

# Tameside SEND & AP 0-25 Strategy 2024-2027

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## Foreword and Introduction

The Tameside Special Educational Needs and/or Disabilities (SEND) & Alternate Provision (AP) 0-25 Strategy has been developed in partnership with Children, Young People, Parent and Carer, Tameside Council, Local Health NHS Commissioning and education partners. This Strategy aims to improve the lived experiences of children and young people (CYP) with SEND across the borough by identifying needs early, providing timely and effective support and being ambitious for their future to live happy and fulfilling lives.

Our [Childrens and Young People's Plan 2023/26](#) describes Tameside's vision for all CYP in the borough.

We want every child, young person and family to get the help and support they need to succeed as early as possible. Our vision is that we want CYP with SEND to have the opportunity to be the best they can be and to have choice and control over their support. We want to enable Tameside's CYP to have better education, health, and emotional wellbeing outcomes.

Our ambition and aim, therefore, is that all CYP with SEND have better outcomes which will make sure they are well prepared for a happy, healthy and fulfilling life. Working in partnership and the strength in relationships is of critical importance to ensure that CYP have their needs identified early so that support can be more effective.

This Strategy sets out how the Local Area Partnership (LAP) will work together, guided by agreed priorities, that have been developed with young people, parents/carers and professionals. It will provide a way forward that is clear and transparent, ensuring the views of all stakeholders are understood and acted upon and accountability is shared. The priorities identified apply to all areas of SEND but we acknowledge a specific focus on CYP with autism and those with Social, Emotional and Mental Health Needs (SEMH) in response to the increased identification of CYP with such needs.

As we have developed this Strategy we have agreed collectively, and included:

- What is important to children with SEND and their families.
- What are the overarching priorities that the partnership will focus on.
- What we will see when things are working well and both quantitative qualitative measures, that collectively, would indicate our approach is improving experiences for children, young people and families.

## National Context

### Definitions

#### 1. Special Education Needs

(as written within the SEND Code of Practise)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### 2. Disability

The Equality Act 2010 states a person has a disability if:

- They have a physical or mental impairment; and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The Government guidance states that the term substantial means more than minor or trivial. The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:

- Long term medical conditions such as asthma and diabetes.
- Fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease.
- Mental health conditions such as bipolar disorder or depression.
- Learning difficulties such as dyslexic
- Learning disabilities such as Down's syndrome and autistic spectrum conditions.
- Cancer.
- Multiple sclerosis.
- HIV / AIDS.
- People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect in day-to-day activities.

The SEND Code of Practice came into force on the 1st of September 2014. The code covers the 0-25 age and sets out the statutory guidance on duties, policies and procedures for all organisations who work with and support CYP with SEND.

## Key Policy Drivers

The Children and Families Act 2014, the Care Act 2014 and the Single Equalities Act 2010 form the backbone to the Special Educational Needs and or Disabilities reforms. Together they identify:

- CYP with more complex needs will access a coordinated assessment process. Education, Health and Care Plans (EHCPs) replace statements and Learning Difficulty Assessments.
- Coordinated support should meet the identified needs of CYP, improving their outcomes, as they seek to reach their aspirations.
- All CYP are encouraged to make decisions about their future, their support and to participate in designing services.
- Planning for adulthood should begin from the earliest opportunities to promote independence and full participation in their community.
- Children, young people and their families are given the option to receive a personal budget or direct payment to pay for their support or services.
- Public bodies have a duty to proactively meet the needs of CYP with SEND and ensure they are not disadvantaged.
- Local authorities must have an online 'Local Offer' detailing all support available for CYP with SEND.
- Services should be jointly planned and commissioned by the Local Authority and Integrated Care Boards.
- Parents are able to ask for a carers assessment in their own right and receive appropriate support for identified needs.

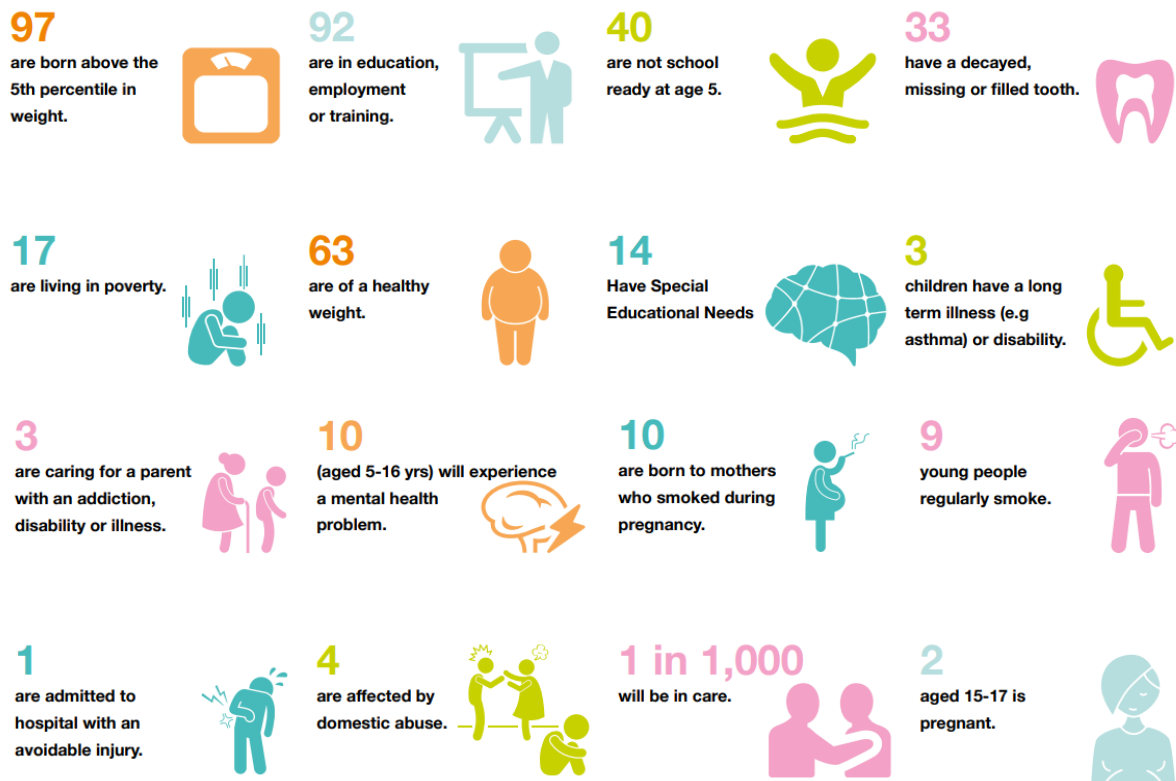
## What Do We Know About SEND In Tameside?

### Local Context

The Metropolitan Borough of Tameside sits on the eastern side of Greater Manchester (GM). The GM region is one of the largest metropolitan areas in the country and comprises 10 local authority areas as one NHS Integrated Care system. Tameside is divided into 4 neighbourhood areas:

- North
  - o Ashton-under-Lyne;
- South
  - o Hyde, Hattersley and Longdendale;
- East
  - o Dukinfield, Mossley and Stalybridge;
- West
  - o Audenshaw, Denton and Droylsden.

For every 100 Children in Tameside:



In 2024 Tameside reviewed their [Joint Strategic Needs Assessment \(JSNA\)](#) for SEND 0-25 years. It showed that there were 7,660 CYP aged 3-19 with a SEND in Tameside, this rises to 8,824 when you include CYP aged 0-25. Moreover, the demand for SEND services has been growing at a rate higher than in any other part of Greater Manchester, with a 236% increase in the number of children with EHCPs since 2017. Recent trends from local data indicate that demand is increasing, which has also been observed nationally.

The recommendations from the SEND JSNA for Tameside (2024-27) are organised into five key themes:

#### Governance:

- Focuses on improving system-wide oversight and strategic support for CYP with SEND.
- Actions include appointing Senior Responsible Officers, developing a joint SEND Strategy, and creating a joint commissioning group to ensure multi-disciplinary service delivery.

#### Quality Improvement:

- Aims to address gaps in service provision, timeliness, and quality of support for CYP with SEND.
- Recommendations include a review of service delivery tools, supporting the Greater Manchester neurodiversity model, and exploring trauma-responsive approaches to reduce exclusion rates in mainstream schools.

#### Inclusion and Meeting Needs:

- Highlights the importance of ensuring inclusive education for CYP with SEND, minimising barriers, and supporting personal budgets for better control over care services.
- Emphasises integrated services across education, health, and social care, especially for those in transition to adulthood.

#### Data:

- Stresses the need for better data collection and sharing across SEND services to track outcomes and ensure efficient service delivery.
- The recommendation suggests standardising data sets for more consistent intelligence on SEND needs.

#### Communication:

- Encourages improving information sharing among SEND service providers and with families to ensure transparency and timely support for CYP with SEND.

The recommendations from the JSNA, as well as those highlighted in [Tameside Children and Young People Plan 2023-2026](#), [Tameside Joint Health & Wellbeing Strategy and Locality Plan 2023-2028](#), and the developing Great Manchester NHS CYP Joint Forward Plan, emphasise the importance of working as a system to collectively improve the lives of our people.

## What Do Young People and Families Tell Us?

We have developed this Strategy and CYP Families with SEND Outcomes Framework (See Appendix A) with the residents and professionals of Tameside by means of surveys and engagement. We have captured the aspirations and feedback from young people and their families, some of which is shared below:

From the responses gathered in parent carer surveys in May 2024, the themes include:

- A recognition that local support groups within the community can vastly support a family with information and advice, provide activity and enable social connection.
- The workforce working with CYP need to be better equipped (i.e., enhanced, or additional training) to support a wide range of SEND needs, as well as improved communication between partner organisations and parents/ carers.

The parent carer survey was initially undertaken in November 2022, to draw a comparison to understand how supported families feel while they are waiting on health waiting lists.

Conclusions drawn from the responses suggest that more families feel supported while they are waiting, more families are happier with the process of assessment and more families have accessed support after assessment. However, there is an understanding that there is a need for ongoing engagement with CYP and Families and there is lots of room for improvement.

Further engagement was undertaken with CYP and Families who voiced their needs and aspirations through these sessions. Here are some direct quotes and key insights:

- **I want to be Healthy:** “I want to be as healthy as I can be.” “Mental health support is crucial for our family’s well-being.”
- **I want to be Safe:** “Feeling safe at home and in our community is non-negotiable.”
- **I want to be Happy:** “Happiness comes from being engaged in activities, having friends, and strong family relationships.”



- **I want to Develop Skills for Life:** “Access to diverse activities and training opportunities is essential for our children’s independence.”
- **I want to be Ambitious for the Future:** “We want our children to have every opportunity to reach their full potential.”
- **I want to be Heard / Listened to / Valued:** “We need to feel supported and valued as individuals and as families.”

## Progress Since the Last Strategy

The Tameside SEND inspection took place in October 2021. Inspectors from the Care and Quality Commission (CQC) and the Office for Standards in Education, Children’s Services and Skills (OfSTED) identified a number of areas for development which must be addressed to secure necessary improvements, which will lead to better outcomes for Tameside CYP with SEND. The outcome of the inspection was that the Tameside local area was required to produce a Written Statement of Action (WSOA) (Tameside MBC and Tameside Sub ICB, 2022).

In the previous SEND 0-25 Strategy (2020-2023) there were the following four priority areas:

1. Increasing & improving inclusion of CYP with SEND in mainstream settings ensuring appropriate preparation for adulthood.
2. Increasing confidence of parents and carers in services and systems across all of the partners in Tameside ensuring appropriate preparation for adulthood.
3. Involving CYP with SEND and their families, in decisions about their future and in the shaping, accountability, quality and delivery of services ensuring appropriate preparation for adulthood.
4. Improving quality, accuracy & timeliness with which we identify and assess children’s and young people’s needs including ensuring appropriate preparation for adulthood.

The following achievements are as a result of focus and delivery of the priorities in the WSoA:

- Health navigator and support while waiting.
- Local area SEND data dashboard.
- Development and re-launch of SEND Local Offer.
- Reduction in therapies waiting times.
- Workforce training around understanding neurodiversity.
- Pilot project of SEND support and parenting offer in Early Help led to sustainable modelling of the Early help team.

## CYP SEND Strategy 2024-2027

Our SEND Strategy for 2024-2027 is focused on improving the health, safety, happiness, skills development, ambitions, and voice of children, young people, and their families. This Strategy is anchored in a set of guiding principles that will shape the way we develop and deliver services for CYP.

This Strategy was informed through engagement with families, where their needs and aspirations were expressed through "I" statements. These statements highlight the community's expressed priorities for holistic support in areas such as health, mental well-being, safety, happiness, skill development, ambition achievement, and the need to be heard and valued.

### Vision

We want every child, young person and family to get the help and support they need to succeed as early as possible. Our vision is that we want CYP with SEND to have the opportunity to be the best they can be and to have choice and control over their support. We want to enable Tameside's CYP to have better education, health and emotional wellbeing outcomes.

### **Tameside – A place where everyone can achieve their hopes and ambitions.**

Our ambition and aim, therefore, is that all CYP with SEND have better outcomes which will make sure they are well prepared for a happy, healthy and fulfilling adult life. Working in partnership and the strength in relationships is of critical importance to ensure that CYP have their needs identified early so that support can be more effective.

This Strategy sets out how the LAP will work together, guided by agreed priorities, that have been developed with young people, parents/carers and professionals. It will provide a way forward that is clear and transparent, ensuring the views of all stakeholders are understood and acted upon and accountability is shared. The priorities identified apply to all areas of SEND but we acknowledge a specific focus on CYP with autism and those with SEMH in response to the increased identification of CYP with such needs.

## Principles

We are committed as the LAP to the following principles:

- Work in a spirit of co-production and partnership with parents and their CYP with SEND, involving them in all key decisions.
- Work in partnership with partner agencies and schools involving them in all key decisions guided by our [LISTENing framework](#).
- Have the highest expectations for CYP with SEND, ensuring that they are fully included in all educational settings and that their needs are met by high performing local schools.
- Maintain a commitment to Tameside's maintained schools and academies, promoting and championing strong leadership and inclusive practice for CYP with SEND across all phases, mainstream and special.
- Ensure a rigorous focus on the preparation for adulthood outcomes and life after school.
- Ensure that resources are fairly and consistently allocated according to needs

## The Next Three Years 2024-2027

Our key principles over the next three years build on the recommendations in the JSNA, the Corporate Plan and the CYP Plan, as well as listening to the experiences of our young people and their families. The key priorities have informed the SEND LAP Delivery Plan for Tameside:

### 1. Leadership & Governance

This is important because strengthening leadership and governance in Tameside's SEND provision is crucial to ensure accountability, transparency, and effective multi-agency collaboration. As SEND demand increases in Tameside, robust leadership is needed to drive improvements, allocate resources efficiently, and ensure that CYP receive high-quality support.

- Work in progress:
  - Governance Structures: The SEND & AP LAP Board, with representation from health, education, social care, and parents, monitors the implementation of the local Strategy, including the WSoA.
  - JSNA: The SEND JSNA provides data to inform strategic planning and commissioning decisions.

- Parent and Carer Engagement: Forums and co-production mechanisms have been established to ensure that parents' voices influence governance.
- Data and Monitoring: A SEND data dashboard is being developed to track performance and identify areas for improvement.
- To go further we will:
  - Refine governance structures to improve accountability.
  - Strengthen multi-agency collaboration, especially in commissioning and service delivery.
  - Expand leadership development to support SEND champions across sectors.
  - Enhance co-production with parents and carers by improving feedback loops.
- What impact will it have:
  - Improved accountability and service efficiency.
  - Empowered families with a stronger voice in shaping services.
  - Enhanced outcomes for CYP, preparing them for adulthood.

## 2. Participation

This is important because meaningful participation ensures that children, young people, and their families are involved in decision-making and service design, leading to more effective services and better outcomes. In Tameside our aim is to embed co-production as a core element of service development, ensuring that families' voices influence the changes and improvements we make..

- Work in progress:
  - Parent and Carer Forums: Engagement events and feedback mechanisms ensure families have a voice in decision-making.
  - SEND Youth Council: The council provides feedback on mental health services, accessibility, and transition planning.
  - Local Offer Development: The new SEND local offer website was co-produced with families and professionals.
  - SEND Information Advice and Support Service: Independent advisory services provide crucial support to families navigating the SEND system.
- To go further we will:
  - Expand participation opportunities across diverse communities.
  - Formalise co-production in service design across all services.

- Improve feedback loops, ensuring families are informed about how their input has shaped services.
- Enhance the local SEND offer with more user-friendly features and continuous updates.
- What impact will it have:
  - Empowered families and young people, with greater involvement in their outcomes. Services that are more responsive to the local needs of Tameside's families. Better access to information and advice, reducing confusion and frustration.
  - Stronger trust between families and service providers, leading to improved outcomes.

### 3. Practice

This is important because in Tameside, the increasing demand for SEND services requires the consistent implementation of best practice across the system. Evidence-based approaches and early identification are essential to ensure that CYP with SEND receive timely and appropriate interventions.

- Work in progress:
  - Graduated Response: The "SEND Children Thrive – Matching Provision to Need" framework is being applied across schools, ensuring a graduated response.
  - Speech, Language, and Communication Pathway: The WellComm screening tool is in use, supporting early identification of speech and language delays.
  - Multi-Agency Collaboration: Person-Centred Planning (PCP) meetings bring together professionals from health, education, and social care to provide holistic support.
  - Early Help Assessments: These are used to identify the broader needs of children and ensure proactive interventions.
- To go further we will:
  - Ensure the graduated response is fully embedded in all settings.
  - Strengthen early identification processes through collaboration with health and education professionals.
  - Improve multi-agency working to ensure integrated services.
  - Expand evidence-based interventions, particularly in speech and mental health.
- What impact will it have:
  - More consistent, high-quality support across schools.

- Earlier interventions, reducing the need for more intensive services.
- Better coordinated care for children with complex needs.
- Improved outcomes in communication, emotional development, and overall well-being for CYP and Families with SEND.

#### 4. Workforce

- This is important because Tameside's SEND workforce plays a critical role in meeting the growing demand for services, particularly for children with complex needs. Ensuring staff are trained, resilient, and able to collaborate effectively across sectors is essential for delivering high-quality care.
- Work in progress:
  - Training Initiatives: Educational Psychology teams have been delivering training on trauma, neurodiversity, and emotional regulation, with positive feedback.
  - Special Educational Needs Coordinator (SENCO) Networks: Regular SENCO networks provide support and best practice sharing.
  - Collaborative Workforce Models: Teams such as ISCAN and the Mental Health Schools Team demonstrate Tameside's commitment to partnership working.
  - Workforce Capacity: Additional staffing has been approved to meet the growing demand for EHCPs.
- To go further we will:
  - Introduce a comprehensive SEND workforce development plan, including mandatory training in autism, ADHD, and mental health.
  - Implement a robust induction and mentorship programme for new staff.
  - Provide additional leadership support for SENCO's and ensure every school has a SEND champion.
  - Improve multi-agency collaboration through joint training sessions.
  - Focus on recruitment and retention, with career progression opportunities.
- What impact will it have:
  - A skilled and confident workforce, equipped to meet the demands of SEND in Tameside.

- Improved service delivery, with faster assessments and better interventions.
- Stronger collaboration within the system, reducing delays and improving family experiences.
- A resilient and stable workforce that delivers consistent, high-quality services.

## Measuring Progress And Impact

The SEND Strategy will be delivered through three key strategic plans:

1. The SEND delivery plan – this will describe how we will deliver our priorities and by when.
2. The Tameside Joint Commissioning Strategy - outlines the key joint commissioning intentions and plan for delivery.
3. The SEND Sufficiency/Placement plan – outlines our plans to meet demand for special schools and additional resource provisions.

The Tameside SEND dashboard measures the metrics associated to all 3 strategic plans. All three strategic plans will be held to account by the SEND LAP Board.

## Key Enablers

- Neighbourhood working
  - to provide a collaborative approach to delivering local services and joined up support for CYP and Families utilising Family Hubs and locally available data to inform targeted and universal approaches
- Co-production and engagement
  - The [LISTENing Framework](#) is a tool that services can use to gather feedback from families. The Youth Participation Strategy 2024 sets out clear aims to increase youth participation by setting standards to involve youth participation and increase awareness and opportunities for people to have their voice at the heart of everything we do.
- CYP and Families with SEND Outcomes Framework
  - Development of I-statements from engagement sessions
  - Indicators

## Governance

Tameside's LAP Board includes a range of services and stakeholders from across the system including health, social care, education, parent carer and Voluntary, Community, Faith and Social Enterprise Representation. The purpose of the Tameside SEND LAP Board is to ensure that all CYP with SEND thrive and achieve positive outcomes, through the right support in the right place at the right time.

The SEND LAP Board is responsible for the implementation of improvements to address the areas of weakness identified by OfSTED and the CQC in 2021 - set out in our Written statement of Action, and additional priorities outlined in the JSNA, via the Delivery Plan.

The SEND LAP Delivery Plan has set out 4 overarching priorities building on from the WSoA. This new SEND Strategy 24-27 builds on the multiagency relationships and system wide workstreams to deliver against these priorities, in line with objectives in the Corporate Locality Plan to ensure we continue our improvement journey.

It is essential that all partners work effectively together and are accountable for the improvements being delivered at pace, with impact measures clearly demonstrating progress. The SEND LAP Board meets six-weekly to track and monitor progress against this plan. The LAP is supported by a system delivery group with members from partner organisations (See appendix B). This group ensures that progress is made at pace against the delivery plan and reports progress through to the LAP.

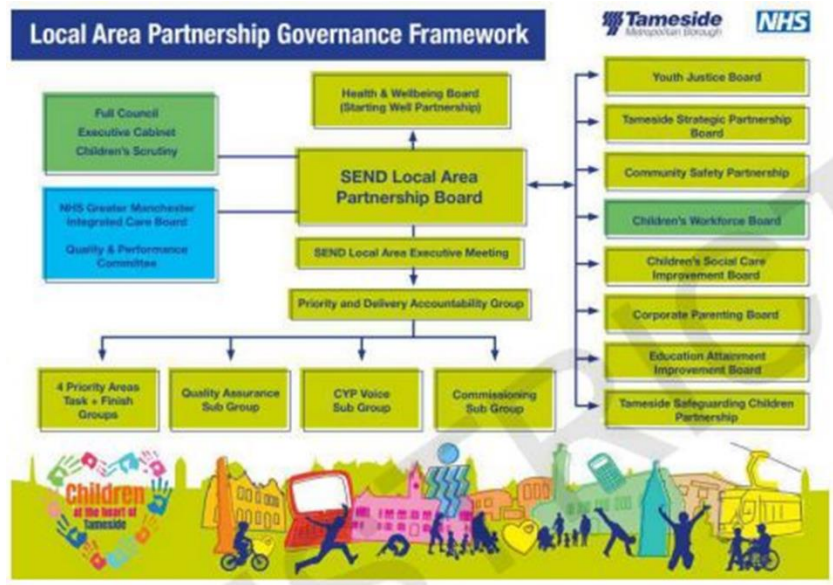


# Appendix

## Appendix A – CYP and Families Outcomes Framework

	I-Statement					
	Healthy	Safe	Happy	Skills	Future	Valued
<b>Measures</b>	Having good mental health	Confidence in daily life	Joining in activities in the community	Having strengths based culture in activities and plans	Accessing education and community activities	How families and young people are involved in making decisions about care and services
	The whole family is well supported mentally and physically	Safety in school and community	Having a personalised plan	Planned transition that is personalised	Having goals, aspirations and dreams and fulfilling these	Being better at sharing and communicating actions and improvements
	Attending School	Being able to trust people	Being understood	Enabling independence and access to developmental activities and learning	Accessing opportunities equally, like anyone else	Consistency in workforce
	Easily accessible activities			Enabling parents to thrive	Being prepared for adulthood	How families feel believed and trusted as a partner
	Being supported at the right place in the right time					

Appendix B - Tameside's SEND Strategic Partnership Governance



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