



High Needs Strategy for Lincolnshire 2021 – 2023

Quick Read Version



Co-produced in partnership with
Lincolnshire Parent Carer Forum

About the Strategy



The High Needs Strategy for Lincolnshire sets out our aims over the next three years to make sure those children and young people with Special Educational Needs and Disabilities (SEND) in Lincolnshire are helped to thrive in school and in life.

Our Ambitions



We will make sure that children and young people, parents, carers, and professionals understand the help available to them in Lincolnshire. They will have the right support, at the right time, in the right setting.



Mainstream schools will feel more confident in supporting children and young people with special educational needs and disabilities. Schools will continue to work with families, so they feel confident in supporting their child or young person at home too.



We will continue move away from school exclusions by making sure there is good communication with all services that can help children and young people.



We have high aspirations for our children and young people with SEND. We are committed to supporting our children and young people to achieve their goals in order to thrive academically, and to become more independent adults after education.

Summary

There are four key parts to the High Needs Strategy:

1

The Local Offer

Read more about this in elements 1, 2 and 3 of the full high needs strategy



2

Education, Health and Care Plans

Read more about this in elements 4 and 5 of the full high needs strategy



3

Transitions

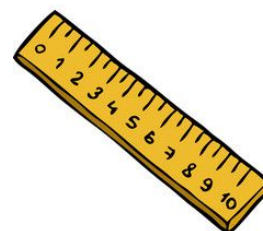
Read more about this in elements 6 and 7 of the full high needs strategy



4

How we use information to keep improving

Read more about this in element 8 of the full high needs strategy



Explaining Jargon

In the High Needs Strategy for Lincolnshire there are words and phrases that may be unfamiliar to you. Some definitions can be found below to help explain some of these terms.

SEND

Special Educational Needs and Disabilities, 0-25.

A child or young person who has a learning difficulty or disability

Inclusive

Giving equal access and opportunities to all children and young people regardless of their needs or background

Strategy

A plan of action to continually improve our services

Setting

A place of education e.g. a school, special school, nursery, early years setting or college

Outcomes

What we want the child or young person to achieve as the result of the support in place

Education, Health and Care Plan

A plan which describes a child or young person's needs, setting out who and how those needs will be supported. An EHC plan is different to other SEND plans because it is a legal document, which means what is agreed within it must happen.

Annual Review

Where we review the child or young person's progress at least once a year, to make sure their Education and Health Care Plan is up to date

1

The Local Offer: this page is about how we will support all children and young people and their families.

Our 'Graduated Approach' means we will follow a cycle of continually assessing, planning, doing and reviewing the help and support a child or young person needs.

These are our steps for helping children and young people with SEND early on to make sure the right support is being given at the right time.



Our 'Local Offer' is an online guide to all the services and information available for children and young people aged 0 to 25 with special educational needs or disabilities and their families. The local offer website can be found here:

[SEND Local Offer – Lincolnshire County Council](#)



We will make our Local Offer stronger so that it gives families and settings the best advice about how to support children and young people. We will make sure it is inclusive so everyone can access the services they need.



For settings, we have set up a dedicated SEND advice line called 'Ask SALL'. This provides over-the-phone consultations for teachers in how to support children and young people with SEND. Advice is free and easy to access and the Ask SALL advisors are experts in the local offer. More information about Ask SALL can be found here: [SEND Advice Line for Lincolnshire \(Ask SALL\) – Lincolnshire County Council](#)



We are providing a set of tools to help settings support children and young people with SEND. **Valuing SEND** and the **Inclusion Toolkit** make it easier for teachers in Lincolnshire to understand the needs of children and young people with SEND and to plan the right support at the right time.

Valuing SEND in settings



The tool includes helpful prompts and questions in three different sections:

- ✓ Understanding the child or young person's needs
- ✓ Understanding how well the setting can support the child or young person's needs
- ✓ Understanding how confident the family feels about supporting the child or young person's needs at home

The first two sections of the tool are completed by teachers in the school, and the 'home confidence' section should be completed in partnership with the family.

There are lots of good reasons for using the tool:

It helps families and settings to talk about a child or young person with SEND and how they can be supported

It helps settings look at different ways to help and support a child or young person with SEND

The tool can help to identify any support families may need at home

It helps explore any differences between a child or young person's needs at home and at the setting

Valuing SEND for families



Working with settings, a child or young person's family will be asked to score their confidence between **0** (low confidence) and **10** (very confident to support the child or young person's needs).

There is no right or wrong answer, it is based solely on how confident a family feels.

It is important that the family feel they can be honest, as this can help teachers learn even more about a child or young person's needs and how they might best be supported. A family will be asked about their confidence in meeting the needs of their child or young person in the following areas:



Communication and Interaction



Cognition and Learning



Social, Emotional or Mental Health

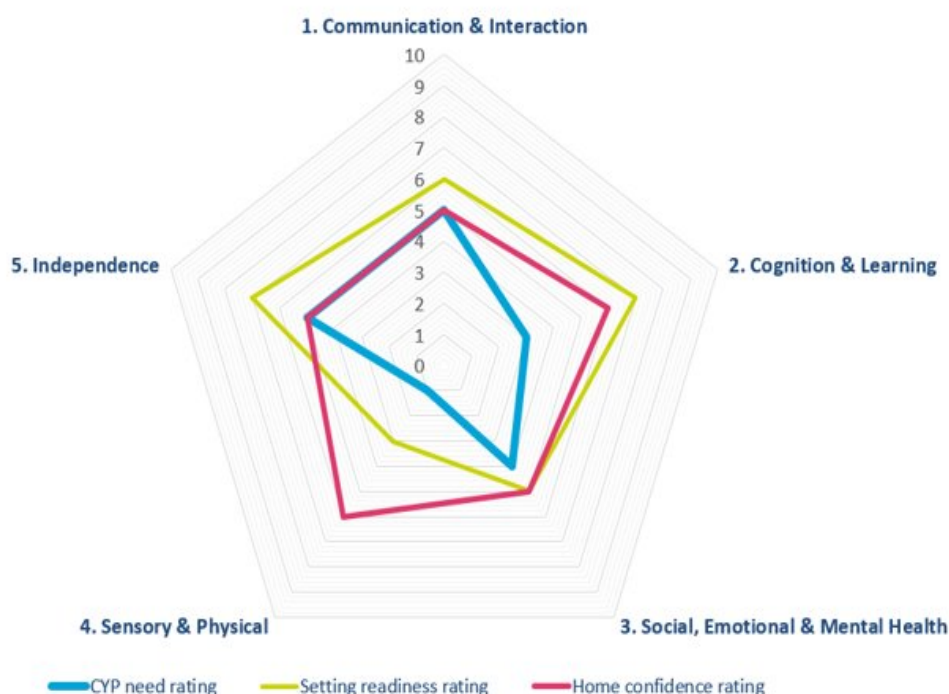


Communication and Interaction



Independence

When completed, Valuing SEND provides a radar chart which can be used to discuss and plan the support needed for an individual child or young person.



The **blue line** shows the child or young person's level of need.

The **green line** shows the setting's readiness to meet the child or young person's needs across the 5 areas.

The **pink line** shows how confident a parent or carer feels in supporting their child outside of school and helps identify other support that may be of assistance.



We have designed an '**Inclusion Toolkit**' to help setting in this planning of support for children and young people with SEND. The tool will show the range of help and support available in each of the Valuing SEND areas and will be full of strategies and resources to support SEND teaching and learning.

We will make the Lincolnshire Inclusion Toolkit available to all teachers in Lincolnshire following a pilot with some target settings.

2

This page is about what happens if a child or young person needs more support than can be provided by the graduated approach

Sometimes a child or young person may be well supported by their setting and still need further help to make progress. When this happens, a setting, or sometimes a family, might submit an Education, Health and Care Needs Assessment Request. If that request is approved an assessment is carried out which may lead to an Education, Health and Care Plan (EHCP) being written. An EHCP is a statutory document that sets out what the child or young person's needs are and how they should be supported.



The use of our tool 'VSEND' will help ensure there is more openness and consistency across settings. It will encourage settings to improve their capacity to support children and young people with SEND.



We have a 6-week panel which makes sure the requests submitted by settings and families for EHC Needs Assessments are considered fairly. This helps us to make decisions about how best to support children and young people with SEND. We will be inviting families to sit on this panel.



If our panel chooses not to grant a request for an EHC Needs Assessment, the family or setting will be offered a conversation explaining why the request wasn't taken forward. Further support around how to best support the child or young person will be offered to settings by Ask SALL (see page 4).

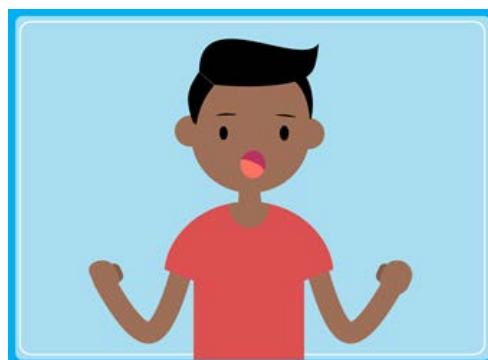


Over time we want to build the confidence and ability of settings to apply the graduated approach and make the most of the local offer so that all requests for Education and Health Care Needs Assessments are for those children and young people who most need them.

Annual reviews of EHCPs

Every year children and young people with an EHCP should have an **annual review**. This is where the child or young person's progress is reviewed and decisions are made about how they can best be supported through the next year. This makes sure that the EHCP is kept up to date. The annual reviews should be completed in partnership with families.

- ✓ We will make sure that children and young people's progress is celebrated at their annual reviews.
- ✓ Our tool Valuing SEND will track the child or young person's progress.
- ✓ We are committed to capturing the views and wishes of a child or young person when their EHCP is reviewed and this plays a key part in our decision making process.
- ✓ Where a child or young person with SEND is not already at a mainstream setting, we will make sure that moving to a mainstream school is explored (where appropriate) at each annual review.
- ✓ Our EHCPs focus on outcomes for the child or young person, across education, health and social care, enabling independence where possible.
- ✓ Children, young people and their families will be at the centre of decision-making.
- ✓ We will continue to ensure that annual reviews are processed on time so that families are not waiting unnecessarily.



3

This page is about how we will remove the barriers between different types of settings

In Lincolnshire we have a wide variety of settings available to children and young people with SEND. It is important that children and young people with SEND can attend the **right setting** for their needs. We are committed to making sure that when a move between settings has been planned, the experience for the child or young person and their family is as positive as possible.

- ✓ We will work with the current and new setting to support these children and young people before, during and after they move.
- ✓ All pupils who have been excluded in Key Stage 1 to Key Stage 3 will move back into mainstream school within six weeks.
- ✓ Special school pupils who are making the move to mainstream will temporarily be able to attend both mainstream and special schools at the same time to build confidence and make the move easier.



Safe base settings

We aim to create 'safe bases' in mainstream schools.

Safe spaces allow more children and young people with SEND to attend mainstream schools with confidence.

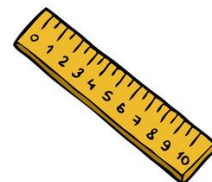
Mainstream schools will be helped to create a supportive environment for children and young people moving back from special schools.

We will support and encourage children and young people with SEND to be able to rely less on the safe base over time and reintegrate into the host mainstream school full time, if this appropriately supports their needs.

4

This page is about how we will use information to keep improving services for children and young people with SEND

To help us make sure we achieve our 4 ambitions, we will use information from across Lincolnshire. This will help us better understand the challenges faced by children and young people with SEND and their families. We will call this our **performance management framework**.



The performance management framework will show us two things:

1. The current and future journeys of children and young people with SEND.
2. More detailed information to managers, to help them make decisions on SEND services for children and young people.

How will we know our strategy is working?

- ✓ Our local offer will meet the needs of children and young people now and into the future
- ✓ Higher achievements for pupils who have SEND
- ✓ Reduction in exclusions and pupils who are out of school
- ✓ Staff in mainstream schools are confident in meeting the needs of children and young people with SEND
- ✓ Children, young people and their families are confident that mainstream school can meet their needs
- ✓ Reduction in SEND appeals, tribunals and SEND-related complaints
- ✓ Parents, pupils and school staff feel more supported and have better access to information

