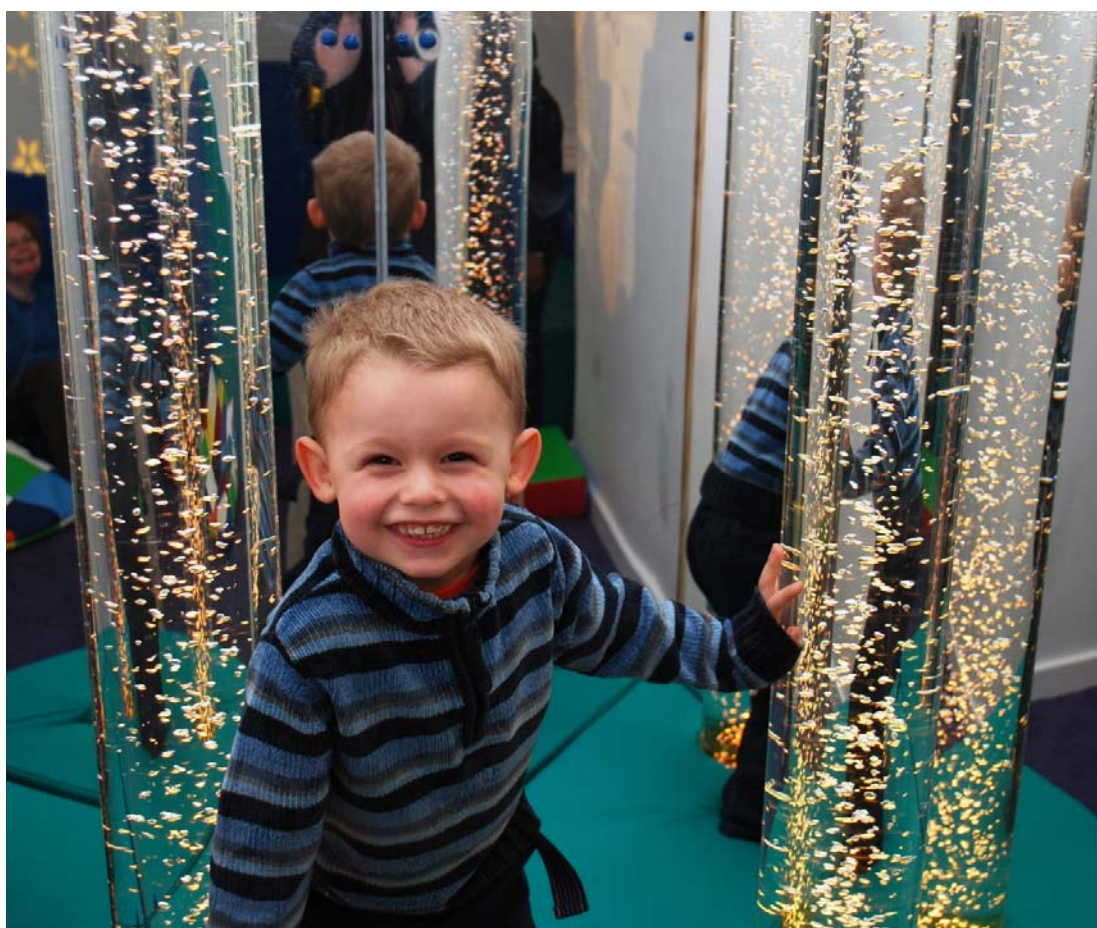


# Camden Children and Young People's Partnership

## Interim inclusion strategy for children and young people with learning difficulties and/or disabilities - 2008-2009





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## 1. INTRODUCTION

The purpose of this document is to set out a strategic framework for Camden's Children and Young People's Partnership (C&YPP) for improving outcomes for children and young people with learning difficulties and/or disabilities (LDD), including special educational needs (SEN). It underpins continuing work across all partners to provide a graduated response to meet the needs and thereby improve the outcomes of children and young people with LDD/SEN and their families.

This strategy covers our support for all children and young people aged 0-25 who have any type of learning difficulty or disability, including special educational needs (SEN), and their families. Please see section 4 on definition. Throughout this strategy, we use the abbreviation LDD/SEN.

Through this strategy, we aim to provide and strengthen:

- A shared inclusive vision to underpin effective multi-agency planning and early intervention and prevention for children and young people from 0 to 25;
- Effective needs analysis to inform future planning, provision and commissioning decisions;
- Service developments that are informed by the views, aspirations and ambitions of children and young people and their parents/carers;
- Resources are targeted to where they will make the biggest difference, supporting integrated working through evidence based practice and early identification;
- Clear pathways in place for children and young people and their families, with swift and easy access to services and effective transition planning.

## 2. OUR VISION

Camden's Children and Young People's Plan (C&YP Plan) sets out a vision to improve the life chances and life choices for all children and young people in Camden so they can realise their full potential, and has a focus on enabling all children to make progress across all five ECM outcome areas. Safeguarding and protection and raising achievement levels are two of the overarching aims of the plan. There is a particular emphasis on children who may be vulnerable in any way, including those who have LDD/SEN. Two key cross-cutting themes within the C&YP Plan are:

- promoting inclusion and tackling inequality
- early identification, timely intervention and prevention.

These underpin all that we do across the C&YPP, and provide the foundation for our vision for improving the outcomes of children and young people with LDD/SEN.

### **This strategy will be a success if:**

- All children and young people with LDD/SEN make good progress with their learning and social and emotional development over time in response to appropriate interventions and clear provision pathways are in place.
- There is a transparent multi-agency process to support the early identification of children's needs (at any stage) and a co-ordinated, multi-agency response is provided to meet those needs. Appropriate plans and provision are in place in a timely way and our resources are effectively targeted to best meet needs, against a background of significant financial constraints.
- Early preventative services ensure that parents are supported to provide appropriate physical and emotional care, thereby avoiding cases of neglect and abuse.

- There is less reliance on statutory assessment of children's special educational needs (SEN). When statutory assessment is undertaken, advice is gathered and collated effectively resulting in statements of Special Education Need that are high quality. Reviews are thorough and lead to improvements in outcomes for the child or young person.
- Children and young people with LDD/SEN are involved in all aspects of school, leisure and community activities. There is a comprehensive range of positive activities and extended services that all children and young people can access and all of our universal services provide for all children and young people with LDD/SEN.
- Children's needs are met in mainstream settings wherever possible. Where parents have expressed a preference for specialist placement and a child or young person's needs are severe and complex such that they would benefit from specialist intervention, provision will be made within borough where possible. There is a gradual reduction in out of borough placements.
- Transition at all key transition points is well co-ordinated and successful, and user feedback from both children and young people and their families is positive.
- Person-centred planning provides clear care pathways and personalised learning. Children and young people with LDD/SEN have high aspirations, and are supported to be independent, and well prepared for adult life, including through high quality services, co-ordination and advice.
- Young people with LDD/SEN and their parents/carers are provided with timely and accessible information, advice and guidance on the full range of services available to them, including positive activities and education, training and employment opportunities.
- Children and young people are routinely involved in the design, delivery and evaluation of services. Their views are built into decision-making processes and inform the shaping of services.
- Partnership working with parents and carers ensures they are involved in all aspects of decision-making and are routinely involved in the design, delivery and evaluation of services. Their views are built into decision-making processes and inform the shaping of services. They can access high quality and appropriate advice, guidance, support.
- Our workforce has the skills and competencies needed to best meet the needs of children and young people with LDD/SEN, with appropriate workforce development and building capacity in place supporting all services to deliver quality provision that enables all children to achieve better outcomes.

### **3. HOW ARE WE DOING?**

#### **What do we know about support offered to children and young people with LDD/SEN in Camden?**

A very wide range of services support children and young people with LDD/SEN in Camden. This includes local authority services, health services, schools/centres and the voluntary and community sector.

These services are subject to an ongoing cycle of evaluation, review and scrutiny, and this provides a firm basis for our understanding of the current strengths and weaknesses in our provision for children and young people with LDD/SEN.

Camden's services for children and young people were subject to an in-depth inspection in December 2007 as part of our Joint Area Review (JAR). This process examined outcomes and support for children and young people in Camden, with a particular focus on children and young people with LDD and looked after children and young people. Camden was then given a rating for how well local services contribute to improved outcomes and wellbeing. A range of services were examined, including those provided by the Council, the PCT, Police and the voluntary and community sector.

Provision for children and young people with LDD was judged to be "good" with some aspects of support for their families being very good.

The following particular strengths were identified:

- Good early intervention and preventative work to support children with complex needs.
- Very effective inter-agency work to assess, monitor and review health needs.
- Outstanding support for, and very good progress made by, children and young people in early years, special schools, hospital schools and pupil referral units.
- Good promotion of social inclusion.
- Good involvement of young people in shaping, delivering and evaluating services.
- Good transition arrangements between early years education and mainstream schooling and on transfer to adult services.
- Very good use of direct payments and respite care to improve the quality of life for families, including siblings.

However, some important weaknesses were also highlighted:

- Limited availability of speech and language provision in schools from the age of five.
- Inconsistent quality of statements of special educational need.
- Slow progress to broaden opportunities for learning at Key Stage 4.

### **How has this informed our strategy?**

Camden's C&YP Partnership (C&YPP) chose to give a higher level of priority to improving provision for children and young people with LDD/SEN following our JAR. Despite the many strengths identified, the Partnership aspires to excellence and it was felt that more work was needed to develop a shared approach and consistent performance across the spectrum of needs, as well as to address the specific issues highlighted.

The development of an Inclusion Strategy for Camden began with the publication of a discussion document in March 2008 which was distributed across the C&YPP for comment. The high number of responses and detailed comments received reflected the high priority given to supporting this group of children and young people across all agencies. We have used this feedback to inform this document and have tried to respond to many of the issues raised.

However, there needs to be an ongoing dialogue across the Partnership about our approach. For this reason, the C&YPP has agreed to publish this interim strategy for 2008/9. In 2009, we anticipate that we will be in better position to publish our final strategy, building on the input of all partners during the year and addressing outstanding issues raised through the consultation process.

### **How will the strategy be delivered?**

The delivery and ongoing development of this strategy will be supported by our robust C&YPP governance arrangements. To reflect the high priority placed on this strategy, we have established a multi-agency LDD Strategic Board and Reference Group to facilitate the involvement of all partners in this agenda and ensure the delivery of the priorities set out in this strategy. A range of smaller working groups will support the Strategic Board and Reference group – these are set out in appendix 2.

A detailed action plan (see appendix 1) sets out the work streams that will help us deliver against our key priorities and will provide a focus for these groups. Smaller working groups will focus on the delivery of one or two priorities, whilst the Strategic Board will retain an overview of progress across the strategy. The Reference Group will ensure all partners can feed in and remain well informed.

We know that we have been relatively high spenders on support and provision for children and young people with LDD/SEN compared to other similar authorities. There have been significant spending pressures in recent years and additional pressures have been identified in 2008/9. It is essential therefore that this strategy is underpinned by a clear focus on the efficient and effective use of resources.

### **4. WHAT IS OUR DEFINITION OF LEARNING DIFFICULTIES AND/OR DISABILITIES / SPECIAL EDUCATIONAL NEEDS?**

There are many different definitions of disability and learning difficulty (LDD) and special educational needs (SEN) which are used by services and stakeholders. This was reflected in feedback received on the consultation draft of this inclusion strategy.

The C&YPP is, through this interim strategy, agreeing on a consistent definition for children and young people with LDD/SEN to be used across all partners to describe this group of children and young people. We have chosen to use the term LDD/SEN and to define this to include a wide spectrum of needs, including those children and young people with special educational needs at any level and those with more complex difficulties and disabilities who will be eligible for support from family and health services. Our aim is to ensure that the C&YPP prioritises achieving good outcomes for all children with a learning difficulty, or a disability, or both, across this wide and varied spectrum.

Therefore, for the purpose of this document a broad definition of LDD/SEN has been adopted to address the full range of issues and barriers that can exist. This includes children and young people with learning difficulties, disabilities (including those with a moderate or severe learning disability, or permanent or substantial physical disability), autistic disorders, sensory impairments, mental health needs and emotional or behavioural difficulties.

By using the term LDD/SEN as an interim position, we hope to introduce the benefits of having a consistent term and definition, whilst allaying anxieties that this change may cause confusion or be unpopular. Both views were acknowledged in the consultation feedback.

### **5. THE NATIONAL AND LOCAL CONTEXT**

Improving outcomes for children and young people with LDD/SEN is a high priority nationally as well as locally. The Government's vision for children with LDD/SEN is set out in 'Removing Barriers to Achievement – the Government's Strategy for SEN' (DfES, 2004), building on proposals for the reform of children's services as encompassed in Every Child Matters and the Children Act 2004. More recently, 'Aiming High for Disabled Children: Supporting Families' (2008) set out an important programme of service developments to be

delivered by local authorities to support children with complex LDD and their families. The National Service Framework (NSF) for Children meanwhile sets out a vision of services becoming child-centred and shifting to being both designed and delivered around the needs of the child or young person.

Camden's draft inclusion strategy also pays due regard to the following relevant policies and associated legislation:

- The Education Act (1996)
- The Special Educational Needs and Disability Act (2001)
- The SEN Code of Practice (2001)
- The Children Act 2004
- Removing Barriers to Achievement: the Government's Strategy for SEN (2004)
- The Disability Discrimination Act (2005),
- The Childcare Act (2006)
- The Education and Inspections Act (2006),
- The Inclusion and Development Programme (2008)
- Aiming High for Disabled Children: Supporting Families (2008)
- Article 24 of the UN Convention on the Rights of Persons with a Disabilities and Article 12 of the Convention on the Rights of the Child
- The Carers Recognition Act (1995), the Carer and Disabled Children Act (2000) and the Carers (Equal Opportunities) Act (2004).

At a local level, Camden's C&YP Plan 2006–09 and the Local Authority (LA) Accessibility Strategy 2007 set out in more detail the local context to our work to support children and young people with LDD/SEN.

## **6. WHAT DO WE KNOW ABOUT NEEDS IN CAMDEN?**

### **What do we know about children and young people in Camden with LDD/SEN?**

Children with LDD/SEN can be vulnerable and at risk of poor outcomes, particularly if needs are not identified early and matched with appropriate support.

'Aiming High for Disabled Children: Better Support for Families' (HM Treasury and DfES, May 2007) reports that: "It has traditionally been the case that disabled children are likely to have poorer outcomes across a range of indicators compared to their non-disabled peers, including lower educational attainment, poorer access to health services and therefore poorer health outcomes, more difficult transitions to adulthood, and poorer employment outcomes. Families of disabled children are less likely to have one or both parents in work, and are more likely to suffer from family break up. Siblings of disabled children may also be more likely to suffer from emotional and behavioural problems, for example through sleep deprivation."

Therefore, children and young people with LDD/SEN and their families can often face unique and challenging sets of circumstances that require a unique and sometimes specialised response from both the universal and targeted services that support them.

Children with LDD/SEN in Camden are identified through health services, schools, early years and CSF's services. Consultation on the draft inclusion strategy also highlighted other useful data sources - for example those relating to the use of universal and targeted services (e.g. those provided by the play and youth services) by children and young people with LDD/SEN, the performance of individual children in school, and access to work and learning opportunities post 16.

In 2007 there were over 5,000 children in Camden schools with identified SEN at any level. This included pupils with statements of SEN, school action plus and school action status. In January 2007, there were an additional 243 Camden children with SEN attending schools outside the borough, including out of borough mainstream and special schools, and independent schools.

The most common types of SEN across Camden primary and secondary schools are:

- BESD (behaviour, emotional and social difficulty)
- MLD (moderate learning difficulties)
- SLCN (speech, language and communication needs)
- SPLD (specific learning difficulty)

In Camden special schools, the most common types of SEN are:

- BESD (behaviour, emotional and social difficulty)
- HI (hearing impairment)
- MLD (moderate learning difficulties),
- SLCN (speech, language and communication needs)
- SLD (severe learning difficulty)

There has been a rise over the last few years in the number of young children (Foundation Stage and KS1) who are identified as having BESD.

At May 2007, 211 Camden children and young people were being provided with a range of services and packages of support directly from the social care team as part of the integrated service for disabled children and young people (MOSAIC). This included 16 of Camden's looked after children.

We know that outcomes for this group in Camden, including attainment, attendance, education, employment and training at 16 to 18, display some similar patterns to the national picture, but our performance is variable overall and a gap remains in outcomes for this group compared to other children and young people in Camden. For example:

- Pupils with LDD make good progress at primary school, and standards at KS2 are above national figures. Achievement for pupils on School Action and School Action Plus improved from 2006 in English, maths and science. At KS3, children on School Action and School Action Plus outperform national averages in all three subjects and more pupils with SEN statements achieved level 5+ in all three subjects. This has been supported by targeted literacy work. At GCSE, the percentage of pupils on School Action and School Action Plus achieving 5+ A\*-C and 5+ A\*-C, including English and maths, is above national averages and more pupils with SEN statements achieved 5 A\*-G at GCSE than in 2006.
- A higher proportion of primary and secondary pupils on the SEN register are given fixed-term exclusions compared to all pupils. In particular 4.1% of primary pupils with a statement were excluded, compared to the primary school average of 0.7%. 15.4% of secondary pupils on the SEN register have been excluded for one or more fixed-term occasions, compared to 5.2% for all secondary pupils. Of the 11 permanent exclusions, 9 pupils (82%) were on the SEN register. Physical assault and verbal abuse against an adult/member of staff are the two main reasons for exclusion.
- The percentage of year 11 pupils who stayed on in school or commenced further education or work-based training in September 2007 was 92% but the proportion on the SEN register who stayed on after year 11 was lower, at 85%.

- The proportion of 16-18 year olds who are not in education, employment and training (NEET) decreased to 6.5% in 2007/8 - a 1% improvement on 2006/7. The proportion of young people with LDD/SEN who were NEET also decreased, but was significantly higher at 19.5% in December 2007 (down from 20.6% the previous year).

### **How will we develop our needs analysis?**

As demonstrated by the consultation feedback, information on children and young people with LDD/SEN is collected by a wide range of partners, such as schools, health services, and other partners. We recognise that we need to significantly improve our data systems across all partners so we can develop more sophisticated needs analysis of this group of vulnerable children and young people and enhance our understanding of both the needs, and trends in needs, of this group.

Our work to improve our needs analysis for children and young people with LDD/SEN in 2008/9 will include:

- An audit of data currently held by partners across the partnership.
- An assessment of data needs across the partnership and data 'gaps'.
- Review of consistency where records on an individual are held on more than one system.
- Review of how information held in statements and/or CAF records can be used more easily to provide management information and support strategic planning.
- Review of data sharing with partners, including health.
- Review of arrangements for data collection in early years settings.
- Review of arrangements for data sharing for LDD/SEN in out of borough schools, and non-school settings post-16.
- Supporting the development of a strategy for collecting data from schools and settings on the number of disabled children.
- Review of available national, regional and out of borough data for benchmarking and/or forecasting future need.
- Analysis of services being accessed by children and young people with LDD/SEN – across all services.

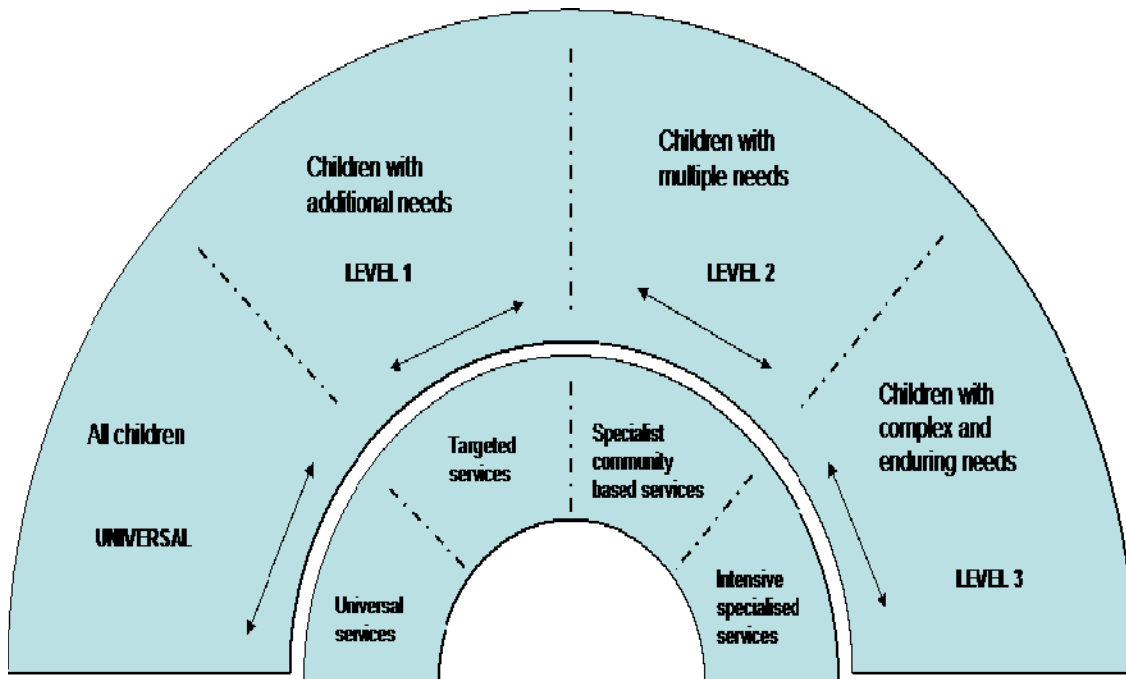
The outcomes of this work will include:

- A written needs analysis for children and young people with LDD/SEN.
- Appropriate systems/processes and data sharing arrangements in place across partners.
- A framework to support the co-ordination of data on an ongoing basis, and the refresh of the needs analysis at appropriate intervals, linked to a clear understanding of Camden's use of resources and its comparative spending with similar authorities.

## **7. DEVELOPING A CONTINUUM OF PROVISION TO MEET NEEDS**

Children's needs rarely fit into neat categories and often change over time. It is important to recognise, within our definition of LDD/SEN and within our work, that there is a spectrum of needs and children may move back and forth across this spectrum during their childhood. Support therefore needs to be flexible and appropriate. Stakeholders responding to the consultation were clear that we need to acknowledge this in our approach.

Camden has identified four broad levels of need, aligned to four levels of provision (universal and levels 1, 2 and 3). These levels can be used to develop a range of support and interventions matched to a child or young person's needs and strengths.



Further detail on the four levels is provided below:

**Universal**

These are children and young people who make good progress overall in all areas of development.

Broadly, these children receive appropriate universal services - services for all children and families such as midwives, health visitors, early years and schools, extended services, Connexions and school nursing. They may access leisure and play facilities, housing or voluntary sector services.

Children and young people in this group may experience events which cause temporary setbacks in their progress and development. These would not be considered as having LDD/SEN.

**Level 1**

These are children who would benefit from extra help in order to make the best of their life chances. Many will be identified through careful monitoring of progress over time, with additional targeted evidence based interventions.

These are vulnerable children with additional needs, which may be addressed by one or more agencies. For example, they may have identified high incidence learning needs that place them on the early years / school action or early years / school action plus of the SEN Code of Practice.

**Level 2**

These are children and young people whose needs are more complex. They are vulnerable children, and may have a range of different needs, or a very significant need. Many will be identified through the close monitoring of progress overtime, including through the early stages of skill acquisition.

Their needs may be met by specific services for children and families with identified needs or by more than one agency. For example, they may have been identified as early years / school action or early years / school action plus. They may require access to speech and language therapies or targeted Connexions services.

**Level 3**

These are children and young people whose needs are most complex and enduring with a substantial impact on child and family functioning and outcomes. Many will be identified at birth or following a significant trauma.

To address these needs a multi-agency specialist assessment and specialist provision of services is required. Services for children and families with complex needs include Camden's integrated service for disabled children, Child and Adolescent Mental Health Services, support from acute health services, and support from Camden's SEN Service for children who have been issued with a statement of Special Educational Needs.

## 8. RESOURCES

Through the consultation document we began to pull together a picture of resources available to support children and young people with LDD/SEN across partners – this included the full range of provision, from delegated funding to schools to specialist provision, as well as our workforce across partners who provide crucial support to children and young people with LDD/SEN and their families.

As set out in section 7, we need to ensure that our resources are used and allocated in the most effective way across the Partnership, and that we have the right provision in place that continues to meet the needs of our children and young people with LDD/SEN.

A number of key developments have been implemented this year such as MOSAIC (the new integrated service for children with disabilities), the Social Communications Assessment Service (jointly funded multiagency assessment service assessing autistic spectrum disorder (ASD) and social communication difficulties), and Gregory House (development of ASD provision).

New developments include the Primary Strategy for Change, with plans to enhance ASD and BESD provision, and the Building Schools for the Future programme. Plans to develop hubs of expertise in secondary and special schools to support provision across mainstream and specialised settings will enhance these crucial building blocks in developing an appropriate continuum of provision. The forthcoming review of SEN residential placements and the multi-agency panel aims to achieve better value and outcomes for children and young people with highly complex needs. The recommissioning of community health services will provide another opportunity to consider how we meet the needs of our LDD/SEN young people, as will the Aiming High programme, which in Camden will focus on short breaks and childcare provision through Extended Services delivery. Key to our continuous improvement is the need to have accurate data, regular reporting and projections of future needs.

The Partnership faces a time of significant financial constraint over the next three years and ensuring appropriate funding to meet the needs of our more complex children and young people will be a continuing challenge. Section 9 sets out a series of priorities for service management, including a key focus on value for money, which will ensure we target resources where they will make the biggest impact.

## 9. OUR KEY PRIORITIES

A full list of our priorities for 2008/9 is set out in this strategy. The priorities included in our consultation draft of the inclusion strategy have been refined based on the feedback we received and in liaison with the LDD Strategic Board and Reference Group.

Our work to deliver these priorities will be underpinned by the following partnership principles:

### **Partnership principles**

- To raise expectations and achievements across all ECM outcome areas, promoting the highest standards of achievement and welfare.
- To place children and young people's needs at the centre of everything we do, and make sure that children and young people and their families are active partners in decisions made about them.
- To secure early and timely intervention, responding quickly and effectively to individual needs, differences, abilities and disabilities.
- To remove barriers to learning and provide access to a broad and balanced curriculum as well as access to good quality social and leisure opportunities.
- To provide clear pathways and robust transition planning so all transitions are carefully and effectively managed.
- To work in partnership in a transparent and equitable way, to deliver service improvements in the best interests of children, young people and families.
- To make sure resources are targeted where they will have the maximum impact, according to evidence based practice and effective needs analysis, against a background of challenging financial constraints.

## **BEING HEALTHY**

We need to ensure that clinical provision for children and young people with LDD/SEN is accessible, co-ordinated and supports inclusion, and that arrangements are in place to support the transition from child to adult health services.

Key priorities are to:

### **a) Improve the co-ordination and integration of early identification, assessment and intervention arrangements.**

Our aim is to ensure that all children and young people can move swiftly from the early identification and assessment of their needs, at any age, to receiving the services available to support them. This includes needs relating to health conditions, impairments and social or physical barriers to inclusion.

Specific work areas will include the development of tailored assessment tools for Camden's integrated service for children with disabilities (MOSAIC) and a focus on the health of under fives and the Early Support programme. The implementation of the Social Communication Assessment Service (SCAS) for young people with ASD, and the development of referral pathways to the multi-agency networks around secondary schools (including social care, EPS and CAMHS) will also support the delivery of this priority.

### **b) Ensure swift and easy access to hospital and primary health care services.**

This priority focuses on access to the health services that support children and young people with LDD/SEN, including CAMHS, speech and language therapy, occupational therapy, equipment services and social care services for identified children and young people with LDD/SEN. We aim to improve access to hospital and health care services as well as building capacity in schools and with tier 1 professionals to ensure effective continuum of care.

Specific areas for development will include reviewing the multi-agency panel's practices and procedures, and focuses on speech and language therapy, children's community health, health promotion work and the development of the Aiming High for Disabled Children short breaks programme.

## STAYING SAFE

We need to ensure that children and young people are safe, and are not subject to neglect or abuse. All agencies need to work together to ensure appropriate safeguarding support is in place for children and young people with LDD/SEN, a particularly vulnerable group.

Key priorities are to:

**a) Ensure that safeguarding and child protection arrangements take adequate account of the particular needs of children and young people with LDD/SEN.**

Safeguarding arrangements need to take into account the particular needs of children and young people with LDD/SEN. This includes improving the quality and maintenance of a safe and secure family life for children and young people, and sharing information across partners.

This priority will be delivered within the context of the implementation of MOSAIC (the integrated service for disabled children).

Specific work areas include training for MOSAIC staff, monitoring of protection plans for children with disabilities and audit of referrals over the last five years, as well as developing tailored tools and materials for disabled children.

**b) Deliver effective anti-bullying and anti-discrimination strategies and take action to ensure good outcomes for children and young people with LDD/SEN.**

Children and young people with LDD/SEN may be more vulnerable to bullying and discrimination both at school and in the community. Both the local authority and schools have important roles in taking forward this priority.

Bullying and the impact of our prevention strategies will be monitored, and action taken where necessary to ensure good outcomes for children and young people with LDD/SEN.

## ENJOY AND ACHIEVE

We need to ensure that all pupils with LDD/SEN make appropriate progress at our schools, centres and settings. We need to focus particularly on early identification of needs and supporting key transition points, as well as developing personalised learning. We need to ensure that all pupils can access a varied menu of activities before and after school, as well as during the holidays.

Children and young people with LDD/SEN who are out of our schools, for example in other borough's schools or centres, should receive the same level of quality of provision, monitoring and support as those who attend Camden schools.

The specific needs of this group should be addressed through major strategic developments such as BSF and Primary Strategy for Change.

Key priorities are to:

**a) Assess key developments concerning children under 5 with LDD/SEN and the impact on early identification and assessment.**

Early years services have an important role to play in early identification and intervention to support children and young people with LDD/SEN and their families, and ensure good outcomes, from an early age.

A sound understanding of key developments concerning under fives will be delivered through the effective co-ordination of support for children with LDD/SEN within the Early Years Foundation Stage.

**b) Train, support and guide practitioners and those delivering childcare in the use of the Early Support Programme and the revised Early Years Foundation Stage framework.**

The Early Support Programme and Early Years Foundation Stage are key elements of our provision for under fives, and practitioners need to be able to consistently shape the implementation of these programmes to meet the needs of children with LDD/SEN and their families across Camden.

This workstream will ensure consistent implementation of Early Support across Camden to families with a disabled child.

**c) Develop quality personalised learning for children and young people with LDD/SEN.**

Personalised learning means developing tailored curriculum and teaching methods to meet the needs of children and young people. This work stream will include monitoring, reviewing and developing the quality of provision in Camden schools to enable pupils with LDD/SEN to be included and make good progress, supporting self-evaluation and review of provision.

Specific work areas will include work with schools based on the Inclusion Self Evaluation Framework (SEF); training programmes and addressing other school workforce issues; analysing patterns of referrals and requests from schools for statutory assessments; implementing the local authority strategy for monitoring and evaluation; and monitoring schools inclusion income and expenditure to ensure transparency, accountability and adequate support is provided.

**d) Ensure a smooth transition at all key transition points.**

Key transitions for all children and young people, including those with LDD/SEN are from early years into primary school, and primary into secondary school. For children and young people with LDD there is also an important transition into independence and adult services.

This priority will ensure a clear overview of transition arrangements and support for children and young people, including specific work to use data to establish pupils at risk during transition and implement interventions targeted at supporting identified pupils and their families, and projects tailored to each transition phase.

**e) Provide a cohesive framework for tackling behavioural difficulties.**

Behavioural difficulties are one aspect of specific types of LDD/SEN. An effective approach to supporting children with behavioural difficulties requires a range of strategies related to behaviour support, pupil referral units (PRUs) and provision of specialist services (including EPS, CAMHS and social care services).

This priority will focus on developing this support so that it has real impact in schools, leading to improved outcomes for children and young people.

**f) Ensure all children with LDD/SEN not in school receive an appropriate education, access to services, and are safe.**

Where children with LDD/SEN are not in school, for whatever reason, we need to ensure appropriate support is in place so that they can access a full range of services. This requires enhanced arrangements for tracking pupils and monitoring impact.

Part of this process will be to undertake a quality assurance audit which will inform our next steps in this area.

**g) Ensure access to a full range of extended services and positive activities for children and young people with LDD/SEN.**

Extended services and positive activities for young people (such as youth clubs, sports facilities and art projects) are available in Camden across a wide range of schools and community settings. For children and young people with LDD/SEN, depending on their specific needs, there may be challenges involving in accessing these opportunities.

Working with schools, the play and youth services, as well as voluntary and community sector providers, we need to ensure that Camden's extended services and positive activities are truly inclusive, and can offer an enriching experience for children and young people whatever their needs. Targeted support will also play a role here.

## **MAKE A POSITIVE CONTRIBUTION**

We need to ensure that all children and young people with LDD/SEN have access to a broad and balanced curriculum, with support for both social and emotional aspects of their learning and development. Service provision will be specially adapted and flexible in response to particular needs, with access to a high standard of social and leisure opportunities. Research has shown that children and young people within the LDD group are more susceptible to becoming victims of bullying and crime in relation to the general population so it is important to monitor this carefully.

**a) Improve the quality and coordination of information and advice available.**

Children, young people and their families need information and advice about a wide range of issues. Children and young people with LDD/SEN may have specific issues that they need information about, and they, and their parents and carers need to be able to access our communications easily.

Specific areas to be addressed include Parent Partnership functions in Camden and information, advice and guidance linked to opportunities at 14-19.

There will also be a review of our communications to assess their accessibility for both parents and carers and children and young people.

**b) Improve the co-ordination of opportunities for children and young people with LDD/SEN and their parents and carers to be involved in decision-making.**

Involvement in decision-making – both decision-making about their local area and provision and individual decisions about the services received – is a key priority for all children and young people. Children and young people with LDD/SEN and their parents and carers may benefit from additional support to help them to participate, get involved and have their views heard.

We aim to improve the co-ordination of opportunities, and the support available, for children and young people with LDD/SEN to be involved in decision-making to ensure more children, young people and parents/carers can be involved, and their views have an impact on services.

This will include bringing together existing groups involved in participation such as the Young People's Inclusion Network and the Young Persons Partnership Steering Group, to develop a young disabled people's forum and links with wider mechanisms such as the Youth Council.

**c) Ensure that children and young people with LDD/SEN and their parents and carers are able to contribute to annual reviews, case discussion, transition and person-centred planning meetings.**

Linked to participation, we need to do more to build on existing practice in involving children and young people and parents/carers in reviewing and planning their support and progress. This could take place in a variety of contexts, depending on the needs of the child, e.g. an annual review for a child with SEN, a case discussion regarding a child's support from CSF's safeguarding and social care, or as part of person-centred planning, which is increasingly providing an opportunity to plan for all aspects of a young person's transition to adult life in an integrated way.

Not only should the views of children and young people be considered, but they should receive follow up information to let them know what is going to happen in response to this discussion. This, and involvement in reviews, should be robustly monitored.

## **ACHIEVE ECONOMIC WELLBEING**

We need to ensure that our children and young people with LDD/SEN are fully supported into further education, training and employment, and into adult services with continuity of care as appropriate.

Key priorities are to:

**a) Develop a flexible range of provision which meets the needs of young people aged 14-19.**

Offering a range of provision at 14-19 which can meet the needs of all young people, regardless of their specific needs, is vital to ensure the future success of young people with LDD/SEN in education, training and employment, and ultimately their economic wellbeing.

Meeting the needs of young people with LDD/SEN is an important aspect of Camden's 14-19 Strategy, which is led by Camden's 14-19 Executive. The implementation of this strategy includes identifying gaps and developing delivery of plans to address these gaps, through liaison with the Learning and Skills Council (LSC) and other partners, and monitoring impact.

**b) Ensure robust joint working with housing partners.**

Housing is a key factor for all families – overcrowding and homelessness are two particular issues affecting children's outcomes. For families who have a child with a disability, and young people with a disability moving onto independent life, housing needs can pose additional challenges. For young people, the Supporting People Programme is key.

This priority will ensure the effective collaboration between services for children and young people with LDD/SEN so their housing needs are met in an appropriate and reasonable time.

**c) Ensuring support for disabled children and their families to address child poverty.**

Tackling child poverty is a priority within Camden's Children and Young People's Plan, and we know that the families of children with LDD/SEN can be particularly vulnerable to low income and associated challenges, such as access to childcare, access to appropriate housing, welfare benefits advice, and employment and training opportunities.

Key strands of our work to deliver this priority are the DLA partnership project and the Aiming High for Disabled Children (AHDC) accessible childcare pilot.

## **STRATEGIC AND SERVICE MANAGEMENT**

We need to develop a shared inclusion strategy across the C&YPP and an effective needs analysis to support the development of a continuum of provision to meet local needs.

Key priorities are to:

**a) Improve mapping of needs and use of data to develop more locally appropriate provision.**

We know that we can improve the way we use data and develop a more robust needs analysis to inform provision. This includes specialist provision and locality based access to specialist services.

Through a dedicated project to develop our needs analysis for children and young people with LDD/SEN, we will provide a written needs analysis and work towards putting appropriate systems, processes and data-sharing arrangements in place. This will provide the foundation of a framework for the co-ordination of data on an ongoing basis, and refresh of the needs analysis at appropriate intervals.

**b) Review the existing use of resources supporting LDD/SEN to develop a shared understanding.**

We know that we are in a challenging financial situation, and there are a range of resource issues relating to provision for children and young people with LDD/SEN in schools and in the community.

An in-depth review of the use of resources supporting children with LDD/SEN will include addressing some of our known pressure points. For example, through developing brokering arrangements with the independent sector through effective commissioning, and building capacity and the range of preventative initiatives in-borough.

We will also be working with schools to determine the appropriate level of delegation following the decision of Schools Forum and the Council Executive in 2008 to increase levels of delegation in 2009/10.

**c) Planning for a continuum of provision for children with LDD/SEN.**

To achieve good outcomes for children and young people with LDD/SEN, clear pathways need to be in place with processes to facilitate access to provision that matches their needs throughout their lives, with carefully managed transitions.

This priority will provide a focus on the range of provision that is available for children and young people with LDD/SEN, across a range of needs, phases and circumstances.

**d) Enhance the commissioning of specialist services to meet current and emerging needs.**

As the range of needs experienced by children and young people in Camden changes over time, the provision of specialist services needs to respond accordingly. This will include reconfiguration of provision as appropriate.

Current needs have prompted a drive to enhance our ASD provision, including a proposed new resource base at Kentish Town CofE Primary School. Future projects include the review and development of resource bases, including eligibility criteria and thresholds, the development of service level agreements with private providers, and regular joint meetings through service planning and commissioning across sectors. Achieving a clearer split between commissioning and provider roles will also be important.

**e) Build capacity across the children's workforce.**

Children and young people with LDD/SEN and their families come into contact with a wide range of professionals, through universal services such as midwives, health visitors and children's centre staff, as well as specialist staff, and targeted provision such as SENCOs and speech and language therapists. To build the capacity of our workforce to effectively support this group, we need to ensure we have in place appropriate core skills, training and outreach support.

Our work to strengthen the children's workforce will cover training, development, recruitment and retention.

**f) Enhance transparency about services and levels of service available to schools or commissioned from them.**

The local authority, health services and schools are key partners in supporting children and young people with LDD/SEN and have a variety of relationships in this respect. Already, effective partnership working with schools has led to more transparent commissioning and provision of CAMHS, occupational therapy and speech and language therapy in mainstream schools.

We need to continue to build transparency in these relationships to facilitate effective

partnership work and effective support to children and young people with a wide range of needs.

**g) Support schools, centres and settings to provide appropriate transport arrangements for all children and young people with LDD.**

Ensuring high quality services for children and young people currently using Camden buses or taxi services is vital to ensure access to a wide range of opportunities and services for children and young people with LDD. This includes access to extended services in schools and youth centres. This work area will also consider the balance of resources, provision and supporting independent travel.

## **10. DEVELOPING OUR INCLUSION STRATEGY IN 2009 AND BEYOND**

During 2008 the work of the Strategic Board and Reference Group, together with the working groups set out in appendix 1, will make progress against key work streams, as set out in the action plan.

Many of these work streams will put us in a better position to develop this interim strategy in 2009 and publish a Partnership inclusion strategy for 2009-12. For example, we will be able to draw upon a more robust needs analysis, and understanding of resources across partners.

We look forward to working across the Partnership in the coming months to ensure that our final inclusion strategy provides a shared inclusive vision for children and young people with learning difficulties and/or disabilities (including SEN) and a clear way forward to achieve improved outcomes for this vulnerable group.

## APPENDIX ONE

### LDD Action plan 2008/9

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
<b>Being Healthy</b>						
10.1a	<p>Improve the co-ordination and integration of <b>early identification, assessment and intervention arrangements</b>.</p> <p>This includes health conditions, impairments, and barriers to inclusion and is linked to the Early Support Programme.</p>	Early Years Mainstreaming Programme	AK / GET	Barbara Sampson / Sophie Lusby/ Amanda Fernando	JCG - Health outcomes for under fives group	Work areas: *Improving health outcomes for under fives
		MOSAIC referral group	AK / GET	Barbara Sampson / Sophie Lusby/ Amanda Fernando	JCG - Health outcomes for under fives group	Work areas: * Early Years Support programme
10.1b	<p>Ensure <b>swift and easy access to services</b>.</p> <p>This includes hospital and primary health care services, CAMHS, speech and language therapy, occupational therapy, physiotherapists, community paediatricians, equipment services and social care services.</p> <p><i>See also 10.6d</i></p>	SALT review	YS	Janet Anderson	LDD Planning group	Work areas: * Ensuring appropriate SALT available to primary and secondary pupils * Managing SLAs
		Review of multi-agency panel (MAP)	YS	Janet Anderson	LDD planning group	Work areas: * Ensuring effective systems in place to disseminate information and monitor progress against agreed actions. * Developing a flowchart of the panel process with clear remit of the panel and funding criteria across SEN; social care and health. * Review of MAP. * Ensuring the right partners attend MAP.

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
		Recommissioning of children's community health	YS	Sophie Lusby	C&YPP Being Healthy sub board	Work strand in progress - reporting to Strategic Planning and Commissioning group
		Aiming High for Disabled Children - short breaks	AK	Tanya Hymer	JCG - LDD	Work areas: * Development of commissioning strategy and implementation plan for the short break provision
		Development of single assessment and care pathways for children with complex needs	AK	Amanda Fernando	JCG - LDD	Work areas: * Review of commissioning needs to ensure optimum access to therapies and interventions
		Targeted health promotion work around substance misuse (incl. drugs, alcohol and tobacco)	YS	Sally Heath / Paul Fox	C&YP Public Health Group	Work areas: *Work strand in progress - reporting to Public Health group
<b>Staying Safe</b>						
10.2a	<p>Enhance <b>safeguarding and child protection arrangements</b> for C&amp;YP with LDD.</p> <p>Arrangements should take adequate account of the particular needs of this group and ensure information is effectively shared between key agencies.</p>	ISDC Implementation	AT/ AK	Amanda Fernando, Ila Modi, Patricia Denney	CSCB Quality Assurance sub-group Link to ISDC (MOSAIC) management group LAC steering group	Work areas: * Training for ISDC staff * Protection plans for children with disabilities and audit of referrals over last five years * Developing tools and materials for disabled children
10.2e	<p>Deliver effective <b>anti-bullying and anti-discrimination strategies</b> and take action to ensure good outcomes for C&amp;YP with LDD.</p> <p>This includes both the Council and schools. Bullying and the impact of our strategies should be monitored.</p>	Take forward as part of review of bullying prevention strategy and action plan	YS	Christian Legerheim/ Gill Morris	Bullying prevention group	Work areas: * Monitoring bullying due to disability

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
<b>Enjoying &amp; Achieving</b>						
10.3a	Assess key developments concerning <b>children under five</b> with LDD/SEN and the impact on early identification and assessment	Coordination of support for children with LDD/SEN within the Early Years Foundation Stage	AK/ GET	Barbara Sampson/ Amanda Fernando / Alison Farmer / Ann Short	Under 5's health outcomes group Early Years Strategic Partnership	Work areas: *Development of joint working to ensure coherence in plans of support for children  *Development of data for information sharing and planning.
10.3b	<b>Train, support and guide practitioners</b> and those delivering childcare in the use of the <b>Early Support Programme</b> and the revised <b>Early Years Foundation Stage Framework</b>	Early Support programme Early Years Foundation Stage Framework	GET	Amanda Fernando, Pat Kelly, Alison Farmer	Early Support group	Work areas: * Ensure consistent implementation of Early Support across Camden to families with a disabled child * Overview of EY Foundation Stage framework
10.3c	Develop quality <b>personalised learning</b> for C&YP with LDD/SEN  This will include monitoring, reviewing and developing the quality of provision in schools to enable pupils with SEN/LDD to be included and make ambitious progress.	Support self-evaluation & SEN review of provision	GET	Neil Smith / Alison Farmer, Graham Read/ Howard Feasey	LDD Planning group	Work areas: * Monitoring schools Inclusion SEF * Monitoring training programmes and schools workforce * Analysing patterns of referrals and requests from schools for statutory assessments. * Implementing the local authority strategy for monitoring and evaluation *Monitoring schools Inclusion income and expenditure to ensure transparency, accountability and adequate support is provided.
10.3d	Ensure a <b>smooth transition</b> at all key transition points.  This includes early years into primary, primary into secondary, and into adult services (up to age 25).	Embed existing early years protocols and ensure consistent practice across all settings	AK/ GET	Amanda Fernando / Barbara Sampson / Janet Anderson	Disabled children Access to childcare steering group JCG for LDD  ISDC Management Group	Work areas: *Transitions protocol to be reviewed and implemented in relation to coordination of support for children with LDD / SEN

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
		Analyse data to establish pupils at risk during transition and implement interventions targeted at supporting identified pupils and their families	AK/ GET	Amanda Fernando / Barbara Sampson / Janet Anderson / Lisa Clarke Pat Kelly/ Howard Feasey / Miriam Hatter	Transition Strategic group / ISDC Management Group	Work Areas: *Developing overview of key data sets *Develop specific interventions to support pupils and families
10.3e	Provide a cohesive framework for tackling <b>behavioural difficulties</b>  This will require effective strategies related to behaviour support, PRU and provision of specialist services (including EPS, CAMHS and Social Care services).	Developing behaviour partnerships which inform strategy and targeted work to improve outcomes for pupils identified as BESD	AK	Lisa Clarke/ Martin Cresswell/ Ricky Emanuel	BESD consortium / Behaviour Support partnership/ CAMHS	Work areas: *Support schools to operate a fair access protocol *Schools are able to access high quality support and provision from the Council, PRUs and private / voluntary sectors *Improve number of schools with 'good' rating for behaviour: * Reduction in persistent absentees/ fixed term/ permanent exclusions * Improved Day 6 FTE provision * Better personal development and social/ emotional/ mental health
10.3f	Ensure all <b>children with LDD not in school</b> receive an appropriate education, access to services, and are <b>safe</b> .This will require enhanced arrangements for tracking pupils and monitoring impact.	Undertake JAR QA audit	AK	Lisa Clarke/ Graham Read/ Tim Aldridge/ Sabina Melidis	C&YPP Enjoy and Achieve / CSCB boards/ LAC Steering group	Work areas: * Build on JAR audit – deep dive re LAC / LDD
10.3g	Ensure access to full range of <b>extended services and positive activities</b> for children and young people with LDD.	Agree and implement a minimum core offer with all 4 PRUs to ensure access to extended services for pupils and their parents/carers.	GET /AK	Paul Horobin	LDD Extended services group / Youth JCG / Play JCG	Work areas: * Ensure extended services are delivered in keeping with the AHDC agenda and Positive Activities for Young People * Ensure Play and Youth Commissioning strategies take into account need for inclusive provision

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
		Encourage schools and partners to develop or further develop inclusive out of school activities	GET /AK	Paul Horobin		
<b>Making a positive contribution</b>						
Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description
10.4a	<p>Improve the <b>quality and coordination of information and advice</b> available.</p> <p>Our communications should be accessible for both parents/carers and children and young people with LDD, particularly at key transition points.</p>	Information Advice and Communication Review of channels and materials - Parents and Children and Young People	AK / YS	Graham Read Ben Schofield	LDD Planning group / Parenting Strategy Group  Link to Strategic Transition group / 14 - 19 strategy IAG group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Parent Partnership issue</li> <li>* Review of communications both for parents / C&amp;YP</li> </ul>
10.4b	<p>Improve the co-ordination of opportunities for C&amp;YP with LDD and parents/ carers to be involved in <b>decision-making.</b></p> <p>This should include decision making about their local area and the services they use. The support available to both C&amp;YP and parent/carers should be considered within this.</p>	Involve C&YP with LDD in the development of Camden's Inclusion Strategy and service development	AK	Siobhan Miller/ Joanne Marshall	C&YPP Consultation and Involvement group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Bringing together existing groups involved in participation such as Ypin, Young Persons partnership steering group, to develop a young disabled people's forum / LDD forum and link to the Youth Council</li> </ul>
		Developing a participation framework for C&YP with LDD	AK	Siobhan Miller/ Joanne Marshall		
10.4c	<p>Ensure that C&amp;YP with LDD and their parents and carers are able to <b>contribute to annual reviews / case discussions / transition and person-centred planning meetings.</b></p> <p>The views of children and young people should be considered, e.g. when new placements are being considered, and they should receive follow up</p>	Overview of contribution to reviews Person centred planning	AK/ GET	Amanda Fernando Neil Smith / Alison Farmer / Graham Read	Positive Contribution sub board LDD Planning grp Transition Operation Grp	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Monitoring involvement in reviews</li> <li>* Implementation of person centred planning for all young people with a learning disability</li> </ul>

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
	information.					

### Achieving economic well being and quality of life

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description
10.5a	Develop a <b>flexible range of provision</b> which meets the needs of young people <b>aged 14-19</b> .  This will include identification of gaps and development /delivery of plans to address these, including through liaison with the LSC and other partners, and monitoring of impact.	Planning for access and inclusion for students aged 14-19 for LDD within the new national framework	GET	Howard Feasey / Neil Smith	14 - 19 Inclusion sub group	Work areas: *Identification of gaps *Delivery of plans to address these
10.5b	Ensure robust joint working with <b>housing</b> partners to meet the needs of C&YP and their families.	Ensure housing needs are met in an appropriate and timely manner	GET/ YS	Janet Anderson	C&YPP Economic Wellbeing sub board	Work areas: *Link with Supporting People Programme
10.5c	Ensuring support for disabled children and their families to address <b>child poverty</b> .	LPSA work, including increasing uptake of Disability Living Allowance	GET	Sylvia Gilbert / Amanda Fernando	C&YPP Economic Wellbeing board LPSA DLA partnership	Work areas: * Lifting families of disabled children out of poverty through the provision of appropriate housing, welfare benefits advice, childcare, flexible working, and employment and training opportunities. * DLA partnership project
		Deliver AHDC Accessible childcare pilot	GET	Barbara Sampson	AHDC - childcare	Work areas: * Ensure families of disabled children have access to childcare to support work and study

Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
<b>Service management</b>						
10.6a	<p>Improve <b>mapping of needs and use of data</b> to develop more locally appropriate provision.</p> <p>This includes specialist provision and locality based access to specialist services.</p>	Needs analysis - needs to link with health data for trends overview - and into adults	YS	Marilyn Goodman	LDD Strategic Board - specific sub group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* A written Needs Analysis for LDD children and young people.</li> <li>* Appropriate systems/processes and data sharing arrangements in place</li> <li>* A framework to support the co-ordination of data on an ongoing basis, and the refresh of the needs analysis at appropriate intervals.</li> </ul>
10.6b	<p>Review the <b>existing use of resources</b> to develop a shared understanding of the existing position.</p>	Develop overview of Users and Policies	RL	Graham Read	SEN Finance group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>*Develop trend analysis showing changes in demand and costs in recent years, and future demand</li> <li>*Review of policies that determine entitlement</li> <li>* Oversee implementation of delegation to schools</li> <li>* Develop brokering arrangements with the independent sector through effective commissioning.</li> <li>* Build capacity and range of preventative initiatives in-borough</li> </ul>
		Implementation of decisions around delegation	AK	Graham Read/ Gary Jarvis / LDD commissioner	SEN Finance group	
		Develop commissioning approaches to ensure that the authority is securing value for money in purchasing provision.	AK / RL	LDD Commissioner	SEN Finance group	
		Independent Schools Commissioning	AK / RL	LDD Commissioner	SEN Finance group	
10.6c	<p>Planning for a <b>continuum of provision</b> for children with LDD/SEN.</p>	Planning provision within Camden to address identified need, building on existing provision.	AK	Alison Farmer / Graham Read / Neil Smith	LDD Planning Group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Ensuring clear pathways in place with processes to enable access matched provision</li> <li>*Predict and plan for unmet need</li> </ul>
10.6d	<p>Enhance the commissioning of <b>specialist services</b> to meet current and emerging needs.</p> <p>This will include reconfiguration of provision as appropriate.</p>	Development of ASD provision, including Kentish Town Primary School	AK	Graham Read	ASD Steering Group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Development of primary in house ASD provision (Gregory House) is one aspect of this).</li> </ul>
		Review funding of Resource Bases	AK	Graham Read	SEN Resources group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Review of resource bases including</li> </ul>

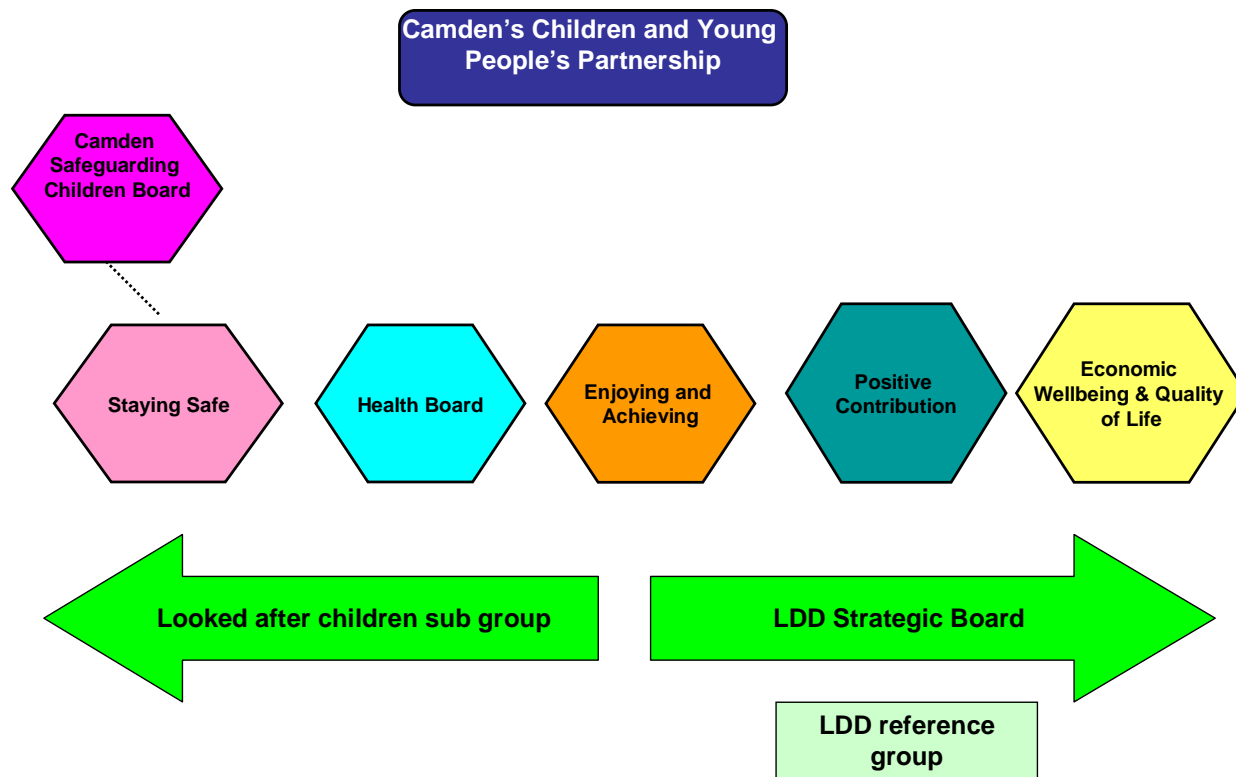
Ref	Priority	Name of work stream	CSF lead AD	Lead officer	Lead group	Description / outcomes
	<i>See also 10.1b</i>					eligibility criteria and thresholds, development of SLAs and regular joint meetings across the resource bases to improve partnership working and sharing of good practice
10.6e	<p>Build capacity across the <b>children's workforce</b>.</p> <p>This will include through the provision of core skills, training and outreach support.</p>	Develop and deliver range of training to build capacity across the children's workforce.	YS	Neil Smith / Gillian Tilbrook / Alison Farmer / Ruth Draper / Pat Kelly/ Ricky Emanuel	C&YPP workforce group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Training and development</li> <li>* Data and planning</li> <li>* Recruitment and retention</li> <li>* Develop audit tool to support needs analysis.</li> </ul>
10.6f	Enhance <b>transparency about services / levels of service</b> available to schools or commissioned from them.	Develop schools understanding of the role of a commissioner	AK/ YS/ GET	LDD Commissioner	SEN Resources group	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Develop good practice overview/ guidance</li> </ul>
10.6g	<p>Support schools, centres and settings to provide appropriate <b>transport arrangements</b> for all C&amp;YP with LDD.</p> <p>This includes to ensure access to extended services, and other leisure activities.</p>	Review of Transport	Culture and Environment/ RL	Gary Jarvis	Strategic Transport Board	<p>Work areas:</p> <ul style="list-style-type: none"> <li>* Ensuring high quality services for YP currently using Camden buses or taxi service.</li> </ul>

### CSF Lead AD

<p><b>AK – Andy Knowles</b>  <b>GET – Gail Tolley</b>  <b>AT – Anne Turner</b>  <b>YS – Yvette Stanley</b>  <b>RL - Richard Lewin</b></p>
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## APPENDIX TWO

### LDD Governance chart



## GLOSSARY

<b>ASD</b>	<b>Autistic spectrum disorder</b>
<b>BESD</b>	<b>Behavioural, emotional and social difficulty</b>
<b>BSF</b>	<b>Building Schools for the Future programme</b>
<b>CSF</b>	<b>Children, Schools and Families directorate</b>
<b>C&amp;YP</b>	<b>Children and young people</b>
<b>DDA</b>	<b>Disability Discrimination Act</b>
<b>DfES</b>	<b>Department for Education and Skills, now known as DCSF</b>
<b>DCSF</b>	<b>Department for Children, Schools and Families</b>
<b>ECM</b>	<b>Every child matters</b>
<b>HI</b>	<b>Hearing impairment</b>
<b>LDD</b>	<b>Learning difficulties and/or disabilities</b>
<b>MLD</b>	<b>Moderate learning difficulties</b>
<b>NEET</b>	<b>Not in education, training or employment</b>
<b>PCT</b>	<b>Primary Care Trust</b>
<b>SALT</b>	<b>Schools and local authority target setting</b>
<b>SLCN</b>	<b>Speech, language and communication needs</b>
<b>SPLD</b>	<b>Specific learning difficulty</b>
<b>SEN</b>	<b>Special educational need</b>
<b>SLD</b>	<b>Severe learning difficulty</b>
<b>WISE</b>	<b>Welfare, Inclusion and Support in Education service</b>