

Slough SEND and Inclusion Strategy

2021-2024



Contents

1. Foreword	3
2. Introduction	4
3. Vision, Principles and Approach	5
3.1 Vision	5
3.2 Principles and Approach	5
4. Voice of the Child	6
5. Voice of the Parent	7
6. Working with Partners - Governance of the Strategy	8
6.1 Priorities - Delivering the Strategy	9
6.2 Graduated Support Model	10
7. Impact and Evaluation	11

1. Foreword

The Covid-19 pandemic has had a disruptive impact on the learning of all our young people (from 0-25) across the country and we recognise that those with SEND may have been more affected than their peers. Never have our vulnerable young people needed us more than they do now. We have a duty to ensure not only their learning needs are met but also that their health, emotional and mental well-being is a priority.

In Slough we are deeply committed to supporting all of our children and young people, through the wider lens of inclusion, to have the best possible start in life and to grow up to be happy, health and successful. For our children and young people with special educational needs and disabilities (SEND), this requires us to recognise their learning needs early, have a strong partnership with parents, carers and professionals, and have the provision required to meet the diverse range of needs for our children and young people

Our actions are underpinned by a detailed improvement plan and a quality and performance management framework ensuring stakeholders are informed and can challenge us as to the progress we are making. We are confident this approach will enable us to improve outcomes for children and young people with SEND.

We know we have areas to improve to ensure our provision for children and young people with SEND enables them to thrive in life, and our refreshed SEND and Inclusion Strategy intends to address these areas.

This strategy is currently in interim status, to reflect the recent changes in leadership and direction for the SEND and Inclusion area. We are currently reviewing all areas of our systems, structures, data, and strategic oversight and expect this strategy to be refreshed and updated further in the coming months.

We look forward to working in collaboration with, and being responsive to, the needs of our local community.



J. Kyriacou
Associate Director, Education and Inclusion



2. Introduction

Our ambition is to secure real change through concerted and collective action by all of our partners across the local area, underpinned by a common purpose and shared values and principles. This overarching strategy describes our collective ambition for children and young people with special educational needs and disabilities (SEND) aged 0-25. It sets out our shared commitment to work together to create a system of support and provision that truly works for everyone.

This strategy recognises a new approach is needed which recognises the complexity of the challenges we face and success is based on system-wide, cultural and behavioural changes. The task is made harder because each stakeholder has their own pressures, priorities, accountabilities and are also undergoing significant and continued change. We believe we are beginning to make progress in many areas, but know there is a long way to go to.

This ambition and strategy is supported and brought to life by:

- An improvement plan focused around four key workstreams of Joint Commissioning, Workforce Development, Participation, Engagement and Co-Production, and Insight and Performance.
- Task and Finish Groups focused on specific areas of improvement including inclusive learning, early identification and support, information and advice and strategic developments
- A Graduate Response Model

This strategy will remain a working document, enabling us to be agile and adaptable and changing direction where necessary to succeed.

This refreshed strategy highlights our strengths, the challenges we face and how, collectively we can achieve our goals.



3. Vision, Principles and Approach

Below we outline our vision, principles and approach to SEND which will underpin all our work.

3.1 Vision

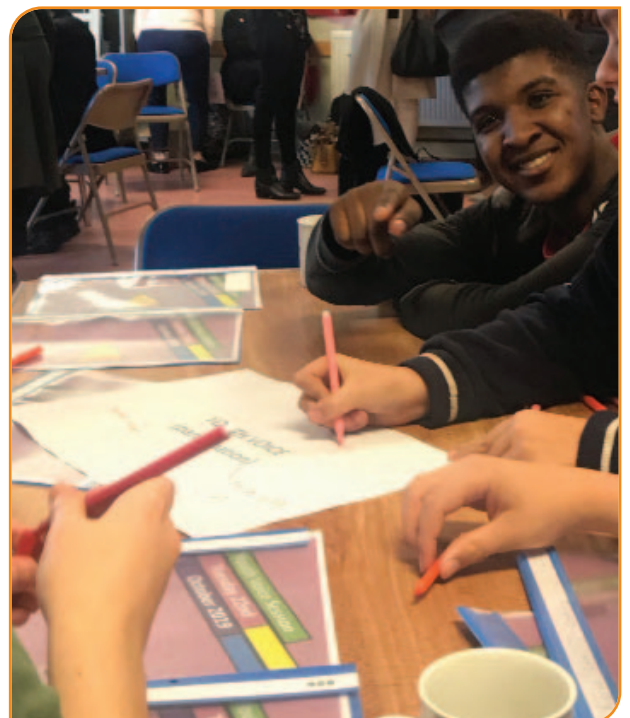
Our vision statement for Inclusion and SEND across the town, created with our partners is:

“Through inclusive practice all children and young people are happy, healthy, safe, take an active part in their community and have fulfilled lives.”

3.2 Principles and Approach

Our principles and approach to SEND and Inclusion, created with our partners will be founded upon:

1. Participation, Engagement and co-production in partnership with Children, Young people, parents and carers will ensure that needs are met and outcomes are improved.
2. Inclusion will remove the barriers that create undue effort and separation and enable everyone to participate equally, confidently and independently in everyday activities.
3. Clear governance and accountability will eliminate the variation and fragmentation in commissioning practice.
4. Robust self-evaluation, which is open and transparent, will inform future work and enable the partnership to continuously improve.
5. The Implementing cycle of Assess, Plan, Do and Review will lead to consistency and longevity.
6. A graduated service model will ensure appropriate services are in place to meet the population need, will reduce bureaucracy and offer support quickly regardless of diagnosis.
7. All Partners services will be person centred, needs led and seamless.
8. Holistic assessments and planning will lead to better experiences, outcomes, and use of resources.



4. Voice of the Child

We asked a group of young people at Arbour Vale School about their dreams and aspirations and the kind of help and support that they need. We used this snap shot to help frame the ambition and strategy. We want this to be just the beginning and will continue to engage with as wide a range of children and young people with SEND to help shape how we take this work forward.

Unsurprisingly they told us that they had the same or very similar dreams and aspirations for when they finish school as their friends who don't have SEND - having a family, buying a house, owning a business, getting a job, playing sport, moving abroad, travelling, writing a book. They also tell us that they want to be allowed to take the same kinds of risks as other children and young people as they grow up - even make the same mistakes!

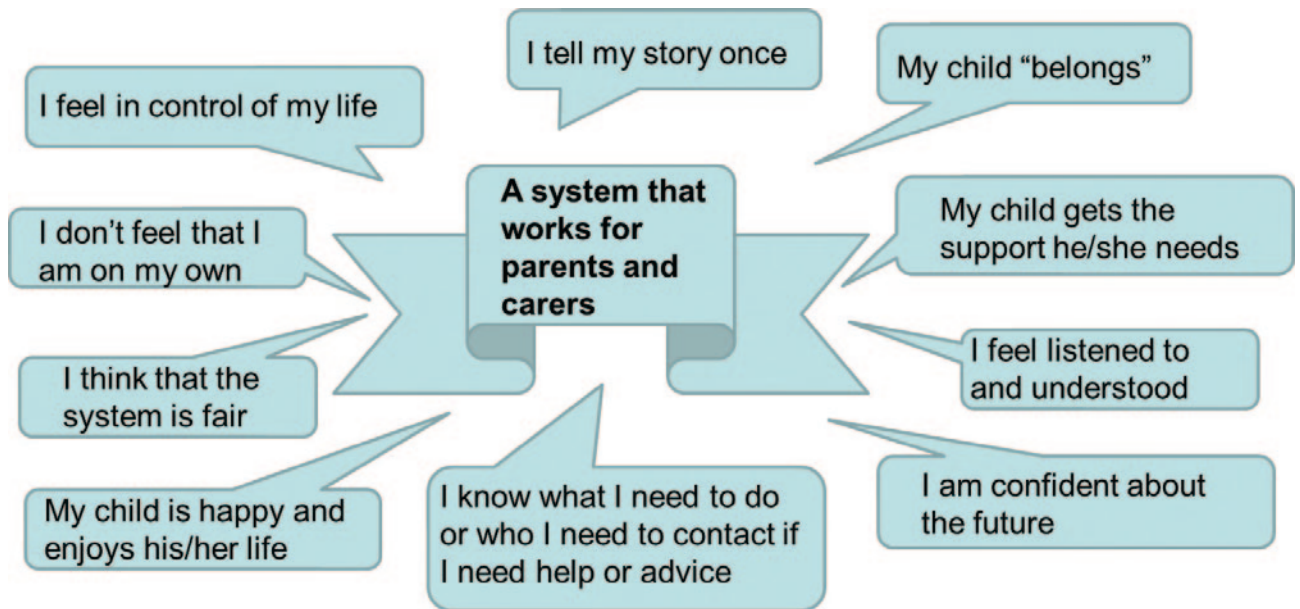
In the same way, the same things matter to them - help to make a "perfect day" - as most other children and young people: interesting lessons, leisure activities, time with friends and family, what people say to them, being listened to, keeping busy and achieving things and even the weather.

However, they also tell us that they need help and support to overcome some of the day to day problems that make it difficult to do the things that they want and achieve as well as they can: people being rude and mean, anxiety, lack of money for resources and activities, lack of the right support, problems with sleep, scary environments, lack of confidence, lack of opportunities.

We recognise that the voice of the child is an area that needs to be further developed and will continue to do so as we move forward.



5. Voice of the Parent



We are fortunate in having the Special Voices group in Slough. They help us connect with a wide range of parents and carers of children with SEND and help shape our strategy. In addition, we will continue to find ways to engage with as many parents and carers as possible, including those who may not be involved with Special Voices.

Parents and carers remind us that everything we do affects the lives of real people - and challenge us always to bear that in mind.

We need to understand what having a child or young person with SEND means to them and do all that we can to earn their trust and confidence.

A system that works for parents and carers is one in which they don't feel that they have to fight to get the support they need, are treated with respect, valued as partners and have choice and control over what happens to their child or young person.

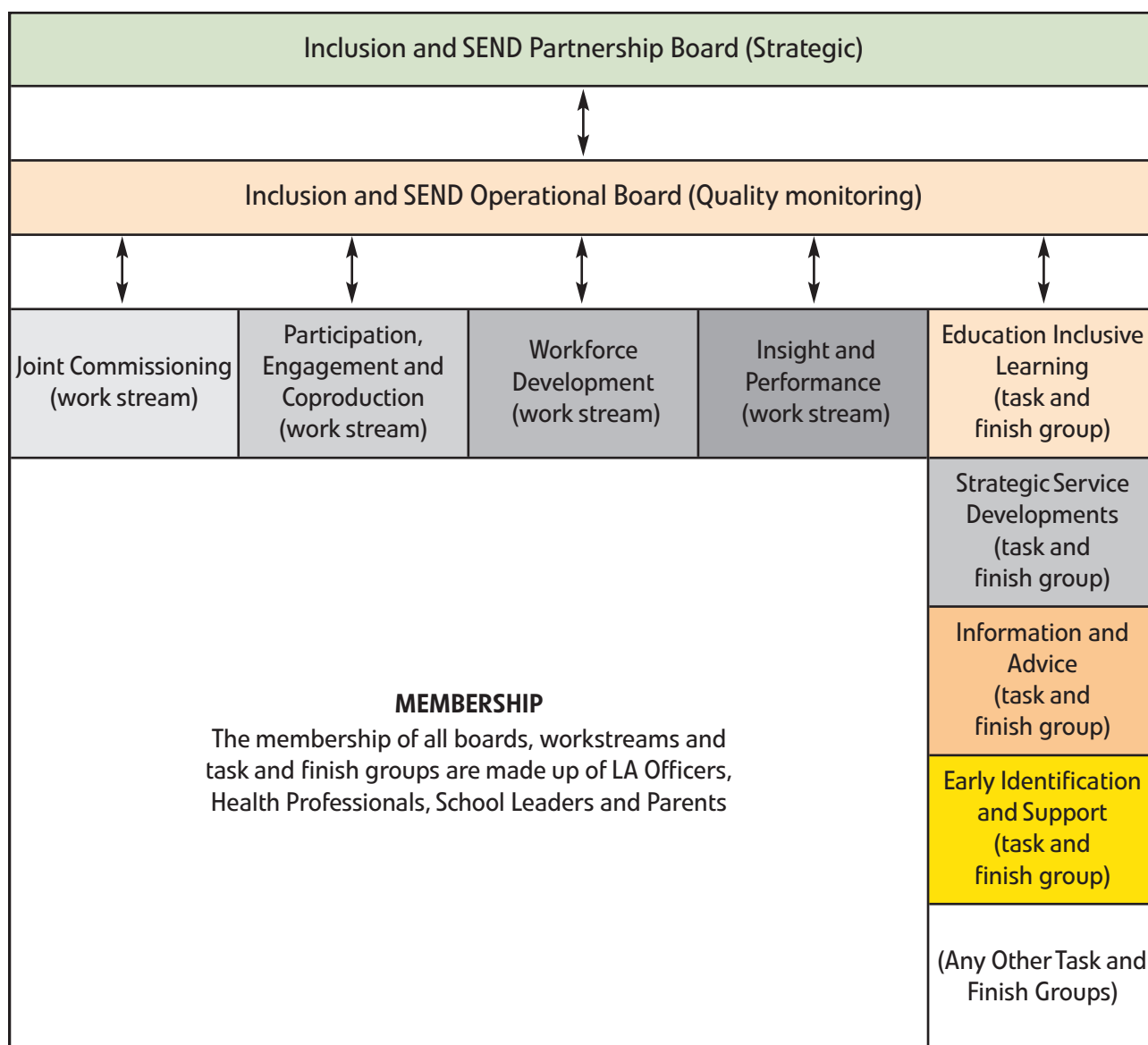


6. Working with Partners - Governance of the Strategy

The LA will work with all partners, practitioners, and schools to ensure the SEND and Inclusion strategy is delivered and where appropriate training needs and professional development are met.

The Inclusion and SEND Partnership Board will have an overview of the strategy and ensure that progress is being made towards our priorities and approach.

The Inclusion and SEND Operational Board will be responsible for the implementation of the strategy and report on progress from priority workstreams and task and finish groups to the Inclusion and SEND Partnership Board. In addition, there will be a number of task and finish group created as and when necessary, in order to achieve certain goals.



6.1 Priorities - Delivering the Strategy

The Inclusion and SEND Partnership Board will oversee the priorities of the strategy listed below starting with leadership and management, followed by the identified workstreams.

Leadership and Management

Clear governance and accountability and robust self-evaluation, which is open and transparent, will inform future work and enable the partnership to continuously improve.

This will be delivered by:

- Collaboration between education, health and social care services to provide support
- Using information to understand and predict need for services
- Adopting evidenced based methodology
- Focusing on outcomes and develop products that are quality assured.
- Ensuring all strategies are refreshed and fit for purpose.

Workstream*	Delivered by:
<p>Joint Commissioning The implementing cycle of Assess, Plan, Do and Review will lead to consistency and longevity.</p>	<ul style="list-style-type: none"> • Strengthening arrangements for joint commissioning, • All partners' services will be person centred, needs led and seamless. • Holistic assessments and planning will lead to better experiences, outcomes, and use of resources. • High quality provision to meet the needs of children and young people with SEND
<p>Participation, Engagement and Co-production Participation, Engagement and co-production in partnership with children, young people, parents and carers will ensure that needs are met and outcomes are improved.</p>	<ul style="list-style-type: none"> • Supporting children, young people and parents to participate in decisions about their support • Strengthening how we hear the voices and views of children, young people, their families and carers and how this is used to inform strategic and operational delivery.
<p>Workforce Development We have a strong workforce who have the knowledge and skills required for their role.</p>	<ul style="list-style-type: none"> • Understanding current processes across the partnership and conducting a gap analysis of need • Identifying strategies to address needs focusing on good practice • Implementing system wide approaches.
<p>Insight and Performance We know our strengths and weakness and have effective plans in place to address areas where further improvements are required.</p>	<ul style="list-style-type: none"> • Smart action plans with clear outcomes which can be used to measure success • Establish a comprehensive and integrated data set for the local area • Effective tracking and reporting systems which help to increase the understanding of the population level of need in Slough so we can better meet those needs and improve outcomes for children and young people with SEND • Having a clear understanding of the quality of our work across the partnership in Slough and taking collective improvements where this quality falls short.

*More detail of the actions for task and finish groups as opposed to workstreams are contained in the live action plan document overseen by the Inclusion and SEND Partnership Board.

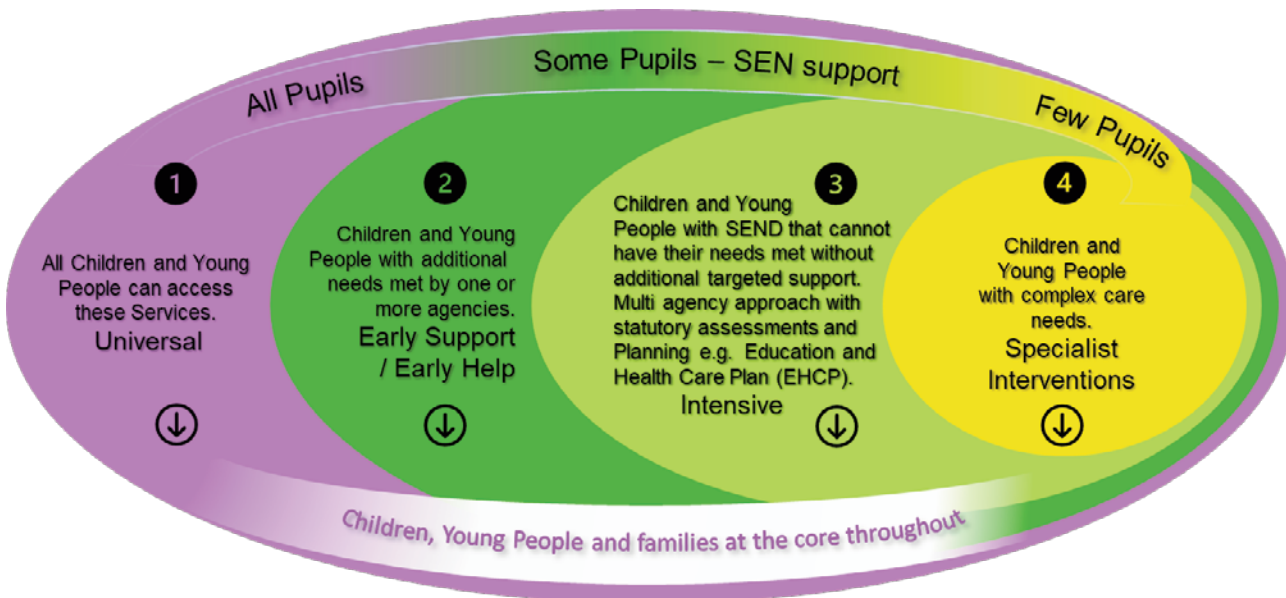
6.2 Graduated Support Model

The LA and partners will operate a system of graduated support for all young people and the chart below demonstrates how the model works.

This strategy is underpinned by a comprehensive and detailed action plan which consists of workstreams (outlined above) and task and finish groups.

The action plan and the intended outcomes are monitored and evaluated regularly by the SEND and Inclusion Partnership Board and the SEND Operational Board.

Each year this strategy will be updated and refreshed according to achievements and additions made according to emerging data, evidence and self-evaluation.



7. Impact and Evaluation

This strategy is underpinned by a comprehensive and detailed action plan which consists of workstreams (outlined above) and task and finish groups.

The action plan and the intended outcomes are monitored and evaluated regularly by the SEND and Inclusion Partnership Board and the SEND Operational Board.

Each year this strategy will be updated and refreshed according to achievements and additions made according to emerging data, evidence and self-evaluation.

Slough SEND and Inclusion Strategy

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 475111.

यदि आप इस दस्तावेज़ में दी गई जानकारी के अनुवाद किए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लिए 01753 475111 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 475111 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 475111.

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