

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES – 3 YEAR PLAN



VISION / CORE PURPOSE

Safety and well-being

All children and young people are protected from harm and their well-being is central to their education



WE HAVE HIGH ASPIRATIONS FOR OUR CHILDREN IN BIRMINGHAM SO THEY ACHIEVE THEIR FULL POTENTIAL AND DEVELOP THE SKILLS THEY NEED TO AS CITIZENS OF BIRMINGHAM CITY

High standards

All children and young people have access to high quality education

Equity

All children and young people can access high quality provision that is equitably distributed and targeted

Successful transition to adult life

Young people make an important contribution to the local community they live and are a part of

PRIORITIES AND KEY ACTIVITIES

1. A specialist team of health, education and social care professionals providing early preventative support for schools and families

- To develop SEND integrated locality teams that are easily accessible and adapt to local changing needs
- To develop workforce capacity that is able to meet the needs of its learners through a framework of professional development
- To develop a family support service that provides early support and help for parent/carer
- To develop and implement early and accurate identification of need and provide an integrated, wrap around response and strengthened transition into school

2. Maximise all use of resources to ensure tired provision is able to provide for the majority of children and young people educated in their local community

- To review and realign specialist provision to ensure localised provision where appropriate
- To review and decommission independent school provision
- To develop and implement a governance model for the allocation and reviewing of specialist provision that adapts to local changing needs

3. Young people who successfully transition to adulthood through a culture of independence

- Curriculum development in mainstream and specialist provision (yr 11 – year 14) to ensure that students transition into realistic and meaningful destinations and reduce the amount of students moving into Post 19 independent specialist provisions.
- To develop a robust commissioning system to support post 19 transition into further education
- To train and develop key stakeholders to use and embed the PfA framework to improve the outcomes for young adults.
- To review and improve the P16/19 pathways into employment and/or social care when EHCP comes to an end.

4. Use of funding wisely to support a wide range of needs

- Ensure the specialised services are fit for purpose and value for money
- Ensure the schools delegated SEN funding is targeted and achieves best value for money
- Complete and publish revised matrix for SEND top-up funding.
- Meet children's needs within the High Needs budget



PRINCIPLES

- **Children and young people first**
- **High expectation for every child**
- **Support autonomy for schools and settings**
- **Top quartile performance**

Impact measure: is the strategy leading to improvements in outcomes for children and young people with special educational needs?