**Special Educational Needs and Disabilities (SEND)**

**Shaping our ambitions for children and young people in Buckinghamshire**

**Vision, Principles, Aims and Objectives**

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| **Introduction** |
| Over the past few months we’ve been listening to children and young people, their parents, carers and families, to understand their needs and aspirations for the future. We’ve also worked with professionals from health services, education, social care and the voluntary sector, gathering their ideas.  As a result, we have developed the vision, principles, aims and objectives set out below, which will be the basis for a new SEND and Inclusion Strategy for 2020-2025. The strategy is being created jointly by Buckinghamshire families, public services and voluntary and community organisations. This Strategy is very important – it will shape our future plans for children and young people with SEND. |
| **Vision** |
| Our vision for children and young people with SEND is the same as that for all children in Buckinghamshire:  *To build a better future for all children and young people in Buckinghamshire so that they realise their potential, whatever their starting point is. We will ensure children and young people:*   * *Are safe* * *Live fulfilling lives* * *Are healthy* * *Reach their potential in education and other aspects of their lives* * *Together with their families are resilient and can identify their own solutions* * *Make a positive contribution to their community*   We recognise that children and young people with SEND may face more challenges than others. But this strategy focuses on inclusion and aspiration, rather than difference. It is about supporting children through every stage of their lives and into adulthood, being creative where additional help is needed. |
| **Principles** |
| We suggest the following principles:   * Our strategy is centred on the child or young person and parents/carers * Support provided by families, friends and communities is recognised and valued * Trusting relationships with all professionals * Timely and clear communication * Early intervention to build resilience and to reduce problems later on * Quality, cost-effective and consistent services |
| **Aims and objectives** |
| **Ambitions for the future**  **I can achieve my ambitions in education, work or other meaningful activity**  **Aims**   * Others will have high aspirations for me * I can learn in a space that is right for me * I have the skills and support to get a job or voluntary role that interests me * I can access information about education and job options so that I can make informed choices   **Objectives**  **A1.** Children and young people have the opportunity to receive an excellent education as locally as possible without the fear of exclusion due to their special educational needs  **A2.** Children and young people are able to develop key work skills through a broad and balanced curriculum with stretching progress measures  **A3.** Schools and colleges aspire to be autism friendly as part of being inclusive, in order to meet a wide range of needs and support learning  **A4.** Transport is not a barrier to children and young people accessing educational and career related opportunities  **A5.** Children and young people receive high quality careers advice and guidance and exposure to work related learning/enterprise opportunities  **A6.** There is a range of short breaks, work experience, internships and apprenticeship opportunities, including within the local authority, to help young people progress  **A7.** Options for Post-16 study are as worthwhile as those available to mainstream children  **A8.** Effective planning between educational providers and other professionals means young people can successfully access sustainable employment  **A9.** Schools deliver effective SEN support  **A10.** We will intervene as early and intensively as appropriate to ensure better outcomes are achieved for the child |
| **Independence**  **I can live independently**  **Aims**   * I have choices about who I live with and where * I know how to look after myself and my home * I can choose where I want to go and how I get there   **Objectives**  **B1.** Young people are able to exercise choice and control over how they live their lives, informed by accurate and accessible information  **B2.** Schools proactively promote and support the development of key life skills to enable independent living  **B3.** Education, Health and Care Plans and SEN Support Plans reflect, at the earliest stage, the potential of an individual child or young person to be independent  **B4.** Young people are provided with the necessary support to leave home when they are ready and are able to access appropriate supported living as locally as possible  **B5.** Agencies work together to ensure that safe and secure accommodation is available to meet the needs of young people over the age of 18 so that they can pursue their independence, learning and employment opportunities  **B6.** The Independent travel training offer enables young people to develop the self-confidence and skills to participate in activities outside of the home |
| **Socialising and taking part**  **I can participate in wider society**  **Aims**   * I have meaningful relationships and opportunities for a social life * I can choose to enjoy hobbies, clubs and holidays * I can engage meaningfully in the activities of daily living * I can communicate capably and effectively using my own voice or through alternative methods   **Objectives**  **C1.** There are opportunities for children and young people to get involved and feel part of their communities  **C2.** There is a choice of support available so that children and young people can participate in education and social activities in different ways according to their needs  **C3.** Children and young people with SEND feel valued, accepted and connected to their school and wider communities and are not subject to bullying  **C4.** Children and young people, parents and carers contribute to Education, Health and Care Plans which value their strengths and are produced in a child-centred way  **C5.** Parents are aware of the Local Offer which is comprehensive, accessible and includes information about employment and other meaningful activities  **C6.** Families feel supported and are able to access early help and support  **C7.** Community organisations offering services to the public are encouraged and supported to be inclusive |
| **Healthy living**  **I am able to keep myself safe and healthy**  **Aims**   * I know how important it is to keep healthy * I can access information about my health such as medication, diet and health checks so that I can make the choices that are right for me * I know who can help me stay healthy and how to get their help   **Objectives**  **D1.** Health information and advice is available and accessible to children, young people and their families  **D2.** Health services operate in a joined up way to make sure that all of a child’s health needs are considered together  **D3.** Young people experience a smooth transition to adult health services  **D4.** Children and young people are registered with a GP and have access to specialist services where appropriate  **D5.** Young people aged 14+ and adults with learning disabilities are added to the Learning Disabilities Register held by the GP and are offered an annual health check  **D6.** Help for mental health difficulties is effective so that children and young people feel supported at all stages in their lives and have a positive self-image  **D7.** There is provision for post-diagnostic support to enable families to understand diagnoses and support their children effectively  **D8.** There are opportunities for children and young people to participate in physical activities at school and in their communities |