



Joint Commissioning Strategy for SEND 2020 - 2023


Welcome

As identified in our Children and Young People's Plan 2020 -25 we want all children and young people in Sefton to be heard, happy, healthy and achieving.

Like many other Local Areas for SEND across the country Sefton faces several challenges. We believe that by taking a joined up strategic approach to our commissioning we will work better together to develop and sustain effective, whole system approaches to local support for children and young people with Special Education Needs and/or disabilities (SEND).

We believe that by taking this approach we will bring about positive improvements in information, advice and services, and most importantly we will improve outcomes for children and young people with SEND and their families.

Through this strategy our ambition is to ensure adequate services that can respond when people need it most. We are committing to working together to commission services that will allow us to deliver a system that is joined up, consistent and both efficient and effective. It should not matter which part of the system you enter, the service you receive should be the same and be easy to understand what is being received, what the next steps are, and a clear shared view on the outcomes that will be achieved for our Children and Young People with Special Educational Needs and Disabilities.



Vicky Buchanan, Interim Director of Children's Social Care and Education, Fiona Taylor, Chief officer of NHS South Sefton Clinical Commissioning Group (CCG) and NHS Southport and Formby CCG, Cllr John Joseph Kelly

Introduction

The Children and Families Act 2014 provides statutory guidance on duties, policies and procedures to local commissioners who are required to work together in the interests of children and young people with special education needs and disabilities. The SEND [Code of Practice](#) lays out the statutory duties which must be considered by bodies such as local authorities, clinical commissioning groups, governing bodies of schools, including non-maintained schools, the management committees of pupil referral units, independent schools and independent specialist providers.

This joint commissioning strategy is set in the context of our recently approved Children's and Young People Plan 2020-25 'My Sefton: happy, healthy, achieving, heard', as our vision for children with special educational needs and disabilities (SEND) is the same as for all children and young people.

In this document we describe how all partners in the system will work together to put in place joint commissioning arrangements 0-25yr old children and young people with SEN or disabilities, both with and without Education, Health and Care (EHC) plans. These arrangements will also take account of provision being commissioned by other agencies such as schools, further education colleges and other education settings and cover emergency provision. We will reference the universal local offer and champion inclusivity.

Sefton has a wealth and breadth of resources and assets in the community that can be better optimised to support improved outcomes for all children and young people with SEND. For some areas of support, we need to work better with providers to be able to deliver improved outcomes for children and families in a financially sustainable way that meets the assessed need. We are committed to commissioning together using the total resource in the system in the most effective way possible.

The purpose of this strategy is to:

- Deliver improved outcomes for children and young people with SEND across the local area.
- Provide a framework for effective joint planning, understanding and review of SEND services in Sefton.
- Identify a set of key commitments and priorities that will underpin all joint planning and commissioning decisions, informed by the SEND Joint Needs Assessment and in line with the requirements of the SEND Code of Practice: 0 to 25 years 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 the SEND Improvement Plan and working practices (including Emotional Health and Wellbeing Services, Speech and Language Therapy, Physiotherapy and Equipment Provision)
- Ensure that we jointly commission services with a clear assessment of local needs, delivering personalised integrated support that delivers outcomes and brings support together across the system
- Improves our local offer so that the experiences of children and young people with SEND and their families and carers receive joined up services that are easy to navigate, accessible and available to our children and young people and their families.
- The Strategy will inform the development of robust priorities and effective joint working which will inform commissioning intentions and meet local needs more effectively.

About Sefton

There is a wealth of information available about Sefton on the Council website that is refreshed on a regular basis. In Sefton we take a partnership approach and the Health and Wellbeing Board (HWB) has overall responsibility for joint commissioning arrangements between CCGs and the Council.

Sefton has a population of 274,589 people. There are 59,066 children and young people in Sefton (age 0-19) and 75,829 children and young people in Sefton (age 0-25). In January 2019, 1445 had an EHCP (3.42% of all pupils), those receiving SEN support was 4134 (9.78%). The total number of pupils with SEN was 5,579 (13.2%).

There are 109 school settings in Sefton and 42,249 children and young people attending those settings. 40,003 children and young people are educated in 104 Sefton state-funded, maintained Nursery, Primary, Secondary, Special schools and PRUs, and 2,246 children and young people attend 5 non-maintained and independent settings. Nationally 47.9% of children and young people with an EHCP attend a mainstream school in Sefton it is 25%. There has been a national increase in pupils attending special schools, reasons for this were identified by the National Audit Office as;

- a growth in the number of pupils with complex needs;
- funding pressures leading to mainstream schools having less capacity to provide tailored support;
- the focus of the school accountability system on attainment and progress measures making mainstream schools less inclined to be inclusive; and
- the 2014 reforms making parents better informed about the choices available to them and involving them more in decision-making.

We see a disparity between our most deprived and most affluent areas demonstrating the need for locality-based commissioning.

Our SEND partnership includes the Council, schools, health commissioners and providers working with our voluntary, community and faith sector, business sectors, and most importantly children, young people and their families.



SEND Need in Sefton – Key Information

Full information on need can be found in the Sefton SEND JSNA (weblink to be inserted once strategy agreed). We recognise this is not as complete as we would want or need and does not reflect recent investments made and the realisation of extensive, ongoing improvement work.

A refresh of the Joint Strategic Needs Assessment (JSNA) was conducted in 2018 to consider the needs of Sefton’s population. In 2019 we undertook a thorough review into the needs of population of children and young people aged 0 to 25 years who have SEND (See 2019 SEND Needs Assessment - summary of key findings, weblink to be inserted once strategy agreed). It provides an overview of the current SEND provision across the Borough, identifies gaps and sets out key themes. These themes have informed the commissioning priorities listed in this strategy and will continue to inform service review and planning objectives in the future.

In 2017/18 NHS Southport and Formby CCG saw a total of 679 referrals to CAMHS, an average of 57 referrals a month. In 2018/19 there was a slight drop with 674 referrals, on average 56 a month. NHS South Sefton saw 874 referrals in 2017/18 (an average of 73 referrals a month) and again a slight drop in 2018/19 to 830 in total and an average of 70 referrals per month. In 2018/19 there were 1633 (33.8%) children and young people with a diagnosable Mental Health Condition accessing community services.

The table below provides a breakdown of top 3 identified needs in Sefton schools -

<i>Primary schools</i>	<ul style="list-style-type: none"> ● speech, language and communication needs, ● moderate Learning Difficulty, social and emotional wellbeing and ● mental health needs.
<i>Secondary schools</i>	<ul style="list-style-type: none"> ● Specific Learning Disability ● Moderate Learning Difficulty, and ● Social, Emotional wellbeing or Mental Health Needs
<i>Special schools</i>	<ul style="list-style-type: none"> ● Supporting autism ● Social, Emotional wellbeing, or Mental Health needs and ● Moderate Learning Disability

This demonstrates a specific need for Sefton around SALT in full services and Social, Emotional and Mental Health services.

From 2014 to 2019 we have seen an increase in the number of children with an EHCP increase by 809 pupils in total, this is a 71% increase in 5 years. This is likely to be related to the 2014 SEND reform, which is one of the biggest education reforms in a generation for children and young people with special educational needs, extending the rights and protection to children young people by introducing a new education, health and care plan, which saw a subsequent increase in demand

In September 2019 the National Audit Office reported a national rise of 16.8% between 2014 and 2019. We saw a 49.43% rise in number of children and young people with a Sefton maintained SEN Statement or EHC plan over the six-year period 2013 – 2018 inclusive with

annual expenditure increasing by an overall figure of 17.7% during the same period.

The National Audit Office also highlighted that nationally finance has not kept pace with demand, with a reduction of 2.5 % in real terms from 2013/14 – 2017/18. This highlights the acute need to ensure we are maximising the value of integrated expenditure available to us.

The SEND Improvement Plan recognises the need for children and young people and their families to feel they are being listened to and there is a dedicated workstream on this area as part of the SEND Continuous Improvement Programme. Through recent and previous engagement and review the Local Area is also aware that families and partners have expressed concerns or made calls for the following

- to improve accessibility and consistency in provision within the community that meets need, especially around travel and social isolation
- long wait times, cancelled appointments and confusing pathways (in particular ASD) and these concerns are being addressed as part of the Improvement Plan.
- a low awareness of SEN issues in the community and in general for teachers and health professionals suggesting the need for a widespread training programme and awareness raising
- the need for greater use of adaptations and equipment in the home to ensure the home is viewed as a safe environment for children and young people with SEND.
- include specialised health care services on the Local Offer (these are services which are commissioned by NHS England on a regional basis and should form part of our whole pathway commissioning activity).
- an increase in mainstream schools' capacity to adequately support and make reasonable adjustments for children with SEND.
- the need to improve transitions from Primary to Secondary school..



Our Approach to Joint Commissioning

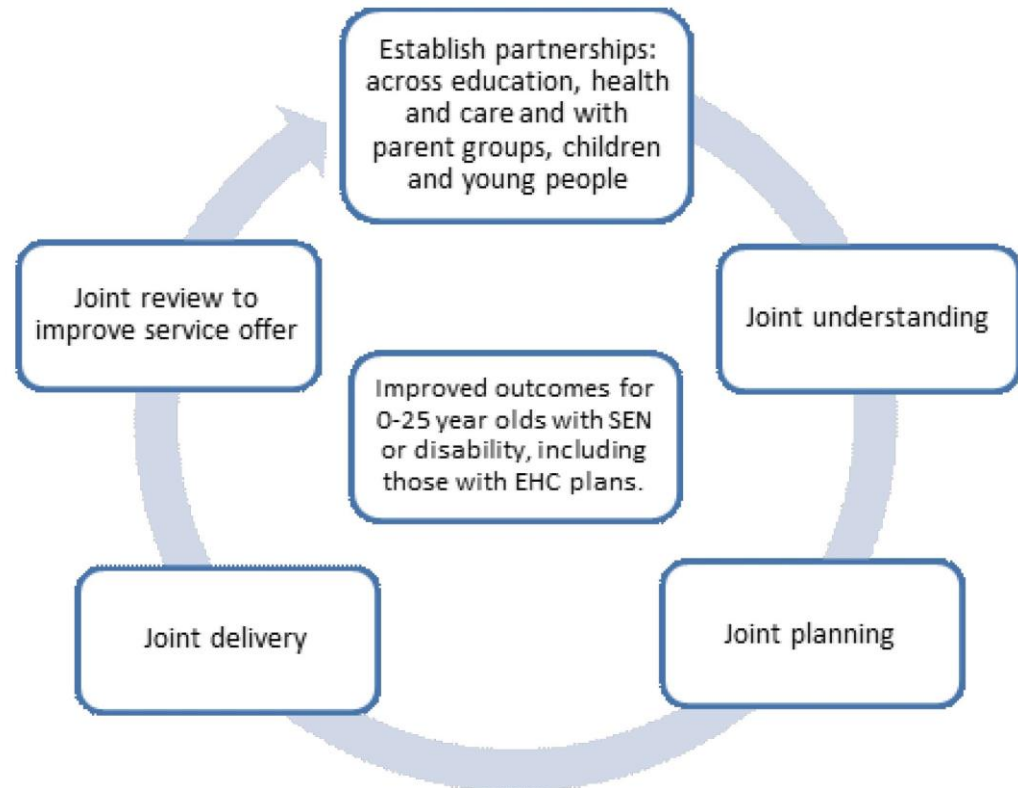
Commissioning is the process of identifying the needs of a community and planning services and activities to meet those needs within the resources that are available. Joint Commissioning is where the assessment of need and planning of services and activities is undertaken by two or more partners working 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 board and use its 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.



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:

- put people at the heart of what we do
- listen, value and respect each other's views
- develop a culture of challenge, ownership, innovation and improvement
- be ambassadors for Sefton
- be responsive and efficient and design services that deliver in a timely manner as possible.
- be clear about what we can and cannot do

Sefton's commitment to outcome-based commissioning;

“deciding how to use the total resource available to achieve desired outcomes in the most efficient, effective and sustainable way”

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 SEN and disabilities, and individual EHCPs. We will consider the needs of our population as identified in our JSNA 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 joint commissioning in Sefton will be outcome based, designed around the needs of the people that live here, joined up, inclusive, 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

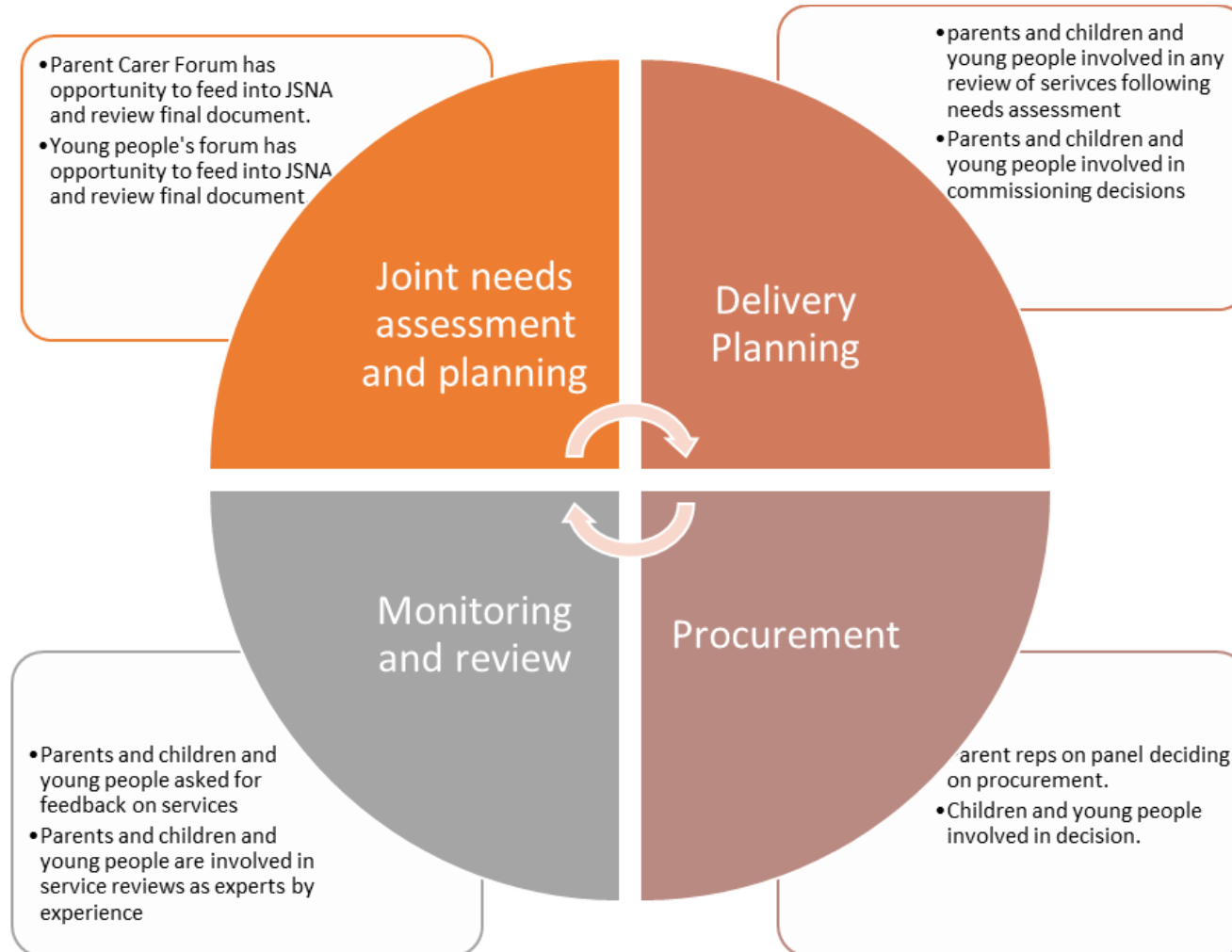
- Co-production, consultation, engagement and participation
- Outcome reviews
- Developing a Framework to help us decide how best deploy resource, utilising the best possible procurement routes to market and contract models to ensure the highest possible quality and value for money within our financial envelope.
- Seek to learn from good practice in other areas and make use of available research

In developing our plans, we will take account of the Local Government Association paper “Developing and Sustaining an effective SEND System” states the key ingredients to developing an effective approach to joint commissioning include:

- aligning key sources of data and intelligence in the form of a joint dataset on children and young people with SEND (which may underpin the local area’s Joint Strategic Needs Assessment), so that partners can take decisions about joint commissioning based on a broad and shared understanding of current and future needs;
- 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
- pulling all this together in the form of a genuinely joint strategy, developed by agencies together.

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 coproduction and codesign as we deliver the priorities in our action plan.



The Youth Voice Engagement Planning meetings identified mechanisms already in place as:

- Older youth voice – through colleges (Sefton and Mysercough).
- Work with the young advocates to hold focus group sessions
- Work with the youth service for targeted engagement and use social media
- To engage children and young people with non-verbal communication needs to consider using a youth passport/communication passport
- To work with the Special Schools and the Special Schools Youth Council using the youth passport type document (to be developed)
- To engage mainstream schools, work with the SENCO's and Pastoral Care and the Young Advisors, using questionnaire and posters. It was agreed that to enlist the support of schools and SENCO's that information should be shared with primary and secondary school heads.
- Young Carers with SEN should be engaged through the Sefton Carers Centre.

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
- Health

An EHCP review at Year 9 should detail personalised support in the following areas;

- Identifying suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships

- Support to find a job and learn how to do a job (for example, through work experience opportunities or the use of job coaches)
- Support to help the young person 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 that might be available when in work
- Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and what support they may need
- Information about personal budgets and direct payments
- Local housing options, including housing benefits and social care support
- Support to help the young person participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to, the local community and voluntary opportunities
- Information about lifestyle choices based on the young person's interests and personal requests
- Travel advice to enable young people to travel independently
- Advice about continuing health care services so that 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

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 to 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 Local Offer and CVS Directory.

Commissioned/Targeted provision

The Council and CCG commission and deliver many activities and services that support and can be accessed by children and young people with SEND and their families.

Appendix 2 provides a snapshot of local provision 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:

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

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



Priority 1 - A comprehensive offer of support accessible in our local community.

The Outcomes we are aiming for	The actions we are taking	Why we are doing this	Impact we will have	Responsible lead	Date to be achieved by
An accessible Local Offer that meets local need	Review of Local Offer using SEND Needs Assessment, feedback from engagement activities and feedback from reviews.	Families and schools have told us that the current Local Offer is difficult to navigate. Improve our understanding of need and have a more responsive and inclusive offer.	Improved accessibility and navigation of Local Offer. Good quality information is more readily accessible to all on what is available. People are more aware of and access opportunities available to them.	Head of Communities	April 2021
	Encourage universal services to be more inclusive of children and young people with SEND	Encourage a wide range of activities that help address the identified growing need to address social isolation.	Children and Young People with SEND and their families feel included. People will be able to signpost individuals and families to opportunities.	Head of Education Excellence Children and Young People Commissioning Lead	of April 2022

Priority 2 - High aspirations for all our children and young people

The Outcomes we are aiming for	The actions we are taking	Why we are doing this	Impact we will have	Responsible lead	Date to be achieved by
<p>Good Education, Employment and Training Opportunities are available for 16-25-year olds</p>	<p>Develop an effective Post 16 pathway for young people with SEND.</p> <p>Review best practice nationally.</p> <p>Identify barriers to a more diverse post 16 offer and support to remove those barriers.</p> <p>Develop relationships with employers to promote inclusivity in the workplace.</p>	<p>To make young people and their families more aware of the opportunities available to them.</p> <p>To strengthen our communities by creating opportunities for our young people.</p>	<p>People are more aware of Education, Employment and Training opportunities available to them.</p> <p>The professionals working with our young people will feel confident, empowered and connected to signpost young people to opportunities.</p> <p>More young people will benefit from education, employment and training offer.</p>	<p>Head of Education Excellence</p>	<p>April 2022</p>

Priority 3 - Providing support at the earliest opportunity - Pathway review and establishment in key areas to ensure maximized efficiency and effectiveness of service offer

The Outcomes we are aiming for	The actions we are taking	Why we are doing this	Impact we will have	Responsible lead	Date to be achieved by
Support is accessible at the earliest opportunity	To implement neurodevelopmental diagnostic pathway across Sefton which includes NICE compliant diagnostic pathway for ASD	To improve outcomes for children & young people by ensuring they have access to seamless pathways to correctly identify needs.	Improved outcomes for children & young people. Case studies and audits will evidence that practitioners are maximising support to our young people.	Chief Nurse	Implementation Q1 2020 (April to June)
	Review and renew jointly the specifications and performance management frameworks of specialist and targeted support services, priorities are SALT, Paediatric OT and Sensory services.	To maximise the opportunities associated with these specialist and targeted support services. To ensure that provider contracts are aligned to ensure a timely flow of high quality performance data, including impact measures.	Improved outcomes for children & young people. Future commissioning will be informed timely quality data.	Head of Education Excellence Director of Strategy and Outcomes	April 2022

Priority 3 - Providing support at the earliest opportunity - Pathway review and establishment in key areas to ensure maximized efficiency and effectiveness of service offer

The Outcomes we are aiming for	The actions we are taking	Why we are doing this	Impact we will have	Responsible lead	Date to be achieved by
	<p>Explore opportunities for early help/ brief interventions from universal practitioners and voluntary, community and faith sector to reduce the need/ pressure on specialist services e.g. Health visitor training in Speech, Language and Communication Needs (SCLN)</p>	<p>To secure improved access to services to enable early diagnosis and to implement relevant care plans.</p>	<p>Children and young people accessing services in a timely manner to enable them to reach their outcome goals. The workforce will be trained and designed to meet the needs of children and young people with SEND.</p>	<p>Head of Education Excellence Children and Young People Commissioning Lead</p>	<p>April 2021</p>
	<p>Train and develop the early years workforce for children with SEND.</p>	<p>To improve early identification, provision and support at the early years phase.</p>	<p>To ensure all children with SEND have the right support as early as possible and are school ready.</p>	<p>Head of Education Excellence Chief Nurse</p>	<p>October 2021</p>

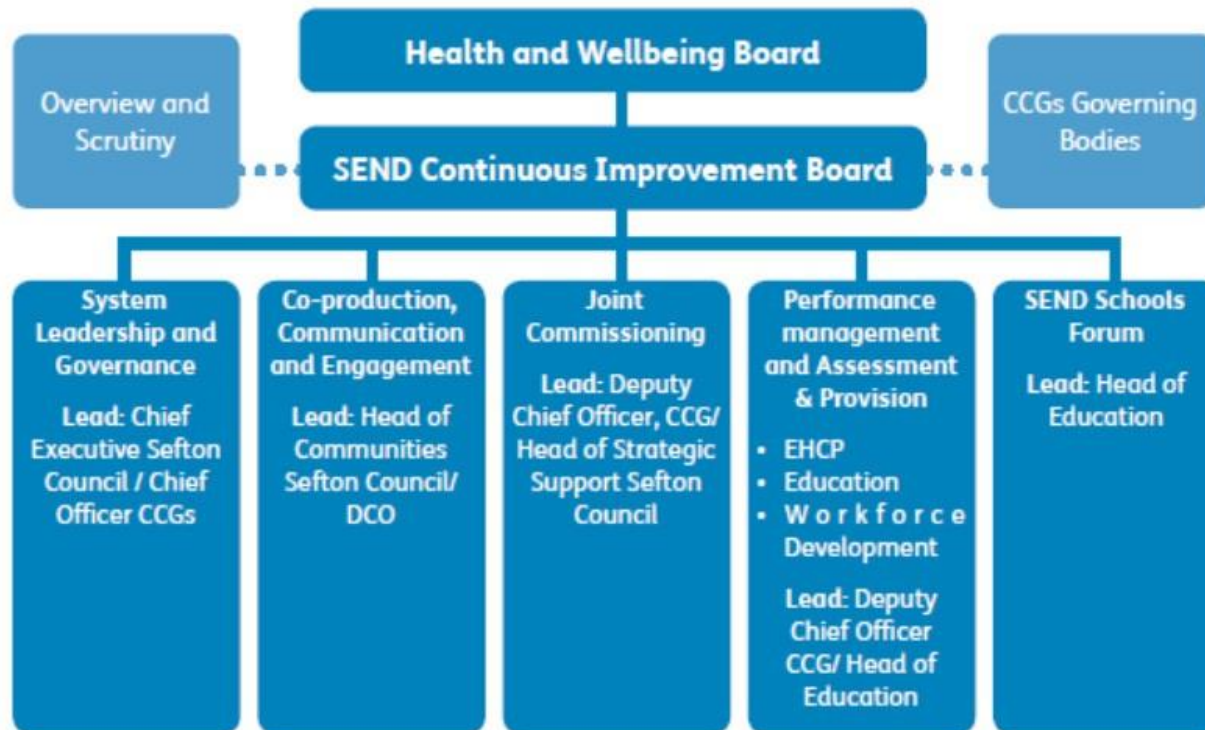
Priority 4 - Working with Families and Young People to maximise Choice and Control.					
The Outcomes we are aiming for	The actions we are taking	Why we are doing this	Impact we will have	Responsible lead	Date to be achieved by
To increase the use of Personal Health Budgets (PHB) as part of EHCPs	To develop a campaign to promote the use of PHBs as part of delivery of EHCPs	To provide an opportunity for young people, their families and/or carers to have more control of the commissioning of SEND support bespoke to their health needs.	Increased satisfaction from parents, carers and young people as a personal health budget will increase their control and choice. Improved outcomes for young people.	Head of Education Excellence Chief Nurse	In line with SEND Improvement Plan
Children and young people with SEND are supported at home	Develop and implement of an All Age Assistive Technology strategy. Expand use and resource of assistive technology to support and promote greater independent living.	To provide an opportunity for children and young people with SEND, their families and/or carers to have effective support in the home.	Increased use of adaptations and equipment in the home to improve mobility/safety in the home and support independence.	Head of Education Excellence Director of Strategy and Outcomes	April 2022
An age appropriate short break offer including Aiming High	Implement a review of the current offer involving young people and their parents/carers in redesigning the offer.	To coproduce an age appropriate offer within Aiming High.	Increased satisfaction from parents, carers and young people.	Head of Communities	April 2021

Our Governance Arrangements

A joint SEND Continuous Improvement Board (SENDCIB) has been established and is chaired by the Cabinet Member for Adult Social Care. The SENDCIB is a multi-agency partnership arrangement that includes senior representatives from the Sefton Parent Carer Forum, local authority, CCGs, 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.

Meetings are monthly, oversee the progress and delivery of the plan and report progress to the Health and Wellbeing Board.

SENDCIB 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. Joint Commissioning is a sub group as part of this structure as demonstrated below, the group has worked with others to develop the strategy.



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 Clinical Commissioning Groups 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 Health 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 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 – 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 Looked After Children Health assessments
- Strategic – contribution to the development of a joint commissioning strategy and participation and engagement strategy.

Our Designated Clinical Officer will support the development and implementation of our Action Plan.

Data Sharing and IT infrastructure

The CCG and Local Authority 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 CCGs and NHS England.</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:</p> <p>(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.</p> <p>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.</p> <p>Speech and language therapists works 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.</p> <p>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>
<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>Initial assessment/reassessment is provided by Specialist Nurses 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>

Services & Activities	Services in place- Description
<p>Complex Children’s Community Nurse</p>	<p>The Children’s nursing team work 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 ● Constipation. <p>The service support children and their carers who require a special diet to ensure nutritional needs are met taking into account 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>

Services & Activities	Services in place-Description
<p>Children and adolescence mental health service (CAMHS)</p>	<p>CAMHS offers 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.</p> <p>Some of the issues that CAMHS can help with include:</p> <ul style="list-style-type: none"> ● Anxiety ● Attachment Difficulties ● Conduct/Behaviour Problems ● Depression ● Emotional and Behavioural difficulties in children with Learning Disabilities ● Obsessions and Compulsions ● Psychosis ● Post-Traumatic Stress Disorder (PTSD) ● Self-harm ● More complex psychological difficulties <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>

Services & Activities	Services in place-Description
<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. ● Developmental Delay. ● Developmental Co-ordination Disorder. ● Spina Bifida, Genetic Syndromes. ● Acquired Brain Injuries <p>By ensuring appropriate and timely information, advice, assessment, intervention, review and equipment provision they can reduce the risk of long-term problems for children.</p>
<p>Audiology</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 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>

Services & Activities	Services in place- Description
<p>Community Paediatrics</p>	<p>The community paediatric service deliver services for children 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 Paediatricians deliver services for children where there are concerns about neurodevelopmental delay including assessment for ASD (Autistic Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder) and associated behaviour problems.</p> <p>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.</p> <p>They deliver 'Drop in' clinics, with no appointment needed. The 'drop in' clinics are mainly for problems with 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.</p>
<p>Asperger's team</p>	<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>

Services & Activities	Services in place- Description
Educational psychology service	Support the learning and wellbeing of children and young people.
Aiming High	
Summerscheme -	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 YouthClub	<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>
Aiming High - Phoenix Social Group	<p>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.</p> <p>All young people must be referred to the Aiming High Team in order to access this session.</p>
Aiming High - Alchemy	<p>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.</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 - 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, coming up with 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>

Services & Activities	Services in place- Description
<p>Aiming High - Nature Group</p>	<p>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.</p>
<p>Aiming High - Specialist Saturday Club Primary</p>	<p>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. 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 County FA 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 Youth Club (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>

Services & Activities	Services in place-Description
<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.</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.</p> <p>Active & Able sessions run at: Crosby Leisure Centre (6+ years) Bootle Leisure 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>Other Council Provision</p>	

Services & Activities	Services in place-Description
<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 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. ● Support for young carers.

Services & Activities	Services in place-Description
<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 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's 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's 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 provide assistance 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 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>

Services & Activities	Services in place-Description
<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's swimming or team sports, short sessions or holiday camps you're looking for, they're 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> <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 work 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 their communities 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>

Services & Activities	Services in place- Description
Community Learning	<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.</p> <p>The prospectus is updated on a regular basis.</p>
Sefton@Work	<p>Sefton@Work offers a range of free and confidential job-related services to residents aged 16 years and above throughout Sefton.</p>
Voluntary Services	
Sefton CVS	<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 as such.</p>
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.</p> <p>Sefton Young Carers Service work alongside families, schools and professionals to ensure that the role of young carers are 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.</p> <p>SEND support is incorporated into their role in supporting families</p>

Services & Activities	Services in place-Description
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 parent support 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>
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 yrs). 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

Useful Links:

Council website People and Place Information

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

Council website Children & Young People's Plan

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

Council website Sefton Integrated Early Help Strategy for Children, Young People and Families

sefton.gov.uk/media/1630716/Sefton-Early-Help-Strategy-2019-2025-Final-.pdf

CAMHS

freshcamhs.org/contact/

Speech and Language Services

alderhey.nhs.uk/services/speech-and-language-therapy/speech-and-language-therapy-sefton

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

Sefton Parent Carer Forum

seftonparentcarerforum.co.uk/about/

