

SEND Priority Plan

Our vision is that we want all children in Wigan to be happy, healthy and safe; to feel listened to and to have the maximum opportunities to be ambitious. If children or their families need help and support it should be at the right time, by the right person and in the right place for them.

To achieve this, we want to be 'brilliant at the basics' in our practice and, by having creative and collaborative partnerships. We want our staff to feel supported, confident and skilled to help our children and families achieve their aspirations.

Throughout the priorities are our cross-cutting themes of:

- Communications
- Co-production and engagement with children, young people and their parents and carers
- Preparing for Adulthood
- Social, Emotional and Mental Health (SEMH) support



Our People

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
<p>We will ensure all education settings are fully inclusive and provide excellent education through quality first teaching and a rich curriculum that meets the needs of all its pupils</p>	<p>To promote, nurture, support and maintain positive health and wellbeing outcomes for all children and young people with SEND</p>	<p>We will have clear pathways in place to ensure parents/carers, professionals and young people know how to access the right support at the right time and from the right place</p>	<p>Ensure meaningful engagement and co-production with children, young people and their families is embedded in the development and delivery of SEND services</p>	<p>Improved social inclusion for children and young people with SEND and for them to feel connected to their community</p>
<p>1.1 Strategically drive and support inclusivity in all settings, support them with the right funding, training and expertise to do that. Continue to have honest conversations and positive relationships across the system and for all phases.</p> <p>1.2 Have an effective and responsive early intervention offer for children and young people's mental health and wellbeing in our education settings.</p> <p>1.3 Ensure we provide 'local places for local children' that addresses quality provision for every child within their local community. This allows for meaningful parental choice including developing our Resourced Provision</p> <p>1.4 The graduated approach is embedded and delivered across all schools, settings and services. Ensuring all settings accurately identify need and respond appropriately following the 'assess - plan - do - review' cycle</p> <p>1.5 Digital and blended learning is used where it enhances access to the curriculum for children with SEND and those that are clinically extremely vulnerable</p> <p>1.6 Further develop our Outreach offer, to enable mainstream schools to feel confident to include children with complex needs from reception onwards</p> <p>1.7 Reduce exclusions from education settings through a range of strategies including evidence-based SEMH Interventions and supportive alternative provision linked to good qualifications and career pathways.</p> <p>1.8 Develop our system wide approach to supporting families and settings to reduce absence. We will deliver a programme of support, including our education wellbeing programme, to ensure children return to school at the end of the pandemic and are ready to learn with the right support in place.</p> <p>1.9 Develop and embed a SEND review process that allows schools and settings to self-evaluate as part of a structured and supported continuous improvement framework</p> <p>1.10 Work more collaboratively through a 'team around the school' approach.</p>	<p>2.1 Provide an effective health offer in educational settings that is centred around the needs of the individual and co-created/developed with children, young people and their families.</p> <p>2.2 Improve our identification of SEND at the earliest point to enable children and young people to benefit from support tailored to their needs.</p> <p>2.3 Develop an approach across children and young people's services to support and improve the delivery of meaningful outcomes, which meet the aspirations of children and young people with SEND.</p> <p>2.4 Develop our early intervention offer for young people's mental health and wellbeing in our education settings</p> <p>2.5 Support the early identification of neurodevelopmental conditions and ensure that those children have the right support at the earliest opportunity.</p> <p>2.6 Further develop our work on transition across all phases so that the move between setting is seamless and successful. Developing a system which provides a clear plan and seamless transition for children moving into adult services.</p> <p>2.7 Support Children and young people with SEND to access universal health offer</p> <p>2.8 Improve access to education for children/young people with health needs, including SEMH, through early intervention, workforce training and development, and personalised planning in line with the graduated approach.</p>	<p>3.1 Embed a SEND Pathway that is clear and accessible to families and professionals. This pathway should encompass clear routes for social care support for children and young people with SEND.</p> <p>3.2 Develop a SEN Support offer that is clearly communicated</p> <p>3.3 Commissioning arrangements are clearly understood across the partnership.</p> <p>3.4 Develop a clear pathway for when health needs, including mental health, prevent children from accessing fulltime education</p> <p>3.5 There will be more children and young people with SEND appropriately staying in mainstream education. We will review our mid year and fair access processes to ensure children are supported in their setting and that parents do not feel they need to move their children or withdraw them to home educate. When children are not on a school roll (CME) clear pathways are in place to support their return to education.</p> <p>3.6 Our Local Offer is easily understood by all children, young people and their families as well as the professionals working with them.</p> <p>3.7 our workforce development strategies include all front line staff having access to SEND specific training to ensure inclusive practice with a particular focus on our Early Help offer.</p>	<p>4.1 Ensure children and young people with SEND and their families are supported to develop our Wigan participation and engagement strategy. Implement the strategy across the borough and ensure our SEND families have their say about things that affect them now and in the future</p> <p>4.2 Development of a Charter for Parent Carers and young people – for schools, settings and services to demonstrate their commitment to working in partnership with parents and children and young people with SEND</p> <p>4.3 Evidence-based SEND interventions and training are accessible to families (including in relation to neurodiverse conditions).</p> <p>4.4 Delivery of training across the partnership to develop a shared understanding of co-production</p> <p>4.5 Involve parents and young people with SEND in strategic planning and decision-making, allowing them to develop a sense of ownership when influencing service offer and design.</p> <p>4.6 Grow our communication links with our children and young people across schools student council and involve our elected members in the listening and understanding of students experiences and the development of provision and priorities.</p>	<p>5.1 Ensure children with SEND have contact with peers in their setting and community, access to inclusive leisure opportunities and reciprocal friendships.</p> <p>5.2 Short breaks are accessible for children with complex needs and are flexible to the needs of families</p> <p>5.3 Develop pathway to employment including further opportunities for traineeships across the borough including internships, supported employment opportunities and apprenticeships to prevent young people becoming NEET.</p> <p>5.4 Develop a plan to support our young people with travel arrangements including independent travel training so that they have increased opportunities for socialising, further education and employment.</p> <p>5.5 Support providers of out of school activities to ensure they are inclusive of children with SEND so that we can increase the range of opportunities and good quality experiences.</p> <p>5.6 Develop good quality assurance for external day care providers/CIC's with emphasis on PFA outcomes</p> <p>5.7 Develop a plan to support young people with developing independence, enabling increased opportunities for socialising, further education and employment.</p> <p>5.8 Develop a plan to ensure children and young people with SEND do not enter the criminal justice system</p>