

SEND

Oldham SEND Development Plan 2019-22

Introduction

The Oldham SEND Partnership has the highest ambitions for our children and young people with Special Educational Needs and/or Disabilities (SEND). We want Oldham to be a place where all children and young people thrive and live a happy and healthy life.

Since the SEND Inspection in October 2017, there has been a significant amount of work undertaken to address each of the five priority areas in the Written Statement of Action and the local partnership has worked collaboratively to deliver changes in practice and improve outcomes for our children and young people with SEND.

In September 2019 Ofsted/CQC revisited the Oldham SEND Partnership and recognised Oldham's improvement journey and the positive changes made since 2017. As such, it noted that there had been good progress made over the past 2 years and outcomes are improving for our children and young people. We want to build on these successes and continue to deliver a seamless, high quality service, underpinned by a methodology and culture of continuous improvement.

This SEND Development Plan sets out 4 priority areas taken from the Oldham SEND Strategy 2019-22 and describes the actions to be taken for the priorities to be achieved. There has been a series of stakeholder engagement events which have helped shape both the SEND Development Plan and the SEND Strategy. The principles of the local partnership working as an integrated entity and sharing equal accountability are core to the whole process for delivery of this Plan.

Our principles and values

These are the ways we work together to ensure the delivery of our ambitions for Oldham's children and young people and their families:

- **Child-friendly** – support and learning provision for all our children and young people is appropriate to meet their individual strengths and needs and provision reflects the views, wishes and feelings of the child or young person, and the child's parents
- **Inclusive** – all our children and young people are supported to have access to the same high-quality services, activities and opportunities
- **Co-produced** – all our children, young people, families and the local community are involved in key decisions that affect their lives, and we work together to meet challenges and agree solutions.
- **Evidence based** – we use information known to us to plan our services and make the best use of the resources available to meet the needs of our children and young people.
- **Flexible** – we are innovative and creative in how we commission and provide support to meet the needs of each individual child or young person.
- **Working together** – all our services work together in a collaborative environment effectively to 'do their bit'. This means our children, young people and families receive the support they require at the point of need and only have to tell their story once
- **Place-based** – children, young people and families feel a part of their local community and, wherever possible and appropriate, access support where they live.

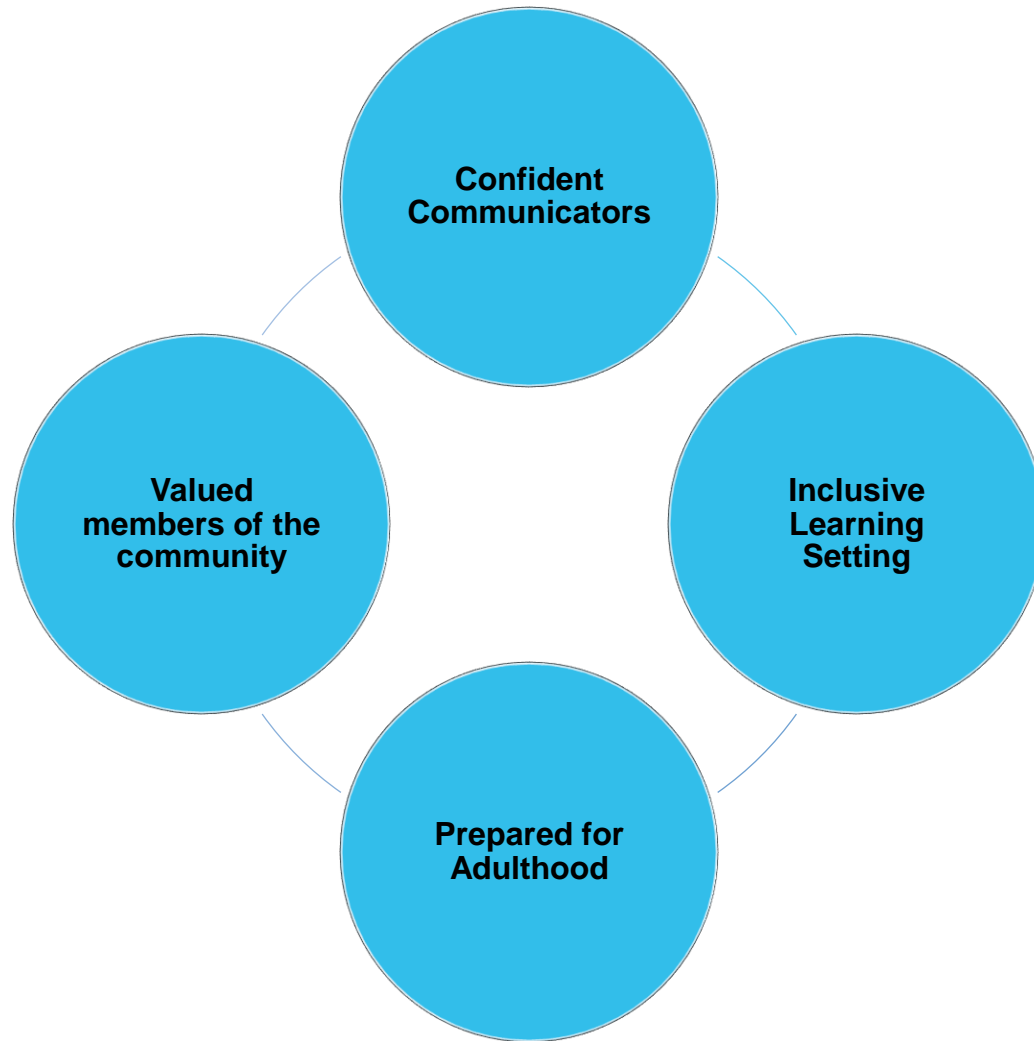
Key Enablers

An effective **Graduated Response** is woven into all priorities to ensure our children and young people's needs are being met in all educational settings. We aim for consistency in the SEND offer across the borough and all pupils must receive the right support to meet their needs. Early intervention and identification of need enables children to thrive within the community and underpins all four priority areas.

We will continue to operate effective local **partnership working** across the system to enable better processes which are integrated and demonstrate the benefit of an economy of scale. The right provision and resources must be in place to meet the needs of our children and young people and **joint commissioning** will continue to facilitate **effective use of resources**.

We will have a knowledgeable, flexible and integrated **workforce** who support children and families in a timely manner and deliver services of the highest quality.

Priority Areas and Key Enablers



Enablers

Graduated Response	Early identification and intervention	Partnership working
Workforce Development	Joint Commissioning & effective use of resources	

Making a difference to all stakeholders

Oldham and its partners are committed to making a difference to the lives of its children and young people. To deliver on this aspiration, it is essential to ensure the Oldham SEND Partnership have a shared understanding of what good looks like.

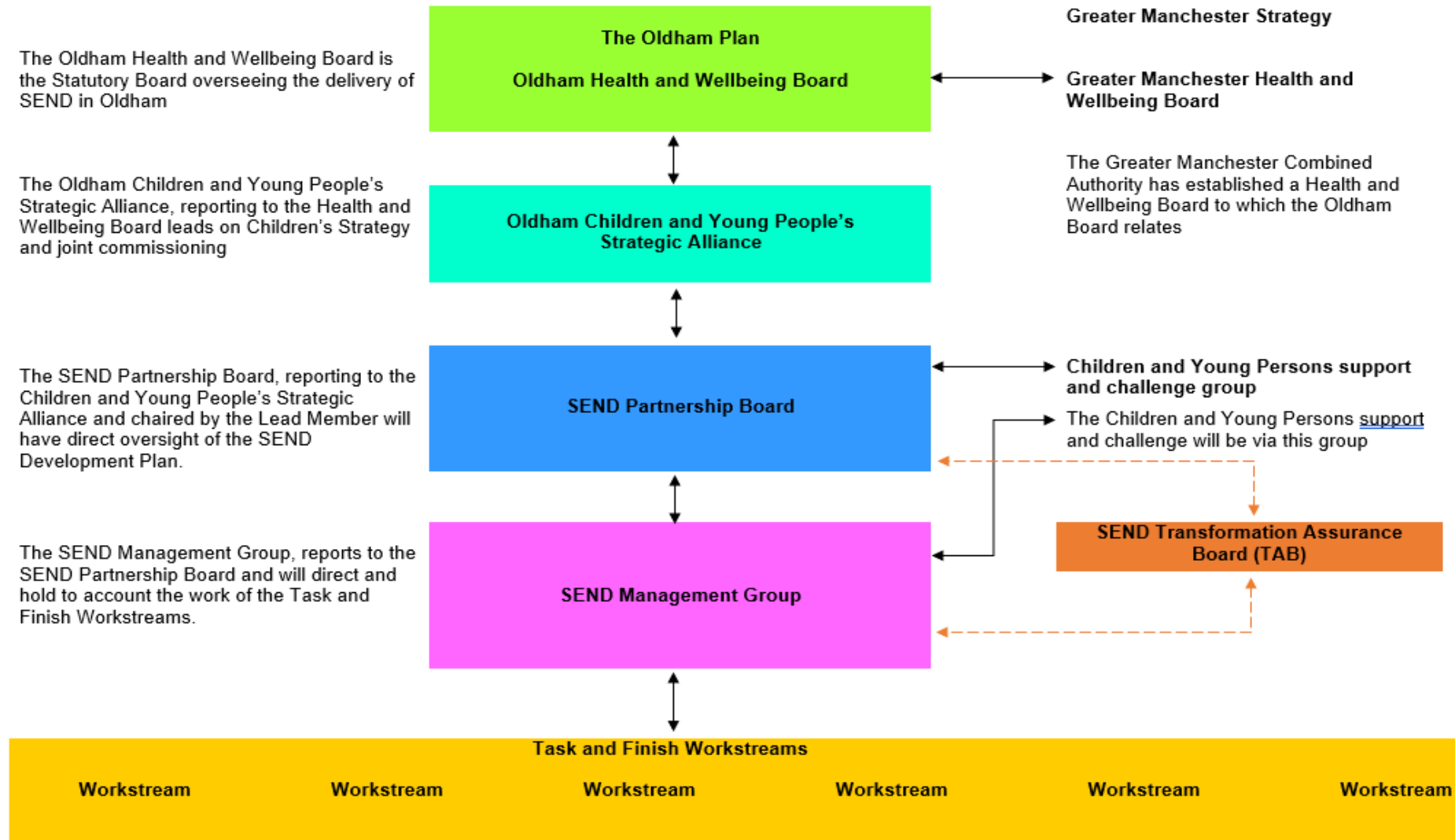
We have captured in the section below what this difference will look like for children, young people and their families. We have described how this will be measured, and how we will know we have made a difference.

What does 'making a difference' look like?	
Child	Children are safer and will be helped earlier through effective early intervention activity. Children will have their voice heard. We will carry out audits to ensure that this is happening. We will ask children and young people with Special Education Needs and/or Disabilities (SEND) for their direct feedback and engage them in shaping services. We will monitor engagement of children and young people in their assessments, their participation in reviews and the timeliness in which we see them.
Parents and carers	We will work with parents to build their confidence and capacity to enable the best possible outcomes for their children. Parents and carers will have the confidence to know that their views are valued and taken seriously and will be able to share their aspirations for their children and young people.
Our partners	All professionals and partner agencies in Oldham will know how they contribute to services for children and young people with SEND, particularly in relation to prevention and early help. Together we will establish new ways of working together to support and safeguard children and young people.
Workforce	All professionals working with children and young people with SEND will be confident, well trained and supported to achieve the best possible outcomes for children and young people. They will receive effective support and guidance and we will monitor this through surveys and auditing.
Front line managers	Front line managers will provide effective management oversight and opportunities for reflective practice which contribute to better outcomes for children and young people with SEND.
Senior Leaders	Senior Leaders across the local partnership will drive change to improve services and visibility to staff. They will ensure the appropriate governance is in place and performance is regularly monitored and that improvements are having a positive impact. They will develop effective relationships with all partners to ensure the system works effectively for children and young people with SEND.
Elected Members	Elected Members will hold Leaders to account. They will have confidence in the workforce to deliver a safe and consistent service.

Governance Structure

The four priorities will be given oversight by a range of Task and Finish Groups, overseen by the SEND Partnership Board.

Governance Structure



Priority Areas



Priority 1: Confident Communicators

Objective 1.1 to create change: Everyone has a clear understanding of the Oldham offer around Speech, Language and Communication

Actions	Lead	Timescale	Evidence of Success
Map the full range of services to identify and remove gaps and barriers to access and consider the best way to share this information with professionals and residents	Commissioning Leads	Year 1	Report published outlining the findings with clear actions of how we aim to address the gaps as a Partnership.
Actively campaign across the borough to make sure everyone (i.e. parents/carers, teachers, early years practitioners and other stakeholders) understands and promotes the crucial importance of good communication, speech and language development and what is available to support this	SEND Partnership Board Schools and settings Local authority Health	Year 1 (development) Ongoing (implementation)	Improved feedback from stakeholders in relation to Speech, Language and Communication An improvement in early and preventative support for Children and Young People with Speech Language and Communication as primary need.
Promote key messages around speech, language and communication and give practical advice and support for families in all of Oldham's communities - We recognise that parents/carers are often the voice/means of communication for their child and consequently understand the importance of empowering the parent/carer to also be a confident communicator	Comms Leads for all partners – coordinated via Local Offer task and Finish Group and overseen by SEND Partnership Board	Year 1 (development) Ongoing (implementation)	Feedback from parents, carers and families confirms that they understand what they can do to support their child's speech, language and communication, when it is appropriate to access services and what support is available.

Objective 1.2 to create change: Consistent approach to meeting Speech, Language and Communication needs

Actions	Lead	Timescale	Evidence of Success
Develop a Speech, Language and Communication strategy which sets out Oldham's approach and the pathways for children and young people	Representatives from across the system, including commissioners	Year 1 Year 2	Communication Strategy in place and recommendations progressed Clear pathways in place that are understood by professionals and families and allow children and young people to access the services they need, when they need them
Develop an approach to make best use of technological advances and promote innovation in all settings by sharing information across the system.	All partners	Year 1	An increased use of Assistive Technology in all settings and schools and a clear directory of options available to families displayed on the Local Offer



Priority 2: Inclusive Learning Setting

Objective 2.1 to create change: Develop a whole school and college approach to SEND

Actions	Lead	Timescale	Evidence of Success
Develop a flexible curriculum across all our education settings which is strengths based, inclusive and meets the needs of our children and young people.	Educational Settings	Year 2	All children and young people have positive educational experiences with full access to a curriculum tailored to meet their needs and aspirations
Work with schools and settings to support staff to better understand SEND aiming to match the degree of knowledge appropriate to the role of the individual	SEND Partnership	Year 1	Increased knowledge of SEND and confidence amongst the education workforce about how best to support our children and young people Staff satisfaction and feedback regularly collated
Communicate and promote (and regularly review) as appropriate, a provision and support offer for all children and young people, including those with additional needs particularly at each transition stage	Educational Settings	Year 1/ongoing	Local Offer and websites for Education Settings that are accessible, engaging and up to date.
Regularly review the special educational needs and disability (SEND) funding system in Oldham to ensure resources are appropriately aligned with agreed expectations, and to enable cost-effective preventative work to take place <ul style="list-style-type: none"> • Ensure High Needs funding impacts successfully on progress. • Review funding to achieve best value from resources. 	SEND Partnership	Year 1/ongoing	Shared knowledge and understanding of the funding system in Oldham with clear expectations in place from all partners

Work with Special Educational Needs and Disability Co-ordinators (SENCOs) to further develop networks to share good practice and learning to improve identification and assessment of need and all aspects of inclusive practice	Special Advisory Teachers	Year 1	Increased engagement from SENCOs at the SENCO Development Days and SENCO Forums
Provide guidance to Governing Bodies (or equivalent) in Educational Settings to support them to fulfil their 'best endeavours' duty and let them know where to go for support and guidance.	Local Authority Educational Settings	Year 1	Governing Bodies that are fully informed about how to meet their 'best endeavour' duty and reduced demand on SEND services.

Objective 2.2 to create change: Children and young people enjoy high attainment and achievement

Actions	Lead	Timescale	Evidence of Success
Implement Quality First Teaching and Learning for all children and young people, with particular attention on children and young people with SEND who require additional support via the graduated response.	Education Settings	Ongoing (Annual Review to take place)	More children and young people completing their education in a mainstream setting (at least matching national average) More children achieving a Good Level of Development at the Early Years Foundation stage (matching national average) Improved rates of academic progress for all children and young people including those with SEND (matching national average)

Objective 2.3 to create change: Children and young people are encouraged to have high school attendance and low levels of exclusion

Actions	Lead	Timescale	Evidence of Success
Support schools and settings to tackle persistent absence for pupils with SEND through a digital feedback system to share and act upon live data	SEND Partnership	Ongoing	Fewer children who are persistently absent from school

			Improved school attendance levels (at least 1% faster than the national level of improvement year on year)
Support schools and settings to reduce the need for use of fixed term and permanent exclusions for SEND pupils	SEND Partnership	Ongoing	Fewer fixed term and permanent exclusions (reduction at least 1% faster than the national level of improvement year on year)



Priority 3: Prepared for Adulthood

Objective 3.1 to create change: Develop whole family aspirations from an early age

Actions	Lead	Timescale	Evidence of Success
Guide all parents to better understand how to effectively aspire for their children and young people, and themselves	SEND Partnership	Ongoing	Children, young people and families have aspirations and clear plans for how to achieve their goals.
<p>Ensure that preparation for adulthood is actively planned for and included in statutory children’s individual plans from early years and throughout each stage of transition.</p> <ul style="list-style-type: none"> • Take a personalised approach to preparing for adulthood and transition • Ensure integrated working between children’s services and adult services • Co-produced workshops to consider most effective approaches to ensure a seamless transition for young people. • Develop Practice Guidance for practitioners on preparing for adulthood and transitions 	All partners via the SEND Partnership Board including Third Sector, Voluntary Sector and the Parent Carer Forum	Ongoing	<p>Young people are excited by the prospect of adulthood and have clear goals on how to prepare for transition.</p> <p>More young people with SEND are prepared for adulthood and supported to achieve what they want in life.</p>
Listen to the aspirations of our children and their families and use this information to commission services and provision that helps them to achieve their goals	CCG/Oldham Cares	Ongoing	<p>Children and young people have access to services and provision that helps to achieve their goals.</p> <p>Children and young people can see that their views and input have been recognised and used to plan and develop services.</p>

Develop a clear partnership strategy to identify our approach/policy when parents and children disagree on their next steps or aspirations	Educational settings/SENCOs/ 3 rd Sector Voluntary Sector	Year 1	Clear and consistent approach in place which is adhered to and works well for both parents and schools to plan support for children and young people to achieve their aspirations.
Objective 3.2 to create change: Ensure that children and young people are prepared for life, learning and work			
Actions	Lead	Timescale	Evidence of Success
Ensure all children and young people with additional needs receive good quality, impartial and aspirational careers information, education and advice	Positive Steps Educational settings (careers advisors) Third Sector as appropriate	Year 2	Children and young people feel well supported and make informed decisions relating to their education, career and future aspirations More children and young people living independently
Develop an employment strategy for school leavers with SEND Provide increased opportunities for work tasters, work experience, supported internships and apprenticeships for children & young people with SEND	Higher Education providers Employers Get Oldham Working	Year 2-3	More young people with additional needs moving successfully into employment
Ensure that children and young people have the information, knowledge and skills they need to keep themselves safe and healthy.	Health Education Settings Care/SEND Services Third Sector	Year 1	Children and young people with SEND are making well informed decisions to keep themselves happy, safe and healthy
Pay attention to children and young people's emotional well-being and confidence, and actively support them to develop the resilience and life skills needed for successful adulthood	Health Education Settings Care/SEND Services	Year 1	Children and young people with SEND are making well informed decisions to keep themselves happy, safe and healthy

Objective 3.3 to create change: Empower parents to support their child's preparation for adulthood and promote independence

Actions	Lead	Timescale	Evidence of Success
<p>Critically review how we currently work with parents and carers to achieve our shared priority of the best outcomes for their children.</p> <p>We will engage with all parents and carers to identify what they would find helpful to support their child's preparation for adulthood</p>	<p>SEND Partnership Board</p> <p>Parent Carer Forum</p>	<p>Year 1</p>	<p>Parents and carers who feel confident to support their child's preparation for adulthood and can see the benefit of promoting independence</p> <p>(To be evidenced via engagement and feedback from parents/carers and young people)</p>
<p>Develop and provide practical strategies for parents and carers to use at home that support a young person's preparation for adulthood and to promote independence</p>	<p>All partners</p> <p>Parent Carer Forum</p> <p>Third Sector</p> <p>Voluntary Sector</p>	<p>Year 1 (Development – follow review as per above)</p> <p>Year 2 (Implementation)</p>	<p>Parents and carers who feel confident to support their child's preparation for adulthood and can see the benefit of promoting independence</p> <p>(To be evidenced via engagement and feedback from parents/carers and young people)</p> <p>More children and young people living independently</p>
<p>Tailor our communications with parents and carers to encourage positive dialogue about preparation for adulthood and independence</p> <ul style="list-style-type: none"> Parental/carer engagement strategy to be developed 	<p>Parent Carer Forum</p> <p>All partners</p>	<p>Year 1 (Development)</p> <p>Year 2 (Implementation)</p>	<p>Parents and carers who feel confident to support their child's preparation for adulthood and can see the benefit of promoting independence</p>



Priority 4: Valued members of the community


Objective 4.1 to create change: Clear understanding of what is available in the community and the creation of a diverse and inclusive offer

Actions	Lead	Timescale	Evidence of Success
<p>Create opportunities for learning, play, culture, leisure, sport and work that are inclusive, accessible and fun for all children and young people, including those with SEND.</p> <ul style="list-style-type: none"> • Ensure that any offer to children and young people and their families is an attractive and inclusive offer 	<p>All Partners – to be coordinated/collated by Local Authority for inclusion on Local Offer</p>	<p>Ongoing</p>	<p>Increased choice in activities for children and young people with SEND</p> <p>Positive feedback from families</p>
<p>Regularly review pathways and provision to ensure that there is a diverse range of options available that are advertised via the Local Offer (via links to other platforms of activities in Oldham)</p>	<p>Local Authority</p>	<p>Year 1</p>	<p>Detailed review to ensure that options are available.</p> <p>Comparator analysis with statistical neighbours to highlight any gaps in our offer.</p>
<p>Explore opportunities to develop an inclusion audit toolkit to be used for planning and development proposals to make sure that our borough's built and green environment is inclusive</p>	<p>Local Authority (Economy)</p>	<p>Year 2</p>	<p>An inclusive built and green environment that can be accessed, used and enjoyed by everyone together.</p>

Objective 4.2 to create change: Improve community awareness of SEND and increase the opportunities for fully inclusive participation

Actions	Lead	Timescale	Evidence of Success
Core values of equity, inclusion, respect and dignity for all to be taught and modelled to all children and young people from an early age.	Education settings	Ongoing	<p>A culture of respect and belonging is evident in all communities, educational settings and services across the local partnership.</p> <p>There is a positive culture and ethos across Oldham which provides an opportunity to engage, learn about and accept individual differences</p> <p>All children and young people are afforded opportunities to develop friendships with one another.</p>
Promote and champion the aspirations of children and young people with SEND across Oldham – celebrate success and challenge stereotypes	Comms Leads (all partners – coordinated approach)	Year 1	
Ensure that children and young people with SEND feel safe from harm and can move confidently around the local area	Police Community Cohesion	Year 1-2	Children and young people with additional needs reporting that they feel safe, happy and confident to travel
Provide a range of opportunities for children and young people to contribute to their community through participation, volunteering and employment	Voluntary and Community Sector	Year 2	<p>More children and young people participating and contributing to activities within their local community</p> <p>Case studies of young people who have been positively impacted by the opportunities available.</p>

Key Enablers

 Enabler 1: Graduated Response			
Actions	Lead officer	Timescale	Evidence of Success
To work with early years providers and schools to implement a consistent approach to the graduated response, including SEN support.	Local Authority Early years' providers Education settings	Year 1	Implementation of the Graduated Response is consistent across the borough
Ensure that effective interventions are in place in line with the graduated approach as set out in the SEND Code of Practice: 0-25 (2015)	SEND Service Manager/Assistant Director of Education	Year 1	Children and young people's needs are met within their educational setting
<p>Develop a whole system approach (0-25) where partnerships and transitions are differentiated and reflect the Graduated Response</p> <ul style="list-style-type: none"> • Explore the opportunities to develop a neuro-developmental pathway in Oldham in order to improve and develop the current pathways on offer for children and young people with additional needs and those with dual diagnosis. • Explore opportunities to further improve our SEMH offer for children and young people through targeted support within educational settings 	All Partners (via SEND Partnership Board)	Year 2	



Enabler 2: Early identification and intervention

Actions	Lead officer	Timescale	Evidence of Success
<p>Critically review our current approaches to early identification and intervention (in line with the Graduated Response).</p> <ul style="list-style-type: none">Consider how we can further develop/improve joint approaches to increase protective factors (and reduce any potential risk factors where appropriate)	SEND Partnership Board	Year 1	Children and young people with SEND are identified and receive the appropriate intervention at the earliest opportunity
<p>Ensure professionals who meet young children signpost to specialist services quickly and sensitively</p>	All partners	Ongoing	Children and young people with SEND are identified and receive the appropriate intervention at the earliest opportunity
<p>Identify vulnerable families, so that multi-agency support can be quickly in place.</p>	All partners	Ongoing	Children and young people with SEND are identified and receive the appropriate intervention at the earliest opportunity



Enabler 3: Partnership working

Actions	Lead officer	Timescale	Evidence of Success
<p>Continue to embed co-production throughout the SEND agenda at a strategic commissioning level.</p> <p>All services to be designed in collaboration with children, their families and service providers.</p>	All partners	Ongoing	Effective and efficient services and provision that truly meets the needs of our children, young people and families.
Hold each other to account and all work to our common set of values and behaviours	All partners	Ongoing	Effective partnership working which demonstrates openness, honesty, trust, respect and values each other's opinions to meet the needs of our children, young people and families.
Define levels of accountability and responsibility within the local partnership	All partners	Year 1	Clear governance in place with a shared understanding of roles and responsibilities. Actions within the plan are in progress with a clear tracking mechanism in place
Collect and use data to hold each other to account in terms of effective practice and outcomes for children and young people	SEND Partnership Board	Ongoing	The SEND Dashboard is accurate, up to date and effective and feeds into the wider strategic planning. The data is used to inform decision making such as exclusions and attainment
Collaborate with partners and neighbouring boroughs, where appropriate, to ensure that we make the best use of the physical resources available for the benefit of children and young people with SEND.	All partners	Ongoing	Physical resources are fully utilised and meet the increase in demand for children and young people with Special Educational Needs and Disabilities.



Enabler 4: Workforce development

Actions	Lead officer	Timescale	Evidence of Success
<p>A commitment from all partners that staff are appropriately trained to meet the SEND communication needs of children and young people</p> <ul style="list-style-type: none"> • Develop a SEND workforce plan to ensure that Oldham has the right number of staff with the right skills • Utilisation of national, regional and partnership competency-based training opportunities for Oldham’s SEND workforce • Clear understanding and consistent approach to meet and support Speech, Language and Communication needs in Oldham 	All partners including, Education, Health, Care and any commissioned services	Ongoing	Recruitment and retention of staff Staff satisfaction Family feedback
Sharing of learning and good practice across the partnership in relation to workforce development	All partners including, Education, Health, Care and any commissioned services	Ongoing	Consistent message delivered by all partners
Ensure that staff are appropriately trained to use assistive technology and are kept update with advances	All partners including, Education, Health, Care	Ongoing	Staff are confident at using technological advances and children and young people benefit from using such technology



Enabler 5: Joint commissioning and effective use of resources

Actions	Lead officer	Timescale	Evidence of Success
<p>Continue to use an evidence-based approach to commissioning.</p> <p>Ensure there is an ongoing and robust needs analysis in place to enable the local partnership to work together to commission the specialist provision that is required to meet the needs of our children and young people.</p>	<p>Commissioning Leads</p> <p>Business Intelligence Leads</p>	<p>Annual (Needs analysis)</p>	<p>Services and provision that meet the needs of our children and young people</p> <ul style="list-style-type: none"> - Reduced waiting times - Positive feedback from children, young people and families that they have been able to access the services that they need/want when they need/want them
<p>A Market Position/Sufficiency Statement to be produced that outlines the needs of our children and young people in Oldham</p> <p>We will evaluate how well our current provision meets young people’s needs and identify any gaps in order to support us to plan how we will continue to develop our provision over the next three years.</p> <ul style="list-style-type: none"> • There will be focus on 16-25 years age cohort and individuals with complex needs. 	<p>Commissioning Leads</p> <p>Business Intelligence Leads</p>	<p>Year 1</p>	<p>Clear statement of need and a plan to meet that need either through existing provision or to commission services/provision to meet that need.</p>
<p>Ensure resources are appropriately aligned with agreed expectations, and to enable cost-effective preventative work to take place to support all children and young people with SEND.</p>	<p>SEND Partnership Board</p> <p>Schools</p> <p>Third Sector</p> <p>Parent Carer Forum</p>	<p>Year 1</p> <p>(then 3 yearly in line with updates to SEND strategy and plan – or in line with changes to central policy and guidance)</p>	<p>A SEND funding system that ensures appropriate and effective use of resources to meet the needs of our children and young people</p>

<p>Commission SEND services using a joined-up approach from the highest strategic level.</p> <p>Explore opportunities for pooled resources and joint commissioning</p>	<p>Commissioning Leads</p>	<p>Year 1 for governance</p> <p>Year 2 for implementation</p>	<p>An agreed approach to joint commissioning that is both effective and efficient</p>
<p>Explore opportunities to further develop the use of Personal Budgets for children and young people with SEND</p>	<p>Commissioning Leads</p>	<p>Year 1 for scoping</p>	<p>A sufficiently flexible financial model that works for professionals and our children, young people and families</p>

What will success look like

We are performing well against our key performance indicators

Children and young people are confident communicators

We can evidence the impact we have on children's lives

Improved data, management information and performance reporting

We are working well with all partners and championing a co-productive way of working

We have a stable and thriving workforce

We assess well and we plan well

Children are influencing the way we deliver services