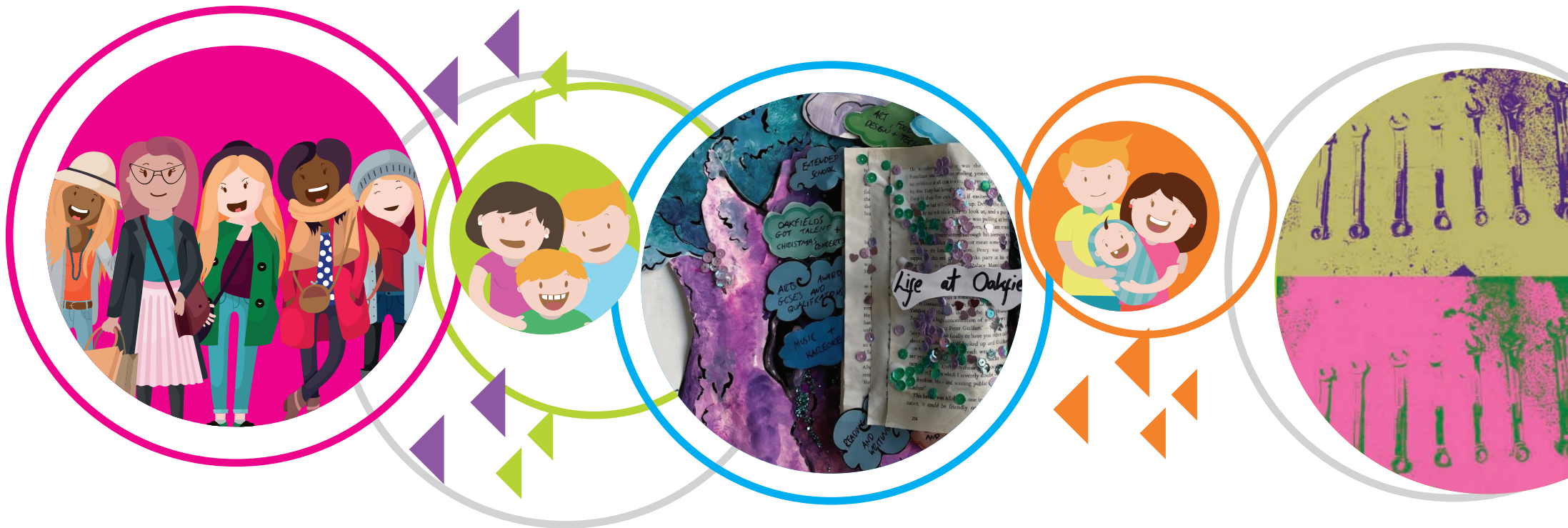


The Hull SEND Strategy

2021 - 2024

Our plan for children and young people
0 - 25 who have special educational
needs and/or disabilities (SEND)



Shining Together

Created by Josh (Year 11)

Aspire has supported me through some challenging times offering me emotional support.

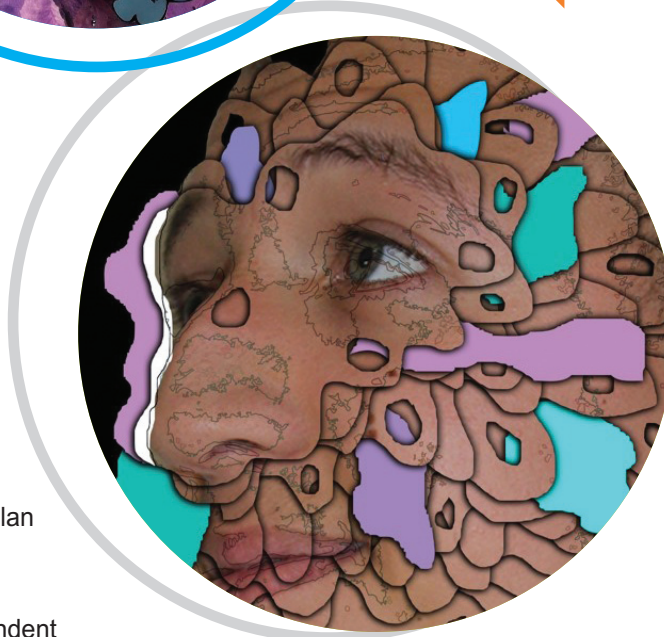
I like the courses the school offer, I feel like I have opportunities at Aspire that I wouldn't have at a mainstream school including photography and catering. The smaller classes allow students to form close relationships with other students as well as the staff. There is always someone to turn to at Aspire.



Created by pupils at Aspire Academy Nurture Group Class following a school trip to the beach



Our artwork represents all of the learning that takes place at Oakfield School, both the educational aspect - represented by the open book, but also all the extracurricular learning that we offer (of which there is a large variety!) represented by the clouds coming out of the book! Our Oakfield tree looks over us and keeps everything together.



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Glossary of Terms

- | | |
|---|---|
| SEN - Special Educational Needs | MAC - Maintain, Amend, Cease |
| SEND - Special Educational Needs and Disabilities | EHCP - Education, Health and Care plan |
| CCG - Clinical Commissioning Group | MAT - Multi-Academy Trust |
| LA - Local Authority | CEO - Chief Executive Officer |
| ASD - Autism Spectrum Disorder | PVI - Private Voluntary and Independent |

FOREWORDS



Pauline Turner

Director of Children, Young People and Family Services

Welcome to this document that is intended for young people, parents, carers and professionals alike and introduces Hull's strategy and vision for children and young people aged 0-25 with Special Educational Needs & Disability (SEND).

Hull's renewed and re-energised ambition and commitment along with strong partnerships and transparency, will build on, develop and commission local services that are co-produced with children young people and their families, to support the achievement of the best possible outcomes for all. The commitment to Coproduction with parents, carers, children and young people is central to our approach so that the services we deliver meet local need and our statutory requirements.

The aim of this strategy is to ensure that we are all working towards the same vision and to the same core values and principles, enabling greater opportunities through the delivery of improved and high-quality services and provisions that make a real impact on the lives and lived experience of the children, young people and families of Hull.



Hull Parent Carer Forum

HPCF welcomes this strategy for Hull SEND families. It sets out priorities that should make a positive difference to the lives of children and young people with SEND in Hull and their families. We are very pleased to see in this strategy that the vision and priorities are reflective of the issues our families tell us about and are important to them.

Underpinning all these priorities is a commitment to partnership working and Coproduction both at a strategic level as well as in the planning and delivery of individuals support.

The Coproduction Charter is an exciting and important development to embed true partnership working across the city and is a great example of Coproduction. For the full charter click the following link

<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=5431>

Placing the wishes and feelings and aspirations of the child or young person and parent/carers at the centre and improving person centred planning will have an important impact on the services and support families receive.

We fully support the work outlined in this strategy and we are committed to working in collaboration with our professional partners to ensure the voices of families continues to be heard to further develop and shape services so they reflect families' views even more fully.

We look forward to playing an important role, encouraging families to participate and helping to measure success by continuing to share the lived experiences of SEND parent/carers in Hull and we look forward to seeing improved outcomes for our families.

Loud Mouths

Being listened to and included makes us feel valued and that our thoughts and opinions on what affects our life matters. It is so important to us to have a voice and to know that we matter. Taking part in this work has made us realise how important it is for people to listen and how working together great things can happen.

Having the opportunity to speak up about what affects us through Loud Mouths has been an amazing experience. We feel part of something and don't know where we would be without it.

Everyone is different but what makes us work together so well. We have been allowed a space to be ourselves and speak without feeling judged.

Our hopes for the future are to carry on working together and maybe one day be listened to by the government. We hope for more accessibility time and to continue to feel part of something great.

This foreword was created by Loud Mouths for the recent Joint SEND Commissioning Strategy (2021 – 2024). Loud Mouths gave permission for the same foreword to be used.





OUR VISION

Hull's vision for children and young people with Special Educational Needs and Disability is the same as it is for all children and young people and is supported by the following plans and strategies:

- **The Hull Children, Young People and Families Plan 2019 – 2023**
[HCYPFP web 2.pdf - Hull City Council](#) www.hull.gov.uk › sites › hull › files › media
- **Hull Health & Wellbeing Strategy 2014 – 2020**
www.hull.gov.uk/council-and-democracy/policies-and-plans/health-andwellbeing-strategy-2014-2020
- **Joint Commissioning Strategy for SEND in Hull 2021 – 2024**
<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3295>
- **Hull's City's Council's Accessibility Strategy 2020 – 2023**
<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3295>
- **Hull Education Protocol 2020 – 2021**
<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=3295>
- **the Hull Childhood to Adulthood Transition Protocol 2021**
<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelD=2935>

Our vision and ambition is simple yet aspirational and is for Hull to be an inspiring city where we are

Ambitious, Achieve, Healthy, Happy and Safe

Our vision is that:

We want all children and young people aged 0 – 25 with SEND to be healthy and happy, do well in education, make friends and build strong, lasting relationships within their local community. To develop independence, be safe, active and successful and have the confidence to achieve their aspirations.





Purpose of the SEND Strategy

The Hull SEND strategy sets out the Council's key strategic priorities for SEND and outlines how the Council, along with its partners, (including children, young people, parents, education, health and care providers) will work together to build on, develop and deliver high quality services and support for those children and young people aged 0 – 25 with special educational needs.

The SEND Strategy aligns with the Joint Commissioning Strategy for SEND in Hull, and the Hull Children, Young People and Families Plan and defines our strategic priorities for SEND over the next 3 years.

SEND – the background

The Children & Families Act 2014, SEND Code of Practice 2015, and Care Act 2014, introduced a number of major reforms, requiring local authorities (LA) and Clinical Commissioning Group(s) (CCG) to comply with new legal duties.

The new legislation did not change the definition of SEN or SEND, but instead highlighted the importance of children, young people and parents, views, wishes and aspirations being central to decision making and the SEND System.

The core principles that LA's and CCG's must have due regard to when carrying out their duties in relation to children and young people with special educational needs are set out in section 19 of the Children & Families Act and SEND Code of Practice (chapter1) and are designed to strengthen the LA's systems for ensuring:

- The participation of children, their parents and young people in decision-making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for children, young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

HULL - LOCAL CONTEXT

Hull is a tight and dense urban city of 28 square miles that experiences a high level of deprivation and significant health inequality. Hull is the 4th most deprived local authority in England with 36% of children coming from a household of low income.

The total resident population of Kingston upon Hull is 259,778 (Mid 2019 Estimates, ONS), a 0.3% decrease from 2018.

In 2020 the total population of children and young people aged 0 - 25 years was 88,443, 34.1% of

the total population of Hull. Although population estimates need to be used with caution, current intelligence suggests that the 0 -25 age group will remain relatively stable for the next 5 years.

Education, Health and Care plans

Number of pupils in the city's schools with EHC plans

1,708

4.0% of the school population (England 3.3%)

870

Supported in Mainstream Schools

719

Supported in Special Schools

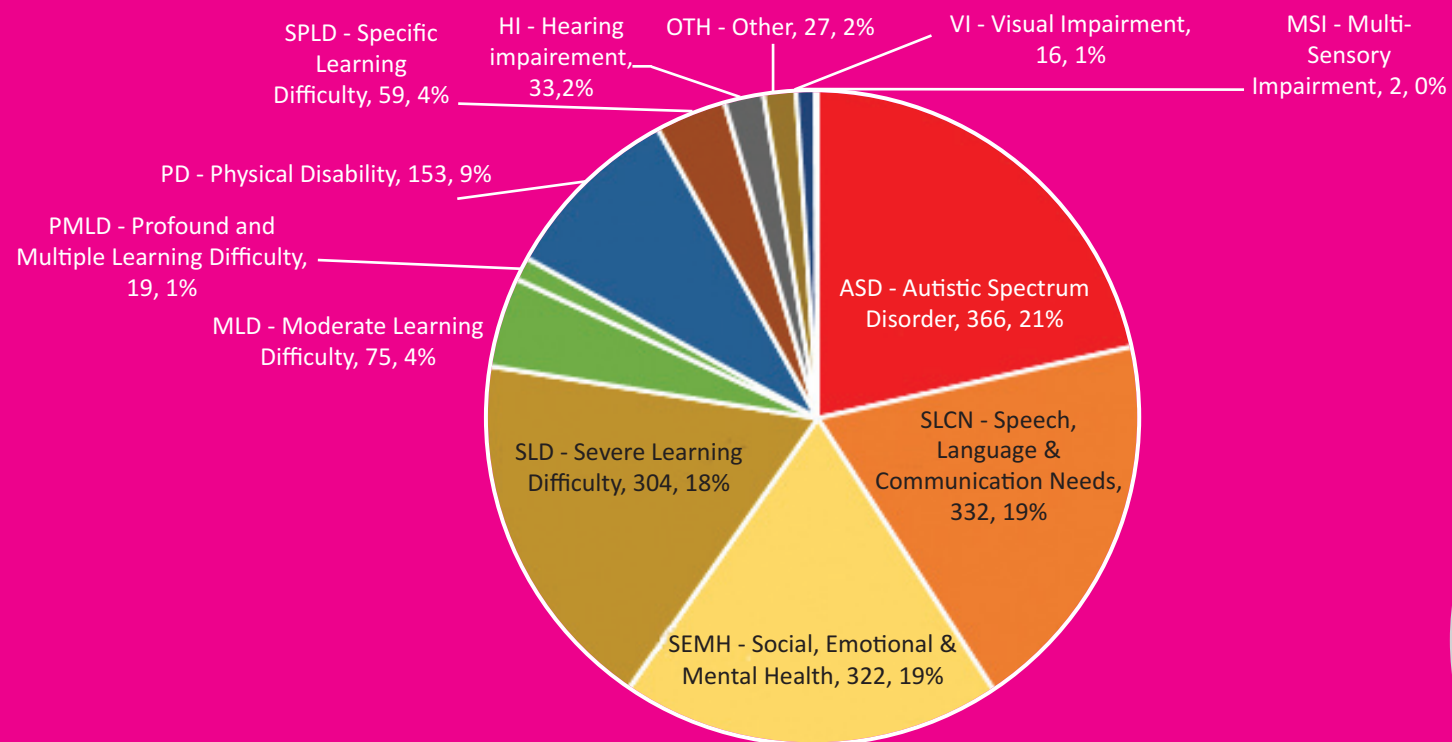
119

Supported in Pupil Referral Units/Alternative Provision

The total number of EHC plans maintained by the city is **2,100**, this includes **392** pupils with plans that attend non-maintained provision, e.g. college, Sixth Form College, independent schools - some of which will be outside of the city.

Breakdown EHC plans by primary need

The figure to the below breaks the 2,227 Education, Health and Care plans in the city's schools down by primary need. Numbers are followed by percentage at each dominant need.

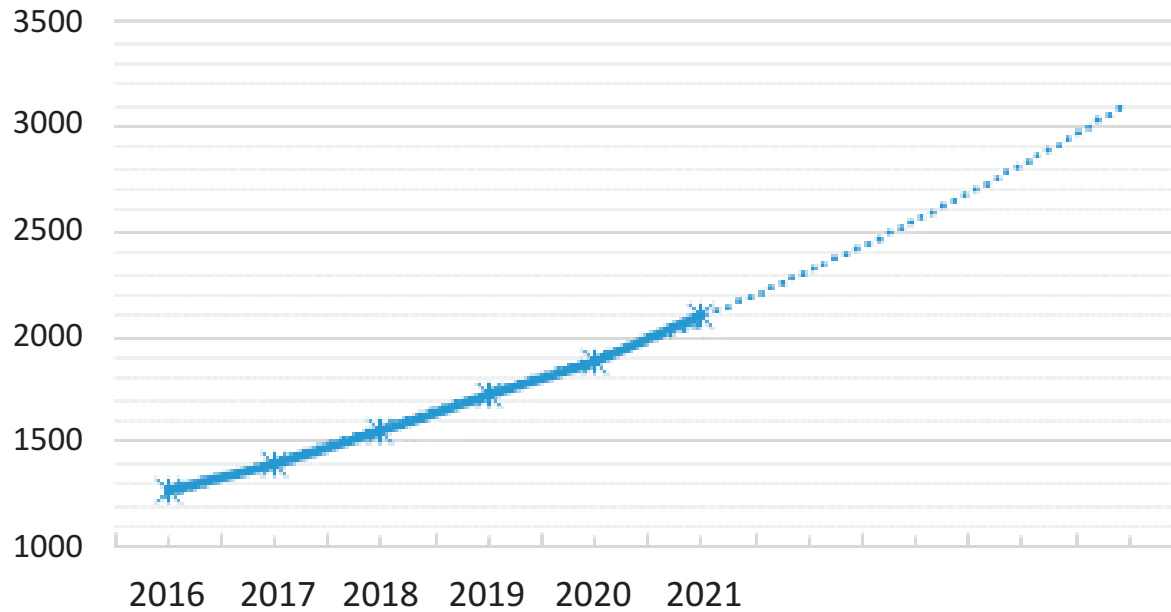


Education, Health and Care plans – growth and forecasting

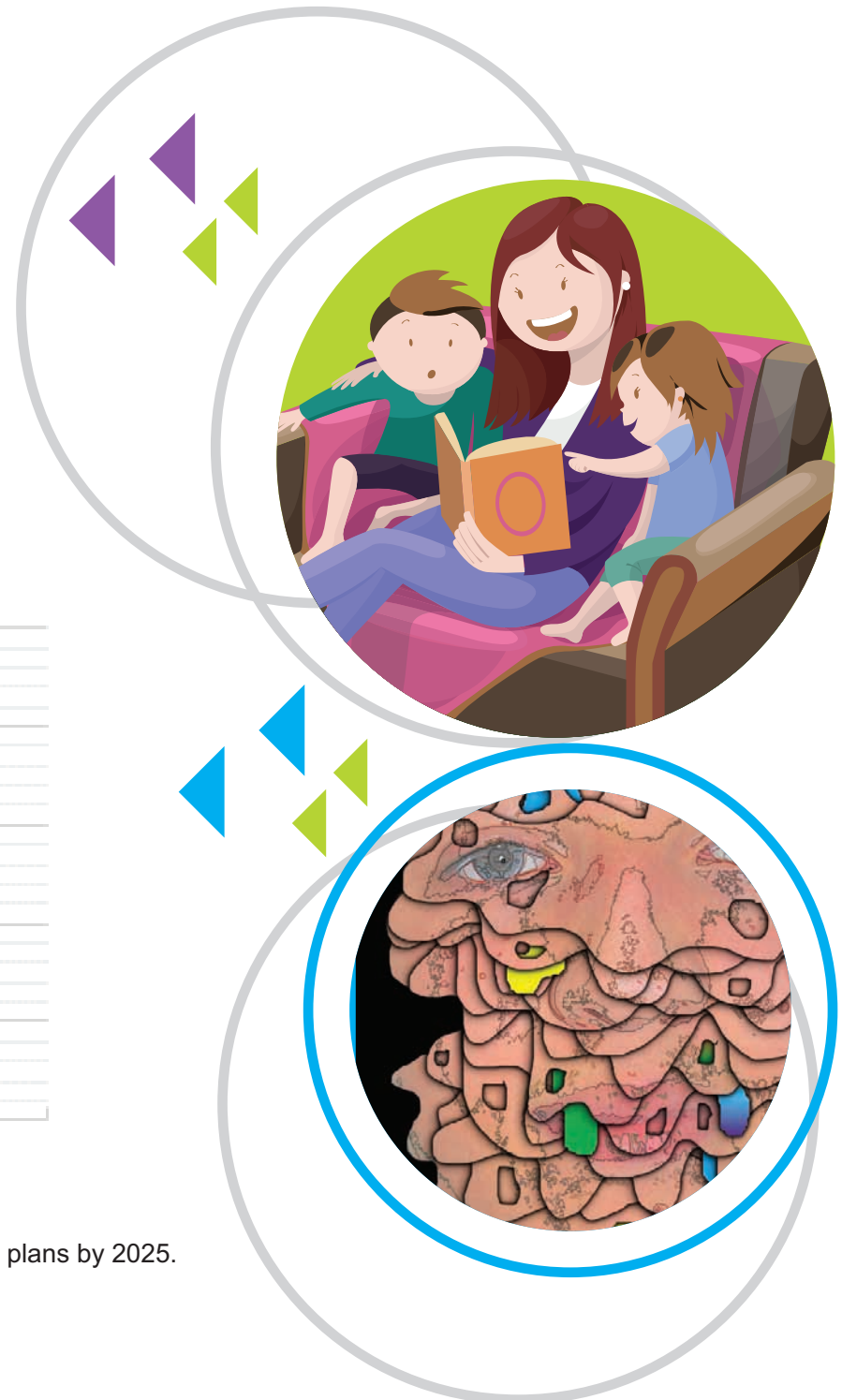
The simple table below provides historic numbers of plans maintained by the city together with the number of plans in the city's schools.

	2015	2016	2017	2018	2019	2020	2021
Total EHC plans maintained by the city	1,245	1,278	1,403	1,559	1,729	1,886	2,100
Number of EHC plans in city schools	1,191	1,156	1,226	1,270	1,356	1,554	1,708

The figure plots the number of plans maintained by the city between 2016 and 2021 and anticipates future growth at the current rate.



Should all things remain the same it is anticipated that the city will maintain in excess of 3000 plans by 2025.



Exclusions

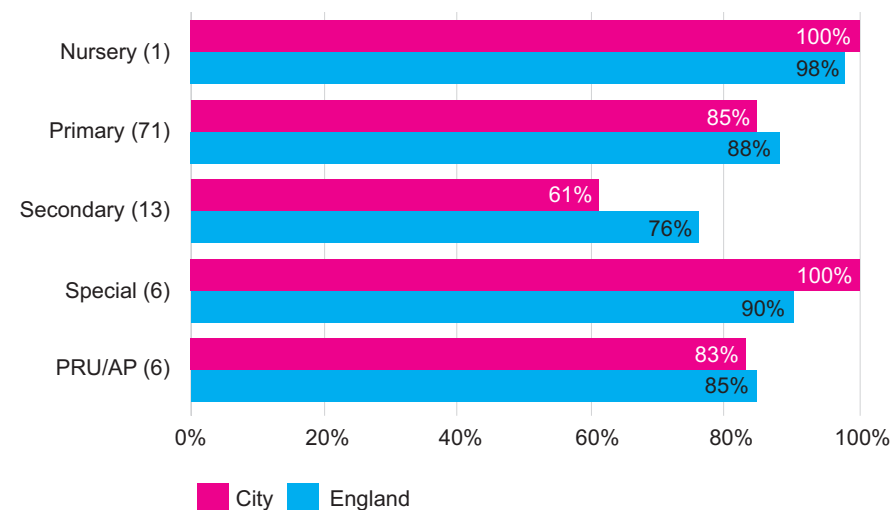
Close monitoring of exclusion activity in the city during what has been an extraordinary year has revealed a disproportionate increase in the number of pupils with an Education, Health and Care plan that have been the subject of fixed period exclusions – this phenomenon was particularly acute during autumn 2020 when compared to the previous year.

This is the subject of ongoing investigation and dialogue between schools and services.

City provision

The figure to the right provides the number of establishments in the city, by type of provision, together with the percentage of establishments judged good or better at last Ofsted inspection. England level averages are provided for context.

City provision includes 3 Primary Resource bases for ASD and 1 Secondary Resource Base for ASD. Additionally the city has a total of 125 early years and childminder providers.



SEN Support, Early Years and Post 16

Number of CYP receiving SEN Support

6,175

14.6% of the city's school population (England 12.1%).

Number of children in receipt of Early Years SEN Inclusion Funding

200

This represents 2% of the city's 2 to 4 year old population.

Number of early years/preschool children with an EHC plan

94

Under 5's, of which 15 are in PVI's.

CYP with an EHC plan into Post 16 learning

94%

(England 91%).

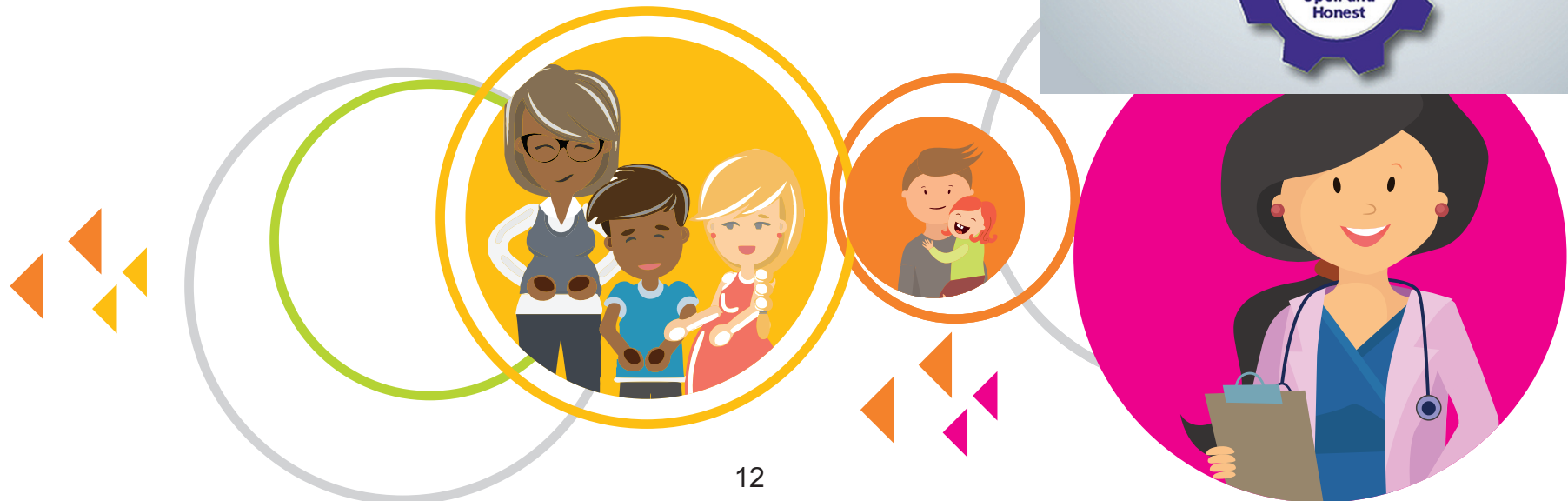
Notes:

- Most of this data is sourced from early January 2021 School Census local data. England 2021 data will be available June/July 2021.
- The total number of plans maintained by the city is correct at February 2021 (SEN2).
- Post 16 local data reflects Year 11 2019/2020 destinations; England data refers to the 2018/2019 Year 11 destinations.
- Ofsted data is published at 31 August 2020.
- The remaining data reflects local intelligence at March/April 2021 and represents an exceptional year of reporting - 12 months after COVID-19 caused a full national 'lockdown' in March 2020.

Hull's SEND improvement journey where are we?

Following Hull's joint local area SEND inspection in 2017, the city has seen some improvement across a number of areas which were validated through the local area SEND re-inspection visit in 2019 and additional 6 monthly SEND improvement reviews. The inspection and review reports to date, alongside the Joint Commissioning Strategy for SEND in Hull and the Strategic Review of High Needs Funding have helped shape the city's key priorities for service improvement for those with SEND in the medium and longer term.

Hull's renewed and re-energised approach to SEND is underpinned by a jointly owned desire to improve outcomes for the families and young people of Hull, and where the journey to excellence is travelled in partnership and derives from the values of the Coproduction Charter and which informs our key strategic priorities:



OUR PRIORITIES

Through stakeholder consultation, parent listening events and feedback from Loud Mouths we have identified **6 strategic priorities** to help us on the journey to achieving our vision of every child or young person aged 0 – 25 with SEND, to be happy, healthy and be the best they can be.



Our six priorities are:

1. To have clear and open lines of communication that supports a personalised approach to the delivery of services, with more choice and control.
2. To have improved links and partnership working where we develop and plan services together.
3. To identify needs early so that the right support can be put in at the right time.
4. To have an effective, timely and legally compliant EHC process that leads to good quality EHC plans.
5. To deliver services that are value for money and ensure we have financial sustainability for SEND.
6. To ensure that our children and young people have successful transition and become happy and informed adults.



PRIORITY 1

Priority 1 - To have clear and open lines of communication that supports a personalised approach to the delivery of services, with more choice and control.

Our families and young people have told us that too often practitioners across education, health and social care do not work together well, that communication is not good and often EHCP meetings are poorly attended by practitioners.

Parents and young people have also said that they do not feel they are equal partners who are listened to.

We will work towards a future where

1. Children, young people and their families' journey through SEND is good.
2. We use the 'Nothing about us, without us' philosophy and always make sure that young people, children and their parents have opportunities to work with us and part of the decision-making process.
3. All practitioners and services apply the values of the Hull Coproduction Charter in their practice.
4. The importance of families and young people participating as fully as possible in decision making is embedded in city wide good practice.
5. Information across education, health and social care is clear, has no professional jargon and is accessible.
6. All professionals and practitioners have the necessary skills and tools to be able to communicate with children and young people effectively so their views can be gathered, and their voices heard.
7. Educational settings and the wider workforce have an improved awareness of special educational needs and disabilities (SEND) and where access to training and workshops is part of an established and ongoing workforce development program that is jointly delivered by our young people.
8. Families and young people are updated regularly about the progress we are making towards our priority areas.

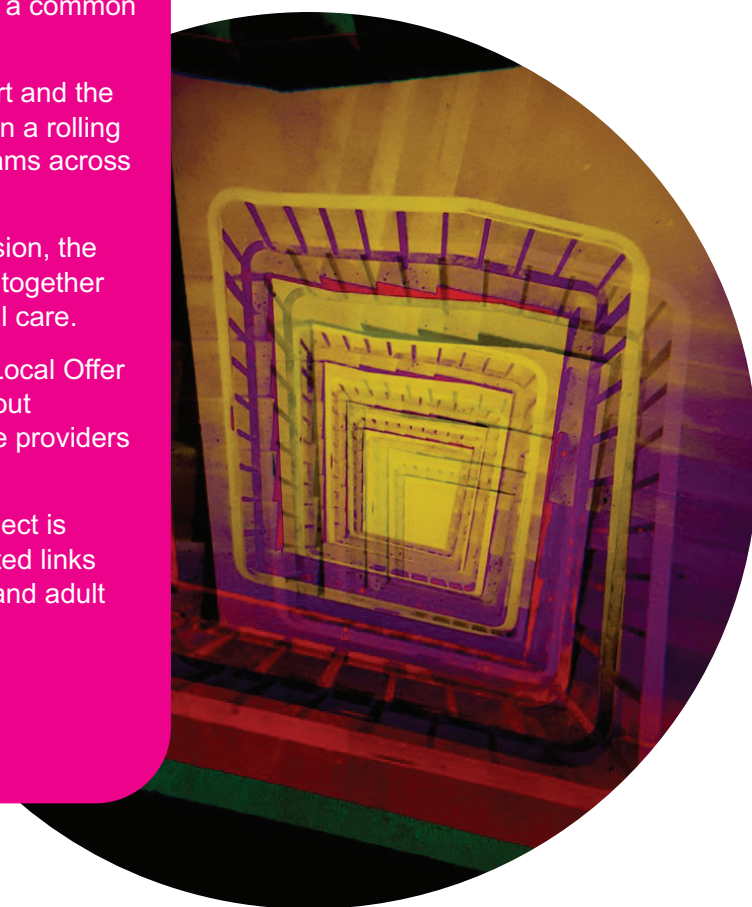
PRIORITY 2

Priority 2 - To have improved links and partnership working where we develop and plan services together.

Our families and young people have said that it feels like services too often do not communicate and work together, and that they are often not included as an equal partner with them being 'done to' rather than 'done with'.

We will work towards a future where

1. The 'key worker role - early adopter project' is developed meaning children and young people and their families are supported by a trusted person who will provide support, enabling them to reach their future aspirations.
2. A multi-agency approach to the quality assurance of EHC plans is used. EHC plans are jointly audited, ensuring that improved service links are established and there is a common understanding of what 'good' looks like.
3. Training on SEND – the EHC process, SEN support and the Graduated Approach to SEN support is delivered on a rolling program and is included in all staff induction programs across health, social care and education sectors.
4. We work together to jointly review our SEND provision, the demand on services, and identify gaps and design together future provision across education, health and social care.
5. We have a jointly re-designed and commissioned Local Offer that is accessible and has accurate information about education, health, social care, voluntary and leisure providers for families and young people with SEND.
6. The success of the school linked social worker project is broadened, ensuring schools have strong and trusted links with social care colleagues across both children's and adult services.



PRIORITY 3

Priority 3 – To identify needs early so that the right support can be put in at the right time.

Our families have told us that it takes too long to get the help and support needed in schools to support their children, and that waiting lists for ASD, CAMHS and Speech & Language assessments and interventions are too long. Parents have also said that by the time help and support is given, the level of support needed has often increased due to the delays.

We will work towards a future where

1. There is accelerated access to the right advice and support at the right time so that the need for crisis intervention can be avoided.
2. Schools are confident in delivering early intervention strategies and where it is felt appropriate and necessary they have access to a broad range of tools, advice and SEN support services.
3. SENCOs have adequate dedicated time for arranging, facilitating and monitoring support for those children identified as having SEND.
4. Pathways for accessing services is clear and simple and where it is easy to get hold of the right person when advice and support may be needed.
5. Funding allocated to a child follows them throughout their educational journey and is always available at the school or educational setting that the child/young person attends meaning that support is continuous.
6. We have reviewed our SEN support services and are confident that they have staff that have the right skills and expertise to support our schools. That advice and guidance is available at the earliest opportunity and before a school feels the need to apply for an Education Health & Care plan.
7. The city has a confident and competent school based workforce that is well placed to respond effectively to the challenges of SEND through Quality First Teaching and curriculum provision that is responsive to and takes account of a learner's identified needs.



PRIORITY 4

Priority 4 – To have an effective, timely and legally compliant EHC process that leads to good quality EHC plans.

Our families and young people have told us that getting an EHC needs assessment and plan is not easy and that it can take a long time. Our parents tell us that it can be very difficult to get hold of SEND caseworkers and that information and updates on the progress of an EHC assessment or plan is not provided, meaning they have to chase things all the time.

Our families and young people have also said that EHC plans are often not compliant with the law because they do not specify and quantify special educational provision.

We will work towards a future where

1. It is understood by schools, educational settings, parents and other stakeholders that an Education, Health & Care plan is not needed for every child with additional needs and that the graduated approach to supporting special educational needs is applied consistently across all schools in the city.
2. Once an EHC needs assessment is started, the process is effective, timely and easy to understand.
3. Where communication on local authority decisions happens in a timely way and that it is clearly understood why a decision was reached.
4. Health and social care practitioners are given good notice of the intention to progress with an EHC needs assessment or plan so that up to date reports are provided within the required timelines.
5. All EHC Plans are of a good quality, are aspirational and accurately represent the child or young person.
6. EHC plans quantify and specify special educational provision and have clear and SMART outcomes that align with the child or young person's aspirations.
7. EHC plans support the preparation for adulthood.
8. We have a high quality, rigorous EHC annual review process that involves health and social care partners.
9. We participate in self-audit and peer review and learn from feedback and best practice to ensure continuous improvement.



PRIORITY 5

Priority 5 - To deliver services that are value for money and ensure we have financial sustainability for SEND.

Our families and young people have told us that our decision-making processes are not clear and transparent; and that our systems and operational practice can be inconsistent, confusing and difficult to understand.

Our parents have also told us that as intervention or support is not available at the point of early concerns, needs increase and packages of support become more costly.

We will work towards a future where

1. A robust commissioning approach is in place across Children's Services to ensure that any provision required is appropriate, cost effective and commissioned through a fair and equitable procurement process that is outcome focused.
2. Support and provision are put in place early, so that needs do not escalate, requiring the need for higher cost support packages.
3. Governance structures are in place to ensure clear accountability for funding decisions.
4. Provision and support are delivered locally, so that our children and young people can remain with their families and communities, avoiding the need to commission high cost, out of city provisions.
5. We have robust joint panel and funding arrangements in place
6. There is financial monitoring and quality assurance of agreed spend and SEND contracts.
7. Provisions and services are designed, co-produced and reviewed together and are reviewed regularly to measure impact and that they are making a difference.

PRIORITY 6

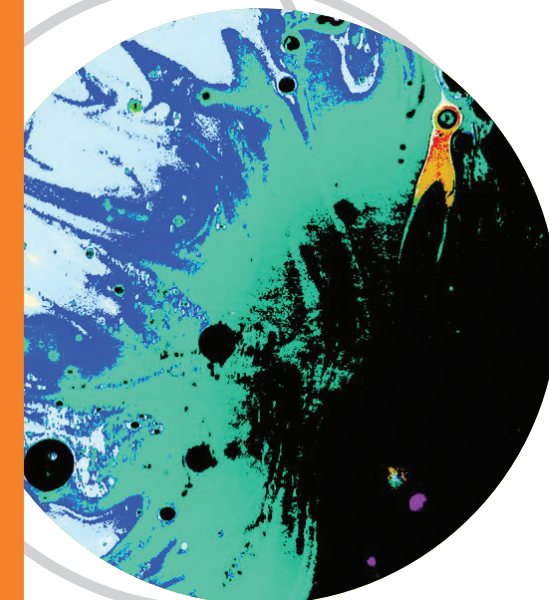
Priority 6 – To ensure that our children and young people have successful transition and become happy and informed adults.

Our families and young people have told us that information sharing and planning for transition starts too late which can leave young people and their families feeling anxious and helpless. Parents have also expressed that practitioners and schools do not fully understand the importance of a good transition plan for children and young people with SEND and what this should look like.

We have also been reminded that transition is not just about moving from children's services to adult's services or school to school but can be from classroom to classroom, year to year and between home and school.

We will work towards a future where

1. Our families and young people have a good experience when moving between children's and adult's services across, education, health and social care.
2. We all work in partnership and have the same clear understanding of what transition means, understand that transition is not just about those at post 16, and what a good transition should look like at different ages.
3. All transition planning is bespoke and is based on the child or young person's individual needs and strengths.
4. Good quality advice, information and support is available to empower families and young people to make informed decisions about their transition
5. The offer for our 16 - 25 year olds with SEND is extended, providing greater opportunities for progress into apprenticeships or employment through supported internships.
6. We have clear pathways for young people to move into independent or supported living.



HOW WILL WE KNOW IF WE HAVE SUCCEEDED?

1. Our families and young people will tell us that they can access services and support at the right time and are no longer having to wait for assessment or intervention for extended periods of time.
2. We will have a reduced number of children and young people accessing provisions and support outside of the city.
3. Schools are seen as friendly and welcoming for children with additional needs who see children as part of a whole school community, offering them differentiated and bespoke opportunities to support their learning.
4. We will see a greater number of our children and young people making progress, achieving their outcomes and moving into employment opportunities with local employers.
5. Parents will tell us that they have confidence that schools can support their child/children.
6. More of our families and young people will tell us that they feel valued, listened too and heard by services across education, health and social care.
7. Fewer EHCP's are needed because appropriate support and advice is available at the right time, preventing needs from escalating.

The SEND Strategic Board will be central to monitoring the city's progress and understanding as to what is working well and making an impact as well as what is not working so well across the local area for our families and young The SEND Strategic

Key Measurable's

Our key measurables that will tell us that the SEND Strategy is making a difference to our children, young people and their families are:

- An increased numbers of customer service feedback forms reporting that they have had a positive service experience.
- Parents and young people will increasingly report through listening events and focus groups that they feel listened too and valued.
- An increased number of parents report that they have confidence that schools are able to support children with special educational needs.
- Schools are places where children are happy and feel safe and are well supported to access their learning – we will monitor school exclusions, with both permanent and fixed term and exclusions involving pupils with special educational needs being in line with or below the England average.
- EHCP's are completed within the statutory 20 week timeline. (the 2021 target is 70% and for this to increase over subsequent years as system improvements are put in place).
- The percentage of EHC assessment requests that result in a statutory EHC plan will remain static.
- EHC annual review MAC decisions will be achieved within the statutory 4 week timeline. The 2021 target for this performance is 15% of MAC decisions being achieved within 4 the week timeline and for this to increase over subsequent years.
- There will be an increase in the number of young people accessing Post 16 provision.
- Attainment and progress for our children and young people with SEND with align with both national performance and regional neighbours.

The city will further monitor its impact and success through the review analysis and reporting of agreed key metrics that report into a range of strategic improvement and service plans including the SEND Accelerated Progress Plan; SEND Development Plan and SEND Dashboard.

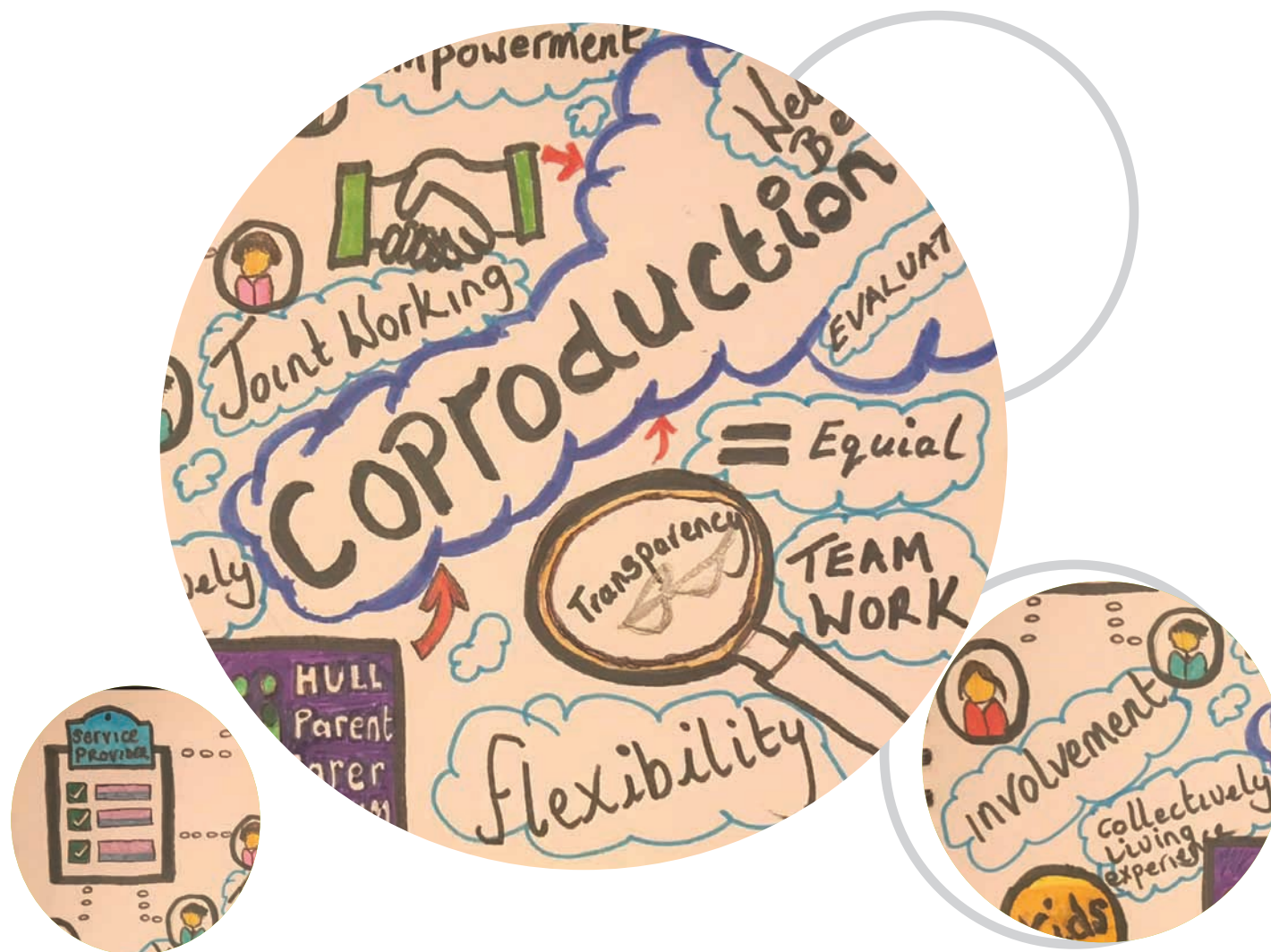
GOVERNANCE - HOW WILL WE CHECK WE ARE MAKING PROGRESS?

The SEND Strategic Board will be central to monitoring the city's progress and understanding as to what is working well and making an impact as well as what is not working so well across the local area for our families and young people with SEND.

The SEND Strategic Board does not sit in isolation and is supported by a range of strategic boards and professional partnership's, as detailed below, that together, monitor progress and review impact of services and provision across SEND and wider children's services.

A SEND scorecard has been developed that reports on specific data sets regularly and which is presented to the SEND Strategic Board, enabling the board to scrutinise and monitor and identify areas of concern or risk.

To support overall governance a quality management framework is in development that will support a partnership approach to quality assurance.



GOVERNANCE AND ACCOUNTABILITY - ACCOUNTABILITY STRUCTURE

HCC Corporate Boards including

SEND Strategic Board, Health & Wellbeing Board, Children's Services Improvement Board,
and Hull's Safeguarding Children's Board

Schools Forum,
including representation
from: MAT CEO's;
LA officers, trade unions

Hull Learning Partnership
including representation
from: MAT CEO's,
LA Officers, Trade Unions

Early Support and Lifelong
Learning Overview and
Scrutiny Committee

Corporate Parenting Board

High Needs Working Group
including representation
from LA officers,
MAT CEO's and Head
Teachers

Learning Partnership
SEND subgroup

Humber Transforming
Care Partnership

Corporate Commissioning
Steering Group



We would like to thank parent care forum, Loud Mouths and all stakeholders who have contributed to this strategy, with particular thanks to the pupils and staff at Aspire and Oakfield for sharing their artwork

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Shining Together

