



Brent

Strategy for children and young people with Special Educational Needs and Disability 2013-16

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Section One: Introduction

Background

This document describes Brent's strategy for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND). It replaces the previous SEND strategy produced in 2007 which was supplemented by the Education Accessibility Strategy published in 2010.

We began a review of our approach to SEND in 2011 through a "One Council Project"¹ to ensure that we improve our performance, provide better services and reflect the many changes and recommendations made at national level, including the Equality Act (2010) and the Government Green Paper (2011)². Whilst we are clear about what we want to achieve with partners over the next three years, we know we must be flexible in our approach so that we can respond to on-going changes in the law and in funding.

The review identified the need for a refreshed strategy. This strategy therefore contributes to our commitments which are outlined in Brent's Plan for Children and Families³ and the Brent Health and Wellbeing Strategy⁴.

Our Vision

In Brent we are committed to developing inclusive communities which are welcoming to all and our vision for SEND as part of this is:

"To ensure that all children and young people with Special Educational Needs and Disabilities (SEND) and their families have the fullest possible range of support and opportunities available to them in order to improve their life chances and realise their aspirations"

To achieve this we will support mainstream schools in their continuing lead in developing inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the Local Authority we'll drive professionals and communities to work together more effectively. We'll develop our information, advice and guidance services, short breaks offer and other support to family services. Parents and carers will have greater confidence, better access to information and opportunity to participate in decision making and we'll make our SEND processes more flexible and transparent.

We will improve our processes and support from 0-25 years of age so that we can ease the transition from childhood to adulthood.

We are ambitious for our children and young people with SEND and this strategy sets out how we will strive to achieve this vision.

¹ SEN Review Phases 1 & 2, One Council Programme Projects, April 2011-August 2013

² Support and Aspiration: A new approach to special educational needs and disability, Department for Education, March 2011.

³ Brent Plan for Children and Families

⁴ Health and Wellbeing Strategy

The Principles

We are committed to securing the best possible outcomes for children and young people with SEND. We want them and their families to feel valued, able to participate and have a greater sense of choice and control. We recognise that all children and young people have important rights including being safe, feeling valued, enjoying learning and achieving success through participation in education, community and family. To protect these rights, we are committed to three key principles.

Principle One

Involve children and young people and their parents and carers in all decisions about them, promoting independence and autonomy through to adulthood.

Principle Two

Ensure inclusion and participation in all aspects of family, school and community life in a local and inclusive setting, making the best possible use of available resources.

Principle Three

Secure the right support at the right time for families by working in partnership with schools, health, social care and other key partners.

The principles above recognise that children and young people with SEND and their families have the right to the same quality of life as those who do not live with a disability. We are committed to ensuring that Brent's children and families have the right support they need, at the right time, as a matter of course. We recognise that all families are different, so they will need different types and levels of support depending on the age of their child and the impact of their need or disability.

Who are our children and young people with special educational needs and disabilities?

In this strategy we recognise that SEND includes children and young people with a broad range of needs. For some the focus of support will be wholly educational. For others their families will need support from a number of statutory services and this will continue throughout their childhood and may continue into adulthood. A child or young person may have special educational needs or a disability or both.

At the time of publication of this strategy, the Department for Education (DfE) is planning to review the SEN Code of Practice (2001)⁵ and this may mean that the definition of children with special educational needs may change. Until any changes take place the definition used in the SEN Code of Practice therefore remains statutory.

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Special Educational Needs Code of Practice – Department for Education, 2001

The Equality Act (2010) has replaced all previous equality legislation including the Disability Discrimination Act. Within this, disability is defined as when:

- a) The person has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

Equality Act (2010) – The Stationary Office Ltd, 2010

How do we compare with our neighbours?

Analysis of SEND census data for 2012 shows us that the proportion of children and young people with SEND is higher in Brent compared with the national picture and compared with similar local authorities (LAs) in the West London Alliance⁶ (WLA) group of LAs.

In January 2012, there were 10,165 children and young people in Brent identified by schools as having special educational needs. This is 21.2 per cent of the school population and is slightly higher than the national average of 21 per cent.

These children have needs in any one or more areas related to learning, communication, sensory, physical or behavioural, social and emotional need. Most of them will have their needs met within the resources provided by their school. The children with the most severe needs will have a Statement of Special Educational Needs. This should clearly set out the child's or young person's special educational needs along with the provision they need to help them overcome the barriers to learning that these needs present (ref. SEN Code of Practice, 2001).

Locally there has been a rapid increase in the numbers of pupils in Brent with Statements of Special Educational Need. In January 2012 there were 1,640 children and young people with

⁵ Special Educational Needs Code of Practice, 2001 – Department for Education and Skills.

⁶ The West London Alliance is an organisation funded by Brent, Hounslow, Harrow, Hillingdon, Barnet, Hammersmith & Fulham, Kensington & Chelsea and Westminster.

a statement which is 3.4 per cent of our school population. This is higher than the national average of 2.8 per cent of the school population.

In January 2012 183 of these children and young people with SEND were placed in independent and non-maintained special schools outside of the borough. This is a dependence which is higher than the national and regional averages due to a shortage of local maintained special school places within Brent.

Our analysis shows that Brent schools lead well in supporting children and young people with SEND to both **achieve** and make **progress** at levels above the national average. Exam results for 2011 (the most recent available at the time of publication) showed that Brent children with SEND **achieved** eight per cent above the national average at the end of primary school. They didn't achieve as well at the end of secondary school at six per cent below the national average. However Brent children with SEN do make better **progress** in their learning than nationally eight per cent above the national average in Primary and seven per cent in Secondary.⁷ (Figures to be updated for 2012). We are ambitious for all our children and young people and will support our schools to further develop their targets for children and young people with SEND to improve on this and other indicators of attainment and educational progress.

The challenges we face - financial and policy context

Financial

At the time of publication the national economic climate was poor with acute financial pressure on public sector services. We are required to achieve much greater value for money from the expenditure on statutory services and in some cases face budget reductions.

Despite recent increases in, and re-designation of, special school places we face a shortfall of specialist provision in mainstream and special schools in Brent. According to our analysis of population trends, we project that we'll need at least 192 additional local SEND specialist school places by 2020. This demand has placed great pressure on specialist services and on the budget for schools which funds SEND provision. We had to place increasing numbers of children and young people with SEND to independent schools outside Brent and at considerable distances from their home address. The effect of the need to place children and young people in independent schools increased expenditure on the schools budget from £4.4 million (2009-10) to £5.1 million (2010-11). This continued in 2011-12 resulting in a significant overspend. At the time of publication, the One Council Project was proving to be successful in turning this around and after the first year of successful interventions the deficit recovery plan, aimed at reducing this overspend, was on track.

⁷ Statistical First Release, National Curriculum Assessments at KS2 in England, 2011, DfE.

Policy

At the time of publication a major government review on SEND was scheduled to introduce legislative changes through the 'Children and Families Bill' to take effect in early 2015. This signalled the most significant changes in 20 years to the way SEND is provided for. To pave the way for this the government introduced a new national funding formula for schools in April 2013 with significant implications for funding SEND in our schools. The funding formula aims to create greater equity of funding for SEND in all schools and strengthens the role of LAs as commissioners of services.

There is an increasing diversity in the types of schools providing education to all children, including those with SEND. Community Schools, Free Schools, Academies, Specialist Schools and others all have a legal duty to make provision for pupils with Statements of SEN. At the same time, Brent, like other LAs, will continue to have legal responsibilities for children with SEND. This also changes the role of the LA and relationship with schools.

Other national proposals on the horizon include introducing changes to the assessment process to make it simpler and more transparent to parents and introducing Education, Health and Care Plans for children with the right to a personal budget for their support. This will require a strengthening of the links between LAs and health services so they can jointly plan and commission the right support for children and young people with SEND.

We recognise that, within these financial constraints and policy challenges, there is a genuine opportunity to reduce bureaucracy and increase effectiveness. To achieve this we must ensure that our constrained resources and provision targets the children and young people with the most severe and complex needs at the right time. We will maximise the skills of those working with children and young people and streamline efforts across services through joint working practices. We aim to ensure that, whatever the challenges we face, we will target funding and services to enable children and young people with SEND to achieve and succeed.

Section Two: Consultation

An essential and valuable contribution to this strategy came from our consultation with children and young people, their parents and carers, schools, our own services and other partners like health services and voluntary groups.

We carried out the consultation in two stages. The first stage began in March 2012 and lasted seven weeks. This involved asking those consulted what they considered important and essential to help children and young people achieve to their fullest potential.

They told us that they wanted schools to be more local, developing more local special school places, more training for staff and better working between services. There was also strong support for continuing to develop inclusive practices in mainstream schools, encouraging the closer involvement of parents and increasing the number of SEN staff in services. Social care services to disabled children and young people are valued and should continue to develop support and guidance processes for families. In addition to these views there was overwhelming support for the principles we suggested our policy and strategy should be based on and for the priorities which we suggested it should address.

We used these views, ideas and feedback to draft a policy and strategy providing a range of actions we should carry out with our partners over the next three years to achieve these priorities.

The second stage of consultation was based on this draft policy and strategy and was more targeted. We wanted to identify how we, together with our partners, could achieve the aspirations of children and young people with SEND and their families.

We worked hard to engage individuals and groups using a variety of methods to inform and involve across both phases of the consultation process. We used online questionnaires, held events, face to face meetings and attended forums with our partners as well as with parent groups.

We received a good level of feedback on the suggested actions during the second stage of consultation from schools, governing bodies, unions, parent groups, voluntary bodies and partner agencies. This has informed the basis of an action plan to deliver the strategy, a high level copy of this action plan is included as an appendix to this document.

In summary our two stage consultation process provided lots of evidence of good and excellent practice already in place and recognition of what we have achieved so far. However there was a clear message that we should not be complacent and should be ambitious for continued progress and improvement.

A full report and detailed analysis of the consultation outcomes is available at [location to be confirmed](#).

Section Three: The Priorities

The views gathered during the second stage of consultation advised that we should achieve greater focus by slimming down the eight detailed priorities suggested in the first stage of the consultation to three main priority areas (see below). It also highlighted that children and young people with SEND are amongst the most vulnerable groups of children open to abuse. We will ensure that all children and young people and particularly this group of children and young people are effectively safeguarded according to the latest national guidance⁸.

Priority One	Priority Two	Priority Three
Improve outcomes for children and young people with SEND and their families	Involve and enable children and young people with SEND and their families	Ensure the highest possible quality of provision and services through effective procurement and commissioning arrangements.
All underpinned by stringent safeguarding procedures and excellent communication		

Why are these priorities for Brent?

Priority one: Improve outcomes for children and young people with SEND and their families

Our first priority is important because national data shows us that life chances for children and young people with SEND are disproportionately poor. Young people with SEND are twice as likely as their peers to be 'Not in Education, Employment or Training' (NEET). They have a higher incidence of mental health needs, offending behaviour, and higher levels of financial deprivation. In view of this our strategy should focus on strengthening our social care support processes for disability relating to housing, short breaks and transition to adult life with a view to continuing to improve the quality of life for those with disabilities and their families.

As stated earlier, our analysis of SEND data shows us that the attainment outcomes of children and young people with SEND and the rate of progress they make in their education is higher in Brent than nationally and than that of LAs in the WLA. This is largely reflective of

⁸ Latest national guidance on safeguarding to be referenced.

the good skills and practice of staff in Brent schools and the high quality of training, support and guidance they receive. In general this continues to improve but there is still a marked gap between the attainment of these children and young people and those without SEND across all phases of education. This is still an important local issue and we'll set out how we will continue to help schools and nursery settings to lead in continuing to improve the attainment of children and young people with SEND.

There is also a nationally recognised need to have greater clarity regarding the identification of SEND and a determination to review the current SEN Code of Practice. We will support schools to build on their good practice in this area through the implementation of the new Code of Practice that is eventually developed.

Nationally, the data shows that children and young people with SEND have less opportunity to participate in out of school and community activities. We need to improve access to a full range of care, community activities, and specialist youth services through to the age of 25 years. We will particularly promote opportunities for disabled children and young people and ensure their greater access to these activities, both in school and via services such as our youth and social care services.

The Government's intention to develop a new unified Education, Health and Care Plan by 2015 will have a much stronger focus on outcomes for young people, including support to get a job. This will require increasing the post 16 work-based opportunities for young people with SEND. This will be at the heart of our efforts to increase multi-agency collaboration. Our Action Plan will set out how we plan to achieve this.

Priority two: Involve and enable children and young people with SEND and their families

The recommendations from the Lamb Inquiry (2009)⁹ and the SEN Green Paper highlight the importance of listening to children, young people and their parents and carers, involving them in decision making and enabling them to have more choice and control.

We must continue to develop our established partnership arrangements with voluntary organisations to help engage parents and carers in order to seek their views and consult with them on new service developments. The Brent Parent Partnership Service plays a crucial role in providing parents and carers with impartial information, help, advice and support, as well as encouraging parents to take an active role in decisions about their child's education. We also provide parents and carers with access to an impartial mediation service provided by a voluntary organisation¹⁰.

In the future there will be a clear expectation from the Green Paper for LAs to publish a local offer of services. We will continue to develop our information, advice, and guidance to

⁹ Lamb Inquiry: Special educational needs and parental confidence – Department for Children Schools and Families, Dec 2009.

¹⁰ Kids – London SEN Mediation Service.

children, young people and their families as part of this. We will ensure that this is developed in conjunction with children and young people, parents and carers, schools, health services and voluntary organisations. You can see how we aim to do this in our Action Plan.

Priority three: Ensure the highest possible quality of provision and services.

The analysis of our data and the views of parents and carers, schools, and partners are all essential elements in determining what services we should be delivering, how they should be delivered, and where. We are committed to delivering the right support at the right time in the right place. We therefore want to have greater clarity regarding how services are commissioned, resourced and made accountable for delivering quality provision with improved outcomes for children and young people with SEND. Whilst developing stronger commissioning arrangements with providers we will also develop more SEN school places in line with our projections to 2020.

The need for a competent and confident workforce is essential to ensure better outcomes for children and young people with SEND. We are aware from the consultation process of the need to have a continuing flexible and locally responsive offer of training and support to education and care providers, parents and carers. But also we need to be realistic about what can be delivered at a time of national financial constraint and communicate this clearly to encourage realistic expectations. We can continue to capitalise on the talents of staff within our schools and encourage and support schools to share this more widely with each other for the benefit of children and young people with SEN. Finally we will need to work hard to ensure that the National Funding Formula is implemented fairly. Our Action Plan expands on what we will do.

Section Four: What we will do - Our Action Plan

Working with our children and young people, their families, schools and our partners, we have identified nine objectives across our three priority areas.

This section gives a summary of what we will do to achieve these objectives and includes some quotes from the consultation.

Priority One: Improve outcomes for children and young people with SEND and their families

Objective One: Continue to raise the attainment of children and young people with SEND and their families

“We can learn more than our teachers think we can” – Young person with SEN

We will support schools and educational settings to continue in leading on the raising of attainment of children and young people with SEND. This will include working with schools to further develop training programmes and further develop information, advice, support and guidance. We'll increase opportunities for school to school support and work in partnership with special schools and local authority outreach and support services to build greater skills and confidence on the more complex aspects of SEND in mainstream schools

Objective Two: Strengthen early identification of SEND and improve efficiency of production of statements to ensure children's needs are met promptly.

“the benefits of early intervention are clear and consistently demonstrate good returns on investment” – Early years practitioner.

We will target support in the Early Years so that we can identify children with SEND as early as possible. We will work with all our Early Years settings, including Children's Centres, and

other partners to put in place early intervention mechanisms so that children's learning and development is maximised at this crucial time.

We will introduce new ways of doing things by looking for best practice across the country to improve our services.

Objective Three: Develop a single plan approach to multi-agency working

“It will improve outcomes no end if we get the single plan right” – Health practitioner.

We will review how our multi agency 'team around the child' and early support processes work to reduce bureaucracy and avoid duplication wherever possible. We will pilot a 'Single Plan' approach for eight young people with exceptionally high levels of need and work in partnership with education, NHS and care providers and try to meet their needs locally.

Objective Four: Support young people to make a fulfilling transition to adult life

“I think I will need help to get the most from my adult life” – Young person with SEN.

We will support every child and young person with SEND to help them make a successful transition in this period of significant change. We will start early, be flexible and try to tailor our support to the individual young person and their family. We'll make sure parents and carers can access advice and guidance on what options are available. We'll work in partnership with parents and carers to enable them to take part in the decisions about their child's needs and support arrangements.

Priority Two: Involve and enable children and young people with SEND and their families

Objective Five: Ensure parents and carers, and children and young people are able to participate more in decision making

“.... have a SEN child involved about how they feel” – Young person representative on Youth Parliament

We will ensure that parents, carers and young people have increased opportunities to participate in decision making about their provision and care. We will also encourage their involvement in changes to strategies and the on-going evaluation of our services. We will look at how best we can get feedback from children and young people with SEND about their educational experiences.

Objective Six: Work towards making sure that parents and carers receive the right support

“if the support had been provided earlier he might have done better” – Parent of a child with SEN

We will develop our newly established parent reference group and use this as one of the ways we can improve parent consultation. We will fully review all our services for parents and carers using the feedback they have given us and we will involve them in this review, helping parents and carers access support and advice at the right time.

We will work with parents and carers in experimenting with the development of personal budgets in readiness for national developments on the introduction of this in 2015.

Objective Seven: Ensure that all information that goes to parents and carers is clear and accessible

We will develop SEND web pages on the Brent Council website. These will provide information about local services and guidance for parents, carers and professionals about the range of services, the full range of educational provision available and how transitions between children and adult services are coordinated. We'll publish a directory of services for parents and carers that describes the responsibilities of different services and professionals, how to access them and information about the levels of service available. We will make sure this, and all information, is clear and accessible and written in everyday language. We'll promote the availability of this information through children's centres, libraries, schools and other places that are regularly visited by members of the public.

Priority Three: Ensure the highest possible quality of provision and services through effective procurement and commissioning arrangements.

Objective Eight: Deliver the right provision and the right support arrangements at the right time

We will invest in new specialist school places adding at least 105 new places in Brent special schools and Additionally Resourced Provision by 2016. We'll review our existing special school places to match our current need more closely. We'll also re-designate current places to get the best from what we already have and work with our neighbouring boroughs in partnership to achieve economies of scale.

We will improve our commissioning and procurement arrangements to ensure that we get best value for money in all places that we commission outside the borough.

We'll work in partnership with mainstream schools to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways. We will work with the College of North West London and other providers of further education (FE) to help develop provision to accommodate more high needs learners at age 16 and 19. We will develop the transition planning information in young people's Education, Health and Care plans to help FE providers to tailor programmes that meet the educational needs of the learners and support their progression once they leave formal education.

Objective Nine: Develop a skilled professional workforce who are knowledgeable and confident about SEND

“ Teaching Assistant training should have a higher priority” – a school SENCO.

We will support the leadership and management in schools and all other educational settings in their development of inclusive practice and specialist training in specific areas of SEND. We will work with our partners to make sure that all those who work with children and young people with SEND have the necessary skills and confidence (appropriate to their role) to support children and young people and their families.

Measurements of success and accountability

These objectives and the actions we intend to take to achieve them are summarised in our action plan in Appendix 2. This is included as a high level overview at the end of this document.

It is important to recognise that this action plan will be “a work in progress”. This means that the specific actions that will enable the achievement of these objectives will be developed by lead staff across council services and within partner organisations in a detailed action plan. This more detailed operational plan will identify measurements of success and timelines as well as the leading staff who will be accountable for progress to achieving the objectives. This will be a dynamic action plan that will be monitored regularly and will adapt to the changing national context over the three years of this strategy. We will report on our progress on an annual basis and publish this on the Brent website.

Section Five: Conclusion

In this strategy we have described our vision for SEND in Brent. We have gathered the thoughts and opinions of children and young people with SEND, their parents and carers, schools, health service staff and other partners and services with whom we work and we have analysed our SEND data. This has pointed to three priorities that we will focus on over the next four years:

1. Improve outcomes for children and young people with SEND and their families
2. Involve and engage children and young people with SEND and their families
3. Ensure the highest possible quality of provision and services through effective procurement and commissioning arrangements.

With the support of all those involved in the consultation we have been able to explore these priorities in some depth and develop an action plan to show how we will work together to achieve the desired outcomes.

In addition to the feedback received through the consultation process, we have taken into account the proposals outlined within the DfE response to the SEND Green Paper, "Support and aspiration: A new approach to special educational needs and disability - Progress and next steps". The development of the specific actions contained within the strategy's action plan will, however, continue to be shaped by this and future DfE guidance.

The SEND strategy provides the framework from which we will be able to implement the DfE reforms as further guidance and legislation becomes available. The action plan contained within the SEND strategy will be flexible and adaptable to respond to these changes as we move forward.

In order to ensure that we can be held to account for the action plan we welcome your continued involvement in regular monitoring through Working Group and Board processes to monitor SEND provision and services. We hope this document demonstrates how important your input has been in the creation of the SEND strategy and we look forward to continuing this partnership.

Appendix 1: Glossary

- Acronyms (to be included)
- Definitions

Special education needs

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

SEN Code of Practice (2001)

Brent documents related to the SEND strategy

A Plan for Children and Families in Brent, 2012-15

Brent Health and Wellbeing Plan

Government documents related to the SEND strategy

Ofsted New Framework for School Inspection (2012)

SEN Green Paper 'Support and aspiration: a new approach to special educational needs and disability (2011)

Support and aspiration: A new approach to special educational needs and disability (2012)

Equality Act (2010)

SEN Code of Practice (2001)

The Children Act (1989)

Appendix 2: SEND Strategy – High level action plan

Priority 1: Improve outcome for children and young people with SEND and their families				
Objective	High Level Actions (What are we going to do?)	Measurement of success - (How we will know we have been successful?)	Timescale	Lead, Lead Dept & Partners
<i>1. Continue to raise attainment of children and young people with SEN</i>	Support schools and educational settings to raise the attainment of children and young people with SEND. a) Increase opportunities for school to school support through the Brent Strategic Partnership and building a stronger Inclusion network. b) Work in partnership with special schools and local authority outreach and support services to build greater skills and confidence on SEN in mainstream schools.	. Improvement in Pupil Performance data. . Increase in the number of schools supported by special schools.	2013-2015	School Improvement Services (lead service) supported by: (to be decided)
<i>2. Strengthen early identification of SEN</i>	Target support in the Early Years so that we can identify children with SEND as early as possible. a) Work with all our Early Years settings, including Children's Centres, and other partners to put in place early intervention mechanisms so that children's learning and development is maximised at this crucial time. b) Improve the efficiency of producing statements of SEN	. Improvement In Early Years progress data. . Improvement in the production of statements within 26 weeks.	2013-2014	School Improvement Services (lead service) supported by: Early Years & Family Support Service
<i>3. Develop a single plan approach to multiagency working</i>	Review how our multi agency 'team around the child' and early support processes. a) Work to reduce bureaucracy and avoid duplication wherever possible. b) Pilot a 'Single Plan' approach for eight young people with exceptionally high levels of need c) Work in partnership with education, NHS and care providers and try and meet their needs locally.	. 8 trial education health and care plans with 8 plans in place . Increased number of plans with a team around the child approach (to be quantified) . Plan in place for the future roll out of Education, Health and Care Plans.	September 2013 September 2013 September 2014	SEN (Lead service) supported by: Children's Social Care Health

<p>4. Support young people to make a fulfilling transition to adult life.</p>	<p>Support every child and young person with SEND to help them make a successful transition in this period of significant change.</p> <p>a) Start early, be flexible and try and tailor our support to the individual young person and their family.</p> <p>b) Make sure parents and carers have advice and guidance on what options are available.</p> <p>c) Work in partnership with parents and carers to enable them to take part in the decisions about their child's needs and support arrangements.</p>	<ul style="list-style-type: none"> . New process in place involving SENAS and Health . Improved clarity in IAG for parents and carers . More options/places available to young people for post 16 education and training . More parents/carers involved in transition planning 	<p>2013-2014</p>	<p>Adult Social Care (Lead service) supported by: SEN Health School Improvement Services</p>
<p>Priority 2: Involve and enable children and young people with SEND and their families</p>				
<p>5. Ensure parents and carers and children and young people are able to participate more in decision making.</p>	<p>Provide opportunities for more parents, carers and young people to have increased opportunities to participate in changes to strategies and on-going evaluation of our services.</p> <p>a) Determine how best we can get feedback from children and young people with SEND about their educational experiences.</p>	<ul style="list-style-type: none"> . Increased number of pupil centred reviews(<i>to be quantified</i>). More plans informed by pupil views(<i>to be quantified</i>). .Improved outcomes and satisfaction levels reported by pupils, parents/carers. (<i>method of measurement by survey etc. to be decided</i>) 	<p>From September 2013</p>	<p>Pupil and Family services (lead service) supported by:(to be decided)</p>
<p>6. Work towards making sure that parents and carers receive the right support.</p>	<p>Develop our parent reference group which has just been established.</p> <p>a) Improve parent consultation.</p> <p>b) Fully review all our services for parents and carers annually, using the feedback they have given us.</p> <p>c) Involve them in this review to help parents and carers access support and advice at the right time.</p>	<ul style="list-style-type: none"> . Established parent reference group with broad representation of parents and carers. . Views informing service delivery. 	<p>From April 2013</p>	<p>Pupil and Family Services (lead service) supported by: (to be decided)</p>

<p>7. <i>Ensure that all information that goes to parents and carers is clear and accessible.</i></p>	<p>Improve communication pathways to parents and carers. a) Develop the local authority SEND web pages to provide information about local services and guidance for parents and carers and professionals and the range of services, the full range of educational provision available and how transitions between children and adult services are coordinated. b) Publish a directory of services for parents and carers that describes the responsibilities of different services and professionals c) Ensure this and all information is clear and accessible and written in everyday language.</p>	<p>. Positive feedback from parents and carers via parent reference group and survey about access to information</p>	<p>2013-14</p>	<p>Pupil and Family Services (lead service) supported by: (to be decided)</p>
<p>Priority 3: Ensure quality of provision and services through effective procurement and commissioning arrangements</p>				
<p>8. <i>Deliver the right provision and the right support arrangements at the right time.</i></p>	<p>Invest in new specialist places adding 190 new places in Brent special schools and Additionally Resourced Provision in mainstream schools by 2020 a) Work in partnership with mainstream schools to develop increased curriculum options for young people with learning difficulties to improve their qualifications and post 16 pathways. b) Work with the College of North West London to help develop its provision to accommodate more high needs learners at age 16 and age 19. c) Develop commissioning strategy which will set out a newly defined commissioning cycle that includes effective SEN resource planning, and new audited commissioning processes.d) Ensure best value for money out of borough places are commissioned out of borough. e) Explore collaborative commissioning arrangements with other boroughs as part of West London Alliance (WLA).</p>	<p>. 86 additional SEN places on 2012 base level provided by September 2016.. . Improve post 16 opportunities available to students with SEND by September 2014. . Implement a commissioning strategy. . Reduction in costs of out of borough placements via WLA and local negotiations with providers</p>	<p>2013-2016</p>	<p>Regeneration and Major Projects (lead service)supported by:Pupil and Family Services</p>

<p>9. <i>Develop a skilled professional workforce who is knowledgeable and confident about SEND.</i></p>	<p>Offer an extensive SEND training programme for schools and educational settings to include leadership and management. a). work with our partners to make sure that all those who work with children and young people with SEND have the necessary skills and confidence</p>	<ul style="list-style-type: none"> . Training programme in place in response to workforce skills audit. . SEN support services reviewed and strengthened in line with demand. . More empowered and confident workforce as determined by survey feedback. . More pupils and young people with SEND effectively supported. 	<p>September 2013 onwards.</p>	<p>School Improvement Services supported by: Pupil and Family Services</p>
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