

SEND Transformation



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What have we been doing ?



- Reviewing feedback
- Reviewing informal consultation feedback on provision
- Reviewed our self evaluation based on findings & drafted a strategy
- We have been inspected!
- Consolidated the findings with all the feedback
- Developed a draft transformation programme for SEND

What people have told us - Challenges



- Services are difficult to access – inconsistency and variability
- Services/system are reactive – need more early intervention
- Disproportionate SEND across schools
- Length of time waiting for an assessment
- Diagnosis driven rather than needs driven
- Families unaware of the local offer – not fit for purpose
- Lack of vision into adulthood

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What Inspectors told us - Strengths

- Leaders have an accurate view of the local area's strengths and weaknesses, self-aware and have a strong and accurate view of the current position.
- We are empowering families through The Deal and asset based approach. They saw that this was making a real difference in the borough.
- Wigan knows what a good Education, Health and Care (EHC) plan looks like
- Children and young people are at the heart of our SEND strategy.
- Transformation plans have been truly co-produced
- The voice of the child and family are evident in plans.
- Vulnerable children and young people have their health, care and education needs met by staff across the different partnerships working well together.

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Strengths



- Joint working between health, education and social care leaders, managers and frontline staff is breaking down professional boundaries.
- Staffing structures are becoming more integrated and the Chief Executive's joint role reflects this.
- Transitions across education, health and social care at key points in children and young people's lives are well planned and managed.
- The Parent Carer Forum is a valued partner and work well with the local area at spreading messages and co-producing.
- Identification of need within Early Years is a real strength and more children are becoming 'school ready'

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The background of the slide is decorated with colorful streamers and confetti. The streamers are in shades of purple, yellow, green, and pink, and are scattered across the page. The confetti consists of small, multi-colored dots in shades of purple, yellow, green, and pink.

Thank you!

Development areas:



- Identification of less obvious need is inconsistent. Young people's SEMH needs often focus on symptoms rather than identifying the underlying causes.
- SEND C&YP make slower progress academically than those without SEND outcomes are not improving quickly enough.
- EHCP for EHCPs are not holistic and do not match the aspirations of the child, young person and family.
- Attendance for children and young people with SEND reduces during high school and too many children with SEND do not attend school on a full time basis.
- Wigan is higher than the national average regarding children and young people with SEND who are excluded from mainstream school.

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Development cont...



- There are insufficient places for young people within alternative provision
- Early intervention and prevention needs to be strengthened in order for the pressure on special school places to be reduced
- A large number of parents and carers reported that they were unaware of the Local Offer and that it is not fit for purpose.
- Some young people feel socially isolated and parents reported that there is a disparity with services in different localities.

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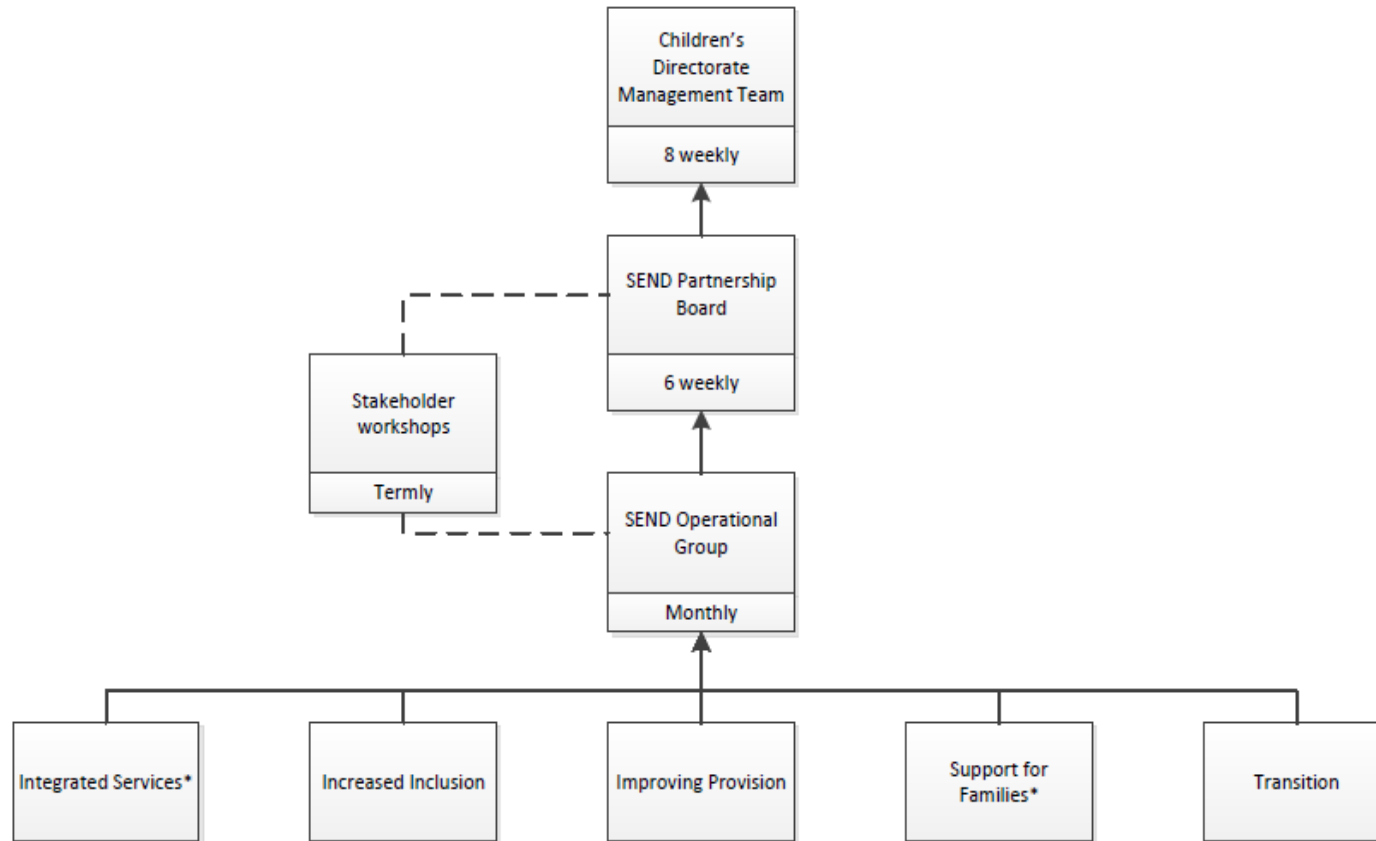
What are we doing?



- Continued realignment and integration of our services – Start well & SDFs
- Invested over £250k in the engagement centres
- Reviewing the medical needs offer
- Reviewing our parent support offer across the borough
- Developing Neurodevelopmental pathway
- Secured additional resource for CAMHS link workers

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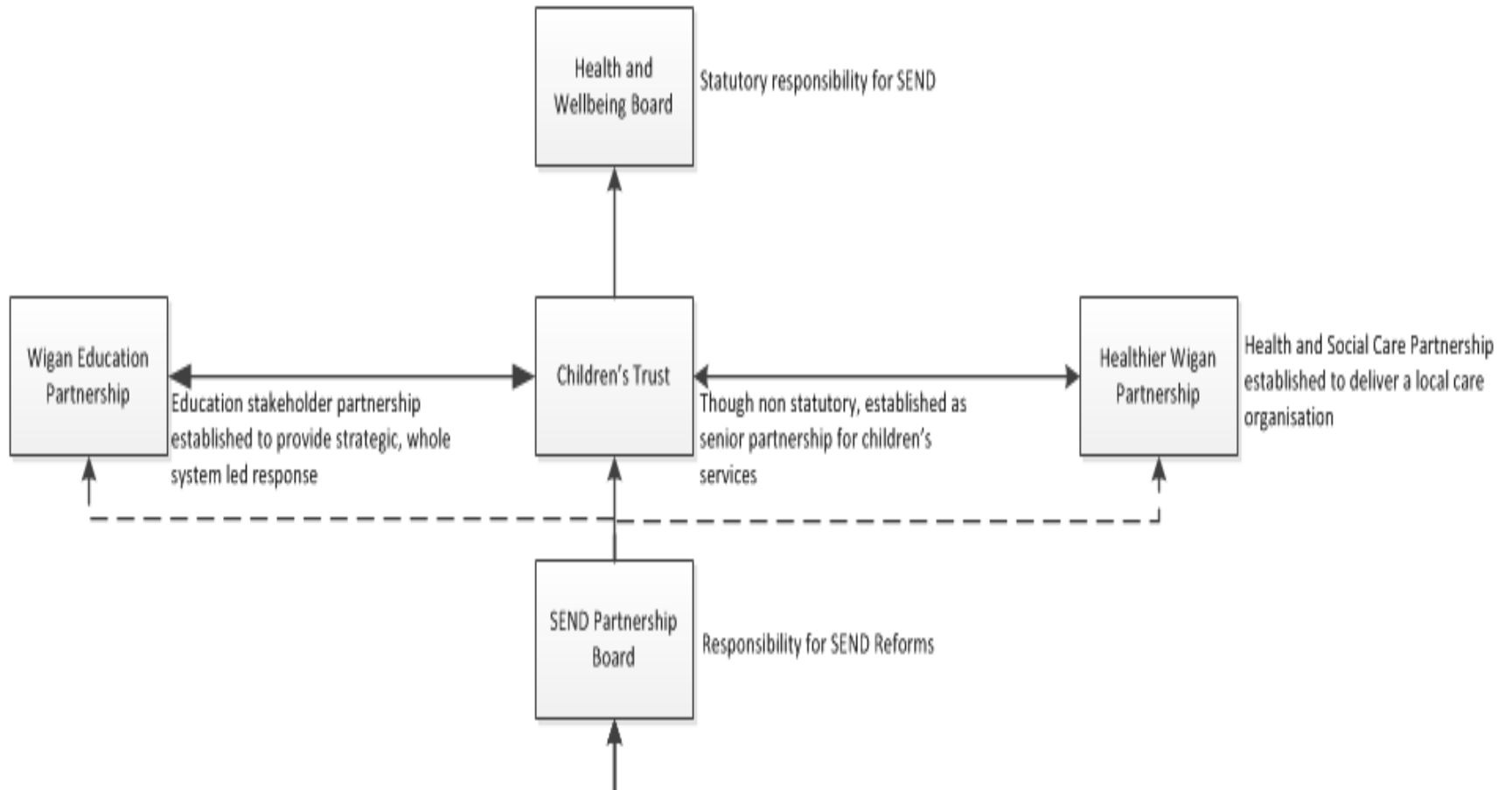
Governance



* Project progress through the Start Well Exec Group

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Governance



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Integrated Services



- Families only need to tell their story once –one plan led by the family and contributed to by an effective multi-disciplinary team.
- Health Visiting and School Nursing Services are Integrated into Start Well leading to an improvement in school readiness and public health outcomes.
- Transformation of CAMHS is delivered creating an integrated place based model that is linked to Schools, Early Years Settings, Start Well Centres and GPs, and builds on the wider workforce capacity for the promotion of positive mental health and well-being.
- Neurodevelopmental Pathway re-design completed and a new integrated multi-agency stepped care pathway implemented which will improve the quality of support offered to children and young people with ADHD and Autism.
- Re-design programme for children’s therapy services, children’s community nursing team and community paediatrics is scoped and delivered leading to more effective and efficient place based services linked to Start Well.

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Increasing Inclusion & Provision



- Raise attainment & outcomes
- Reduced permanent and fixed term exclusions with SEND
- Children with SEND are welcome and stay in their chosen school
- Reduced request for special and alternative provision
- Children are educated within their communities and are happy
- Schools feel supported and enabled to meet the needs of children with SEND
- Reduce the need for EHCPs
- Improved quality of EHCPs

All children receive their education in good quality teaching and learning spaces with access to the right expertise and the right support when they need it.

- Review current and future resourced provision
- Outreach offer
- Expand & improve special schools but use differently
- Engagement centres

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Support for Families



- A clear and coordinated offer across the statutory, voluntary and the community sector that all families know about and can access.
- A workforce that understands, and can share with families, what the offer is.
- A workforce that are equipped with the skills to work alongside children and families effectively, building on their strengths.
- An improved journey through our collective services so that children, young people and families can fulfil their potential.

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Transition Vision

- Preparing for adulthood is a positive experience for young people and their families, which takes place throughout their childhood, laying the foundations for a valued and purposeful life.
- There is an increased focus from the age of fourteen on capturing and working towards the young person's aspirations and plans for the future, working in partnership with their family, including:
 - ❖ Family, friends and relationships
 - ❖ Health
 - ❖ A good place to live
 - ❖ Learning and skills
 - ❖ Employment and volunteering
 - ❖ Money
 - ❖ Transport
 - ❖ Fun and leisure
 - ❖ Community connection
 - ❖ Independent living skills



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