

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 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. A consultation exercise was undertaken between 9th June and 30th 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 31st 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

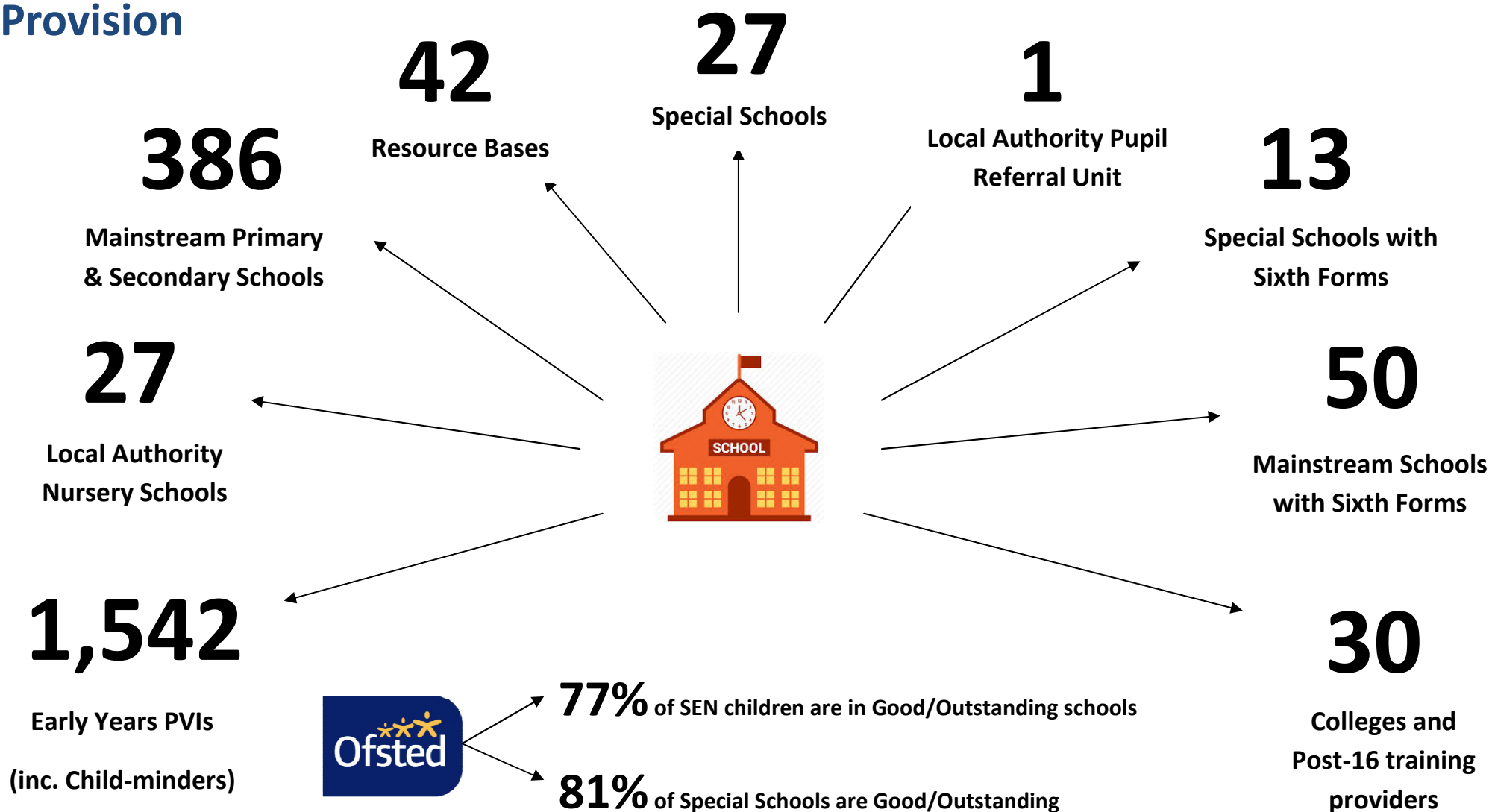
Post 16 – SEN2* and Insight, January 2017

- **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

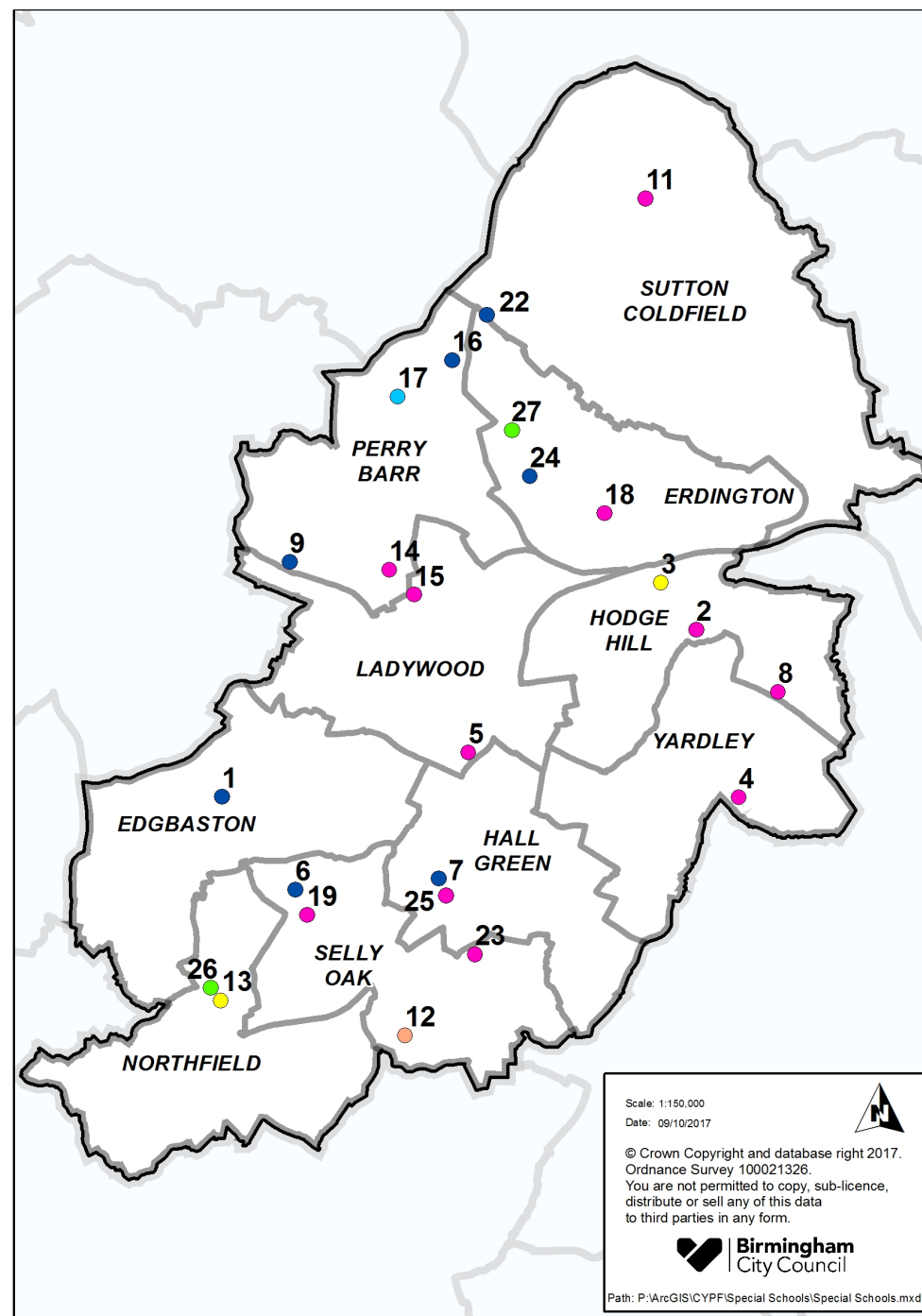
1	Baskerville School*	16	Oscott Manor School*
2	Beaufort School	17	Priestley Smith School*
3	Braidwood School for the Deaf*	18	Queensbury School*
4	Brays School	19	Selly Oak Trust School*
5	Calthorpe Teaching Academy**	22	The Bridge School
6	Cherry Oak School	23	The Dame Ellen Pinsent School
7	Fox Hollies 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

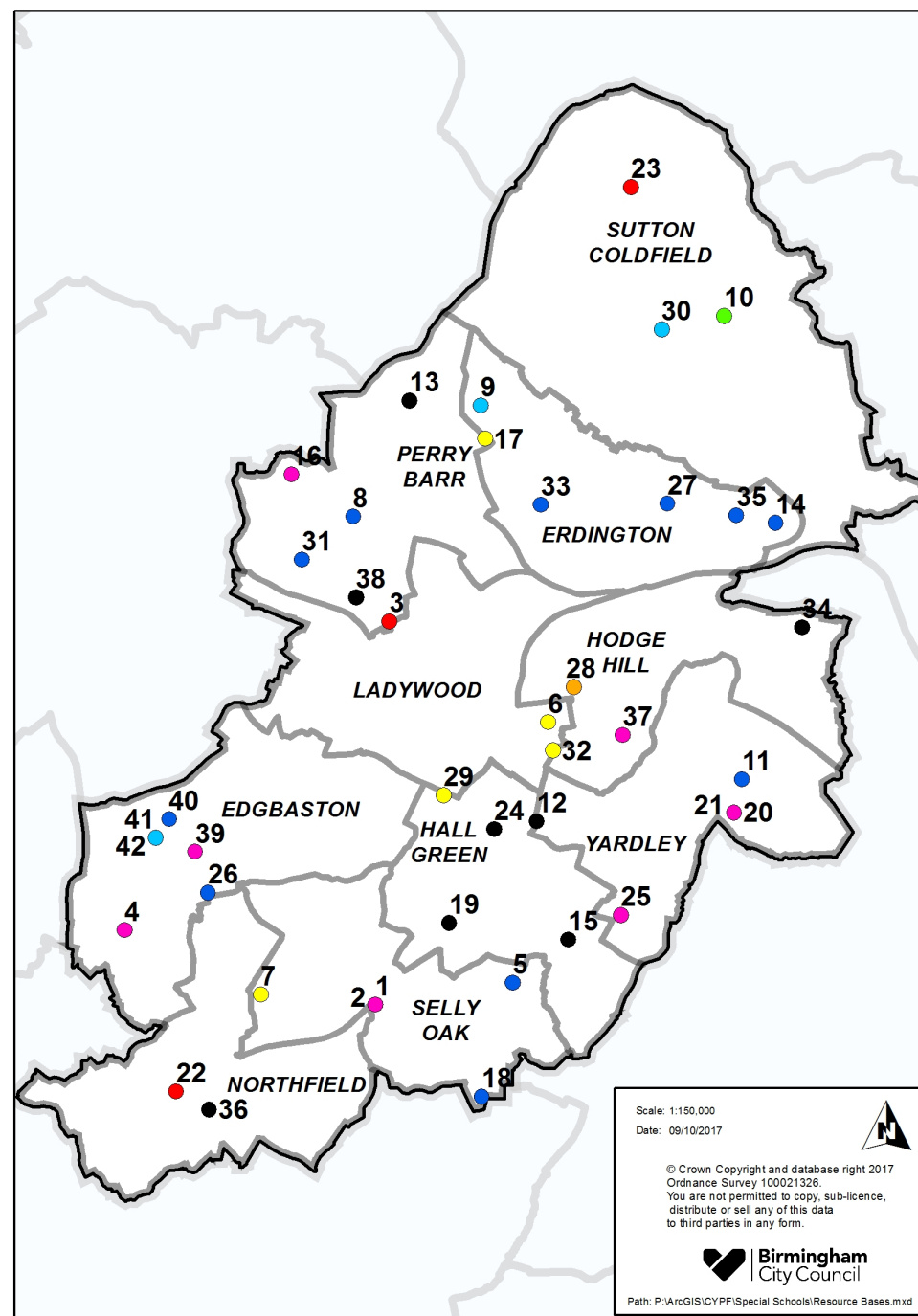
Key

- 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

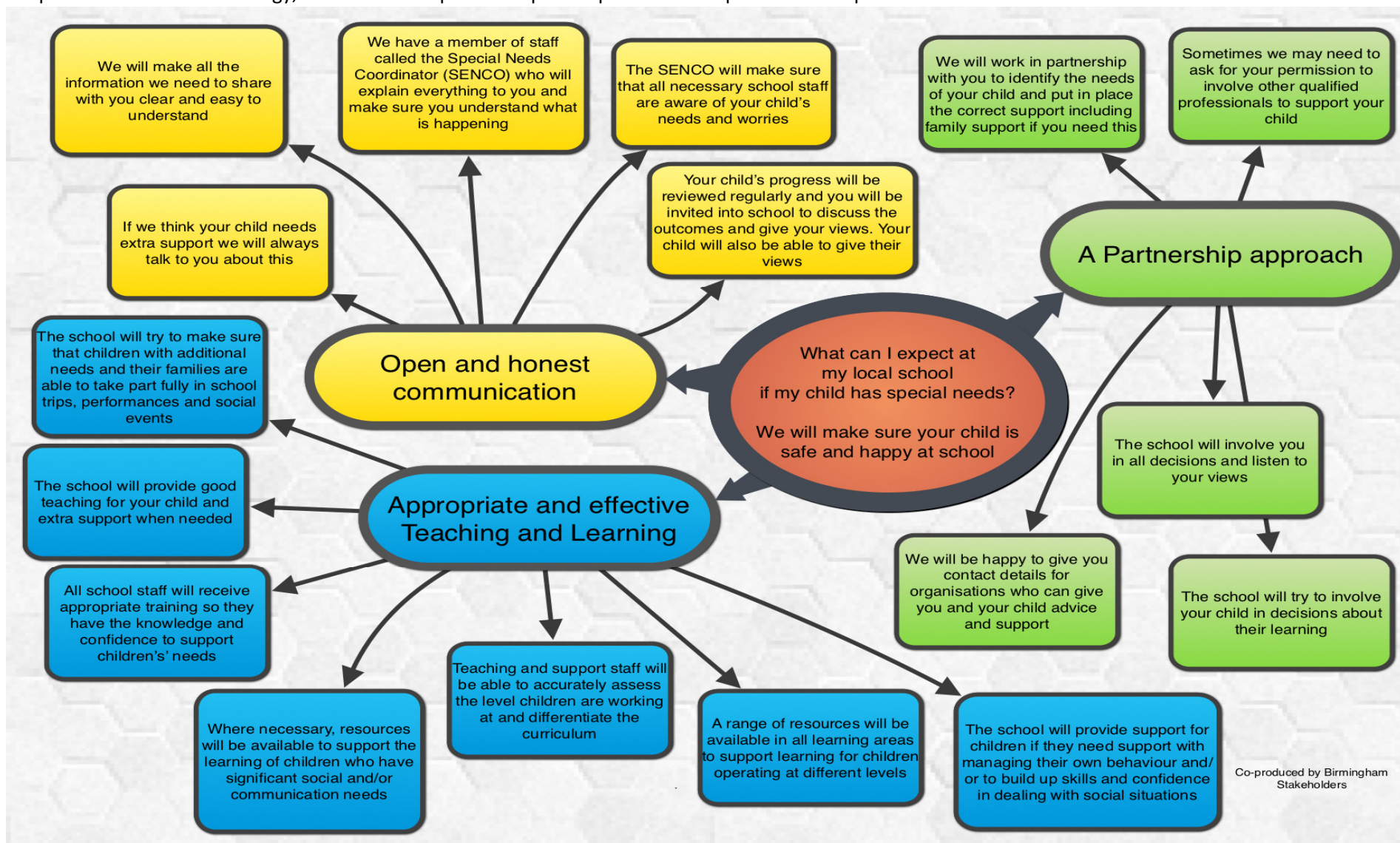
1	Allens Croft Nursery	24	Nelson Mandela
2	Allens Croft Primary	25	Ninestiles School
3	Anglesey	26	Paganel Primary
4	Bartley Green	27	Paget
5	Billesley	28	Parkfield
6	Bordesley Green*	29	Percy Shurmer
7	Bournville	30	Plantsbrook*
8	Cherry Orchard	31	Rookery
9	Christ The King	32	Small Heath*
10	Fairfax	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



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 | 4. Specialist provision |
| 2. SEN Assessment | 5. SEN Support |
| 3. High Needs funding | 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

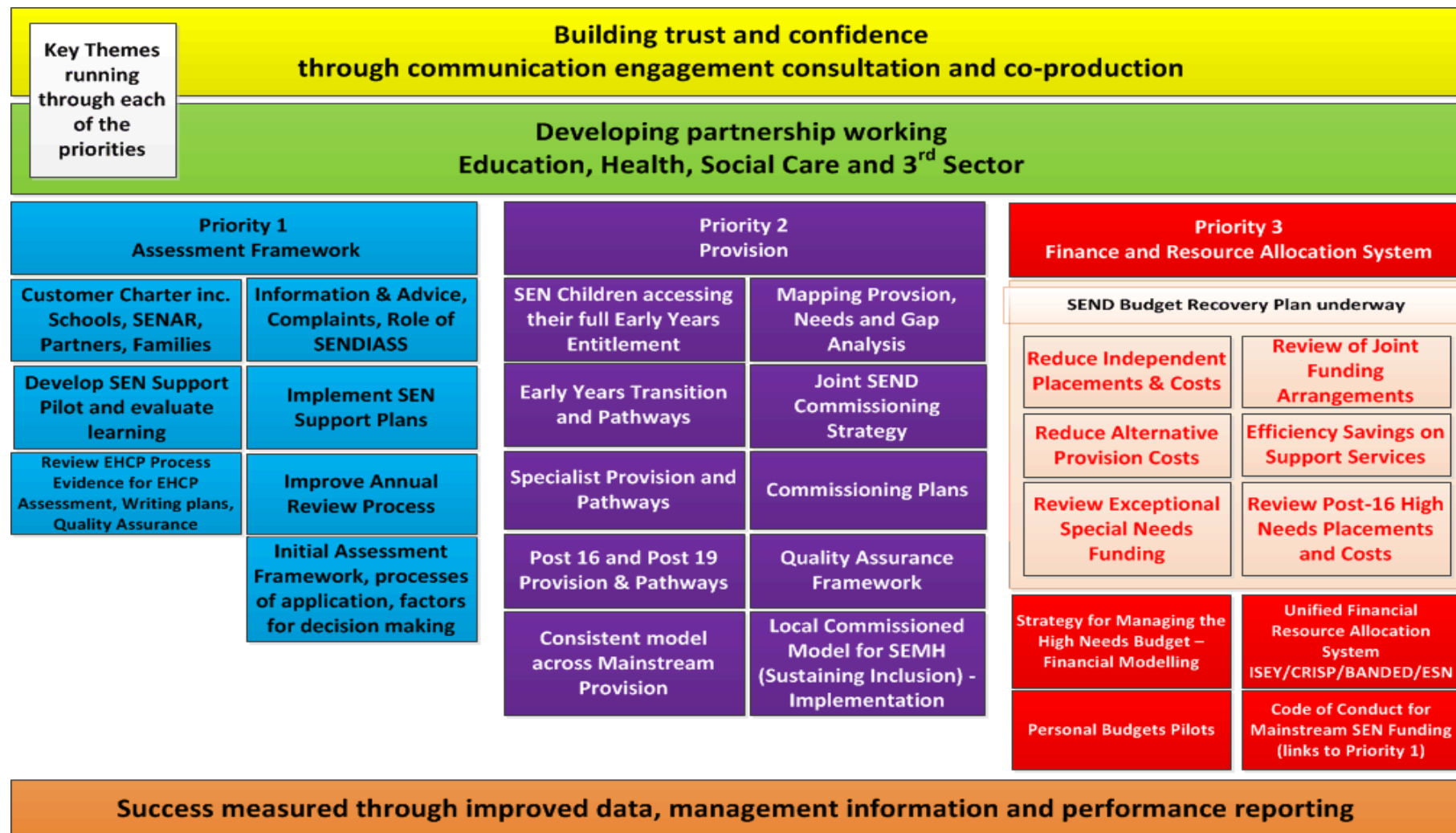
The new approach in Birmingham outlined in this Strategy centres on inclusive practice and the commitment that all children and young people will make a successful journey through our provision into adulthood. It is underpinned by strong principles of raising achievement and working in collaboration 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]