



Special Educational Needs and Disabilities (SEND) Strategy 2024-2027

STRATEGY AIMS:

The local authority works in partnership with children, families, schools, colleges, early years settings, health partners and community organisations to ensure that children and young people with SEND have their needs identified and met at the earliest possible point and to promote inclusion into local education settings where this is appropriate and possible. The local authority has a statutory duty to support children with Special Educational Needs, to ensure that appropriate provision is available for them and to complete statutory assessments and provision of Education, Health and Care Plans for children and young people who would not otherwise get the support that they need.

An increasing number of children are being identified with SEND at school, and too many children are not participating in education at their local mainstream school; particularly those of secondary school age. The strategy below outlines how we will work with our partners to ensure that more children can go to local education provision within their communities.

ALIGNMENT WITH COUNCIL PRIORITIES

Start Life Well	Live and Age Well	Prosper and Flourish	Clean and Tidy	A Strong and Sustainable Council
Supporting children to have their needs identified and met as early as possible and facilitate opportunities for them so they can achieve their potential.	Supporting young people to have effective transitions that allows young people with additional needs to live fulfilling lives.	Ensuring that children and young people with SEND have their needs identified and met, and that they are prepared for later life.	Children are the future stewards of our environment the formative years set the tone for what lays ahead.	Improving outcomes for children h is shown to improve outcomes throughout life, thus enabling them to be a valued member of their community.

PRINCIPLES

Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6
Develop skills of workforce to identify and meet the needs of children at the earliest opportunity	Work with mainstream schools to develop inclusive practice	Embed effective transitions for children with additional need so their needs continue to be met appropriately	Develop provision in our local area to meet the needs of children with SEND	PFA (Preparing for Adulthood) outcomes are embedded in all practice across the partnership	Develop robust quality assurance processes to understand if children's needs are being met, transitions are effective, and their outcomes are improving



ACTIONS

Principles	Actions and timescales	Survive: Years 1 - 2 – Quarter to be delivered 2024/25, 2025/26	Strive: Years: 3 - 5	Thrive: Years 6 - 10
Principle 1,2,3,4,5	Complete Local Area Inclusion Plan/ Joint Strategic Needs Assessment and implement recommendations	Completed LAIP March 2025 Implementation of recommendations 2024-2026	To be determined after Yr 1-2 evaluation	To be determined after Yr 1-2 evaluation
Principle 2	Implement Ordinarily Available Provision Framework (Mainstream inclusive practice in mainstream schools)	2025-2026		
Principle 1	Develop and implement workforce development strategy – including Quality First Teaching	Mapping process of what is available		
Principle 1,2,4	Develop capacity within primary schools to meet the needs of neurodivergent (ND) children	PINS programme – funded via DoH and NHS England 2024-2025		
Principle 3	Develop and implement transitions framework for the partnership	2024-2026		
Principle 6	Establish quality assurance framework	Development of SEND dashboard Mar 2025 QA framework July 2025		
Principle 4	Implement sufficiency plan and commission provision that meets children’s need – Additionally Resourced Provision/ Specialist	2024-2026		
Principle 5	Audit our approach to Preparing for Adulthood (PFA) and implement a PFA framework	2025-2026		

Measure of success	Performance indicator/outcome	Outturn position 2023/24	Survive: Years 1 - 2	Strive: Years 3 - 5	Thrive: Years 6 - 10
Performance measure	Increase the number of children who have additional needs attending mainstream education provision	Developing SEND dashboard			
	Increase parental confidence in mainstream education providers	Parental survey			
	Increase in the number of children who are educated within R/C	Developing SEND dashboard			
	Decrease in the use of independent provision	Developing SEND dashboard			
	Reduce number of requests for EHCNA	Developing SEND dashboard			
	Improved timeliness of EHCP	Developing SEND dashboard			
	Improved completion and timeliness of EHCP reviews	Developing SEND dashboard			
	Reduction in number of tribunals	Developing SEND dashboard			
	Improving SEND attainment data compared to peers	Developing SEND dashboard			
	Improving numbers of young people with SEND in Education, Employment and Training (EET)	Developing SEND dashboard			

