

NHS Lincolnshire Integrated Care Board

SEND Annual Report

2022 - 2023



July 2023

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Introduction

In Lincolnshire ICB our vision for children with Special Educational Needs and Disabilities (SEND) is that they are supported, feel safe physically and emotionally, are included and accepted within their community and lead happy and fulfilled lives. We are proud to place the individual care needs of children and young people at the very heart of what we do.

Lincolnshire reflects the national picture of growing demand on services, with increasing numbers of requests for support, particularly following COVID. Despite a challenging national picture, we are proud of the commitment and dedication of our teams across the National Health Service (NHS) to provide excellent care and we celebrate our strong relationships and collaborative working with our partner organisations and families to improve the lives of young people with SEND in the county.



Martin Fahy

Director of Nursing and Quality /
Executive Lead for CYP and SEND
NHS Lincolnshire ICB

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) team is ensuring that the Integrated Care Board (ICB) is meeting its statutory responsibilities with respect to SEND. The post is hosted by Lincolnshire ICB and supported by the Director of Nursing and Quality / Executive Lead for CYP and SEND, NHS Lincolnshire ICB.

Background

In 2014 the Children and Families Act (1) 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 (EHC) services must work more closely together to give children and young people from 0 to 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 Plan (EHCP). 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 EHCP 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 Designated Clinical Officer, or DCO team) and Social Care must collaboratively make a decision on either to issue an EHCP 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) 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 Designated Clinical Officer (ADCO) for SEND in Lincolnshire have achieved several key actions in 2022 / 2023, this activity supports the continued areas of work that focus on the delivery of the ICB's statutory duties and are detailed in the narrative of this report.

- [1. Children and Families Act 2014](#)
- [2. SEND Code of Practice: 0 to 25 Years](#)

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 two 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 to 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’.

Assurance

The DCO chairs the bi-monthly SEND Health Committee which is supported by commissioners, providers, clinicians, and practitioners from across the Local Authority (LA) and NHS who represent services for CYP with SEND. This committee reports directly to the CYP Integrated Transformation Board which is jointly chaired by the LA and ICB. To support the ICB's commitment to providing assurance to system partners we utilise an online assurance framework database developed by NHS England (NHSE) in partnership with the Care Quality Commission (CQC), Office for Standards in Education (Ofsted) and Council for Disabled Children (CDC). This framework forms the basis of peer reviews, thematic 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 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 EHCPs.
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.

1. Local Offer

** Joint Arrangements, Engagement, Commissioning*

The Lincolnshire SEND Local Offer is a dynamic 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 ADCO sits on the Local Offer steering group (supported by the DCO) 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 EHCP 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 and provision to meet each of the needs, and that provision must 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 20-week statutory process. SEND legislation states that health organisations must cooperate with the 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 on whether to issue a plan and the level of funding.
- Currently, the DCO team are supporting the Lincolnshire County Council (LCC) SEND team in operationalising the system and preparing to transition to a Cloud-based EHCP system which is designed to increase transparency and increase efficiency in line with recommendations in the SEND Green paper.
- At this time, Lincolnshire comparative reporting data is not available and will be published as an addendum.

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 the EHCP as a part of a two-year national trial. This trial was extended in August 2020. Before the trial, it was only possible to appeal the educational aspects of EHCPs. The trial gives Parents new rights to request recommendations about health and social care and provision in EHCPs 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, 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.

The DCO and LA Practice Supervisor are working with LIAISE to develop a teaching session to be included in the SEND Clinicians Training Programme specifically to include education around Medication and Tribunal. See below.

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 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*

Following a system-wide audit in 2019 of the quality of clinical report writing into EHCPs in collaboration with Public Health England (PHE), the Children's Integrated Commissioning Team, and LA, 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 provides 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 100 health practitioners have since attended from varied specialities 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 of 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 Department for Education (DfE) and NHSE noting this as excellent practice, and the model has been shared at regional / national events. We reviewed the programme content in consultation with clinicians and will continue to deliver the programme through 2023 - 2024 with the addition of a fourth tier focusing on Mediation and Tribunal.

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 LA and Lincolnshire ICB, the DCO has led a

system-wide workstream with expert colleagues who have developed an educational parent / carer mediated programme to support CYP with SPD, links to a wealth of supporting resources and information that 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.

The programme has now become a substantive offering to all parents and carers registered with a Lincolnshire GP and the workshops are delivered on a bi-monthly basis. We are currently scoping how this programme could be developed going forward to support those CYP with more complex difficulties in partnership with the Children's Integrated Commissioning team.

Details of the programme can be found via the link 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 and as close as possible to where they live. The £103 million capital programme includes specialist clinical and therapeutic spaces to support collaborative health offers, and will host visiting professionals with a medical room, physiotherapy room and group rooms for therapy interventions. The Programme is around provision without boundaries: where children feel they belong and are respected, hopeful and optimistic about their future.

All Lincolnshire Special Schools, with the exception of Social, Emotional and Mental Health provision, will become All Need Schools rather than supporting distinct specialities 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 to 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. In addition, 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. To support this the DCO represents the Midlands

region by sitting on the National Expert Reference Group which brings together senior leads from across the DfE and NHSE. Currently a key focus is around understanding Clinical interventions in Educational Settings, looking at those interventions which have traditionally been undertaken by staff from health, but which can be delegated to other staff who have been assessed as competent and confident to undertake the intervention by a registered healthcare professional which will in due course assist systems nationally to understand how models of delivery in Special and Mainstream schools can be developed.

“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 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 (LYV) 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 to 25 years) 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 who are Experts by Experience. This group has been developed for children and young people with SEND (aged 16 to 25) to share their voice and is part of the widening participation strategy. They are line managed by the Widening Participation Team from LCC and the group is led by Michelle White, SEND Team Locality Lead in LCC and the DCO in LICB.

LYV is now widely recognised nationally via their collaborative output and by increased focus at nationwide celebration events The two original LYV co-chairs have moved on to develop their careers and we have two colleagues who have started in post. The two original co-chairs remain part of the LYV committee. The co-chair 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 approximately 15 volunteers, all of who have lived experience of SEND. The 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'. These resources can be found on YouTube on this link:

[Lincolnshire Young Voices - Training programme 'A Rough Guide to Not putting Your Foot in It](#)

Indeed, LYV has collected the top prize for Co-production at Nasen's sixth annual awards. LYV was put in the spotlight at a ceremony at The Grand Hotel in Birmingham for their remarkable work in helping their pupils with special educational needs and / or disabilities and learning differences to thrive and achieve. Nasen is the leading membership charity that supports children and young people with SEND to reach their full potential, whilst being a champion, friend, and protector of the SEND workforce.

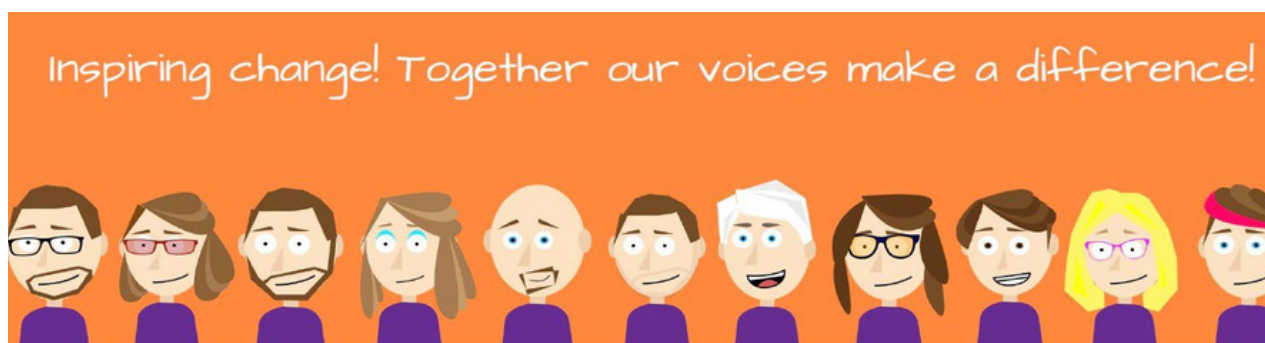
Scooping Nasen's Award for Co-Production with Children and Young People and their Families, LYV was recognised for its creation of an accessible and impactful film, 'The Rough Guide – A Guide to Not Putting Your Foot in It', for any practitioner or professional nervous about understanding how best to communicate with, and support, a child or young person with additional needs.

The young people working with LYV all have lived experience, and their ideas and thinking have led The Rough Guide to become a first-rate practical resource. In addition to creating this film, which is now being rolled out across Lincolnshire, the Midlands region and beyond, the group has led the way in enabling others to understand how to support young people with additional needs to live the lives they want to live.



Sian Hutchings holding the Nasen Co-Production with Children and Young People and their Families Award 2022, awarded to Lincolnshire Young Voices.

Finally, a number of members of the LYV committee featured prominently at the national Celebration of SEND Conference hosted by the Schools Development Agency (SDSA) and NHSE and shared '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*

Lincolnshire Parent Carer Forum (LPCF) has built a positive co-productive working model with the Lincolnshire DCO team we have worked collaboratively on projects and shared our respective offers for the benefit of parents and families of children with SEND. There is a good working dialogue operating that allows either party to both support or challenge ongoing developments.

The jointly-developed Sensory Processing Difficulties Programme has been a positive solution with many parents attracted to the workshops which are very quickly booked by Lincolnshire parents so that they can gain knowledge, develop skills, and build their own resilience to work with their own children. For LPCF, the building of parents' self-reliance is a key factor in our work and solutions such as this truly resonate without longer-term aspirations for parents.

The DCO was also LPCF's first Question Time subject to be filmed answering a range of questions from Parents and Carers. The resulting video along with the chronological questions log is on the LPCF and we regularly direct parents to the material so that they can see the DCO's informative responses. This has helped to dispel any myths and rumours about health services.

The Chair of LPCF sits on the Children and Young Peoples Transformation Board and we are currently working on a number of jointly developed initiatives such as 'SEND HELP!', a series of bitesize video resources produced with LIASE and LPCF.

9. Maturity Matrix and ICB Readiness

*Leadership, Joint Arrangements, and Commissioning

Maturity Matrix and ICB / ICS SEND readiness

Throughout 2022 / 2023, the DCO team have submitted or been interviewed around a series of six self-assessment tools for the Integrated Care System's transition from CCG with a particular focus on governance and infrastructure around SEND.

This is designed to provide oversight to:

- Ensure local systems are sighted on children & young people with 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 ICS's maturity in relation to children and young people with SEND

The self-assessment tool is informed by NHSE and NHS Improvement ICS Design Framework (2021) and NHS Oversight Framework (2021/22) utilising the methodology of Key Lines of Enquiry (KLOE). The themes of KLOEs are Leadership, governance, joint inspections, data intelligence, performance data, quality improvement partnerships and widening participation.

As an ICB we rated the Lincolnshire system as 'Green' and it is the only system in the East of England and East and West Midlands to do so. This is supported by NHSE, who provided extremely positive feedback.

'It's brilliant to see the breadth of evidence 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 to 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.

Ambitions for 2023 / 2024

The DCO team continue to work with our system partners in supporting improvements to service provision for all CYP across the county however the focus of the ICB is to continue to improve the uptake and accessibility of Annual Health Checks and Annual Review process, the development of a SEND Data Dashboard, continuing to support the LCC Special Schools project and the implementation of the NHS SEND Quality Assurance Framework and the development of 'SEND HELP!'.

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 in their early years, at school and in further education and lead happy, healthy, and fulfilled lives with choice and control over their support.



Russell Outen-Coe

Designated Clinical Officer for CYP
with SEND



Examples of Parent and Carer Feedback

Please note, some details have been changed to respect privacy.

"So, JJ's appointment on the 30th of December was superb with the doctor you managed to get us in with. The consultant / doctor was so caring and really helped JJ understand what was happening. From this, he has diagnosed JJ with ADHD and has referred us for the tests too for Autism.

I can't thank you enough for helping JJ and our entire family. I'm sorry it's been pushy for you with our emails, but I hope you understood our frustrations and concerns for JJ. (We did attend the appointment with yet another broken hand from aggression/ frustration injury with this being the third or fourth time it's been injured). We have been started on medication too. I would be happy to share anything with you if it helps you with anything like you mentioned before.

I so hope we can keep this doctor for JJ too as he really was an absolute credit to himself and the trust with the way he dealt with us as a family. JJ came out talking about how the doctor knew how he was feeling and that made him open up to him more.

Anyway, I will stop babbling! Thank you again and please also pass on my thanks to the Associate DCO plus the doctor if that is possible. I would like him to know how he's made such an impact on us."

HS (Parent) - January 2023

"Hi there.

Just wanted to say a big thank you for sorting out FS's appointment. Dr P was amazing - he took lots of time to go through FS's challenges, set out how he was going to gather evidence, how he was going to chat to FS and then finally put a plan of action in place. We were super impressed with Dr P's tone, manner, and professionalism. Please could our thanks be passed on to him.

And obviously a big thanks to you guys!

Kindest regards."

VS (Parent) - March 2023

"Hello,

It's good news that the care package has been planned! Thank you so much! It's a massive relief and means I can go for surgery with less weight on me.

Thanks either way. Have a good weekend and please understand how thankful we are that you were keen to help recently - it makes our world feel so much more bearable."

CB (Parent) - July 2022

Appendix 1 - National Performance Data

Annual National Data for Education Health and Care Plans as of January 2023

This publication provides data on children and young people with an education, health, and care (EHC) plan in England and, historically, for those with a statement of special educational needs (SEN). Data is presented for both the caseload as of January 2023, for example, the number of EHC plans, and for activity during the 2022 calendar year, for example, the number of new EHC plans in the calendar year.

The publication is based on data collected in the SEN2 data collection. From 2023, the data collection changed from aggregated figures at local authority level, to a person-level collection. This has been a major change in approach and as such there are a number of changes in the publication including new breakdowns and time series breaks.

The total number of Education, Health, and Care Plans (EHCP) has continued to increase

The number of children and young people with EHCPs increased to 517,000, as at census day in January 2023, up by 9 per cent from 2022. This has increased each year since 2010.

The number of new EHCPs made in the calendar year has also continued to increase

66,400 new EHCPs were made during the 2022 calendar year, up by 7 per cent from the previous year. The number of new EHCPs has increased each year since their introduction in 2014.

The number of initial requests for an EHCP increased during the calendar year, continuing the long-term trend of increases

There were 114,500 initial requests for an EHCP during 2022, up by 23 per cent from 93,300 in 2021. Apart from a decrease in 2020, an atypical year with the pandemic disrupting both education and local authority services, initial requests have increased each year since EHCPs were introduced.

The proportion of new plans issued within 20 weeks has decreased

In 2022, 50.7 per cent of new EHCPs were issued within 20 weeks. This was a decrease when compared to 2021.

Find out more by clicking on the link below:

[Education, Health and Care Plans - Reporting year 2023 - Latest National Statistics](#)

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 Education, Health and Care Plan (EHCP) 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 coordinates 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 childminders.

Education, Health and Care Plan (EHCP): An EHCP 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 EHCP 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 EHCPs. 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 that 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 EHCPs.

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 by 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 EHCPs. 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 Education, Health and Care 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 EHCP 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. His Majesty's Inspectors (HMI) form its professional arm.

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 EHCP.

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 that 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 coordinating 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.

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Members of Lincolnshire Young Voices at the launch of 'A Rough Guide to Not Putting Your Foot in It'
Photograph: Lincolnshire County Council