

**Manchester Health and Wellbeing Board  
Report for Resolution**

**Report to:** Manchester Health and Wellbeing Board - 11 November 2015

**Subject:** Implementation of the Disabled Children's Charter

**Report of:** Gladys Rhodes White, Strategic Director of Children's Services

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**Summary**

This report details how Manchester is fulfilling its Disabled Children's Charter commitments and provides some background information on the implementation of the Special Educational Needs and Disability reforms and other key developments affecting disabled children and young people.

**Recommendations**

The Board is asked to agree the report and submit to Every Disabled Child Matters as evidence of how Manchester is meeting its Charter commitments.

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**Board Priority(s) Addressed:**

<b>Health and Wellbeing Strategy priority</b>	<b>Summary of contribution to the strategy</b>
Getting the youngest people in our communities off to the best start	By identifying children's needs early, and services working with families to plan holistically, we aim to improve outcomes for disabled children and young people
Educating, informing and involving the community in improving their own health and wellbeing	
Moving more health provision into the community	
Providing the best treatment we can to people in the right place at the right time	
Turning round the lives of troubled families	
Improving people's mental health and wellbeing	
Bringing people into employment and leading productive lives	
Enabling older people to keep well and live independently in their community	

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**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Update on the national reform of Special Educational Needs and Disability (SEND) and progress of implementation in Manchester. Report to YPCSC June 2015

All age disability strategy. Reports to Communities Scrutiny Committee February 2015 and July 2015

Health and Wellbeing Board and Children’s Board – building partnerships. Report to HWB January 2014

Autism Strategy. Report to HWB May 2014

Autism Joint Strategic Needs Assessment

Sight Loss Joint Strategic Needs Assessment

## **Introduction**

- 1.1 The Health and Wellbeing Board signed the Every Disabled Child Matters Disabled Children's Charter in May 2013. This report sets out how Manchester is meeting the Charter commitments.
- 1.2 Since the publication of the Disabled Children's Charter in 2013, the Children and Families Act 2014 has been enacted. This legislation includes significant reforms to the systems across education, health and care for identifying, assessing and supporting children and young people with Special Educational Needs and Disabilities (SEND), including extending the age covered to 0-25. The report shows how the implementation of the SEND reforms and other recent strategies are contributing to Manchester meeting its Charter commitments.

## **Background**

- 2.1 The SEND reforms have introduced Education, Health and Care (EHC) plans for children and young people with the highest level of special educational needs and/or disabilities. EHC plans replace Statements and Learning Difficulty Assessments. The legal test of when a child needs and EHC plan remains the same as that for a Statement under the Education Act 1996, meaning that a child or young person must go through a statutory assessment to be issued with a plan.
- 2.2 An EHC plan details the aspirations, needs and agreed outcomes for the child/young person and provisions required to meet the outcomes and needs. EHC plans start with the child/young person and their parents'/carers' voices and are drawn up by the local authority from advice and assessments contributed by the family, school/college, health, care and other relevant agencies. The majority of schools and colleges in Manchester are holding person centred meetings as part of the EHC application / review process.
- 2.3 The SEND Code of Practice has replaced the previous categories of School Action and School Action Plus, with a new category of SEN Support (children and young people with lower levels of SEND). The first step in responding to the needs of pupils who may have SEND is high quality teaching. Support should take the form of a four part cycle – Assess, Plan, Do, Review. This is referred to as the 'graduated response'.
- 2.4 Schools may need to bring in the support of other agencies to meet the needs of pupils at SEN support level and this can be done in Manchester through an Early Help Assessment.
- 2.5 This table shows the profile of pupils with SEND (all levels of need) in Manchester schools:

Primary Need	Manchester			England
	2013	2014	2015	2014
Autistic Spectrum Disorder	9.2%	10.0%	9.1%	5.8%
Social, Emotional & Mental Health Difficulty	26.5%	22.7%	18.4%	21.4%
Hearing Impairment	2.0%	2.2%	2.2%	2.2%
Moderate Learning Difficulty	20.8%	20.5%	26.6%	28.5%
Multi-Sensory Impairment	0.1%	0.1%	0.1%	0.2%
Other Difficulty/Disability	5.0%	6.4%	6.5%	4.1%
Physical Disability	3.5%	3.7%	2.9%	4.2%
Profound & Multiple Learning Difficulty	2.2%	1.9%	1.4%	1.3%
Speech Language & Communication Difficulty	13.6%	16.1%	17.5%	12.0%
Severe Learning Difficulty	7.9%	6.4%	4.4%	5.2%
Specific Learning Difficulty	8.2%	8.9%	9.8%	13.8%
Visual Impairment	1.1%	1.2%	1.0%	1.2%

2.6 Primary need of children and young people in Manchester with a Statement or EHC plan.

Primary Need	Manchester	
	Number	Percentage
Autistic Spectrum Disorder	620	27%
Social, Emotional & Mental Health Difficulty	437	19%
Hearing Impairment	43	2%
Moderate Learning Difficulty	214	9%
Multi-Sensory Impairment	10	0%
Other Difficulty/Disability	0	0%
Physical Disability	113	5%
Profound & Multiple Learning Difficulty	73	3%
Speech Language & Communication Difficulty	323	14%
Severe Learning Difficulty	479	21%
Specific Learning Difficulty	27	1%
Visual Impairment	19	1%

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2.7 The number of children and young people with high levels of SEND is increasing, though the percentage has remained stable due to the overall increase in the school population. The LA is working with head teachers to increase the number of places in special schools and resourced provision in mainstream schools to meet the demand. The LA and health commissioners are also working together on meeting the medical and therapy needs of children with SEND.

- 3.1 All local authorities are required to publish a 'Local Offer' setting out in one place information about services available for all children and young people with SEND and their families including education, health, care, leisure, transport and preparing for adulthood. Manchester's Local Offer is part of the Help and Support Manchester website:  
[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)
- 3.2 Manchester ensures it is carrying out its statutory responsibilities for the Local Offer through a Local Offer Review Board. This Board includes stakeholders from health, care, education, parents' forum and draws in the voice of young people through the Young People's Engagement Coordinator. The role of the Board includes not just the development and review of the Local Offer information resource, but also highlighting gaps or deficiencies in services, and preparation of an annual report detailing how the local authority and partners have responded to feedback received.
- 3.3 The Local Offer Review Board reports to the multi agency SEND Reform Implementation Board, chaired by the Director of Education and Skills, which has overall responsibility for implementing the reforms.
- 4.1 The widening of the age group covered by the reforms from 0-25 has required the LA, health commissioners and providers and other partner agencies to revise the Early Years SEND Pathway. The new pathway makes it clearer for parents and providers where they can get support for their young children through universal, early help and specialist services.
- 4.2 There is already evidence that the reforms are leading to more families to request Education, Health and Care plans so that their 19-25 year olds can spend longer in education. The LA and health commissioners are meeting colleges to plan strategically how to meet the growing demand for places, whilst also ensuring that additional time in education leads to improved outcomes. (All EHC plans for young people aged from 14 will include the four Preparing for Adulthood life outcomes: employment and/or higher education; community participation; independence and health and wellbeing.)
- 4.3 The Transition Board has a programme of work on providing timely information about the needs of children with disabilities and health difficulties to adult services, so they can plan provision and provide more seamless services.
- 4.4 To achieve sustainable outcomes for young adults with the highest level needs, the SEND team, Manchester Adult Education, and social care are working with families and voluntary and community organisations to develop 'good weeks' – personalised menus of activities designed to meet the young person's educational and wider life outcomes. This work is being overseen by the Transition Board and Transforming Adult Social Care Board.
- 4.5 Manchester is developing an All Age Disability Strategy, through wide consultations with citizens and services. By taking a life course approach the strategy should make it easier for disabled people and their families to

navigate the LA, health and other systems in Manchester and is already leading to improved communications between children's and adults' services.

## **The Disabled Children's Charter**

### **5.1 *Commitment 1: We have detailed and accurate information on the disabled children, young people and their families living in our area, and provide public information on how we plan to meet their needs***

Manchester is fulfilling this commitment through services gathering and sharing information about the numbers/needs of disabled children and young people, including:

- Health staff notify the local authority of young children with SEND
- Early Help Assessments carried out by all agencies and central coordination provided by three Early Help Hubs
- Disabled Children's Register
- Families of disabled children requiring short break support self refer or are referred to the LA by other agencies and their needs are identified by the Specialist Resource Team and social workers
- Multi Agency Safeguarding Hub
- Special educational needs are identified in schools, settings and colleges through the 'graduated response' and reported to DfE on SEN2
- The EHC assessment and planning process provides comprehensive information from many perspectives on aspirations, needs and outcomes. These figures are also reported to DfE
- Health and care developing One Team place based approach.

Public information is provided through:

- Help and Support Manchester, which includes the Local Offer and the Early Help site and links through to local and national health and wellbeing information
- Information, Advice and Support Manchester provides support to parents and young people with SEND on all aspects of education, health and care through email, telephone and face to face
- Local Offer drop ins staffed by staff from IAS, specialist resource and parent engagement teams
- Manchester has trained parents/carers to act as Local Offer Champions to assist individual and groups of parents access information about services and support
- School SEN information reports

### **5.2 *Commitment 2: We engage directly with disabled children and young people and their participation is embedded in the work of our Health and Wellbeing Board***

Manchester engages with disabled children and young people through:

- Valuing Young People Team engagement officer, who coordinates Manchester Youth Council. The Youth Council has recently campaigned about improving mental health services for young people.

- Education, health and care plans and Early Help Assessments start with the voice of the individual child/young person, including those who do not communicate through words
- Many schools/colleges hold Planning Live or Working Together for Change events to gather the views of groups of young people so these can be fed through to influence commissioning
- Independent Supporters are available to support children and young people express their views as part of the EHC planning process
- The Local Offer Review Board has a responsibility for receiving and acting on feedback from children and young people
- Greater Manchester Coalition of Disabled People young people's forum is an advocacy, training and campaigning organisation for young disabled people
- The All Age Disability Strategy has participation of citizens as one of its key principles
- Disabled people sit on Manchester's Learning Disability and Physical Disability Partnership Boards

**5.3 *Commitment 3: We engage directly with parent carers and their participation is embedded in the work of our Health and Wellbeing Board***

- Representatives from Manchester's parent carer forum – PACT – sit on the Local Offer Review Board, Transition Board and other strategic LA and health groups
- Parent carers of disabled adults are members of Manchester's Learning Disability Partnership Board
- Parents'/carers' views are a key part of education, health and care assessment and planning and support is provided by Independent Supporters and IAS for parents who require it
- Early Help Assessments have the views of parents/carers at their heart
- The Local Offer Review Board publishes an annual report on how the LA and other services have responded to questions and feedback received from parents/carers/young people
- Parent drop ins are held regularly across Manchester and give families the opportunity to meet staff from a range of services, including IAS, specialist resource, education psychology, health, social care in community settings
- Parent engagement officers hold a voluntary register of parents of children with SEND who cannot commit to attending regular meetings, but want to provide their views to the LA/health

**5.4 *Commitment 4: We set clear strategic outcomes for our partners to meet in relation to disabled children, young people and their families, monitor progress towards achieving them and hold each other to account***

- The Health and Wellbeing Board and Young People and Children Scrutiny Committee receive reports on children's education, health and care outcomes
- The Children's Board leads the Children's Partnership and has the overall, strategic responsibility for improving outcomes for children, young people and their families in Manchester.
- The SEND Reform Implementation Board monitors a range of outcomes and indicators for young people with SEND through a dashboard produced every 2 months

- Manchester is developing additional methods for gathering qualitative evidence from children, young people and families and for monitoring the achievement of long term outcomes
- Individual children/young people's EHC plans, Early Help plans, personal education plans, social care support plans and children's continuing care plans should all set out clear outcomes which allow families and services to monitor progress towards achievement of outcomes

**5.5 *Commitment 5: We promote early intervention and support smooth transition between children and adults' services for disabled children and young people***

- The Early Help Strategy sets out how the LA and partners across Manchester provide early intervention
- The Transition Board oversees the development of more streamlined transitions for young people – covering social care, health, mental health, employment and links to the Transforming Adult Social Care Board to ensure the LA fulfils its Care Act responsibilities

**5.6 *Commitment 6: We work with key partners to strengthen integration between health, social care and education services, and with services provided through wider partners***

- Health and social care integration is a key priority of the Health and Wellbeing Board
- The Children's Board has a wide ranging membership including health, education, police and voluntary sector and has strong links with the Manchester Safeguarding Children's Board
- Partnership working is the basis of both the SEND reforms and Early Help Strategy
- Practitioner groups such as the Joint Agency Forum are designed to ensure good communication and multi agency working

**5.7 *Commitment 7: We provide cohesive governance and leadership across the disabled children and young people's agenda by linking effectively with key partners***

As listed above, there are structures in place to ensure cohesive governance and leadership. However, many systems and processes are relatively new, so communication with all families and partners across Manchester is a priority.

**6 Conclusion**

Manchester is currently drafting a Children's JSNA, including disabled children. This provides an opportunity to bring together information from all the workstreams mentioned in this report, to make it more straightforward for all partners to fully understand the needs of disabled children and young people and the outcomes Manchester wants to achieve for them.