



Update Number 2

Welcome to the second SEND Strategy update which we are sharing with the community. You can find the SEND Strategy by the link here: [Brighton & Hove Special Educational Needs and Disability \(SEND\) Strategy 2021 to 2026 \(brighton-hove.gov.uk\)](https://www.brighton-hove.gov.uk/SEND-Strategy-2021-to-2026)

The SEND Strategy has six priority workstreams. They are co-led by representatives from Education, Health and Care, the Parent and Carers Council (PaCC) and Amaze. Each priority workstream has a number of actions to complete over the next 5 years. Below, you can see some of the progress being made so far in each priority area. We have listed the action number in brackets so parent/carers can see where the actions can be found in the SEND Strategy.

Priority 1 Inclusion

- An Inclusion Charter and self-assessment tool focusing on education is being developed. A 12-month plan for creating the Charter has been agreed, and the views of children and young people, and parents/carers will be sought in small working groups during the Summer Term and PaCC will be gathering the views of parent carers in various ways to ensure a broad range of experiences are included. (Action Reference: Inclusion 1)
- Following a planning meeting with parent carers in June, PaCC will be hosting their first safe space in the autumn term for parent carers who have a disability, health condition or are neurodivergent - whether they have a diagnosis, self-identify or are going through a period of self-discovery. This safe space will offer peer to peer support for parent carers, wherever they may be in their journey. (Action Reference: Inclusion 1)
- A Hidden Children Action Plan has been developed and will be shared more widely shortly. The Hidden Children Officer has attended PaCC Coffee Mornings and Governor Service events. Analysis of data and creating an informational webpage are also in development. (Action Reference: Inclusion 7)
- The Corporate Performance Team are reviewing the policy on interpretation and translation needs within services. (Action Reference: Inclusion 6)
- Brighton & Hove Inclusion Support Service (BHISS) have developed a training plan for school staff, which includes emotion coaching, immersion training and promoting mental health first aid training. There are currently thoughts on how to extend some of this training to parents/carers by recording training events to make them more accessible. Masking needs to be better understood and recognised, and its link with emotional based school avoidance. (Action Reference: Inclusion 19)

Priority 2 Early Identification and Intervention

- The Early Help Review is moving into the next phase, with models being considered to support children and families across all levels of need, including SEND. The Families, Children and Learning Disadvantage Strategy framework is being developed alongside the Early Help Review, this will be the place where the many 'threads' of city work with disadvantaged children, young people and families are pulled together and will provide a space for good oversight, scrutiny and challenge. It will align with the supporting families outcomes framework. (Action Reference: Early Identification and Intervention 1)
- EMAS (the Ethnic Minority Achievement Service) and Admissions Services are working together to process map questions/options around education outside of chronological age and summer born children. The current response to the Ukrainian crisis is helping to inform the approach. (Action Reference: Early Identification and Intervention 2)

- Clinical Commissioning Group (CCG) are leading on work to implement the recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services. The focus of this is Foundations for our Future and the 20 workstreams that sit underneath this. They are also leading on Single Point of Access work, where there is good involvement from all stakeholders. The draft Business Plan is targeting some 'quick wins' to move actions forward. (Action Reference: Early Identification and Intervention 4)
- The City's Behaviour and Attendance Partnerships (BAP) is working with all schools to refine the guidance issued to Schools regarding suspension and permanent exclusion. There is an awareness around the inequality issue of parents/carers commissioning private reports. The SEN Team are carrying out a piece of work to commission guidance on this. (Action Reference: Early Identification and Intervention 8)
- Demand for school training remains high with a good training offer. This will be extended during the summer term with recorded short training sessions. Lots of ideas to link in parents/carers to attend specific training events with school support, as well as mixing groups of parents/carers/practitioners etc to stimulate multi-experience discussions. Parental support is being offered to those with English as an additional language (EAL) and SEND at Nursery and Reception stages, to show them how they can help their child with learning. (Action Reference: Early Identification and Intervention 10)

Priority 3 SEND Pathways

- A working group consisting of schools, professionals and PaCC Representatives are looking at improving timeliness of in-school triage for children with social, emotional and mental health difficulties to ensure right needs assessment is being identified. Group is considering producing good practice guidance, which would be available for schools in September 2022. (Action Reference: Pathways 2)
- The Brighton and Hove NDP 'Action Group' is now meeting regularly. New terms of reference have been agreed and the next local focus will be developing an annual work plan. Outsourcing of ASC assessments (for aged over 11) has begun and it is hoped that there will be a significant reduction in the wait times for ASC assessments over the next few months. The updated Brighton and Hove mental health Joint Strategic Needs assessment is in process, and this will increase our understanding of current need and demand. (Action Reference: Pathways 5)
- A Quality Assurance Framework has been produced, as well as a digital quality assurance of EHC Plans. A parent/carer questionnaire has been co-produced with PaCC and Amaze. The survey results will be collated by Amaze quarterly and reported to the steering group. (Action Reference: Pathways 13)

Priority 4 Achievements and Outcomes

- EMAS (the Ethnic Minority Achievement Service) Home Liaison Officers provide a valuable and well used service to schools offering support and advocacy to parents and carers, but there is a gap in knowledge of their services within SEND parent and carer groups and families. Communications via a website and newsletter articles will be co-produced which will help raise the profile of the service to a wider group (Action Reference: Achievements and Outcomes 11)
- There is a task and finish group looking at transition pathways in relation to young people's employability and concerns around inequitable curriculum offers. The group is looking at options to blend functional skills, GCSE expectations and vocational choices (Action Reference: Achievements and Outcomes 4)
- Secondary schools are looking at a restorative practice model as a way of reducing exclusions and improving attendance. The model is based around everyone (including young people, some of whom then take on the role of champion) having training in restorative practice, enabling needs to be met easily and quickly and helping students to feel part of the school. This is an exciting development and great to see all secondary schools working together. (Action Reference: Achievements and Outcomes 10)
- The SEND assessment working party are meeting regularly to develop shared systems and resources to support teachers in assessing and planning for SEND pupils in mainstream schools. Currently a model is being developed for primary schools, which will also help with transition into key stage 3. (Action Reference: Achievements and Outcomes 14)

Priority 5 Preparing for the future

- Employability Service re-organisation has resulted in two new roles being developed. One will have responsibility for reviewing all access routes/educational pathways for those young people looking for supported employment options and the gaps that have been recognised in identifying educational pathways, and the other will specifically look at supporting the Post 16 offer across the city. (Action Reference: Transitions and Preparing for the Future 1)
- Person-centered planning training has been developed by Jon Ralphs (in consultation with the SEN Team) and is being delivered to Secondary and Post 16 SENCOs, Educational Psychologist and PaCC and Amaze colleagues. (Action Reference: Transitions and Preparing for the Future 2)
- There is now a Working Group looking at Annual Review paperwork, concentrating on making this more person centred and a less administrative process to navigate. Although it is likely that there will be new National Templates, the Group will also reflect on what can currently be improved. (Action Reference: Transitions and Preparing for the Future 2)
- Young people have been consulted on themes that they would find useful to help them navigate resources to prepare for the future in order to create a Wiki Website. Suggestions for key elements include: Home, Health, Their Rights, B&H Community; Friends, Work, Training/Education. Each of these elements would have a button and then the facility to load videos, images and text behind each one (they will also have the functionality to read each of these to the user). (Action Reference: Transitions and Preparing for the Future 3)

Priority 6 Sufficiency of SEN Services and Provision

- SEND Sufficiency data has been shared with PaCC and Amaze, CCG, Primary and Secondary Headteachers as well as Local Authority professionals. Project groups have been set up to develop the models for the special school satellite provision and resource provision for children and young people who are neurodiverse. This information also takes into account the location of where the provisions are going to be developed, to make sure that families, children and young people do not have to travel far and are able to remain part of their local community. The aim is for provision to become available in the 2022-2023 academic year starting with ASC provision as satellite and resource bases. (Action Reference: SEND Sufficiency Priority 1)
- Consultation on a new 30 place educational provision for neurodiverse young people has started. The provision will be an expansion of Hill Park Special School. However, the young people accessing this provision will not have a learning disability. Link to the consultation is: <https://consultations.brighton-hove.gov.uk/children-and-learning/consultation-proposal-to-expand-hill-park> (Action Reference: SEND Sufficiency Priority 1)
- The HSEND Commissioning & Brokerage Team is now in place and focussing on evaluating current services, analysing how they are meeting current local needs and how to forecast for future needs. Contracts that are no longer fit for purpose are being reviewed and best value placements and packages are also being sourced and negotiated (Action Reference: SEND Sufficiency Priority 7)