

SEND Joint Commissioning Strategy

2023-2026



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Foreword

We want our all our services to enable and support every child, young person and family to reach their full potential.

We are delighted to present the Joint Commissioning Strategy for the Sefton SEND Partnership, we are committed to ensuring that Sefton’s Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve. The Strategy seeks to reflect on what we have achieved across the life of the previous Strategy, a period of significant improvement for Sefton’s SEND services, whilst also recognising we need to do more to achieve our ambitions for the children, young people and their families in Sefton.

We have defined key priorities of holding high aspirations for all our children and young people, ensuring we have a comprehensive offer of support which is accessible in our local community and giving all the opportunity to provide support at the earliest opportunity and working with families and young people to maximise choice and control. The Strategy builds on a strong evidence base, national and local strategic drivers and responding to what our children, young people and their families tell us. We envisage at the end of the Strategy we will have seen a tangible impact on key performance areas and that our children and young people enjoy more positive outcomes and receive support in a timely and effective way focused on early intervention and prevention and a holistic pathway built on local assets.

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Introduction

This strategy represents the next phase to further improve our services in Sefton. Despite the significant improvements to our SEND offer in recent years we remain committed to building upon the successes and learning from our last Strategy, especially in light of the disproportionate impact Covid has had upon children and young people with SEND.

A full breakdown of our progress features later in the Strategy but the key headlines are:

- 0-19 Healthy child programme has been extended to young people up to the age of 25.
- All Special Schools have access to Mental Health Support Teams
- Preparation for adulthood guide developed as part of a clear post-16 transition pathway for young people with SEND.
- Initiatives and innovations following national best practice, such as the Children and Young People Mental Health Digital Information and Referral Platform
- Interventions to introduce hearing impairment into the curriculum.
- Intervention of identifying maths as a key area for development for our children and young people. Improvement of the ASD (Autistic Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder) assessment and diagnosis and post-diagnostic pathways.
- Development of a co-produced Occupational Therapy sensory graduated model.
- Development of a multi-disciplinary and assessment review for Speech and Language, Physiotherapy and Occupational Therapy (SPOT)
- Training and development of workforce for children and young people with SEND.
- Development and expansion of the use of digital and assistive technology to promote and support independent living.

To ensure that Sefton's Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, **our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve**. Sefton is committed to working collaboratively and we have developed a shared vision and set of principles that underpin this strategy.

In Sefton we want to continue to prioritise:

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.

4. To work with families and young people to maximise choice and control.

All children and young people deserve the support they need to be confident, resilient individuals with their own ambitions and aspirations as they develop into adulthood irrespective of their learning needs or abilities. We know how important it is for support to be provided at the right time particularly for children and young people with SEND so that they can develop the skills they need to thrive and to be ready to transition to the next phase of their lives. We believe in celebrating difference and learning from each other, whilst making everyone feel included. We want Sefton's Local Offer to reflect this. This will mean that every child and young person can grow in their local, inclusive, and supportive community. Finally, whilst this strategy covers Sefton, we are committed to continue working with neighbouring Local Authorities and our colleagues in the NHS Cheshire and Merseyside Integrated Care Board to share best practice, data and information and to explore opportunities to improve services.

The SEND Joint Commissioning Strategy 2023-2026 will build upon the aims and objectives of fellow Sefton strategies such as the **Children Cared for Sufficiency Strategy**, the **Joint Strategic Needs Assessment**, **Sefton's Health and Wellbeing Strategy**, **Sefton's Children and Young People's Plan 2020-2025**, **Education Excellence Strategy**, and the **National Delivering Best Value Programme** (all of which can be found and accessed via the Sefton Council website).

The purpose of this strategy is to:

- Deliver improved outcomes for children and young people with SEND across the local area.
- Identify a set of key commitments and priorities that will underpin all joint planning and commissioning decisions, informed by the SEND Joint Strategic Needs Assessment and in line with the requirements of the SEND Code of Practice: 0 to 25years and feedback from our communities inclusive of children, young people, parents and carers.
- Provide a framework for effective joint planning, understanding and review of SEND services in the borough, which should inform all elements of working practices (including Emotional Health and Wellbeing Services, Speech and Language Therapy, Physiotherapy and Equipment Provision)
- Ensure that we commission services jointly between Education, Cheshire and Merseyside Integrated Care Board NHS and Council with assessment of local needs, delivering personalised integrated support that delivers outcomes and brings support together across the system.
- The Strategy will inform the development of robust priorities and effective joint working. This will then inform commissioning intentions and meet local needs more effectively.

About Sefton

Our SEND partnership includes Sefton Council, Schools, Cheshire and Merseyside ICB Sefton, the Voluntary, Community and Faith Sector, business sectors, and most importantly children, young people and their families.

Sefton has a resident population of 279,239 people, with 57,904 (21%) children and young people in Sefton (age 0-19) and 74,281 children and young people in Sefton (age 0-25). In January 2022, the local authority maintains an EHC Plan for 2,243 children and young people, which to represent approximately 3% of the population of children and young people aged 0 – 25 years resident in the borough, compared to the national percentage of 4.0%.

- In 2020/21 there were 9,501 children (aged 0 to 19) living in relative low-income families in Sefton, equating to 16% of the Borough's children, but this varies across Sefton, rising to 28% in places.
- Throughout the Covid-19 pandemic 81% of low-income families reported lower income and 54% of the lowest income families had borrowed money to cover everyday living costs. The current Cost-of Living-Crisis is impacting further on the those who are living in poverty and experiencing financial pressure before cost increases hit.
- There are 107 school settings in Sefton with 42,576 attending those settings. 40,245 children and young people are educated in 102 Sefton state-funded, maintained nursery, primary, secondary, special schools and pupil referral units (PRUs). 2,331 children and young people attend 5 non-maintained and independent settings.
- The percentage of children and young people with Special Educational Needs and/or Disabilities requiring support from the Council has increased each year since 2010.
- In January 2022, the number of school pupils with SEN but no EHC plan (SEN support) has increased to 5,403, 12.7%, compared to the national percentage of 12.6%.



SEND Need in Sefton – Key Information

The SEND and Alternative Provision Green Paper, published in March 2022 alongside the Schools White Paper, set out bold proposals to deliver a generational change for a more inclusive SEND system, followed by the Government's Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (Right Support, Right Place, Right Time) release in March which sets out the government's proposals to improve outcomes for children and young people; improve experiences for families, reducing the current adversity and frustration they face; and deliver financial sustainability. The transition to a new national SEND and alternative provision system and national standards will result in significant change across the local system between 2022 and 2026. A refresh of the Joint Strategic Needs Assessment (JSNA) has been conducted to consider the needs of Sefton's population. The 2023 JSNA has enabled the partnership to analyse the needs of Sefton children and young people and identify priorities in response to a rise in demand for services and changing landscape of support required following the covid pandemic. The full Joint Strategic Needs Assessment is available on the Sefton website but some of the key findings were that:

- In January 2022, the number of children and young people with EHC plans and receiving SEN supporting Sefton increased to 16.5%, compared to a national average of 16.5% and a northwest average of 16.9%. This equates to 2,243 children and young people (0-25 years).
- Of the 2,243, 1,604 are aged 2 ½yrs - 19yrs and are educated in Sefton schools or post 16 provisions (including maintained and non-maintained settings). 1,550 of these attend a Sefton maintained school setting.
- In January 2022, Sefton reported that in 2021 602 requests were made for EHC plans, with 321 being issued, of the 325 assessed in the 2021 calendar year.
- In January 2022, the percentage of pupils with an EHC plan in mainstream state-funded primary and secondary schools in Sefton is 46.7%, (national comparator 51.4%), whilst the percentage of pupils with an EHC plan attending state-funded special schools in Sefton is 45.5%, (national comparator 39.4%).
- Whilst the needs vary across primary, secondary and special schools, the primary needs of pupils with a Sefton EHC plan or receiving SEN support include, Speech and Language, Social Emotional & Mental Health and Autism.
- In January 2023, the number of Sefton maintained EHC plans has increased further to 2,565, which represents a growth of more than 77% since 2019.
- In January 2023 Sefton completes 18% of EHC plans in a 20-week timescale (down from 50.3% in previous years). There are signs of recovery, and the average performance is now 30%, but there is still further improvement required to return to a level consistent with national and northwest comparators.
- 44.4% of children and young people with an EHC Plan received an annual review in the 2022/23 academic school year and 100% of children transitioning into Reception or Secondary school received a review in order to allocate school placements by the statutory deadline of 15th February.
- In recent years' consultation with parents, carers, children and young people to gather their views, opinions and experiences of

local SEND system suggests the ‘SEND System’ is improving, though there remain areas for improvement and parts of the SEND system that could work better together.

- The average attainment 8 and progress 8 scores at Key stage 4 for pupils with SEN (EHC Plan and SEN Support) is below the national and Northwest comparators.
- The percentage of SEN pupils who receive ‘SEN support’ in secondary school going to or remaining in education & employment or training overall is consistent with the national comparator, but above both northwest and statistical neighbour averages.
- The SEND cohort that Career Connect work with has increased significantly by 27.9% over the last 3 years. The number of 16-17 year-olds with SEND in learning is 91.3% (December 2022).
- 9.4% 16-17 children with SEND not in employment, education, or training (NEET) and 12.8% for 16-24-year-olds with SEND needs.
- The demand for Home to School Travel Support has grown to approximately 40% for children and young people with SEND aged 0 – 25; for 150 post-16 students and 964 aged 0-16. Sefton provides SEND Personal Travel Budgets for 214 0-25-year-olds.
- The number of statutory school age students transported to out of borough settings increased 147% and the number of out of borough settings that the Council transports children and young people to has increased by more than 47% and demand for a Personal Travel budget has increased by 77%.
- 258 children and young people have participated in the Aiming High short breaks programme for 5-19-year-olds. The short breaks service has delivered 29,862 hours of respite to local families in

Sefton. In addition, the service has organised and delivered family activities, providing 2,120 hours of supported events that include parents, carers, and siblings.

- 35 children and young people currently make use of the Springbrook residential unit and on average a total of 871 nights stay is offered each year.
- In April 2022 under 38% of those waiting for Speech and Language Therapy services had been waiting less than 18 weeks, by January 2023 performance has continued to improve and now 65% of patients are waiting under 18 weeks.
- The Paediatric Dietetics Service has seen a growth over the last 3 years in both referrals and contacts. Performance has consistently been above the commissioned target of 92% (those on waiting list waiting less than 18 weeks), though there has been a drop to 70% recently.
- Occupational Therapy referrals and contacts has achieved the 92% target (those on waiting list waiting less than 18 weeks) throughout 2022/23.
- In 2021/22 referrals for ASD & ADHD Assessment and Diagnosis increased significantly: a 75.3% increase in ASD and a 265% increase in ADHD, and referral rates for 2022/23 are projected to be higher again.
- As of January 2023, just over 40% of children and young people were waiting under 6 weeks for a “choice” appointment and 60% under 18 weeks for a “partnership” appointment for Child and Adolescent Mental health Services.

Other key strategies and programmes

Delivering Better Value Programme

Sefton Council, along with 54 other Councils, is engaged in the national **Delivering Better Value (DBV) in SEND Programme**, which is overseen by the Department for Education. The Programme Objective is to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND and the programme is designed with 2 key approaches in mind:

- Short Term Help – To identify sustainable changes in each Local Authority that can drive high quality outcomes for children and young people with SEND, and informing:
- Long Term Reform – To build an objective evidence base across a third of the Local Authority sector, which will be used to:
 - Inform future policy and reform.
 - Build a national playbook and share best practice.
 - Inform future national programmes of similar scale and intent.

This driver of improving outcomes for children and young people with SEND is a key theme across the SEND Joint Commissioning Strategy and the outcomes from the DBV Programme will feed into an Implementation Plan that will run alongside the SEND Joint Commissioning Strategy.

The Programme will identify sustainable changes in the Local Authority that can drive high quality outcomes for children and young people with SEND and inform long-term national reform, building an objective evidence base which will be used to inform future policy and reform, build a national playbook and share best practice, and inform future national programmes of similar scale and intent.

[Sefton Children and Young People's Plan 2020/ 2025: My Sefton, Happy, Healthy, Achieving, Heard](#)

The **Sefton Children and Young People's Plan** sets out how we intend to maximise the health and wellbeing of all our children and young people living in Sefton. Sefton Council, NHS Cheshire and Merseyside Integrated Care Board and the Sefton Partnership, have agreed a series of priorities for future services and support. These priorities are based on what children, young people and their families have told us of their experiences and what we know about their current care.

We used Sefton's Joint Strategic Needs Assessment to inform the plan to seek to ensure that children and young people's needs are understood and met. It is based around the four themes of:

- Happy
- Healthy
- Achieving
- Heard.

Education Excellence Strategy

The **Education Excellence Strategy** is based around these four themes. The Education Excellence Strategy's key theme for 2022 -2027 is that Education and training will enable every young person to unlock the door to more choices and opportunities. For Children and Young People with SEND and their families this means:

- Ensure a system wide approach to whole school development in relation to school staff's SEND knowledge and training received.
- Support inclusive and innovative practice that promotes the wellbeing and emotional health of our children and young people.
- Develop local processes in line with the proposed national standards for SEN in relation to transition to ensure consistent, timely, high -quality transition preparation for children and young people with SEND.
- Continue to develop the supported internships and traineeships programmes to provide more young people with SEND with the skills they need to secure and sustain paid employment.
- Implement the National Standards for SEND that the government reforms will introduce to ensure consistency of how needs are identified and met at every stage of a child's journey across education, health and care.
- For pupils with EHC Plans, in line with planned SEND Green Paper reforms, where a pupil requires placement in specialist provision, the local Inclusion Plan will set out the provision available within the local area, to provide families with a tailored list of schools that are appropriate to meet their needs.
- Engage with the planned new national and local SEND data dashboards to ensure that the right information is collected in the right way at the right time to enable timely responses to local needs.
- Implement planned changes to the SEND national funding system to ensure the most effective use of high needs funding to support schools.

4 PRIORITIES



PRIORITY 1

Excellent teachers supported by excellent staff



PRIORITY 2

Raise achievement and ensure young people have the life skills to prepare for adulthood



PRIORITY 3

All Children and young people achieve their full potential



PRIORITY 4

School Systems to Support Children and their Families

What our Children and Young People and their Parent Carers have told us

To help inform the plan we have analysed the results of the 2023 Parent Carer consultation exercise. In summary:

- There is some positive feedback and examples that touch the different areas of the SEND partnership. Parents and carers have provided testimonies of individuals, team and services where they have felt supported and received communication, contact and support.
- There are some parents and carers who report that their needs are met by the different areas, however, it is Education where the needs are met the most, although some parents and carers feel that the school isn't making the reasonable adjustments needed, that there needs to be an increase in funding and the staff would benefit from an increase in understanding and training in autism spectrum disorder (ASD), Foetal alcohol spectrum disorder (FASD) and neurodiversity.
- Parents and carers report that there needs to be improved contact and communication generally by all areas of the SEND partnership, including about the Education, Health, and Care Plan (EHCP) process, after diagnosis, foetal alcohol spectrum disorder (FASD) and post 18 support.
- Occupational Therapy is well received by parents and carers, as highlighted by their feedback.
- Waiting times for assessments and appointments was something parent and carers expressed concerns about across the SEND partnership. This included for EHCP assessments and plans, ASD assessment and pathways and health and Child and Adolescent Mental Health Service (CAMHS) appointments.
- Some parents and carers also reported dis-satisfaction with the EHCP's in that it didn't meet need, the views of the parents and carers are not listened to and reviews not taking place or all professionals not attending the review.

- From an analysis of the equality monitoring questions against the comments received, it appears that there are themes connected to support and early help/intervention services for 0 – 4 years old and services and support post 18 years and reasonable adjustments in schools to help meet needs.
- The Sefton Parent Carer Forum is valued by parents and carers; they have trust and confidence in the Forum and welcome the sharing of information and opportunity to hear from guest speakers and services at their events.

Sefton Partnership pledge to use the joint commissioning plan as a platform to address all of the feedback received from children and their families to ensure the local offer meets the needs and addresses those areas where communication and improvements in services are required over the next 3 years.



Our Approach to Joint Commissioning

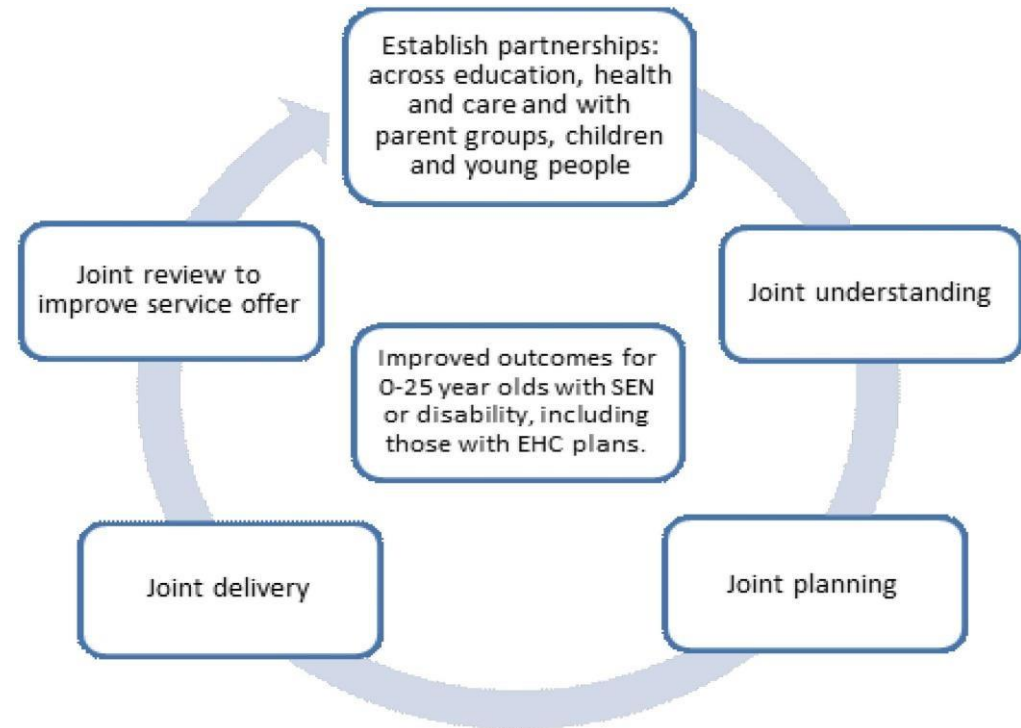
Commissioning is the process of identifying the needs of a community and planning services and activities to meet those needs within the resources that are available. Joint Commissioning is where the assessment of need and planning of services and activities is undertaken by two or more partners working together, striving for continuous improvement. The SEND Code of practice requires us to have a Joint Commissioning Strategy across education, health and Social Care and ensure services are commissioned in response to identified need.

We have a proven track record in partnership working but we recognise that we need to further improve our partnership working and co-production activity in respect of SEND. Our approach to joint commissioning for SEND is designed to ensure the best possible response to a child’s or young person’s needs, aligning and integrating needs assessment, planning and delivery of services/activities to achieve the best possible outcomes within the resources available. This includes jointly identifying current and future needs, any gaps in provision and maximising resources and sharing intelligence across all services to both improve outcomes for children as well as help inform commissioning and planning decisions across all aspects of SEND support.

We will ensure we work with the local Safeguarding Partnership use and annual reports as part of our evidence base Commissioning.

We will continue to provide universal services that are accessible to everyone in the borough, through our localities and emerging Primary Care Networks.

We will adopt the Commissioning Cycle identified in the SEND Code of Practice as outlined in the diagram opposite and ensure we use the established Sefton Partnership to drive this.



Our Commitment

Agencies in Sefton are committed to providing the best quality education, care and support for all children and young people with special educational needs and disabilities (SEND) through our partnership. As Commissioners we will act on the following principles that are central to the Sefton partnership Collaborative agreement.

- Work together to deliver a single vision through a focused set of priorities to reduce the unacceptable gap in health and wellbeing inequalities.
- Work to achieve financial sustainability and create the conditions to guarantee the most efficient, effective and value for money-based use of public resources in Sefton.
- Deliver person centred services informed by the voice of experts by experience through commitment to codesign, coproduction and listening at all levels to our owners – the people that need Care and Support.
- Commit to always acting ethically with the ultimate interest of the citizen [here children and young people with SEND needs] held at the heart of what we do. This is to be achieved through openness, honesty, transparency, and constructive challenge.
- To build on what we learnt during COVID - the power of acting as one, being risk enabled, outcome focused, and solution driven to solve our 'wicked problems'.
- Invest in innovative and creative services that bring best practice to Sefton and offer digital solution that bring maximum impact and solutions to our citizens.
- Ensure that all that we do is informed by a population health framework that enables shared, collective data to ensure that residents are getting the best possible care and support – in the right place at the right time.

We will do this is through identification of needs of our population and focus on matching all our resources to deliver better outcomes across the Borough. Then being clear on full resource to deliver this including (Finance, Capital, Workforce, Markets, Citizens, Communities and Assets).

There is a clear relationship between population needs, what is commissioned for children and young people with SEND, and individual EHCPs. We will consider the needs of our population as identified in our JSNA 2023 and the thorough review into the needs of population of children and young people aged 0 to 25 years who have SEND. In line with the Local Area's drive for early intervention and prevention we will take a preventative approach to manage rising demand from the earliest point in a child's life, encouraging independence where appropriate and building on the strengths of families and their inclusive networks.

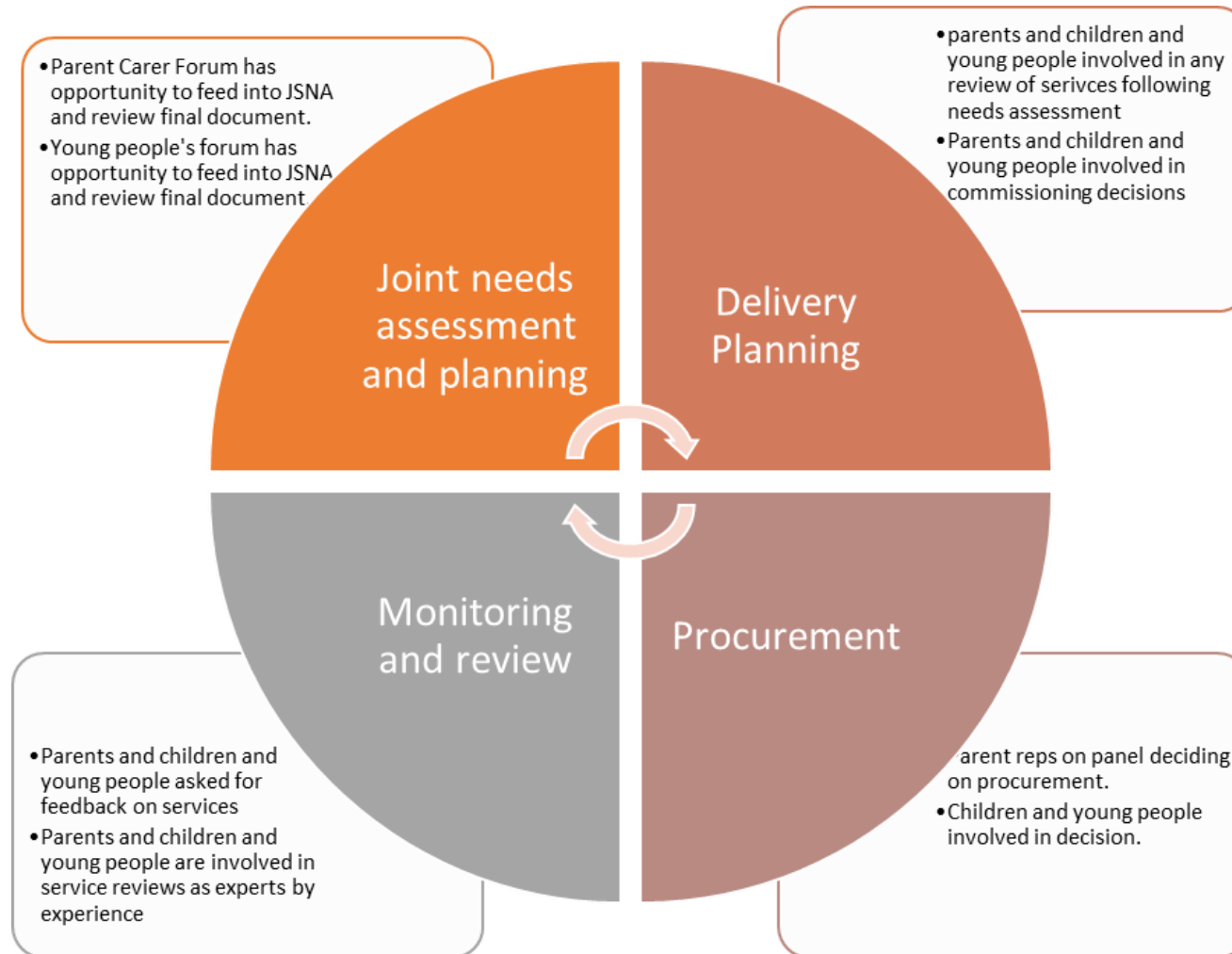
Our Approach to Joint Commissioning

Our joint commissioning in Sefton will be outcome based, designed around the needs of the people that live here, joined up, inclusive and measured to ensure the impact is the right one and continually reviewed and improved to ensure we are delivering the best possible outcomes. We will continually measure quality to ensure provision is targeted to local needs and inequalities. We will routinely review national best practice and expertise to understand we can improve our services and the Local Offer.

Our approach to this will be about.

- Co-production, consultation, engagement, and participation
 - Pooling funding to make best use of resources and avoid silo working.
 - Developing a framework to help us decide how best to deploy resource, utilising the best possible procurement routes to market and contract models to ensure the highest possible quality and value for money within our financial envelope.
 - Seek to learn from good practice in other areas and make use of available research.
 - Having an agreed set of outcomes that partners are seeking to achieve together through the services that they commission.
 - Being clear on the resources required to meet current needs and achieve agreed outcomes, and what each agency will contribute.
 - Bringing together frontline practice as much as possible, integrating services where possible but also doing simple things like organising joint training for staff across different agencies and ensuring that there is a common language and a consistent approach to support young people with SEND and their families across all agencies; and
 - Collating all available stakeholder data to inform the joint strategy in co-production.
- In developing our plans, we will take account of the Local Government Association paper “Developing and Sustaining an effective SEND System” which states the key ingredients to developing an effective approach to joint commissioning which includes:
- Aligning key sources of data and intelligence in the form of a joint dataset on children and young people with SEND, so that partners can take decisions about joint commissioning based on a broad and shared understanding of current and future needs.

Coproduction, Consultation, Engagement & Participation



The SEND Code of practice recommends that Local areas should be involving parents and children and young people at each stage of the commissioning cycle. We are committed to improving co-production, to ensure that the views of parents and carers, children and young people, providers and workforce are reflected in the planning process and delivery of this strategy. We will continue to use these forums and approaches to continue to offer real opportunities for co-production and codesign as we deliver the priorities in our action plan.

Engagement Forums

Delivery of this Strategy and achieving the aims and ambitions in it will be driven by our partnership with Parent Carers and Children and Young People themselves, we will make best use of the strong infrastructure we have in Sefton including but not limited to the following:

- The Co-production, engagement and communication group meet bimonthly as a multistakeholder group, including representation from the parent carer forum, health, education, social care, and the voluntary sector.
- The key purpose is to work collaboratively in respect of the improvement plan, by advising, challenging, and providing assurance to the governance system.
- Schools Get Talking, for young people attending the Special Schools meet fortnightly via Zoom. This provides the opportunity to share issues that are relevant to them. Guest speakers are invited to attend, from a range of agencies across health, education, and social care.
- Get Talking is a weekly online group that was originally established to support the refresh of the Local Offer.
- A Primary Youth Conference is arranged each year, following the themes Happy, Healthy, Heard and Achieving.
- A Secondary Youth conference is also arranged each year, with the theme Preparation for Adulthood, based around the 4 principles of Education/Employment, Living, Healthy, Independent Living and Community Engagement. Information about personal budgets and direct payments
- Local housing options, including housing benefits and social care support.

- A Strategic Youth Voice group has also been established to support the engagement of young people with SEND across Sefton.
- Transitions
- The National Preparing for Adulthood Program sets out 4 main areas that young people with SEND say are important to them: Employment Education and Training, Independent Living, Community Inclusion and Health. An EHCP review at Year 9 aims to detail personalised support in the following areas:
 - Identifying post-16 pathways that lead to employment options or higher education.
 - Training options, supported internships, apprenticeships, and traineeships.
 - Support to find and do a job (e.g., work experience opportunities or job coaches)
 - Support to help young people develop a lifestyle that is based on their hobbies, leisure activities, access to community facilities, meeting friends and having fun.
 - Help in understanding any welfare benefits available in work.
 - Preparation for independent living, including where young people want to live in the future, who they want to live with and what support they may need.
 - Information about lifestyle choices based on young people's interests and personal requests.
 - Advice to enable young people to travel independently.
 - Advice about continuing health care services so young people understand which professionals may be supporting them in adulthood. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities

- Support to help young people participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to the local community and voluntary opportunities.

As part of our Joint Commissioning Strategy, we will review our transition pathways to ensure that they are meeting the needs of our young people. Young people have identified several ways in which they were supported at times of transition, and they would like further support in:

- Travel training
- Help with life skills and
- Longer taster sessions in college.

Young people have identified several barriers for them gaining employment including:

- academic achievement
- health needs and
- the ability to travel independently.

This information has informed our priorities.

Sefton's Commitment to Inclusion

Sefton works hard to foster the ethos of inclusion in all our services and every school has an allocated Inclusion Consultant (IC) who meets with the SENCO on a termly basis.

The Inclusion Service supports schools in the identification of teaching approaches that enable pupils with additional needs make progress and take an active part in their settings. It is staffed by teachers who have expertise and experience of working with young people with special needs and understand national and local expectations for schools in their delivery of inclusive practice.

Universal Services

There are a range of services that are available to everybody, without the need for any assessment or referral. These are often called 'universal' services and they include a range of support from social activities in the community, Family Wellbeing Centres, Libraries and Leisure Centres and universal Public Health Services such as GPs, Dentists, Pharmacists, Opticians and Walk-in centres. Emergency and urgent care is available to everyone through a local A&E or calling 999, as necessary. Universal services can be found on the Sefton Directory, the Sefton Partnership and Provider websites, the Local Offer and CVS Directory.

Commissioned/Targeted provision.

The Council and NHS Cheshire and Merseyside Integrated Care Board and Sefton Partnership team deliver many activities and services support and can be accessed by children and young people with SEND and their families. Appendix 2 provides a snapshot of local vision that is available and a range of services depending on need.

Our Strategic Priorities

Our analysis of this information on need, demand, and experience, coupled with legislative obligations and the need to deliver within a defined budget envelope have led us to identify the following priorities for our system:

- High aspirations for all our children and young people
- A comprehensive offer of support which is accessible in the local community.
- The opportunity to provide support at the earliest opportunity.
- To work with families and young people to maximise choice and control about the services they receive.

We have developed an action plan under these priorities. The action plan will be reviewed on a yearly basis. The SEND Continuous Improvement Board and Health and Wellbeing Board will hold us to account on progress and performance of the strategy.



Progress Since the Last Strategy and the Current Picture

For the 2020-2023 Joint Commissioning Strategy, an action plan was developed to address the needs and priorities identified. It was a partnership plan that was reviewed on an annual basis. The delivery of the Joint Commissioning Strategy for SEND and progress against delivery of this Action Plan has been measured to understand if actions were fully completed, partially completed or remain outstanding. This allows us to then consider what should be brought forward into the next plan and reflect on what has been working, and what needs to be revised. A Task and inish group was pulled together with leads from across Education, Health and Social Care to perform this Audit, including the DCO.

A summary of progress highlights the following:

- 1. Review of Local Offer using SEND Needs Assessment, feedback from engagement activities and feedback from reviews.*
We have put in place a Needs Assessment, reviewed Aiming High and held a Local Offer Live Event on 1st March 2023.
We will continue to review, improve and promote the Local Offer, through audit and feedback from all stakeholders.
- 2. Encourage universal services to be more inclusive of children and young people with SEND.*
0-19 Health Child Programme has been extended to support SEND children up to the age of 25.
We will work with Parent and Carer representative on the healthy weight for Sefton programme; and focus on universal offers for SEND.
- 3. Children and Young People Mental Health Digital information and Referral Platform.*
Platform co-produced with young people, families and professionals and enables access to Emotional Health and Wellbeing information to make direct referrals to commissioned services.
- 4. Mental Health Support Teams (MHST).*
All Special Schools have support and access to Mental Health Support Teams.
Secondary Schools to access MHST. Alder Hey will utilise MHST to train and support schools with their ASD and ADHD referral process.
- 5. Sensory friendly environment.*
Pilot conducted to improve hospital and clinical environments for children and young people with sensory needs.
We will share our learning from the pilot with partners and other services.

6. Develop an effective Post 16 pathway for young people with SEND.

Development of Preparing for adulthood guide shared with Sefton education system and partners in health VCFSE, the Parent Carer Forum and Local Offer. We hold annual Young Person's Next Steps Transition Event. Main post-16 college providers sit on the Secondary Headteacher Association meetings.

We have an ongoing supported internships workstream; Educational Psychologist service will work closely with colleges to enhance transition processes.

7. Review national best practice.

Educational Psychologists training and professional development has improved planning process for children and young people. Graduated Response booklet produced for SENCOs, as well as information and materials. Every Leader a Leader SEND programme delivered; SEND in a Nutshell Tool adopted by schools.

The Delivering Better Value Programme will analyse service delivery and sharing of best practice approaches.

8. Identify barriers to a more diverse post-16 offer and support to remove those barriers.

1. Maths identified as a key area for development for 2020-2021.
2. Personal Understanding of Deafness curriculum developed starting at Key Stage 1.

9. To implement neurodevelopmental diagnostic pathway across Sefton which includes NICE compliant diagnostic pathway for ASD.

Health investment to develop ASD/ADHD assessment and diagnostic pathway. NICE compliant pathway implemented from April 2020 with monthly performance monitoring. ASD waiting list cleared between April 2020-June 2021. Improvements to patient information and referral systems have been possible through consultation and engagement with clinical team, Alder Hey's Youth Forum and Sefton Parent Carer Forum. Further innovations made with online ASD/ADHD referral platform. Establishment of a Sefton Partnership Neurodevelopmental Pathway Task & Finish group.

Further system wide development of the graduated offer.

10. 18-25 ASD Diagnostic Pathway Developments.

Development of Sefton Neurodevelopmental Pathway Task & Finish group. Success in Transforming Care joint bids for post diagnostic service pilot. Sefton have received funding from the Cheshire and Merseyside Transforming Care Programme.

C&M Beyond Programme funding secured to continue pre-diagnostic open access community service. Development of 18-25 diagnostic ASD/ADHD pathways, Neurodevelopmental graduated approach and shared care pathways.

11. Performance Management Frameworks.

Strengthening of SEND performance and quality monitoring. Key performance indicators have been aligned with Sefton Place contract measures.

Services that continue to be challenged will be reported by exception to the SEND Continuous Improvement Board. The SEND performance dashboard will be developed to reflect and align the revised SEND Improvement Plan (2023/24)

12. OT Sensory Service.

Service review developed a co-produced OT sensory graduated model. Service commenced in January 2022.

Joint commissioning of the graduated model will be reviewed as part of 12-month review of phase 1 implementation.

13. Specialist SALT Services.

Identified need for graduated support model to strengthen early intervention and prevention. Development of Speech and Language, Physiotherapy and Occupational Therapy service.

Ongoing work to address arising challenges. Development of new roles in speech and language to support children and families to reduce waiting times.

14. Explore opportunities for early help/ brief interventions from universal practitioners and voluntary, community and faith sector to reduce the need/ pressure on specialist services.

Health visitors trained in SLT brief interventions. OT sensory service training supporting families to support low level OT sensory needs. Training has also been made available for schools to support inclusion. Kooth online mental health service extended for 18-25-year-olds and the contract extended for another 4 years.

Autism friendly training pilot commenced. Inclusion team working to provide support and training to schools.

15. Neurodevelopmental community network.

Open access family support provided by Advanced Solutions- service does not require formal ASD/ADHD diagnosis. Funding secured for 2023/2024.

16. VCF Commissioned Mental Health Services and Support.

Low level mental interventions and group work delivered at community venues.

17. OT Sensory Workshops.

Community based education and advice workshops delivered by Alder Hey to families and professionals.

18. Train and develop the early years workforce for children with SEND.

Training and development provided; SDIP completed with Trusts. Training will continue as business as usual.

Educational Psychology Service to deliver training to upskill Early Years Practitioners.

19. To develop a campaign to promote the use of PHBs as part of delivery of EHCPs.

Training delivered to staff. PHB awareness campaign commenced.

Ongoing awareness raising events with the Sefton Carers Centre to promote uptake of PHBs.

20. Develop and implement an All-Age Assistive Technology Strategy.

Sefton TEC Strategy published and underwent first annual review.

All Age Assistive Technology Strategy is in development.

21. Expand use and resource of assistive technology to support and promote greater independent living.

Local Offer published to refer Children and Young People to the Visual Needs Team. Visual Interaction Guidance available to families to support developing communication skills. TEC e-learning available to Sefton prescribing staff teams. Brain in Hand pilot launched for 16-35-year-olds. TEC Roadshows conducted with young people, adults and social care professionals. Ask SARA service commissioned for self-assessment for minor aids and equipment. TEC guidance and information available for prescribing teams.

Evaluation of TEC e-learning prior to rollout as mandatory training; Brain in Hand pilot to be evaluated. Ongoing TEC presentations to staff teams to raise awareness of TECs.

22. Implement a review of the current offer involving young people and their parents/ carers in redesigning the offer.

Communities have supported the SEND inspection review for children with disabilities. We began the short breaks service review, unfortunately this was suspended due to Covid. We have adapted our provision to offer tailored outreach support for socially isolated overnight support and use of day care venues to for safe activities. "Dave" brand produced with young people to produce a podcast and maintain an Instagram presence for young people with neurological conditions.

Our Priorities 2023-2026

A more detailed snapshot of the [Action Plan can be found appended to this strategy](#), but a brief summary of the actions to meet our priority objectives features below. As stated earlier in the strategy, we will continue to focus on the following priorities for 2023-2026:

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.
4. To work with families and young people to maximise choice and control.

Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Delivery of the Delivering Better Value (DBV) Programme including Diagnostic Case Reviews and development of a DBV Action Plan for June 2023	X		X	X
Consider the social care needs of families when developing SEND services and pathways by recruiting a Designated Social Care Officer (DSCO)	X		X	X
Increase choice and control for those with complex health needs via Personalisation or Personal Health Budgets, utilising a partnership approach in the delivery of services. Actions will include developing a 18-25 diagnostic pathway and a graduated neurodevelopmental approach, reviewing OT sensory services and the development and implementation of shared care pathways.	X	X	X	X
Improved access to Early language and communication support tools including Speech and Language Therapy support, advice and assessment if specialist support required.	X	X	X	
Improved awareness of SEND amongst workforce including the continued promotion of the Local Offer and enhanced staff training.	X		X	
Increase accessibility of information for SEND through the creation of an information helpline hosted on Integrated Front Doors.	X		X	X
Improved access to timely and efficient mental health support through investing to support access and improve waiting times.	X	X	X	X
Embedding Technology Enabled Care (TEC) to secure the best outcomes for those with SEND through rollout of training to all staff; evaluation of the Brain in Hand pilot, workshop planning for the Sefton Youth Conference and raising awareness internally of TEC.	X	X	X	X
Partnership approach to service delivery including implementing the NW Framework SEND Purchasing systems.	X		X	
Enhancing provision of SEND services and groups first by mapping existing resources and reviewing best practice and producing a snap shot tool	X		X	

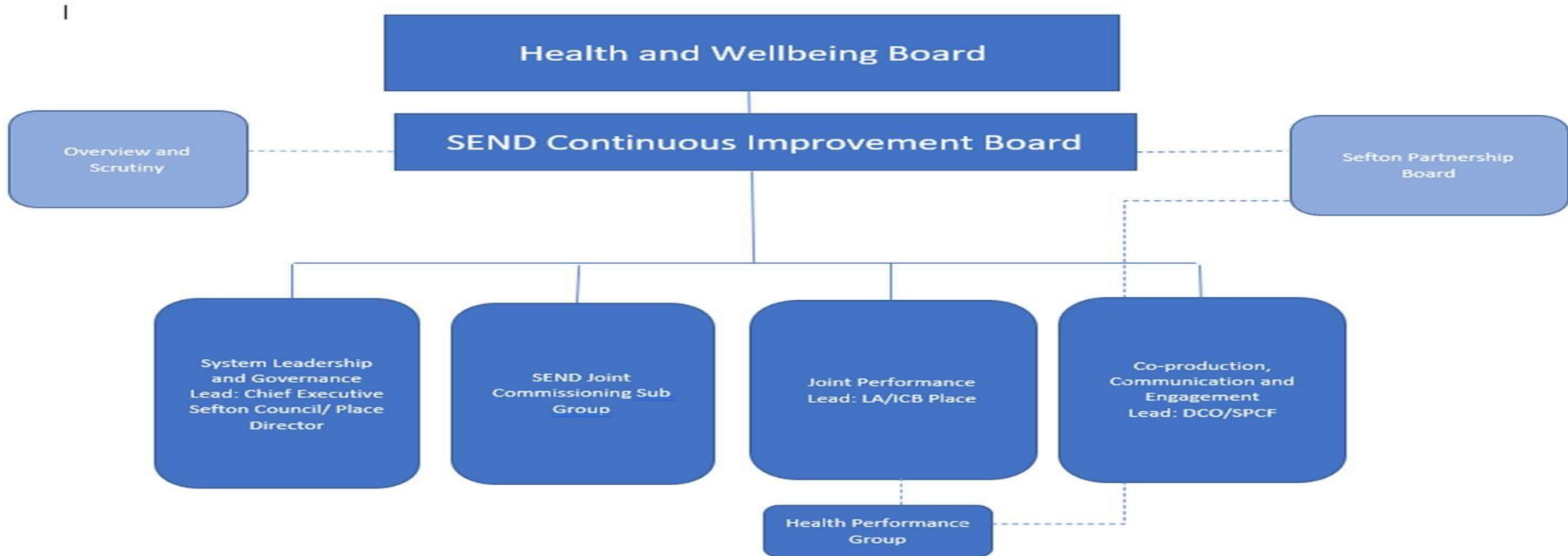
Outcomes & Actions	Priority 1	Priority 2	Priority 3	Priority 4
Establish a new SENDIASS service which will improve the SENDIASS offer, to ensure sufficient capacity and impartiality by supporting continuous improvement through monitoring. .	X		X	
Working across Health and Adult Social Care to review and ensure contract compliance and quality assurance across SEND contracts.	X		X	
Develop a joint outcomes framework and shared approach to needs assessment in the interest of continuous improvement and transparency.	X		X	
Respond to the gaps in sufficiency of educational provision as per the Delivering Better Value Programme, and Sefton’s Education Excellence Strategy.	X	X	X	

Our Governance Arrangements

Sefton’s Cabinet Member for Adult Social Care chairs the joint SEND Continuous Improvement Board (SEND CIB). The SEND CIB is a multi-agency partnership arrangement that includes senior representatives from the Sefton Parent Carer Forum, local authority, Sefton Place ICB, NHS Providers, along with other key stakeholders such as the Designated Clinical Officer. It is designed to monitor the actions in the focused Improvement plan and ensure the delivery of the required improvements to maximise opportunities and positive outcomes for children and young people with SEND and their families. SEND CIB meetings are monthly, overseeing the progress and delivery of the plan and reporting to the Health and Wellbeing Board. SEND CIB operates as a sub-group of the Health and Wellbeing Board and has specific task and finish groups established to drive the changes we need. SEND Joint Commissioning is a sub-group as part of this structure as demonstrated below, the group has worked with others to develop the strategy.

Quantifiable targets are yet to be set for our priority actions for 2023-2026, but will instead be determined by our working groups who will deliver the strategy; groups such as the Health Performance group will work to monitor and scrutinise progress against the strategy.

Governance Structure for SEND Continuous Improvement Board



Our Approach to Early Resolution of disagreements

Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC plan. They are available to parents and young people to resolve disagreements about any aspect of SEN provision, and health and social care disagreements during the processes related to EHC needs assessment and EHC Plans. Used early in the process of EHC needs assessment and EHCP development they can prevent the need for mediation once decisions have been taken in that process and appeals to the Tribunal. We will work to jointly commission a service that best meets the needs of service users and achieves the best possible quality and value for money including the exploration of Liverpool City Region opportunities.

The Disagreement Resolution Service is independent of the local authority, NHS, and education providers. The arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHCP and a range of disagreements. They are available to parents and young people to resolve disagreements about any aspect of SEN provision, and health and social care disagreements during the processes related to EHC needs assessments and EHCPs. They can provide a quick and non-adversarial way of resolving disagreements. Use of the disagreement resolution services is voluntary and has to be with the agreement of both parties.

The disagreement resolution service is to help resolve four types of disagreement or to prevent them from escalating further:

The first is between parents or young people and local authorities, the governing bodies of maintained schools and maintained nursery schools, early years providers, further education institutions or the proprietors of academies about how these authorities, bodies or proprietors are carrying out their education, health and care duties for children and young people with SEN whether they have Education, Health, and Care plans or not. These duties include duties on the local authority to keep their education and care provision under review, the duties to assess and draw up Education, Health and Care plans and the duty on governing bodies and proprietors to use their best endeavours to meet children and young people's SEN.



The second is disagreements between parents or young people and early years providers, schools or post-16 institutions about the special educational provision made for a child or young person, whether they have EHC plans or not.

The third is disagreements between parents or young people and NHS Integrated Care Boards (ICBs) or local authorities about health or social care provision during EHC needs assessments, while EHC plans are being drawn up, reviewed or when children or young people are being reassessed. Disagreement resolution services can also be used to resolve disagreements over special educational provision throughout assessments, the drawing up of EHC plans, while waiting for Tribunal appeals and at review or during reassessments.

The fourth is disagreements between local authorities and health commissioning bodies during EHC needs assessments or reassessments, the drawing up of EHC plans or reviews of those plans for children and young people with SEN. In relation to EHC plans, this includes the description of the child or young person's education, health and care needs and any education, health and care provision set out in the plan. These disagreements do not involve parents and young people.

Disagreement resolution meetings are confidential and without prejudice to the Tribunal process and the Tribunal will disregard any offers or comments made during them. Partial agreement achieved by use of disagreement resolution services can help to focus any subsequent appeals to the Tribunal on the remaining areas of disagreement.

Disagreement Resolution in Sefton is provided by Global Mediation.

Our Approach to Appeals

Effective dispute resolution is key to the success of the new procedures. The Local Authority and Cheshire and Merseyside ICB Sefton Partnership are fully committed to pursuing practical solutions with parents and young people at every stage and to ensure continuous review and reflection to further improve outcomes.

Our Designated Clinical Officer

The Designated Clinical Officer (DCO) role is a key element in supporting health services in the implementation of the Children and Families Act 2014 and the scope of the role is very broad. The key responsibilities of the DCO are as follows:

- Oversight - across all health professionals delivering healthcare to individual disabled children, young people and those with special educational needs.
- Coordination - supporting providers in relation to responsibilities and accountability relating to SEND, such as health information shared on the Local Offer, processes regarding the health element of Education, Health and Care plans (EHCP), complex case management, early notification of children with educational needs to the Council, and many other groups such as Children & Young People's Continuing Care and the transition of young people with SEND to adulthood.
- in relation to the Local Offer, process for mediation arrangements regarding the health elements of the EHC plan and EHC assessments with other key assessments such as Children & Young People's Continuing Care assessments and Cared for Children Health assessments.
- Strategic - SEND strategies, working in collaboration with all stakeholders and supporting the health system to meet its statutory duties.



Our Designated Clinical Officer is a key partner in supporting the development and implementation of our Action Plan.

Data Sharing and IT infrastructure.

The Local Authority and ICB are part of wider data sharing agreement, Mersey Links. Sefton are also part of the wider Liverpool City region workstream looking to progress shared records initially between authorities and then between Health and Social Care as the second phase.

Appendix 1 Glossary of Terms

Joint understanding:

needs of children and young people with SEN are identified, reviewing services that meet these needs and identify the resources available.

Joint Planning:

identify gaps in services, develop a commissioning strategy which explains the services required and the outcomes we want to achieve with the resources we have.

Joint delivery:

services are procured and contracts put in place to deliver the services.

Joint review:

services are reviewed to see if they have met the outcomes of the specification. This includes feedback from service users and their families to help improve current service delivery and feed into future needs assessment.

SEND

Special Education Needs and Disability

CAMHS

Children and Adolescent Mental Health Services

SALT

Speech and Language Therapy

PRU

Pupil referral unit

PSS

person Shaped Support, a charity designed to find the right solution to support individuals to make their life better.

VENUS

A charity whose vision is to empower, promote and support women, young women and their children in developing their potential, recognising their choices, achieving their goals, and challenging injustice.

Appendix 2 A Sample of Provision

A sample of commissioned and universal are listed below:

Services & Activities	Services in place-Description
<p>Local health services-commissioned by Sefton Place and NHEngland.</p>	<p>There are services that support and treat people with certain conditions and normally you will have to be referred to the services by certain professionals or agencies e.g., GPs, schools, etc. These are called ‘targeted’ services. Children, young people with a disability, medical condition and/or a special educational need will probably be supported by one or more of these services through their life. These are listed below: (With very complex medical or health needs it may be necessary for individuals to get some very specialised treatment, medication or therapy which is provided locally. These would be called ‘specialist’ services and access to these will be via the clinical consultant that is managing the care and treatment of that individual. It is not possible to list all these specialised services, but information should be provided directly to the patient and their family when the treatment etc. is being discussed /arranged).</p>
<p>Speech and Language Therapy</p>	<p>Speech and language therapists are the lead professionals in the diagnosis and management of communication and swallowing disorders. The Speech and Language Therapy service work to support all communication difficulties including specific speech and language disorders, stammering, cleft lip and palate, voice difficulties, hearing impairment, Autism, Learning Disabilities and eating, drinking and swallowing difficulties. Speech and language therapists work with children who may need help with:</p> <ul style="list-style-type: none"> ● Listening and following instructions. ● Playing and talking with other children. ● Understanding what people say to them. ● Saying sounds and talking clearly. ● Using words in sentences. ● Eating and drinking. <p>Children learn from parents, teachers, friends and family. Some children learn communication skills quickly and some children may take longer. Speech and Language Therapists recognise the importance of working collaboratively with everyone in the child’s life to get the best outcomes. More information about the service and information on how to help in developing speech and language skills can be found at the Alder Hey Hospital Speech and Language Therapy webpage.</p>

Services & Activities	Services in place-Description
<p>Occupational Therapy</p>	<p>The Occupational Therapy service offers specialist assessment and intervention to enable and maximise the potential for children to engage in their daily living activities.</p> <p>The Paediatric Occupational Therapists will work with the child, family and other key professionals in the child’s life, to identify areas where a child’s function, participation and independence at school, home and the community can be improved. They also provide advice and support to children requiring equipment to maintain their daily function. Close liaison with Sefton Equipment Stores enables the request and provision of equipment in the community.</p> <p>Occupational therapy services are delivered at Clinics, Workshops, Home and School settings, and at equipment assessment clinics.</p> <p>Educational workshops are held for parents and carers of children with sensory processing problems. Referrals are only accepted directly from parents.</p>
<p>Podiatry</p>	<p>The service aims to prevent, diagnose, treat and rehabilitate conditions affecting the feet and lower limbs.</p> <p>Qualified podiatrists supported by podiatry assistants offer a service to children at community venues and can conduct home visits. The service has podiatrists who provide specialised in diabetes, wound care, rheumatoid arthritis, or muscular-skeletal and biomechanical conditions.</p> <p>The podiatry service treats and manages foot complications related to diabetes and other disorders that may affect the feet; arthritic conditions and those that affect circulation, nervous and Musculo-skeletal systems.</p>
<p>Continence</p>	<p>The children’s continence service in Sefton is led by a specialist nurse & provides advice & support to those with constipation & soiling, daytime & night time wetting, toileting issues & children with additional & complex needs who may require a continence product.</p> <p>Children & young people from 4-19 years can be referred into the service by their GP, consultant, health visitor, other health professionals, education & voluntary sector.</p> <p>Assessments can be conducted in the home & clinic setting with ongoing support.</p>

Services & Activities	Services in place-Description
<p>ASD & ADHD Nursing</p>	<p>The service is for families requiring advice, support and intervention for children and young people from 0-19 years who have a diagnosis of ADHD/ASD.</p> <p>Specialist Nurses provide initial assessment/reassessment to assist families in understanding the need of their child following diagnosis. Further intervention is delivered from Associate Practitioners to support the child/young person and families with personalised behaviour strategies to improve emotional wellbeing.</p>
<p>Complex Children's Community Nurse</p>	<p>The Children's nursing team works with children and young people who have disabilities and complex health needs to provide expert nursing care, support and advice.</p> <p>The Children's Community Nursing (CCN) Service comprises of five teams of experienced children's nurses. The team see children and young people aged 0-19 years who have a nursing need across Sefton.</p> <p>The teams provide nursing care for children and young people, with acute and complex health requirements in their home or within a community setting.</p> <p>The Children's Community Nursing Teams work with children by:</p> <ul style="list-style-type: none"> ● Providing a service that enables children and young people to be nursed at home with their family or guardian. ● Reduce hospital admissions and to shorten the time spend in hospital. ● Work closely with other multi-agency professionals. ● The team also Provide training to nursery staff, school staff, carers and other health professionals to support and maintain children's care close to home.
<p>Community Dietetics</p>	<p>The service provides up-to-date information and guidance about childhood nutritional matters to:</p> <ul style="list-style-type: none"> ● Children who have a nutritional need and their carers. ● Professionals in contact with children so that advice given by them to carers/children is based on best practice and is consistent. <p>Some examples of nutritional issues that the service can support include:</p> <ul style="list-style-type: none"> ● food allergies particularly cow's milk protein allergy/intolerance, ● selective eating, ● overweight, ● underweight

Services & Activities	Services in place-Description
	<ul style="list-style-type: none"> ● Constipation. <p>The service support children and their carers who require a special diet to ensure nutritional needs are met considering growth and disease progression. They work closely with other members of the multidisciplinary team to deliver a holistic approach.</p> <p>The service also provides the home delivery service for enteral feeding equipment for all children in Sefton who have complex and additional needs.</p>
<p>Child and Adolescent Mental Health Services (CAMHS)</p>	<p>CAMHS is a partnership comprised of Sefton CAMHS, with Alder Hey offering specialist services to support children and young people in Sefton, up to the age of 18, who are experiencing mental health difficulties. They also provide support to their families or carers. Some of the issues that CAMHS can help with include:</p> <ul style="list-style-type: none"> ● Anxiety ● Depression ● Self-harm ● More complex psychological difficulties ● Emotional & Behavioural difficulties in children with Learning Disabilities ● Attachment Difficulties ● Psychosis ● Post-Traumatic Stress Disorder (PTSD) ● Conduct/Behaviour Problems ● Obsessions and Compulsions <p>CAMHS provide consultation, advice and training to other agencies and accept referrals from a wide range of professionals. The team is multi-disciplinary, which means our clinicians come from a range of clinical and professional backgrounds.</p> <p>The service works with the young people, parents, carers and partner agencies to make sure that the right care is provided to each individual, depending on their needs and circumstances.</p>
<p>Physiotherapy</p>	<p>The service provides assessment, diagnosis, treatment, equipment, practical advice and support to children and young people with a wide range of conditions to promote maximum recovery and independence. The service also provides advice and support to children and young people’s carers and families.</p> <p>Community physiotherapists predominantly see children who have difficulties with their physical abilities due to either an underlying neurological cause or associated with a global developmental delay. We specialise in treating children with neurological conditions, including:</p> <ul style="list-style-type: none"> ● Cerebral Palsy. ● Spina Bifida, Genetic Syndromes. ● Developmental Delay. ● Developmental Co-ordination Disorder. ● Acquired Brain Injuries <p>By ensuring appropriate and timely information, advice, assessment, intervention, review and equipment</p>

Services & Activities	Services in place-Description
<p>Audiology</p>	<p>provision they can reduce the risk of long-term problems for children.</p> <p>The audiology service provides a comprehensive range of services for children with all types of hearing and balance problems. The service is delivered by a team of Audiologists, Consultant Audio vestibular Physicians and a Specialist Nurse Practitioner. The service includes:</p> <ul style="list-style-type: none"> ● Diagnostic follow-up for New Born Hearing Screening Programme. ● School entry hearing screen follow-up. ● Assessment and management of temporary hearing loss such as ‘glue ear’ in children. ● Investigation into the cause of hearing loss and assessment and management of permanent hearing loss in children with speech and language delay with suspected hearing loss. ● Hearing assessment of children with social and communication difficulties or learning disabilities and other complex needs. <p>For further information please visit Alder Hey Hospital website via this link</p>
<p>Neurodevelopmental Community Paediatrics</p>	<p>The Neurodevelopmental Community Paediatric Service deliver services for children and young people who may be experiencing.</p> <ul style="list-style-type: none"> ● Children with developmental delay. ● Children with social and communication difficulties. ● Children with complex medical needs. ● ADHD assessment, treatment and monitoring. ● Child protection service covering physical, sexual and emotional abuse. ● Behaviour problems for the under 5s. ● Liaison with other professionals caring for the child. <p>Community Neurodevelopmental Paediatricians also support the ASD and ADHD assessment and diagnostic pathways. For more information you can also visit the Alder Hey website</p>
<p>Community equipment</p>	<p>The Community Equipment Service provides health and social care equipment to meet the needs of Sefton children, enabling safe discharge from hospitals and promoting independence and mobility in the home environment. They work closely with the occupational therapy team to ensure children requiring equipment; receive it to maintain their daily functions.</p>
<p>Community diabetes team</p>	<p>Sefton have a Community Diabetes Team and the nurses can be accessed by referral from a GP or consultant. They deliver ‘Drop in’ clinics, with no appointment needed. The ‘drop in’ clinics are mainly for problems with</p>

Services & Activities	Services in place-Description
	meters, insulin pens and for general advice. If a person needs further investigation / advice / changes in medication an appointment will be arranged for them to see a Diabetes Specialist Nurse for a full assessment.
Asperger's team	<p>Sefton Asperger service provides diagnosis and support for people living with Asperger Syndrome from its base at the Hesketh Centre in Southport. Their aim is to provide specialist support for those people who may have previously fallen through the gaps by not being regarded as having a mental health problem or a learning disability.</p> <p>The team utilise creative interventions which help with the social and communication difficulties faced by people with Asperger syndrome, their families and care teams. The team works with other services such as social services and local colleges to help support service users.</p> <p>Anyone aged 18 years and over may self-refer or be referred by another person for example a family member; GP or other mental health professional.</p>
Educational psychology service	This is an educational service that is commissioned through schools and other organisations. All mainstream schools are allocated core time that enables the local authority to carry out its statutory duties, in relation to educational psychology services. The Educational Psychology service support the learning and wellbeing of children and young people.
Aiming High	
Summer scheme	Some schools and other locations offer a range of activities during the summer break period
Aiming High - Specialist After- School Club	<p>Some schools and other locations offer sessions that cater for children aged 6 – 11 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play.</p> <p>All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
Aiming High - Phoenix Youth Club	<p>This session provides opportunities for disabled young people/young adults aged 11 - 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment.</p> <p>All young people must be referred through the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>

Services & Activities	Services in place-Description
Aiming High	
Aiming High - Phoenix Social Group	This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 11 - 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session.
Aiming High - Alchemy	This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 11 – 25 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.
Aiming High - Aiming for the Stars	<p>Aiming for the stars is a musical theatre session aimed at disabled children aged 6 -19. The sessions aim is to help to improve confidence, self-esteem and skill set in singing, dancing and acting. We hope to improve development by integrating our young people into Shine’s annual showcase, this will involve them planning, producing their own ideas and will also include costume design. The young people will get to attend numerous rehearsals with the other performers from Shine to help develop their social skills and also give them an insight into the professional world of performing arts. The young people will get to perform for their families and also showcase their work on a regular basis at our Aiming High Family Fun Days.</p> <p>All are welcome, provided they have been referred into the Aiming High Team and meet criteria.</p> <p>Aiming for the Stars also runs on a Monday, after school at Dunes Leisure Centre, The Promenade, Southport, PR8 1RX.</p>
Aiming High - Nature Group	This session provides an opportunity for young people, aged between 6 and 10 and 11 years plus to gain independence while learning about the Sefton’s coastline, forestland. The programme is in conjunction with the Coast and Countryside Team which brings their skills and knowledge to the sessions. Young people have the opportunity to be outdoors, be a part of nature and develop new friendships in a safe, engaging environment. All young people must be referred into the Aiming High Team in order to access these sessions.

Aiming High - Specialist Saturday Club Primary

This session caters for children aged 6-11 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play.

Services & Activities	Services in place-Description
	<p>All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Football - Ability Counts</p>	<p>These sessions offer coaching and skills training by fully qualified FA coaches. The young people gain confidence and self-esteem by achieving and gaining success in the multi skill coaching drills, and then finish the session off with a competitive game which helps create team spirit as well as strengthening and widening friendship groups. The team also play regularly in Liverpool CountyFA Ability Counts Football League. All young people must be referred to the Aiming High Team in order to access this session.</p>
<p>Aiming High - St Joseph's YouthClub (Junior)</p>	<p>This session provides opportunities for disabled young people/young adults with Autistic Spectrum Conditions aged 10 - 12 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session.</p>
<p>Aiming High - The NAC Youth Club</p>	<p>This session provides opportunities for disabled young people/young adults aged 11- 19 to socialise, increase independence and to influence the services available to them whilst in a safe and encouraging environment. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Specialist Saturday Teen Club Secondary</p>	<p>This session caters for children aged 11-19 years with complex needs in a closely supervised, safe environment. Here children can build on skills such as independence, social skills, physical and emotional skills. Different activities are planned on a weekly basis for the young people. They can choose to participate in these activities or just have some free play. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place as we are governed by Ofsted regulations.</p>
<p>Aiming High - Active & Able</p>	<p>These sessions are for children and young people of all abilities and disabilities to take part in and try various sports including football, basketball, boccia and athletics, followed by a swim. With specialist events often held at the leisure centres across the borough this is a great club to perfect favourite sports and meet new friends. All young people must be referred to the Aiming High Team in order to access this session, as correct staffing ratios must be in place. Active & Able sessions run at: Crosby Leisure Centre (6+years)Bootle Leisure</p>

Services & Activities	Services in place-Description
	<p>Centre (6+ years) Dunes Leisure Centre (6+ years)</p>
<p>Aiming High - Southport Junior PHAB Club (Phabkids)</p>	<p>Phab's aim is to promote and encourage people of all abilities to come together on equal terms, to achieve complete inclusion within the wider community through leisure time activities. The age group is for children aged 6+.</p>
<p>Aiming High - Aintree Junior Youth Club</p>	<p>Aintree Junior Youths is one of Aiming High's youth sessions for disabled young people aged 10 - 12 years. It runs every Tuesday during school term at Aintree Village Youth and Community Centre. Whilst there, young people can socialise with their friends in a safe, engaging environment. The club offers a large social area, arts and craft room, an ICT suite and a secure outside area with flower/vegetable beds and plenty of space for outdoor games and sport. It is the perfect space to develop friendships, experience new opportunities to build self-esteem, confidence and to be more independent.</p> <p>The sessions follow the same format as Aiming High's other Youth Sessions. 'Junior Youths' are encouraged to share their 'voices' and identify what they wish to do, helping staff to plan and deliver a range of activities for them. These include sessions that look at youth issues in the world today, equipping disabled young people with the knowledge and skills to help them confidently make the right choices and assist them in later life.</p>
<p>0-19 provision</p>	<p>Offers an integrated universal Public Health Service that delivers Health Visiting, Breastfeeding Support, School Nursing and school aged immunisations. The service is delivered by North West Boroughs Healthcare NHS Foundation Trust and aims to give every child in Sefton the best start in life and help support young people to make healthier choices.</p> <p>Health Visitors are registered nurses or midwives who have a specialised qualification in the care and development of pre-school children. The health visiting team works in accordance with the Healthy Child Programme, which is a national programme aimed at promoting health and wellbeing for all children by:</p> <ul style="list-style-type: none"> ● Keeping children healthy and safe ● Encouraging healthy eating and physical activity ● Preventing disease through immunisation ● Promoting breastfeeding ● Improving readiness for school ● Checking development pre-school and school age ● Addressing risky behaviour <p>Every school in Sefton has a School Nurse who works as part of the integrated 0-19 service to deliver the Healthy Child Programme to children aged 4-19 years within the borough of Sefton. The School Nursing</p>

Services & Activities	Services in place-Description
	<p>Service plays an active role in safeguarding vulnerable children and young people and offers:</p> <ul style="list-style-type: none"> ● Advice, information and support on all aspects of health and wellbeing encompassing both physical and emotional health. ● A health needs assessment which is completed by parents of reception aged children and pupils in years 6, 9 and 11. ● Health screening for all reception aged children which includes height, weight, vision and hearing and height and weight measurement offered to all pupils in Year 6. ● Annual health assessments for looked after children. <p>Support for young carers.</p>
<p>Family Wellbeing Centres</p>	<p>Family Wellbeing Centres offer support with:</p> <ul style="list-style-type: none"> ● Parenting - parents to be, new parents, behaviour, speech and language. ● Health - midwifery, health visitors, mental health, healthy eating, sexual health ● Employment - including training and apprenticeships. ● Education - early learning, attendance, further education, achievements ● Leisure - social opportunities, events, clubs, activities ● Relationships - counselling, loneliness, bereavement ● Welfare - benefits, debt advice, housing <p>To access an activity or intervention from one of the family wellbeing centres please complete the Family Wellbeing Referral Form (Sefton Family Wellbeing Centres The Sefton Directory) and send it to the Early Help Front Door (early.help@sefton.gcsx.gov.uk) or local centre.</p>
<p>Libraries</p>	<p>There are 6 libraries in Sefton. What is on offer, how to find your local library, and opening times is available on the Council website.</p> <p>This includes a Home Visit Library Service for Sefton residents who experience difficulties getting to a local branch library by themselves.</p> <p>You can also borrow e-books and e-audiobooks through the Sefton Library Service app. It is free to download and gives readers the flexibility to borrow and reserve multiple titles anywhere in the borough.</p>
<p>Home to school transport</p>	<p>The LA has a statutory duty, and in appropriate circumstances discretionary powers to help with home to school travel, based on a pupil's individual needs and circumstances.</p> <p>Where appropriate the service seeks to empower young people and their families to become more confident and connected through independent travel. The service will support them in developing sustainable</p>

Services & Activities	Services in place-Description
	<p>travel skills.</p> <p>This could be through travel passes, Independent Travel Training (ITT) or Personal Travel Budget (PTB). The Council will offer commissioned transport where there is no viable alternative available to the student.</p>
<p>Springbrook</p>	<p>Springbrook's primary role is to provide short residential breaks to disabled young people usually between the ages of 8-17 years who have been identified as needing such a service by a Social Worker assessment.</p> <p>Springbrook can accommodate up to 5 young people at any one time. This, however, is dependent on the assessed care needs of individual people.</p> <p>Springbrook is committed to offering individualised programme of stays for service users in a homely, friendly, fun environment.</p>
<p>Leisure Centres</p>	<p>Leisure Centres offer a whole host of activities to help people achieve a healthier lifestyle. They offer a range of options for children and young people and help young people across Sefton find a sport or activity that they love and want to become a part of for a long time. Whether it is swimming or team sports, short sessions, or holiday camps you are looking for, they are sure to offer something for all.</p> <p>Plus, Crosby Lakeside Adventure Centre offers a host of fun-filled water-based adventures for all ages.</p>
<p>Be Active</p>	<p>Every school holiday, fully qualified, experienced and enthusiastic Be Active coaches deliver a great range of activities to children aged 3-16 across Sefton. A fantastic way for children to keep active, have fun and make friends in a safe environment, our activities include one to five-day camps, shorter sessions and reduced cost swim and splash sessions.</p>
<p>Natural Alternatives Programme</p>	<p>This is a biodiversity and access programme providing work and training opportunities for local people to manage the coast and countryside areas of Sefton.</p> <p>It provides a safe, secure and challenging work environment for participants providing training, education and work experience for</p> <ul style="list-style-type: none"> ● local disengaged young people ● vulnerable adults ● adults and young people with learning disabilities ● volunteers <p>It is an environment where they can add to their knowledge, improve their work skills, confidence, and self-esteem, and become an integral member of the team.</p>

Services & Activities	Services in place-Description
	<p>Based at the Ainsdale Discovery Centre Complex people can either work in a specialist woodworking unit or on various other projects including nature trails, access, woodland and nature reserve management and rights of way maintenance.</p> <p>The woodwork unit manufactures countryside timber products for use on coast and countryside in Sefton.</p>
<p>The Targeted Youth Prevention (TYP)</p>	<p>The Targeted Youth Prevention (TYP) Team works with young people to promote young peoples', personal and social development, enable them to be safer, have less opportunity for negative behaviour and enable them to have a role, influence and place in theircommunities and society.</p> <p>The team seeks to safeguard young people, particularly those who are vulnerable, offering safe places to explore their identity, experience decision making, increase confidence, develop inter-personal skills, and think through the consequences of their actions which leads to better informed choices, changes in behaviour, improved outcomes and better life chances.</p>
<p>Community Learning</p>	<p>The Sefton Community Learning Service is committed to inclusion and equal opportunity of learning for all adults regardless of their sexuality, race or ability. The prospectus is updated on a regular basis.</p>
<p>Sefton@Work</p>	<p>Sefton@Work offers a range of free and confidential job-related services to residents aged 16 years and above throughout Sefton.</p>
<p>Voluntary Services</p>	
<p>Sefton CVS</p>	<p>Sefton CVS co-ordinate several Children' and Young Peoples Services that are inclusive to some Children and Young People with SEND. Many would not recognise themselves as doing so or as specialised services.</p>

Services & Activities	Services in place-Description
Buddy up scheme	<p>Buddy Up is commissioned by Aiming High Short Breaks services and a part of Sefton’s short breaks offer. Buddy Up is a mentoring and befriending project for young people aged between 13 and 18 who have additional needs and are at risk of social isolation. The project support’s these young people to engage in fun, age-appropriate activities in their local community with the support of peer mentors. This helps to reduce social isolation, increase confidence and self-esteem, improve independence skills, and prepare the young person for adulthood.</p> <p>The project works with mainstream schools, colleges, universities and youth groups to identify and recruit peer mentors aged between 13 and 25 who are keen to volunteer within their community and have the relevant skills to fulfil a peer mentor role.</p>
Sefton Carers Centre	<p>Sefton Carers Centre provides free advice and guidance, emotional and practical support, training and a range of holistic therapies for unpaid carers living in Sefton.</p>
Sefton Young Carers Sefton Carers Centre	<p>The Sefton Young Carers Service provides support to children and young people between 5 and 17 years of age who look after someone in their family who could not manage without this help. Sefton Young Carers Service work alongside families, schools and professionals to ensure that the role of young carers is supported and recognised - including by young carers themselves. All young carers are entitled to an assessment of their needs and to receive appropriate personalised support.</p>
Together Trust	<p>The Together Trust is a voluntary organisation providing a wide range of care, special education and community services for children and adults with autism, learning difficulties and/or complex needs.</p>
Home Start – Southport and Formby	<p>A voluntary organisation committed to promoting the welfare of families with at least one child under 5 years of age. Volunteers offer regular support, friendship and practical help to families under stress in their own homes to prevent family crisis and breakdown. SEND support is incorporated into their role in supporting families</p>
Autism Initiatives	<p>Autism Initiatives offers specialist day services, residential, supported living services, and short breaks services to adults with Autistic Spectrum Conditions.</p> <p>They also run Peterhouse School in Southport, support autistic children who are in mainstream education, and facilitate parentsupport groups.</p>
Sefton Emotional Achievement Service (SEAS)	<p>Undertakes specific Emotional and Wellbeing work with Children with Additional Needs – members are VENUS, PSS, Space (MYA), Parenting 2000 and Sefton CVS. Please see the Sefton Local Offer for further information on these organisations.</p>

Services & Activities	Services in place-Description
Information and Advice	
Sefton’s Information, Advice and Support Service(SENDIASS)	<p>The jointly commissioned SENDIASS service. This is a statutory service that provides confidential and impartial information, advice and support to disabled children and young people, and those with SEN, and their parents (who have children/young people 0-25 years). The services are impartial, accessible and free, and all staff are independently legally trained.</p>
SENIS – The Special Educational Needs and Inclusion Service	<p>The SENIS Early Years Team provide advice and guidance on including children aged 0-5 years who have, or may have, special educational needs. They work closely with families and early years settings in helping to understand young children’s strengths and needs and finding ways to promote all aspects of their learning and development. Their work includes:</p> <ul style="list-style-type: none"> ● contributing to the assessment of children’s needs e.g., through observations, direct work and discussions with those who know the child best. ● helping to plan and review interventions and monitor progress. ● working with other agencies including speech and language therapists and community paediatricians ● supporting children’s transitions ● signposting families and settings to other services ● developing and training

Appendix 3- 2023-2026 Action Plan

Our Priorities Year 1

1. High aspirations for all our children and young people
2. A comprehensive offer of support which is accessible in our local community.
3. The opportunity to provide support at the earliest opportunity.
4. To work with families and young people to maximise choice and control.

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is an established and effective graduated approach in place so that Children and Young People with SEND receive the right support at the right time to achieve the best possible outcomes.</p>	<p>Delivery of the Delivering Better Value Programme, key milestones include:</p> <p>Diagnostics Case Reviews Development of Action Plan for June 2023.</p> <p>Implementation of the NW Framework SEND Purchasing systems</p>	<p>To identify sustainable changes that drive high quality outcomes for children and young people with SEND</p>	<p>To improve the outcomes for children and young people with SEND while ensuring effective, efficient delivery of services to support this.</p>	<p>Assistant Director Education Excellence</p>	<p>Action Plan developed June 2023 with reporting to SENDCIB in year</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is evidence of Social Care needs input from families in the development of SEND pathways and services.</p>	<p>Recruitment of a Designated Social Care Officer</p>	<p>In recognition of the range of need in families where children and young people have complex needs, and the need to align social care with other support services.</p>	<p>Improving services for children with SEND and their families</p>	<p>Executive Director of Children's Services and Education</p>	<p>Q2 23/24 and throughout life of strategy</p>
<p>There is increased choice and control for Children and Young People with complex health needs through PHB (personal health budgets).</p>	<p>Further work needed to promote PHBs and increase uptake.</p>	<p>So, children and young people can have their needs identified and understood as early as possible and have access to support to meet those needs.</p> <p>Because children, young people and their families benefit from when they are in control of the care and support, they receive.</p>	<p>More CYP and families will feel they are having their needs identified and met.</p> <p>More CYP and the families will have more control over the care they receive leading to improved experience and satisfaction.</p>	<p>Place Director NHS - Sefton</p>	<p>Q1 2024/25</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There is evidence of improved system wide availability and access to neuro developmental and sensory support, based on need and not diagnosis.</p>	<p>Development of a graduated model of support, knowledge, understanding and awareness of how services work and how they may be accessed, including SLT support, advice, and assessment if specialist support required Review of OT sensory service and requirement for joint commissioning of further levels of support. Develop/implement shared care pathways, to support management of ADHD in primary care.</p>	<p>Early identification and support for children and young people with neurodevelopmental needs.</p>	<p>Development of approach to better support our children and young people and their families in identifying and supporting their neurodevelopmentaland sensory needs.</p>	<p>Place Director NHS Sefton</p>	<p>Q3 2023/24</p>
<p>There is evidence of improved access to Early language and communication support tools.</p>	<p>Create an information helpline accessed through the Integrated Front Door for families and professionals wanting advice about social care support. Work with our voluntary, community and faith sector to ensure best use of local assets</p>	<p>CYP are waiting longer than the agreed time for assessment. Opportunities to support and identify CYP sooner with speech and</p>	<p>CYP will not wait longer than the agreed time for accessing NHS assessment and treatment (18 weeks for 92% of referrals). Recovery date to be confirmed in revised improvement plan,</p>	<p>Exec Director of Children's Services and Education</p>	<p>Q3 23/24</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
	including volunteers.	language needs.	due June 2023. Schools will feel better equipped and confident to support and identify children and young people with speech and language needs.		
<p>There is evidence of improved access to Health and Social Care service information for children, young people, and their families.</p>	<p>Mapping of existing resources and gap analysis and production of a SEND snapshot tool Create an information helpline accessed through the Integrated Front Door for families and professionals wanting advice about social care support. Continued work to promote and improve the Local offer so SEND children and families have an increased understanding of the services available to them. Review of national best practice and expand upon our methods of communication for children and young parents with SEND.</p>	<p>Because children, young people and their families have told us about the need for clearer, more readily available information. told us about the need for clearer, more readily available information.</p>	<p>Children, young people, and their families will know how to access the help and support they need.</p>	<p>Executive Director of Childrens Social Care and Education NHS Place Director Sefton</p>	<p>Q4 2023/24</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
<p>There are reduced waiting times to access effective mental health support.</p>	<p>Investment and improvement to support access to meet national access and waiting targets.</p> <p>Ongoing work to plot the Early Help offer across all partners linked to THRIVE.</p> <p>Ongoing actions related to our JTAI are being addressed and will be monitored a partnership approach focusing on how we jointly commission services and improve provision.</p> <p>Continue to build on the Mental Health in Schools Support offer.</p>	<p>So, children and young people can have their mentalhealth needs identified and understood as early as possible and have access to support to meet those needs.</p>	<p>More CYP and families will feel they are having their mental health needs identified and met.</p> <p>CAMHS recovery to waiting time targets for assessment and treatment(to be confirmed in revised improvement plan, dueJune 2023).</p> <p>Improvement in knowledgeand understanding of local universal and targeted services for children, young people and their families.</p>	<p>Assistant Director for Integrated Life Course Commissioning</p>	<p>Q4 2023/24</p>
<p>There is evidence of technology enabled care improving the outcomes of children & young people with SEND.</p>	<p>TEC e learning, presentations and communications and engagement continue across our workforce to ensure awareness and utilisation of TECS solutions available.</p>	<p>To ensure Children and Young Peoplewith SEND benefit from innovation and get the right support they need.</p> <p>To ensure we have</p>	<p>Maximised the number of outcomes able to be met.</p> <p>We will work to utilise technology, new innovations and ideas in apartnership approach and with the involvement of young</p>	<p>Assistant Director Integrated whole life Commissioning</p>	<p>Q1 2024/25</p>

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have	Responsible lead	Date to be achieved by
		a robust, accessible, and engaging digital offer to help and support children, young people and their families with SEND.	people to secure the best possible outcomes for Sefton's children and young people.		
Continuous improvement of the SENDIASS offer to ensure a fully functioning model to ensure families feel supported and that is compliant with Statutory Requirements.	A service review has been undertaken highlighting areas of improvement.	To deliver a service that has appropriate capacity to support as many children, young people and their parent/carers as possible to achieved desired outcomes.	A greater number of children, young people and their parent/carers can access advice and support in timely manner and reporting a high level of satisfaction with that support.	Assistant Director of Educational Excellence	Q1 2025
There is a clear understanding of the performance and impact of SEND services.	Co-produced development of a Joint Outcomes Framework and shared approach to Needs Assessment.	To be accountable to children with SEND and their families and carers.	Improved overall performance and increased satisfaction. from those that need our services.	Assistant Director Life Course Commissioning, Assistant Director Education Performance Group	Q4 2023/24
There are reduced waiting times for effective ASD & ADHD diagnosis and support (0-25)	Review of investment to support access to timely ASD & ADHD assessment and diagnosis.	Timely identification of children and young people's health needs so that children and young people and their families can be connected to the	Reduction in waiting times for diagnosis, improved performance in the pathway. Robust pathway for assessment, diagnosis	Cheshire and Merseyside Integrated Care Board - Place Director Sefton	Q2 Resource Plan Co-produced with Health Providers in Sefton Q3 2023/24 Workforce established to

The Outcomes we are aiming for	The Actions we are taking	Why we are doing it	Impact we will have it	Responsible lead	Date to be achieved by
		support they need. Children, young people and their families benefit from and have control of the care and support, they receive.	and support. Waiting times for 0 - 18 assessment/diagnostic pathway to reduce in line with NHS national covid recovery targets for elective care, as outlined in the service improvement plan.		meet demand
We have developed an effective educational sufficiency strategy.	Work of Delivering Better Value Programme Gaining a fuller understanding of pressures in current sector. Rolling out an implementation plan	To ensure sufficiency that maximises outcomes from children and young people while delivering best value.	More children having their outcomes met locally by a high-quality provider.	Assistant Director of Education Excellence	March 2027 (in line with the Education Excellence Strategy).

Useful Links:

Council website People and Place Information

sefton.gov.uk/your-council/plans-policies/business-intelligence,-insight,-performance/borough-ward-profiles.aspx

Sefton Parent Carer Forum

seftonparentcarerforum.co.uk/about/

Council website Children & Young People's Plan

sefton.gov.uk/media/1633080/children-and-young-peoples-plan-2020-2025.pdf

Council website Sefton Integrated EarlyHelp Strategy for Children, Young People and Families sefton.gov.uk/media/1630716/Sefton-Early-Help-Strategy-2019-2025-Final-.pdf

CAMHS

[Home \(seftonliverpoolcamhs.com\)](https://seftonliverpoolcamhs.com)

Speech and Language Services

<https://www.alderhey.nhs.uk/>

School Transport -

sefton.gov.uk/schools-learning/home-to-school-transport.aspx

Local Offer

seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0

SENIS Early Years

seftondirectory.com/kb5/sefton/directory/advice.page?id=VIDvJK2cDjg

SEND Code of Practice

gov.uk/government/publications/send-code-of-practice-0-to-25

SENDIASS

seftondirectory.com/kb5/sefton/directory/service.page?id=wBXaryM_SUo

SEND Joint Commissioning Plan 2023 -2026

Our Ambition

To ensure that Sefton’s Special Educational Needs and Disabilities (SEND) offer enhances the experience and outcomes for children and young people, our focus is on co-production and collaboration to provide good quality services, to achieve good outcomes for the children, young people, and families we serve.

Our Priorities

High aspirations for all our children and young people	The opportunity to provide support at the earliest opportunity.	A comprehensive offer of support which is accessible in our local community.	To work with families and young people to maximise choice and control.
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Delivery of the Delivering Better Value (DBV) Programme including Diagnostic Case Reviews and development of a DBV Action Plan for June 2023	Partnership approach to service delivery including implementing the NW Framework SEND Purchasing systems.
Consider the social care needs of families when developing SEND services and pathways by recruiting a Designated Social Care Officer (DSCO)	Enhancing provision of SEND services and groups first by mapping existing resources and reviewing best practice.
Increase choice and control for those with complex health needs via Personalisation or Personal Health Budgets, utilising a partnership approach in the delivery of services. Actions will include developing a 18-25 diagnostic pathway and a graduated neurodevelopmental approach, reviewing OT sensory services and the development and implementation of shared care pathways.	Embedding Technology Enabled Care (TEC) to secure the best outcomes for those with SEND through rollout of training to all staff; evaluation of the Brain in Hand pilot, workshop planning for the Sefton Youth Conference and raising awareness internally of TEC.
Improved access to Early language and communication support tools including Speech and Language Therapy support, advice and assessment if specialist support required.	Committing to continually improving the SENDIASS offer by improving our delivery models to ensure sufficient capacity and impartiality by supporting continuous improvement through monitoring.
Improved awareness of SEND amongst workforce including the continued promotion of the Local Offer and enhanced staff training.	Working across Health and Adult Social Care to review and ensure contract compliance and quality assurance across SEND contracts.
Increase accessibility of information for SEND through the creation of an information helpline hosted on Integrated Front Doors.	Develop a joint outcomes framework and shared approach to needs assessment in the interest of continuous improvement and transparency.
Improved access to timely and efficient mental health support through investing to support access and improve waiting times	Adapting our strategic approach to understand educational sufficiency and its current pressures per the Delivering Better Value Programme, going on to deliver Sefton’s Education Strategy via a delivery plan.