

# LEARNING DIFFICULTIES AND DISABILITIES PLAN 2008– 2009

*‘Improving our capacity to meet the needs of all vulnerable  
children and young people’*

Children & Young People’s  
Department



**2002-2003**  
Community Legal Services  
**2003-2004**  
Transforming Secondary Education  
Child & Adolescent Mental Health Services  
**2006-2007**  
Positive Youth Engagement

## **INTRODUCTION**

1. The Children and Young People's Strategic Partnership have five outcome groups ensuring children are:-
  - a) Being Healthy
  - b) Staying Safe
  - c) Enjoying and Achieving
  - d) Make a Positive Contribution
  - e) Achieving Economic Well Being

In addition two inter-related additional groups have been formed for:

Looked After Children and Children and Young People with Learning Difficulties and Disabilities (LDD).

2. This plan has been produced after detailed discussion with the Learning Difficulties and Disabilities (LDD) strategy group.
3. Whilst the initial key priorities have been identified, it is recognised that over time these will be reviewed, up-dated and added to. It is intended that progress with this plan will be monitored by the LDD Strategy Group and SENAC (Special Educational Needs Advisory Committee).
4. The plan supersedes the previous Plan and includes recommendations for action identified in the Joint Area Review 2005.
5. This plan includes targets for vulnerable Children and Young People who are at risk of marginalisation, underachievement or exclusion but who may not be classified as having LDD or SEN

# LDD STRATEGIC PLAN – Children with Learning Difficulties and Disabilities – 2008-2009

## 1. Being Healthy: –

### The health needs of children and young people with SEN / LDD are addressed

**Clinical provision for C&YPP with LDD** is accessible, co-ordinated and supports inclusion and arrangements are in place to support transition from child to adult health services (NSF 8)

#### Issues to consider include:

- a) The coordination and integration of early identification, assessment and intervention arrangements regarding health conditions, impairments, social/physical barriers to inclusion
- b) Targets and actions for improving the health of children and young people with SEN / LDD are reflected in strategic planning
- c) Arrangements to support access to hospital and primary health care services, therapy, equipment services and social care services for identified C&YP with SEN / LDD
- d) The extent to which services actively promote the social inclusion of disabled children and young people

<b>Commentary</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
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Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
1a. Establish a co-ordinated approach to supporting children who have complex medical needs.	<p>Work with the established multi-agencies group to:-</p> <p>1a1 Establish Service Level Agreement with Community Loan Store (Health) To develop the provision and maintenance of specialist equipment for children in schools and settings. .</p> <p>1a2 To develop a robust and shared strategy for Safer Moving and Handling.</p> <p>1a3 To develop a multi-agency protocol for children with medical/sensory needs during offsite/residential Trips.</p> <p>1a4 To establish preventative measures that enhance existing provision for children who are deaf with regard to their emotional well-being</p> <p>1a5 To clarify funding available for support and or specialist provision for children under 5 in different settings.</p> <p>1a6 To improve joint assessment procedures for children with Visual Impairment, sharing of information between agencies. Develop a shared assessment kit for children in special schools.</p> <p>1a7 To look into the feasibility of children in special schools having follow up appointments in their school instead of A.P.H</p> <p>1a8 To review the effectiveness of the Early Intervention Programme by the Hearing Support Service and Audiology.</p> <p>1a9 To devolve responsibility of existing sound field audio systems to the schools they are in. To set up a loan system of portable sound field systems.</p>	<p>March 2008</p> <p>March 2008</p> <p>Jan 08</p> <p>Feb 08</p> <p>Mar 2008</p> <p>March 2008</p> <p>Mar 2008</p> <p>Mar 2008</p> <p>Jan 08</p>	<p>Medical/ Physical Co-ordinator</p> <p>Medical/physical co-ordinator Health and safety officer</p> <p>Medical/physical co-ordinator</p> <p>Head of Hearing support Service SESS</p> <p>Medical/physical coordinator</p> <p>Head of Vision support Services SESS</p> <p>Head of hearing support Services SESS</p> <p>Head of hearing support Services SESS</p> <p>Head of Hearing Services SESS</p>		<p>SLA would improve provision of equipment by: standardising orders – cost effective allow for re-cycling improve safety procedures around maintenance improved speed of delivery</p> <p>Shared strategy would mean children are handled in a consistent way in all settings and staff are protected from injury. Ensures children will participate more fully and safely in off-site activities evidence – strategy in place and shared by all agencies with review process</p> <p>Specialist teams and mainstream staff to have appropriate understanding/resources to ensure that emotional well-being can be discussed effectively</p> <p>Service providers and parents aware of additional funding available for under 5s. Clarity around places and support for children with LDD</p>

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
	<p>To set up assessment and purchase systems of digital radio aids for children with hearing impairments.</p> <p>1a10 To monitor the progress of the Accessibility Strategy in relation to children with Medical /Sensory Needs and feed back to L.D.D group</p>	March 08	Med/phys co-ord GI SEN & Inclusion Inclusion Officer		Report prepared and presented to LDD strategy group for scrutiny by target date
1b. Establish a co-ordinated approach to supporting children who have difficulties with Social Communication and Interaction.	<p>1b1 To achieve consensus with stakeholders on a multi-agency model for the diagnosis of ASD</p> <p>1b2 Complete first year evaluation for new complex Social Communication service / confirm with DFES.</p>	<p>March 2008</p> <p>Feb 08</p>	<p>Head of Speech and Language therapy Members of Communication and Interaction sub-group</p> <p>Principal Manager CAMHS / CWD Service Manager</p>		Agreed pathways and protocols that lead to an action plan for service redesign/development
1c The co-ordination and integration of early identification, assessment and intervention arrangements regarding health conditions, impairments, social/physical barriers to inclusion	<p>1c1 Establish an Early years forum/sub-group to identify and address key SEN/LDD issues</p> <p>1c2 to formulate proposals for the establishment of a Health Service database of young children with SEN/LDD (Section332 – Education Act 1996)</p> <p>1c3 To confirm a plan with the LDD group to develop the Early Support Programme and establish a Keyworking service</p> <p>1c4 Align services for effective multi-agency work around parents/carers of young children with SEN/LDD with specific reference to children's Centres</p>	<p>Jan 08</p> <p>Jan 2008</p> <p>Jan 2008</p>	<p>Quality Assurance Manager (Early Years) GI Children's Centres</p> <p>Quality Assurance Manager (Early Years) GI Children's Centres</p> <p>Quality Assurance Manager (Early Years) GI Children's Centres</p> <p>Quality Assurance Manager (Early Years) GI Children's Centres</p>		<p>Incorporate into the remit for the Children's Centres Development Group which reports directly to the Sure Start Strategic Partnership Board and also to the LDD Strategy Group</p> <p>(Support the development of the Child Health Promotion programme to ensure early identification of children with LDD)</p>

## 2. Staying Safe: –

## C&YP with LDD live in safe environments and are protected from abuse and exploitation

### Issues to consider:

- a) Arrangements to ensure the effective sharing and transfer of information between key agencies
- b) Section 85 of the Children Act 1989 – duty to ensure an appropriate and safe environment when pupils are placed residentially and to ensure appropriate arrangements for linking with families
- c) Use of the National Contract when purchasing placements in Independent and Non-Maintained Special Schools
- d) Progress with the commissioning of local services / placements to minimise the use of out of area provision
- e) Arrangements to monitor placements at out of area schools, particularly where residential
- f) The extent to which safeguarding and child protection arrangements take adequate account of the particular needs of children and young people with SEN / LDD
- g) The development / implementation of the Common Assessment Framework and change of practice that has resulted from this
- h) The effectiveness and impact of the anti-bullying strategies of both the LA and schools
- i) The extent to which strategy related to behaviour support / PRUs / provision of specialist services provides a cohesive framework for tackling behavioural difficulties that has real impact in schools.

### Commentary

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Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
2a Improve the co-ordination of	2a.1 To implement the LA CAMHS and Behaviour Support Plan	March 2008	HOB Participation & Inclusion	G	07-08 Plan written and published

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
services to children with Behavioural and Emotional Social Difficulties.			Principal Manager CAMHS Behaviour Manager		
2b Reduce the number of pupils educated outside the borough that have EBSD.	2b.1 Promote and support the development of the New BESD school and new PRU.	July 2008	HOB Participation & Inclusion GI SEN & Inclusion	G	New BESD School and WASP moved to new sites successfully Agreed programme of ongoing support from specialist GI
2c Establish a co-ordinated approach to supporting children who have Learning Difficulties and Disabilities	<p>2c1 Complete review of residential respite and community based services for children with complex learning disabilities and complex health</p> <p>2c2 Review the educational progress of lower attaining children and young people (with particular reference to Moderate and severe learning difficulties)</p> <p>2c3 Review the current Direct Payment scheme for children</p> <p>2c4 Evaluate the structural requirements of Individual Budgets</p> <p>2c5 Evaluate the potential for standardising of child centred personal information tools.</p>	<p>March 2008</p> <p>March 2008</p> <p>April 2008</p> <p>April 08</p>	<p>CWD Service Manager Joint commissioning Manager Continuing Care Co-ordinator</p> <p>Chair C&amp;L group GI SEN and Inclusion National Strategy Managers</p> <p>CWD Service Manager</p> <p>CWD Service Manager</p> <p>CWD Service Manager</p>		<p>Joint commissioning manager will confirm report to PCT Board with funding and strategy for residential and community based services. Proposals to account for Aiming higher development</p> <p>To achieve NS SEN targets end of year targets 07/08 (Ma Eng) SIP/LA monitoring of the achievement of school agreed performance targets (individual and cohort)</p> <p>New service level agreement in place with WIRED Service review and revised financial settlement</p> <p>Work commenced with Adult social Services to confirm a development plan for Individual Budgets</p> <p>Develop shared formats between schools/ CWD provider services confirmed</p>
2d Ensure effective safeguarding and child protection arrangements which	<p>2d1 Produce and launch new Safeguarding guidance for children with LDD.</p> <p>2d2 Establish a LDD advisory group and confirm work</p>	<p>March 08</p> <p>March 08</p>	<p>CWD Service Manager</p> <p>CWD Service Manager</p>		<p>New guidance to be published via internet with launch event</p> <p>Membership, terms of reference and work plan agreed</p>

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
take adequate account of the particular needs of children and young people with SEN / LDD	plan with Local Childrens Safeguarding Board & LDD Strategy Group				

### 3. Enjoying and Achieving: –

#### **C&YP with LDD are helped to enjoy and achieve Educational provision is made for those who do not attend school**

##### **Issues to consider:**

- a) Progress made in developing Children’s Centres and Extended Schools
- b) Key developments concerning children under 5 with SEN / LDD over the last two years and impact on early identification and assessments
- c) Arrangements to monitor the progress of children and young people with SEN / LDD (at both school and LA levels)
- d) The collection and use of P Level data and support provided to develop this further
- e) Implications of trend data regarding the attainment of children and young people with SEN/LDD
- f) Any narrowing of the attainment gap between children and young people with SEN/ LDD and the majority of their peers
- g) Support that the LA provides to help schools to evaluate the impact that they make for children with SEN/LDD
- h) Arrangements for School Improvement Services (including the use of SIPs) to monitor the quality of the provision made by schools for all groups of vulnerable learners, **including SEN/LDD**, and the provision of support and challenge where appropriate
- i) Evidence of the impact of these arrangements
- j) Arrangements in place to identify skill shortages and to support the professional development of all staff including those directly responsible for children with SEN / LDD
- k) Progress in developing / encouraging the use of holistic planning and the appropriate targeting / evaluation of interventions within schools
- l) Particular strategies in place to support the education of children and young people who are looked after and evidence of impact
- m) The Admissions Forum and the extent to which agreed protocols regarding hard to place pupils are in place and effective
- n) The priority given to / arrangements for vulnerable learners during admissions processes
- o) Assessment of the impact of support services (including youth services) in supporting non-attending pupils
- p) The quality and robustness of arrangements for the tracking of pupils. Are all children not in school known?
- q) The extent to which all children not in school receive an appropriate education and the arrangements to monitor the provision
- r) Monitoring of exclusion data, including ethnicity, and extent to which appropriate action is taken as a result of such monitoring
- s) Analysis of attendance and exclusions data in respect of children with SEN/LDD
- t) The congruence of services / places available with data held on children and young people out of school over the last five years
- u) Arrangements for the coordination of these services within the context of integrated services

**Commentary**

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
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Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
3a Increase the presence, participation and achievement into mainstream schools of children and young people with learning difficulties and disabilities.	<p>3a.1 Working in partnership with Head Teachers to identify inclusion activities that can be supported in mainstream.(participation of children and young people)</p> <p>3a.2 Create opportunities to provide additional services from Special Schools. (Advice, support and training plus Outreach services)</p> <p>3a.3 Hold an annual Inclusion Week.</p> <p>3a.4 Ensure Statements are produced putting the authority in the top quartile of authorities by undertaking a review of current procedures and best practice.</p> <p>3a.5 To ensure Schools implement the Disability Equality Duty and Accessibility Strategy and that policies are implemented</p> <p>3a.6 To modify and deliver LA Inclusion Module and Award to Early Years non- maintained and maintained settings.</p> <p>3a.7 Explore the development of Education Inclusion Base provision in mainstream secondary schools</p>	<p>April 08</p> <p>July 08</p> <p>Ongoing Annual event</p> <p>March 08</p> <p>July 08</p> <p>Dec 08</p>	<p>HOB Participation &amp; Inclusion GI SEN &amp; Inclusion Inclusion officer</p> <p>Inclusion Officer GI SEN &amp; Inclusion</p> <p>Inclusion officer</p> <p>SI Participation &amp; Inclusion</p> <p>GI SEN &amp; Inclusion Med/Physical Co-ordinator Inclusion Officer</p> <p>GI, SEN and Inclusion Children's Centre Co-ordinator Early Years EP Inclusion Officer HoB P&amp;I Secoded Special School Head</p>		<p>Produce an annual report for Schools Forum identifying key areas of development.</p> <p>All special schools to have clear objectives and plans to provide specialist advice, support and/or training opportunities to mainstream partner schools and where appropriate Outreach services.</p> <p>Themed Inclusion Week organised for 15-19 October 2007 Ensure Inclusion week involves all partners: local, regional and national. To ensure consistent and shared interpretation of the Inclusion Position Statement.</p> <p>Second phase of training (Primary and Special) to be delivered 09/07 Audit of all schools to ensure compliance with target dates for plans</p> <p>To complete at least 5 awards that reflect a range of EY settings (e.g. maintained and non-maintained)</p> <p>Secondary EIB group formed Strategic plans drawn up Cabinet approval to be sought EIB provision open Autumn 2008</p>

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
3b Arrangements for School Improvement Services (including the use of SIPs) to monitor the quality of the provision made by schools for all groups of vulnerable learners,	<p>3b1 To establish a group to co-ordinate provision for children and young people with LDD/ SEN/ LAC through the National Strategies.</p> <p>3b2 To raise the achievement of all vulnerable learners through providing all schools with appropriate INSET linked to the NS Inclusion Development Programme implementing the SEN/LDD protocol</p> <p>3b3 To raise the achievements of all SEN/LDD pupils by setting appropriate NC targets in MAVEN for lower attaining pupils that will reduce the attainment gap</p>	<p>July 08</p> <p>July 2008</p> <p>July 2008</p>	<p>GI SEN and Inclusion Primary &amp; Secondary Teams; Behaviour Support</p> <p>GI SEN &amp; Inclusion Primary &amp; Secondary Teams</p> <p>GI SEN &amp; Inclusion Primary &amp; Secondary Teams</p>		<p>A cross-branch intervention team will be established that uses SEN/LDD data effectively to inform LA support for those schools Causing concern and will also be used to identify schools where effective practice can be shared</p> <p>To ensure all Primary and Secondary staff have the opportunity to attend at least one training session in the following SEN/LDD areas: SLCN (including Dyslexia); Behaviour; ASD and MLD (NS materials will be used where available and cross-branch delivery wherever possible)</p> <p>Supporting the trajectory of improvement towards PSA targets 1</p> <p>KS1 reduction in percentages not achieving level 2 KS2 reduction in percentages not achieving level 3 KS3 reduction in percentages not achieving level 4</p>
3c Progress made in developing Children's Centres and Extended Schools	3c1 To maintain effective links from the LDD strategy group with the Extended Schools provision and Children's Centres Strategic Partnership Board	July 2008	Inclusion Officer		To develop effective links between groups to ensure that all partners are fully aware of each other's objectives/plans. To ensure a consistent approach to planning that identifies and meets the needs of all C&YP with LDD/SEN

#### **4. Making a Positive Contribution: -**

**C&YP, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives**

**C&YP with LDD, are helped to make a positive contribution**

##### **Issues to consider:**

- a) Arrangements made to support the transfer of data and information between phases and to ensure plans are in place for vulnerable learners before they arrive in a new setting
- b) Targeted support for vulnerable learners at points of transition and the impact of these arrangements
- c) The quality of information readily available for parents as well as children and young people themselves at transition
- d) The coordination of sources of advice and information (e.g. Parent Partnership Services, Choice Advisers, Connexions, Children's Services information arrangements)
- e) The quality and impact of Parent Partnership Services
- f) Success in reducing, or maintaining a low level of, Tribunal activity (sometimes taken as a proxy for parental confidence)
- g) The development of the role of the Lead Professional for children with SEN/LDD
- h) Arrangements to ensure that children and young people are able to contribute to Annual Reviews / Case Discussions
- i) The participation of parents / carers in key review and transition meetings
- j) Progress made in developing / introducing arrangements for person-centred planning for children and young people with SEN / LDD and their families
- k) The recording of the views of children and young people when new placements are being considered, particularly when out of area and / or residential
- l) Developments in the use of the Five Outcome Framework to write statements or review targets and to evaluate progress
- m) Opportunities for the involvement of children and young people with SEN / LDD in school consultative arrangements / youth parliaments etc.

##### **Commentary**

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Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
4a. Promote the position of children and young people with learning difficulties and disability and opportunities to lead a socially valued lifestyle.	<p>4a1 Confirm funding and work programme with We R able 2 group.</p> <p>4a2 Raise the participation levels of children and young people in key reviews and transition meeting</p> <p>4a3 Increase the numbers of children with SEN / LDD in School consultative arrangements</p> <p>4a4 To enhance the voice and choice for children and young people ( Learning from Learners Project)</p> <p>4a5 To review the Disability Equality Scheme with the We R able 2 group</p>	<p>March 08</p> <p>Sept 08</p> <p>Sept 08</p> <p>Sept 08</p> <p>April 08</p>	<p>CWD Service Manager</p> <p>Children's advocate</p> <p>Inclusion Officer GI SEN &amp; Inclusion</p> <p>Inclusion Officer GI SEN &amp; Inclusion</p> <p>Inclusion Officer</p>		<p>Funding applications to be confirmed / new procedures in place for professionals wishing to consult with group</p> <p>Use a range of training opportunities to enhance awareness of a range of approaches that will raise participation levels</p> <p>Disability Equality Training to emphasise the need for positive discrimination in favour of disability</p> <p>Work with to Regional Partnership to engage with work already done and embed it in LA</p> <p>Consult with Pupil group and feedback to LDD strategy group</p>
4b. Promote the position of Parent Carers of children with disability and ensure effective family support services are provided.	<p>4b1 Review and develop further the Wirral Family Forum for parents and carers of children with LDD.</p> <p>4b2 Launch Web site and raise the e-profile of parent carers</p> <p>4b3 Maintain and update information in the Children `s Directory for CY&amp;P with LDD/SEN</p> <p>4b4 To maintain a programme of Partnership Information events.</p>	<p>Jan 08</p> <p>Jan 08</p> <p>Ongoing</p> <p>annual</p>	<p>CWD Service Manager</p> <p>Inclusion Officer Parent support co-ordinator</p> <p>Inclusion officer</p> <p>CWD Service Manager</p>		<p>Fresh launch of Forum with increased membership and attendance. Report to LDD strategy group on success of engagement with Parents/Carers and Families</p> <p>To establish a contact point for parent carers unable to attend meetings</p> <p>Ensure that information relating to pupils with LDD is kept current and relevant to pupils, professionals and parent/carers needs</p> <p>Annual programme of events planned, monitored and evaluated for effectiveness</p>

## 5. Achieving Economic Well Being:-

### **C&YP with LDD are helped to achieve economic well being**

#### **Issues to consider:**

- a) Arrangements for, and impact of, Year 9 Transition Reviews
- b) The extent and quality of Transition Reviews held and the involvement of adult services
- c) The effectiveness of the Connexions Service in providing appropriate advice to C&YP with LDD re future options and in coordinating arrangements
- d) Progress made in developing a continuum of provision to meet needs of young people aged 14-19 - any gaps identified and plans / progress in addressing these including liaison with the LSC and other partners
- e) Progress made in reducing the % of young people aged 16–19, identified as having SEN / LDD, who are not in education, employment and training (NEET)

#### **Commentary**

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<p>5a. Improve transition arrangements for supporting young people with learning difficulties and disabilities from Children's Services to adult services including planning for improved education and training opportunities post 16.</p>	<p>5a.1 Review 6<sup>th</sup> Form provision of Special Schools and the interface with College and produce an options paper.</p> <p>5a2 Develop a Transition work group and work programme</p> <p>5a3 Develop an information strategy to ensure young people and parent carers are provided with information on support within transition.</p> <p>5a4 Review current Transition Protocols for moving on to Adult Services</p> <p>5a5 Identify a more efficient process for the transfer of management information across children and adult services</p> <p>5a6 To review with LD Partnership Board approaches to developing Person centred planning, and with Special School Heads the use of PCP within transition reviews.</p> <p>5a7 To develop multi agency funding proposals for new Transition services for 2008-11</p>	<p>Jan 08</p>	<p>HOB Participation &amp; Inclusion Seconded Headteacher</p> <p>CWD Service Manager</p> <p>CWD Service Manager Connexions</p> <p>CWD Service Manager</p> <p>CWD Service Manager</p> <p>CWD Service Manager</p> <p>CWD Service Manager</p>		<p>16+ LDD provision development group to be formed Strategic plans for future development drawn up Approval from Cabinet and LSC to be sought 12/07</p> <p>Confirm work plan with the cross-agency Transition Governance Group. New transition protocol to be agreed. Information strategy developed funding proposals for new transition services for 2008-11</p>
<p>5b Ensure housing adaptations are provided in a timely manner within the DFG process.</p>	<p>14.1 Review joint working arrangements across Council, Wirral Hospital Trust and housing associations in the adaptation process and operation of the Disability Housing Register.</p> <p>14.2 To support PCT and Wirral Hospital Trust in their review of discharges from Tertiary Care</p>	<p>March 08</p> <p>April 08</p>	<p>CWD Service Manager HAT Team Manager</p> <p>CWD Service Manager Continuing Care Co-ordinator</p>		<p>.to confirm new Housing and Adaptations liaison process and protocols</p> <p>Support arrangements to be confirmed by continuing Care co-ordinator and reported to LDD strategy group</p>

## **6. Strategic & Service Management**

### **Issues to consider:**

#### *Strategy*

- a) The extent to which strategy towards children and young people with SEN / LDD, and the associated Implementation Plan, is aligned with the CYPP and communicated to key stakeholders including schools, partner agencies and parents
- b) The extent to which the mapping of needs and use of data has informed strategy and is leading to the further development of a continuum of provision to meet needs locally and to minimise the use of out of area placements
- c) Linked to the above, further progress in developing specialist provision over the last 12 months
- d) The contributions of key stakeholders (including parents) to the development of strategy
- e) Examples of consultation with children and young people when developing strategy
- f) The extent to which local services understand and share common objectives, priorities and targets for children and young people with SEN / LDD
- g) The extent to which SEN/LDD strategy, policy and services are ambitious and contribute to building capacity in schools and other providers
- h) Current strategic priorities

#### *Resources*

- i) Alignment of resources to strategy (LA and resources devolved, delegated or used to commission services from schools)

#### *Services*

- j) The extent to which services are configured to support the delivery of strategy
- k) Progress with the commissioning of specialist services
- l) Alignment of school improvement function and contribution of specialist support services within the context of integrated services
- m) Assessment of impact and value for money and the effective use of performance management
- n) Quality, range and clarity of information and guidance provided by services for parents
- o) Clarity about services / levels of service available to schools or commissioned from them
- p) Impact of workforce reform on service delivery

#### *Statutory*

- q) Progress in promoting early intervention and reducing reliance on statements (where appropriate)
- r) Compliance with Best Value Performance Indicators for statutory assessment (43a and 43b)
- s) Performance in completing assessments and producing statements within 26 weeks (proposed new target)
- t) Compliance with Information Regulations
- u) Outcomes of monitoring of PLASC data against the national / local data sets to ensure that patterns of local under or over-representation of pupils with SEN and Disability from different ethnic backgrounds is identified, understood and acted upon
- v) Extent to which LA services, schools and settings comply with the requirements of SEN and Disability Discrimination Act (2001) and the Disability Discrimination Act (2005)

## Commentary

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6.a To establish and implement across children and young peoples' department and health services effective joint working arrangements	<p>6. a1 Review and publish admission criteria for all LDD/SEN services.</p> <p>6a 2 To review thresholds with PCT for joint funding of packages of care with the PCT</p>	<p>Sept 08</p> <p>Oct 08</p>	<p>CWD Service Manager SI Participation &amp; Inclusion</p> <p>CWD Service Manager</p>		
6b. To improve the overall quality of LDD provision by making better use of qualitative and quantitative data.	<p>6b.1 Children and Young People's Department staff to liaise with health services to ensure consistency of data to inform service planning and delivery. To explore the potential for pooling data and working towards a common/central source of data</p> <p>6b.2 To continue to provide schools with a broad range of bench marking data to enable institutions to contrast and compare their achievements with similar schools.</p> <p>6b3 To provide School Improvement Partners (SIPs) with relevant and appropriate Data for SEN/LDD population in Wirral schools</p>	<p>Dec 08</p> <p>Annually</p> <p>Ongoing</p>	<p>GI SEN &amp; Inclusion Business Performance Manager Social Care</p> <p>GI SEN &amp; Inclusion Inclusion Office Information Section</p> <p>GI SEN &amp; Inclusion Inclusion Officer Information section</p>		<p>To establish clear timelines and agreed areas for the collection of LDD/SEN data from all partners</p> <p>Data available for all schools to inform their SEF and judgements</p> <p>SIPs understand how to interpret DATA and are aware of the LA context</p>
6c. To ensure the Children & Young People's Department has a cohesive multi-	6c1 To use a web-based approach identify the Inclusion, SEN and Disability training needs of teaching and non-teaching staff in Wirral schools and social care provisions (approx. 50%). To explore ways of developing the tool to meet the needs of all partners across the Children's	July 08	Inclusion Officer GI SEN & Inclusion		Revised audit to be trialled spring 08 and re-launched summer 08

Outcomes & Responsibility	Actions taken to improve performance (indicate if Action is related to another plan)	Target 2008	Lead and Support Responsibility	RAG	Comments - Impact and Evidence
disciplinary structured training programme for Inclusion, SEN and Disability.	<p>services economy as a workforce development strategy</p> <p>6c2 Work in partnership with a variety of SEN specialists and service providers such as: SENAAT, SESS (HSS, VSS, ASD/S&amp;C Team, ADHD Specialist Teacher, Medical/Physical team, EP Service, Behaviour Support), Special School, Social Services and Health Professionals to provide relevant training opportunities</p>	Summer 2008	GI SEN and Inclusion Head of SESS		Range of SEN/Inclusion courses available to schools led by LA officers, SESS/SENAT personnel, and special school staff. This includes SLCN courses organised by LA and delivered through health and education professionals working collaboratively together.
6d To ensure LDD Plan is aligned with the C&YP Plan and communicated to key stakeholders including schools, partner agencies and parents	<p>6d1 To ensure this Plan and updates are produced in a parent and children and young people friendly version</p> <p>6d2 To ensure this Plan is shared with parents via Partnership events and Wirral Family Forum</p> <p>6d3 To ensure the Plan is regularly shared with the 5 Outcome Groups / leaders</p> <p>6d5 To write a position statement for the Cabinet to consider whether it wished to sign up to the Every Disable Child Matters Charter for Local Authorities</p>	<p>Annually</p> <p>ongoing</p> <p>3monthly intervals</p> <p>Jan 08</p>	<p>Inclusion Officer</p> <p>CWD Service Manager Inclusion Officer</p> <p>CWD Service Manager Inclusion Officer</p> <p>CWD Service Manager Inclusion Officer</p>		<p>Plan to be shared with pupil consultative group and comments fed back to Strategy group</p> <p>Plan to be shared with parents consultative group and comments fed back to strategy group</p> <p>LDD plan to be sent to other groups to fit in with their meeting schedule</p> <p>To audit existing provision and assess whether it meets the Charter requirements. Produce action plan. Report to LDD strategy group for further action</p>