

**SEND Strategy 2025-26 onwards  
(to be reviewed annually)**

# Vision

## **For SEND and Inclusion**

Our vision in Cheshire West and Chester is to support children, young people with SEND and their families to have inclusive opportunities, to have their needs met at the right place at the right time and ensure they are happy, healthy and safe.

It is our commitment that children, young people and their families voice is heard and listened to.

## **Ofsted Working Definition of Inclusion – extract from Ofsted consultation Improving the way Ofsted inspects education**

‘Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.

Leaders set a clear and ambitious vision for inclusion as the provider. They communicate this to children, learners, staff and parents and carers. They create a culture in which every child and learner belongs, and feels safe, welcomed and valued. They make sure that all children and learners access a high-quality education, taught by experts with high ambition who strive to develop every child and learner’s potential.

Leaders work in a close and effective partnership with parents and carers and other agencies to secure the best possible outcomes for every child and learner, regardless of their starting points. Inclusive providers are relentless in identifying and removing barriers to participation and learning, so that all children and learners can achieve and thrive.’

## **One Children’s Service Inclusion Matters a strategy for an inclusive Borough 2023-2027**

Our vision for an inclusive borough

We want Cheshire West and Chester to be a borough where all children and young people:

- are supported by all to get the best start in life
- are included in education regardless of their need, background, or vulnerability
- find themselves welcomed into ‘good or better’ schools, settings, and post-16 providers across the borough, (as judged by Ofsted).

## **Cheshire West and Chester Place Plan**

The Place Plan represents our vision for the next five years, highlighting how people can maximise their own health and wellbeing as well as how services can be improved. The Council and the local NHS have worked together to update the 2024 Place Plan.

Our vision is to reduce inequality, increase years of healthy life and promote improved mental and physical health and wellbeing for everyone in Cheshire West.

## **Cheshire West and Chester Borough Plan 2024-2028 Vision**

A stronger future where we all play our part in thriving, caring, and sustainable communities

## **Examples of inclusion**

- The Inclusion Matters agenda has been promoted across the Local Authority area with partners including Health, and further work is being undertaken to embed this strategy.
- Local Schools are applying for and achieving the Inclusion Charter Mark.
- Mainstream Schools – the Satellite Provision at Upton High School, where Dorin Park special school pupils have a satellite base.
- Mainstream Schools – providing increased resourced provision therefore pupils remain in their local community.

## **SEND priorities for 2025 onwards**

The SEND Strategy is based on evidence from past performance, needs assessments, and shaped through consultations with children, young people, parents, carers and professionals who work with them.

When setting the priorities for 2025 onwards the findings from the SEND Joint Strategic Needs Assessment (2025) have been included, the areas for improvement highlighted in the local area SEND Inspection (February 2022), priority areas from the SEND High Needs Sustainability Programme, priorities within the Inclusion Matters Strategy 2023-2027, recommendations with regard to SEND from People and Overview Scrutiny, engagement findings as well as the Perceived Gaps report from the Parent Carer Forum (PCF) and PCF survey 2024.

**Based on the above findings our agreed priorities are as follows.**

1. Inclusion. Enable children and young people to access an appropriate and effective full-time curriculum and environment suitable to their needs.
2. Increased focus on early intervention and Identification of needs.
3. Further developing Preparing for Adulthood to support effective transition (PfA).
4. Co-production, Culture and Communication (12 month).
5. Sufficiency and Commissioning.
6. Quality and Timeliness of Education, Health and Care plans.

**Delivery Group – Inclusion. Enable children and young people to access an appropriate and effective full-time curriculum and environment suitable to their need**

**What we will do:**

- Promote positive relationships between all partners and stakeholders.
- Improve rates of Attendance.
- Agree Ordinarily Available Provision (OAP).
- Develop an annual training programme with all partners and stakeholders identifying any gaps in training required.
- Develop improved understanding of best practice transition between key stages and in-year.
- Deliver the Inclusion Matters Communication Plan

**What difference we will make (Key Performance Indicators KPIs)**

- Improved working between partners. (Parent Carer Forum survey).  
Q9 Health, Education and Social Care understand my child/young person's needs.  
Q10. My child's needs are regularly monitored and assessed.  
Q11. My child's needs are met by the following service areas.  
Q14. I am involved in setting targets and outcomes for my child/young person.  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.  
Q22. I find it easy to access services.
- Increase the attendance of children and young people.  
KPI - National annual data (end March) and local termly data.  
Reduction in the number of SEND children and young people on part time timetable (PTT).  
KPI - local termly data.  
Reduction in the number of SEND children and young people who are excluded and suspension.  
KPI - Annual national data and local termly data.  
Children and young people are educated in the right school or setting, with the right support at the right time.  
To see an increase in the number of children with an EHCP attending a mainstream local setting.  
KPI - Number of children on Education Otherwise Than At School (EOTAS) and the number of children without a named place
- OAP framework document completed.  
KPI – SEND Inclusion Specialist Support Service (SENDISS) data

**How going to achieve/Action Plan**

- 1.1** Ensure all Cheshire West and Chester education settings adopt the Inclusion Matters Strategy.
- 1.2** Implement the new statutory attendance guidance and develop resources to support.
- 1.3** Embed the Part Time Timetable (PTT) Policy.
- 1.4** Implement Education Otherwise Than At School (EOTAS) Policy.
- 1.5** Ordinarily Available Provision Framework Social, Emotional and Mental Health (SEMH) document finalised and informing practice.
- 1.6** OAP frameworks for cognition and learning, communication interaction and sensory and physical needs to be agreed.
- 1.7** Publish an annual co-ordinated multi-agency training plan based on feedback.
- 1.8** Communicate regularly with stakeholders

## Delivery Group – Increased focus on Early Intervention and Identification of needs

### What we will do

- We will have a pro-active needs led Neurodevelopmental (ND) offer.
  - whilst waiting for diagnosis, parents are informed of support and progress and children and young people receive support as identified through the profiling tool.
  - Promote an increased understanding of the early help offer from all partners.
  - Ordinarily Available Provision (OAP) document will be produced which will include the graduated approach.
- Improve the Emotional Literacy of our children and young people.
  - Mental Health Support Team (MHST) Wave 11 roll out.
  - Investigate the impact of Early Years Emotional Literacy Support Assistants (ELSAS) following this year's training.
- Embed the Early Years Inclusion Plan/graduated approach.
- Targeted early intervention response to complex cases.

### What difference we will make (KPIs)

#### CYP to have their needs met at the earliest point

- Children and young people will have needs identified through the profiling tool and identified support given. There will be a co-ordinated response to needs.
- Families and settings will have an increased understanding of what is available.
- Settings will all know what is expected through the OAP and deliver support.
- Our Sixth form provision and colleagues will have access to trained mental health practitioners.
- Impact of EY ELSAS will inform future commissioning.
- Children's needs will be identified early and targeted interventions will be implemented accordingly.

#### KPIs

- PCF survey results will show an increase in satisfaction about early support.  
Q13. Health: My child's needs are being met.  
Q14. I am involved in setting targets and outcomes for my child/young person.  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.
- Decrease in EHCP requests in Yr 6, Yr 2 and Yr 11.
- Health service surveys show over 70% satisfaction on accessing support strategies.
- MHST's.

### How going to achieve/Action Plan

**2.1** Partnership to introduce ND profiling tool. Pilot first.

**2.3** Lessons from the Partnership for Inclusion of Neurodiversity in Schools (PINS) project to develop practice in supporting staff to provide provision for ND children and young people.

**2.4** Increased use of Family Hubs by families who are on waiting lists.

**2.5** Mental Health Support Teams Wave 11.

**2.6** All teams promote communication of their offer. Using websites, helplines and QR codes so that parents, carers and teaching staff can easily access the offer.

- 2.7** OAP document to describe provision for children and young people of statutory school age in Cheshire West and Chester will be co-produced with providers. The section describing support for children and young people who experience Social, Emotional and Mental Health (SEMH) will be available from April 2025. The other 3 areas i.e. Cognition and Learning, Communication and Interaction and sensory and medical needs will be produced by April 2026. This document will inform professionals and parents about what children and young people can access to support them at both universal and SEND Support in other words, what is 'ordinarily available' within Schools, the Council, Trust and community.
- 2.8** Emotional Literacy 2024/5 reintroduced EY ELSA for non-maintained settings and there are currently 19 receiving supervision to design programmes for children and young people. Evaluate early impact of this and maintain excellent evaluations
- 2.9** Early Years Inclusion Plan: Training and feedback given by the EY and SEND Services. Use and quality monitored through EY SEND Panel

## Delivery Group – Further developing Preparing for Adulthood to support effective transition (PfA)

### What we will do

- We will explore and align Preparation for Adulthood (PfA) across the local authority ensuring consistency, definition and reduce duplication.
- Ensure there is a co-produced PfA strategy that is fit for purpose and reflects the needs of the Children and Young People of the borough.
- Develop the understanding of the impact of positive transitions of the outcomes of Children and Young People with SEND.
- Develop an Enhanced transition pathway for vulnerable learners.

### What difference we will make (KPIs)

- The number of young people with SEND and/or an Education, Health and Care Plan (EHCP) remaining in Education, Employment and Training (EET) increases.
- The number of children and young people with SEND and/or an EHCP have PfA recorded in their EHCP's and Annual Reviews increase. From year 9.
- PCF Survey Results  
Q14. I am involved in setting targets and outcomes for my child/young person split data from Year7 onwards.  
Q15 I feel confident that my child's needs will be met when transitioning to adulthood?  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.

### How going to achieve/Action Plan

- 3.1 Review out-going PfA strategy via partner and stakeholder workshop.
- 3.2 Co-produce and develop a new PfA Strategy.
- 3.3 Review governance structures for PfA and SEND Employment Forum.
- 3.4 Review SEND dashboard to include PfA and transition data.
- 3.5 Establish Children and Young People Voice Feedback mechanism (11-25) to ensure impact and correct direction of travel.



## Delivery Group – Co-production, Culture and Communication

### What we will do

- Define and agree principles for co-production in the SEND community.
- Refresh the partnership Co-production Charter, which will detail a series of commitments ('pledges'), which set the tone for the way we work across the SEND system.
- Develop a shared framework to embed a culture of co-production, which will underpin the work of the partnership and future strategic developments beyond the term of this strategy, and negate the need of a separate Co-Production, Culture and Communication delivery group in the future.
- Renew membership of the Co-production Charter annually
- Review the content of the Council / Local Offer webpages and work with stakeholders to ensure all communication is accessible and relevant.

### What difference we will make (KPIs)

- Number of partners and stakeholders signed up to the Co-production Charter.
- Co-production is embedded as culture and practice across all partners and stakeholders (e.g. staff inductions).
- Confidence in co-production increases – individual and strategic.
- Parent Carer Forum survey – positive responses regarding voice being heard.  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.  
Q19. If you have used Cheshire West and Chester Local Offer.  
Q21. I have found the complaints procedure easy to access.  
Q26. Do you know what the EHCP Hub is?  
Q27. If you have used the used the EHCP hub, please rate how satisfied you are with it?

### How going to achieve/Action Plan

- 4.1 Working group to be set up.
- 4.2 Working group pull together all co-production plans (Local Voices Framework (LVF), Integrated Care Board (ICB), existing Parent Carer Forum (PCF) Charter) and agree common definition and principles.
- 4.3 Focus groups to invite partners, stakeholders and wider SEND community to share their voices.
- 4.4 Focus group event to co-design refreshed charter and outcomes framework – what does good look like?
- 4.5 Parent Carer in person forums to communicate.
- 4.6 PCF survey Jan 2026 – interrogate results to understand distance travelled.

## Delivery Group – Sufficiency and Commissioning

### **What we will do**

Develop a sufficiency plan for the next 5 years to support the development of places in the borough depending on need. These will include:

- Short Breaks
- Wrap Around
- Pinewood plus
- Home to School Transport
- Residential places
- Accommodation and support places
- Education places, including independent non - maintained
- Tutoring
- Micro (personalised) commissioning

Joint commissioning – a shared commitment of all key partners who commission services for children and young people in Cheshire West to a joint commissioning approach. Joint commissioning will support the best use of available resources to improve outcomes for children, young people, and their families by delivering personalised and integrated care.

- Review annual commissioning cycle.

### **What difference we will make (KPIs)**

- Parents tell us they can access an appropriate break from caring for their child.
- Parents tell us they can access employment and/or training.
- Children and young people have an appropriate overnight short break which meets their assessed needs, Schools have appropriate Service Level Agreements (SLA's) in place for overnight education placements.
- There are sufficient educational places in the borough providing good levels of education to meet the child or young persons assessed need and provides the council with value for money.
- Commissioned services support the Tribunal process and provide appropriate evidence and recommendations.
- There is the capacity or a framework to provide spot purchased services through existing commissioned services to support children and young people when they need it.
- Staff tell us they have a better awareness of commissioning, procurement legislation and sufficiency.
- Positive outcomes for children and young people are at the heart of the strategic planning and commissioning process.
- Decisions are based on a robust needs assessment.
- Children, young people, families and carers actively participate in our decisions about commissioning services at all stages of the commissioning cycle.
- PCF Survey Results -  
Q12. My child's needs are met by Short Breaks e.g. Community Connections / Endorphins etc Direct Payments Mainstream Activities with Support e.g. Guides / Scouts.  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.  
Q22. I find it easy to access services.  
Q28. If your child accesses transport how satisfied are you with the service?

	KPIs from workstream 1. Increase in number of places available.
<b><u>How going to achieve/Action Plan</u></b> <b>5.1</b> Sufficiency Working Group to be set up. <b>5.2</b> Develop draft sufficiency plan, co-produced with parents. <b>5.3</b> Consult on the draft sufficiency plan. <b>5.4</b> Finalise sufficiency plan. <b>5.5</b> Develop action plan to monitor progress. <b>5.6</b> Develop Joint Commissioning Working Group. <b>5.7</b> Review the Joint Commissioning Framework and report progress to Children's Trust. <b>5.8</b> Develop action plan to deliver the remaining priorities within the Joint Commissioning Framework.	

## Delivery Group – Quality and Timeliness of Education, Health and Care Plans (EHCPs) including the annual review of EHCPs

### What we will do

- Ensure timescales are met throughout the statutory process by all partners.
- Co-produce high quality, person centred EHCP's.
- Ensure transparency and understanding of the Education, Health and Care Needs Assessment (EHCNA)/EHCP process.
- Ensure the statutory EHCP process is understood by all stakeholders and partners.
- Quality Assurance (QA) Framework (multi-agency audits).
- Children and young people will receive the right support, in the right school or setting, at the right time.
- Start to develop an outcomes framework.
- Ensure reviews are moderated
- Pathway through Resourced Provision

### What difference we will make (KPIs)

- Performance data for timeliness is consistently/above in line with national expectations. KPI - National data.
- Reports from all professionals are completed within expected timeframes.
- Quality of EHCP audits are good or outstanding.
- Parental feedback demonstrates satisfaction with the assessment process (PCF Survey) KPI – received improved positive feedback from parents with communication through the PCF.  
PCF Survey -  
Q16. I find it easy to get the relevant information about services.  
Q18. I am satisfied with Communication about my Child/Young Person.  
Q21. I have found the complaints procedure easy to access.  
Q24. My experience of the EHCP: Needs assessment was positive.  
Q25. My experience of the EHCP: Annual review process was positive.
- How measure progress of outcomes.

### How going to achieve/Action Plan

**6.1** Compliance with the statutory timescales.

**6.2** Use of accurate and up to date data and share with partners and stakeholders.

**6.3** Review policies and procedures to ensure transparency, using co-production, engagement where appropriate.

**6.4** Develop a QA framework to ensure EHC Plans are of a high quality and person centred.

**6.5** Re-establish an improved multi-agency audit process to improve the quality of EHC plans.

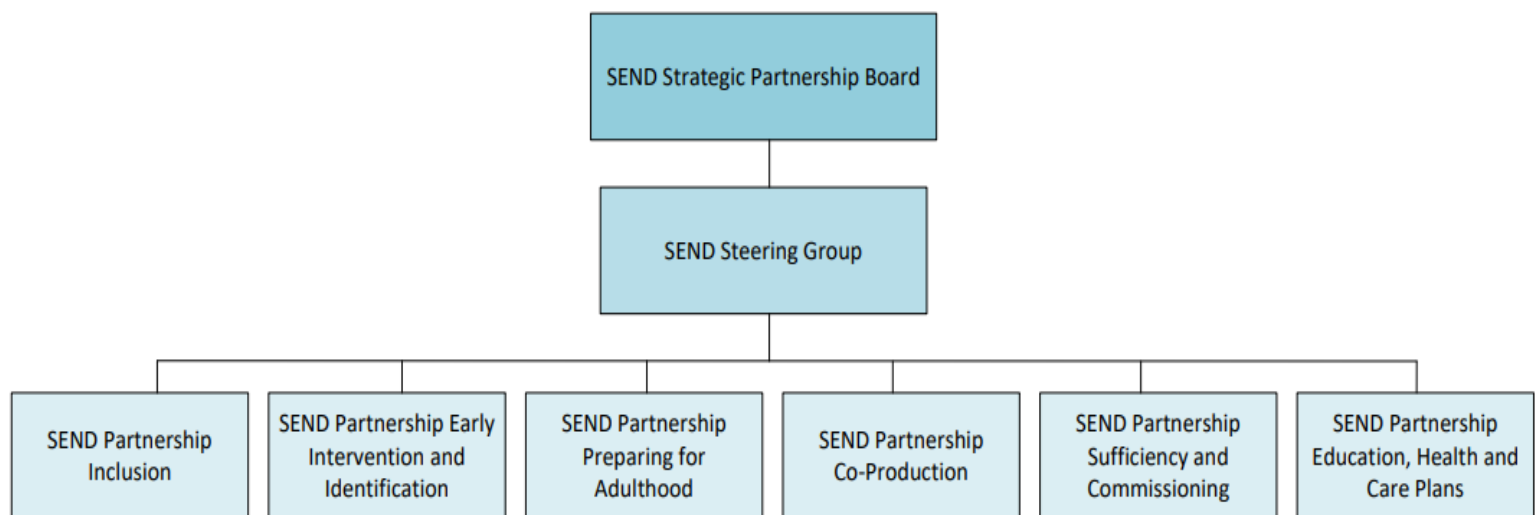
**6.6** Develop procedures to capture the voice of children and young people and parent/carer views and they are reflected in all plans.

**6.7** Promote role of IASS.

**6.8** Learning from QA audits are shared to improve performance/practice.

# Appendices

## Governance Structure



# Glossary

ASIA	Associate School Improvement Adviser	ITT	Independent Travel Training
CAMHS	Child Adolescent Mental Health Service	JET	Journey into Employment and Training
CCAT	Cheshire Child a Talker	JSNA	Joint Strategic Needs Assessment
CEIAG	Career Education Information Advice Guidance	KPI	Key Performance Indicator
CITA	Cheshire Inclusive Teaching Alliance	LEYPS	Lead Early Years Practitioners
CYP	Children and Young People	LO	Local Offer
CWAC	Cheshire West and Chester	NEET	Not in Education Employment and Training
CWEIB	Cheshire West Education Improvement Board	ND	Neurodevelopmental
DCO	Dedicated Clinical Officer	OAP	Ordinarily Available Provision
DfE	Department for Education	PCF	Parent Carer Forum
DCO	Designated Clinical Officer	PHB	Personal Health Budget
EHCP	Education, Health and Care Plan	PINS Schools	Partnership for Inclusion of Neurodiversity in Schools
EHP	Early Help and Prevention	PfA	Preparation for Adulthood
ELSA	Emotional Literacy Support Assistant	PTT	Part Time Timetable
EOTAS	Education Otherwise Than at School	RONI	Risk of NEET indicator
EWS	Education Welfare Service	SaLT	Speech and Language Therapy
EY	Early Tears	SEMH	Social, Emotional and Mental Health
EYCs	Early Years Consultants	SENAO	SEN Advisory Officer
EYSS	Early Years Specialist Service	SEND	Special Educational Needs and Disabilities
EWS	Early Years Worker	SENCo	Special Education Needs Coordinator
FE	Further Education	SENDISS	SEND Inclusion Support Service
HI	Hearing Impairment	TAF	Team Around the Family
IAG	Information Advice and Guidance	TSA	Teaching School Alliance
IASS	Independent Advice and Support Service	QA	Quality Assure
ICB	Integrated Care Board	VI	Visual Impairment
ISS	Independent Support Service	YPS	Young Peoples Service

# Links to strategies

[Place Plan | Cheshire West and Chester Council](#)

[Borough Plan 2024-2028 | Cheshire West and Chester Council](#)

[Inclusion Matters | Live Well Cheshire West](#)