

Cornwall Joint SEND Commissioning Strategy 2025-30



**CORNWALL
COUNCIL**
one and all • onen hag oll



**Cornwall and
Isles of Scilly**

Foreword

I am proud to present our Special Educational Needs and Disabilities Commissioning Strategy. It reflects our commitment to playing our part in making Cornwall an inclusive place to grow up, where every child and young person with SEND can take an active role in a caring community and achieve their aspirations.

We recognise that the challenges facing children and their families are complex and evolving. We remain determined to do all we can at a local level, working closely with families, schools, health services and the voluntary sector. At the same time, we also recognise that many of the pressures we face are shaped by national policy and funding systems that are in urgent need of reform.

That's why this strategy is not only a plan of action, but also a platform for advocacy. It sets out how we will commission services that are inclusive, responsive and sustainable, while calling on national partners to deliver the reforms that are needed to create a SEND system that is resilient and equitable.

Above all, this strategy is shaped by the voices of children, young people and families in Cornwall. Their insights, experiences and aspirations must remain at the heart of our approach, shaping how we work together to help every child and young person with SEND build a bright and confident future.

Oll a'n gwella



Cllr Hilary Frank,
Portfolio holder for Children, Families and Schools.

Cornwall's SEND Commissioning Strategy is rooted in our shared ambition to create a more inclusive and equitable system for children and young people with special educational needs and disabilities. It is informed by the voices of families, professionals, and young people themselves—and it reflects our collective determination to make a difference.

We are committed to doing everything within our power locally to improve outcomes, reduce inequalities, and ensure that support is timely, effective, and person-centred. However, we also know that many of the challenges we face—such as workforce shortages, funding constraints, and fragmented national systems—cannot be solved by local action alone.

That's why this strategy also signals our intent to be a strong and constructive voice in national discussions. We will continue to advocate for the reforms and resources needed to create a SEND system that works for all.

Our local actions will be guided by evidence, compassion, and collaboration—but we will not shy away from highlighting where national change is essential.

Together, we can build a system that truly delivers for children and families in Cornwall—and beyond.

Oll a'n gwella,



Kate Evan-Hughes,
Strategic Director - Together for Families

Raglavar

Gooth a'm beus dhe gomendya agan Strateji Desedha Edhommow Adhyskansel Arbennik hag Evredhderyow. Ev a dhastewyn agan omrians dheomgemeres agan rann ow kwruthyl Kernow tyller dalghus le may hyll pub flogh ha yonker gans SEND kemeres rol strik yn kemeneth tregeredhus ha kowlwul aga hunrosow.

Ni a aswon an chalenjys usi owth enebi fleghes ha'ga theyluyow yw kompleth hag omdhisplegya. Ni a bes settys dhe wul oll a yllyn orth nivel leel, owth oberi yn nes gans teyluyow, skolyow, gonisyow yeghes ha'n rannfylgh bodhek. Y'n kettermyn, ni a aswon lies an gwaskow a-dheragon yw furvys gans polici kenedhlek ha systemow argahasans a's teves edhom a dhasfurvyans.

Nyns yw marnas towlen gwrians an strateji ma, mes bynk rag kenerth ynwedh. Ev a dhisplet fatel wren ni prokurya gonisyow yw dalghus, gorthebus ha sostenadow, yn unn gelwel orth kesparow kenedhlek dhe dhelivra an dasfurvyansow mayth eus edhom anedha dhe wruthyl system SEND hag yw stout ha ewnhynsak.

Dres oll, an strateji ma yw furvys gans an levow a fleghes, tus yowynk ha teyluyow yn Kernow. Res yw dh'aga manylyon, prevyansow ha hunrosow triga orth kolon a'gan nesans, ow furvya fatel wren ni oberi war-barth dhe weres pub flogh ha yonker gans SEND dhe dhrehevel termyn a dheu splann ha fydhyanse.

Oll a'n gwella



Klr Hilary Frank,
Synsyas plegell rag Fleghes, Teyluyow ha Skolyow.

Strateji Desedha SEND Kernow yw gwreythys y'gan gorvynnow kevrynnys dhe wruthyl system moy dalghus hag ewnhynsek rag fleghes ha yonkers gans edhommow adhyskansel arbennik hag evredhderyow. Ledys re beu gans levow a deyluyow, galwesigyon, ha tus yowynk aga honan—hag ev a dhastewyn agan determyans kuntellek dhe wul dyffrans.

Lel on ni dhe wul pubtra y'gan nerth dhe wellhe sewyansow, lehe dibarowderyow, ha surhe bos skoodhyans yw a-brys, effeythus ha tus-kresennys.

Byttegyns, ni a wor ynwedh lies a'n chalenjys ni dhe enebi—kepar ha fowt a weythlu, lettow argahasans, ha systemow kenedhlek terrys— na yllons bos digelmys gans gwriansow leel hepken.

Henn yw prag an strateji ma a arwodh agan mynnas dhe vos lev krev ha heweres yn dadhlow kenedhlek. Ni a wra pesya dhe vos skoodhoryon rag dasfurvyansow hag asnodhow yw res dhe wruthyl system SEND a ober rag oll.

Agan gwriansow leel a vydh gidys gans dustuni, tregeredh, ha kesoberyans—mes ny wren ni avoydya golowboyntya le mayth yw res porres chanj kenedhlek.

War-barth, y hyllyn drehevel system hag a wra delivra yn hwir rag fleghes ha teyluyow yn Kernow—ha pella.

Oll a'n gwella,



Kate Evan-Hughes,
Lewydh Stratejek – War-barth rag Teyluyow

Index

- 5 Introduction**
 - 5 Statutory responsibilities in SEND
- 6 Purpose and aims**
- 7 Our Approach to Joint Commissioning for SEND**
- 9 Cornwall context**
 - 9 What our SEND Joint Strategic Needs Assessment tells us
 - 10 Education
 - 11 Social Care
 - 14 Health
- 15 Our Commitment to Co-production**
- 19 National Reform: SEND Enablers and Barriers**
 - 20 Funding to 'transform' children's services
 - 21 NHS Commissioning
- 22 Cornwall SEND systemic issues and gaps**
- 23 Cornwall's Strategic Priorities**
- 24 Priority One:** we identify children and young people with SEND at the earliest opportunity and intervene with the right support
 - 24 How do we know early identification and intervention is an issue?
 - 25 What are we already doing about early intervention?
- 27 Priority Two:** we commission sufficient accessible high-quality, health, education, and social care services for children and young people with SEND (right support, right setting, right location)
 - 28 What are we already doing?
- 30 Priority Three:** we have high aspirations for all young people with SEND, achieved through effective planning and preparation for adulthood
 - 30 How do we know that we need more effective planning to help young people with SEND prepare for adulthood?
 - 31 What are we already doing?
- 33 Priority Four:** we ensure that CYP with SEND, are valued, experience quality teaching and feel included and belonging
 - 33 How we know CYP with SEND and their families do not feel valued or included?
 - 34 What are we already doing?
- 36 Priority Five:** we integrate our system responses to respond to changes in demand, in the most effective, equitable and sustainable way, whilst driving value, efficiency and quality
 - 36 How do we know we need to integrate our responses in a more effective, equitable, sustainable way?
 - 37 What are we already doing?
- 39 Joint commissioning outcomes and key performance measures**
- 41 Implementation, monitoring and reporting**
- 43 Governance structure**
- 44 Appendix one:** current separate and joint commissioning arrangements
- 48 Appendix two:** definition/glossary
- 52 Appendix three:** relevant legislation and sources of reference

Introduction

We want Cornwall to be a **brilliant place to live**, and where all children and young people are nurtured and thrive. We want our children and young people to:

- **Lead healthy and safer lives**
- **Enjoy learning and achieving**
- **Grow up to have a decent income**
- **Be a part of vibrant and empowered communities**

We recognise the significant challenge in ensuring these aims are met for our children and young people (CYP) with Special Educational Needs and Disability (SEND) in Cornwall, and in developing this strategy, we are committing to working together as strategic partners, parents and communities, to improve the outcomes for children and families.

We believe that every young person with SEND from Cornwall matters, and should have their needs met, as far as possible, in the local community, within local early years providers, schools, further education colleges and workplaces. We also believe that they should have access to high quality provision so that they can achieve their potential, live as independently as possible, feel a part of and contribute positively to their local community, and have good health.

Statutory responsibilities in SEND

Part 3 of The Children and Families Act 2014 places statutory duties on health commissioners, local authorities and health providers to work together to establish joint working and commissioning arrangements for improving outcomes for CYP with SEND up to the age of 25.

The Special Educational Needs and Disability Regulations 2014 details the legal duties and process placed on education, health and social care bodies to support children, young people and their families with a special educational need, including the specific timescales and minimum expectations of the EHCP process and support systems.

The **SEND code of practice: 0 to 25 years** was reviewed in March 2023 and addressed the poor outcomes for children and young people with SEND in alternative provision, as well as poor value for money. The **SEND and Alternative Provision Improvement Plan** outlines the actions needed to ensure children with SEND receive the right support, in the right setting, at the right time.

We know that by working together as partners we can develop a proactive approach to SEND and inclusion, where the rights of CYP to live and be educated alongside their peers is promoted through early identification of need, outcome focused assessment and the right provision at the right time, and removal of barriers to achieving this aim.

This strategy will ultimately improve outcomes for our children and young people with SEND and ensure we are meeting our commissioning responsibilities as set out in the **Children and Families Act 2014, Equality Act 2010, SEND Code of Practice 2015** and the **NHS Long Term Plan**

It's really important to encourage children to focus on what's important to them.

Young person with SEND from SPACE youth group



Purpose and Aims

Purpose

The purpose of this Joint SEND Commissioning Strategy is to provide a commissioning approach which will not only achieve the vision Cornwall has for its children and young people with special education needs and disabilities but also make sure we are meeting our commissioning responsibilities as set out in the Children and Families Act 2014, SEND Code of Practice 2014 and Equality Act 2010.

To summarise, the purpose of this strategy is to:

- **Deliver improved outcomes for children and young people with SEND across the local area.**
- **Provide a framework for effective understanding and review of SEND services in Cornwall, informed by the SEND Joint Needs Assessment, SEND Transformation Plan and in line with feedback from our children, young people with SEND and their parents and carers.**
- **To clearly identify the key commitments and priorities across the system that will need to underpin all joint planning and commissioning decisions and inform working practices (including Emotional Health and Wellbeing Services, Speech and Language Therapy, Physiotherapy and Equipment Provision).**
- **Ensure that as a system we commission services with a clear assessment of local needs, delivering personalised integrated support that delivers outcomes and brings support together across the system.**

The Strategy will drive an ambitious programme of work that will be overseen by representatives of the accountable bodies through the Start Well Steering Group, Integrated Commissioning Programme Group and SEND Board which report to the Cornwall Health and Wellbeing Board.

The Partnership approach to governance will enable progress against the Strategy to be carefully monitored and also ensure that the

related action plans outline the activity needed to realise our aspirations. The Strategy will change the ways in which we work with children and young people with SEND and parents/carers. It will involve greater integration of services and co-production of developments.

We will also ensure that parents, carers, children, and young people are invited to comment on our progress on an annual basis throughout the period covered by the strategy.

Aims

The aims of this commissioning strategy are to set out how we plan to deliver our 5 key Strategic Priorities which are:

1. To ensure children and young people's SEND needs are identified and met at the earliest opportunity through a comprehensive offer of early support (right time).
2. To ensure there is sufficient, commissioned, accessible, high-quality education, health and social care provision to meet the needs of children and young people with SEND, which deliver positive outcomes, prevent the avoidable escalation of need, and offer value for money (right support, right setting, right location).
3. To ensure that high aspirations for young people with SEND, are reached through effective planning and preparation for adulthood, so that transitions (as they progress through their education and also between children's and adult social care and/or health services) are positive and promote greater self-determination and resilience.
4. To ensure all CYP with SEND, are valued equally, experience quality teaching, and feel belonging and included, alongside their non-SEND peers.
5. To improve the range and effectiveness of joint commissioning arrangements, so that our integrated responses can better manage changes in demand and need, and reflect the intersectionality of SEND and poverty, in the most equitable and sustainable way possible.

Our Approach to Joint Commissioning for SEND

Cornwall Council and health strategic partners have a good history of working in partnership. However, we recognise that now more than ever, a collaborative, systems approach is needed to secure the right support for our CYP with SEND, at the earliest opportunity in settings that meet their needs, and to reduce through prevention, the escalation of SEND demand.

Children or young people with SEND are those who have a learning difficulty or a disability which means they need special educational provision beyond that required by most others of the same age. The **Children and Families Act 2014** provides the statutory basis for identifying children and young people with SEND, and for assessing their needs and making provision for them.

The approach to joint commissioning for CYP with SEND will entail jointly identifying current and future needs, any gaps in provision and sharing intelligence across all services. It will also involve aligning planning, maximising resources and sharing delivery of services/activities, to meet the needs and achieve the best possible outcomes for CYP with SEND, within, or as close as possible, to their local community, and within the resources available.

This approach is the adapted Joint Commissioning cycle in the SEND Code of Practice.

Joint understanding: The needs of children and young people with SEND are identified, with current and emerging demand, and any services that currently meet these needs and/or the resources available are also mapped. This is the Cornwall & Isles of Scilly SEND JSNA.

Joint Planning: The gaps in services are identified, and a commissioning strategy is developed which explains the outcomes we want to achieve, and the services we will commission to meet those outcomes with the resources we have.

Joint delivery: The services are procured, and contracts put in place to deliver the services.

Joint review: The services are reviewed to see if they have met the outcomes of the specification. This includes feedback from service users and their families to help improve current service delivery and feed into future needs assessment.

There needs to be enough support to make sure that we can all get a chance to go to school and achieve our best.

Young person with SEND



Becoming an expert joint commissioning function is a longitudinal aim requiring a cultural change and some new ways of working internally, with each other as partners and with our providers. To measure our progress, it is important to understand what good commissioning looks like so we can develop a quality assurance framework for our own contribution to effective SEND provision.



The support we received, as a family, has been life changing. We no longer dread the phone ringing, we don't cry every morning and evening at the thought of attending school.

Parent feedback on SCIP



Cornwall context

Cornwall is a large unitary Council, the most south westerly region in the UK, covering an area of 3,559km² with 687km of coastline. Cornwall faces significant socio-economic challenges, ranking second highest among English county councils for levels of multiple deprivation, with seventeen neighbourhoods among the 10% most deprived nationally (MHCLG).

Research increasingly highlights the inextricable link between poverty and adverse outcomes such as mental ill-health, domestic abuse, addiction, and, consequently, higher rates of child abuse and neglect (Bywaters et al., 2022). Around 30% of Cornish children live in poverty (after housing costs), and in some communities this is over 40%.

The causal links between poverty and SEND are well known and researched. The Joseph Rowntree Research showed that compared to their peers, children from low-income families are:



More likely to be born with inherited SEND.



More likely to develop some forms of SEND in childhood but less likely to receive support or effective interventions to address their needs.



More likely to be identified as having SEND and less likely to move out of SEND categories while at school.



More likely to experience poverty as they grow up.



More likely to end up excluded from school or drop out of education.

Therefore, children with SEND from low-income families face multiple disadvantages and increased vulnerability from the very start of their lives.

Against the backdrop of levels of multiple deprivation, Cornwall's children's social care and

education services remain underfunded relative to statistical neighbours. **Nationally, Cornwall ranks 102nd out of 149 local authorities for Dedicated Schools Block (DSG) funding, 144th for High Needs Block (HNB) funding, and is joint lowest for Early Years funding.**

People resident in Cornwall have a wide variety of backgrounds and heritage, with a small but growing Black, Asian, and ethnically diverse population (3.2%).

What our SEND Joint Strategic Needs Assessment tells us (as of August 2024)

Cornwall and Isles of Scilly have around 145,921 children and young people (CYP) aged 0-24 years, with approximately 105,000 under 18 years, (19% of the population), which is expected to increase by 11% by 2034.

On average there are over 70,000 children accessing primary and secondary schools, and around 2,200 children are being Electively Home Educated.

In 2021, there were 14,912 CYP aged 0-24 in Cornwall and the Isles of Scilly with a long-term health condition or disability whose day-to-day activities were limited (10.3% of CYP). This is higher than both the regional average (9.4%) and national average (8.4%).

Projecting future numbers of children and young people with disability is influenced by variables which include higher survival rates of babies with congenital anomalies/complex conditions, number of high-risk pregnancies, improved detection of disability and parental awareness of diagnosis and support.

However, prevalence rates from the research can be used alongside our local population projections to estimate the future number of disabled children and young people aged 0-24. Our local population of children and young people with disability is projected to continue increasing to over 17000 by 2034.

Education

Across Cornish schools, 14,401 (18.9%) pupils are identified as having a Special Educational Need (SEN), and the proportions of pupils accessing SEN support and with an Education, Health, and Care Plan (EHCP) in Cornwall have increased year on year since 2018/19 (Figures 1 and 2).

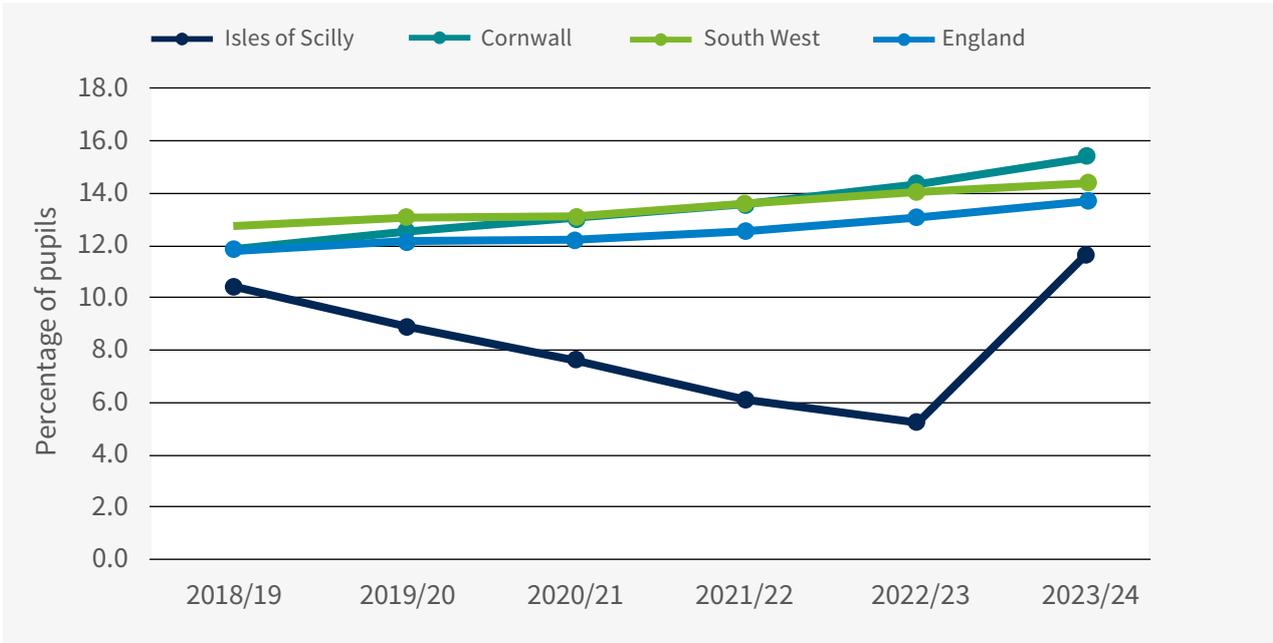


Figure 1. Percentage of pupils in schools (state-funded and independent) accessing SEN support, Cornwall and the Isles of Scilly and comparators.

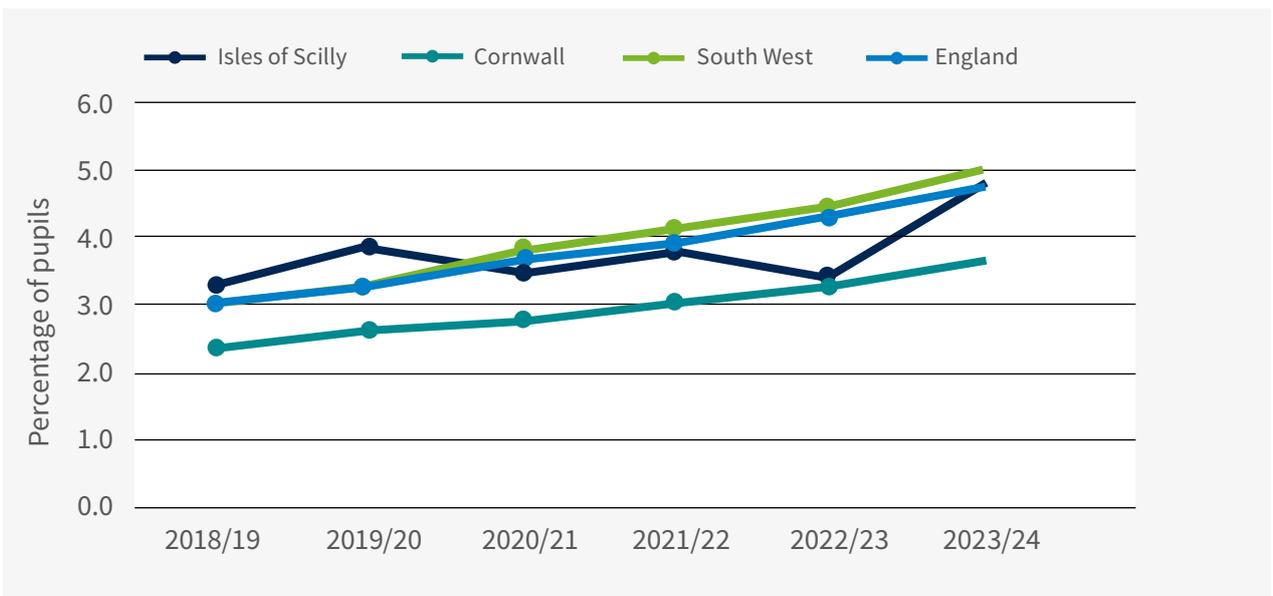


Figure 2. Percentage of pupils in schools (state-funded and independent) with an EHCP, Cornwall and the Isles of Scilly and comparators.

In August 2024, the Council was responsible for over 4,500 children and young people (CYP) with complex SEN who have education, health and care (EHC) plans (as of June 2025 this rose to 5200 CYP). Whilst the majority of CYP with EHC

plans are white (92%), comparison to population data suggests other key minorities with SEND are overrepresented in 'Black – Black Caribbean', 'White – Traveller of Irish heritage' and 'White – Gypsy/Roma' populations.

We know from research that CYP in Cornwall with SEND are more likely to:



Be eligible for free school meals (FSM). In January 2024, of all pupils eligible for FSM, **44.5%** had an EHCP and **36.5%** were pupils accessing SEN support.



Live in the most deprived areas. In Cornwall, CYP with SEND are more likely to have an EHCP than those living in the least deprived areas of Cornwall (4.5% compared to 2.0%) and are more likely to access SEN support (18.8% of compared to 12.5%).



Have social care provision. Pupils accessing SEN support or with an EHCP represent **51%** of the children and young people with social care provision, compared to **18.9%** of the all-pupil population. Currently, of the **629 Children in Care (CIC)** to Cornwall Council **142 have EHC plans**, (around 22.2% of the CIC population).



Be absent or excluded from schools. In 2022/23, 90% of permanent exclusions in state-funded primary schools in Cornwall related to pupils with SEND.



Be in the youth justice system. In 2023/24 424 CYP, 13% SEN support, and 16.8% ECHP.



Be 'Not in Education, Employment, or Training' (NEET). In Cornwall, the proportion of 16- and 17-year-olds who were NEET was higher for those recorded as having SEN support (11%) and those with an EHCP (10%), compared to those no recorded SEN (3.2%). This is higher than the proportion of 16- and 17-year-olds recorded as having SEN support and an EHCP who are known to be NEET nationally (6.0% and 7.8% respectively).

Social Care

There are over 13,000 requests for early help to our Early Help Hub; our front door (EHH) per year. The Multi-Agency Referral Unit (MARU) responds to over 6,500 referrals per year. We provide statutory social work support to over 3,100 families at any one time, including around 400 children subject to child protection plans. Our teams support over 620 children in care and around 730 care leavers. Numbers of children in care and care leavers are growing in part as a result of our work to welcome an increasing number of separated children seeking asylum, with over 110 separated children successfully welcomed to Cornwall to date.

The impact of the pandemic and cost of living crisis

1. Research on the impact of the pandemic on low-income families (e.g. Brewer and Patrick, 2021; Shum et al, 2021) has found that the pandemic has exacerbated existing challenges for those living in poverty, with disabilities and special educational needs, and with mental health issues.
2. Cornwall Council's statutory returns (CIN census, SSSA903, fostering, stability index, ASGLB) show that we have experienced substantial increases in demand, in volume and complexity, over the last 5 years between October 2019 and July 2024. There are increased levels of risk and need for the most vulnerable children and families in Cornwall, with many more families struggling to survive.

3. Analysis of performance data for Cornwall Council’s ILACS inspection July 2024 compared to their last ILACS short inspection in 2019 showed:

- Early Help assessments up 87% (more than 1250 additional assessments every 6 months).
- Child welfare referrals up 47% (more than 1200 additional referrals every 6 months).
- Child in Need assessments up 34% (more than 1100 additional assessments every 6 months).
- S47 (Child Protection) enquiries up 104% (over 600 extra every 6 months).
- Children in care up 31% (an extra 146 children in care).

There are many factors that contribute to the additional stress on a family of bringing up a child with SEND, including the availability and access to adequate support, the difficulties of combining work with caring commitments, and a reduced income. The increased stress on families is reflected in a higher prevalence of family breakdown, and of CYP with SEND living in single-parent households (Blackburn et al., 2010).

Provision of short breaks

Many families with CYP with SEND benefit from short breaks and in Cornwall, provisions range from one or two hours in the community, to overnight care with Family Based Short Break Carers or in residential short breaks. It is estimated that across all provision, 537 short break packages were accessed in 2023/24, compared to 504 in 2022/23 and 488 in 2021/22.

Early Years Inclusion and SEND team

The early years are a critical period for identifying and supporting children with SEND, particularly those living in poverty, who may benefit from enrichment due to less stimulating home environments.

In 2023/24, 530 children received targeted support, and 352 children received specialist support (for children likely to require an Education Health Care Plan (EHCP) which was 98% from 2021/22.

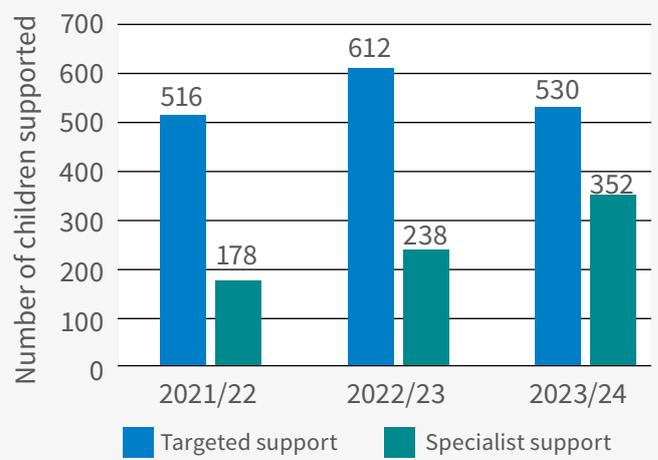


Figure 3. Early Years inclusion and SEND service demand, targeted and specialist support referrals.

Early Help Hub

In Cornwall, the Early Support Team Around the Child (TAC) is a coordinated approach that brings together family and professionals to address a child or young person’s (aged 0-18 years) additional needs or disability. **The number of Early Support TAC plans which remain in use, have reduced over the last 3 years (106 in 2023/24, compared to 110 in 2022/23 and 137 in 2021/22).**

Supporting Children in Partnership (SCIP)

The SCIP programme is a strengths-based, solution-focused, early intervention model for disabled CYP up to eighteen, and their families. **Referrals have increased steadily from 136 in 2021/22, and 133 in 2022/23 to 158 referrals for the SCIP service, in 2023/24.**

Portage

Portage is a home-visiting early years’ service for children under 3 years with SEND and works with families to help them learn and play together, recognise and celebrate developmental progress. The service ensures the right support is in place to enable children to move onto their first educational setting, and **referrals remain consistent at 107 in 2023/24, compared to 102 in 2022/23 and 109 in 2021/22.**

Children in Care

Cornwall Council runs two long term residential Children’s Homes, with a third home opening soon. Most children are cared for by foster carers, or through Special Guardianship Order (a family court order that places a child or young person in long-term care with someone other than their parent(s)). Placement stability is good for disabled children in care, and few children are placed out of the county.

Multi-Agency Referral Unit (MARU)

Local Authorities have a duty to safeguard and promote the welfare of ‘children in need’ in their area, by providing appropriate services to them. Referral rates to MARU have increased annually since 2018/19 (Figure 4), with the 2022/23 rate reaching 672 per 10,000 children aged 0-17, compared to the national average of 54,545 per 10,000. It is thought that the increase in referral rates is in part due to increase in awareness and understanding of child safeguarding across Cornwall.

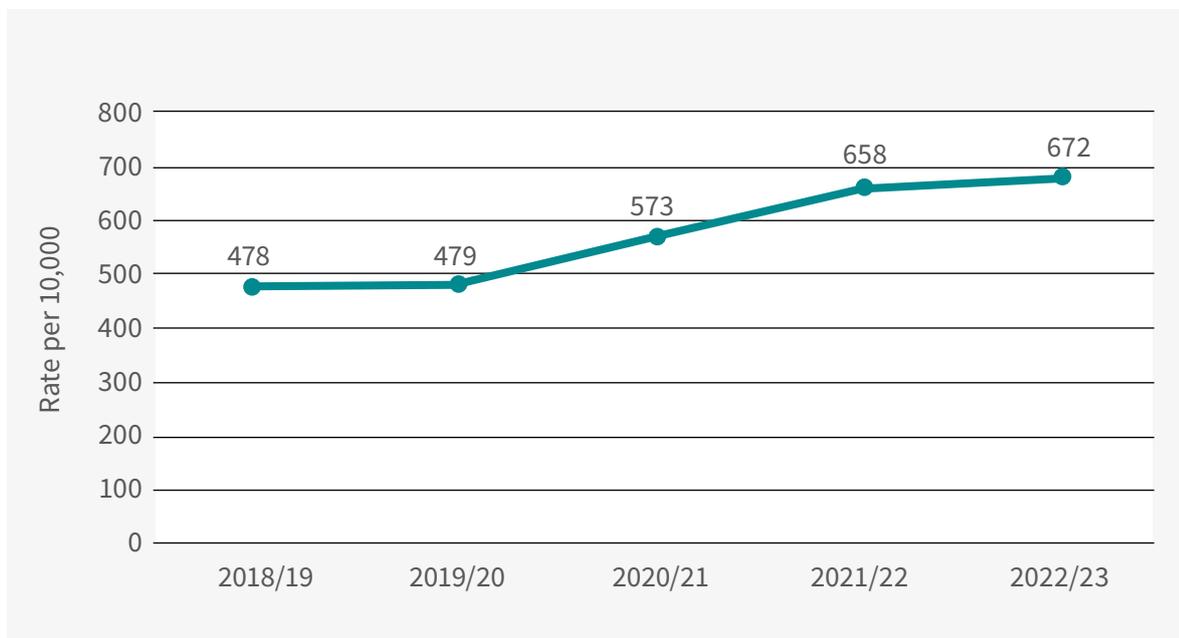


Figure 4. Rate of MARU referrals per 10,000 children aged 0-17 years.

Equipment Service The Cornwall Children’s Loan Equipment Service (CCELS)

The Cornwall Children’s Loan Equipment Service (CCELS) provides specialist equipment to young people aged up to 18 years with disabilities across Cornwall in their homes and school settings. The CCELS also support with the servicing, maintenance, and recycling of loan equipment.

Direct Payments

A Personal Budget is the additional resources required to meet a child or young person’s assessed social care needs, and they can be a combination of Direct Payments and directly provided services (funding paid directly to the organisation, providing agreed support). Referrals were slightly higher in 2023/24, with 115 new referrals for social care Direct Payments and Personal Budgets, and 354 CYP with SEND already receiving a direct payment in 23-24, totalling £1.5m in personalised support.

Health

In Cornwall and the Isles of Scilly there are a range of primary, public health and secondary healthcare services to meet the health needs of CYP with:

- Physical or sensory difficulties
- Developmental delay or impairment
- Maintaining a healthy weight
- Speech, language and communication needs
- Difficulties with eating, drinking and swallowing
- Epilepsy
- Diabetes
- Mental health conditions
- Life limiting/life threatening conditions
- Complex / technology dependent health care needs

Advancement in health technologies means that we are seeing an increase in those CYP with longer term health conditions and multiple and complex need. At the same time, our trends and data show us that child health outcomes are deteriorating in some key areas, especially in cohorts of vulnerable children, such as those living in poverty and adversity.

- We have a high level of avoidable emergency admissions into paediatric wards, especially for our younger children.
- Our professionals also highlight increased complexity of children's presentations of health conditions, including the contextual and social complexity, family adversity impacting on the family's ability to implement appropriate self-help strategies.

It took years for me to get my diagnosis and the support I needed.

Young person with SEND

Since 2021 there has been a:

- 158% increase in referrals to the Youth Justice Specialist Nurses service.
- 110% increase in referrals to the Neurodevelopmental Assessment service.
- 58% increase in referrals across all CAMHS.
- 33% increase in referrals to the Children's Community Nursing service (Cornwall Partnership NHS Foundation Trust (CPFT)).
- In 2023/24, 8,220 CYP accessed one or more contacts from NHS funded mental health services (this includes Child and Adolescent Mental Health services provided by CFT).

In 2023:

- there were 3,954 referrals to CAMHS access team, which is a 97% increase from 2021.
- an increase in referrals for the Specialist Child and Adolescent Mental Health Learning Disability Team (CAMHS LD) from 67 referrals in 2021 to 86 in 2023.
- an increase in referrals from 164 to 736 for the Attention Deficit and Hyperactivity Disorder Service.
- Sowenna – 12 bed facility for assessment and treatment for young people with mental health issues aged between 13 to 18 years of age. In 2023, there were 53 admissions to the Sowenna ward that calendar year.
- Thriving Together - supports families with children under five, training staff already working with families, taking specialist referrals, and supporting the early identification of children with SEND. In 2023, there were 59 new referrals.
- Specialist Parenting Service - children who have one or more parents with a learning disability are at a higher risk of poor developmental outcomes due to a complex interplay of genetic, environmental and social factors. In 2023, there were 64 new referrals.



Our Commitment to Co-production

Cornwall Council recognises that children and young people with SEND, and their families, are experts in their own lives and should be treated as equal partners in shaping the services that will support them to thrive. As a system we are committed to embedding co-production as a core principle in all our SEND services. Using our **Children's Rights Approach**, developed in-line with the **UN Convention on the Rights of the Child** (UNCRC), we will continue to build a culture of participation, inclusion and shared responsibility.

Delivery of this Strategy and achieving the aims and ambitions in it, will be driven by our partnership with parent carers, and children and young people with SEND. We will make best use of the strong infrastructure we have in Cornwall, including but not limited to the following:

- **Cornwall Youth Council**, launched in 2022, provides a structured and inclusive platform for young people aged 11 to 19, and up to 25 for those with SEND, to influence decisions and advocate for change. It plays a vital role in ensuring that youth voice is embedded across public services.
- **SENDitForward** - A youth-led programme, commissioned by Cornwall Council and delivered by Action for Children, that empowers young people with SEND to share their views in safe, inclusive spaces, supporting co-production through diverse and accessible engagement.
- **SEND Board** - A bi-termly strategic forum co-chaired by the Local Authority and Health Leads, ensuring children and young people with SEND are meaningfully involved in shaping and improving local services.
- **Children's Rights Champions** - A group led by the Children's Rights Officer, meeting every six weeks to share ideas and feedback that shape Cornwall's Children's Rights approach.
- **Parent-Carer Forum** - A parent-led group working with statutory and education partners to co-develop family-centred services and ensure the voices of parent carers are heard and represented across the SEND system.
- **Post Inspection Action Plan** - A weekly online group that was originally established to support the refresh of the Local Offer.
- **Right On! Survey** - Voices from children and young people with SEND across Cornwall.
- **SEND System Navigators Feedback** - Feedback from parents and carers calling the helpline to assist with Special Educational Needs and Disabilities queries.
- **Annual Conversation** - An annual event where children and young people share their priorities for Cornwall's future, leading to Council pledges that have inspired new projects and services over the past three years.



“ The Cornwall SEND Board pledges to use the Joint SEND Commissioning Strategy to address all of the feedback received from young people and their families to ensure the Local Offer meets need and addresses areas where communication and improvements in services are required over the next five years. ”

The strategic priorities in this Joint SEND Commissioning Strategy were shaped by the voices, and feedback from young people with SEND and their families and other stakeholders in the SEND system (see flowchart).

All the young people we spoke to agree with the strategic priorities, but they were more enthusiastic about getting support early, getting the help they need to live the life they want when they are adults, and feeling included, and less enthusiastic about the current SEND system being more joined up. The young people felt the key issues they wanted a greater focus on were:

- To feel safe at school, included and supported to take part in activities (alongside non-SEND peers) and in their communities.
- Better SEND awareness, training and understanding (including staff), especially to reduce bullying.
- Education provision to be more flexible and reflect the diverse strengths, goals and needs of young people with SEND (recognising that high aspirations can also be a pressure).

I have been bullied a lot in secondary school. I don't feel like the teachers understand me.

Youth Council member

The majority of parent carers who responded to the surveys agreed with the strategic priorities but asked why the Local Authority and NHS partners were not working on these priorities already. They identified additional key areas for improvement including:

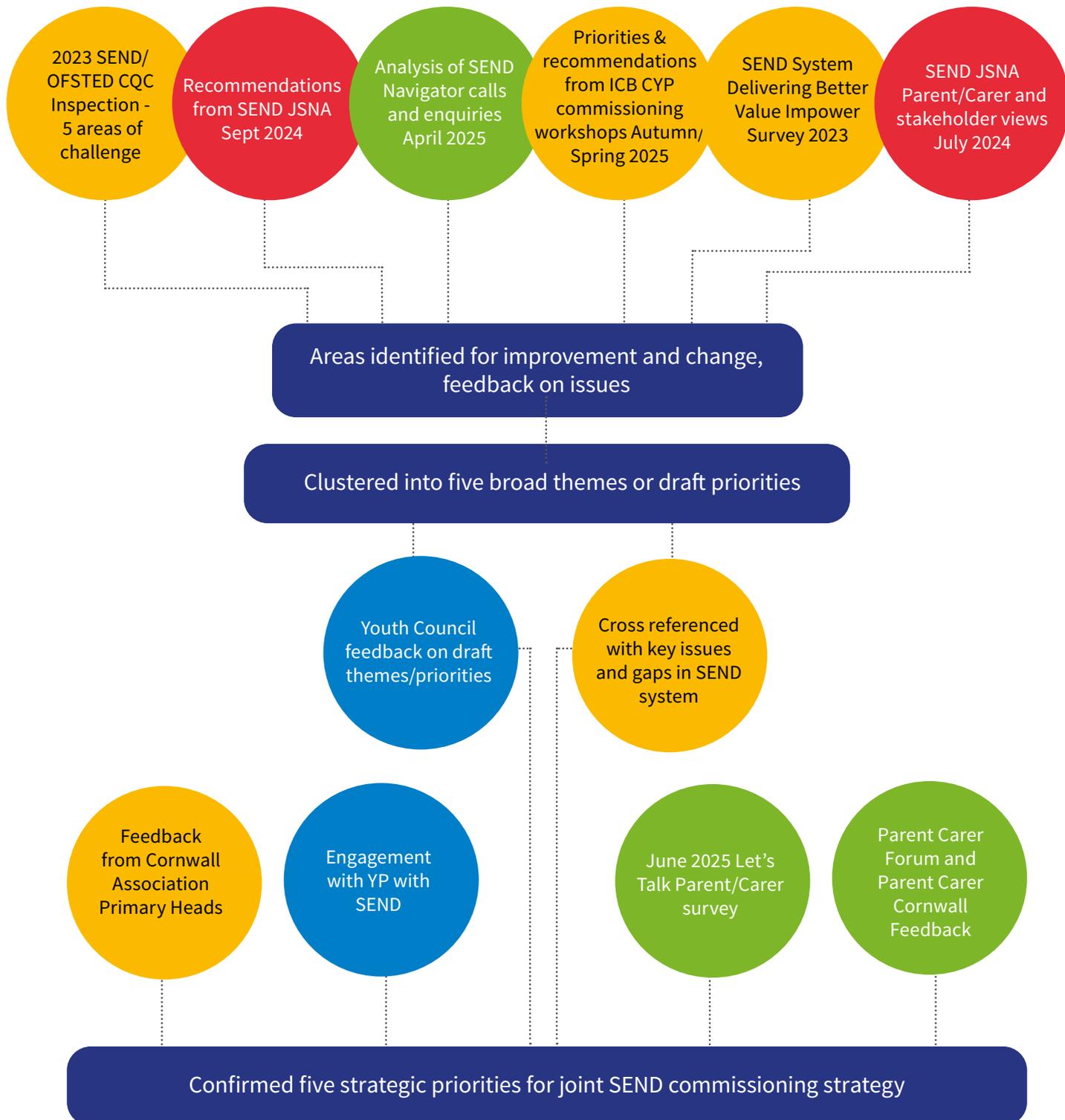
- Better support and preparation for children with SEND when transitioning from Primary to Secondary provision.
- Improved communication and easier access to information and support.
- More financial assistance with transport costs for young people with SEND aged 16-18
- More joined-up service provision to avoid repeating their stories.
- Timely and responsive support when it is needed most.

Thanks to the SCIP worker, we now feel able to advocate properly for the support our son desperately needs and deserves, and he has been able to succeed at school. It was the best thing that ever happened to us.

Parent of child with SEND



How we developed Cornwall's five strategic priorities



Cornwall's five strategic priorities have been identified by combining:

- The five key areas of challenge and improvement recommended in the SEND OFSTED/CQC 2023 Inspection reports.
- Feedback and priorities identified through the co-produced ICB Children's Commissioning workshops (Autumn/Spring 2025).
- Recommendations/priorities identified in the 2024 SEND JSNA.
- Issues identified through analysis of calls to SEN Navigators (April 2025).
- Feedback from parents/carers Let's Talk Survey (June 2025) and from Parent/Carer Forum (June 2025).
- Impower SEND Stakeholder Survey 2023, Developing the Inclusion Ambition Workshops (Impower) (2023).
- Issues identified through feedback to SENDITFORWARD team and platform.
- Feedback from young people during engagement sessions (Youth Council, youth groups (ASPIRES, SPACE)).
- Feedback from other services, schools and partners from other agencies.



National Reform: SEND Enablers and Barriers

Funding for SEND education in England is not allocated as a separate amount per pupil, but as part of the overall ‘dedicated schools grant’ (DSG), allocated to each individual local authority, who in turn then determine the individual allocation to schools. While Government funding for SEND has increased since 2019, it has not kept pace with demand or inflation, and local authorities in England are expected to have a cumulative £5bn SEND deficit by March 2026.

The High-Needs Block (HNB) funding within the Designated Schools Grant is for children and young people with SEND who require additional resources, and who may or may not have an EHC plan. Cornwall Council ranks 102nd out of 149 local authorities for Dedicated Schools Block (DSG) funding, 144th for High Needs Block (HNB) funding, and is joint lowest for Early Years funding. The graph below illustrates the huge disparities in SEND funding, with many local authorities and schools receiving thousands of pounds less per pupil than others. The 43 orange designated local authorities, are those who are members of the

F40 Campaigning group which was set up over 20 years ago with the aim of campaigning for a more equitable National Funding Formula, but progress is slow.

The current cost of SEND education provision in Cornwall, is considerably higher than the High Needs funding, with an annual deficit of over £25m a year. With demand also growing annually, the High Needs deficit is growing and is projected to increase to over £70m by March 2026. The statutory override (which keeps High Needs deficits off local authority balance sheets) has been extended and will end in March 2028.

The Local Government Association (LGA) raised concerns about SEND provision and its impact on local government finances, in its July 2024 report **Towards an effective and financially sustainable approach to SEND in England** and suggested that without reform, the quality of SEND provision would not improve and the system would “become even more financially unviable for councils”.

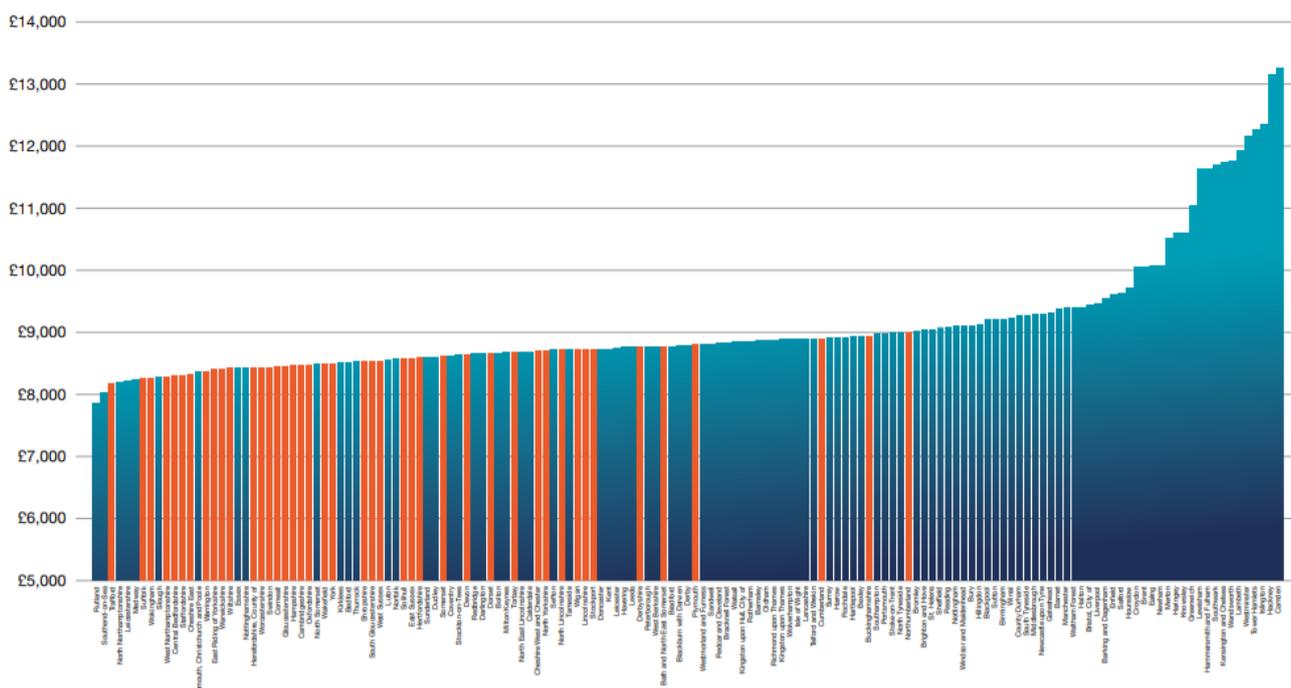


Figure 5. Variation in gross Dedicated Schools Grant allocation per mainstream pupil by local authority 2025-26

In October 2024, the National Audit Office (NAO) report **Support for children and young people with special educational needs** stated that:

“With no currently identified solution, DfE estimates that a significant proportion (on current estimates, some 43%) of local authorities will have deficits exceeding or close to their reserves in March 2026 when the statutory override is due to end.”

The LGA, is calling for an overhaul of the current system, on the basis that while in some cases an EHCP will be appropriate, for most children they will get the support they need in schools, without needing an EHCP. The new report, **Reform of the SEND system: What might the next stage look like and how can we build consensus? by ISOS Partnership**, says “the hollowing out” of non-statutory SEND support – and reduction in wider support services for children, young people and families – has made it imperative to secure an EHCP and ensure accountability for its delivery.

Sometimes you need to have a referral or be a certain age to join spaces especially for SEND children and young people. I wish that everyone who needs to feel safe in those spaces can go there, even if they are still waiting for a diagnosis.

Youth Council Member



Funding to ‘transform’ children’s services

According to unit cost comparisons by LG Inform, Cornwall Council continued to have lower funding than national comparator local authorities and its ranking for expenditure on children’s social care for 2024-25 was £7m below the median for its nearest statistical neighbours.

However the new government funding announcement of an additional £555m in June 2025 was welcomed an enabler particularly “so that children do not go needlessly into care when they could stay at home” and to ensure “better care and better outcomes” for looked-after children.

Alongside the £555m fund for 2025-28, the government committed to continue £523m in annual funding allocated for children’s social care reform for the next three years (2026-29). The £523m is a combination of a £270m new grant (children’s social care prevention grant), with £253m previously allocated to the now disbanded Supporting Families programme, (under which key workers were allocated to support families with multiple needs).



NHS Commissioning

Early in 2025 the government signalled its intention for ICBs to shift towards becoming ‘strategic commissioners’, to lead the transformation of care and develop neighbourhood health services that meets their specific local population needs.

Alongside this shift was the imperative to improve administrative efficiency, and on average reduce their costs by **about 50%**, (a spend of no more than £18.76 per head of the ICB’s population), by Autumn 2025. This is a significant change in both function and budget, and many neighbouring ICBs are considering combining to increase efficiencies and reduce costs, including Cornwall and Devon ICB.

However, whilst the draft new ICB model confirms that ICBs will provide system leadership for population health, set long-term population health strategies and focus on most efficient use of available resources, it hasn’t finalised which functions currently undertaken by ICBs, that are not core to strategic commissioning, will transfer to other partner organisations, or detailed the careful consideration of interdependencies and legislative change this may require.

Therefore, given the magnitude of the DSG deficit and the requirement on Cornwall ICB to cut costs, the financial pressures which the Council and the NHS are facing, present both a significant risk and a key driver for reducing duplication and improving the efficiency of how we commission services as a system.

The LGA says the findings underline the urgent need for the Government to act and set out a programme of reform in the Spending Review and the Government White Paper on SEND Reform expected later in the autumn 2025. Cornwall Council will continue to lobby MPs and the Secretary of State strongly, as part of the F40 group, for more equitable funding for Cornwall through the development of a fairer National Funding Formula.

For Health colleagues, the wider questions regarding the future operating model for the NHS are expected to be answered in the forthcoming NHS 10 Year Health Plan and the proposed health bill which should be introduced into Parliament in Autumn 2025 or during Spring 2026.



Cornwall's SEND systemic issues and gaps

- EHC needs assessment requests have increased by over 150% over the last 6 years and are set to continue increasing. Currently less than 45% of EHCP assessments meet the 20-week deadline due to increased demand and limited staffing capacity.
- The waiting times for CAMHS has reduced but for Speech & Language Therapy and Neurodiversity treatment the waiting times are continuing to rise.
- We're missing early opportunities to help families, and to shape services to address the relationship between SEND and adversity (health inequalities).
- The Designated Schools Grant (DSG) Cornwall Council receives is insufficient to meet demand, producing an annual overspend in excess of £25M a year. The Statutory Override – which has allowed Councils to carry a deficit has been extended to March 2028, but still presents a significant financial risk to Cornwall Council.
- There are not sufficient special education places in the right locations, so travel journeys for CYP with SEND are longer than non-SEND peers and impact health.
- Exclusion and suspension rates for Cornish CYP with SEND are double the rates of their national SEND peers.
- Over the next 5 years (2029), the number of CYP with disabilities (aged 0-24) is predicted to rise by at least 1000, and the number of CYP with an EHCP is also predicted to rise to 6900.



Children and young people with autism are not being taken seriously without an EHCP, but they take too long to get. We need support earlier.

Youth Council Member



Cornwall's Strategic SEND Priorities



Right time

We will ensure children and young people's SEND needs are identified and met at the earliest opportunity through a comprehensive offer of early support.



Right support, right setting, right location

We will commission sufficient, accessible, high-quality education, health and social care provision to meet the needs of children and young people with SEND, which deliver positive outcomes, and prevent the avoidable escalation of need.



High aspirations

We will ensure that high aspirations for young people with SEND, are reached through effective planning and preparation for adulthood, so that transitions (as they progress through their education and also between children's and adult social care and/or health services) are positive and promote greater self-determination and resilience.



Inclusion and belonging

We will ensure all CYP with SEND, are valued equally, experience quality teaching, and feel belonging and included, alongside their non-SEND peers.



Integrated responses

We will improve the range and effectiveness of joint commissioning arrangements, so that our integrated responses can better manage changes in demand and need, and reflect the intersectionality of SEND and poverty, in the most equitable and sustainable way possible, whilst driving value, efficiency and quality.

Priority One:

We identify children and young people with SEND at the earliest opportunity and intervene with comprehensive support.

For many of our children, early life is a critical period where early identification of need and intervention can make a significant difference. In a Cornwall SEND system survey run by Impower in 2023, 96% of partners (from education, health, social care and VCSE) agreed that getting the right support earlier would improve children and young people’s quality of life and wellbeing, but less than a third agreed that needs of CYP were being identified in a timely way.

Early intervention is key. Very few children come through the pre-school system now with any identified need and then schools have to start the process of assessment, it’s too late.

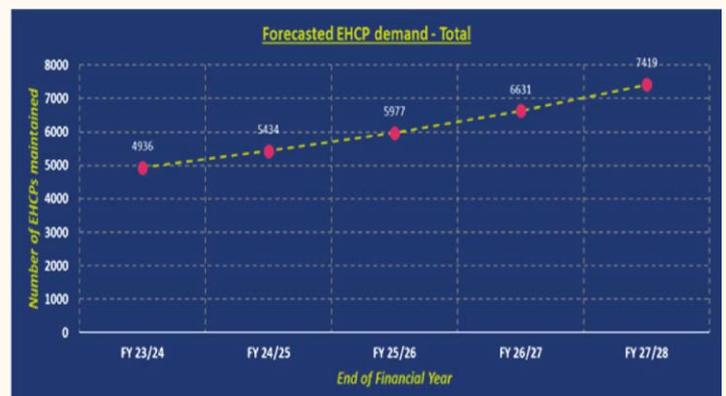
Education professional



National research shows that many children and young people with social, emotional, and mental health needs (SEMH) have unidentified speech, language, and communication needs (SLCN) which negatively affects how well they can access their education and learn. Multi-agency services that support children and families from the outset are vital in ensuring that needs are met promptly and effectively.

How do we know early identification and intervention is an issue?

- Cornwall’s SEND **2023 Ofsted and CQC Inspections** identified that leaders across the partnership needed to continue addressing long waiting times for children and young people requesting support from health services.
- Demand for EHC needs assessments is increasing, and the increasing demand is projected to continue, but settle around a 10% year on year growth.



- The increase in demand for EHC needs assessments, makes the 20-week deadline for new plans difficult to achieve, and the annual EHC reviews difficult to keep up to date, which is having an impact on families, and increasing complaints.
- The increase in EHC assessments, is reflected in a greater demand on staff available hours in SEN team, Educational Psychology Service, SLTs and OTs, leaving less time for other supportive and practice offers.

- The waiting times for speech and language therapy (SaLT), CAMHS, Neurodevelopmental diagnoses are too long, and a result of increased referrals, and potentially some inappropriate referrals due to insufficient early help.
- Families have told us they want better support while they are waiting for an assessment to access specialist health services.
- As a system, we know improving early intervention or finding solutions to currently unmet need, would prevent acuity/deterioration.
- We know that we are missing early opportunities to help families, as they feel the SEND system isn't easy to navigate.
- With increasing adversity, current universal and early intervention services do not have sufficient capacity to support and empower all families, so that some families are not getting the right help and support at the right time.
- Cornwall Council has strengthened its Early Help parenting offer and contracted Homestart Kernow to expand the availability of parent/carer peer support through Family Hubs, and to establish Parent Carer Panels to further strengthen parent and carers participation.
- Following feedback from parent/carers the accuracy, quality and accessibility of the SEND Local Offer has been improved to make it easier for families to understand the range of support available including childcare, and activities for CYP with SEND.
- The Cornwall Council Family Information Service, has also improved and in November 2024, won the national 'Best Directory' award from the National Association of Family Information Services.
- Multi-Agency Rapid Response Service (MARRS) supports young people in crisis, with urgent assessment in the acute hospitals and in the community. An independent evaluation in May 2024 found that MARRS has made considerable progress, improving joint working between health and social care and across the system, and highlighting the service's agility and responsiveness in securing elevated levels of engagement. 89% of parents and young people reported a 'good' or 'very good' experience of the service. A key impact was young people spending less time in distress/crisis and more time in stable mental health.
- Cornwall Council's Portage service has retained for a further year the top 5-star rating from the National Portage Association.

What are we already doing about early intervention?

- We have recruited speech and language therapists and nursery nurses to train and support education, health, and social care staff in the following areas:
 - Emotion Coaching, Sensory Integration and Early Years Inclusive Practice
 - Using the Development Journal / Individual Education Plans
 - Makaton
 - Neurodiversity Developmental Profile, and Good Autism Practice
 - Understanding Anxiety and Autism, and Developing Play for Children with Autism

In January 2024, a new 'Chat Health' service was launched to provide young people and families with easier access to health visitors and school nurses. Families and young people can text the service and will get a call back with specialist advice on topics such as child development, behaviour, feeding and nutrition, childhood illnesses etc.

Strategic Priority One: we identify children and young people with SEND at the earliest opportunity and intervene with the right support

Activities - What we will do

Increase early intervention & support

- Strengthen and align multi-agency early support
- Focus on first signs of developmental, health or behavioural challenges
- ‘Waiting Well’ is a systemic response

EHCP Assessments

- Increase the EHCP assessments completed within 20 week time-limit, and annual reviews are on time

Research into Practice

- Shape services to address adversity and SEND

Team around school core offer of direct support to empower families to better meet child development need, and young people to better self-manage

Input - resources needed

- Multi-agency input, with VCSE to develop and join-up pathways
- Maximise alignment with Family Help Model in social care
- Secure Funding for SEN Navigators & additional EHCP Assessors
- Expand SEND/ASS service and maintain funding
- Include addressing adversity in all service specifications
- Secure sustainability of PINS (Partnerships in Neurodevelopment)
- Widen Mental Health in Schools

Outputs to be delivered

- Publish and update Early Help offers across the local system
- Waiting times for SLT, CAMHS & ND assessment reduce
- Reduction in the backlog of EHCP assessments and reviews
- More accessible advice and information services for parent/ carers of CYP with SEND
- 100% coverage of mental health in schools by 2029

Shorter term outcomes

- More Children with SEND are school ready
- More CYP have the SEN support needs identified at the earliest opportunity
- More timely EHC assessments and families experience less stress
- More EHC reviews are on time and accurately reflect the CYP’s needs
- Outcomes in child development significantly improve

Longer term & system benefits

- Greater parental satisfaction and fewer complaints, mediation and tribunal cases
- EHCP assessment requests reduce over next 5 years –positive impact on staffing
- Fewer CYP go onto to develop SEMH as SLCN identified earlier
- Reduction in rates and complexity of ND disorders, Mental ill health, Eating Disorders, anxiety due to early help and support
- Improved co-ordination of services, so more CYP with SEND kept well, at a lower cost to system

Strategic drivers and enablers: Start Well Priorities – Emotional Wellbeing & Mental health, Child Poverty Strategy, Cornwall & IoS Neurodiversity

Priority Two:

We commission sufficient accessible, high-quality, health, education, and social care services for children and young people with SEND.

We know that wherever possible, all CYP with SEND should be educated alongside their peers, and have their needs met, in their local community, within local early years providers, schools, further education colleges and workplaces. This is a right under the Equality Act 2010 and a duty on public bodies. We also believe that CYP with SEND should have access to high quality provision which ensures good health, emotional wellbeing, and educational outcomes.

How do we know that there aren't sufficient, accessible services where they need to be for children and young people with SEND?

- With Cornwall's rural geography, the lack of, and location of specialist education provision means that children and young people attending special schools often face longer travel journeys.
- Neurodevelopmental and Speech and Language waiting times have continued to grow, despite specific actions to support demand management and waiting well.
- There has been positive feedback from families and professionals on the roll out of the ND Profiling tool, but also difficulties in implementing screening and providing initial support to help children and families struggling and better identify children who require specialist assessment.
- Without sufficient ARB and Special School places for CYP with SEND, spend on Independent Specialist Provision has increased exponentially over the last 5 years, to over £28M a year.
- The projections for the SEND places needed in Mainstream Plus, Area Resource Bases (ARB) and Special Schools, for CYP whose needs would be best met in those settings, against existing ARB and Special School capacity shows:
 - For primary aged pupils, there could be a deficit of over 400 places by 28/29 if projections are correct, and no new Special School places are commissioned.
 - For secondary aged pupils, there could be a deficit of over 300 places by 28/29 if projections are correct and no new Special School places are commissioned.
- There are poorer outcomes in child development, increasing rates of obesity, neurodevelopmental disorders, anxiety, eating disorders and other mental health concerns, especially in vulnerable children, such as those living in poverty and adversity.
- Cornwall's 2023 Ofsted CQC Inspection identified that the experiences for CYP with SEND and their families were inconsistent and also that leaders needed to improve their evaluation and analysis of the effectiveness of services.
- CYP being electively home educated (EHE) has increased over the last 3 years, and CYP with SEND are over-represented in this cohort.
- The Impower SEND System survey in 2023 found that less than a third of SEND system professionals thought CYP with SEND were sufficiently supported to stay in mainstream education provision and achieved good outcomes. In the same survey, less than a third felt that if a EHCP request was declined, other appropriate support was put in place around the CYP to meet their needs.

What are we already doing?

- Service redesign in some therapy services, such as CAMHS, early mental health support and the occupational health service, have resulted in a reduction of waiting times.
- In response to pressures on the system and high demand for SEND placements Cornwall Council has commissioned the development of a number of new SEND provisions:
 - New Area Resource Base (ARB) at Redruth School
 - New Area Resource Base (ARB) at Pensans Primary
 - Three satellite special schools in Penzance (Roscadgill), Cury (SEMH) Primary and St Columb (Karder)
 - Expansion of Pencalenick and Doubletrees Special Schools
- Geomapping and profiling of our CYP with SEND population (see opposite 2028/29) and mapping against education provision available is a first step towards drawing together an Education Sufficiency Strategy and an Education Market Position Statement.
- Health practitioners are able to request multidisciplinary meetings to secure early mental health support in addition to other support that may be beneficial.
- Cornwall Council has increased the number of places it commissions in the Community Hospital Education Service, to 115 places in addition to 14 places at Sowenna.
- Social prescribing is used successfully to improve the well-being of young people, and some are confident to return to a school setting, supporting the local area partnership’s ambition to keep children and young people in Cornwall in their local community.
- Working on improving the sufficiency of residential placements for children with the most complex needs, under a refreshed Sufficiency Strategy will mean fewer Cornish children move out of county.
- Building the resilience, capability, and capacity of our in-house residential provision to meet the needs of the most complex disabled children and their families. This includes the development of an innovative crisis, residential, recovery, and outreach support service (at Cardinham Barns) for children with the most complex needs.

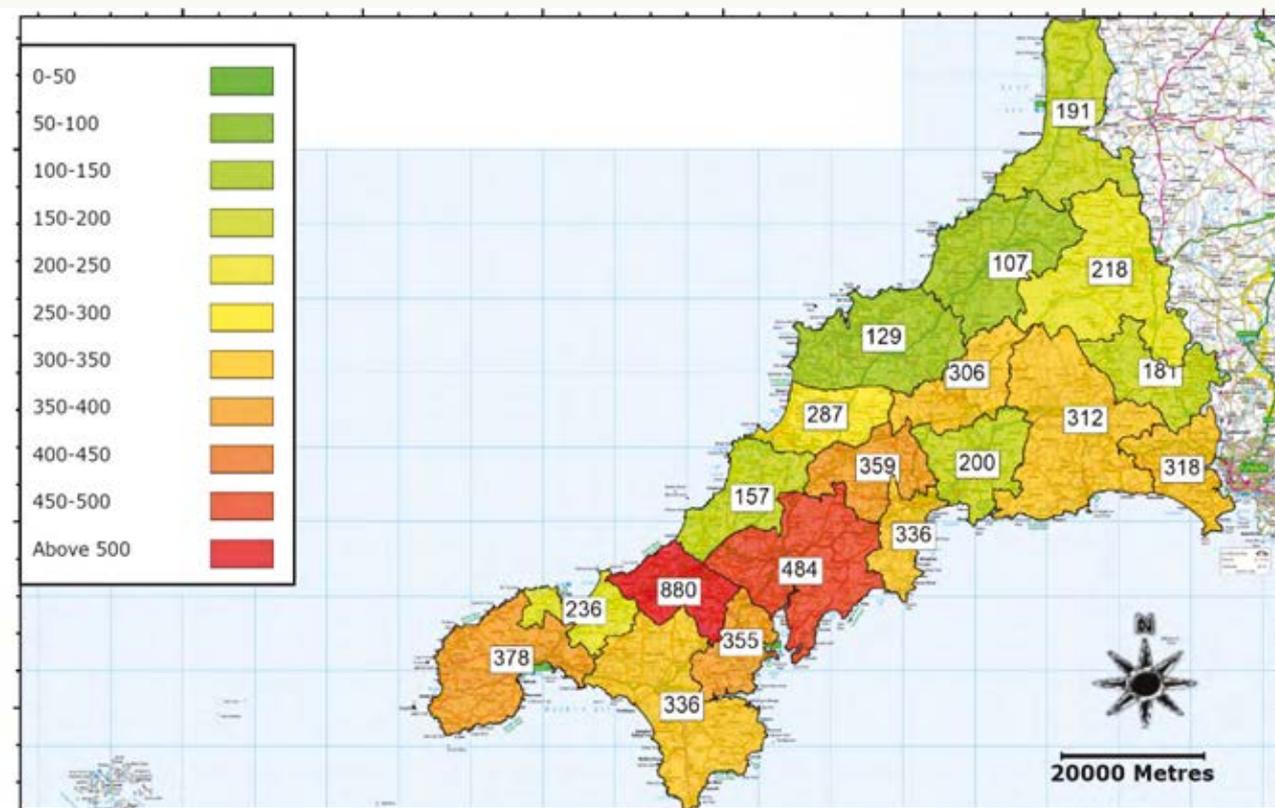


Figure 6. Projected numbers of CYP 0-25 yrs with EHCPs, by Community Network Area, in 2028/29.

Strategic Priority Two: Sufficient high quality health, education, and social care services for CYP with SEND

Activities - What we will do

Sufficient Education provision

- Use projections to ensure sufficient Mainstream +, ARBs and Special Schools, in the right locations
- Improve support in mainstream

Clinical Needs in Special Schools

- Agree/commission a delivery model to enable safe management of complex health and clinical needs of CYP

Improve waiting and outcomes

- Develop recovery plans to reduce waiting times SLT, ND assessments.
- Address shortages of SLT, OT, PAs, specialist teaching
- Maintain ND profiling tool and Hub.
- Develop end to end Speech and Language Therapy pathway including offer for YP 16+

Responding to CYP with MH needs

- Increase mental health in schools teams
- Develop joint mental health aftercare (Section 117) planning and assessment
- Review the Complex/High needs panel

Outputs to be delivered

- Education Sufficiency Strategy & Market Position statement
- 350 additional SEND Education places
- Agreement with Health, LA and Special School Provider.
- SEND Workforce and Skills Strategy
- Speech and Language Therapy pathway.
- Jointly developed S.117 planning and assessment
- S.117 funding agreement between the LA and ICB

Shorter term outcomes

- Sufficient, high-quality school places meet expected need and demand, in designated areas
- Shorter travel journeys for more CYP with SEND
- Safer management of complex health and clinical needs of CYP in education settings
- Attendance improves for CYP with SEND.
- Better joined up response to YP

Longer term & system benefits

- More YP are educated in their community, in the right setting
- Improved attendance and attainment for CYP with SEND
- Fewer disruptions to learning for CYP with complex health and clinical needs.
- Reduction in spend on Independent Specialist Provision and travel costs
- Shorter waiting times for SLT and ND assessments – families experience less stress
- Fewer crisis presentations.
- More CYP experiencing poor mental health supported to recover well

Strategic drivers and enablers: Cornwall Council Workforce and Skills Strategy, Mental Health Act 1983, Mental Health Act COP 2014.

Priority Three:

We ensure high aspirations for all young people with SEND, achieved through effective planning and preparation for adulthood.

All children and young people with SEND, should receive the education and support which will help them to thrive, reach their potential, live as independently as possible, and contribute to their community. Preparing for adulthood is crucial because it equips individuals with the skills, knowledge, and resources necessary for a successful transition into independent living and meaningful participation in society.

We need to make sure that all our children and young people have access to good quality inclusive local educational settings with timely support for the things they find difficult and so that transitions between phases of learning become seamless.

How do we know that we need more effective planning to help young people with SEND prepare for adulthood?

- Parents have told us that children and young people with SEND have more difficulty during transitions between school key stages, particularly from primary to secondary education.
- Young people with SEND struggle to participate in after-school activities due to lack of support or in their communities.
- The needs of 16–25-year-olds transitioning to adulthood, especially those with physical disabilities or acquired disabilities, are not always met during transitions to adulthood and educational provision.
- Preparation for adulthood isn't consistently delivered at an early stage and the pathways between children's and adult services aren't well-defined
- There is evidence that many young people with SEND are in education into their 20s, but often inadvertently doing courses that duplicate what they have already learned.
- The number of post-16 young people with SEND requesting Bespoke provision has been increasing year on year, meaning less are experiencing further education with non-SEND peers.
- Supported internships are increasing but the variety, availability and quality of supported internships needs to improve.
- There is a gap in social and peer-based support for 18–25-year-olds, and many young people with SEND are unaware of the available services and activities.
- Young people who acquire a disability as a teenager find it harder to get an EHCP, which can impact on the support and reasonable adjustments that they are able to access.
- There is a lack of alternative education opportunities for young people unable to access college for health reasons.

What are we already doing?

- We have made changes to the EHCP paperwork including Annual Reviews to make it easier to use and to strengthen the contribution of young people.
- The Post-16 team is focusing on how travel can be a developmental factor in the journey to independence, and schools can now request attendance at Annual Review by a representative from transport. This allows children and young people to ask questions and express their preference in relation to how they would like to travel.
- We are working to diversify the range of post 16 opportunities for young people.
- The Council's first cohort of Supported Interns successfully completed their course, and a graduation ceremony took place to celebrate their achievements in Autumn '24. This employer led opportunity was supported by NHS England and hosted by Bodmin Hospital with a framework from DFN Project Search . This successful project has drawn interest from a range of employers in Cornwall who value a diverse workforce and are committed to helping young people with SEND achieve greater independence through employment. This is an exciting development and Cornwall Council are now developing technology based supported internships which could be undertaken from home.
- We are facilitating opportunities to engage with students who use transport to establish the positive and negative aspects of their journeys and impact on their days.
- We are working with a specialist education provider in a pilot programme to find different transport solutions. This would mean children are transported by staff from the school decreasing the chances of dysregulation on the way to school.
- We have also piloted a travel training programme with a special school and an FE college. This builds confidence and skills in terms of learning to navigate public transport independently.
- Practitioners' understanding of children and young people's needs and aspirations as they move into adulthood. This means many young people get the right help in readiness for adulthood and during crisis.
- Education and social care colleagues are working closer together to ensure young people with SEND receive appropriate assessment of their needs, aspirations and capacity before and into adulthood to ensure that they receive the right support to promote their welfare. The work of 'Care First' is notable in this respect and partnership leaders have taken the components of the successful transition for vulnerable young people and are rolling this out for other groups.
- We are introducing the use of vocational profiles to make the journey to a post-16 positive destination explicit and document what has happened and what needs to happen so that young people have the tools and support to better improve and self-manage their future including their health and wellbeing.
- There are inclusive skills programmes, and a commitment to co-designing supported internships and apprenticeships with employers and training providers.
- Working together with our virtual school to further improve the educational experiences, achievements and outcomes of children in care, to achieve our ambition of there being no gap between the attainment of these learners and national levels of attainment for all children of similar age.

Strategic Priority Three: High aspirations for all young people with SEND, achieved through effective planning and preparation for adulthood

Activities - What we will do

- Better Preparation for Adulthood**
 - From Year 9, emphasis on vocational profiling and Preparation for Adulthood in annual reviews
 - Improved joint working between Education, Health and Social Care adult & children Teams

Post 16 Inclusive Education

- Co-develop Post 16 Inclusion Pathway and Graduated Response.
- Track PfA outcomes & destinations for post-16s
- Promote graduation from EHCsPs

Preparation for Independence Pathways

- Pathway to Independent Living
- Pathway to Employment

Personal Health Budgets

- Promote use of personal health budgets

Increasing independence at Home

- Drive workforce development and recruitment of personal assistants

Input - resources needed

- CDCs time to train educators on Vocational Profiling for Yr9
- Multi-agency CYP & adult teams to jointly improve PfA
- Develop a joined-up data system (mosaic and synergy)
- Engagement sessions to co-develop Post-16 Inclusion Pathway
- Set-up Termly Post-16 provider forum - co-develop PfA outcomes monitoring and tracking
- Engagement sessions to co-develop Pathway to independent Living and Pathway to Employment
- Sustained funding for the NEETs prevention work

Outputs to be delivered

- Year 9 annual review process
- Multi-agency Preparation for Adulthood Protocol
- Post 16 Graduated Response guidance.
- Post-16 Inclusion Pathway
- Pathway to Independent Living
- Pathway to Employment

Shorter term outcomes

- More CYP with SEND experience seamless transitions between phases of learning.
- More YP with SEND supported to employment, education and training.
- More CYP reach their PfA goals and their aspirations
- More YP/ family carers get advice on independent living options.
- For all SEND CYP transition into adult care mapped into EHCsPs

Longer term & system benefits

- Significant reduction in young people with SEND aged 19-25 who are not in Education Employment or Training (NEET)
- Significant increase in uptake of supported internships
- More YP with SEND with strong social circles and connected to their local communities
- Spend on Post-16 education reduces so not an outlier
- More YP with SEND living as independently as possible
- Fewer YP with SEND are in 'bespoke provision'
- More YP with SEND graduate from their EHCsP before they are 25

Strategic drivers and enablers: All Age Assistive Technology Strategy, Cornwall Council Supported and Specialist Housing Living Strategy

Priority Four:

We ensure that CYP with SEND, are valued, experience quality teaching and feel included and belonging.

In many ways we can be proud of our outcomes for CYP with SEND in Cornwall, however parental satisfaction with the SEND system remains lower than we would wish, with many parents having low confidence in the mainstream school experience, and the demand for specialist places continuing to grow. As a county we must provide the extra support that will give our most vulnerable children and young people, equal opportunities to do their best and develop the skills for adult life, and wherever possible, this should be alongside their non-SEND peers in mainstream education.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. However, some Cornish CYP with SEND report feeling 'othered' and experiencing bullying – they have said they want more safe spaces in educational settings, and trusted adults who they can have open and honest conversation with about their experiences.

The graduated response and its effective implementation remain crucial for supporting CYP with SEN and ensuring that all children receive the support they need. However the 2023 Impower survey showed that only a third of Local Authority SEN and Inclusion staff thought partners had a good understanding of the graduated response, and the thresholds for SEN and EHCP support. Therefore, whilst the number of CYP receiving SEN support has increased slightly, the implementation of SEN Support (the Graduated Response), across CIOS appears to be inconsistent, with some concerns about effectiveness, and accountability.

How do we know CYP with SEND and their families do not feel valued or included?

- CYP with SEND and their families have told us that they feel their schools are not always inclusive, or able to meet their needs.
- SEN Support (graduated response) isn't always well understood or applied as effectively as it could be in education settings.
- Mainstream schools need to ensure that necessary reasonable adjustments have been made for children and young people with SEND, and also that school behaviour policies do not conflict with the necessary reasonable adjustments.
- Absence rates of SEN support pupils and pupils with an EHCP in Cornwall are above regional and national average rates (for pupils with an EHCP, 14.5% in Cornwall compared to 12.3% nationally).
- In 2022/23, permanent exclusions for pupils with an EHCP, was almost double the national average, and for CYP accessing SEN support, it was more than double the national average.
- We need to engage children, young people and their families as routine practice, to ensure their experiences are identifying gaps, poor quality services and learning, within the SEND system.
- Accommodations for parents with SEND or low literacy levels are not consistent and some parents also face significant barriers when trying to navigate the SEND system and paperwork.

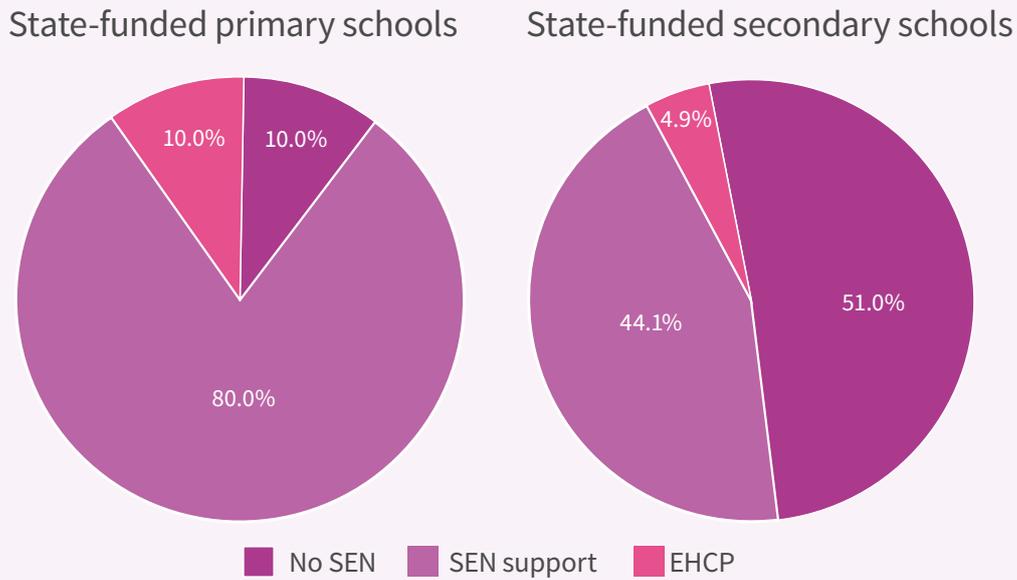


Figure 7. Proportion of total permanent exclusions of Cornish CYP in 2022/23, by type of SEN support, in primary and secondary schools.

What are we already doing?

- We have started work on developing further the Inclusion Ambition work and Belonging Framework in the SEND system.
- The early years SEND provision team has been delivering the support in the following
 - Graduated response in the Early Years
 - Inclusive Practice in the Early Years to support Belonging
 - Progression Toolkit – Quick Guides and support documents
 - Webinars – Graduated Response, SENIF
 - Training Webinars – Developmental Journal, Sequence Strips, Show and Go, Stop Timer, Biting, Social Stories, ILP and Smart Targets.
- Cornwall was a national trailblazer for the Family Hubs and Start for Life grant. The programme has enabled us to accelerate our work to strengthen our whole family, preventative approach. There has been excellent progress on improving the experiences and outcomes of newborn babies and infants through our Start for Life approach. This has included focusing on further development of Infant Feeding, Parenting, Perinatal Mental Health and Parent-Infant Relationships and the Home Learning Environment.
- Cornwall Council established a team of Children’s Rights officers to ensure that across the Local Authority, the rights of children and young people are respected, and a sense of community belonging is facilitated and promoted.
- Leaders are engaging children and young people with SEND and their families to improve services and support. The inclusion of Parent Carer Forum (PCF) at a strategic level, and SENDITFORWARD for children and young people with SEND, ensures their voices are heard.
- Work is ongoing to ensure children and young people with SEND have access to appropriate education provision within their communities wherever possible to ensure that they are engaged and feel included.
- We are establishing more effective ways of communication across the partnership to improve the experiences for children and young people with SEND and their families. We have undertaken a review of communication materials and systems with families and professionals.

Strategic priority four: We ensure that CYP with SEND, are valued, experience quality teaching and feel included and belonging

Activities - What we will do

- Inclusion Ambition and Belonging**
- Drive the adoption of the Inclusive Ambition and Belonging Framework in Cornish schools
 - Development and delivery of SEND awareness training for staff across the system
 - Monitoring outcomes for CYP with SEND

Graduated Response and Quality First teaching

- Deliver training sessions on the 'Graduated Response' to all mainstream schools, partner organisations, CYP with SEND and parents

Reduce SEND Absence and Exclusions

- Better Supported transitions between primary and secondary
- Offer nurture model in Alternative Provision
- SEND exclusions scorecard

SEND Support Service

Input -resources needed

- Awareness and engagement sessions on Inclusion and Belonging with CASE, CAPH, CASH
- Cornwall Education Inclusion Charter
- Cornwall Education Belonging Framework and Charter
- SEND Co-production Charter

Shorter term outcomes

- More CYP with SEND experience seamless transitions between phases of learning
- More CYP with SEND feel included in their education setting and that teaching staff understand their needs
- There is less escalation of needs, and/or behaviour due to appropriate SEND support
- Reduction in complaints
- More CYP with SEND take part in activities alongside their non-SEND peers

Longer term & system benefits

- More CYP with SEND have support needs met through the Graduated Response
- Exclusion and suspension rates for CYP with SEND reduce so in line with or lower than national SEND peers
- Reduction in EHE, and Emotional based School Avoidance
- More CYP achieving the same or better progress compared to national peers
- More CYP with SEND have needs met earlier, so fewer needing specialist services
- Reduction in use of ISP and Alternative Provision

Strategic drivers and enablers:

Priority Five:

We integrate our system responses to meet changes in demand, in the most effective, equitable and sustainable way, whilst driving value, efficiency and quality.

Children and young people with SEND, and their families have told us that they want care that is holistic, and a system that recognises their physical and mental health needs, alongside their social and educational needs. Families also say that when services work well together, they have a better experience.

How do we know we need to integrate our responses in a more effective, equitable, sustainable way?

Currently, Cornwall Council has a high reliance on Independent Specialist Provision which has increased exponentially over the last 5 years, spending over £35M a year for around 600 CYP (pre and post 16 provision but not including further education colleges or EOTAS). Even with the extension of the Statutory Override, until March 2028, the cumulative High Needs Deficit still presents a significant financial risk to Cornwall Council. To become more financially sustainable Cornwall Council will need to identify more affordable, commercial arrangements to deliver good quality education provision to meet the current demand, and also the projected increasing demands and needs.

Additionally, our advancement in health technologies mean we are seeing an increase in those children and young people with longer term health conditions and multiple and complex

need, but unfortunately in Cornwall there are still poor outcomes in child development, increasing rates of obesity, neurodevelopmental disorders, anxiety, eating disorders and other mental health concerns. Referrals into the specialist health services are increasing, but a substantial proportion of the referrals do not meet clinical criteria for diagnosis or treatment, and families may have been on waiting lists for a long time to be told this.

The number of families accessing help through the Early Help Hubs, is also increasing, but there are shared concerns that adversity is impacting on families' ability to implement self-help strategies. We know we still need to move from "pockets" of good early intervention and multi-agency working, to systemically applied principles and practice.

Planning services together to improve co-ordinated care, and taking a joint approach to meeting multiple needs and risk management, could help to:

- Reduce the number of families experiencing multiple referrals before finding help
- Reduce the child developmental disorders impacting on behaviour, school inclusion and poor mental health
- Prevent after deterioration of health and wellbeing
- Reduce referrals to specialist outpatient services

We also know that the combination of interlinking socio-economic factors associated with SEND, means that some children face multiple barriers in addition to their SEND needs, but currently there is a lack of intersectional data analysis so this requires further exploration and understanding.

An outcome of this strategy will be commissioning intentions which prioritise the gaps in provision for children and young people with SEND, and a robust strategic and operational approach to commissioning and contract management. Jointly agreed commissioning principles would enable healthy dialogue and challenge on how we have or will commission services.

What are we already doing?

- Cornwall Council and CIOS Integrated Care Board are working closely together to deliver Cornwall's SEND improvement priorities with several areas of jointly commissioned work and services (Designated Clinical Officer, Thriving Together, Multi-Agency Rapid Response Service (MARRS), SENDIASS, Parent Carer Forum, Early Support Team Around the Child (TAC) and Youth Justice Specialist Nurses).
- Governance structures have been established across the partnership, and there is positive evidence of how this focused work impacts on the lives of children and young people in early years, preparation for adulthood and post-16 education.

- Leaders from health, social care and education services and providers are collaborating and there are areas of multi-agency working and established systems for continued improvement.
- Cornwall Council has joined with other local authorities to participate in the f40 group which is campaigning for a new government SEND funding strategy, linked to the SEND and AP Improvement Plan, focusing on early intervention and inclusion.

Services like SPACE and Dreadnought Aspires have really helped me feel like I belong and can get involved. Now I am training to help my peers at SPACE so that they can have a good experience too.

Youth Council Member



Strategic priority five: We integrate our system responses to meet changes in demand, in the most effective, equitable and sustainable way, whilst driving value, efficiency and quality.

Activities - What we will do

Keep CYP well, prevent ill-health

- Reduce health inequalities by supporting vulnerable families.
- Ensure a robust interface between the NHS and early-support and prevention services

Joint Commissioning Delivery Plan

- Develop preventative support for CYP with SEND in 0-25 against an agreed outcomes framework
- “turn the curve” reduce the need for specialist support and EHCPs
- Ensure demand trends are identified early to inform joint commissioning

Education High Needs Review

- Develop a Fair Education Fee Model including pre and post-16.
- Reduce reliance on high-cost Independent Specialist Placements.
- Review SEND Education Dynamic Purchasing System

Input - resources needed

- SEND Education team, Commercial services and TFF commissioning to scope demands, benchmark and develop fee model
- Shift in Independent Specialist Market – from provision
- Fair Cost of Education Fee model
- Development of Blocked Purchase Agreements with strategic partners
- Joint SEND Commissioning Plan

Shorter term outcomes

- All services monitor progress of outcomes at an individual, operational and strategic level.
- Outcome monitoring informs planning and joint commissioning.
- Shift in Independent Specialist Market
- Fair Cost of Education Fee model
- Development of Blocked Purchase Agreements with strategic partners
- Joint SEND Commissioning Plan

Longer term & system benefits

- Fewer families experiencing multiple referrals before finding help
- Reduction in Child developmental disorders impacting on behaviour, school inclusion and poor mental health
- Lack of provision, trends and themes are identified to inform joint commissioning.
- Improved value for money and sustainability for education provision, through better commercial approaches
- A reduction in the High Needs Deficit
- Less reliance on Independent Specialist Education Provision – a shift in market power

Strategic drivers and enablers:

Joint Commissioning Outcomes and Key Performance Measures

Strategic Priority	Key Performance Measures and Outcomes	Trajectory
<p>Priority 1: We ensure children and young people’s SEND needs are identified and met at the earliest opportunity through a comprehensive offer of early support.</p>	<p>Reduction in complaints, mediation and tribunal cases.</p> <p>Increase in access to Early Education for 2 yr olds and 3-4 yr olds.</p> <p>Trajectory of EHCP needs assessment requests begins to plateau within 5 years.</p> <p>Increase in the EHCP are completed within the 20-week time limit.</p> <p>Increase in coverage of Mental Health in Schools Teams.</p>	<p>↓</p> <p>↑</p> <p>→</p> <p>↑</p> <p>↑</p>
<p>Priority 2: We commission accessible, relevant, high-quality health, education, and social care for children and young people with SEND which deliver positive outcomes and prevent the avoidable escalation of need.</p>	<p>Reduction in number of CYP placed in Independent Specialist Provision.</p> <p>Reduction in average education fees for students in Independent Specialist Provision due to Fair Cost of Education Fee model.</p> <p>Reduction in the number of CYP with SEND educated out of area.</p> <p>Reduction in spend on travel costs for CYP with SEND as educated closer to home.</p> <p>More YP experiencing periods of poor mental health recover through appropriate aftercare services.</p>	<p>↓</p> <p>↓</p> <p>↓</p> <p>↓</p> <p>↓</p> <p>↑</p>



Strategic Priority	Key Performance Measures and Outcomes	Trajectory
<p>Priority 3: We ensure that high aspirations for all young people with SEND are reached through effective planning and preparation for adulthood.</p>	<p>Reduction in average post-16 education placement spend, benchmarked to southwest and CIPFA neighbours.</p> <p>Reduction in exclusions/suspensions for CYP with SEND, towards or lower than national average.</p> <p>Increase in young people with SEND aged 16-25 who achieve a positive destination (education, employment or training)</p> <p>Increase in uptake of supported internships.</p>	<p>↓</p> <p>↓</p> <p>↑</p> <p>↑</p>
<p>Priority 4: We ensure that CYP with SEND, are valued equally, experience quality teaching and feel included and belonging, insert alongside their non-SEND peers.</p>	<p>CYP in Cornwall with SEND make the same or better progress as national peers including reading/writing/maths).</p> <p>Reduction in overall absence rate for CYP with SEND, of all ages.</p> <p>Reduction in EHE, for CYP with SEND.</p> <p>More CYP with SEND feel their schools are inclusive.</p>	<p>↑</p> <p>↓</p> <p>↓</p> <p>↑</p>
<p>Priority 5: We will improve the effectiveness of joint commissioning and integrate our system responses to meet changes in demand, in the most effective, equitable and sustainable way.</p>	<p>Reduction in referrals to specialist outpatient services.</p> <p>Reduction in the percentage variance between planned and actual expenditure from the High Needs Block of the Dedicated Schools Grant (DSG).</p> <p>More new contracts issued for services, use the jointly agreed SEND outcomes framework.</p>	<p>↓</p> <p>↓</p> <p>↓</p> <p>↑</p>

Implementation, monitoring and reporting

How will we know if there is progress on the strategic priorities, what is working and what is changing?

Under each of the strategic priorities, there are key actions and inputs that will be developed into an operational plan, with timelines, outputs and smart outcomes for realising the joint commissioning intentions. This ambitious programme of work will be overseen by representatives of the accountable bodies through the Cornwall SEND Board which meets bi-terminly, and the Start Well Steering Group. Where appropriate issues will be escalated to the Integrated Commissioning Programme Group and further to the Cornwall Integrated Commissioning Partnership/Committee in Common.

This Partnership approach to governance will enable progress against the Strategy and operation plan to be carefully monitored, and also for the partners to hold each other to account on progress and performance of the strategy. In addition to their presence on the SEND Board (via the Parent Carer Forum and SENDITFORWARD group) feedback from local parents/carers and young people with SEND, will be sought on our progress as a system, on an annual basis throughout the period covered by the Strategy, and as part of the annual review of the action plan.



Parents feel forced to fight for what are their children's basic rights to be heard and supported. Our voices need to be heard.

Parent of child with SEND



Underpinning the delivery of the strategic priorities will be key operational arrangements:



Exploration of aligning key sources of data and intelligence in the form of a joint dataset on children and young people with SEND, so that partners can take decisions about joint commissioning based on a broad and shared understanding of current and future needs.



Development of an agreed set of outcomes for CYP with SEND, that partners are seeking to achieve together through the services that they commission.



Being clear on the resources required to meet current needs and achieve agreed outcomes, and what Cornwall Council and NHS partners will contribute.



Bringing together Early Help and frontline practice as much as possible, integrating and joining up services wherever possible.



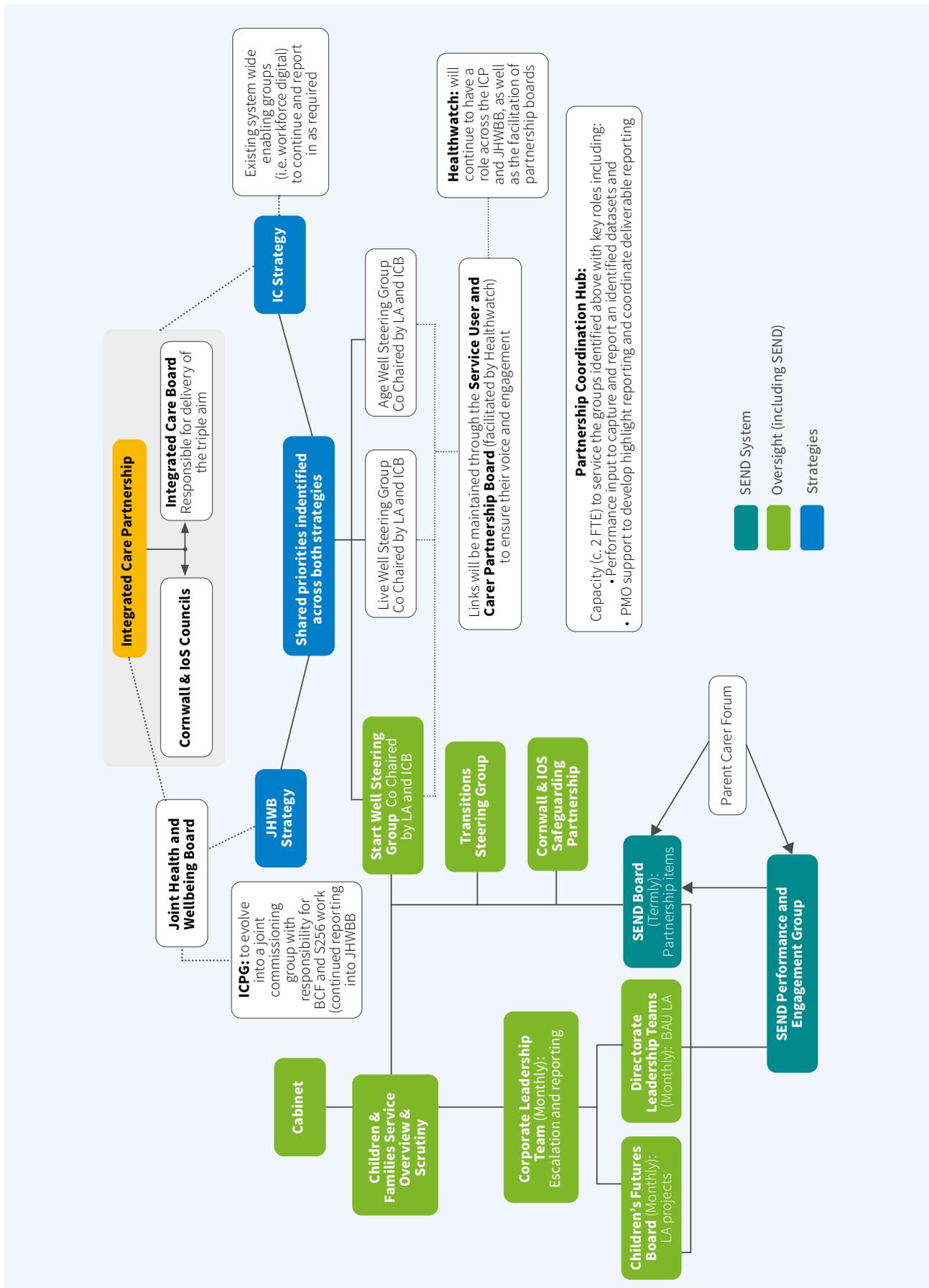
Ensuring that there is a common language and a consistent approach to support young people with SEND and their families across all agencies.



Collating all available stakeholder feedback to inform the joint strategy in co-production.



Governance structure



Appendix One

Current separate and joint commissioning arrangements

C IOS ICB Commissioning	Shared Commissioning (ICB & LA)	Local Authority	
		Education & Community Health	Social Care
<p>Community Paediatrics (RCHT) provide specialist child health assessment and surveillance service, for children and young people with significant and complex physical and developmental needs.</p>	<p>Designated Clinical officer – Children’s ensure that the health outcomes for disabled children and those with special educational needs are maximised by working to improve, quality of life, school attendance, mental and physical health problems, personal autonomy and involvement in further education and employment, independent living and community inclusion.</p>	<p>Community Based Out of School Provision (EOTAS) is an alternative provision for students unable to attend mainstream provision. A list of Approved Providers for Community Based Out of School Provision has been developed and is constantly monitored by a Quality Standards and Monitoring Framework.</p>	<p>Occupational Therapy (Social Care) service sits within the Disabled Children and Therapy Service (DCTS) and carries out assessments for ages 0 to 18 years with disabilities in their own homes, short break settings, mainstream schools and special education schools to ensure that CYP have access to all essential facilities.</p>
<p>Specialist Parenting Service supports children who have one or more parents with a learning disability who are at a higher risk of poor developmental outcomes. These parents often face structural barriers such as poverty, poor housing and require additional support.</p>	<p>Thriving Together is multi-agency and multi-disciplinary and supports families with infants and children under 5 who are struggling to develop a positive relationship with their child. The service aims to improve parent/carer and infant mental health by strengthening the parent/carer’s confidence.</p>	<p>Public Health Nursing provides children’s community health services on behalf of Cornwall Council and the Council of the Isles of Scilly and leads the delivery of the Healthy Child Programme (HCP). The HCP offers all CYP aged 0 to 19, including those with additional or complex health needs, a series of health and development reviews along with information and guidance on health promotion, protection, and improvement.</p> <p>Habilitation service provides specialist and essential mobility and independent living skills training to CYP aged 0 to 25 years with vision impairment from Guide Dogs UK. This is a jointly commissioned service between education and Children’s Social Care.</p>	

CIOS ICB Commissioning	Shared Commissioning (ICB & LA)	Local Authority	
		Education & Community Health	Social Care
<p>Children’s Community Therapy Services (CCTS) (RCHT) provide Occupational Therapy, Dietetic and Physiotherapy assessment, treatment and intervention to CYP who have, neurological, neurodevelopmental, neuromuscular conditions and/or disabilities.</p>	<p>Early Help Hub is the ‘front door’ to Early Help services led by Cornwall Council and Cornwall Foundation Trust. These services support CYP aged pre-birth to 18 who have a need for early help, care and support. If a young person has SEND, this support is extended up to age 25. The Hub also hosts the Family Information Service (FIS).</p>	<p>Alternative Provision Academies are commissioned to ensure that the Local Authority’s duty is met in respect of pupils excluded from or at risk of exclusion from schools in Cornwall.</p>	<p>Social Care Placements are commissioned a range of opportunities for children and young people, some of which, because of the needs of the individuals may require contributions from other departments / agencies.</p>
<p>Occupational Therapy (RCHT) comprises Occupational therapists and Technical Instructors who provide assessment, support and advice for CYP with significant functional difficulties impacting on their ability to participate in daily life aged from birth to 18 years.</p>	<p>Early Support Team Around the Child (TAC) is a coordinated approach that brings together family and professionals to address a child or young person’s (aged 0-18 years) additional needs or disability.</p>	<p>Cornwall Hospital Education System (CHES) and Sowenna provides education for young people unable to access mainstream education due to medical reasons, delivered via a number of settings RCH room, in homes, community venue and virtually.</p>	<p>Short Break Provision is available to meet the needs of disabled children, young people, and their families which ranges from one or two hours in the community to overnight care with Family Based Short Break Carers or in residential short breaks.</p>
<p>Physiotherapy assessment (RCHT) assesses ages 0 years to 17 years 11 months, with disabilities that impact at home, early years settings, and schools.</p>	<p>Parent Carer Forum empowers parent carers to have a voice, support themselves, and support each other, to achieve the best possible outcomes.</p>	<p>SEN Navigators act as a first point of contact for families of children with special educational needs and disabilities (SEND).</p>	<p>The Supporting Change in Partnership (SCIP) programme is an early intervention model for disabled CYP aged 0 to 18 years and their families within Children’s Social Care, which prevents escalation to statutory social work.</p>

CIOS ICB Commissioning	Shared Commissioning (ICB & LA)	Local Authority	
		Education & Community Health	Social Care
<p>The Dietetic Therapy (RCHT) team assesses the needs of CYP aged under 18 who are nutrient deficient, underweight or significantly overweight via the Neurodevelopment, Complications of Excess Weight (CEW), Lifestyles Eating and Activity for Families (LEAF) and Steps to Eating (STEP) age dependant pathways.</p>	<p>Cornwall Local Offer provides a central hub for information about services, provision, and support for parents/carers of CYP with SEND. The SEND Local Offer is co-produced with those who use these services including parents/carers, young people, and other stakeholders.</p>	<p>Pre-16 Courses is a provision of vocational courses for young people who cannot attend full time mainstream education due to SEMH needs.</p>	<p>Children in Care for when a child is ‘looked after’ by the local authority for more than 24 hours. Children can be in care by agreement with parents, by order of a court, or because their short break provision exceeds 75 nights in any period of 12 months.</p>
		<p>Equipment Service facilitated by Medequip provides specialist equipment to CYP aged 0 to 18 years with disabilities across Cornwall in their homes and school settings. The loan equipment is prescribed by professionals in health, education and social care. This is a jointly commissioned service with adult services.</p>	
<p>Children’s Community Nursing Services are a skill mix team providing specialist support for CYP aged 0 to 18 years (with some exceptions to 19 years, based on individual need) who have complex health and nursing needs. Cornwall Partnership NHSFT, University Hospitals Plymouth NHS Trust.</p>	<p>Speech and Language Therapy support ages 0 to 18 with speech, language and communication needs in clinics, homes, and educational settings across Cornwall and the Isles of Scilly. The team work directly with children and young people alongside their key communication partners such as parents, carers, and educational staff.</p>	<p>ARWENA is a virtual schooling providing support for: children and young people with a social worker children and young people who have previously had a social worker.</p>	<p>Portage is a home-visiting early years’ service for children aged 6 months to 3 years with SEND and their families.</p>
<p>Cerebral Palsy Integrated Pathway co-ordinate clinics, monitoring/ identifying CYP with Cerebral Palsy, who have increased risk of developing contractures or hip dislocation.</p>	<p>Youth Justice Specialist Nurses (YJSN) are employed by CFT but work alongside the Youth Justice Service, a multi-agency team incorporated in the Gweres Tus Yownyk (GTY) specialist adolescent service.</p>	<p>SEND Support Services visit schools and settings, 0-25, to support with VI, HI, multi-sensory Impairment MSI, AAC Alt Augmentative Communications, SLCNs, and cognition and learning and physical needs (into homes for the under 5s).</p>	<p>Direct Payments and Personal Budgets are one way to meet the assessed social care needs of disabled CYP, and promote independence, choice, and inclusion by enabling the purchasing of support and services.</p>

CIOS ICB Commissioning	Shared Commissioning (ICB & LA)	Local Authority Education & Community Health
<p>Children’s Epilepsy Nurses provide specialist care and management for CYP with epilepsy who are resident in Cornwall, including the provision of advice and guidance about diagnosis and seizure control, medication monitoring and training for schools and care settings.</p>	<p>Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides independent information, advice and support to children, their parents and carers and young people with SEND as defined in Parts 19 and 32 of the Children and Families Act 2014.</p>	<p>Autism in Schools Team support autistic CYP aged 4 to 16 who are on roll at a school in Cornwall. They support schools to include autistic children and young people in all activities to join in, learn, and thrive. Most work is in schools, but some work is carried out in the home.</p>
<p>Child and Adolescent Mental Health Services (CAMHS) delivers a range of services for CYP aged between 0 and 18 years. The different services offer evidence-based interventions based on the level of mental health need and risk that CYP present with.</p>	<p>Children’s Neurodevelopmental Assessment Service offer multi-disciplinary specialist assessment of CYP up to the age of 18 years with complex neurodevelopmental disorders.</p>	<p>Education Psychology offer a traded service to educational settings to support inclusion and promote positive outcomes for vulnerable CYP. It is a statutory role to provide assessment and written Psychological Advice as part of an EHC needs assessment or reassessment of ages 0-25.</p>
<p>Specialist Child and Adolescent Mental Health Learning Disability Team (CAMHS LD) provide county-wide support up to 18 years old with moderate, severe and profound learning disabilities with an associated mental health concern.</p>	<p>Children’s Social Care & LD CAMHS have jointly commissioned training, such as Critical Incident Stress Debriefing (CISM), which provides psychological debriefing for staff in both agencies where they have experienced trauma from specific incidents.</p>	<p>Early years Inclusion and SEND team provide support, advice and training for Early Years professionals and parents/carers of children aged 0 to 5 years with SEND. The team support Early Years providers to deliver the ‘Graduated Response’.</p>
<p>Kernow and Isles of Scilly Key working Service (KIOSK) offers support to CYP aged up to 18 with a diagnosis of autism and/or learning disability, who are at risk of a mental health hospital admission.</p>		
<p>Children and Young People’s Avoidant Restrictive Food Intake Disorder (ARFID) Service (RCHT and CFT) support autistic children who are five times more likely than their peers to develop feeding problems including autistic CYP who are more at risk of developing Avoidant Restrictive Food Intake Disorder.</p>		
<p>Transition to Adult Mental Health Services are mental health services for adolescence (covering the ages 13-19 years old) are split between CAMHS, who work up until the age of 18 years old, and Adult Mental Health Services (AMHS) thereafter.</p>		

A full list of commissioned services can be viewed on our [Family Information Service \(FIS\) website](#)

Appendix Two

definition/glossary

ADHD - Attention Deficit Hyperactivity Disorder

ADHD - Attention Deficit Hyperactivity Disorder

AEN / ALN - Additional Educational Needs / Additional Learning Needs

This refers to children and young people who have learning, physical or sensory needs.

AP - Alternative Provision

Education provision for children and young people who can't go to a mainstream school.

ARB - Area Resource Base

ARBs support pupils with more complex needs. They are part of the mainstream school that hosts them.

ASD / ASC - Autistic Spectrum Disorder or Condition

A developmental disability that affects communication and interaction.

BSL - British Sign Language

Sign Language visual language using gestures, facial expressions, and body language.

CAMHS - Children and Adolescent Mental Health Services

NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties.

CAPH and CASH – Cornwall Associations of Primary and Secondary Heads

Cornwall Association of Primary Heads” and “Cornwall Association of Secondary Heads

CHES – Community and Hospital Education Service

Provision of alternative education for statutory school age pupils who because of illness or other reasons, would not be able to attend mainstream education

CCLES – Cornwall Children’s Equipment and Loan Service

The provision of specialist equipment for young people up to 18 years with disabilities.

CIC - Children in Care

Children in the care of the local authority.

CQC – Care Quality Commission

This is the independent regulator of health and adult social care services.

CYP - Children and Young People

DSG – Designated Schools Grant

A central government grant distributed to local authorities for education of pupils in mainstream education and Special Education Needs provision.

EBSA - Emotionally Based School Avoidance

This is reduced or non-attendance at school for emotional-based difficulties.

EHCP - Education, Health and Care Plan	A legally binding document that describes the needs of the child/young person and sets out the extra help and support needed to meet those needs.
EHE - Elective Home Education	Choice made by parents to educate child/young person at home or in some other way away from school.
EHH - Early Help Hub	In the 'front door' to Early Help services led by Cornwall Council and Cornwall Partnership NHS Foundation Trust.
FIS - Family Information Service	The Family Information Service supports families across Cornwall with free and impartial information and advice.
FSM - Free School Meals	The UK, these are available for children whose families meet specific income-based criteria.
Graduated Approach	Schools must put effective provision in place and ensure that all barriers to learning are removed for pupils with Special Needs.
ILACS - Inspection of Local Authority Children's Services	This is a framework used by Ofsted to inspect local authority services for children in need of help and protection and children in care.
IOS - Isles of Scilly	A group of islands off the peninsular of Cornwall with their own unitary authority.
JSNA - Joint Strategic Needs Assessment	A local assessment of the current and future health and social care needs of local communities.
LAC - Looked After Child (sometimes called CIC)	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child.
Local Offer (sometimes called SEND Local Offer)	Provides information to families of a child / young person with SEND about what support services are available in the local area.
LSA / TA - Learning Support Assistant / Teaching Assistant	Staff in schools provide additional support to the teacher and to some individual pupils.
ND - Neurodiversity	Variations in neurological development associated with conditions such as autism spectrum disorder, ADHD, and dyslexia and social functioning.
NEET - Not in Employment Education or Training	Anybody who is not in any of the forms of education or training and not in employment is considered to be NEET.
OOA pupils - Out Of Area	Young people placed in education settings outside of the local authority's jurisdiction.

OTs – Occupational Therapists	Specialist health care workers who assess needs and help people overcome barriers to participating in daily activities.
Ofsted – The Office for Standards in Education, Children’s Services and Skills	UK government inspectorate responsible for evaluating education and skills services for all learners. It inspects local authorities to assess how effectively they deliver services for children and young people, including child protection, family support, and oversight and improvement of schools.
PCF - Parent Carers Forum	Parent Carers Forum (PCF).
Personal Budget	Local authority funding awarded to parents or a young person over 16 years to secure provision specified in the Education, Health and Care Plan.
PIAP - Post Inspection Action Plan	A weekly online group that was originally established to support the refresh of the Local Offer.
PfA - Preparing for Adulthood	Preparing for Adulthood is the 5 steps and 4 pathways to help young people get ready for adult life.
PMLD - Profound and Multiple Learning Difficulties	A severe learning disability that significantly affects the ability to communicate and be independent.
Portage	Planned, home-based educational support for pre-school children with special needs.
RCHT	The Royal Cornwall Hospital Trust is the main provider of acute and specialist care services in Cornwall and the Isles of Scilly
Reasonable Adjustments	Changes a school makes to remove or reduce a disadvantage related to someone’s disability.
S&L - Speech and Language and / or SaLT - Speech and Language Therapy / Therapist	Support and care for children who have difficulties with communication, eating, drinking and swallowing.
SCIP - Supporting Change in Partnership	A programme for families who need practical support with their disabled child.
SEMH - Social, Emotional and Mental Health	A type of special educational needs in which children/ young people have severe difficulties in managing their emotions and behaviour.
SEND - Special Educational Needs and Disabilities	A learning difficulty or disability which means a child / young person may need special health or education support.

SENCo - Special Educational Needs Co-ordinator

The person in school responsible for ensuring that the needs of child/young person with SEND are met.

SENDIASS - SEND Independent Advice and Support Service

An impartial SEND advice service for child/young person and parents.

Short Breaks

Activities for disabled child / young person to give families a break.

Special School

Schools that provide education specifically for a child/ young person with needs that cannot be met in a mainstream school.

TFF - Together for Families

Together for Families is the name for children's services run by Cornwall Council. This includes children's community health, education and social care.



Appendix Three

relevant legislation and sources of reference

SEND code of practice: 0 to 25 years

SEND and Alternative Provision Improvement Plan

Ofsted CQC Local Area SEND Inspection Report 2023

SEND Transformation Plan

Joint Strategic Needs Assessment – Cornwall 2024

NHS Long Term Plan

LG Inform: Our Ambition for Children and Young People in Cornwall

DfE:(SEN2 Dataset) Statistics on pupils with SEN, including information on educational attainment, destinations, absence, exclusions, and characteristics

Celebrating Neurodiversity Strategy 2023-26

The Special Educational Needs and Disability Regulations 2014

Children and Families Act 2014

Equality Act 2010

UNCRC

Council for Disabled Children

During the development of this strategy, reference was made to Joint Commissioning Strategies by other local authorities. These documents provided valuable insights and have helped to inform and shape our own approach.

Sincere thanks are also extended to all partners and stakeholders for their contributions to the development of this strategy, and for their continued commitment to the co-production of services for children and young people with SEND in Cornwall .

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