

# Area SEND Improvement Plan

The Island's vision for SEND: "Every child and young person with SEND is supported to engage in learning and has an educational experience that inspires them, enables them to nurture their talents, and provides a solid foundation for a happy and fulfilling life"

**2025 - 2030**

**Draft**

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## Introduction and Context

On the 1<sup>st</sup> February 2024 a new Children's Service Directorate was created following a ten year partnership with Hampshire County Council. Considerable progress has been made with increasing the quality of several aspects of the Isle of Wight's SEND system.

The last local area inspection was in Autumn 2019:

<https://files.ofsted.gov.uk/v1/file/50144612>. There were 3 main areas to focus on:

- ◆ Area leaders are committed to putting the needs of the child at the heart of their work. However, the area is not effectively communicating this directly to parents and carers. This means that some parents are not confident that area leaders are listening to them and have a genuine desire to get things right.
- ◆ Children and their parents are not always able to influence the support they receive. While there are some very good examples of this process, known as co-production, it is not a consistent experience for all.
- ◆ Education, health and care (EHC) plans have improved and now consistently contain the information they need. However, the targets they include are often too imprecise and older plans are not always kept up to date. In some

cases, this is leading to a lack of parental confidence that children and young people are receiving the support they need.

This inspection was under the previous partnership arrangement with Hampshire. Since then, the IOW's Children's Services, has been set up and SLA's with Hampshire are in the process of being withdrawn. This SEND Improvement Plan sets out how we, as the main providers and commissioners of services for children and young people with Special Educational Needs and Disabilities (SEND), will work with children, young people and their families to improve our services on a continuous basis, within the financial resources available to us.

The financial resources provided for SEND services by the Government remain insufficient to provide appropriate and effective support to children and young people with SEND on the Isle of Wight and for the Council to meet its statutory duties. The Council reached an agreement with the Department for Education in Spring 2023 for additional funding (referred to as the "Safety Valve" Agreement: [Dedicated Schools Grant 'Safety Valve' Agreement: Isle of Wight 2022-2023](#) ) to address the growing deficit.

It was important to co-produce an Education Strategy for the island with children, young people and stakeholders to create a vision that put children, young people and their families at the heart of everything, a draft education strategy was shared at the Local Area Partnership Board in November 2024 for final comments.

In October 2024 the local area welcomed external scrutiny of the work completed in the first six months as a new Children Services department through a 'SEND Peer Challenge' commissioned by the Local Government Association to provide insight on the quality of Education Health Care Plans and the local area. An insightful report was published in October 2024, providing helpful recommendations that have informed the content of this plan: [LGA Corporate Peer Challenge Final Report](#)

This strategic plan was based upon the actions of the LGA peer review and the DFE Safety Valve agreement, along with the outcomes of the various partners reports. These are:

- IOW Youth Justice Service: [An inspection of youth offending services in Isle of Wight YJS](#)
- Children's Services focused visit:  
<https://files.ofsted.gov.uk/v1/file/50263646>

The plan is divided into six sections, which over the whole system approach to tackling improvements in special educational needs and disabilities across the Island.

The Isle of Wight High Needs Block allocations are extremely welcome, the allocation remains significantly below the actual cost of the Isle of Wight delivering its statutory duties. The wide range of stakeholders actively involved in the special educational needs and disabilities sector on the Isle of Wight, including children and young people, parents and carers, and the voluntary and community sector, continue to bring valuable insights and feedback on how best to improve outcomes for children and young people with SEND.

We have met with parents and carers to hear their views on how we can improve SEN system across the Island. However, the local Parent Carer Forum, ceased operations towards the end of 2024. We are working, together with a parent carer campaign group and Contact to establish a new forum, in the immediate period interim arrangements to ensure the views and opinions of parents and carers are included until a new forum is established.

## Our vision

The Island's vision for SEND: **“Every child and young person with SEND is supported to engage in learning and has an educational experience that inspires them, enables them to nurture their talents, and provides a solid foundation for a happy and fulfilling life”**

A child or young person (up to the age of 25 years) has a Special Educational Need or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

For this to be the case, their special educational needs and disabilities need to be identified at the earliest point, support put in place quickly, and their parents and carers kept well informed about the services available. The aspirations for children and young people can be raised through an increased focus on life outcomes, including employment and greater independence.

Our shared principles guide how we will make decisions and work to achieve our vision:

- **An improved and personalised local offer.** SEND provision on the Island needs to reflect the needs of our community so that children's education, health and care needs can be met locally through high quality services that are focussed on achieving the best possible outcomes for children and young people with SEND, promoting their independence and supporting them to live their lives with confidence and resilience.
- **An Island community that is genuinely welcoming and inclusive for all children and young people.** The community needs to be supported to meet the needs of all Island children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.
- **Co-production.** Children and young people and their parents or carers must be fully involved in decisions about their support and what they want to achieve. They must also be listened to and engaged in the design and delivery of strategies, services and support. Children and young people have a right to say what they think, have their opinions taken into account and be involved in decisions and planning around their own lives. In the vast majority of parents and carers know their children better than anyone, and it is

essential that their views and knowledge are incorporated in decisions being made about their child. Parents and carers must also be kept well informed about the services that are available to their families.

- ◆ **Quality.** Provision is high quality and delivered by well trained and supported professionals who work effectively together and use evidence to inform their work, promote resilience and achieve positive outcomes for children and young people with SEND; services that cannot demonstrate this positive impact will need to be re-provided or re-commissioned.
- ◆ **Integration.** The whole system, with statutory education, social care and health services at the core, works together and with families to understand and respond to children and young people's needs in a coherent way, with each partner contributing to robust assessments, plans and funding arrangements, and monitoring the impact of their services and support. There is a focus on working better together for children and young people with SEND who may also be vulnerable in other ways, including those who are looked after, missing education, excluded from school, or at risk of exploitation and criminal behaviour.

It is more crucial than ever that we all work closely together to make better use of our collective resources. We want families to experience the services they receive as genuinely joined up and sympathetic to their needs. Above all, we want every child and young person to have an experience that unlocks and nurtures talents, meets needs, and provides a solid foundation for a happy and fulfilling life.

Many children, young people, parents and carers have been involved in an ongoing conversation with us about the services they receive. Within the plan, there are examples of how the views they have shared with us have informed our priorities and actions. We want to continue that conversation, so that the plan evolves to reflect these views. We are committed to working with children and young people with SEND and their families in a transparent and honest way, to find creative and sustainable solutions so that we meet the needs of children and young people and respond collectively to the funding challenges we face.

The Isle of Wights vision for children and young people with SEND includes them feeling that:

secondary schools need to listen more to children and understand their needs. Eg struggling with

Mental health, where to get help if don't want to go to GP. When on mental health waiting list needs more update info about what's happening whilst waiting. Need more 'waiting well' support.

Staff need more training on neuro diverse children.

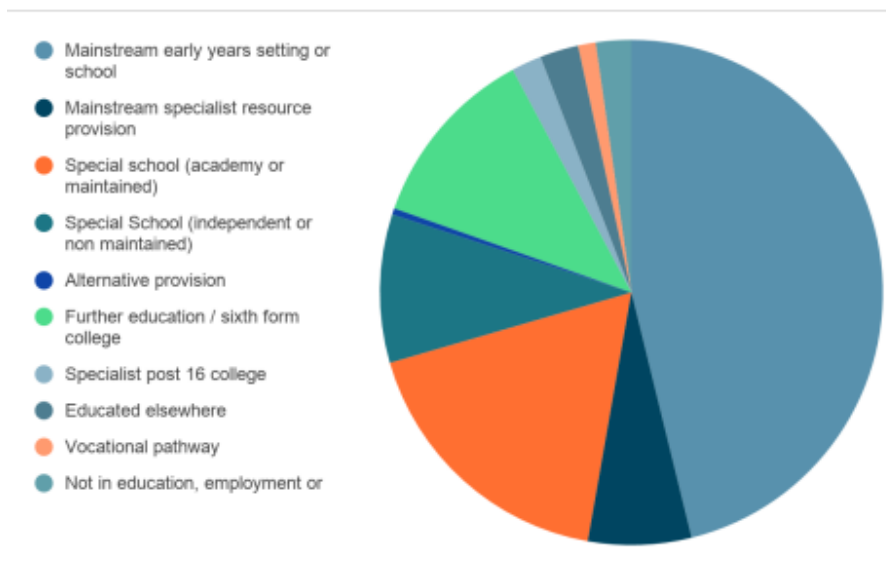
Lack of understanding in schools of mental health and neuro diversity means children don't have their needs met and therefore don't perform

Schools need to change their approach to supporting neurodiverse children. At the moment children get put into low sets rather than reasonable adjustments being made and then they spiral lower

Need more people to receive reasonable adjustments. Small room, extra time etc. examples of lack of consistent approach to this.

## Special educational needs and disabilities on the Isle of Wight

Over 4,321\* children and young people with special educational needs and disabilities live in or educated on the island. 1782 (*January from Capita 2025*) children and young people resident on the Isle of Wight have an Education, Health and Care plan (EHC plan) to describe the support that has been agreed is needed for their needs to be met. About 14.5% of these children and young people with EHC plans also receive support from children's social care (a total of about 258 (as at October Census 2024), 39 being looked after, 15 having a child protection plan and 202 having a child in need plan). 22.4% of children and young people at Isle of Wight's mainstream primary and secondary schools have SEND (October Census 2024) (38/62% girls/boys), with 6.5% having an EHC plan, and 15.8% are registered for SEND Support. A disproportionately high number of young people supported by our Youth Offending Service have SEND. The main presenting needs in Isle of Wight's EHC plans are: autistic spectrum conditions (19.3%), speech, language and communication needs (33.6%); and social, emotional and mental health needs (24.6%). Other needs include hearing impairment, moderate learning difficulty, multisensory impairment, physical disability, profound and multiple learning difficulty, Down's Syndrome, severe learning difficulty, specific learning difficulty (such as Dyslexia) and visual impairment. Children and young people from Isle of Wight with EHC plans receive their education or training in the following settings:



47 young people with EHC plans are completing apprenticeships, traineeships or supported internships.

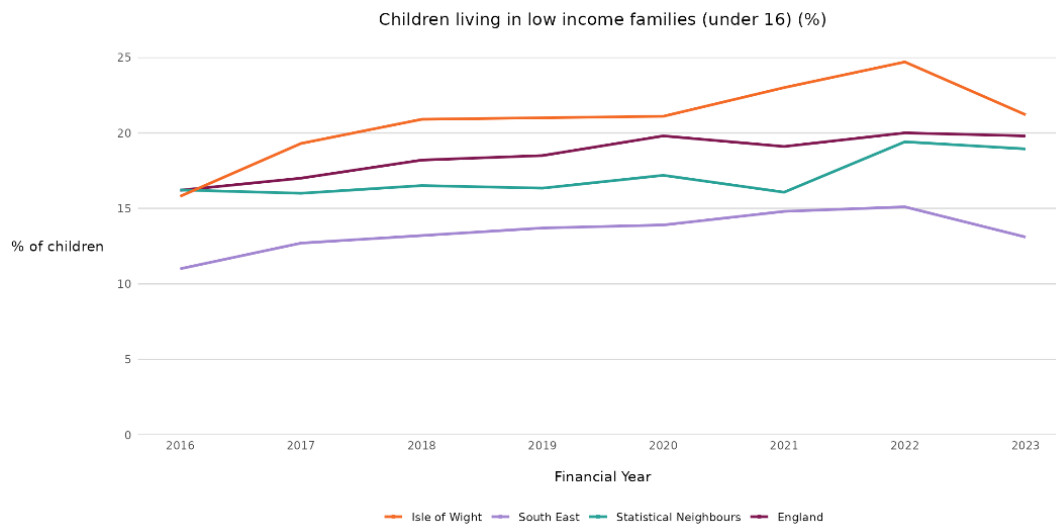
The total number of EHC plans on the Isle of Wight increased on average by 10% year on year between 2019-2024 which is in line with both national and regional growth, over the same period.

### **Academic Outcomes**

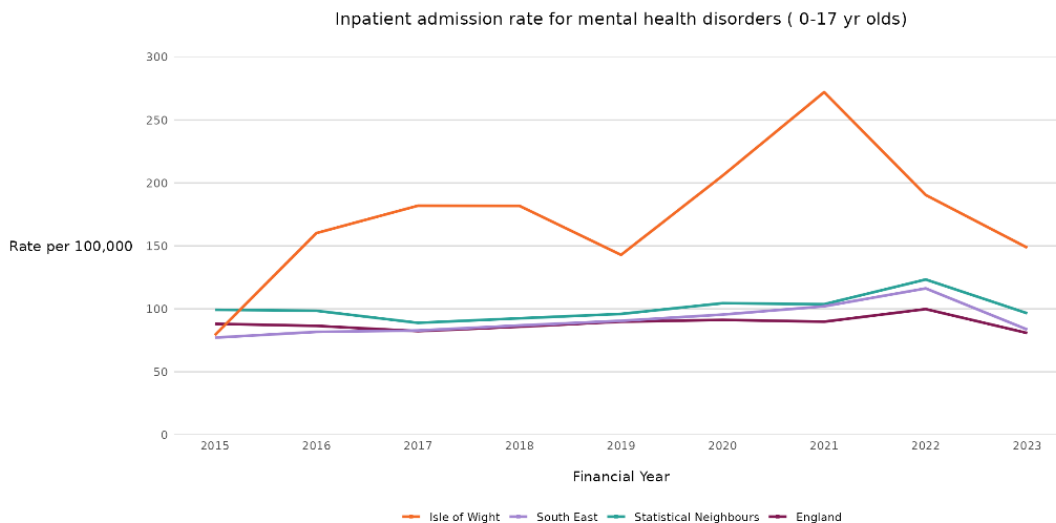
In 2024, when comparing primary school children on SEN Support on the IOW with primary school children on SEN Support across England, the data shows these children as achieving in line with the national data in reading and writing and slightly less (5%) in maths. For children with an EHCP on the IOW, the data shows these children as achieving less than the national average for reading and writing and marginally higher (4%) in maths. This should be considered in the context of primary school children on the IOW with no SEND also performing less strongly than their peers in England.

In 2024, when comparing secondary school children on SEN Support on the IOW with secondary school children on SEN Support across England the data shows these children achieved less strongly against the Attainment 8, 9-4/ 9-5 English and maths indicators and slightly better against Progress 8. For children with an EHCP on the IOW, the data shows these children as achieving better than their peers in all the above areas apart from 9-5 English and maths threshold where they achieved slightly less.

In 2024, when comparing both post 16 children on SEN Support on the IOW and children with an EHCP with post 16 children on SEN Support and children with an EHCP across England, the data shows these children achieved less strongly against the majority of the key performance indicators but better in the percentage achieving 2 A levels+. If you want these in grid format or similar to what is in the SEF, I can replicate for each.



Percentage Free School Meals							
Primary Schools	2019	2020	2021	2022	2023	2024	Change from previous year
Isle of Wight	16.5	18.1	22.2	23.7	24.7	25.1	0.4
South East	11.8	13.6	17.3	18.7	19.5	20.0	0.5
Statistical Neighbours	16.0	18.1	22.3	23.8	24.8	24.9	0.1
England	15.8	17.7	21.6	23.1	24.0	24.3	0.3
Secondary Schools	2019	2020	2021	2022	2023	2024	Change from previous year
Isle of Wight	13.6	15.6	18.8	21.2	22.8	23.0	0.2
South East	9.5	11.1	13.6	15.3	17.0	18.3	1.3
Statistical Neighbours	12.5	14.1	17.0	19.0	20.9	22.3	1.4
England	14.1	15.9	18.9	20.9	22.7	24.1	1.4



Absence by pupil characteristics - autumn and spring terms combined\* for EHC plan, No identified SEN and SEN support in England and IOW

		Overall absence rate			% of persistent absentees (10% missed)			% of severe absentees (50% missed)		
		No SEND	SEN support	EHCP	No SEND	SEN support	EHCP	No SEND	SEN support	EHCP
Isle of Wight	2019	4.50%	6.30%	8.00%	10.30%	18.30%	25.50%	x	x	x
	2021	3.40%	6.20%	18.10%	7.80%	17.00%	50.60%	x	x	x
	2022	7.20%	9.50%	12.70%	22.50%	30.90%	37.00%	x	x	x
	2023	7.70%	10.20%	12.80%	23.40%	34.90%	37.60%	x	x	x
	2024	6.70%	9.90%	12.00%	19.10%	30.10%	35.50%	1.50%	3.40%	5.60%
England	2019	4.10%	6.30%	8.60%	8.70%	17.20%	24.30%	x	x	x
	2021	3.30%	5.80%	14.60%	7.70%	16.20%	42.20%	x	x	x
	2022	6.80%	9.70%	12.10%	19.90%	31.20%	36.60%	x	x	x
	2023	6.50%	10.10%	12.40%	18.50%	30.80%	36.30%	x	x	x
	2024	6.10%	10.00%	12.50%	16.20%	28.90%	34.80%	1.20%	4.10%	6.60%

(1) Total includes state-funded primary, secondary and special schools. Data for special schools is available from 2016/17 to present.  
 (2) Sessions recorded as not attending due to COVID circumstances are included as possible sessions in 2020/21 and 2021/22 only, but not as an absence within absence rates.  
 (3) EHC plans - A pupil has an EHC plan when a formal assessment has been made. A document is in place that sets out the child's need and the extra help they should receive.  
 (4) SEN support - From 2015, the School Action and School Action Plus categories were combined to form one category of SEN support.

We know from our regular conversations with children and young people that the majority are happy at their school and like the teachers and support staff who work with them. We also know that the portage and speech and language services are particularly valued by young people, parents, carers and professionals. Recent investments in early help support and new specialist places in mainstream schools have been welcomed. However, we also know that too many families struggle to navigate a complex system, and they can be frustrated at the time that assessments and provision can take to be put in place. Much of this is due to our lack of an Educational Psychology service, resulting in the use of locums and addressing legacy issues, resulting in communication not always being as timely as it could. Throughout this plan, we reaffirm our commitment to listening to, understanding and responding to the experiences that children, young people and families have of the local system; and to working together to make progress. Children and young people with special educational needs and disabilities are supported by a huge range of individuals, service providers, commissioners and strategic planners, including their parents, families and wider communities; staff in nurseries, schools and colleges; volunteers and voluntary organisations who support, fund and run voluntary services, groups and leisure activities; as well as local public services: Isle of Wight Council and organisations in the NHS.

## Our financial context and ensuring value for money

The increasing number of children and young people with special educational needs, as well as the increasing complexity of those needs, has meant spending on SEND provision on the Isle of Wight has exceeded the grant from central government every year since 2012/13. Government has acknowledged that national funding for SEND is insufficient and has provided additional funding for all local authorities.

Our income and expenditure.

	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025 Forecast	2025 - 2026 Forecast	2026 - 2027 Forecast
High Needs Block Income	18,181,110	20,124,165	21,755,707	22,684,903	24,255,850	25,477,235
High Needs Block Expenditure	20,702,971	22,896,183	26,483,037	29,000,958	29,840,168	29,140,637
Other DSG Block underspend	475,941	30,268	71,271	103,771	0	0
In year total deficit	2,045,920	2,741,750	4,656,059	6,212,284	5,584,318	3,663,402
Deficit carried forward	6,344,751	9,086,501	8,662,560	12,804,844	17,419,162	19,562,564
Safety Valve agreement	0	5,080,000	2,070,000	970,000	1,520,000	3,050,000
Cumulative deficit	6,344,751	4,006,501	6,592,560	11,834,844	15,899,162	16,512,564

The overspend, whilst reduced by the recent “Safety Valve” agreement with the Department for Education, remains extremely significant. It is important that all partners continue to do everything possible to make best use of the funding that is available.

The Council is committed to meeting its statutory duties with regard to SEND. It will also continue to invest in services and infrastructure that reduce the amount and cost of current and future demand for statutory services. The impact that the growing DSG deficit is having on the council's financial viability cannot however be ignored and so all opportunities to minimise expenditure on high needs education services, and maximise funding allocated to high needs education services, must be considered.

## **Increasing the level of funding**

The Council recognises that the financial pressure being experienced on high needs education is principally due to an underfunding of these services at a national level. It is in this context that the Council continues to be proactive in lobbying the government for fairer grant levels and a funding system that adequately reflects the level of need and local statutory duty.

The Council will consider the budget for all education services alongside partners each year. It is important that in considering the annual budget that partners explore options to re-prioritise money between local priorities (both SEND and non-SEND) and increase the budget available for SEND in the context of a rising level of need that is not matched by equivalent funding increases.

## **Investment in our local services**

As part of this plan, local partners intend to invest locally to ensure that we have sufficiently skilled local staff and a good local infrastructure to support pupils achieve their potential. This should in turn make the funding we have go further through improving the efficiency of our local processes, improving how we use our local resources and reducing dependence on the independent sector. Partners are committed to ensuring that as much money as possible is spent locally by our partners. The very challenging financial context highlights the importance of investing only after robust analysis of the likely benefits. Investment decisions will be reviewed periodically.

Areas where investment may be considered are:

- Building engagement in and support for the transformation agenda across all partners and communities
- Developing processes to include the voices of children and young people with SEND and their parents and carers
- Improving our commissioning capacity to improve the quality and value for money of SEND services, including through better information collection
- Strategies to maximise independence such as independent travel training
- Preventive / early intervention approaches that prevent needs from escalating
- Supporting mainstream nurseries, schools and post 16 provision to improve their practice in identifying and supporting the graduated approach.

## Improving efficiency

Whilst it is important that the Council continues to challenge the national funding system it is also vital that steps are taken locally to ensure that the funding we do have is aligned to need and that we are achieving maximum value for every penny that is spent. This plan recognises that there are different ways of delivering services and that broadly speaking through having a high quality local offer, that is aligned to need, we can support more pupils with the level of funding that is available. However, to achieve a sustainable financial situation in the DSG and in the Council's wider financial plan, a significant reduction in forecast expenditure and / or increase in income must occur as soon as possible.

## Activities

The Council must consider all opportunities to maximise value for money whilst still meeting the needs of children and young people with SEND. The Council may decide not to pursue certain opportunities, but everything must be considered in order to make its financial position as strong as possible.

	Opportunity	Workstream
1	Lobby government for more funding and / or a review of the funding formula for Isle of Wight	SEND Partnership Board
2	In conjunction with Schools Forum and Subgroup of schools' forum, consider the reprioritisation of government DSG funding to align with an assessment of the cost of delivering education to different groups of children	
3	Annually review the calculation of notional SEN funding	
4	Maximise the proportion of specialist education places on the Isle of Wight for Isle of Wight children and young people.	Co-production, voice of children and young people, their families.
5	Annually review funding of special school places where above the published admissions number (PAN) to assess value for money	
6	Continue to improve early intervention and other strategies used to enable children's and young people's needs to continue to be met within mainstream schools and post 16 colleges without an EHCP / financial support from the High Needs Block	Early intervention and prevention.
7	Annually review the use and value for money of funding provided to mainstream schools for supporting children and young people with SEND who do not have an EHCP (i.e. from their notional SEN budget)	

8	Annually review the number and type of specialist places for SEND funded through the High Needs Block	Local Provision/Offer
9	Annually review the requirement for and value for money of all Early Intervention and support services funded from the High Needs Block, including whether additional investment in support without an EHCP would reduce total expenditure	
10	Ensure that criteria for agreeing to assess and agreeing to issue an EHCP are in line with the SEND Code of Practice	Statutory Processes
11	Ensure that criteria for ceasing an EHC plan at Annual Review are in accordance with the SEND Code of Practice	
12	Ensure that improvements to the timeliness and quality of EHC plans result in better evidence to demonstrate how, where applicable, children's and young people's needs can be met within local maintained and academy provision, thereby reducing the likelihood of costly tribunal directed placements or provision	
13	Ensure that the programme of annual EHCP reviews leads to a provision for children and young people with SEND that meets their needs and is at the same time more cost effective	
14	Increase access to vocational training schemes and employment-based pathways so that more young people aged 16 to 25 years maximise their independence and have their needs met through support funded from outside the DSG	Preparation for Adulthood
15	Continue to monitor the use of independent and non-maintained special school placements, by meeting the needs of children and young people with SEND in local maintained and academy schools and colleges, including through additional multi agency initiatives for young people aged 16 to 25 years.	Joint Commissioning
16	Annually review the delivery model, including the number and type of places funded through the High Needs Block, for Alternative Provision	
17	Review the commissioning of support agreed within EHC plans and at alternative provision and the cost of provision at independent and non-maintained special schools. Commissioning approaches are to be developed so that the needs of children and young people are met efficiently.	
18	Systematically review long term placements off Island to seek alternative and the most efficient delivery methods, across education, health and care, that meet the needs of the children and young people with SEND involved within their local community	
19	Annually review protocols determining contributions to SEND from Health, Social Care (Children's and Adults) and Public Health, and ensure that expenditure is shared fairly and according to the SEND Code of Practice	
20-	Annually review the value for money of all other commissioned services funded from the HNB	

## How we will work together

Transforming our local offer requires change in all parts of the SEND system on the Island. As service commissioners and providers, we need to change how we work as well as developing our offer. We must foster the active engagement of all stakeholders, including children and young people, families, voluntary sector organisations and service-providers, so that we are better able to work in a collaborative way. We all sign up to the following values to help us to maximise our chance of success, diagnose where problems are likely to occur, and identify those areas where we should share our learning, assets and resources to achieve the best possible outcome for children and young people.

Lead	<ul style="list-style-type: none"> <li>➤ We will focus on the outcomes we need to achieve, rather than on the specific interests of our individual organisations.</li> <li>➤ We will mobilise the whole of our organisations to deliver the changes needed to work collaboratively and transform services.</li> </ul>
Align	<ul style="list-style-type: none"> <li>➤ We will prioritise the shared use of our financial resources so that we achieve the best deals and maximise value for money.</li> <li>➤ We will align our processes to reduce duplication and create joined-up pathways that make sense to children and families.</li> </ul>
Engage	<ul style="list-style-type: none"> <li>➤ We will actively collaborate to plan, design and deliver services and will jointly own and apply the decisions we make.</li> <li>➤ We will use our professional networks to ensure all stakeholders have an equal voice in the transformation of services.</li> </ul>
Invest	<ul style="list-style-type: none"> <li>➤ We will share the risks and benefits of transforming services, including investing resources now to secure longer-term rewards.</li> <li>➤ We will invest in our workforce so that they have the capabilities needed to deliver quality and financially sustainable services. Innovate</li> </ul>
Innovate	<ul style="list-style-type: none"> <li>➤ We will support and constructively challenge each other to generate new ideas and creative solutions to the challenges we face.</li> <li>➤ We will evaluate the impact of our transformation and proactively share our learning and the opportunities it provides.</li> </ul>

In terms of partnership working, it is worth emphasising the vital and crucial role that the community and voluntary sector plays in Isle of Wight and in the delivery of the Plan. The achievement of our collective vision relies on the recognition that the voluntary sector plays an essential role in ongoing family support in the community, providing social and emotional assistance, promoting opportunities to develop independence, and delivering bespoke leisure services.

## Governance Arrangements

To deliver the outcomes specified in the plan, robust governance arrangements are in place that seek full engagement from all partner organisations and promote constructive debate, scrutiny and challenge. The Isle of Wight Health and Care Partnership Board strategically oversees the delivery of the plan as it is the forum where leaders from the local health and care system work together to improve the health and wellbeing of the local population.

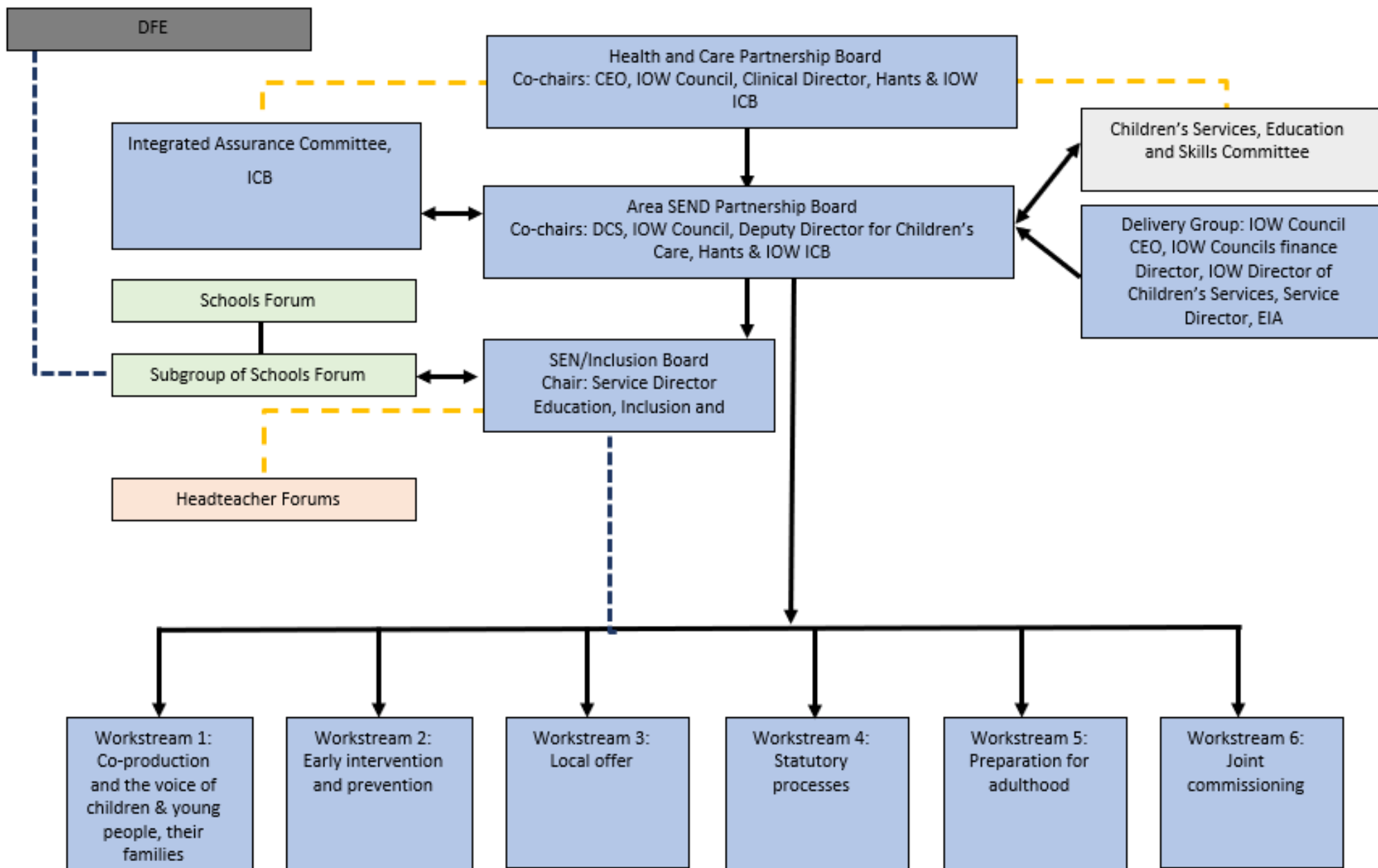
To drive the progress of the plan, the local area SEND Partnership Board will continue to be chaired by the Isle of Wight Council's Director of Children's Services and the Deputy Director of Children's Care. The Partnership Board brings together senior leaders from the services responsible for delivering the activities in the plan; parent and carer representatives; headteachers; health and social care provider representatives; and voluntary sector organisations.

The SEND Partnership Board is responsible for ensuring effective engagement from all stakeholders, including families, so that the detail of the plan is informed by their views and the likely impact of change. The SEND Partnership Board meets every two months and is accountable to the Health and Care Board for the successful coordination and delivery of the plan. Individual partner organisations will remain subject to their own governance arrangements in relation to the activities allocated to them in the plan, particularly where these require policy changes.

Schools Forum has an important role to play in ensuring that all schools are engaged in delivering a sustainable financial SEND system on the Isle of Wight, and that value for money is maximised in Dedicated Schools Grant expenditure.

The activities in the plan are organised into five workstreams. Each workstream is jointly led by partners and reports to the SEND Partnership Board. Membership of each workstream varies and includes those with a contribution to make from those across the partnership with responsibilities for, or interest in, delivering transformation across the local SEND system.

## Governance of SEND across the Island



Oversight of the Isle of Wight's SEND Improvement Plan is delivered by:

- ◆ Bimonthly meeting of the Area SEN partnership board
- ◆ Bimonthly/half termly meetings of the workstream leads

The Integrated Care Board governance arrangements ensure strategic oversight and operational delivery of the SEND Improvement Plan.

These include:

- ◆ Training on the SEND Reforms for the ICB Governing Body / Committee
- ◆ The appointment of a SEND Executive who is accountable for the SEND Reforms.
- ◆ A programme of internal progress reporting on the SEND Transformation Plan
- ◆ The Integrated Performance and Quality Committee considering progress on a six monthly basis
- ◆ The Governing Body / Committee considering a SEND Annual Report annually
- ◆ The Finance Committee is responsible for approving financial resources to support statutory services.

### **Improving SEND Services**

Six workstreams are leading the work to deliver the plan. This section explains what the SEND Partnership Board and each workstream are doing and will do over future years to achieve the required improvements to the quality of services and operate within a sustainable budget.

Progress in delivering the transformation is tracked and summarised in a highlight report and summary data dashboard at every SEND Partnership Board. Where issues cannot be resolved by the SEND Partnership Board they can be escalated, if necessary and ultimately, to the Health and Wellbeing Board.

Engaging with children, young people, young adults and their families is essential in delivering the transformation. Engagement includes statutory consultation as well as co-production, the involvement of representative groups, and information sharing. Each workstream has specific participation and engagement activities showing how the impact of change on children, young people and families will be assessed, and seeking views to inform decision-making and prioritisation.

## Local Area SEND Partnership Board

### Partnership Board Chair(s):

- Ashley Whittaker, Director of Children's Services, Isle of Wight Council
- Anthony Harper, Deputy Director of Children's Care

### Board objectives

The SEND Partnership Board is responsible for ensuring that all stakeholders on the Isle of Wight work together to successfully deliver the activities in the plan within the agreed time-frames and achieve the transformation we need. This includes:

- Securing the contributions of all local partners to the delivery of the transformation plan, ensuring that SEND is everyone's business, supported by visibility of leadership and strength of vision
- Keeping track of progress and understanding the impact that we are having on outcomes for children and young people, including the impact of work to develop participation, engagement and co-production with children, young people and their parents and carers
- Leading system-wide cultural change to upskill professionals, generating a genuine shared sense of purpose, and facilitate new ways of working within and across all partner organisations
- Overseeing the joint development of partnership wide local strategies and policies to underpin a system with consistency of offer and quality across all schools and services
- Maintaining an accurate and honest self-evaluation of our SEND system to describe what is working well and what needs to improve
- Leading the development of shared local intelligence and insight to inform prioritisation, service planning and delivery across the partnership

The Partnership Board has met every two months since April 2024. The Board has Terms of Reference and notes of the meetings are published on the Isle of Wight Council website. [Improving Special Educational Needs](#)

## Activities

Activity	Lead
<b>Cultural change</b>	
Deliver a strategy to equip colleagues across the partnership to contribute to the transformation of our local SEND system. This will include identifying the systems leadership, cultural change, behaviours and skills required and how these can be established.	Director Children's Services (LA) Deputy Director (NHS)
Implement a whole system communications strategy to support the delivery of the plan.	Director Children's Services (LA) Deputy Director (NHS)
<b>A well informed and skilled child, young person, parent, carer and professional community</b>	
Through the Learning and Development Team, they will oversee the whole system training and development programme.	Strategic Manager L&D (LA) ICB – L&D lead (NHS)
<b>Self-evaluation and progress of transformation</b>	
Maintain a self-evaluation of our SEND system to inform priorities for next phase of progress, using Council for Disabled Children's audit tool.	DCO (NHS) DCSO (LA) Service Manager SEN (LA)
<b>Partnership-wide strategies and policies</b>	
Identify opportunities to improve SEND system through the wider work of the partnership, ensuring new strategies and policies reflect our ambitions for the community and services for SEND.	DCO (NHS) Service Manager SEN (LA)
Ensure regular engagement with schools at both Member and officer level to maximise shared ownership of the SEND agenda and to strengthen the role of Schools Forum, to include an expansion in the use of sub committees / working groups.	Service Director Education (LA)
<b>Intelligence and insight</b>	
Establish processes to develop a shared local understanding of trends and predict future needs that is used to forecast and inform integrated service planning and delivery, including analysing gaps in the local SEND offer.	DaIT Manager / SEN Quality and Performance Officer (LA)
Review tribunal outcomes on a regular basis to learn and improve practice and provision SEND, Information Publish progress reports and up to date iterations of the plan, including accessible versions to reflect the comments of children, young people and young adults on an annual basis.	Legal (LA) SEN Manager (LA) Health (NHS) Social Care (LA)
<b>Information</b>	
Publish progress reports and up to date iterations of the plan, including accessible versions to reflect the comments of children, young people and young adults on an annual basis.	The board – Admin to facilitate

## Improving SEND, our Approach

2. Coproduce and deliver a comprehensive, communication strategy setting out what happens when and what to do if delays occur.

8. Undertake a strategic review of children who are Electively Home Educated to be undertaken.

9. Co-produce research and guidance to understand and strengthen areas of development for transitions for all ages and stages.

3.4. Increase maintained/academy specialist placements available on the Isle of Wight to minimise the need for more expensive placements.

3. Strategic school placement planning must be flexible and adaptable, designed to meet the needs of the children and young people rather than expecting them to conform to category focused provision. (SENCOs) about what constitutes OAP.

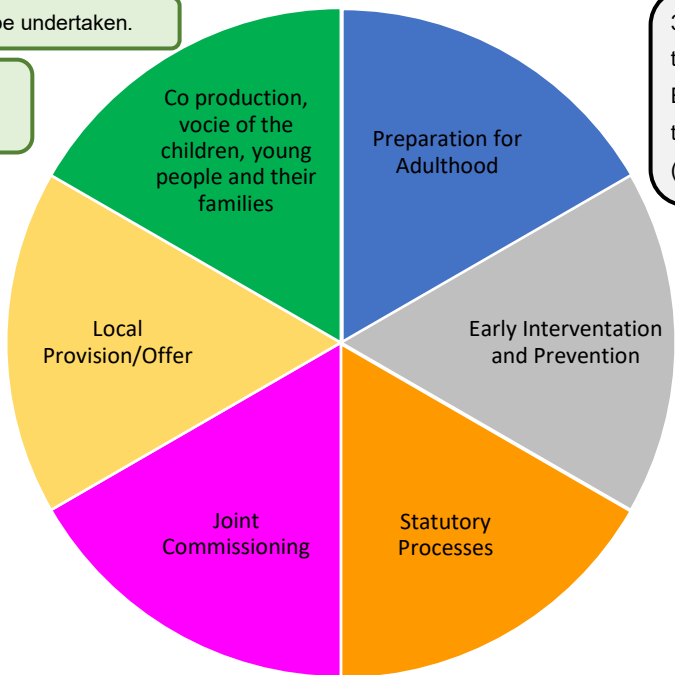
5. Improve content and accessibility of a co-produced Local Special Educational Needs and Disability Offer.

6. Develop comprehensive workforce and training strategy that enables families and voluntary organisations to participate, maximising impact of existing local services.

11. Investment is required to develop the skills and capacity to deliver further improvement in the Educational Psychology Service. There also needs to be further investment to create an Integrated 0-25 Commissioning team, Designated Social Care Officer and Participation and Co-production Officer posts.

12. Create a high needs sub-group of the Schools Forum to ensure that schools are at the heart of funding decisions, co-production and joint owners of the Designated Schools Grant recovery plan.

10. Develop a shared outcomes and impact framework with multi-agency oversight and performance monitoring.



1 Develop a SEND strategy and delivery plan based on findings of this report with rigorous multi-agency governance and shared arrangements for understanding spend.

3.7. Review the governance of the High Needs Performance and Oversight Board with the intention to include a reference group which will include stakeholders, partners, and children and young people, to help inform planning in the local area.

7. Ensure the education, health and care plan annual review process is the single mechanism to monitor progress, inform decision making and determine resource allocation and Special Educational Needs Co-ordinators (SENCOs) about what constitutes OAP.

3.6. Improve the Post-16 offer on the island, encouraging take up of supported internships and supported apprenticeships, improving preparation for adulthood outcomes, and reducing demand on High Needs funds.

3.1. Create greater clarity of 'Ordinarily Available Provision' (OAP) through further dissemination of recently produced Special Educational Needs (SEN) support guidance and offering training to headteachers and Special Educational Needs Co-ordinators (SENCOs) about what constitutes OAP.

3.5. Create an early intervention 'Primary Behaviour Service' to replace the primary provision at the Pupil Referral Unit (PRU) on the island, to reduce the number of permanent exclusions and meet needs earlier.

4. Develop and deliver an effective identification and early intervention process and improve ordinarily available provision in mainstream schools as part of a graduated approach, with jointly commissioned investment available to children and young people without an Education, Health and Care plan, especially speech and language and other therapies.

3.2. Improve the quality of Education Health and Care Plans (EHCPs) annual reviews through training, greater Local Authority (LA) engagement and improved processing to ensure timescales are met, so that children and young people meet the outcomes in their EHCPs, which should lead to a step-down in provision over time.

3.3. Ensure more robust oversight of decision making during the assessment and co-production of EHCPs, so that children are placed in most suitable provision that can meet their needs.

## Improving SEND, our approach - six workstreams

Co-production, voice of children and young people, their families	Early intervention and prevention	Local Provision/Offer	Statutory Processes	Preparation for Adulthood	Joint Commissioning	
<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ Strategic Lead Children's Care (ICB)</li> <li>◆ Chair of PCF</li> </ul>	<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ Service Manager Education (IOWC)</li> <li>◆ Public Health</li> </ul>	<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ ADCO</li> <li>◆ CYP Cluster Lead (CAMHS)</li> </ul>	<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ SEND Statutory Manager</li> <li>◆ ADCO</li> </ul>	<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ Service Manager SEN</li> <li>◆ Service Manager LD/Mental Health</li> </ul>	<b>Lead by:</b> <ul style="list-style-type: none"> <li>◆ Strategic Lead Children's Care (ICB)</li> <li>◆ Children's Service Placement and commissioning manager (IOWC)</li> </ul>	
<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ Education (IOWC)</li> <li>◆ Schools</li> <li>◆ Youth Trust Forum</li> <li>◆ Barnardo's</li> <li>◆ NDMDT Manager</li> <li>◆ IOW SEN Support</li> <li>◆ SENDIASS</li> </ul>	<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ Education (IOWC)</li> <li>◆ Schools</li> <li>◆ Early Help (IOWC)</li> <li>◆ Barnardo's</li> <li>◆ 0-19 NHS</li> <li>◆ Youth Justice Service (LA)</li> <li>◆ SENDIASS</li> </ul>	<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ Education (IOWC)</li> <li>◆ Special schools</li> <li>◆ Early Help (IOWC)</li> <li>◆ Barnardo's</li> <li>◆ Service Manager Strategic Developments</li> <li>◆ Clinical lead NHS therapy</li> </ul>	<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ Clinical lead NHS therapy</li> <li>◆ Early Years (IOWC)</li> <li>◆ PCF</li> <li>◆ IOW SEN Support</li> <li>◆ DISCO (IOWC)</li> <li>◆ SENDIASS</li> </ul>	<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ CYP Cluster Lead (CAMHS)</li> <li>◆ Post 16 Manager (IOWC)</li> <li>◆ IOW College</li> <li>◆ St Georges sixth form</li> <li>◆ CS CD Team (IOWC)</li> </ul>	<b>Working Group</b> <ul style="list-style-type: none"> <li>◆ SEN Statutory Manager (IOWC)</li> </ul> <p>FLEXIBLE</p>	
	<b>Section 1 = 0-5</b>			<b>Section 1 = Pathways</b>		
<ul style="list-style-type: none"> <li>◆ Local Offer</li> <li>◆ PCF</li> <li>◆ CYP Plan</li> <li>◆ Autism Strategy</li> <li>◆ Voluntary sector</li> <li>◆ Young inspectors</li> <li>◆ NHS youth forum</li> <li>◆ IOW youth council</li> <li>◆ Parent and carer participation in the Council's Policy and Scrutiny Committee for Children's Services, Education and Skills (informal)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midwifery</li> <li>◆ Health visitors</li> <li>◆ Family Hubs</li> <li>◆ GPs</li> <li>◆ Public Health</li> <li>◆ EY Portage</li> </ul>	<ul style="list-style-type: none"> <li>◆ Specialist places</li> <li>◆ OH</li> <li>◆ Therapy offer</li> <li>◆ Physio</li> <li>◆ Transport</li> <li>◆ Independent travel training</li> <li>◆ MASH</li> <li>◆ Shorts breaks</li> <li>◆ Mental health</li> <li>◆ SEN Schools</li> </ul>	<ul style="list-style-type: none"> <li>◆ EHCNA</li> <li>◆ EHCP QA</li> <li>◆ AR</li> </ul>		<ul style="list-style-type: none"> <li>◆ EOTAS</li> <li>◆ AP</li> <li>◆ Services we commission – SENDIASS</li> <li>◆ - Mediation</li> <li>◆ NDMDT</li> <li>◆ Therapy</li> <li>◆ Invision</li> </ul>	
	<b>Section 2 = 5-14</b>					<b>Section 2 = Independent Living</b>
	<ul style="list-style-type: none"> <li>◆ School Nursing</li> <li>◆ Family Hubs</li> <li>◆ GPs</li> <li>◆ Public Health</li> <li>◆ Services for Schools</li> <li>◆ ISS</li> </ul>					<b>Section 3 = Health</b>
	<b>Section 3 = 14-25</b>					<b>Section 4 = Community Inclusion</b>
	<ul style="list-style-type: none"> <li>◆ School Nursing</li> <li>◆ Family Hubs</li> <li>◆ GPs</li> <li>◆ Public Health</li> <li>◆ Services for Schools</li> <li>◆ ISS</li> <li>◆ Island Futures</li> </ul>					

## Workstream 1 - Co-production and the voice of children & young people, their families

### Workstream Leads:

- Strategic Lead Children's Care (ICB)
- Chair of PCF

### Children and young people tell us that:

- *They want teachers to listen to them and make reasonable adjustments.*
- *It's frustrating if you don't know what the words mean and if they're too small you can't see them*

### Families tell us that:

- *That they want; "More inclusion of parents and carers – more inclusion of children and young people"*
- *That we need to communicate clearer with them regarding the process and especially about any outcomes.*

### Work with families and children and young people includes:

- Regular meetings with members of the Parent Carer Forum steering group
- Involvement of children and young people in decision making and planning for example in the redesign of Section A of the EHC plan
- Reviewing and improving the content and structure of the Local Offer website
- NHS Hampshire and Isle of Wight Children's Care team are developing a Children's Care Engagement Approach. This is to ensure we hear the voice of the child and family so they can support the redesign and service improvement of our children and young people services across the system.

**Participation** is the process by which children, young people, parents and carers influence decision-making, which brings about change in them, others, their services and their communities. Listening to and involving children and young people and their families who use services leads to the design and development of better, more relevant services.

**Engagement** is the process of empowering people to recognise their right to and benefits of getting involved in decision-making and supporting them with the skills and tools to do so.

**Co-production** is involving people who use services in equal partnership at the earliest stages of service design, development and evaluation.

All partners need to engage with children and young people with SEND and their parents and carers on decisions about their own support, and that offered across the wider system. This means that not only are their needs optimally met, but useful insights are obtained into how to improve services and outcomes. The local partnership are developing ways to harness views so that decisions about services are shaped by users' experiences, ambitions and expectations. Achieving parental confidence that services are as good as they can be is vital.

The Children and Families Act 2014 makes clear that at both an individual and systemwide level the Integrated Care Board and Local Authorities must take into account:

- ◆ the views, wishes and feelings of the child or young person, and the child's parents
- ◆ the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

Integrated Care Boards and Local Authorities must:

- ◆ ensure the child's parents or the young person are fully included in the education health and care needs assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan
- ◆ consult children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision
- ◆ consult them in developing and reviewing their Local Offer and make sure that children with SEND and their parents, and young people with SEND are provided with advice and information about matters relating to SEN and disability

The Isle of Wight is committed to ensuring a productive and positive relationship between parents and parent representatives, including supporting the creation of a Parent Carer Forum. We are making progress with developing an effective and proactive partnership with families and their representatives so that we have a system of effective engagement and co-production and fully embed SEND on the island.

## Workstream 1. objectives

The participation, engagement and co-production workstream brings together system leaders, family representatives and input from children and young people. The workstream will lead work to empower the partnership and the community to listen and respond to children, young people and families' views and wishes and work better together to support the best possible outcomes for all children and young people with SEND. The workstream will lead work on engagement and participation of children and young people, with all levels of need, and their families. This includes:

- Fostering productive, positive and trusting relationships between parents and carers and service commissioners and providers to enable co-production and to understand and evaluate the impact of our transformation activities.
- Review and develop our local approach to enabling and empowering children and young people to have their say in decisions about them and to shape services and strategies that impact on them
- Developing a local approach to provide more opportunities for all children, young people and families to participate in co-production and engagement activities, including families from all socio-economic groups, and families where parents have special needs and learning disabilities themselves. To include those who may not engage in formal structures.
- Developing local mechanisms for all partners, including parents, carers and young people, and providers, including early years settings, schools and colleges to feedback on the effectiveness of provision, progress towards outcomes and their experience of the process
- Supporting the community to meet the needs of all children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.
- To ensure that learning from the Young Inspectors and other feedback from the voluntary and community sector is incorporated within the work of the relevant workstream.

<b>Workstream 1 - Co-production and the voice of children &amp; young people, their families</b>	
Ref #	Workstream
9	Lead on the development of the process for participation, engagement and co-production across all workstreams.
2	Work with children and young people on a continual basis to audit and improve how they have their say and are involved in decisions about their own support; and the information available to them about processes. To include working with professionals to ensure that findings are listened to and result in improved professional practice.
9	Work with families to audit engagement, participation and feedback mechanisms in place across the partnership to understand what is working well, what we are concerned about, identify gaps, and agree action plans.
9	Establish a shared understanding of co-production and levels of participation and develop a local model that enables the engagement of as many families as possible, including proportional representation from all groups of SEND (with and without an EHC plan) and community type (ie that it is truly representative), in co-production and service planning.
2	Establish local expectations on the type and quality of communications with children, young people and their families, and between partners, and practical support (eg toolkit) to support engagement, participation and engagement activities.
2	Develop, improve and promote the Local Offer website, so that more children, young people, parents, carers and professionals are aware of its value as a one-stop shop for local services. To include clear information of the ICB offer, including therapies and how these might be accessed within Isle of Wight settings and schools at an early intervention stage as well as through EHC Plans in local schools.
2	Improved information on services, including voluntary sector services, to support parents and carers and young carers, whether they be available through a Parent Carer Needs Assessment or otherwise.
2 & 5	Review and improve signposting, support materials and training available to children, young people, young adults, parents and carers to ensure appropriateness of language and accessibility. To include a full range of needs, ages, and pathways, access for parents / carers with their own additional needs, and voluntary sector provision.
2	Develop a comprehensive database of families with children, young people and young adults with SEND, spanning SEN Support and EHCP cohorts, so that all these families can be efficiently contacted to be both updated with relevant information and canvassed to provide opinions.
2 & 9	Positively engage with parents and their representatives to scope and develop a local model which facilitates effective engagement in co-production and developments, including through community engagement events
3.7	Develop effective and proactive partnership with SENDIASS through monthly meetings, use of quarterly feedback to inform service improvement.
2 & 9	Improve participation amongst vulnerable groups such as via the Children in Care Council and the Youth Justice Service
1 & 3.7	Promote the voluntary sector as an invaluable provider of information to families, not only to aid navigation of a complex system but also as a network of peer support and advice.
8	Undertake a strategic review of children who are Electively Home Educated and the impact on families with children who has SEND

## Workstream 2 - Early intervention and prevention

### Workstream Lead:

- Service Manager Education (IOWC)
- Public Health

### Children and young people tell us that:

- They don't want to wait for support*
- They want to be listened to*

### Families tell us that:

- They don't want to wait for an assessment*
- They want early support and diagnosis*

### Work with families and children and young includes:

- The development of mechanisms to better capture the voice of, and communicate with those with SEND both with and without an EHC plan
- Using their opinions and experiences to inform the workforce development programme and parent and carers training courses
- The development and use of 'about me' information, produced by the child or young person and adult professionals, at all panels
- Co-producing a programme to support the transition at key phases of education for all children with SEND.

If a child or young person has a special educational need or disability, the earlier in their life this can be identified, assessed and the necessary support put in place, the better. This identification could happen as early as during pregnancy, but may not happen until much later, for example during adolescence. In addition, what happens early in life, starting from conception, affects health and wellbeing later in life. Prevention is critical in ensuring that all children and young people can fulfil their potential.

The objective of the early intervention and transition workstream is to support families and all agencies including education providers, to where possible prevent additional needs occurring, and where they do arise, to be competent and confident in supporting children and young people with SEND, from the early years to post-16. This will mean that children and young people will have the best possible experiences,

and their needs are met at the right time with the right support. This requires teamwork across all relevant agencies and the development of a strength and capability focused approach to SEND rather than a deficit-focused model.

## **Workstream 2. Objectives**

### **First 1001 Days**

Healthy physical, emotional and social development during the first 1001 days of life:

- supports secure relationships between young children and their carers
- lays young children's foundations for lifelong mental and physical health
- means young children feel safe and secure, ready to play, explore and learn
- leaves young children ready to achieve and learn at school
- enables young children to manage their emotions and behaviours
- gives young children the skills to form trusting and caring relationships

The first 1,001 days provides the opportunity for first stage intervention with families to provide support to parents and children so that their needs can be met at the earliest stage and prevent poorer outcomes in later childhood, adolescence and adulthood. Special Educational Needs and Disabilities can be identified and supported at the earliest opportunity, and in some cases prevented. It offers the opportunity to prevent children, young people and adults from requiring support from statutory children's social care and health services by working in a truly early interventionist and preventative way. The First 1001 days initiative is a collaboration between Children's Services, health commissioners and providers, and other organisations including the voluntary sector. It is developing a proactive and reflective model of support for the first 1,001 days of life that helps to develop healthy physical, emotional and social development.

### **Early Years onwards**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges, without the need for an EHC plan. Education providers are provided with funding for this purpose. A graduated approach to understanding the child or young person's needs and removing their barriers to learning is used - the "Assess, Plan, Do, Review" cycle.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and “is compromised by anything less”.

Moving from nursery to primary school, and from there on to secondary school and to college can cause additional challenges for children and young people with SEND. Well planned transitions between phases of education is key to preventing needs from increasing.

<b>Workstream 2 - Early intervention and prevention</b>	
Ref #	Workstream
4	Antenatal contacts from a health visitor: the local partnership ensuring that all expectant parents are able to access an antenatal contact from a health visitor. This is a mandated contact and part of the healthy child programme.
3.1/4	Review and improve the local programme, including that delivered by the voluntary sector, to upskill and support parents and carers, including young carers, to better support their children and young people.
1/9/4	Improve the provision of, and signposting to, pre and post diagnosis support and work to improve family resilience to reduce the use of special school residential placements.
6/11	Upskill the workforce to better understand the needs of children and young people with SEND, including, very importantly those at SEN support and those not yet on SEN support, and the strategies they can use to provide support at the earliest stage so that their needs are met within mainstream settings wherever possible. To include highlighting the fact that improved practice in whole school support for pupils and students with SEND also results in better outcomes for pupils and students without any identified SEND.
3.6/4	Providing advice and support to parents, carers, teachers and other professionals to promote inclusion and support resilience and independence to achieve positive transitions between school key stages and phases, and into post-16 education or training, and to adulthood. To include the promotion of best practice relating to building positive relationships between pupils and students with SEND and those without, so that mainstream inclusion also means social inclusion.
3.7/4	Highlight and make more widespread use of best practice that does already exist across the Isle of Wight, so that this expertise becomes increasingly universal within all our early years, school and college settings. To include universal use of a strength and capability focused approach to SEND.
3.1/4	Monitor and work to improve the quality of education provision in schools, to enable them to more effectively meet the needs of more children within early intervention and SEND Support, thereby enabling more children to become effective independent and resilient learners and reducing the need for higher cost interventions and EHC Plans. Confirm with all mainstream schools a consistent learning experience for children with SEND at each of the levels of High-Quality / Quality First Teaching, SEND Support and thresholds for EHC Plan application, including the delivery of the assess, plan, do, review cycle.
6/11	Work in partnership with schools and the Children’s Services school improvement team to coordinate the provision of high-quality continuous professional development relating to SEND, including maximising school engagement with SENCO networks.
3.1/4	Work to focus schools on the presenting issues of the child, particularly in the area of ASC, SLCN and SEMH and target interventions on the underlying causes of needs and behaviours rather than the behaviour itself, thus enabling an increasing number of children and young people to be successful in their learning and social inclusion within a mainstream school setting.
1/9/4	Improved signposting of support available to parents and carers, and young carers, including to Parent Carer Needs Assessments.
Early Intervention	

<b>Workstream 2 - Early intervention and prevention</b>	
Ref #	Workstream
3.1/4	Support and challenge mainstream schools on their SEND provision, practice and outcomes at both a whole school and individual pupil level, to make it as high quality as it can be, and at least meet the SEND Code of Practice. This is to include the quality of support plans for pupils at SEN Support level (which should be co-constructed with parents and carers and reviewed with them termly / according to the SEND Code of Practice), the role of their SEND Governor, the position of the SENCO in the leadership of the school (and their qualifications), the content of their annually refreshed SEN Information Report (e.g. that it is co-produced with parents and carers, compliant with the Code of Practice and in line with local policies) and accessibility plan, and the use of the school budget, particularly their Notional SEN funding, to assess impact and value for money
1/9/3.1 /4	Developing effective links and working relationships with targeted and universal services so that families have access to support that builds on their strengths and promotes resilience and independence, and that those agencies involved work in a coordinated and joined up way. For example the education inclusion teams to join up with Strengthening Families/ family support workers team to work with identified individuals at the Primary phase.
3.1/4	Strengthen the SEND Support and specialist outreach offer on the Isle of Wight with an expanded team comprising advisory teachers (e.g. ASC specialists), specialist behaviour support outreach and Child Wellbeing Practitioner expertise
4	Developing effective models that focus on the early identification and specific intervention through clear links and working relationships with multi agency professionals via joint panels and pathways of support. To include a particular focus on those groups with additional vulnerabilities such as being at a higher risk of exploitation and / or involvement in criminal justice system.
4/3.1/	Improving school attendance by embedding the Emotionally Based School Avoidance toolkit across all schools, multi agency teams, and the parent and carer community.
Transitions	
4	Produce and share information for parents / carers about how to support transitions, of children and young people on both SEN Support and with EHCPs, and what support to expect from early years, schools and colleges.
3.1	Review transition practice (pathway planning, information sharing, staff briefing / training etc) at all early years, schools and colleges, for both SEN Support and EHCPs, to identify best practice and share widely to support improvements where gaps exist.
3.6	Supporting young adults to have a smooth and well-planned transition from children's services to adult social care and health services. Build on the existing transitions protocol between children's services and adult services to develop a preparing for adulthood strategy that promotes independence from the earliest stage and informs the design and delivery of services by all organisations in the SEND partnership.
1.9/3.6	Establish and implement a process, as part of the preparing for adulthood strategy, to review all EHCPs at Year 11, to determine whether a young person's needs would be better supported post-18 by a managed case transfer to adult social care services; and to ensure that young people experience a planned and smooth transition between children's and adult mental health services

## Workstream 3 – Local Provision/Offer

### Workstream Leads:

- Strategic Lead Children's Care (ICB)
- CYP Cluster Lead (CAMHS)

### Children and young people tell us that:

- *Being able to walk to school is good*
- *Doing work experience is helpful in gaining skills for adult life*

### Families tell us that:

- *They would like their children to attend a school within the local community, with sufficiently skilled staff including in mainstream settings.*
- *Having different support services in one place makes things much easier*

### Work with families and children and young people includes:

- Co-producing, with the education provider, the community outreach from, and community activities at, the new special free school
- Reviewing and expanding the range of resources and tools to support emotional wellbeing and strengthen resilience

Local provision has been expanded and improved significantly over the past 12 months.

### Specialist school places

Specialist school places have increased over the last year. Medina House primary special school by 34 places and St George's special schools by 15. A satellite provision from St George's (Studio School) has opened for children with Social Emotional Mental Health needs. Greenhaven Resource provision at Greenmount Primary School has expanded from 6 places to 12. The new Special Free School specialising in social, emotional and mental health needs is still awaiting a suitable sponsor – the LA continues to work with the DFE on this.

## Therapy provision

A comprehensive and detailed review of therapy provision for speech and language, occupational and physiotherapy has been completed and a future model proposed. This involved strong partnership working between the local authority and the Integrated Care Board and partners to accurately assess current and future needs, understand current funding models and contributions, and prioritise which aspects of the preferred 'Balanced Model' are taken forward.

## Workstream 3. objectives

The local provision workstream will lead the continued development of capacity and quality in local education, health and social care services for children with SEND so that the needs of as many children and young people as possible are met in their local communities, reducing our reliance on higher-cost provision in independent and non-maintained special schools on the mainland or needing to support Education Other than At School. Working with the voluntary sector to support and promote their vital work is another important aspect of this work, and crucial to its success.

There are four main areas of work:

- Developing specialist education places on the Isle of Wight that are the first choice of children, young people and families, including expanding local specialist resource provisions and opening a new special school for social, emotional and mental health needs
- Establishing a high-quality and timely local therapy offer that supports children and young people to make good progress towards their goals and maximise their opportunities for inclusion and independence, including at 16 to 25 years.
- Establishing a fully integrated model for supporting children and young people with emotional wellbeing and mental health needs which includes universal support in schools, early years settings and colleges and progresses through to specialist intervention, with specific focus for more vulnerable groups eg CYP with disabilities and known to Youth Justice Service.

Workstream 3 - Local Provision/Offer	
Ref #	Workstream
Our community	
1/9	Work with children, young people and families to understand how inclusive our community assets and universal services, such as our libraries, parks, and mainstream youth services are; whether reasonable adjustments are made and staff training provided. Ensure that the needs of children with SEND and their families are at the forefront of council planning and strategy, and that over time they are routinely considered across wider council services - arts, heritage, sports, libraries, parks etc.
1/9	Work with children and young people, families, service providers and voluntary sector groups to develop the local post-diagnosis support offer
3/3.6	Work with statutory partners to support voluntary sector SEND provision and promote it across family and professional networks to maximise the realisation of opportunities, including as part of the Preparing for Adulthood pathway, and including supporting volunteering opportunities.
5	Develop, improve and promote the Local Offer website, so that more children, young people, parents, carers and professionals are aware of its value as a one-stop shop for local services. To include clear information of the ICB offer, including therapies and how these might be accessed within Isle of Wight settings and schools at an early intervention stage as well as through EHC Plans in local schools.
2/1	Develop a marketing campaign for the SEND local offer to include the high quality of local SEND provision in mainstream schools, resourced provisions and special schools.
Specialist school places	
3, 3.4	Produce a revised School Place Planning Strategy which identifies the numbers and types of early years, school and post-16 SEND places needed and makes recommendations for how and where these should be provided.
3.4	Increase the number of resourced provision places to reflect the needs identified in the School Place Planning Strategy, and develop the multi-agency offer such as therapies, in line with the increase
3/3.4	Monitor all Special School, resourced provision uptake of places across all phases to ensure that provision is matched to need
Therapy provision	
6	Recruitment of skill mix / experienced therapy staff
11/4/3.7	Development of new Service Specifications, KPIs and outcome measures across all therapy services, and a joint monitoring framework with Children's Services/ICB
11/4	Completion of funding and financial S75 agreements / pooled budgets
Emotional wellbeing and mental health	
11/6	Develop our understanding of need and services to improve the emotional and mental wellbeing and resilience of children and young people. To include training for staff and parents on better supporting mental health needs.
3.1/6/3.7	Establish the Multi disciplinary neurodiversity team. Develop the dynamic support register for CYP with ASC and / or LD who are at risk of placement breakdown / hospitalisation
4	Further develop Mental Health Support Teams in schools to widen this support to more schools including staff training
3.7	Work with key partners to complete an under 5s needs analysis to scope out the development of an under-fives CAMHS service
3.1	Complete a review of the current neurodevelopment assessment pathway for 0-5 year olds.
Educational Psychology	
11/6	Recruit and set up an Education la Psychology service
11/6	Develop an operating model for educational psychology, including a traded offer
11/6	Manage expectations, around a blended model of locum and our in house team, so that the in house team are not just completing statutory assessment work and are retained through project work and specialist projects.
Services to schools	
3.1	Develop a front door for all outreach/services for schools so schools and parents can navigate to the support they need.
3.1	Develop a multi-agency approach with a team to triage cases through the front door.
3.1	Ensure early intervention, results in needs being met in mainstream settings.

## Workstream 4 - Statutory processes

### Workstream Leads:

- SEND Statutory Manager
- ADCO

### Children and young people tell us that:

- They don't always know the content of their plan
- Many would like to have more help in how to become more independent

### Families tell us that:

- Statutory reports are sometimes not circulated sufficiently in advance of an annual review making an informed discussion more difficult
- They would like their EHC plan coordinator to attend their Review of Assessment Summary meeting if possible
- A named lead professional to coordinate provision for a child with an EHCP would be helpful

### Work with families and children and young includes:

- Improving the inclusion of feedback from children, young people, parents and carers in the multi-agency EHC plan quality assurance process
- Children and young people helping to improve the accessibility of written communications to families for example through the Easy Read guide to the EHC plan process
- Children and young people helping to improve elements of the statutory process
- The co-production, with children, young people, parents and carers, of a new EHC plan outcomes framework for the Isle of Wight

The recruitment of a SEND Manager in to the Statutory Assessment & Review Service in September 2024 has enabled the targeting of systems and processes to ensure a consistent approach is adopted to the law. A Local Government Association Peer Challenge took place in September 2024 concluding “overall, we saw some positive practice and it was evident that the service is on a journey of improvement. Staff

we met with were open and honest and reported that the Council is on a positive journey, both in relation to its SEND service as a whole and its EHC plan processes. Staff are all well motivated and keen to see ongoing change and improvements.”

All officers in the Statutory Assessment & Review Service have completed IPSEA SEND Law level 1 training with negotiations taking place with IPSEA to deliver further level 2 and level 3 training to officers. This compliments internal training that has been devised and is being delivered in the SEND Team and with partners as part of an identified road map for continuous professional development and awareness raising of the statutory duties.

The Peer Challenge identified a system of regular auditing to include multi agency audits would be helpful as well as developing working practices with wider partner agencies, advice provided as part of new assessments and the annual review process is vital to improve the quality of EHC plans. A multi-agency EHC plan quality assurance process needs to be established in line with this workstream.

Timeliness of 20-week indicator is 0% of EHCPs were issued within 20 weeks of the initial request for assessment and timeliness of 6 week (agree to assess) 101 requests and 10 decisions were late.

## **Workstream objectives**

The objective of the assessment and planning workstream is to drive improvements in the quality of EHC plans and the annual review process. This includes:

- ◆ Improving the process for the development of EHCPs, ensuring that plans are completed within statutory timescales to a consistently high standard, promote resilience and independence, include the views of the child or young person and their parents or carer and are based on detailed and well-evidenced assessments by all professionals. Make the statutory process a person-centred, strengths based, outcomes focused one.
- ◆ Establishing a robust framework for the annual review of EHCPs so that statutory expectations are met, children and young people are fully engaged and the process is inclusive of all stakeholders. There is a thorough review of the outcomes and continuing needs of

each child or young person and the provision supports children and young people to make good educational progress and promotes resilience and independence

- Establishing effective quality assurance mechanisms for EHCPs that are inclusive of all organisations and professionals contributing to the EHCP in line with the SEND Code of Practice (2014), Children and Families Act and SEND regulations.

Workstream 4 - Statutory processes	
Ref #	Workstream
A well informed and skilled professional and parent / carer community	
6/7/3.2	Continue to form and deliver training programmes for all existing and new education, health and social care staff based on skills audit of staff. To include training on process and writing high quality EHCPs (including outcomes and specificity), the annual review process, and all responsibilities under the Children and Families Act.
6/3.2	Review current information materials and make changes as necessary. To include an explanation of who to expect at an annual review meeting, for example when the SEN caseworker would / would not be expected to attend. To include improved signposting of support available to parents and carers, and young carers, including to Parent Carer Needs Assessments.
6/7/3.2	Implement local procedures to ensure that all communication from parents and carers of children with SEND is acknowledged within five working days and receives a response within ten working days, and consider ways to engage and communicate with parents of children with SEND outside of the formal assessment, planning and review process.
EHC plans	
7/3.2/3.7	Develop an outcomes framework that influences the content of an EHC plan, and the way that services are commissioned to deliver the specified support
7/3.2/3.3	Ensure that decisions on whether or not to assess and / or issue a EHC plan are taken according to the SEN Code of Practice. Local authority benchmarking data is used as part of the analysis about whether the rates of assessment are appropriate. Support plans and documentation must be formatted to give a seamless document progression and clear record from early support to the issuing of the plan, and a robust evidence trail to fully support decisions made to either issue or not issue an EHC Plan and a placement must be kept.
7/3.2/3.3	Ensure that EHC plans are processed within the statutory timeframe and that every plan meets statutory requirements under the 2014 Children and Families Act. All plans should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and be well prepared for adulthood. EHC plans can also include wider outcomes such as positive social relationships and emotional resilience and stability (though EHC plans will only be maintained so long as outcomes relating to education and training are unmet, and provision required to meet them is additional to and different from that which is ordinarily available). Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation.
7/3.2/3.3	Ensure appropriate professional support and adequate resources are in place so that assessments and reports are prepared in a timely way to support the EHC Plan process. Review the system for allocating casework to EHCP Coordinators to determine whether better casework consistency could be achieved.
7/3.2	Ensure that the use of personal budgets is considered, including for access to therapies and personal health budgets including for Continuing Care
7/3.2/3.3	Quality assurance processes are embedded and used to drive service improvement
7/3.2/3.7	The ICB works with Children's Services and the Council to be compliant in exercising its statutory responsibility for partnership working to support the needs of children with SEND at all levels of need including shared funding between ICB and health providers and with education, children's and adults social care
7/3.2/3.7	Ensure that the use of digital technology is embraced to improve the efficiency and effectiveness of the EHC plan process, and that the SEND data system delivers the necessary strategic reports and a full data commentary on individual cases including financial information. Issue case recording standards to ensure that all casework, including communication with children, young people, parents and carers, is appropriately stored on the electronic case recording system and is complete, accurate and accessible.
Annual Reviews	

Workstream 4 - Statutory processes	
Ref #	Workstream
3.2/3.3/7	To ensure that annual reviews and subsequent amendments for EHC plans are completed effectively and in line with the statutory duties of the 2014 Children and Families Act. Ensure that all EHC Plans are reviewed annually by the named education and/or training provider in partnership with Children's Services, and that the EHC Coordinator attends the review meeting where there is a significant change in needs, intervention, funding or placement, or where the school and/or parent think it otherwise desirable.
3.2/3.3/7	Improve the timeliness of consultations with colleges and other post-16 providers for young people at the Year 11 or post-16 phase transfer stage; this includes establishing processes to monitor responses so that all young people have timely access to suitable education, employment and training.
3.2/3.3/7	All annual reviews should include clear evidence that interventions have a positive impact upon mitigating the barriers to learning experienced by the child or young person and thereby result in an overall reduction in total inputs over time and a larger number of cases in the EHC Plan being ceased and support being provided, if necessary, by SEN Support.
3.2/3.3/7	A review of the current cohort of children should be used to determine whether interventions can be reduced and whether opportunities exist for bringing children back into in-house, provision.
3.2/3.3/7	Improve the functionality of the SEN case management system so that the annual review cycle is better supported to facilitate a more proactive approach and ensure that the use of digital technology is embraced to improve the efficiency and effectiveness of the process.
3.7	Review Tribunal outcomes on a quarterly basis to learn and improve practice and provision

## Workstream 5 - Preparation for adulthood

### Workstream Leads:

- Service Manager SEN
- Service Manager LD/Mental Health

### Children and young people tell us that:

- *Doing work experience is helpful in gaining skills for adult life*
- *Having a range of options to choose from after school*

### Families tell us that:

- *They worry about what will happen when their children leave school*
- *They want their child to access a range of appropriate qualifications that help them onto the next stages*

### Work with families and children and young includes:

- Conduct a comprehensive review of post 16 provision on the Isle of Wight
- Development of pathways for 16 to 25 years
- Ensuring that pathways are appropriately funded, and reviewed as part of a wider commissioning into needs
- Asking you people and their families what they want

### Workstream 5. objectives

#### Pathways for young people aged 16 to 25 years

The pathways will help young people develop their independence and employability skills, but it will also reduce expenditure from the High Needs Block of the Designated Schools Grant. The voluntary and community sector continues to play a vital role in preparing young people with SEND for adulthood, particularly relating to participating in society, socialising, making friends and developing wider life skills.

Supporting children and young people in their preparation for adulthood by planning for transition to adult life as early as possible and from Year 9, and making sure that local provision is sufficient to meet their needs. This includes planning for their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence and is structured around the four pillars of Preparing for Adulthood.

- further and higher education and/or employment – including exploring different employment options
- independent living – providing choice and control over their accommodation and living arrangements, including supported living
- participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

This joint work across Adult Social Care and Housing and Health Services will continue to improve the local offer for those aged 16 to 25 and beyond.

Workstream 5 - Preparation for adulthood	
Ref #	Workstream
Pillar 1 – Employment and training	
3.6	Develop local employment and volunteering opportunities for young people with SEND and increase the numbers of young people with post-16 EHCPs on vocational pathways, including apprenticeships, traineeships and supported internships to support them in their transition into employment. Identify and work with partners to fill any gaps in provision, including growing the number of supported internships. Provide support into employment including where applicable working with Isle of Wight Adult Education. Further develop outreach provision to build relationships with young people furthest away from engagement to support their progress into further education or vocational pathways.
3.6	Improve the tracking of young people aged 18 and over who are NEET, or at risk of becoming NEET, to ensure they have timely access to appropriate education and training.
3.6	Develop partnerships with local businesses and higher education institutions to create internship and apprenticeship opportunities. Implement career guidance programs that help students identify their strengths and interests and align them with potential career paths.
3.6	Provide supported employment services with well-trained staff, including job coaches and staff trained in Systematic Instruction, to assist young people in work placements or paid employment.
3.6	Schools and colleges are aware of the different employment options for disabled adults and provide education and training that helps young people to be prepared for work such as communication and social skills, using assistive technology and independent travel training.
3.6	Ensure that all annual reviews from Year 9 onwards emphasize PfA, covering education and employment, friendships, relationships and community, independent living, and health. Outcomes in plans will be holistic and include all four PfA pathways.
3.6	Offer specialist careers advice to young people with SEND, helping them to explore and understand their career options.
3.6	Ensure that opportunities for Further Education, Higher Education, and training are available and clearly communicated to young people with SEND and their families. We will work to make these pathways accessible and understood by all.
Pillar 2 – Independent Living	

<b>Workstream 5 - Preparation for adulthood</b>	
Ref #	Workstream
3.6	Ensure that transition planning in Education, Health and Care Plans (EHCPs) demonstrates alignment of health and social care outcomes when young people are moving to adult health services.
3.6	Collaborate with colleges and training providers to offer a curriculum that supports the development of independent living skills, preparing young people for greater autonomy.
3.6	Provide support to young people and their families to explore the options, possibilities, and support needed to access independent living activities, including the use of personal budgets.
3.6	Ensure there is clear and accessible information about housing options, including supported living accommodation for those with complex needs. This will help young people, and their families make informed decisions about their living arrangements.
<b>Pillar 3 – Community Inclusion</b>	
3.6	Parents/carers and children and young people with SEND have been involved in development/design of the PfA section of the Local Offer.
3.6	Organise community engagement projects and social events that promote inclusivity and social interaction. Partner with local organisations to create volunteer opportunities and community service programs.
3.6	Enhance the skills and knowledge of the workforce to better understand and support the vocational needs of post-16 students with Special Educational Needs and Disabilities (SEND). Implement strategies for effective vocational profiling and systematic instruction to ensure students are prepared for the workforce.
3.6	Ensure that there is a common understanding across all services of what community inclusion entails, promoting a unified approach to supporting young people with SEND.
3.6	Ensure that universal, community-based provisions (e.g., clubs, social activity groups) are accessible, welcoming, and inclusive for all young people with SEND and their families.
3.6	Encourage young people with SEND to build good relationships and networks, fostering a sense of belonging and community.
<b>Pillar 4 - Health</b>	
3.6	Consider and implement more proactive pathway planning for young people with SEND from Year 9 to include access to health provision
3.6	Ensure young people with SEND receive accessible information and learning about preventative health, including how to stay healthy and access universal health services.
3.6	Make young people and their parents/carers aware that their child's healthcare will transfer from the paediatrician to the GP at age 18.
3.6	Provide clear information about the criteria, processes, and timescales for transitioning from children to adult mental health services.
3.6	Ensure young people with a learning disability and their families are aware of their entitlement to an Annual Health Check from their GP starting at age 14.
3.6	Establish clear pathways and criteria for accessing therapies post-16, ensuring young people know how to obtain the support they need.
3.6	Provide a single point of contact for health advice related to transitions and thresholds for young people with SEND, such as a designated Clinical Officer or Designated Medical Officer.

## Workstream 6 - Joint commissioning

### Workstream Leads:

- Strategic Lead Children's Care (ICB)
- Central commissioning Children's Services

### Children and young people tell us that:

- *Pupils do not like missing lessons to go to therapy sessions as it makes them feel different to others*
- *They sometimes have to tell their story more than once because professionals don't share information with each other*

### Families tell us that:

- *It sometimes takes too long to access therapy services, and provision in mainstream settings*
- *They like working with our Specialist Teachers Advisers and speak positive about their impact*

### Work with families and children and young people includes:

- Their involvement in the contractual arrangements for therapy provision
- Co-production of commissioned services which supports families

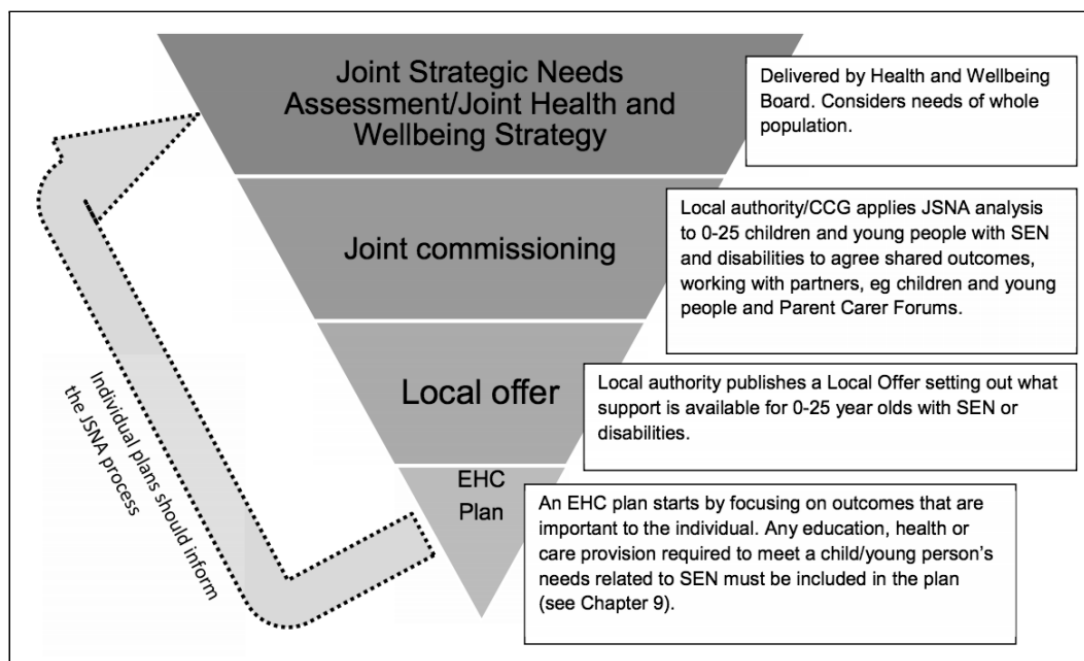
Local authorities and ICBs must ensure that individuals to whom the services are being, or may be, provided, are involved in planning commissioning arrangements, in the development and consideration of proposals for change, and in decisions affecting the operation of commissioning arrangements. Joint commissioning arrangements should enable partners to make best use of all the resources available in an area to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way.

Partners must agree how they will work together. They should aim to provide personalised, integrated support that delivers positive outcomes for children and young people, bringing together support across education, health and social care from early childhood through to adult life. This should plan for transition points such as between early years, school and college, between children's and adult social care services, or between paediatric and adult health services. Services must work together to promote children and young people's wellbeing and improve

the quality of special educational provision. Isle of Wight's partnership must have arrangements in place to plan and commission education, health and social care services jointly for children and young people with SEN or disabilities.

Joint commissioning should be informed by a clear assessment of local needs. The Health and Care Board is required to develop Joint Strategic Needs Assessments and Joint Health and Wellbeing Strategies, to support prevention, identification, assessment and early intervention and a joined-up approach. Local authorities and ICBs can pool resources and delegate certain NHS and local authority health-related functions to the other partner(s) if it would lead to an improvement in the way those functions are exercised. Link to IOW JSNA information: [Joint Strategic Needs Assessment \(JSNA\)](#)

Joint commissioning arrangements must cover the services for 0-25 year old children and young people with SEN or disabilities, both with and without EHC plans. They must also include arrangements for securing EHC needs assessments, securing the education, health and care provision specified in EHC plans, and agreeing Personal Budgets. They must consider what advice and information is to be provided about education, health and care provision for those who have SEN or are disabled and by whom it is to be provided, and how complaints about education, health and social care provision can be made and are dealt with.

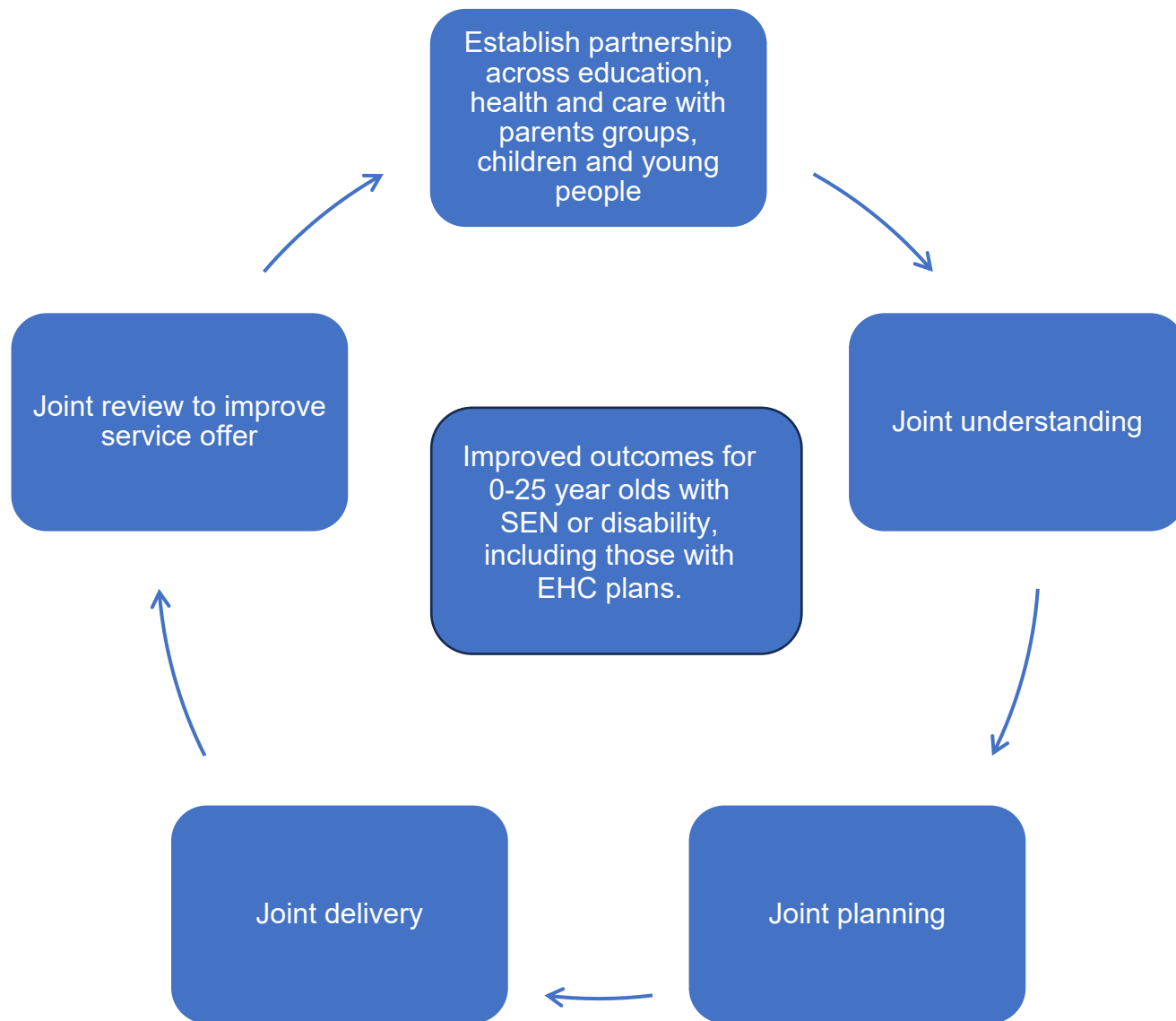


## Workstream 6. Objectives

The Joint Commissioning workstream will deliver a well informed and strategic joint commissioning approach for the Isle of Wight, with forensic financial awareness. It will focus on developing the partnership's approach to commissioning together to ensure that our local services are able to meet the needs of children and young people with special educational needs. The workstream will lead work to leverage improvements in service quality and maximise value for money from our shared resources through commissioning. The process of designing and commissioning services will be done with children and young people and their families from the earliest stage. It will draw on shared local intelligence to inform commissioning priorities and activities.

This workstream will:

- ◆ Develop principles and processes that enable commissioning activities to better respond to local need and be strongly focussed on outcomes for children and young people, including developing our local intelligence and considering how different funding models may offer incentives to drive improvements in the quality and efficiency of provision
- ◆ Work together and with children, young people and their parents to understand the performance of commissioned services for children and young people with special educational needs and disabilities and the outcomes that they support; and identify priorities to transform services.
- ◆ Review resourcing allocations across the partnership to understand the contributions required of each partner to meet the needs of children and young people with Education, Health and Care Plans, including jointly funded places for those with complex needs and in off Island residential placements
- ◆ Work with children, young people and their families to develop a high quality local therapy offer
- ◆ Identify opportunities to work in commissioning consortiums or other partnership arrangements with other areas to leverage cost savings
- ◆ Improve commissioning of placements including building quality assurance mechanisms into its contract management to securing better value for money
- ◆ Ensure that those services commissioned by Public Health reflect the bespoke needs of the SEND population, including the need for tailored advice and support not only for the children and young people themselves, but also for their parents and carers.



Workstream 6 - Joint commissioning	
Ref #	Workstream
1	Implement a new SEND Joint Commissioning Strategy
3.3, 3.3 & 7	Ensure that statutory responsibilities regarding engagement between the Council and ICB and other partners as identified in the Code of Practice (January 2015) (CoP), including joint commissioning to ensure that there are sufficient services to meet the needs of the local area, as set out in the CoP, are met.
3.7	Coordinate contributions from across the partnership to the Joint Strategic Needs Assessment so that the needs of children and young people with special educational needs are robustly included and understood across the partnership
12, 10, 7 & 1	Review resourcing allocations across the partnership for provision to support children and young people with EHCPs and work together to develop funding arrangements to secure financially sustainable services, for: <ul style="list-style-type: none"> <li>● provision and placements for children with complex needs;</li> <li>● Off Island residential placements, including transition to local services when young people are at home, or return home after their placement ends</li> </ul>
10	Develop and establish shared principles and priorities for joint commissioning across the SEND partnership
1, 10	Commission in consultation with children, young people, parents/carers and professionals, a new therapies offer, including training to deliver the new therapies model, with the role of parents and carers being integral to this. The new model should be sufficient in capacity to deliver support at an early intervention / SEN Support stage in addition for those with an EHC plan.
1, 10	Commission in consultation with children, young people, parents/carers and professionals, a new short breaks offer
1, 7	Scope opportunities, develop business cases and implement plans to work with other areas to commission on a larger scale, driving service improvements and leverage maximum cost savings in SEND services
1, 7	Review contract management processes to ensure that they provide effective quality assurance of SEND placements and derive maximum value for money for all funding organisations in the SEND partnership
1, 12	Complete contract reviews with all current independent and non-maintained special school providers, mainstream and special schools in receipt of top-up funding, to achieve cost reductions.
3.7	Develops and implements, with the ICB, a set of agreed protocols for the partnership delivery, including funding, of Health inputs which are universal, targeted and specialist in order to support the wellbeing, educational development and pathways to adulthood 0-25. These protocols to include the early intervention in therapies incorporating training and support for the children's workforce to embed elements of speech and language therapy, occupational therapy and physiotherapy within the whole-day curriculum rather than just extraction and small group work, thus building early resilience and independence
3.7	Health commissioned services demonstrate improved outcomes for children, young people with SEND and compliance with reforms
3.7	Undertake joint planning and provision, including pooled budgets and personal budgets, with the ICB and other partners, including mainstream and special schools and academies, in order to provide educational options, including the provision of therapies, that are attractive and accessible for parents/carers and children and young people
1 & 3.7	Ensures that through the use of comprehensive, coordinated and reliable data combined with high quality assessments and EHC Plan writing and market intelligence, Children's Services is able to make strategic decisions regarding the provision needed to meet the SEND needs in the Local Area.
1, 12	Establish a process whereby the levels and types of needs in EHC plans are collated, compared to current provision so that gaps can be identified and findings used to inform a more strategic approach to joint commissioning.
3.7	Work with GP Lead for people with learning disabilities regarding uptake of annual health check
6, 11	Ensure that there is sufficient Speech, Language and Communication and other therapies available to support children and young people at early intervention (SEND Support) stages as well as for those with EHC Plans. This therapy support to provide training for teachers and support workers in schools and settings as well as working directly with the children and young people themselves.
3.6, 3.7	Ensures that its operational procedures secure transitions through post-16 to adulthood. It is expected that pathways to adulthood are planned for 'from earliest years', and this should be reflected in EHC Plan annual reviews. Develop the transition pathway from children 's health services into adult health services
3.7	Review ICB SEND commissioned service specifications and provider contracts to ensure internal quality assurance processes and pathway in place to meet statutory requirements of EHC needs assessments
3.7	Continue to develop a sustainable home to school transport service with a focus on a revised alternative travel strategy to include the upscaling of independent travel training, parent pay, personal budgets and collection point initiatives.

## Risk Register

Risk	Impact	Strateg	Action	Risk
Partnership Board				
Lack of partner engagement and shared ownership of the plan with resultant lack of investment	There is no or limited traction in delivering the system change and behaviours that are necessary to transform services and achieve better outcomes for children and young people with SEND within the financial resources available.	Mitigate	Provide strong leadership of the SEND Partnership Board. Maintain current engagement from all key partner agencies to the vision, shared values and key activities. Obtain support from the Health and Wellbeing Board. Maintain current schedule of regular meetings and reporting to share progress and achievements.	H
Ineffective governance of the SEND Partnership Board and workstreams.	There is a lack of focus and pace in delivering activities, and drift and delay in decision making. There is duplication and mixed messaging from partnership boards and other organisations working in this arena, including the Health and Wellbeing Board, SEND Partnership Board Schools Forum.		Strengthen governance structures that are all clearly understood and adhered to by all stakeholders. Ensure there is effective stakeholder representation on the SEND Partnership Board and five workstreams. Deliver a detailed communications plan.	L
Lack of capacity and capability to drive and deliver transformation.	Key activities in the plan cannot be delivered within the timescales necessary. Partner organisations, parents and carers lose faith in their ability to achieve system change.		Sufficient resources from all partner organisations are allocated to deliver the activities in the plan. There is strong senior leadership of the five workstreams. There is a programme to upskill the workforce to deliver the plan. Additional resources and expertise are sourced externally where this is required.	H
Lack of agreement on how DSG funding is shared between different blocks.	There is a significant financial gap in the plan which will need to be met from other activities.		Build consensus across the whole system for how DSG funding should be shared. Continue discussions with the Department for Education on the national DSG funding formula. Contingency plans are established to allocate the funding shortfall to other actions within the plan.	H
Co-production, voice of children and young people, their families.				
Inability to secure an effective and engaged parent-carer forum (PCF) that is able to work collaboratively in the SEND partnership.	The voices and opinions of parents and carers do not inform strategic decision-making. Implementation of the plan is not successful as parents are not informed, aware or signed up to the system change required.	Mitigate	Develop ways to incentivise and reward parents and carers to be involved. PCF membership of the SEND Partnership Forum and workstreams.	M
Early intervention and prevention.				
School professionals do not support inclusion and early intervention, or there is inconsistent support across schools.	Children and young people with SEND cannot be supported within mainstream schools or specialist resource provisions, meaning that they have to be transferred to special schools or non-maintained and independent schools at a higher cost.	Mitigate	There is effective engagement and communication with professionals through the SENCO and headteacher networks. There is an effective learning, development and support offer to schools to support inclusive practice. The shape of the offer is informed by learning from EHCP assessments, tribunals and other feedback.	M
Inability to recruit and retain professionals who are able to provide expert outreach support to schools and providers.	There is insufficient capacity, skill and expertise within the inclusion service to support schools with targeted interventions.		Job profiles, salary levels and the recruitment process attract good candidates with inclusion expertise and experience. Flexible working arrangements are available including secondments from schools. There is an effective induction, development and support package available to all professionals involved in targeted interventions.	M

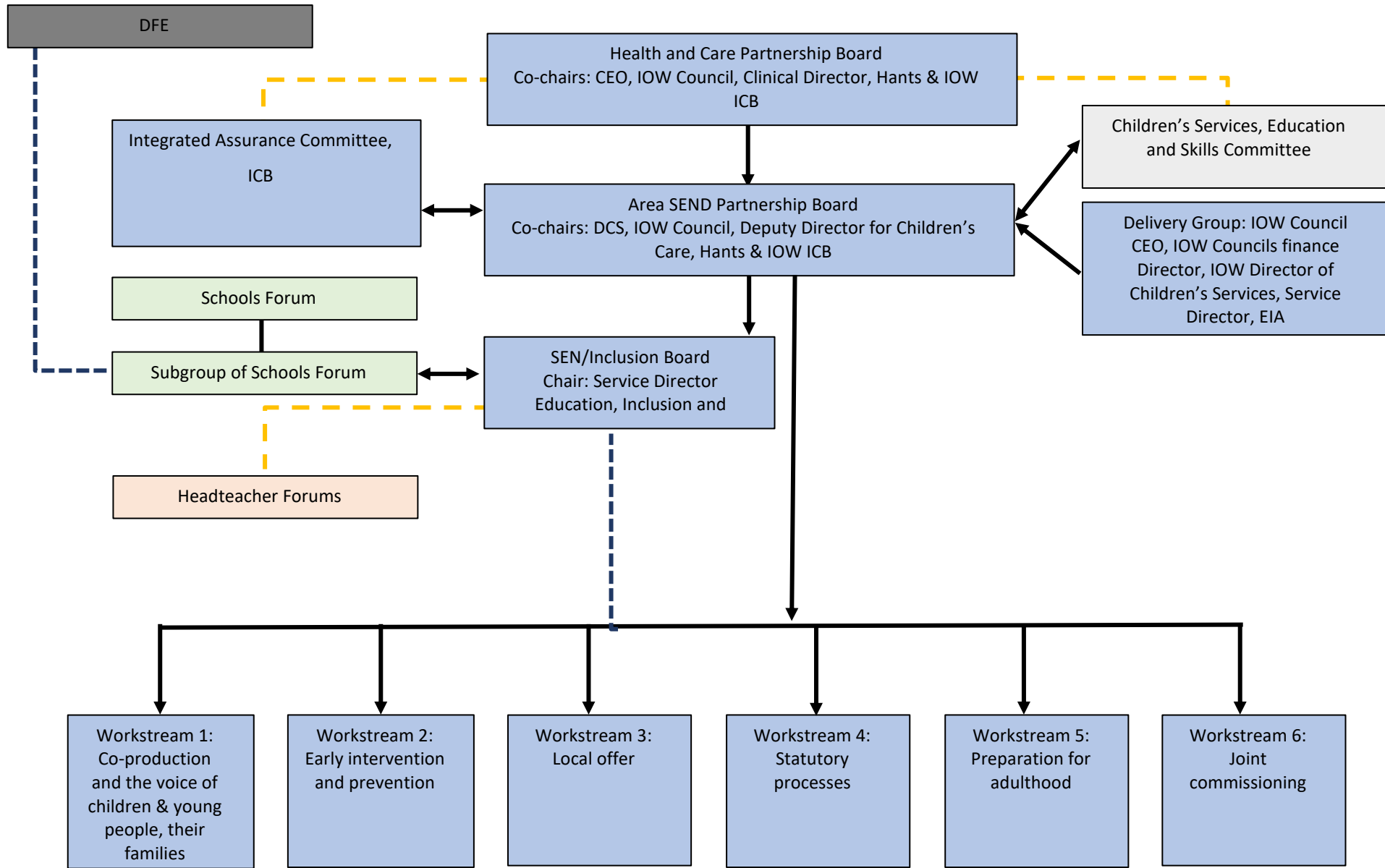
Transition arrangements between children's services and adult social care services are not implemented.	Young adults with SEND do not receive the support they need in a timely way from the appropriate services. Ineffective transition and working arrangements between children's services and adult social care lead to fragmentation and build higher costs into the system.		The preparing for adulthood strategy, transitions protocol and inclusion in the Council's Maximising Independence transformation programme facilitates early consideration and planning for young people's transition. Funding responsibilities are made clear within the protocol and are agreed in each individual case.	M
Local Provision/Offer				
Support from schools for the local SEND provision plan is not consistent or sufficient to create the additional school places required.	There are insufficient local special school places to meet the needs identified in the SEND provision plan, making the Council more reliant on maintained and special schools off Island and on non-maintained and independent school provision		There is effective engagement and communication with schools through existing networks to agree the local provision plan. Proposals are based on a detailed analysis of local needs. Good consultation with schools and other stakeholders leads to strong proposals and well managed plans to develop new provision.	L
Local therapy provision is unable to be delivered to meet the identified needs of children with disabilities.	Children's therapeutic needs cannot be met locally leading to placements in more specialist school provision and at a higher cost.		The recommendations of the therapy review are implemented asap, and sufficient funding and resources secured.	M
Parents and carers do not feel confident that local mainstream schools, specialist resource provisions and special schools are able to meet their child's assessed needs.	There is an increase in the number of disputed EHCPs and appeals to the First-Tier SEND Tribunal on the basis of parental preference. The workload for SEND professionals is increased and there is a potential for the tribunal to direct that the local authority makes alternative and higher cost provision	Mitigate	There is a clear strategy to promote the resources and facilities available in local provision and the outcomes they achieve for children and young people with SEND. The quality of local provision is actively promoted by all practitioners in their relationships with parents and through their professional networks.	M
Statutory Processes				
Inability to recruit and retain experienced professionals within the SEND service, including educational psychologists, case workers and annual review officers.	There is insufficient capacity, skill and expertise within the SEND service to drive up the quality of EHCPs and maximise the benefit of the annual EHCP review process.		Job profiles, salary levels and the recruitment process attract good candidates with SEND expertise and experience. Flexible working arrangements are available, including secondments from schools. There is an effective induction, development and support package available to all SEND professionals.	H
Annual EHCP reviews and updates to plans following quality assurance require substantial changes to plans.	There is insufficient capacity within the SEND service to make required changes to EHCPs. Proposed changes to plans result in parental challenge, disputed EHCPs and appeals to the SEND tribunal, which may result in higher cost provision.			H
Annual EHCP reviews do not reduce the costs of individual plans to an affordable funding level that meets the child's or young person's needs.	Proposed changes to plans result in increased parental challenge, disputed EHCPs and appeals to the SEND tribunal, which may result in higher cost provision		Annual EHCP reviews and quality assurance are well coordinated and managed. There is engagement with parents and carers. Assessments and plans are well evidenced by all contributing professionals.	H
The SEND service does not have the systems, processes and support it needs to drive up the quality of EHCP assessments and plans.	The quality of EHCP assessments and plans does not improve at the required pace. EHCPs do not robustly and sufficiently evidence how and where children's and young people's education, health and care needs can be met. This may result in increased parental challenge, disputed EHCPs and appeals to the SEND tribunal, which may result in higher cost provision	Mitigate	There is a priority programme for annual EHCP reviews and quality assurance.	H

Preparation for Adulthood				
Ensuring young people with SEND have access to health provisions and tailored support from Year 9 is crucial for their overall well-being and future success.	Without proactive planning from Year 9, young people with SEND may face unmet health needs and poor outcomes, leading to increased dependency and reduced quality of life.	Mitigate	Implement proactive pathway planning from Year 9, ensuring access to health provisions and tailored support.	H
Developing local employment and volunteering opportunities, including apprenticeships, traineeships, and supported internships, is essential for their transition into employment and independence.	Limited local employment and volunteering opportunities could result in higher unemployment rates among young people with SEND, leading to economic dependency and reduced self-esteem.		Develop local employment and volunteering opportunities, increasing vocational pathways such as apprenticeships, traineeships, and supported internships.	H
Providing continuous information, advice, and guidance on post-16 pathways, along with improving the tracking of NEET youth, ensures timely access to education and training, reducing the risk of long-term disengagement.	Inadequate information and guidance could leave learners with SEND unprepared for their future, while poor tracking of NEET youth may delay timely interventions, exacerbating disengagement.		Provide continuous Information, Advice and Guidance (IAG) on post-16 pathways from Year 10 upwards and improve tracking of NEET youth aged 18 and above to ensure timely access to education and training.	H
Building strong partnerships with local businesses, higher education institutions, and community organisations creates valuable internship and apprenticeship opportunities, promoting inclusivity and social interaction.	Weak partnerships with businesses and higher education institutions could limit career development opportunities, while limited community engagement projects may lead to social isolation and reduced wellbeing.		Develop the careers hub, partnerships with other local authorities, businesses and higher education institutions to create internship and apprenticeship opportunities. Additionally, work with community engagement projects and voluntary organisations to promote inclusivity and social interaction.	H
Enhancing the skills and knowledge of the workforce to support the vocational needs of post-16 students with SEND ensures they are well-prepared for the workforce and can achieve their full potential.	An unprepared workforce may inadequately support the vocational needs of post-16 students with SEND, resulting in poor preparation for the workforce and limited career prospects.		Enhance the skills and knowledge of the workforce to better support the vocational needs of post-16 students with SEND and implement effective vocational profiling and systematic instruction strategies.	H
Joint Commissioning				
Inability to recruit and retain professionals with commercial and contract management expertise	There is insufficient capacity or skill in the placement commissioning to negotiate and manage contracts with providers that reduce costs.	Mitigate	Job profiles, salary levels and the recruitment process attract good candidates with commercial expertise and experience. There is an effective induction, development and support package available to all professionals involved	M
Commercial negotiations with SEND providers are unproductive.	Placement costs are not reduced, meaning that additional savings have to be found from other areas of the plan.		There is an effective induction, development and support package available to all professionals involved in placement brokerage. Expertise in commercial contract management is secured from the Council or brought in from an external consultant on a risk and reward basis	M

## Appendix 1 – Glossary of terms

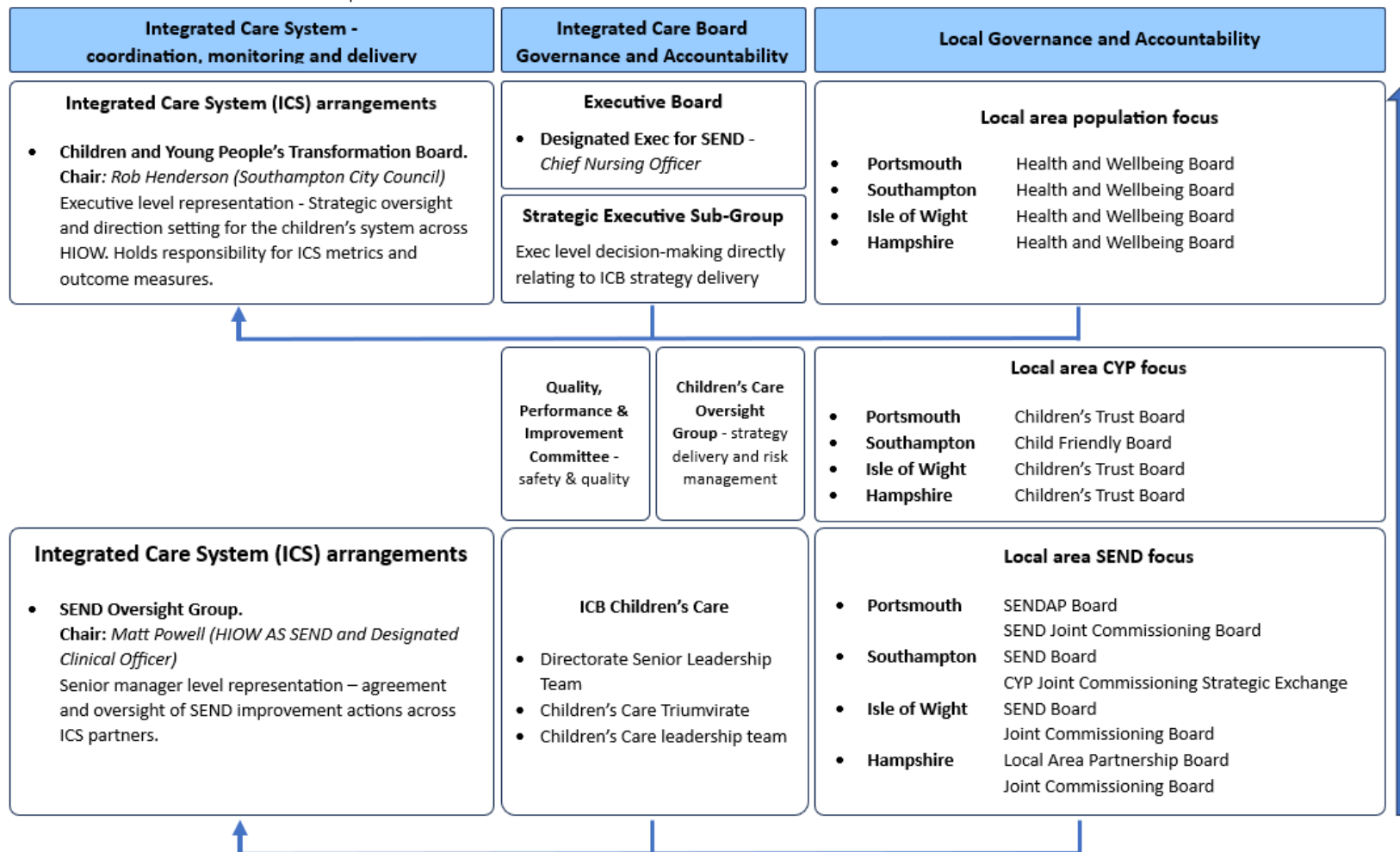
Acronym	What it stands for	What it means/does
CAMHS	Child and Adolescent Mental Health Services	CAMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.
CLA	Child(ren) looked after	A child who is in the care of the local authority. They may be in a foster family, with other family members or in residential care
CYP	Children and young people	The children and young people being considered
DCO	Designated Clinical Officer	The statutory post within a Clinical Commissioning Group responsible for ensuring the implementation and delivery of health aspects of the SEND Reforms / Children's and Families Act.
DCS	Director of Children's Service	The statutory post within a local authority responsible for providing relevant and responsive children's services as required by legislation.
DSG	Dedicated Schools Grant	A ring-fenced government grant used to fund individual school budgets in maintained schools, academies and free schools.
EHCP	Education, health and care plan	A plan that details the education, health and social care support provided to a child with special educational needs or disabilities
HNB	High needs block	The budget within the dedicated schools grant that is used to fund support for children with special educational needs and disabilities
ICB	Integrated Care Board	ICBs commission most of the hospital and community NHS services in the local areas for which they are responsible. Commissioning involves deciding what services are needed and ensuring that they are provided
NEETS	Not in Education, Employment or Training	A young person who is not in the education system and who is not working or being trained for work
PCF	Parent Carer Forum	A constituted group of parents and carers of children with disabilities who work with the local authority and other providers to ensure that the services they provide meet the needs of children with disabilities and their families.
PfA	Preparing for adulthood	The support provided to children and young people with special educational needs and disabilities that helps them to develop their independence and the life skills they need as adults.
RP	Resourced provision(s)	Teaching and learning support within a mainstream school that provides support to children with special educational needs and disabilities.
SCIP	Social Communication Intensive Packages	Inclusive and preventative packages of support provided to children identified in their nursery year as having social communication needs/ASC in their mainstream setting
SEMH	Social, emotional and mental health needs	A type of special educational need in which children have severe problems in managing their emotions and behaviours.
SEND	Special educational needs and disability	A learning difficulty or disability that requires special education provision to be made for a child or young person.

## Appendix 2 – Governance of SEND across the Isle of Wight System



## Appendix 3 – Governance of SEND across the Isle of Wight System

### Hampshire and Isle of Wight ICS Special Educational Needs and Disabilities - governance and coordination



## Appendix 4 – Leadership of the System

In the Reference column, please reference the seven points below.

1	Strategic approach	<ul style="list-style-type: none"> <li>• Unity of vision and narrative across partnership, grounded in improving lives</li> <li>• Continually informed by lived experiences of children, young people and families.</li> <li>• Connection to whole of local government</li> </ul>	Partnerships	Voice of children, young people and families	Culture change
2	Leadership & governance	<ul style="list-style-type: none"> <li>• Leadership as a team endeavour, distributed and connected to the workforce</li> <li>• Leaders who own the problem and make staff feel safe and supported</li> <li>• Visible, accessible and open to challenge</li> </ul>			
3	Engaging & supporting the workforce	<ul style="list-style-type: none"> <li>• Stabilising the workforce – has become even more challenging and more important</li> <li>• Changing culture through modelling behaviours</li> <li>• Focus on quality and skills, unleashing professional curiosity and creativity</li> </ul>			
4	Engaging partners	<ul style="list-style-type: none"> <li>• Finding opportunities for practitioners to do high quality work together</li> <li>• A shared practice model, and shared language, across the partnership</li> <li>• Understanding professional differences, but demonstrating shared responsibility</li> </ul>			
5	Building the supporting apparatus	<ul style="list-style-type: none"> <li>• Voice of children and young people at heart of defining quality</li> <li>• Emphasis on peer learning and peer challenge</li> <li>• Intelligent use of key metrics, built into routines</li> </ul>			
6	Fostering innovation	<ul style="list-style-type: none"> <li>• Understanding the research evidence and building on that</li> <li>• Inviting and acting on ideas from children and families</li> <li>• Enabling culture across the partnership</li> </ul>			
7	Judicious use of resources	<ul style="list-style-type: none"> <li>• Finance is everyone’s business</li> <li>• Framing the case for investment in terms of children and families</li> <li>• Investment in early help and edge of care</li> </ul>			