



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Strategic Vision and Priorities 2024 to 2025



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INTRODUCTION

We take our joint responsibility to coordinate support, care and learning for children and young people who have Special Educational Needs and Disabilities (SEND) seriously.

As the local system leaders for SEND, we are proud of the journey we are on to improve and strengthen support, provision and outcomes for children and young people who have SEND in Bromley.

We know, however, that there are still things that we need to do better. Our strategic vision and priorities have been developed by engaging with and seeking feedback from parents and carers, partners across education, health, and social care, as well as our voluntary sector and community partners and with the children and young people themselves.

Going forward, we are committed to working more closely with young people and their families because we recognise that they are the experts about their own needs and are therefore a key part of the local leadership system.

The governance for our Strategic Vision and Priorities rests with our SEND Governance Board ensuring all partners are accountable for their contribution to its success.



OUR VISION

In Bromley, we are ambitious for all children and young people to thrive, to feel healthy and happy and maintain positive physical and mental health.

Where additional support is required, we aim to meet their needs locally, enabling them to live, learn, and work as independently as possible in their local community, empowered by sustainable and inclusive support.

For children and young people who have SEND, this means we need to:



Improve and further develop our graduated approach across education, health and social care for all children and young people (birth to 25).



Have a stronger focus on early intervention, assessment, planning and support through working with families, partner agencies, education settings and the voluntary and community sector.



Make sure that our early years' settings, mainstream and special schools, as well as post-16 settings, are effective in ensuring children and young people who have SEND make good progress in their learning and in their personal and social development.



Enable all our children and young people to transfer successfully to the next stage of their education, training, or employment and to transition to an independent adult life.



Live within our means. The SEND Partnership has a responsibility to ensure resources are used sustainably.

Our strategic vision and priorities align with the national and local SEND context we are working within, as well as other local strategies as they are developed and refreshed, including the Council's corporate strategy, *Making Bromley Even Better*, and the Bromley All-Age Autism Strategy.



OUR PRIORITIES

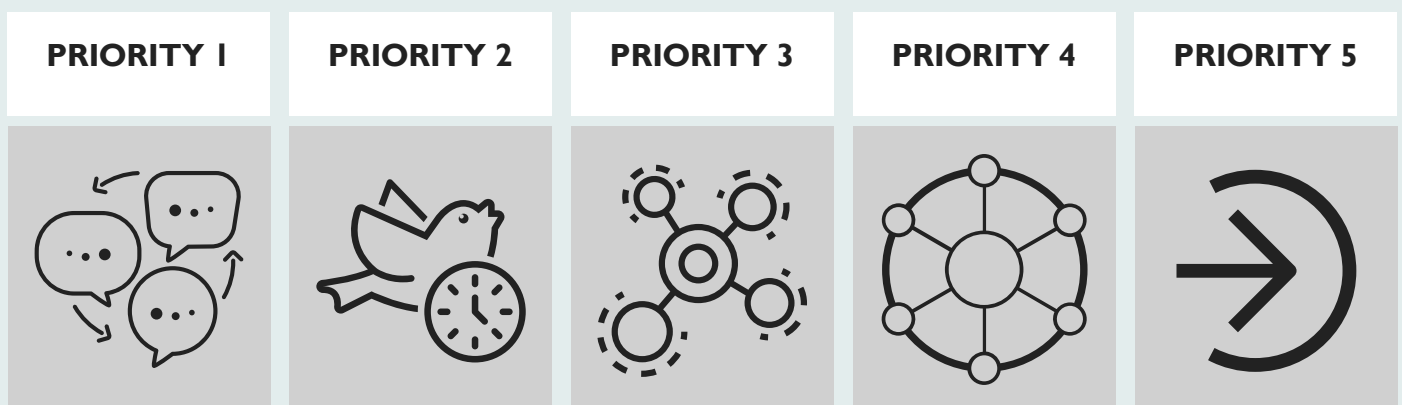
We have worked closely with our children, young people, families, educational settings, community partners and professionals working with children and young people to identify our strengths and areas for development as part of our ongoing self-evaluation.

Our priorities remain broadly unchanged for 2024-25 as the key priority areas continue to reflect the views gathered through engagement undertaken over the past 12 months.

Children and young people are ambitious for themselves and empowered to live fulfilling and independent adult lives. Our young people tell us that being able to have a job, feel safe, have good mental health and to have friends and relationships are some of the most important outcomes to them.

Our parents and carers tell us that they worry about their children's futures.

We have therefore strengthened Priority 5 to demonstrate our renewed focus to prepare children and young people for adulthood and independence from the earliest point. This will enable us to improve the experiences and outcomes for our children and young people with SEND.





PRIORITY 1

Embed effective engagement with parents, children and young people and all partners as central to the delivery of better outcomes.



PRIORITY 2

Children and young people receive early support through universal and targeted provision, reducing reliance on specialist provision.

We want to improve support across the age range for children and young people who have SEND. We want to develop greater confidence, skills and competencies in mainstream schools and settings to meet consistently the needs of children and young people who have SEND.



PRIORITY 3

Increase local capacity across education, health and social care for children and young people with more complex needs.

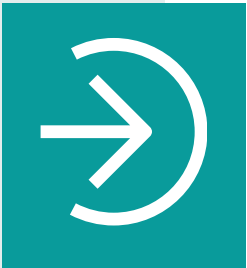
We want to provide more timely high-quality provision and better coordinated support for children and young people who have more complex needs and their families.



PRIORITY 4

Ensure robust multi-agency decision making processes are embedded across the SEND Partnership enabling sustainable, timely integrated and quality support for children and young people who have more complex needs and their families.

Collaboration between education, health, and social care services to provide support, including enhancement of jointly commissioned services and better coordination of approaches to deliver better outcomes for children and young people who have SEND.



PRIORITY 5

Children and young people with SEND are prepared for and have opportunities to live a fulfilled adulthood in their local community.

We will support all our children and young people to successfully prepare for adulthood through developing life skills, making informed choices and building independence so that they will be ready for work or can enjoy meaningful activities through an extended Local Offer.



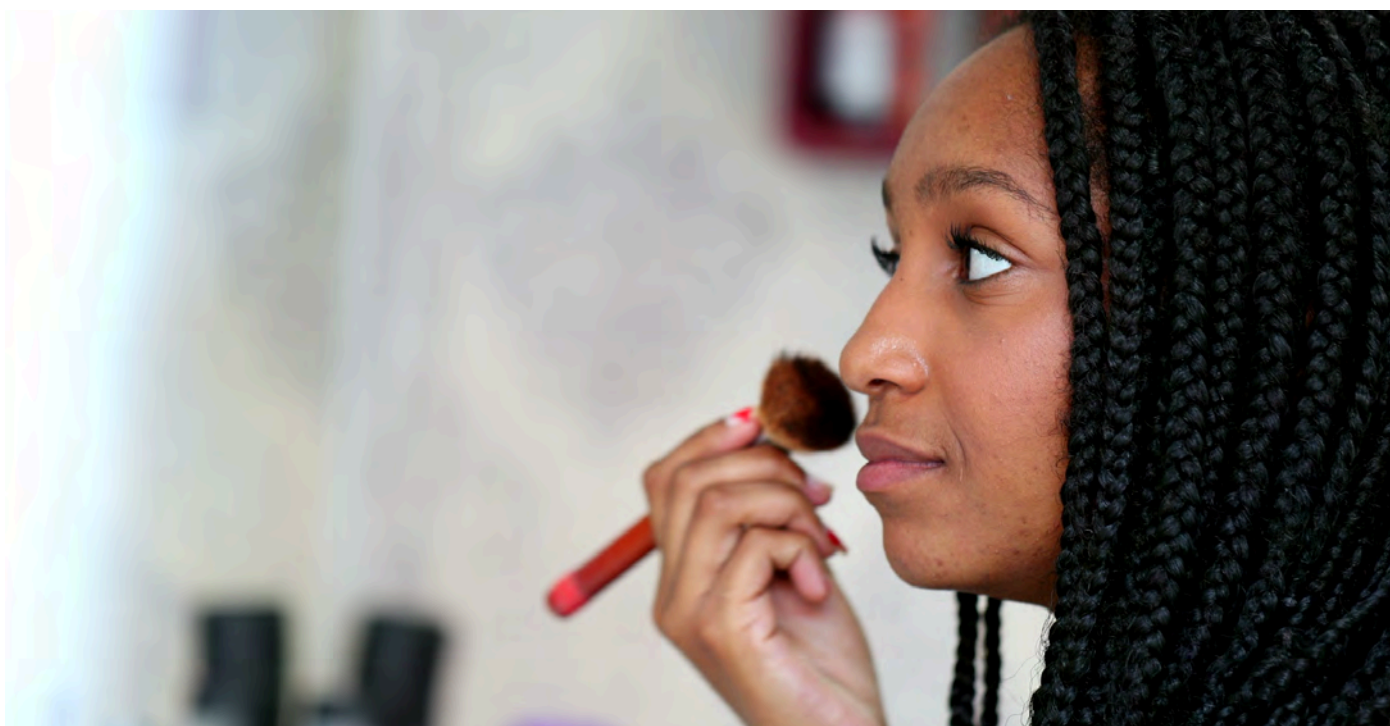
DRIVING THE VISION FORWARD, IN PARTNERSHIP

We want every child or young person who has SEND to have every chance to thrive.

We have ensured that our system is driven by an understanding of the needs of the local population and a thorough understanding of our strengths and areas for development across different services and agencies.

The SEND Governance Board oversees the delivery of a detailed action plan which sets out the actions the local area will take to deliver our strategic vision and priorities.

The SEND Governance Board also holds each part of the system accountable for how it is delivering on behalf of children, young people with SEND and their families.



HOW WE WILL MEASURE CHANGE

The SEND Partnership will use outcome-based SEND data to demonstrate progress.

Our children and young people and their families have told us what the key components of a good life are. These outcomes are what children and young people with SEND across Bromley want life to be like and what we are all working together to achieve.

We have used this feedback to develop **Bromley's SEND Pledge** (see page 11).

To track whether the SEND partnership is delivering our collective vision for children and young people with SEND we have developed a **Joint SEND Outcomes Framework** (see page 12) to record the outcomes that our children and families told us they wanted to achieve. We will use the framework to monitor the impact of our services through developing an annual children and young people and parent/carer survey and Annual Review process.



BROMLEY'S SEND PROMISE

TO OUR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



MY VOICE IS VALUED AND I HAVE INFLUENCE

WE WILL LISTEN TO YOU, RESPECT YOU, AND INVOLVE YOU IN DECISIONS THAT AFFECT YOUR LIFE, EDUCATION, AND FUTURE.

I AM LEARNING AND DEVELOPING SKILLS FOR LIFE



WE WILL WORK TOGETHER WITH OUR EDUCATION PARTNERS TO PROVIDE A LEARNING ENVIRONMENT WHERE YOU CAN THRIVE, WITH ACCESS TO THE SUPPORT AND RESOURCES YOU NEED TO SUCCEED.



I ENJOY A HEALTHY LIFE

WE WILL WORK TOGETHER TO SUPPORT YOUR HEALTH AND WELLBEING.



WE WILL OFFER YOU THE RIGHT INFORMATION AND SUPPORT AT THE RIGHT TIME.

I AM HAPPY

WE WILL MAKE SURE THAT YOU HAVE OPPORTUNITIES TO JOIN IN LOCAL ACTIVITIES THAT YOU ENJOY AND FEEL YOU BELONG TO.



I AM ACTIVE AND GET INVOLVED



WE WILL MAKE SURE YOU FEEL SAFE AND HAVE SOMEONE TO GO TO IF YOU ARE WORRIED.

I AM SAFE AND SUPPORTED AT HOME, AT SCHOOL AND IN THE COMMUNITY

WE WILL PREPARE YOU FOR ADULT LIFE INCLUDING EMPLOYMENT BY OFFERING QUALITY EDUCATION, TRAINING, AND WORK EXPERIENCES THAT ARE BASED ON YOUR INTERESTS, STRENGTHS AND HOPES FOR THE FUTURE.



I AM PREPARED FOR MY FUTURE

SEND OUTCOMES AND INDICATORS

STRATEGIC OUTCOMES

Strategic outcomes are holistic, life outcomes which are meaningful for children and young people with Special Educational Needs and Disabilities and their families.

These outcomes are what children and young people with special educational needs and disabilities across Bromley want life to be like and what we are all working towards together to achieve:

OUTCOME STATEMENT	COUNT THE DIFFERENCE
1 My voice is valued, and I have influence	All children and young people are supported to share their views and their opinions are listened to. Their communication needs are considered and met. Children and young people have choices, are allowed to take managed risks, and have a say in their own lives.
2 I am learning and developing skills for life	Children and young people are participating and engaging in learning and developing life skills.
3 I enjoy a healthy life	Children and young people's health needs are met quickly, they are supported to be active and eat well.
4 I am happy	Children and young people experience positive mental health and emotional wellbeing and can access good mental health support. They are content, have times when they are happy and are supported when they face difficult times in their lives.

OUTCOME STATEMENT

COUNT THE DIFFERENCE

5 I am safe and supported at home, at school and in the community

Children and young people are supported by adults who understand what is important to them and important for them. They have a stable and safe home and education setting. Safeguarding and mental health support helps young people to be safe.

6 I am active and get involved

Children and young people have opportunities locally and feel they belong. They can choose from a range of activities that meet their interests and needs and are supported to join in. Their sensory and social needs are met, they can make friends, learn new skills, help others, and have fun.

7 I am prepared for my future

Children and young people have hopes for their future. They are supported to take steps towards being independent, can develop their confidence and life skills, and can make their own choices. Young people receive information and support they need to be ready for work.

8 I feel supported

(Parent carers and families)

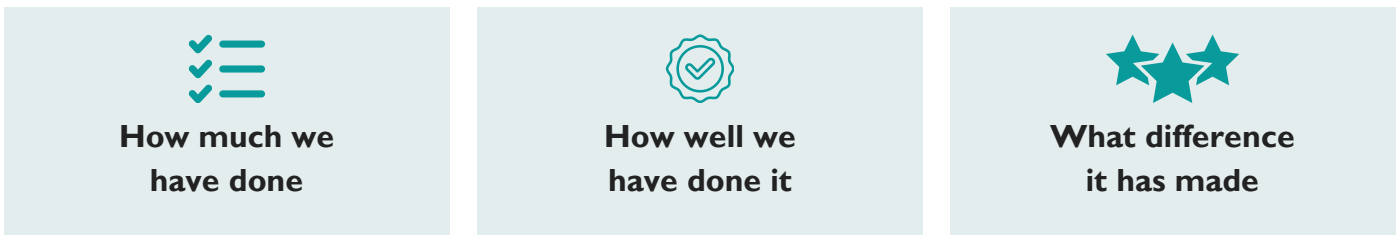
Parent carers, siblings, family members and others who support children and young people with SEND are well supported. They can access support for themselves and for the child they care for without the need to repeat their story.

We want to know that things are improving and that the difference we are making.

INDICATORS

The key sets of data which will be measured to show progress towards the strategic outcomes. These can be quantitative and qualitative.

The indicators will measure:



These indicators have been coproduced with members of the SEND Partnership, children and young people with special educational needs and their families.

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
My voice is valued, and I have influence	<ul style="list-style-type: none"> • % SEN support plans & EHCPs which meaningfully include CYP voice. • % CYP contributing to their annual review. 	<ul style="list-style-type: none"> • % CYP with SEND who report that the people who support them listen to their opinion when decisions are made about their care. • # CYP and families receiving feedback on how their views have been used. 	<ul style="list-style-type: none"> • % CYP meeting their outcomes in their EHC Plans. • % CYP who can express their views in a way that is meaningful to them.
I am learning and developing skills for life	<ul style="list-style-type: none"> • % CYP with SEND on a reduced timetable. • % CYP with SEND who have been excluded from school (PX/FT) during the academic year. 	<ul style="list-style-type: none"> • # or % of young with SEND who are in education, employment of training. • % CYP with SEND who are progressing academically (KS1-4 and Progress 8 scores). 	<ul style="list-style-type: none"> • % CYP and families who agree they are in the education or training that meets their needs. • % CYP with SEND who report that they learnt new things this year.

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
I enjoy a healthy life	<ul style="list-style-type: none"> • # school days missed by CYP with SEND due to health appointments. • % YP aged 14-25 on the LD register with an up-to-date annual health check. • Reduction in waiting times for ASD diagnosis and CAMHS. 	<ul style="list-style-type: none"> • % CYP with SEND who undertake activities which support their health and wellbeing e.g., physical activities, community engagement, time with friends. • % CYP with SEND who report they know how to stay healthy and have the support they need to do so. 	<ul style="list-style-type: none"> • # school days missed by CYP with SEND due to their health. • # CYP who are EOTAS/EHE due to poor health. • % CYP with SEND who report that they were able to access the right support at the right.
I am happy	<ul style="list-style-type: none"> • # CYP with SEND accessing Bromley Y and CAMHS. • # CYP with SEND attending A&E because of poor mental health, including self-harm presentations. • # Mental Health admissions for CYP. 	<ul style="list-style-type: none"> • % CYP with SEND who report they are content/happy most of the time. • # CYP who access MHST. • # CYP who report those around them are aware of their needs and embrace them. 	<ul style="list-style-type: none"> • # CYP with SEND missing school because of anxiety. • % CYP with SEND who report that they have a friend/friends or trusted person who they can talk to. • # CYP de-escalated on Dynamic Support Register.
I am safe and supported at home, at school and in the community	<ul style="list-style-type: none"> • % CYP who have received early help assessments or support. • # Exclusions (fixed term and permanent) for CYP with SEND. • # CYP with SEND who have CiN plan, or CP/CSE/CCE. • # CME. • % children in the EYFS receiving SEN Support or EHCP. 	<ul style="list-style-type: none"> • % CYP with SEND who report that they feel safe and have someone that they trust that they can go to if they feel worried. • # young people accessing travel training. 	<ul style="list-style-type: none"> • Absence rates for CYP with SEND.

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
I am active and get involved	<ul style="list-style-type: none"> # Children and young people with SEND accessing short break activities. 	<ul style="list-style-type: none"> # people accessing the Local Offer. # CYP with hidden disabilities who report they have access to the support and resources they need. 	<ul style="list-style-type: none"> # CYP (including 18-25) who report they are involved with and enjoy social activities of their choice in their local community. % Parent carers who report confidence that activities of offer meet their child's needs.
I am prepared for my future	<ul style="list-style-type: none"> KSI-4 Progress. # YP on Vocational Taster, Pre-Employment or Supported Employment courses. 	<ul style="list-style-type: none"> % CYP who report that they have been supported to plan for their future. # YP who have access to career related advice and information. 	<ul style="list-style-type: none"> % CYP who report that they are looking forward to their future as an adult. # CYP who are in education, employment or training. % families who report that the last key transition in their CYP's life was a positive experience.
I feel supported (Parent carers and families)			<ul style="list-style-type: none"> % families who report they have access to the information and advice they need to support their child/young person with SEND.



Making Bromley Even Better -

we want Bromley to be a fantastic place to live and work, where everyone can lead healthy, safe and independent lives.





For more information, contact:

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A product of the Strategy, Performance and Corporate Transformation Division



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