

Lancashire Special Educational Needs and Disabilities Workforce Development Strategy 2024

**'Inclusion and SEND are
Everyone's Business'.**

Introduction

The SEND Partnership advocates that Inclusion and SEND are everyone's business. This workforce development strategy provides a framework for partners to ensure there is a consistent approach to building and, the SEND Local Offer, reasonable adjustments, the graduated approach, and the Education, Health and developing the knowledge, skills and competencies of practitioners to understand the Children and Families Act 2014, the SEND Code of Practice Care (EHC) needs assessment process.

All partners must have regard to the Code of Practice 2015 and must fulfil their statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. This framework will support us to deliver our statutory duties and achieve our ambition for children and young people with SEND aged 0-25 years.

During the Spring of 2021 the SEND Partnership Board undertook a series of workshops with the support of its strategic co-production partner, Lancashire Parent Carer Forum. The learning achieved placed a premium on the SEND Partnership Board committing itself to ensuring children and young people would be supported by practitioners within all settings who were knowledgeable and competent in supporting their needs.

Ambition and Strategic Priorities

Our ambition is that every member of the children's workforce is equipped to meet a broad range of children's learning and development needs at first point of contact, and to be able to work with families to build their capacity and ensure that the right support is available at the right time and in the right place.

Our aspiration is to work towards a shared culture and ethos for inclusion and SEND here in Lancashire that sits across all settings, agencies, and communities and to support the embedding of this vision into our daily practices. Our workforce comprises a unique mix of education, social care, health, early intervention, and specialist professionals supported by commissioners, business intelligence, participation, and business support.

The Workforce Strategy will seek to support the delivery of the Partnership Board's Strategic Priorities as set out within the Lancashire SEND Plan 2021 to 2025, and within the Continuous Improvement Plan which seeks to ensure these ambitions are fulfilled.

- **Improving the child or young person's journey** - Families understand what is happening, when it is happening, and what that means for them. Staff support families on the journey and know where they fit in alongside other services and other sectors.
- **Preparation for the adulthood that the child or young person and their family wants for them** – children and young people access opportunities right for them and their needs.
- **Accessible services delivering what is needed, when it is needed** – services are available and deliver what children and young people with SEND need.
- **Listening and talking to each other** – it is important that we all have greater understanding of what is happening, what needs to happen, and what changes need to be made for the child or young person, for families, and for staff. We all need to talk to and listen to each other.
- **Taking ownership of any mistakes and putting them right at pace** – families need to be able to trust the staff they encounter on the SEND journey and know that any mistakes will be resolved at pace. Staff need to know they are supported.

We will seek to do so by the adoption of a robust, evidence-based performance culture across SEND services to reflect the principles of the SEND Code of Practice by active leadership, visible across the partnership and engaged with by all stakeholders.

- Working across the SEND Partnership to support systems for education, training, and skills settings (0-25) to understand their responsibilities in relation to the SEND Code of Practice.
- Working with education and all settings to understand their responsibilities of early identification and assessment using a graduated response.
- Working with Health partners to ensure service delivery is timely and evidence-based practice is supported across the ICB footprint.
- Working with Early Help and Social Care to ensure Social Workers completing assessments possess a good understanding of the impact of SEND, and that Child & Family Wellbeing staff, Holiday and Food and Short Breaks providers similarly have robust training strategies in place.
- Working with Lancashire Parents Carer Forum as our strategic co-production partner, to capture a broad range of voices from across age ranges and support needs.
- Working with service providers including those from the independent and voluntary sectors.
- Working with National and regional networks, Lancashire learning institutions, Other Councils and with other NHS Trust to share best practice.

Working together, our priority is to ensure that practitioners in all sectors have the appropriate level of knowledge, skill and competence to support and enable children and young people with SEND to learn, develop independence and make choices that prepare them for adulthood within their community.

Scope

As SEND is everyone's business, all staff within the local authority and the services commissioned by them, are included within scope of this strategy – this includes education settings (nurseries, schools, colleges children's and adult services, health settings (health providers, community health provision - general practitioners, health commissioners) and care settings (Early Help / CSC / ASC / Family Hubs and residential care settings).

It also includes support services staff such as those in finance, transport, catering, libraries or in governance roles such as school governors, board members and elected members. Recognising our shared partnership with parent carers and with children and young people, who will be involved in the co-design, co-delivery, and co-production of both this Strategy and specific programmes.

It is designed to complement the existing workforce strategies of Schools and settings and partner organisations across the SEND Partnership, and support benchmarking of SEND learning and development as a key aspect of their positive learning cultures. Workforce issues such as retention and recruitment, staff engagement and resilience sit with those respective agencies. The Inclusion Service whilst being a key player in shaping inclusive approaches retains its own separate workforce plans. It will be monitored within the Continuous Improvement Plan alongside Communications and Coproduction Plans.

Policy Drivers

This strategy has been developed within the context of Policy drivers, that promote Family Help as fundamental to delivering improved outcomes for children, young people, and their families.

Local	National
Balanced System Framework	SEND Code of Practice 2015
Trauma Informed Strategy	SEND & Alternative Provision Plan 2022
	NICE Guidelines 213 March 2022
	Oliver McGowan Mandatory Training on Learning Disability and Autism 2023
	Working Together to Safeguard Children 2023
	Early Help Systems Guide 2023

Guiding Principles

The SEND Partnership Board provides a commitment from its senior leadership to monitor implementation of this strategy to ensure the wider workforce across services understand the needs of children, young people, and their families with SEND. It specifically endorses the following principles to drive forwards the Workforce Development Strategy and will seek to:

- Support a culture that is strong and focused upon relationships, values, and inclusivity.
- Ensure that staff across services understand the priorities of the SEND Partnership and can in turn contribute to support its work as a learning culture.
- Work with Schools, School Improvement and SEND Specialist Teams in delivering Quality Mark Approaches and with other partners to support quality assurance within commissioning.
- Reinforce Family Help and Graduated Approach approaches across services, to ensure children receive timely and appropriate support delivered by a competent workforce.
- Support multi agency learning and fostering dialogue to support the development of a SEND Community of Practice.
- Develop our commitment here in Lancashire to be one where Co-production is embedded within our organisational culture, and one of listening to and learning from people`s lived experience as a fundamental to learning and in turn to delivering transformational change.
- Work with parent carers to identify how to best support them to understand the needs of their children and how to develop their own resiliency too and ability to navigate the changing landscape.
- Ensure the Voice of Children and Young People is celebrated across services and person-centred approaches are supported.
- Embedding new operating models and ways of working as part of service transformation.
- Enabling best use of evidence-based practice and learning from external organisations to improve service delivery on a cross sector basis.
- Improve the understanding of SEND across the wider public sector workforce and mobilise staff within those services in areas such as the provision of information.
- Support a successful preparation for adulthood for those children and young people with SEND.

- Ensuring forms and a mix of service delivery which both optimise learning and value for money, for instance learning in action, e- learning, small group discussion, lunch time learning, one page / 5-minute briefings.

Quality Assurance Outcomes

A jointly developed and co-produced SEND Workforce Development Strategy will support our approaches to quality assurance and be expected to support the following success measures:

- Annual surveys carried out by the SEND Partnership Board and Lancashire Parent Carer Forum shows evidence that parent carers have increasing confidence in the system and, of follow-up action to address issues.
- Increase the number of staff, leaders and those in governance roles who know and understand the local area and the relevance of SEND to both children and adult services in education, health, and care.
- Parent carers report increased confidence at transition points between services and where there are changes in provision (e.g., primary to secondary phase)
- Support young people to have positive ambitions and aspirations as they prepare for adulthood.
- Increase the number of families who feel supported in preparing their child for adulthood.
- Increase the confidence of parents that the needs of their children and young people with SEND can be supported effectively by mainstream provision and within universal services. Most children, young people with an Education Health Care Plan (EHCP) are educated in their local mainstream school.
- All professionals know the Local Offer and what the contribution of their service and other services should be.
- Increase the ability of staff and volunteers within universal services to be inclusive in their approaches and to also know how to support children and young people within their respective service offer.
- Annual monitoring of joint commissioning contracts shows that arrangements take a person-centred approach.
- Data from all agencies (e.g., referrals data, SEND audits) shows timely identification of need.
- A reduction in the number of fixed term and permanent exclusions of children & young people with SEND.
- Support communications activity with regards to ensuring that the key outcomes which we aspire to meet are well understood by partners, practitioners, and parents.
- Build an understanding of Coproduction as a key approach within services and improve attitudes, language and behaviours towards children and young people with SEND and their families as part of a change in culture.
- Support confidence of parents around diagnostic practice and the provision of information and advice to support the needs of the child or young person.

Coproduction and Outcomes for Young People

We will work together with children, young people, their parent carers, and the workforce across the local area to co-produce a set of outcomes that we all want to achieve for children and young people. These

outcomes will become embedded in our processes and act as quality assurance guides in measuring the impact of our workforce practice.

The initial statements we will seek to work from are:

My voice is heard, and opinions are valued

All children and young people are supported to share their views, taking into their account communication needs, and their thoughts are respected. Children and young people have choices, are allowed to take managed risks, and have a say in their own lives

I am involved and a part of my community

I am active and involved I have opportunities in my community. I can choose from a range of groups that meet my interests and needs and I am supported to participate. I can make friends, learn skills, help others, and have fun. I belong to wider networks, and my sensory and social needs are met.

It is my life

I am hopeful and prepared for the future I have goals and aspirations for my future. I am supported to take steps towards being independent and am developing life skills and confidence. I have information about jobs and adulthood. I have options and can make my own choices. Where I have an EHCP it is developed with the recognition that it is my life and My Plan.

I am healthy

I am as healthy as possible and confident my health needs will be met quickly, and I will be supported to be active and if in pain or discomfort it will be well managed.

I am happy and emotionally well

I am emotionally well Children and young people are happy/content and are supported to recover from difficult times. They are mentally healthy and can access good mental health support.

I am safe

I am safe and supported at home, at school, and in the community Children and Young people are well supported by a range of adults who understand what matters to them and how to meet their needs. They have a stable and safe home environment and educational environment, and have access to adequate food, clothing and living conditions. Safeguarding and mental health support helps young people to be safe.

I feel well supported and have a good family life

Those that care for me are in turn well supported: Parent carers, siblings and family and paid carers those who care for me are well supported to do so. They can easily access support for themselves and for me, and do not need to repeat their story to get support. Resilient children are supported by resilient communities and families

I am able to learn

I am supported to achieve and that my achievements are celebrated. My parents will be supported too, to understand my specific needs and give me the support I need to learn both formally and in the life skills I need as I move into Adulthood. To have a good education and access to good opportunities and jobs in the future.

The common thread that links this wider workforce together is that we all seek to work relationally. This belief acts as the foundation for our work.

Principles

Underpinning this strategy is a set of principles from the SEND Code of Practice which must be reflected in our approach to workforce development so that we:

- Ensure strategic coherence and a consistent approach which eliminates discrimination based on SEND.
- Focus on inclusive practice to remove the educational, health or care barriers to learning
- Identify needs early and provide support to meet these needs
- Support a successful preparation for adulthood for those children and young people with SEND
- Equip practitioners to enable children and young people to make choices for themselves and to reach the highest level of independence that is possible and/or aspired to by the child or young person.

In doing this we must:

- Work collaboratively and co-operatively between and across sectors
- Include a broad range of voices from across age ranges and support needs, including from parent carers
- Involve children, young people, and parent carers in discussions and decisions about individual support and provision.

Levels of Development

The SEND Code of Practice sets out the statutory requirements to ensure appropriate levels of knowledge, skill and competence are achieved to support children and young people with SEND. This means that a universal level of understanding must be acquired by all staff and those in governance roles, starting with induction and continuing throughout a person's employment or term of office. Additionally, there are certain roles which require more specialist knowledge and ongoing development.

In relation to SEND Awareness the Strategy looks to adopt and build upon development work produced within SE19 and supported by the Council for Disabled Children [SEND Training Assurance Framework.pdf](#)

The implementation of this Workforce Development Strategy aims to support improvement across the system in the knowledge of all staff, the skills of those who provide universal services, and the competencies of those who deliver specialist provision for children and young people with SEND.

Priorities for Delivery

The delivery of our statutory obligations, including improved outcomes and independence requires a focus on the following priorities for workforce development over the next two years from 2023 to 2025:

Essentials of SEND / Induction:

Universal information to raise awareness and understand about SEND for all new staff, leaders, and those in a governance role.

SEND Responsibilities / Mandatory training:

This includes the essential knowledge and skills for each sector and organisation to ensure staff, leaders and those in a governance role understand their statutory obligations and responsibilities for SEND, alongside for example training on equality and inclusion, health and safety and information governance as part of existing training and development programmes.

Targeted training and development:

Individual services should review their training and development needs for SEND, considering national and local priorities, to secure a shared understanding and consistency of practice. This should include early identification of any concern that might relate to SEND and support to prepare children and young people for adulthood by those staff who are in contact with them e.g., teaching assistants, teachers, health visitors, healthcare practitioners, GPs, practice nurses.

Training for specialists:

Specific and appropriate to professional groups to increase knowledge, skill, and competence.

Co-production – learning together / multi agency learning /Parental support: Required to support understanding of coproduction and person-centred approaches on the one hand and in supporting increased confidence of professionals in working together and appreciating the synergies of multi – agency approaches. The approaches will seek implicitly to ensure parents are supported to access learning resources and opportunities.

Aligning workforce development with local priorities:

It is essential that information from a range of sources is used to identify gaps in awareness, understanding, knowledge and skill to inform workforce development priorities locally. This work will continue to build on successful practice locally, regionally, and nationally, and particularly practice which achieves the greatest impact for children, young people with SEND and their families.

Assurance and oversight

The responsibility for ensuring staff, leaders and those in governance roles have the knowledge, skills, and competence to comply with the requirements set out in SEND Code of Practice rests with individual organisations. Coherence and consistency across the system will take place through the SEND partnership governance arrangements.

Appendix A: Levels of Development

Level	Development	Staff Group
Essentials of SEND	Induction – CDC e-learning E-Learning (councilfordisabledchildren.org.uk)	New staff New governors New elected members New non-execs
	'Inclusion / SEND are Everyone's' Business Briefings	
	The Disability Matters Hub have produced a range of e-learning resources which are free to use. Disability Matters Hub	
	Language and Behaviours to use with children and young people with SEND	
	Essential reading, including the SEND Code of Practice, statutory duties, and related documentation for relevant sector	
	Job Descriptions – all new job descriptions to include a sentence related to equality and inclusion, setting out employee responsibilities for SEND	
Mandatory	Mandatory training – Inclusion / SEND to be embedded within current training programmes	All staff; all governors on governing bodies and boards; all elected members; all non-executive directors
	Attachment and Trauma Informed Practice Attachment, trauma and sensory needs - Lancashire County Council	
	The Oliver McGowan Mandatory Training on Learning Disability and Autism Health Education England (hee.nhs.uk)	
	Emotionally Based School Avoidance september-2022-ebsa-guidance-toolkit.pdf (lancashire.gov.uk)	
	Annual 'Inclusion / SEND are Everyone's Business' Staff update	
Targeted training and development	Key Working Function	Children's Services; Adult Services; Education, health and care providers; anyone who comes into contact with children and young people, and who might be in a position to refer someone for support within education, health and/or care
	Autism in Schools	
	Early Identification of Need or Concern	
	Preparing for adulthood and moving from Children's Services to Adult Services	
	Specific and appropriate to particular professional groups	
Specialist training and development	Specialist Continuing Professional Development relevant to role.	Staff with a specialist role and responsibility within a service supporting SEND
	On-going Events / Forums	

SEND WORKFORCE DEVELOPMENT
Covers all staff, governors, elected members and non-executive

