



Cambridgeshire  
County Council

**Special Educational Needs and Disability (SEND)**

# **Cambridgeshire's SEND**

## **Local Offer**



**Annual Report 2019**

# Introduction

The Children and Families Act places a duty on every Local Authority to publish an SEND Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND).

It is a front door for information about provision from the Local Authority, Health, schools and other educational settings and the voluntary sector.

The SEND Local Offer has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents carers, and service providers in the development and review of provision

You can find the SEND local offer at:

[www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer)

Throughout the year we have continued to work with parents and carers, young people, providers in Health, the Local Authority, schools and settings and the voluntary sector to review the Local Offer. Once a year, we take part in an Eastern Counties Peer Review of our Local Offer.

# What information is included in the SEND Local Offer?

## We are required to provide information on:

- Identifying and responding to Special Educational Needs and Disabilities (SEND)
- Who we are, what we do, and how support is accessed (Early Years, Schools, Further Education, the Local Authority, Health, Social Care, the Community)
- SEN Support (provision for those without an ECH plan).
- Education Health and Care (EHC) assessments and plans
- Preparing for adulthood
- Training and employment
- Personal Budgets (PB)
- Transport to school and college
- How services are commissioned by the local authority, health, schools and other providers
- How decisions about services and support are made

- How parents, carers, children and young people can get involved in decision-making
- How disagreements are resolved and mediation
- How to get further information, advice and support
- How to make a complaint.

It is work in progress, constantly being updated and developed.



## Getting information

Parents/carers and professionals tell us that Cambridgeshire provides good information on SEND. Some pieces such as the Dyslexia Guidance have been picked up nationally as an example of best practice. We are aware, however, that the Cambridgeshire website structure does not work well for the purpose of an SEND Local Offer. It is difficult to navigate. We are therefore undergoing a major website re-structure so that in the future the SEND Local Offer area will be much more user-friendly and appealing. We would like to work with you to achieve this. Please email your thoughts and ideas to [www.tbcinformationservice](http://www.tbcinformationservice). A new content structure and 'look' is being developed off-line during the early part of 2020 for up-loading in summer 2020.

In the meantime, we want to continue to ensure that the information on line (and in other formats) remains up-to-date. We would like to take this opportunity to thank those of you who, during 2019, kindly let us know where there have been gaps or inaccuracies. Here are some of the responses made during 2019 following comments we received from parents/carers and professionals providing for children and young people with SEND:

- We took down early national information on SEN Support and the Code of Practice (2014) that you told us was out-of-

date. It referred to Parent Partnership rather than SENDIASS (SEND Information, Advice and Support Service). We checked that the Cambridgeshire's document on SEN Support Expectations for Schools that we co-produced with parent/carers and those who work with children and young people was up-to-date and made minor adjustments.

- We ensured that information frequently requested on Education, Health and Care plans was more readily available. In particular we worked with parent/carers, schools and settings, Health and Social Care to publish clearer and more comprehensive guidance on Assessment for and Education Health and Care plan.
- We provided clearer and more comprehensive information on funding arrangements for Early Years providers and nursery settings.
- We created new pages on Transforming Care. These describe how Cambridgeshire and Peterborough provide for those with the highest Social Care and Health needs.
- We ensured that feedback from the SEND Strategy consultation and draft versions of the co-produced Joint Cambridgeshire & Peterborough SEND Strategy were available on line throughout the engagement period.

## Working with you

We work in a variety of ways to ensure that the provision for SEND is co-produced with all those who care for, support and are involved in the education and development of children and young people with SEND, for example by:

- Liaising with Pinpoint, Cambridgeshire's parent/carer forum and with SENDIASS (the Special Educational Needs Information and Advice and Support Service for parents/carers)
- Ensuring that parent/carers are represented on decision making boards, advisory groups and workstreams such as the SEND Executive Board; SEND Partnership Group; SEND Partners in Commissioning Group; Autism Strategy Group;
- Working with Voiceability to gather the views and ideas of children and young people
- Working with groups of schools and settings e.g. via the Schools' Forum, Further Education Group; SENCo Briefings

- Identifying and responding to themes raised by parent/carers, children and young people via processes such as POET (Personal Outcomes Evaluation Tool) ; Education, Health and Care Plan annual reviews; quality assurance of SEND provision.
- Responding directly to emails received from parents/carers or via Local Authority and Health SEND service providers with whom they are working with.

Listening to the things you have told us, our focus for 2019 has centred around six main areas of development:

- Better support for mental health
- Better support from providers at SEN Support
- High quality provision to be available locally when needed
- Better joined up working between service providers and with families
- Better preparation for adulthood from a young age and seamless transitions to life-long services
- More accountability and training

# Making a difference

Here are some of the things that happened in 2019 because of what parents, carers, children and young people have said to us

## You said...

you want better  
support  
for mental  
health

### We ....

- Commissioned an **independent review of provision for Social Emotional and Mental Health (SEMH)** provision. We have developed an action plan for 2020 with stakeholders to ensure there is the right support, at the right time, in the right place to prevent escalation of need.
- Brought **clusters of schools** and colleges together with colleagues in the mental health arena to break down barriers, increase knowledge and understanding of pressures in the system and improve outcomes for children and young children. This work has been facilitated by the Anna Freud Centre as part of the highly regarded **Schools Link Programme**.
- Raised awareness of **support to schools for mental health and well-being** and shared good practice. The SENCo Briefings in 2018 and again in 2019 included presentations from colleagues in Health, SEND Services 0-25 years and parent/carers representatives.
- Continued to roll out **Steps to schools and settings**. Steps promotes a therapeutic approach to behaviour. It teaches positive social behaviour with consequences rather than punishment for anti-social or unsocial behaviour. Cambridgeshire Steps has been running for two years, and improvements in schools and settings are beginning to show. Last year we had a 28% reduction in fixed term exclusions, both in frequency and duration. We reduced exclusions by 552 days in one year. From our permanent exclusions 78% came from schools who had not received this training. Steps network meetings for tutors have begun to take place across the county. In 2020 colleagues from Health and Early Help District teams will also be training as Steps tutors.
- Extended **STEPS to early years** providers and rolled out across the county. The delivery model is to whole staff groups and a whole day or two sessions, evenings as well as weekends.

## You said...

you want better  
support from  
providers at SEN  
Support

## We ....

- Worked with school SENCos, parent/carers and SEND specialist professionals to create agreed **Expectations for schools at SEN Support**. It was well received.
- Collaborated with a wide range of stakeholders to update the **Dyslexia Guidance** for 2019. The work will feature in a Guardian long read feature as an example of best practice. Cambridgeshire's Dyslexia Guidance is the only local authority guidance to be commended by the BDA (British Dyslexia Association) It....."enables parents to find out about dyslexia and what to expect if their child is, or might be, dyslexic and enables parents to feed back about local services and gaps. It provides clear guidance on dyslexia and literacy difficulties.....all struggling readers, whether dyslexic or not, should receive interventions appropriate to their individual needs. Cambridgeshire should be commended for an excellent, evidence-based Dyslexia and Literacy Difficulties Local Offer." Helen Boden, Chief Executive Officer of BDA
- We delivered new **training for school Governors** on 'What Governors need to know: SEN Support expectations for schools'. We received excellent feedback.
- We co-produced a summary poster for schools on **effective SEND leadership in schools**.
- We worked with stakeholders to develop **SEND Guidance for Early Years Providers** on meeting needs of children with and without an Education Health and Care plan.
- Created an **Early Years' Service SEND Team** and structure that has been positively received. We support providers with practice issues around children with moderate needs as well as complex needs. Providers have now a dedicated email and telephone number, where they can access advice and support with SEND issues in addition to support for individual children from SEND Services 0-25 years.
- Invited parent/carers from **Pinpoint, Cambridgeshire's Parent Carer Forum**, to meet with Toni Bailey, the newly appointed Assistant Director for SEND Cambridgeshire and Peterborough to discuss 'getting it right early on and making a difference'.

### You said...

you want high quality provision to be available locally when needed

### We ....

- Extended the **Positive Behaviour Support Project in local areas**. The project evaluates local provision to understand what works locally and what the barriers may be. We work with a small group of children and young people with significant learning disabilities whose challenging behaviour is placing them at high risk of exclusion.
- Delivered **Little Butterflies Early Help in Wisbech**. Little Butterflies enables parents/carers to engage with professionals to support their child, receive advice and signposting and to meet other parents of children with additional needs. This group is supported by a family worker. As a team we often work with families who have children with additional needs and our family workers will engage with other professionals to ensure the needs are met. Our multi-agency work includes support from SEND specialist team, Occupational Therapists, Speech and Language therapists, community paediatrician, SENCos within schools and settings, health visitors and physiotherapists.
- Delivered **Early Help in Cambridge City District**. We currently facilitate a SEND related group twice a week in two Child and Family Centres across the city. These groups provide an invite only play and support session for children following the Early Support Pathway. As a centre we also provide the facility for the SEND team to carry out a monthly Family Support group for parents and their deaf babies and pre-schoolers in which siblings are welcome and for the Camsight to offer a twice monthly support group for families with children who have visual impairment(s)
- Supported children/young people in their local area following **critical incidents/sad events**. Educational Psychologist and SEND District Teams provided direct support to school staff immediately after events and via training. Feedback includes....'extremely well planned and prepared, lots of relevant 'real' examples and presented in a way that maximised the learning for our whole staff team' and 'I cannot put in to words how grateful I am for the work you did yesterday with our young people and staff..... reassuring that there are fantastic professionals available at short notice when we need extra support.



## You said.....

you want better  
joined up working  
between service  
providers and with  
families

## We ...

- Co-produced new guidance on **Assessment for an Education, Health and Care Plan**. This ensures that expectations of Health, Social Care, the Local Authority SEND Services, Schools and Settings are clearly set out.
- Listened to stakeholders and designed a badge and poster to promote the **Pledge 'Making SEND Everybody's Business'**. It has been adopted by professionals across services to express sign-up to the Cambridgeshire and Peterborough SEND Pledge
- Carried out a review of the multi-agency support from Early Support and the statutory requirement of providing **SEN Inclusion Funding (SENIF)** to children accessing their funded places in early years provision. There is now a streamlined and user friendly process to access timely SENIF for children with complex needs and providers are very positive and find less duplication in sending paper work to evidence their claim. This means children with complex needs are accessing their funded place and improve their life chances.
- Improved our offer around '**Transforming Care**'. Transforming Care is about ensuring provision from Health and Social Care including residential and hospital care is of the highest standard, joined up and as local as possible. It includes ensuring preventable measure are in place to avoid unnecessary escalation of Care.
- Placed high emphasis on collaborative approaches to working with young people who came to the attention of the **Youth Offending Service** through the police, courts or multi-agency prevention referrals. We carried out assessments to consider a wide range of educational needs as well as speech, learning and communication issues. We provided Transitions Adviser input to assist working with young people who are in limited or no employment, education or training. We collaborated with alternative education providers.
- We continuously engaged with parents/carers, young people and workers to shape the direction of developments to our **residential & overnight short breaks** offer. Families told us that they wanted greater choice and control. This included implementing Direct Payments for overnight short breaks, an offer not previously available. An official launch for this will take place in the New Year.

## You said...

you want better  
preparation for  
adulthood from a  
young age and  
seamless  
transitions to life-  
long services

## We ...

- Invited Pinpoint, Cambridgeshire's Parent Carer Forum to help us consider how to improve preparation for adulthood. They completed a **needs analysis of key areas and gaps**.
- Updated our '**Moving On**' document for young people with SEND and in September 2019 introduced '**Moving on Into Work**'. We also published an exemplar Cambridgeshire **Vocational Profile**. These resources are highly valued by young people with SEND and those who support them.
- Introduced **LINC19+** education provision for young adults with profound and multiple learning difficulties aged 19-25. The Local Authority and the Active Learning Trust (ALT) worked together to introduce the programme. It is a first for Cambridgeshire and has been initially approved as a two-year pilot project initially based at Highfield Littleport Special School. There are currently 8 young adults on roll. Parental feedback is very positive. Discussions are taking place with other area special schools to identify opportunities for them to develop post-19 provision

### You said...

you want more  
training and  
accountability

### We ...

- Introduced a Joint **Cambridgeshire and Peterborough SEND governance Board** which brings decision makers from Health, Local Authority SEND Services, Social Care and parent/carers together to drive change in a more timely way.
- Ensured **wider stakeholder representation** on advisory/partnership groups and workgroups. This includes representatives from parent/carers groups, colleagues from across Health, Social Care, and Local Authority Services; representatives from a range of schools and settings and the community sector.
- Held a **service day where staff from the Children's Disability Social Care Team** from all of the teams across the county-wide service came together to network, share learning and attend workshops. We were joined by a parent representative from Pinpoint, Cambridgeshire's Parent Carer Forum, and a young adult representative from Voiceability, who kindly delivered presentations around the current key priorities for families across Cambridgeshire. This event was really well received by staff, and renewed their enthusiasm for finding creative solutions when working with families to meet the needs of the children and young adults we support, in particular around:
  - technology enabled care,
  - preparation for adulthood for all ages,
  - supporting children and young people with challenging behaviour,
  - practical communication skills,
  - creatively changing the conversation with families
- Facilitated the **delivery of an SEND audit tool called AptGo** within schools. This involved working with school leaders and governors to identify evidence to support self-evaluation judgements of practice in SEND and develop a strategic action plan to enable sustainable good and outstanding practice. We also carried out quality assurance visits to our Special Schools. This information was used to promote and share good practice and target support where required.

**You said...**

you want more  
training and  
accountability  
(continued)

**We ...**

- Provided **accredited SEND training to schools and settings**. Across Cambridgeshire's schools and settings during the academic year 2019-2020, 47 teachers achieved the National Award for SEND Co-ordination and 26 school support staff achieved accredited training in Supporting the Learning of Learners with SEND.
- Provided **accredited training for school support staff in developing children's speech, language and communication skills** during the academic year 2019-20.
- Continued to implement the **Personal Outcomes Evaluation Tool (POET)**. POET is a quick questionnaire that asks how Education Health and Care Plans are working and whether they have made a difference to children and young people's lives.

## What we will do next

During 2019 we held a full review of our provision for SEND 0-25 years. We organised an extensive engagement period with parent/carers, providers and commissioners of SEND across Cambridgeshire and Peterborough. This included workshops, on-line questionnaires, forums and events. A Joint Cambridgeshire and Peterborough SEND Strategy was co-produced. It will be formally launched in January 2020. We are currently working with stakeholders to develop a five year plan to set out how, together, we will deliver the joint SEND Strategy. It will describe how we will measure success, who will do what, when and how. The plan will be published in early 2020 and will remain a 'live document' with continued stakeholder participation.

The joint Cambridgeshire and Peterborough SEND Strategy has been built upon a shared belief that providing for the needs of children and young people with SEND is 'everyone's business'.



## Being involved

We would like as many people as possible to be involved in continuing to shape our SEND Local Offer. We welcome the involvement of parents and carers, young people, partners and voluntary/community groups. You can contact us via [local.offer@cambridgeshire.gov.uk](mailto:local.offer@cambridgeshire.gov.uk)

### You can help shape the Local Offer in a number of ways:

- Tell us what you think about the information on our website by leaving a comment on the relevant page. Tell us, for example, what was helpful or if there is other information you would like included. How could we improve the clarity and accessibility of the information?

- Attend events to help shape our policies and approaches. Details of events are posted on the local offer home page [www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer)
- Get in contact with Pinpoint, Cambridgeshire's independent parent information, support and involvement network, who provide opportunities for parents/carers to have their say on services provided for children and young people with SEND. Representatives from Pinpoint attend a variety of local authority and partner strategy and planning meetings to ensure that parents' views are heard. [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)
- Take part in on-line surveys and consultations; information on relevant consultations from the Local Authority, Social Care and Health are made available via the local offer pages, [www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer)

