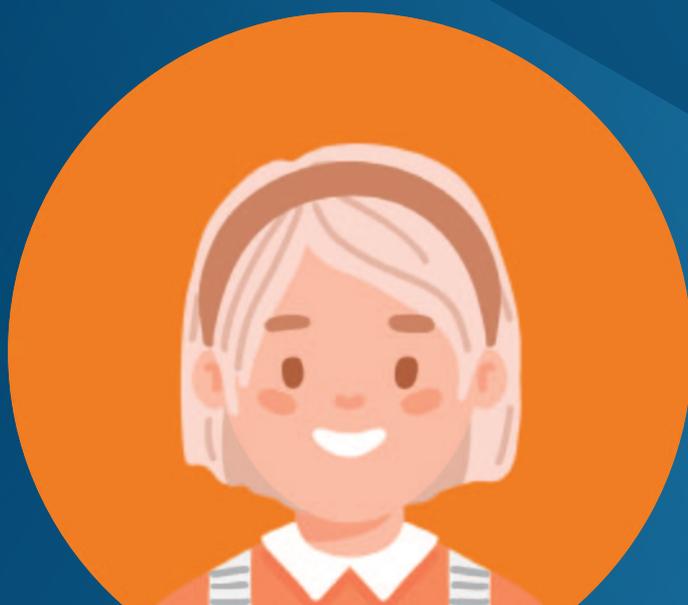


North Tyneside Local Area
Special Educational Needs and
Disabilities (SEND)
and Alternative Education
Provision (AP)



Joint Commissioning Strategy

2025–2029



North
Tyneside
Council



North Tyneside Parent Carer Forum oc

NHS
North East and
North Cumbria



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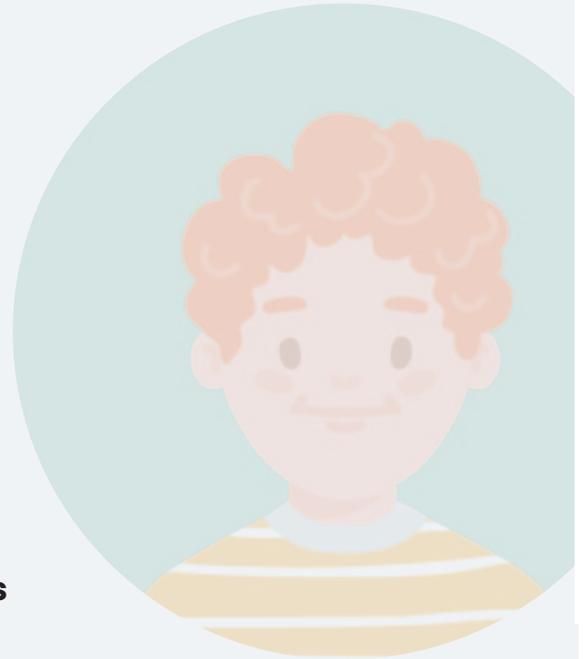
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1.1 Vision

Our Children and Young People's Plan describes North Tyneside's vision for all children and young people in the borough.

Making North Tyneside an even greater place for children and young people to thrive; where all, including those who are vulnerable, disadvantaged, or disabled, are ready for school, ready for work and life, cared for and supported. Our priority outcomes are informed by what children and young people tell us is important to them, ensuring that all can live a safe, happy and healthy life, and are able to achieve in North Tyneside.

1.2 Purpose of the joint commissioning strategy

The strategy sets out our direction of travel and describes our vision and context, how partners will work together to achieve integrated services that respond to local need and our joint commissioning priorities.

The purpose of this joint commissioning strategy is to set out joint commissioning arrangements and priorities for the services for 0–25-year-old children and young people with SEND, and for those requiring Alternative Education Provision (AP). It defines the term 'joint commissioning,' as the joint planning and resourcing of services to meet the identified needs of children and young people with SEND and for those requiring AP.

This is a partnership strategy that will be delivered across North Tyneside, and is inclusive of statutory and voluntary partners across education, health and social care as well as the children, young people, and their families. The strategy is underpinned and influenced by legislation and national guidance, as well as local strategies and arrangements. It reflects the requirements placed on local authorities, schools, and the Integrated Care Board (ICB), and sets out how the Council, ICB and the wider partnerships will work within a strategic context to improve outcomes and make best use of resources by taking a whole system collaborative approach across education, health, and care.





1.3 Definition of Special Educational Needs and Disabilities (SEND)

Special Educational Needs and Disabilities – often called ‘SEN’ or ‘SEND’ – is a legal term for children and young people who need extra support during their education.

The SEND Code of Practice provides the following definitions:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

and that a Disability is when someone has ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’

Special educational provision should be matched to the child’s identified SEN. Children’s SEN are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

1.4 Legislative and national context

The strategy is being implemented against a background of significant government reforms to education, health and social care for children and young people with SEND and their families and/or carers:

- Children and Families Act, 2014
- Care Act, 2014
- SEND Code of Practice 0-25, 2014
- Equality Act, 2010
- Darzi report Sept 2024
- National NHS Ten-year plan (includes children) Spring 2025
- Draft 10-year CYP Strategy and Development plan, which gives priority to a new Integrated Neighbourhood Teams approach, published February 2025 as formal guidance by NHSE
- National Child Health Action Plan Jan 2024
- National NHS Strategic Commissioning Framework (NHS England, November 2025)
- UK Child Health Poverty Strategy due to be released in 2025 – (Tackling child poverty developing our strategy doc released October 2024)
- Keeping Children Safe, Helping Families Thrive (DfE, 2024)
- Best Start in Life
- Children’s Wellbeing and Schools Bill 2025
- Arranging Alternative Provision A Guide for Local Authorities and Schools (DfE, February 2025)
- Non School Alternative Provision: Voluntary National Standards (DfE August 2025)
- Families First Partnership Programme Guide (DfE March 2025)



The overarching aim of these reforms and guidance is to foster seamless support across health, education, and social care services from birth to 25 years. From a health service perspective, the strategic direction is to transfer, wherever feasible, children's healthcare from secondary to primary care and to offer this support within local communities. This includes the introduction of joint GP/Paediatrician clinics as well as the introduction of neighbourhood Children and Young People's Multi-Disciplinary Team Meetings, involving professionals from across the local system.

It is anticipated that these changes will bring integrated care closer to home, reduce waiting times, embed and ensure that prevention and early intervention are a priority and enable a system where children and parents are at the centre of decision-making, facilitating better outcomes for children and young people.

On 29 March 2022 the Government published the SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities and alternative provision system in England. The consultation sets out proposed reforms to the SEND and alternative provision system that seek to address three key challenges:

- poor outcomes for children and young people with SEN or in alternative provision
- navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families and
- despite unprecedented investment, the system is not delivering value for money for children, young people and families.

Following this consultation the SEND and Alternative Provision improvement plan was published, alongside a SEND and Alternative provision roadmap on 2nd March 2023.

On 11th June 2025, as part of the Spending Review the government confirmed that its intended approach to SEND reform would be set out in a Schools White Paper in autumn 2025.

Children and Families Act 2014: Section 25 of the Children and Families Act 2014 places a duty on local authorities to ensure integration between educational and training provision, health, and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with Special Educational Needs (SEN).

Care Act 2014: The Care Act 2014 requires local authorities to ensure co-operation between children's and adult services to promote the integration of care and support with health services, so that young adults are not left without care and support as they make the transition from children's to adult social care. Local authorities must ensure the availability of preventative services for adults, along with a diverse range of high-quality local care and support services, including information and advice on how adults can access this universal support.

Section 26 of the Act also states that local authorities and ICBs must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities.



SEND Code of Practice 0–25, 2014: The Department of Education and Department of Health published the Special Educational Needs and Disability (SEND) Code of Practice in 2014 and updated the document in 2015. The Code reflects the changes introduced by the Children and Families Act 2014 and explains the duties of local authorities, health bodies, schools, and colleges to provide for those with special educational needs under the Act.

The SEND Code of Practice gives statutory guidance to local authorities and ICBs on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.

Equality Act, 2010: A disability under the Equality Act is defined as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Children’s Wellbeing and Schools Bill 2025:

This Bill is a proposed UK law focused on improving child safeguarding, support for children in care, and education standards. Key aspects include creating a register of children not in school, expanding the regulation of independent schools, mandating free breakfast clubs in state primaries, and providing stronger legal support for kinship carers. The bill aims to fill gaps in services and improve overall child wellbeing and educational outcomes.

Non School Alternative Provision: Voluntary National Standards (DfE 2025): The government has announced that it intends to introduce mandatory national standards for non-school alternative provision when parliamentary time allows. The standards are intended to inform the local oversight and commissioning of non-school alternative provision; and to set clear and consistent requirements for providers. Until the standards become mandatory, the government and DfE encourages local authorities to adopt them voluntarily to support and improve current practice.





1.5 Local context

Key Information

North Tyneside is one of five metropolitan districts within the Tyne and Wear conurbation, with an area of 82 square kilometres.

The latest official estimate of North Tyneside's population (ONS Mid-2023) is 211,769 of which 54,973 (26%) are aged 0 to 24 (inclusive).

The population of North Tyneside is projected to grow by 4.4% by 2030 with an increasingly aging population; projections indicating the number of persons aged 65 years and over will increase by 21%. Over this same period, the population aged 0-24 is only projected to increase by 1%.

Population projections indicate reductions in the number of children and young people in the 0-4, 5-9 and 10-14 age groups totalling around 1,400 by 2030. However, the 15-19 and 20-24 age groups are predicted to rise by almost 2,100 young people by 2030. In particular, the projected increase in the 15-19 age group which is expected to rise by 12.6% (1,340 young people).

This highlights a potential increase in demand for secondary, special and post 16 education and employment provision, health and therapeutic services and social care.

The proportion of pupils in schools in North Tyneside with an Education, Health and Care Plan (EHCP) continues to rise and is significantly higher than the proportion nationally. The percentage with lower level SEN Support has also risen year-on-year and figures are now in-line with the figures nationally.

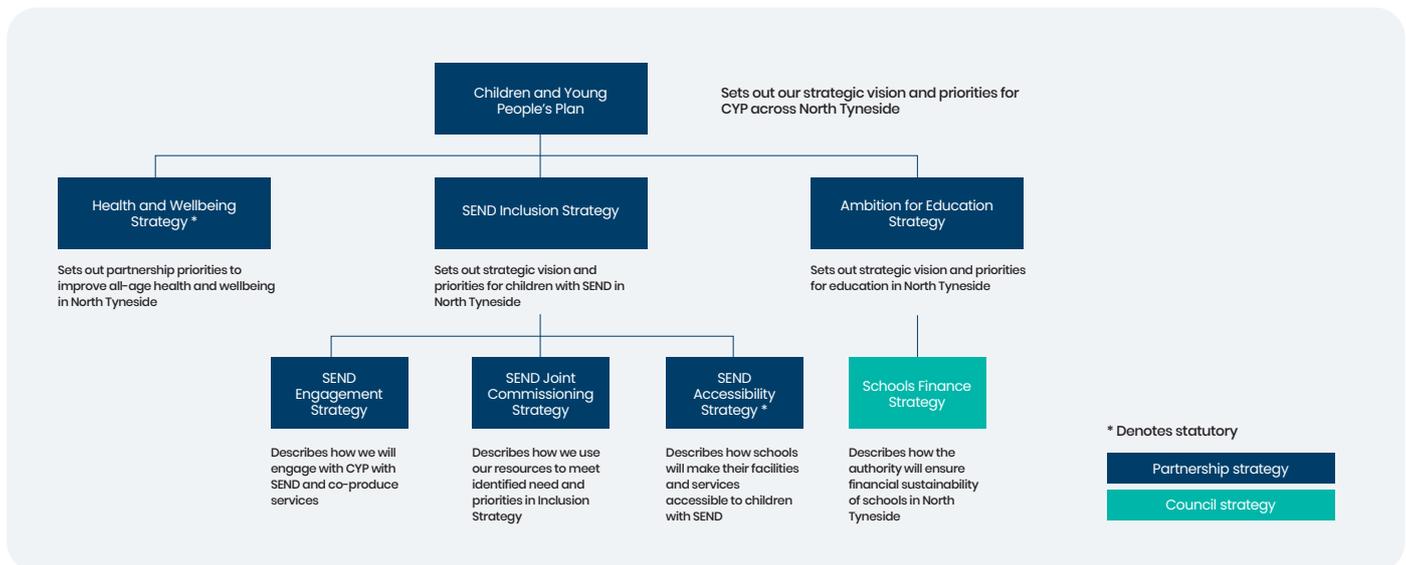
Both nationally and within North Tyneside schools the highest prevalence of need amongst those with SEN Support is for Speech, Language and Communication Needs. The second highest prevalence in North Tyneside is for Social, Emotional and Mental Health needs.

There is more data information in the SEND Needs and Sufficiency Assessment





Related SEND Strategies



SEND Inclusion Strategy– sets out our strategic vision and priorities for children and young people with SEND in North Tyneside. This strategy has been developed by North Tyneside’s Parent Carer Forum.

SEND Accessibility Strategy– describes how schools will make their facilities and services accessible and inclusive to children and young people with SEND.

Children and Young People’s Mental Health and Emotional Wellbeing Strategy– describes how partners and agencies will work together to develop resilient children, young people, and families, ensure easy access for children, young people and families to get the right mental health support at an early age from universal services, and improve access to specialist mental health services for those children and young people who are at high risk of poor mental health.

All-Age Autism Strategy– This strategy was written by a focus group of people who are

committed and dedicated to building an inclusive community for autistic people.

This included:

- People with autism
- Family carers
- Organisations that support people with autism and their families
- Health and social care professionals
- Education professionals

The aim of this strategy is to ensure autistic children, young people, and adults and their families can have the same life chances as others in North Tyneside. There are 6 high level priorities including awareness raising, good support, understanding yourself and inclusive communities. As part of these high level priorities, the task and finish groups will be looking at what is needed for the residents of North Tyneside such as increased pre and post-diagnostic support, better access to information on Autism and to increase Autism aware practice for professionals and services.



Governance

The **SEND Strategic Partnership Governance** is set out in Appendix 1. It comprises of the following boards, and groups:

The **SEND Strategic Board** brings together partners across North Tyneside, who are committed to improving the quality of the experiences of children and young people with SEND and their families. The SEND Strategic Board meet on a termly basis

Under the SEND Strategic Board sits the **SEND Delivery Group** who meet monthly. The role of the SEND Delivery Group is:

- To prioritise and offer check and challenge, reporting to SEND Strategic Board
- Based on subgroup reporting, decide on key risks to address (Task and Finish groups), define and monitor tasks
- Define & monitor aspiration based workstreams (based on SEND inclusion strategy, subgroup reports and SEND improvement plan)

Operational sub groups ensure the business of the SEND Delivery Group can be effectively managed and its role and purpose achieved.

- Joint Commissioning
- Performance and Quality Assurance

Additional task and finish groups may be established dependant on the work to be achieved.

The **SEND Joint Commissioning Group** is one of the subgroups that reports to the SEND Delivery Group, and meet monthly, in order to:

- Facilitate and strengthen joint commissioning arrangements, leading to the delivery of integrated services for children and young people with SEND and their families.
- Identify areas of need and gaps in provision and escalate these to the Delivery Group.
- Ensure the sufficiency of high-quality Education, Health and Social Care provision, which has a positive impact for children and young people with SEND and their families.



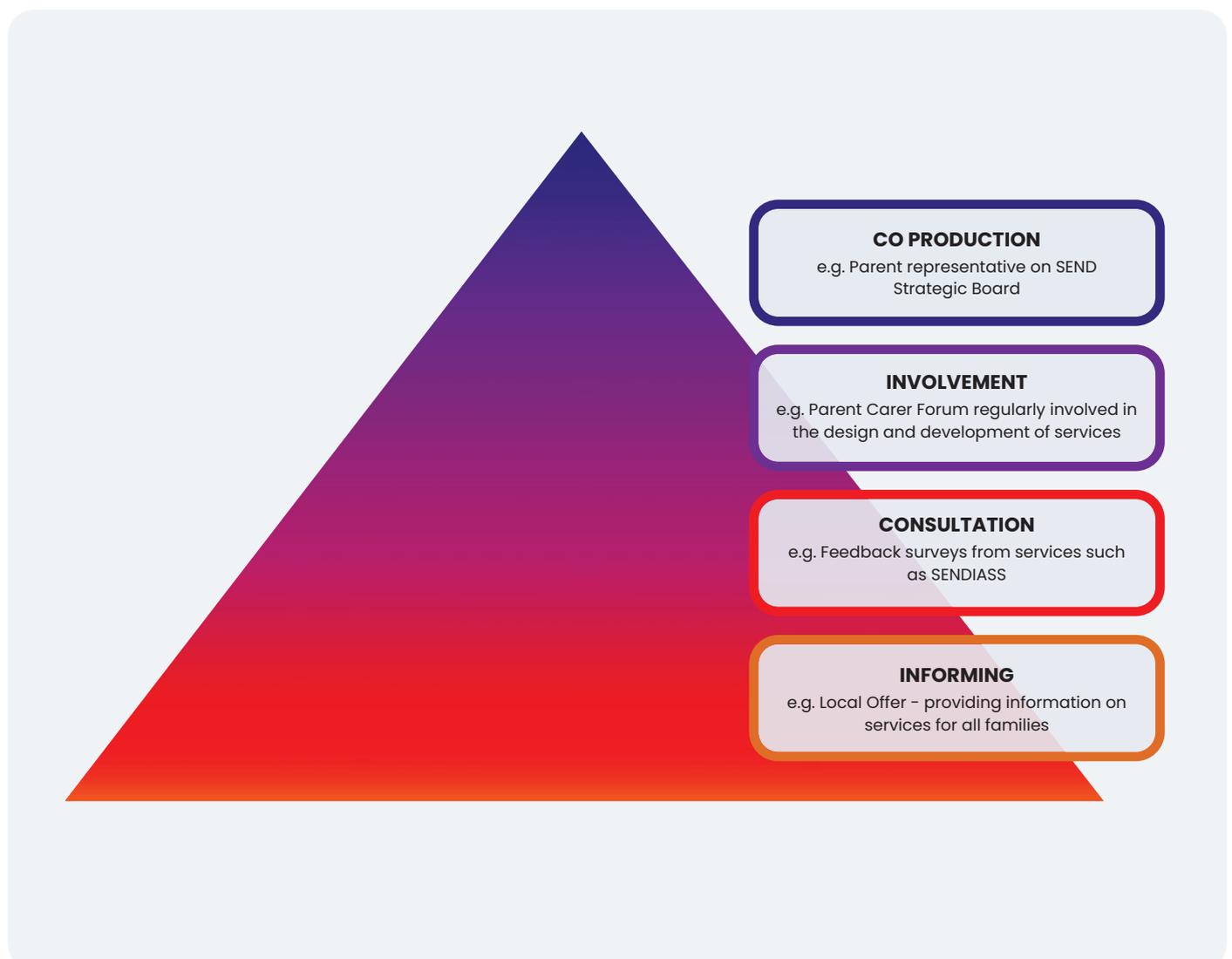
Section two: How we will jointly commission



2.1 What is joint commissioning?

Joint commissioning involves education, health and social care assessing local needs and working together to plan, deliver and monitor services in order to ensure that the needs of those accessing the service are met. The joint commissioning strategy for SEND and AP will focus on identifying gaps in current provision, plan for future services, and work together to maximise resources and achieve the best outcomes possible for children and young people.

Central to joint commissioning is engagement with children, young people and their families, ensuring that those who use education, health and care services are involved in developing and commissioning them. This will be done through engaging groups of children, young people, and their families at the earliest stages of service design, development and evaluation.





The Council and ICB have jointly funded a participation and engagement officer who supports North Tyneside's SEND system by coordinating a range of engagement and co-production activity with children, young people, and their families to ensure that the voice of the child is at the heart of everything we do. These engagement events may include a range of service-user-led groups and projects, including the SEND Youth Forum, ensuring feedback is shared with decision makers.

The SEND Multi-Agency Quality of Practice Framework details the commissioning function and the range of commissioned services across North Tyneside. To enable all agencies to work together and jointly commission a service which will have a positive impact on the lives of children and young people, all partners should follow the quality of practice functions laid out in the framework.

Our commissioners will work in partnership to understand the communities they represent across North Tyneside through identifying local population needs, undertaking gap analysis, reviewing and support pathway development and monitoring and measuring service outcomes to inform our commissioning intentions, and work to ensure the services that are delivered improve outcomes for children and young people, and their families.

The SEND Ofsted and Care Quality Commission inspection provides a mechanism to check how effective our joint commissioning is. In the previous SEND Ofsted and Care Quality Commission inspection in November 2021 joint commissioning processes were found to be well

established, with plans in place for long-term investment in places and people. This has helped to inform the ongoing aims and priorities within this strategy.

The Council and ICB, working with schools and other partners are providing strategic leadership to the 0-25 commissioning system to implement change and create effective joint working between education, health, and care services. This leadership role in the commissioning of services is challenging the effectiveness of the whole system by continuously reviewing the progress being made in:

- Identifying the special educational needs and/or disabilities of children and young people
- Meeting those identified needs at home, in the community and within education settings wherever possible
- Improving the outcomes for children, young people, and families.

In general, challenge and support within the system at all levels ensures that there is effective co-ordination, governance and assurance of local commissioning arrangements, and that decisive action is taken to address areas where improvements around delivery, quality or performance of commissioned services are required and that systems and processes are integrated wherever possible.

There is joint ownership of a risk register which is reviewed and managed regularly through the appropriate channels including the SEND delivery group and SEND Board. The purpose of the risk register is to ensure all partners are cited on the



risks and appropriate assurance and mitigations are put in place to manage the risks.

The Local Offer also has a key role in making provision more responsive to the needs of parents, carers, and young people in the dynamic commissioning system, involving the Local Authority and the ICB in an on-going dialogue with service users and partner organisations as well as the reporting, scrutiny and review of relevant data and outcomes. This approach to commissioning enables the portfolio of services and support to evolve and reflect the changing needs of children and young people with SEND, their families and the communities in which they live.

The commissioning cycle is implemented by the Local Authority and the ICB at the following levels:

- At strategic level, looking across the whole SEND system and taking a medium to long term view of needs and changes required to commissioned services.
- At the service and organisational level, taking a focused view of short term, medium term and long-term needs and the implications for services and providers.
- Ensuring services for a defined locality are appropriately delivered and meeting local needs.
- Tailoring services and support for individual children and young people to meet current needs. These are often the most vulnerable children and young people, who have the most complex needs, and who require bespoke packages of specialist services involving education, health, and care.

These four levels of planning and delivery are interdependent and therefore all need to be properly connected and mutually reinforcing, with the commissioning cycle at the heart of the approach. Joint commissioning includes:

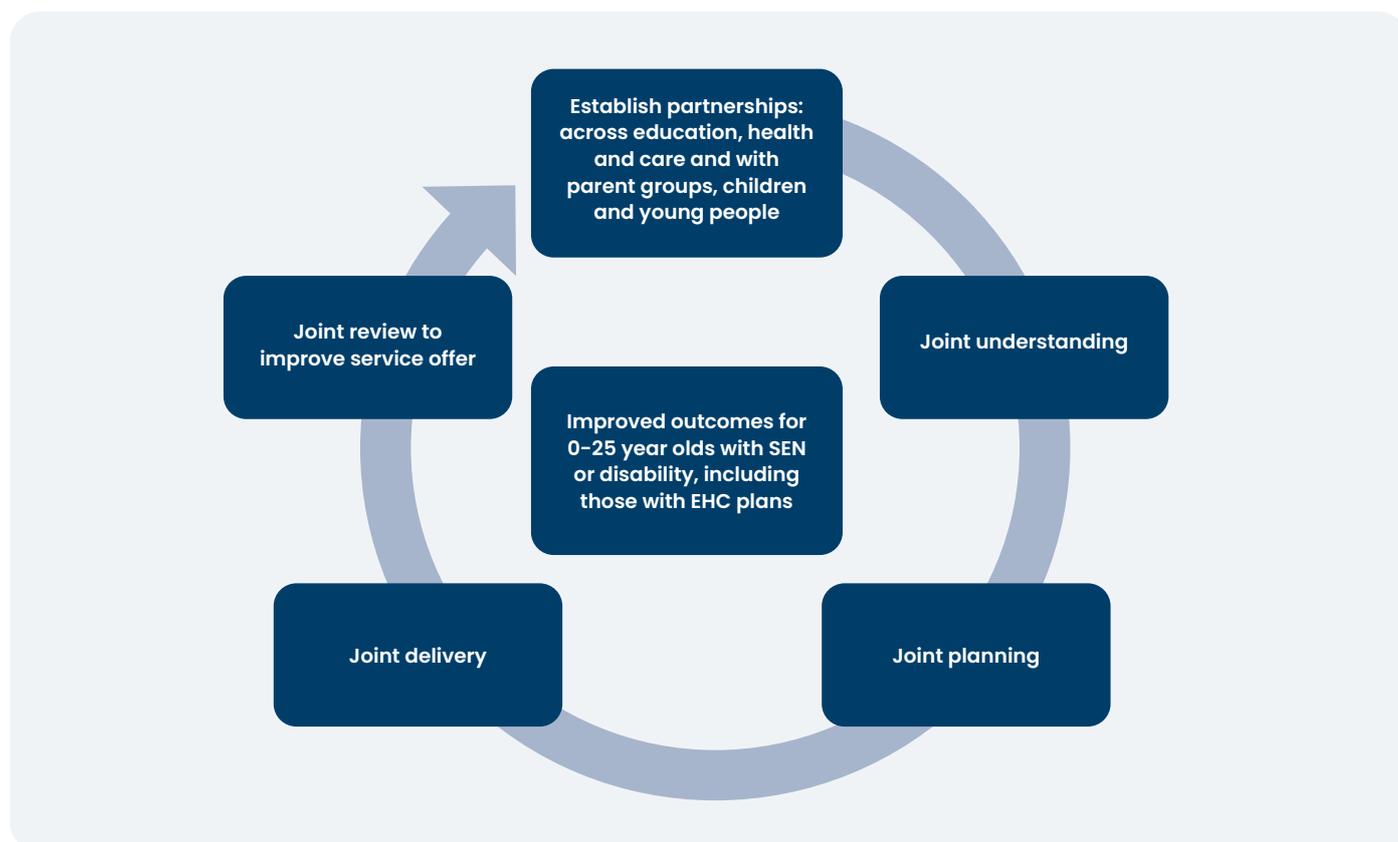
- Highly specialist low volume provision.
- Specialist services that are formally jointly commissioned by the Local Authority and the ICB together.
- Services commissioned either by the Local Authority or the ICB respectively, which form part of the SEND Local Offer and which require joint planning and oversight to ensure a coherent approach to service delivery.
- Services commissioned through other collaborative arrangements e.g., services for schools funded from the High Needs Block of the Dedicated Schools Grant.





2.2 How will we jointly commission?

The way in which we will jointly commission is based on the Joint Commissioning Cycle from the SEND 0-25 Code of Practice:



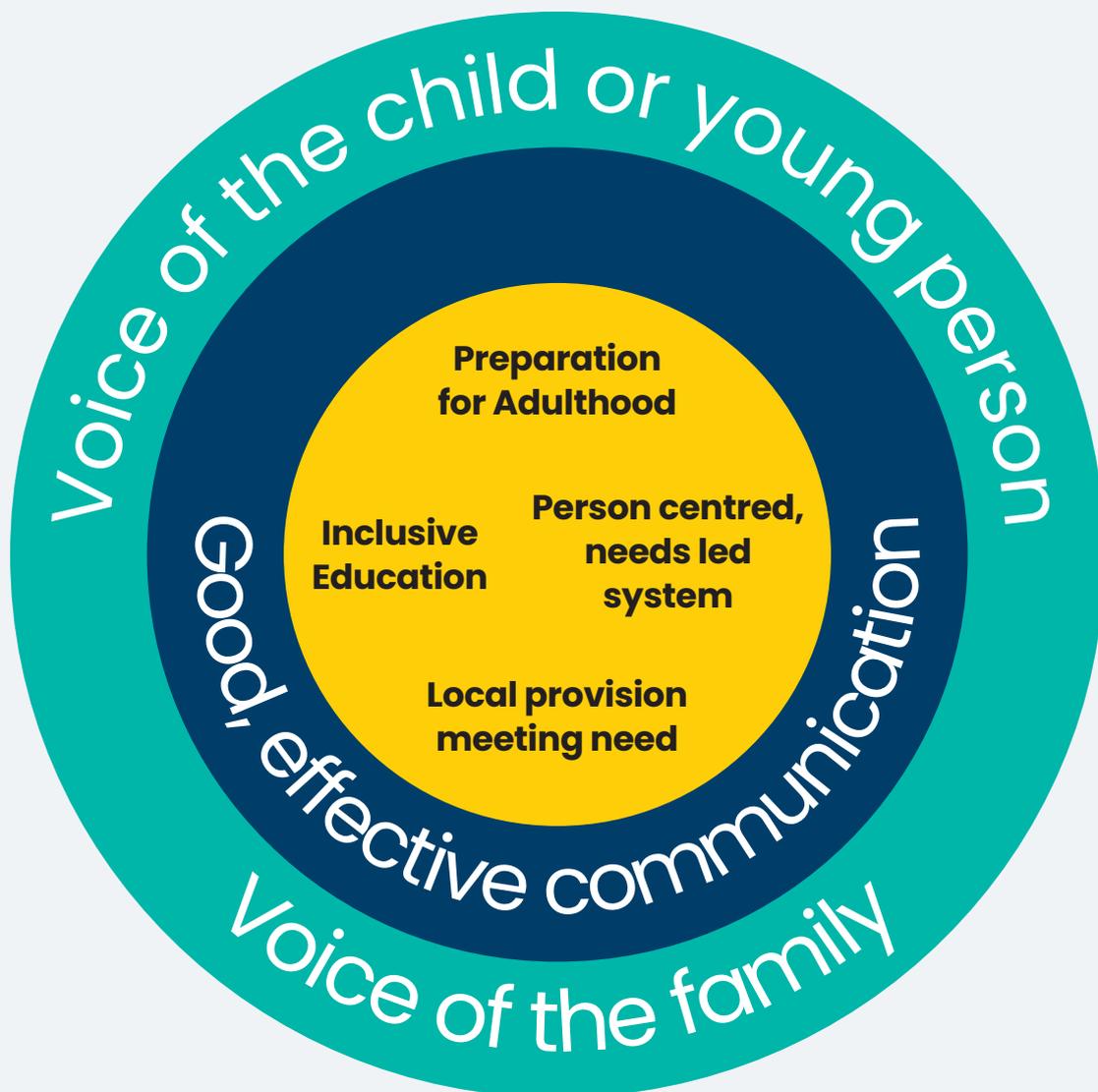
This approach will enable all partners to maintain a focus on collaboratively reviewing and developing services with an aim of further improvement. The commissioning cycle will be implemented by ICB and Local Authority at all levels across the SEND system.

- **Establishing partnerships:** All stakeholders having a say in decision making and service planning.
- **Joint understanding:** Gathering information to aid in understanding the needs of children and young people and their parents and carers.
- **Joint Planning:** Allowing those accessing the services to have the opportunity to be part of the decision-making process.
- **Joint Delivery:** Ensuring that resources are best utilised in order to achieve outcomes and beneficial service provision.
- **Joint Review:** developing a framework within which services can be monitored and reviewed.



Working within the framework of the Joint Commissioning Cycle will enable us to accomplish the key areas of focus for North Tyneside, as set out in the SEND Inclusion Strategy. The priorities are:

- Developing a Person Centred, Needs Led System
- Inclusive Education
- Preparation for Adulthood
- Local Provision Meeting Need

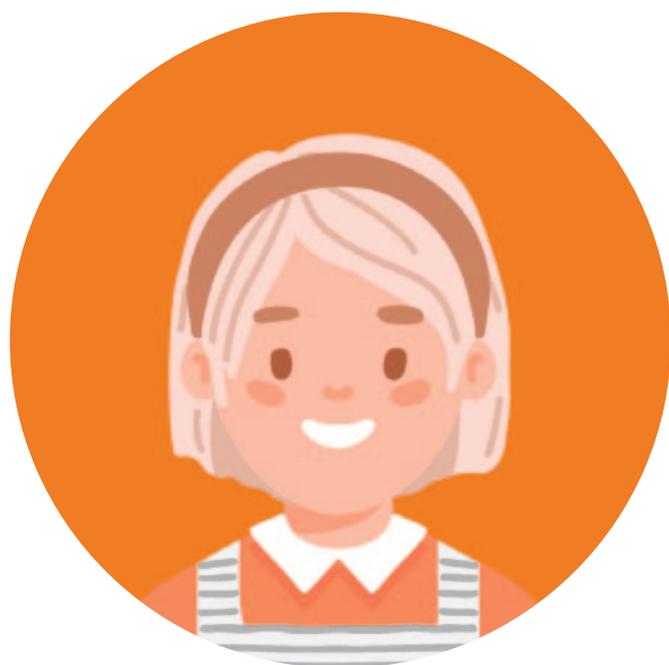




Section three: Joint commissioning objectives and priorities

3.1 How effective is joint commissioning in North Tyneside?

At the last joint area SEND inspection in November 2021 completed by Ofsted and Care Quality Commission, the inspection recognised that joint commissioning processes are well established acknowledging an increase in demand for specialist provision, and health services. Inspectors acknowledged the flexibility in the system to respond to needs quickly, and to find creative solutions to meet the needs of children and young people with SEND. Since then, we have continued to build on these processes and systems, to ensure we achieve the best outcomes for the children, young people and their families in North Tyneside.



3.2 Achievements since publication of the SEND Joint Commissioning Strategy 2022- 2024

Below sets out the developments that have been achieved since the publication of the SEND Joint Commissioning Strategy 2022-2024. They have been arranged under the 4 priority outcomes that children and young people tell us is importance to them, ensuring that all can live a safe, happy and healthy life, and are able to achieve in North Tyneside.

A Safe Life

Social Care- short breaks- New providers have been sourced, and a short break framework is now in operation to support children under the care of the Children's Disability team. This framework opens on an annual basis for new providers. Work continues through the Holiday Activities and Food programme (HAF) and the inclusion activities they have on offer.

A Healthy Life

Sensory Processing Difficulties (SPD) Pathway- North Tyneside has been without a dedicated Occupational Therapy (OT) provision for children whose main presenting need is with sensory processing difficulties (SPD) which has meant an identified gap in provision. Funding through the NHS ICB has now been approved to develop a Sensory Processing Service in North Tyneside. The service will be provided by Northumbria Healthcare as an expansion to their current SPD service in Northumberland. The go live date for the service will be early 2026 following recruitment.



The aim of the new SPD service in North Tyneside is to support children through sensory interventions and strategies. The objectives include offering accessible strategies, solution-focused assessments, targeted support for parents and carers, bespoke support plans, training, environmental modifications, and contributions to multi-disciplinary assessments for those with complex needs.

Delegated Health Tasks in Schools- Special School Nurse (SSN) Capacity and Demand-

There have been identified challenges for the SSN team due to increasing service demand and capacity. Pupil numbers in each of the special schools has increased year on year together with the health complexity of some children also increasing.

Joint work between health and education in North Tyneside has taken place to develop a standard operating procedure to support with delegating health tasks in schools between health and education staff and ensuring a robust risk management and governance framework is in place to support this. This work has been presented nationally and hailed as an example of best practice. Work will be done to develop this further once national guidelines from DFE become available in Autumn 2025.

A review of the current special school nurse structure by the ICB took place in Spring 2025, which provided a number of recommendations to support with capacity issues, further work is being completed regionally by the ICB to look at how we can adapt and future proof this valuable service across the region.

A Happy Life

Support in the Early Years- An Early Years Inclusion Partnership was established in September 2024, bringing together early years services to support children aged 0-5 who have an identified SEN need, and their families. This includes support for all early-years providers including those from the private, voluntary and independent (PVI) sector, and childminders.

Special School Provision- Overall places funded in North Tyneside Special Schools have continued to increase. Over the past five years, to January 2024, the number of pupils in our special schools increased from 665 to 867, a 30% increase, compared to a 27% increase over the same time period nationally.

Each special school has increased in number of places over the last five years, to meet the needs of children and young people. Further analysis suggests that over the past five years there has been an increase in the primary needs social emotional and mental health needs, and speech, language and communication needs.

Additionally Resourced Provision (ARPs)/ Special Education Needs Units (SEN Units)-

Over the last 18 months work has been conducted to expand the range of ARPs and develop SEN unit provision in the Borough. There will be an increase in the total places across primary and secondary phases by an additional 114 to a total of 253 places by January 2028. This is a key part of developing the wider system of SEND placements, to better reflect the changing needs of the cohort of children with SEND.

It is hoped that this work ensures that children and young people have access to additional SEND provision that is high quality, inclusive and sustainable. As part of this ARP/SEN unit



workstream there will be greater consistency in access, oversight, and quality monitoring of the ARPs and SEN units, and effective progression pathways through each key stage and into post-16 provision. At a cohort level, the expansion and development of ARPs, SEN units and specialist provision will ensure that the changing needs of children with Speech Language and Communication Needs, Autism Spectrum Condition, and Social Emotional Mental Health are met.

Inclusion and the Graduated Approach-

The Graduated Approach has been redeveloped and design in a partnership approach, with many stakeholders and partners. The Graduated Approach is now being used by schools, families, and partners to support children and young people. The Graduated Approach outlines support at universal, targeted, and statutory level.

Alternative Provision- Funded places at Moorbridge Pupil Referral Unit (PRU) have continued to increase from 135 to 159 between September 2020- September 2024, an 18% increase. The total number of children accessing provision at Moorbridge has increased by 35% between January 2022 and January 2024 (255 to 343 pupils). Some of this increase is due to an increase in Moorbridge's Personalised Learning Service which was increased in May 2023 to try and meet demand from the number of pupils accessing alternative provision. A full independent review of Moorbridge PRU and related commissioned services has taken place during 2025. This is to make recommendations around changes to the provision and support offer that is available to children and schools in North Tyneside.

In January 2025 an Alternative Provision working group has been involving 10 schools represented. This first task for this group will work together to

reprocure the bespoke alternative education framework.

Inclusive Connections in Schools – Peer support sessions for parent carers were developed as a pilot in 24/25, ran by North Tyneside Parent Carer Forum. This is now funded on a recurring basis; to enable parent carers to connect, share experiences, and receive support from their peers.

The project delivers half termly sessions in 50% of schools in North Tyneside and these sessions are facilitated and led by members of the Parent Carer Forum who all have lived experience of being parent carers.

Achieving in Life

Preparation for Adulthood Team – In September 2023 a SEND preparation for adulthood team was created within the SEND service, to focus on all those young people who are post 16. This team will enable and empower young people and adults, as well as their families to prepare for a smooth transition through to adulthood.

The North Tyneside Adult Learning Service has continued to develop its 'Ignite your Potential' High Needs Study Programme. The programme commenced in 2017 with 8 young people completing with 100% progression into further education and employment. The programme has expanded to now offer 40 places for the 2025-26 academic year in a fully refurbished Adult Learning Centre. Ignite your Potential was graded 'Outstanding' by Ofsted in June 2023 with Inspectors noting that the 'Quality of education is exceptional not just in intent but ambition for learners to flourish and thrive impacting on them being able to make the progress that they need to live independent lives and make positive next steps.



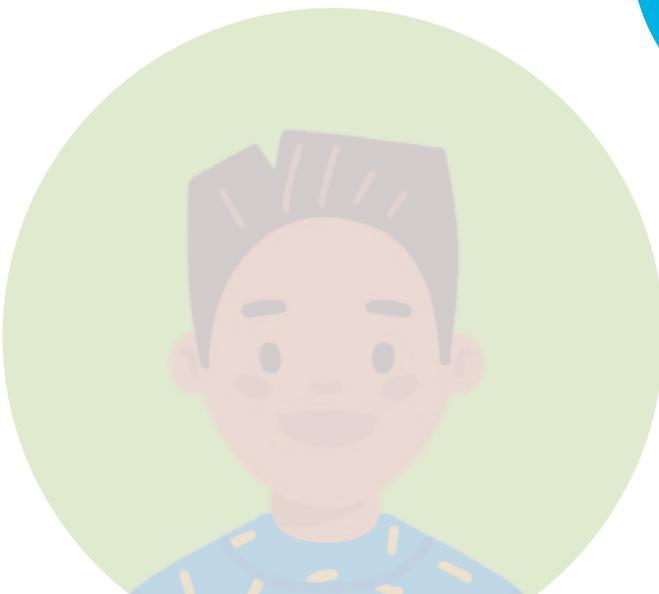
3.2 Joint strategic objectives

Our joint strategic objectives and priorities are to:

- Strengthen capacity to identify needs and improve the use information to inform commissioning decisions.
- Meet needs through high quality, relevant commissioned services.
- Improve the outcomes from commissioned services.
- Increase the personalisation of services and co-produce commissioned services with parents, carers, children, and young people.
- Improve the effectiveness of joint commissioning arrangements.

By meeting these objectives, we will ensure that:

- Our children and young people with SEND are participating in society, including having friends and supportive relationships, and participating in, and contributing to, the community.
- Children, young people, and their families with access to the education, health, and care support they need when they need it.
- Our children and young people able to live healthy, happy, and safe lives in their chosen community.
- All our children and young people with choice and control over their lives and the means by which to communicate.





3.3 Joint commissioning priorities for 2025– 2029

Below sets out the joint commissioning priorities for 2025–2029.

Joint Commissioning Priority	Expected Outcome	How will we achieve the joint commissioning priority?
<p>Strengthen social care provision and the short breaks offer for children with disabilities.</p>	<ul style="list-style-type: none"> • Sufficient high-quality placements for children in care and leaving care, both family based care and residential provision. • Sufficient high quality outreach provision. 	<ul style="list-style-type: none"> • A refreshed short break statement. • More community-based support – both targeted and inclusive provision. Alignment with the Holiday Activities and Food (HAF) Programme . • Provision that meets the needs of different age groups, needs and localities.
<p>Continue to develop the range of ARP/ SEN unit provision in North Tyneside, as part of the wider system of SEND placements, to better reflect the changing needs of the cohort of children with SEND.</p>	<ul style="list-style-type: none"> • High quality ARP provision which is quality assured and meets current and future needs of children and young people. • More children are supported in North Tyneside mainstream schools, in line with our SEND and Inclusion Strategy. • ARPs/ SEN units spread across North Tyneside. 	<ul style="list-style-type: none"> • The right number of ARP/ SEN units places to meet the right needs • Develop primary and secondary ARP/ SEN unit provision in each area to ensure children and young people can stay in their local community.
<p>Review SEND Post 16 Provision as part of preparation for adulthood.</p>	<ul style="list-style-type: none"> • Sufficient high quality post-16 provision which is quality assured and meets current and future needs of young people. • Improved planning and transitions for young people with SEND, with more person-centred transition planning pathways from Year 9 onwards, aligned with the four Preparation for Adulthood outcomes. 	<ul style="list-style-type: none"> • A wide range of academic, vocational and community-based pathways, including life skills for Independent living, work-related training and employability and academic options are in place. • Young people avoid NEET, and access further learning and employment opportunities alongside independent living skills. • Review the current post-16 offer. • Earlier transitions where appropriate (needs-led) supported by careers education and appropriate information, advice & guidance.



Joint Commissioning Priority	Expected Outcome	How will we achieve the joint commissioning priority?
<p>To support children and young people to access the most appropriate support via the Mental Health and Emotional Wellbeing Collaborative.</p>	<ul style="list-style-type: none"> • Children and young people receive the right support at the earliest opportunity. • Reduction in waiting times across the system. • Needs are met regardless of diagnosis. • Children, young people and their families will have a better experience of mental health pathways within North Tyneside. 	<ul style="list-style-type: none"> • Collaborative working with system partners including VCSE to ensure individual needs are met at the right time. • Building capacity with appropriate admin support and ensuring resources are targeted effectively. • Effective communication with families and referrers to understand the mental health pathways in North Tyneside.
<p>Strengthen therapeutic input to school provision for children with SEND.</p>	<ul style="list-style-type: none"> • High quality therapeutic provision which meets current and future need, including capacity to meet needs of children in special schools. • More children are supported in North Tyneside schools, in line with our Inclusion Strategy. • Ensure that the most complex children and young people wherever possible are able to access and receive the same opportunities as their peers. 	<ul style="list-style-type: none"> • Delivering a new sensory processing service, due to start in early 2026, following recruitment. • Explore different ways of working with the special school nursing teams to target resources effectively. • By January 2026 every mainstream and special school will have access to a mental health support team in North Tyneside. • Continue joint work between health and education is to support special schools and community settings to meet the medical needs of some of our most complex children through the development of an agreed joint standard operating procedure, refreshed and robust governance, assurance and incident reporting and escalation framework, together with ongoing work to develop a clear and consistent tiered approach to undertaking medical tasks in an education or community setting, with appropriate training and ongoing oversight.



Joint Commissioning Priority	Expected Outcome	How will we achieve the joint commissioning priority?
<p>Introduce a SEND single point of access, with SEND services working together to support families and children from age 5+ alongside support for professionals and partner agencies, building on and learning from the Early years Inclusion Service</p>	<ul style="list-style-type: none"> • Improved access to coordinated SEND support, with families and professionals experience a simplified, consistent, and responsive entry point to SEND services, reducing fragmentation and duplication • Earlier identification and intervention, where needs are recognised and addressed earlier through a unified approach that enables timely support, reducing escalation and long-term impact. • Stronger multi-agency collaboration • Increased confidence among families and professionals. Clear pathways and consistent communication increase trust and understanding of how and when support can be accessed • Seamless transitions from Early Years Inclusion to school-age services 	<ul style="list-style-type: none"> • Develop an integrated model that brings together key SEND services under a single, accessible front door – both physically (e.g. phone/email/web) and operationally (shared processes and triage systems) • Identify key success factors from the Early Years Inclusion Service, including multi-agency working, keyworker roles, and family engagement, and adapt these for children aged 5+ • Establish a triage system to assess enquiries, allocate support, and ensure the right help is offered at the right time
<p>Review and strengthen the current SEND and inclusion training offer, including reviewing take-up rates of current offers of training across the SEND system</p>	<ul style="list-style-type: none"> • Improved quality and relevance of SEND Training for all professionals working within the SEND system • Improved confidence and capability in supporting children and young people with SEND 	<ul style="list-style-type: none"> • Develop a system wide partnership to conduct a SEND System-Wide Training Audit and develop collaborative SEND training offer including strengthen the current offer and developing new training programmes based on identified needs and gaps
<p>Strengthen our support for children in Alternative Education (AP)</p>	<ul style="list-style-type: none"> • Improved outcomes for children in Alternative Provision • More inclusive and high-quality AP settings. AP providers offer consistent, high-quality support tailored to individual needs, with strong oversight and accountability for progress • Clear planning and support to help children transition back to mainstream education, post-16 pathways, or other suitable destinations 	<ul style="list-style-type: none"> • Conduct a strategic review of existing AP capacity, quality, and outcomes. Identify areas for improvement, development, or investment • Establish stronger partnerships between education, health, social care, and youth services to plan and review support for children in AP • Reprocurer the alternative provision framework, this will set clear quality standards and expectations for AP providers.



Joint Commissioning Priority	Expected Outcome	How will we achieve the joint commissioning priority?
<p>Moving the care of children and young people with complex health needs out of hospital into the community and closer to home as much as possible, by exploring the introduction of a primary care/secondary care paediatric led neighbourhood children's MDT model.</p> <p>Alongside the MDT develop a paediatric/primary care joint clinics and develop a training plan for health professionals enabling paediatricians and secondary care specialist to share their knowledge and upskill the community workforce.</p>	<ul style="list-style-type: none"> Evidence has shown from the Connecting Care for Children (CC4C) model in London on which this is based that the following outcomes can be achieved: <ul style="list-style-type: none"> Reduction in A&E attendances from this cohort of children Reduction in paediatric secondary care outpatient appointments Reduction in Primary Care Appts Improved confidence and increased resilience of families to support in looking after their child's health needs within the community, accessing the right support closer to home Increase in attendance within education settings and an increase in school attainment as a result of children remaining healthier for longer and looked after effectively within their community Providing children with complex health needs the best opportunities to stay fit and healthy by identifying and wrapping around support via the MDT Primary Care and health staff in the community feeling more confident in their decision making for some of those children with more complex health needs, keeping them out of hospital by remaining supported within the community setting 	<ul style="list-style-type: none"> The model involved paediatricians working out of hospital in to the community with GP's and primary care to deliver monthly MDTs attended by the whole system – including where relevant mental health services, social care, education, voluntary sector etc – The MDT provides the opportunity for the system to work collaboratively and provide wrap around support to the child and their family through the development of a health needs support plan Further to the MDT the next stage would be the development of joint clinics between secondary and primary care within primary care and the development of an advanced health training plan. based on thematic issues raised within the MDT's and/or Joint Clinics and delivered by specialist paediatricians and staff from secondary care to primary care and other health colleagues within the community in-order to upskill their knowledge and build confidence
<p>Develop needs led support and identify and address barriers to access e.g. diagnosis requirements. The North Tyneside Neurodiversity Transformation Programme which began in September 2023, is focusing on developing a graduated, needs-led model for neurodivergent children, young people and adults to get more support and understanding at an earlier stage.</p>	<ul style="list-style-type: none"> North Tyneside is a neuro-comfortable and neuro-affirmative place for children, young people and families Capacity and resources are sufficient to meet the needs of neurodivergent people and their families Existing resources and information are aligned to the model, using consistent language 	<ul style="list-style-type: none"> Develop and launch a pilot model, supported by improved communication, resources and training Those with lived experience will inform the delivery of activities Partners will work together to change culture and language Continual feedback from key stakeholders with lived experience

Section four: Appendices



Appendix 1: North Tyneside’s SEND Strategic Partnership Governance

