



**Cambridgeshire**  
**Children, Families and Adults Services**

**Our strategic commissioning approach for  
children and young people with Special  
Educational Needs and Disability**

## **1.0 INTRODUCTION**

### **1.1 Purpose**

The purpose of this commissioning strategy is to understand and plan for the current and future needs of children and young people with SEND and their families to enable them to achieve good outcomes. We want to design our services around the outcomes that we know are important to children and young people with Special Educational Needs and Disabilities (SEND) and their families. These outcomes are:

- Being happy, confident and healthy;
- Having friends and a peer group;
- Doing well at school;
- Having a job and able to pursue interests;
- Being able to be independent as possible, and supported to have choices;
- Being safe

Therefore, our vision is:

***We want children and young people with SEND to achieve well in their early years, at school and in college; find employment, lead happy and fulfilling lives; and have choice and control over their support. (SEND strategy)***

We need to use the opportunity of the SEND reforms to transform processes and commissioning intentions to deliver these outcomes.

### **1.2 Key strengths**

The key strengths of our commission approach for SEND is to provide a strategic framework that aligns with the national drivers and fits alongside other Cambridgeshire strategic commissioning plans. For Children's services, the strategic directions include our early help offer, the refreshed plan for Accelerating the Achievement for Vulnerable

Groups of Children and Young People in Cambridgeshire<sup>1</sup>, and the Cambridgeshire and Peterborough Emotional Wellbeing and Mental Health strategy<sup>2</sup> for children and young people. For Adults, the new Transforming Lives strategy for Adult Social Care Autism and Adult Support team, the Adult Learning Disability Partnership, Physical and Sensory Services and the new preparation for adulthood framework.

Our approach will be on personalisation and the integration and local delivery of services. It builds on the universal and mainstream resources and provision available for all young people ensuring that any barriers that prevent access are minimised. It seeks effective partnership working to reduce duplication and increase cost efficiencies.

Our approach values what is important for families and engages them as equal partners in seeking and implementing solutions that bring positive changes for them.

Early identification and intervention reduces the need for high cost resources and maintains resources to deliver responsive joined up actions.

## **2.0 CONTEXT FOR CHANGE**

### **2.1 *The need for SEND services is increasing in Cambridgeshire***

In Cambridgeshire we have a higher proportion of children and young people at identified with special education needs and/or disabilities. At present 18.4% of the school population in Cambridgeshire has an identified Special Educational Need, compared to 17.9% nationally (January 2014, Census data). This appears also to have an impact on the number of children and young people with a statement of special educational need with Cambridgeshire having a high number in comparison with other areas. However, this increased statement level may also indicate that we are less successful than other areas at meeting the needs of children and young people with a special educational need and/or disability through earlier stages of support in mainstream provision. This maybe, in part, explained by the low levels of overall funding available to mainstream schools in Cambridgeshire.

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<sup>1</sup>

<http://camweb2/Document%20Library/CYPS/Accelerating%20Achievement%20April%202014.pdf#>

<sup>2</sup>[www.cambridgeshire.gov.uk/download/downloads/id/2664/emotional...](http://www.cambridgeshire.gov.uk/download/downloads/id/2664/emotional...) · PDF file

Currently, the majority of the statements are identified for the following needs Autistic Spectrum Difficulties; Behaviour, Emotional and Social Difficulties; Moderate Learning Difficulties; and Speech, Language and Communication Needs.

In Cambridgeshire, pupils with special educational needs are almost three times as likely to be recipients of free school meals (an indicator of poverty) than those without special educational needs. This is higher than the national average. Cambridgeshire pupils with SEND are eight times more likely to receive a fixed term exclusion, and twice as likely to be absent from school than their peers with no identified SEND.

Since 2011, the levels of attainment for Cambridgeshire pupils with SEND are below national levels and below those of similar local authorities at end of Key Stage 2 and 4. Despite the fact that we fund specialist support to a greater proportion of pupils than other areas, the gap in achievement between pupils with and without SEND is wider in Cambridgeshire; and increases during the primary phase.

When transferring into post-16 provision, students with an identified SEND have poorer prospects for Education, Employment or Training. At March 2014, 11.9% of 16-19 year olds with Learning Disability and Difficulties (LDD) were not in education, employment and training (NEET), compared to 3.9% of all 16 to 19 year olds. (see summary of the SEND needs analysis: Appendix A).

In addition, the overall 0-19 population in Cambridgeshire is increasing with a predicted 10.5% rise between 2012-2021 which will impact on the numbers of children and young people identified with SEND.

## **2.2    *Feedback from Service users and Partners***

### **2.2.1   *Feedback from SEND workshops and consultation***

Several events have taken place engaging parents/carers, young people, partners (including early years settings, schools, colleges, community health and mental health) and staff across Children, Families and Adults Service (CFA). The focus groups made comment on four themes:

- What impacts positively on SEND outcomes?
- What do we do well for children and young people with SEND?
- What do we need to change?
- What can we do together to address these issues?

The feedback from these events helped shape a SEND discussion paper *Better Outcomes for Children and Young People and their Families with Special Educational Needs and Disability* which has been circulated widely for comment in June 2014.

The draft SEND Commissioning strategy was sent to partners and stakeholders, including staff within the Local Authority. A survey was sent out to parents and carers of children and young people with SEND. The feedback has shaped this strategy.

Key messages from parents and young people on the provision they wanted:

- To be listened to and their views valued. To have the hopes and aspirations of the child and young person shape the solutions and outcomes and plan for the support needed.
- Importance of considering the needs of the whole family and their strengths and needs. To help families have more choice and control to develop their independence and resilience.
- Competent and well-trained staff with an understanding of SEND and the possible impact on educational, health and care needs for children and young people.
- For professionals to work collaboratively so that there is one conversation around a child to support the family, preventing duplication and fragmentation.
- Having a keyworker to help navigate the system, and for young people to have a mentor to discuss how, where, and when support should be provided.
- Transparency about the range of services available and how to access them; this enables choice and control for young people and their families.
- Clarity about accountability and what can be expected from services and provision.
- Flexible and responsive services to identify and support emerging needs and allow creative solutions to improve outcomes.

The response from 55 respondents to the online survey for parents and carers showed:

- 98% agreed or strongly agreed with the outcomes as being important for your child now or in the future
- 78% agreed with commissioning approach to planning services will improve the services you and your child will receive
- 74% agreed with the three main commissioning aims
- 45% agreed that the actions identified were clear enough
- 62% agreed that the success measure identified were most appropriate.

These responses have informed our commissioning strategy

### ***2.3 Significant change is happening for children and young people with SEND and their families***

The Children and Families Act (2014) introduces significant changes to SEND, including:

- Putting children and young people and their families at the centre of the system.
- A new duty for joint commissioning requires local authorities and health bodies across children and adult services to jointly plan and commission services for all disabled children and young people and those with SEND.
- Local Authorities will develop with all partners and stakeholder an accessible 'local offer'. This will be published and clearly communicate the services across education, health and social care for children and young people with SEND from birth to 25. It must include information on how to access specialist support, how decisions are made including eligibility criteria for accessing services where appropriate, and how to complain or appeal.
- Replacing Statements of SEN with a single assessment process and a new Education, Health and Care Plan, which will consider the support needs that children and young people have in a more integrated way across different services.
- New commissioning functions and associated requirements for Local Authorities in relation to young people aged 16 to 25 in further education, with a stronger focus on preparing them for adulthood.
- An entitlement for young people and their parents to have a personal budget, extending their choice and control of some of the services and support available to them.

- New duties for academies, free schools and Further Education colleges to safeguard the education of children and young people with SEND.

Our proposals for change will build on the new Government SEND agenda as set out in the Children and Families Act (2014)<sup>3</sup> and the new SEN Code of Practice 0-25<sup>4</sup>. The Equality Act (2010)<sup>5</sup> protects those with a disability from discrimination by placing a duty to make all reasonable adjustments, and for education settings to make 'best endeavours' to meet the needs of those with a disability or special educational need. We will also take account of the new reforms in the new Care Act (2014)<sup>6</sup> that affects arrangements for adults (aged 18 plus) with learning disabilities, those with sensory and physical disabilities, and other vulnerable adults and their carers.

## ***2.4 We are facing unprecedented financial challenges***

The national funding reforms include major changes to the way that SEN are to be funded under a nationally prescribed formula. Schools and Local Authority funding is under pressure which is likely to continue due to population growth and increasing growth in the numbers of pupils with an identified SEND.

We need to ensure that we use our resources in the best way to ensure that we work with children, young people, their families and schools to ensure positive outcomes are provided in the family and community. We need to target our resources to support the children and young people and their families that have greatest need due to limited personal and community support and have significant and complex needs. *We need to ensure our services and those of our partners are joined up to maximise the impact they have on improving outcomes through greater access to universal and mainstream services in the family's local community.*

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[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

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[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

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[http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga\\_20140023\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf)

### **3.0 OUR COMMISSIONING APPROACH**

#### **3.1 *A focus on personalisation, integration and localism***

- 3.1.1 The focus on commissioning for personalisation, integration and local delivery is based on evidence that most children and young people benefit from the protective environment of being part of their family, community and local school. We also believe that families have the knowledge and strengths to best care for and support their child. We can improve this by ensuring better engagement of children, young people, their families and carers in co-producing plans to meet needs from within the family, local community and where necessary and appropriate through additional support from statutory services. We must support the strengths of families to enable greater independence of our children, young people with special educational needs and disabilities and their families.
- 3.1.2 **Personalisation** will require us to think differently, designing services around individuals and families and what they want rather than around existing services and professional boundaries. We will focus on the strengths and assets children, young people and families have and how to enable them to develop these further to address the needs they have. We will treat every child as an individual and not determine services and provision based on diagnostic labels or types of need.
- 3.1.3 **Integration** is about statutory services providing a seamless service to children and young people with special needs and disabilities. Ensuring resources are not tied up in duplication or bureaucracy but directed towards the child and young person to improve outcomes through supporting the delivery of evidence based interventions in all settings that the child is cared for and educated.
- 3.1.4 **Localism** is about local services providing for children with special educational needs and disabilities and communities supporting families with additional needs. It is about local schools, including local specialist provision, offering a good education and improving outcomes for children with special educational needs and disabilities.

#### **3.2 *Our commissioning intentions***

The commissioning intentions are based on a person- centred and strength based model with children, young people, their families and carers at the centre. It will require health, social care, educational settings and the voluntary and community sector to work effectively together. These intentions will:



1. Be based and designed within local communities by families, children and young people with SEND.
2. Build on the strengths of the family and their community to find solutions through a person and family-centred planning approach.
3. Work to maintain children and young people with SEND in education and care local to their home by providing coherent and joined up arrangements across organisations and sectors. .

### ***3.3 Putting commissioning intentions into practice***

#### ***3.3.1 Be based and designed within local communities by families, children and young people with SEND***

Children, young people and their families will be at the centre of developing services in their communities. Services by themselves do not produce outcomes; it is what people do for themselves along with their families, friends and neighbours, supported or resourced where appropriate, that have an impact on outcomes. Fundamental to this approach is *Think Child, Think Parent, Think Family*<sup>7</sup> - an approach first adopted by the Social Care Institute for Excellence and now embedded in our Together for Families approach and our local delivery of Early Help. This means:

- Putting children, young people and families at the centre and supporting them to identify how they can improve their own outcomes using a strengths-based approach.
- Empowering families – engaging and listening to families and young people so as understand the whole family perspectives.
- Being creative – considering new solutions to problems and allowing children and young people with SEND, their families, their teachers, people who know them best to work together to work out the best solution in their local community.
- Being local - Using individual and community strengths and resources in the best way possible.
- Improving information sharing and communication between services and organisations working with families, particularly at times of change and at transition points.
- Improving early identification at an earlier age or earlier stage of need to prevent things getting worse.

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<sup>7</sup> <http://www.scie.org.uk/publications/ataglance/ataglance09.asp>

- Developing a shared understanding and expectations across our children and young people's workforce about supporting the six outcomes (see section 1.1).

Our assessment of need will always identify the child's, parents' and family's strengths as well as needs. We will always look first together to how needs can be met from within the family and community before providing additional support to meet unmet needs. We will extend these principles in developing our commissioning intentions using *Whole Life Approach to Personalisation*<sup>8</sup>. This encourages professionals to work with families to explore and map all the resources that the child, young person, family and community have and can be used to self-direct their lives.

This initial strengths based assessment will form the basis for all our early integrated assessment and planning processes. It will also highlight the resources available within the community that can support the family. This approach will require significant workforce development to move from a deficit model centred on the needs of an individual child towards a person or family-centred strengths-based approach.

Positive educational outcomes and wider participation in family and community life increase opportunities in adulthood for independence, employment and leading a full life. Preparation for adulthood must be an essential part of a child's educational journey and start when they are young.

### **3.3.2 What will change**

We will:

- Identify the child's, parents' and family's strengths as well as additional needs. We will always work together to look at how these needs can be met from within the family and community before providing targeted or specialist support for unmet needs. The information will be gathered together using our integrated assessment processes, e.g. Common Assessment Framework, Early Support Family File and our statutory assessment processes.
- Support the child or young person to participate, enjoy and achieve in their local community, and in their learning. Working with families and partners to remove any barriers to access mainstream and universal services due to their education, health and care needs.
- Develop our workforce so that there is a better understanding of the impact of SEND on the young person's development and ability to

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<sup>8</sup> <http://www.in-control.org.uk/media/83027/whole%20life%20approach%20to%personalisation.pdf>

lead an 'ordinary'<sup>9</sup> life, realised by access to services, community based activities, and personalisation.

- Raise expectations, promote positive role models, share success stories, and increase the employment opportunities for people with disabilities in jobs across our organisation, and ensure the voice of young people and adults with disabilities and SEN is listened to.
- Involve local voluntary and community forums in eliciting the views of parents, carers and young people to help design the services and the range of support needed, and their help to empower families to make choices on the support they need.
- Maintain a local offer of all provision both statutory and others, and support networks for parents/carers and young people, so that they have more choice and control over the arrangements they want to access.
- Provide guidance to schools and settings on the information that they should make available for parent/carers and young people to help them have a clear understanding of what will be in place to support children and young people with SEND at their school.
- Schools and educational settings should work with parents and carers to raise expectations and aspirations in relation to educational achievements and wider life outcomes for children with SEND. This is an essential part of the assess, plan, do, review planning cycle with the engagement and participation of young people and their parents and carers.

### ***3.3.4 Building on the strengths of the family and their community to find solutions through a person and family-centred planning approach***

We believe that most children do well in the protective environment of their families, communities and schools. There are times additional support and help is needed, and maybe more for some young people and for some families. We need to be sure that the support that is provided has a positive impact and helps build independence and resilience for the child and their family. This support should be provided, wherever possible, in local schools, educational settings, and their communities.

We will adopt a person centred approach to integrate our support for young people, and their families within their communities. *In Control*<sup>10</sup>

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<sup>9</sup> SCIE Social care institute for excellence refer to disabled people having expectation and opportunity for 'ordinary' lives

<sup>10</sup> Tyson A and Crosby N (2014) Resilience, identity and contribution [www.incontrol.org.uk](http://www.incontrol.org.uk)

*states 'true integration must start from the individual and from their specific circumstances ....it must design support around them rather than ask them to contort themselves to fit the mould of services'.*

Our commissioning intentions will promote greater co-production with children, young people, their parents and carers. We are committed to involving the participation of service users in developing and shaping our local offer of SEND services and provision.

We will provide support and challenge to ensure the child, young person and their family can access community based opportunities, e.g. activities at their local school, local clubs, and support groups. We believe active engagement and participation of young people and their families will prevent the feeling of being done to and disengagement.

### ***3.3.5 What will change***

- The voice of the child is clearly heard and shapes both the personalised programme of support but also shapes the design of services and how they work together.
- We will jointly plan and commission with our partners to deliver an integrated and co-produced offer of services that builds on the outcomes sought by the young person and their family which supports them to access their community resources and networks.
- Focus our assessment and planning processes on increasing independence in preparation for adulthood; encouraging young people to develop their interests, skills and confidence and access leisure and community activities, and work activities.
- Ensure we support and provide advice to young people with SEND who are not in education, employment and training (NEET) to help them take up educational and training opportunities with the necessary supports, as appropriate.
- Enable young people with an EHC plan to utilise their personal budget to provide them with the necessary support to increase their independence, access to work and leisure and to widen their choice of interests, activities and opportunities.

### ***3.3.6 Work to maintain children and young people with SEND in education and care local to their home by providing coherent and joined up arrangements across organisations and sectors***

For the majority of children and young people with SEND their education, care and health provision should be accessed through their local school or educational setting and community. These services should be defined as their right and entitlement as they are for all young people. We will ensure through effective joint commissioning arrangements and cross border arrangements that appropriate services are able to deliver support to help schools, settings and locally based services meet the needs of children and young people with SEND. We will provide challenge where the service offer falls short of expectation.

Our commissioning activities will specify how services will identify and meet individual needs within the context of their family and community. The outcome we want is for children and young people, wherever possible, to stay in their home and family and have their needs met in their local school and community. We expect more children will be able to access these services close to their home, with fewer children needing to travel long distances to access specialist education, health and/or care provision.

There is good research evidence that having robust systems in place to identify needs and target evidenced based interventions to those at significant risk so makes economic sense.<sup>11</sup> We need to work with the universal providers, such as schools, settings and colleges, to strengthen their ability to provide early intervention, engaging their families and local community as a resource to support the learning and achievements for young people.

We will encourage and promote greater parental involvement in their child's education as research shows that this has a significant positive effect on children's behaviour and achievement. Charles Deforges (2003)<sup>12</sup> research highlights what parents do with their children at home, through the age range, is much more significant than any other factor open to educational influence.

We will continue to commission a continuum of educational provision including specialist provision and support in mainstream settings across all phases of education. We will ensure that our commissioning arrangements with our health partners ensures we can provide high quality specialist provision within the county for those children and young people with the most complex learning, health and care needs, including emotional and mental health needs.

We will use the information we have on future needs in relation to SEND to ensure we commission the range of special schools, and specialist enhanced resources to meet these needs. We will undertake

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<sup>11</sup>

[http://www.actionforchildren.org.uk/media/9633017/stitch\\_in\\_time\\_web\\_a.pdf](http://www.actionforchildren.org.uk/media/9633017/stitch_in_time_web_a.pdf)

<sup>12</sup> <http://www.nationalnumeracy.org.uk/resources/87/index.html>

a monitoring and quality assurance role for the additional and specialist provision the Local Authority commissions to ensure we improve the outcomes for children and young people with SEND and meet needs in a cost effective way.

We will make any out of authority specialist placements as an action of last resort. Any such placement will be carefully scrutinised to understand what additional provision we need to put in place to keep children living and being educated as close to home as possible.

We will work with partners to ensure there are well planned transitions through each phase of education and to support preparation for adulthood. Successful transitions happen when there is clear information about the proposed changes, views are sought to plan for these changes, parents and carers are part of the plans, and the young person is able to express their view about what support they might want. Preparation for dealing with changes, developing greater independence, making choices and decisions about what help and support is needed are essential prerequisites for positive life outcomes and should inform how we commission services at points of change and transition.

### ***3.3.7 What will change***

- We will use the Common Assessment Framework (CAF) to target early help to address needs within the family, community and school/setting. We want to intervene early enough to prevent needs escalating and demand increasing.
- We will work with our partners to ensure mainstream and universal services are accessible to all families and adaptations are made to respond to individual and family strengths and needs, and takes into account their views.
- We will work with partners, including the voluntary and community sector, to commission services that are needed so as to prevent children and young people needing to be educated or live away from home. We will work with our partners to bring further resources for children and young people with SEND into the council.
- We will provide evidence based guidance for schools and settings on understanding how to maximise the effectiveness of their resource and interventions to support young people with SEND to accelerate their progress and achievement. We will enable sharing and dissemination of good and excellent practice across the authority through Headteacher and Special Needs Coordinators (SENCO) forums.
- We will develop personal and creative packages of support for those young people with complex needs at risk of exclusion or

placement breakdown to provide for their health, care and educational needs as locally as possible.

- We will ensure our parenting interventions focus on empowering parents recognising and building on their individual strengths. Information and advice will be offered to parents and carers to enable them to participate in supporting their child's learning.

#### **4.0 WHAT WE MEAN BY OUR LOCAL OFFER – INFORMATION AND ADVICE**

The commissioning approach is based on an effective, accessible and well publicised information and advice offer which has been designed with children and young people, their parents and carers and with partners. It needs to be readily available, quick and easy to access, and be responsive to the individual needs and interests of the customer.

Access to information is essential to enabling young people with SEND and their families to have choice and make decisions. It supports personalisation and empowers people to find their own solutions. Our published Local Offer will provide parents and carers and young people with information about particular areas of SEND, and include the range of services available to help young people and their families plan for the future and for transition points. It will also enable schools and other settings to access information, advice and support to meet the needs of the children and young people in their community so that they can learn and participate fully.

We will develop jointly, or co-produce, with our families, young people and partners the Local Offer detailing what services are generally available to all within their local community, services that are targeted for particular needs, and more specialist services and how and when these can be accessed. This process of co-production is about developing a more equal partnership between service users, carers and professionals, and as a result the services will be shaped with services users rather than for them.

#### **5.0 WHAT WE MEAN BY PREVENTION, EARLY IDENTIFICATION AND EARLY HELP**

Information, advice, prevention, early identification and early help are all important for enable individuals, families, communities and services to seek and find their own solutions. Intervening early, getting in the right support at the right time delivers cost effective and better outcomes for individuals and families.

We will deliver services that promote independent and strong communities that provide activities and social networks to enhance the inclusion and well-being of all their community. A focus on prevention and support for children and young people with SEND to develop and maximise their independence and self-efficacy will enhance their achievement and longer term life opportunities.

It is our role, alongside partners, to facilitate good local support networks to enable families to have their needs met within their communities. We will provide a targeted service where there is a gap or a significant barrier preventing children and young people with SEND accessing universal provision. Our aim will be to remove the barriers in relation to accessing universal mainstream services thus encouraging greater independence.

Early identification and intervention is paramount to the success of our commissioning approach. By preventing children and young people with SEND needing more specialist provision this will allow more resources to be maintained in local and community services. Prevention requires proactive support from professionals working with universal services helping them put evidence based interventions in place to avoid escalation of need and reactive or crisis intervention.

## **6.0 *WHAT WE MEAN BY DEVELOPING OUR WORKFORCE AND MANAGING CHANGE***

A commissioning approach based on personalisation, integration and localisation requires professionals to have different conversations with service users and partners. We need to draw on the strengths and capacity of the young person and their family and facilitate local solutions through partnership working with schools, health services, community and voluntary networks. This approach will prevent a culture of dependency on professionals and services and promote a culture of independence, choice and control through an emphasis on self-help and resilience of service users.

We will ensure services and professionals working to deliver preventative, early identification and early help have a good understanding of SEND. Specialist SEND services will be able to provide advice and supervision to professionals in community settings, where needed, to support important preventative evidence based interventions.

Strong partnership working between health, Children, Families and Adults services, the community and voluntary sector and mainstream services is vital. It will require a shared approach to proactive working to prevent children and young people being failed in their local community.

Our services will need to think and plan flexibly for a personalised individual response rather than responding to need by a traditional view of services and packages. Professionals working together with young



people and families will be able to combine their resources to deliver bespoke, jointly produced support plans which should enable cost efficiencies to be made.

## **7.0 WHAT WILL CHANGE IN OUR MANAGEMENT OF RESOURCE, RISKS, AND OUR MONITORING OF IMPACT**

The commissioning model being proposed is enabling preventative approaches aimed at reducing the costs associated with escalation of need or crisis resolution. We will have a clear and transparent financial model that returns the savings from the out of authority placements and high cost independent specialist provision being recycled into local provision that will support improved outcomes for children and young people with SEND.

The shift to commissioning based on personalisation is focussing on what people really want and providing individuals and families with increased opportunities and responsibilities to personalise their solutions to their individual circumstances.

Given the context of increasing demographic pressures on services and resources this commissioning approach provides an opportunity to manage demand by creating a more sustainable way of valuing '*real wealth*'<sup>13</sup> This concept developed by *In Control* as a central part of their approach to personalisation. We are using the concept of *real wealth* to help explore and utilise all the resources available within the family, network of friends and extended family, and community resources to improve outcomes through promoting independence, resilience and choice.

### **7.1 We will know we have been successful if:**

**We can measure and evidence improvements in the five outcomes that are important to young people:**

- Being happy, confident and healthy;
- Having friends and a peer group;
- Doing well at school;
- Having a job and able to pursue interests;
- Being able to be independent as possible, and supported to have choices;

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<sup>13</sup> <http://www.in-control.org.uk/what-we-do/future-thinking/real-wealth.aspx>

- Being safe

**We will want to see evidence of:**

- Accelerated progress for pupils with SEND with a higher proportion achieving expected levels at the end of each key stage.
- Educational settings can evidence good tracking of progress and provide clear information to parents, the young person and the professionals involved.
- Achievement and progress reported for children and young people with severe and complex needs using P-scales and wider outcomes by evidencing greater participation, independence and making choices.
- The attendance rates for pupils with SEND increases, particularly those vulnerable groups with higher levels of absenteeism, i.e. those with social, emotional and mental health needs, and those with physical and sensory needs by ensuring appropriate emotional and pastoral support arrangements are in place.
- The exclusion rates for pupils with SEND are reducing.
- Young people and their parents participating in the development of their support plans.
- All support plans clearly include the views and aspirations of the child and young person, including what support they would like to meet their outcomes, e.g. access from a mentor, when needed.
- Families have access to a key worker who takes the lead on coordinating services and support.
- Information on health and educational outcomes are collected separately for children who may be particularly at risk of poorer outcomes, e.g. children with SEND who are eligible for FSM or are looked- after.
- Early intervention is addressing the needs of children and young people with SEND as evidenced by improved outcomes through SEN Support, Early Support and the Common Assessment Framework.
- A strengths based model is adopted by all professionals implementing integrated and holistic assessments, i.e. Early Support, CAF, Education, Health and Care plans, and Social Care assessments.
- Professionals can show as part of their assessments they have explored with the family the resources that the child, young person and family have and can use to self-direct their lives, and identify where there are additional needs requiring support.

- Improved early preparation for adulthood improves life outcomes as evidenced by reduced number requiring out of authority high cost packages for young adults with learning difficulties, improved training and employment rates, more accessing community and leisure activities.
- An increasing proportion of young people with SEND that continue in Education, Employment and Training post-16.
- Feedback from parents and carers on our Local Offer shows that they have the information needed to make choices on how they might best support their child.
- Surveys demonstrate that parents, carers and young people with a Single Education, Health and Care plan feel that the outcomes they feel are important are improving.
- Carers being valued and supported (including emotional support) with evidence of improved wellbeing through the Social Care plans and increased access to their community.
- All children and young people with SEND have access to universal, preventive interventions including immunisation and oral health advice and care.

### ***Summary of SEND data analysis and demand in Cambridgeshire, including comparisons with data from England, regional and statistical neighbours***

#### ***Trends and characteristics***

This section summarises the data we have relating to children and young people with SEND across Cambridgeshire. An analysis of the Department for Education, January Census 2014, data shows the following key trends, which are explored in more detail below:

- Cambridgeshire's overall population is increasing, with almost 24,000 more 0-19 year olds expected to live in the county by 2031; this will have a significant impact on the number of children and young people with SEND.
- Cambridgeshire is one of the Local Authorities with the highest rate of Statements (35th/152 for primary and 12th/152 for secondary schools).
- In Cambridgeshire 18.4% of pupils have been identified with SEND, compared to 17.9% nationally. Cambridgeshire is one of the Local Authorities with the highest rate of Statements (35th/152 for primary and 12th/152 for secondary schools).
- Cambridgeshire's rate of pupils with a statement of SEND is increasing; in the past 18 months there has been a significant rise, particularly in Autistic Spectrum Disorder; Behaviour, Emotional and Social Difficulties; Moderate Learning Difficulties; and Speech, Language and Communication Needs. Autism is the highest area of need for those with a Statement of SEN.
- This increase is placing a significant pressure on specialist provision, most notably through pressure on places and accommodation at our special schools.
- In Cambridgeshire, pupils with special educational needs are almost three times as likely to be eligible for and claiming free school meals (an indicator of poverty) than those without special educational needs. This is higher than the national average.
- In Cambridgeshire 70.2% of the school population looked after for at least a year in 2013 had SEN. This compares with 67.8% nationally. Nationally, looked after children are three and half times more likely to have SEN, and over ten times more likely to have a statement.
- Despite the fact that we provide specialist support to more pupils than other areas, pupils with SEN in Cambridgeshire, the gap in achievement between pupils with and without an SEN is wider in Cambridgeshire than in other areas; and increases during the primary phase. Cambridgeshire

pupils are eight times more likely to receive a fixed term exclusion, and twice as likely to be absent from school than their peers with no identified SEND.

- When moving into post-16 provision, pupils with an identified Special Educational Need have poorer prospects for Education, Employment or Training. At March 2014, 11.9% of 16-19 year olds with LDD were NEET, compared to 3.9% of all 16 to 19 year olds.

### ***Future Demand***

- The recent rise in statements is having a huge pressure on the top up element of the High Needs Budget. This is not sustainable without impacting on the overall Direct Schools Grant for early years and school funding.
- The rise in numbers of children and young people with a statement for ASD as their primary need. This has a significant impact on the High Needs Budget for funding new and existing statements but also in terms of specialist provision at school and into adulthood for those with autism co-existing with learning and or emotional and behavioural needs.
- The rise in social, emotional and behavioural needs, particularly those being excluded and/or requiring alternative provision. There is a particular increase in the number of secondary students with behavioural needs requiring specialist or alternative provision. This is putting an additional demand on the High Needs Budget when students transfer to specialist provision, such as The Harbour, The Centre School and The Trinity School.
- The recent rise in number of children and young people needing more specialist provision; this has been evidenced by an increase in numbers of pupils placed in Cambridgeshire Area Special Schools, independent specialist provision and alternative educational provision. The impact of this that there is pressure on places and accommodation at our special schools.
- Rise in number of young children receiving early years' access funding has been evidenced over the last few years. The numbers of young children receiving Early Support is also increasing. This is an area that will need to be regularly monitored particularly with the new Education, Health and Care Plan (EHC) being introduced. It will be important to ensure there are very clear criteria in relation to the statutory EHC plan and the threshold for Early Support.
- Post 16 provision will need to be flexible and responsive to needs of students with more complex SEND through providing more bespoke packages to improve their choice and opportunities in preparation for adulthood. This will bring new financial demands with the introduction of the new Education, Health and Care Plan having additional statutory responsibilities from ages 18-25.

- Preparation for adulthood needs to be planned for through out the young person's secondary education phase, particularly from age of 14. Earlier planning and effective joint commissioning should reduce the number of high cost packages and placements by improving education, employment and training opportunities for young adults with learning, physical and sensory needs. The impact of the new EHCP for young adults with SEND may put new pressures on adult health and care budgets.