



Nottinghamshire  
County Council

# Inclusion Plus +

## SEN and Inclusion Strategy for Nottinghamshire 2009 - 2012



# Inclusion



***"Inclusion is a journey with a clear direction and purpose: equality of opportunity for all children and young people"***

Council for Disabled Children 2008

## Introduction

Throughout 2008, Nottinghamshire County Council conducted a review of special educational needs (SEN) and inclusion. The review involved comprehensive consultation with a wide range of stakeholders involving schools, parents, children and young people, elected members and other partners. This involved open and frank discussions about what the stakeholders would like to see happening in the future for children and young people with SEN and disabilities.

We learned that SEN and inclusion is an issue that inspires a tremendous level of commitment and enthusiasm which in turn generates a great deal of debate and discussion. We learned that our response needs to be careful, measured and informed. We also learned that much good practice already exists and this will form the basis for expanding and developing the best of what we do.

This strategy has developed as a result of that committed inspired debate, and represents an exciting opportunity to bring about positive change for children and young people and their families.

It describes how the County Council will use its resources to remove barriers to learning, ensure that children and

young people will feel that their achievements are valued, that they are happy and enjoy school, lead healthy lifestyles, feel safe in their learning environments and are appropriately supported in order to achieve their full potential.

It describes how Nottinghamshire County Council will work effectively in partnership with other agencies and the voluntary sector to achieve these aims, and work collaboratively to support the needs of families who deserve our help and support.

This document sets out the key areas of action which will help us to achieve our goals, and also includes indicators of success which will demonstrate when we have achieved them.

We would like to thank the many hundreds of people who have contributed to and taken part in the review and hope that you feel that the strategy is a helpful and informative document that will support you in what you do.

**Councillor Joyce Bosnjak,**  
**Cabinet Member for Children and Young People's Services**

**Anthony May,**  
**Corporate Director**  
**Children and Young People's Services**



## The local context - some facts about Nottinghamshire in 2009

- Nottinghamshire is a large diverse county covering 805 square miles.
- The total population is 770,000 of whom 181,000 are children and young people aged 0 - 19
- Deprivation levels in the county are extremely varied, with some boroughs being amongst the least deprived in the country and others which are amongst the most deprived
- Nottinghamshire has 290 primary schools, 47 secondary schools, 11 special schools and a Learning Centre.
- Provision for learners over the age of 16 is made through further education colleges, one sixth form college (located in the City of Nottingham) and 43 schools with sixth forms in the county itself.
- 119,846 learners attend Nottinghamshire schools, the majority of whom attend their local mainstream school.
- 793 learners attend special schools in Nottinghamshire and in addition to these 112 learners attended special schools in other local authority areas.
- There are 14,978 learners at School Action, 4,673 at School Action Plus and 1,272 with statements of special educational needs. These figures provide an indication of how many learners have special educational needs.
- The County Council spends its funding for learners with SEN in three ways: it allocates financial resources to schools and individual pupils, it funds special school placements and other highly specialised provision and provides advice and support to schools and families through a range of specialist support services.

This strategy is a description of the steps we intend to take to bring about improvements to our arrangements for these learners and which will support inclusive practice in all our settings.



## Developing successful inclusive practice in Nottinghamshire

We believe that inclusion is successful where children and young people:

- receive an education provision which meets their needs and enables them to achieve
- are active partners in decision making
- feel that they belong
- are not bullied or victims of disability discrimination and feel safe
- have friendships
- enjoy their learning experience
- have access to suitable activities both in and out of school
- have adults around them that actively seek to remove barriers to learning and participation
- have parents and carers who are empowered to support them



## The need to change and improve

The outcomes of the review of SEN and inclusion in Nottinghamshire will result in a number of changes. These changes will only be beneficial if they bring about measurable improvements for children and young people and their families.

Our priorities for change have been based on the following principles:

- we put children and young people and their families at the heart of what we do
- we promote integrated locality working
- we make the best use of the resources available to us
- we demonstrate that there are real and tangible benefits for children and young people

The review examined current arrangements and considered ways in which we can provide a more effective service which is also:

- **Graduated** - offering a continuum of provision to children and young people with SEN and disabilities
- **Integrated** - a fully integrated provision with a range of service providers
- **Localised** - a service that can be accessed locally
- **Personalised** - one that can make interventions based on the individual needs of children and young people and their families

***“We want professionals to talk to each other across services and understand what each other does”***

Parent

***“Personalised learning is the drive to tailor education to individual need, interest and aptitude so as to fulfil any young person’s potential”***

DCSF



# What we will do

The data and information gathered through the review has been analysed using a process which considered:

- what we heard - what stakeholders told us
- what we think this means - the case for change
- what we propose to do - our priorities for action

This information was grouped under four emerging priorities:

- **behaviour**
- **financial resources**
- **graduated response**
- **integrated locality teams**

The following four priorities describe our programme for change.

## Priority 1 - Behaviour

To create balanced and graduated provision and responses that meet the needs of a range of children and young people with behavioural, emotional and social needs (BESD). This will involve:

- improving young people's engagement and positive social/emotional development and well being
- supporting schools to develop their ethos and climate for learning
- developing locality behaviour partnerships and collaborations between schools, services and settings

We will have been successful when stakeholders can say:

***"Each district has an effective behaviour partnership which is able to offer children and young people an appropriate curriculum in a variety of locally commissioned placements which are able to meet their holistic needs."***

## Priority 2 - Financial resources

To target financial resources to meet the needs of children and young people with the most complex needs and those in the areas of greatest deprivation, and to ensure that these resources are subject to appropriate monitoring and accountability arrangements. This will involve:

- improving the capacity to develop flexible approaches to commissioning specialist provisions as appropriate
- improving monitoring and accountability arrangements for SEN resources
- researching and developing ways in which High Level Needs (HLN) and Additional Family Needs (AFN) monies are targeted on those with the most complex needs and living in areas of highest deprivation
- developing a new multi-agency panel for the allocation of resources

We will have been successful when stakeholders can say:

***"Nottinghamshire has a simple, fair and transparent funding system which allows schools to access financial resources. These resources are monitored and the positive outcomes for the learners can be measured."***

## Priority 3 - Graduated response

To develop a graduated range of responses. This includes specialist, targeted and universal support. This will involve:

- developing specialist support for learning in mainstream school settings
- improving our special school environments through the capital programme and *Building Schools for the Future* programme, and developing federation arrangements between special schools.
- developing extended services opportunities for children and young people within our special school population

We will have been successful when stakeholders can say:

***"A choice of provision is available to meet the needs of children in a range of settings where learning takes place. This range of provision includes co-located special schools and specialist provisions in mainstream schools."***

## Priority 4 - Integrated locality teams

To develop an integrated, locality based support service that responds to individual needs, the needs of families and the needs of localities. This will involve:

- developing our services around the child, young person and their family
- developing an integrated, locality based support service that responds to individual needs, the needs of localities and the needs of families
- reducing 'gaps' in educational achievement and promoting an inclusive standards agenda which addresses the tension arising from strategies that raise the achievement of all children and which safeguard the inclusion of others who are more vulnerable.

We will have been successful when stakeholders can say:

***"Schools and families can contact and access locally provided services which operate in a co-ordinated and integrated way. Parents have key workers who support them as well as schools. Localities have control of local resources and can make decisions about how they are utilised."***



The final detailed report of the review of SEN and inclusion can be located on the County Council's website [www.nottinghamshire.gov.uk](http://www.nottinghamshire.gov.uk) together with the improvement plan which identifies the targets we have set and supports the priorities for improvement and outcomes of the review.

Please contact us if you would like this information in a different language or format.



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