

Let's celebrate our local area – what are we doing really well?

Write one of the best things we are doing for each of the SEF tables in the banners

SEF Table 1 – Children and young people's needs are identified accurately and assessed in a timely and effective way

CYP said:

- Having a timely approach, good adaptations, and an inclusions panel.
- There is a CNWL/NHS transition services.
- Speech and language therapy project in primary and secondary schools, is at greater risk of school suspension, move to alternative provision (Youth Justice Service)
- CYP had choices and were listened.
- When we are in a crisis, we can now access support.
- Act Now – Knife crime pilot with TVP/Youth justice, ACT respond to all knife crime arrests in MK.
- Joint working with health to identify CYP early -
- There is a complex – early years panel.
- Needs are identified early by clinicians who care.
- EHCP assessments are timely (Compared to others)
- Good at initial assessments.
- Timescales are met in identifying needs of CYPs.
- CYP are having input into their EHCP annual reviews.
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Parents said:

- Support given to CYP in Ambition and inclusion.
- There is a shared commitment to improving provision and learning from each other.
- Timely assessments are in place for recognising needs – Youth justice support team.
- Outreach has good communication needs which Links in with partnerships.
- There has been Improvements in EHCP assessments and annual reviews.
- Inclusion – This is done well in school particularly in junior school.

Education

- Partnership working in Co-production of EHCP.
- MDT representation is now at inclusion panel.
- Multi agency working is still developing, it works well for early identification.
- Formalised identification of needs works well.

Health

- Having the support from inclusion and intervention team.
- EHCP assessments are timely in comparison to other areas.
- Evidenced joint working is going well.

Social Care

- EHCP timescales have improved.
- CYP needs are identified - individuals are often good but not consistent

SEF Table 2 – Children, young people and their families participate in decision-making about their individual plans and support

CYP

- There is now Co-production, co-meetings, we can express views our voice is heard.

- We now have Co-production meetings.
- Forums are there for all voices to be heard.
- Co-production meetings take place with the child and family involvement.
- CYP's voices and opinions are heard and represented at EHCP's and annual reviews.

Parents

- YST collaboration is in place.
- There is Co-production of annual reviews and support plans including voice of CYP.
- Good collaboration between mainstreams schools takes place.
- Decision making – CYP opinions are sought from SEN support through to complexity.
- Childrens voice - they need to be heard, this is done well in schools and getting better in healthcare settings.

Education

- Annual reviews are inclusive of student the parents and the school.
- Pathway plan is in place for YP in care 16/17 completed in partnership with YP and those important to them.
- Annual review process in place which support CYP.
- Co-production takes place with parents their families and CYP.
- Contribution to EHCP with partnership working.

Health

- SENCOs are supporting parents to complete plans.
- Co-production meetings help write an EHCP plans.
- EHCP – working together creating a highlight report and student certificate

Social Care

- As CYP get older they become more independent.
- Care planning reviews are in place to support CYP views.
- Childrens views are gained and listened to.
- Where advocates are used these are helpful to support the YP.

SEF Table 3 – Children and young people receive the right help and support at the right time CYP

- There is Quick timely process of EHCP – to gain support early on.
- In the Local offer – Information is provided on support and services.
- The support we receive is evidence based.
- There is a specialist teaching team in place.
- We have SEND support plans.
- Schools support SEND and have good links with Mental Health Team.
- CYP's feel that needs are being met at the right time in school.

Parents

- Early identification of YP need and clarity of expectation around support plans
- Good Communication and multiagency work with a systemic approach.
- Accessibility of information is improving but needs better profiling.

Education

- Having access to specialist SEND teams (EHC /Inclusion /Sensory)
- National programmes now have clarity of expectations and accountability.

Health

- There are Teachers to support CYP in class.
- Mental health support team is in place but only for schools who can access it.
- SEN support plans are now allowing a tighter process.

Social Care

- Once CYP are in the service they get the support they need.
- Children do receive the right help at the right time.

SEF Table 4 – Children and young people are well prepared for their next steps and achieve strong outcomes

CYP

- Relating the curriculum to life skills would be beneficial.
- MK college are now providing Money skills classes.
- If identified plan is in place, then outcomes are set, and needs identified.
- Meeting individuals needs and giving them opportunities to join other lessons.
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Parents

- Where it is done well, YP have provision to develop life skills.
- Identifying individual needs with support towards independence.
- Meeting individual needs - feel staff know child well and understands CYP need.
- EHCP timescales have got better but needs to be simplified for parents.

Health

- Having Social stories for non-verbal YP.
- MDT – Transition meetings now in place.
- Transitions planning in schools have improved processes and procedures have tightened up.

Social Care

- CYP need to have more support in life skills.
- College is planning cooking lessons.
- CYP need more support with money/life skills.
- EHCP need to include prep for adulthood.

SEF Table 5 – Children and young people with SEND are valued, visible and included in their communities

CYP

- Knowing that CYP belong in the community.
- Being able to take part in clubs inside and outside school such as girl guides and badminton.

Parents

- CYP Feel this for post 16.
- Greater understanding of neuro divergence is needed.
- Identified accurately and assessed timely –this feels much faster and smoother when healthcare is involved.

Health

- Having an Intergrated approach to clubs, schemes.
- CYP voices shared in the SEND conference today.

Social Care

- SC needs to be more included, understanding and needs to make awareness educating everyone.
- Children are listened to, talked to and feel helped.

SEF Table 6 – Leaders are ambitious for children and young people with SEND

CYP

- SEND event CYP have high expectations.
- Headteacher teaches expect high expectations of CYP.

Parents

- Everyone is trying to be inclusive and are up for the challenge to get better.
- Most schools in MK are inclusive.
- Feel that most healthcare settings are inclusive.

Health

- Events like the SEND conference help CYP to feel empowered.
- Good reputation of SEN in MK including adults, this is shown in services.

Social Care

- Knowing the children well, makes them feel supportive and helpful.
- Majority of schools are inclusive,
- Event conference was collaborative working bringing all groups/partnerships together.

Table 7 – Leaders actively engage and work with children, young people, and families (coproduction)

CYP

- Having special school trips as rewards for good behaviour and hard work.

Parents

- Youth participation groups are now in place.
- Training programmes for parents and early help assessments.
- Early help – training programmes across MK.

Health

- DCO role is very visible in schools.
- Health and education are more linked up.
- Youth participation group and doing some parent training.
- Having the SEND information day.
- Having the SEND local offer.
- Parents training –Which will develop a more inclusive culture.

Social Care

- CYP views and voice heard in groups - so good ideas are shared.
- PACA, CPF, advocates do well to help across SEND.
- Early help assessments, and the local offer delivered by social media.
- Youth participation group.

Table 8 – Leaders accurate self-evaluation and understanding of CYPs needs

Parents

- There is a willing desire to self-evaluate but needs are greater and understanding of criteria and thresholds.

CYP

- Teachers at school are meeting CYP needs.

Social Care

- Self-reflection by leaders take place.

Table 9 – Leaders commission services and provision to meet the needs and aspirations of CYP

Parents

- There is a willing desire to ensure provision meets needs, and acknowledges of the gaps

Education

- There is a Dynamic support register in place.

CYP

- CYP feeling valued and being able to request what subjects you want to learn.

Social Care

- There are a range of external services that support children and YP.
- There are a range of settings and pathways, for service provision.

Table 10 –: Leaders evaluate services and make improvements & Leaders create an environment for effective practice and multi-agency working to flourish

CYP

- Celebration assemblies and sports days where families are invited.

Parents

- There are Annual reviews which support improvements.
- Multi-agency work takes place.

Health

- SENDIS and PACA days.

Social Care

- Schools complete annual SEFs.

Summary -

CYP

- Speech and language therapy in schools, Youth justice and early support project
- When in crisis – referrals and support is prioritised
- Clinicians/professionals who care
- EHCP are timely
- Specialist teaching team
- Comprehensive initial assessments - timely way
- Identified plans of support when needs identified
- External services coming into school such as job centre
- Including people and activities – Badminton, Art and colouring
- At Denbigh - Student led EHCP's - going brilliantly - very student led

Parents

- Identifying and assessing CYP
- CYP opinions are sought at all stages
- Work Collaboratively
- Inclusion
- Children's voice
- Accessibility of information
- Ambition for inclusivity and diversity for SEND across MK
- Celebrate co-production across services
- Celebrate diversity of skills set and experience

Education

- Some individuals who champion our children - excellent lead advocates
- When needs are identified at a young age support is available
- MDT representation at inclusion panel
- Having support to learn and make sure the EHCP reflects the CYP mainly within schools
- Gathering feedback, being more receptive to this and reflecting on 'what now'
- Being included in decisions made about them, not only parent's decisions or professionals, feeling heard is important and supports CYP
- General ambition and intent to provide better support for SEN
- Good support once needs are identified by statutory organisations

Health

- Transitions - CYP/Adults

Social Care

- EHCP and assessments within framework – social media, newsletter, media and local offer
- Clarity of expectations in EHCP – same format
- Coproduction - Conference event - Voices being heard