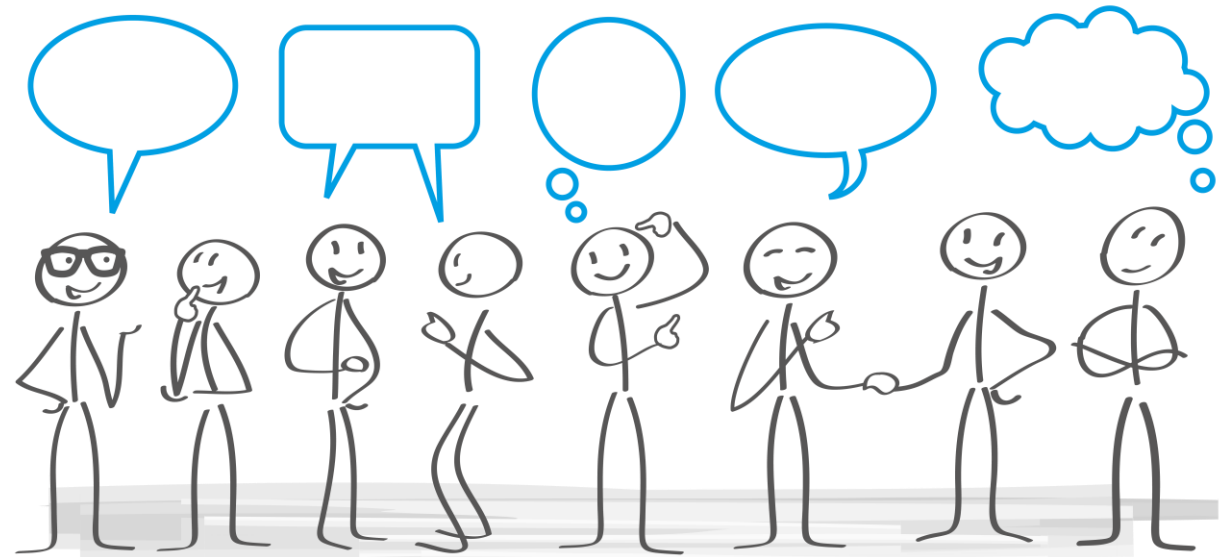
For the partnership system:

- Practitioners are skilled and confident to support children and young people with SEND
- Practitioners in children and adult services will work together to improve young peoples experiences of transition into adulthood



Who have we consulted with?

- Parents and Carers
- Children and Young People
- School Leaders
- Teams across Education
- Teams Across Health
- Teams across Social Care



Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
ARMS	Additionally Resourced Mainstream School
ASC	Autistic Spectrum
CYP	Children and Young People
DCS	Director of Children's Services
EHCP	Education Health and Care Plan
EYAIT	Early Years Assessment and Intervention Team
JSNA	Joint Strategic Needs Assessment
LDD	Learning Disability/Difficulty
MLD	Moderate Learning Difficulties
PCF	Parent Carer Forum
Parent/Parental	This term includes Carers
SALT	Speech and Language

SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDSCO	Special Educational Needs and Disabilities Co-ordinator
SEMH	Social Emotional and Mental Health
SLCN	Speech Language and Communication Needs
SLCN	Speech Language and Communication Needs
SpLD	Specific Learning Difficulty
STAMP	Supporting Treatment and Appropriate Medication in Paediatrics
STOMP	Stopping The Over Medication of Children and Young People