

**APPENDIX 2
PROVISION**

**Aim 1
To develop integrated teams for SEN/LDD and vulnerable children, which use the tools of the Common Assessment Framework and Lead Professional, in partnership with other professionals**

Activity	By when	What will be different?	Lead
<p>Activity a): To establish integrated teams which work to common and consistent protocols. A phased approach to be prepared and published.</p>	<p align="center">Phase 1 June 2008 Phase 2 November 2008 (To be determined in the Integrated Working Action Plan)</p>	<p>Reduced bureaucracy which enables children and families to access services quickly with clear positive outcomes for children young people and their families.</p> <p>Reduce repetition of the case story/background.</p>	<p align="center">Head of Preventive Services</p>
<p>Activity b): Establish a clear protocol for use of the Common Assessment Framework and integrated working. Provide training for all professionals and other agencies in Common Assessment Framework, integrated working and role of the Lead Professional.</p>	<p align="center">December 2008</p>	<p>There will be a clear process accessible to all stakeholders which will result in improved multi-agency support for families and children and young people.</p>	<p align="center">Head of Preventive Services</p>

PROVISION

**Aim 2
To review the provision of outreach services to mainstream schools by Medina House School and St Georges School**

Activity	By when	What will be different?	Lead
Activity a): To audit and review current outreach provision with reorganisation and extension as appropriate.	May 2009	Children with low incidence SEN within mainstream settings will be more effectively supported. This will enable them to make appropriate progress and to continue to be included within mainstream settings.	Principal officer SEN/LDD
Activity b): To establish Service Level Agreements between the Local Authority and each of the special schools in relation to outreach services	May 2009	There will be a transparent, consistent and evaluated service delivery. There will be clear expectations of each outreach service	Principal Officer SEN/LDD
Activity c) To review the access and referral arrangements to the outreach services and to modify as appropriate.	May 2009	There will be a centrally co-ordinated system which will be transparent to all stakeholders. Children will receive support appropriate to their individual need.	Principal Officer SEN/LDD

PROVISION

Aim 3
To review and extend the provision for children with communication and interaction difficulties (including Autistic Spectrum Disorder and speech and language needs)

Activity	By when	What will be different?	Lead
Activity a) To audit and review CLASS team and put forward proposals for service delivery. This will include a comprehensive training programme for schools.	December 2008	All schools will feel confident in their support for pupils with Communication and Interaction difficulties, including ASD and be enabled to provide a consistent approach across the school. Those pupils will be successfully included within mainstream settings. Those pupils with identified level of need within communication and interaction receive appropriate support at the most appropriate time.	Manager CLASS team (Principal Speech & Language therapist)

<p>Activity b) In the light of the island's school reorganisation, review the service level agreements for each of the specialist centres currently located at Love Lane Primary School, Nodehill Middle School and Carisbrooke High School.</p> <p>Activity c) Respond to the recently published Bercow Review of speech & language therapy services, in terms of enhanced training, preventive work and reviewing the local current arrangements between health and the local authority.</p>	<p>September 2008 - initial proposals December 2008 - more detailed recommendations</p> <p>April 2009 and ongoing</p>	<p>A clear description of responsibilities of all stakeholders within each centre. Clarity over admissions, models of inclusion, budgets and accountability. Good progress made by children attending the specialist centres</p> <p>Speech, language and communication needs better met in the community. Preventive approaches in place to prevent problems developing</p>	<p>Principal Officer SEN/LDD</p> <p>Speech & language therapy manager</p>
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PROVISION

**Aim 4
To carry out an audit of out of authority and independent special school placements**

Activity	By when	What will be different?	Lead
<p>Activity: Audit and review current provision. Evaluate effectiveness and value for money indicators of current placements.</p>	<p>July 2010</p>	<p>More children and young people with significant levels of need are able to access appropriate provision on the Isle of Wight.</p> <p>Children and young people whose needs are not able to be met within Island provision are able to access high quality mainland provision at the earliest opportunity.</p> <p>Children attending mainland placements are making sufficient progress</p>	<p>Principal Officer SEN/LDD</p>

PROVISION

Aim 5

- (i) **To put forward proposals as to how the 2 special schools and Beaulieu House can work in partnership to provide a holistic service for children with severe and complex SEN/LDD**
- (ii) **To review and extend the range of out of school clubs and activities accessible for children with SEN/LDD**

Activity	By when	What will be different?	Lead
Activity a): Review the mechanisms for accessing, delivery and allocation of short breaks.(Respite)	April 2009	Children and families will receive a flexible, seamless and holistic service according to need.	Head of Preventive Services Head of Targeted Services
Activity b): Draw up options as to how an enhanced holistic service can be provided from the 2 special schools and Beaulieu House	January 2010	Families will receive a seamless wrap around service according to need. Children will be able to remain with their families due to improved provision on the Island.	Head of Preventive Services
Activity c): Review and extend the range of out of school clubs and activities accessible for children and young people with SEN/LDD.	April 2009	Children and Young People and their families will be able to access a wide range of extended out of school activities in their community	Commissioner for Children's Centres, Healthy and Extended Schools

PROVISION

Aim 6
To establish an assessment and diagnosis service for ADHD and provide support to schools.

Activity	By when	What will be different?	Lead
Activity a): Identify structure, process, protocols and resources for delivery.	November 2008	Children and Young People will be identified earlier and enable them to access a wider range of services according to need.	Manager CLASS team (Oak House Team)
Activity b): To extend the CLASS service to provide support for schools in training on ADHD and those children with co-morbid conditions.	April 2009	Schools and pupils will receive support for ADHD and associated disorders. Schools will feel confident in meeting the needs of these pupils and the pupils will be successfully included within mainstream settings.	Manager CLASS team (Oak House Team)

PROVISION

Aim 7

To extend the range of services available to provide support for pupils with Behaviour, Emotional and Social Difficulties (BESD)

Activity	By when	What will be different?	Lead
Activity a): Audit and review current provision and explore potential structure, process, protocols and resources for delivery and support.	September 2009	Schools and pupils will receive support for BESD. Schools will feel confident in meeting the needs of these pupils and the pupils will be successfully included within mainstream settings.	Principal Officer for SEN/LDD (Commissioner for Alternative Educational Provision)
Activity b): Establish training structure and network support for Nurture Groups to be developed within mainstream schools.	September 2009	Vulnerable children will be identified and successfully included in mainstream settings.	Principal Officer for SEN/LDD
Activity c): Continue the roll out of the Social & Emotional Aspects of Learning (SEAL) programme in all mainstream schools	October 2008, and ongoing	Children with BESD will be identified and their needs met in mainstream settings	Learning consultants

PROVISION

Aim 8
Align SEN/LDD services so that they are ready to work in multi-disciplinary teams

Activity	By when	What will be different?	Lead
Activity: Explore mechanisms for developing multidisciplinary groups. Put forward proposals for structure, protocols and delivery.	December 2008	Children will receive faster access to specialist services with a reduction in duplication and multiple referrals. A single referral process will provide access to a team which can meet a wide range of needs. Schools receive the opportunity to develop best practice for all pupils.	Principal officer SEN/LDD

PROVISION

Aim 9

To commission an advisory service for pupils with physical disabilities to ensure where possible their needs are met on the island

Activity	By when	What will be different?	Lead
<p>Activity: To identify an appropriate advisory service and establish a service level agreement which will meet the needs of all stakeholders.</p>	<p style="text-align: center;">September 2009</p>	<p>Schools will be more confident and positive in meeting the needs of children with physical difficulties.</p> <p>Schools will have Accessibility Plans which have regard to current legislation and effective strategies.</p> <p>Schools will have access to training and development opportunities which are relevant and up to date.</p> <p>Successful transition between school phases and new placements.</p> <p>Families will experience positive outcomes for their children with physical difficulties.</p>	<p style="text-align: center;">Principal Officer SEN/LDD Senior Commissioner for Children, Young People and Maternity (Manager of Therapy Services in the PCT)</p>

PROVISION

**Aim 10
To build capacity in mainstream schools to enable them to provide high quality provision for pupils with SEN/LDD.**

Activity	By when	What will be different?	Lead
Activity a): Roll out the Inclusion Development Programme ensuring all schools have the opportunity to deliver the materials (This is a programme from National Strategy).	November 2008 and ongoing	Pupils with SEN/LDD are successfully included in mainstream settings.	Learning Consultants
Activity b): Roll out the Early Years Inclusion Development Programme ensuring all settings have the opportunity to deliver the materials (This is a programme from National Strategy).	November 2008 and ongoing	Pre school children with SEN/LDD are successfully included in early years settings and nurseries.	Team Leader Early Years (SEN)
Activity c): Identify and provide for the training needs of SENCOs and other professionals who support SEN/LDD within mainstream settings, with the intention of establishing an annual training programme.	January 2009	Coherent and relevant training structure will be clearly accessible to all those who require it. Evaluations of courses will be positive.	Learning Consultants (Commissioner for Workforce Development)

<p>Activity d): Increase capacity of family link workers/family support workers linked to schools or groups of schools.</p>	<p>September 2009</p>	<p>Parents will have access to a range of support mechanisms to give them confidence and extend parenting skills. There will be increased parental involvement in schools.</p>	<p>Commissioner for Parenting & Family Support</p>
<p>Activity e): Provide training and development regarding Provision Mapping processes for schools.</p>	<p>April 2009</p>	<p>Every school will have an established Provision Mapping cycle with an annually produced Provision Map which evidences value for money indicators. Schools will be able to evidence how resources are deployed to meet the needs of all vulnerable children.</p>	<p>Learning consultants</p>