

Working together for better SEND and Alternative Provision (AP) outcomes in Telford and Wrekin

2023-2028



Special Educational Needs, Disability and Alternative Provision Strategy

Telford & Wrekin SEND - Working Together Charter

Empower ALL to have a **voice**

CARE

for and about families lived experiences

In signing this charter we are committing to embed co-production principles at the heart of our services.



Actively listen

at the earliest opportunity to ensure families receive correct support /service

Feel Valued and Included

Be transparent and **CLEAR**

OPEN Communication

Celebrate children and young people as they are

Promote a more **holistic** understanding of where families are on their journey



TRUST

We will commit to working together to embed our principles.

"Ensure everybody's **voice IS HEARD**"

Be **OPEN** **HONEST** and **RESPECTFUL** in all communications



Feel Welcomed and Cared for

Make sure that all partners are involved and **ACCOUNTABLE**

INVEST TIME



for working together

= PARTNER

FEEDBACK

YOU SAID... WE DID...

Be **OPEN** to different views and perspectives

Working in Partnership

AGREE

on what each partner will contribute.

Involve, include and **AGREE** outcomes together

Ensure that all contributions are heard and valued **EQUALLY**



Foreword

Telford & Wrekin Council; NHS Shropshire, Telford and Wrekin Integrated Care System (ICS); children, young people and their families; are pleased to present this SEND and Alternative Provision strategy.



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As an area partnership we believe supporting children and young people with special educational needs and/or disabilities (SEND) is everyone's business and we are committed to providing excellent alternative provision for those who need it.

We are determined to do everything we can to provide better experiences and outcomes for all our children and young people with SEND and those who attend Alternative Provision.

We are proud of the existing support available for children and young people in Telford and Wrekin. This strategy sets out our ambitions over the next five years to continue to develop services and make

continuous improvements. It demonstrates our commitment to ensure that we work closely with and listen to children, young people and their families.

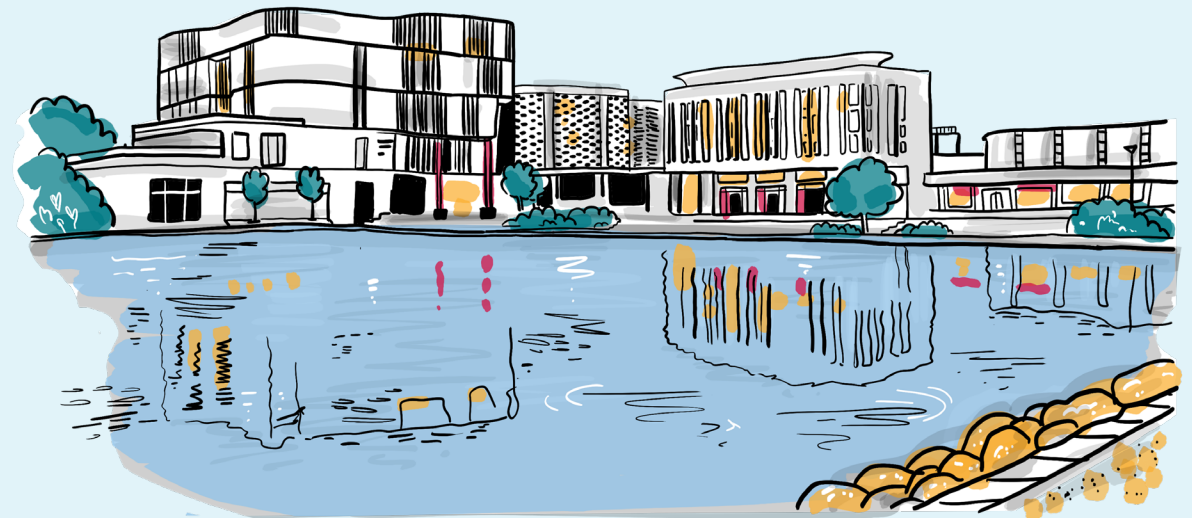
We want all our children and young people with SEND and those attending Alternative Provision to be valued, visible and included within their local community, providing them with the opportunity to achieve their aspirations and outcomes, leading to a happy, healthy and fulfilling life.

The Telford and Wrekin Health and Wellbeing Strategy (2023 – 2027) has a strong focus on starting well to ensure all local children and young

people get the very best start in life. Children and young people with SEND are especially important as they may be more vulnerable to health inequalities. The SEND and Alternative Provision Strategy is referenced as a key plan for delivering the Health and Wellbeing Strategy starting well priority.

We will provide access to services that will make a difference to families. These services will work effectively because they work together, are inclusive, easy to access, close to home, are adaptable for individual needs and aspirations whilst respecting the rights of children, young people and their families.

As an area partnership we are committed to working together for better outcomes for our children, young people and their families. This work is supported by sharing information, innovative ideas and best practice to support children and young people to achieve. The area partnership holds a shared accountability for wellbeing, fairness and equity for all.



Our vision

We believe that every child and young person deserves, and should receive, an excellent education and the chance to fulfil their potential. This includes having a clear focus on providing the right support, in the right place, at the right time.

The area partnership sets out Telford and Wrekin strategy to continually develop and improve services for children and young people aged 0-25 years with special educational needs and disabilities (SEND) and those using alternative provision (AP).

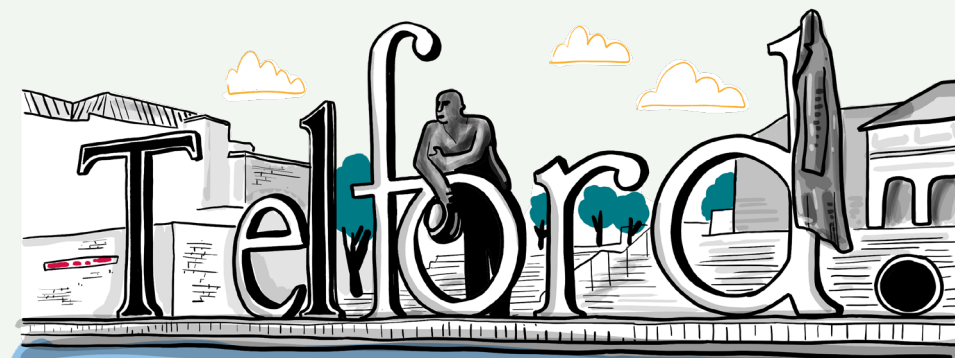
A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty and/or a disability that means they need special education, care and health support.

Alternative Provision supports children who need extra help to stay in and enjoy learning at their mainstream school, or provides specialist places and support for those who would benefit from spending time away from their school. We recognise that many of the young people who use Alternative Provision will have SEND which is why we have unified our approach in this strategy.

We want to ensure that all children and young people have a sense of belonging and that they feel safe in their identity. We hold the ambition that every child and young person will have a sense of belonging in their education setting, when they attend health services for appointments, access Social Care support or join in activities and events in their local community.

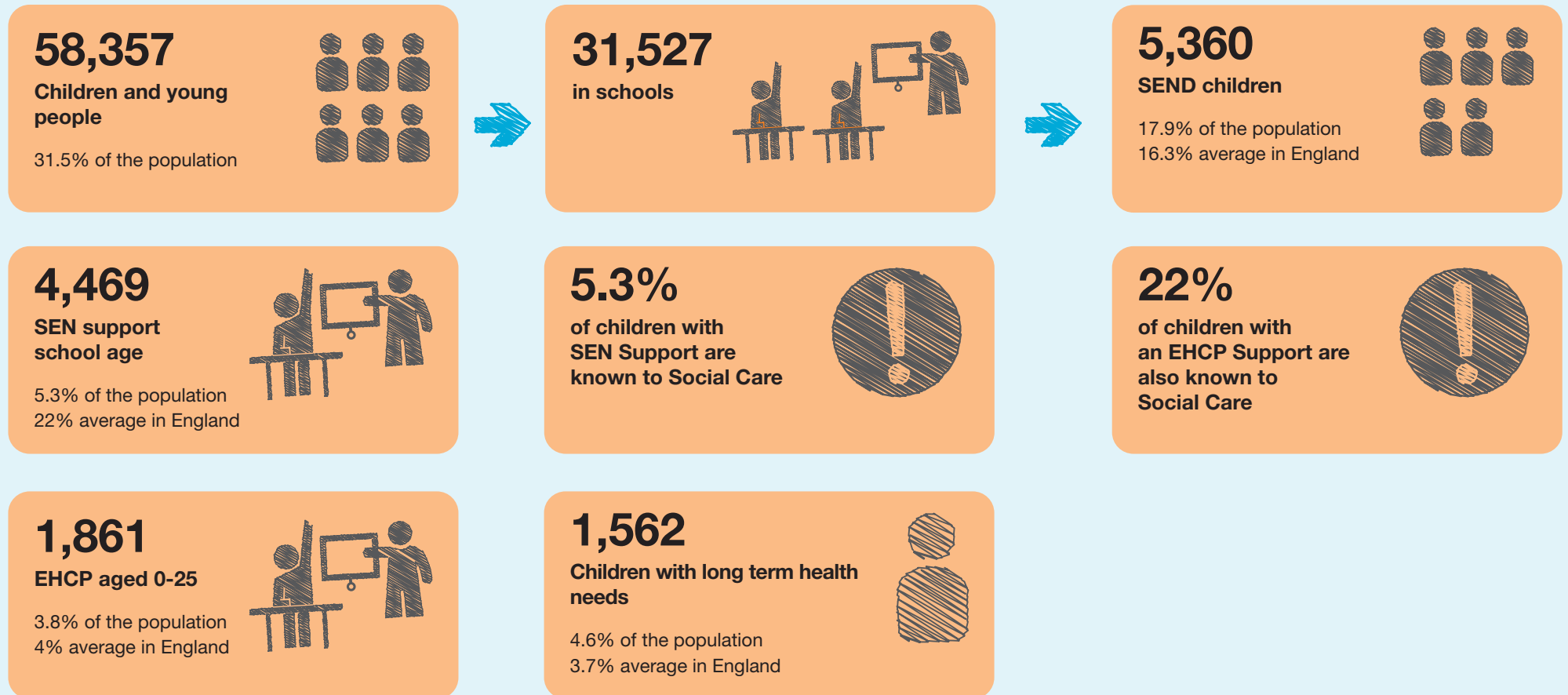
This strategy has been co-produced with parents carers and families (including Parents Opening Doors); children and young people who have lived experience; early years settings; schools; colleges; advocates; frontline practitioners; the voluntary and community sector; and the NHS Shropshire, Telford and Wrekin Integrated Care System.

A child and young person guide can be found and downloaded in easy read on the [Telford and Wrekin Local Offer](#).



Context - Where are we now

In Telford and Wrekin, the overall population size has increased by 11.4%, from around 166,600 in 2011 to 185,600 in 2021. This is higher than the overall increase for England (6.6%), and for the West Midlands (6.2%).



How we will work together

The [SEND Working Together Charter](#) (referenced on page 2) embeds co-production across the area partnership. Developed by children, young people, parents, carers and professionals the charter ensures that the principles of co-production are at the heart of service developments.

The principles ensure that everyone:

- feels welcomed and cared for
- feels valued and included
- shares in open communication
- works in partnership

By embedding these principles throughout the strategy, we demonstrate our commitment to accept innovative ideas from families and partners to shape and improve long term outcomes for children and young people across Telford and Wrekin.

Our vision has been created with parents, young people and professionals from across services in the local area and defines our key priorities.



Your feedback - What children, young people and their families have said about SEND and Alternative Provision

Localised provision		System that makes sense		Early identification and help		Participate in decisions	
Going well...	Better if...	Going well...	Better if...	Going well...	Better if...	Going well...	Better if...
Specialist provision hubs	Better awareness of hidden disabilities	SEND Working together charter	Strengthen Joint Commissioning	Right service, right time	Capacity building in services	Strong partnership working - PODS	No decision about me without me
Being part of a community	Quality teaching	Clear communication, partnership working	Easy to access, good quality support	Workforce development	Clear published pathways	You said, we did	Strengthen the voice of young people
Local Offer - local services	Short Breaks - local accessible activities	SEND newsletters	Easy to navigate, online and face to face	Family Hub development	Increase Mental Health services	Listening to children, young people and families	Workshops and events for families
Mental Health Support Teams in schools		Workshops and events	Outcome focused transition planning	Innovative, creative support	Clear thresholds and guidance	Live annual reviews	Better dispute resolution

Data informed and intelligence rich		Supportive alternative provision offer		Children and young people feel valued and visible in their community	
Going well...	Better if...	Going well...	Better if...	Going well...	Better if...
Evaluative data to inform commissioning	Multi Agency Data Dashboard	Promote inclusive practice in schools and settings	Developing local provision	Outcome Framework	Promoting community services
Sharing positive stories, experiences	Best practice from compliments	Co-designed intervention	Increasing capacity and offer	Celebrating children and young people	Clear outcome measures
Using data to inform service developments	Learning from complaints	Responsive	Outreach first approach	Community activities and support	Listening to aspirations
Sharing feedback	Multi agency approach to information systems	Rarely exclusion	Specialist provision in the right location		Empowering independence



Priority 1: Localised high-quality provision

Our aspiration...

Is to provide a continuum of high quality, local provision in Telford and Wrekin across education, health and social care; to better meet the needs of young people with SEND and those requiring Alternative Provision.

We will...

- develop a continuum of provision to support young people that will better meet their needs to be successful in their local mainstream school or setting.
- ensure that every child and young person can access a positive learning environment where they have a sense of belonging to support their self-esteem and self-actualisation leading to increased aspirations and a successful life.
- continue to develop and implement training and awareness for SEND and hidden disabilities for all staff across the partnership.
- have an integrated training and education offer for education settings to support reasonable adjustments and increase their understanding of needs.
- support schools and settings to meet the medical needs of children young people with identified health conditions, with access to support and training from local health providers.
- have appropriate local health care provision that are easy to access by children, young people and their families.
- ensure that those who are working with children and young people most often can support the development of speech, language and communication skills through approaches such as Talk Boost and be aware of sensory needs through localised training.
- maximise outreach and community services, such as those from special schools or alternative provisions, to strengthen our localised offer within cluster areas.
- create family hubs focusing on early identification with families and parental support.
- build a thriving market for short break provision that includes an increase in the targeted preventative short breaks offer.
- ensure the effective use of the Dynamic Support Register and Care Education Treatment reviews to support children and young people with a Learning Disability or Autism who are at risk of going into a residential placement or into hospital due to mental health conditions or distressed behaviours, to receive the support they need in a timely way in their local community.
- implement transformation for meeting the Mental Health needs of children and young people through the Children and Young People's Mental Health Transformation Plan.

How we know we have made a difference...

The majority of children and young people with SEND will successfully attend their local mainstream school or setting.

Those in need of additional support from Alternative Provision will be supported to return to, and be successful in, their local mainstream provision.

All children and young people will have their education, health and care needs met locally, fewer children and young people will have to travel or stay outside Telford & Wrekin for their needs to be met.

Quality first teaching and access to an inclusive curriculum will meet the needs of children and young people with SEND, whatever education or early years setting they attend.

There will be an increase in schools and settings having a qualified SENCO and Senior Mental Health Lead in their senior management teams.

There will be an increase in young people successfully transitioning across education, health and care to the next stage of their journey.

There will be an increase in young people accessing higher education, apprenticeships, traineeships and supported internships leading to successful employment.

A low number of children and young people with a Learning Disability or Autism will go into a residential placement or into hospital due to mental health conditions or distressed behaviours.



Priority 2: Early identification and help

Our aspiration...

We will work in partnership across education, health and care to deliver the right support, in the right place and at the right time to meet the needs of children and young people earlier.

We will...

- develop our Best Start In Life programme by improving the Maternity Healthy Pregnancy Service.
- continue to develop the offer for early help and strengthening families.
- continue to manage requests for Education Health and Care plans, keeping within the statutory timescales.
- commit to the links between the early years 0 – 5 Multi-Disciplinary Assessment process and the Education, Health and Care Needs assessment.
- work with schools to have an open offer of resources for RADY (Raising the Attainment of disadvantaged Youngsters).
- support better integrated local public health and primary care teams.
- continue to ensure a high delivery and uptake of Annual Health checks, and ensuring these reach all young people aged 14 – 25 with Learning Disabilities.
- ensure that our Local Offer website continues to help children and young people and their families find the local information and support from across Telford and Wrekin.
- work with schools and settings to promote mental health and wellbeing ensuring that children and young people receive the right support, at the right time, from the right person (iThrive model) within our education, care and health settings and services.
- collaborate with safeguarding agencies to ensure SEND children and those in Alternative Provision are appropriately protected from physical and online harm and exploitation.
- increase parental confidence in understanding the Short Breaks offer.
- develop the short breaks capacity to provide a diverse offer of support including personal assistants and short breaks foster carers to meet eligible needs.
- promote the value of the newly established Healthier Together website to compliment the Local Offer website.
- provide a high-quality professional development offer for our workforce across the SEND local area.
- support children and young people through medication in the most effective way, being mindful of the limitations. Ensure the multiagency workforce is confident to support CYP with Speech, Language and Communication Needs at the earliest opportunity
- Ensure the multiagency workforce is confident to support CYP with speech, language and communication needs at the earliest opportunity.

How we know we have made a difference...

There will be an increase in the numbers of staff who are confident they can meet the presenting needs of children with SEND.

There will be an increase in parental and professional confidence that early intervention is providing relevant and appropriate support for children and young people.

More families and children with SEND will be able to find and engage with local offer services through better online 'self-serve' advice and guidance.

Timely screening services will mean more children and young people with SEND will have their eyesight, hearing and dental needs addressed.

There will be fewer admissions into Accident & Emergency (A&E) for mental health support.

There will be increased confidence from young people that they are prepared to transition to adulthood.



Priority 3: Participate in decisions

Our aspiration...

We will build trust, listen to lived experience, welcome innovative ideas from children, families and partners to shape and improve long term outcomes for children and young people with SEND across Telford and Wrekin.

We will...

- strongly encourage an ethos that there should be no decision 'about me without me' across education, health and care, whilst considering the best options for children, young people and their families at the centre of the decision.
- embed the SEND Working Together Charter to ensure children, young people and their families are empowered to actively participate in decisions.
- use innovative approaches to capture and listen to the voice of children and young people, to know if we are making a difference.
- emphasise and amplify the importance of the voice of the child or young person as well as their parents and carers in our work.
- facilitate regular workshops with parents and carers and our children and young people, seeking their views to help us shape services.
- continue to implement a robust training offer for new and existing professionals and practitioners to improve their understanding of SEND to better identify, assess and meet the needs of children and young people.
- continue to develop and improve the Local Offer website, to make it more accessible for children, young people and their families.
- ensure open communication by publishing regular newsletters for professionals, parents, carers and families.
- continue to publish feedback using the 'You Said, we are doing' approach.
- seek to use evidence of lessons learned from compliments and complaints to make continuous improvements to our services.
- embed a robust practice for multi-agency audits within our system that will review and drive forward improvements, this will include collecting the voice of children, young people and their families.

How we will know we have made a difference...

There will be an increase in families who tell us they are feeling respected and valued.

There will be evidence of children and young people involvement in strategic developments.

Children, young people and their families will be involved in strategic meetings to help shape service improvements and developments.

We will see a reduction in conflict and tribunal action with families via dispute resolution, mediation and tribunals.

Improved feedback mechanisms will demonstrate an increase in satisfaction rates for how we communicate with families.

We will be able to demonstrate increased engagement with families through a range of forums across the system.

All practitioners will know for each child and young person their preference on how they communicate.



Priority 4: A system that makes sense

Our aspiration...

We want our children, young people and their families to have a positive experience when navigating our Area Partnership SEND and Alternative Provision services.

We will...

- recognise the value of the voluntary and community sector; developing a community based approach using their resources to support intervention in schools and settings
- maximise the opportunity to address contextual safeguarding needs for children and young people with SEND. Work alongside colleagues in the police to provide a co-ordinated offer to raise awareness of child criminal exploitation and vulnerability.
- ensure high quality information and advice is available to all families regardless of whether their child has an emerging or identified need.
- have a dedicated support pathway for children and young people that are vulnerable and out of education.
- have clear and accessible information detailing the offer of support for those who have or may have Autism, ADHD and other neurodevelopmental needs.
- have clear and accessible information detailing the offer of support for speech, language and communication needs (SLCN).
- have clear and accessible information for diagnostic pathways.
- clarify and better communicate the criteria for access to services and support on the local offer.
- have rigorous quality assurance that will ensure that service provision is consistent across Telford and Wrekin and meets the needs of the children and young people.
- make sure that Early Help Assessments and the Early Help Support Plan process is used at the right time to support young people and that the right partner agencies are involved.
- ensure that all staff across our local area partnership will know and understand their role in supporting children and young people with SEND, and the role of other professionals in the partnership.
- improve the experience of children and young people going through transitions with support from key workers and navigators.
- use websites and apps including the Local Offer and Healthier Together website to clearly explain the support that is available and how to access it.

How we know we have made a difference...

Children, young people and their parents and carers will tell us that we have a clear and well networked system of consistent and easy to access support services across education, health and care.

All Telford and Wrekin professionals will be able to and be encouraged to access online and face to face learning programmes focusing on inclusion.

There will be an increase in reports of positive experiences for children, young people and their families and referrers in relation to accessing diagnostic pathways.

Children and young people and their families will tell us that things are improving for them and that our plans to support them are of a good quality, meet their needs and are jointly produced with them.

There will be an increase in positive feedback received about the Local Offer.

There will be a reduction in waiting times for services across the partnership.



Priority 5: Data informed and intelligence rich

Our aspiration...

We will ensure that data systems enable key information to be available to all partner services to improve outcomes for children and young people.

We will...

- have a robust Joint Strategic Needs Assessment for SEND and Alternative Provision, demonstrating an understanding of how the whole system is working collectively across the area to forecast, jointly commission and develop effective services for children, young people and their families.
- publish a yearly report demonstrating the impact of the Joint Strategic Needs Assessment, showing the changes that have been made, identifying where developments are still in process and the actions being undertaken to supporting the changes.
- implement robust tracking and data systems to ensure that provision evolves with changing cohorts and inform strategic planning to better meet the future needs of children and young people.
- develop our SEND and Alternative Provision Local Area Data Dashboard, this will draw on robust multi-agency data to help leaders across the partnership to identify gaps in service to inform joint commissioning decisions.
- implement a framework to ensure that positive outcomes for children and young people are at the heart of commissioning decisions.
- ensure our multi agency approach will link education, social care and health to better protect our SEND and Alternative Provision children and young people who are vulnerable.
- track attainment data across all key stages and provide relevant support and training from services into schools to increase attainment levels.
- improve our capture of attendance data, implementing closer working between SEND services and the Attendance Team by implementing the 'Working Together to Improve School Attendance'.
- Invest in and commit to commissioning evidence based interventions to deliver the best outcomes for CYP.

How we know we have made a difference...

There will be a local area data dashboard that will be published regularly and used to report performance to our stakeholders and governance bodies.

There will be clear evidence that data is being used for joint commissioning decisions; recognising changing needs of the population.

There will be an increase in attainment levels for children and young people with SEND.

There will be an increase in attendance at their school or setting for children and young people with SEND.

Those who need services most will receive support in a way that is accessible to them.

CYP will have access to interventions and support which are proven to make a difference.



Priority 6: Supportive Alternative Provision offer

Our aspiration...

We will develop a continuum of support, including outreach and local Alternative Provision, as well as intervention placements, to enable those young people to be successful in mainstream schools.

We will...

- work with partners in schools to support the development of 'Relational' approaches, alongside high quality first teaching, to better meet the needs of all students in a mainstream environment.
- work with schools and settings to provide a greater range of intervention support.
- work with local area partners to implement a consistent and coherent approach between alternative provision that includes mainstream education, special educational needs provision and services, early help, social care and local health services.
- ensure collective responsibility for fair and equitable access to alternative provision, and the oversight and quality assurance of this provision.
- develop the role of alternative provision in terms of our outreach first approach: identifying a clear strategic plan for inclusion and clear roles for all alternative providers,
- have a focus on resilience for young people attending Alternative Provision to have successful reintegration into mainstream provision.
- ensure specialist provision is in the right locations, including delivering alternative provision in mainstream schools.
- support an improvement in Outcomes for young people in Alternative Provision at Key Stage 4 that will support them into higher education, apprenticeships or employment.
- continue to consider the health needs of those accessing Alternative Provision.

How we know we have made a difference...

There will be an increase in children and young people accessing to Outreach support from Alternative Provision.

There will be an increase in children and young people reengaging in mainstream education.

Our actions will increase the number of children and young people supported in mainstream provision and subsequently into employment and training.

There will be an increase the attainment levels for young people accessing Alternative Provision.

There will be a reduction in modified time-timetables.

There will be a reduction in suspensions and permanent exclusions.

There will be an increase in confidence and awareness about the pathways to access Alternative Provision.



Priority 7: Children and young people feel valued and visible in their community

Our aspiration...

We want all children and young people with SEND and those in Alternative Provision settings to feel welcomed and to live well in their communities.

We will...

- ensure that our facilities are accessible for a range of physical and sensory needs.
- use images and articles in our mainstream corporate communications celebrating inclusivity, equality and diversity.
- always consider the needs of children with SEND in local initiatives.
- continue to work with community teams to raise awareness of SEND to promote inclusivity for all, including leisure services, accessible playgrounds, transport, public buildings, sports facilities, swimming pool hoists, accessible facilities, Telford Town Park, library services and community events.
- fully commit to making sure activities and events are inclusive, that children and young people have access to 10 by 10, summer schools and Happy Healthy Active Holiday clubs.
- develop our work with charities and organisations, to ensure there is a vibrant range of high-quality specialist activities and facilities in the community.
- encourage the use of independent travel training and personal transport budgets.
- further enhance our offer and support for children and young people to prepare for adulthood.
- work with all our schools, early years settings, post 16 providers, social care providers, health providers and partners to be welcoming and ensure that children and young people have a sense of belonging – regardless of their gender, ethnicity, socio-economic background or educational need.
- ensure children and young people are supported to communicate in the way or method they choose and feel most comfortable with.

How we know we have made a difference...

Children, young people and families will tell us that their experiences in our local mainstream schools with SEND are positive that they feel they are included, belong and are listened to.

There will be an increase in SEND young people who progress to higher education, apprenticeships, traineeships, supported internships and employment.

There will be a reduction in the number of children and young people who have to travel out of their local community for their education, health and care needs.

There will be increase in positive feedback from children, young people and their families telling us that they learn, contribute to, and take part in all aspects of setting/school/college life.

There will be an increase in children and young people with SEND accessing 10 by 10, Happy Healthy Active Holiday Clubs and summer schools.

There will be an increase in young people accessing Independent Travel Training.



Outcomes Framework

The Outcomes Framework demonstrates our commitment to achieve better outcomes for children and young people. Within the framework we have considered success measures for each outcome and indicators on how these can be collected across the partnership to capture the outcomes for children and young people in Telford & Wrekin.

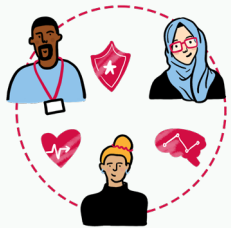
The framework ensures that children and young people are prepared and supported to develop their skills to live a successful and fulfilling life.

It demonstrates a shared commitment to ensure that children and young people receive inclusive and enabling services, with a focus on raising their aspirations.

How we know we have made a difference...

An outcomes dashboard will be created to track indicators against outcome measures.

Outcomes



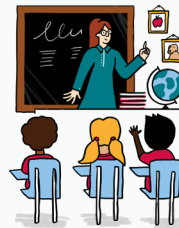
I am
healthy



I am
safe



I am
happy



I am
heard



I am
friendly



I am
independent



I am
achieving

I am healthy

When we get this right it looks like:

Children and young people

I am well enough to have a fulfilling life, including carry out activities I enjoy and accessing the community.

I understand my health condition and/or disability

I understand why I have been prescribed my medication.

I make good choices about my diet, sleep and exercise.

I have access to appropriate services when I need them, without having to wait for long periods of time.

My physical and mental health are supported and things are improving or not deteriorating.

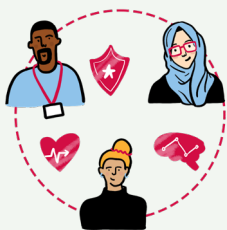
My needs are respected and understood by people at school, and they know how to support me.

I am supported locally, by health professionals, to fully understand my health needs and how to manage them safely in my daily life.

I am supported by a relevant charity for my needs.

My health passport is read by hospital staff so I don't have to repeat myself.

I access my Annual Health Check (if I qualify at 14+)



Parent Carers and Family Carers

I have trust and faith in the professionals who are supporting my child or young person and my family.

I understand my child or young person's health condition and/or disability.

I understand why my child or young person has been prescribed medication and what it is for.

I understand the pathway that my child or young person is accessing to receive treatment or support for their health condition or disability.

I appreciate that everyone is doing the best they can for my child's health and wellbeing.

Professionals

I am confident in using medical equipment, such as wheelchairs, bed equipment, hoists, and aids to help with incontinence, mobility or hearing.

Where appropriate I ensure that community children's nurses help to meet medical needs.

I understand and action continuing care packages when it is appropriate to do so.

I know where to request additional training or support to better understand the health needs of children and young people.

Children's community nurses are available to attend trips or alike, so children and young people don't miss out due to their feeding or medical needs.

I have a clear understanding of how to make links and referrals to services as appropriate to support health and wellbeing.

I feel confident to support the needs of children and families with their physical and mental health and wellbeing.

I am safe

When we get this right it looks like:

“ Children and young people

I am empowered to make choices that support my safety.

All people who support me receive enough training to know how to really care for me.

All my needs are considered and met.

My physical and mental health is taken seriously and I feel supported.

I feel safe at school, and I am supported if I get bullied.

My home and school are safe environments.

I can move around school on my own.

I can get to school safely.

I have a trusted person I can talk to.

I feel like I belong in my community, at school and when I go out to activities.



Parent Carers and Family Carers

I help my child get into a good routine, ensuring they go to bed and wake up at a good time for school or setting.

I talk through the school day with them, including playtimes and lunch time making sure my child knows who is collecting them and from where.

I've spoken with my child's nursery/ school/college and am confident they have systems in place to identify my child(ren)'s special education needs and that there is appropriate support for them with their education and with taking part in activities.

My child or young person is never excluded, isolated or discriminated against because of their special education needs or disability.

I understand how to access advice and support if I feel my child or young person is being discriminated against.

Professionals

I work in a safe environment for children and young people with robust safeguarding practices.

There is a designated safeguarding lead teacher responsible for dealing with child protection and I know what to do if I need to raise a concern including to children's social care or to the police.

I provide education for children and young people that teaches them to be safe.

There are effective procedures in place so that staff and team members, including volunteers, don't pose a risk to children.

All staff are trained, know how to respond to concerns and keep-up-to-date with policy and practice.



I am happy

When we get this right it looks like:

Children and young people

I am a cheerful person.

I am able to access activities and have fun.

I enjoy learning, and I understand my lessons.

I find it easy to be happy.

I am loved and feel appreciated.

I feel satisfied that I can achieve my aspirations (dreams).

I have good self-esteem and feel confident.

I can identify people who make me feel happy.

I have someone I trust to talk to when I am upset or worried.



Parent Carers and Family Carers

I know that the learning attitude that my child arrives at the school gates with each day can directly improve their performance.

I encourage a love of learning.

I make sure they have plenty of sleep and rest.

I encourage them to follow their passion and find their 'super power'

I let them know that it's OK not to be great at everything, some things are not their superpowers and that's OK.

I explain to my child or young person the importance of resilience, failure is a stepping-stone to success - to get good at something you have to start out being bad.

I think happy and I laugh often with my family.

Professionals

I take time to get to know my pupils not only their names but their likes and dislikes and what is going on in their lives.

I greet children and young people appropriately. them all by name when they enter the class.

I make sure that education is provided at the right level for each child, that it is accessible and enjoyable.

I use humour when it's appropriate to do so and make the lessons fun and engaging.

I give lots of praise particularly around highlighting good behaviour. I make sure there is time for play.

I encourage children and young people to be resilient, to support good emotional, mental and physical health.

I am heard

When we get this right it looks like:



Children and young people

I am able to communicate in my preferred way and given a range of ways to express my needs.

The communication and language used around me is easy to understand.

My feelings, thoughts and wishes are heard, understood and respected.

I am listened to by everyone that supports me.

My views are used to make decisions, there is 'no decision about me, without me'.

I understand my options, and they are explained clearly to me.

I am supported to make informed decisions.

I understand the difference my voice can make to influence change, both for myself and for other children and young people.

I understand that I can ask for an advocate to speak for me if I am unable to do so.



Parent Carers and Family Carers

I use active listening techniques with my child or young person, it lets them know I am interested in what they have to say.

I give my full attention to my child; make eye contact and stop other things I am doing; get down on my child's level; and reflect or repeat back what they are saying and what they may be feeling to make sure I understand.

My children know that I am going to listen to them, this makes it more likely they will talk with me about their hopes and problems when they are older.

I support my child or young person to make their decisions, working with them to explain options and review support.

I understand that I can ask for an advocate for both my child, young person or myself if I need someone to speak for my family if I am unable to do so.

I treat professionals working with my family with respect.

Professionals

I think about young people with SEND or attending Alternative Provision as 'experts by experience'.

I deliver child centred services that meet each child and young person's individual needs.

I take time to listen to their feedback and act on what they say.

I develop services that are 'fit for purpose'.

I make sure that all children and young people are treated with respect.

I make sure that all children and young people feel I work with feel listened to, respected and valued.

The young people I work with feel what they say matters; this builds their confidence and self-esteem.

I have an understanding on the Mental Capacity Act.



I am friendly

When we get this right it looks like:

Children and young people

- I can make friends and be involved with things my peers do.
- I am supported to make connections with my peers if forming friendships is challenging for me.
- I have friends to talk to and relax with.
- I have people in my life that really care about me.
- I have people I can trust to help me.
- I can join clubs and teams.
- I understand bullying and know where to go for help should I need it.
- My transitions are supported.
- I feel included in my community - both physically and online.

Parent Carers and Family Carers

- I set aside some time every day to talk to my child(ren) about how their day went and what they're expecting from tomorrow.
- I help my children to anticipate any tricky situations and plan how they might behave.
- I organise meet-ups with other parents and their children.
- I am alert to possible signs of bullying and can talk to the school if arguments and upsets seem to be repeating themselves.
- I speak to a number of local clubs and charities that offer drop-ins and social groups for children with SEND.
- I attend community activities and events with my family and feel included.

Professionals

- I take an active role in nurturing, supporting and promoting children's relationships and social skills.
- I support children and young people to build positive relationships with others.
- I help children to develop 'social competence' and the ability to interact with others with care, empathy and respect.
- I am inclusive with all children I work with, including them in all activities and projects together.
- I lead class discussions on inclusivity and what it means to be a friend.
- I often put buddy systems in place for playtimes and lunchtimes.
- I use the preferred pronouns for children and young people.



I am independent

When we get this right it looks like:



Children and young people

I have a range of options for education, employment and where I would like to live.

I have a choice about my future, and my choices are respected.

I can talk about my aspirations for the future, including my career aspirations and where I would like to live.

I am ambitious and want to achieve my goals, such as higher education and employment

I can get to school or college on my own or with friends.

I can travel independently.

My personal hygiene is good.

I am living life to the best of my ability.

I know how to save and manage my money.

I understand how to live a healthy lifestyle.

I understand that I can ask for an advocate to speak for me, if I am unable to do so.



Parent Carers and Family Carers

I feel part of our community and receive good information and advice about the range of local provision available.

I feel secure about our support options and after having met with our education, health and care providers.

I feel confident in their ability to support my family with appropriate resources available to them should my child or young person's needs change.

I encourage my child or young person to consider their aspirations and talk about their future career options including higher education, volunteering and employment.

I encourage my child or young person to think about how they can prepare to live independently.

I encourage my child or young person to think about how they can build relationships, friendships and access support in their local community.

Professionals

I know the support team around the child or young person and their family and ensure that their is clearly heard and respected.

I actively coordinate next steps with families, particularly for those with the most complex needs.

I input into the transition to adult services for young people with SEND to reduce the possibility of a "cliff-edge".

I work with the child, young person and their family to access assessments and services that they require, including support through transition and accurate referrals.

I encourage children and young people to be ambitious and talk about their aspirations.

I encourage children and young people to prepare for adulthood, including looking for opportunities in employment, volunteering and higher education.



I am achieving

When we get this right it looks like:

Children and young people

My achievements are celebrated and I feel valued.

All of my achievements are recognised, no matter how small they may seem to others.

I am working towards realistic goals in my future. I have a good work/life balance.

I have a sense of success and I know it is okay to make mistakes or fail.

I have a range of career or education options, my education/ qualifications are not limited.



Parent Carers and Family Carers

I help my child or young person focus on their goals without putting too much pressure on them.

I get support from school to help my child or young person to study well and at the same time balance their academic work with all the other important things in their life.

My child or young person has a clear pathway to achieving their goals and knows who will help them on this journey.

My child or young person feels accepted, valued and equal.

Professionals

I encourage my pupils to achieve their goals by acting on what they learn in and outside class.

I am ambitious for all children and young people that I work with.

I recognise what an appropriate level of challenge looks like for each individual child or young person.

I make sure that I adapt and tailor learning opportunities and support for individuals

I talk to young people about real life examples of how people have what turned academic achievement into personal accomplishment.

I motivate children and young people to achieve their goals.

I help children and young people achieve success for themselves and do things and be part of things that benefit others.



Working together for better outcomes

Working together charter

+

priorities

=

Outcomes



- 1 Localised high-quality provision
- 2 Early identification and help
- 3 Participate in decisions
- 4 A system that makes sense
- 5 Data informed and intelligence rich
- 6 Supportive alternative provision offer
- 7 Children and young people feel valued and visible in their community

- 1 I am healthy
- 2 I am safe
- 3 I am happy
- 4 I am heard
- 5 I am friendly
- 6 I am independent
- 7 I am achieving



Using the voice of the child and young person to continually improve.

How we will deliver our priorities and outcomes

Strategic Delivery: Across Social Care, Education and Health

Professionals across Telford and Wrekin understand that for us to deliver cohesive, holistic support to our children and families we must work together with the child's or young person's aspirations and needs at the centre of our efforts.

To enable this we are dedicated to working together for better outcomes, through embedding the priorities in this strategy into service and delivery plans.

Local Area Partnership Governance

To monitor the effective delivery of our strategy the [SEND and Alternative Provision action plan](#) will be overseen by the SEND Partnership Board. The SEND Partnership Board is attended by representatives from education, health, care, young people and parent carers.

Reviewing and monitoring our strategy

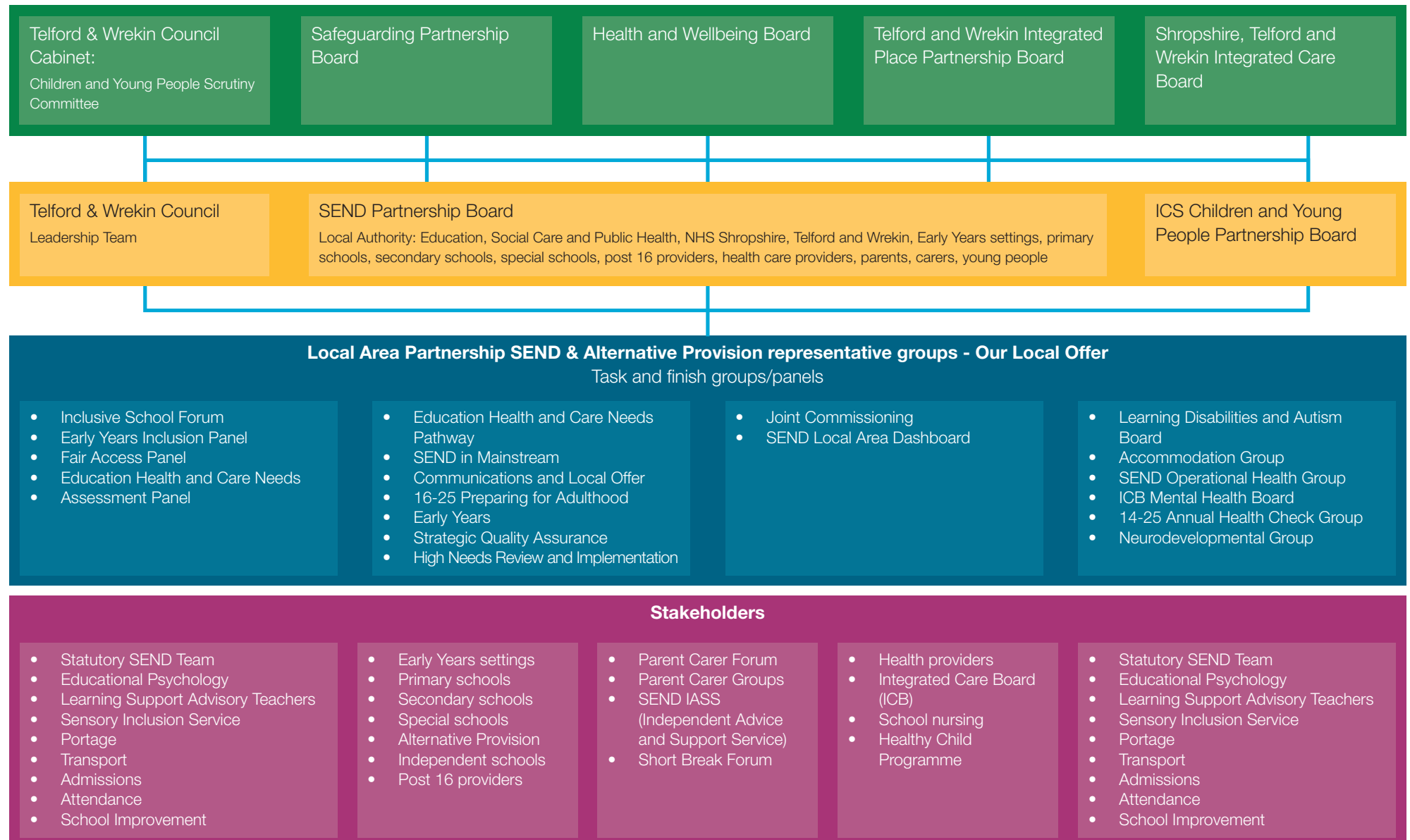
The SEND and Alternative Provision Action Plan tracks and monitors projects that support implementation and developments across the partnership. The Action plan will be regularly updated, presented to SEND and Alternative Provision Partnership Board and published on the SEND Local Offer.

The Strategy and Action Plan will sit alongside our local area SEND and Alternative Provision self-evaluation framework which supports our continuous journey of self-improvement.

We have the ambition to continually ensure that the area partnership has arrangements that lead to positive experiences and outcomes for children and young people and that we are taking action where improvements are needed.

We will ensure to maintain open communication across the partnership, to continually feedback through the 'you said, we are doing' approach, being honest and transparent about the improvements we are able to implement and the challenges we may face.

Local Area Partnership Governance and Oversight Functions



Local Offer for Special Educational Needs and Disability

Discover all you need to know about education, health and care services in Telford & Wrekin. www.telfordsend.org.uk

On the Local Offer website you can find information and advice about services, support and activities for children and young people aged 0-25 with special educational needs and disabilities all in one place.



Find clear and accessible advice, information and support on...

A central infographic grid with a cartoon character in a yellow shirt and green shorts giving a thumbs up. The grid is divided into four colored sections: blue (top-left), orange (top-right), yellow (bottom-left), and green (bottom-right).

- Blue section:** 'Leisure, fun and short breaks activities' with a butterfly icon. Includes 'Personal Budgets' (with a document icon), 'Health Services' (with a stethoscope icon), and 'Travel Assistance' (with a road sign icon).
- Orange section:** 'Specialist services including education health and care plans' with a speech bubble. Includes icons for a globe, a nurse, and a heart.
- Yellow section:** 'Mental Health and Wellbeing' with a sun icon. Includes 'Social care' (with a heart icon) and 'Preparing for Adulthood' (with a plant icon).
- Green section:** 'How schools support special educational needs' with a paper plane icon. Includes 'Local offer for Young People' (with a person icon), 'FAQ's for Parent, Carers and Families' (with a speech bubble icon), and 'SEND Newsletter' (with a newspaper icon).

SCAN WITH YOUR
SMART PHONE...



to visit

<https://www.telfordsend.org.uk/site/index.php>