

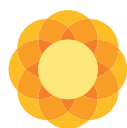
SEND STRATEGY

2019-2023

"No Child Left Behind"



"Children and young people will be happy and reach their full potential"



BIRMINGHAM
CHILDREN'S TRUST



Birmingham
City Council



WEST MIDLANDS POLICE





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1. INTRODUCTION:

Birmingham's Strategy for Children and Young with SEND

This refreshed version of Birmingham's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) has been co-produced by a range of stakeholders and sets out the local area's strategic priorities relating to SEND, building on and complementing the work of previous local area strategies for this cohort. In response to the changing needs of our population and the need to frequently redesign and refine the local offer, it is important that the work of the local area SEND strategy remains relevant and responsive to local needs. The priorities that guide our work have been developed through consultation across the City, including the views of children, young people and families.

Like all local areas, our strategy needs to take into account the level of capital and revenue funding available. Therefore, we need to ensure the effective use of the Council and CCG funding, the high needs budget (HNB) and schools' notional SEN funding, which funds educational provision for all those with SEND. This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

2. OUR VISION FOR CHILDREN AND YOUNG PEOPLE WITH SEND



“By working together with families and communities we want to support all children and young people, aged from 0 to 25, with SEND to meet their potential, live healthy lives and become active citizens within their communities”.

3. THE BIRMINGHAM PROMISE

All children and young people with SEND 0-25 living in Birmingham will have access to high quality multiagency 'fit for purpose' local provision. We will work collaboratively with families, carers, children and young people, ensuring they have the right support and opportunities at the right time.

We will work together as a united and integrated partnership across education, voluntary sector, health and social care with the ultimate aim of ensuring our children and young people reach their full potential in educational attainment to gain resilience and empowerment to make a smooth transition to adulthood, making informed decisions about their life and prospects and ultimately living a happy, healthy, independent, safe and supported life within their community.

4. HOW WE WILL MEASURE SUCCESS - OUR SHARED AMBITIONS

1. Children and young people with SEND will achieve improved outcomes.
2. We will ensure that the local offer is developed further to meet current and future needs of our children and young people and as a result all Birmingham Children and young people with SEND will have timely access to good-quality services.
3. Feedback from children, young people and families will show they feel more supported by education, health and social care services.
4. We will have developed clear transitions and improved progression pathways through the curriculum to support better preparation for adulthood for children and young people with SEND.
5. We will have improved the quality and timeliness of the statutory assessment process, co-production of EHC plans and established a new funding model for all children and young people with SEND.



5. OUR BIRMINGHAM POPULATION – SOME KEY FACTS

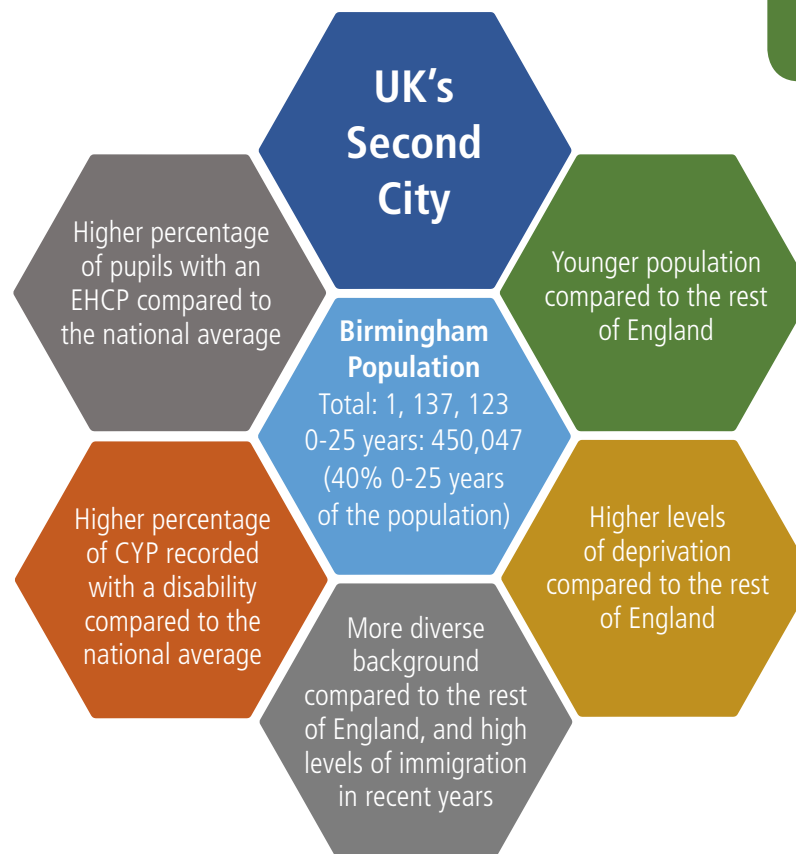
o See page 2 for key facts!

- o In 2011 (census) there were 19,598 children and young people (aged 0-24 years) recorded with a long-term health problem or disability which limits daily activity. The prevalence is higher than the national average. 4
- o The higher population prevalence of risk factors associated with disability, such as low infant birthweight and economic disadvantage, may be contributory factors to levels of SEND in the city.

- o The total number of Birmingham CYP aged 0-25 years, with an EHCP at January 2018, was 9,023 (includes early years and post-16 EHCPs). Trend analysis for EHCPs show the numbers have been increasing over the last 10 years.
- o The prevalence of pupils with an EHCP in Birmingham schools is 3.2%. This is significantly higher than the national figure of 2.9%
- o 25.2% of Children in Care have an EHCP compared to 28.2% for England 8, and 28.4% of Children in Need had an EHCP compared to 21.4% in England 9
- o SEN support prevalence remains higher in Birmingham than nationally, however is similar to the other English core cities. In January 2018 there were 28,603 children recording as receiving SEN support at Birmingham schools.

- o Largest Local Authority in Europe
- o There are an estimated 90 different languages spoken in the city¹³

- o The local population aged 0-24 years is predicted to increase by 2% in 2022 (an extra 10,000) and by 6% in 2027 (an extra 24,000).⁵ This will increase the demand for local schools and other services for children
- o Over average Birth Rate: 17,000 births in the city a year 2



- o 40% of the population living in the 10% most deprived areas of England
- o There is a strong association between low income and higher rates of SEND prevalence.⁶ Children identified as having SEND are more likely to experience poverty and have lower educational outcomes⁷

- Of under 25 year olds, the largest ethnic groups in the 2011 Census⁴ were:
- o White Ethnicity: 46% (79% National level) and Asian: 33% (10% for England)
 - o Between 2001 and 2011 this age range had the most dramatic changes to its ethnic profile.
 - 80% increase in the Black population (+17,653), and the Asian population increased by over a third (+33,996)
 - The trend of increasing Black, Asian and Minority Ethnic (BAME) younger population in the city looks set to continue.
 - Changes in the ethnic profile may affect demand for services.
 - o Between 2013-2016 20,528 overseas migrants aged less than 18 years were newly registered with GPs in the city 3

5. OUR BIRMINGHAM POPULATION – SOME KEY FACTS

Early Years

- In 2017/18 academic year there were 2,067 children notified to Early Years Inclusion Support.
- The most common primary type of SEND in nursery schools is speech, language and communication with 13% of all pupils in nursery schools recorded with this type of need
- The numbers of children who are accessing early years SEND support services has been increasing over the last five years

Primary Schools

- There are 298 state-funded (mainstream) primary schools within Birmingham. In January 2018 there were 116,745 pupils attending these schools. 1,105 children had a statement or EHCP (0.9% of all pupils). 17,532 were receiving SEN support at the primary school without a plan (15% of all pupils)
- The proportion of pupils with EHCPs at Birmingham's primary schools is similar to the national average and to the other English core cities.
- Of the pupils receiving SEND support (via an EHCP or school SEN support) the most common primary category of need is moderate learning difficulty (47%)
- The proportion of pupils receiving SEN support is higher than the national average but similar to the core cities.

Secondary Schools:

- There are 86 state-funded secondary schools (excluding special schools) within Birmingham (7 of these schools are "all through" schools which cater for both primary and secondary pupils). In January 2018 there were 79,001 pupils attending these schools. 981 children had an EHCP (1.3% of total pupils). 9,257 were receiving SEN support at the secondary school without a plan (12% of pupils).
- The proportion of pupils with EHCPs (1.3%) and SEN support (11.7%) is similar to the national average and to the other English core cities.
- The most common category of SEND need is moderate learning difficulty (40%).
- By the end of key stage 4 educational attainment is lower for children with an EHCP than all pupils nationally and other pupils in Birmingham.

Special Schools

- Birmingham has 27 state-funded special schools. In January 2018 there were 4,219 pupils attending this type of school in Birmingham. This was a 20% increase in the number of children at state-funded special schools from 2014.
- Birmingham has a higher proportion of pupils attending special schools compared to England and the English core cities. Those at these schools make up the majority of the total pupils with EHCPs. This is a much higher proportion than England but similar to the core cities.

Young People (19-25 years)

- In January 2018 there were 502 service users aged between 18-25 years in receipt of transition services within Adult Social Care. The majority of these were classified in the Learning Disability (LD) client group.
- There is no specific data on young people with SEND in employment but the proportion of supported working age adults with a learning disability in paid employment is an indicator in the Adults Social Care Outcomes Framework (ASCOF).¹² Birmingham has one of the lowest proportions in the country with less than 1% in employment during 2017/18. Nationally approximately 6% of people with a learning disability have paid employment (ASCOF 2016-17)

Outside Birmingham and Independent School:

In December 2018 there were 305 school aged pupils (4-18 years) receiving support through an EHCP whose needs could not be met by state-funded schools

Education, absence and educational attainment:

- 2016/17 academic year overall absence rate for children with an EHCP was 9.2% compared to 8.1% for England
- The proportion of children excluded from Birmingham special schools for 2015/16 was nearly twice the national average and much higher than for the West Midlands and Statistical Neighbours.
- Educational attainment has declined over the last 3 years at KS4 Pupils with an EHCP have worse performance at this stage than the national average. However, attainment for SEN support pupils is similar to England
- The percentage of 19 year olds qualified to Level 3 (equates to achievement of 2 or more A-levels or equivalent qualifications) in Birmingham with an EHCP in 2016/17 was 11.6% compared to 13.1% for England.¹¹ For 2015/16 the percentage was 14.4% and higher than the England average.

6. OUR PRIORITIES

We will deliver the SEND Strategy through 5 key priority themes outlined below. These priorities and their underpinning delivery objectives, along with the vision and principles above, have been informed by extensive consultation and co-production with partners; including parents, health, care colleagues and educational settings.

1. Birmingham's Local Offer	2. Working Together	3. Journey of a Child	4. Developing services and provision	5. Transitions and moving into adulthood
Changes we want our children and young people to experience • I will achieve my expected outcomes. • I will get the provision that is right for me. • I will experience positive relationships with professionals regarding provision of education, health and care. • I have confidence in the professionals working with me.	Changes we want our children and young people to experience • I will have a voice at every level of strategic and individual planning • I will feel empowered to regularly hold the SEND Improvement Board to account • I feel that I am an equal partner in the planning and decision making. • I have choice and control over things that are important to me.	Changes we want our children and young people to experience • I am supported to feel confident and develop my own dreams and goals • I am supported to make progress with my studies and get the fullest education possible in a way that does not limit my later options • I receive information as and when I need it in a format that enables me to make informed decisions.	Changes we want our children and young people to experience • I can access services which meet my presenting needs. • I am involved in designing and reviewing the services I use. • I can access the services I need where I live. • I use mainstream services that understand and accommodate my needs. • I am satisfied with the quality of services I am offered to meet my needs. • I feel supported to use the range of services.	Changes we want our children and young people to experience • I have my plan; I am ready for the future. • I am learning how to manage my own health and wellbeing. • I can access the activities that meet my needs and interests. • I have an effective support network, with friends and family • I am accessing learning that helps me prepare for and enter the world of work, if appropriate.

7. OUR SUCCESS MEASURES

PRIORITY THEME 1 - BIRMINGHAM'S LOCAL OFFER

- a. The statutory annual survey shows positive feedback from parents /carers and young people on how easily they were able to find the support and or information they were looking for. The methodology for this will be to use the Ladder of Engagement Model which has been developed by the National Parent Carer Forum.
- b. The experiences and outcomes of children and young people using our services have improved and families understand and can navigate the Local Offer, as evidenced through the Parent Carer Survey tool.
- c. We fully meet the requirements of the 2014 SEND Reforms.

PRIORITY THEME 2 - WORKING TOGETHER

- a. Clear evidence of pride and ownership in regard to professional engagement and involvement in our SEND services and an improvement in our staff survey results, retention and recruitment rates.
- b. Increased understanding, support, and challenge of SEND improvement action plan in the city which will be evidenced in QA reports.
- c. Increasing numbers of families and children rate our services as good or better, and we see a reduction in the complaints received by services.
- d. Voices of CYP and families are evident at every level of strategic and individual planning, and the CYP and Families are empowered to regularly hold the SEND Improvement Board to account

PRIORITY THEME 3 - JOURNEY OF THE CHILD

- a. Early years settings, schools, colleges and care support services to have the capacity, skills and confidence to deliver high quality provision for children and young people with SEND in order to improve their educational, health and care outcomes and their access to wider social development and opportunities to participate in their local community.
- b. The importance of providing good training for all staff, whichever setting they are working in. To achieve this aim we need to use the best expertise and knowledge in educational establishments and other services.
- c. To increase capacity throughout the area by sharing best practice and by promoting a model of collaborative working and shared responsibility.

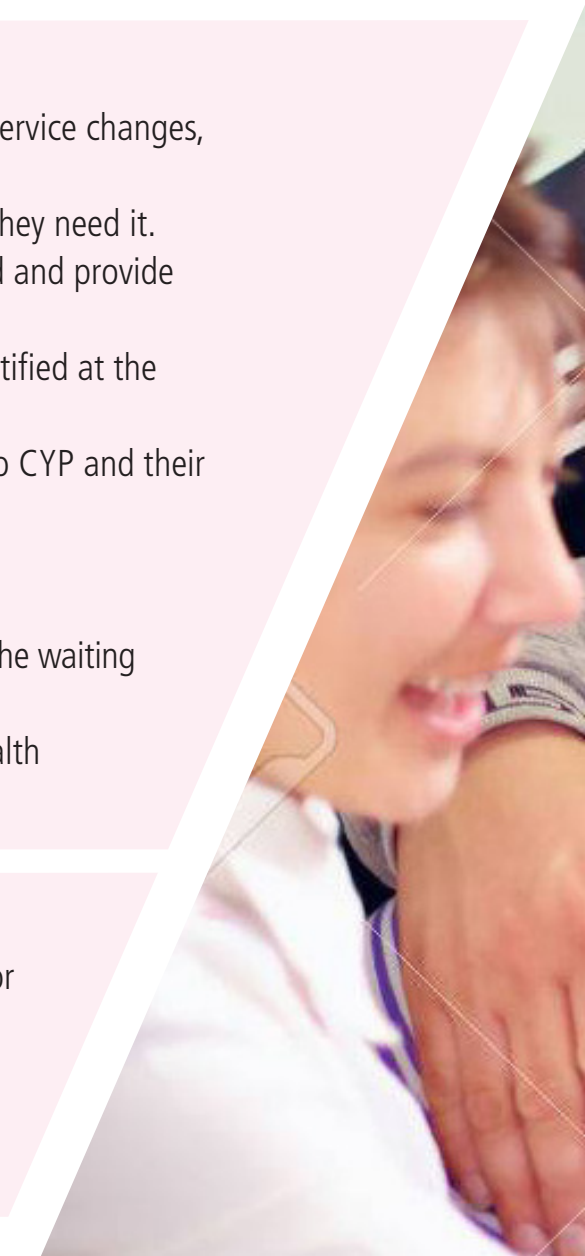
7. OUR SUCCESS MEASURES

PRIORITY THEME 4 - DEVELOPING SERVICES & PROVISION

- a. Underpinning a single, shared strategic approach to SEND in Birmingham that drives the implementation of service changes, improved outcomes and improved value for money.
- b. Children and Young People's needs are understood and resources applied so they get what they need when they need it.
- c. We can evidence that our joint commissioning activity enables the provision of services that better meet need and provide good value for money.
- d. Children and Young People's needs are assessed and met in a timely and purposeful manner, with needs identified at the earliest point and appropriate support put in place.
- e. A culture of co-production is evident in future commissioning projects and services appear more responsive to CYP and their family's needs resulting in improved access to services
- f. Waiting times for services are closer to national and regional averages.
- g. Improved educational, health and social care outcomes for C/YP with EHCPs.
- h. Parents and carers report better access to support / tools (available from strategic partners and schools) during the waiting period for services.
- i. There is visible clinical leadership that is driving clinical improvements that lead to enhanced services and health providers know and understand the 2014 reforms and their role in meeting these.

PRIORITY THEME 5 - TRANSITIONS AND MOVING INTO ADULthood

- a. We will have increased numbers of young people who have SEN and / or disabilities who enter employment or supported employment
- b. The proportion of adults with learning disabilities in paid employment is closer to the national average.
- c. The achievement gap between children with SEND and their peer group has reduced and when more young people with SEND are in (supported) employment.







8. BIRMINGHAM SEND OUTCOMES FRAMEWORK

To establish a shared focus between children and young people, their families, and the early years setting/schools/colleges and services that support them, an outcomes framework for the work of the SEND local area system will be developed. The framework will serve as a 'golden thread' and link the elements of the local SEND system that will underpin the work of this strategy: Progress against these outcomes can then be monitored by the SEND Strategy Board.

The key areas of focus for the Framework will be:

- Children and young people are well prepared for the next stages of their education, employment and training.
- Leadership is joined up and there is a shared commitment, single vision, strategy and actions from education, health and care agencies.
- Children and young people receive inclusive and enabling services.
- Outcomes for children in the local area are consistently good.
- The SEND code of practice is fully implemented and any changes are co-produced between professionals and families. This results in positive feedback from children and families.
- The self-evaluation of services reflects the areas key strengths and areas for development; it has been collaboratively produced by representatives of education, health and care.
- The designated medical and clinical officers (DMO/DCOs) have produced a comprehensive 'health' self-evaluation and action plan – to ensure that the work taking place in the health sector is fully captured.
- The academic outcomes of pupils with SEND are good. Aspirations are high.
- EHC plans are well co-produced meaningful discussions and partnerships are present. Plans are reviewed within timescales.
- The relationships between SEND and local schools is effective; provision for pupils is in place and addresses the needs of the diverse community.
- Joint commissioning is positive and effective. There are no delays in children accessing resources due to weaknesses in commissioning.
- The local offer is strong, accessible and regularly reviewed.

9. REVIEWING AND MONITORING OUR STRATEGY

An annual action plan will be developed, focused on the delivery of objectives specified in this strategy. The Birmingham SEND Partnership Board will publish a report every 12 months, from the date of original publication, providing an update of our progress against the success measures specified.

