



Buckinghamshire
Children & Young
People's Partnership

Working together to reach our goals

Buckinghamshire's SEND and Inclusion Strategy 2025 - 2030

Overview



Previous SEND and Inclusion Strategy dated from 2021-2023



2023 brought a shift in transformation structure as the local area continually review our SEND activity



The need for a revised strategy emerged and work commenced late 2023 to initiate this process as part of our ongoing commitment to SEND



A new draft SEND and Inclusion Strategy (2025-2030) has been produced with stakeholders from across the local area

Aspirations

- Embed an **early intervention and needs led approach**. We want children, young people and their families to be supported at the earliest possible stage, and for this support not to be dependent on a clinical diagnosis.
- Integrate and strengthen **service delivery** so that the whole system works in a coherent way.
- Strengthen **communication**, providing clear advice and guidance so that families access the right support at the right time.
- Develop a consistent approach to decision-making about the support provided for children and young people with high support needs. We will use a **multi-disciplinary team approach**, to make sure the right expertise informs the decisions.
- Develop our **SEND Sufficiency Plan** to shape local provision. We want to ensure the Plan delivers sufficient places for children and young people so that their needs can be met locally.
- Strengthen our approach to **Preparation for Adulthood**, ensuring there are clear pathways for children and young people to access meaningful opportunities at post-16 and post-19.

Informing the Strategy

- In the summer of 2023 Buckinghamshire engaged in the application process to receive additional funding from the DfE through the Delivering Better Value Programme.
- Upon successful receipt of this funding, Buckinghamshire has developed four key workstreams which are detailed throughout the strategy and inform the 'Strategic Delivery Plan' which guides SEND transformation work across the local area.
- It is this key change that instigated the need for a revised SEND and Inclusion Strategy in Buckinghamshire.
- The following strategies were utilised as part of information gathering during this process:



CASE
REVIEWS



DEEP DIVES



SURVEYS



LISTENING
FORUMS

Informing the Strategy: Findings



CASE REVIEWS:

- **44** in-depth case reviews were completed
- **49%** of the cases reviewed did not receive an ideal outcome with the **provision being identified as the core opportunity for change**

Main themes identified:

- Case reviews highlighted that MDT Decision making was the largest factor influencing non-ideal decisions being made
- Case reviews highlighted that variation in school practice is leading to an inconsistent experience and a measurable impact on their outcomes long term
- Impact of the existing pathways for preparation for adulthood in Bucks on young people's ideal outcomes



DEEP DIVES:

Deep dives took place into 6 key areas related to post 16 transitions; the themes identified were:

- Lack of sufficiency especially SEMH provision, and support for individuals with greater sensory needs
- Lack of pathways into meaningful opportunities
- Lack of provision
- Lose connection with community and family
- Plans/reviews lack PfA information and planning
- Preparation for Adulthood is non-existent in many young people's plans

Informing the Strategy: Feedback

Schools and settings said:

“There are not enough supported internship places available across Buckinghamshire”

Parents and carers said:
“Use funding to train staff”

Professionals said:

“We need to develop a Buckinghamshire model that supports children and young people at the earliest stage, which includes multiagency support”



SURVEYS &
LISTENING FORUMS

Professionals said:

“We need structured Preparation for adulthood planning process and output”

Schools and settings said:

“There isn’t sufficient post 16 pathways for children and young people with the most complex needs in Buckinghamshire”

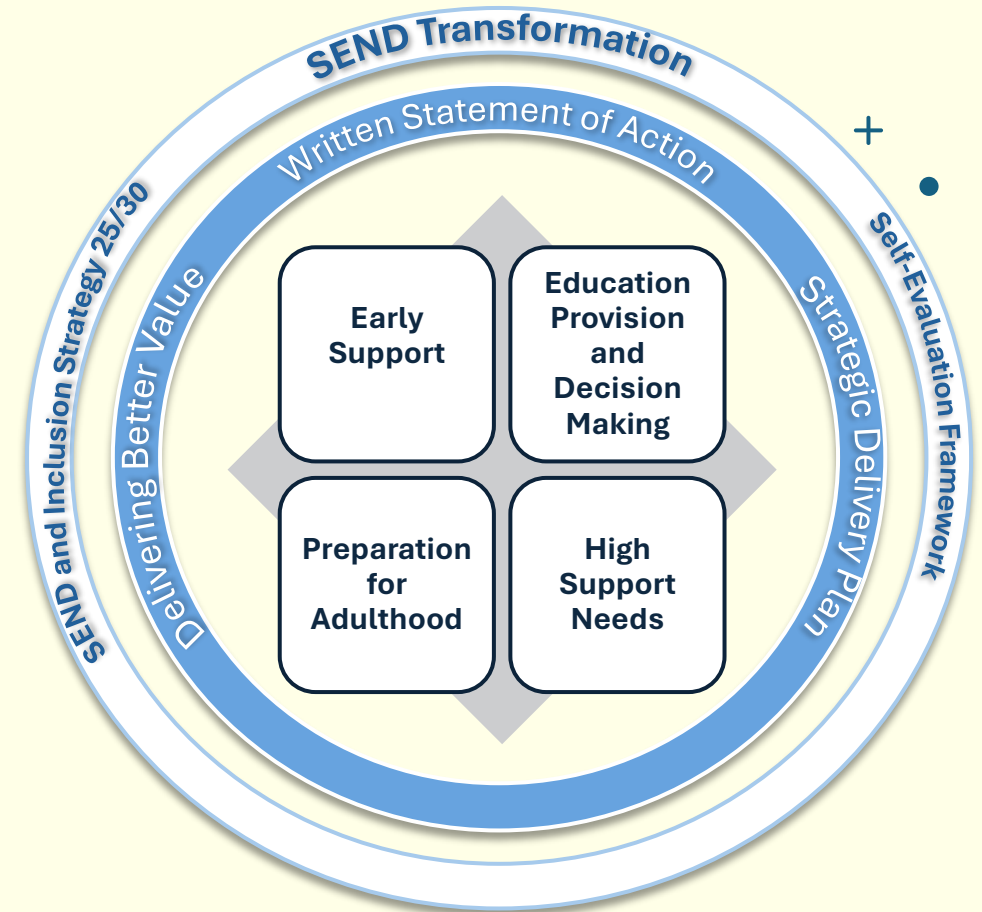
Parents and carers said:
“We see the key issues to early intervention as communication, access to services and mainstream inclusion”

Schools and settings said:

“If the EHCP is out of date this means we cannot effectively set the child’s current progress, needs, goals or progress”

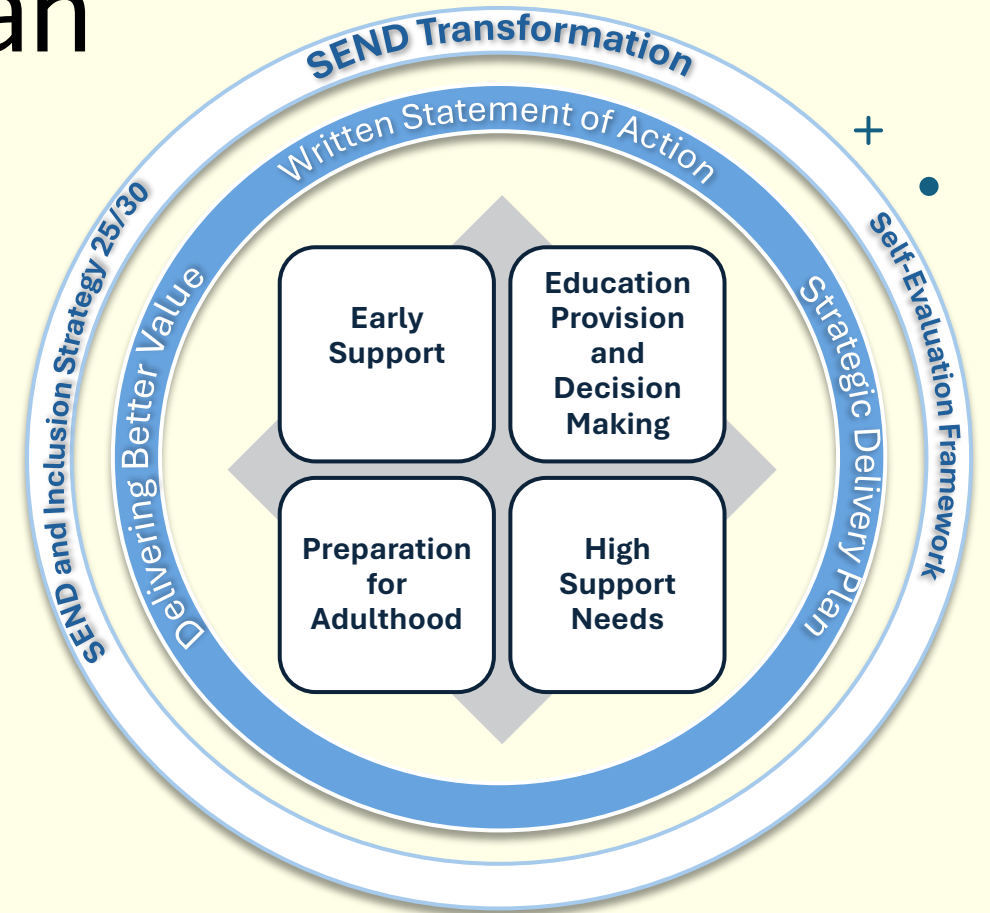
Strategy Development

- This strategy builds on our 2021 – 2023 strategy and reflects the progress Buckinghamshire has made since the publication of the [Ofsted](#) and the [Care Quality Commission SEND Inspection outcome report](#) in March 2022.
- This strategy is delivered through the local area partnership's **SEND Strategic Delivery Plan** which incorporates the:
 - [Buckinghamshire Delivering better Value \(DBV\) programme](#)
 - Buckinghamshire's Self Evaluation Framework
 - [Buckinghamshire Written Statement of Action \(WSOA\) \(March 22\)](#)
 - [Early Identification and Intervention to Better Support Children and Young People's Therapy Needs | Family Information Service \(buckinghamshire.gov.uk\)](#)
 - [All Age Autism Strategy](#)



The Strategic Delivery Plan

- The Strategic Delivery Plan has four key workstreams:
 - Early Support
 - Education Provision and Decision Making
 - Preparation for Adulthood
 - High Support Needs
- These workstreams have been informed by the information gathering processes that took place across the development of the Delivering Better Value Programme, and the co-production of the Self Evaluation Framework.



Priority 1: Early Support

Children and young people with SEND have shared the following aspirations:

- “I feel in control of how I receive support”
- “I know about what support from health services I am entitled to, including mental health support through CAMHS, and won’t wait a long time to access this”
- “I access specialised support if I received trauma at an early age”
- “I can access my GP with no barriers for me to receive the support I need”
- “I won’t experience trauma that can be prevented, which impacts on the rest of my life”
- “I will be safeguarded by the people that support me, which will reduce further disabilities or trauma”
- “My mental health needs are supported on an ongoing basis, not only at crisis point”
- “I access age-appropriate activities with the right support”
- “I am allowed to engage in activities that don't match my peers”



Priority 1: Early Support



What will the local area do?

- Work across the whole system to make sure children and young people's needs are understood as early as possible so that all partners can provide the right support at the right time.
- Deliver the graduated approach. Early years settings and mainstream settings will be able to clearly demonstrate how Ordinary Available Provision (OAP) is implemented and monitored.
- Communicate with professionals and families more effectively by developing a consistent approach. This will mean that parents, carers and professionals will know about the support and training available and be able to signpost appropriately.

We will know we have been successful when families tell us:

- ✓ Their child's needs were identified at the right time.
- ✓ It is easy to access the services they require for information and support.
- ✓ They are aware of the Local Offer which is comprehensive, accessible and includes information about employment and other meaningful activities.
- ✓ Waiting times, and/or clinical diagnosis are not a barrier to accessing the information and support they require.
- ✓ Training, information, and is making a positive difference to their lived experience.
- ✓ The EHCP is reflective of their child's needs and provision has been appropriately identified.
- ✓ They feel supported and are able to access early help.

We will know we have been successful when data tells us:

Needs are being identified early and not escalating unnecessarily.



Priority 2: Education Provision & Decision Making

Children and young people with SEND have shared the following aspirations:

“I have teachers who read my EHCP, understand my needs and have the time to support me”

“I can access timely and consistent mental health support, which includes 1:1 drop-in support when at school”

“I can access extracurricular activities and school trips”

“I feel safe in school”

“I feel my peers understand my needs and include me in school life”

“I am supported effectively by school when moving to a new class, educational setting, or employment”

“If I can't attend school, I receive the same standard of education and support at home”

“I have opportunities to have a say in how my school supports me and my peers with SEND”

“I want to learn beyond the school curriculum and shouldn't be measured solely on this”



Priority 2: Education Provision & Decision Making



What will the local area do?

- Ensure that all children and young people with SEND can access high quality education provision as close to home as possible that meets their needs and helps them achieve positive outcomes.
- Support settings and partners to have confidence in the graduated approach.
- Develop strategic plans for alternative provision to ensure partners have the right type, quantity and range of alternative provision to meet children and young people's needs.
- Develop a culture of inclusivity across educational settings and wider community providers in Buckinghamshire.

We will know we have been successful when families tell us:

- ✓ Their child has access to the right learning environment, at the right times, helping them to thrive and achieve their aspirations.
- ✓ The network of professionals, and the wider community around them really understand their needs and can offer the right support when required.
- ✓ The EHCP represents a holistic view of their child's needs and provision has been appropriately identified.
- ✓ Their voice is important and heard.
- ✓ Training they have accessed has made a tangible difference to their lived experience.

We will know we have been successful when data tells us:

There are sufficient educational placements to meet growing demand.



Priority 3: High Support Needs

Children and young people with SEND have shared the following aspirations:

“I am valued as an individual who will have varying needs across a wide range of services”

“I can live in-patient care which is closer to my friends, family and community who can also act as support for me”

“I am seen as someone with high support needs, not complex needs”

“The people who support me (family/carers, friends and professionals) will be supported to help me in achieving my potential”

“My achievements are not graded on a checklist but against my personal goals”



Priority 3: High Support Needs



What will the local area do?

- Develop systems to enable services to work together to ensure we are effectively supporting children and young people with high support needs.
- Improve access to short breaks, respite and wider care provision.
- Review and simplify processes and systems so it is easier to access the right support at the right time.
- Contribute to education sufficiency planning for those with high levels of need.
- Contribute to key strategic priorities linked to Preparation for Adulthood for those with high levels of need.

We will know we have been successful when families tell us:

- ✓ Their child has access to the right learning environment, at the right times, helping them to thrive and achieve their aspirations.
- ✓ The network of professionals, and the wider community around them really understand their needs and can offer the right support when required.
- ✓ It is easy to access wider support for the family for education, health and/or social care needs.
- ✓ They feel valued and heard by the network around their child.
- ✓ Training they have accessed has made a tangible difference to their lived experience.
- ✓ The EHCP represents a holistic view of their child's needs and informs future planning.

We will know we have been successful when data tells us:

High support needs are met across education, health and care provision for all Buckinghamshire children and young people.



Priority 4: Preparation for Adulthood



Children and young people with SEND have shared the following aspirations:

“I understand my own citizenship, including budgeting, paying taxes and my rights”

“I meet new people, build positive relationships, and explore new opportunities”

“I can access the relevant training and qualifications I need in my chosen career path”

“I am given support and resources to find the career path that is right for me”

“I have full autonomy over my decisions about my future”

“I have the skills to ask for help when I need it”

“I am given opportunities to socialise outside of education settings”

“I achieve independence through affordable housing that meets or is adapted to meet my needs”

“I can buy the things I need to live my life (by making OT equipment, etc. affordable)”

“I have the choice to live in supported living, close to where I work”

“I have a variety of choices for my supported internship, not just in hospitality or business admin”

“I feel supported by my employer who will understand what I need to succeed in a role”

“I am aware of what employers and jobs are the right match for me”

“I am given the proper care in the present moment, to allow me to prepare for adulthood”

Priority 4: Preparation for Adulthood



What will the local area do?

- Support settings in Buckinghamshire to use the Preparation for Adulthood framework to develop the knowledge, skills and independence of children and young people with SEND.
- Develop pathways and processes to facilitate children's services and adult services working together, promoting positive transitions for young people.
- Ensure children and young people are supported to advocate for themselves, make choices and benefit from being part of inclusive communities.
- Develop the post 16 offer, including further education, work with training, volunteering and/or meaningful opportunities and improve the support provided for transitions.
- Develop the work with post-16 providers so they can prepare young people for post-19 transitions.

We will know we have been successful when families tell us:

- ✓ They have been able to easily access the most appropriate provision for the child/young person throughout their journey.
- ✓ They are supported and heard by a knowledgeable network of professionals around them to manage transition periods throughout their journey.
- ✓ Information and support was easily accessible for key transition points throughout their journey.
- ✓ Their feel connected to their community.
- ✓ They have been supported to live their most independent lives.

We will know we have been successful when data tells us:

Young people are experiencing positive transitions (health, education and care) and accessing meaningful opportunities.



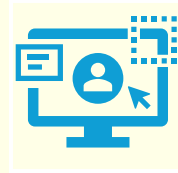
Next steps



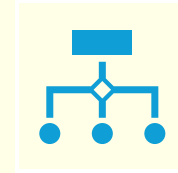
Consultation period will take place from 21st October to 1st December



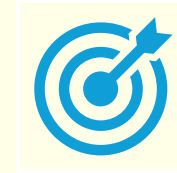
Across December the working group will collate all feedback and responses to finalise the strategy



Subsequently the strategy will go through the design team who will work on the visual presentation of the document



Finally, a 'post consultation' sign off process will take place via various governance boards



The final version of the strategy is due to be published by the end of March 2025



Any questions or general
feedback?

