



Children, Young People and Families Scrutiny Panel

20 January 2016

Report title	Joint Special Educational Needs and Disabilities Strategy	
Cabinet member with lead responsibility	Councillor Val Gibson Children & Families	
Wards affected	All	
Accountable director	Linda Sanders, People	
Originating service	Disabilities & Mental Health	
Accountable employee(s)	Kathy Roper Tel Email	Commissioning Team Manager 01902 550975 Kathy.roper@wolverhampton.gov.uk
Report to be/has been considered by	List any meetings at which the report has been or will be considered, e.g. Strategic Executive Board Cabinet	19 January 2016 24 February 2016

Recommendation(s) for action or decision:

The Panel is recommended to:

Consider the report and make comments on the Joint Special Educational Needs and Disabilities Strategy as part of the consultation process.

1.0 Purpose

- 1.1 The purpose of this report is to present the Joint Special Educational Needs and Disabilities Strategy for consideration and comment as part of the consultation process which will end on 14 February 2016.

2.0 Background

- 2.1 This Special Educational Needs and Disabilities (SEND) Strategy developed by the SEND Partnership Board outlines the commitment from partners in education, health and social care in the city to making sure that disabled children and young people get the same life chances as children who do not have a disability.
- 2.2 This strategy aims to highlight the good practice already achieved in co-production with families and young people by the City Council, Wolverhampton Clinical Commissioning Group (CCG) and other partners during the local implementation of the SEND code of practice. It also highlights the challenges emerging in the city and areas for further development.
- 2.3 There is much to celebrate but we know that there are also many challenges, in particular the increasing number of children and young people with profound and multiple learning disabilities, autistic spectrum disorder, social, emotional and mental health difficulties (SEMH), specific and moderate learning difficulties and language and communication difficulties.
- 2.4 Listening to children and young people with special educational needs and disabilities and their carers is an integral part of the work we do, and they have told us that we should be striving for well-planned support for children and young people with special educational needs and disabilities from birth to 25. This means integrated services across education, health and social care, which work closely with parents and carers and where needs of the young person are identified in their Education Health and Care Plan (EHCP) and that these are met without unnecessary bureaucracy and delay.
- 2.5 This strategy is a high level document designed to highlight key strategic priorities. There is a risk that stakeholders will not feel that the strategy provides sufficient detail to cover all areas. The implementation of the strategy will therefore be supported by a number of detailed plans that will be influenced by the information gathered during the consultation activities.

3.0 Financial Implications

- 3.1 There are no financial implications directly associated with this report. The implementation plans associated with the delivery of the strategy will need to include comprehensive financial plans. The delivery of the new strategy will need to be within the existing financial resources.

- 3.2 The Joint Special Educational Needs and Disabilities Strategy outlines the City Council's and the Clinical Commissioning Group's response to the requirement set out in the Special Educational Needs and Disabilities reforms set out in the Children and Families Act 2014.

[GS/07012016/H]

4.0 Legal Implications

- 4.1 This strategy supports the City Council and the CCG in the delivery of their statutory duties in relation to the SEND reforms as set out in Chapter 3: Working together across education, health and care for joint outcomes of the Special Educational Needs and Disabilities Code of Practice 0 – 25 years.

(RB/06012016/L)

5.0 Equalities implications

- 5.1 There are equalities implications associated with this report as it relates to disabled children and young people. An equalities analysis will be completed before consultation commences and updated throughout the consultation process.

6.0 Environmental implications

- 6.1 There are no environmental implications associated with this report.

7.0 Human resources implications

- 7.1 There are no human resources implications associated with this report.

8.0 Corporate landlord implications

- 8.1 There are no corporate landlord implications associated with this report.

9.0 Schedule of Background Papers