



**BIRMINGHAM
SPECIAL
EDUCATION
DEVELOPMENT
PLAN**



A Fair Chance for All

The Special Education Development Plan, SEDP, sets out a 3-strand approach to how we will work with children, young people and their families and other partners, including schools to develop Birmingham as an inclusive city with a fair chance for all in the context of demographic growth and available resources. The focus is on special education provision that ensures progress with learning and preparation for adulthood. The SEDP should enable children and young people with SEND aged 0-25 years to have fairer access and opportunities to move towards the long term aspirations of employment; finding somewhere to live; participating in society and good health.

The Strategic Approach

The 3 strand approach that provides a framework for how we will do this:

- i) **Commissioning of sustainable special education provision** i.e. clearer shared analysis of needs; planning, co-design and procurement of services to deliver a local special education offer across a range of settings in order to provide suitable education provision for children and young people with SEND within the available resources; monitoring and reviewing plans and provision.
- ii) **Developing the education infrastructure to provide sufficient school places** for children and young people with SEND across the range of education settings, making best use of capital investment to align the infrastructure to the growing demand for special education provision.
- iii) **Improving life chances** of young people with SEN, reducing youth unemployment and promoting independence through **supporting participation** of children and young people with SEND through school and beyond, **ensuring smooth transition** at key points along the pathway

The Special Education Development Plan will knit together the approaches to commissioning of services from the People's Directorate with the development of the infrastructure and employment opportunities in the Economy and Places Directorates, ensuring that young people with SEND are supported to contribute to and benefit from economic growth and an inclusive City.

The Cycles of Activity

The plan identifies challenges and opportunities in the current context for developing special education provision. We set out the principles and high level cycles of activity that will be developed into work programmes addressing the 3 key strands of work. We also describe how we will work with partners to create integrated pathways for young people and families, prioritising early intervention and developing models that support personalisation and greater independence.

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Supporting Documents are available on the Birmingham SEND website

www.birmingham.gov.uk/SEND

These include:

Children's Disability Charter

SEDP Supporting contextual data

Joint Strategic Needs Analysis for SEND October 2013

Education Sufficiency Requirements 2013-2019

Note SEND = Special Educational Needs and Disability

Introduction

- 1.1 The Birmingham Special Education Development Plan (SEDP) has been created as a strategic document to support the integrated development of our city's special education provision to meet the needs of all children and young people with Special Educational Needs and Disability, SEND, through a period of rapid population growth. The SEDP sets out how we will work with partners to secure a local education offer that enables every young person with SEND to participate fully on an appropriate education pathway and make smooth transitions throughout their education and into adulthood.
- 1.2 A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them*. This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. Post 16 Institutions often use the term learning difficulties. The term SEND is used in the SEDP across the 0-25 age range but has the same meaning.
- 1.3 The Special Education Development Plan sets how we will approach our work with our partners to integrate the delivery of:
 - A commissioning model for sustainable special education provision, integrated with the commissioning of health and social care services, in the context of personalisation
 - An education infrastructure that offers sufficient, appropriate special education provision for all young people aged 0-25 with SEND across the full range of education settings
 - Improved participation and transition of our young people with SEND promoting independence through school and beyond, including transition to adult services and support where needed
- 1.4 The SEDP links to the Education Development Plan, EDP, a strategic document supporting the integrated development of our city's education infrastructure. The EDP in turn links to the strategy to deliver the future growth and prosperity of the City as outlined in the Birmingham Development Plan. By setting out in the SEDP how we will meet the specific education requirements for young people with SEND, we intend to secure the links between the commissioning of children's and adults services, the educational offer to Birmingham young people and the development of the City's infrastructure in order to deliver our vision for Birmingham as an Inclusive City, in which young people with SEND can play their part – a Fair Chance for Everyone in Birmingham.
- 1.5 The Special Education Development Plan is informed by the work undertaken through the Education Services Review during 2014, which has included discussion of the current position and future of Special Educational Provision. It is part of the wider strategic landscape across the city being informed by and influencing a range of activity including Transport Policy, Short Breaks Sufficiency, the Youth Offer, Early Support and the Early Help Offer.
- 1.6 While the SEDP is intended to provide a sustainable, long-term plan for the development of special education provision, it is being implemented during a time of unprecedented change in the education, health and social care landscape. We therefore commit to ongoing collaboration between funders, providers, commissioners and young people and their families to secure a comprehensive, integrated and inclusive special education offer for our young people with SEND.

*A child of compulsory school age or a young person has a learning difficulty or disability if they (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Structure of the Special Education Development Plan

- 1.7 The audience for this document is Birmingham City Council Cabinet Members. It sets out our strategic approach to developing fairer access and improved pathways and outcomes for children, young people and their families aged 0-25 with SEND, providing the best value for the money available.
- 1.8 The Special Education Development Plan is divided into parts with supplementary documents that will be updated as part of an annual cycle of activity:
- Section 1 provides an introduction to the SEDP
 - Section 2 sets out the vision, principles and approach for how we will develop the Special Education offer to meet the needs of our young people with SEND and their families, identifying some of the key contextual factors, challenges and opportunities
 - Section 3 sets out how we will work with providers to develop a commissioning model that meets the demand for special educational provision sustainably i.e. within available resource
 - Section 4 outlines the measures we will implement to develop the education infrastructure to secure sufficient, appropriate, local special education provision
 - Section 5 sets out how we will support participation and transition of young people with SEND as they progress through school into further education and, where needed, support from adult services to promote independence
- 1.9 Supporting Documents are available on the Birmingham SEND website
www.birmingham.gov.uk/SEND

These include:

Children's Disability Charter
SEDP Supporting contextual data
Joint Strategic Needs Analysis for SEND October 2013
Education Sufficiency Requirements 2013-2019

2. The Vision, Principles and Approach

The Birmingham Special Education Vision

2.1 Birmingham will be an Inclusive City, in which children and young people with SEND can play their part – a Fair Chance for Everyone in Birmingham. Every child in every part of the city will achieve their potential. We will provide early help and support to those children and families who need it, and working together, will ensure that every child has the belief, aspiration and support to be their best.

Better Outcomes

2.2 We will focus on outcomes that enable children and young people with SEND to progress in their learning and as they get older, be well prepared for adulthood. We will work with partners to identify the outcomes that matter to children and young people with SEND to inform the planning and delivery of services and the monitoring of how well services have secured those outcomes. Outcomes should always enable children and young people to move towards the long term aspirations of

- Employment or Higher Education;
- Finding somewhere to live;
- Participating in society including having friends and supportive relationships and
- Good health.

The SEDP will support this vision through delivery of three key strands:

- 2.3 We will develop a robust approach to commissioning sustainable Special Education Provision in partnership with our schools and partners in Health and Social Care, in the context of personalisation and within available resources
- 2.4 We will safeguard all our young people by ensuring there is sufficient, appropriate local early years, school and college special education provision for every young person with SEND, making best use of capital investment to align the infrastructure to the demand for special education provision
- 2.5 We will reduce youth unemployment and improve the life chances of young people with SEND through promoting effective transition through school into appropriate pathways for all to participate in further education and training opportunities, wherever possible supporting the pathway for each individual towards greater independence and economic well-being.

Special Education Development Plan Principles

- 2.6 To deliver the vision for special education provision as an integral strand to the Education Development Plan, the principles are:
- **An Inclusive City with a Fair Chance for All** - To secure sufficient, appropriate, high quality school and early years special education provision for all Birmingham children and young people with SEND and outcomes of reduced inequality, better living conditions and improved life opportunities for everyone who lives in Birmingham.
 - **Needs led planning and effective use of resources** – a joint strategic approach to commissioning of special education provision across partners including the Local Authority, Schools and the NHS built on robust evidence, and implemented consistently by all agencies in the city including all schools and adult services

- **Localisation/ Local schools for local people and Inclusion** - all children should have the opportunity to go to a local school, be socially included in their community and not have long journeys to school. There should be a mixed range of provision in localities including high quality nursery and early years provision, mainstream schools and colleges, alternative providers and resource bases, special schools and specialist colleges.
- **Personalisation, My Life/ My Choice** – promote Education, Health and Care Plans, Personal Budgets and the Local Offer as a way of improving services and outcomes and increasing the participation, choice and control children and young people with SEND and their families have over the support they use and with accessible, comprehensive and transparent information, advice and support.
- **Excellence through Partnership** – partnership working across schools with centres of excellence providing hub and spoke support across school networks and education providers, joint opportunities for training and delivery across schools and multi-agency workforce development.
- **Sustainability making effective use of available financial resources to deliver value for money services** - develop and implement a sustainable model to equitably fund special education provision and distribute available resources fairly to meet the educational needs of all our children and young people across the range and complexity of SEND.

2.7 The Context

Key headline contextual factors are set out below; further detail and supporting data is provided in Supporting Documents available on the Birmingham SEND website www.birmingham.gov.uk/SEND including the Disabled Children's Charter, SEDP Supporting contextual data and Joint Strategic Needs Analysis for SEND October 2013.

Disabled Children's Charter

- 2.7.1 In July 2014 the Health and Wellbeing Board signed and gave commitment to the Disabled Children's Charter launched by Every Disabled Child Matters (EDCM). EDCM is the campaign to get rights and justice for every disabled child. It has been set up by four leading organisations working with disabled children and their families – Contact a Family, the Council for Disabled Children, MENCAP and Special Educational Consortium.
- 2.7.2 The Disabled Children's Charter asks Health and Well Being Boards to provide evidence within a year that they have collected detailed and accurate information about disabled children in their area. It also asks them to involve disabled children in their work, improve integration with other services and improve outcomes.

Legislation

- 2.7.3 SEN reforms as set out in the Children and Families Bill 2014 are a key driver to implementing changes through the Special Education Development Plan.
- 2.7.4 In identifying, assessing, and securing the educational provision for children and young people with special educational needs the Local Authority will follow four guiding principles as set out in legislation:
- listen to the views, wishes and feelings of children, young people and parents.
 - ensure children, young people and parents participate in decision-making.
 - provide the necessary information and support to help children, young people and parents participate in decision-making.
 - support children, young people and parents in order that children and young people can achieve the best possible educational and other outcomes

2.7.5 Changes in legislation set out clear obligations for integrating education, health and social care provision for young people. There is also a requirement for greater transparency about the resources available across the system to support young people with SEND through publication of a Local Offer.

Types of Need and Types of Provision

2.7.6 All types of education provision serve children and young people with SEND who have needs across a range of descriptors at different levels of complexity. The DfE sets out 4 main categories of special needs in the SEN Code of Practice, namely:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

2.7.7 Young people with special educational needs attend schools across the full range of settings. The different types of provision are:

- Mainstream education – early years, schools and colleges
- Special education settings: Special Schools, Resource Bases and Pupil Referral Units
- Independent and specialist providers, including alternative provision

The Demand

2.7.8 Birmingham has a large and increasing number of children and young people with SEN statements; at May 2014, 7250 (3.1%) of our children had statements for SEN, against a national average of 2.8%

2.7.9 Birmingham is a young city and is getting younger: over 12 years from 2000 to 2012, the number of children born in Birmingham increased by 25%. The SEN population is predicted to increase by approximately 10% in line with population growth by 2021. This translates into a likely additional 800 – 1,000 young people with SEN Statements.

2.7.10 Within the population of young people with SEND, there is growth in both the numbers of Birmingham children and young people with Autism Spectrum Condition and those with Profound and Multiple Learning Difficulties, in line with national trends. There are differences in prevalence of some categories of SEND between Wards, linked to deprivation.

Outcomes for children with SEND

2.7.11 Attainment of children with SEN in Birmingham is below national average but in line with or above core cities and is improving.

2.7.12 Young people with SEND in Birmingham are at greater risk of becoming disengaged and/or unemployed than national rates. At March 2014, 81.1% of young people aged 16 or 17 with a learning disability were participating in education or training against a national rate of 85.8%.

Education Provision for Children with SEND

2.7.13 Children with SEND are educated across the full range of education settings in Birmingham. There are a total of 16 specialist resource bases in mainstream primary schools and 14 resource bases in mainstream secondary schools. Birmingham has 27 special schools.

2.7.14 At May 2014, 89% of Birmingham's special schools were rated by OFSTED as good or outstanding, with 56% rated as outstanding.

2.7.15 There is a need for a clear framework to generate consensus and guide decisions about the range and location of special education provision to meet growth and changes in demand.

2.7.16 The need for increased provision and pathways for young people with SEND has been prioritised in the City's strategic commissioning of post-16 provision and since 2012 this has levered capital investment to create additional post-16 provision for young people with the most complex needs.

Funding for children and young people with SEND

2.7.17 The Department for Education is reforming the funding for special education provision and these reforms are part of the changing landscape of commissioning and personal budgets, linked to promoting independence and increasing personal choice.

2.7.18 Much of the funding for special education is from the ring-fenced Dedicated Schools Grant and funding decisions are governed by statutory regulations. There are significant pressures on the budget for special education provision that result from demographic growth and increasing complexity of need.

2.8 Challenges and Opportunities

2.8.1 The commissioning approach for SEND provision, as required by the law, creates an opportunity to shape the market to improve outcomes for SEND young people and make best use of the revenue funding available. There are challenges to building a shared understanding of the complex factors that impact on the sustainability and effectiveness of the Local Offer. There is an opportunity to build on commissioning best practice in order to establish consensus around shared commissioning priorities and to co-design and procure future provision.

2.8.2 The implementation of personal budgets creates an opportunity for the market to respond to the specific wishes and needs of young people with SEND and their families. While the implementation of SEN Reforms including personalisation is intended to promote independence from cradle to grave by increasing choice and control for families and young people, increased autonomy over personal budgets may create additional challenges for providers to deliver a sustainable and appropriate local offer.

2.8.3 It is challenging to invest sufficient resource in early intervention for young people with SEND. There is an opportunity to review and integrate Early Support and Early Help, both in the context of Early Years' services for children aged 0-5 and in the context of early intervention at any stage during a young person's pathway through education, in order to prevent crises and escalation of concerns.

2.8.4 It is challenging to maintain high quality special education provision that is sufficiently specialised to meet current demand at the same time as responding to changing patterns in type and complexity of special needs. There is an opportunity to harness the innovation and excellence of national and local leaders in special education in order to co-design a Local Offer that is sufficiently flexible to satisfy parental preference while managing expectations and promoting a journey to increased independence.

2.8.5 Forecasting of future SEND pupil place requirements is particularly challenging due to changing patterns of demand across the population of young people with complex needs. Forecasting methodology for special education provision is in its infancy and will be further developed and updated annually to reflect changing trends in types and complexity of need, patterns of parental preference and cohort growth.

2.8.6 The Schools Capital programme provides a key opportunity to align capital investment into the education infrastructure with robust commissioning of places for young people with SEND in order to meet local need and population growth. In addition to sustained birth rate increase, each cohort of Birmingham children has

increased annually in recent years as a result of net migration into the city: more children arrive in our schools than leave them. Pressure for school places is severe in a number of our Special Schools; reactive measures have been implemented over a number of years to accommodate growth in demand for special school places and a planned programme of special school expansions is being implemented as a priority.

- 2.8.7 There is an opportunity to influence and increase the participation of SEND young people in education and training leading to employment through the work of the Birmingham Youth Employment Partnerships, securing a shared understanding of requirements through the 14-25 Full Participation Strategic Commissioning approach, the Youth Offer and integrated working with the Social Care Transition team and Employment Action Team.
- 2.8.8 A school system with a range of schools including maintained, academy and free schools, linked through the emerging Birmingham Education Partnership, creates both challenges and opportunities for integrated services to support our young people with SEND. As the role of the Local Authority changes, we are developing increased capacity to build on effective school-to-school support in the context of a significant breadth of outstanding special education provision across Birmingham mainstream and special schools. There is also an opportunity to ensure that Local Authority led Services for Education are flexible and responsive to the needs of our SEND young people and those schools serving them.
- 2.8.9 The work undertaken during 2014 through the Education Services Review has provided an opportunity to ensure that the Special Education Development Plan is informed by discussion of the current position and future of Special Educational Provision with key stakeholders, supporting the objectives of the review:
- To agree how schools, education providers and the council can best work together to deliver the vision for children and young people in the City
 - To specify how services should be reorganised in line with agreed roles and remit
 - To agree how all partners will hold one another to account for fulfilling these respective responsibilities

3. Commissioning sustainable education provision for young people with SEND

- 3.1 Revenue funding for special education places is subject to changes in national funding formulae and local negotiations. In order to make best use of the resources available, the BCC commissioning cycle for special education provision will need to reflect annual budget allocations and the changing profile of demand. This will be supported by engagement with the developing People Directorate Centre of Excellence to employ more commissioning discipline to the High Needs block.
- 3.2 High quality pathways for young people with SEND through their education require an integrated approach to the commissioning of education, social care and health services as well as strong links to activity relating to wider family support, transition to adult services and employment support.
- 3.3 Our approach in Birmingham to sustainable commissioning for special education provision is based on six strands
- i) Continue to robustly manage the assessment, planning and brokerage to meet individual education needs for SEND children in partnership with families
 - ii) Build on best practice with pre and post 16 providers to develop models for provision that can be delivered within the revenue funding available for each child or young person , supporting the move to personal budgets
 - iii) Analyse and challenge the quality and scope of provision, with transparent data across schools and settings about placements, alongside the cost per place, in order to develop an equitable local offer across the 4 quadrants of the City, jointly with Education, Health and Social Care partners and regionally with other local authorities
 - iv) Develop an agreed approach across mainstream and special school providers to manage the allocation of High Needs Block and delegated school budget funds in order to equitably fund education places according to the needs of the child
 - v) Prioritise early targeted support in order to increase the likelihood that individual children’s needs are identified and managed effectively within available resource, where appropriate reducing the demand on specialist services and promoting independence.
 - vi) Analyse and develop measures to innovatively address the complex factors that impact on the sustainability of SEND education provision, including transport, out of city placements, residential short breaks, early support and the balance of provision across mainstream and specialist sectors.

Placing Young People and Families at the Heart of Sustainable commissioning for Special Education Provision

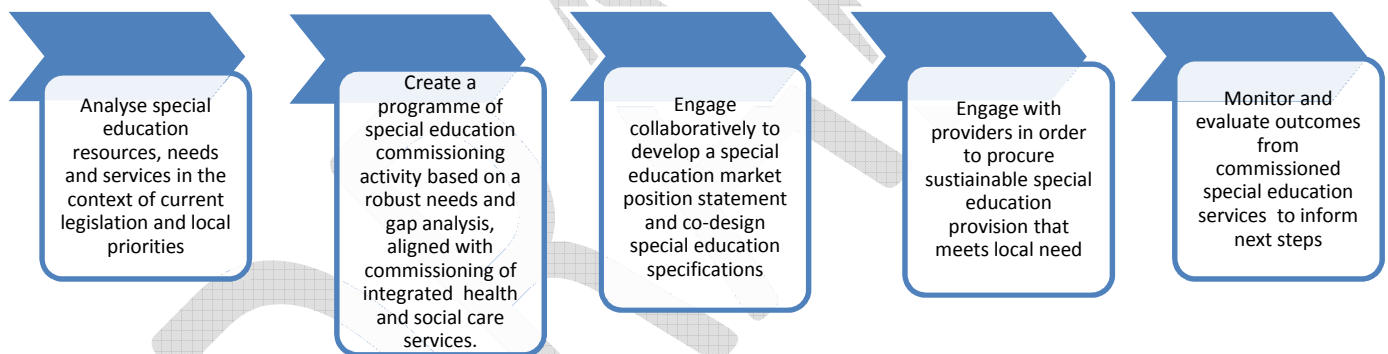
- 3.4 To place young people and families at the heart of our Special Education commissioning proposals, we will
- i) Work in partnership with Birmingham Parent Carers Forum and with regard to the outcomes of the Children’s Society Commission to co-produce and co-design future models of special education provision with young people and families at the heart of decision making
 - ii) Develop mutually agreed education pathways with mutually agreed resources
 - iii) Manage expectations with robust communication strategies to offer young people and families robust and timely advice to meet their needs, including the publication a range of information and advice about special education provision in the Birmingham Local Offer on www.MyCareInBirmingham.org.uk
 - iv) Implement personalisation through a Personal Budget Policy, funded through available budgets, shaping future provision that lends itself to a personalised service and personalised approach for every young person and family managing a personal budget

Commissioning of Special Education Provision – criteria for inclusion

- 3.4 Services and education settings will be considered within the BCC special education provision commissioning cycle if they meet the following criteria:
- i) The service or education setting directly impacts on the education pathway of young people with SEND
 - ii) The service or education is delivered fully or partly through revenue funding that flows into the City or its' special education providers
 - iii) The service, education setting or activity will form part of the Local Offer to young people with SEND
- 3.5 It is essential to maintain join up between services for children and young people with SEND that are commissioned across education, health and social care for ages 0-25 years. This integration will be secured through publication of an annual programme of Special Education commissioning activity to which all stakeholders are invited to contribute, in order to ensure there is improved visibility and collaboration to deliver seamless services.

Special Education Commissioning Cycle

3.6 Special Education Annual Commissioning Cycle



Monitoring Indicators

3.7 Monitoring Indicators for Special Education Sustainable Commissioning will be:

- Attainment and progress of children and young people with SEN
- Reduction in number of children with SEN without a suitable place in education provision
- Increase in number of children with SEN in good and outstanding provision
- Number of personal budgets – there will be 5% of young people with an Education, Health and Care plan with a Personal Budget by September 2015
- Integrated package in place for eligible young people at age 18 when they transition to adult services

4. Developing the Education Infrastructure for Young People with SEND

- 4.1 Birmingham City Council has a statutory duty to provide sufficient school places for all Birmingham children and young people.
- 4.2 Our approach in Birmingham to ensure the education infrastructure supports special education provision is based on 4 key strands:
- i) Review the capacity and suitability of existing spaces for young people with SEND across mainstream and special school sites on a 4-quadrant basis to establish the potential within existing provision to meet current and future demand
 - ii) Develop options to meet anticipated demand that make use of existing space and potential new sites in order to ensure there is sufficient special education provision in each locality to meet the range of needs of our young people across the spectrum and complexity of SEND
 - iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where special education basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our SEND young people are prioritised and capital projects make best use of existing resources
 - iv) Identify alternative capital funding sources and models to deliver requirements including Free Schools, alternative investment strategies and partnerships with a range of providers

Placing Providers at the Heart of Creating Local Special Education Spaces

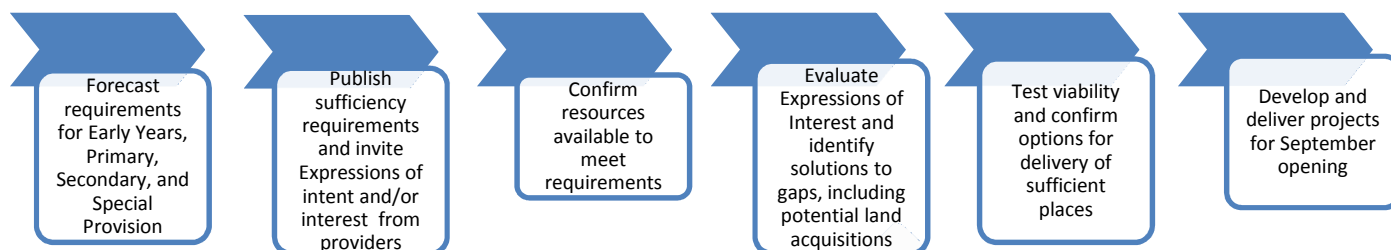
- 4.3 To place providers at the heart of shaping our education spaces to meet the needs of our SEND young people we will
- i) Share requirements for special education provision spaces regularly with all special education delivery partners and Early Years providers, including potential Free School partners
 - ii) Invite all providers to consider options to make use of existing and/or new space to meet the needs of our SEND young people
 - iii) Encourage schools to work with the Local Authority to identify additional funding streams and alternative funding models to develop spaces that support high quality special education provision

Criteria for Expanding Special Education Provision through Capital Investment

- 4.4 Where additional spaces are required to meet growth or changing patterns of demand for special education provision, we will invite Expressions of Interest in expansion from existing providers and identify potential options for development of existing and/or new sites. The options will be evaluated against the following key criteria:
- i) Location of spaces in relation to Basic Need i.e. how well the additional spaces are located to meet growth and provide for the identified gap in special education provision
 - ii) Standards : it is expected that providers that expand will be Outstanding or Good*¹
 - iii) The capacity of the option to provide suitable accommodation on the site, within existing space and within planning / buildability constraints
 - iv) Flexibility of the provider to respond to changing patterns of demand over time
 - v) Demonstrable commitment to shaping high quality provision within available revenue funding

*¹ where no solution to a requirement for additional places can be found that meets this criterion, consideration will be given to expansion solutions where a school can evidence sufficient leadership capacity and standards are improving towards good.

4.5 Special Education Provision: Capital Programme cycle



Education Sufficiency Requirements

- 4.6 The City's Education Sufficiency Requirements will be published annually to share with all key stakeholders the additional places required to meet Basic Need across mainstream and special education provision. The Education Sufficiency Requirements are included as Appendix A of the EDP and will be updated annually. A detailed appendix relating to special education requirements will be developed for September 2015.

Schools Capital Programme

- 4.7 The City Council will develop and deliver a programme of capital projects to provide additional places where needed subject to availability of resources. This programme will be reported annually to Cabinet and projects will be progressed through the City Council Gateways processes. The Key Outputs of the 2013-2019 Schools Capital Programme are included as Appendix B of the EDP and will be updated annually. Provision of infrastructure solutions to provide additional places in Special Schools and Resource Bases will be delivered as an integral strand of the Schools Capital Programme.
- 4.8 Our existing special education infrastructure creates specific transport pressures. We will work closely with schools to develop and implement special provision solutions that reduce the number of children travelling long distances or out of locality in order to attend school.

Monitoring Indicators

- 4.9 Monitoring Indicators for developing the education infrastructure to meet the needs of our SEND young people will be:
- Number of additional special education places provided in Early Years, Primary, Secondary mainstream and Special Schools
 - Number of places created for young people aged 16-25 with SEND through the schools capital programme
 - Number of children with SEND accessing local provision
 - Distance travelled per school

5. Improving life chances by supporting full participation and smooth transition for young people with SEND

- 5.1 Birmingham City Council has a statutory duty to secure sufficient suitable education and training provision for all our young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment. In addition, the City Council has a duty to promote the effective participation in education or training of all 16 and 17 year olds resident in their area (rising to the 18th birthday in 2015) and to make arrangements to identify young people resident in their areas who are not participating.
- 5.2 Funding for the top up element of post-16 education for young people with SEND is within the Local Authority High Needs Block funding allocation. Places for young people aged 16-25 with SEND will therefore be commissioned by BCC. An annual Strategic Commissioning Statement for post-14 provision will highlight gaps in provision with an emphasis on ensuring that the market responds to the needs of SEND young people.
- 5.3 Our approach in Birmingham to ensuring the full participation of all young people with SEND to participate fully and make successful transitions through education and beyond school is based on key strands:
- i) Leverage maximum funded education places for young people aged 16-25 with SEND in order to secure sufficient places to meet demand
 - ii) Co-design a Local Offer for post-16 SEND provision that is shaped to meet the needs of our young people with SEND, with a particular focus on supporting increased independence
 - iii) Support high quality CEIAG for all young people with SEND in order to identify appropriate education pathways
 - iv) Provide appropriate signposting and guidance for families and young people to access additional support, in particular at transition points including from Children's to Adults' services
 - v) Leverage additional capital funding to further develop the infrastructure of Post16 SEND provision. This will be inclusive in approach, aiming to develop opportunities within a wide range of settings.
 - vi) Develop a programme of targeted employment support for young people with SEND that aligns seamlessly with education and training pathways

Working with Key Stakeholders at the Heart of the Special Education Participation and Transition Planning Stream

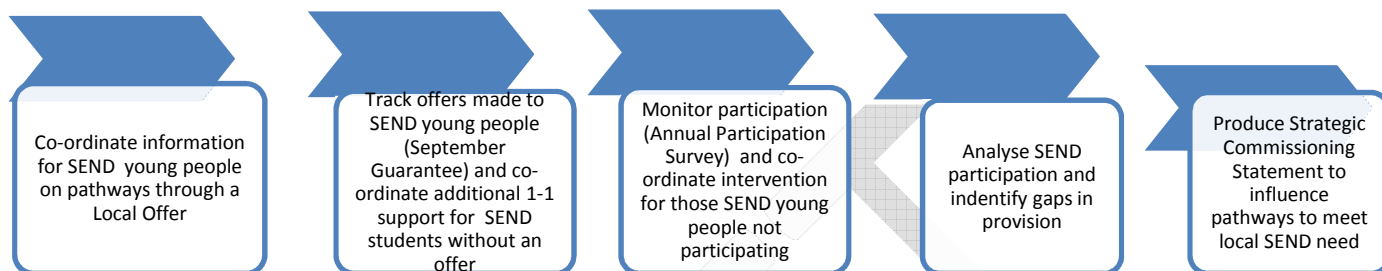
- 5.4 To work with all key stakeholders in order to secure full participation and successful transition plans for all SEND young people in Birmingham, we will:
- i) Recognise and build links with the full range of providers offering pathways for SEND young people from age 14, including schools, Further & Higher Education Institutions, independent training providers and third sector providers.
 - ii) Co-ordinate activity across all parties involved in tracking the participation and destinations of young people with SEND at key transition points.
 - iii) Shape and influence provision through annual analysis of participation and gaps in provision for young people with SEND aged 14-25 and production of an annual Strategic Commissioning Statement
 - iv) Recognise the significance of the CEIAG to SEND young people provided by schools and specialist providers. Share best practice in order to support delivery of consistent high quality careers education, information advice and guidance for every SEND young person, in the context of the Raising of the Participation Age.
 - v) Work across City Council departments, schools, providers, third sector organisations and business partners to promote the full participation of SEND young people through strategies including the Apprenticeship Strategy, the NEETs Strategy and the Birmingham Baccalaureate. In addition, leverage

increased opportunities for volunteering and work experience for young people with SEND, where possible through the Birmingham Business Charter for Social Responsibility.

- vi) Maintain a high profile focus on the needs of our most vulnerable people, with particular emphasis on improving pathways and provision for learners with learning difficulties and disabilities

SEND Full Participation and Transition

5.5 Participation and Transition Cycle



Additional On-going Activity related to Special Education Participation and Transition

5.6 In addition to the cycle above, a number of full participation and transition activities are programmed across the year, including:

- i) School visits and roadshows to support effective tracking of participation, CEIAG and targeted support for vulnerable young people
- ii) Engagement with business and third sector partners to increase access for SEND young people to work experience opportunities
- iii) Promotion of school-business links to enhance the curriculum and support development of employability skills

Monitoring Indicators

5.7 Monitoring indicators for full participation and transition for our SEND young people will be:

- Proportion of SEND young people who are NEET
- Proportion of SEND young people participating in education or training
- Number of SEND young people whose participation in education or training is not known
- Number of SEND young people engaged in Apprenticeships
- Number of children with SEND engaged in the Birmingham Baccalaureate