Nottingham City Local Area Special Educational Needs and Disabilities Self Evaluation Framework (SEF) 2025

Published June 2025

(To be reviewed 6 monthly)

Welcome

This Self-Evaluation Framework (SEF) marks the beginning of a continuous journey to improve the experiences and outcomes of children and young people with special educational needs and disabilities (SEND) in Nottingham.

We recognise that this is an evolving document—one that will be regularly reviewed, refined, and strengthened as we learn, listen, and respond to the needs of our community. Our commitment is to use this SEF not just as a reflection of where we are now, but as a tool to drive meaningful change and ensure that every child and young person with SEND receives the support they need to thrive.

Our SEF is essential to making sure we meet the needs and aspirations of children and young people with special educational needs and disabilities (SEND) in Nottingham.

We now have a better understanding of our current strengths and areas for improvement, within Nottingham's SEND system arrangements and our self-evaluation reflects this well.

We know that our performance in providing the right support in the right place at the right time for all our children and young people with SEND who live in Nottingham City, is not yet consistently good or better and our self-evaluation reflects this. However, we are determined to do better over the coming 12 months.

We are dedicated to addressing the needs of children with SEND in Nottingham. By doing this, we can make a big positive difference for our children, families and our city.

We have a shared vision and commitment to rigorously address SEND needs in the city, then it will significantly, positively impact the city and the public purse by addressing unmet needs at the right time.

Key data and statistics

The number of children and young people in the city with SEND, according to the 2023 School Census data shows that **8,283 pupils** in Nottingham City schools have SEND needs.

SEN 2 2023 (published June 2024)
2.7% children and young people (0-25) **with an EHCP**
14.1% children and young people (0-25) **with SEN Support**
24.6% children and young people (0-25) who are **looked after with an EHCP**

45.5% children and young people (0-25) with an **EHCP attend a specialist setting**
The SEND landscape in Nottingham City is shaped by:

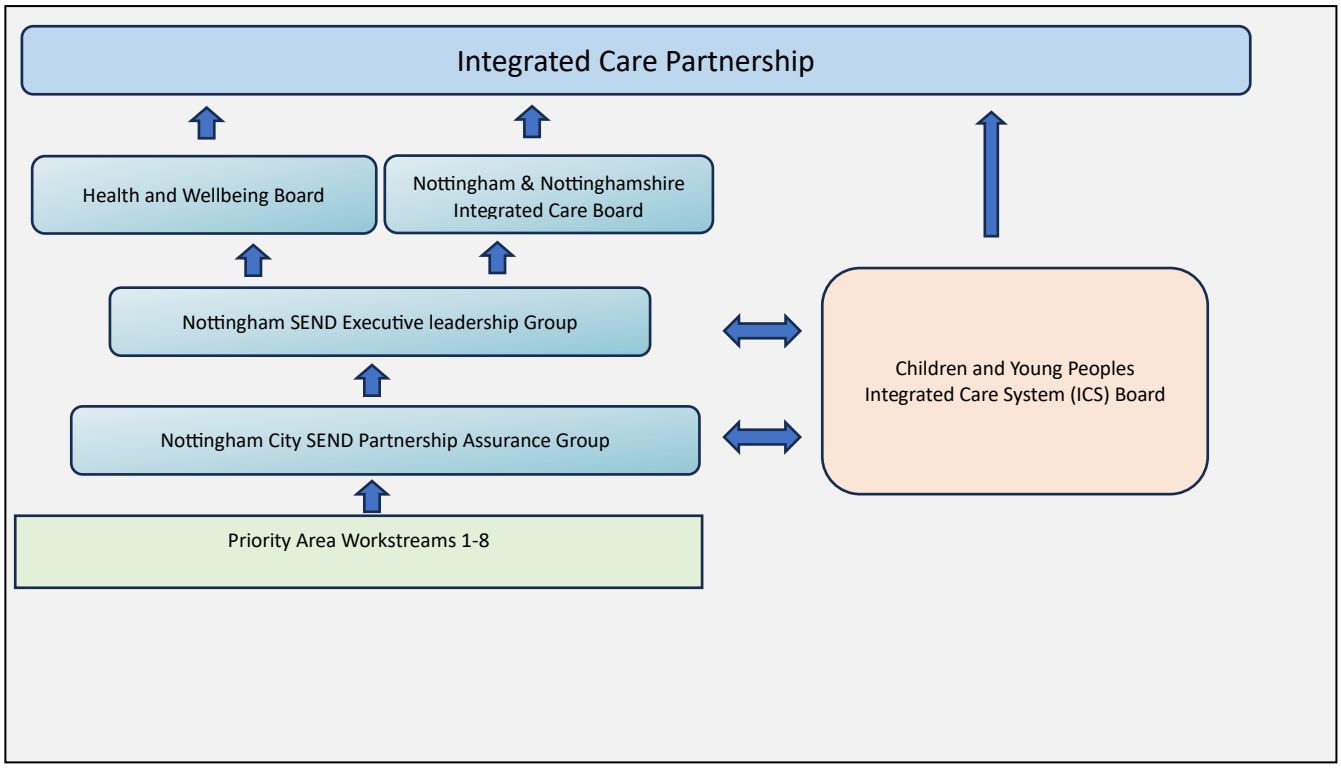
- A **39% increase in the number of Education, Health, and Care Plans (EHCPs)** over the past five years, reflecting growing demand for specialist support.
- The authorities' **financial challenges** have historically created additional pressures on the local SEND system. Nottingham City now faces challenges with sustaining a balanced high needs budget to meet the increasing special educational needs for its residents.
- **Increasing rates of permanent exclusion** from school for children with SEND, particularly in the primary age group, and continued low school attendance for some children with SEND

Governance

The Local Area SEND Partnership has been impacted by changes in senior leadership across the local area. We are committed to strengthening governance structures and ensuring stable leadership to drive developments and improve outcomes for Children and Young People with SEND. Nottingham City SEND Partnership recognises that effective governance is essential for strategic planning, accountability, and continuous improvement.

Our SEND local area partnership includes **Nottingham City Council, NHS Integrated Care Board (ICB) and local area Parent Carer Forum, Rainbows**. Over the past year, we've worked hard to create a new structure to ensure everyone is accountable and focused on the needs of our children with SEND. These arrangements have been designed to improve outcomes for our children and young people with SEND. "We are committed to working together to overcome challenges and achieve our goals." Over the next year we will publish and refreshed SEND and Alternative Provision Strategy, identifying the key strategic priorities, along with republishing an updated SEND Sufficiency Strategy. The local area partnership will provide an annual delivery plan setting out how strategic priorities and growth in SEN sufficiency will be achieved.

Nottingham City SEND Partnerships Governance Structure



Vision & Values

We are committed to working together to improve outcomes for children and young people with special educational needs and disabilities (SEND). Our goal is to make sure that every child and young person in Nottingham feels heard, healthy, safe, valued, and prepared for the future.

Children and young people across Nottinghamshire have helped us create these important statements about what they need from services:

I am listened to and heard
I am healthy
I am safe and feel safe
I am accepted and valued
I can enjoy my life and have fun
I am prepared for my future

These statements will be embedded in our new SEND and Alternative Placement Strategy aimed to be published by Nottingham City September 2025, while we do the work to refine

what local children and young people want, we will remain committed to putting children and young people at the heart of everything we do. This means working better together and building trust with families. Here are our commitments to you:

- When we say we will do something, we will do it.
- If we can't do something, we will explain why and let you know what we will do instead.
- We will be honest with you, listen to your feedback, and show you what we are changing.
- We will communicate clearly so you can understand us. We will let you know what changes we are making, how it will make things better, and when you should see that happen.
- We will help you enjoy living in Nottingham and feel welcome wherever you go.
- We will find out what you are good at and what you want to do now and in the future.

In 2019, Nottingham City Council adopted the **Genuine Partnerships** values, which were launched at our PCF annual event. These values are underpinned by four cornerstones: **Welcome and Care, Value and Include, Communicate, and Work in Partnership**. It is our aspiration to refresh the Genuine Partnership principles to be applied across the whole SEND local area partnership and form the baseline for how services operate and engage with the local community.

When parents and professionals work together, outcomes are significantly improved, recognising each other's expert knowledge to design, develop, and improve services for children and young people with SEND in the local area. The Nottingham City local area SEND Partnership aims to refresh such principles and ensure that they are aligned and embedded in the system and will work closely with parent carers and children, young people, to ensure their voices and views are key to shaping future services improvements that affect them.

Local Area SEND Inspection 2021

Our SEND Inspection of Nottingham Local Area Partnership 2021 identified key focus areas for development and we have been working hard as a partnership, including our SEND children, young people and their families, to drive improvements for their lived experiences, the progress we have made includes;

- Children and young people are **waiting less for specialist neuro-developmental assessment and speech language and communication needs support**. Families also say they are experiencing better communication and support while they are waiting.
- We have a new **ambitious joint commissioning strategy** through which our leaders, including commissioners and providers, are working to identify and address the delays and gaps in access to health services for children with SEND

This SEF will demonstrate improvements made in response to our inspection outcome and wider improvement activity requirement identified for further areas of development.

Our Evaluation Framework

We use a **Local Area SEND Inspection Framework** to understand how well we are supporting children and young people with special educational needs and disabilities (SEND) in Nottingham. This framework helps us plan and make decisions to improve our services.

Our SEF is based on national guidelines and is regularly updated to reflect our progress, challenges, and priorities. It helps us answer important questions like:

- How well are we supporting children and young people (CYP) with SEND?
- How do we know the impact of our support?
- What are our plans for the next year to improve experiences for CYP with SEND

We have used a combination of quantitative and qualitative data to answer these questions, gathered from multiple sources. We aim to use this document to guide our strategic planning and ensure that we are meeting the needs of our children and young people with SEND**.**

1. Children's and Young People's (CYP) needs are identified accurately and assessed in a timely and effective way

We are committed to understanding and meeting the needs of children and young people with special educational needs and disabilities (SEND) in Nottingham. Here are some key points:

Primary Needs: The main areas of need for children in Nottingham include Speech, Language, and Communication Needs (SLCN), Social, Emotional, and Mental Health (SEMH), and autism spectrum disorder (ASD)**.**

Comparison with England: Compared to the rest of England, children in Nottingham are more likely to receive SEN support and achieve a good level of development in early years if they have an Education, Health, and Care Plan (EHCP). However, they are less likely to achieve the expected standard in key stages of education and are more likely to be absent from school or excluded.
Listening to Young People: We value the voices of young people and have conducted surveys to understand their needs better. For example, young people have shared their experiences and suggestions through initiatives like the NottAlone Live 2024 event.

Where this is working well:

The commissioned external review of the Local Offer is about to begin in partnership with local parents, carers and children and young people.

Completion of Education Health and Care (EHC) Plans within 20 weeks has been consistently above national averages in Nottingham.

As of December 2024, Nottingham City maintained 1,875 EHC plans, which is below the national average. **This is due to Nottingham enabling access to High Level Needs (HLN) funding to mainstream nurseries (inc. PVI's), schools and academies without the need for an EHCP. This enables settings to start delivering greater levels of SEND provision earlier.**

Early identification of SLCN in schools, or early identification of suspected autism / ADHD and access to pre-diagnosis support has led to an increased capacity of the workforce in schools to identify needs earlier; SLCN workforce training offer

Pupil and parent feedback following the EHC assessment **demonstrated consistently that parents and child's views were listened to and represented**, and that EHC plans clearly describe the needs and support required.

Nottingham have procured an **EHC digital platform to further support EHC assessments being quick and transparent for parents/carers and professionals**. Parent/carer forum representatives formed part of the procurement team to identify appropriate software solutions. Roll out is aimed to be completed by the end of 2025.

By March 2025, we will have created a new online referral process for Neurodevelopmental assessments and workshops, with clear guidelines.

City BEH (Behavior and Emotional Health) Team delivering webinars to professionals in primary care and schools outlining the pathway to the BEH service. This has resulted in improved communication and quality of information provided to the team, accelerating and supporting the assessment process.

Areas for development over the next 12 months:

Finalise the development of the SEND and Alternative Provision (AP) Strategy and annual implementation plan to provide a clear and cohesive framework for improving SEND services.

Promote better parent carer understanding of where to find information and guidance related to identifying, assessing and meeting the needs of their child.

Continue the focus on key priorities within the **Whole Life Social Care Services** to ensure timely assessments and appropriate support.

2. Children and Young People receive the right help at the right time

We are committed to ensuring that children and young people with special educational needs and disabilities (SEND) in Nottingham receive the right support. Here are some key points:

Commitment to inclusion through Higher Learning Needs (HLN) funding to meet children and young people's needs at the earliest possible stage and within their own community is well embedded. However, monitoring, evaluation and impact arrangements of this investment to provide the right help at the right time needs development.

Where this is working well:

Schools and education settings can access **specialist advice and additional top-up funding to help identify and meet children and young people's SEND needs, outside of the statutory assessment process** i.e., without the need for an EHCP. **Feedback from SENCOs about the changes has been incredibly positive**

The **Autism in Schools project** collaborates with a few primary and secondary schools each year to enhance the school experience for autistic children and young people. By **providing early, need-based support, they aim to prevent distress and challenges**. The Autism Education Team and Rainbows PCF educate school staff and families about autism and reasonable adjustments to improve attendance and reduce the need for intensive interventions.

Development of the ICS Mind of All Kinds website with the aim of providing a one-stop resource for neurodiverse children, young people and adults that **helps them learn about and navigate local neurodevelopmental services and pathways**. It is due to go live this year (2025), and it will be linked to the Local Offer.

To support children and families while they wait for services, we set up an **advice line and drop-in sessions**. We also **improved communication about resources and waiting times** based on feedback. Additionally, we've **increased local SLCN capacity to support families during the wait**.

Additional funding resources have been secured and placed within the BEH Team to support and sustain reduction in waiting times.

We provide a **graduated approach to health services, collaborating with schools to support children with SEND**. Our services ensure these children can access inclusive education, participate fully, and reach their potential. EHCPs detail each child's needs and necessary adjustments.

Keyworking service was developed in 2023. This service **supports children who are at risk of hospitalisation or accommodation who have a diagnosis of autism and or learning disability**. The service supports working together in a coordinated approach to ensure the right support and intervention at the right time

The self-referral option of the **Neurodevelopmental Assessment Pathway** lets parents and professionals get support without formal assessments. The self-referral option for Short Breaks is reported to be preferred by parents. **Parents like it because it's less intrusive and gives them more control, reducing stress when seeking help**.

Areas for development over the next 12 months:

Continue to collaborate with schools and settings to **better understand the reasons for permanent exclusions and develop tailored support packages** for schools to reduce them.

We will ensure that more of our workforce across the local area SEND partnership are knowledgeable, confident and have the right skills to understand and meet the needs of children and young people with SEND **by scoping development requirements and delivering appropriate training.**

Agreeing and developing accountability measures around High-Level Needs (HLN) allocations to schools which include **monitoring, evaluation and impact arrangements of** this investment to ensure we provide the right help at the right time to those who need it most.

Update Graduated Response/Ordinarily Available Provision I**nformation**:
Collaborate with colleagues and families to update our graduated response information on the Local Offer.

Implementation of the **ICS Mind of All Kinds** website with the aim of providing a one-stop resource for neurodiverse children, young people and adults that helps them learn about and navigate local neurodevelopmental services and pathways.

Improve access to Short Breaks Services.

Implementing referral processes for Neurodevelopmental assessments and workshops, with clear guidelines.

Seek sustainable funding for the continuation of the local SLCN offer following the end of SSBC needs to be explored and articulated.

3. Children and Young People are well prepared for transitions and their next steps

We are dedicated to ensuring that children and young people with special educational needs and disabilities (SEND) in Nottingham are well-prepared for their future. Here are some key points:

Transition to Adulthood: We support young people with SEND as they move from school to adulthood. This includes helping them with education, employment, and independent living**.**
Project SEARCH: This program helps young adults with learning disabilities and autism gain work experience and skills. For example, Owen, who started with no social skills or confidence, now has a full-time job and is happy and thriving**.**
Money Management: We help young people learn important life skills, like managing money. One young person achieved a significant milestone in money management with the support of their linker worker and family**.**
Social Skills and Independence: We offer joint linking sessions where young people can build social skills, independence, and develop positive friendships.

Where this is working well:

A **Health Transitions Network** has been established, overseeing the implementation of a Transitions Outcomes Framework

Since the application of the **Preparing for Adulthood protocol across Whole Life Disability Service**, a transfer meeting is arranged enabling young people aged 17.5 years awaiting an assessment to be **seamlessly transitioned to the adult service at the same point of the waiting list**. This improvement has led to a **notable reduction in waiting times for young people who were previously referred to adult services at 18 years** and placed at the bottom

of the wait list. **Parents have shared feedback that they have felt more prepared for post 18 support and have the appropriate information.**

Pathway Team Support for Young People (16+): **A dedicated Pathway Team helps young people aged 16+ gain independence, offering training in life skills** such as employment, cooking, laundry, and financial management.

Early Help Services: The Family Hubs 0-19 service and earlyhelpnottingham.org.uk website was launched to support families, practitioners, and partners with resources and information.

A **dedicated Employment, Education, and Training specialist** helps care leavers transition to further education or employment, with many supported into higher education. Monitoring in November 2023 highlighted **strong, positive relationships between personal advisors and young people, with strong support provided to vulnerable care leavers.**

Early years transition to school: We have addressed long waiting time for families by offering support through **drop-ins at all four Family Hubs.** We now offer **in person Welcome Visits to families** within 4 – 6 weeks following referral to the EY SEND pathway to encourage take up of this offer.

Engagement with young people who have recently transitioned to adult services, or who are currently transitioning, is ongoing (specifically with NUH Youth Forum) and **recommendations are being built using their experiences.**

Futures are contracted by Nottingham City to provide careers advice for young people who are not in education, employment or training. They support pupils with qualified and professional Careers Advisers.

Areas for development for the next 12 months:

Develop a Preparing for Adulthood Protocol for all services: As a local area partnership, we need to work towards the development of preparing for adulthood framework (PfA) across all of our SEND services, considering, in particular, services for children aged 14 plus.

Monitor the Pathway Team's impact on young people's independence, employment, and overall well-being, and assess whether these services need expansion or modification based on feedback from young people.

Development related to the Ordinarily Available Provision guidance to include Post-16 arrangements for supporting Young People with SEND in their transition to adulthood.

Development of a Preparation for Adulthood transition panel identifying pupils who will be care act eligible and offering targeting transitions for this group.

Section 23 pathway development – ensuring that effective pathways are in place to enhance access to services for children identified under Section 23.

Enhancing Family Support Services:

Consider expanding the reach and accessibility of Family Hubs and the earlyhelpnottingham.org.uk website, ensuring that they provide the most relevant resources for families with children and young people with additional needs.

Holistic Approach to Employment:

Strengthen the focus on employability skills across the board for young people, including those with disabilities, ensuring that career advice and opportunities for further education are tailored to individual needs.

Develop a Preparing for Adulthood Protocol for all services:

As a local area partnership, we need to work towards the development of preparing for adulthood framework (PfA) across all of our SEND services, considering, in particular, services for children aged-16-plus.

4. Leaders are ambitious for children and young people with SEND

We are committed to improving the lives of children and young people with special educational needs and disabilities (SEND) in Nottingham. Here are some of the key actions we have taken:

New Governance Structure: In 2023-2024, we created a new governance structure and partnerships to ensure everyone is accountable and focused on the needs of our children with SEND.
SEND Partnership, Assurance and Improvement Group (PAIG): This group drives and monitors improvements to services for children and young people with SEND. It has identified eight priority areas to work on, with a focus on working together with families.

Increasing School Places: We are adding more places in both specialist and mainstream schools to meet the growing demand.
New School: We successfully bid for a new 100-place Alternative Provision (AP) Free School.

Areas for Development for the next 12 months:

We know there is still work to be done. Here are some areas we are focusing on:

Listening to Families: We need to develop better ways to hear the views of children, young people, and their families.
Comprehensive Strategy: We are working on a new SEND and Alternative Provision (AP) strategy that is co-produced with families and provides a clear plan, for the future.
Inclusion Strategy: We are developing a city-wide strategy to ensure all children with SEND are included and supported.
Expanding Provision: We are expanding our SEND services to meet the growing demand and improve accessibility.
Governance Arrangements: Fully embedding the SEND Governance arrangements in particularly the SEND executive group.

5. Leaders actively engage and work with children, young people, and families

We, the local area partnership, believe in working closely with parents, carers, and young people to improve our services. Here are some ways we are doing this:

Parent and Carer Representation: Parents and carers are part of our senior boards, i.e., the SEND Executive Leadership Group.
Youth Surveys: We conducted a survey with young people who are not in mainstream education to understand their needs better.
Parent Carer Forum: Our Rainbows Parent Carer Forum is a key partner in our new local area partnership. We use the experiences of families to improve our services. Rainbows exists to support and empower SEND families to be heard and achieve better outcomes. We are committed to parent carers, children and young people (CYP) and to working in genuine partnerships with Local area partnership and stakeholders to amplify the voice of our community, to shape and influence the services and support they receive.

Mental Health Support: The NottAlone website offers mental health support, and we held live events in 2024 to engage young people in mental health discussions. To hear the voices of our young people and their recommendations please follow the link here

Co-Production Strategy: The Nottingham and Nottinghamshire Integrated Care System's (ICS) Co-Production Strategy helps us work together with young people and their families to improve health and social care services.

Where this is working well:

Keyworking Service: This service supports parents, carers, and young people through activities like Coffee and Chat sessions, Education Conferences, Wellness Days, Sleep workshops, Youth Participation activities, and Sibling Support.
Sleep Support Pathway: We developed a sleep support pathway based on feedback from families.
Engagement with Families: We engaged with families, children, and young people with speech, language, and communication needs (SLCN) to understand their experiences and improve our services.

Areas for Development for next 12 months:

Feedback Mechanisms: We need to consistently embed feedback mechanisms across the City local area partnership to promote family engagement and co-production.

Monitoring Strategy: We need to monitor and report on the effectiveness of our co-production strategy in supporting engagement with children, young people, and their families.

We will refresh our commitment to the **Genuine Partnership Four Cornerstone Approach**.

Establish a Young People's Group to Strategically input into PAIG and provide input to the East Midlands Assembly. This group will ensure that young people's perspectives actively influence service design; and young people feel that the loop is being closed

6. Leaders have an accurate shared understanding of Children and Young People

We are committed to understanding the needs of children and young people with special educational needs and disabilities (SEND) in Nottingham. Here are some key points:

Data Insights: We prioritise collecting and analysing data to identify service gaps, address inequalities, and manage the increasing demand for SEND support**.** We use enhanced dashboards to monitor and guide our decisions in real-time**.**

System SEND Joint commissioning strategy: We have a new ambitions strategy through which our leaders, including commissioners and providers, are working to identify and address the delays and gaps in access to health services for children with SEND.

Autism Pathway: We have noticed a significant increase in demand for autism services, leading to longer waiting times. To address this, we have temporarily increased capacity and are working with service providers to find innovative solutions**.**
Waiting Times: We now report on waiting times for autism and ADHD assessments, providing clear information on how long families can expect to wait from referral to the first appointment.
Dynamic Support Register (DSR): We have a system in place to support autistic children and young people, or those with learning disabilities, who may be at risk of hospital admission.
Positive Feedback: Families have given us positive feedback, with 93% of goals set being achieved and 84% maintained after service intervention. Hospital admissions have reduced, and as of December 31, 2024, no autistic children or young people or those with learning disabilities are in the hospital**.**

Areas for Development over the next 12 months:

Data Accuracy: We need to use data to inform decision making and measure impact to better understand our local area needs. This will be underpinned by the further development of the CYP Data Dashboard.

7. Leaders commission services and provision to meet the needs and aspirations of children and young people including those in Alternative Provision (AP)

We have set up a group called the Nottingham and Nottinghamshire Strategic Commissioning Group to improve how education, health, and social care services work together. This group helps us plan and provide better services for children and young people with special educational needs and disabilities (SEND). Here are some key areas we are focusing detailed within our Integrated Care System (ICS) SEND Joint Commissioning Strategy 2024-27.

Speech, Language, and Communication Needs (SLCN): We are improving services to help children with speech and language difficulties. Through establishing Drop-in sessions.
Sensory Support: We are developing a service to support children with sensory needs.
Sleep Support: We are creating a pathway to help children with sleep issues.
Occupational Therapy (OT): We are working on a seamless pathway for occupational therapy services.
Data Dashboard: We are using an integrated system to collect and analyze data to better understand and meet the needs of our children.
Expanding provision: We are adding more places in both specialist and mainstream schools to meet the growing demand.

We know we need to work smarter and more efficiently. This means reviewing how services are run, improving processes, and making sure everything works better for our children and families.

Where this is working well:

Short breaks providers deliver high-quality services that focus on respite for families and positive experiences for children.

IASS has been recommissioned **with increased resource**. This has already been progressed and contracts and reporting arrangements in place now feed into data dashboard

Internal **Linkworking Service and sitting services are CQC registered and hold a GOOD rating**.

We have significantly reduced our waiting times to access support from our local Speech, Language and Communication Needs Autism and Neurodevelopmental services. This remains **consistently shorter than the national average and statistical neighbors.**

Dispute Resolution and Mediation: Delivered independently to ensure impartiality, **the service has received positive feedback from families who report high satisfaction** with the resolution process

Notable outcomes include a **significant reduction in waiting times for speech and language therapy** (from 48 to 28 weeks) and enhanced coordination in occupational therapy services, which now mitigate duplication and improve efficiency.

The current High Needs capital investment commitments are expected to deliver or improve a total of 228 specialised education places, which includes 158 new high-needs placements specifically tailored for pupils with Education, Health, and Care Plans (EHCPs) and commissioned by the LA

All local special schools have been judged good or outstanding by Ofsted. An expansion of Rosehill School by approximately 80 places is planned to support children with autism and complex learning needs.

Alternative Provision (AP) Commissioning and exclusions:

A review in to how Alternative Provision is used across Nottingham City concluded in early 2024 resulting in:

The creation of an **AP and Inclusion partnership network** in the city for schools and AP Providers.

Embedding of the **Complex Case process** to improve oversight of children at risk of exclusion, placement breakdown and non-attendance and a planned long term commissioning strategy which aims to stimulate the AP market in Nottingham to ensure provision meets our needs.

A new Service Level Agreement has been developed between the **Local Authority and Raleigh Education Trust**, who oversee our excluded children, and a revised funding model is being developed to ensure best value in this area.

Areas for development over the next 12 months:

A **strategic, long term commissioning approach to Alternative Provision and reducing permanent exclusions** which will be part of the SEND and AP Strategy and the Inclusion Strategy that supports innovation, value for money and sustainable outcomes.

Targeted outreach to raise awareness of mediation options and a review of service feedback to enhance the overall user experience

Continue to deliver our 23-28 SEND Sufficiency strategy, including the refresh of the strategy in 2024

Develop and implement a city-wide Inclusion Strategy.

Commence a long-term commissioning programme for alternative provision which aligns the provision we have with our needs, particularly for younger children and delivers best value.

Implement and monitor an annual delivery plan for System Joint commissioning strategy, identifying further improvements and joint commissioning arrangements for 2025/26.

8. Leaders evaluate services and make improvements

Our leaders are dedicated to improving the services for children with special educational needs and disabilities (SEND). Here are some key points:

Enhanced EHCP Quality: We have increased resources to handle more requests for Education, Health, and Care Plans (EHCPs). This helps us ensure that these plans are detailed and of high quality.

Quality Assurance Framework: We have developed a framework to maintain high standards for EHCPs. This ensures that children, young people, and their families are at the centre of the process.

Areas for development for the next 12 months:

Leaders' evaluation and QA of services require an improved level of oversight and accountability.

We will ensure that our EHCP Quality Assurance Framework is communicated and embedded in practice across our system. A **Quality Assurance Framework** refresh to align with newly agreed outcome-based measure for our children and young people with SEND

Monitor and evaluate EHCP recovery plan. 80%+ plans issued within 20-week timeline including **enhancing the quality of annual reviews.**

Short breaks: Nottingham City plans to **increase the availability of short breaks through partners and by developing additional provisions to support families with the highest levels of need at the earliest opportunity.**

9. Leaders create an environment where effective practice & multi-agency working can flourish

Our leaders are dedicated to creating a supportive environment for children and young people with special educational needs and disabilities (SEND). Here are some key points:

Inclusive Education: We are committed to providing inclusive education for all children with SEND. This means ensuring that they have access to the same opportunities as their peers**.**
Supportive Services: We offer a range of supportive services to help children with SEND thrive. This includes speech and language therapy, occupational therapy, and mental health support.
Collaboration with Families: We work closely with families to understand their needs and provide the best possible support for their children**.**

Areas for development for the next 12 months:

Strengthening Cross Service Collaboration for Preparation for Adulthood:
Enhance collaboration between children's and adult services, particularly in areas of information sharing, to ensure smoother transitions and avoid gaps in service provision for young people.

Monitoring and evaluation: Ensure that consistent multiagency approaches are embedded to monitor and evaluate our services to meet the needs of children and young people with SEND includes both quantitative and qualitative evidence which reflects the lived experience.

Training for Staff: We are committed to develop comprehensive training framework and offer for the workforce to ensure they have the skills and knowledge to support children with SEND effectively**.**

Case study: Owen

Owen supported by Martyn at Project Search

"I started out at the hospital in 2021 learning, when I came on to Project Search. I had no social skills, no confidence and mainly shy. But once I came working in the hospital working with Jamie working at the stores, it gave me a boost of confidence, not only that but waking up the next morning being happy and looking forward coming to work.

Now I have a full-time job here, as much as I'm enjoying being happy, enjoying work and having a laugh, But I do want to keep improving what I'm doing whether that's work life in pest control but also in my personal life and being a good friend, son and brother.

Moving forward to Pest Control, I was curious at first because I wasn't a big fan of Pests but working with Jeff and Martyn the two very experienced guys gave me the confidence and overcome my fears."

Case study evidence provided by Social Care, Linkworking Service

A young person (G) has achieved an outcome this year around money management. We are so proud of him and his link worker who have worked hard on this with the support of his family.

We have had some success with our joint linking sessions where some young people have been building on their social skills, independence and started to develop positive friendships.

DFN Project SEARCH is an international transition to work programme committed to transforming the lives of young adults with learning

disabilities and autism. Harnessing the talent of a willing and committed workforce that is brimming with untapped potential

Glossary

ADHD Attention Deficit Hyperactivity Disorder

AP Alternative Provision

ASD Autism Spectrum Condition

BEH Behaviour & Emotional Health (Team)

C & L Cognition & Learning

CQC Care Quality Commission

CYP Children and Young People

DfE Department for Education

EHCNA Education Health Care Needs Assessment

EHCP Education Health & Care Plan

EYFS Early Years Foundation Stage

HLN Higher Level Needs

HNB High Needs Budget

ICB Integrated Care Board

ICS Integrated Care Service or System

ISA Inofrmation Sharing Agreement

LAP Local Area Partnership

MHST Mental Health Support Team

MLD Moderate Learning Difficulty

OFSTED Office for Standards in Education, Children's Services & Skills

OT Occupational Therapy

P & S Physical and Sensory

PCF Parent Carer Forum

SaLT Speech & Language Therapy

SEMH Social Emotional & Mental Health

SENCO Special Educational Needs Co-ordinator

SEND Special Educational Needs and/or Disability

SLCN Speech, Language & Communication Needs

SLD Severe Learning Difficulty