

SEND Annual Report

Lincolnshire ICB

2021-2022



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Executive Summary

The information contained within the report is intended to be used as assurance that the Designated Clinical Officer (DCO) for Children and Young People (CYP) with Special Educational Needs and Disability (SEND) is ensuring that the Clinical Commissioning Group (CCG now ICB) is meeting its statutory responsibilities with respect to SEND. The post is hosted by Lincolnshire ICB and supported by the Director of Nursing, NHS Lincolnshire ICB.

Background

In 2014 the Children and Families Act¹ was updated to incorporate reforms for Children and Young People with Special Educational Need and Disability (SEND). The SEND Code of Practice (2015)² means that professionals from Education, Health and Social Care services have to work more closely together to give children and young people from 0-25 with special educational needs or a disability, the support they need. Children and young people will have more say over what support and services are offered in their local area, and more help will be available for young people as they prepare for adulthood.

Some children or young people with more complex educational needs receive support through an Education, Health and Care (EHCP) plan. The EHCP is a legal document that describes a child or young person's special educational, health and social care needs and is the document that has replaced Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, representatives from Education, Health (the DCO team) and Social Care must collaboratively make a decision, either to issue an EHC Plan or not. The aim is to bring all services together to work in close partnership to enable CYP with SEND to live their best lives.

However, the aim of the Children and Families Act (2014)¹ is not just to bring separate services together, but to reorganise and integrate the delivery of these services at a strategic level. The Designated Clinical Officer (DCO) plays a key part in implementing the SEND reforms and in supporting joined up working between health services and local authority. The DCO and Associate DCO (ADCO) for SEND in Lincolnshire have achieved a number of key actions in 2021/22, this activity supports the continued areas of work that focus upon delivery of the ICBs statutory duties and are detailed in the narrative of this report.

¹ Children and Families Act 2014 ([legislation.gov.uk](https://www.legislation.gov.uk))

² SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

The legal definition of SEND:

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way. 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.

1. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
 - 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. For children aged two and over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
3. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
4. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used across the 0-25 age range and includes LDD.
5. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

Impact of Covid 19

The DCO role was deemed business critical throughout the Covid 19 response and exempt from redeployment by Ministerial Order. Whilst a number of key projects were placed on hold, an exponential rise in the number of Education, Health and Care Plans dictated that activity was redirected to support that work stream. Despite a relaxation in the statutory timeline, the Lincolnshire system SEND team maintained its compliance in managing the EHCP process throughout. However, the Associate DCO (ADCO) was redeployed to support a number of Covid 19 related workstreams and work on a number of key projects was impacted.

Assurance

The DCO chairs the bimonthly SEND Health Committee which is supported by commissioners and providers from across the Local Authority and NHS who represent services for CYP with SEND. This committee reports directly into the CYP Transformation Board which is jointly chaired by the Local Authority and NHS. To support the ICBs commitment to providing assurance to system partners we utilise an online assurance framework database developed by NHSE in partnership with the CQC, Ofsted and Council for Disabled Children. This framework forms the basis of peer reviews and inspections. The responses are collated under the following themes or subject headings. Therefore, activity in this report will be annotated in this document by * followed by the relevant theme.

1. Leadership
2. Joint arrangements
3. Commissioning
4. EHCP
5. Engagement
6. Monitoring and redress

DCO Statutory functions

SEND Legislation (SEND Code of Practice 2015) ² outlines that CCGs /ICBS must:

1. Work with the local authorities to contribute to the Local Offer of services available
2. Commission services jointly for CYP (up to age 25) with SEND, including those with EHC plans
3. Have mechanisms in place to ensure practitioners and clinicians will support the integrated EHC needs assessment process

The following section will provide an overview of activity within the three statutory areas and compliance with these requirements is identified in Appendix 2.

1. Local Offer * *Joint arrangements, engagement, commissioning*

The Lincolnshire SEND Local Offer is an online resource for families, children and young people with special educational needs and disability (SEND) aged 0 to 25, and a resource for health and education professionals. The Local Offer in Lincolnshire provides information about education, health and care services. It includes advice about health, education, and social care for:

- children and young people from birth to 25 years old with SEND
- parents and carers of children with SEND
- professionals working in health, care, and education
- providers of services for children and young people

The DCO sits on the Local Offer steering group (supported by the ADCO) who together ensure the content shared within the Local Offer is accurate, accessible, and appropriate and adds value to the lives of CYP with SEND. The Local Offer is a dynamic resource and is under constant review, the link is below.

[SEND Local Offer – Lincolnshire County Council](#)

2. Education Health and Care Plans

** Leadership, Joint arrangements, Commissioning, EHCP, Engagement, Monitoring and redress*

Education, Health and Care Plan

Schools in England must provide support to children with special educational needs (SEN) as part of their standard offer to children. This is called SEN support. Schools are deemed to have £6000 of notional funding in their existing budgets to support children at the SEN Support level.

Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP). An EHC plan is a legally-binding document outlining a child or teenager's special educational, health, and social care needs. The document must list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

The EHCP application is a twenty-week statutory process. SEND legislation states that health organisations must co-operate with the Local Authority (LA) when asked to contribute to the EHCP process. The legal requirement is to provide this information within 6 weeks and have mechanisms in place to ensure that practitioners and clinicians will support the integrated needs assessment process. Effective systems are in place with a regular annual review of effectiveness. The DCO sits on the weekly Hub panel where all draft plans are scrutinised, and a decision made whether to issue a plan and the level of funding.

Local area SEND information

In Lincolnshire 16.9% of pupils have an EHCP or are receiving SEN support. This compares to an average of 15.3% across All English County local authorities. These figures are for pupils attending schools in Lincolnshire. They do not include children and young people for whom Lincolnshire is responsible but has placed out of borough (DfE, July 2021)

There are 6691 CYP in Lincolnshire with an EHCP (April 2022). Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Lincolnshire, 94.5% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20-week time limit, compared to the All English County local authorities average of 57.6%. Including exceptions, 94.5% were issued within 20 weeks, compared to the All English County local authorities average of 57.0%. ***Please see Appendix 1 for more detailed performance data.***

- **The EHCP digital Hub** (Open Objects) has been commissioned by the LA, following feedback from parent/carers requesting a need for a more transparent electronic system and in line with the SEND Green paper. The DCO team continues to work with the LA on operationalising the system and with clinical teams in the support of quality assuring evidence provision for EHCP needs assessments and the EHCP annual review.

3. Tribunal and Single Route of Redress (SRR)

** Leadership, Joint arrangements, Commissioning, EHCP, Engagement, Monitoring and redress*

In 2018 the Government extended the powers of the SEND Tribunal to make non-binding recommendations about the health and social care aspects of education, health and care (EHCP) plan as a part of two-year national trial. This trial was extended in August 2020. Before the trial it was only possible to appeal the educational aspects of EHC plans. The trial gives Parents new rights to request recommendations about health and social care and provision in EHC plans in addition to the educational aspects when making a SEND appeal. The SEND Tribunal can make recommendations about aspects of health or social care and this is not legally binding – however the LA or health commissioner is generally expected to follow recommendations. Where recommendations are not followed the reasons must be set out and explained to the Local Government and Social Care Ombudsman or Parliamentary Health Service Ombudsman.

The DCO leads on the health element of Tribunals supporting sourcing and supporting clinicians in the preparation of clinical reports and for representation at the Tribunal hearing and has worked with NHSE/I, LCC and the Schools Development Support Agency in the delivery of regional workshops and virtual learning events with particular focus on sharing learning around the Lincolnshire Model. Whilst there has not been a rise in the number of tribunals per se, there have been a higher number of tribunals involving health. The ADCO maintains a database of Tribunal activity and whilst cases are

often complex, the DCO has worked with a wide variety of clinicians very closely and who have provided excellent support to the process.

Updates on key areas of non-Statutory activity

4/ Development of Clinicians SEND Education Programme

**Joint arrangements, Commissioning, EHCP and Monitoring and Redress*

The Graduated Response /Approach explicitly states in the SEND Code of Practice (2015) that CYP with SEND should have their needs met and outcomes achieved in a mainstream education setting however it also acknowledges that a specialist school may be a better choice for a child or young person. The Code of Practice key principals confirm that the views, wishes and feelings of the child or young person and the child's parents/carers must be sought. It emphasises the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those discussions. The Graduated Response follows four stages of action: Assess, Plan, Do, Review, as outlined in the SEND Code of Practice (2015). However, evidence from Lincolnshire Parent/Carer Forum survey 2020, suggested that use of the graduated approach is ineffective in preventing needs escalation or maintaining children's needs due to lack of understanding or clarity. This suggests that there are gaps in support and in the timeliness of delivering this support for a large percentage of children within Lincolnshire.

Following a system wide audit in 2019 of the quality of clinical report writing into Education, Health and Care Plans in collaboration with PHE, the Children's Integrated Commissioning Team and Local Authority, the DCO team have developed a service level agreement with LIAISE (Lincolnshire's Send Independent Advice and Support Service (SENDIASS)) to design and deliver a three-tier training programme. The Clinicians SEND Education Programme aims to provide an increased working knowledge of the Graduated Approach, SEND system and EHCP process.

The programme covers:

- SEND law and guidance
- SEN funding
- The graduated approach
- Support services
- Reviews of SEN support
- When might a child/young person require an EHC Needs assessment?
- The Involvement of Health Services

The three-tier programme was initially delivered to the Community Paediatricians and evaluated very positively. It was therefore opened to *all* clinicians involved in supporting CYP with SEND. Over 80 health practitioners have since attended from varied specialties and backgrounds.

General evaluations of the programme state:

- the content was very informative and relevant
- It was really well presented by two knowledgeable and calm ladies, who delivered an information heavy session with ease
- Providing the basic information and then building up, not assuming everyone knows the basics! Use of Slido was brilliant!

- Understanding SEND funding
- I think all of it was useful. It gave some good information relevant to those I work with
- All content/discussion was useful
- Process of assessment
- Interactive workshop, gives a lot of information about the process that is followed by the LA
- Information on EHCP
- Helped to learn about new support processes available and further understanding of existing processes
- Demonstration on the VSEND Process is really helpful for my role
- The structure and the information
- all of it was relevant and gave an oversight of what happens.

Anecdotally the LA SEND service reports an improvement in the report writing into the EHCP process with fewer issues around erroneous advice provision with the DfE and NHSE noting this as excellent practice and the model has been shared at regional/ national events We have agreed to review the programme content in consultation with clinicians and will continue to deliver the Programme through 2022-23.

5/ Sensory Processing Difficulties Programme

**Joint arrangements, Commissioning*

Sensory Processing Difficulties (SPD) is a term used to describe dysfunction in the sensory integrative process. It is based on the relationship between the brain and behaviour and is described as 'the organisation of sensory input.' In collaboration with the Local Authority, Lincolnshire ICB – the DCO has led a system wide workstream with expert colleagues who have developed an educational parent/carers mediated programme to support CYP with SPD, links to a wealth of supporting resources and information can be found at the open access website and is supported by an optional two hour long virtual workshop with a Behavioural Specialist. It is intended to upskill and educate parents, carers, and professionals and to improve outcomes for CYP with SEND and/ or SPD in line with guidance from the Council for Disabled Children.

Details of the programme can be found below.

[Sensory processing difficulties :: Lincolnshire Children's Therapy Services \(lincolnshirechildrenstherapyservices.nhs.uk\)](https://lincolnshirechildrenstherapyservices.nhs.uk)

6/ Special Schools Programme Health Strategy development

**Leadership, Joint arrangements, Commissioning, EHCP, Engagement*

The Special Schools Programme has been established to provide an integrated school system where children and young people with SEND get the right health, care, and education, in the right place, at the right time, as close as possible to where they live. The £86m Capital Programme includes specialist clinical and therapeutic spaces to support collaborative health offer – and will host visiting professionals with a medical room, physiotherapy room, group rooms for therapy interventions. The Programme is around provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future.

All Lincolnshire Special Schools, with the exception of Social, Emotional, Mental Health provision, will become All Need Schools rather than supporting distinct specialties and is around providing education to CYP with SEND in the communities in which they live. Currently some young people can travel up to two hours one way to go the special school that supports their needs - investment in Special Schools will ensure they have the premises and resources locally to meet All Needs.

The DCO is leading a working group in the development of the health strategy in how we plan to support the care needs of CYP to move into a Special School more local to where they live. This will create a safe health offer that supports CYP with complex health conditions to be supported by an appropriate practitioner to deliver safe, effective care by considering dependency, capacity, safe staffing, and sustainability by exploring new models of health care provision and recruitment strategies that supports the young person to live their best life.

“Delivering a robust and effective health offer to pupils with SEND in a locality-based, All Needs school system can only be achieved through collaboration with our partners in the health and social care.special schools are likely to require changes to existing health provision arrangements to ensure the needs of their pupils are met”.

7/ Widening Participation

**Leadership, Joint arrangements, and Engagement*

The aim of Lincolnshire Young Voices is: To provide Lincolnshire local area with a strategic group of young people who **'have a lot to say,'** about improving services for children and young people (aged 0-25yrs) with special educational needs and disability (SEND) and their families in Lincolnshire'.

Lincolnshire Young Voices is a group of young people with Special Educational Needs and/ or Disability and who are Experts by Experience. This group has been developed for children and young people with SEND (16-25) to share their voice and is part of the widening participation strategy. They are line managed by the Widening Participation Team from LCC who are in turn supported by a SEND Locality Team Lead from the Local Authority and the CCG Designated Clinical Officer and the NHS Marketing and Communication Manager.

LYV is now widely recognised across the Local Area and the two co-chairs have been in post since 2019. These posts are being used as development opportunities across the LA and NHS and take feedback from educational and NHS settings to provide assurance to the SEND system around provision of services for CYP with SEND. The Chairs also coordinate the activity of an additional circa x12 volunteer posts. Covid 19 has impacted on the ability to deliver on a number of work streams involving auditing the accessibility of public places and other key workstreams outlined in the LYV Service Delivery Plan, however, the main focus of this year's activity has been the development of an e-learning resource designed to help professionals across the system to improve communication with CYP with SEND called 'A Rough Guide to Not Putting Your Foot in it'.

Using the voice of the SEND community, experts by experience and national best practice to inform and guide the development of a learning resource whose aim is to improve practice by educating professionals with real world advice and guidance on how to maximise the quality of interactions and understanding about alternative methods of communication. It has been designed for use as part of an induction/ mandatory training programmes and on-going training resource to support and improve

staff knowledge and skills. The group have worked in collaboration with KIDS Charity, the Council for Disabled Children, The Lincolnshire Parent Carer Forum, and a wide range of stakeholders from across the NHS and Local Authority.

The launch event is planned for July 2022 and will be attended by senior leads from across the system and the media.

Finally, the Chair of LYV will be chairing the NHSE England (NHSE) National SEND Conference and will be sharing 'A Rough Guide to Not Putting Your Foot in it' with a workshop hosted jointly by the DCO and SEND Team Locality Lead on sharing best practice around widening participation.



8/ Engagement with Parents and Carers

**Leadership, Joint arrangements, and Engagement*

The DCO has strong relationships with the Lincolnshire Parent Carer Forum (LPCF) which is funded by the DfE. The DCO has attended various virtual engagements events including a Prime Minister's Question Time style 'ask the DCO' virtual event. Positive feedback was received from LPCF as the DCO team investigates numerous complex cases and provides detailed responses, clarity and solutions to a large number of multifaceted queries over access/ inability to access service provision.

LPCF have been instrumental in the design of the Sensory Processing Difficulties Programme and in their support of the Special Schools Health Strategy development.

The Chair of the LPCF sits on the CYP Transformation Board and is a guest speaker at the SEND Health Committee.

'The Designated Clinical Officer for SEND is pivotal in constantly building ongoing relationships between LPCF and health colleagues. The LPCF team sit on the weekly EHCP hub panel with Russell which means we work closely with him in a critical friend capacity. Russell has been a guest at one of our Question Time events which was specifically requested by LPCF members on health issues. He is always enthusiastic to work with LPCF on dispelling myths and rumours, especially around accessing health services.'

LPCF have co-produced the Sensory Processing Difficulties project with him, being involved at the design stage of the project and Russell is continually asking for feedback from the LPCF membership about the accessibility / outcomes for parents of the project.

The open and positive relationship we have with Russell could be witnessed at his attendance at our “Week of SEND” where he gave time to LPCF to explain his role and answer any questions that were put to him.

LPCF would like to thank Russell for promoting the work of our forum and appreciate the time he freely gives to attending our events’.

Coralie Cross, Chair of LPCF (2022)

9/ Maturity Matrix and ICB/ICS readiness

**Leadership, Joint arrangements, and Commissioning*

The SEND team recently submitted The Integrated Care System (ICS) governance and infrastructure self-assessment tool. This is designed for oversight to:

- Ensure local systems are sighted on children & young people with Special Educational Needs and Disabilities (SEND), and their impending statutory duties
- Enable Health leaders to develop leadership, governance and infrastructure arrangements, that are informed by and ensure compliance with the existing SEND code of Practice and the statutory requirements of the Children and Families Act 2014
- Enable an assessment of the ICSs maturity in relation to children and young people with SEND

The self-assessment tool is informed by NHS England and NHS Improvement ICS Design Framework (2021) and NHS Oversight Framework tab (2021/22) utilising the methodology of Key Lines of Enquiry (KLOE).

The themes or KLOEs are:

Leadership, governance, joint inspections, data intelligence, performance data, quality improvement partnerships, widening participation. We rated the Lincolnshire system as Green and were provided with extremely positive feedback from NHSE.

‘It’s absolutely brilliant to see the breadth of evidence (29 pieces) showing how SEND is well and truly on the ICS/ICB agenda and how you intend to progress this further. I believe your SEND Health Committee and partnership with Lincolnshire Young Voices and Lincolnshire Parent Carer forum is a real strength for Lincolnshire. I have to say what has been provided is one of the best examples, it’s amazing and I’m certain other systems could learn a lot from you. This work is really down to your continued dedication and commitment in supporting the SEND agenda and I wanted to thank you’.

Deborah Ward, Children & Young People Learning Disability & Autism and SEND Senior Manager, Learning Disabilities and Autism Programme, NHS England (May 2022).

Ambitions for 2022/2023

The DCO team are working with the LA SEND team to develop a definitive set of Key Performance Indicators (KPIs) in order to improve oversight and monitoring of EHCP compliance and monitoring of tribunal data via a comprehensive data dashboard. The DCO Team are developing a SEND webpage to sit within the ICB website. In addition, our aspiration is to expand the quality assurance programme by developing an EHCP Quality Assurance Group. Further updates to these work streams will be provided to the Quality Team and overseen by the SEND Health Committee and CYP Transformation Board.

Summary

The DCO team for SEND in Lincolnshire will continue to develop and finesse the role and function that supports Children and Young People with Special Educational Needs and Disability in the county whilst sharing and developing best practice regionally and nationally. This will be through a continual process of challenge, monitoring and engagement and by coordinating services and agencies and developing networks. This is to provide assurance that the ICB is meeting its statutory responsibilities and to ensure that the Children and Young People with SEND in Lincolnshire can access the support they need to in their early years, at school and in further education and leading happy, healthy, and fulfilled lives and having choice and control over their support.

Russell Outen-Coe

Designated Clinical for CYP with SEND

Appendix 1

Lincolnshire performance data and the national context

In the academic year 2020/21 16.9% of Lincolnshire pupils had an identified special educational need compared to 15.9% across All English authorities.

In 2021, 4.2% of Lincolnshire pupils had an EHC Plan compared to 3.8% across All English authorities. This is an increase both locally (up from 3.5%) and nationally (up from 3.4%).

12.6% of Lincolnshire pupils receive SEN Support compared to 12.2% across All English authorities. For Lincolnshire this is a drop in number as there were 13.3% of pupils in 2019/20 receiving SEN Support. Nationally, the number has remained the same.

There was a 9.9% increase nationally in the overall number of EHC Plans (from 2020) whilst in Lincolnshire the increase was lower at 4%. In January 2022 (SEN2 reporting date), Lincolnshire held 6534 EHC Plans.

There were 93,302 initial requests for an EHC plan in England in 2021 which was a 23% increase from 2020. In Lincolnshire, the local authority received 1294 requests for an EHC Plan which was a much lower increase than nationally, at 3%.

The number of *new* EHC Plans issued in 2021 increased by 3% nationally whilst in Lincolnshire there was a 57% decrease in the number of *new* EHC Plans. It is, however, worth remembering that there were significant delays in issuing new EHC Plans in 2019 (60% out of timescale) which resulted in more being issued in 2020. Considering this anomaly, Lincolnshire still experienced a 15.5% reduction in the number of new EHC Plans issued in 2021 compared to the number that would have been issued in 2020 without the carry forward from 2019.

In Lincolnshire, 94.2% of young people (0-25) assessed were issued with an EHC Plan compared to 94.1% for All English authorities.

In Lincolnshire, 581 EHC Plans were ended in 2021, which is a slight decrease from 2020 when 589 Plans were ended.

Lincolnshire has, for several years since the introduction of the SEND reforms had an excellent track record for completion of EHC Needs Assessments within the 20-week timescale. There was a significant drop in 2020 whilst the teams managed a backlog of assessments which had been delayed due to limited numbers of Educational Psychologists. This matter was resolved towards the end of 2020 and performance in 2021 returned to Lincolnshire levels.

- 2017 – 97.5% (England 61.3%)
- 2018 – 91.9% (England 60.1%)
- 2019 – 74.8% (England 60.4%)
- 2020 – 40.3% (England 58%)
- 2021 – 94.5% (England 59.9%)

Appendix 2

Statutory duties	Risk	Mitigation
<p>The Local Offer</p> <p>The duty is to ensure that information on health service provision is available for service users to access via the local offer websites. The LA is the lead for this duty.</p>	<p>There are no clear pathways in place to ensure that this is embedded within NHS service areas at present and this is currently progressed by contacting service managers to ensure the information available is accurate and accessible.</p>	<p>DCO team are members of the Local Offer Development group.</p> <p>Key links within services areas need to be established to ensure that information on Trust websites are accurate, easily accessible to CYP and their families.</p>
		<p>Lincolnshire's local offer can be found at The Local Offer – Lincolnshire County Council. The website has been updated for ease of use this year, following consultation with children, young people and their families.</p> <p>Advise the LA of any significant changes to health provision so that the website can be updated to contain accurate information.</p>
<p>Education Health and Care Plans; assessment, annual review process.</p> <p>EHC assessment is a 20week statutory process.</p> <p>SEND legislation states that health organisations must co-operate with the LA when asked to contribute to the EHCP process. The legal requirement is to provide this information is within 6 weeks</p>	<p>Reporting- The DCO works with the LA and neighbouring ICBs to track to be advised of missing health contributions that are breaching timescales to enable reminders to be issued.</p> <p>Risk of not adhering to statutory duties if SEND is not a priority within health service provider's provision.</p>	<p>Attendance at the SEND Health Committee Meeting of SEND leads providing regular progress updates.</p> <p>Attendance at the SEND Steering group by the DCO.</p> <p>The DCO team work closely with the SEND team and to providers to ensure timely response and regular teaching sessions with clinicians to ensure teams are sighted on statutory responsibilities</p>
	<p>Provider policies for SEND-</p> <p>Lincolnshire CCG wrote to the Chief Executive officers for each of the NHS trust provider to request that arrangements be put in place to support their services area practitioners, to respond to National First Tier</p>	<p>Health providers have engaged and participated in ongoing workforce development and improving systems in order to do this.</p>

	Tribunal appeals; Single Route of Redress and to provide CYP Transformation Board.	
Single route of Redress (SRR) and Tribunal	Single route of redress (SRR)- Challenges can be raised by parent/carers who feel that provision is not adequate to meet the needs of their CYP giving rise to the National First Tier Tribunal; Single Route of Redress; resulting in financial and reputational impact of the CCG.	DCO has developed an SRR pathway for LA's to notify DCO Team of any appeals raised against health service provision. Guidance has also been developed to ensure that commissioners, health providers and SRO for SEND are notified and arrangements in place to ensure that Health professionals are able to respond to those emails within the legal timeframes.

Glossary of terms

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Support Programme: The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early years provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

First-tier Tribunal (Special Educational Needs and Disability): An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Free school: A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department for Education to set up a free school.

Further education (FE) college: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Healthwatch England: Healthwatch England is an independent consumer champion, gathering and representing the views of the public about health and social care services in England. It operates both at a national and local level and ensures the views of the public and people who use services are taken into account. Healthwatch England works as part of the Care Quality Commission.

ICB: An integrated care board (or ICB) is a statutory NHS organisation which is responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in a geographical area.

Independent school: A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.

Information, Advice and Support Services: Information, Advice and Support Services or **SENDIASS** provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Joint Strategic Needs Assessment (JSNA): Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Maintained school: For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

NHS Continuing Care: NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness.

NHS Continuing Healthcare: NHS Continuing Healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in any setting, for example in the home or in a residential care home.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Parent Carer Forum: A Parent Carer Forum (Lincolnshire Parent Carer Forum, (LPCF) is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Special Educational Needs (SEN): 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.