



Warwickshire SEND & Inclusion Strategy 2019-2023

'Working in partnership, celebrating success, aiming for excellence'

Warwickshire's Strategic Priorities

– What we want to achieve

1. Promoting Inclusion

Our expectation

Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.

Key activities

- To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice
- To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs
- To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision

2. Getting it right for learners with high needs (school age)

Our expectation

Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.

Key activities

- To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)
- To expand state-funded specialist provision where possible (including specialist partnerships)

3. Improving health and social care for learners with SEND

Our expectation

We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.

Key activities

- To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services
- To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help
- To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services

"Each learner requires something bespoke and tailored to their own needs at the point of transition."

SENCO Partnership

Complementing the strategic priorities outlined in the Warwickshire Education (WE) strategy, we will work under a framework of six priorities, as set out below. Our consultation showed strong support for these priorities, as well as identifying challenges and opportunities that face us.

4. Preparation for Adulthood

Our expectation

Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this 'presumption of employability', by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.

Key activities

- Maximising the use of local specialist provision at post-16 and differentiating that provision
- To improve transition planning from year 9 onwards for learners with an EHCP
- To work with employers, schools and colleges to increase the offer of supported internships

5. Transport

Our expectation

That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.

Key activities

- To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans and ensuring timeliness of decision-making
- To increase independent travel training to give young people the life skills to travel independently.

6. Workforce Development

Our expectation

That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND.

Key activities

- To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.

"Each learner requires something bespoke and tailored to their own needs at the point of transition."

SENCO Partnership

"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others."

Parent, guardian or carer

Our Vision for Learners with Special Educational Needs & Disabilities

- **In Warwickshire, all children and young people have the right to lead a fulfilling life and be part of their community.**
- Every child and young person has a right to have their health, social care and education needs met within their local community.
- **Every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.**
- The views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.
- **Every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND, ensuring that: they make good progress in their education and development; they transition smoothly into the next stage of their education; as appropriate, they are helped to secure independent living and opportunities for employment.**
- We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.

It is a good day at school when... "I get support when I am struggling, before becoming anxious."

Pupil/Student

"Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a child or young person with SEND."

Parent Carer Forum

"Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements."

Governor at special school



For further information please contact
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