Salford City Council

SEND STRATEGY 2024-2027

Every child and young person aged 0-25 with SEND will achieve their full potential

Salford City Council

Salford Community Leisure

Springwood School

Salford Integrated Care Partnership

SEND Leaders Leading Inclusion Together

Silverdale Federation

Salford Skills and Work

Family Hub

Star Salford Academy

Salford Parent Carer Forum

SALFORD CITY COLLEGE GROUP

CITY SKILLS • ECCLES • FUTURESKILLS • PENDLETON • WORSLEY

Salford Family Partnership

NHS Greater Manchester

Love, Learn, Discover

Lark Hill Community Primary School

Love, Learn, Discover

Lewis Street Primary School

Love, Learn, Discover

Christ Church C.E Primary School

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Foreword

Introduction from Melissa Caslake, Councillor Jim Cammell and Viv Ormrod

We are incredibly pleased to introduce Salford's new strategy for children and young people with special educational needs and/or disabilities (SEND). Since 2019, we have made good progress against the priorities set out in our last strategy and partners have worked together to make a real difference to the lives of children and young people with SEND living in Salford. We recognise that children and their families continue to face challenges, and what children, young people, parents and carers have told us, along with intelligence collected from our Joint Strategic Needs Assessment and Self-Evaluation, has helped Salford's SEND Partnership to establish its priorities to make change happen, improving local services and outcomes for children and young people with SEND. Our SEND partnership is committed to our four key ambitions to drive improvements in our priority areas as we strive to create a child-friendly city, to ensure that every child and young person aged 0-25 with SEND has the fullest opportunity to be happy, healthy and achieve their full potential.

Melissa Caslake
Executive Director,
Children's Services

Councillor Jim Cammell
Lead Member for Children and
Young People's Services

Viv Ormrod
Chair of Salford Parent
Carer Forums

Our Children and Young People in Salford (2023)

Total number of children (under 18) in Salford

61,372

Total number of young people (18-25) in Salford

38,244

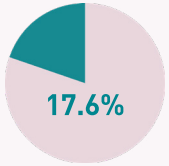
Total number of CYP in Salford Schools

39,027

Our children and young population is growing rapidly and has increased by

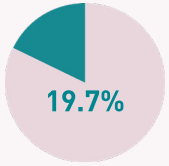
17.6%

since 2015. Further, there is a projected



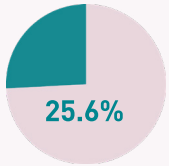
19.7%

increase in the number of households over the next 25 years (2018-2043) which is also the highest rate in the North of England.



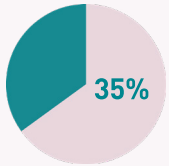
25.6%

of children and young people live in poverty



35%

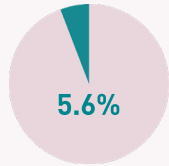
are eligible for Free School Meals



In Salford Schools

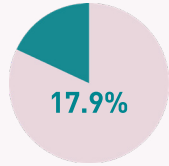
5.6%

of pupils have an EHC Plan



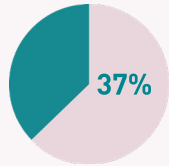
17.9%

of pupils are supported at SEN support



37%

of pupils are from ethnic diverse communities



(not White British or White English)

Our Children and Young People in Salford with EHCPs (2024)

Total number of young people (0-25) in Salford with an EHCP

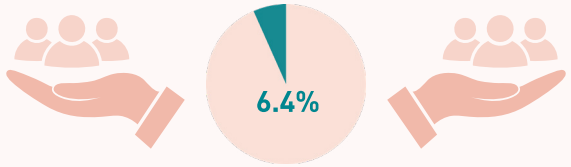
3,376

Total number of children and young people with an EHCP attending a local Salford School.(includes independent schools)

98%

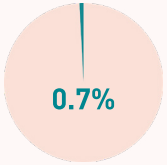
Being supported at Children in Need

6.4% (216)



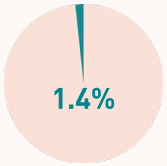
0.7% (22)

young people with an EHCP are electively home educated



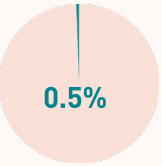
Being supported with Child Protection Plan

1.4% (46)



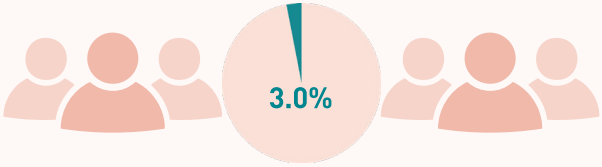
0.5% (18)

of young people with an EHCP are open to the Youth Justice Service



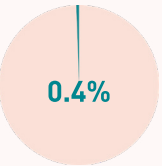
Cared for Children

3.0% (100)



Young people with an EHCP and EOTAS Package

0.4% (14)



What have we considered in refreshing our SEND strategy...

- Collaboration and feedback from children and families.
- Our child friendly ambitions in Salford.
- Learning from lived experience
- Our Joint Strategic Strengths and Needs Assessment and SEND performance.
- Service reviews including views of stakeholders.
- The influence of strategic partners – local (Greater Manchester), regional and national.
- Learning from external feedback.

What have we considered in refreshing our SEND strategy...

Children and their families tell us that there is a need to;

- Develop the workforce knowledge and skills.
- For needs to be identified and assessed and supported in a timely way.
- To increase access to help and support.
- Communicate and share information.
- Increase inclusion opportunities.

Our vision...

Every child and young person aged 0-25 with SEND will have the fullest opportunity to be happy, healthy and achieve their full potential

What is going well and areas for development

We have...

- An effective Parent Carer Forum with strong and proactive leadership.
- Strong SEND partnerships with broad and ambitious plans, focusing on co-production with a good understanding of strengths and weaknesses in the Salford system, evidenced through our self-assessment.
- Strong political commitment and partnerships between education, health and social care.
- SEND leaders team supporting the embedding of our Graduated Approach and Thrive Framework to enhance the SEND journey.
- Developing accessibility and connectivity of resources e.g. the Local Offer and practical resources e.g. Equipment Pathway.
- 100% of special schools, 80% of Registered Alternative Provision Providers (including PRUS) and 75% of Resource Provisions across primary and secondary schools are judged good and better by Ofsted.
- Strong Multi-agency approach e.g. to meeting speech and language development needs, a strengthened 'Getting Advice' and 'Getting Help' offer.

What is going well and areas for development

We need to develop...

Neurodevelopment assessment/diagnostic wait times: Requests for neurodevelopmental assessments have increased significantly in recent years with investment in diagnostic services not increasing at a similar rate. This means some children and young people are waiting too long for their assessment to begin. We have escalated this challenge through our local integrated care partnership to GM commissioners. We now have a shared and agreed action plan to support children and families. A key focus for us is to strengthen the support that is available to children, young people and their families regardless of whether a child or young person has a diagnosis.

Our pathways could be simpler: Feedback from parents/ carers tells us our pathways can be confusing. We are simplifying our more complex pathways and updating our local offer so information is clearer. For example, we are aligning our approach to personal budgets across education, health and care. We are improving our communication across agencies so that families tell their story once.

Sufficiency Needs: We experience challenges in the availability of specialist places in the city and therefore children are increasingly having to travel out of the city to go to school. We are strengthening resilience in ordinarily available provision, embedding the implementation of our graduated approach and strengthening our Alternative Provision offer in the city. We are also commissioning additional specialist places in our existing school estate including two new special schools.

Short Breaks: We are co-producing with parent/carers our future short breaks options and giving clearer information to parents and carers about eligibility criteria and other universal support services. We are improving leisure services which meet all children and young people's needs.

Preparing for Adulthood: Parents/carers report that their young people don't always feel prepared for adult life. We are reviewing our approach to transitions to maximise opportunities to enhance young people's outcomes.

Our ambitions are...

To co-produce plans with children, young people and families with clear information sharing and communication so that everyone is working together.

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

That the whole workforce is knowledgeable and skilled ensuring children and young people are accessing the right provision at the right time.

Plan sufficient provision to enable children, young people and their families to feel supported and included.

For children, young people and their families to have good outcomes through clear pathways and the right support at the right time

To co-ordinate clear multi-agency pathways, including planning ahead for smooth transitions to achieve positive outcomes for individual children and their families. To have clear focus on creating opportunities that are fulfilling and meet personal aspirations.

That children and young people's needs are identified early, assessed in a timely manner and met through support which is reviewed regularly.

Ensure timely information, advice and support is provided and deliver high quality assessments and reviews in a timely manner ensuring children and young people with SEND and their parents/carers are involved at every stage of the process.

Outcomes for Children and Young People are...

We want all children and young people with SEND to...

Be healthy and safe

Achieve the best learning outcomes they can, have aspirations and opportunities to achieve them

Be as well equipped for adult life as they can be

Have a sense of belonging and value

How will we know? Some examples are...

- Improved physical and mental health
- More children and young people have health and care needs met in a timely way at the right place at the right time

- Children and young people attend the right provision at the right time which is of good quality
- Children make good progress
- Children and Young people have a voice and opportunity to influence
- All children, families and professionals have the highest aspirations

- Children have the fullest opportunities to participate, living happy, purposeful lives
- More young people in education, employment and training post 16

- Evidence of effective participation of young people individually and strategically
- More children living, being involved and educated in their community, being as close to home as possible

Which key measures do we want to improve?

Children and young people report that they have a strong sense of belonging to their school/setting and in their community

Children and young people are able to attend their school/settings every day

Improve educational achievement of children and young people

Improve the proportion of children and young people who progress into education, employment and training post 16

Increase Education Health and Care Plans completed in 20 weeks

Improved access to neurodevelopmental help and support

Parents / carers report that

- there is better access to leisure opportunities
- information is shared and all parties are working collaboratively

Our key actions linked to Clear Pathways are...

What our focus will be

- Ensure our Graduated Approach and Ordinarily Available Provision guidance leads to improved practice
- Improve multi agency collaboration for example by co-ordinating key reviews such as social care and EHCP reviews so they are brought together improving alignment of support across education, health and care
- Improve access to the right support at the right time by, for example, publishing clear and accessible information on our multi-agency pathways showing how parents and young people can access services such as Neurodevelopmental Assessments, short breaks and personal budgets
- Embed our Preparation for Adulthood strategy to enable young people to progress onto the next phase of their life, focussing on entry into employment, further education, supported internships, community involvement, accessing adult services and independent living
- Have clear transition processes at all key points of change for children and young people.

What this means for Children and Young People and their families

- Children, young people and their families experience a consistent offer to support individual needs.
- Children, young people and their families tell their story once with their priorities for their child being at the centre of all next steps.
- Children, young people and their families have access to one source of information where they get the information that they require, understanding where to go and what to do next to answer their question.
- Children, young people and their families have access to clear information that support's progression into their future
- Children, young people and their families feel any transition is well planned and co-ordinated, alleviating any anxiety about the next stage.

Our key actions linked to Quality Provision include...

What our focus will be

- To increase the specialist provision estate and enhance the existing provisions to meet demand
- To further develop short break provision so there are a range of trusted and valued options
- Ensure our professionals are utilising SEND data in conversations to include progress, attainment, exclusions, attendance
- Improving attendance and in turn education outcomes for children with SEND, particularly at Key Stage 2 for the SEN support cohort and at Key Stage 4
- Ensure the Early Years Inclusion Fund is supporting the right children in a timely manner
- Enable our multi-agency workforce to have the right knowledge and skills to work effectively with families
- Develop our Alternative Provision offer to improve quality of provision for children with SEND.

What this means for Children and Young People and their families

- Children and young people access the right setting, as close to home as possible, in line with parent / carer choice
- High quality provision is available to support children, young people and their families
- Children, young people and their families have a clear understanding of the progress their child is making and what the next steps are.
- Children and young people are able to attend well at their education setting and make good academic progress
- Children are able to get the right support with more children ready to start school in the right setting with the right support for their individual need and ready for learning
- Children and young people are understood and supported by every professional they meet.
- Children and young people attend well at Alternative Provision that meets their needs

Our key actions linked to Early identification assessment and planning...

What our focus will be

- Ensure the SEND leaders team enable consistency of approach across all schools and settings . Ensure that SEND profiles are available for schools/settings to use to self-assess provision.
- Support young people out of the EHC process focussing on entry into employment, further education, supported internships, community involvement, accessing adult services and independent living
- Further embed our multi-agency EHC quality assurance process.
- Improve the early identification of children and young people's neurodivergent needs who are achieving well academically

What this means for Children and Young People and their families

- Parents / carers are assured that schools are using the Graduated Approach as stated on the Local Offer and trust that their child is accessing a setting that is meeting their child's needs. Settings are regularly reviewing their SEND registers through the Assess, Plan, Do, Review cycle.
- Children, young people and their families have a clear understanding of pathways beyond their school/setting.
- Parents / carers have confidence that their child has an EHCP that supports all of their needs with all professionals working towards meeting the outcomes set.
- Children and young people have their needs accurately identified and have access to support that they require.

Our key actions linked to Clear Communication and Participation...

What our focus will be

- Ensure regular opportunities for parental co-production and influence, including holding an annual SEND Information Day and annual parent / carer survey to ensure wide reach and strengthen input into SEND board sub groups which lead on our priority areas.
- Further develop the Local Offer in partnership with children and young people and parents/carers to review progress and plan next steps.
- Develop a range of resources e.g. videos, leaflets that support parental understanding of processes and the support available.

What this means for Children and Young People and their families

- Children, young people and their families access support that is centered on what they want and need.
- Parents / carers and young people have access to a one stop shop source of information.
- Parents / carers can access information in a range of different ways that suits their needs.

Ways we will monitor our progress

SEND Scorecard

- Children and young people's outcomes - physical and emotional well-being, sense of belonging, education and employment
- Attendance and inclusion in settings
- EHC Plan timescales
- Waiting times for specialist services

Feedback

- Annual Parent / carer survey
- Annual children and young people's survey
- BeeWell Survey
- Compliments
- Complaints
- Training evaluations
- External Feedback

Salford City Council

Any feedback, comments
or queries please email
specialeducationalneeds@salford.gov.uk