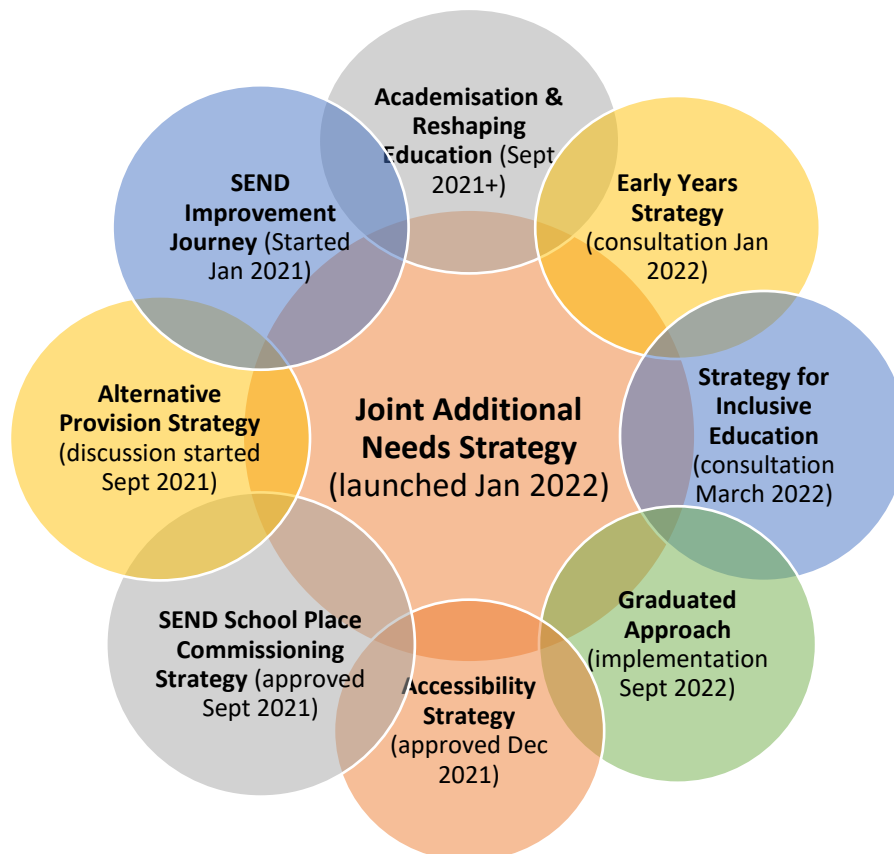


SOLIHULL COUNCIL'S EDUCATION RELATED SEND STRATEGIC ACTIVITY - 2022

There are a number of strategic developments underway in Solihull Council to improve outcomes for children and young people with additional or special educational needs and each of these is an essential component for that journey; any under-developed area could lead to an adverse impact in others:



- **Joint Additional Needs Strategy** (Approved by Cabinet on 9th December 2021 and launched January 2022).
This provides an overarching strategy across the local area SEND partnership to provide robust leadership and governance expected in any future inspection regime. It also meets the requirement for a published SEND strategy whilst reflecting our drive to focus more on early intervention for any child with any additional need and reduce the need for statutory intervention. This strategy will underpin any other SEND policies and activity.
- **Reshaping Education** (Implementation complete September 2021 with future changes reflecting academisation).
This provides the staffing structures and capacity required within the Learning & Skills Division to focus on our most vulnerable children, including those with SEND, and provide the ability to deliver a greater level of support to children through our revised graduated approach and early help offer. Council services will continue to remain responsive to the changing education landscape and national policy.
- **Early Years Strategy** (consultation from January 2022).
This will provide an agreed multi-agency framework to focus on early childhood development, identification and support alongside ensuring children have access to high quality and differentiated childcare and early years' education.

- **Strategy for Inclusive Education** (consultation from March 2022).

This will provide a commonly agreed understanding of good inclusive practice within education settings and a platform for greater school ownership and accountability of this agenda – leading to improved access and outcomes in mainstream and maintained settings for all vulnerable children.
- **Graduated Approach** (due for completion for September 2022).

This will provide a consistent framework for all professionals working with children with SEND to consider appropriate support and interventions; with a focus on maximising universal, targeted and specialist provision before escalation to statutory services. This will be used within education to validate the level of inclusive practice.
- **Accessibility Strategy** (Approved by Cabinet on 9th December 2021 and launched December 2021).

This provides the LAs statutory overarching strategy for ensuring children with special needs and/or disabilities are not unfairly disadvantaged due to the education environment, facilities, equipment or resources available to them. This will inform individual school strategies to reduce discrimination for these children and young people.
- **SEND School Place Commissioning Strategy** (Approved by Cabinet in September 2021).

This provides a greater understanding of the level of child need coming through the system in the medium-term and the type of provision (type of need, age range, level of demand) required to meet this need so all children can have access to appropriate education provision across the spectrum of mainstream to specialist; and the reliance on the independent sector can be reduced.
- **Alternative Provision Strategy** (under discussion during 2021/2022).

This will complement the SEND School Place Commissioning Strategy and focus on more temporary education arrangements for those children and young people who, for any reason, are unable to access the usual education offer. It will include the required provision for children and young people with medical needs and those excluded from school.
- **SEND Improvement Journey** (activity started in January 2021 following a stabilisation and enquiry phase. Formal high level education plan shared with Cabinet on 9th December 2021).

This provides a 5-year action plan of all activity required (at individual, operational and strategic level) to improve outcomes for children and young people; including multi and single agency plans to bring cohesion to the system. This will enable a greater level of scrutiny and accountability to the whole improvement agenda. This will be a fluid plan to adapt to feedback from children, young people, parent carers and professionals and respond to any national and local changes.