



Surrey  
children and  
young people's

**SEND**

Special Educational Needs  
and Disability

## Development Plan

2016 - 2020

Published Spring 2016

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# Children and young people will be happy, healthy, safe and confident in their future.

**This is our ambition for children and young people.**

**As partners and providers we work together day in, day out across Surrey to achieve this.**

The SEND Partnership Board has launched a major change programme to improve special educational needs and disability (SEND) services in Surrey. The board consists of representatives from health services, education, parents and the local authority.

We are doing this in response to the families, staff and partners who have told us that the system isn't working as well as it should be for them. As a result, the programme, called SEND 2020, will involve working differently to transform SEND services.

Legislation (the Children and Families Act 2014), also requires us to adopt a new approach.

We have been listening to and collecting feedback from families. We know we still have work to do to improve our services and we are committed to making significant changes.

The SEND 2020 programme has four key objectives, to:

- transform the customer experience
- rebuild the system around the customer
- reshape the SEND local offer
- develop inclusive practice.

The programme will address the main challenges within the SEND system which include making sure we give the right support to children and young people at the right time and deliver the right outcomes based on their personal needs.

We also know that numbers of children and young people with SEND are growing, so we need to ensure we manage our resources more efficiently and join up our education, health and care services to improve the customer experience.

Most importantly, across all of these challenges, is that we work with children, young people and families to understand what needs to change to help us deliver improvements and meet the new legislative requirements across the system.

We have made a commitment to achieve the Customer Service Excellence standard utilising a framework for continual improvement, as well as visiting other local authorities to enhance our learning and identify good practice we can bring back to Surrey.



A SEND children and young people rights and participation officer has now been appointed, who has first-hand experience of our SEND services. They will help us to ensure we have the voice of the child or young person at the centre of our service redesign.

Finally, we will continue to work with and involve Family Voice Surrey, our parent/carer forum, and other parent/carer groups in developing better services.

We know we still have work to do to improve our SEND services and we will continually review whether we're having the impact we need to, to ensure children and young people with SEND are getting the right support at the right time.

We have set up a LinkedIn and Facebook group - join us to keep up to date and let us know your ideas and how you think we're doing.

LinkedIn: Search 'Surrey County Council' and join the **SEND 2020** page  
Facebook: [www.facebook.com/send2020](https://www.facebook.com/send2020)

Alternatively you can email [send2020@surreycc.gov.uk](mailto:send2020@surreycc.gov.uk)



**Thank you to all those who have helped develop this plan, either by contributing to specific aspects or by shaping the whole plan.**

The SEND Partnership Board is chaired by the Strategic Director of Children's Services and includes members from partner organisations across Surrey. It was established to act on behalf of the Surrey Children and Young People's Partnership to oversee improvements to the special educational needs and disability (SEND) system.

### The SEND Partnership Board:

**Rhona Barnfield**  
Schools Forum Chair.

**Ben Bartlett**  
Secondary Phase Council, Specialist Units, Mainstream.

**Anne Breaks**  
Designated Clinical Officer for Special Educational Needs and Disability (SEND)

**Paula Chowdhury**  
Strategic Finance Manager, Surrey County Council.

**Andrea Collings**  
Co-Chair of Family Voice Surrey.

**Karen Cridland**  
Surrey Health Provider, Virgin Care.

**Jayne Dickinson**  
Principal and Chief Executive, East Surrey College.

**Julie Fisher**  
Strategic Director of Children's Services, Deputy Chief Executive, Surrey County Council.

**Kate Keane**  
Primary Phase Council Chair.

**Linda Kemeny**  
Cabinet Member for Schools, Skills and Educational Achievement, Surrey County Council.

**Clare Knight**  
Surrey Health Provider, Central Surrey Health.

**Linda McQuaid**  
Surrey and Borders Partnership – Child and Adolescent Mental Health Services.

**David Monk**  
Special Phase Council Chair.

**Fran Morgan**  
Co-Chair of Family Voice Surrey.

**Sarah Parker**  
Director of Commissioning: children, young people and maternity (Surrey-wide), NHS Guildford and Waverley Clinical Commissioning Group.

**Ron Searle**  
Secondary Phase Council Chair.

**Julie Stockdale**  
Interim Assistant Director for Schools and Learning, Surrey County Council.

**Garath Symonds**  
Assistant Director for Commissioning and Prevention, Children, Schools and Families, Surrey County Council.

**Liz Uliasz**  
Deputy Director for Adult Social Care, Surrey County Council.

|   | Oct 2015 – May 2016   | June 2016 – Dec 2016   | Jan 2017 – 2020  |
|---|---|--|--|
| <b>Transform the customer experience</b>      | <ul style="list-style-type: none"> <li>• We understand our customers' experience and how they would like it to be.</li> <li>• Children, young people and families have helped us design an outcomes framework.</li> <li>• We understand our staff culture and how it impacts our ability to meet customers' needs.</li> <li>• We have agreed a framework for co-production and participation with children, young people and families.</li> <li>• We have identified best practice models.</li> <li>• We have co-designed a sustainable local offer portal that describes SEND provision and how to access it and captures ongoing customer feedback.</li> <li>• We have developed mediation arrangements.</li> <li>• We understand how our customers' experiences compare to those nationally (through our benchmarking).</li> </ul> | <ul style="list-style-type: none"> <li>• We have refreshed our recruitment, induction, training and development for staff to support an improved customer experience.</li> <li>• We have redesigned communications to support an improved experience and to assist families to find out about support and services.</li> <li>• We have put in place arrangements for ongoing review of the customer experience.</li> <li>• We have improved information for families through our new local offer portal.</li> <li>• Children, young people and families are working with us to develop solutions that increase children and young people's confidence and independence.</li> <li>• We have a practice guide and improved tools for staff.</li> </ul>   | <ul style="list-style-type: none"> <li>• We treat customers right, get it right and keep them informed.</li> <li>• We actively involve children, young people and families in individual and strategic decisions.</li> <li>• All practitioners take a person-centred approach to their practice in supporting and responding to families.</li> <li>• Services are accessible and responsive.</li> <li>• Queries are dealt with at the first point of contact whenever possible.</li> <li>• We have consistent quality standards across Surrey.</li> <li>• We secure well managed transitions at key points.</li> <li>• We deliver our service with open, honest and transparent communication.</li> </ul>  |
| <b>Rebuild the system around the customer</b> | <ul style="list-style-type: none"> <li>• We have identified best practice in process and organisation design.</li> <li>• We have identified how our current statutory and non-statutory pathways can be improved.</li> <li>• We understand our current staffing structures for SEND and how performance and costs compare with similar local authorities.</li> <li>• We understand what leadership culture and behaviours are needed to enable an effective SEND system.</li> <li>• We understand the policies that support the system.</li> <li>• We will have started to improve processes to transfer statements and learning difficulty assessments to education, health and care plans (EHCP).</li> </ul>  | <ul style="list-style-type: none"> <li>• We are developing a target operating model to include pathways, organisation, processes, policies, leadership, performance (including measurement of impact and outcomes) and costs.</li> <li>• We have co-designed new pathways and implemented early improvements including reducing the time for completion of education, health and care plans (EHCP) and improving communication and transparency.</li> <li>• We have expanded personal budgets already used in social care to SEND and health services and integrated funding where possible.</li> <li>• We have an agreed policy for personal budgets and have begun implementation.</li> <li>• We have an agreed plan for the phased implementation of a new target operating model.</li> </ul> | <ul style="list-style-type: none"> <li>• We treat customers right, get it right and keep them informed.</li> <li>• We actively involve children, young people and families in individual and strategic decisions.</li> <li>• We have well established mechanisms for delivering quality assurance, including setting targets and monitoring performance and putting in place corrective action.</li> <li>• We are delivering efficiencies and savings which will enable us to sustain services.</li> <li>• We are able to accurately measure impact and outcomes.</li> <li>• Our systems and processes are lean, joined up and our data is accurate.</li> <li>• Our system empowers families and puts them at the heart of the journey and decision making, exercising choice and control.</li> <li>• Information will be simple, clear and provided in a timely and relevant manner.</li> </ul> |

|                                | Oct 2015 – May 2016   | June 2016 – Dec 2016   | Jan 2017 – 2020   |
|--------------------------------|---|--|---|
| <b>Reshape the local offer</b> | <ul style="list-style-type: none"> <li>• We have identified best practice in the SEND market.</li> <li>• We understand the needs of children and young people with SEND in Surrey and how these are likely to change in the next five years.</li> <li>• We have mapped current provision, costs and performance.</li> <li>• We know when any existing procurement of SEND services is due to be reviewed establishing a commissioning road map until 2020.</li> <li>• Partners agree a joint approach to commissioning for SEND.</li> <li>• We understand how well provision meets needs (now and a forecast in the future) where there are gaps and opportunities to integrate.</li> <li>• We are clear what outcomes we want to achieve for children and young people.</li> </ul> | <ul style="list-style-type: none"> <li>• We have a system that monitors and forecasts changing education, health and social care needs and we use this to inform commissioning.</li> <li>• We have identified savings from reviewing our current relationships with suppliers.</li> <li>• We have designed and developed improved provision that meets the needs of 0-25 year olds.</li> <li>• We have designed and developed provision that supports special and mainstream schools to appropriately support more children in Surrey.</li> <li>• We have commissioned therapies that will enable children and young people to be included in Surrey schools and colleges.</li> <li>• We are assessing and delivering value for money effectively.</li> <li>• We have planned supported accommodation to allow young people to live, work and study independently.</li> <li>• We have designed provision and pathways that prepare young people aged 19 to 25 for adulthood.</li> <li>• We have agreed policies for SEND transport and begun work to reshape the way we deliver these services.</li> <li>• We have agreed criteria for residential school placements.</li> </ul> | <ul style="list-style-type: none"> <li>• We have the right provision to meet children and young people's needs.</li> <li>• The cost of our provision is in line with similar local authorities and within our available resources.</li> <li>• Children and young people can access high quality, community-based local provision that enables them to achieve the right outcomes based on their personal needs.</li> <li>• Families can access early help and intervention.</li> <li>• We have developed short breaks, therapies and other support to enable more local placements that meet the needs of children and young people.</li> <li>• Provision and pathways prepare young people for adulthood.</li> <li>• We have invested in meeting the gaps in local provision.</li> </ul> |



|                                   | Oct 2015 – May 2016   | June 2016 – Dec 2016  | Jan 2017 – 2020   |
|-----------------------------------|---|---|---|
| <b>Develop inclusive practice</b> | <ul style="list-style-type: none"> <li>• We have identified key schools to work on phase 1 of developing inclusive practice.</li> <li>• We have established a methodology to support schools/settings to develop their inclusive practice.</li> <li>• We have engaged with all state-funded schools and educational settings.</li> <li>• We have agreed methods to identify all those who require our services including those from the most vulnerable groups.</li> <li>• We have articulated our broad inclusion strategy.</li> </ul> | <ul style="list-style-type: none"> <li>• We agree what makes an inclusive school setting for 0-25, inclusive practice and how to measure this.</li> <li>• We are delivering tools and resources to support inclusive school/setting improvement.</li> <li>• We have a framework for partnership working and support for schools.</li> <li>• We celebrate good practice in inclusion.</li> <li>• We are developing inclusive communities with partners.</li> <li>• We are developing approaches to ensure the most vulnerable children and young people with SEND receive targeted support where appropriate.</li> <li>• We have agreed and published an accessibility policy.</li> <li>• We have identified local priorities for change.</li> </ul> | <ul style="list-style-type: none"> <li>• Practitioners have a continual learning approach to developing their practice.</li> <li>• We have inclusive practice in universal settings.</li> <li>• All children and young people have improved outcomes, including achievement, attendance, fewer exclusions and increased participation.</li> <li>• Services and support is accessible and equitable.</li> <li>• There is equal access to provision and uniformity in admissions to early years settings, schools and further education.</li> <li>• Increased numbers of children with SEND have their needs effectively met in mainstream early years, schools and further education.</li> <li>• Schools and partners own transparent decisions about the children and resources within their wider community.</li> <li>• The Index for Inclusion is used widely in schools as a tool for school improvement and our education system is based on a shared set of inclusive values.</li> </ul> |



This diagram illustrates our focus on four main areas of work to ensure that the child and family are always at the centre of our work, whether that be as part of the transformation programme now, or as part of our new SEND system and services in the future.







# High-level summary

In this part you will find a high-level summary description of contextual information and an overview of our approach.



## The growing level of need for SEND support

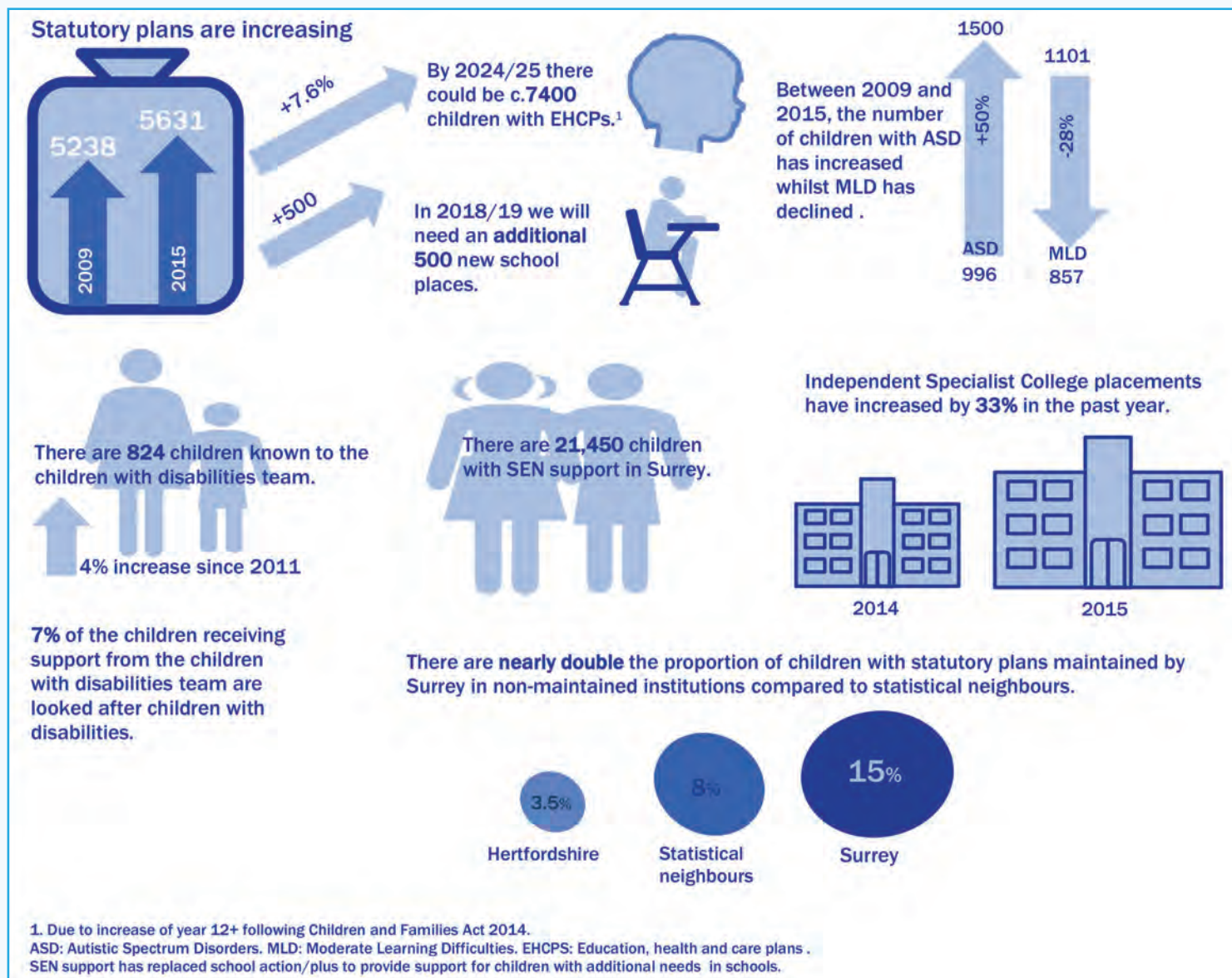
Children and young people with special educational needs and disabilities (SEND) are increasing in number, above the rate of school population growth. The Children and Families Act 2014 introduced 0-25 education, health and care plans (EHCP), increasing education and training provision up to the age of 25. Our projections suggest there may be up to 7,400 children and young people with EHCPs by 2024/25, with particular increases among young people aged 16+, although it is difficult to predict numbers who will need to continue with their EHCP after the age of 19. This growth is also reflected in increased demand for support through children with disabilities teams in Surrey's Children's Services, up 4% since 2011.

The types of need that young people have has changed, with a 50% increase in young people with Autistic Spectrum Disorders since 2009. This is reflected in children's social care and mirrors national trends. Moderate learning difficulties have decreased by 28% over the same period.

These changes are creating pressure on provision for children and young people with SEND. The number of young people educated, often outside of Surrey's provision, in independent specialist colleges increased sharply in 2015, due to the Children and Families Act 2014 changes. This contrasts with 2011-2014 when more young people were being educated closer to home in local colleges, as a result of the development of new provision. Also, a much higher proportion of Surrey children and young people are placed in non-maintained institutions when compared to Surrey's statistical neighbour local authorities.



## The growing level of need for SEND support



## Understanding the financial picture

The total budget for SEND services to children and young people aged 0-25 in 2016/17 is £237m, which is an 8% increase on 2015/16. There is a significant pressure around increased demand for SEND services in Surrey primarily due to an underlying increase in the population, an increase in the number of statements and education, health and care plans (EHCPs) and changes to legislative requirements around the SEND reforms and raising the SEN participation age to 25.

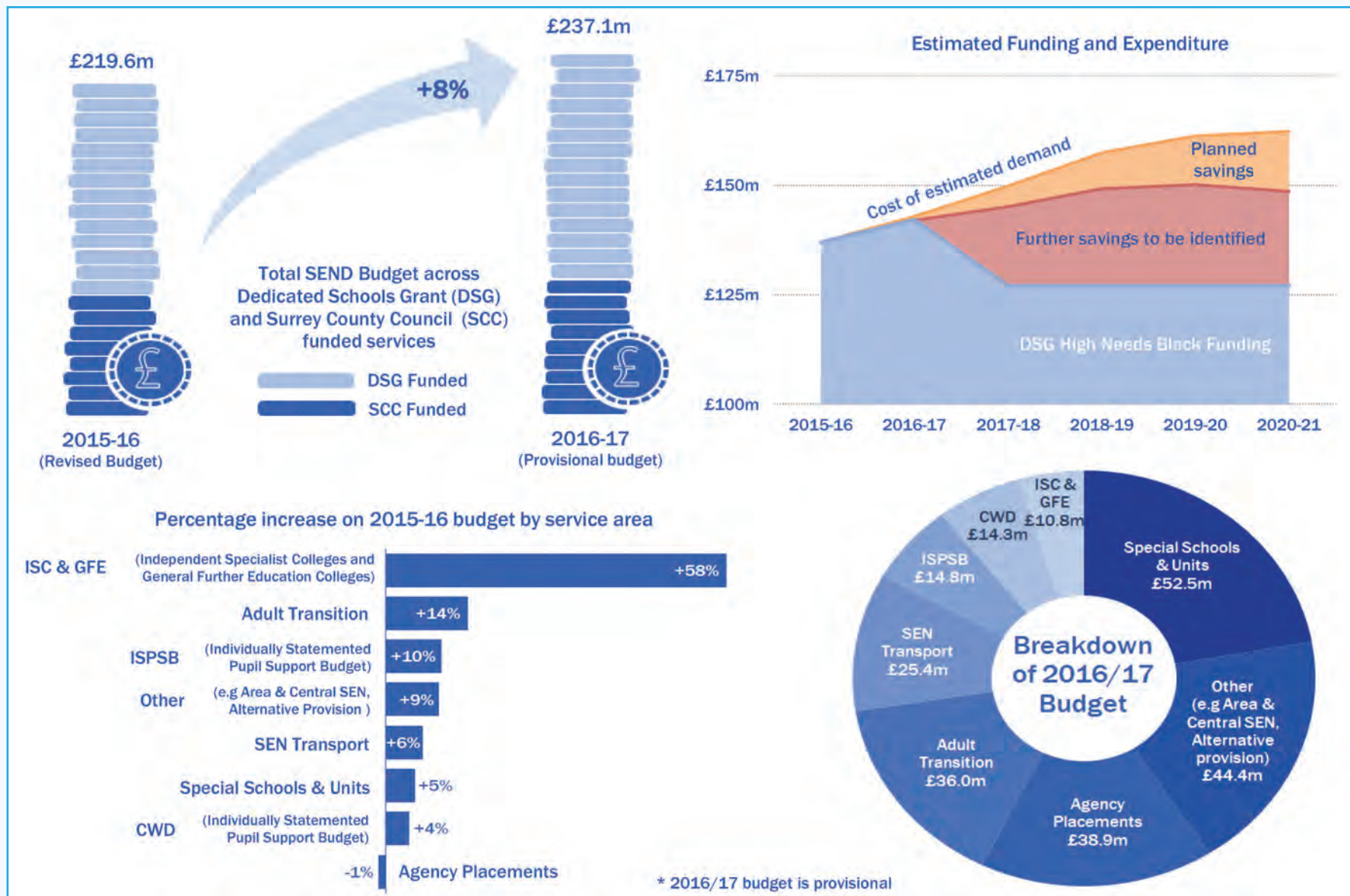
The funding sources for SEND services are the county council and the High Needs Block (HNB) within the Dedicated Schools Grant. The HNB funding has not automatically been increased for demographic and inflationary pressures in recent years and this is presenting a significant funding gap given the increasing demand. By 2017/18 the HNB funding gap is forecast to be around £20m, which assumes the realisation of £4m planned savings. These savings will be realised by increasing our in-house provision so we are less reliant on independent sector providers which are more expensive. This is a key strategic aim of the SEND 2020 Programme.

This funding gap in Surrey will be exacerbated by the introduction of a needs-based formula for distributing the HNB funding. The Government's recent announcement on school funding suggests some account of historic spend and population will also inform the distribution and there is a proposed five year transition period, all of which will potentially increase our significant funding gap.

There are significant savings planned for other SEND services, for example for SEN transport the 2016/17 budget addresses the immediate pressures facing the service, but plans are being rolled out to reduce the budget over the next five years by £7.5m.

N.B. budget figures provided are provisional.

## Understanding the financial picture



## Working in partnership

This development plan links to a number of other strategies and plans that are in place within Surrey County Council and across wider Surrey partnerships. This development plan is focused specifically on changes and improvements to experiences, services and provision for children and young people with SEND for which Surrey is responsible in partnership.

These improvements require effective, whole system partnership working.

The table on the right sets out the respective roles of some of the key boards and governance groups.

| Board/group                                    | Role   | Strategies/plans                                     |
|--|--|--|
| SEND Partnership Board                         | The SEND Partnership Board has responsibility for providing direction and oversight for the development and implementation of the SEND 2020 strategy.                    | SEND 2020 strategy and SEND development plan.        |
| Health and Wellbeing Board (statutory)         | To bring together partners across a number of organisations to jointly plan services across health and social care.  | Joint health and wellbeing strategy.                 |
| Surrey Safeguarding Children Board (statutory) | To coordinate safeguarding across different agencies and to promote the welfare of children in Surrey.   | SSCB improvement plan and other topic related plans. |
| Corporate Parenting Board (statutory)          | To enable looked after children and young people to grow up having the same opportunities as their peers and to support children leaving care to live independent lives. | Corporate parenting strategy.                        |
| Surrey Children and Young People's Partnership | To provide strategic direction and leadership of the systems change and joint commissioning needed to deliver better outcomes across the children's system.              | Children and Young People's Partnership plan.        |



## Our approach

### What are the principles that will drive the change?

| Principle                              | What it looks like in practice   |
|--|--|
| <b>Outcome-focused</b>                 | All partners, including parents, carers and voluntary, community and faith sector, work together to achieve the best outcomes.   |
| <b>Person-centred and personalised</b> | The child or young person and family is at the centre of all we do and is treated, included and understood, as an individual. Support is tailored to needs.                                  |
| <b>Fair and transparent</b>            | The system is co-produced and the customer experience is seamless. Decisions are based on evidence including need, demand, experiences, best practice, impact on outcomes and affordability. |
| <b>Value for money</b>                 | We make interventions to drive improvement, efficiency and manage demand. We keep focused on realising the benefits of change.   |
| <b>Timely and preventative</b>         | We provide early help to support children and families, preventing problems arising or getting worse.  |
| <b>Innovative</b>                      | The system anticipates and can adapt to change. We make opportunities to find and test new solutions.  |

## Our approach

**Outcomes – where do we want to get to?** We are co-designing a detailed outcomes framework with families, children and young people. The outcomes below are provided to us within the SEND Code of Practice and act as our guide.

**Positive experience of the SEND system for children, young people and their families**

- Parents, children and young people get the right support at the right time, feel that they are listened to and in control.
- Planned and well-managed transition at key points.
- A joined-up, transparent and accountable system.

**Positive outcomes for children, young people and their families**

- Improved progression and attainment at all ages.
- Clear and appropriate expectations and aspirations leading to fulfilled lives.
- More resilient families.

**Effective preparation for adulthood**

- Increased employment.
- Choice and control over living arrangements/independent living.
- Participation in the community.
- Outcomes based on need and aspiration.

## Our approach

The diagram below summarises the seven key areas of work that we will focus on in order to strengthen our approach over the life of our plan. These will lead to an improved experience for children and young people.

We will develop strong and effective leadership, management and governance, which will create the conditions for a culture and practice that makes a positive difference to children and young people's lives and their outcomes.

We are strengthening quality assurance arrangements to ensure we know what is and isn't working and can continually learn and improve what we do. Our workforce will have the right support, skills and tools to make a difference.

By doing these things we will be able to get things right consistently for children and young people with SEND.

We will judge our efforts by whether it makes a positive difference to the experience and outcomes of children and young people.

**Aim: To enable every child and young person in Surrey with special educational needs and/or disability to realise the same ambition as any other child or young person and to empower them to contribute to and achieve this. Supporting children and young people from birth to adulthood by putting them at the centre of the integrated support provided by partners.**

### Leadership, management and governance

Rebuild the system around the customer

Reshape the local offer

Develop inclusive practice

Workforce and skills

Transform the customer experience

Quality assurance

Leading to an improved experience of children and young people

# Summary workstream plans

In this part you will find a high-level summary of each of the workstreams that underpin the programme of change.





# Transform the customer experience

**Why we are focused on this:** When this workstream is completed, customers will experience a system that is seamless, designed around the needs of children and young people, and is person-centred. This means treating customers right, getting it right, keeping customers informed and making it easy for them to navigate the process. Practice will be person-centred, strengths-based and we will actively listen to our customers.

Our strategy is to achieve excellence through the adoption of the Customer Service Excellence Framework and Standards and putting participation at the heart of what we do, ensuring children, young people and customers are involved in the system re-design.

### What we will achieve

#### **Positive experience of the SEND system for children, young people and their families**

- Parents, children and young people get the right support at the right time, feel that they are listened to, have a choice and are in control.
- Planned and well-managed transition at key points.
- Transparent and effective communications.

#### **Positive outcomes for children, young people and their families**

- Clear defined outcomes leading to happy, healthy and confident lives.
- More resilient families.

#### **Effective preparation for adulthood**

- Increased employment.
- Choice and control over living arrangements/ independent living.
- Participation in the community.

### How we will do this

- Define a clear and accessible pathway to support a positive customer experience.
- Deliver effective communication with partners and families to support early engagement and offer clear signposting.
- Develop a practice manual and toolkit to ensure all professionals working with a family are aware of their roles and responsibilities.
- Define and set the success criteria for regular performance improvement.
- Create and implement plans to deliver the Customer Service Excellence Standards and improve the customer experience.
- Develop mechanisms to systematically capture feedback and satisfaction levels.

### What will be different?

- We treat customers right, get it right and keep them informed.
- We actively involve children, young people and families in individual and strategic decisions.
- All practitioners take a person-centred approach to their practice in supporting and responding to families.
- Services are accessible and responsive.
- Queries are dealt with at the first point of contact whenever possible.
- We have consistent quality standards across Surrey.
- We secure well-managed transitions at key points.
- We deliver our service with open, honest and transparent communication.

# Rebuild the system around the customer

**Why we are focused on this:** When this workstream is completed the SEND system for 0-25 year olds will be transformed. The journey from the point of identification will be redesigned and rebuilt to be integrated across education, health and care services. Silos will be broken down and transition points smoothed. A new operating model will be designed and built that supports the transformation of the customer experience and delivers significantly improved performance at reduced cost.

Our strategy is to use digital technology to reshape the service and reorganise the system to make it seamless, faster and leaner, meaning more customer focused delivery of pre-statutory and post-statutory services through education, health and care plans (EHCPs).

### What we will achieve

#### Positive experience of the SEND system for children, young people and their families

- Parents, children and young people get the right support at the right time, feel that they are listened to and are in control.
- Planned and well-managed transition at key points.
- A seamless, transparent and accountable system across education, health and social care which delivers holistic, person-centered and outcome orientated solutions.
- Children, young people and families will have confidence and trust in services.

### How we will do this

- Review current pathways, processes and organisation of the SEND system.
- Focus on integrating education, health and care in assessment planning, delivery and review.
- Define new, integrated pathways with seamless transition points.
- Optimise the system to deliver agreed outcomes in a way that delivers customer satisfaction and an improved journey within agreed financial budgets.
- Design and embed an operating model that supports customers' experiences and delivers improved performance.
- Ensure our service design supports accessibility and an early help approach.

### What will be different?

- We treat customers right, get it right and keep them informed.
- We actively involve children, young people and families in individual and strategic decisions.
- We have well established mechanisms for delivering quality assurance, including setting targets and monitoring performance and putting in place corrective action.
- We are delivering efficiencies and savings which will enable us to sustain services.
- We are able to accurately measure impacts and outcomes.
- Our systems and processes are lean, joined up and our data is accurate.
- Our system empowers families and puts them at the heart of the journey and decision making, exercising choice and control.
- Information will be simple, clear and provided in a timely and relevant manner.

### Reshape the local offer

**Why we are focused on this:** When this workstream is completed, opportunities in the SEND market for children and young people from birth to adulthood will be reshaped so that the provision better meets the needs of children and young people and is affordable now and in the future.

Our strategy is to match provision with need, develop greater local provision, improve value for money and reduce unit costs in line with the benchmark of our statistical neighbours.

#### What we will achieve

**Positive experience of the SEND system for children, young people and their families**

- Planned and well-managed transition at key points.

**Positive outcomes for children, young people and their families**

- Improved progression and attainment.
- Clearly defined outcomes leading to happy, healthy and confident lives.
- More resilient families.

**Effective preparation for adulthood**

- Increased employment.
- Choice and control over living arrangements/independent living.
- Participation in the community.
- Health outcomes based on need and aspiration.

#### How we will do this

- Analyse children and young people's needs against current provision from birth to adulthood.
- Identify desired outcomes and measures to drive integrated commissioning and holistic provision.
- Identify opportunities to innovate with partners across the sector.
- Create more early years specialist SEN placements, special school and special unit places, college placements and pathways to adulthood including employment opportunities and supported living to meet needs arising in the county.
- Agree processes and review provision with our partners.
- Publish an annual summary.

#### What will be different?

- We have the right provision to meet children and young people's needs.
- The cost of our provision is in line with similar local authorities and within our available resources.
- Children and young people can access high quality, community-based local provision that enables them to achieve the right outcomes based on their personal needs.
- Families can access early help and intervention.
- We have developed short breaks, therapies and other support to enable more local placements that meet the needs of children and young people.
- Provision and pathways prepare young people for adulthood.

## Develop inclusive practice

**Why we are focused on this:** When this workstream is completed, there will be a common understanding between all stakeholders of the term inclusion and a shared set of values which will set our culture in Surrey, demonstrated through effective practice. There will be equality of access to provision, barriers to progress will be removed and we will close the gap in the achievement of our most vulnerable groups.

Providers of universal services will get the right support at the right time to meet the diverse needs of children and young people. There will be greater transparency and ownership of funding decisions from all stakeholders and partnership working will be at the forefront of all development.

Our strategy is to develop effective partnership working, learn from each other and share best practice. We will create a shift in culture and practice to ensure all our young people have equality of access and provision.

As part of our strategy we have selected the Index for Inclusion by Tony Booth as one of the tools that will enable us to deliver.

The Index for Inclusion is a comprehensive document that supports the inclusive development of schools and helps everyone to find their own next steps in developing their setting.



## Develop inclusive practice

### What we will achieve

#### **Positive outcomes for children, young people and their families**

- Improved progression and attainment at all ages.
- Clear and appropriate expectations and aspirations leading to fulfilled lives.

#### **Effective preparation for adulthood**

- Increased employment.
- Choice and control over living arrangements/independent living.

### How we will do this

- Developing a shared set of values and understanding of what we mean by inclusion.
- Developing local inclusive networks of schools and sharing and celebrating good practice.
- Schools using the Index for Inclusion as a tool to drive school improvement.
- Supporting providers to deliver effective SEND intervention and support.
- Effectively monitoring access for and outcomes of vulnerable groups.
- Developing effective local partnerships of all stakeholders.
- Using early help approaches.
- Ensuring equality of support for children from birth to adulthood across Surrey.

### What will be different?

- Practitioners have a continual learning approach to developing their practice.
- We have inclusive practice in universal settings.
- All children and young people have improved outcomes, including achievement, attendance, fewer exclusions and increased participation.
- Services and support is accessible and equitable.
- There is equal access to provision and uniformity in admissions to early years settings, schools and further education.
- Increased numbers of children with SEND have their needs effectively met.
- Schools and partners own transparent decisions about the children and resources within their wider community.
- The Index for Inclusion is used widely in schools as a tool for school improvement and our education system is based on a shared set of inclusive values.

## Glossary

Below is a list of the common acronyms and professional terms used within the SEND system, some of which are also featured in this plan.

|              |   |             |  |               |   |
|--------------|---|-------------|--|---------------|---|
| <b>ADD</b>   | Attention Deficit Disorder                  | <b>DDA</b>  | Disability Discrimination Act          | <b>SEN</b>    | Special Educational Needs                           |
| <b>ADHD</b>  | Attention Deficit Hyperactivity Disorder    | <b>EHCP</b> | Education, Health and Care Plan        | <b>SENCo</b>  | Special Educational Needs Coordinator               |
| <b>AEN</b>   | Additional Educational Needs                | <b>HI</b>   | Hearing Impaired                       | <b>SEND</b>   | Special Educational Needs and Disability            |
| <b>AS</b>    | Asperger Syndrome                           | <b>LDA</b>  | Learning Difficulty Assessment         | <b>SLCN</b>   | Speech, Language and Communication Needs            |
| <b>ASC</b>   | Autistic Spectrum Condition                 | <b>LDD</b>  | Learning Difficulties and Disabilities | <b>SLD</b>    | Severe Learning Difficulty                          |
| <b>ASD</b>   | Autistic Spectrum Disorder                  | <b>MLD</b>  | Moderate Learning Difficulty           | <b>SPDs</b>   | Sensory Processing Disorders                        |
| <b>CAMHS</b> | Child and Adolescent Mental Health Services | <b>PDA</b>  | Pathological Demand Avoidance          | <b>SpLD</b>   | Specific Learning Difficulty                        |
| <b>CAT</b>   | County Autism Team                          | <b>POET</b> | Personal Outcomes and Evaluation Tool  | <b>SSIASS</b> | Surrey SEND Information, Advice and Support Service |
| <b>COIN</b>  | Communication and Interaction Needs         | <b>ODD</b>  | Oppositional Defiant Disorder          |               |   |
| <b>CSCN</b>  | Complex Social and Communication Needs      | <b>OT</b>   | Occupational Therapist                 |               |   |
|              |   | <b>RAD</b>  | Reactive Attachment Disorder           |               |   |
|              |   | <b>SLT</b>  | Speech and Language Therapy            |               |   |



# Surrey special educational needs and disability (SEND) 2020 programme for change



## Outcomes

- improved progression and attainment at all ages
- clear and appropriate expectations and aspirations leading to fulfilled lives
- more resilient families
- increased employment
- choice and control over living arrangements /independent living
- participation in the community
- health outcomes based on need and aspiration.

## Principles

- outcome focused
- person centred and personalised
- fair and transparent
- value for money
- timely and preventative
- evidence-based
- innovative.

## Context

### Key challenges

1. We need to give the right support to children and young people to meet the right outcomes based on their personal needs.

2. Numbers of children and young people with special educational needs and disabilities (SEND) are growing. This means we need to manage our resources more efficiently and bring them into line with other local authorities.



3. Customers do not always have a positive experience because education, health and care services could be better joined up.

4. New requirements from legislation need to be delivered across the SEND system.



5. We need to work with children, young people, families and partners in order to understand what needs to change and make it happen.

## Our strategic goals

### 1: Transform the customer experience

Developing the culture of our organisation, practice of our staff, systems and communication tools in order to improve the experience for those who access our services.

### 2: Re-build the system around the customer

Redesigning the SEND system and pathways from the perspective of the customer. Developing systems which are transparent, simple to navigate, are seamless and empowering families to identify and access the right support at the right time.

### 3: Reshape the SEND local offer

Developing a joined up approach to commissioning with partners and working with providers in the market to achieve better outcomes for children and young people with SEND and support them in their preparation for adulthood.

### 4: Develop inclusive practice

Developing practice and culture to remove barriers to education and universal services, enabling more children and young people to be supported in local schools and provision so that they achieve good progress and outcomes.

## Vision

**Children and young people will be happy, healthy, safe and confident about their future**



The logo for SEND SURREY, featuring the word "SEND" in large, bold, black letters with a stylized "E" made of three horizontal bars (green, orange, blue). Below "SEND" is the word "SURREY" in smaller, black letters, followed by a stylized "S" made of three vertical bars (green, orange, blue).


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## Feedback

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If you have any thoughts or views on this plan or how well we are progressing please do contact us.

Email:  
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 Connect with us on **LinkedIn**:  
search **Surrey County Council**  
and follow the **SEND 2020** page.

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[www.facebook.com/SEND2020](https://www.facebook.com/SEND2020)

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