

**Members are reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting**

**BIRMINGHAM CITY COUNCIL**

**SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE**

**MONDAY, 08 JANUARY 2018 AT 16:45 HOURS**  
**IN COMMITTEE ROOM 6, COUNCIL HOUSE, VICTORIA SQUARE,**  
**BIRMINGHAM, B1 1BB**

**A G E N D A**

1 **NOTICE OF RECORDING/WEBCAST**

The Chairman to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's Internet site ([www.birminghamnewsroom.com](http://www.birminghamnewsroom.com)) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

2 **APOLOGIES**

To receive any apologies.

**3 - 154**

3 **REQUEST FOR CALL-IN: BIRMINGHAM'S STRATEGY FOR SEND AND INCLUSION**

To consider the "Request for Call-In". (The portfolio holder and the Lead Officer identified in the report have been summoned to attend the meeting).

The following documents are attached: -

(A) The Executive decision record.

(B) The relevant form for the "Request for Call-In" lodged by Councillors Matt Bennett and Ian Cruise.

(C) The report considered by the Cabinet in reaching its decision.

4 **REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

To consider any request for call in/councillor call for action/petitions (if received).

5 **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chairman are matters of urgency.

6 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

'In an urgent situation between meetings, the Chairman jointly with the relevant Chief Officer has authority to act on behalf of the Committee'.

Details**Status:**

Decision Subject To Call In

**Title:**

Birmingham's Strategy for SEND and Inclusion

**Reference:**

004335/2017

**Details:**

Report of Corporate Director Children &amp; Young People

**Implementation Date (not before Meeting Date):**

Tue 12 Dec 2017

**Purpose:**

To seek approval for the strategy for Special Educational Needs and/or Disability (SEND) and Inclusion (Appendix 1) as developed and recommended by the Inclusion Commission.

**Key Portfolio:**

Children, Families and Schools

**Include Item on Forward Plan / Key Decision:**

Yes

**Decision Maker:**

Cabinet

**Reason for Key Decision:**

Significant effect on communities in two or more wards

**Relevant Documents:**

• Birmingham's Strategy for SEND & Inclusion • Consultation Findings report • Equality Impact Assessment

## Decision

**Urgent Decision - Not in Forward Plan:**

No

**Is Private:**

No

### **Decision Outcome:**

On 12 December 2017, Cabinet:- (i) Approved the strategy for SEND and Inclusion in Appendix 1 to the report as recommended by the Inclusion Commission, taking into account the findings of the consultation; (ii) Approved the implementation of the priorities within the strategy from January 2018 by the SEND & Inclusion Steering Group and Programme Board. THE DEADLINE FOR CALL IN IS 1600 HOURS ON TUESDAY 19 DECEMBER 2017 On 19 December 2017 at 1530 hours, a request for call-in was received from Councillors Matt Bennett and Ian Cruise. The decision cannot be implemented until the request for call-in has been considered by the Schools, Children and Families Overview and Scrutiny Committee, which needs to meet by 9 January 2018.

## Miscellaneous

**Reg 10**

**Reg 11**

## Decision Criteria

This Decision does not contain any decision criteria records.

## Wards

Acocks Green; Aston; Bartley Green; Billesley; Bordesley Green; Bournville; Brandwood; Edgbaston; Erdington; Hall Green; Handsworth Wood; Harborne; Hodge Hill; Kings Norton; Kingstanding; Ladywood; Longbridge; Lozells and East Handsworth; Moseley and Kings Heath; Nechells; Northfield; Oscott; Perry Barr;

Quinton; Selly Oak; Shard End; Sheldon; Soho; South Yardley; Sparkbrook; Springfield; Stechford and Yardley North; Stockland Green; Sutton Four Oaks; Sutton New Hall; Sutton Trinity; Sutton Vesey; Tyburn; Washwood Heath; Weoley

### Topics

This Decision does not contain any Topic records

### Overview and Scrutiny

Schools, Children and Families Overview and Scrutiny Committee





## Appendix 2: Request for Call In – Pro-forma

To:

Committee Services, Room 315, Council House.

E-Mail: LESCommitteeServicesAll@birmingham.gov.uk (marked "For the attention of Dave Smith")

Date: 19 December 2017

Please arrange for a meeting of the

Schools, Children and Families

O&S Committee

to be called to discuss the following executive decision:

Title: Birmingham's Strategy for SEND and Inclusion

Taken By: Cabinet

On: 12 December 2017

### Reason for request:

- |   |  |                                     |
|---|--|-------------------------------------|
| (a) Is the Executive decision within existing policy? | 1. the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies;   | <input type="checkbox"/>            |
|   | 2. the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees;   | <input type="checkbox"/>            |
|   | 3. the decision appears to be inconsistent with recommendations previously made by an Overview and Scrutiny body (and accepted by the full Council or the Executive);  | <input type="checkbox"/>            |
| (b) Is the Executive decision well-founded?           | 4. the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;  | <input checked="" type="checkbox"/> |
|   | 5. the Executive appears to have overlooked some relevant consideration in arriving at its decision;   | <input checked="" type="checkbox"/> |
|   | 6. the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;   | <input checked="" type="checkbox"/> |
|   | 7. the decision appears to be particularly "novel" and therefore likely to set an important precedent;   | <input type="checkbox"/>            |
|   | 8. there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council. | <input checked="" type="checkbox"/> |



(c) Has the Executive decision been properly taken?

9. the decision appears to give rise to significant legal, financial or propriety issues;

10. the notification of the decision does not appear to have been in accordance with council procedures;

(d) Does the Executive decision particularly affect a District?

11. the decision appears to give rise to significant issues in relation to a particular District.

Councillor

Matt Bennett

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(Signed)

(Print Name)

Councillor

Ian Cruise

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(Signed)

(Print Name)



## Appendix 3: Criteria For 'Call In'

These are the criteria against which the Council expects an O&S Committee to judge any "request for call in". The Council does NOT expect an Overview and Scrutiny Committee to call in an Executive decision UNLESS one or more of the following circumstances applies –

	<b>(a) Is the Executive decision within existing policy?</b>
1	the decision appears to be contrary to the Budget or one of the 'policy framework' plans or strategies;
2	the decision appears to be inconsistent with any other form of policy approved by the full Council, the Executive or the Regulatory Committees;
3	the decision appears to be inconsistent with recommendations previously made by an Overview and Scrutiny body (and accepted by the full Council or the Executive);
	<b>(b) Is the Executive Decision well-founded?</b>
4	the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;
5	the Executive appears to have overlooked some relevant consideration in arriving at its decision;
6	the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;
7	the decision appears to be particularly "novel" and therefore likely to set an important precedent;
8	there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council.
	<b>(c) Has the Executive decision been properly taken?</b>
9	the decision appears to give rise to significant legal, financial or propriety issues;
10	the notification of the decision does not appear to have been in accordance with council procedures;
	<b>(d) Does the Executive decision particularly affect a District?</b>
11	the decision appears to give rise to significant issues in relation to a particular District.



**BIRMINGHAM CITY COUNCIL**

**PUBLIC**

**Report to:** CABINET

**Report of:** Corporate Director, Children and Young People

**Date of Decision:** 12<sup>th</sup> December 2017

**SUBJECT:** BIRMINGHAM'S STRATEGY FOR SEND & INCLUSION

**Key Decision:** Yes Relevant Forward Plan Ref: 004335/2017

**If not in the Forward Plan:** Chief Executive approved   
(please "X" box) O&S Chair approved

**Relevant Cabinet Member(s) or Relevant Executive Member:** Councillor Carl Rice, Cabinet Member for Children, Families and Schools

**Relevant O&S Chair:** Councillor Susan Barnett, Schools, Children and Families

**Wards affected:** All

**1. Purpose of report:**

1.1 To seek approval for the strategy for Special Educational Needs and/or Disability (SEND) and Inclusion (Appendix 1) as developed and recommended by the Inclusion Commission.

**2. Decision(s) recommended:**

That Cabinet; -

- 2.1 Approve the strategy for SEND and Inclusion (Appendix 1) as recommended by the Inclusion Commission, taking into account the findings of the consultation.
- 2.2 Approve the implementation of the priorities within the strategy from January 2018 by the SEND & Inclusion Steering Group and Programme Board

**Lead Contact Officer(s):** Jill Crosbie - Acting Assistant Director, SEND

**Telephone No:** 0121 303 2573

**E-mail address:** [jill.crosbie@birmingham.gov.uk](mailto:jill.crosbie@birmingham.gov.uk)

### **3. Consultation:**

#### **3.1 Internal**

A full public consultation was undertaken between 9<sup>th</sup> June – 31<sup>st</sup> July 2017 and Birmingham City Council colleagues were consulted as part of this.

#### **3.2 External**

A full public consultation has been completed 9<sup>th</sup> June – 31<sup>st</sup> July 2017, which included external partners such as Health, PVI providers (private, voluntary and independent sectors), schools, governors, parents and young people.

#### **3.3 Summary of Key Findings from the Consultation**

- People consulted agreed on the whole with the direction of travel of the vision, mission, objectives and priorities.
- However, there was a lack of confidence that professionals could deliver the strategy within current resources. While in agreement about the need to work together, there was a lack of belief that organisations could genuinely work in partnership, and recognition that all services are overstretched.
- There was a perception that the strategy is focussed on reducing Education Health and Care Plans and saving money rather than a focussing on the needs of the child.
- The strategy needs to be clearer about the application of the law – including disability discrimination.

#### **3.4 Summary of Key Recommendations from the Consultation**

The following key recommendations have been considered by the Inclusion Commission following consultation on the Draft Strategy.

##### **3.4.1 Building Trust and Confidence**

The re-building of trust and confidence is central to the successful implementation of the strategy. The document needs to be clearer and amended to clarify how this will be achieved. This theme of trust and confidence needs to be a golden thread running through all three priorities and made very explicit in the outline delivery plan and detailed implementation plans.

##### **3.4.2 Partnership working**

We need to be more explicit about how we are going to work in partnership and co-commission services as we implement the Strategy and we need to give it greater emphasis within the document.

##### **3.4.3 The Strategy and Outline Delivery Plan (Appendix 1) has been updated in light of these recommendations.**

3.4.4 The full Consultation Findings report can be found in Appendix 2

#### **4. Compliance Issues:**

4.1 The recommended decisions are consistent with the Council's policies, plans and strategies.

4.1.1 The strategy is aligned with the City Council priority for children – Birmingham a great place to grow up.

4.1.2. It is directly linked to the directorate outcome – Ensuring children and young people with SEND have their needs met in appropriate provision.

#### **4.2 Financial Implications**

4.2.1 The Dedicated Schools Grant High Needs Block, which funds special schools places, top-up funding for pupils in mainstream and prescribed SEN services has a budget of £144m for 2017/18. The City council has brought forward a deficit of £9m for the year ending 31st March 2017 and is currently forecasting an in-year deficit of approximately £6m. The cumulative deficit by 31st March 2018 is therefore potentially £15m. There are increases in grant from central government over the next 3 years (£4m in 2018/19), which will help alleviate the deficit but crucially will also need to be accompanied by implementation of the strategy.

4.2.2 The strategy is integral and critical, particularly the actions outlined in Priority 3, to providing a long term sustainable funding solution. The plans to reduce the use of independent and out of city placements in favour of developing our own high needs capacity will reduce pressure and will also reduce transport costs. Joint commissioning, development of a contract framework and improved quality assurance processes will reduce expenditure on residential and independent placements. Developing better inclusive practice across all schools will mean more children can have their needs met in their local school which will reduce costly assessment processes and transport costs.

4.2.3 The Department for Education issued a grant of £0.562m in late 2016/7 to support Local Authority reviews of High Needs provision. £0.505m has been carried forward into 2017/18 to support implementation of the strategy.

#### **4.3 Legal Implications**

4.3.1 The proposed strategy will support and facilitate the discharge of the Council's duties under the Children and Families Act 2014 and in particular sections 27 and 30 of that Act. Those sections require local authorities to keep their educational and social care provision for children and young people with SEN or disabilities under review, and to publish and keep under review their Local Offer of provision for 0-25 year olds with SEN or disabilities.

4.3.2 The strategy supports the delivery of the requirements contained within the SEND Code of Practice which provides statutory guidance on duties, policies and procedures relating to the Children and Families Act 2014 and associated regulations.

#### 4.4 Public Sector Equality Duty

4.4.1 An Equality Assessment has been completed in Appendix 3

4.4.2 Implementation of this strategy is focussed on improving service for children and young people with special needs and disabilities and therefore improving our delivery on the equalities agenda

#### **5. Relevant background/chronology of key events:**

5.1 Birmingham City Council Members and Officers have identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established the Inclusion Commission in October 2016 to explore the effectiveness of the current arrangements in the City across the 0-25 age range.

5.2 The membership of the Inclusion Commission has included representatives from parent groups, early years settings, mainstream schools, colleges, resource bases, specialist providers, independent non-maintained schools, independent specialist colleges and social care and health services. An independent chair has been appointed to oversee this work, Professor Geoff Lindsay from Warwick University.

5.3 Following the review, a draft strategy for SEND and Inclusion was developed, supported by an outline delivery plan, and was presented in March 2016 to the Inclusion Commission. Following this, the Inclusion Commission further developed a joint vision, mission and objectives to accompany the following three key priorities; -

- Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement.
- Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood
- Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people

5.4 Public Consultation on the draft strategy was undertaken 9<sup>th</sup> June – 31<sup>st</sup> July 2017

5.5 The key findings (Appendix 2) have informed an amended draft strategy and outline delivery plan (Appendix 1) which was endorsed by the Inclusion Commission on 18<sup>th</sup> September 2017, prior to seeking Cabinet approval.

5.6 A detailed implementation plan is being developed with heads of service leading on priorities. A programme board including health and social care is being established to track progress and promote joint working. The SEND stakeholders group will offer ongoing feedback and will be a vehicle for co-production. The Inclusion Commission will be replaced by a smaller steering group, chaired by Colin Diamond DCS – this group will be made up of relevant senior officers accountable for the delivery of the strategy.

5.7 Implementation is timetabled from January 2018 – July 2020  
Regular updates will be provided via Cabinet Member briefing and by the DCS at CLT.

5.8 Chronology of events:

October 2016	Inclusion Commission set up
Jan-Feb 2017	Inclusion Commission received feedback on SEND Review
March 2017	Draft strategy proposal completed
May 2017	Revised strategy proposal approved by the Inclusion Commission
9 June to 30 July 2017	Proposed strategy went out for Public Consultation
18 September 2017	Inclusion Commission approval of post Consultation updated strategy
12 December 2017	Consideration at Cabinet

**6. Evaluation of alternative option(s):**

6.1 The Inclusion Commission, which has wide representation from stakeholders and politicians, has drawn up the strategy and have considered the range of options for delivering our statutory duties effectively.

6.2 If the proposed strategy is not approved and implemented there would be a risk of failing to meet legal duties, and not using available resources effectively to enable children and young people with SEN or disabilities to achieve their ambitions, the best educational and other outcomes.

**7. Reasons for Decision(s):**

7.1 The direction of the strategy has been based on a desire to deliver the aspirational vision for all Birmingham families and fully deliver on our statutory responsibilities.

7.2 The decisions are proposed in the light of financial pressure and growing demand, supporting the use of existing funding to greater effect with improved commissioning.

**Signatures**

Councillor Carl Rice Cabinet Member for Children, Families & Schools	.....	<b><u>Date</u></b> .....
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Colin Diamond Corporate Director Children & Young People	.....	.....
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**List of Background Documents used to compile this Report:**

1. As per Appendices

**List of Appendices accompanying this Report (if any):**

1. Birmingham’s Strategy for SEND & Inclusion
2. Consultation – Key Findings Report
3. Equality Assessment

**Report Version v0.10**

**Dated 28/11/2017**

# Birmingham's Strategy for SEND and Inclusion 2017-2020

Making a positive difference for  
all our children & young people



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## FOREWORD

I am delighted to introduce Birmingham's Strategy for SEND (Special Educational Needs and/or Disability) and Inclusion 2017-2020. This has been produced by the Inclusion Commission, set up by the City Council in 2016 to improve the services for these children and young people.

We have set out our Vision of what we seek to achieve, our Mission stating how to do this and the Strategy which outlines the actions we will take to achieve this. A key feature of the Mission is a commitment to work in partnership to achieve the high quality provision that Birmingham's children, young people and their families deserve.

We have conducted a consultation exercise and a large majority of you supported the Vision, Mission, Objectives and Priorities included in the strategy. However, there was a lack of confidence that professionals could deliver the strategy within current resources. While in agreement about the need to work together, there was a lack of belief that organisations could genuinely work in partnership and recognition that all services are overstretched.

Following your feedback we have amended the strategy. We have strengthened the emphasis on partnership working and building trust and confidence with families. We now move into the implementation phase and we hope you will work with us to make this strategy a reality for the children of Birmingham.

Yours sincerely



**Professor Geoff Lindsay** FBP<sup>s</sup>S, FAcSS, HonMBP<sup>s</sup>S  
Chair, Inclusion Commission

*“Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.”*

# 1. INTRODUCTION

## 1.1 BACKGROUND AND PURPOSE

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Birmingham has implemented a range of new identification and assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately. Birmingham has many strengths including:

- Identification of special educational needs in the early years
- High quality Special Schools who work well with health and social care services
- Good outcomes for young people with SEND at aged 16 and 19
- Good quality of education support services
- A multi-agency panel to plan provision for complex cases
- High quality Special Educational Needs Co-ordinators (SENCOs)
- Meeting the national timelines for Education Health and Care Plans (EHCPs) and transfers.

Implementing the Government's SEND reforms in our large diverse city has been very challenging, and despite the strengths identified, there are still significant areas of work to address. The whole system has been under great strain and it has been challenging to try to meet deadlines and deliver within the allocated budget. Key roles in SEND have been covered on an interim basis and trying to integrate with health and social care while they undergo their own organisational change has been difficult.

Birmingham City Council members and officers have identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established an Inclusion Commission in October 2016 to explore the effectiveness of current arrangements in the City for children and young people with SEND across the 0-25 age range. The membership of the Inclusion Commission has included representatives from early years settings, mainstream schools and colleges, resource bases, specialist providers, independent non-maintained schools and independent specialist colleges. Following this a new strategy for SEND and Inclusion has been developed, supported by an outline delivery plan. A consultation exercise was undertaken between 9<sup>th</sup> June and 30<sup>th</sup> July 2017 with partners and families.

## 1.2 SPECIAL EDUCATIONAL NEEDS AND DISABILITY IN BIRMINGHAM

In this Strategy document, a number of different data sources have been referred to which include different cohorts of young people. Where possible the Statistical First Release issued by the Department for Education has been used because this is the most widely available public source. Where further breakdown is needed, other more appropriate sources have been used including School Census and the SEN2 Survey. Further information relating to these sources can be found in Section 8 of this document.

**Numbers of Pupils with Special Educational Needs in Birmingham Schools**  
(Source: Statistical First Release (SFR) Special educational needs in England: January 2017, SFR37/2017, 27 July 2017).

As of January 2017 the number of pupils with special educational needs in Birmingham schools was **35,155\***. Proportionately in Birmingham, **16.7%** of pupils have special educational needs, which is higher than the national average (14.4%), the average in the West Midlands (15.4%), and core cities and statistical neighbours (15.6%).

**6784** of school pupils have a statement of special educational needs or an Education Health and Care Plan (EHCP). This is an increase since 2016, but remains equal to **3.2%** of the total pupil population, compared to **2.8%** nationally.

**28,371** pupils are on SEN support. This is equal to **13.5%** of the total pupil population, compared to **11.6%** nationally.

Nationally, there is a correlation between poverty and SEND. In Birmingham this correlation is more pronounced with 39% of children with SEN entitled to Free School Meals, compared with 27% of the overall school population.

**Statements of Special Educational Needs and Education Health & Care Plans** (Source: SEN2 return 2017)

There were **5,224** statutory EHCPs and **2,388** statements maintained by the local authority at January 2017. This gives a combined total of **7,612**. The combined total of statements and EHCPs has increased each year since 2010. However this does not include 1085 individuals who are known to be transferring from a SEN Statement to an EHCP and therefore the total figure is significantly higher. Part of this increase will also be due to the extended age range of the young people to between 0-25 years in 2015.

Birmingham, as the largest urban local authority, has the largest volume of children and young people with a Statement or EHCP of all the main cities in England – more than **2.5 times** the next nearest which is Manchester (2,600).

There were **1,039** new EHCPs made during the 2016 calendar year - a rise on 2015 levels (915).

*Please note \* Total number includes all academies including free schools, maintained and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools.*

### **Provision** (Source: Local Ofsted Tracking)

There are currently **27** special schools in the city, and **42** resource bases within mainstream provision. Resource bases provide specialist teaching alongside the opportunity for integration into mainstream classes. **81%** of special schools are outstanding or good and **77%** of SEN children overall are attending good and outstanding schools.

There are **27** Local Authority nurseries and over **1,500** PVI (private, voluntary or independent) early years providers. **79%** of Early Years settings overall are good or outstanding and **94%** of pre-school SEN children with identified high needs access their early educational entitlement in good or outstanding PVI settings or maintained nursery schools. **80%** of Post-16 provision overall and **69%** of special schools with sixth forms are outstanding or good.

### **Placements** (Source SEN2 return 2017)

Of the **7,612** EHCP and Statements that the Local Authority maintained in January 2017, **41.8%** were placed in either Maintained Special schools (35.0%) or Academy Special schools (6.8%). This is higher than the national proportions of **36%** (28.3% in a Local Authority Maintained Special and 7.7% Academy Special schools). Despite a large special school provision in Birmingham, there were still approximately **4.3%** of children with an EHCP placed in the Independent Sector. There is a lack of places available to meet demand in our Special Schools and while some of these students may have very complex needs, there may be others who could have their needs met more cost effectively in Birmingham setting, if capacity was developed. Approximately **8%** of young people with Statements or EHCPs are in placements out of the city.

### **Finance** (Source: Birmingham City Council Finance)

The High Needs Budget, which funds special schools places, top-up funding for pupils in mainstream and SEN services is **£144m**. Birmingham had a deficit of £9m for the year ending 31<sup>st</sup> March 2017 which it is planned to fund over 2017/18 and 2018/19. Any in year deficit in 2017/18 will compound the situation. Mainstream schools receive **£161m** notional SEN funding to meet the needs of pupils with SEN across the city. Currently different settings and sectors are funded in very different ways.

### **Post 16** (Source: 2017 SEN2 return and Insight, Jan 2017)

**17%** of young people aged 16-25 who are known to the city council have an identified special educational need. Of the 16-18 age group, **26%** of those who are currently not in education, employment or training (NEET) have a special educational need. The vast majority are in the SEN Support group.

Young people aged 16-25 years old account for **27%** of the current EHCPs.

### **School Transport** (Source: Birmingham City Council local data)

We provide school transport arrangements to over 4,500 young people, mostly in the form of specialist mini-buses or taxis, using over 45 externally commissioned transport providers, visiting over 300 schools at an annual cost of £18m including guides and an average annual cost of approximately £4600 per pupil.

# Overall Special Education Needs **Birmingham**

## Total Statements and EHCPs – SEN2 Jan 2017\*

Statements and Education Health and Care Plans in Birmingham - (0 to 25 years old)

# 7,612

5,224 (EHCPs)  
2,388 (Statements)  
+ an additional 1085 transferring from Statements to EHCPs

## SEN in Schools – January 2017 School Census\*

Pupils in Birmingham Schools with SEN

- Total 34,531
- LA Nursery 580
- Primary 18,780
- All-through 746
- Secondary 9,607
- PRUs 563
- Special 4,255

Total EHCP/Statements in Schools

- Total 6,483
- LA Nursery 36
- Primary 1,305
- All-through 94
- Secondary 972
- PRUs 19
- Special 4,057

## Early Years – Academic Year 2016/17

Autumn and Spring Term

- 414 accessing ISEY (Inclusion Fund)
- 300 with SEND require special educational support at home before they access any early years provision
- 165 children with sensory impairments requiring SEND support at home before they access Early Years provision
- 89 children with sensory impairments accessed their Early Education Entitlement in mainstream nursery settings
- 285 2 year olds with SEND accessed their Early Education Entitlement
- 918 3/4 year olds with SEND accessed their Early Education Entitlement

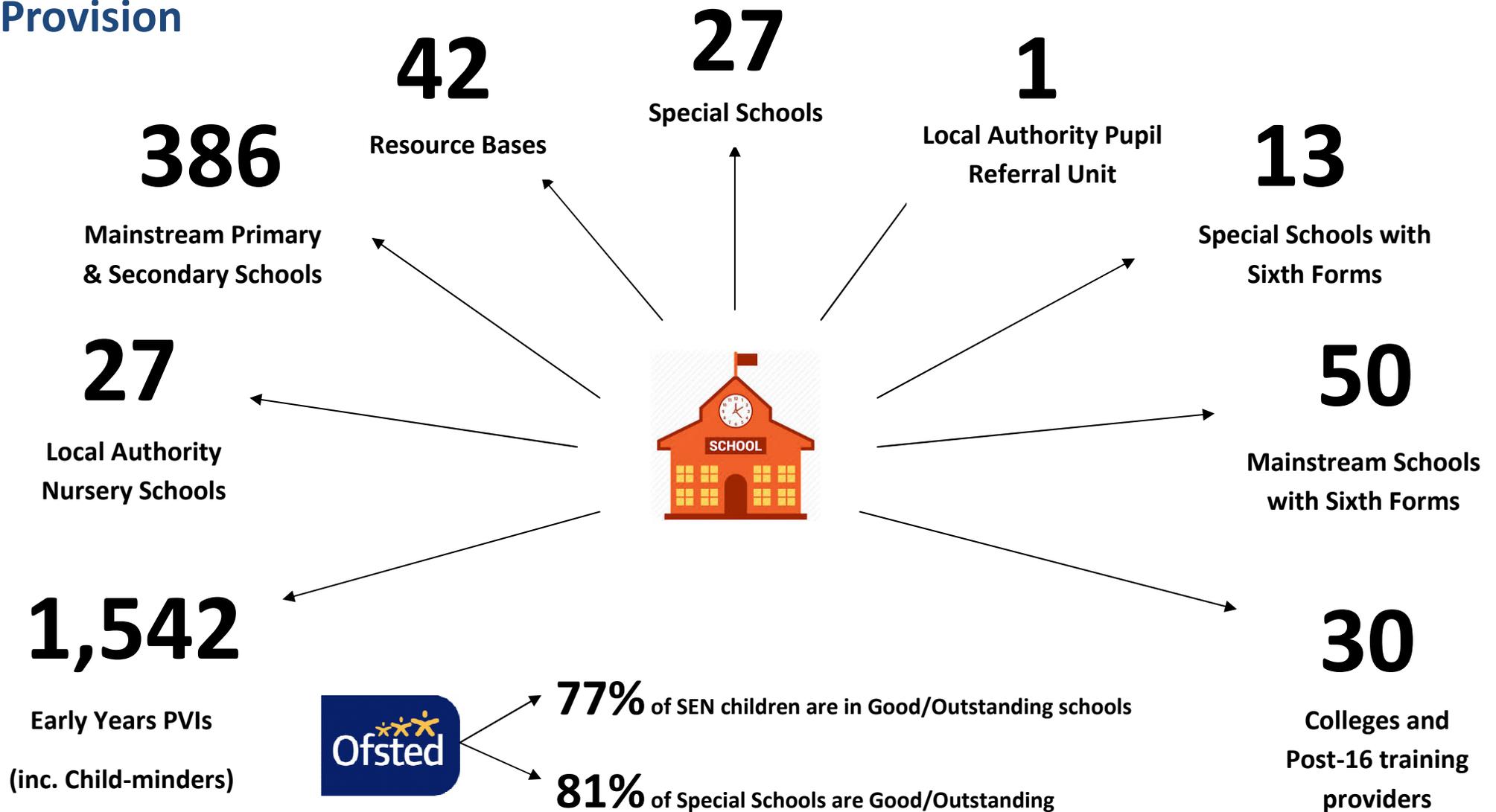
## Post 16 – SEN2\* and Insight, January 2017

- 17% of young people aged 16-25 have a special educational need or disability
- 26% of those aged 16-18 who are not in education employment or training have a special educational need or disability

*\*Please note several sources of data referred to in this strategy which include different groups of young people – School Census is statutory school age, and SEN2 covers those individuals for whom the local authority maintains an EHCP or Statement, aged 0-25.*

# Overall Special Education Needs **Birmingham**

## Provision



# SPECIAL SCHOOLS - BIRMINGHAM

## Key

- ASC - Autistic Spectrum Condition
- C&L - Cognition and Learning
- HI - Hearing Impairment
- SEMH - Social, Emotional and Mental Health
- PD - Physical Disability
- VI - Visual Impairment

- District Boundaries
- City Boundary

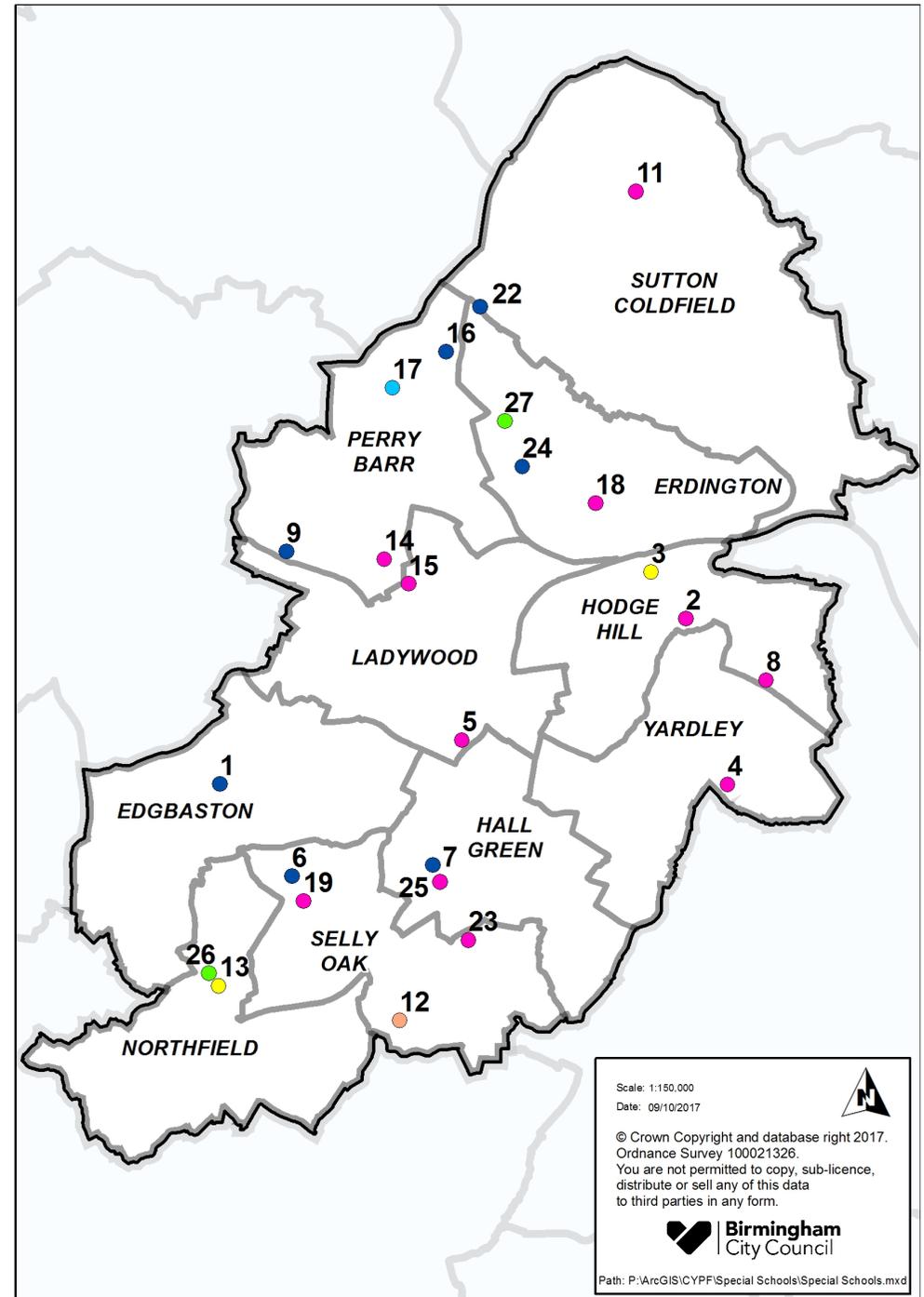
1	Baskerville School*	16	Oscott Manor School*
2	Beaufort School	17	Priestley Smith School*
3	Braidwood School for the Deaf*	18	Queensbury School*
4	Brays School	19	Selly Oak Trust School*
5	Calthorpe Teaching Academy**	22	The Bridge School
6	Cherry Oak School	23	The Dame Ellen Pinsent School
7	Fox Hollies School and Performing Arts College*	24	The Pines Special School
8	Hallmoor School*	25	Uffculme School *
9	Hamilton School	26	Victoria School**
11	Langley School	27	Wilson Stuart School**
12	Lindsworth School		
13	Longwill A Primary School for Deaf Children		
14	Mayfield School (Primary)		
15	Mayfield School (Secondary) *		

\* School has linked Sixth Form provision

\*\* School has linked Post-19 provision through a partnership

### Schools not featured on map due to being located outside Birmingham boundary

10	Hunters Hill Technology College (SEMH) - Bromsgrove, Worcestershire
20	Skills School (SEMH) - Redditch, Worcestershire
21	Springfield House Community Special School (ASC) - Knowle, Solihull



# RESOURCE BASES - BIRMINGHAM

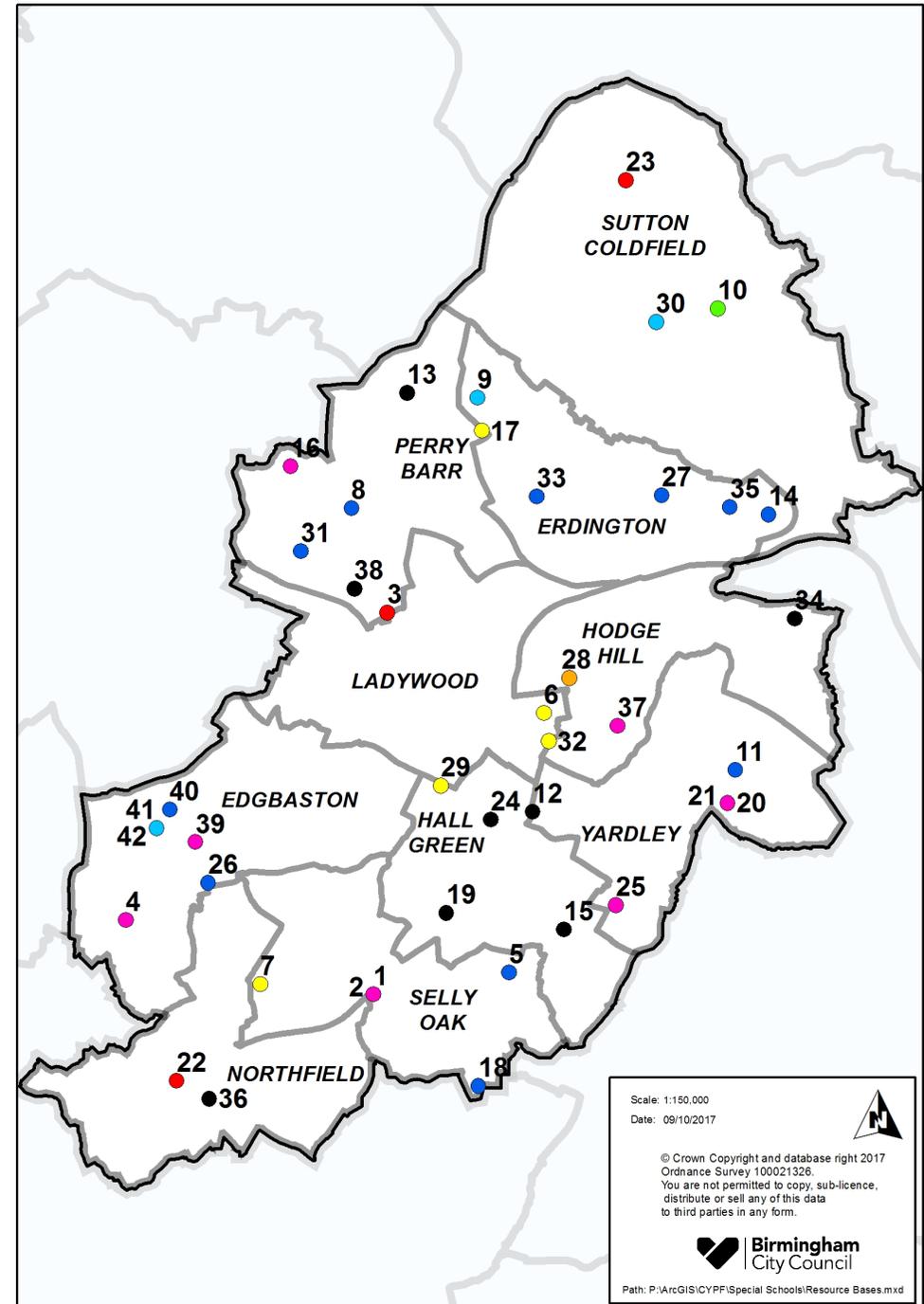
## Key

- ASC - Autistic Spectrum Condition
- BESD - Social, Emotional and Mental Health
- C & L - Cognition and Learning
- FAM - Fully Accessable Mainstream
- HI - Hearing Impairment
- PD - Physical Disability
- SLCN - Speech, Language and Communication
- VI - Visual Impairment

— District Boundaries

- |                           |                      |
|---------------------------|----------------------|
| 1 Allens Croft Nursery    | 24 Nelson Mandela    |
| 2 Allens Croft Primary    | 25 Ninestiles School |
| 3 Anglesey                | 26 Paganel Primary   |
| 4 Bartley Green           | 27 Paget             |
| 5 Billesley               | 28 Parkfield         |
| 6 Bordesley Green*        | 29 Percy Shurmer     |
| 7 Bournville              | 30 Plantsbrook*      |
| 8 Cherry Orchard          | 31 Rookery           |
| 9 Christ The King         | 32 Small Heath*      |
| 10 Fairfax                | 33 Stockland Green   |
| 11 Garretts Green Nursery | 34 Timberley         |
| 12 Golden Hillock         | 35 Topcliffe         |
| 13 Great Barr             | 36 Turves Green      |
| 14 Greenwood Academy*     | 37 Waverley*         |
| 15 Hall Green             | 38 Welford           |
| 16 Hamstead Hall*         | 39 Welsh House       |
| 17 Hawthorn               | 40 Woodhouse         |
| 18 Hollywood              | 41 Worlds End Infant |
| 19 Kings Heath            | 42 Worlds End Junior |
| 20 Lyndon Green Infant    |                      |
| 21 Lyndon Green Junior    |                      |
| 22 Meadows Primary (The)  |                      |
| 23 Mere Green             |                      |

\* School has linked Sixth Form Provision



Scale: 1:150,000  
Date: 09/10/2017

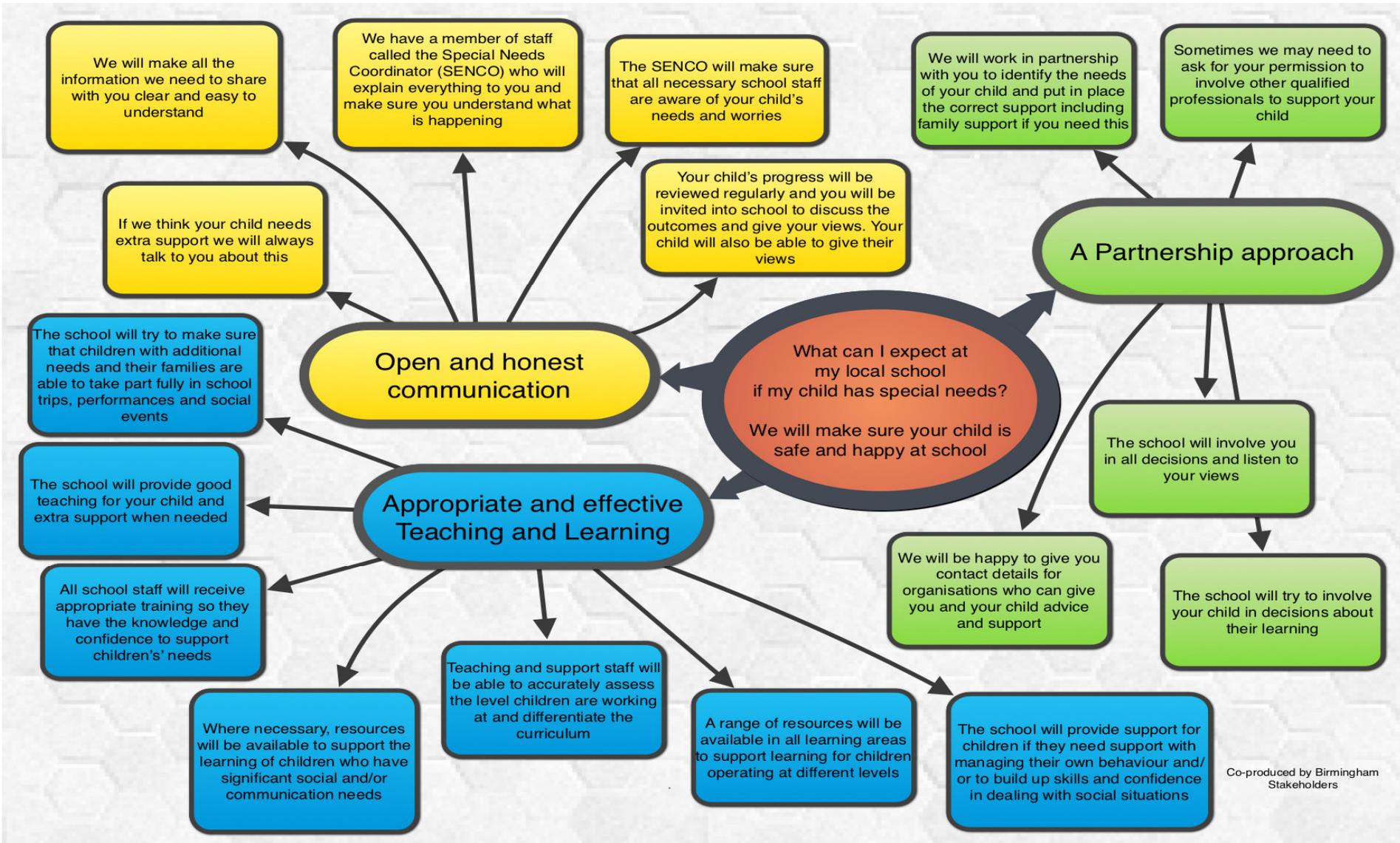
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Birmingham City Council

Path: P:\ArcGIS\CYP\PF\Special Schools\Resource Bases.mxd

## WHAT CAN I EXPECT AT MY LOCAL SCHOOL IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

A set of expectations for schools have been co-produced with Birmingham Stakeholders (including parents and schools) as part of the Local Offer. As part of the implementation of the strategy, we will work in partnership to co-produce what parents can expect from health and social care sectors.



## 2. REASONS TO CHANGE

There are a number of convincing reasons why Birmingham needs to change, which offer opportunities to improve our approach to SEND and Inclusion:

- There is a lack of clarity about the package of SEND support which families should expect in all mainstream schools and settings from 0-25.
- Many families are not satisfied with the level of support for their children and as a result there are too many complaints and appeals to the SEN and Disability Tribunal.
- There are too many exclusions of pupils with special educational needs.
- We have higher than average numbers of Education, Health and Care Plans and there is a perception that this is the only way to guarantee needs are met.
- Most of the high needs funding is spent on specialist provision, which is under huge demand. Many young people are placed in costly independent placements, which is unsustainable.
- There are too many vulnerable children with SEND, without a school place.
- Too few Education Health and Care Plans have a genuine contribution from health and social care agencies.
- Too many young people with SEND are not being enabled to reach their potential and achieve independence as they move into adulthood. Too few adults with learning disabilities find meaningful employment in our city.

Consultation underlined these reasons and gave a strong message from stakeholders about the lack of trust and confidence from families about the ability of education, health and social care to deliver what has been promised.

### 3. THE SEND REVIEW

A review of SEND services has been overseen by the Inclusion Commission which has been led by an independent Chair, Professor Geoff Lindsay from Warwick University. The Inclusion Commission Board comprises representatives from stakeholder groups including education, health, social care, parents, young people and Birmingham City Council members. The work of the Inclusion Commission has been informed by six work streams:

1. Learners with social emotional and mental health needs
2. SEN Assessment
3. High Needs funding
4. Specialist provision
5. SEN Support
6. Preparation for adulthood.

These work streams met during a period of three months from September to December 2016. The work streams were chaired by senior leaders from schools and Birmingham City Council. SEND4change, an independent organisation with expertise in understanding arrangements for children and young people with SEND, was commissioned by the City Council to facilitate a consultation exercise with a wide range of stakeholders. This has informed the work of the Inclusion Commission and made recommendations about key priorities which should be included in a new strategic approach for inclusion in Birmingham.

Throughout the review process, the views of parents were actively sought and every effort was made to ensure that their voice is valued and heard and their views are embedded within the draft strategy. Parents' contributions were made either as members of work streams or as part of a separate event facilitated by the Parent Carer Forum. As plans move forward, it will be ensured that young people have also an opportunity to contribute. It was agreed there is a need for collective responsibility between the Inclusion Commission, Health, Providers, Services and the Local Authority in order to deliver the necessary changes.

From the outcomes of the review, a number of common themes emerged and there was consensus in the working groups about three key priorities which are needed to strengthen and improve the current arrangements for SEND across Birmingham. Building on this work, a joint vision statement has been developed with the Inclusion Commission to help set the overall direction of the strategy. From this a mission and series of objectives were agreed alongside the three key priorities. The Inclusion Commission has given agreement for the draft strategy, vision, mission, objectives, priorities and outline delivery plan to be issued more widely for formal consultation prior to drafting the final strategy.

## 4. THE STRATEGY FOR SEND AND INCLUSION

### 4.1 VISION

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

### 4.2 MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

### 4.3 OBJECTIVES

- We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
- We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
- All Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.
- We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.

#### **4.4 IMPLEMENTING THE STRATEGY**

A detailed implementation plan will be developed to deliver the priorities for action below. All work will be underpinned by the key principles of:

- Effective communication
- Building trust and confidence
- Working in partnership together

#### **PRIORITIES FOR ACTION**

**1. Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**2. Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

**3. Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

## **PRIORITY 1: Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**Assessment Framework** There is a need to develop an assessment and planning framework with all partners and agencies which:

- meets the legal requirements of the Children and Families Act 2014 and the SEND Code of Practice: 0-25 (2015).
- places children, young people and their families at the heart of the process.
- is accessible to settings, schools, colleges and partner agencies, health and social care partners
- describes what is expected of all schools and settings via the Local Offer.
- describes the framework for SEN Support Plans and EHC Plans.
- provides a clear description and understanding of learners who will need an SEN Support Plan and those who might need an EHC plan.
- ensures that the majority of children and young people where appropriate will have their needs met through an SEN Support Plan.
- ensures that the children and young people with the most significant needs have a statutory EHC Plan.
- sets out the processes for applying for and developing these plans within the local offer.
- describes the process for transitioning into adult services.

**SEN Support Plans** The development of SEN Support plans to support learners in mainstream schools and settings will need to ensure that:

- settings, schools and providers have systems in place for identifying the needs of children and young people with SEN.
- parents, carers and young people are fully involved in decision making and developing plans which describe the child's needs and the arrangements that will be put in place to meet those needs. (Children & Families Act Part 3 Section 19).
- practitioners are trained and understand how to write these plans and there is a good level of understanding about what constitutes a good SEN Support plan.
- the local authority has developed resources which provide examples of good practice, guidance and pro-formas for SEN Support Plans for completion by SENCOs with families.
- parents feel confident that settings, schools and colleges understand the needs of their children and young people and understand what they must do to support their learning and development.
- schools and settings clearly describe their approach to SEN Support Plans on their website which is linked to the Local Offer.

- schools and settings have a multi-agency approach and health and care colleagues commit support when developing SEN Support Plans.

**Education Health and Care Plans (EHCPs)** The EHC planning process should be reviewed to ensure that:

- Birmingham has a robust set of factors for determining who would benefit from a statutory EHC assessment and this is well understood by all stakeholders.
- a multi-agency panel, including health and social care, reviews decisions for initiating an EHC assessment.
- the application process and factors to be considered are available on the Local Offer.
- the EHC process is regularly quality assured to assess the quality of final plans, the quality of multi-agency reports and contributions from professionals, the timeliness of the production of the plans and the impact of the outcomes specified in the plan.
- the Special Educational Needs and Disability Assessment & Review (SENAR) service strives to improve the quality of the plans and conforms to a customer charter in their communication and interaction with families. The service will also need to evaluate the experience of those families where a statutory assessment was not deemed to be necessary and ensure that an effective SEN Support Plan is in place.
- parents, carers and young people co-produce the plans which describe the child's or young person's needs and the arrangements that will be put in place to meet those needs.
- Social Care Teams need to ensure that operational social workers and support workers respond to requests for information in a timely manner. Where social workers are not involved, other professionals who know the child or young person should comment on their needs.
- Health service workers are fully involved in the EHC plan process.
- parents feel confident that settings, schools and colleges understand the needs of their children or young people and understand what they must do to support their learning and development.
- where there are disagreements between families and the SENAR service about the EHC process, every effort is made to find agreement through negotiation and mediation without the need to resort to the SEN and Disability Tribunal, without infringing rights to appeal for parents and young people.
- a rigorous annual review process to monitor outcomes and ensure focus on independence and preparation for adulthood, including travel arrangements.
- appropriate professional development is available in relation to legislation, person-centred practice and outcome focused planning.

## **PRIORITY 2: Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

Children, young people and their families will need to be able to access a range of settings so that parents and carers can be confident that the needs of the child or young person can be met and outcomes are being achieved. These placements should be jointly commissioned where appropriate and include:

- Early years settings, including nursery schools, nursery classes and Private Voluntary and Independent (PVI) providers
- Mainstream primary and secondary schools, including maintained, academies, free schools and independent
- Mainstream post-16 provision including colleges and sixth forms
- Locally managed partnership arrangements for pupils with Social Emotional and Mental Health (SEMH) needs
- School resource base provision
- Local special schools (Maintained, Academy or Free Schools)
- Alternative Provision
- Independent or non-maintained schools or colleges.

Most children and young people can have their needs met in their local mainstream setting or school. It will be necessary that:

- there is a shared understanding of a 'good' SEN offer and in schools, Quality First Teaching is the cornerstone.
- effective interventions are in place in line with the graduated approach as set out in the SEND Code of Practice: 0-25 (2015).
- SEND Support Plans are used when appropriate.
- SEN funding is used effectively.
- all legislation regarding equality and disability are adhered to.

Schools, Settings and Colleges must work collaboratively in partnerships to develop local Social Emotional and Mental Health (SEMH) arrangements in order to:

- share good practice, expertise and resources.
- manage devolved financial resources.
- develop a range of local alternative provisions which are commissioned and managed by them.

Some children and young people will need to access high quality alternative provision. Where this is the case:

- there will need to be a quality assured framework of alternative providers.
- Schools and settings will need to monitor the quality of providers and keep in close contact with the children and young people that they have placed and be confident that the young people accessing these provisions are safe and making appropriate progress.

Some children and young people require access to resource bases located on mainstream school sites. Birmingham City Council will need to ensure:

- there are sufficient places at resource bases, particularly for secondary aged pupils particularly for children with autism.
- there is clarity about the process for becoming a resource base.
- there is sufficiency for differing needs and in all localities where appropriate.

Some children or young people will require special school provision. Birmingham City Council will need to ensure that:

- sufficient specialist early years provision is available.
- sufficient special school provision is available for Birmingham pupils.
- there is a plan for emerging needs and development of provision where necessary.
- there is coverage for areas of need across all localities is planned for.
- clear pathways exist both into and out of special schools.
- there is a clear pathway post-18 into adult services

A small number of children or young people will require a placement in an independent non- maintained special school provision. Access to such provision should be for learners who:

- for their safety and/or complexity require a placement out of the city.
- have needs that are so individual or complex that Birmingham cannot make provision for them.

### **PRIORITY 3: Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

The system for distributing financial resources will need to ensure that:

- there is a systematic, fair and transparent and graduated system for distributing financial resources across all types of settings which is well understood by providers and aligned with DfE guidance. This system facilitates the decision making and distribution of funding to all settings including:
  - Early years settings
  - Mainstream schools
  - Post-16 providers
  - Resource Bases
  - Special schools
  - Alternative provision
  - Independent and non-maintained provision
- there is a funding continuum which describes how incrementally financial resources can be allocated to a range of children or young people, from those with least need receiving small amounts of high needs top up funding, to those with the most complex needs or in the most complex circumstances receiving higher levels of funding.
- there is adequate funding for early years settings to ensure children get a good start.
- the Notional SEN Budget totalling £161 million which is available to Birmingham's schools is utilised flexibly in order that they can make arrangements for children in their school.
- there is guidance to schools and SENCOs about the types of interventions or arrangements they may be expected to make using this resource.
- there is a system in place for young people without an EHCP, which allows top up funding to be allocated within mainstream schools. This system should be based on the best aspects of the existing funding model for mainstream schools, CRISP (Criteria for Specialist Provision) and the banded funding model for special schools.
- families or young people with an EHCP should be offered a personal budget so that they have increased choice and control over the arrangements that affect their lives.
- there are arrangements for jointly funding placements where health, social care and education are all involved
- there is a system for funding via adult services for young people post-18.

## 5. CONCLUSION: BIRMINGHAM - A GREAT PLACE TO GROW UP

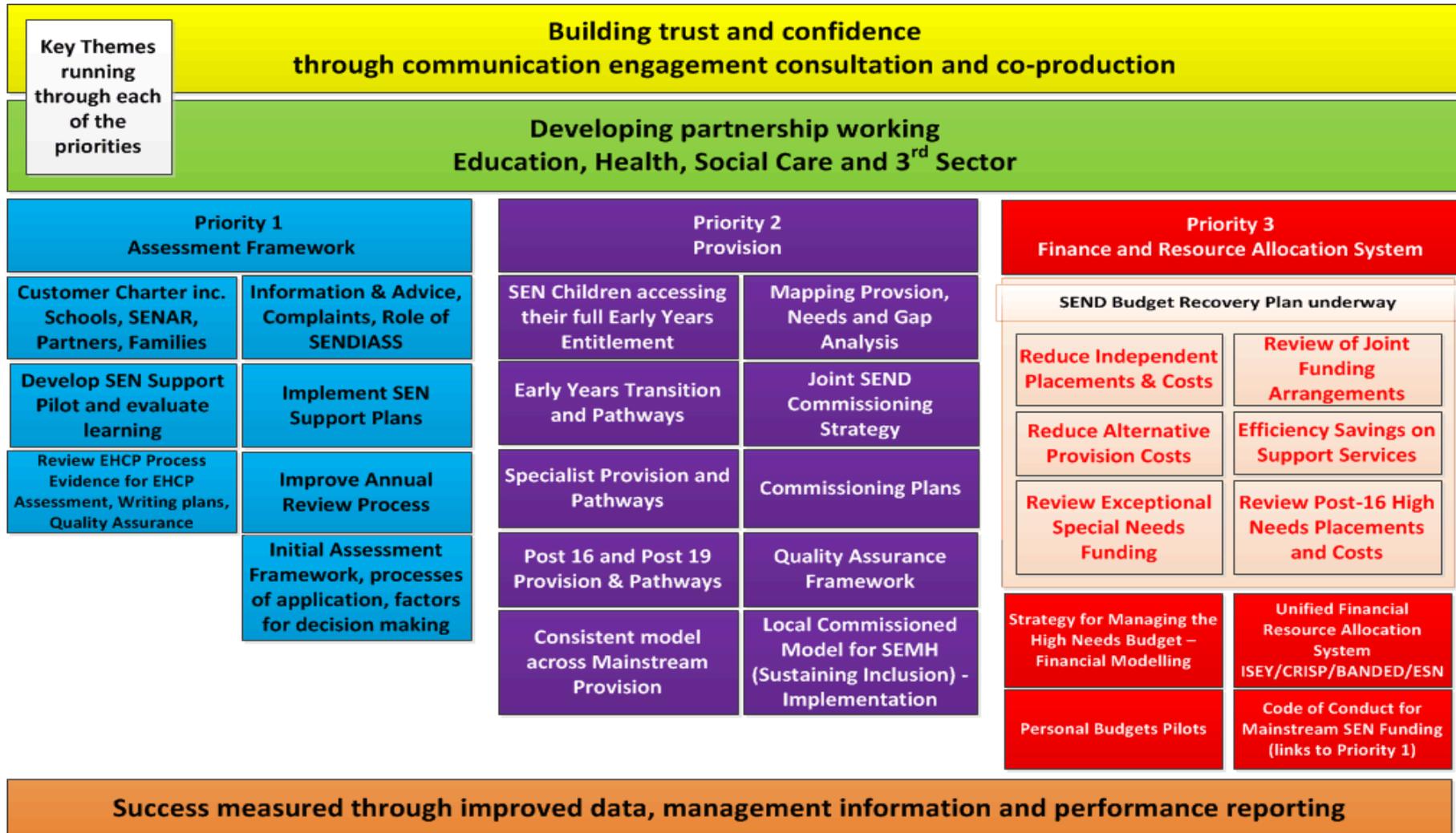
The new approach in Birmingham outlined in this Strategy centres on inclusive practice and the commitment that all children and young people will make a successful journey through our provision into adulthood. It is underpinned by strong principles of raising achievement and working in collaboration with families. This strategy aims to use the available resources effectively and maximise the impact on the lives and adult outcomes of our citizens.

This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to *inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education*.

Following a consultation on the draft strategy, this document has been re-drafted to address the concerns of stakeholders. There is now greater emphasis on good communication, partnership working and building trust and confidence. All professionals charged with delivery of aspects of this strategy are committed to embedding these key principles into all the work they do.

As the youngest city in Europe with over 40% of the population under the age of 25, we need a future for all young people ensuring they have the support and opportunities they need as they grow into the future citizens of our city.

## 6. OUTLINE DELIVERY PLAN – October 2017



## 7. GOVERNANCE & MONITORING

The Inclusion Commission will continue to oversee the implementation of the Strategy and monitor progress. The SEND & Inclusion Programme Board will meet monthly to ensure delivery of the plan. Working groups will focus on the three priorities and the golden thread of communications, engagement, consultation and co-production and partnership working.

## 8. INFORMATION ON DATA SOURCES

### **The Statistical First Release (SFR)**

The SFR issued by the Department for Education each year contains information about pupils with special educational needs. This information is derived from school census returns, general hospital school census and school level annual school census (SLASC) returns made to the department in January each year. The SFR for 2017 can be found on the government website through the following link:

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017>

### **School Census**

The School Census is collected every January and covers statutory school aged children. Further information can be found on the government website through the following link: <https://www.gov.uk/guidance/school-census>

### **SEN2 Survey**

The SEN2 survey takes place every January and covers those individuals for whom the Local Authority maintain an EHCP or Statement, aged 0-25 years old. Further information can be found on the government website through this link: <https://www.gov.uk/guidance/special-educational-needs-survey>

## 9. APPENDICES TO THE STRATEGY

- Link to consultation report [uploaded to Local offer and Be Heard following Cabinet Decision]
- Link to Detailed implementation plan [under development ]



## Birmingham's Strategy for SEND & Inclusion Consultation Findings Report

**Purpose:**

To present the findings of the consultation on the draft Strategy for SEND & Inclusion during June and July 2017.

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## 1. Executive Summary

### 1.1 Introduction

The Inclusion Commission was set up in October 2016 to undertake a review of SEND services in Birmingham and develop a draft strategy and implementation plan.

The joint vision developed is *“Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.”*

Approval to consult on the draft Strategy with key stakeholders, partners and families was granted by the Inclusion Commission on 10<sup>th</sup> May 2017. The consultation ran from 9<sup>th</sup> June to 30<sup>th</sup> July 2017. This summary report gives the key findings and recommendations following the consultation.

### 1.2 Key Findings

247 people responded to the public consultation online via Be Heard. The table below show the proportion of agreement and disagreement for each of the draft proposals (for the online responses only).

	Overall Agree - Total	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Vision</b>	<b>96.7%</b>	78.9%	17.8%	2.4%	0.8%	0
<b>Mission</b>	<b>93.1%</b>	75.3%	17.8%	4.5%	1.6%	0.8%
<b>Objective 1</b>	<b>78.2%</b>	55.5%	22.7%	17.4%	4.0%	0.4%
<b>Objective 2</b>	<b>94.4%</b>	72.5%	21.9%	3.6%	1.6%	0.4%
<b>Objective 3</b>	<b>80.2%</b>	58.3%	21.9%	10.9%	5.3%	3.6%
<b>Objective 4</b>	<b>90.7%</b>	70.9%	19.8%	7.3%	2.0%	0
<b>Priority 1</b>	<b>79.4%</b>	56.3%	23.1%	10.1%	8.1%	2.4%
<b>Priority 2</b>	<b>94.3%</b>	70.4%	23.9%	4.0%	0.8%	0.8%
<b>Priority 3</b>	<b>84.2%</b>	61.1%	23.1%	11.7%	3.2%	0.8%

In addition to the 247 people who responded on Be Heard, 275 more took part in workshops and more people also had the opportunity to ask questions and express views through various meetings and briefings during the consultation period.

From the comments received either online or in face-to-face meetings, the key findings are the following:

- People consulted agreed on the whole with the direction of travel of the vision, mission, objectives and priorities.

- However, there was a lack of confidence that professionals could deliver the strategy within current resources. While in agreement about the need to work together, there was a lack of belief that organisations could genuinely work in partnership, and recognition that all services are overstretched.
- There was a perception that the strategy is focussed on reducing EHCPs and saving money rather than a focussing on the needs of the child.
- The strategy needs to be clearer about the application of the law – including disability discrimination.

### **1.3 Recommendations**

The following key recommendations are being made in line with the consultation on the Draft Strategy.

#### **Building Trust and Confidence**

The re-building of trust and confidence is central to the successful implementation of the strategy. The document needs to be clearer and amended to clarify how this will be achieved. This theme of trust and confidence needs to be a golden thread running through all three priorities and made very explicit in the outline delivery plan and detailed implementation plans.

#### **Partnership working**

We need to be more explicit about how we are going to work in partnership and co-commission services as we implement the Strategy and we need to give it greater emphasis within the document.

## **2. Introduction**

### **2.1 Proposed Approach**

Approval to consult on the draft Strategy with key stakeholders, partners and families was granted by the Inclusion Commission on 10<sup>th</sup> May 2017. The consultation ran from 9<sup>th</sup> June to 30<sup>th</sup> July 2017. The key areas being consulted on in the draft strategy are as follows:

#### **VISION**

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

#### **MISSION**

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

#### **OBJECTIVES**

1. We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
2. We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
3. It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.
4. We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.

#### **OUR PRIORITIES**

1. Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement
2. Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood

3. Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people

## **2.2 Consulting on the Proposed Approach**

The public consultation questions focused on the proposed vision, mission, four objectives and three priorities

The consultation document including the questionnaire can be found at Appendix 1.

## **2.3 Purpose of this report**

The purpose of this report is to feed back the key findings of this consultation to the Inclusion Commission and the SEND Programme Board.

# **3. Methodology**

The general public and interested parties were invited to participate in the consultation. To reach as many people as possible, a range of consultation methods were available.

## **3.1 Consultation Documents**

The draft strategy was provided alongside the outline delivery plan and a set of frequently asked questions.

The consultation summary document and questionnaire were made available in two versions; standard text and easier to read.

The summary document outlined the proposed approach, and highlighted the key areas for consultation, and was designed to support the completion of the questionnaire. The consultation questionnaire can be found in Appendix 1.

The consultation documents were available in a variety of ways including:

- Online at Birmingham Be Heard - all documents were available to the general public via this platform. The web link to this platform was also circulated to a wide range of stakeholders with details of how they could 'have their say'.
- Hard copy print - respondents could request a hard copy print version to complete and return via free-post. Hard copy versions were also shared at events and workshops, through schools and health and social care providers

### **3.2 Stakeholder Consultation Events**

There was a whole variety of professional fora to brief colleagues on the consultation. At some, we were able to actively engage in consultation activity using a workshop format and we also coordinated some specific consultation events for parents and carers, hosted by the Parent Carer Forum.

A list of who we engaged with and in what way (for example Key communication or Workshop) can be seen in the list of Stakeholder Engagement activity on page 29 and 30.

### **3.3 Publicity**

In order to reach as many people as possible, the consultation was advertised through the following channels

- Communications to key stakeholders on Inclusion Commission, SEND Programme Board, SEND Stakeholders group
- Engagement with Young people through Access to Education, Pupil and School Support, Advocacy Matters, Post 16 Transitions Conference
- Posts on the Birmingham City Council Education department 'School Noticeboard'
- Education and social care team meetings, and requests to share wider and support engagement with parents and young people
- Health team meetings, programme boards and the South & City Clinical Commissioning Group Annual General Meeting
- Posts on School and Governor noticeboards,
- Articles in Birmingham City Council Weekly News and Birmingham Bulletin,
- Tweets from Birmingham City Council Corporate Communications and partner agencies
- Facebook adverts from the Parent Carer Forum
- Advertisement on the BVSC website and notifications through their newsletter.

### **3.4 Analysis**

#### **3.4.1 Quantitative Data**

As well as the respondents who completed online on Be Heard, all hard copy/paper versions of the questionnaire completed by individuals were entered into Be Heard.

It was evident from some of the answers directly entered by respondents on Be Heard that their responses may have been on behalf of groups of people, but these were treated as individual responses when it came to the quantitative analysis of the Be Heard feedback.

The Be Heard data was extracted onto an excel spreadsheet and the closed questions were analysed to establish what proportion of respondents agreed or disagreed with the Vision, Mission, Objectives and Priorities.

Group workshop data and feedback was not entered onto Be Heard, but was recorded separately, and the quantity of participants was recorded in accordance with attendance lists.

### **3.4.2 Qualitative Data**

For the Be Heard feedback, open questions with qualitative responses were analysed manually to establish particular themes and enable key findings to emerge.

Feedback from group workshops or meetings was recorded on a spreadsheet separately to the Be Heard responses. Due to the nature of the format for workshops and discussions raised, not all the Objectives and Priorities were necessarily covered but these have been added to the appropriate part of the Key Findings section 4.

## 4. Key Findings

The Key Findings from the consultation in each section are presented as a table of quantitative data about the closed questions from Be Heard, and then key themes from the qualitative feedback from the open questions about why respondents agreed or disagreed and any particular impact raised.

In addition to the 247 people who responded on Be Heard, 275 more took part in workshops and more people also had the opportunity to ask questions and express views through various meetings and briefings during the consultation period.

### 4.1 VISION

**Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.**

#### Question 1 - Do you support our proposed vision for Birmingham?

Option	Count	%	
Strongly Agree	195	78.9%	96.7%
Agree	44	17.8%	
Neutral	6	2.4%	2.4%
Disagree	2	0.8%	0.8%
Strongly Disagree	0	0.0%	
Not Answered	0	0.0%	
Total	247	100.0%	
Approximately 275+ more people shared their views through group meetings and workshops			

96.3% of responses on Be Heard either agreed or strongly agreed with this vision. This was reflected in the group sessions too, with comments overwhelmingly positive. The very small number of people disagreeing (0.8%) were concerned about the availability of funding or disagreed in principle with the idea of inclusion.

#### The rights of every child

Many respondents thought this should be the vision for all children and emphasised the importance of inclusion and the rights of all children with SEND.

- *'This is what we should aspire to for all of our children and there is no reason why our aspirations for our disabled children should be any different.'* (parent)

#### Realising the Vision

There were many comments from those agreeing and several who were neutral about the vision who questioned how realistic the vision was and some commented about their lack of confidence in the vision being delivered. There were also comments indicating lack of confidence due to historical failures of implementation

- *"Not always had the confidence in your service in the past."* (parent)

## **Funding**

A school disagreed with the vision due to funding, stating that backlogs and delays have caused difficulties with cashflow and without this they cannot achieve their wish to be a Resource Base.

- *“Not everything can be inclusive if cost is prohibitive so it is aspirational” (Teacher)*

## **Partnership Working**

There was strong endorsement for the vision among health and social care partners and the need to present a strategy which is not just about education.

- *‘We fully endorse this vision as we see it as appropriately holistic. We are very pleased to see “healthy” specifically mentioned as this ensures that this strategy is not just education focussed.’*

## **Outcomes and measuring success**

There were several comments throughout the consultation about the achievability of the strategy and how to measure outcomes including how ‘happy’ young people are. There were several comments about the need for a clear set of outcomes for all partners to be working to.

## **Active / Passive voice**

SENDIASS suggested the vision could be better expressed in the ‘active’ voice rather than the ‘passive’. The statements that ‘children will’ resonates but there could be the implication that this is an ambition rather than a commitment and that is it somehow something that the children can control.

They also recommended the vision be reworded to put the imperative upon the services and settings of the city to meet the needs of the learners. It should be about more than ‘the opportunity’ being provided but the expectation that:

- *“Schools, colleges and other agencies will work separately and collectively to fulfil their professional obligations to all learners to ensure that every child and young person aged 0-25 with a special educational need and/or disability enabling them to participate in and contribute to all aspects of life. Each child and young person should have an equal opportunity and each professional should commit to parity of provision and not fall short in their endeavours. The city council will enact all meant at its disposal without fear or favour to protect and promote the rights of the learner.” (SENDIASS Board)*

## **Role of Families and Communities in the vision**

The Early Years Forum raised the lack of reference in the vision about how families and communities might contribute towards it, and that there may need to be further detail on this in the plan.

## **Criteria of SEND and Early Interventions**

There were several comments from parents and professionals in Early Years and Early Help Partnership about the need for clarity about identifying children with SEND so the vision and processes do not lean towards those who shout the loudest. There needs to be consideration about how families of children and young people who have not yet had their special educational needs assessed seek support.

## 4.2 MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

### Question 2 - Do you support our proposed mission for Birmingham?

Option	Count	%	
Strongly Agree	186	75.3%	93.1%
Agree	44	17.8%	
Neutral	11	4.5%	4.5%
Disagree	4	1.6%	2.4%
Strongly Disagree	2	0.8%	
Not Answered	0	0.0%	
Total	247	100.0%	

275+ more people shared their views through group meetings and workshops

93.1% of responses on Be Heard either agreed or strongly agreed with the mission. The responses through the workshops were also generally positive although there was the question of how possible the mission is, particularly given that partnership working has not been done well up to now in Birmingham.

#### Lack of trust and confidence – Partnership working

Partnership working was the main issue raised in the comments with some respondents saying that Birmingham City Council struggles to work across its own departments let alone with external partners. Others questioned whether there was enough money and resources available to deliver this mission.

- *‘Whilst I strongly agree, this can only work if the partnership working is managed properly and there is consistency in the support to the child.’ (parent/carer)*

2.4% of respondents on Be Heard disagreed or strongly disagreed with the mission. Again, commenters stated that they agreed in principle but were not sure that it could be delivered.

- *‘I am very sceptical about the vision/ mission translating to actual reality. I think it sounds good on paper but can see his cuts to funding have negatively impacted my son and I don't know how this will work.’ (parent/carer)*

This was largely reflected in the group sessions too with a general feeling of lack of confidence that the system could ever work this way.

#### Vocabulary - Efficient & Inclusive

Use of the word “Efficient” was commented on and there was a debate as part of the Parent Carer events, Early Years Forum and Early Help Partnership Board about its perceived relationship to making savings and whether this was leading the sentiments behind the mission. Other parents saw being “Efficient” as keeping promises and delivering good services on time and were very positive about the use of this word.

SENCOs liked the word “Efficient” and raised comments about the EHCP process taking too long and having to submit second stage educational advice which holds decisions back. There were some

comments that SENAR were not always available to attend meetings, and the lack of cover when they are on holiday causes issues in busy periods like June.

The word “Inclusion” was discussed at the Parent events, including the need for the strategy to include a definition, and debate was raised that it should not follow the word “Efficient” but should be the first word in the Mission.

### **Partnership working**

There were many comments from different practitioners about the difficulties of partnership working, although there was belief/agreement that this was needed at all levels of service provision.

- *‘I believe this is what should happen (everybody working together) to reach the best outcome’ (Health)*
- *“As a statement this seems fine, but how will this be achieved within the context of the ‘lack of trust’ and what is the reason for this? (Early Help Partnership Board Meeting)*
- *‘As a general statement this is great but sadly in real life too many of our young people are not supported and sent from agency to agency without an effective overall outcome for them.’ (Post 16 and 19 Provider)*
- *‘As presented, the ‘Strategy for Inclusion’ reads as an Education Service proposal or plan. The role of Health, Social Care and Voluntary Sector service ‘partners’ is missing or underdeveloped. This is illustrated on p.11 of the Strategy, where the ‘What can I expect’ diagram does not take account of services partnerships (or service support across different phases across 0-25 years). (Individual respondent)*

### **Application of the Law**

SENDIASS Board requested the mission statement should be extended to include a reference to legislation

- *“The obligation to apply the law in respect of SEND is central to our mission”.*

### 4.3 OBJECTIVE 1

**We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.**

*This means education, health and social care working together and pooling their money to ensure best value and outcomes for children, young people and families*

#### Question 3 - Do you agree or disagree with Objective 1?

Option	Count	%	
Strongly Agree	137	55.5%	78.2%
Agree	56	22.7%	
Neutral	43	17.4%	17.4%
Disagree	10	4.0%	4.4%
Strongly Disagree	1	0.4%	
Not Answered	0	0.0%	
<b>Total</b>	<b>247</b>	<b>100.0%</b>	
275+ more people shared their views through group meetings and workshops			

This was the objective with the lowest agreement rating on Be Heard, due to an increased number of neutral responses at 17.4% and also those disagreeing 4%. Many of the neutral or negative comments were from families and professionals not believing it possible for partners to work together or pool budgets based on current experience, but the comments often indicated agreement with the sentiments of working together.

#### Partnership Working

Representatives from the Early Help Partnership Board raised the need for a Joint Strategy, with a shared Outcomes Framework which is then commissioned against. There were discussions about the need for the joint commissioning process to be developed so it is fair and also addresses a culture change as well.

There were challenges raised in breaking barriers over what is seen as a Health issue, Education issue or Children’s social care. There were also challenges regarding how the infrastructure would look and how to coordinate / oversee and make sure families are not caught in the middle of disagreements between agencies.

- *‘Joint commissioning to build capacity for schools (mainstream and special) to support CYPs speech, language and communication needs is essential in order to end the batting back and forth of responsibility between health and education.’ (Health)*
- *‘Joint commissioning sounds sensible, as long as there is an overviewer who can see the bigger picture and stop petty quarrels between agencies.’ (Parent)*
- *‘What does/will the infrastructure consist of so all agencies work together?’ (SENCO Networks)*

There were comments raised around the necessary governance, and complexity of working with health and other services – many different bodies

- *‘What measures will be put in place, who monitors and what is the governing body? Governance is key’ (Early Help Partnership Board)*

- *'Many services are 'bought back' / other services eg. Communication and Autism Team are the lender – schools can't buy in all services due to limited budget therefore it is not always possible to involve all the necessary agencies.'* (SENCO Networks)

### **Early Help & Interventions**

- *There is a need to secure better health funding for some children with complex needs and also with autism/ mental ill health. We need commissioning to be applying 'Right Service Right Time' framework for SEN and the principle of most inclusive/normalised support that can effectively meet need.* (BCC staff – non schools)

### **Departments are over stretched – Capacity of SENAR and Health services**

Several comments raised the capacity of SENAR and Health Services to deliver on partnership working, and the need to make sure any new systems make things easier and simplify processes rather than adding layers of additional paperwork.

### **Pooling budgets**

Many families did not understand what this meant, and practitioners in Health and Children's Social Care felt there were many barriers and risks to it being achieved and there was suggestion that alignment of budgets may be more appropriate/achievable.

- *'Children's social care resources will be in the Children's Trust. Children's social care needs to ensure it is carrying out effectively its legislative responsibilities to disabled children and their families. These are primarily about care packages at home and are not education related. This does not require pooled budgets.'* (BCC – non schools staff)

Several neutral or negative responders, both practitioners and families, indicated thought this proposal may be being suggested to disguise budgets being cut, or the act of pooling budgets will lead to a cut in available funding.

### **Vocabulary - Jargon**

There were comments about the use of jargon eg 'Commissioning' and 'Pooled budgets' and an indication of lack of understanding of what these words mean in other comments. There was a suggestion raised as part of the Early Years Forum for a more simple description eg:

- *"Agencies will work together to meet the needs of your child" (Early Years Forum)*

#### 4.4 OBJECTIVE 2

**We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.**

*This means we will talk to you and involve you in planning and decision making.*

#### Question 4 - Do you agree or disagree with Objective 2?

Option	Count	%	
Strongly Agree	179	72.5%	94.4%
Agree	54	21.9%	
Neutral	9	3.6%	3.6%
Disagree	4	1.6%	2%
Strongly Disagree	1	0.4%	
Not Answered	0	0.0%	
Total	247	100.0%	
275+ more people shared their views through group meetings and workshops			

While there was strong agreement with the general direction of the objective with 94% of respondents on Be Heard who agreed or strongly agreed, there was considerable debate about how 'local' might be determined, and there were several examples given where parents did not feel they or their children and families were at the heart of the process when it came to decision making.

- *'Keeping parents involved before problems arise rather than after a problem occurs will create a better environment and mean that the parent trusts the school. A lack of trust is at the heart of most EHCP applications.'* (Parent)
- *'We are the experts on our children and as such should be equal partners in the decision making process.'* (Parent)
- *'I feel this is my right'* (Young person)

#### What is local?

Much debate about what is meant by 'Local', for example some parents are sending children to school in a neighbouring authority such as Solihull, depending on where they live this could be local to where they live in Birmingham.

There was consensus in the parent groups for placements to be agreed on the basis of the needs and rights of the child to come first over any cost savings through reduced travel.

#### Travelling too far

There many responses from parents who felt children had to travel too far to get to school, and this impacted family life. Professionals also recognised that some children were travelling too far and this impacted outcomes in school.

### **Capacity of all services to meet the needs of young people**

There were several comments about the effectiveness and capacity of SENAR, and indications there is a lack of understanding about how other services support the different processes involved – including Educational Psychology Service, Pupil and School Support Service and Access 2 Education. There were criticisms of the current systems that can be complex.

There was a suggestion for a better system with Principle Officers which supported face-to-face partnership working and improved understanding of caseloads and individual young people.

There were also questions raised from partners that there was insufficient capacity for example:

- *'The problem is that health services do not have the capacity to meet parents and attend EHC Planning meetings, which means that families do not have all the professionals around to discuss their child's needs. I welcome this aspiration but capacity is a massive challenge.'* (Health)

### **Decision making**

Several comments from Special Head Teachers and Early Years PVI raised concerns about not being listened to as a professional, or feeling involved in decision making – recognising the knowledge of the child from the practitioners who work most closely with them.

#### 4.5 OBJECTIVE 3

**It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.**

*This means you can expect your mainstream local school or setting to make every reasonable adjustment to meet the needs of your children or young people.*

#### Question 5 - Do you agree or disagree with Objective 3?

Option	Count	%	
Strongly Agree	144	58.3%	80.2%
Agree	54	21.9%	
Neutral	27	10.9%	10.9%
Disagree	13	5.3%	8.9%
Strongly Disagree	9	3.6%	
Not Answered	0	0.0%	
Total	247	100.0%	
275+ more people shared their views through group meetings and workshops			

There was a lower agreement rate to this objective compared to others at 80.2%. Within those agreeing and strongly agreeing, most raised concerns about the capacity of mainstream schools and settings to be inclusive, although there was general agreement that all schools and settings should be inclusive and welcoming.

- *'It will help me in that both students and staff will have a greater understanding of my needs and will be able to be more sensitive towards them thereby making me feel more included and improving my quality of education.'* (Young person)

#### Funding and Training

Funding and training were the two biggest issues raised, with respondents stating that schools and settings did not have sufficient funding to meet the needs of more children and young people with SEND. It was also raised that staff in mainstream schools and settings did not have the right training, particularly for ASC – or enough funding to make them accessible for young people with physical disabilities.

- *'I agree in principle, but teachers desperately need time, training and support to do this.'* (parent)
- *'I want my son to be included and welcomed. I don't want a local mainstream school to take him because they feel they have to. If a school is going to take my son, I want to be confident that they can meet his needs and that they have appropriate training and funding for this.'* (parent)
- *I think ABA (Autism Behavioural Awareness Training) should be offered in schools as I have seen a big difference since I've started it with my child (privately). If the right academic support is given our children can reach the goal of going to a mainstream.* (parent)
- *We would expect more work and stronger partnerships with mainstream schools to provide information and help with transition. We would like to see less exclusions and more outreach work to support schools. More training on behaviour and SEMH needs for Teachers and TAs. More capacity within COBS for network places and social skills programmes / improving behaviour courses as interventions to support children & young people"* (Teacher)
- *'In order to support some children in mainstream schools, we feel that health will need to have a role in training/capacity building and upskilling staff to meet needs. We also feel that it is important to discuss how schools will avoid concentrating resources, focus and effort on SEND children, resulting in potentially poorer outcomes for others.'* (Health)

There was a suggestion that four area bases could be developed for training and development of SEND staff.

### **Ofsted ratings and monitoring**

Several also felt that mainstream schools and settings are under pressure for results and that being inclusive is not recognised in the same way as academic success. This was also raised by parent groups who felt there was too much focus on Ofsted ratings and there is no incentive to be inclusive.

- *'Success of schools should be measured by how well their pupils succeed taking into account their challenges, but also looking at how well adjusted the children are and how happy.'* (parent)

### **Accountability**

There were concerns about accountability and how to ensure mainstream schools and settings are going to be inclusive and what happens if they are not. There were suggestions to develop a system to measure effectiveness, in the form of a 'charter mark' and review all school policies and the reality in practice and then negotiate with the Department for Education about clawing back funding if necessary.

### **Mainstream vs Specialist Provision**

There were comments from respondents agreeing and disagreeing that not all children with SEND are suitable for mainstream schools and it should be recognised that special school provision will always be the right setting for some young people.

### **Disability Rights and Reasonable Adjustments**

Parent Groups thought there needs to be clarity about what 'reasonable adjustments' meant. SENCOs felt there were already many examples of schools going above and beyond reasonable adjustments, particularly in primary schools, but that improvements were needed in secondary schools and good practice needed to be shared. Pupil Support Services echoed this inconsistency across the city.

SENDIASS raised the lack of reference in the strategy to Disability Discrimination legislation, and echoed voices in the Parent Carer workshops that a legally enforceable requirement should not be an 'Aim'. SENCOs felt there wasn't always the right level of priority given to SEND issues within school leadership.

### **Post 16 - Accessibility for young people with Physical Disabilities**

There were comments raised that the Physical Disabilities service is not involved with commissioning services for Post 16 which is a crucial stage in a young person's transition and pathway to adulthood.

### **Vocabulary**

From partners at the Early Help Partnership Board there were comments that "All Mainstream Provision" may not be a phrase easily understood/visualised by those outside Education

#### 4.6 OBJECTIVE 4

**We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.**

*This means we will regularly review the type of provision that can best meet the needs of a child or young person and work with you to agree the best placement throughout the child or young person’s education.*

#### Question 6 - Do you agree or disagree with Objective 4?

Option	Count	%	
Strongly Agree	175	70.9%	90.7%
Agree	49	19.8%	
Neutral	18	7.3%	7.3%
Disagree	5	2.0%	2.0%
Strongly Disagree	0	0.0%	
Not Answered	0	0.0%	
Total	247	100.0%	
275+ more people shared their views through group meetings and workshops			

The overwhelming majority of respondents agreed with this objective with only five respondents on Be Heard disagreeing.

- *‘I agree with any policy objective that allows my child access to the most appropriate provision to help him succeed in life’ (parent)*
- *‘Regular reviews are vital to ensure the provision for a child is still suitable as things change all the time with children with SEND.’ (parent)*
- *‘I support the objective, but personal experience calls into question your ability to deliver.’ (parent)*

#### Vocabulary

There were some negative comments on Jargon – from both parents and professionals particularly about ‘flexible pathways’ and this requires more explanation.

#### Annual Reviews

Most respondents commented on the importance of regular reviews but questioned how frequently – ie too frequently and this could be disruptive, and the need also to have the right people present. There were several examples raised where Health and/or SENAR were not present for reviews.

Several mentioned that increased involvement from Health would improve the quality of these reviews, and at the Birmingham Early Help Partnership Board there was discussion about the importance of raising the quality of reviews and monitoring consistency.

Some respondents raised concerns about the potential disruption to children and young people in settled placements if they were to be moved to a different one, the need for well-planned transitions. They felt families should be completely involved in all these decisions, Pupil and school support felt a successful flexible pathway would be dependent on the ability of mainstream schools and settings to be inclusive (ie Objective 3), and the reviews need to be more rigorous.

## Transitions

There were some concerns raised from parents that the Transition process and moving from Early Years to Primary, Secondary and then Post 16/19 needed to be managed the best way for the child

- *'So long that if a change of placement is agreed the move is done in a manner that gives the child time to adjust to the transition, yet doesn't keep everyone hanging around too long without provision.'*

Educational Psychology services felt that to improve transition there should be better links with post 16 services and further education services.

## Post-19 Transition and Adult Services

Special Head Teachers raised that the Post 19 Transition had been very poor this year, with specific issues raised about sharing data between children's and adults' social care services. There were also comments in the consultation about plans being started too late prior to turning 18.

## Outcomes

Several respondents stated that they felt the outcomes mentioned in the Objectives were too focussed on education and they felt more vocational outcomes to assist with the transition to adulthood would be better.

- *We would like to see health outcomes explicitly included here. There needs to be more robust arrangements for health input into annual reviews if this is going to work. This would need to be lean and deliverable.' (Health)*

There were also concerns raised about the flexible pathway that could be used as a way to save money with many respondents emphasising that the needs of the child and young person should be paramount – this was particularly echoed at the parent workshops.

## PRIORITY 1

**Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

*This means you can expect teachers and professionals to plan and effectively meet your child's special educational needs, including accessing extra funding, without always needing an Education Health and Care Plan.*

### Question 7 - Do you agree or disagree with Priority 1?

Option	Count	%	
Strongly Agree	139	56.3%	79.3%
Agree	57	23.1%	
Neutral	25	10.1%	10.1%
Disagree	20	8.1%	10.5%
Strongly Disagree	6	2.4%	
Not Answered	0	0.0%	
Total	247	100.0%	
275+ more people shared their views through group meetings and workshops			

79% of respondents agreed or strongly agreed with this Priority, and the balance of neutrality and disagreement was slightly higher than the other 2 priorities.

### Perception this priority is about denying access to EHCPs

From the feedback it was apparent this is partially due to understanding that this priority is about denying access to EHCPs or that EHCPs are the only way to get the support a child needs.

- *'I am extremely concerned this policy will be used to reduce the number of EHC Plans. I can already see and hear a desire to reduce them and this is unacceptable. If a child needs support they must have it.'* (parent)
- *'I think the EHCP is needed to protect the child and ensure there is a framework of provision which is monitored and outcome based.'* (parent)
- *'It has helped my children to have an EHCP to get the provision and or support they need, I don't believe this would happen without the plan.'* (parent)
- *'Not going through the stress of applying for an EHCP will always be a benefit however schools need to realize that without one parents feel they have little or no power to get schools to instil any of the SEN support.'* (parent)
- *'If inclusion is problematic, then restricting access to EHCPs is not a logical solution to this issue.'* (SENDIASS)

### SEN Support plans

In the Parent Workshops, there was initial concern this priority was about denying EHCPs but on further discussion there was positive feedback when discussing with parents SEN Support plans and the graduated approach, and acceptance that this priority was not about getting rid of EHCPs or denying them to children who need them.

There was also general agreement from practitioners that there needed to be a better system for monitoring SEN Support where young people had been assessed but were not eligible for an EHCP.

## **Capacity of SENAR**

There were several comments from schools and parents about SENAR not fulfilling part of the bargain around Annual Reviews and suggestions it can take up to 11 months for IT systems to be updated.

There appears to be a perception that SENAR is the only department who can support children and families and there was a lack of understanding about how other teams and practitioners support this process.

## **Vocabulary**

The wording of the priority may be too education focused.

- *'We do not like the word achievement here, as we feel that this is too education focussed and would like the focus to remain on contribution and participation in all aspects of life rather than academic achievement alone. We also feel that there needs to be a specific mention of health here in terms of individual need i.e. educational, social and health need.'* (Health)

#### 4.8 PRIORITY 2

**Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

*This means we will ensure there are enough good placements available in Birmingham for children and young people of all ages 0-25 to meet all levels of need.*

#### Question 8 - Do you agree or disagree with Priority 2?

Option	Count	%	
Strongly Agree	174	70.4%	94.3
Agree	59	23.9%	
Neutral	10	4.0%	4.0
Disagree	2	0.8%	1.6%
Strongly Disagree	2	0.8%	
Not Answered	0	0.0%	
<b>Total</b>	<b>247</b>	<b>100.0%</b>	
275+ more people shared their views through group meetings and workshops			

There was strong agreement with the direction of this priority and comments indicated awareness of insufficient provision currently, in particular areas like special schools or resource bases, and post 16 or post 19. The effect of budget cuts mean it is difficult for professionals to sign post families to services when they don't always exist in the area.

- *'As the second largest city and largest LA, Birmingham should be able to provide the breadth of provision required at a standard required - and so not need to send children out of area.'* (Health professional)
- *'I agree, but doubt it will be adequately funded.' 'How will you achieve this with a reduction in finance?'* (parent)

#### Impact of budgets cuts on services

There were comments on the impact of budget cuts including the Adult Education Service which used to provide Basic English and Maths classes to support young people up to 24 years old. Lack of suitable respite care and short breaks has impacted parents and family life.

#### Child minding

The parent events requested any review of provision needs to include child minding. This can be costly and also lack of expertise and availability impacts parents capacity to work and family life.

#### Areas referenced that need more provision

- SEMH – lack of provision in the North and consideration of residential options.
- Autism – residential facility within Birmingham Special Schools
- Support for parents if they are educating at home – eg training
- Special and resource provision

#### 4.9 PRIORITY 3

**Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

*This means we will develop a system to give funding to schools and settings, based on individual needs of children and young people, and make sure we can clearly see the difference the money has made.*

#### Question 9 - Do you agree or disagree with Priority 3?

Option	Count	%	
Strongly Agree	151	61.1%	84.2%
Agree	57	23.1%	
Neutral	29	11.7%	11.7%
Disagree	8	3.2%	4.0%
Strongly Disagree	2	0.8%	
Not Answered	0	0.0%	
Total	247	100.0%	
275+ more people shared their views through group meetings and workshops			

84% of respondents either Strongly Agreed or Agreed with this priority, and welcomed a need to review the current funding arrangements.

There was also evidence of some misunderstanding in those who disagreed with this priority that the intention through the distribution of funding was the leading to an expectation that all schools and settings should be able to meet the needs of all children with SEND.

While largely in agreement and welcoming a system which distributes resources based on the needs of the child, there was lack of understanding about ‘how’ it would be achieved and discussion on the need for careful implementation and some of the following themes emerged in the comments.

#### **Accountability/Transparency**

There is a need to be transparent regarding how the money is allocated and spent, schools and settings should be held accountable for how the funding is used (including SEN Notional funding although this isn’t statutory).

Feedback from the parent groups indicated strong support for improving transparency around how schools spend their SEN Notional Funding and there could be support levered through governors.

SENDIASS raised points that the Strategy contains very limited information about available finance despite one of the priorities being about finance.

#### **Bureaucracy**

There was agreement for the resource allocation system as long as it doesn’t impact negatively on workloads or cause increase bureaucracy and has clear processes and criteria.

#### **Funding criteria**

Funding systems need to be transparent, and based on pupil needs and outcomes. There was a common agreement with CRISP being out dated and not fit for all needs, including ASC/ADHD and mental health.

Some comments from schools raised the lack of fairness because CRISP as a system needs to be purchased. Physical disabilities support service requested being involved in helping to set funding levels for larger packages.

### **Alternative systems**

The response from SENDIASS accepted the spirit of the third priority but also asked for alternative systems to be considered, and benchmark against other authorities. There could be a potential to reorganise funding towards settings with them required to 'pay for' additional support when they ask for help as opposed to 'access additional funds' (example given Bridgend Council in Wales)

### **Budget Cuts**

A common theme through those who disagreed or where neutral the expectation this activity will result in cuts to funding and services. A teacher raised concern that there was insufficient understanding about the impact of changes to funding systems where schools were already using their own funding to support SEN.

#### 4.10 Question 10 – Additional Comments from Be Heard respondents

Responses in this section included many general comments agreeing with the principles laid out previously in the strategy, the need for change and desire to succeed. There were also several comments which indicated a lack of confidence or trust in the council and partners to deliver.

Additional ideas and suggestions not already captured in previous feedback are detailed below:

- ICT – There was a comment about the need to consider use in schools, particularly for young people with physical disabilities, and it is not clear who funds this. Another comment indicated the electronic filing and file sharing used by services has had a negative impact on processes.
- Degenerative conditions – for these young people there is a need to implement the EHCP in advance of when they need it to avoid un-necessary delays.
- Process for Out of Borough Schools – There was a positive comment about the new system of having a named Principle Officer in SENAR and a single point of contact.
- Support for Parents – There was a suggestion to use funding to enable parents through training so they can support children in the home. There was praise for the Parent Carer workshops which are currently taking place. Also a suggestion for more city-wide networking opportunities for parents similar to those previously organised by SENDIASS.
- Transition to adult services – difficulties identified here when plans are completed too late.
- Links to Early Years and Health & Wellbeing programmes need exploring.
- Provision – Work experience and work placements, and also travel training.
- Understanding the Pathway – Suggestion that a check list for parents would be useful to help navigate their way.
- How to support families where English is not the first language – There were difficulties raised around accessing services.
- National Policies or activities beyond the control of this Strategy – including: The difficulties of schools converting to academies; linking SEND Funding to deprivation levels; also asking for reversal of local policy about the Family Information Service / CASS.
- Transition post-25 – more information about how this links to adult services.
- Complex vulnerable children – consider young carers, looked after children, children in need.
- Mental Health – suggestion for all schools to provide mental health and pastoral care provision.
- Partnership working – process to include Health and Social Care working locally in clusters to prevent double hand-offs.

#### **4.11 Other Comments on Accuracy of the Strategy**

##### **Data**

There were comments from a variety of sources including SENDIASS and the Scrutiny Committee about the validity of data provided in the draft strategy.

The multiple sources of SEN data and complex ways it is recorded means there is great difficulty in presenting a clear picture and because the different sources of information may include different cohorts, it is difficult to present clear comparisons.

An additional issue has been highlighted with the data in that the information submitted for SEN2 was incorrect and did not include the young people going through transition from Statements to EHCPs. This has been raised by SENAR with Department for Education to establish an impact.

##### **Special School Provision**

There were comments raised with regards to the accuracy of the map on page 9 regarding Special School provision, which are being addressed.

#### 4.12 Who responded

Be Heard online responses – Total 247

What is your interest in the consultation?

##### A - Are you...

A Child, young person or adult up to 25 years, with a special educational need and/or disability	16
--	----

##### B - Children filling in consultation form

Age range	Count
Age 0-4	0
Age 5-10	4
Age 11-15	4
Age 16-18	6
Age 19-25	1
Sub Total	15
Not Applicable	233
Total	248

##### C - Parent Carer filling consultation form: age range of children in family

Age Range	Count
Age 0-4	11
Age 5-10	40
Age 11-15	37
Age 16-18	17
Age 19-25	18
Sub Total	123
Not Applicable	161
Total	284

##### Consultation responses

Age bands ticked	Count
1	62
2 or more	25
Total	87

**D – What Types of special educational needs or disabilities apply to your family?**

SEND Condition	SEND boxes ticked
Specific Learning Difficulty	21
Cognition & Learning Difficulty	28
Profound & Multiple Learning Difficulty	8
Social, Emotional & Mental Health	30
Speech Language & Communication Needs	27
Hearing Impairment	12
Visual Impairment	8
Multi-Sensory Impairment	6
Physical Disability	14
Autistic Spectrum Condition	58
Other	21
Total SEND conditions	233
Total Forms	91

**E - Are You?**

Categories	Count
Birmingham City Council employee (Non Schools)	26
BCC employee (Non Schools) Teacher or School Staff	10
Councillor or MP	1
Health Provider	5
Teacher or schools staff	79
School governor	29
Early Years Provider	7
Post 16 Education Provider	2
Post 19 Education Provider	2
Post 16 & 19 Education Provider	2
Private or voluntary provider	12
Member of the Public	7
Other	9
Not Answered	58
Total	247

Other
Special needs consultant
College Lecturer
FE College Staff
Physical Difficulties Support Service
Southern-Monkton

Kwok
NHS Speech and Language Therapist
Academic with an interest in special educational needs and disability (SEND) policy
Response on behalf of Birmingham Careers Service (Part of BCC)

### Stakeholder Engagement (in chronological order)

Engagement activity	Type	Date	Numbers
Young People – engagement via CAT Team, Advocacy Matters, Parent evenings, Post 16 YP conference,	Face to face	Various through June/July	16
BCC Education Comms – School Noticeboard and Social media	Various	Through June/July	n/a
SEND Stakeholders Group (mixed Stakeholder group)	Meeting	07/06/2017	8
Post 16 Opportunities Partnership (workshop)	Meeting / Comms	12/06/2017	10 – plus circulated to all forum
Community Paediatric consultant meeting	Meeting / Comms	12/06/2017	10 approx
Head Teachers Briefings	Meeting / Comms	13/06/2017 & 15/06/2017	200+ attended, circulated to all HT (450+)
Early Years Forum	Workshop	13/06/2017 & 18/07/2017	15 + 17
Special Heads Conference	Meeting / Comms	14/06/2017	30
SENCO Networks – 6 workshops in June & July	Workshop	13, 14, 15, 20, 21, 22 June	180 (30 x 6)
Birmingham Children’s Hospital - Internal SEND group	Meeting / Comms	15/06/2017	10
SENDIASS	Meeting / Comms	19/06/2017	8
Post 16 Forum - 21 June 9.30-11.30	Workshop	21/06/2017	10 + email to forum
Overview & Scrutiny Committee	Meeting / Comms	12/07/2017	10
MPs & Councillors workshop (additional workshop)	Meeting / Comms	14/07/2017	1 + emailed to all Cllrs/MPs
Secondary Forum 29 June 1-3pm	Meeting / Comms	29/07/2017	15 approx
Parent Carer Forum – 3 workshops plus social media	Workshop	5 <sup>th</sup> , 6 <sup>th</sup> and 13 <sup>th</sup> July	33

Resource Bases	Meeting / Comms	05/07/2017	15 approx
Special Heads Forum	Meeting / Comms	10/07/2017	20
Birmingham Early Help Partnership Forum	Workshop	10/07/2017	20
Primary Heads Forum	Meeting / Comms	12/07/2017	30 approx
Children and Young People Programme Board - 18th July 1-3pm Bartholomew House, Hagley Road	Meeting / Comms	18/07/2017	10
South & City CCG AGM – Conference with Health, Social Care, Voluntary Sector, Public	Information Stall	26/07/2017	150+



## 5. Conclusion

It is clear from the consultation responses that while the general direction of travel of the Strategy is agreed with, there is doubt about the way it will be implemented, the amount of funding and resources available and feeling that we have been here before and made no progress.

There was a real lack of confidence that Education, Health and Social Care could genuinely work collaboratively and in partnership to offer a joined up service to families with shared outcomes.

From the different types of engagement and communications, face-to-face facilitation yielded far better information and feedback to inform the strategy.

With regards to the high level outline plan, with such a complex subject there was difficulty articulating feedback on this through the online consultation. Comments indicated respondents were sometimes uncertain about what was being asked and while there was broad agreement with the sentiments of different elements from the vision to the priorities, any further comment on impact was difficult to establish.

There were a number of references to better training and awareness there may need to be some consideration about how a training and development programme could support practitioners, parents and young people and the wider community

There were a lot of respondent who wanted more detail about levels of funding and provision, which are not available at this stage – this detail will only be developed through the implementation of the strategy.

## 6. Recommendations

The following key recommendations are being made in line with the consultation on the Draft Strategy

### **Building Trust and Confidence**

The re-building of trust and confidence is central to the successful implementation of the strategy. The document needs to be clearer and amended to clarify how this will be achieved. This theme of trust and confidence needs to be a golden thread running through all three priorities and made very explicit in the outline delivery plan and detailed implementation plans.

Some of this activity has been identified previously as part of the outline delivery plan and this work needs to be completed with some urgency.

- Development of a robust Customer Charter for parents, and young people, co-produced with partners in education, health, social care and third sector/community services.
- Information and advice available to parents, mediation processes, complaints processes and the role of SENDIASS.
- Code of Conduct for Notional SEND funding – building an inclusive and accountable culture.
- Developing a pilot for SEN Support Plans which is credible and inspires parent and practitioner confidence that needs can be met – using co-production.

- Sharing good practice in all settings and collecting ‘good news’ stories and celebrating student’s successes – acknowledging the feedback about poor experiences and services but balance this with recognition of where good and excellent practice exists.

Additionally –

- Ensuring everyone is on message. This is not about denying children’s right to an EHCP or simply about making savings but rather about building a sustainable inclusive and effective system.
- Improving communications between key stakeholders health, social care, partners and the community , using the Local Offer
- How to build co-production and engagement with young people through a new Young Person’s SEND forum
- Work with Parent Carer Forum to increase engagement and co-production activity with a wider range of parents.
- Reviewing SENAR to improve the customer experience, eg building capacity, responding to requests in a timely way, and working with partners.
- Review the role of SEN Support Services to build capacity and belief within the mainstream settings.
- Develop a scorecard and regularly publish progress against key performance indicators

### **Partnership working**

We need to be more explicit about how we are going to work in partnership and co-commission services as we implement the Strategy and we need to give it greater emphasis within the document.

Some activity highlighted in Chapter 3 of the SEND Code of Practice will help us to achieve this

- Delivery of Joint Strategic Needs Assessment (through the Health & Wellbeing Board)
- Delivering a Joint SEND Commissioning Strategy
- Development of a shared Outcomes Framework – including Strategic Level, Service Level and Individual Plans

There is also a need to explore links to other programmes in Health – ie STP and TCP and also Health & Wellbeing

All of this will need to be explicit within the Outline Delivery Plan and detailed Implementation Plans, and will need to demonstrate how this will be achieved through the three priorities of Assessment, Provision and Finance & Resource Allocation. This must be developed by Health, Social Care, and Education colleagues working collaboratively.

**Draft Strategy for SEND & Inclusion (Dated 9<sup>th</sup> June 2017)**



Birmingham Draft  
Strategy for SEND an

**Outline Delivery Plan (Dated 9<sup>th</sup> June 2017)**



SEND - Outline  
Delivery Plan - June 2

**Consultation Document (including Questionnaire)**



Consultation  
Document - SEND an

**Easy Read Version of Consultation Document**



Easy Read  
Consultation Docume

**FAQs**



Frequently Asked  
Questions v2.pdf



# Birmingham's Strategy for SEND and Inclusion 2017-2020

Making a positive difference for  
all our children & young people



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## FOREWORD

I am delighted to introduce Birmingham's Strategy for SEND (Special Educational Needs and/or Disability) and Inclusion 2017-2020. This has been produced by the Inclusion Commission, set up by the City Council in 2016 to improve the services for these children and young people.

We have set out our Vision of what we seek to achieve, our Mission stating how to do this and the Strategy which outlines the actions we will take to achieve this. A key feature of the Mission is a commitment to work in partnership to achieve the high quality provision that Birmingham's children, young people and their families deserve.

You are invited to contribute to the consultation taking place over the summer term in order to gather the views of stakeholders, including parents, children and young people and a wide range of professionals and practitioners. The Inclusion Commission will receive feedback in September 2017 to inform the final strategy and detailed plan of how it will be implemented.

Please take part in the consultation because we really want to hear your views.

Yours sincerely



**Professor Geoff Lindsay** FBPsS, FAcSS, HonMBPsS  
Chair, Inclusion Commission

*“Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.”*

## 1. INTRODUCTION

### 1.1 BACKGROUND AND PURPOSE

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Birmingham has implemented a range of new identification and assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately. Birmingham has many strengths including:

- Identification of special educational needs in the early years
- High quality Special Schools who work well with health and social care services
- Good outcomes for young people with SEND at aged 16 and 19
- Good quality of education support services
- A multi-agency panel to plan provision for complex cases
- High quality Special Educational Needs Co-ordinators (SENCOs)
- Meeting the national timelines for Education Health and Care Plans (EHCPs) and transfers.

Implementing the Government's SEND reforms in our large diverse city has been very challenging, and despite the strengths identified, there are still significant areas of work to address. The whole system has been under great strain and it has been challenging to try to meet deadlines and deliver within the allocated budget. Key roles in SEND have been covered on an interim basis and trying to integrate with health and social care while they undergo their own organisational change has been difficult.

Birmingham City Council members and officers have identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established an Inclusion Commission in October 2016 to explore the effectiveness of current arrangements in the City for children and young people with SEND across the 0-25 age range. The membership of the Inclusion Commission has included representatives from early years settings, mainstream schools and colleges, resource bases, specialist providers, independent non-maintained schools and independent specialist colleges. Following this a new strategy for SEND and Inclusion has been developed, supported by an outline delivery plan.

## 1.2 SPECIAL EDUCATIONAL NEEDS AND DISABILITY IN BIRMINGHAM

### Numbers of Pupils with Special Educational Needs in Birmingham Schools (Source: School Census –2016)

As of January 2016 the number of pupils with special educational needs in Birmingham schools was **34,855** – a slight rise on 2015 levels of 34,707. This is in contrast to England as a whole which saw **5%** reduction in numbers between 2015 and 2016.

**6,611** of school pupils have a statement of special educational needs or an Education Health and Care Plan (EHCP). This is an increase since 2015, but remains equal to 3.2% of the total pupil population. 28,244 pupils are on SEN support. This is equal to **13.7%** of the total pupil population. Overall 17% of the Birmingham pupil population have a special educational need, compared to 14% nationally.

### Statements of Special Educational Needs and Education Health & Care Plans (Source: SEN2 return 2016)

There were **5,475** statutory EHCPs and **1,950** statements maintained by the local authority at January 2016. This gives a combined total of **7,425**. The combined total of statements and EHCPs has increased each year since 2010. Unvalidated data for 2017 indicates this has risen again to 7,612. However this does not include 700 to 800 individuals who are known to be transferring from a SEN Statement to an EHCP and therefore the total figure is significantly higher. Part of this increase will also be due to the extended age range of the young people to between 0-25 years in 2015.

Birmingham, as the largest urban local authority, has the largest volume of children and young people with a Statement or EHCP of all the main cities in England – more than **2.5 times** the next nearest which is Manchester (2,600).

There were **1,039** new EHCPs made during the 2016 calendar year - a rise on 2015 levels (915).

*Please note that this comparator data refers to DfE statistical releases based on data in January 2016. Comparator data for January 2017 is released July 2017 and will be included in the final strategy. Also note the multiple sources of data - both school census and SEN2. School census covers statutory school aged children, whereas the SEN2 covers those individuals for who the Local Authority maintain an EHCP or Statement, aged 0 to 25.*

### **Provision** (Source: Local Ofsted Tracking)

There are currently **27** special schools in the city, and **42** resource bases within mainstream provision. Resource bases provide specialist teaching alongside the opportunity for integration into mainstream classes. There are **27** Local Authority nurseries and over **1,500** private early years providers.

**81%** of Special schools are outstanding, and **77%** of SEN children overall are attending good and outstanding schools

### **Placements** (Source SEN2 return SFR17-2016)

Of the 7,425 EHCP and Statements that the Local Authority maintained in January 2016, **50.1%** were placed in either Maintained Special schools (41.3%) or Academy Special schools (8.8%). This was much higher than the national proportions of **39%** (31.8% in a Local Authority Maintained Special and 7.2% Academy Special schools). Despite a large special school provision in Birmingham, there were still approximately **5%** of children with an EHCP placed in the Independent Sector. There is a lack of places available to meet demand in our Special Schools and while some of these students may have very complex needs, there may be others who could have their needs met more cost effectively in Birmingham setting, if capacity was developed. Approximately **8%** of young people with Statements or EHCPs are in placements out of the city.

### **Finance** (Source: BCC Finance)

The High Needs Budget, which funds special schools places, top-up funding for pupils in mainstream and SEN services is **£144m**. Birmingham had a deficit of £9m for the year ending 31<sup>st</sup> March 2017 which it is planned to fund over 2017/18 and 2018/19. Any in year deficit in 2017/18 will compound the situation. Mainstream schools receive **£161m** notional SEN funding to meet the needs of pupils with SEN across the city. Currently different settings and sectors are funded in very different ways.

### **Post 16** (Source: 2017 SEN2 return and Insight, Jan 2017)

**17%** of young people aged 16-25 who are known to the city council have an identified special educational need. Of the 16-18 age group, **26%** of those who are currently not in education, employment or training (NEET) have a special educational need. The vast majority are in the SEN Support group.

Young people aged 16-25 years old account for **27%** of the current EHCPs.

### **School Transport** (Source: BCC local data)

We provide school transport arrangements to over 4,500 young people, mostly in the form of specialist mini-buses or taxis, using over 45 externally commissioned transport providers, visiting over 300 schools at an annual cost of £18m including guides and an average annual cost of approximately £4600 per pupil.

## Total Statements and EHC Plans - (SEN2 RETURN Jan 2017)

Statements and Education Health and Care Plans in Birmingham - (0 to 25years old)

**7,612**

5,224 (EHCPs)

2,388 (Statements)

+ an additional 700 – 800 who are transferring

## SEN in Schools – January 2017 School Census (not including Alternative Provision)

Pupils in Birmingham Schools with SEN

• Total	34,531
• LA Nursery	580
• Primary	18,780
• All-through	746
• Secondary	9,607
• PRUs	563
• Special	4,255

Total EHCP/Statements in schools

• Total	6,483
• LA Nursery	36
• Primary	1,305
• All-through	94
• Secondary	972
• PRUs	19
• Special	4,057

## Early Years – Academic Year 2016/17 Autumn and Spring Term

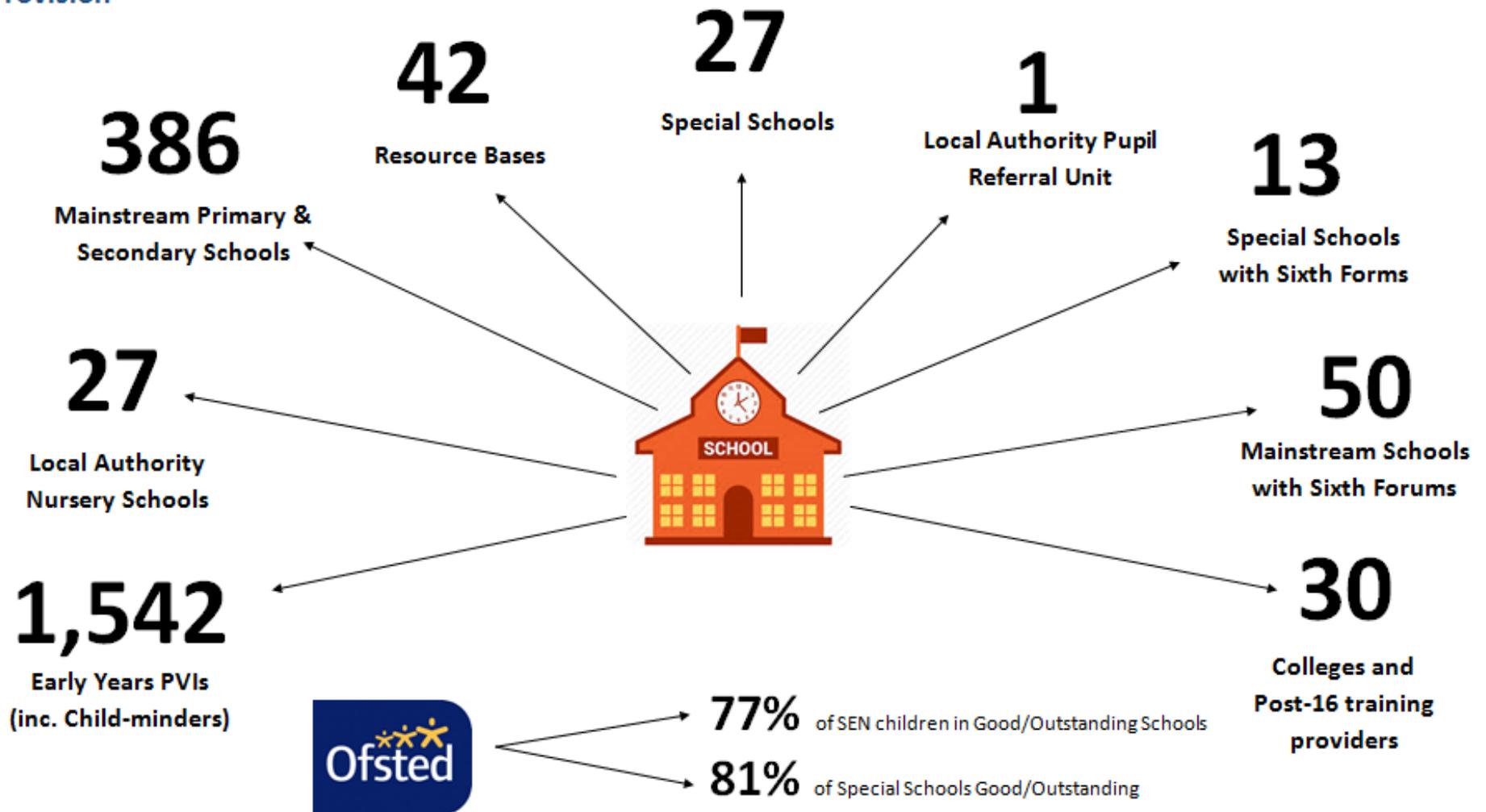
- **414** accessing ISEY (Inclusion Fund)
- **300** with SEND require special educational support at home before they access any early years provision
- **165** children with sensory impairments requiring SEND support at home before they access Early Years provision
- **89** children with sensory impairments accessed their Early Education Entitlement in mainstream nursery settings
- **285** 2 year olds with SEND accessed their Early Education Entitlement
- **918** 3/4 year olds with SEND accessed their Early Education Entitlement

## Post 16 (Tracked Cohort 16 -25)

Total SEN in Birmingham Schools

- **17%** of current “tracked” post16 cohort have a special educational need or disability
- **26%** of those not in education employment or training have a special educational need or disability

Overall Special Education Needs **Birmingham**  
Provision

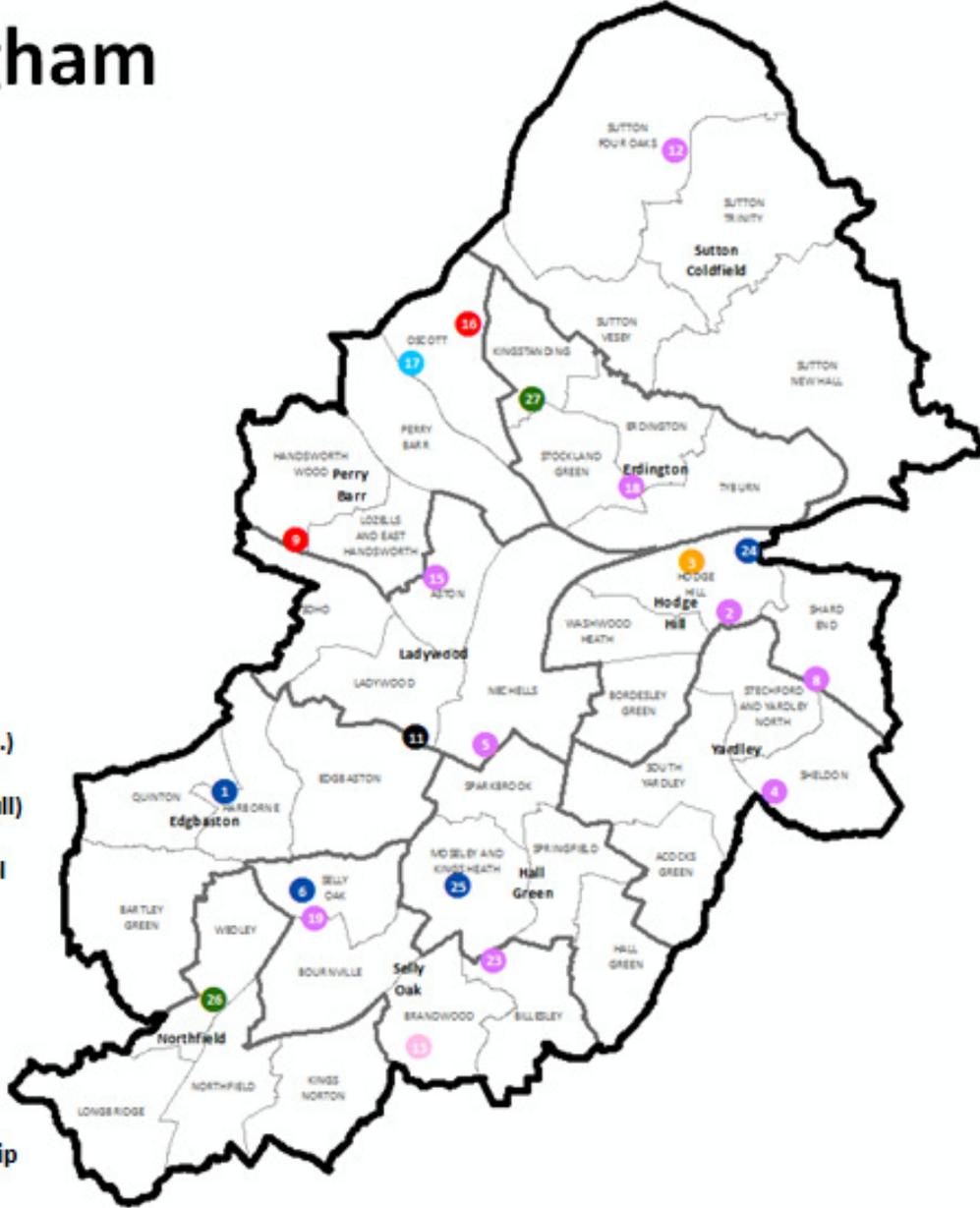


# Special Schools – Birmingham

- ASC - Autistic Spectrum Condition
- C&L - Cognition and Learning
- HI - Hearing Impairment
- Hospital School
- PD - Physical Disability
- SEMH - Social, Emotional and Mental Health
- SLCN - Speech, language and Communication
- VI - Visual Impairment

- |    |   |    |   |
|----|---|----|---|
| 1  | Baskerville School*                             | 17 | Priestley Smith School*                                       |
| 2  | Beaufort School                                 | 18 | Queensbury School*  |
| 3  | Braidwood School for the Deaf*                  | 19 | Selly Oak Trust School*                                       |
| 4  | Brays School                                    | 20 | Skills School (Redditch, Worcs.)                              |
| 5  | Calthorpe Teaching Academy**                    | 21 | Springfield House Community Special School (Knowle, Solihull) |
| 6  | Cherry Oak School                               | 22 | The Bridge School   |
| 7  | Fox Hollies School and Performing Arts College* | 23 | The Dame Ellen Pinsent School                                 |
| 8  | Hallmoor School*                                | 24 | The Pines Special School                                      |
| 9  | Hamilton School                                 | 25 | Uffculme School*  |
| 10 | Hunters Hill Technology College                 | 26 | Victoria School**   |
| 11 | James Brindley School                           | 27 | Wilson Stuart School**  |
| 12 | Langley School                                  |    |   |
| 13 | Lindsworth School                               |    |   |
| 14 | Longwill A Primary School for Deaf Children     |    |   |
| 15 | Mayfield School*                                |    |   |
| 16 | Oscott Manor School*                            |    |   |

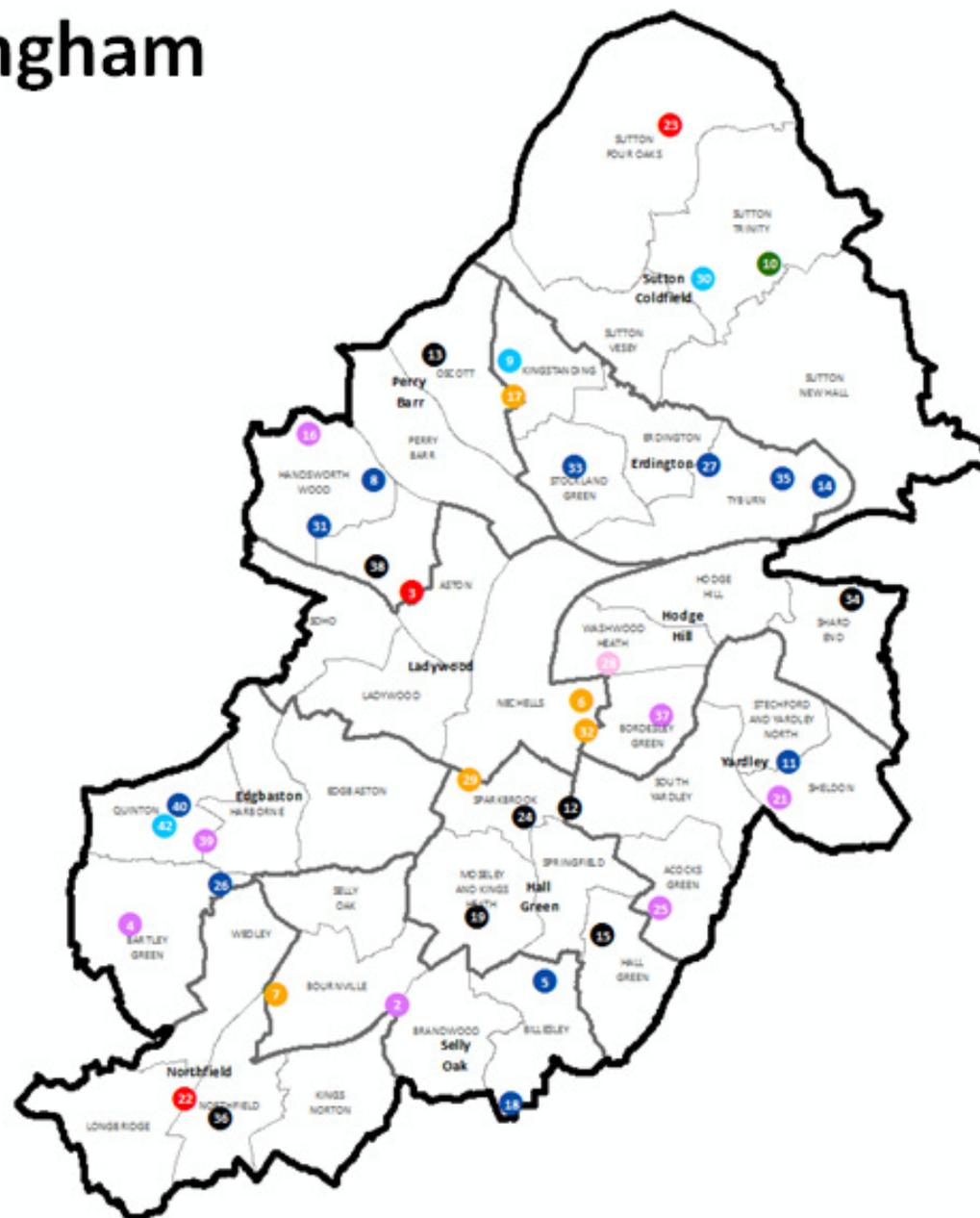
\* Indicates the school has linked Sixth-Form provision  
 \*\* Indicates the school has linked Post-19 provision through a partnership



# Resource Bases – Birmingham

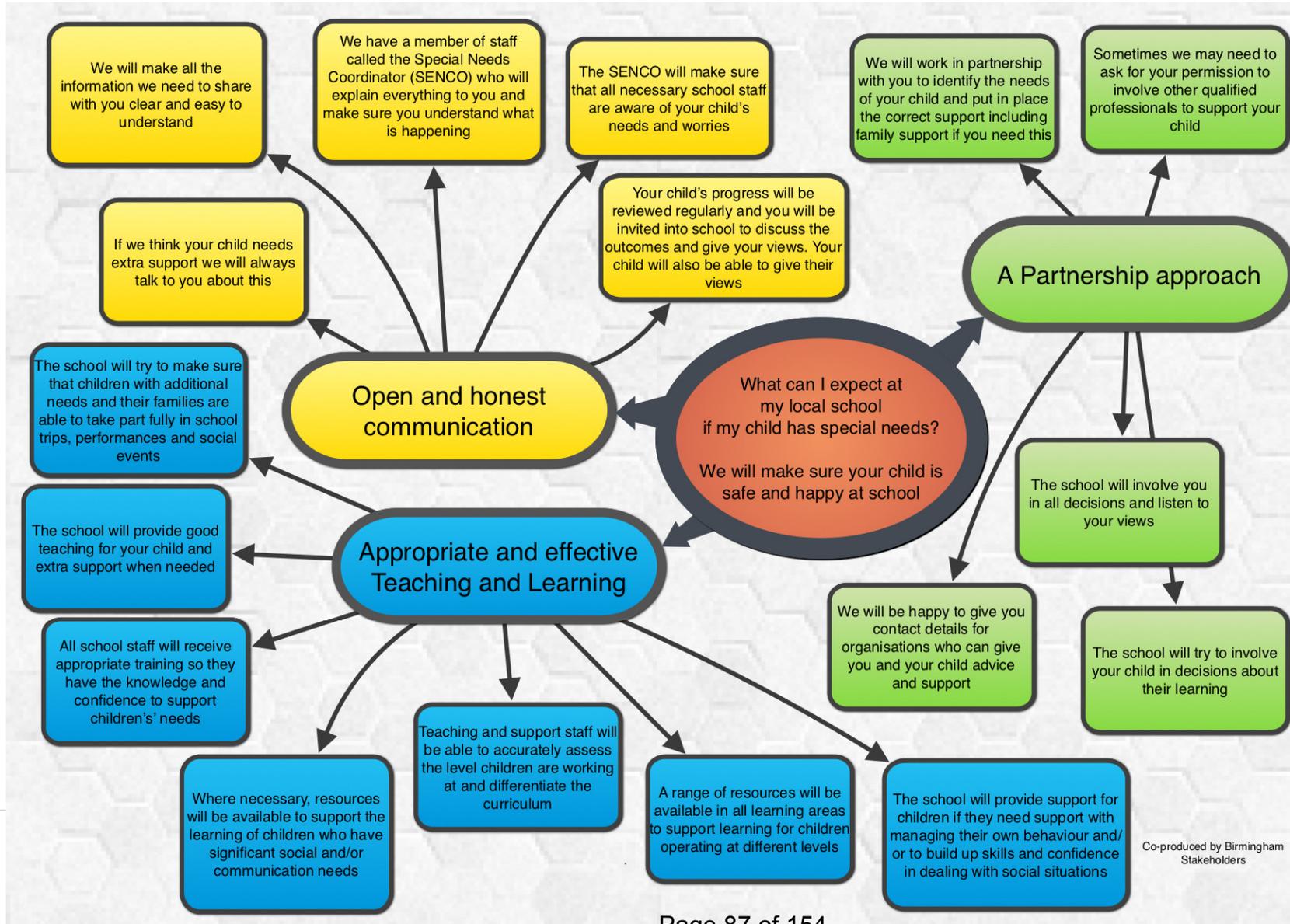
- Autistic Spectrum Condition
- Cognition & Learning
- Fully Accessible Mainstream
- Hearing Impairment
- Physical Disability
- Social, Emotional and Mental Health
- Speech, Language & Communication
- Visual Impairment

- |    |                        |    |                   |
|----|------------------------|----|-------------------|
| 1  | Allens Croft Nursery   | 24 | Nelson Mandela    |
| 2  | Allens Croft Primary   | 25 | Ninestiles School |
| 3  | Anglesey               | 26 | Paganel Primary   |
| 4  | Bartley Green          | 27 | Paget             |
| 5  | Billesley              | 28 | Parkfield         |
| 6  | Bordesley Green*       | 29 | Percy Shurmer     |
| 7  | Bournville             | 30 | Plantsbrook*      |
| 8  | Cherry Orchard         | 31 | Rookery           |
| 9  | Christ The King        | 32 | Small Heath*      |
| 10 | Fairfax                | 33 | Stockland Green   |
| 11 | Garretts Green Nursery | 34 | Timberley         |
| 12 | Golden Hillock         | 35 | Topcliffe         |
| 13 | Great Barr             | 36 | Turves Green      |
| 14 | Greenwood Academy*     | 37 | Waverley*         |
| 15 | Hall Green             | 38 | Welford           |
| 16 | Hamstead Hall*         | 39 | Welsh House       |
| 17 | Hawthorn               | 40 | Woodhouse         |
| 18 | Hollywood              | 41 | Worlds End Infant |
| 19 | Kings Heath            | 42 | Worlds End Junior |
| 20 | Lyndon Green Infant    |    |                   |
| 21 | Lyndon Green Junior    |    |                   |
| 22 | Meadows Primary (The)  |    |                   |
| 23 | Mere Green             |    |                   |
- \* Indicates the school has linked Sixth Form Provision



## WHAT CAN I EXPECT AT MY LOCAL SCHOOL IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

A set of expectations have been co-produced with Birmingham Stakeholders (including parents and schools) as part of the Local Offer



## 2. REASONS TO CHANGE

There are a number of convincing reasons why Birmingham needs to change, which offer opportunities to improve our approach to SEND and Inclusion:

- There is a lack of clarity about the package of SEND support which families should expect in all mainstream schools and settings from 0-25.
- Many families are not satisfied with the level of support for their children and as a result there are too many complaints and appeals to the SEN and Disability Tribunal.
- There are too many exclusions of pupils with special educational needs.
- We have higher than average numbers of Education, Health and Care Plans and there is a perception that this is the only way to guarantee needs are met.
- Most of the high needs funding is spent on specialist provision, which is under huge demand. Many young people are placed in costly independent placements, which is unsustainable.
- There are too many vulnerable children with SEND, without a school place.
- Too few Education Health and Care Plans have a genuine contribution from health and social care agencies.
- Too many young people with SEND are not being enabled to reach their potential and achieve independence as they move into adulthood. Too few adults with learning disabilities find meaningful employment in our city.

### 3. THE SEND REVIEW

A review of SEND services has been overseen by the Inclusion Commission which has been led by an independent Chair, Professor Geoff Lindsay from Warwick University. The Inclusion Commission Board comprises representatives from stakeholder groups including education, health, social care, parents, young people and Birmingham City Council members. The work of the Inclusion Commission has been informed by six work streams:

1. Learners with social emotional and mental health needs
2. SEN Assessment
3. High Needs funding
4. Specialist provision
5. SEN Support
6. Preparation for adulthood.

These work streams met during a period of three months from September to December 2016. The work streams were chaired by senior leaders from schools and Birmingham City Council. SEND4change, an independent organisation with expertise in understanding arrangements for children and young people with SEND, was commissioned by the City Council to facilitate a consultation exercise with a wide range of stakeholders. This has informed the work of the Inclusion Commission and made recommendations about key priorities which should be included in a new strategic approach for inclusion in Birmingham.

Throughout the review process, the views of parents were actively sought and every effort was made to ensure that their voice is valued and heard and their views are embedded within the draft strategy. Parents' contributions were made either as members of work streams or as part of a separate event facilitated by the Parent Carer Forum. As plans move forward, it will be ensured that young people have also an opportunity to contribute. It was agreed there is a need for collective responsibility between the Inclusion Commission, Health, Providers, Services and the Local Authority in order to deliver the necessary changes.

From the outcomes of the review, a number of common themes emerged and there was consensus in the working groups about three key priorities which are needed to strengthen and improve the current arrangements for SEND across Birmingham. Building on this work, a joint vision statement has been developed with the Inclusion Commission to help set the overall direction of the strategy. From this a mission and series of objectives were agreed alongside the three key priorities. The Inclusion Commission has given agreement for the draft strategy, vision, mission, objectives, priorities and outline delivery plan to be issued more widely for formal consultation prior to drafting the final strategy.

## 4. DEVELOPING THE STRATEGY

### 4.1 OUR VISION

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

### 4.2 OUR MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

### 4.3 OUR OBJECTIVES

- We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
- We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
- It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.
- We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs at different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.

#### 4.4 OUR NEW PRIORITIES

**1. Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**2. Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

**3. Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

## **PRIORITY 1: Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

**Assessment Framework** There is a need to develop an assessment and planning framework with all partners and agencies which:

- meets the legal requirements of the Children and Families Act 2014 and the SEND Code of Practice: 0-25 (2015).
- places children, young people and their families at the heart of the process.
- is accessible to settings, schools, colleges and partner agencies, health and social care partners
- describes what is expected of all schools and settings via the Local Offer.
- describes the framework for SEN Support Plans and EHC Plans.
- provides a clear description and understanding of learners who will need an SEN Support Plan and those who might need an EHC plan.
- ensures that the majority of children and young people where appropriate will have their needs met through an SEN Support Plan.
- ensures that the children and young people with the most significant needs have a statutory EHC Plan.
- sets out the processes for applying for and developing these plans within the local offer.

**SEN Support Plans** The development of SEN Support plans to support learners in mainstream schools and settings will need to ensure that:

- settings, schools and providers have systems in place for identifying the needs of children and young people with SEN.
- parents, carers and young people are fully involved in decision making and developing plans which describe the child's needs and the arrangements that will be put in place to meet those needs. (Children & Families Act Part 3 Section 19).
- practitioners are trained and understand how to write these plans and there is a good level of understanding about what constitutes a good SEN Support plan.
- the local authority has developed resources which provide examples of good practice, guidance and pro-formas for SEN Support Plans for completion by SENCOs with families.
- parents feel confident that settings, schools and colleges understand the needs of their children and young people and understand what they must do to support their learning and development.
- schools and settings clearly describe their approach to SEN Support Plans on their website which is linked to the Local Offer.
- schools and settings have a multi-agency approach and health and care colleagues commit support when developing SEN Support Plans.

**Education Health and Care Plans (EHCPs)** The EHC planning process should be reviewed to ensure that:

- Birmingham has a robust set of factors for determining who would benefit from a statutory EHC assessment and this is well understood by all stakeholders.
- a multi-agency panel, including health and social care, reviews decisions for initiating an EHC assessment.
- the application process and factors to be considered are available on the Local Offer.
- the EHC process is regularly quality assured to assess the quality of final plans, the quality of multi-agency reports and contributions from professionals, the timeliness of the production of the plans and the impact of the outcomes specified in the plan.
- the Special Educational Needs and Disability Assessment & Review (SENAR) service strives to improve the quality of the plans and conforms to a customer charter in their communication and interaction with families. The service will also need to evaluate the experience of those families where a statutory assessment was not deemed to be necessary and ensure that an effective SEN Support Plan is in place.
- parents, carers and young people co-produce the plans which describe the child's or young person's needs and the arrangements that will be put in place to meet those needs.
- Social Care Teams need to ensure that operational social workers and support workers respond to requests for information in a timely manner. Where social workers are not involved, other professionals who know the child or young person should comment on their needs.
- Health service workers are fully involved in the EHC plan process.
- parents feel confident that settings, schools and colleges understand the needs of their children or young people and understand what they must do to support their learning and development.
- where there are disagreements between families and the SENAR service about the EHC process, every effort is made to find agreement through negotiation and mediation without the need to resort to the SEN and Disability Tribunal, without infringing rights to appeal for parents and young people.
- a rigorous annual review process to monitor outcomes and ensure focus on independence and preparation for adulthood, including travel arrangements.
- appropriate professional development is available in relation to legislation, person-centred practice and outcome focused planning.

## **PRIORITY 2: Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood**

Children, young people and their families will need to be able to access a range of settings so that parents and carers can be confident that the needs of the child or young person can be met and outcomes are being achieved in either:

- Early years settings, including nursery schools, nursery classes and Private Voluntary and Independent (PVI) providers
- Mainstream primary and secondary schools, including maintained, academies, free schools and independent
- Mainstream post-16 provision including colleges and sixth forms
- Locally managed partnership arrangements for pupils with Social Emotional and Mental Health (SEMH) needs
- School resource base provision
- Local special schools (Maintained, Academy or Free Schools)
- Alternative Provision
- Independent or non-maintained schools or colleges.

Most children and young people can have their needs met in their local mainstream setting or school. It will be necessary that:

- there is a shared understanding of a 'good' SEN offer and in schools, Quality First Teaching is the cornerstone.
- effective interventions are in place in line with the graduated approach as set out in the SEND Code of Practice: 0-25 (2015).
- SEND Support Plans are used when appropriate.
- SEN funding is used effectively.

Schools, Settings and Colleges must work collaboratively in partnerships to develop local Social Emotional and Mental Health (SEMH) arrangements in order to:

- share good practice, expertise and resources.
- manage devolved financial resources.
- develop a range of local alternative provisions which are commissioned and managed by them.

Some children and young people will need to access high quality alternative provision. Where this is the case:

- there will need to be a quality assured framework of alternative providers.
- Schools and settings will need to monitor the quality of providers and keep in close contact with the children and young people that they have placed and be confident that the young people accessing these provisions are safe and making appropriate progress.

Some children and young people require access to resource bases located on mainstream school sites. Birmingham City Council will need to ensure:

- there are sufficient places at resource bases, particularly for secondary aged pupils particularly for children with autism.
- there is clarity about the process for becoming a resource base.
- there is sufficiency for differing needs and in all localities where appropriate.

Some children or young people will require special school provision. Birmingham City Council will need to ensure that:

- sufficient special school provision is available for Birmingham pupils.
- there is a plan for emerging needs and development of provision where necessary.
- there is coverage for areas of need across all localities is planned for.
- clear pathways exist both into and out of special schools.

A small number of children or young people will require a placement in an independent non- maintained special school provision. Access to such provision should be for learners who:

- for their safety and/or complexity require a placement out of the city.
- have needs that are so individual or complex that Birmingham cannot make provision for them.

### **PRIORITY 3: Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

The system for distributing financial resources will need to ensure that:

- there is a systematic, fair and transparent and graduated system for distributing financial resources across all types of settings which is well understood by providers and aligned with DfE guidance. This system facilitates the decision making and distribution of funding to all settings including:
  - Early years settings
  - Mainstream schools
  - Post-16 providers
  - Resource Bases
  - Special schools
  - Alternative provision
  - Independent and non-maintained provision
- there is a funding continuum which describes how incrementally financial resources can be allocated to a range of children or young people, from those with least need receiving small amounts of high needs top up funding, to those with the most complex needs or in the most complex circumstances receiving higher levels of funding.
- there is adequate funding for early years settings to ensure children get a good start.
- the Notional SEN Budget totalling £161 million which is available to Birmingham's schools is utilised flexibly in order that they can make arrangements for children in their school.
- there is guidance to schools and SENCOs about the types of interventions or arrangements they may be expected to make using this resource.
- there is a system in place for young people without an EHCP, which allows top up funding to be allocated within mainstream schools. This system should be based on the best aspects of the existing funding model for mainstream schools, CRISP (Criteria for Specialist Provision) and the banded funding model for special schools.
- families or young people with an EHCP should be offered a personal budget so that they have increased choice and control over the arrangements that affect their lives.

## 5. CONCLUSION: BIRMINGHAM - A GREAT PLACE TO GROW UP

The new approach in Birmingham outlined in this Strategy centres on inclusive practice and the commitment that all children and young people will make a successful journey through our provision into adulthood. It is underpinned by strong principles of raising achievement and working in collaboration with families. This strategy aims to use the available resources effectively and maximise the impact on the lives and adult outcomes of our citizens.

This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to *inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education*.

As the youngest city in Europe with over 40% of the population under the age of 25, we need a future for all young people ensuring they have the support and opportunities they need as they grow into the future citizens of our city.

## 6. OUTLINE DELIVERY PLAN

A separate outline delivery plan is available to accompany the draft strategy. A detailed plan will be developed for the final agreed strategy, incorporating feedback from consultation with key stakeholders.

## 7. GOVERNANCE & MONITORING

The Inclusion Commission will continue to meet quarterly to oversee the implementation of the Strategy and monitor progress. The SEND Programme Board will meet monthly to ensure delivery of the plan. Working groups will focus on the three priorities and the communications, engagement, consultation and co-production plan.

## 8. APPENDICES TO THE DRAFT STRATEGY

- Outline Delivery Plan
- Consultation document and questionnaire
- Frequently Asked Questions

# Birmingham's Strategy for SEND & Inclusion - Consultation Outline Delivery Plan June 2017

	Priority 1 - Assessment Framework	Priority 2 – Provision	Priority 3 – Finance
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Customer Charter inc. Schools, SENAR, Partners, Families</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Information &amp; Advice, Complaints, Role of SENDIAS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Develop a model for SEN Support Plans – develop templates, process, training, pilot, evaluate learning, roll out across all sectors</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Review EHCP Process – Evidence for Assessment, Writing plans, Quality Assurance and Annual Review Process</div> <div style="border: 1px solid black; padding: 5px;">Overall Assessment Framework, processes of application, factors for decision making</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Early Years Transition Pathways</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Mapping Provision, Needs and Gap Analysis</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Special School Provision and Pathways</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Joint SEND Commissioning Strategy</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Post 16 and Post 19 Provision &amp; Pathways</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Commissioning Plans</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Consistent model across Mainstream Provision</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Quality Assurance Framework</div> <div style="border: 1px solid black; padding: 5px;">Local Commissioned Model for SEMH - Implementation</div>	<div style="background-color: #fce4d6; padding: 5px; margin-bottom: 5px;">SEND Budget Recovery Plan underway</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Reduce Independent Placements &amp; Costs</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Review of Joint Funding Arrangements – Social Care</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Reduce Alternative Provision Costs</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Efficiency Savings on support services</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Review Exceptional Special Needs Funding and Top up reduction</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #fce4d6;">Savings on Pupil Connect</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #e31a1c;">Unified Financial Resource Allocation System ISEY/CRISP/ BANDED/ESN</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #e31a1c;">Strategy for Managing the High Needs Budget – Financial Modelling</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #e31a1c;">SEN Children accessing their full Early Years Entitlement</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #e31a1c;">Code of Conduct for Mainstream SEN Funding (links to Priority 1)</div> <div style="border: 1px solid black; padding: 5px; background-color: #e31a1c;">Personal Budgets Pilots</div>
Cross-cutting Themes	Governance & Oversight – Inclusion Commission, SEND Programme Board, Working Groups		
	Developing a way to track Benefits, Costs & Savings		
	Communications, Engagement, Consultation, Co-Production (Education, Schools, Social Care, Health & Citizens)		
	Improving Data & Management Information		
Dependencies	SEND ICT System Implementation		



# Birmingham's Strategy for SEND & Inclusion

## **Consultation Document**

9<sup>th</sup> June – 31<sup>st</sup> July 2017

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<b>Introduction</b>	<b>4</b>
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<ul style="list-style-type: none"> <li>• How people can take part in this consultation and contact details</li> </ul>	

## Foreword

I am delighted to introduce Birmingham's Strategy for SEND (Special Educational Needs and/or Disability) and Inclusion 2017-2020. This has been produced by the Inclusion Commission, set up by the City Council in 2016 to improve the services for these children and young people.

We have set out our Vision of what we seek to achieve, our Mission stating how to do this and the Strategy which outlines the actions we will take to achieve this.

A key feature of the Mission is a commitment to work in partnership to achieve the high quality provision that Birmingham's children, young people and their families deserve.

You are invited to contribute to the consultation taking place over the summer term in order to gather the views of stakeholders, including parents, children and young people and a wide range of professionals and practitioners. The Inclusion Commission will receive feedback in September 2017 to inform the final strategy and detailed plan of how it will be implemented.

Please take part in the consultation because we really want to hear your views.

Yours sincerely



**Professor Geoff Lindsay FBPoS, FAcSS, HonMBPsS  
Chair, Inclusion Commission**

# Introduction

## What are we consulting on?

We are consulting on Birmingham's new Strategy for SEND (Special Educational Needs and/or Disabilities) and Inclusion and the proposed direction of travel, including the Vision, Mission, Objectives, Priorities and our plans so far.

The Local Authority is obliged under Section 30 of the Children and Families Act 2014 to keep its Local Offer under review and therefore the consultation responses where appropriate will be fed into that ongoing review.

## How will we consult people?

1. We will be asking for views on our proposals from children, young people and families who use SEND services, parents, carers, city council staff, health partners, schools and settings
2. We will be consulting with a wide group of stakeholders from education, health, social care and we will make use of professional forums arranged during the consultation period as part of this.
3. We will work with our key stakeholders in schools, settings, providers and other professional bodies to identify the best way to consult with families of children and young people.
4. You can tell us your views by completing a questionnaire, taking part in consultation meetings, by emailing or telephoning us. We will listen to and take note of all your comments
5. We will publish a summary of comments received in an anonymous format, removing any personal details and explaining what we plan to do next. We will make this widely available to show where we have changed any proposals as a result of listening to people's views. Where we have not made changes to our proposals we will explain why this was the case.
6. When the consultation has closed, we will prepare a report to the Inclusion Commission about what we have found out. This will inform a further report to Cabinet on the final strategy and the plan for implementation. The Inclusion Commission was set up to undertake a review of SEND services in Birmingham including stakeholders from education, health, social care, parent/carer representatives and young people. The Cabinet is the governing body of the City Council, made up of elected councillors; it is responsible for decisions on all Council services.

## How long will this consultation run for?

This consultation will begin on Friday 9<sup>th</sup> June and end Monday 31<sup>st</sup> July 2017 at midnight.

## **Who will be affected by the results of this consultation?**

This consultation includes the following people

- Children and young people who have special educational needs and/or disability (SEND)
- Parents, carers and families of children and young people who have SEND
- Birmingham City Council education and social care staff
- Health organisations in Birmingham (including NHS trusts and CCGs) and their staff involved in development of Education Health & Care Plans
- All Birmingham schools, including Governing bodies, Head Teachers, SENCOs
- Children's centres
- Early Years settings and providers
- Post 16 settings and providers
- Post 19 settings and providers
- Private, third sector and voluntary providers of services for children and young people who have SEND
- Youth offending teams

## Background Information

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Birmingham has implemented a range of new assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately.

Implementing the Government's SEND reforms in our large diverse city has been very challenging. The whole system has been under great strain to try to meet deadlines and deliver within the allocated budget.

Birmingham City Council members and officers identified the need for a root and branch review of the city's approach to making provision for children and young people with SEND. As a result, Birmingham City Council established an Inclusion Commission in October 2016 to explore the effectiveness of current arrangements in the City for children and young people who have SEND across the 0-25 age range and began to develop a new Inclusion Strategy. The work of the Commission has included early years settings, mainstream schools and colleges, resource bases, specialist providers, independent non-maintained schools and independent specialist colleges.

## The SEND Review

A review of SEND services has been overseen by the Inclusion Commission which has been led by an independent Chair, Professor Geoff Lindsay from Warwick University. The Inclusion Commission Board comprises representatives from stakeholder groups including education, health, social care, parents, young people and Birmingham City Council members. The work of the Inclusion Commission has been informed by six work streams:

1. Learners with social emotional and mental health needs
2. SEN Assessment
3. High Needs funding
4. Specialist provision
5. SEN Support
6. Preparation for adulthood.

These work streams met during a period of three months from September to December 2016. The work streams were chaired by senior leaders from schools and Birmingham City Council. SEND4change, an independent organisation with expertise in understanding arrangements for children and young people with SEND, was commissioned by the City Council to facilitate a consultation exercise with a wide range of stakeholders. This has informed the

work of the Inclusion Commission and made recommendations about key priorities which should be included in a new strategic approach for inclusion in Birmingham.

Throughout the review process, the views of parents were actively sought and every effort was made to ensure that their voice is valued and heard and their views are embedded within the draft strategy. Parents' contributions were made either as members of work streams or as part of a separate event facilitated by the Parent Carer Forum. As plans move forward, it will be ensured that young people have also an opportunity to contribute. It was agreed there is a need for collective responsibility between the Inclusion Commission, Health, Providers, Services and the Local Authority in order to deliver the necessary changes.

From the outcomes of the review, a number of common themes emerged and there was consensus in the working groups about three key priorities which are needed to strengthen and improve the current arrangements for SEND across Birmingham. Building on this work, a joint vision statement has been developed with the Inclusion Commission to help set the overall direction of the strategy. From this a mission and series of objectives were agreed alongside the three key priorities. The Inclusion Commission has given agreement for the draft strategy, vision, mission, objectives, priorities and outline delivery plan to be issued more widely for formal consultation prior to drafting the final strategy.

## (A) What is your interest in this consultation?

Are you: (Please tick as many boxes which apply)

A child, young person or adult up to 25 years,  
with a special educational need and/or disability

(B) – If you are a child or young person, tick your age group below

0-4	5-10	11-15	16-18	19-25	Not applicable
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A parent or carer of a child or young person with  
a special educational need and/or disability

(C) If you are a parent/carers, what age range are the children in your family? (tick as many as apply)

0-4	5-10	11-15	16-18	19-25	Not applicable
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(D) If you are a young person or parent/carers, what types of special educational needs or disabilities apply to you or your family (tick as many as apply)

Specific Learning Difficulty

Cognition & Learning Difficulty

Profound & Multiple Learning Difficulty

Social, Emotional and Mental Health

Speech Language & Communication Needs

Hearing Impairment

Visual Impairment

Multi-Sensory Impairment

Physical Disability

Autistic Spectrum Condition

**(A) - Continued from overleaf**

<b>Birmingham City Council employee (non schools)</b>	<input type="checkbox"/>
<b>Councillor or MP</b>	<input type="checkbox"/>
<b>Health service (eg NHS or Clinical Commissioning Group)</b>	<input type="checkbox"/>
<b>Teacher or schools staff</b>	<input type="checkbox"/>
<b>School Governor</b>	<input type="checkbox"/>
<b>Early Years provider</b>	<input type="checkbox"/>
<b>Post 16 education provider</b>	<input type="checkbox"/>
<b>Post 19 education provider</b>	<input type="checkbox"/>
<b>Private or voluntary provider</b>	<input type="checkbox"/>
<b>Other Interest – please specify</b>	<input type="text"/>

## Section 1 – Our proposals

### OUR VISION

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

**1a. Do you support our proposed Vision for Birmingham?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**1b. Please provide reasons for your answer**

### OUR MISSION

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

**2a. Do you support our proposed Mission for Birmingham?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**2b. Please provide reasons for your answer**

## OUR OBJECTIVES

We have developed four objectives which outline what we want to achieve through this strategy:

- **We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.**

*This means education, health and social care working together and pooling their money to ensure best value and outcomes for children, young people and families*

### 3a. Do you agree or disagree with this objective?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

### 3b. Please provide reasons for your answer

### 3c. How will this affect you?

- **We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.**

*This means we will talk to you and involve you in planning and decision making.*

**4a. Do you agree or disagree with this objective?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**4b. Please provide reasons for your answer**

**4c How will this affect you?**

- **It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people aged 0-25 who have special educational needs and/or disabilities.**

*This means you can expect your mainstream local school or setting to make every reasonable adjustment to meet the needs of your children or young people.*

**5a. Do you agree or disagree with this objective?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**5b. Please provide reasons for your answer**

**5c. How will this affect you?**

- **We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.**

*This means we will regularly review the type of provision that can best meet the needs of a child or young person and work with you to agree the best placement throughout the child or young person's education.*

**6a. Do you agree or disagree with this objective?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**6b. Please provide reasons for your answer**

**6c. How will this affect you?**

## OUR PRIORITIES

We have developed three key priorities which we will focus on to deliver the new strategy:

- **Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

*This means you can expect teachers and professionals to plan and effectively meet your child's special educational needs, including accessing extra funding, without always needing an Education Health and Care Plan.*

**Further information about what we are planning under Priority 1 can be found in the Draft Strategy page 16-17 and the Outline Delivery Plan.**

### 7a. Do you agree or disagree with this priority?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

### 7b. Please provide reasons for your answer

### 7c. How will this affect you?

- **Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people who have special educational needs and/or disabilities aged 0-25 years and improve outcomes from early years to adulthood**

*This means we will ensure there are enough good placements available in Birmingham for children and young people of all ages 0-25 to meet all levels of need.*

**Further information about what we are planning under Priority 2 can be found in the Draft Strategy page 18-19 and the Outline Delivery Plan.**

**8a. Do you agree or disagree with this priority?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**8b. Please provide reasons for your answer**

**8c. How will this affect you?**

- **Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

*This means we will develop a system to give funding to schools and settings, based on individual needs of children and young people, and make sure we can clearly see the difference the money has made.*

**Further information about what we are planning under Priority 3 can be found in the Draft Strategy page 20 and the Outline Delivery Plan**

**9a. Do you agree or disagree with this priority?**

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**9b. Please provide reasons for your answer**

**9c. How will this affect you?**

**10. Do you have any comments on any other aspect of our draft strategy and plans, or any ideas for making SEND services more effective?**

**About you**

We would like you to tell us some things about you. You do not have to tell us if you do not want to, but if you do, it will help us to plan our services.

**Which age group applies to you?** (please tick one box only)

0-4	5-10	11-15	16-18	19-25	20-24	25-29	30-34	35-39
40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80+

**What is your sex?** (please tick one box only)

- Male
- Female

**Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?** (please tick one box only)

Yes

No

Prefer not to say

**If yes, do any of these conditions or illnesses affect you in any of the following areas?** (please tick all that apply)

1. Vision (e.g. blindness or partial sight)

2. Hearing (e.g. deafness or partial hearing)

3. Mobility (e.g. walking short distances or climbing stairs)

4. Dexterity (e.g. lifting and carrying objects,  
using a keyboard)

5. Learning or understanding or concentrating

6. Memory

7. Mental Health

8. Stamina or breathing or fatigue

9. Socially or behaviourally (e.g. associated with

Autism, attention deficit disorder or Asperger's Syndrome)

10. Other (please write in)

**What is your ethnic group?** (please tick one box only)

**White**

English/ Welsh/ Scottish/ Northern Irish/ British

Irish

Gypsy or Irish Traveller

- Polish
- Baltic States
- Jewish
- Other white European (including mixed European)
- Any other White background (please write in)

**Mixed/ multiple ethnic groups**

- White and Black Caribbean/African
- White and Asian
- Any other Mixed background (please write in)

**Asian/ Asian British**

- Afghani
- Bangladeshi
- British Asian
- Chinese
- Filipino
- Indian Sikh
- Indian Other
- Kashmiri
- Pakistani
- Sri Lankan
- Vietnamese
- Any other Asian background (please write in)

**Black African/ Caribbean/ Black British**

African

Black British

Caribbean

Somali

Any other Black/African/Caribbean background (please write in)

**Other ethnic group**

Arab

Iranian

Kurdish

Yemeni

Any other ethnic group (please write in)

**What is your sexual orientation** (please tick one box only)

Bisexual

Gay or Lesbian

Heterosexual or Straight

Other

Prefer not to say

**What is your religion or belief?** (please tick one box only)

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion (please write in)

**Thank you for taking the time to be part of this consultation.**

**Returning this Paper Questionnaire**

**Please post it to us at:**

**Birmingham's Strategy for SEND and Inclusion**

**PO Box 16465**

**Birmingham**

**B2 2DG**

**Completing an online version of the questionnaire:**

<https://www.birminghambeheard.org.uk/people-1/send-inclusion>

## Section 2

### Have your say

During the consultation period there are various ways in which you can find out more and give us your views. You can do this by:

### Completing a consultation questionnaire online

You can complete an online version of the questionnaire and download copies of the consultation document **from 9<sup>th</sup> June 2017** at:

<https://www.birminghambeheard.org.uk/people-1/send-inclusion>

### Paper copies and other accessible formats

If you require a paper copy or a more accessible format such as an Easy Read version, please use the contact details at the bottom of the page.

### Parent & Carer Meetings

Parents and Carers are invited to attend one of the public meetings below, at which a senior manager from Education services will explain the proposals.

Please book a place by emailing [education@birmingham.gov.uk](mailto:education@birmingham.gov.uk)

Please let us know before the meeting if you have any special requirements, for example; an interpreter, a hearing loop or large print materials.

DATE	VENUE
<b>Wed 5<sup>th</sup> July 2017</b> <b>10:30am-12:30</b>	North City Wilson Stuart School, Perry Common Road, Erdington, B23 7AT
<b>Thurs 6<sup>th</sup> July 2017</b> <b>11:00-13:00</b>	South City All Saints Centre (Marjorie Allen Room), 2 Vicarage Road, Kings Heath B14 7RA
<b>Thurs 13<sup>th</sup> July</b> <b>18:00-20:00</b>	City Centre Birmingham City Council Offices, 10 Woodcock Street, Aston, B7 4BL

## **Schools, Settings and Colleges**

Talk to your child or young person's school, setting or college to find out how they are getting involved in the consultation.

### **Contacting us about the consultation**

If you have any questions, comments, or want to request a paper copy of the questionnaire and consultation document, please use the contact details below.

Email: [Education@birmingham.gov.uk](mailto:Education@birmingham.gov.uk)

Phone: **0121 303 5154**

Write to: **Birmingham's Strategy for SEND and Inclusion**

**PO Box 16465**

**Birmingham**

**B2 2DG**

# Birmingham's Strategy for SEND & Inclusion

## Easy Read Consultation Document



9<sup>th</sup> June – 31<sup>st</sup> July 2017

Please complete & submit by



Need help? Call: 0121 303 5154 or Email: [education@birmingham.gov.uk](mailto:education@birmingham.gov.uk)

# INTRODUCTION

 What are we consulting on?

Why do we need you to answer these questions?



We want to tell you about:

Birmingham's Strategy for:

**Special Educational Needs and/or Disabilities (SEND)**



**Inclusion**

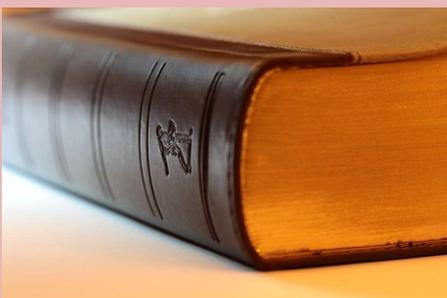
**Our Vision**

**Mission**



**Objectives**

**Priorities and plans so far.**



The Law (Section 30 of the Children and Families Act 2014) says we must keep our Local Offer under review.

Your consultation responses (where appropriate) will be fed into this ongoing review.

# How We Consult.



We will be asking for your views on our ideas for children, young people and families who use SEND services, parents, carers, city council staff, health partners, schools and other settings.



We will be working with a wide group of stakeholders from education, health, social care and professional forums.

Stakeholders are people who have an interest in something and wish to make it a success.



We will work with stakeholders in schools, settings, providers and other professional bodies.

We will agree the best way to get the views of families of children and young people.

You can tell us your views by:



Completing a questionnaire, Attending consultation meetings or by emailing or telephoning us.

We will listen to and record your comments



We will publish an anonymous summary of comments received. We will explain what we plan to do next. It will be made available and will show where we have made changes. If we don't make changes, we will say why.

When the consultation closes, we will prepare a report for the Inclusion Commission. It tells them what we have found out. A final report is sent to Cabinet showing our strategy and plan for carrying it out.



The Inclusion Commission reviews SEND services in Birmingham including key stakeholders. The Cabinet is responsible for decisions on Council services.



## Who will be affected by the results of this consultation?

- ➔ Children and young people who have special educational needs and/or a disability (SEND)
- ➔ Parents, carers and families of children and young people who have SEND
- ➔ Birmingham City Council education and social care staff
- ➔ Health organisations in Birmingham (including NHS trusts and Clinical Commissioning Groups) and their staff involved in development of Education Health & Care Plans
- ➔ All Birmingham schools, including Governing bodies, Head Teachers, SENCOs (Special Educational Needs Coordinator)
- ➔ Children's centres
- ➔ Early Years settings and providers
- ➔ Post 16 & 19 settings and providers
- ➔ Private, third sector and voluntary providers of services for children and young people who have SEND
- ➔ Youth offending teams



## Birmingham's Review of SEND Services

Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice in 2015, a number of changes were introduced to the way services for children and young people with special educational needs are delivered in Birmingham.

Implementing these changes in Birmingham has been very challenging and systems have been under pressure to meet deadlines within a tight budget.

Birmingham City Council started a full review of all SEND services in 2016 because they wanted to improve the approach to Inclusion in education, health and social care services for children and young people. They called this the Inclusion Commission.

This work included key people from education, health, social care and also parents, young people and elected members and officers Birmingham City Council. It was all overseen by an independent Chair, Professor Geoff Lindsay from Warwick University.

It was agreed there is a need for shared responsibility between the Inclusion Commission, Health, Social Care and Education to deliver improvements to the services.

A joint Vision and Mission has been developed with the members of the Inclusion Commission to help describe where we want to get to, and how we will get there.

We have set out four Objectives to describe what we want to achieve

From this, we will focus on three key Priority areas in order to improve the services available.

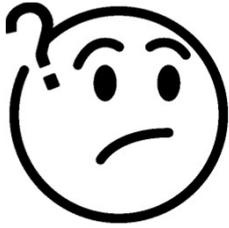
We would like to hear your feedback on our proposals so far to help us develop our plans further



**(A) What is your interest in this consultation?**

**Are you a: (tick as many that apply)**

<b>Child, young person or adult up to 25 years, with a special educational need and/or disability.</b>	
<b>Parent or carer of a child or young person with a special educational need and/or disability.</b>	
<b>Birmingham City Council employee (non schools)</b>	
<b>Councillor or MP</b>	
<b>Health service (e.g. NHS or Clinical Commissioning Group)</b>	
<b>Teacher or schools staff</b>	
<b>School Governor</b>	
<b>Early years provider</b>	
<b>Post-16 education provider</b>	
<b>Post-19 education provider</b>	
<b>Private or voluntary provider</b>	
<b>A member of the public</b>	
<b>Other – Please Specify:</b>	



**(B) If you are a 'Child or Young Person with a special educational need or disability' in Question 'A' (See page 6), what is your age?**

0-4 years

5-10 years

11-15 years

16-18 years

19-25 years

N/A



**(C) If you are a 'Parent or Carer' in Question 'A' (see page 6), what age range are the children in your family?**

0-4 years

5-10 years

11-15 years

16-18 years

19-25 years

N/A



**(D) If you are a child, young person or parent, what types of special education needs and / or disabilities apply to you or your family? (Tick as many as apply)**

<b>Specific Learning Difficulty</b>	
<b>Cognition &amp; Learning Difficulty</b>	
<b>Profound &amp; Multiple Learning Difficulty</b>	
<b>Social, Emotional and Mental Health</b>	
<b>Speech, Language &amp; Communication Needs</b>	
<b>Hearing Impairment</b>	
<b>Visual Impairment</b>	
<b>Multi-Sensory Impairment</b>	
<b>Physical Disability</b>	
<b>Autistic Spectrum Condition</b>	
<b>Other Difficulty/Disability (Please describe below):</b>	

# Section 1 – Our Proposals

## Our Vision – Happy and Healthy

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

1a. Do you support our proposed Vision for Birmingham?



Strongly Agree



Agree



Neutral



Disagree



Strongly disagree

1b. Please explain why you feel this way:

# Our Mission

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

2a. Do you support our proposed Mission for Birmingham?



Strongly Agree



Agree



Neutral



Disagree



Strongly disagree

1b. Please explain why you feel this way:

# Our Objectives

We have agreed four objectives which outline what we want to achieve.

**We will develop joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.**

*This means education, health and social care working together and pooling their money to ensure best value and outcomes for children, young people and families*

**3a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**3b. Please explain why you feel this way:**

**3c. How will this affect you?**

**We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.**

*This means we will talk to you and involve you in planning and decision making.*

**4a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**4b. Please explain why you feel this way:**

**4c. How will this affect you?**

**It is our aim that all Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people aged 0-25 who have special educational needs and/or disabilities.**

*This means you can expect your mainstream local school or setting to make every reasonable adjustment to meet the needs of your children or young people.*

**5a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**5b. Please explain why you feel this way:**

**5c. How will this affect you?**

**We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.**

*This means we will regularly review the type of provision that can best meet the needs of a child or young person and work with you to agree the best placement throughout the child or young person's education.*

**6a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**6b. Please explain why you feel this way:**

**6c. How will this affect you?**

# Our Priorities

## Priority 1:

**Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement**

*This means you can expect teachers and professionals to plan and effectively meet your child's special educational needs, including accessing extra funding, without always needing an Education Health and Care Plan.*

**7a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**7b. Please explain why you feel this way:**

**7c. How will this affect you?**

**Priority 2:**

**Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people who have special educational needs and/or disabilities aged 0-25 years and improve outcomes from early years to adulthood.**

*This means we will ensure there are enough good placements available in Birmingham for children and young people of all ages 0-25 to meet all levels of need.*

**8a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**8b. Please explain why you feel this way:**

**8c. How will this affect you?**

**Priority 3:**

**Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people**

*This means we will develop a system to give funding to schools and settings, based on individual needs of children and young people, and make sure we can clearly see the difference the money has made.*

**9a. Do you agree or disagree with this objective?**



**Strongly Agree**



**Agree**



**Neutral**



**Disagree**



**Strongly disagree**

**9b. Please explain why you feel this way:**

**9c. How will this affect you?**



**10. Do you have any comments on any part of our draft strategy and plans, or any ideas for making SEND services better?**

## About You



We would like you to tell us some things about you.

You do not have to tell us if you do not want to.

But if you do, it will help us to plan our services

### How old are you?

<input type="checkbox"/>	0-4
<input type="checkbox"/>	5-9
<input type="checkbox"/>	10-14
<input type="checkbox"/>	15-17
<input type="checkbox"/>	18-19
<input type="checkbox"/>	20-24
<input type="checkbox"/>	25-29
<input type="checkbox"/>	30-34
<input type="checkbox"/>	35-39
<input type="checkbox"/>	40-44
<input type="checkbox"/>	45-49
<input type="checkbox"/>	50-54
<input type="checkbox"/>	55-59
<input type="checkbox"/>	60-64
<input type="checkbox"/>	65-69
<input type="checkbox"/>	70-74
<input type="checkbox"/>	75-79
<input type="checkbox"/>	80-84
<input type="checkbox"/>	85+

I am:



Male

Female

**Do you have any physical, mental health or illnesses that are expected to last longer than 12 months?**

Yes

No

No Response



<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



The answers to these questions are used to check that we are getting views from different groups of people.



**Do you have any of the following conditions or illnesses that affect you with?**

- Vision (Blindness / Partial Sight)
- Hearing (Deafness / Partial Hearing)
- Mobility (Walking / Climbing Stairs)
- Dexterity (Lifting / Opening tins / Gripping)
- Learning / Understanding / Concentrating
- Memory
- Mental Health
- Stamina / Breathing /Fatigue.
- Socially / Behaviourally (Autism, Asperger's, Attention Deficit Disorder)
- Other:

<b>Please tick your ethnic background:</b>			
<b>White</b>			
English / Welsh / Scottish / Northern Irish/ British		Irish	
Gypsy / Irish Traveller		Polish	
Baltic States		Jewish	
Other White European		Any other White Background	
<b>Mixed / Multiple Ethnic Groups</b>			
White and Black Caribbean/African		Irish	
Any other mixed background			
<b>Asian / Asian British</b>			
Afghani		Bangladeshi	
British Asian		Chinese	
Filipino		Indian Sikh	
Indian Other		Kashmiri	
Pakistani		Sri Lankan	
Vietnamese		Any other Asian background	
<b>Black African / Caribbean / Black British</b>			
African		Black British	
Caribbean		Somali	
Any other Black/African/Caribbean background			
<b>Other Ethnic Group</b>			
Arab		Iranian	
Kurdish		Yemeni	
<b>Any Other Ethnic Group:</b> _____			



## What is your sexual orientation?

- Heterosexual or Straight
- Gay or Lesbian
- Bisexual
- Prefer not to say
- Other (Please specify) \_\_\_\_\_



## What is your religion or belief?

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion (please specify below)

\_\_\_\_\_

Prefer not to say

# Thank you

for completing  
this questionnaire.

Where can I  
return my  
completed paper  
questionnaire?



Please post it to us at:  
Birmingham's Strategy  
for SEND and Inclusion  
PO Box 16465  
Birmingham  
B2 2DG

Completing an online version of the  
questionnaire:

[https://www.birminghambeheard.org  
.uk/people-1/send-inclusion](https://www.birminghambeheard.org.uk/people-1/send-inclusion)



## Section 2 - Have your say.

There are lots of ways to find out more and to give us your views.

You can do this by:

You can complete an **online** version of the questionnaire and download copies of the consultation document **from 9<sup>th</sup> June 2017** at:

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Please let us know before the meeting if you have any special requirements, for example; an interpreter, a hearing loop or large print materials.

DATE	VENUE
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<b>Thurs 13<sup>th</sup> July</b> <b>18:00-20:00</b>	City Centre - Birmingham City Council Offices, 10 Woodcock Street, Aston B7 4BL

**Continued on the next page >**



## Section 2 - Have your say.

There are lots of ways to find out more and to give us your views.

You can do this by:

### Schools, Settings and Colleges

Talk to your child or young person's school, setting or college to find out how they are getting involved in the consultation.

## Contacting us about the consultation

If you have any questions, comments, or want to request a paper copy of the questionnaire and consultation document, please use the contact details below:



Email: **Education@birmingham.gov.uk**



Phone: **0121 303 5154**



Write to:



**Birmingham's Strategy for SEND and Inclusion**  
**PO Box 16465**  
**Birmingham**  
**B2 2DG**

# **Birmingham's Strategy for SEND & Inclusion**

## **Frequently Asked Questions – updated 9<sup>th</sup> June 2017**

### **Is this strategy being developed just to save money?**

There is considerable budget pressure and we need to use our resources more effectively. There is already a budget recovery plan in place to address the immediate pressure. In the longer term the strategy aims to re balance the use of the budget away from expensive independent providers and towards our own Birmingham schools – both mainstream and special.

### **Is it just about reducing the number of Education Health & Care Plans (EHCPs), which means denying children who need them?**

It is hoped that more families will be confident that their local mainstream school or setting can meet the needs of their child needs via an SEN Support Plan and access resources without the need for an EHCP. This should mean that those children needing a plan will get a better service with more capacity for officers to maintain and review plans appropriately.

### **Will it involve moving children in and out of provision?**

We want there to be more flexibility for children and young people to move in and out of specialist provision when it is appropriate. The annual review process and key transition points will be used to re-evaluate the pathway for the young person, and through working with families, we will identify how to achieve the best adult outcomes.

Anyone currently in independent provision who is settled will not be required to move but where a family are looking for a change, a place at a Birmingham school will be offered if possible.

### **Are we planning to close special schools?**

We will need all the special school places and have no plans to close schools. We will be looking to develop more Birmingham provision for very complex cases and young people aged over 19.

### **I need an EHCP for secondary transfer – will this mean my child is less likely to get the place they need?**

We know that secondary transfer can be a driver for an EHCP request. We want to look at our admissions policy to explore the idea of SEN support being given some priority when making decisions about places. We also aspire to having a fully inclusive secondary sector where all families can feel confident as their child moves on.

### **Will more children with SEN in mainstream schools affect school data used by Ofsted?**

It is understandable that schools feel under pressure regarding standards and Ofsted but this must not stop us doing what is right. All schools should be inclusive as per the SEND Code of Practice and be able to present the data to show the achievement of different groups. We have schools in the city that are very inclusive and rated highly by Ofsted we plan to share this good practice and help every school be bold and inclusive.

**Have mainstream staff got the expertise and qualifications to deliver for our children and young people with SEND?**

We have a very committed team of SENCOs in our schools with high levels of expertise. Our SEN support services offer training and support. There are many examples of excellent practice in Birmingham's mainstream schools and we would work with the Birmingham Education Partnership to facilitate sharing of good practice.

**How is this going to be different to previous years?**

This has to be different because the current situation is unsustainable. This strategy is different because it has been developed by the Inclusion Commission which has representatives from a wide range of stakeholders including health, social care, education, schools, private and voluntary providers and parents and young people. The strategy aims to underpin the high level vision with practical proposals for delivery and implementation.

**Will there be any further consultation taking place?**

Yes it is intended to consult on more detailed proposals as they emerge. We will do this through a variety of ways to ensure engagement with families and practitioners.

# Equality Analysis

## Birmingham City Council Analysis Report

<b>EA Name</b>	Birmingham's Strategy For SEND And Inclusion
<b>Directorate</b>	People
<b>Service Area</b>	Children - Education & Skills
<b>Type</b>	New/Proposed Policy
<b>EA Summary</b>	Looking at the impact on children and families with SEND
<b>Reference Number</b>	EA002086
<b>Task Group Manager</b>	jill.crosbie@birmingham.gov.uk
<b>Task Group Member</b>	
<b>Date Approved</b>	2017-11-28 00:00:00 +0000
<b>Senior Officer</b>	colin.diamond@birmingham.gov.uk
<b>Quality Control Officer</b>	jill.crosbie@birmingham.gov.uk

### Introduction

The report records the information that has been submitted for this equality analysis in the following format.

#### **Initial Assessment**

This section identifies the purpose of the Policy and which types of individual it affects. It also identifies which equality strands are affected by either a positive or negative differential impact.

#### **Relevant Protected Characteristics**

For each of the identified relevant protected characteristics there are three sections which will have been completed.

- Impact
- Consultation
- Additional Work

If the assessment has raised any issues to be addressed there will also be an action planning section.

The following pages record the answers to the assessment questions with optional comments included by the assessor to clarify or explain any of the answers given or relevant issues.

## **1 Activity Type**

The activity has been identified as a New/Proposed Policy.

## **2 Initial Assessment**

### **2.1 Purpose and Link to Strategic Themes**

#### **What is the purpose of this Policy and expected outcomes?**

This draft strategy is to guide all work pertaining to special needs and provide a direction of travel for all new developments. It has been subject to a formal consultation process and has been returned to the Inclusion Commission in September 2017 for sign off prior to cabinet approval.

Following consultation we have strong commitment to a shared vision and priorities for action.

#### **VISION**

Every child and young person aged 0-25 with a special educational need and/or disability (SEND) in Birmingham will have the opportunity to be happy, healthy and achieve their fullest potential, enabling them to participate in, and contribute to all aspects of life.

#### **MISSION**

To implement an efficient and inclusive system where practitioners work with families, children and young people aged 0-25, to develop trust and confidence in order to build genuine and good quality partnerships. This will be achieved by practitioners from all sectors working together collaboratively to deliver the most appropriate local provision and support.

#### **OBJECTIVES**

- . Develop use of joint commissioning to ensure resources are used fairly and effectively to provide maximum impact on outcomes.
- . We will provide services that ensure the needs of children and young people who have special educational needs and disabilities and their families are at the heart of all that we do. We aim to offer this as locally as possible.
- . All Birmingham mainstream provision will be welcoming, accessible and inclusive, adhering to the SEND Code of Practice, so that they can meet the needs of most children and young people, aged 0-25 who have special educational needs and/or disabilities.
- . We will develop flexible pathways to enable children and young people to access the right provision and services to meet their individual needs different stages. This will deliver the best possible outcomes, including education, employment and training, as young people move into adulthood.

#### **PRIORITIES FOR ACTION**

1. Develop a framework of SEND assessment and planning from 0-25 years to enable professionals and partners to meet the full range of individual need and raise achievement
2. Ensure there is a sufficient and appropriate range of quality provision to meet the needs of children and young people with SEND aged 0-25 years and improve outcomes from early years to adulthood
3. Develop a unified resource allocation system to distribute the range of SEND funding across all schools and settings in order to make the most effective use of available resources and maximise the impact on outcomes for young people

**For each strategy, please decide whether it is going to be significantly aided by the Function.**

Children: A Safe And Secure City In Which To Learn And Grow	Yes
Health: Helping People Become More Physically Active And Well	Yes
Housing : To Meet The Needs Of All Current And Future Citizens	No
Jobs And Skills: For An Enterprising, Innovative And Green City	No

## 2.2 Individuals affected by the policy

Will the policy have an impact on service users/stakeholders?	Yes
Will the policy have an impact on employees?	Yes
Will the policy have an impact on wider community?	Yes

## 2.3 Relevance Test

Protected Characteristics	Relevant	Full Assessment Required
Age	Relevant	No
Disability	Relevant	No
Gender	Relevant	No
Gender Reassignment	Not Relevant	No
Marriage Civil Partnership	Not Relevant	No
Pregnancy And Maternity	Not Relevant	No
Race	Not Relevant	No
Religion or Belief	Not Relevant	No
Sexual Orientation	Not Relevant	No

## 2.4 Analysis on Initial Assessment

**Age**  
We are considering all young people between 0-25 as laid down in SEND legislation. We will need to consider whether their needs are adequately met and sufficient funding is allocated at all ages .Young people who require support post 16 and post 18 provision are affected by the move to adult services in Health and Social Care and their rights under their EHCP will need to be protected as they make this transition.

**Disability**  
We will be looking at all types of special needs and disabilities. We will be planning to provide appropriate provision across the city for all types of needs. We will be working with the mainstream sector to ensure schools and settings are as accessible as possible. Early years settings run by the private and voluntary sector will be commissioned on the basis of their provision for disability. Post 16 providers will be expected to make the reasonable adjustments to meet need.

**Gender**  
We will be considering the evidence that special needs are more prevalent in boys than girls. We will consider the high incidence amongst boys of Autism and SEMH. The impact of this on both boys and girls must be considered eg creating a peer group for girls in SEMH provision.

The implementation of the new strategy should have an overall positive impact on children and young people with special needs and disabilities. We aim to provide more appropriate places close to students homes and deliver more services through their local mainstream school - enabling them to be part of their community and participate more easily. We aim to develop full provision for Early years and post 16 so that the statutory requirement to deliver from 0-25 can be met.

### **3 Full Assessment**

The assessment questions below are completed for all characteristics identified for full assessment in the initial assessment phase.

#### **3.1 Concluding Statement on Full Assessment**

Following consultation it is concluded that a full assessment is not required since no negative impact was identified for any of the protected characteristic groups. In fact it was concluded that the implementation of this strategy would benefit certain groups and offer better protection for disabled young people. The consultation did identify a perception by some respondents that the rights of children and families to gain an EHCP were to be curtailed and they would therefore have their rights infringed. This perception is incorrect and the Local Authority will continue to deliver on their statutory duty to respond to requests for assessment. Further the strategy aims to build trust and confidence in the system and introduce a system of SEN support plans which will enable needs to be met more effectively.

Some changes were made to the strategy in response to the consultation. Certain aspects were strengthened eg 'all mainstream schools will be inclusive' -rather than 'aim to be inclusive'. The changes made will protect the rights of children and young people with SEND and help to ensure that all schools and providers adhere to the SEND Code of Practice.

As work progresses under the implementation plan there will be a need to conduct further consultation and equality analysis as necessary.

#### **4 Review Date**

05/09/17

#### **5 Action Plan**

There are no relevant issues, so no action plans are currently required.