

Special Educational Needs and Disability The Journey to Excellence

Rotherham Strategy 2018-2021



Our vision and collective responsibility for our children and young people with SEN and disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident and successful, contributing to a thriving, inclusive community that is welcoming to all. For some, this will mean treating them differently to enable them to access equality of opportunity to achieve their best outcomes .

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Foreword

Rotherham is a place where things are changing for the better. There is growing evidence of a collective determination and commitment to make Rotherham a place to be proud of; a place where people chose to work, live and raise a family. At the heart of our vision is the pledge that Rotherham will be a Child-Friendly Borough and a place where families experience swift access to early support when needed.

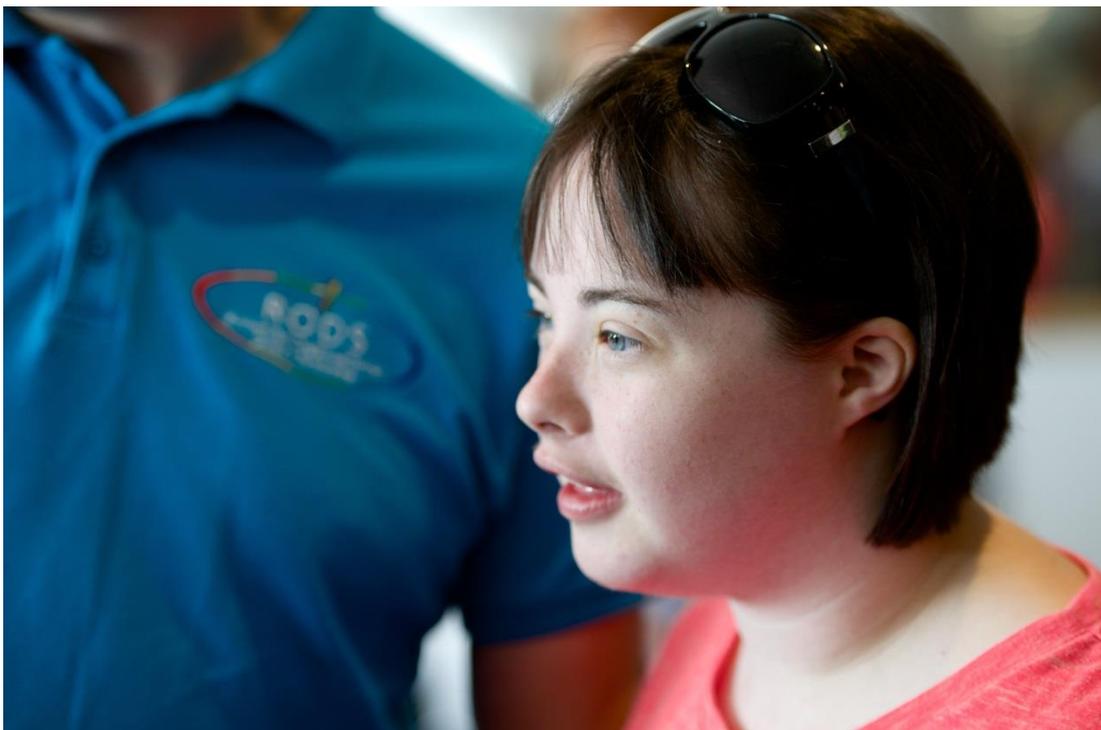
Reform to improve services for children and young people with Special Educational Needs and Disabilities (SEND) and the implementation of The Children and Families Act (2014) began in September 2014. The Act places children, young people and their families at the center of decision making, giving them greater control over the services they receive and the outcomes they wish to achieve.

In May 2016, an Inspection Framework for SEND was published. The Rotherham SEND Strategic Board is committed to implementing the 2014 reforms, using the Inspection Framework alongside the Rotherham Family Approach to monitor progress towards our collective goals.

Rotherham's Strategic Vision and Outcomes

- Children and young people are healthy and safe from harm
- Children and young people start school ready to learn for life
- Children, young people and their families are ready for the world of work

This will mean our children, young people and families are proud to live and work in Rotherham



Child Friendly Rotherham

For Rotherham to be a great place to grow up in; where children, young people and their families have fun and enjoy living, learning and working.

Child Friendly Rotherham is founded on the following four themes:

- A vibrant borough with age-appropriate, fun things to do
- All places in Rotherham to be safe, clean and welcoming
- Bring together and celebrate Rotherham's diverse communities
- All children and young people have a voice and are listened to

The SEND Journey to excellence strategy embraces these ideals and also sets out the expectations placed upon all partner agencies and commissioned services in the development and delivery of services for and with children and young people with special educational needs and/or disability. Whilst the local authority is the lead agency in developing and implementing this strategy, it has been developed in collaboration with a wide range of partners and will be owned and implemented by all practitioners working with children, young people, their parents and carers.

The Rotherham Charter and Genuine Partnerships

At the heart of our approach to improving outcomes for Rotherham's children and young people is our work with families. Narrative research with parents, carers, children and young people led to the co-production of four cornerstones that underpin all development work for SEND in Rotherham:



Driving forward reform in this way are a diverse team of parents, carers, young people and practitioners, modelling genuine co-production and appreciative approaches underpinned by psychological theory.

As a result, true partnership working has been forged between Rotherham Local Authority, Rotherham Clinical Commissioning Group, Rotherham NHS Trust, Rotherham Parent Carer Forum, local area private and voluntary providers and a range of interested parties.

Rotherham SEND Strategy – The Journey to Excellence

Rotherham's SEND Strategy has been co-produced through joint working and consultation with parents, young people, schools, specialist services, educational providers, health and social care partners, and the voluntary and community sector.

Seven Key Principles have been agreed to enable productive working together which delivers better outcomes in the SEND areas that are to be prioritised over the next three years:

- The voice of the child, young person and family are heard and views respected in all areas of SEND delivery.
- Shared collective responsibility and action to secure better outcomes for young people, This should be based in a person centred approach that is embedded for all needs and ages 0-25
- Proactive tackling of stigma and discrimination at all levels, by all partners
- Secure transition for children and young people between provisions and services at all ages
- Promotion of greater inclusion and a commitment to enabling the workforce in mainstream provisions to meet a greater range of needs
- All agencies working together with shared goals to increase choice and options for young people which avoids duplication, and which recognises then removes gaps in provision.
- Increased understanding of SEND for all kinds of need across all partners and services



Special Educational Needs and Disability

What is SEND?

The Department for Education Code of Practice statutory Guidance (2015) states:

A child or young person may have special educational needs when a learning difficulty or disability means that they require support that is different or additional to that which is normally available to pupils of the same age.

SEN can be characterised by a range of needs and difficulties.

There are four broad areas of need identified:

- Communication and interaction - speech, language, and communication needs and difficulties with interaction with others. This includes Autism.
- Cognition and learning - learning difficulties vary in severity and may make it difficult to learn everything or just certain things.
- Social, emotional and mental health difficulties - this covers a wide range of needs and these may be seen in a child or young person as withdrawn and isolated behaviours, or as challenging and unsafe behaviours.
- Sensory and/physical needs - these include visual and hearing impairment and physical and mobility needs.

The Rotherham SEND Vision

Our vision and collective responsibility for our children and young people with SEN and disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident and successful, contributing to a thriving, inclusive community that is welcoming to all. For some, this will mean treating them differently to enable them to achieve their best outcomes.

We will achieve this vision for by;

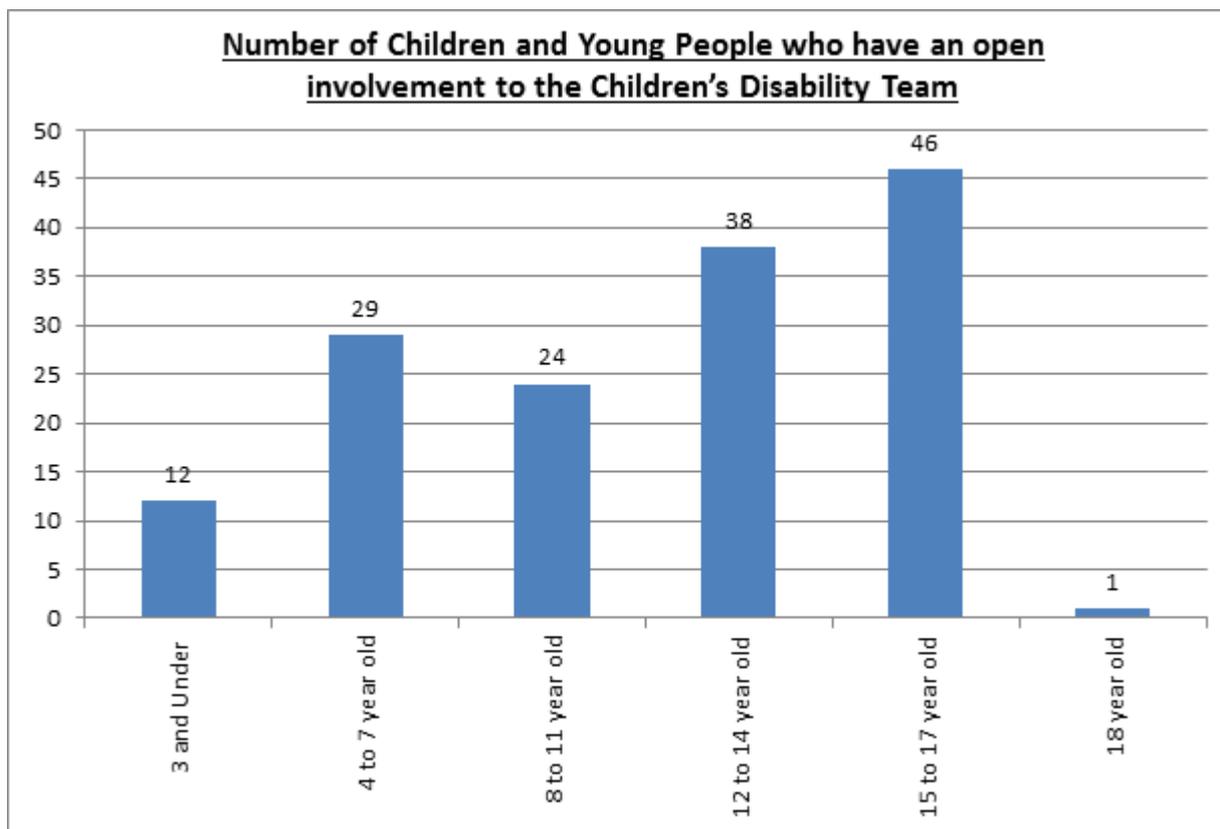
- Lifting aspirations and building on existing strengths.
- Increasing Personalisation – such that provision and support is designed and delivered in collaboration with children, young people and their families so that it is person centred, responsive and better matched to need.
- Focussing on and improving outcomes that are important to, and for, our children, young people, families and communities.
- Enhancing Partnerships – so that we can jointly commission to collectively achieve and sustain our vision.
- We will develop a notion of collective responsibility for Rotherham's vulnerable children and young people so that all parties know and understand their contribution and as a result we will have a graduated response that meets the needs of all children and young people on their journey into adulthood.

Where are we now?

The Rotherham Context

The SEND Population

- There were 45,028 children and young people attending Rotherham's schools as at 2018 Spring School Census. 7513 children are identified as having a Special Educational Need (16.7%) compared to a national average of 14.7%.
- Currently approximately 3% of the Rotherham Schools population with Special Educational Needs have their needs met through the support of an Education Health and Care Plan (EHCP) compared to 2.8% nationally and 13.7% have needs meet by a graduated response compared to a national figure of 11.6%
- 212 children and young people from the 1865 who have EHCPs in place access a provision that sits outside Rotherham including independent colleges beyond the age of 16.
- Data information shows that between January 2015 to January 2018 we have had 830 more children and young people with EHC plans in place which equates to a 83% increase



Rotherham SEND Strategy

Rotherham's SEND Strategy has been co produced through joint working and consultation with parents, carers, young people, schools, specialist services, educational providers, health and social care partners, and the voluntary and community sector.

A Children & Young People's SEND Strategic Board has been established, which is overseeing the development of SEND provision and joint commissioning work in Rotherham.

The SEND Board enables partners to consider best use of all the resources available in an area to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way.

Measuring Success

The outcomes of our children and young people are the important success measure

A comprehensive analysis of available data and a detailed Joint SEND action plan will be in place to enable Rotherham SEND Strategic Board to monitor and, where necessary, challenge the performance of all partners in implementing the SEND reforms and improving the outcomes of children and young people with SEND



Our Collective Priorities 2018-2021

Our collective priorities have been agreed through co production of this strategy and are worded to describe what families would like to see for the future delivery of service.

They fall into the five areas below

Shaping Provision through Co production and
Communication

Joint Commissioning of
Services

Sufficiency of Provision

Quality of Provision

Value for Money

Shaping Provision through Co production and Communication

Families will experience working together with services to produce better outcomes for Children and Young People with Special Educational Needs.

Families will experience clear and strong communication, participation, engagement and co-production which will include children, young people, families, practitioners and partners.

What is working well

- Commitment to working in true co-production to develop provision for children and young people from 0-25 with all partners;
- Listening to children, young people and families through a variety of Forum's that also join together under the Different but Equal Board
- Regular co-produced conferences and consultation events are commonplace.
- Strong parental engagement and support through Rotherham Parent Carers Forum and SEND Information and Advice Support Service (SENDIASS)

What Needs to happen

- Retention and expansion of the current embedded method of co-production, involving our families in all strategic work around development of SEND Service and provision. Use of the Four Cornerstones of Genuine Partnerships through the SEND Board and practical activity, extending this to all education, health and social care provision.
- Communication in the ways needed, at times that suit our children young people and families

Improved Outcomes will be:

- Wider co-production evidenced across the system
- Greater involvement of children and young people and families in shaping the area offer at all levels
- Clearer and more widely known methods of communication for families

Phase 1	Phase 2	Phase 3
A co-produced action plan, led by families, to be produced as a result of the Voices event report.	Wider use of the Four Cornerstones of Genuine Partnerships by all partners including provisions and services identified with families.	Further actions to be agreed with children, young people and their families through the co-produced action plan
Completion of the SEND Local Offer refresh, ongoing, in collaboration and coproduction with families		
A SEND Communications Plan in place		

Joint Commissioning of Services

Children, young people and their families will experience a collective responsibility and a streamlined approach when accessing relevant assessments, services and support.

What is Working Well

- Relationships between Rotherham Council, Rotherham Clinical Commissioning Group and Rotherham Parent Carer Forum (RPCF), are strongly developed and this has enhanced the ability to work collaboratively on joint commissioning activity at individual, operational and strategic level
- There are a number of jointly commissioned packages of individual support for children and young people with complex needs agreed and collectively reviewed
- Alongside any individual packages of support, Rotherham Council and Rotherham Clinical Commissioning Group currently jointly commission Child and Adolescent Mental Health Services (CAMHS) in Rotherham.
- Jointly funded posts and services are in place (jointly funded Assistant Director for Commissioning, jointly staffed Autism Family Support Team).

What Needs to Happen

- Review and refresh the SEND Joint Commissioning Strategy
- Develop an integrated plan/service specification for the Joint SEND Hub at Kimberworth Place.
- Further embed the SEND Performance and Outcomes Framework, with a particular focus on outcome reporting.
- Develop a financial funding protocol to allow pooled budgets where required
- Rationalise SEND related panels and implement the development of a single Education Health and Care decision making Panel
- Align local authority and CCG specifications for SEND service provision, so as to facilitate commonality of practice and a consistent approach (thus reducing duplication, improving efficiencies and developing clearer pathways).
- Monitor the number of services and delivery where SEND requirements have been included in the service specification.
- Appropriately monitor the commissioned agreements with independent providers outside the Local Authority.
- Ensure that there is a co-ordinated joint workforce development plan to be overseen by the SEND Strategic Board.

Improved Outcomes will be:

- Decisions on placement and funding will be made at a single Education Health and Care panel
- Agreed funding mechanisms and approach to develop a financial protocol to allow pooled budgets where required will provide efficiencies.
- Joint service specifications will be in place

- Robust agreements and contract management will deliver high quality, value for money and regular consultation for those in provision, particularly those outside Rotherham
- Co-location in the SEND hub will develop and improve closer partnership working for young people who are involved with a range of services.
- There will be local provision and an improved offer for residential provision for Children with special educational needs and/or disability including those who are Looked After

Phase 1	Phase 2	Phase 3
Refresh the SEND Joint Commissioning Strategy	Appropriately monitor the commissioned agreements with independent providers outside the Local Authority.	Further embed the SEND Performance and Outcomes Framework, with a particular focus on outcome reporting
Review all contracts for specialist school provision outside of Rotherham	Monitor the number of services and delivery where SEND requirements have been included in the service specification	Develop a financial funding protocol to allow pooled budgets where required
Review local residential provision and develop the market to provide local provision	Ensure that there is a co-ordinated joint workforce development plan to be overseen by the SEND Strategic Board	
Align local authority and CCG specifications for SEND service provision		
Develop an integrated plan/service specification for the Joint SEND Hub at Kimberworth Place.		
Development of a single Education Health and Care decision making Panel		

Sufficiency of Provision

Children and young people with Special Educational Needs and / or Disability will have sufficient provision to meet the range of needs

Wherever possible and in line with efficient use of resources, this will be within line with their choice or that of their parents and within Rotherham.

What is Working Well

- The Local Authority has carried out an analysis of need and have made a commitment to increase specialist provision by 125 educational places over the next three years across Rotherham.
- Closer links have been developed between SEND Strategic managers and Commissioners within the Local Authority and Health to forward plan for need together, including for residential provision.
- Closer working with commissioners of educational provision outside Rotherham is now in place.
- There is a growing commitment from all agencies to work more closely with schools to improve the graduated response offer and promote inclusion within mainstream provisions

What Needs to Happen

- Planning with special schools to review numbers on an annual basis.
- Annual review of sufficiency planning
- More robust commissioning agreements with provision outside Rotherham to monitor delivery and quality
- Further work to increase sufficiency of the mainstream school offer, improve the graduated response offer and promote inclusion
- The 16-25 educational offer within Rotherham requires expansion.

Improved Outcomes will be:

- Reduced travel for children and young people allowing the choice to be educated as close to home as possible.
- Increased percentage of children and young people with SEND being educated within mainstream schools
- Fewer post 16 learners travelling outside Rotherham to receive their education.
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Phase 1	Phase 2	Phase 3
Delivery first year of three year plan to increase provision (55 places)	Delivery of second year of three year plan to increase provision (places)	Delivery of final year of three year plan to increase provision (places)
Annual protocols agreed for planning of specialist provision	Rotherham Post 16 Strategic Sufficiency Plan	
Robust commissioning agreements in place for all provisions but especially those outside Rotherham which ensure delivery of quality and compliance		
A Workforce Development Plan for mainstream schools		

which addresses the training needs to ensure confidence in delivery of graduated response		
Immediate 19-25 SEND place offer developed		
Post 16 sufficiency analysis completed		

Quality of Provision

Children and Young People will experience provision made through the graduated response and/or an Education Health and Care Plan which is of the highest quality to enable the best outcomes. Children will be included in mainstream educational provision wherever appropriate to their needs. There will be a particular focus on the development of the area offer for those children and young people with **Social Emotional and Mental Health needs (SEMH)**, those with **Autism** and those **Preparing for Adulthood**.

Graduated Response and Education Health and Care Planning

What is Working Well

- The EHC Assessment Team are highly committed to the full involvement of children, young people and their parents in the assessment process
- Work has begun on a quality assurance framework to ensure compliance and quality within all EHC Plans
- There has been an increase in the personalisation of approach to meeting needs across a number of areas including provision, service delivery and transport for children and young people.
- Work is underway to secure high quality and timely assessment reports from partner agencies in health and social care to contribute to the EHC process
- All Statements of Special Educational Need have been converted to Education Health and Care Plans.
- Agreed and co-produced guidance regarding graduated response for schools.
- Some groups of children with SEND are well supported across the system at graduated response without the need for an EHCP eg Children and young people of school age who are visually impaired
- A new home to school transport policy that increases personalisation and creates options for families around travel including use of personal budgets and travel training where appropriate

What Needs to Happen

- Improved timeliness of EHCP completion so more assessments take place within 20 weeks
- A reduction in the number of children who need their education to be delivered via an EHCP by improving graduated response, particularly for social, emotional and mental health needs.
- Increased choice of placement within Rotherham, across specialist and mainstream settings
- Better understanding of the educational graduated response and the EHC assessment process across partner agencies including health, social care and Virtual School for Looked After Children.
- Improved outcome based Education Health and Care Plans
- Increased monitoring of delivery of Education Health and Care Plans within settings
- Recognition of and reward for inclusive practice enabling schools to feel confident to meet all needs, reduce the need for EHCP so that more funding can be used to promote earlier intervention within Rotherham

Improved Outcomes will be:

- More EHCP assessments completed within statutory timescales
- More children and young people having their needs met through graduated response

without the need for an Education Health and Care Plan

- Where EHCPs are needed they are of good quality and lead to improved outcomes for young people that are appropriately monitored.

Phase 1	Phase 2	Phase 3
A 12 month recovery plan and continued regular monitoring of the EHC assessment process to improve the 20 week completion rate. A fully agreed and operational Quality Assurance framework in place for the process which includes improving the quality of report writing and the writing of outcomes based targets.	A graduated response improvement plan to increase SEND needs being met in mainstream school which includes recognition of inclusive practice.	Recognition and reward for inclusive practice
Partner agencies to increase their success at meeting timeframes for completion of contributing reports	A fully operational and widely embedded process for the monitoring of EHCP delivery and outcomes for young people	
A fully agreed and operational Quality Assurance framework in place for the process which includes improving the quality of report writing and the writing of outcomes based targets.		

SEMH

A strategy to address increasing numbers of children identified by schools with Social emotional or Mental Health (SEMH) Needs has been in place since September 2015. There are approximately 1050 children identified with this presenting need in Rotherham settings from the 2018 Spring school census.

The strategy is creating an improved graduated response but there are high levels of exclusion and Rotherham's two SEMH Support Centres are struggling to meet need. Rotherham has no provision for the highest levels of SEMH need within the authority and there are currently 68 children placed outside Rotherham.

What is Working Well

- An all age, all agency, SEMH Strategy is currently being co-produced to provide focused activity which improves meeting the needs of children and young people who require this kind of support. This involves the engagement of Early Help, Social Care, Virtual School, Child Development Centre and Child and Adolescent Mental Health Services (CAMHS)
- School SEMH Partnerships are established across the borough at secondary level, working collaboratively to develop collective responsibility to meet needs sooner and within the locality
- A clearer and more holistic remit and funding model is in place for SEMH Support Centres

which were previously only used as Pupil Referral Units for excluded pupils.

- Primary SEMH partnerships are under development alongside a Primary Outreach team which bridges the provision between in school and outside school support
- There is increased clarity around exclusion protocol, an agreed graduated response document and increasing challenge to rescind inappropriate exclusions, especially for those with SEND needs
- Both CAMHS and Early Help have transformed their services to create more locality working which offers earlier advice and support to families and schools.
- The CAMHS transformation programme has piloted a Whole School Approach to SEMH which is currently being rolled out to other schools
- There is currently an Attachment Friendly Schools programme available to schools through the Educational Psychology Service and Virtual School
- An increase in specialist provision for SEMH is included within the SEND Sufficiency Strategy.
- There is currently a government consultation of a Green Paper regarding Mental Health in schools which proposes additional funding, training and support to schools including Mental Health champions to reduce stigma and meet need.

What Needs to Happen

- An increased confidence of mainstream provision to meet SEMH need earlier is required based in the whole school ethos and routed firmly in the leadership of schools. This also needs to take account of staff wellbeing when addressing this challenging area of need.
- An increase in attachment friendly schools
- Reduced exclusions both fixed term and permanent, particularly in the secondary phase and for older pupils.
- Earlier intervention within schools to support SEMH needs leading to a reduction in EHCPs for SEMH enabling children of mainstream ability to have their needs met in mainstream provision
- An improved and fully joined training programme available across all partners
- A reduction in children and young people with attachment needs being removed from their local school or area for educational reasons
- Joint work to improve knowledge and acceptance whilst reducing the stigma associated with social emotional or mental health needs

Improved Outcomes will be:

- Children and young people will have their needs met earlier within their local school
- Fewer children will experience fixed or permanent exclusion
- More children and Young people with SEMH will experience successful school outcomes and attainment appropriate to their ability levels
- Fewer EHCP will be required to meet SEMH needs
- Increased numbers of children and young people will have their needs met at graduated response by targeted services

Phase 1	Phase 2	Phase 3
Production of a Joint SEMH Strategy will clarify the detail of targeted actions to address this area but this will include; <ul style="list-style-type: none"> • Joint agency work to support the development of a whole school ethos which values and accepts children with SEMH and 	Implementation of the Joint SEMH Strategy	Further actions to be agreed

<p>strives to reduce the use of fixed term and permanent exclusion for children with social, emotional and mental health needs</p> <ul style="list-style-type: none"> • The development of the support network to schools to increase confidence in this area and improve early intervention to meet need including Mental Health champions as detailed by the outcomes of the current Green Paper Consultation 		
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Autism

To read in conjunction with the all age Autism Strategy currently in production and available summer 2018

There are approximately 1050 children and young people with a Primary need recorded as Autism Spectrum Condition on all SEN Children and young people in Rotherham (2018 Spring School Census).

394 of these Children and young people are supported with either a Statement or EHCP being in place and 656 Children and young people are being met by SEN support .

There is a successful graduated response in schools for Autism and the majority of needs are met within mainstream schools and Local Authority Resources. However, there is an increasing need to meet the highest level of Complex Autism needs in out of authority provision.

Rotherham's only provision for this level of need has 20 places but is full and 69 children are placed outside Rotherham for Autism needs.

What is Working Well

- Many children with Autism are supported to successfully attend schools across Rotherham both special and mainstream.
- Rotherham has a well attended Stakeholders group which meets regularly where all partners are represented
- There is a well established pathway for Autism diagnosis within Health. Children 0-5 can access a multiagency assessment at the Child Development Centre and beyond 5 diagnosis takes place by CAMHS.
- Recent waiting times at CAMHS for diagnosis have reduced.
- Rotherham has an Autism Communication Team of specialists to advise schools in meeting need
- There is a multiagency Autism Family Support Team which has staff from education, health and social care to support parents after diagnosis.
- Although there are varying degrees of knowledge, on the whole Rotherham, has a skilled workforce and training programme available to support children and young people with Autism to access education.
- An increase in supported mainstream provision for Autism is included within the SEND Sufficiency Strategy.

What Needs to Happen

- Increased confidence of mainstream provision to meet need for more complex needs

which involve autism

- Improved assessment and support to meet high levels of sensory difference.
- Improved transition for young children with autism to mainstream school environments with high levels of communication and sensory needs
- Greater understanding of autism as a lifelong difference that requires self regulation
- Better use of the advice and specialist support available
- Improved transition to Adulthood for young people with autism

Improved Outcomes will be:

- Families will feel confident that families can access appropriate support as necessary.
- Diagnosis will be timely
- Young children with autism will have successful transitions and their needs met within their local school
- Fewer children with Autism will experience fixed or permanent exclusion
- More children and Young people with Autism will experience successful school outcomes and attainment appropriate to their ability levels
- More children with Autism will have their needs met within Rotherham
- Increased numbers of children and young people will have their needs met at graduated response by targeted services
- More young people with Autism will have successful transitions to adulthood and remain in learning or be employed.

Phase 1	Phase 2	Phase 3
An all age autism strategy which includes transition to adulthood as its first priority	Implementation of the All Age Autism Strategy	A review of the current training offer and the services available to support schools and families.
	An increase in supported mainstream provision for Autism as part of the SEND Sufficiency Strategy	

Preparation for Adulthood

The Preparing for Adulthood Agenda aims to give everyone equal life chances as they move into Adulthood through four key areas;

- Employment
- Friends, Relationships and Community
- Independent Living and
- Good Health

What is Working Well

- An improving relationship and understanding between children and adult services regarding this agenda
- A Social Care adult transitions team is in place
- A Preparation for Adulthood regional Peer Challenge pilot is in place for areas to share good practice.
- Support from the national Preparation for Adulthood team to aid training of providers within Rotherham
- Priority has been given given to development of an action plan for successful transitions as part of the Childrens Strategic Partnership Plan and the All Age Autism Strategy.
- The establishment of a Transitions Board to govern and monitor development
- A new home to school transport policy that increases personalization and creates options

for families around travel including use of personal budgets and travel training where appropriate

What Needs to Happen

- Increased Post 16 educational options within Rotherham for young people with SEND.
- An agreed action plan across services to improve the transition pathways to adulthood
- Co-ordinated training to Post 16 providers regarding the graduated response, personalisation and the EHC assessment process
- An improved graduated response for young people with SEND in providers beyond school age
- Development of a post 14 pathway for transition
- Increased apprenticeships, internships and employment for young people with SEND

Improved Outcomes will be:

- An improved pathway for young people to adult services where needed that begins at age 14
- Better transitions for all young people with SEND to independence in adulthood
- Increased choice within the local area beyond age 16
- More young people in Employment, training, education, apprenticeships or internships after they complete school
- More young people able and confident to travel independently in their daily lives

Phase 1	Phase 2	Phase 3
<p>The newly established Preparing for Adulthood Board will create a robust plan to improve the transition process to adult services across education, health and care services</p> <p>An Action Plan for monitoring destinations of young people from 19-25</p>	<p>A training plan for Post 16 providers to be developed</p> <p>Increased educational Post 16 options to be developed which will include apprenticeships, internships and routes to employment</p>	

Value for Money

Provision made should be early, involve timely assessment and ensure the best use of funding available.

What is Working Well

- Consistent special provision funding models have been put in place over the past year.
- Improved local area relationships exist between partners regarding funding including the Local Authority, Schools Forum and the Clinical Commissioning Group
- There is a strategic group between the Local Authority and the Continuing Health Care managers in place investigating joint working and funding.
- Joint commissioning agreements are planned between education health and social care
- The High Needs Budget has been reviewed and organized so impacts of reform can be monitored clearly

What Needs to Happen

- Joint panel and funding agreements are needed
- Annual reviews of current SEND places needed, and funding agreed with provisions to enable forward planning
- Consistent funding models around EHCPs between partner agencies

Improved Outcomes will be:

- Improved value for money within High Needs Funding
- Reduction in use of placement outside the borough to enable children to have needs met within Rotherham.

Phase 1	Phase 2	Phase 3
Regular monthly financial monitoring of spend	Review of all services and funding models available to schools.	Further actions to be agreed
Change the landscape to ensure that better provision exists within Rotherham to meet need. Reducing costs on provisions outside Rotherham in order to fund higher quality provision within the borough.		
Reduce the need for costly EHCPs for SEMH and using funds for earlier intervention to allow children to stay receiving therapeutic support within their local community		

Achievements in Rotherham to date:

Rotherham has undergone significant change since 2015 when a new director for Children and Young People's Services was appointed. Prior to that there was no strategic plan for implementing SEND reform and many services were working hard to make the necessary changes but in independently of each other/ Since September 2015 a number of priorities have been addressed both collaboratively and across the partnership in Rotherham to improve provision and it is timely to review the current position to inform how further improvements can be made.

Reconstitution of an Inclusion Department

Services that support children, young people and families with special educational needs and disability were fragmented across the system and communication had become difficult for services and the families they support. The range of SEND services within education have been brought back together in one department with new leadership throughout. Closer working relationships have been forged with colleagues and services in health and social care. This is particularly evidenced in the co-location of services at a SEND hub within Kimberworth Place, in addition to co-productive work underway refreshing the Local Offer website.

Joint Commissioning Strategy

A Joint Commissioning Strategy was devised, and co-produced in full consultation with parents and young people. There was full engagement with all partners in its development to ensure shared ownership. Over the last two years this strategy began to address the immediate priorities identified with families and it is also now ready for review. This strategy has contributed to; co-location of SEND services, refresh of the Local Offer website, review of the assessment and quality processes for Education Health and Care Planning, a personal budgets policy, a strategy to address needs in the area of Social Emotional and Mental Health, targeted work on Transition to Adulthood. During this time there has also been greater collaboration between the Local Authority and Health Services on the inclusion of SEND into service delivery including joint posts and services. There has also been development of the Short Breaks offer and a Resource Allocation System for this. The joint strategic governance of SEND has increased over the two years and Joint Commissioning is a key component of the new SEND Strategy – The Journey to Excellence. This approach has strengthened a shared commitment to improve experiences and outcomes for children in Rotherham

Social Emotional and Mental Health Strategy

Social Emotional and Mental Health needs (SEMH) was a new category title included within the SEND Code of Practice 2015, giving greater understanding to those young people whose needs led to challenging or worrying behaviour. This was timely for Rotherham as exclusions from Rotherham schools had shown a sharp increase. A SEMH strategy was written in 2015 to develop collaborative partnerships within education in order address this need together, and to review the current use of Pupil Referral Units (PRU). This Strategy has led to greater understanding of the complex issues and the range of services required to support this need. It included a reconstitution of the use of Rotherham's SEMH Support Centres (including PRUs), and local partnerships of schools who work together to support each other to meet the needs of local communities. The work done also saw a promising reduction in exclusion levels. This original strategy was based around educational provision and is currently under review following a more joined up approach

and the creation of a joint SEMH Strategy which includes the contributions from Health colleagues in Child and Adolescent Mental Health Services (CAMHS), Rotherham Health Foundation Trust, Early Help and Social Care Services. This area remains a priority for Rotherham.

SEND Sufficiency

Since SEND reforms began in September 2014, there have been two elements of change to effect educational provision within Rotherham. The borough has a growing population and by 2021 will have 5% more children, and approximately 5% more children with special educational needs. Alongside this increase in demand, the reforms have also led to a national increase in requests for Education Health and Care plans. Rotherham's special provisions offer a good standard of education and are hugely popular choices for our young people and parents. As a result Rotherham has a SEND sufficiency plan in place to increase special provision by 125 places before 2021.

Development of Specialist Children with Disabilities Services in Children's Social Care

Services that offer Social Care provision have been aligned under the management of one Service Manager who oversees the social care provision and delivery of Short Breaks, Early Help and statutory Social Care services for Children with Disabilities. The Social Care Teams are also co-located at Kimberworth Place with Health and Education. The 2017 single inspection graded the Social Care Services for children and young people as 'Good'. Liberty House Short Breaks unit has been graded as 'Outstanding' for two successive years. Specialist disability services are complemented by a comprehensive locality based Early Help delivery.

CAMHS transformation

In 2015 the Department of Health published a paper called Future in Mind: Promoting, Protecting and Improving our Children and Young People's Mental Health and Wellbeing. This has resulted in transformation plans for Child and Adolescent Mental Health Services (CAMHS) across the country. In Rotherham this has led to greater locality working, earlier support, a multiagency family support team in the area of autism, reduced waiting times, co-location of services and greater collaboration with education and social care.

Virtual School

Rotherham's Virtual School for Looked After Children has developed greatly over the past two years to ensure that all children they work with who are looked after are better monitored and their educational offer established as soon as possible should they need to move residence. For those children with additional SEND needs, there has been greater collaboration with Inclusion Support Services to gain understanding of the graduated response offer available in schools and to find personalised solutions to some of the tricky situations our young people encounter.