

Cheshire West & Chester Council

Special Educational Needs and Disabilities (SEND) Consultation



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Cheshire West
and Chester

Cheshire West & Chester Special Educational Needs and Disabilities (SEND) Strategic Review 2019 – Public Consultation

What is this consultation about and why are we doing it?

Across the country there are a growing number of children and young people with special educational needs and disabilities (SEND). Demand for support is increasing and the available funding is not currently keeping up with this growth. Cheshire West and Chester Council, wants to plan for the future to meet these needs in the best way possible and wants to make sure everyone affected has the chance to shape any changes that we make.

This consultation is not about trying to make savings. It is about:

- how we can better use the resources available to meet needs now and in the future
- how we can identify needs earlier and effectively
- how we can meet needs as early as possible and have even better impact.

What has happened so far?

We have met and spoken with children and young people and their parents/carers, schools, colleges and professionals to find out what works well in the local area, how we support special educational needs and what needs to change. We have looked at other local authority areas and the changes happening across the country. We have found out that we cannot meet the increasing level of need without changing the way we do things. We have based our ideas on everything we have learned so far and now we want to know what you think we should do to plan for the future.

If you would like more detailed information, the full reports put together during the review process are listed as 'Background Documents' at the end of this questionnaire.

How can I take part?

There are a number of ways you can take part in the consultation:

- Fill in this questionnaire either online at www.cheshirewestandchester.gov.uk/SENDconsultation or on paper available from your local library, children's centre or council office (listed at the bottom of this document)
- Sign up to one of our events by completing a registration form www.cheshirewestandchester.gov.uk/SENDconsultation (for full details of the events please see page 18 of this document)
- Phone, email or write to us (full contact details are on page 18 of this document)

What are the areas for consideration?

We have come up with a number of ideas about what we should do over the next few years and these are presented below as 'areas for consideration'.

We want to know what you think about these, and will collect your feedback over a 12 week consultation period between **20th June** and **12th September 2019**.

Consideration 1

Making it clearer to parents, schools and colleges as to how learners with special educational needs and disabilities should be supported at all levels between the ages of 0-25.

We have started to develop our Special Educational Needs and Disabilities (SEND) 0-25 Inclusion Framework. This will provide detailed guidance on how educational settings like nurseries, schools and colleges identify special educational needs and disabilities and how to meet these needs, covering all ages from 0-25 years. The idea is to make sure that all nurseries, schools and colleges offer a consistent level of support for children and young people with SEND.

These guidance documents will set out:

- a. A description of special educational needs at all levels that is clear and consistent.
- b. How to identify the different levels of support needed by early years, primary and secondary age children and young people post-16 with SEND who attend mainstream nurseries, schools and colleges.
- c. How to identify the different levels of support needed by children and young people attending a special school or specialist base within a mainstream school (known as a resourced provision).
- d. The need to develop a clear admissions process and description of all of the special schools within Cheshire West and Chester local authority and publish this on the Local Offer website, as many people told us they were not sure what each school offered.

The aim is to provide clarity and consistency for parents, schools and other professionals as to what every learner should expect to access across every educational setting in the area.

1a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 2

Ensure that all funding decisions to support children and young people with special educational needs are fair, consistent and sustainable.

Once we have finished developing the guidance documents (0-25 Inclusion Framework) in Consideration 1 above, we want to make sure that all funding decisions are transparent, fair and clear for everyone to understand. In order to guarantee this, we will set out the expected levels for any additional funding for pupils with special educational needs at the different levels of need.

This would provide a clear and fair approach to all decision making and also make sure spending remains within available budgets.

The aim is to provide clarity for parents, schools and other professionals about the way decisions are made and help every learner know what they should expect to access across every educational setting in the area.

2a) **To what extent do you agree or disagree with this area for consideration?**
(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b) **If you have any comments to make about this area for consideration, please write them in the box below.**

Consideration 3

Use the skills and knowledge of our special school teaching staff, to help and support mainstream schools meet the special educational needs and disabilities of our children and young people who want to attend their local school.

Our special schools already offer some support for children with special educational needs in nurseries, but many people told us they felt this should be extended further. We are suggesting that we build on this existing outreach service and extend coverage to include a wider school aged population in all primary and secondary schools.

This would provide:

- a. Skill sharing between local specialist resourced provision and special schools and mainstream schools.
- b. Release of specialist support staff with expertise in different areas of special educational needs to support children and young people within their local area.

This aims to develop the confidence of both mainstream schools and parents that the needs of more children with special educational needs can be met in their local mainstream schools with the right support.

3a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 4

Provide support and make changes to help more children with Moderate Learning Difficulties (MLD) to be able to attend their local secondary school when they wish to.

A high number of secondary-age children with moderate learning difficulties attend special schools in West Cheshire – more so than in other local areas. There is evidence that some of these children would, with the right support, benefit from access to their local mainstream secondary schools. We are suggesting a number of possibilities that would enable this to happen.

This could be supported through:

- a. A clear process and policy on Dual School Placements, where a child or young person can attend *both* a mainstream *and* special school- part time to make up their full time school attendance.
- b. The development of special school satellites based within mainstream secondary schools, but managed and staffed by special schools.

- c. The development of more specialist resourced provision bases within mainstream secondary schools for pupils with Moderate Learning Difficulties, currently these are available only for pupils with Autistic Spectrum Conditions (ASC).

This aims to allow pupils with Moderate Learning Difficulties (MLD) to have access to the curriculum and make friends with other children in their local area, while also benefitting from specialist support on site.

4a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 5

Introduce changes to top-up funding for pupils who need support quickly to meet their Special Educational Needs BUT who do not need an Education, Health and Care Plan (EHCP).

Currently the local area provides top-up funding for pupils with special educational needs who need more than schools are able to provide, but who do not need an Education, Health and Care Plan. This idea is to change this funding to limit it to one year instead of the two years currently available. The consideration is that pupils who require funding beyond one year may be considered for an Education, Health and Care Plan and delaying the application may not be in the best interests of the child.

This aims to free up money to invest in specific projects outlined in Consideration 6. We want to also ensure that top-up funding has the expected impact and we see improvements in pupil outcomes.

- 5a) **To what extent do you agree or disagree with this area for consideration?**
(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5b) **If you have any comments to make about this area for consideration, please write them in the box below.**

Consideration 6
Create a small grant-funding programme for groups of schools to work together to address priorities around inclusion and transition.

We believe that many of the problems facing us will be solved by schools working more closely together in sharing good ideas and inventing new ways of supporting pupils.

This idea suggests that top-up funding for pupils without an Education Health and Care Plan (EHCP) is used to create a funding pot of £100,000. This funding would be accessed by groups of schools or academies working together in partnership on projects to improve the experience for pupils with special educational needs transferring from primary to secondary mainstream schools (pupils moving from Y6-Y7) as well as supporting the inclusion of pupils with SEND. This would benefit a wider number of pupils, rather than top-up funding only supporting individual pupils.

This aims to support primary, secondary and special schools working together and sharing knowledge and experience to meet the needs of young people with SEND.

6a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6b) **If you have any comments to make about this area for consideration, please write them in the box below.**

Consideration 7

Local authority services within education, social care and health to work together to look at how the residential provision in some of our special schools can be used to create a fair, clear and sustainable offer to support children and young people.

Cheshire West and Chester Council has 10 special schools with 4 of these (Greenbank, Cloughwood Academy, Archers Brook and Hebden Green) offering residential overnight stays for some of their pupils.

This area of consideration suggests that the residential provision at these schools could be opened to a wider range of uses.

This could include exploring the following:

- a. Allowing access to residential provision for all pupils with identified short break needs, as it is only currently available to pupils attending the special schools offering this service. Some parents have told us that they are unable to spend their Personal Budgets because there are few options where they can do so. This service could consider opening its doors in providing a short breaks offer.

- b. Providing a consistent offer across the four residential schools, for example the provision is unused for 13 out of 52 weeks per year; and in some cases it is available at weekends.
- c. Funding to support this service is currently provided from Education services (the High Needs Block of the Dedicated Schools Grant). The development of future provision will need to be closely linked to children and young peoples identified social care and/or health needs.

This aims to create fair access to residential school provision, which is supported better by education, social care and health services working together, to achieve value for money that could make it sustainable and increase access for more children who may need it.

7a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 8

Develop the options available to young people with SEND post-16 to ensure that the local area provides a wider range of pathways and choices when preparing for adulthood.

Work to further develop post-16 provision in our local area is already underway and progress so far includes:

- a. The creation of a strong Local College Network Group attended by a range of schools and colleges.
- b. The development of a 0-25 'Inclusion Framework' to provide clear expectations for colleges and schools in supporting post-16 young people with SEND.
- c. The development of a local Preparation for Adulthood and Transitions Pathway by the SEND team, Social Care Transitions Team and the Young People's Service.

This aims to clarify for parents and young people with SEND what is expected from schools and colleges in providing support and identifying the available post-16 choices. It would ensure the funding model to support learners in post-16 providers is clear, sustainable and fit for purpose. By doing this it will create confidence for young people and parents/carers in the development of new provision and the pathways to adulthood at post-16.

8a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 9

Increase the level of support and training available to schools to provide professional development and confidence when supporting children and young people with SEND.

Build on the existing high quality support and training through the Special Educational Needs Co-ordinator (SENCO) Development Programme and termly SENCO network support meetings.

This would provide:

- a. Mentoring and coaching of Senior Leadership Teams (the staff who lead and manage the school such as the Headteacher, Principal, Deputy/Assistant Headteacher, Special Needs Co-ordinator) regarding SEND practice
- b. The introduction of a recognised 'SEND Inclusion Quality Mark' for Early Years settings, schools, colleges and providers (0-25 years provision) to identify good levels of support and development working with young people with SEND.

This would aim to ensure that all SENCO's and Teaching Assistants have access to high quality training, developing their capacity to support SEND pupils and their families. This would lead to improved outcomes for SEND pupils from trusted and recognised specialists in the local area and promote best practice, by introducing a new accredited Quality Mark.

9a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9b) **If you have any comments to make about this area for consideration, please write them in the box below. If your comment relates to a specific part of the consideration, please give the letter your comment relates to.**

Consideration 10

Create a steering group to oversee the recommendations resulting from this consultation.

Many people told us they were worried that the ideas being put forward in the review would not be implemented and some people said that previous similar reviews had not made a lasting difference. Therefore we are suggesting that a 'SEND Transformation Steering Group' should be set up, including parents as equal partners working alongside representatives from all ages and phases of the education system and including senior education, health and social care officers. The group would also ensure that the voices of young people with SEND were being listened to and were being taken fully into account.

This would provide:

Governance and oversight around the introduction of any recommendations being considered as part of this consultation exercise. The group would report to the SEND Strategy Group and other governance bodies where appropriate.

10a) **To what extent do you agree or disagree with this area for consideration?**

(please select one option only)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10b) **If you have any comments to make about this area for consideration, please write them in the box below.**

- 11) If you have any additional comments you would like to make about the Special Education Needs Review, please use the box below.

About you

Completing this section is voluntary and all the information you provide will be treated in the strictest of confidence. No information will be released that could identify an individual, organisation or household. The answers you provide will only be used to understand where views differ.

If you would like to know more about how we use and store the information you give us in this survey, you can find out by visiting

<https://cheshirewestandchester.gov.uk/system-pages/privacy-notices/consultations-privacy-notice.aspx>

Q12a. In what respect are you completing this questionnaire?

(Please select all that apply)

- Parent/Carer
- Child/Young person
- Stakeholder/Professional
- A local resident
- A local business
- An employee of Cheshire West and Chester Council
- An elected member of Cheshire West and Chester Council
- An employee of NHS
- A member of a voluntary or community group
- Other (please state in the box)

Q12b. If you are responding on behalf of a group, organisation or club, please enter the name in the box below (you do not need to complete the rest of the About You section).

Q13. Please tell us your postcode in the box below.

(This information will only be used to understand where responses have come from and how views differ. No information will be released that would allow the identification of you as an individual or household.)

Q14. Are you...?

- Male
- Female
- Prefer not to say
- Prefer to use own term

Q15. Which age group do you belong to? (Please select one option only)

- Under 16 (please provide signature of a parent/guardian below)
- 16 - 25
- 26 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- 65+

Q16. Do you have a long-term illness, health issue or disability that limits your daily activities or the work you can do? (Please select one option only)

- Yes
- No
- Prefer not to say

Q17. If you answered 'yes', please indicate which of the following applies to you? (Please select all that apply)

- Physical impairment that causes mobility issues e.g. wheelchair user
- Visual impairment
- Hearing impairment
- Learning disability or difficulty
- Mental Health issue
- Long-standing illness or health condition
- Other (please specify):

Q18. Which of these groups do you consider yourself to belong to?
(Please select one option only)

- White - English/Welsh/Scottish/Northern Irish/British
- White – Irish
- White - Any other White background (please write in box below)
- Black or Black British – Caribbean
- Black or Black British – African
- Black or Black British - Any other Black background (please write in the box below)
- Asian or Asian British – Indian
- Asian or Asian British – Pakistani
- Asian or Asian British – Bangladeshi
- Asian or Asian British – Chinese
- Asian or Asian British - Any other Asian background (please write in the box below)
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian
- Mixed - Any other Mixed background (please write in the box below)
- Other ethnic group – Arab
- Other ethnic group - Other ethnic group (please write in the box below)

- Travelling community - Gypsy/Roma
- Travelling community - Traveller of Irish descent
- Travelling community - Other member of the Travelling community (please write in the box below)
- Other (please specify):

Q19. Which of these best describes your religious belief/faith? (Please select one option only)

- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- None
- Prefer not to say
- Other (please specify):

Q20. Which of these best describes your sexual orientation? (Please select one option only)

- Heterosexual/Straight
- Bisexual
- Gay/Lesbian
- Prefer not to say
- Prefer to use own term (please specify):

How can I get involved and have my say?

The Consultation takes place from **20th June to 12th September 2019**.

The Council is committed to ensuring a wide range of people are involved in this consultation and we are keen to hear your views.

Please tell us what you think of the areas for consideration by **12th September 2019**. You can get involved in a number of ways:

- Complete our survey online at www.cheshirewestandchester.gov.uk/SENDconsultation
- Complete a paper copy of the survey, which can be collected from a local library, council office or children's centre – see details below, alternatively, please call 0300 123 7001.
- Attend one of our events; please see the dates, times and venues below. To book a place at the event, please complete our online registration form at www.cheshirewestandchester.gov.uk/SENDconsultation or call 0300 123 7001
- Email views to SENDConsultation@cheshirewestandchester.gov.uk
- Write to us at - Research and Intelligence Team, Cheshire West and Chester Council, 4 Civic Way, Ellesmere Port, CH65 0BE

If you have any questions about the consultation, require a paper copy sent in the post or need help completing the survey, please contact the Information, Advice and Support Service by calling 0300 123 7001.

Details of consultation events:

Date	Time	Venue
Monday 8th July 2019	2pm - 4pm	Winsford Lifestyle Centre, The Drummer, Winsford. CW7 1AD
Tuesday 9th July 2019	10am - 12pm	Cheshire County Sports Club, Plas Newton Lane, Upton. CH2 1PR
Monday 15th July 2019	6:30pm - 8:30pm	Ellesmere Port Civic Hall, Civic Way, Ellesmere Port. CH65 0AZ

Places where you can collect a paper copy of the survey:

Council Office	Library
Council Office Reception Civic Way, Ellesmere Port 4 Civic Way, Ellesmere Port, CH65 0BE	You can find your nearest library by calling 0300 123 7739 (24 hours).
Council Office Reception Wyvern House, Winsford The Drummer, Winsford, CW7 1AH	

Children's Centre	
Barnton and Weaverham Children's Centre Barnton Community Primary School, Townfield Lane, Barnton, Northwich, CW8 4QL	Kingsway and Upton Children's Centre University of Chester, Kingsway Campus, Kingsway, Chester, CH2 2LB
Blacon Children's Centre Carlisle Road, Blacon, Chester, CH1 5DB	Over Children's Centre Ludlow Close, Winsford, CW7 1LX
Chester Rural (Elton) Children's Centre Elton Primary School, School Lane, Elton, Chester, CH2 4LT	Parklands Children's Centre Parklands, Little Sutton, Ellesmere Port, CH66 3RL
Chester Victoria Children's Centre Cheyney Road, Chester, CH1 4BR	Portside Children's Centre Egerton Street, Ellesmere Port, CH65 2BY
Greenfields Children's Centre Whitby's Lane, Winsford, CW7 2LZ	Neston Children's Centre Neston Community and Youth Centre, Burton Road, Neston, CH64 9RE
Lache and Handbridge Children's Centre Hawthorn Road, Lache, Chester	Stanlaw Children's Centre Alnwick Drive, Ellesmere Port, CH65 9HE
Leftwich Children's Centre Old Hall Road, Northwich, CW9 8DH	Wharton Children's Centre Bradbury Road, Wharton, CW7 3HN
Frodsham Children's Centre Ship Street, Frodsham, WA6 7PZ	Victoria Road Children's Centre Neumann Street, Northwich, CW9 5UT

What happens next?

Analysis of the results from these surveys and face to face events will enable us to give full consideration to the way future services and support offered to children and young people with SEND meets their needs, while ensuring that services as a whole remain sustainable in the future.

The results from the consultation will be available on the Council's website from December 2019. Any future provision agreed will be implemented from September 2020 allowing us time to make sure any changes are well managed.

Background Documents:

1. SEN High Needs Review Report 2018 – Cheshire West and Chester
SEND High Needs Provision Strategic Review 2018
www.cheshirewestandchester.gov.uk/SENDconsultation
2. Full Report Cheshire West and Chester Specialist Provision Strategic Review Report on Co-Production and Areas for Consultation Cheshire West and Chester Specialist Provision Strategic Review
www.cheshirewestandchester.gov.uk/SENDconsultation

Accessing Cheshire West and Chester Council information and services.

Council information is also available in Audio, Braille, Large Print or other formats. If you would like a copy in a different format, in another language or require a BSL interpreter, please email us at:
equalities@cheshirewestandchester.gov.uk

Telephone: 0300 123 8 123
Textphone: 18001 01606 275757
Email: equalities@cheshirewestandchester.gov.uk
Web: www.cheshirewestandchester.gov.uk