



Bolton's Strategy for Special Educational Needs and Disability (SEND) 2014-18

**Bolton
Vision**

NHS
Bolton Clinical Commissioning Group

Bolton **NHS**
NHS Foundation Trust

**Bolton
Council**

Foreword

In Bolton we are committed to supporting our children and young people to have the best possible start in life and to be given every opportunity to achieve their potential. Whilst recognising the additional challenges that children and young people with SEND and their families face, we want to support them to develop their strengths and abilities and to integrate fully into Bolton Family activities.

This document outlines Bolton's strategy for children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND). Our vision and priorities for children and young people with SEND are set within the context of a changing national policy environment, and a changing local context. It is intended to be a "live" document to be continually reviewed and updated in order to take account of feedback from families and other key partners. In addition, it is likely that further changes are likely to take place in the borough over the next 5 to 10 years.

The introduction of the SEND reforms in the Children and Families Act 2014 provides an ideal opportunity to improve our support for children and young people with SEND and their families. This strategy, in outlining our response to these reforms, is also designed to reiterate our continuing commitment to high quality services. It outlines how we as partners intend to respond to the national policy drivers and ensure that the legislation translates into real improvements for vulnerable learners and their families, putting them at the heart of decision making.

The strategy has been developed by Bolton's SEN Reform Strategic Group. This is a multi-agency sub-group of Bolton's Children's Trust which is, in turn, supported by a number of groups working on reforming and re-shaping specific aspects of the Borough's offer to children and young people with SEND. The commitment of so many people and organisations to the strategy demonstrates a real strength in our partnership working. By further developing these existing partnerships and through joint planning and delivery of services, I am confident that we will improve outcomes for children and young people with SEND.



Chair of Bolton Children's Trust
John Daly

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Introduction and Context

This is a 4 year strategy to fundamentally review and re-configure services and partnerships in Bolton to deliver the SEND reforms effectively and improve outcomes for children and young people with Special Educational Needs and Disabilities. Bolton embarked on the strategy in 2014 and the first year has been about building infrastructures, accountability frameworks and remodelling services. We are now in a position to articulate and publish this strategy showing work that has been undertaken during 2014-15 and how we will prioritise work over the remaining 3 years to achieve our vision.

Who is the strategic plan for?

The strategy is primarily for all children and young people with SEND and their families and not just for those children and young people who have a Statement of Special Educational Needs or an Education, Health and Care Plan.

It is also for all other stakeholders and organisations who contribute to working together to secure high quality provision for SEND children and young people that is efficient, sustainable and effective.

Legislative Framework

Under the Children and Families Act 2014 local authorities have to:

- Work with health and social care colleagues jointly to commission services to deliver integrated support for children and young people with SEN aged 0-25.
- Consult children, young people and their parents, and co-operate with a range of local providers across education, health, social care and voluntary sector partners to deliver the new system, including post-16 education providers such as further education colleges and training providers.
- Work with local partners, parents and young people to co-produce and publish a local offer of SEN services and provision to assist young people in finding employment, obtaining accommodation and participating in society.
- Provide a co-ordinated education, health and care assessment for children and young people aged 0-25 and new Education, Health and Care (EHC) plans that will replace the two existing systems of SEN statements (in schools) and Learning Difficulty Assessments (in further education and training).
- Offer those with EHC plans the option of a personal budget.
- Consider the transition from children's to adult services and whether to use a new power to provide children's services to young people over 18 to smooth their transition

The Government's Mandate to NHS England 2014-15 states "One area where there is a particular need for improvement, working in partnership across different services, is in supporting children and young people with special educational needs or disabilities. NHS England's objective is to ensure that they have access to the services identified in their agreed care plan, and that parents of children who could benefit have the option of a personal budget based on a single assessment across health, social care and education."

Links to related strategies

Bolton Council's Accessibility Strategy 2015-18 describing how the local authority will work with partner schools and early years settings that provide government funded early education places to:

- Increase the extent to which disabled pupils can participate in the schools' and early years' curriculums;
- Improve the physical environment of schools and early years settings;
- Improve the delivery of information to disabled pupils and their families.

The Strategy can be found on the Local Offer website or by using [this link](#).

How does this strategy link to Bolton's priorities?

Partnership Working in Bolton

Bolton has a strong history of partnership working being one of the first local authorities to develop a strategic partnership – The Bolton Vision Partnership – and a Community Strategy back in 1995.

Since that time, the partnership has evolved in response to new and changing environments and much has been achieved. Encouragingly, the Bolton Family is as strong as ever and all partners are committed to working together to deliver better outcomes for local people.

The Vision Partnership recognises that challenging times are ahead and that partnership working will be even more important to deliver a better Bolton for current and future generations. The unique and vital contribution of the voluntary, community and faith sector is recognised by all partners and new opportunities will be explored for the future role of the sector to help deliver our joint priorities.

Bolton's Community Strategy

Bolton's Community Strategy has twin aims of securing economic prosperity (with related themes of work, skills and housing) and narrowing gaps (with related cross cutting themes of Health, Safe, Clean and Green, Anti-Poverty and Children and Young People.). Tackling disadvantage and improving the quality of life for the most vulnerable have been long standing priorities and have guided our partnership activity over the last 10-15 years. The current Community Strategy is being refreshed during 2016 and, given the current economic climate is likely to focus on targeting the limited resource available to the most vulnerable.

Bolton Children's Trust

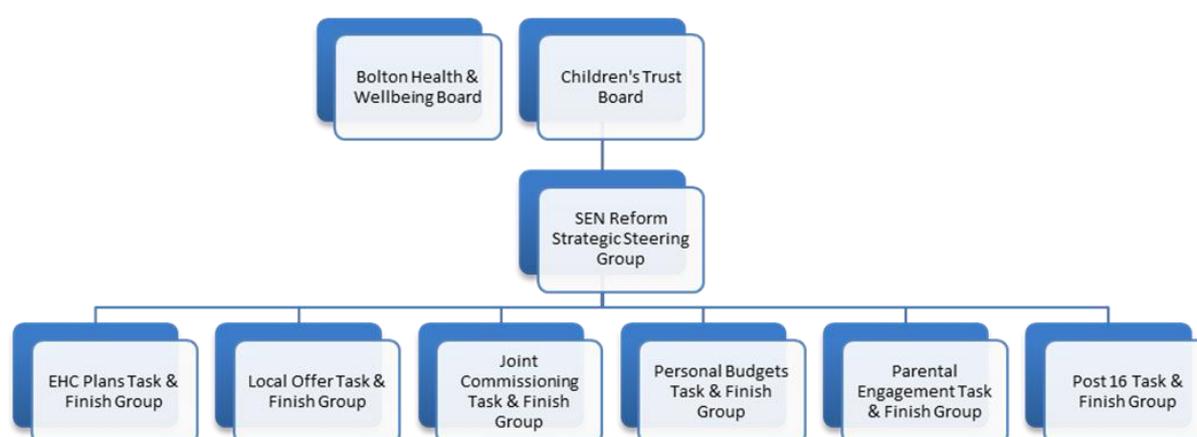
Bolton's Children's Trust was first established in 2003 and has been restructured several times since then to ensure that a wide range of partners work collaboratively to improve the outcomes and life chances for children and young people in the Borough.

As well as being a partnership in its own right, Bolton Children's Trust links to other themed partnerships under the umbrella of the Vision Partnership to champion the needs of children and young people. For example, the Trust has worked closely with the Health & Wellbeing Board to ensure that children and young people's health needs feature in the Health & Wellbeing Strategy for the borough and work with the Economic Partnership and Skills Board on the cross cutting themes of skills and aspiration.

Bolton Children's Trust is, therefore, ideally placed to provide the leadership for the development and implementation of this strategy.

Governance Arrangements

A multi-agency SEND Reform Strategic Steering Group has been established to implement the reforms to the SEND arrangements. The Steering Group is supported by a number of Task & Finish Groups which are working on the detailed reforms to services and systems. Once the reforms have all been implemented the work of these groups will cease but the Steering Group will continue to monitor the impact of the reforms and will make a presentation, at least annually, to the Children's Trust Board on outcomes for children and young people with SEND.



Implementing the new 0-25 arrangements

The Steering Group and the Task & Finish Groups are working to the timetable for reform set down by the Department for Education and shown in the diagram below.

SEND Code of Practice

A revised 'SEN and disability code of practice 0 to 25 years' came into effect on 1 April 2015 and can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The code of practice sets out guidance on policies and procedures aimed at enabling children and young people with SEN to reach their full potential and support families to do the best for their children. It reflects the provisions of Part 3 of the Children and Families Act 2014 and associated regulations and explains and provides guidance on carrying out the duties in the legislation.

The Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents, such as:

- headteachers and principals
- governing bodies
- school and college staff
- special educational needs (SEN) coordinators
- early education providers
- local authorities
- health and social services staff

The Task & Finish Groups are using the detailed guidance in the revised code of practice to ensure that organisations in Bolton are fulfilling their statutory duties.

Bolton's Strategic Priorities for SEND

Our Vision

Bolton's vision is for well-planned provision from birth to age 25 that meets the needs of children and young people with SEND and their families. This means integrated services across education, health and social care working closely with parents and carers in a timely way. Bolton is committed to providing early help so that children's and young people's needs do not increase.

Local Strategic Priorities for SEND

Bolton's aim is to join up support across education, health and care, from birth to 25 to ensure:

- Participation of children, their parents and young people in decision-making.
- Early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.

To achieve this our local priority for the next four years is to effectively implement the new Special Educational Needs and Disability Arrangements for 0 to 25 year olds, so that by April 2018:

Parental Engagement

- A wide range of parents will be communicated with regarding the SEND reforms and will have the opportunity to be involved and have their voice heard.
- Parents will be engaged in commissioning decisions and views of local communities will be gathered so that services for those with SEND can be shaped by users' experiences, ambitions and expectations.
- Parents/carers will be involved in the development of and the review of the Local Offer.

Education Health & Care Plans

- All SEN Statements/LDAs will have been transferred to EHC Plans.
- EHC plan process will be well embedded both within the LA and schools.
- Workforce, parents and young people will be familiar with the EHC needs assessment process, the plan, will be able to write outcome focussed reports and will be familiar with the review process.

Local Offer

- There will be a comprehensive Local Offer website and an alternative means of accessing this information for those who do not have internet access.
- There will be an established mechanism for the Local Offer highlighting gaps in provision which the LA will respond to so that the needs of all children and young people with SEND can be met locally.

Joint Commissioning

- There will be a single joint commissioning process which will inform the commissioning and decommissioning of services to meet the needs of SEN children and young people in Bolton.
- The Bolton JSNA will evidence the SEN needs of children and young people in Bolton.

Personal Budgets

- All professionals, parents and young people will have a good understanding of personal budgets and direct payments and the take up of direct payments/3rd party arrangements will increase thus reflecting increasing choice and control for families.
- An all age brokerage service will be in place.
- Smooth mechanisms for the set up and review of direct payments/third party arrangements will be in place across the LA and CCG.
- A move towards pooled budgets will be planned so that families can have just one payment and review process.

What do we mean by Special Educational Needs and Disability (SEND)?

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (the Statutory Guidance that all organisations working with children and young people with SEND must have regard to) offers the following definitions that Bolton subscribe to:

Special Educational Needs (SEN)

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled Children and Young People

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of Special Educational Need

There are 4 main areas of special need:

Cognition and Learning Needs

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).

Social, Emotional and Mental Health Needs

Pupils with social, emotional and mental health needs cover the full range of ability and severity. Their needs can present a barrier to learning and persist despite the implementation of an effective school policies and a robust personal/social curriculum.

Communication and Interaction Needs

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

Sensory and/or Physical Needs

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

We recognise that some children will have needs in more than one area. When a child has very significant difficulties falling into a number of these areas, then this child may be described as having complex needs.

The Local Picture

Children and Young People with SEND in Bolton

This section aims to give a sense of the numbers and the characteristics of the children and young people that this strategy is aimed at.

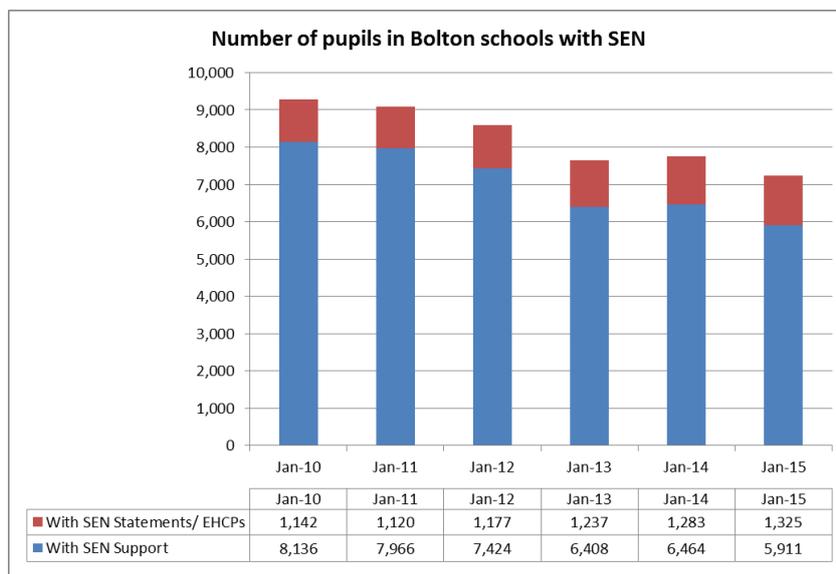


Fig.1 Number of pupils in Bolton Schools with SEN 2010-15

Fig. 1 shows that the number of young people with a statement of special educational need has gradually increased over the last five years but that the number of pupils that are receiving SEN support but without a statement are gradually reducing.

Bolton SEN Pupils by Primary Need January 2015	%
Specific Learning Difficulty	7%
Moderate Learning Difficulty	34%
Severe Learning Difficulty	4%
Profound & Multiple Learning Difficulty	2%
Social, Emotional and Mental Health	18%
Speech, Language and Communications Needs	17%
Hearing Impairment	4%
Visual Impairment	1%
Multi-Sensory Impairment	0%
Physical Disability	4%
Autistic Spectrum Disorder	7%
Other Difficulty/Disability	2%
SEN support but no specialist assessment of type of need	1%
Total	100%

Fig 2. Bolton SEN Pupils categorised by primary need, February 2015

Fig. 2 shows that at February 2015 the highest proportion of pupils with SEND in Bolton schools were recorded to have a moderate learning difficulty with relatively small proportions having either a specific or a severe learning difficulty. Pupils with social, emotional and mental health needs and speech, language and communication needs together also represented over a third of all SEND pupils.

Assessment Outcomes

Fig 3 illustrates that there was a steep rise in the number of new statements developed in Bolton between 2009 and 2012 but that this rise now appears to be abating and numbers are returning towards previous levels.

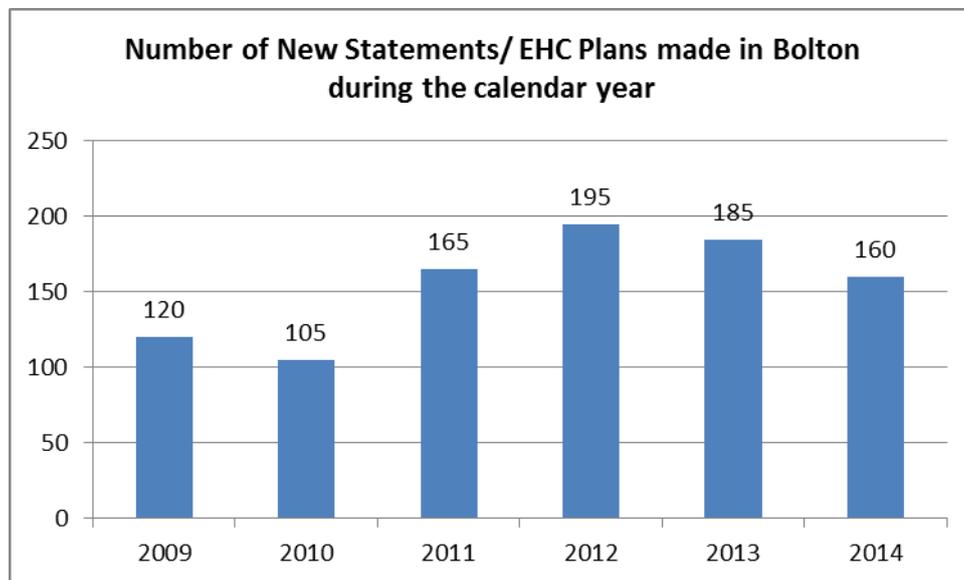


Fig 3 Numbers of new statements of SEN made 2009 - 2014

Fig. 4 shows the number of plans that need to be reviewed and maintained in Bolton each year. The impact of the step rise in new plans in 2012 results in a steady increase in the maintenance workload.

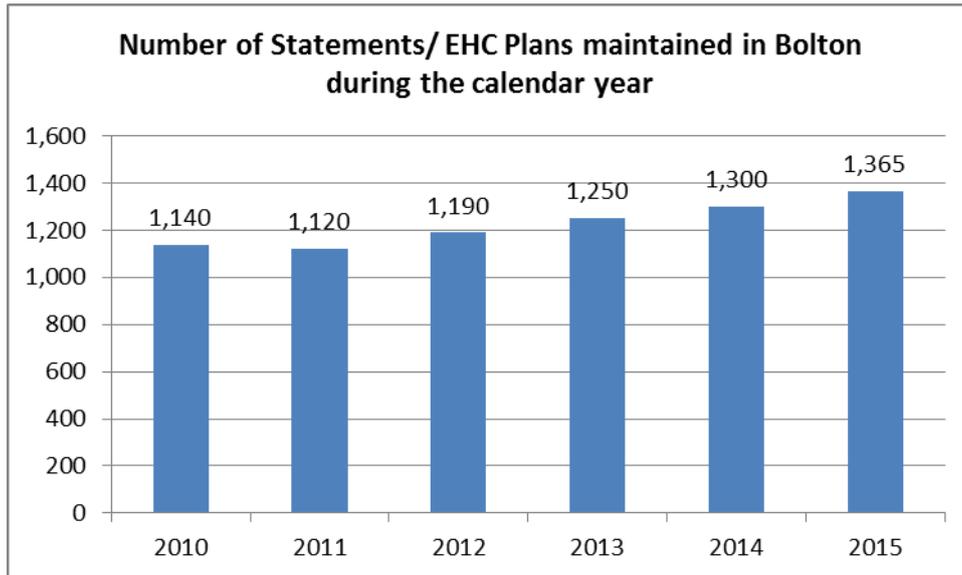


Fig 4 Numbers of statements of SEN maintained 2010 - 2015

When compared to other areas of England, very few parents in Bolton make a formal appeal against the decisions made by the Local Authority about the SEN status of their children and young people. This is shown in Fig. 5.

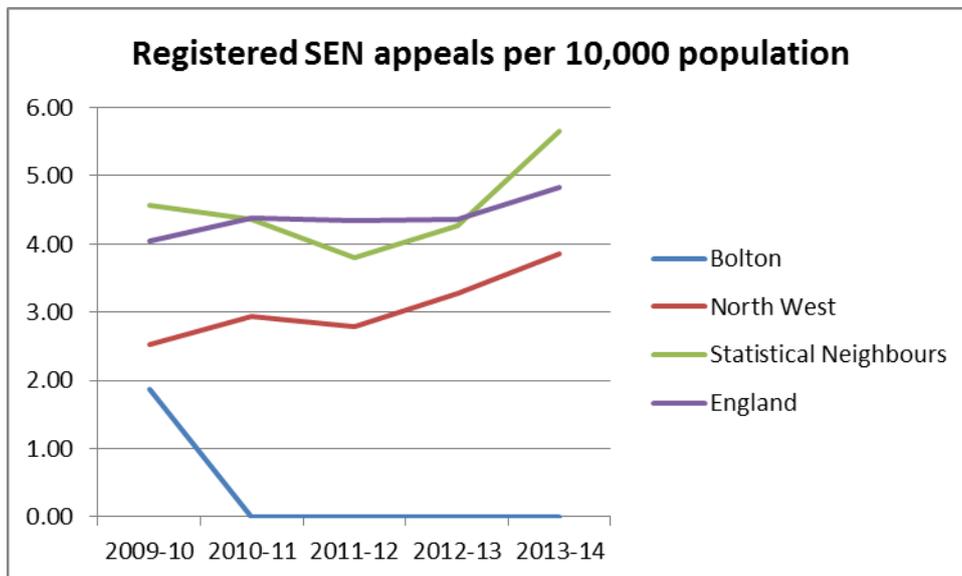


Fig. 5 Registered SEN appeals per 10,000 population

Educational outcomes for children and young people with SEND

Pupils with SEND have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. Our aim is that with support, and using differentiated learning, the attainment gap between pupils with SEN and those without is reduced.

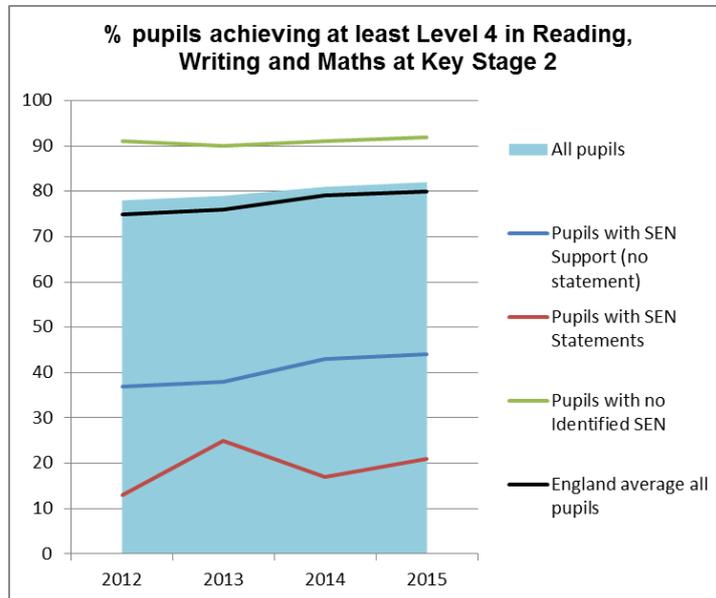


Fig 6 Pupils achieving the expected level at Key Stage 2 by pupil characteristics 2012-15

At the end of Key Stage 2 in 2015 21% of pupils in Bolton with a SEN statement achieved Level 4 in Reading, Writing and Maths compared to 16% nationally and 14% in areas with similar demographics (statistical neighbours). Bolton ranked 28th out of 152 local authorities across the country. 44% of pupils in Bolton with identified SEN but no statement achieved the same level compared to 43% nationally and an average of 40% for our statistical neighbours. Bolton ranked 63rd out of 152 local authorities. 92% of pupils in Bolton with no identified SEN achieved the expected level.

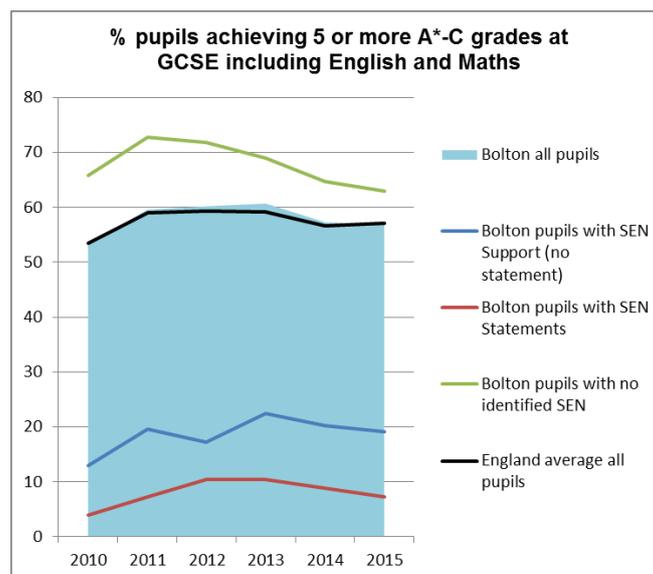


Fig 7 Pupils achieving the expected level at Key Stage 4 by pupil characteristics 2010-15

At the end of Key Stage 4 in 2015 7% of pupils in Bolton with a SEN statement achieved 5 good GCSE grades including English and maths compared to 9% nationally and 7% in areas with similar demographics (statistical neighbours). Bolton ranked 84th out of 152 local authorities across the country. 19% of pupils in Bolton with identified SEN but no statement achieved the same level compared to 23% nationally and an average of 21% for our statistical neighbours. Bolton ranked 104th out of 152 local authorities. 63% of pupils in Bolton with no identified SEN achieved the expected level.

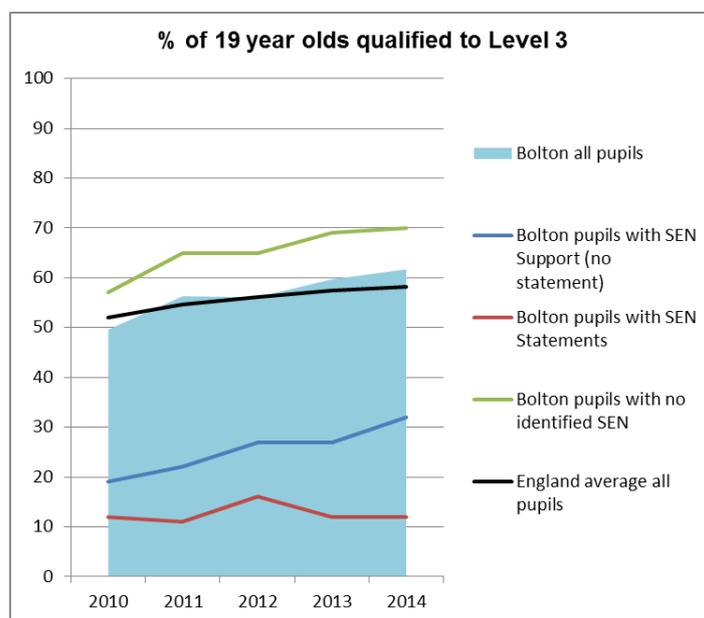


Fig 8 Pupils qualified to Level 3 by age 19 by pupil characteristics 2010-14

In 2014 12% of 19 year olds with a SEN statement had achieved Level 3 which equates to 2 or more A-levels or equivalent size vocational qualifications. This compared to 14% nationally and 11% in areas with similar demographics (statistical neighbours). Bolton ranked 83rd out of 152 local authorities across the country. 32% of pupils in Bolton with identified SEN but no statement achieved the same level compared to 31% nationally and an average of 27% for our statistical neighbours. Bolton ranked 54th out of 152 local authorities. 70% of pupils in Bolton with no identified SEN achieved Level 3 by age 19.

Joint Strategic Needs Assessment

Bolton's Joint Strategic Needs Assessment (JSNA) describes the health and wellbeing needs of local people and provides the key evidence for the commissioning of services to address and improve the populations' health. There is a specific chapter within the JSNA on the needs of children and young people with SEND. This can be found at

<http://www.boltonshhealthmatters.org/content/disabled-children-young-people-jsna>

Bolton's Graduated Approach

Identification of SEND in Bolton

Partners in Bolton utilise a wide range of universal surveillance methods and the Early Help Assessment process to identify and address needs at the earliest possible opportunity.

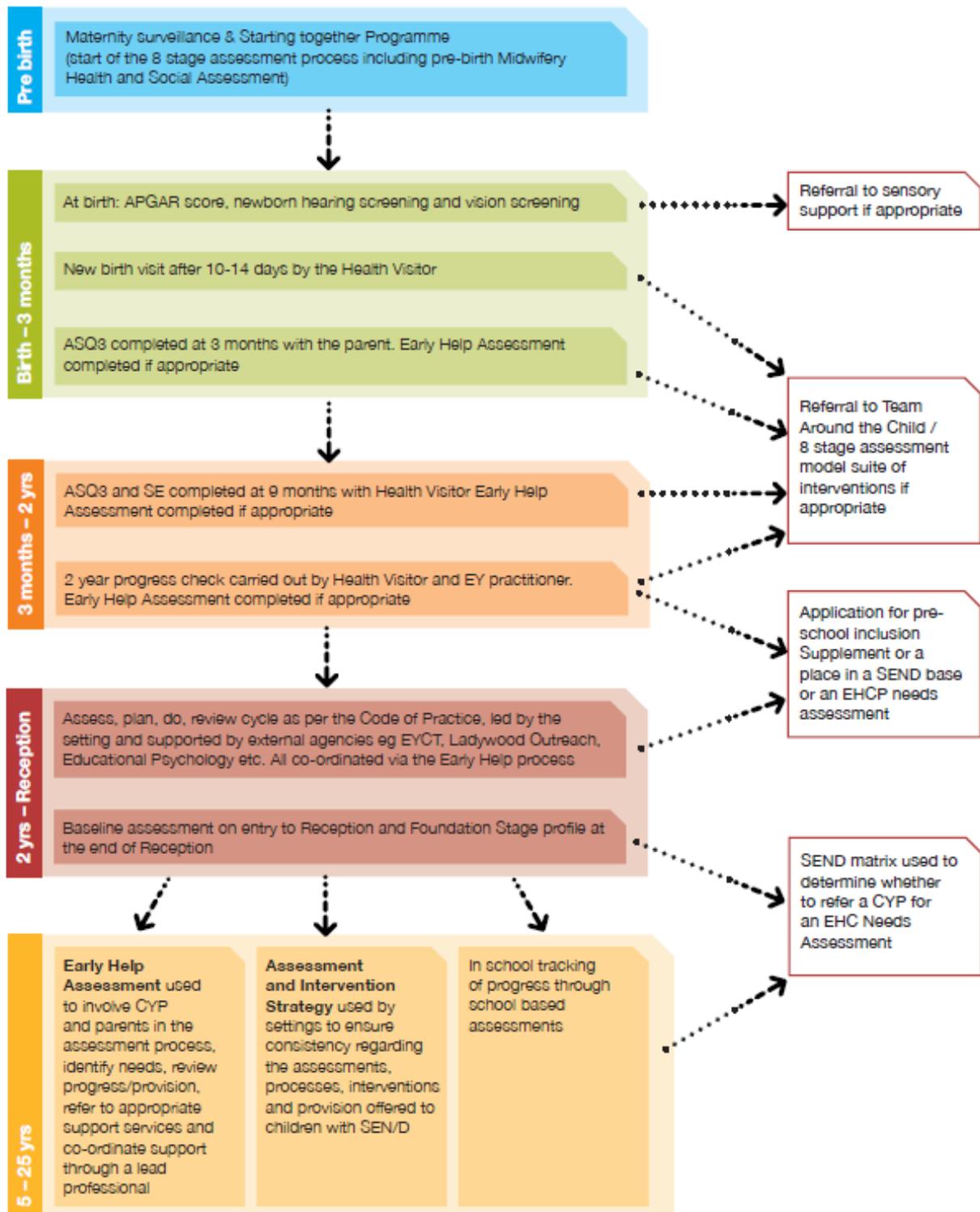


Fig 9 Bolton's 0-25 SEND Identification, Assessment and Referral Processes

Bolton's Framework for Action

In Bolton, all agencies work together with families to promote the well-being of children and keep them safe.

The Bolton Framework for Action has been developed by Local Safeguarding Board partner agencies and is rooted in strong multi-agency working to achieve the best for Bolton's children.

The Framework for Action provides support and guidance to professionals in all agencies working with children and young people and their families on:

- How to identify, assess and respond to children's needs across the continuum from early help, to specialist responses, to protecting children from abuse and neglect
- How to access additional services to address children's needs
- A process for seeking advice and guidance
- What to do when there are child protection issues

The Children Act 2004 identifies five key outcomes that are crucial to well-being in childhood and later life:

- Enjoying good physical, emotional and mental health
- Being protected from harm and neglect
- Enjoying and achieving: getting the most out of life and developing the skills for adulthood
- Being involved with the community and society
- Achieving economic well-being: parents, carers and families are supported to access employment, training, further education etc.

Effective and consistent use of Bolton's Framework for Action by all those who work directly or indirectly with children will support them in meeting these outcomes.

The Framework is underpinned by the following principles:

- Safeguarding and promoting the welfare of children is everyone's responsibility and each worker, volunteer and agency should understand their role and responsibility across the continuum of need identified in Bolton's Framework for Action;
- All agencies should work collaboratively using the processes in the Framework for Action to:
 - Avoid duplication of assessment and activity
 - Promote effective support to children and their families;
- Help and support should be provided at the earliest opportunity by the worker, volunteer or agency that first identifies the need – the right person at the right time for the child and parent;
- Assessments should be child centred in order to provide a full picture of the child and their family; support should be offered in a coordinated, planned and timely way.

Bolton's Continuum of Help and Support



Fig 10 Bolton's Continuum of Help and Support

The continuum of help and support in Bolton has been in place for a significant number of years. Throughout this time the threshold for responses has remained consistent:

- The majority of children will have needs that can be met by parents, and universal services. This is reflected in the continuum as 'Every Child'
- A number of children will have needs that require additional support from the services they are already involved with. This is reflected in the continuum as Level 1 and is a single agency response
- Some children will have additional needs that require a multi-agency response and the support of additional agencies working together with parents to promote positive outcomes. This is reflected in the continuum as Level 2 and identifies the use of the agreed Early Help Framework (see below)
- A very small number of children will have complex needs that require specialist support to meet the identified needs. This is reflected in the continuum as Level 3 and identifies the use of specialist assessments building on the findings from the Early Help Framework (see below)
- An even smaller number of children will be in need of protection from abuse or neglect. This is reflected in the continuum as Level 4 and identifies the use of statutory processes to protect children from significant harm.

Early Help

In Bolton our Early Help processes are central to the provision of support to children and young people with SEND. Early Help means providing support as soon as a difficulty emerges, at any point in a child's life. For this to be effective, all agencies are required to work together to:

- Identify children, young people and families who would benefit from support early
- Undertake an assessment of need
- Provide services to address those needs

All workers are responsible for using standard ways of working with families to identify the right support that can be delivered quickly to prevent things from getting worse. They have a responsibility to share information, work together and co-ordinate action plans. This includes when a child is disabled and has specific additional needs and/or has special educational needs.

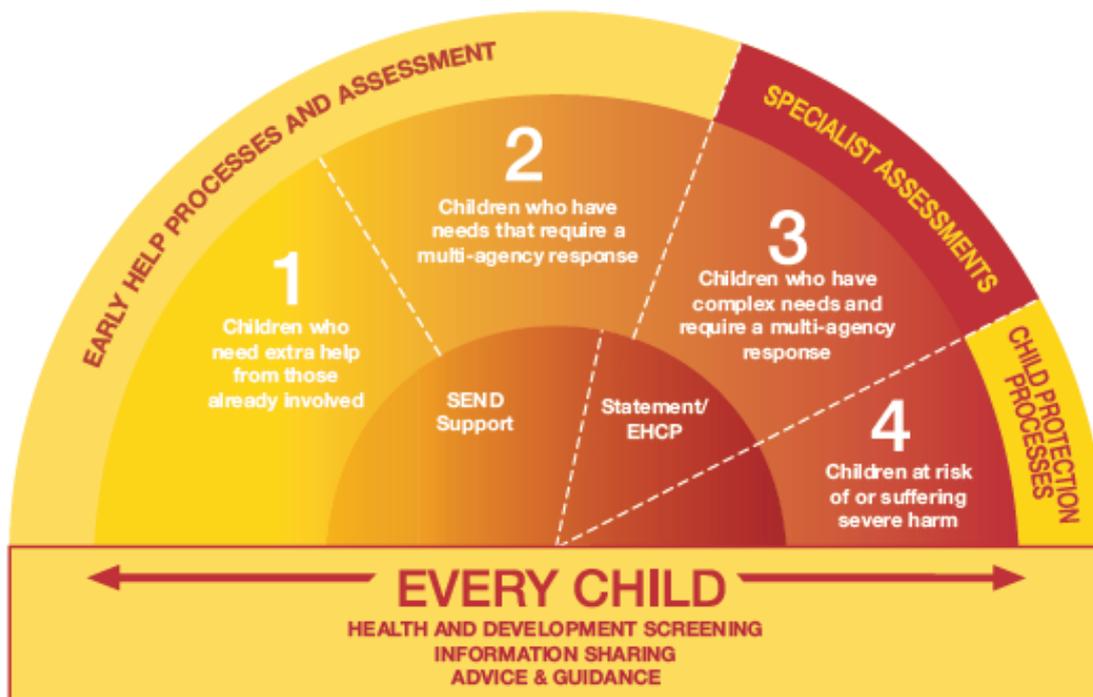


Fig 11 How Bolton's Continuum of Help and Support provides the framework for supporting children with SEND

Early Help Framework

The Early Help Assessment and Action Plan provide a standard assessment approach to enable those working with children and families in need of Early Help to identify and respond effectively. The assessment will help identify:

- The child's level of need
- Which needs must be prioritised
- What actions are needed to meet needs
- Whether a child needs to access additional support from named services
- Which outcomes are to be addressed

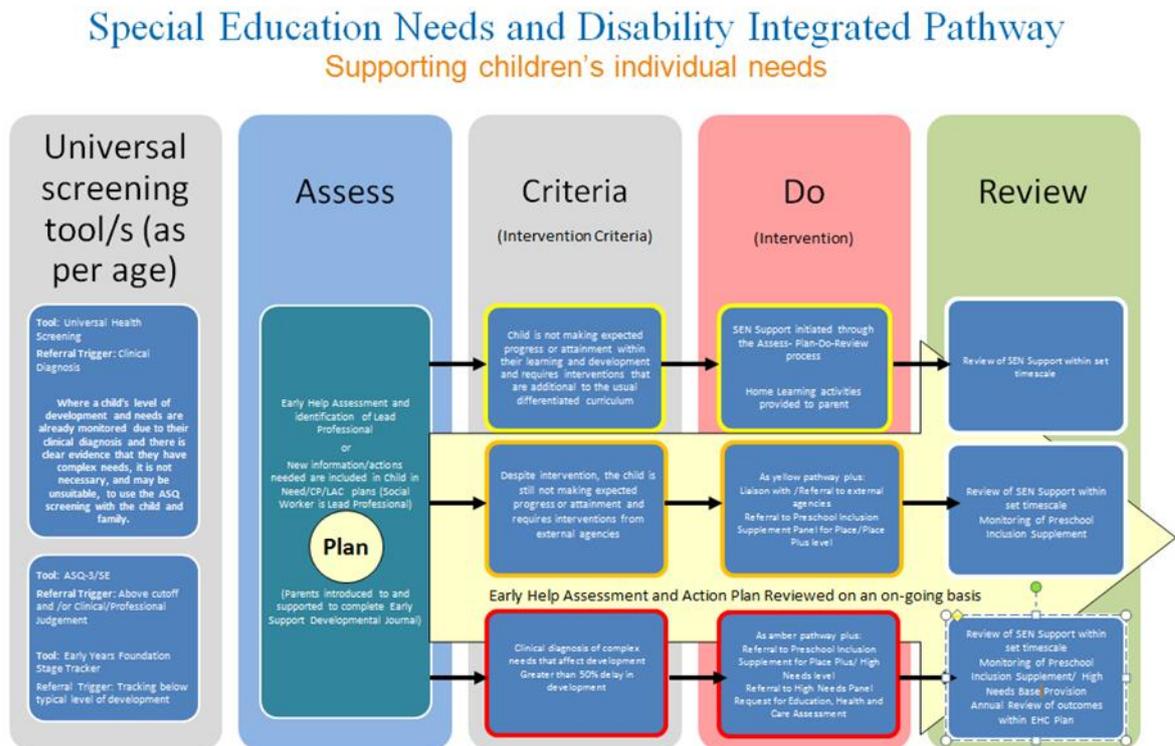
Some agencies will be required to undertake specialist assessments. It is important that the information from these actively contribute to and inform the Early Help Assessment and Action Plan.

Those receiving Early Help Assessments should use the information received to contribute to further specialist assessment to avoid the need for children and families to re-tell their story and reduce the likelihood of falling in to the trap of 'start again syndrome'.



Bolton's Integrated Working Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 01204 331392 or by Email: boltonISA@bolton.gov.uk. Alternatively Early Help Guidance and documents can be found at <http://boltonsafeguardingchildren.org.uk/working-with-children-and-young-people/early-help-and-working-together>

Support for Children in Early Years



The SEND Integrated Pathway above illustrates the way in which children aged 2, 3 or 4 years who are accessing their free funding entitlement who have identified SEND are supported to access the learning and development opportunities offered within the Early Years Foundation Stage. Support offered in schools and settings meets the requirements of the Code of Practice and a range of support strategies are in place to supplement this.

Outreach teacher support

Children aged 3 and 4 years who are accessing their free funding entitlement in a school or group setting, may be supported through the Ladywood Outreach Service. This will provide specialist teacher support to the setting to provide advice, guidance and hands on-support to the setting in identifying and meeting a child's needs. For 3 and 4 year olds accessing their provision with a childminder and for all eligible 2 year old children, additional outreach teacher support is offered. In this way providers are supported in implementing effective strategies and interventions to meet a child's needs. The provider is also supported in making further referrals or applications for additional levels of support.

Volunteer support

Providers of funded early education places can apply for volunteer support to offer additional capacity within the setting, in order to meet a child's needs. This support comes from a voluntary agency, grant funded by the Local Authority. Volunteers generally work with a provider for one session per week. From July 2016 this will be a commissioned service, monitored and coordinated by the Early Support Manager within the Local Authority.

Pre-school Inclusion Supplement (PSIS)

If a child has an Early Help Assessment indicating that they are at risk of poor outcomes as a result of their SEND and additional support is required to support their access to the curriculum, a provider may apply for Pre-school Inclusion Supplement. The supplement is available to support funded children who live in Bolton aged 2, 3 and 4 in nursery schools and classes, private or voluntary settings or with childminders.

The supplement is for those children who already have identified needs and have agencies working together to support them. The supplement will be based on the needs of the child and will support the practitioners to improve the child's early learning and development outcomes within their mainstream provision. This supports parental choice and continuity of access for each child within an inclusive environment.

PSIS is allocated through an application process which includes completion of an Early Help Assessment and is allocated for 2 terms then reviewed. A panel, including representatives from SEN Service, Ladywood, Educational Psychology, Statutory Assessment, EY SEN Outreach Teacher and Early Years, approves and reviews the applications. Termly monitoring visits for all PSIS funded children are provided by the Early Years SEN Consultant or Ladywood Outreach. The application process will use the existing assessments made by the early years provider and other agencies as a basis for funding allocation. The level of funding awarded will vary depending on the child's level of need and may be used by the provider to enhance staffing ratios for part of the week in order to meet the child's needs.

Resourced Nursery Places (to be replaced by High Needs Provision described below)

Places at three of our Nursery Schools and Bolton Children's Opportunity Group are allocated by the High Needs Panel to meet the needs of children who meet specific criteria. The High Needs Panel consists of: Head of SEN (Chair), Educational Psychology, Early Support Manager, Statutory Assessment Lead, Health Visiting Service,

High Needs Provision (graduated implementation from September 2016)

If a child's identified needs are such that the environment within a mainstream early years setting does not meet their needs then they may apply for a place within a High Needs Base Provision. High Needs Bases offer specialist environments and highly trained practitioners on a ratio of at least 1:2, but are situated within a mainstream nursery setting. This means that where a child needs a particularly low stimulus environment for example or has profound needs that require intensive support, these can be met, whilst offering opportunities for integration as and when this supports the child's learning experience.

The places within the Bases are allocated by a High Needs Panel and criteria for allocation will ensure that children accessing these places are those whose needs cannot be met in mainstream provision. These may include children with social communication difficulties, a diagnosis of Autistic Spectrum Disorder (ASD) or a Profound or Multiple Learning Disability (PMLD). The High Needs Panel consists of: Head of SEN (Chair), Educational Psychology, Early Support Manager, Statutory Assessment Lead, Health Visiting Service, Foundation Trust/Team Around the Child (TACH) representative.

High Quality Teaching and Differentiation

The foundation for any special educational needs policy and identification of need is good inclusive high quality teaching differentiated for individual pupils. At all stages children/young people should only be identified as having special educational needs if, after careful planning and differentiation of the curriculum, schemes of work, pastoral support etc., expected progress/curriculum access continues to be unsatisfactory. Then additional and/or different provision in that educational setting needs to be made.

Support for children of school age

Most children of school age who have SEN or disabilities will attend a mainstream school. Mainstream schools include all state-funded schools, including academies and free schools. For children with disabilities, whether or not they have SEN, their school must make reasonable adjustments, including the provision of auxiliary aids (such as tactile signage or induction loops) and services to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Every school has to have a teacher who co-ordinates the SEN provision in the school called a SENCO. Using the Framework for Action (see page 20), schools will talk to parents. Gather evidence on progress and undertake Early Help assessments to determine the level of support required. That could include getting advice and support from specialists outside the school (such as an educational psychologist, a speech and language therapist or a specialist teaching and advisory service). Children with SEN will be provided with SEN support. If the school, despite its best endeavours, can't meet your child's needs then the child might need an Education, Health and Care (EHC) needs assessment which, in turn, might lead to an EHC plan.

All schools publish an SEN Information Report on their website including the types of SEN support provided, the approach to teaching children and young people with SEN, the arrangements for consulting parents and involving them in their child's education. School must also set out their admission arrangements for children with disabilities and what facilities are provided for disabled children. These can be accessed via the Local Offer (see page 43).

Educational, Health and Care Needs Assessments

The Education, Health and Care needs assessment is a multi-agency assessment for children and young people aged 0 to 25 years. This assessment considers a child or young person's education, health and social care needs which may lead to an EHC plan.

Information from a child's parent, a young person, the educational institution attended, health care professionals, an educational psychologist and where appropriate social care will be requested during this assessment.

A request for an Education, Health and Care Needs Assessment can result in the council deciding that:

- From the evidence provided, an assessment is not necessary.
- An assessment is needed and issuing an Education, Health and Care plan.
- An assessment is needed and then determining that an Education, Health and Care plan is not necessary.

The decision of not issuing an Educational Health and Care plan, and the reasons for this decision, will be communicated to the child's parent or the young person within a maximum of sixteen weeks from receiving the initial request. If this decision is made parents/young people will be informed of their rights to appeal.

If parents/carers are unhappy with any aspect of help or support that has been provided, regardless of whether their child has an Education, Health and Care Plan (EHCP) or Statement of Special Educational Need, they have the right to complain about or appeal any decision that has been made.

<http://www.bolton.gov.uk/sites/DocumentCentre/Documents/SEND%20complaints%20info.docx>

Education, Health and Care Plans

An Education, Health and Care Plan (EHC plan) is a legal document outlining a child or young person's special educational needs and the provision required in order to meet these needs. An EHC plan will include:

- The views, interests and aspirations of the child and their parents or of the young person
- Special education needs
- Health needs which relate to their special education needs
- Social care needs which relate to their special education needs
- The outcomes sought for the child or young person
- The special educational provision required by the child or young person
- Any health provision reasonably required by the learning difficulties or disabilities which results in the child or young person having SEN
- Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act (1970)
- Any social care provision reasonably required by the learning difficulties or disabilities which results in the child or young person having SEN
- Placement (name of school / setting attended / to be attended)
- Personal Budget (including arrangements for direct payments)
- Advice and Information (copies of all of the information gathered during the assessment)

Annual Reviews

Due to there being a transitional phase between the 1996 Education Act and the 2014 Children and Families Act, until April 2018 there will be three different types of Annual Review.

i) Annual Reviews of Statements

Those children/young people with a Statement of SEN, who are not in the process of being transferred to an Education, Health and Care Plan, will continue to have Annual Reviews in line with the old Code of Practice.

ii) Annual Reviews of Education, Health and Care Plans

Those children/young people with an EHC Plan will have an Annual Review in line with the new Code of Practice. The focus of these Annual Reviews will be on reviewing the outcomes and targets identified in the EHC plan. At the end of each Key Stage the Annual Review will need to be a person centred annual review during which plans and new outcomes for the next phase of the child/young person's education will be developed.

iii) Person Centred Transfer Reviews

Those children/young people who are in the process of being transferred from a Statement of SEN to an EHC Plan (who are likely to be at the end of a Key Stage) will have a person centred transfer review. During this review the following will be discussed:

- What is important to/for the child/young person and their parents both now and in the future
- The achievements of the child/young person to date
- How the child/young person can be best supported (academically and socially) at school and at home
- What is currently working/not working for the child/young person
- Child/young person's aspirations
- Parental aspirations
- Issues relating to preparing for adulthood including employment, independent living and participation in society must be discussed during all reviews from Year 9 onwards.
- Outcomes for the next key stage and short term targets for the next 12 months to help the child/young person work towards their aspirations
- Any further assessments, information or advice required in order to draft an EHC plan.

Transfer of Statements and Learning Difficulty Assessments

Children and young people who have a statement or a Learning Difficulty Assessments (LDA) will be transferred to the new system gradually. The legal test of when a child/young person requires an EHC plan remains the same as that for a Statement and therefore it is expected that all of those who currently have Statements/LDA's will be transferred to the new system.

Young people in further education with an LDA will transfer to the new system by 1 September 2016.

Children and young people with a statement will transfer by 1 April 2018.

To ensure that support continues for these children and young people, the legislation relating to statements and LDAs will remain in force during the transition period.

In Bolton we have planned for the transfer process to be carried out via a Person Centred Annual Review meeting at the end of a Key Stage. This will stagger the conversion process across the given time frame and ensure that the conversions are carried out at an appropriate and meaningful time for each child/young person.

Education, Health and Care Assessment Framework

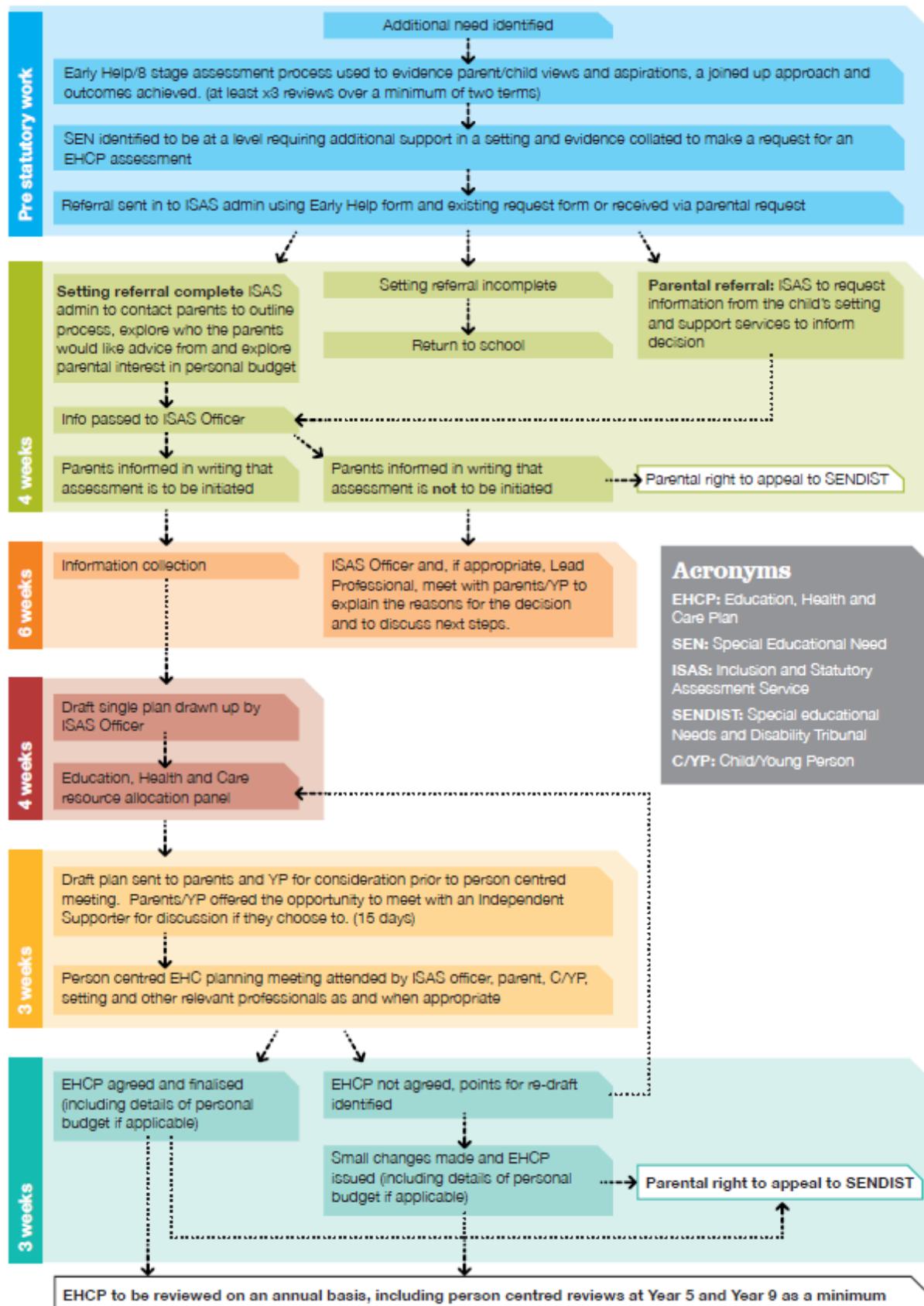


Fig 12 Education, Health and Care Assessment Framework

Transition Points and Post 16

Preparing for Adulthood

Preparing for Adulthood (PfA) supports young people with Special Educational Needs and/or Disabilities and their families plan for the transition into becoming an adult.

Access to the right information at the right time will help young people and families to plan and make choices that meet individual needs.

The focus will be on:

- Higher Education or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living - this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life - ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities.

The Preparing for Adulthood Pathway starts when a young person is in Year 9 (13 or 14 years old) and continues until they leave school.

During Year 9 there will be opportunities for young people and their families to talk about choices for post 16 pathways into further learning or employment. The most appropriate pathway for the young person will be identified

Transition support from other agencies may continue until the young person is 25.

Bolton Council have worked with young people, parents and carers, housing, schools, colleges and employers to develop a local 'Post 16 preparing for adulthood process' to meet the needs of young people with SEND.

This process will be reviewed frequently to ensure it continues to reflect any changes to meet the needs

Process for Post 16 preparing for adulthood

Year 9	Year 10	Year 11	Year 12, 13 and 14
Autumn term			
<p>Gather year 9 options/ extra alternative curriculum information from the young person using a review template.</p> <ul style="list-style-type: none"> This will provide a focus for young people and will inform future planning for provision Invite to Futures For Me event 	<p>By the end of Autumn Term identify learner with complex needs</p> <p>Information needed:</p> <ol style="list-style-type: none"> Individual names Scope of needs Does the present offer meet demand? Can providers meet any gaps? If no, commission gaps Establish a panel to discuss and plan for future 	<p>Submit applications via UCAS Search and apply (or paper)</p> <p>Mop up in year 11 and review the EHCP</p> <p>EHCP shared with providers with consent gained from the young person/parents</p>	<ul style="list-style-type: none"> Learners on a 1 year programme start to reflect year 11 process Learners on a 2 year programme start to reflect year 10 process
Spring term			
<p>PCR for all young people with EHCP</p> <ul style="list-style-type: none"> Develop a clear plan that highlights the education route (use future planning box on EHCP highlighting the 'Preparing for Adulthood' agenda For young people who have an existing statement, a transfer review will be held Highlight any transport requirements and identify independent travel training opportunities 	<p>By the end of spring term \all of EHCP reviewed</p>	<p>Allocation meeting with E, H, and SC</p> <ul style="list-style-type: none"> Collect choices information on learners with a EHCP to confirm costings to providers Decision made in line with code of practice (9.180-9.181) and appeals process/ advocacy Conditional offers made Amended by 31 March For young people who have an existing statement, a transfer review will be held 	<p>Learners on a 3 year programme reflect year 9 process</p> <ul style="list-style-type: none"> Attend reviews (E, H and SC reps) where applicable – transition planning Reviewed V10 form for continuing learners, completed by providers and returned to the Post 16 planning and Commissioning manager by 31 March For young people who have an existing statement, a transfer review will be held
Summer term			
<ul style="list-style-type: none"> Invite to the 'Opportunities' event at Firwood 	<p>Invite to 'Opportunities' event at Firwood event</p> <p>Annual review held with clear actions/needs</p> <ul style="list-style-type: none"> Share needs with providers using future planning box in EHCP Discussions held with providers to estimate costings that would meet the needs of complex needs (high needs) learners and inform the process in year 11 June/July – providers can put on "tailored" taster events before the young person makes their final decision in year 11 	<p>Invite to Opportunities' event at Firwood</p> <p>Allocation meetings held when necessary, to discuss those young people who do not meet the entry requirements or change their mind about their chosen course after the 31 March or the five month deadline. The LA must review and amend as soon as possible to ensure alternative options are agreed.</p>	<p>Invite to Opportunities Event at Firwood</p> <ul style="list-style-type: none"> Decisions made about progression pathways (allocation Meeting) Appeals Process Join allocation meeting for pre and post 16 where E, H and SC funding needs to be agreed
<ul style="list-style-type: none"> Young Person and their family at the centre of the journey throughout The process should be supported by an advocate for the Young Person if appropriate Published local offer ensures that information to support the process is clear and transparent for YP, parents, all services and voluntary and community sector 			

Fig 13 Process for Post 16 Preparing for Adulthood

Educational Provision for Children and Young People with SEND

Resourced Provision in Nursery Schools

There are currently three resourced nursery schools in Bolton that have places for children with additional needs:

[Grosvenor Nursery](#) (offers 8 full-time places for children who have a developmental delay across a range of areas)

[Susan Isaacs Nursery](#) (offers 8 full-time places for children who have a developmental delay across a range of areas)

[Alexandra Nursery](#) (offers 8 part-time places for children who have delayed speech, language and communication skills)

All nurseries have teachers and nursery nurses with specialist knowledge. They also have specialist play equipment. Transport may be available.

From April 2016 Bolton will start to replace this resourced provision with High Needs Bases offering specialist environments and highly trained practitioners on a ratio of at least 1:2 situated within mainstream nursery settings.

Nursery Classes within Fully Inclusive Primary Schools

There are five fully inclusive primary schools in Bolton, each fully accessible and with therapy rooms:

[Blackshaw Primary School](#)

[The Gates Primary School](#)

[Queensbridge Primary School](#)

[Castle Hill Primary School](#)

[The Valley Primary School](#)

Each of these schools offers one nursery place annually for children with profound and multiple learning difficulties, or severe learning difficulties. The child takes part in all school activities.

Special Schools in Bolton

All admissions to special schools and resourced provisions are agreed through admission panel meetings held once a term and annually.

An EHC Plan or a Statement of SEN is required for all children and young people who are enrolled to a special school or resourced provision.

Primary Special Schools

[Green Fold School](#) (for children with severe learning difficulties and profound and multiple learning difficulties)

[Ladywood School](#) (for children with complex needs and moderate learning difficulties)

[Thomasson Memorial School](#) (for children with a hearing impairment)

Secondary Special Schools

[Lever Park School](#) (for children and young people with social, emotional and behavioural difficulties)

[Rumworth School](#) (for children and young people with complex needs and moderate learning difficulties)

[Firwood School](#) (for children and young people with severe learning difficulties and profound and multiple learning difficulties)

Investment in Special Schools

Bolton is proud of the facilities and the standards of education provided at its special schools. In addition to a regular maintenance programme, around £6.9 million has been spent or committed for investment in special schools in Bolton over the past 5 years to improve facilities and to build additional classrooms to accommodate increasing pupil numbers. This enables us to provide local specialist provision for the vast majority of children and young people in Bolton with complex needs.

Resourced provisions in Bolton

Some of the mainstream schools in Bolton mainstream have resourced provisions for specific types of need.

Primary Schools with Resourced Provision

[Blackrod Church Primary School](#) (resourced provision for children with Autistic Spectrum Disorders)

[St Teresa's Primary School](#) (resourced provision for children with Autistic Spectrum Disorders)

[Sharples Primary School](#) (resourced provision for children with a visual impairment)

Secondary schools with Resourced Provision

[Bolton St Catherine's Academy](#) (resourced provision for children with Autistic Spectrum Disorders)

[Rivington and Blackrod Secondary School](#) (resourced provision for children with a specific language impairment)

Other specialist educational provision outside of Bolton

In addition to the special schools and resourced provisions listed above, there are other specialist provisions outside of Bolton. A list of the independent special schools and post-16 institutions approved by the Secretary of State (Section 41) can be found on the GOV.UK website.

Bolton will always try, wherever possible, to meet the educational needs of children and young people within Bolton but, in rare circumstances, will arrange for children to be placed in schools outside of the Borough to ensure that very specific needs are met.

Health Provision for Children and Young people with SEND

Children's health care provision is commissioned in line with statutory duties in relation to the SEND reforms in The Children & Families Act 2014, drawing out the health elements from the 0 – 25 SEN & Disability Code of Practice.

Much of healthcare for children is delivered through universal preventative services and primary care services. However, when these services are unable to meet a child or young person's needs they may need to access targeted and specialised services e.g. those with continuing care needs, a special educational need and or disability and those with an EHC plan.

Bolton Clinical Commissioning Group (CCG) and children's healthcare providers including NHS Bolton Foundation Trust (FT) and Bridgewater Community Healthcare NHS FT work with colleagues in the local authority and have mechanisms in place to ensure practitioners and clinicians support the integrated EHC needs assessment process as well as contributing to the Local Offer with the emphasis on outcomes rather than process. The local authority currently commissions Public Health services which include school nursing and health visiting.

There are currently two main providers of children's community health services. These are NHS Bolton FT and Bridgewater Community Healthcare NHS FT.

NHS Bolton FT provides the whole range of universal and specialist children's services:

Universal:

- Health Visiting
- Family Nurse Partnership

Specialist:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Clinical Dietetics
- Audiology
- Community Children's Nursing
- Paediatrics
- Children and Adult Mental Health Services (CAMHS)
- Ophthalmology
- Wheel Chairs Services / Specialist Equipment
- Looked After Children's Health Assessments

Bridgewater NHS Foundation provides the following children's universal and targeted services (under the 5-19 service):

Universal:

- School Nursing
- Healthy Schools Programme

Targeted:

- Children's Weight Management
- Sexual Health
- Emotional Health and Wellbeing
- Looked After Children Review Health Assessments

Social Care Provision for Children and Young People with SEND

Social Care provision takes the form of the provision of a Social Work Service and/or Short Break provision.

Part 3 of the Children Act 1989 Act sets out local authorities' powers and duties to provide support services for children in need and their families. The definition of children in need includes children who are disabled within the meaning of the 1989 Act.

In performing their duty under paragraph 6(1)(c) of Schedule 2 to the 1989 Act, a local authority must provide, so far as is reasonably practicable, a range of services which is sufficient to assist carers to continue to provide care or to do so more effectively.

In particular, the local authority must provide, as appropriate, a range of:

- Day-time care in the homes of disabled children or elsewhere;
- Overnight care in the homes of disabled children or elsewhere;
- Educational or leisure activities for disabled children outside their homes, and;
- Services available to assist carers in the evenings, at weekends and during the school holidays.

The Children with Disabilities Social Work Team

The Children with Disabilities Social Work Team are a team of specialist social workers undertaking assessment work and joint work to support families, identify need, and identify an appropriate way of meeting that need. Their aim is to safeguard and promote the welfare of disabled children and young people with significant additional support needs so that they care enjoy a valued childhood, achieve good outcomes and are helped to make a positive transition into adulthood.

They work with children and young people from 0 – 18 years of age and will undertake:

- Direct work with children and their families;
- Child Action Meetings – links with Early Help processes;
- Child and Family Plans – multi-agency roles and actions;
- Weekly multi-agency Resource Allocation Meetings;
- Co-ordination of regular transition planning meetings with Adult Services, Health and Connexions Services;
- Coordination of Social Care Meetings, LAC reviews and EHC reviews.

Referral to the team would usually be via the Early Help Process or, if an emergency, via the Children with Disabilities Duty Social Worker. A robust and comprehensive Early Help Assessment from a professional who knows the child well can often enable appropriate resources for low level support to be allocated. The Early Help Assessment and review process could also indicate the need for a full Children and Families Assessment (carried out by a Children with Disabilities Social Worker) that would explore the needs for higher level support, including overnight care.

Short breaks

Short breaks are part of a continuum of services which support children in need and their families. They include the provision of day, evening, overnight and weekend activities for the child or young person, and can take place in the child's own home, the home of an approved carer, or in a residential or community setting. Short breaks can be:

- **Universal** – The breaks we all enjoy! Time with friends and extended family, going to a local club etc;
- **Targeted** – out of school activities where disabled children and young people are welcomed. These might be INCLUSIVE services, where all young people are welcomed, or they may be EXCLUSIVELY for disabled children and young people;
- **Specialist** – services set up for disabled children and young people who need some more specialised support. These are funded by the Local Authority or, sometimes, by the voluntary sector.

We provide short breaks because most parents/carers look forward to the times when they can have a few hours to themselves knowing their son or daughter is doing something they enjoy, with people they like, in a safe place. Most children and young people equally enjoy a little bit of time away from family.

Short breaks give children and young people fun and interesting things to do as well as giving parents or usual carers a short rest from caring and provide everyone with the chance to take a break and 'recharge batteries' by doing something different.

Other social care provision

- A range of universal and targeted services are identified in the Local Offer <http://www.localdirectory.bolton.gov.uk/send.aspx> (see p.43 for further details).
- A range of voluntary sector services that meet the specific needs of disabled children and young people. Many of these are actively supported by the Local Authority.
- A range of 'in house' Local Authority provision (BRIDGES) including residential short break care, family based short break care and Family Support. If assessed for any of these services, the need may be met by a Direct Payment which enables families to organise their own package of support to meet the assessed need.
- Commissioned out of school support Play Is For All, Saturday Club and after school clubs.
- The Record – Bolton's register of disability which helps us to identify longer term needs in the authority and respond appropriately.
- Parent Information & Support Worker. This person coordinates the Record but can also offer advice and guidance.

Further information and contact details can be found here -

<http://www.bolton.gov.uk/website/pages/Disabledchildrenandyoungpeople.aspx>

Safeguarding Children and Young People

Bolton Safeguarding Children's Board

In Bolton, all agencies work together with families to promote the well-being of children and keep them safe.

The Children Act 2004 required all Local Authority areas to establish a Local Safeguarding Children Board (LSCB). LSCB's are inter-agency partnerships with statutory responsibilities to co-ordinate local arrangements to safeguard and promote the welfare of children and to make sure that they are working effectively. Membership of Bolton's Board includes Health Services, Probation, Greater Manchester Police, Children's Services, Housing Services, the voluntary, community and faith sector.

Bolton Safeguarding Children Board (BSCB) is responsible for:-

- Developing policies and procedures for safeguarding and promoting the welfare of children
- Raising awareness within communities and organisations of their responsibility to safeguard and promote the welfare of children and support them to do this
- Co-ordinating and evaluating inter-agency training and evaluating single agency training to safeguard and promote the welfare of children
- Monitoring and evaluating the effectiveness of the Board and its partners in carrying out these legal duties
- Contributing to local planning for children and their families
- Undertaking Serious Case Reviews and advising the Board and its partners on lessons to be learned

They do this by:

- Making sure people who work or volunteer with children, young people or their families have access to policies and guidance about keeping children safe
- Providing information to children, young people and their families about keeping children safe – including about what to do if they think a child is being harmed
- Making sure organisations such as health, police, probation, the council etc, know what they have to do to keep children safe and make sure they do it.

BSCB members include representatives from Bolton Council, Health agencies, Police, Probation, local schools, Children and Family Court Advisory Support Service (CAFCASS), the faith and voluntary, community and faith sector.

Further information about the BSCB and its work can be found at:

<http://boltonsafeguardingchildren.org.uk/>

Safeguarding Children and Young People with SEND

Children with Special Educational Needs and/or Disabilities have the same human rights as non - SEND children to be protected from harm and abuse, and are equally entitled to achieve the 'staying safe' outcome of the Every Child Matters agenda. However, in order to ensure that the welfare of children with SEND is safeguarded and promoted, it is recognised that additional action is required. This is because disabled children experience greater and created vulnerability as a result of negative attitudes and unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairments.

The available UK evidence on the extent of abuse among children with SEND suggests that they are at increased risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Research also indicates that, as well as being the least protected, children with disabilities are also the least consulted in routine assessments.

Bolton Local Safeguarding Children Board (together with Greater Manchester Local Safeguarding Children Boards) aims to address and challenge these practices by affirming its understanding of the issues facing children and young people with disabilities and its commitment to removing the barriers that prevent children with disabilities from accessing their rights.

Children and young people with SEND may be especially vulnerable to abuse for a number of reasons. For example, some children and young people may:

- Have fewer outside contacts than other children;
- Receive intimate care possible from a number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries;
- Have an impaired capacity to recognise, resist or avoid abuse;
- Have communication difficulties that may make it difficult to tell others what is happening;
- Be inhibited about complaining for fear of losing services;
- Be less able to defend themselves and advocate for themselves;
- Be more vulnerable than other children to abuse by their peers.

Safeguards for children and young people with SEND are essentially the same as all other children. Particular attention is paid to promoting a high level of awareness of the risks of harm and to securing high standards of practice among professionals and practitioners. Attention is also given to increasing the capacity of children and their families to safeguard themselves at all times.

Bolton Safeguarding Children's Board seeks assurances that member agencies:

- Make it common practice to enable children and young people with SEND to make their wishes and feelings known in respect of their care and treatment;

- Ensure that children and young people with SEND receive appropriate personal, health and social education (including relationships and sex education);
- Promote the capacity of all children and young people with SEND to know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication;
- Recognise and utilise all possible sources of support and information which may be of benefit to the child or young person including staff in schools such as support workers, friends and family members where appropriate;
- Ensure that there is an explicit commitment to and understanding of the safety and welfare of children and young people with SEND among all providers of services used by children and young people with SEND ;
- Develop the safe support services that families want, and a culture of openness and joint working with parents and carers;
- Provide guidelines and training for staff on: good practice in intimate care; working with children and young people of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people and monitoring and challenging placement arrangements for young people living away from home.

Bolton Safeguarding Adults Board

There is a parallel Board which coordinates the delivery of Adult Safeguarding across agencies in Bolton. The Bolton Safeguarding Adults Board aims to assure itself that local safeguarding arrangements and partners act to help protect adults who:

- Have needs for care and support; and
- Are experiencing, or at risk of, abuse or neglect; and
- As a result of those care and support needs are unable to protect themselves from either the risk of or the experience of abuse or neglect.

Further details about Bolton Safeguarding Adults Board can be found at:

<http://www.bolton.gov.uk/website/pages/Safeguardingadultsatrisk.aspx>

Working Together

We will help professionals and local communities to work effectively together to ensure that services are well coordinated and joined up. We also want to ensure that parents and carers have greater confidence by giving them better access to information and greater opportunity to participate in decision making.

Participation

Bolton is mindful of its duty under the SEND Code of Practice to have regard to the views wishes and feelings of children, their parents and young people when making decisions about SEN or disabilities. We endeavour to make sure that children, their parents and young people participate as fully as possible in decisions that affect them.

We believe that parents should have a real say in decisions that affect their children, should have access to impartial information, advice and support and should know how to challenge decisions they disagree with.

We also strive to involve children and young people and their families in service development to ensure that services provided best meet the needs of service users.

As an example, young people and parents have been actively involved during the planning, building and testing phases of the Local Offer website. The feedback provided and the actions taken to respond to this feedback can be viewed [here](#).

Bolton Information and Advice Service

Bolton Information and Advice Service (previously known as Bolton Parent Partnership Service) offers advice on the statementing procedures, reviews and transition plans for children and young people with special educational needs from birth to 25 years. The service also provides information on the options and support services available, both locally and nationally, advice on specific areas of learning disabilities and provides access to a disagreement resolution service Contact details for the Service can be found on the Local Offer (see p. 43)

Complaints, Disagreement Resolution and Mediation

Special Educational Needs and Disabilities complaints procedures are readily available via a range of media and within them parents are advised to contact an independent mediation adviser first to discuss whether mediation might be a suitable way of resolving any disagreement before making an appeal to Tribunal.

In Bolton mediation services are provided by Together Trust who are independent of the Local Authority. Further information can be found on the Together Trust website [Together Trust](#) or by ringing 0161 2834848.

Parents' and Carers' Perceptions of the SEND Reforms

Twelve months into implementing the reforms a survey of parents and carers was commissioned by Bolton Council and undertaken by Bolton Information and Advice Service. A questionnaire was circulated to parents/ carers of both children and young people entering

the system for the first time for an EHC Plan assessment and also those transferring from a Statement of SEN to an EHC Plan.

A full evaluation of the survey results has been undertaken by Bolton Information and Advice Service and this is being used by partners across Bolton to improve services and awareness of services.

Of 71 families responding to the survey:

- 65% understood the reforms
- 45% were aware of briefings held locally to explain the reforms
- 33% knew what the Local Offer was
- 52% knew what a personal budget was
- 84% had used support and found it useful
- 97% knew how to access advice and support
- 33% felt confident about completing necessary paperwork
- 69% had sought support with completing paperwork
- 95% of those that had received a draft or final EHC Plan were happy with it.

Comments from families included:

"I have really struggled with all this. I don't even know why it's all changing. Someone told me my daughter's statement could be taken away."

"Support services have been wonderful. Because of them, I knew exactly what was going on and when I could expect to hear from the Local Authority."

"The fact no one could be bothered to come to the review, or even send apologies beforehand I was really disappointed about."

"I needed loads of changes to my draft. The inclusion officer met with me and we spent a good hour making it all right."

"School knew less than me about the reforms and especially personal budgets. I was telling them things!"

"My school have been great. My child was struggling and not making progress. The SENCO sorted out everything. I am waiting for my draft now."

"I waited weeks and weeks for a response from the council about transport. It was such a huge thing and no one seemed that concerned apart from us."

"Our direct payment worker and my child's CAMHS worker came to my review. Their input was crucial really. They see my son in a different setting than school and I do, and have knowledge of his needs that others wouldn't have."

Areas to be prioritised for improvement are:

- Promotion of the Local Offer
- Communication between families and professionals
- Attendance of health services and social care services representatives at reviews
- Transition from school to post-16 provision

Local Offer

From September 2014, each local authority in England has had to publish a Local Offer for children and young people aged 0 to 25 years who have a special educational need or disability.

The purpose of the Local Offer is to provide a single point for information to help families access details about services available to them and offer guidance in multiple areas, such as:

- Early years places
- Schools (including academies and free schools)
- Colleges
- Health and care
- Leisure activities.

The Local Offer also includes guidance for parents when they need to speak with practitioners and professionals and information on giving feedback, raising concerns and making complaints.

Bolton's Local Offer

In Bolton, the Local Offer sits on the 'My Life in Bolton' website and this has been developed to ensure that the information required through the SEND reforms is part of a much bigger resource of information / advice, services and activities. Information is formatted so families can quickly filter information according to their needs.

<http://www.mylifeinbolton.org.uk/localoffer/>

Bolton's Local Offer has been developed in consultation with service providers, young people, families and the parent/carer consortium. The Offer is regularly reviewed and further development work is undertaken in response to feedback from users. Comments collected in 2015 have been collated and can be viewed [here](#) together with details of amendments made to the Offer in response.

Links to each of Bolton's schools, with their local SEND offers, can be found on the Schools Directory:

<http://www.bolton.gov.uk/website/SchoolsDirectory/Pages/SchoolsDirectory.aspx>

Personal Budgets

A personal budget is the total cost of meeting the special educational needs of a child or young person. It offers parents or young people more choice and control over their provision.

There are four ways of getting a personal budget:

- Direct Payments - where you receive the funding directly so that you can buy and manage services specified in the EHC plan yourself.
- An arrangement or notional budget – where the council, school or college hold the funds and commission the support specified in the EHC plan
- Third party arrangements - where direct payments are paid to and managed by an individual or organisation on behalf of the child’s parents or the young person
- A combination of the above.

Funding available for direct payment or third party arrangement will change year on year as commissioning arrangements are reviewed. For further details of the availability of direct payments contact the Inclusion and Statutory Assessment Service.

Phone: 01204 338612 or 01204 338653

Email: ea.sen@bolton.gov.uk

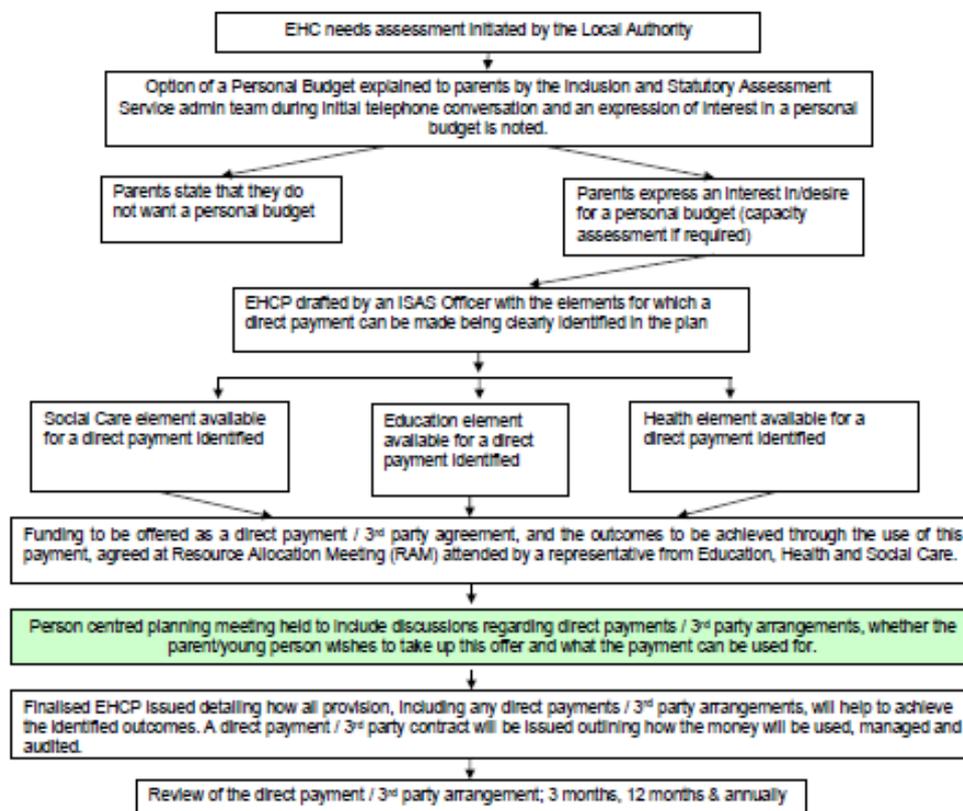


Fig 14 Personal Budget Process

Joint Commissioning

Commissioning Overview

Commissioning is different to procurement, purchasing or contracting: strategic commissioning takes a long term view of demand, reviewing what supply is available and the desired outcomes. It is crucial that we all have a shared understanding of what we mean when we use the term 'commissioning'. For Bolton the following terms has been adopted and agreed:

“Commissioning is the process for deciding how to use the total resource available for children, young people and parents in order to improve outcomes in the most efficient, effective, equitable and sustainable way.”

Commissioning Support Programme (2010)

Commissioning for success

The following approaches will be adopted to ensure success

Active engagement of service users, carers and stakeholders, and the support of service providers (whether in-house or external) to deliver prioritised outcomes in the most efficient, effective, equitable and sustainable way – co-production.

Takes account of total resources available, which include money, facilities and people with the right skills, knowledge and abilities. Joint commissioning is the total resources available for families across health, education and social care in order to improve outcomes in the most efficient, effective, equitable and sustainable way.

Good partnerships and effective community leadership coming together to deliver maximum impact and efficiency avoiding duplication or confusion.

A 4 stage commissioning approach of Understand and Analyse; Plan; Do; and Review. The model is cyclical in nature and describes the key elements of effective commissioning. It should be adopted by all to help consistency (diagram below).



It is important to start with the understanding of the outcomes which need to be achieved and services can be designed around improving the desired outcomes.

Key levers for joint commissioning

Individual level commissioning levers

- **Users are at the centre** – ‘no decision about me without me’
- **Promoting choice and control** via personal budgets across education, health and social care
- **Co-production of high quality local services** with young people, families and the voluntary, community and faith sector with a focus upon family and community resilience

Operational or service level commissioning levers

- The EHC provision will meet the assessed needs of the children, young people with SEND and their families
- What provision is to be secured and by whom
- Procedures for ensuring that disputes are resolved quickly

Joint Commissioning arrangements will:

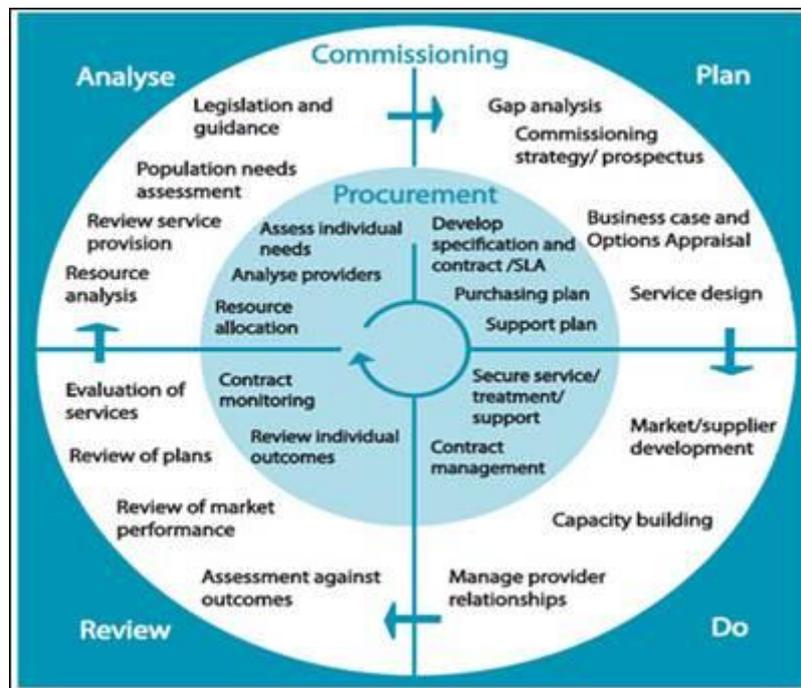
- Secure EHC needs assessments
- Secure the EHC provision set out in the EHC plans
- Agree personal budgets
- Continually review the joint commissioning arrangements, functions and duty of co-operation
- Continually review outcomes and performance, best practice websites and information sharing protocols and governance

Strategic commissioning levers:

- Role and effectiveness of Health and Wellbeing Boards
- JSNA and joint health and wellbeing strategy
- Joint and pooled budgets
- Common outcomes and performance frameworks/indicators
- Legislation – Children and Family Act 2014 for example

Commissioning Model

This is the Institute of Public Care (IPC) joint model for commissioning and the agreed commissioning model.



Source: Commissioning model: IPC joint model for public care

The model links the commissioning and procurement (or purchasing) cycles, and is relevant across public care services such as health, education, social care and housing.

The commissioning cycle (the outer circle in the diagram) should drive the procurement/purchasing and contracting activities (the inner circle). However, the purchasing and contracting experience must inform the ongoing development of commissioning. Essentially, commissioning of services is the context within which purchasing and contracting takes place.

Commissioning with children's and young people's voluntary, community and faith sector

Bolton has a vibrant and proactive children's and young people's voluntary, community and faith sector and commissioning opportunities will be made available to support the sector to provide a range of services to support EHCP outcomes and personal budget opportunities. Commissioners will consult with local provides and where appropriate co-design services to meet to meet local need.

Securing relevant provision

Responsibility for commissioning specialist support is divided between the LA and CCG. All children and young people have access to universal services (see table below) and the LA and CCG have jointly commissioned an integrated 5-19 children and young people's health and wellbeing service.

Level of provision	Bolton Council		Bolton CCG
	Care	Education/ training	Health
Universal Access	<ul style="list-style-type: none"> • Children Centres • Youth and Play Clubs and activities • Leisure and Sport 	<ul style="list-style-type: none"> • Early Years Providers • Children Centres • Mainstream School including SENCO Support • Post 16 Settings • Apprenticeships 	<ul style="list-style-type: none"> • Hospital • GP • Dentist • Health Visitors • Mid-Wife • Community Nurse
Specialist Support	<ul style="list-style-type: none"> • Outreach Support • Short Breaks • Parenting Support • Direct Payments • Parenting Courses • Specialist Child Minding • Joint Health/Care Packages • Family Support Worker • Transition Support • Foster Carers • Special Transport 	<ul style="list-style-type: none"> • Educational Psychologists • Mainstream Education Support - Above £6k • Physiotherapy • Special Transport • Specialist Educational Resources Facility in Schools • Specialist Equipment • Specialist Teaching and Educational Programmes • Specialist Teaching Teams • Speech and Language Therapy • Supported Apprenticeships • Teaching Assistant - Support In School/ Setting • Transition Support 	<ul style="list-style-type: none"> • CAMHS • Continence Support • Occupational Health Therapy • Personal Care Packages • Physiotherapy • Specialist Equipment • Speech and Language Therapy • Transition Support
High Need Specialist Support	<ul style="list-style-type: none"> • Overnight Short Breaks • Residential Placement 	<ul style="list-style-type: none"> • Resourced/Specialist Nursery Places • Special Schools • Independent Specialist Provider (Post 19) • Out Of Borough Specialist (Day/ Residential) Schools • Supported Apprenticeships 	<ul style="list-style-type: none"> • Residential Placements • Hospital Placements

Glossary

ASD	Autistic Spectrum Disorder
BESD	Behaviour, Emotional and Social Difficulties
BIAS	Bolton Information and Advice Service
BSAB	Bolton Safeguarding Adults Board
BSCB	Bolton Safeguarding Children Board
CAF	Common Assessment Framework (now EHA)
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CLD	Complex Learning Difficulties
CME	Children Missing Education
CP	Child Protection
DfE	Department for Education
DoH	Department of Health
EHA	Early Help Assessment
EHC Plan	Education, Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
EY	Early Years
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
HV	Health Visitor
IPC	Institute of Public Care
ISAS	Inclusion and Statutory Assessment Service
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LAC	Looked After Child(ren)
LDA	Learning Difficulty Assessment
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NEET	Not in Education, Employment or Training
PD	Physical Difficulties
PMLD	Profound & Multiple Learning Difficulty
PSIS	Pre-school Inclusion Supplement
RAM	Resource Allocation Meeting
SALT	Speech and Language Therapist
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
VI	Visual Impairment