

# Vision

Our vision in Trafford is to have a **well-planned provision** that meets the needs of children and young people with SEND and their families. This means **integrated services across education, health and social care which work closely with parents and carers**, which ensure that individual needs are met without unnecessary bureaucracy or delay. It also means a **strong commitment to early intervention and prevention** so that early help is provided in a timely way.

We believe that every Trafford child and young person should have their needs met, as far as possible in their **local community**. We **expect every provider to make effective provision for children** with SEN and disabilities so that they make good educational progress and can move on easily to the next stage of their education and later into employment and independent adult life. We aim to achieve this by using the **best expertise and knowledge** in all services, to increase capacity throughout the borough by sharing best practice and by promoting a model of **collaborative working and shared responsibility**.

# Vision continued...

We expect education, care and health services to be delivered in an integrated way so that **the experience of families accessing services is positive** and children's and young people's learning and development, safety, well-being and health outcomes are well promoted alongside their educational progress and achievement.

To deliver our plan, we must identify children with SEND at the earliest possible opportunity and provide them and their families with the support they need to have **the best possible start in life and achieve their potential**

# Our agreed priorities

To promote **co-production** at the heart of professional practice so that the voice of children, young people and their families is at the heart of all we do.

Build stakeholder confidence by **delivering timely information, advice and support and a high quality statutory assessment process which meets timescales** and ensures that children and young people with SEND, and their parents and carers, are considered at every stage of the process.

Develop the **quality and capacity of early years providers, schools and colleges** to meet the needs of local families and their children with SEND.

Deliver greater local integration and co-ordination of education, health and social care services and plans for children and families to promote **positive and seamless transitions** at all stages between the ages of 0-25 years.

Develop **outcome-focused approaches to joint commissioning and integrated working** to promote early identification and intervention.

Maintain **strong outcomes for Trafford SEND pupils**, so that they achieve outcomes which are above national expectations for similar pupils and where possible, **prevent school exclusions**.

## Our ambition: To promote co-production at the heart of professional practice so that the voice of children, young people and their families is at the heart of all we do.

### What we have to do:

- Ensure co-production is an equal relationship between service users and people who are responsible for services.
- Ensure children, young people and their families have a direct influence in decision-making and shaping services.
- Enable service users have opportunities to express their views
- Enable children and young people have a greater sense of ownership and responsibility in decisions that affect their lives

### Key performance indicators

- There is a shared understanding about what is meant by co-production across the SEND community
- Plans and associated reports demonstrates co-production
- Examples of the impact of co-production on the lives of children, young people and their families

### Action plan

- 1.1. Embed a culture of co-production throughout the SEND community
- 1.2. Explore how engagement with children and young people supports the development, delivery and evaluation of outcomes based commissioning through the CDC
- 1.3. Review the Local Offer to improve its impact on the lived experiences of children and families

**Our ambition: Build stakeholder confidence by delivering timely information, advice and support and a high quality statutory assessment process which meets timescales and ensures that children and young people with SEND, and their parents and carers, are considered at every stage of the process**

**What we have to do:**

- Ensure timescales are met throughout the EHCP process
- Produce high quality, person-centred plans
- Ensure the EHCP process is transparent and understood by all stakeholders
- Ensure children and young people receive the right support at the right time

**Key performance indicators**

- Performance data for timeliness is consistently above national expectations
- Contributions from health & social care partners are completed and timely
- Quality of EHCP audits are good and outstanding
- Parental feedback demonstrates satisfaction in the assessment process
- Earlier intervention strategies lead to a reduced number of requests for EHC Needs Assessments

**Action plan**

- 2.1. Review policies and procedures to ensure a clear and transparent process
- 2.2. Establish a multi-agency audit process to improve the quality of EHC Plans
- 2.3. Ensure the voice of the young person and parent/carers views are considered and reflected in plans
- 2.4. Ensure all plans meet the social care needs identified in the assessment processes
- 2.5. Develop a Quality Assurance Framework to ensure the plans are high quality and person-centred

## Our ambition: To develop the quality and capacity of early years providers, schools and colleges to meet the needs of local families and their children with SEND

### What we have to do:

- Ensure all Trafford education settings adopt the Inclusion Charter.
- Improve inclusive practice so that children and young people with SEND are enabled to successfully remain in mainstream settings

### Key performance indicators

- QA processes evidence that schools have adopted the Inclusion Charter
- Feedback from children, young people and families reflect an improvement in provision at SEND support
- Moderation of provision at SEND support reflects greater consistency across settings

### Action plan

- 3.1. Achieve greater consistency of the educational sector's engagement with families of children and young people with SEND.
- 3.2. Achieve greater consistency in provision in schools at SEN support and in the understanding of decision-making guidelines for the subsequent EHCP process.
- 3.3. Develop a strategic, universal and targeted workforce offer for education settings and partners
- 3.4. Co-produce information about the assessment and planning process for SEND support

## Our ambition: Develop outcome-focused approaches to joint commissioning and integrated working to promote early identification and intervention.

### What we have to do:

- Plan and jointly commission services to improve outcomes for those with SEND
- Target resources to ensure services reflect identified needs
- Deliver a joined-up approach to the planning and commissioning of services

### Key performance indicators

- The Trafford Joint Commissioning Strategy is shared and understood by all stakeholders
- Parent/carer rate the level of support received
- Improvement in health outcome measures for individual services
- Time from referrals to assessments is within timescale

### Action plan

- 4.1. Undertake a joint commissioning baseline assessment of current commissioned SEND services
- 4.2 Develop a commissioning plan which is informed by the JSNA and co-produced
- 4.2. Ensure easier and earlier access to specialist services
- 4.3 Continue to review service provision and diagnostic pathways to ensure effectiveness
- 4.4. Establish an outcomes-based performance framework

**Our ambition: Deliver greater local integration and co-ordination of education, health and social care services and plans for children and families to promote positive and seamless transitions at all stages between the ages of 0-25 years.**

What we have to do:

- Ensure CYP with SEND are appropriately supported throughout all transition milestones
- Publish the PfA Strategy and ensure this is implemented and embedded.

Key performance indicators

- The number of young people with SEND engaged in education, employment and training will increase
- All EHCPs will reflect aspirations for future training or employment
- Young people with continuing care needs will have support and transitions

Action plan

5.1. Embed the Preparation for Adulthood protocol

5.2 Empower children, young people and their families to make informed decisions about preparing for adulthood

5.3 Ensure person-centred planning supports the planning of transitions

5.4 Develop integrated health and social care services to enable young people to understand and manage their health and care needs



## Our ambition: Maintain strong outcomes for Trafford SEND pupils, so that they achieve outcomes which are above national expectations for similar pupils and where possible, prevent school exclusions

### What we have to do:

- Improve the outcomes for CYP with SEND including educational progress and attainment.
- Ensure that the attendance of CYP with SEND is above national expectations
- Create a robust offer to meet the SEMH needs of children and young people
- Reduce the number of exclusions for CYP with SEND

### Key performance indicators

- The attainment for children and young people with SEND is above national and statistical neighbours
- The number of young people with SEND in education and training is high
- The attendance of children & young people is high
- The percentage of SEND pupils who are excluded is consistently below national

### Action plan

6.1 Ensure children and young people achieve in their education at least as well as their statistical neighbours

6.2 Develop a coherent model to deliver support to schools and providers to support improved outcomes

6.3 Develop 16-19 provision which supports increased choice and independence to prepare young people for adulthood

6.4 Establish a coherent SEMH offer for children and young people

6.5. Develop a multi-agency approach to supporting CYP who are at risk of exclusion