



Rutland
County Council



*East Leicestershire and Rutland
Clinical Commissioning Group*

Inclusive Rutland
Rutland's Disability and SEN
Strategy
March 2017



SUMMARY

INCLUSION in RUTLAND

Our vision

In Rutland we are committed to being a County that promotes inclusion, maximises young people's opportunities to be independent and focuses on their abilities not their disabilities. We believe that every child and young person with special educational needs and disabilities from Rutland should, wherever possible, have their needs met locally, and that they should expect to receive high quality provision which promotes good health, care and educational progress. This includes access to universal services as well as specialist support where required.

Our Strategy

Our Inclusion Strategy turns our vision into actions. Our Strategy provides us with an opportunity to create a shared view of issues and actions about special educational needs and disability. It brings partners together in a shared understanding of the area and enables us to work collaboratively to combat pressures in the system so that we utilise our resources in a way that achieves the best outcomes for children and young people with special educational needs and disabilities (SEND). It enables us together to identify the gaps and challenge what needs to change and to be done differently going forward.

In summary it is useful for families, our schools and our partners to know where we are headed and why.

Where are we now?

- There are 7,768 children and young people, 0 to 17 years, (20.7%) of Rutland's population
- We have identified over 400 children with an additional need in Rutland (February 2017)
- 46.7% of children looked after are on SEN support (2013/14)

- 14.6% of pupils attending schools in Rutland (2015/16) have a statutory plan of SEN or are receiving SEN support - 2.5% of secondary pupils compared to 1.7% nationally
- 9.1% of children receive school support in primary schools compared to 12.1% national figure
- 207 Rutland children have an Education Health and Care Plan (EHCP) (February 2017)
- The spend for high level SEND in Rutland is considerable - £3.821million for 2017/18.
- 58 children are in out of county special schools and 41 young people are in post 16 out of county colleges.

What will we achieve?

1. Identify the needs of our children sooner and put support in place earlier, so we reduce the need for EHC Plans in line with national or below national levels.
2. More children will be able to maintain their education and their family life in Rutland when it is in their interest.
3. Children and parents will have more choice and feel more in control of their support plan.

What are we going to do?

- Monitor and review the response for children and young people with SEN/D with an emphasis on promoting inclusion through evidence-based early support and intervention, and enabling mainstream schools to meet a range of more complex needs.
- Direct our resources to support our early years providers, mainstream schools and post 16 settings to provide effective provision for children and young people with special educational needs and disabilities, so that they can thrive and make good progress in their learning and can move easily on to the next stage

of their education and have aspirations for employment and independent adult life.

- Be proactive in including children and young people with special educational needs and disabilities and their parents or carers, in all decisions about their individual support and listen to and act on what they tell us about local education, health and care provision.

This Strategy will be supported by an **Action Plan** containing; a detailed set of actions with timescales, outcome measures, and resource implications.

Expectations in Rutland as defined in the SEN and Disability Code of Practice (2015)

- Participation of and co-production with children and families in decision making about their support
- Collaboration between education, health and social care services – services working together
- Special educational provision is made available for those who need it
- Early years providers, schools and colleges know precisely where their children and young people with SEN are in their learning and development and provide suitable stretch and challenge in their education that enables children and young people to work towards and achieve their aspirations.
- A focus on inclusive practice and removing barriers to learning – children with SEN are treated fairly
- Support successful preparation for transition through phase of their education and transition in to adulthood and employment

Why an Inclusion Strategy?

This document outlines Rutland's Inclusive Offer and informs the approach partners, take in working with children and families and the design of future services.

Our Inclusion Strategy and our 'Inclusive Offer' takes into account national research and reviews, for example, by Frank Field and Graham Allen, with regards to the importance of the early years and early intervention.



Our offer also takes into account key messages from Working Together to Safeguard Children, (DfE 2013, revised 2015), SEND Code of Practice (DfE/DoH 2015), and the Keeping Children Safe in Education (DfE 2016). These messages include:

- that our children with special educational needs or disability achieve well in their early years, at school and in college and lead happy and fulfilled lives
- that special educational needs and disability is picked up at the earliest point with support routinely put in place quickly.
- that parents will know what service they can reasonably expect to be provided
- that we involve children and young people and their parents and carers in decisions about their support
- that we focus on life outcomes including employment and greater independence

Some children and young people may require more help to learn and develop than children and young people of the same age. If this is the case they may be classed as having special educational needs (SEN) so they can get extra support. Some children and young people with SEN may also have a disability which does not affect their ability to learn but might stop them from being able to do certain day-to-day things. In this document the term SEN and Disability is used across the 0 to 25 age range and includes learning difficulties and disabilities.

Rutland is committed to safeguarding disabled children and young people, promoting safer care, and ensuring that children are appropriately protected.

This Strategy sets out clear expectations of the Council, its partners and especially

health and education providers, which reflects the statutory requirement under primary legislation, regulation and case law as set out in the SEND Code of Practice (2015), Section 28 Duty to Co-operate and the Local Safeguarding Board Safeguarding procedures.

The financial context is increasingly challenging and will continue to be so. Demands and pressures on services are increasing while resources become more constrained. There are likely to be further changes during the life of this Strategy that we will need to take account of.

We will manage and monitor the equitable use of this funding to make sure we get the best outcomes for children and young people with higher level needs and the most value for money. In this context it is more important than ever that all partners work together to share information, expertise and resources to meet needs and ensure positive outcomes for children and young people with SEND.

About Rutland:

- **8%** of Rutland's children live in poverty
- **5.9%** of children in nurseries are entitled to Free School Meals (FSM)
- **22.3%** of pupils are eligible for support via the pupil premium
- X children and young people were identified as 'children in need' in 2015/2016. A significant presenting issue is abuse and neglect.
- This is a total of 60 young people providing up to 19 hours per week of unpaid care, 1.8% of young people. (2011 Census)
- **31.8%** of children have a moderate learning difficulty
- **124** children with a disability in receipt of Aiming High short breaks or positive activities
- **25** children with a disability in receipt of Social Care (CiN) care packages
- **11.5%** of school age children in need have a disability
- **2** children have permanent exclusions and **47** children have fixed term exclusions
- **5** children are electively home educated

Overall standards of educational achievement in Rutland are relatively high and continue to improve. However, this is not true for learners with SEN where standards and outcomes are not improving to the same extent. The SEN attainment gap remains comparatively wide and is an ongoing cause of concern. This is evident from Early Years onwards.

1. Introduction

What is Inclusion?

Inclusive Rutland describes our positive response to individual needs, differences,



abilities and disabilities by striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential. It means putting support in place when it is needed and knowing when to withdraw, adjusting an offer or intervention to meet needs. In education, inclusion is about the child's right to participate and the school's duty to accept the child and to take every action to ensure they succeed. This could include providing more accessible and understandable information, adjustment to the delivery of certain curriculum areas or providing one to one support in school or in college.

Being 'inclusive' requires us to meet the needs of children and families as soon as additional

needs start to emerge, or when there is a strong likelihood that an additional need or disability will emerge in the future in relation to, for example, emotional and behavioural difficulties or learning difficulties. Education settings must make sure they meet the "reasonable" special educational needs of children. This means that education settings – early year's settings, schools and colleges – should be able to meet the needs of most children with a learning disability and are required to make reasonable adjustments to be able to do so through quality differentiated teaching and learning.

Our Inclusive Offer is not just for very young children as additional needs may also emerge at any point throughout childhood, adolescence and in to adulthood. The Inclusive Offer includes universal services; such as early year's settings and schools, health visiting and GP services or adult learning programmes and targeted services; such as one to one family support in the home, or the Aiming

High for disabled children short breaks, and specialist services, such as social care or Child and Adolescent Mental Health Services (CAMHS), which are designed to reduce or prevent specific problems from escalating or becoming entrenched.

SEN Support is the graduated process schools and other settings use to identify and meet the needs of children with SEN. This support should be regularly reviewed, utilizing the, 'assess, plan, do, review' model, with support then adjusted where necessary to ensure it is still effective and leading to improved outcomes in line with the SEND Code of Practice (2015).

Key Principles

Rutland County Council and its partners' commitment to an Inclusive Rutland is central to the delivery of the Children and Young People's Plan, the Health and Well Being Strategy and the Education Improvement Strategy, with inclusion cutting across key priority outcomes which are underpinned by a key set of principles, as set out in the SEND Code of Practice, (2015) and reflect our Leicester, Leicestershire and Rutland (LLR) Thresholds Document (LSCB 2016)

Principles underpinning early intervention and inclusion

- Identify early, children and young people's needs and put in place early intervention to support them
- Support the participation and co-production of children and their parents in decision making
- Have regard for the views, wishes and feelings of the child or young person and the child's parents and strive to offer greater choice and control for young people and their parents over their support
- Deliver high quality education,
- care and health provision to meet the needs of children and young people
- Promote inclusive practice and removing barriers to learning
- There are clear pathways for those accessing our services and there is clarity around thresholds for services and support
- Work in collaboration with education health and social care services to provide support and reduce duplication of assessment so that children, young people and their families do not tell their stories multiple times.
- Young people make successful transitions through phases, (e.g. primary to secondary transfer) and/or types of provision and to adulthood and independent living and employment
- Our workforce will be supported to be multi-skilled and to be able to support a range of needs and approaches when working with families, for example adopting the principle of the Signs of Safety model of working with families to identify strengths and to resolve challenges.

- The services we deliver will offer best value for money and utilise shared expertise and resource across partnerships.

Performance and Outcomes

Rutland's Health and Well Being Board, through the Children's Trust arrangements, will test the effectiveness of our integrated and inclusive system, will monitor if the outcomes for children and their families are being achieved and will agree the key performance indicators to measure the impact and effectiveness of our strategy.

We have identified key action points which are expanded on in our action plan. We show the specific actions, how we will measure success, and the timescales for completion. This action plan will be developed further providing more detailed information including quantitative and qualitative measures to evidence the outcomes. We will review the action plan regularly over the timescale of the strategy. We will report on an annual basis and publish this on the Council Local Offer website.

Our key performance indicators include priority outcomes such as:

- Early identification and timely response to reduce the need for specialist services or unnecessary intrusions in families' lives
- Children and young people achieve their potential and educational standards at least in line with those seen nationally
- More children retained and succeeding in mainstream educational settings if this is the most appropriate setting for them, through high quality education provision
- Interventions are effective and proportionate to need
- Children and their families experience improvements in their life at the end of an intervention.
- Children and young people make successful transitions through phases, (e.g. primary to secondary transfer) and/or types of provision and transition in to adulthood and independent living and employment
- Sustained and meaningful engagement of children and their parents or carers in their support plans
- More young people and adults supported in appropriate training and employment
- There is fair access to high quality support and provision for all children, young people and their families across the county
- A resilient system that responds to demand and provides best value for money

Key features of an Inclusive Offer

Rutland County Council provides the ‘front door’ through which parents and professionals can access additional support at any level, including early help advice and support.

The critical features of an effective Inclusive Offer which have been identified nationally and on which Rutland’s process is founded are:

- a collaborative and a multi-disciplinary approach that brings a range of professional skills and expertise to bear through a “Team Around The Family” approach
- a relationship with a trusted Lead Professional who can engage the child and their family, and if necessary co-ordinate the support needed from other agencies around a family, this could be, the teacher, early help practitioner or inclusion officer
- practice that empowers families and helps them to develop the capacity to maintain a family life and fulfil their caring duties
- a holistic approach that addresses children’s needs in the wider family and community context
- a published local offer of support, services and provision, how to access it and how to raise concerns or seek redress and a simple and streamlined referral and assessment processes that are easy to access for families and easy for partners to understand
- education taking place, wherever possible, within the child or young person’s mainstream educational setting
- the use of effective practice, data and wider intelligence and independent assessment to drive improvement;
- clearly-defined and understood roles and responsibilities
- increased integration of services and joint commissioning across the LA and Health.



2. Identifying children and families who would benefit from early help

The Children and Families Act 2014 (sections 22



-24), clearly sets out the Local Authority's and the NHS's duties to identify all children and young people in their area who may have special educational need or have or may have a disability. 'Working Together to Safeguard Children (DfE 2013, revised 2015) and Rutland's Early Help Strategy puts the responsibility on all professionals and educators to identify emerging needs and to take professional responsibility to ensure that if a family does not meet the thresholds for specific services, that action is taken to prevent the lower level needs escalating.

Key professionals and educators working in universal services in Rutland are best placed to identify children or their families, who have or may have an SEN or disability and therefore at risk of poor outcomes. Health providers, schools and settings have a duty to ensure that all children achieve well and that those with additional needs have an educational offer which enables them to succeed and reach their potential. Early intervention is essential, with high quality teaching reflecting the need of the child and adjusted to enable the child to access a curriculum through which they develop skills which will improve their life chances. Wherever it is appropriate to do so, children with additional needs should be supported and encouraged to remain within a mainstream setting.

This is achievable and will be central to the success of the Rutland Inclusion Strategy.

Alongside this, we will utilise local intelligence such as the Joint Strategic Needs Assessment (JSNA), school's census data, data collated through the 0 to 19 Healthy Child programme and our Children's Centre programme, to understand local need and inform joint commissioning arrangements.

Inclusion in Rutland involves providing support as soon as a problem emerges, at any point in a child's life, from the early years through to teenage years in to adulthood: **preventing the problems occurring**, providing targeted support or adding value and collaboration to an existing intervention: **preventing problems escalating**, and to prevent re-escalation and further statutory intervention: **reducing the severity of problems**.

3. Who can Access Support?

The provision of early help and inclusion services forms part of Rutland's continuum of help and support to respond to the different levels of need of our individual children and families. In Rutland we describe these as follows:

Universal need - Services working with children and families, to promote positive outcomes for everyone; GP'S, midwives, health visitors, school nurses, schools and early year's settings, adult learning and community voluntary groups. Practitioners working in these services should identify where children and families would benefit from

extra help at an early stage and monitor and review the effectiveness of that support to ensure it is continuing to meet the child or young person's needs. Schools and settings are ideally placed to plan and deliver a curriculum and wider activities which accurately reflects the needs of the child or young person and enables them to achieve well when considering their starting points.

Early Help and Targeted need - Services focus on children, young people and families who may need support either through a single service or through an integrated multi-agency response, for example, short breaks, respite, housing support or youth education and careers. They work with families where there are signs that without support a child may not achieve good outcomes and fulfil their potential.

Specialist need - Services, such as social care, CAMHS, Therapy provision, adult social care services, the SEND and Inclusion team, focus on families with individual or multiple complex needs, including where help has been requested through Section 17 - a child in need or where a specific disability or condition is diagnosed and a request for multiagency statutory assessment for an EHC Plan is made.

This document should be read in conjunction with the LLR LSCB Thresholds document updated September 2016. Thresholds for access to services for children and families:

<http://lrsb.org.uk/uploads/view-the-llr-lscb-thresholds-for-access-to-services-for-children-and-families-in-leicester-leicestershire-rutland.pdf>

4. How to access support

To ensure that the best possible and earliest support is provided to children and families, there needs to be easy and accessible support through the Local Offer'' and an early assessment of need considering a child's developmental needs, family and environmental factors and parenting capacity.

In Rutland, this assessment is undertaken through usage of the Early Help Assessment. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (Keeping Children Safe in Education DfE 2016)

In some cases a professional or educator will be able to identify a specific need, but may not be able to provide appropriate support. In this instance the Early Help coordinator or Inclusion Officer will support the referrer to the appropriate services or intervention.

Where the assessment identifies early help that cannot be met by a single agency or service, there needs to be a coordinated response with local agencies working together to support the family. The Team around the Family (TAF) model is used in Rutland to bring together a range of different practitioners from across the children and young people's workforce and where necessary adult services.

If a child's needs are too complex to be supported successfully through the early help offer, then the child or young person, their parents, school or college can request either a statutory assessment which may lead to an Education, Health and Care Plan (EHCP) if there are barriers to learning or a Single Assessment if the needs are for social care. Both assessments should be conducted in a timely way, with all partners providing effective support and provision towards the best outcomes for the child or young person through regular review. Strategies and planning should be in place to promote independence and 'stepping down' of provision if support is no longer needed or appropriate.

5. Our success criteria and outcomes

Our Inclusive Offer is targeted at achieving our priorities for children and families as set out in the Children, Young People and Families Plan, Priority Actions 2017/18 and the LSCB Business Plan 2017/2018. We have identified key actions that will help us to achieve these outcomes.

Our Actions

1. We identify when children and families need help at the earliest opportunity through robust partnership working and shared intelligence. This will include developing robust front door arrangements. The Council's website and Information Service will be developed to provide information and support for children, young people and their families.
2. We provide a range of integrated services across early years and in to adulthood. These services will support prospective parents, children in early years, in primary and secondary education and through into early adulthood.
3. We support children with additional needs and their parents and carers in a way that enables them to succeed in their education and engage in positive activities in their community and we can evidence their achievements and progress socially, emotionally and academically

1. We offer support and guidance to all of our schools and settings to enable as many children and young people who have SEND to access their education in their local mainstream setting. Our school Admissions and Fair Access policies and practices will reflect our commitment to inclusion. If a child's needs are unable to be met within that setting, we will support the family in identifying the next steps for their child
2. We work across children and adult services to adopt a whole family approach when working with families, ensuring our support recognises all the influencing factors on a child or young person's life.

6. Our Inclusion Development Plan

The LLR LSCB Thresholds document (2016) describes levels of need in families and the relevant responses that can be delivered by universal, early help or specialist services.

The 'Inclusive Offer' across the partnership in Rutland requires further development and there is now a greater need for ensuring that our offer to children with SEN and disability is coordinated and clearly understood by practitioners and managers in the Council and across the partnership, especially with health and education providers, and for these activities to be robustly driven forward by the Children's Trust. This coupled with the review of the SEND Local Offer and the emphasis on safeguarding children with a disability means that inclusion development should be a focus of attention within the partnership.



Rutland County Council and its partners have a set of priority development themes which are:

1. Building strong partnerships in and beyond the organisation
2. A new simpler assessment and a clear pathway to early help and inclusion services
3. Working across children and adult services to provide a whole family approach
4. A timely and responsive offer that is contributing to safeguarding children and

young people

5. Greater accountability for schools to improve outcomes for children and young people so that achievement is at least in line with national data
6. A greater number of children educated within their local mainstream setting with fewer children having to be educated out of Rutland when this provision is available in the county
7. Children and young people engaged and participating in shaping their support plan and co designing their services through our Participation Strategy
8. A well trained integrated children's workforce
9. Creating sustainability by drawing on existing resources in the local community and the expertise of the voluntary sector is maximized.

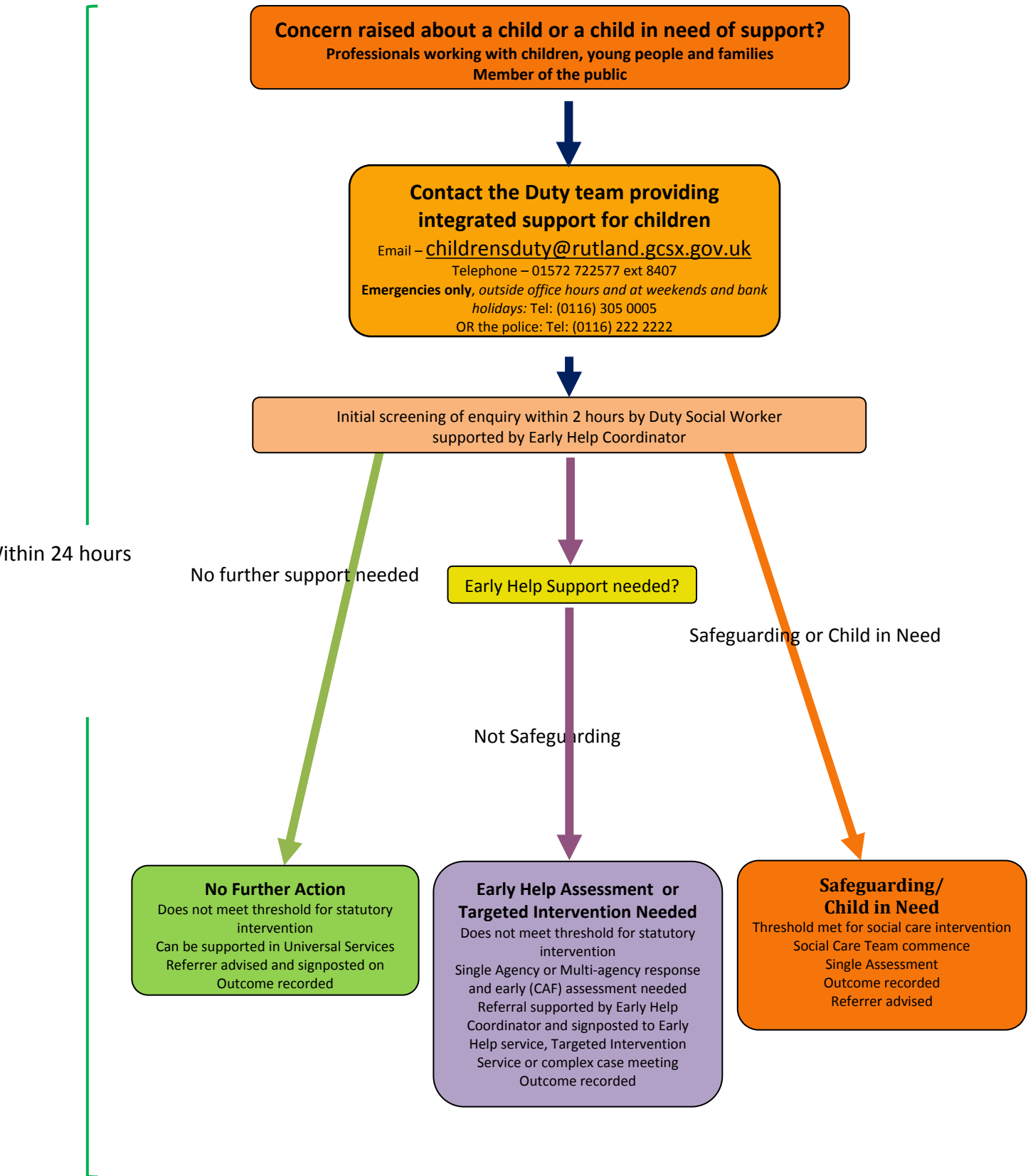
References

1. Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (March 2013, revised 2015)
2. Field, F. (2010) The Foundation Years: preventing poor children becoming poor adults
3. Allen, G (2011), Early Intervention: the next steps
4. SEN and Disability Code of Practice 0 to 25 years – statutory guidance for organizations which work with and support children and young people who have a special educational needs or disability (January 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
5. Keeping Children Safe in Education – statutory guidance for schools and colleges (September 2016) Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
6. Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
7. Care Act <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>
8. DfE Guidance on Equality Act for Schools May 2014 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
9. SEN and Disability Regulations 2014 http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf
10. Transitions Guidance (Statements to EHCs) <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014--3>



For general enquiries about services for Children and Families
 For information about services, organisations, events and activities, please visit the RCC Services Directory at
http://www.rutland.gov.uk/education_and_learning/family_information_service.aspx where you will find information relating to services for:

- Families, children and young people aged 0-19 years
- Families with children and young people who have special education needs and disabilities (The SEND Local Offer)



Useful Contacts:

Rutland County Council
<http://www.rutland.gov.uk/>

Rutland Family Information Service
http://www.rutland.gov.uk/education_and_learning/family_information_service.aspx

Rutland Children's Duty Team
Email: childrensduty@rutland.gcsx.gov.uk

Local Safeguarding Children's Board (LSCB)
www.lrsb.org.uk

Thresholds of Access to Services for Children and Families in Leicester, Leicestershire & Rutland
<http://lrsb.org.uk/uploads/thresholds-for-access-to-services-for-children-and-families-feb-2015.pdf>

Working Together to Safeguarding Children (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

NSPCC
<http://www.nspcc.org.uk/>

Citizens Advice (RIASS)
<https://www.citizensadvice.org.uk/>