

**North Tyneside Local Area  
Special Educational Needs and  
Disabilities (SEND)  
Joint Commissioning Strategy**

**2022-2024**



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## Section one: Introduction

### 1.1 Vision

Our [Childrens and Young People's Plan 2021- 2025](#) describes North Tyneside's vision for all children and young people in the borough.

Making North Tyneside an even greater place for children and young people to thrive; where all, including those who are vulnerable, disadvantaged, or disabled, are ready for school, ready for work and life, cared for and supported. To achieve our vision, we will focus on the 5 outcomes that children, young people, and their families tell us matter most to them:

- I am safe
- I am healthy
- I have opportunities
- I have a voice
- I am happy

This SEND Joint Commissioning Strategy sets out the vision that all children, young people, and young adults with SEND should live a gloriously ordinary life and have every opportunity to take control of their lives, be as independent as possible and achieve their full potential.

The vision from the [SEND Inclusion Strategy](#) is.



'We will enable children and young people with SEND to have a gloriously ordinary life, where they have the opportunity to be supported, feel safe, healthy, happy, and be part of their community, and have a voice.'

## **1.2 Purpose of the joint commissioning strategy**

The strategy sets out a two-year direction of travel and describes, our vision and context, how partners will work together to achieve integrated services that responds to local need, and our joint commissioning priorities over the next three years.

The purpose of this two year SEND joint commissioning strategy is to set out joint commissioning arrangements and priorities for the services for 0–25-year-old children and young people with SEND. It defines the term ‘joint commissioning,’ as the joint planning and resourcing of services to meet the identified needs of children and young people with SEND.

This is a partnership strategy that will be delivered across North Tyneside inclusive of statutory and voluntary partners across the education, health and social care, and children, young people, and their families. The strategy is also underpinned and influenced by legislation and national guidance, as well as local strategies and arrangements. It reflects the requirements placed on local authorities, schools, and Integrated Care Board (ICB), and sets out how the Council and ICB will work within the strategic context to improve outcomes and make best use of resources by taking a whole system approach across education, health, and care.

## **1.3 Definition of Special Educational Needs and Disabilities (SEND)**

Special Educational Needs and Disabilities - often called ‘SEN’ or ‘SEND’ - is a legal term for children and young people who need extra support during their education.

The SEND Code of Practice provides the following definitions:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

and that a Disability is when someone has

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’

Special educational provision should be matched to the child’s identified SEN.

Children’s SEN are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## **1.4 Legislative context**

The strategy is being implemented against a background of significant government reforms to education, health and social care for children and young people with SEND and their families and/or carers:

- Children and Families Act, 2014
- Care Act, 2014
- SEND Code of Practice 0-25, 2014
- Equality Act, 2010

The overall purpose of these reforms is to join up support across health, education, and social care from birth to 25, with the aims of ensuring early intervention, that children and parents are at the centre of decision-making, and ultimately facilitate better outcomes for children and young people. In 2019 the Department for Education embarked on a landmark review of the SEND sector. Due to Covid 19 the review has been delayed significantly.

On 29 March the Government published the SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities and alternative provision system in England. The consultation sets out proposed reforms to the SEND and alternative provision system that seek to address three key challenges:

- poor outcomes for children and young people with SEN or in alternative provision
- navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families and
- despite unprecedented investment, the system is not delivering value for money for children, young people and families.

Consultation closes on 22 July 2022.

On 28 March 2022 the government published a white paper Opportunity for all: strong schools with great teachers for your child. This white paper demonstrates how the education system can deliver on the government's priority to level up across the country.

Children and Families Act 2014: Section 25 of the Children and Families Act 2014 places a duty on local authorities to ensure integration between educational and training provision, health, and social care provision, where this would promote wellbeing and improve the quality of provision for disabled young people and those with Special Educational Needs (SEN).

Care Act 2014: The Care Act 2014 requires local authorities to ensure co-operation between children's and adult services to promote the integration of care and support with health services, so that young adults are not left without care and support as they make the transition from children's to adult social care. Local authorities must ensure the availability of preventative services for adults, a diverse range of high-quality local care and support services, including information and advice on how adults can access this universal support.

Section 26 of the Act also states that local authorities and ICBs must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities.

SEND Code of Practice 0-25, 2014: The Department of Education and Department of Health published the Special Educational Needs and Disability (SEND) Code of Practice in 2014 and updated the document in 2015. The Code reflects the changes introduced by the Children and Families Act 2014 and explains the duties of local authorities, health bodies, schools, and colleges to provide for those with special educational needs under the Act.

The SEND Code of Practice gives statutory guidance to local authorities and ICBs on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.

Equality Act, 2010: A disability under the Equality Act is defined as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

## 1.5 Local context

### Key Information

North Tyneside is one of five metropolitan districts within the Tyne and Wear conurbation, with an area of 82 square kilometres.

The last official estimate of North Tyneside’s population (ONS Mid-2020) is 208,871 of which 55,747 (27%) are aged 0 to 25.

The population of North Tyneside is projected to grow by 6% by 2030 with an increasingly ageing population; projections indicating the number of persons aged 65 years and over will increase by 27%. Over this same period, the population aged 0-24 is only projected to increase by 1%.

Population projections indicate reductions in the number of children and young people in the 0-4 and 5-9 age groups of around 1,800 by 2030. However, the 10-14, 15-19 and 20-24 age groups show a rise between 2019 and 2030 equating to almost 2,500 young people. In particular, the projected increase in the 15-19 age band is 20% (almost 2,000 young people).

The proportion of pupils in schools in North Tyneside with an Education, Health and Care Plan (EHCP) continues to rise and is significantly higher than the proportion nationally. The percentage with lower level SEN Support has also risen year-on-year and figures are now in-line with the figures nationally. As at the end of January 2022 North Tyneside had 2064 EHCPs.

### Number of Education Health and Care Plans by age band

Age	2017	2018	2019	2020	2021	#change	% change
Aged under 5	33	25	29	61	55	22	67%
Aged 5 - 10	385	380	386	526	591	206	54%
Aged 11 - 15	457	463	499	583	686	229	50%
Aged 16 -19	178	200	230	324	393	215	121%
Aged 20 - 25	22	34	73	112	126	104	473%

Total	1,075	1,102	1,217	1,606	1,851	776	72%
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Source: Special Educational Needs Survey (SEN2).

### Proportion of SEN pupils in North Tyneside schools (including non-maintained and independent schools and general hospital schools)

		2016/17	2017/18	2018/19	2019/2020	2020/21
<b>EHCP</b>	England	2.8%	2.9%	3.1%	3.3%	3.7%
	North East	3.0%	3.1%	3.3%	3.5%	3.8%
	<b>North Tyneside</b>	<b>3.6%</b>	<b>3.4%</b>	<b>3.7%</b>	<b>4.3%</b>	<b>4.9%</b>
<b>SEN Support</b>	England	11.6%	11.7%	11.8%	12.1%	12.2%
	North East	12.4%	12.4%	12.6%	12.8%	12.9%
	<b>North Tyneside</b>	<b>10.1%</b>	<b>10.6%</b>	<b>11.7%</b>	<b>12.2%</b>	<b>12.0%</b>

Source: <https://explore-education-statistics.service.gov.uk/data-tables/special-educational-needs-in-england> Jan School census

Statistical significance is tested against national data- green sig. higher, blue- sig. lower

Both nationally and within North Tyneside schools the highest prevalence of need amongst those with SEN Support is for Speech, Language and Communication Needs. The second highest prevalence nationally is for those with Moderate Learning Difficulties, whereas in North Tyneside it is for Social, Emotional and Mental Health needs.

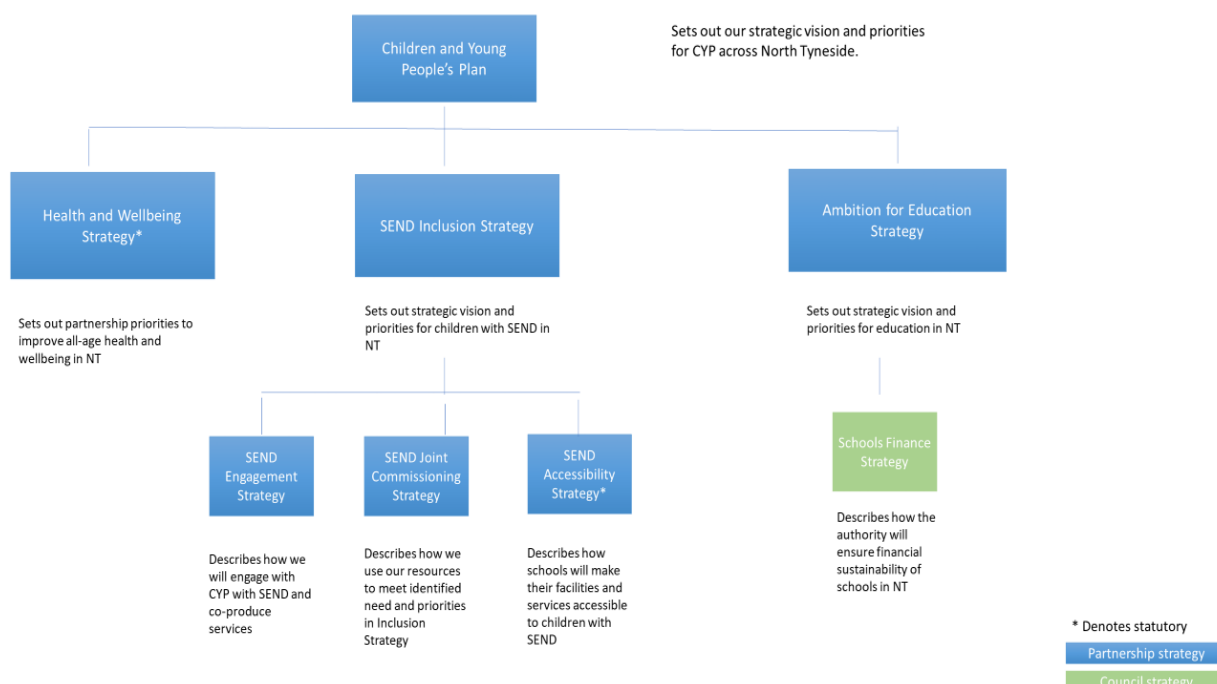
Within the EHCP cohort, the most common need both nationally and in North Tyneside schools is Autism, followed by Speech, Language and Communication Needs. In North Tyneside, Social, Emotional and Mental Health needs have joint second highest prevalence with SLCN.

### Types of SEN Need in North Tyneside schools (including non-maintained schools)

	SEN Support		EHCP	
	England	North Tyneside	England	North Tyneside
Autistic Spectrum Disorder	7%	4%	30%	25%
Hearing Impairment	2%	1%	2%	1%
Moderate Learning Difficulty	20%	7%	10%	11%
Multi- Sensory Impairment	0%	0%	0%	0%
Other Difficulty/Disability	4%	8%	3%	3%
Physical Disability	2%	2%	5%	7%
Profound & Multiple Learning Difficulty	0%	0%	3%	3%
Severe Learning Difficulty	0%	0%	10%	5%
Social, Emotional and Mental Health	19%	24%	15%	21%
Specific Learning Difficulty	14%	17%	4%	2%
Speech, Language and Communications needs	24%	35%	16%	21%
Visual Impairment	1%	1%	1%	1%
SEN support but no specialist assessment of type of need	4%	1%		

There is more data information in the [SEND Needs and Sufficiency Assessment](#)

## Related SEND Strategies



**SEND Inclusion Strategy**- sets out strategic vision and priorities for children and young people with SEND in North Tyneside.

**SEND Engagement Strategy**- describes how we will engage with children and young people and co-produce services.

**SEND Accessibility Strategy**- describes how school will make their facilities and services accessible to children and young people with SEND.

**Children and Young People's Mental Health and Emotional Wellbeing Strategy**- describes how partners and agencies will work together over the next five years to, develop resilient children, young people, and families, ensure easy access for children, young people and families to get the right mental health support at an early stage from universal services, and improve access to specialist mental health services for those children and young people who are at high risk of poor mental health.

**All-Age Autism Strategy**- aims to ensure autistic children, young people, and adults and their families can have the same life chances as others in North Tyneside.

## Governance

The **SEND Strategic Partnership Governance** is set out in appendix 1. It comprises of the following boards, and groups.



The **SEND Strategic Board** brings together partners across North Tyneside, who are committed to improving the quality of the experiences of children and young people with SEND and their families.

The SEND Strategic Board comprises representatives from: North Tyneside Council; North East and North Cumbria Integrated Care Board; Parent Carer Forum; Northumbria Health Care NHS Foundation Trust; Specialist Schools; Mainstream Primary and Secondary Schools.

Under the SEND Strategic Board sits the **SEND Delivery Board**. The role of the SEND Delivery Board is:

- To prioritise and offer check and challenge, reporting to strategic board
- Based on subgroup reporting, decide on key risks to address (Task and Finish groups), define and monitor tasks
- Define & monitor aspiration based workstreams (based on SEND inclusion strategy, subgroup reports and SEND improvement plan)

Operational sub groups ensure the business of the Delivery Board can be effectively managed and its role and purpose achieved.

- Joint Commissioning
- Performance
- Quality Assurance

Additional task-finished groups may be established dependant on the work to be achieved.

The **SEND Joint Commissioning Group** is one of the subgroups that reports to the SEND Delivery Board, in order to:

- Facilitate and strengthen joint commissioning arrangements, leading to the delivery of integrated services for children and young people with SEND and their families.
- Identify areas of need and gaps in provision and escalate these to the Delivery Board.
- Ensure the sufficiency of high quality Education, Health and Social Care provision, which has a positive impact for children and young people with SEND and their families.

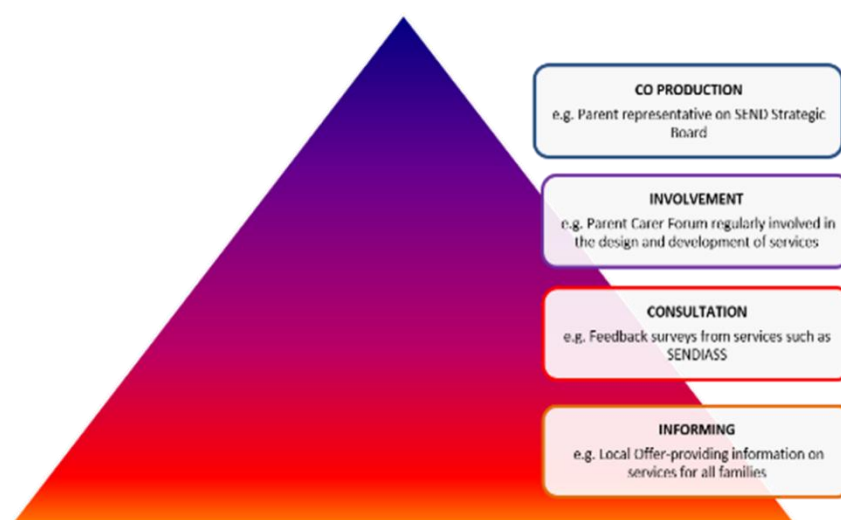
## Section two: How we will jointly commission

### 2.1 What is joint commissioning?

Joint commissioning involves education, health and social care assessing local needs and working together to plan, deliver and monitor services in order to ensure that the needs of those accessing the service are met. The joint commissioning strategy for SEND will focus on identifying gaps in current provision, as identified in the SEND Needs and Sufficiency Assessment, plan for future services, and work together to maximise resources and achieve the best outcomes possible for children and young people.

Central to joint commissioning is engagement with children, young people and their families, ensuring that those who use education, health and care services are involved in developing and commissioning them. This will be done through engaging groups of children, young people, and their families at the earliest stages of service design, development and evaluation. The diagram below shows the different levels of engagement and participation.

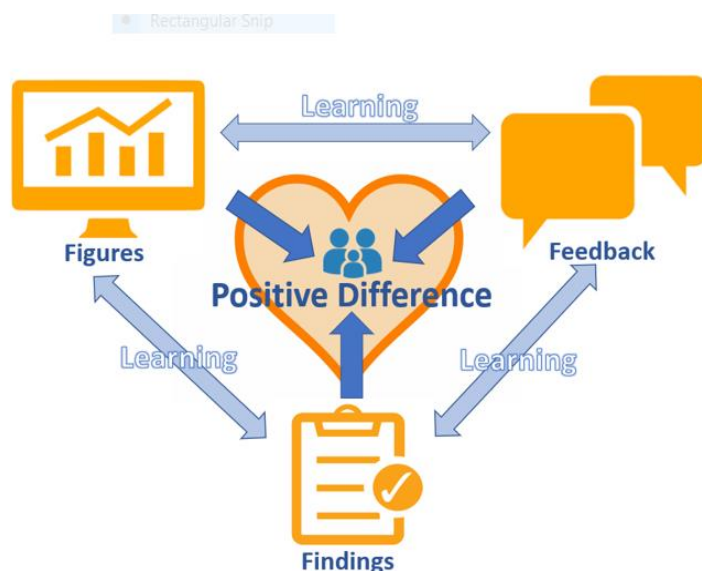
The Council and ICB have jointly funded an engagement officer to ensure the voice of children and young people and their families is at the heart of everything we do.



The SEND Multi-Agency Quality of Effective Practice Framework details the commissioning function and the range of commissioned services across North Tyneside. In order for all agencies to work together and jointly commission a service which will have a positive impact on the lives of children and young people, all partners should follow the quality of practice functions laid out in the framework.

Commissioners have reviewed the Council for Disabled Children's research on outcome-based commissioning and has fed into our quality framework and the 51 outcomes as identified in North Tyneside's Children and Young People Plan. The factors to be addressed in joint commissioning plans are outlined on page 14.

Agencies will work to gather a range of facts and figures, which will inform our needs assessment, and ultimately inform our commissioning intentions, and work to ensure services that are delivered improve outcomes for children and young people, and their families. As shown in the diagram below.



Commissioners will also work in line with the North Tyneside SEND Accessibility Strategy to work towards inclusive education for pupils with SEND within schools and the local community.

The SEND Ofsted inspection provides a mechanism to check how effective our joint commissioning is. In the recent SEND Ofsted inspection in November 2021 joint commissioning processes were found to be well established, with plans in place for long-term investment in places and people. The findings outlined by the recent SEND Ofsted inspection have helped to inform the aims and priorities within this strategy.

The Council and ICB, working with schools and other partners are providing strategic leadership to the 0-25 commissioning system to implement change and create effective joint working between education, health, and care services. This leadership role in the commissioning of services is challenging the effectiveness of the whole system by continuously reviewing the progress being made in:

- Identifying the special educational needs and/or disabilities of children and young people.
- Meeting those identified needs.
- Improving the outcomes for children, young people, and families.

Challenge and support to the system at all levels ensures that there is effective co-ordination of commissioning arrangements, and that decisive action is taken to address areas where improvements in the relevance, quality or performance of commissioned services are required. The Local Offer also has a key role in making provision more responsive to the needs of parents, carers, and young people in the

dynamic commissioning system, involving the Local Authority and the ICB in an on-going dialogue with service users and partner organisations. The outcome expected from this approach to commissioning is that the portfolio of services and support evolves to reflect the changing needs of children and young people with SEND and their families.

The commissioning cycle is an on-going and dynamic process. It involves understanding the needs of children and young people with SEND 0-25, planning and delivering services and reviewing how effective those services are in meeting needs and achieving outcomes. We are able to observe examples of effective commissioning from resources such as the SEND Peer Review of North Tyneside findings in April 2019. The commissioning cycle is implemented by the Local Authority and the ICB at the following levels:

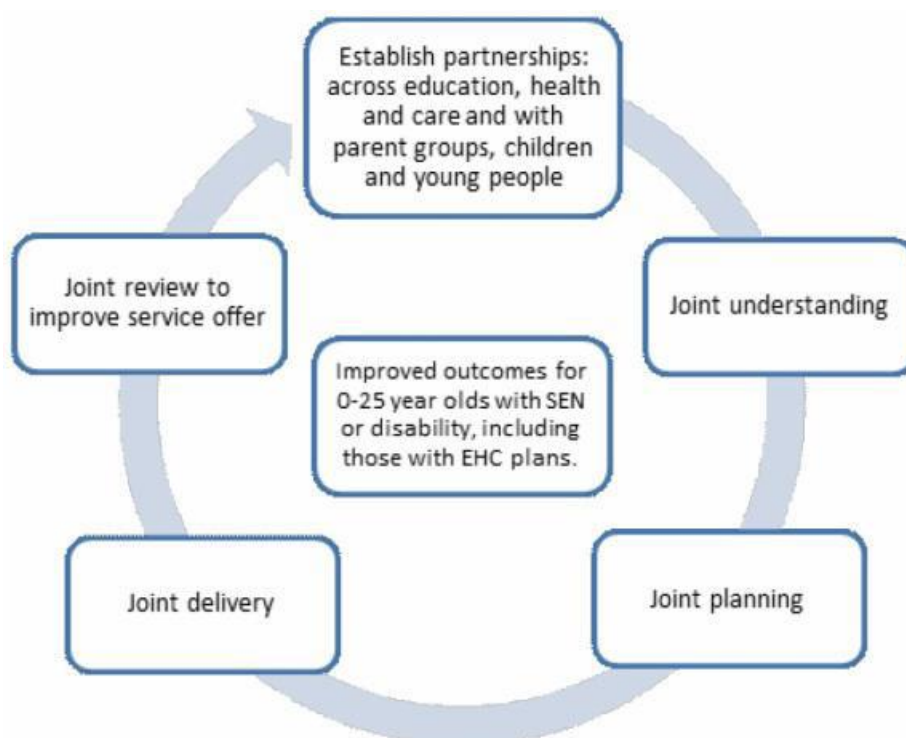
- At the strategic level, looking across the whole SEND system and taking a medium to long term view of needs and changes required to commissioned services.
- At the service and organisational level, taking a focused view of short term, medium term and long-term needs and the implications for services and providers.
- At the locality level, macro-commissioning, ensuring that services for a defined locality are appropriately delivered and meeting local needs.
- At the individual level, micro-commissioning tailored services and support for individual children and young people to meet current needs. These are often the most vulnerable children and young people, who have the most complex needs, and who require bespoke packages of specialist services involving education, health, and care.

These four levels of planning and delivery are interdependent and therefore all need to be properly connected and mutually reinforcing, with the commissioning cycle at the heart of the approach. Joint commissioning includes:

- Highly specialist low volume provision.
- Specialist services that are formally jointly commissioned by the Local Authority and the ICB together.
- Services commissioned either by the Local Authority or the ICB respectively, which form part of the SEND Local Offer and which require joint planning and oversight to ensure a coherent approach to service delivery.
- Services commissioned through other collaborative arrangements e.g., services for schools funded from the High Needs Block of the Dedicated Schools Grant.

## 2.2 How will we jointly commission?

The way in which we will jointly commission is based on the Joint Commissioning Cycle from the SEND 0-25 Code of Practice:



This approach will enable all partners to maintain a focus on collaboratively reviewing and developing services with an aim of further improvement. The commissioning cycle will be implemented by ICB and Local Authority at all levels across the SEND system.

- **Establishing partnerships:** All stakeholders having a say in decision making and service planning.
- **Joint understanding:** Gathering information to aid in understanding the needs of children and young people and their parents and carers.
- **Joint Planning:** Allowing those accessing the services to have the opportunity to be part of the decision-making process.
- **Joint Delivery:** Ensuring that resources are best utilised in order to achieve outcomes and beneficial service provision.
- **Joint Review:** developing a framework within which services can be monitored and reviewed.

Working within the framework of the Joint Commissioning Cycle will enable us to accomplish the key areas of focus for North Tyneside, as set out in the SEND Inclusion Strategy. These objectives are as follows:

- Ensuring that our annual reviews of Education, Health and Care plans are more effective in identifying the needs and provision our children and young people. These regularly reviewed plans need to be timelier and focus more on the voice of the children and young people and help to work towards them achieving their ambitions.
- Whilst we know that the number of young people who are not in education, employment or training remains low we want to ensure this continues to improve and enhance vocational opportunities through participation in volunteering opportunities; work tasters, work experience; supported internships; apprenticeships; job coaching; and paid employment. We also want to increase the range of local opportunities for our young people to remain in borough whilst in education.
- Children, young people, and their families tell us that we should look to increase opportunities for participation where engagement and opportunities exist, they can be enhanced for children and young people with additional needs.
- Where provision is not matched to need or available when it is needed, we should look to reposition resource. This also means we need to plan more effectively to support us in planning for the needs of our community. This will help us be more dynamic in our use of resources.
- Recognising that early intervention can often lead to the best outcomes for children, young people and their families finding more and improved ways of getting help to them at the earliest possible opportunities.
- Supporting all schools to offer an enhanced and consistent educational offer for children and young people with additional needs. Parents and professionals are clear that they see inconsistency in the provision in different schools. We need to understand this more clearly and where needed look to support and challenge this.
- Some families tell us about their experiences of being a fight and that the systems don't always work well together and as a result they have to share their stories repeatedly. We should aim for families to truly 'tell us once' and at the same time improve their perception of well services work together.

For joint commissioning arrangements to work successfully, research by the Council for Disabled Children demonstrates that the following factors must be addressed in joint commissioning plans:

- Integration of educational and training provision with health and social care provision.
- A shared understanding of the education, health and social care provision required by children and young people and how it will be secured and by whom.
- A clear view of the advice and information to be provided about education, health, and care provision and who is responsible for providing it.
- An agreed approach about how health services will support the identification of children and young people with SEN and disability.
- A process by which local health services (including primary and secondary care) will inform the local authority about children, including those under compulsory school age, who they think have an SEN and/or disability.

- A responsive system to ensure that the needs of those children and young people who need swift access to services are met.
- A clear set of arrangements and defined responsibilities for securing outcomes and personalised services in relation to undertaking Education, Health and Care Needs Assessments, securing the education, health and care provision specified in EHC plans and agreeing personal budgets.
- Procedures for resolving disputes about funding responsibilities between the local authority and the ICB and a system to allow complaints to be made and dealt with.

## Section three: Joint commissioning objectives and priorities

### 3.1 How effective is joint commissioning in North Tyneside?

In November 2021 a joint area SEND Inspection was completed by Ofsted and CQC. The inspection recognised that joint commissioning processes are well established acknowledging an increase in demand for specialist provision, and health services. Inspectors acknowledged the flexibility in the system to respond to needs quickly, and to find creative solutions to meet the needs of children and young people with SEND.

### 3.2 Achievements since publication of the SEND Joint Commissioning Strategy 2018- 2021

Below sets out the developments that have been achieved since the publication of the SEND Joint Commissioning Strategy 2018-2021. They have been arranged under the 5 outcomes that children, young people, and their families tell us matter most to them I am safe, I am healthy, I have opportunities, I have a voice, and I am happy. Most of the developments cut across all of the 5 Is, although some priorities are more aligned to one.

#### **I am healthy**

- Waiting times for the Cygnet Training Programme for parents and carers of children with ASD, which is delivered by the Language and Communications Team alongside health specialists were too long. The ICB and LA have jointly commissioned additional resources to allow for more courses to be delivered. The additional investment has doubled the number of Cygnet Training Programmes, and has reduce the original waiting list by 79.2% as of May 2022. Some quotes from parent's who attended the course: "I have learnt so much during this course, from awareness raising, practical strategies and sharing experiences from other parents. It's been so valuable. The strategies discussed with the teacher has had a massive positive impact at home!" "Expanded my knowledge especially on supporting behaviour. Really informative, friendly course leaders, relaxed informal group – made you at ease to talk." "Better understanding of ASD, great to meet and speak to other parents." "We have gained an insight into the various challenges that P faces each day across various senses, environments and other aspects. We have found it immensely valuable to hear different strategies, different approaches and how other parents cope and manage. Our understanding of the nature of Autism has changed profoundly! The whole experience has been thoroughly worthwhile, and we have so many more coping strategies."
- The ICB has provided additional investment where there are significant pressures on services. This includes investment in: CAMHS to enable the service to increase capacity for both the neurodevelopmental and emotional pathway; the Community Learning Disability Team to develop the whole life enhanced community model, which includes a forensic Positive Behavioural Support pathway and a crisis aversion pathway.



<ul style="list-style-type: none"> <li>○ The ICB has also increased investment into therapy services to provide additional capacity alongside the increase in special school provision. A SEND Project Lead has been appointed at Northumbria NHS Foundation Trust (FT). This role strengthens health support into special schools. The Authority, ICB, Northumbria NHS FT, and special schools are working together to improve joint working and to ensure that roles and responsibilities are clear and that parents are assured that their child is receiving the support needed to make the expected progress identified in their plan. This approach is key to building confidence with parents that their child's needs can be met locally, without the need to source an external placement. The resource allocation for the Designated Clinical Officer has also been increased.</li> </ul>
<ul style="list-style-type: none"> <li>○ Northumbria Health Care Trust have developed a CAMHS recovery plan with agreed trajectories. Joint meetings with the service and the ICB continue on a monthly basis to monitor progress.</li> </ul>
<ul style="list-style-type: none"> <li>○ North Tyneside Public Health Team, the ICB, social care, LA School Improvement and SEND Services are working closely with Barnardo's and the wider CVS sector, schools, and other partners in a 'Strategic Alliance' to develop a universal system approach to children's mental health and emotional wellbeing. This alliance brings with it a long-term commitment from partners, including a revenue stream from Barnardo's to trial innovative approaches to supporting children and young people across the borough. There has also been increased support for children's social, emotional and mental health (SEMH) needs. North Tyneside is one of only 3 areas in the UK chosen by Barnardo's to develop a whole system approach to improve prevention and early intervention around children's mental health. We are currently in tranche 2 of a universal mental health first aid offer for schools, which invests in the training of all staff to minimum of mental health awareness training with key senior leaders trained to mental health first aid standard. Early evaluation of the first tranche of schools is incredibly positive and leading to more informed staff and pupils.</li> </ul>
<ul style="list-style-type: none"> <li>○ We have a joint LA/ICB 50:50 funding agreement in place for children with life-limiting conditions requiring respite and short breaks at St Oswald's Hospice. As part of a sub-regional arrangement, the LA and ICB agreed a joint approach to supplier relief as a result of COVID to ensure St Oswald's remains financially viable.</li> </ul>

<b>I am safe</b>
<ul style="list-style-type: none"> <li>○ Complex Health and Care Needs- A Section 256 funding agreement is in place between the LA and ICB to ensure the necessary resources are agreed by our Complex Case Panel for children with Continuing Care needs. A joint assessment of the child's/family's needs is carried out by our NHS Continuing Care Nursing Team and our LA Social Care Children's</li> </ul>

Disability Team. Subject to eligibility, a care plan is prepared, and the panel will agree the support needed and how this will be resourced from each agency or service.
<ul style="list-style-type: none"> <li>○ We also have Section 256 Agreements in place for: <ul style="list-style-type: none"> <li>• S117 hospital discharge and aftercare</li> <li>• Adult social care covering shared care and Continuing Health Care (CHC).</li> </ul> </li> </ul>

<b>I have opportunities</b>
<ul style="list-style-type: none"> <li>○ Work has continued to ensure that Commissioned Services funded by the High Needs budget are appropriately resourced, integrated with other services for children with SEND and focused on those who need extra support.</li> </ul>
<ul style="list-style-type: none"> <li>○ Expansion of special school provision across all of our special schools. Including of expansion of special school sixth form provision at 2 sites, Beacon Hill at the Linskill Centre and Woodlawn at Marden CLC.</li> </ul>
<ul style="list-style-type: none"> <li>○ Expansion of Moorbridge PRU and development of new work-based learning and COVID recovery provision programme called Route 16 for key stage 4 pupils.</li> </ul>
<ul style="list-style-type: none"> <li>○ Development of specialist secondary ASD provision via Southlands Special School and redesignation of Melrose ARP.</li> </ul>
<ul style="list-style-type: none"> <li>○ Developed new in-house children's homes 'Lime Tree House' and 'Beech House' for children with disabilities. Consulted with families on residential short breaks and changed our service offer at our 'Addison Street' short break home.</li> </ul>
<ul style="list-style-type: none"> <li>○ SEND provision as part of the Holiday Activities and Food Programme.</li> </ul>

<b>I have a voice</b>
<ul style="list-style-type: none"> <li>○ Strengthened SEND participation and engagement. Joint commissioning and recruitment of a dedicated SEND Participation Officer post. Development of our SEND Youth Forum. It was recognised by Ofsted inspectors during the recent SEND Inspection that we have forums where views of children and young people and their families can be heard including the SEND Youth Forum, which is an influential group and integrated fully into North Tyneside's youth council.</li> </ul>
<ul style="list-style-type: none"> <li>○ Developed our COVID SEND support directory for families.</li> </ul>

### 3.2 Joint strategic objectives

Our joint strategic objectives and priorities as set out in the SEND Needs and Sufficiency Assessment are to:

- Strengthen capacity to identify needs and improve the use information to inform commissioning decisions.
- Meet needs through high quality, relevant commissioned services.
- Effective channels to deliver early intervention with specialist support when it is needed.
- Improve the outcomes from commissioned services.
- Increase the personalisation of services and co-produce commissioned services with parents, carers, children, and young people.
- Improve the effectiveness of joint commissioning arrangements.

By meeting these objectives, we will ensure that:

- Our children and young people with SEND are participating in society, including having friends and supportive relationships, and participating in, and contributing to, the community.
- Children, young people, and their families with access to the education, health, and care support they need when they need it.
- Our children and young people able to live healthy, happy, and safe lives in their chosen community.
- All our children and young people with choice and control over their lives and the means by which to communicate.

### 3.3 Joint commissioning priorities for 2022- 2024

Below sets out the joint commissioning priorities for 2022-2024, under the 5 outcomes that children, young people, and their families tell us matter most to them I am safe, I am healthy, I have opportunities, I have a voice, and I am happy. Most of the priorities cut across all of the 5 Is, some priorities are more aligned to one than another. All of the joint commissioning priorities come under I have a voice outcome, as part of the joint commissioning cycle children and young people will have an opportunity to have a say in decision making and service planning.

<b>I have opportunities</b>		
<b>Joint Commissioning Priority</b>	<b>Expected Outcome</b>	<b>How will we achieve the joint commissioning priority?</b>
Deliver improved SEND place planning	<ul style="list-style-type: none"> <li>• Sufficient high-quality places in North Tyneside to meet the needs of children and young people with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory assessments and annual reviews are consistently timely and code compliant, including SMART outcomes.</li> <li>• Data systems are robust, integrated and case</li> </ul>

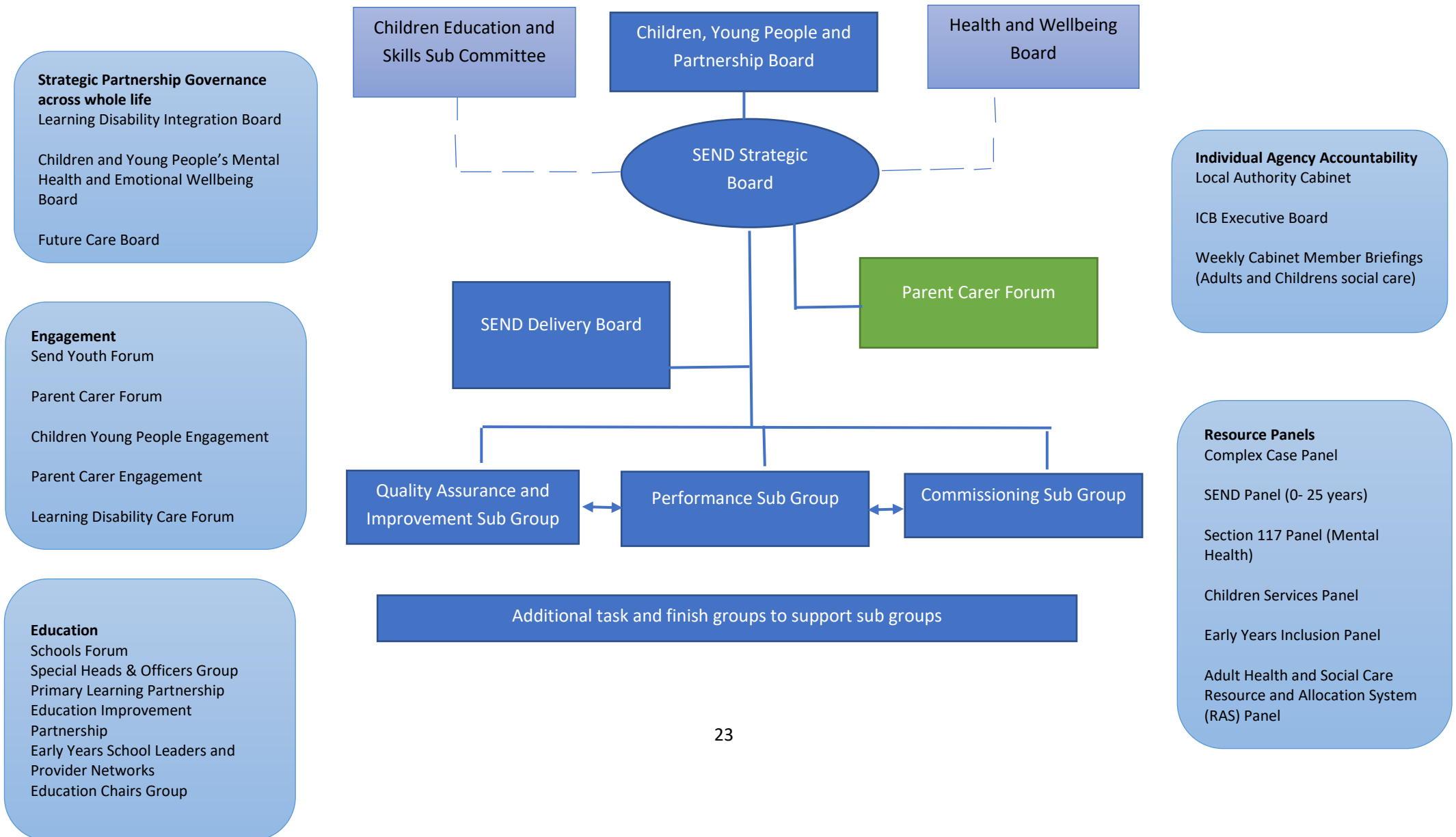
	<ul style="list-style-type: none"> <li>• Optimum and high quality specialist provision to meet current and future needs.</li> </ul>	<p>information is accurately recorded and maintained.</p> <ul style="list-style-type: none"> <li>• Clear oversight of the needs of children and young people needs with SEND are being met, and ensure analysis is clear and timely to support our needs assessment and commissioning cycle.</li> </ul>
Implement projects to provide sufficient school capacity.	<ul style="list-style-type: none"> <li>• Sufficient high- quality provision in North Tyneside that meet the needs of children and young people with SEND.</li> <li>• More children are supported in North Tyneside schools, in line with our Inclusion Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Short, medium and longer-term placement demands are met in line with the prevailing cohort needs identified in our strategic needs assessment.</li> <li>• School designations accurately reflect their expertise and capacity.</li> <li>• Statutory deadlines, such as for phase transfers, are met.</li> </ul>
Strengthen social care provision and the short breaks offer for children with disabilities	<ul style="list-style-type: none"> <li>• Sufficient high-quality placements for children in care and leaving care, both family based care and residential provision</li> <li>• Sufficient high quality outreach provision.</li> </ul>	<ul style="list-style-type: none"> <li>• A refreshed short break statement</li> <li>• More community-based support – both targeted and inclusive provision. Alignment with the Holiday Activities and Food (HAF) Programme.</li> <li>• Provision that meets the needs of different age groups, needs and localities.</li> </ul>
Children and young people's with SEND needs are met early, and in a timely and appropriate manner.	<ul style="list-style-type: none"> <li>• More children are supported in North Tyneside schools, in line with our Inclusion Strategy.</li> <li>• SEND provision is in place which meets</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver the Commissioned Service Review as part of the High Needs Recovery Plan.</li> <li>• Develop SEND early intervention hubs based</li> </ul>

	needs and achieves the best possible outcomes for children and young people.	upon high quality, integrated services.
Autism Strategy: development of an all-age, multi-agency strategy that will respond to our understanding of increased need in the borough	<ul style="list-style-type: none"> <li>• North Tyneside is an Autism-friendly borough.</li> </ul>	<ul style="list-style-type: none"> <li>• Autism action plan and priorities are delivered leading to North Tyneside becoming an Autism-friendly borough.</li> </ul>
ARP Review of commissioned places in mainstream schools	<ul style="list-style-type: none"> <li>• High quality ARP provision which is quality assured and meets current and future needs of children and young people.</li> <li>• More children are supported in North Tyneside mainstream schools, in line with our Inclusion Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• The right number of ARP places based on needs.</li> </ul>
Review SEND Post 16 Provision as part of preparation for adulthood	<ul style="list-style-type: none"> <li>• Sufficient high quality post-16 provision which is quality assured and meets current and future needs of young people.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of academic, vocational and community based pathways are in place.</li> <li>• Young people avoid NEET, access further learning and employment opportunities alongside independent living skills.</li> </ul>
<b>I am healthy</b>		
<b>Joint Commissioning Priority</b>	<b>Expected Outcome</b>	<b>How will we achieve the joint commissioning priority?</b>
Investment in CAMHS; to enable the service to increase capacity.	<ul style="list-style-type: none"> <li>• Reduction in CAMHS waiting lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase capacity for both the neurodevelopmental and emotional pathway, and also to develop a behavioural</li> </ul>

	<ul style="list-style-type: none"> <li>Needs are met regardless of diagnosis.</li> </ul>	<p>support pathway for children and young people who present with behaviours that challenge.</p> <ul style="list-style-type: none"> <li>Where appropriate, more children and families access early help support.</li> <li>Reduction in CAMHS waiting lists.</li> <li>Needs are met regardless of diagnosis.</li> </ul>
Strengthen therapeutic input to school provision for children with SEND	<ul style="list-style-type: none"> <li>High quality therapeutic provision which meets current and future need, including capacity to meet needs of children in special schools.</li> <li>More children are supported in North Tyneside schools, in line with our Inclusion Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity in therapy services and special school nursing working into special schools.</li> </ul>

## Section four: Appendices

### Appendix 1: North Tyneside's SEND Strategic Partnership Governance



## **Appendix 2: Responsibilities for Commissioning Health Services**

### **NHS Integrated Care Board**

#### **Statutory Services**

- CAMHS
- Child Health (Community paediatricians)
- Community children's nursing services
- Continence services (Tier 2)
- Early support key working (this may be jointly commissioned)
- Physiotherapy
- Clinical psychology
- Audiology
- Dietetics
- Wheelchair service
- Looked after children health teams
- Unaccompanied asylum seekers service
- Safeguarding liaison service
- Local hospital services
- Specialist tertiary hospitals e.g. Great Ormond Street where the child stays in hospital for over 70 days.
- Specialist treatment services e.g. to treat stammering.
- Specialist health placements
- Specialist health equipment e.g. ventilators.
- Personal health budgets or health direct payments
- IAPT (Improving Access to Psychological Therapies) services
- Adult mental health service
- Speech and language therapy (adults)
- NHS continuing care for children and young people and continuing healthcare for adults over 18.

#### **Services Delivered by the Voluntary Sector**

This information can be found on the [local offer](#).

#### **Local Authority Public Health**

- Health visiting
- School nursing
- Sexual health services
- Continence Tier 1

#### **NHS England**

- GP services (NB. In some areas commissioning responsibility for primary care is transferring to ICBs).
- Dental services
- Community dental services
- Optometry optician
- Specialist tier 4 placements



- Specialist tertiary hospitals e.g. Great Ormond Street
- Specialist residential rehabilitation following an acquired brain injury.
- Prison health services
- Paediatric insulin pumps
- Neonatal services

**Shared responsibility between NHS Integrated Care Board and Local Authority**

- Speech and language therapy
- Occupational therapy
- Community equipment
- Portage service
- Emotional wellbeing services
- Specialist placements
- Specialist equipment
- Overnight short break services
- Children's continuing care packages
- Community learning disabilities team
- St Oswald's Respite Care

**Shared responsibility between NHS England and Local Authority**

- Communication and assistive technology service