Raising Aspiration

Our Vision
We want children and young people (0 to 25 years old) with Special Educational Needs and Disabilities to achieve the best possible outcomes which enable them to fulfil their true potential and participate fully in wider society.
In Northamptonshire, we believe the improvements to health and wellbeing of our residents are critically dependent on collaborative working, an ambitious review of the future and delivering good quality services to achieve outcomes. Giving every child the best start in life is fundamental to the philosophy and approach in supporting Northamptonshire flourish.

The consensus of the 20:20 vision events told us that children and young people would like services which enable them to be as independent as possible. However, when support is required services need to be easily accessible and provide the right support at the right time. This strategy has been produced through working with children, young people and families, with schools, colleges and settings in the maintained and non-maintained sectors, health and social care, including adult services and the voluntary sector. We believe that partnership will be key to the success of this strategy and by maintaining close relationships within our community I am confident that we will improve outcomes for children and young people with SEND.

**Councillor Sylvia Hughes**

**Chair of Northamptonshire Health & Wellbeing Board**
My Story - Dan Sanders

I am 21 years old. I currently live at home with my Mum, Dad and my younger sister, Kathryn, when she is home from University. I was diagnosed with Autism at about 4 years old.

In September I am starting at The Arden School of Theatre, which is part of Manchester College. Because I have done a HND they said I could just do a one year top-up for a degree but I want to start in year two so that I can get into their way of working.

When I have my degree I want to start up my own acting company and make a living doing acting and creating performances.

I’ve been lucky, I don’t have many difficulties that couldn’t be accommodated for. I have life skills that I have picked up from friends and family. I can manage money. My Mum always had an expectation of me to do things, they were no different to the expectations of Kathryn. We had to do the washing up on alternative days, we sometimes argued over it.

At home I was pushed when I needed to be pushed and given space when needed. I always felt supported.

I attended reception class at Whitehills Primary. I had a learning support assistant but I would kick off in class, so I was moved to Green Oaks. There were small classes, tailored work and a dedicated team. One afternoon a week there was integration with the mainstream kids, I used to hate it, but I’m sure it did me good in the long term.

A lot of my friends from Green Oaks went to a mainstream secondary school with a DSP unit, but when I was looking around one of the bells went off and it sent me funny so I went to look at Friars. I made progress probably being in the right place at the right time. The support that Friars gave me in the beginning gave me the platform to develop, I don’t think I would have got to where I am had it not been for that support. I got my GCSE’s, 5 grade C’s in English Literature, Drama, Media Studies, PE, Maths and a grade B in English Language.

One of the biggest influences in my life has been attending Masque Theatre since I was 9. Mrs Wright, the teacher, didn’t treat me any differently to anyone else. I was on a level playing field. The challenges in performances was met by everyone and it didn’t matter who or what you had. The skills gained from my drama group were important and gave me a creative medium and allowed me to express myself to a certain degree.

On leaving school I went to college to study a Level 3 Diploma in Performing Arts / Acting course. It was good to be in an environment without people with needs as my only experience had been in drama. The adjustment period was difficult. The college did provide a special support assistant for me and weekly meetings. This was slowly reduced, I did make friends and that helped me as well. I was at college for 4 years, after getting Triple Distinction in the Diploma I did an HND in Theatre Practice.

I have been working in a call centre for a year, it’s a job, not great, but experience of having a job is great. It’s an inbound call centre, we take calls for Transport for London, I am now a Senior Contact Centre Advisor.

My mum and I did have to fight to do my GCSE’s at school but I am now in a position to move onto higher education.
Introduction

In Northamptonshire, we are ambitious for all children and young people to reach their full potential. The 20:20 Vision events, Area SEND Inspection outcomes, and key national and local drivers have identified the areas we need to develop in order to ensure that children and young people get ‘the right support at the right time’.

In order to achieve this, this strategy identifies priorities across three main areas:

- Identification of needs;
- Meeting the needs of children and young people, in whatever setting, as early and as quickly as possible; and
- Improving outcomes.

The family clearly has a key part to play and are co-producers in planning support for their children.

Support for children and young people with Special Educational Needs and Disability has undergone radical change since the implementation of the Children and Families Act on 1st September 2014.

Education, health and social care professionals are working hard to ensure greater integration of services which will deliver better outcomes for children and young people with SEND.

To ensure the continued partnership focus on the delivery of this strategy the action plans developed to drive the work forward will be reviewed and monitored at the Health and Wellbeing Board each year.
National Context

Definitions

Special Educational Needs
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:
(a) A significantly greater difficulty in learning than the majority of others of the same age; or
(b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;
(c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Clause 20 Children and Families Act 2014

Disability
A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Equality Act (2010) – Section 6

Legislation

This strategy is being implemented against a background of significant government reforms to education, health and social care for children and young people with SEND (0-25) and their families and/or carers.

The overall purpose of the reforms is to:
- Implement a new approach to joining up support across education, health and social care from birth to 25;
- Ensure help is offered at the earliest possible opportunity;
- Ensure children and young people, parents and carers are fully involved in determining their goals and in decisions about the type of support they need to achieve these; and
- Establish more efficient ways of working and bring about better outcomes for children and young people.
The main requirements of the SEND Code of Practice 2015 are outlined below:

- To involve parents, families and carers, young people and children in shaping the provision of services for those with SEND, and to develop closer co-operation with partners, including schools, academies and colleges, health providers, social care services as well as other local authorities and the voluntary and community Sector.

- To co-produce a ‘Local Offer’ which details all the services to support children and young people with SEND and their families in a clear and transparent way so they can understand what is available.

- To undertake joint assessment, planning and commissioning of services for those children accessing education, health and/or social care to ensure integrated support through a streamlined assessment process and single plan (Education Health and Care Plan EHCP).

- To introduce a duty for joint commissioning to ensure joint responsibility for providing services.

- To provide an entitlement for parents, families and carers and young people to request a personal budget to extend their choice and control over the education, health and social care services they receive.

- To ensure positive transitions at all key stages within a 0-25 age range, especially in preparing for adulthood. Providing greater powers for the Local Authority to continue services post 18 and introducing new protections for young people aged 16-25.

- School Action and School Action Plus abolished and replaced with a single school category SEN Support, posing the question of what the school offer should be.

- To extend the SEND legal obligations of maintained schools to Further Education Colleges and academies (including free schools).

Partners

The specific responsibilities of other public bodies are underpinned by a various legislation and guidance, for example, the NHS Mandate. Through the mandate, the Department of Health have provided a duty for the NHS Commissioning Board to ensure children and young people with SEND can access the services identified within their agreed plans and have the option of a personal budget.

The relationships developed between local authorities and Clinical Commissioning Groups (CCGs) are therefore vital in establishing effective joint commissioning for SEND, something which both organisations are under a duty to deliver.

Transforming Care Partnerships

Transforming Care is a national initiative and relates to children and adults with a learning disability and/or autism who also have complex behaviours or mental health needs.

There are national expectations for all Transforming Care partnerships to reduce hospital admissions for these groups of people and to resettage those who are currently in in-patient facilities, including those in forensic placements commissioned by NHS England.

Prevention of hospital admissions clearly requires earlier intervention and support to prevent escalation of behaviours/complexities and Northamptonshire’s approach is to ensure an effective workforce utilising agreed pathways to enable children and adults (and those who support them) to gain the right support at the right time.
Northamptonshire Context

Northamptonshire County Council is the lead partner in delivering the SEND reforms and this strategy.

Our commitment to Northamptonshire children and young people and the delivery of our statutory duties to them is unwavering.

We work to a core set of values which define how we do things, both collectively as an organisation and individually. These are about:

- Openness and honesty;
- Fairness and respect;
- Ownership; and
- Co-production.

We will seek to achieve these through our priorities which were developed following extensive community consultation:

1. All children are safe;
2. All children achieve their best in education, are ready for work and have skills for life;
3. All children grow up healthy and have improved life chances; and
4. All vulnerable children achieve the best possible outcomes.

Strategic outcomes are defined by the Joint Strategic Needs Assessment (JSNA) for young people, last updated in March 2016. Performance data from this document identifies the following:

- Poor school performance in statutory tests and examinations;
- High levels of school exclusions;
- Poor educational outcomes for vulnerable children and young people including those looked after by the Local Authority;
- A continued and unprecedented population increase;
- Increasing numbers of children with more complex additional needs; and
- Increased number of children and young people having difficulties with their emotional health and wellbeing.
Giving every child the best start in life is fundamental to the philosophy and approach of Supporting Northamptonshire to Flourish. This strategy is based on the principles of prevention, early intervention and early diagnosis. Prevention is at the heart of this SEND Strategy; in supporting schools to develop high quality support for all learners, at what is often called the universal level, then if the needs of the learners are better met, there will be fewer learners progressing onto SEN Support level.

When individuals and families do need help and support, we want to identify them quickly and identify the correct, most effective support first time to avoid issues escalating and requiring more intensive and expensive interventions as well as avoiding long-term dependency on services.

This defines the principles behind SEN support delivered in early years’ provision and school settings where positive impact can reduce the need for further resource, resulting in fewer learners moving into statutory processes such as Education, Health and Care Plans (EHCPs). Consequently there will be less demand for higher level services such as special schools.

Local communities are also at the heart of the local strategy. The key principle of the SEND strategy is to ensure all children and young people are able to operate as active members of their community. This is clearly best achieved if they are part of that community and therefore should be educated as close to home as possible.
Where Are We Now?

Following recent Area SEND Inspection (May 2017) the report identified the following main findings:

• Leaders from across Education, Health and Social Care share a strong commitment to improving outcomes for children and young people who have special educational needs and/or disabilities. Local area leaders have worked effectively together to secure improvements, including improvements to the development of mechanisms to help keep children and young people who have special educational needs and/or disabilities safe;

• Leaders are reflective and their self-evaluation is broadly accurate. Work to secure improvement is suitably focused and is making a difference. Leaders recognise that their understanding of the impact of their work on improving outcomes has often not been precise and plans for improvement not consistently sharp. The new Director of Children’s Services (DCS) and the Designated Clinical Officer (DCO) have brought renewed clarity and insight since taking up post in autumn 2016. Lines of accountability are clearer and sharper. Senior leadership capacity has been strengthened and a more coherent strategy is being put in place. This is leading to even more joined-up approaches between education, health and social care services. The local area is well placed to secure further improvement.

• The local area’s approach to identifying children and young people’s special educational needs and/or disabilities is increasingly effective. Typically, agencies work well together to ensure that children’s needs are identified and assessed quickly and suitable provision is put into place;

• The Inclusion Network, run by the special school teaching alliance in partnership with the local authority, provides highly valued support to schools across Northamptonshire. The network makes a strong contribution to improving provision for children who have special educational needs and/or disabilities;

• A high proportion of new education, health and care plans (EHCP) are completed in the required timescale. The local area is on track to meet the 2018 deadline for transferring from statements of special educational needs to EHCPs. The time taken to complete a transfer has much improved in the last six months;

• The local area has embraced co-production, consulting with children, young people and their families in order to improve services;

• The voice of the child is typically captured well in EHCPs. However, the extent to which the outcomes defined in plans closely match children and young people’s needs and aspirations is variable;

• Children and young people who have special educational needs and/or disabilities achieve well in the area’s special schools, all of which are at least judged to be ‘good’ by Ofsted, and
a high proportion 'outstanding'. The academic achievement of this group of pupils in mainstream schools is variable. Work to improve provision is making a difference. Pupils’ attainment by the end of key stage 2 has improved steadily in recent years and is close to that of similar pupils nationally. However, pupils’ progress by the end of both key stages 2 and 4 remains lower than that of other pupils with similar starting points.

The Northamptonshire Health and Wellbeing Board Strategy has highlighted the following:

- Northamptonshire has a comparatively large population of 0-15 year olds which is expected to increase by approximately 15%;
- Not enough children, age 5, achieve a good level of development at the end of their Reception school year, in terms of the key areas of learning (personal, social and emotional development);
- Too many young people have poor mental health and wellbeing issues resulting in high rates of self-harm, hospital admissions for injuries and substance misuse; and
- Too many young people are not meeting their educational potential which limits their future options.

The Children, Families and Education Directorate identifies key intentions to improve outcomes for children and young people. For SEND these aspirations will ensure that:

- All children have access to early education settings rated good or better;
- All children are ready for school and have access to a school place rated good or better;
- All children make good progress in their education and meet their targets;
- All children have access to good 16+ education, training or employment;
- All young people are prepared for work;
- Vulnerable children and young people are provided with appropriate additional support in order to maximize their attainment and achievement;
- The total school population of Northamptonshire has increased from 113,413 in 2012 to 121,153 in 2017. This rate of increase is greater than the national average. In the same time period the number of children at SEN Support has decreased from 16,047 (14.1%) to 11900 (9.8%). The national proportion of children at SEN support has also decreased from 17% to 11.6%. There is therefore a lower proportion of children at SEN support in Northamptonshire and it has decreased at the same rate as national trends;
- The number of children and young people with a Statement of SEN or EHC Plan has reduced from 3763 (3.2%) in 2012 to 3615 (2.7%) in 2017. During the same period the national rate has remained static at 2.8%. The proportion of Statements and EHC Plans in Northamptonshire is now aligned with the national rate. This proportion is, however, expected to rise in calendar year 2018 with the increase in referrals for assessment.
• The percentage of children and young people with Statements of SEN or EHC Plans in maintained and academy special schools is 42.7% compared with a national average of 36%. The number of students in independent settings remains low at 3.8% compared with a national rate of 5.2%;

• Outcomes at Key Stages 1 and 2 for Northamptonshire students at SEN support or with a Statement/EHCP were below national averages in 2016 except for KS1 writing which is 2% above national average for those with a Statement or EHC. Progress from Key Stage 1 to 2 is below the national level. At Key Stage 4 the attainment in English and Maths for those with a Statement or EHC Plan is equal to national. In all other measures of attainment and progress in key stage 4 Northamptonshire is below national figures.

• In summary, Northamptonshire is a county that is growing at a faster rate than the national average. A very high proportion of students with Statements or EHCPs are educated in special schools. However, a lower proportion than nationally attend independent specialist provisions. The range of special schools in Northamptonshire is appropriate to meet the needs of a high proportion of students whose needs cannot be met by mainstream schools. Outcomes and progress at all key stages needs to improve for all young people with SEN.
The 20:20 vision co-production events held in March 2017 provided the opportunity for young people, families and professionals to explore together what is working and not working in the county to support children and young people with SEND. The output from these events has been used to inform this strategy and the participants involved at these events will continue to be actively involved in the development, actions and monitoring of the subsequent Action Plan via the Disabled Children and Young Peoples Delivery Group (DCYPDG) and the Health and Wellbeing Board (HWBB).

Summary

In conclusion, information from joint collaboration with young people and families, our Regulators and local assessments has identified the key areas for development which this strategy and action plan address.

The key areas for development are:

Priority 1 – To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision;

Priority 2 – To engage with children, young people and their families to promote early identification and provide support to meet needs;

Priority 3 – To develop smooth progression to adulthood for all young people with SEND; and

Priority 4 – To improve the quality and timeliness of multi-agency assessments and the quality of plans for those who require specialist levels of support.
Our Principles

This vision and delivery of key priorities will be underpinned by the following principles:

Collective responsibility – SEND is everyone’s business and we need a fair system where everyone plays their part to solve even the most complex of problems;

Early Support and Intervention – Early help and support through a high quality graduated response to prevent difficulties becoming entrenched.

Inclusion - The majority of children and young people with SEND will attend mainstream settings with support from specialist providers;

Appropriately Trained Workforce – The workforce across service is confident and competent to identify and meet the needs of children and young people with SEND

Localisation - Children and young people should be educated as close to their home as possible to support meaningful engagement in their community;

Personalisation - A personalised approach leading to greater choice and control for families, valuing unique circumstances;

Co-production - Parents and carers know their children and families the best. They are active participants in decision making and help to develop and shape services;

Partnership – Integration, joint commissioning and co-ordination of approaches to deliver better outcomes for children and young people with SEND; and

Culture Change – Our ‘SEND offer’ must change, which means we need to think in different ways, create alternative methods for delivery and develop more flexible approaches to support children and families.
Our Priorities

We will deliver the SEND Strategy through four key priorities outlined in the following pages. These priorities and their underpinning delivery objectives, along with the vision and principles above, have been informed by extensive consultation and co-production with partners; including parents, Health, Social Care colleagues and educational settings.

**Priority One** – To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision;

**Priority Two** – To engage with children, young people and their families to promote early identification and support that meets need;

**Priority Three** – To develop smooth progression to adulthood for all young people with SEND; and

**Priority Four** – To improve the quality and timeliness of multi-agency assessments and quality of plans for those who require specialist levels of support.
Priority One

To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision for every child and young person.

This is important because…

Children with SEND often start phases of education with lower levels of attainment than their peers. The aim is to support these young people to make the best possible progress they can, to close the gap on their peers, and to open the door to the next phase of education and into their adult life activities. All groups of children, including those with SEND, make the best progress in those schools and providers which have an overall Ofsted grade of ‘Good’ or ‘Outstanding’; however, for those schools that are not graded good or outstanding, we aim to support these schools to ensure that the SEND provision is of high quality.

Our Delivery Objectives

1.1 By Jan 2018 to publish a SEND Sufficiency report following a full review which focusses on identifying best practice and gaps in the support for all students at SEN Support and improving parental confidence in mainstream education.

1.2 By 2018 complete a review of all short breaks to ensure that the allocation of resources reflects key principles and commissioning is effective.

1.3 By 2018 complete a review of transport for vulnerable groups, including SEND and implement an action plan.

1.4 A review of High Needs Funding (HNF) to ensure that allocation of resources reflect the principles outlined in this strategy

1.5 Ensure there is a robust quality assurance process in Northamptonshire to challenge under performance in relation to SEND and support appropriate action plans towards achieving ‘Good’ or ‘Outstanding’.

Our Success Measures

1 a Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups.

1 b Progress made between key stages for students identified with SEND will be above national averages for equivalent groups.

1 c Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers.

1 d Every school and setting will be graded by Ofsted as ‘Good’ or ‘Outstanding’.

1 e Individual schools’ and settings’ Ofsted reports will recognise that there is a good level of support for young people with SEND.

1 f Provision across the graduated response is mapped, gaps identified and filled with all provision shared through the Local Offer.
Parents express an improved level of confidence with provision for SEND in mainstream schools.

Reduced number of permanent and fixed term exclusions for pupils with SEND.

Children and young people attend and are welcomed at their local education provider and participate in all aspects of the life of their educational setting.
Priority Two

To engage with children, young people and their families to promote early identification and support that meets need.

This is important because...

To support children and young people with Special Educational Needs and Disabilities to make the best possible progress we need to identify and meet their needs as early as possible.

Parents know their children better than anyone else and therefore we need to engage them at the earliest possible stage in any discussions around meeting the needs of their child. In many cases, early identification of need and appropriate actions to support these not only mean that the child has the chance to make good progress but can result in the child’s needs being met within a mainstream environment with access to a wide curriculum offer.

Our Delivery Objectives

2.1 Continue strategic co-production of SEND policy and action plans with children, young people and families.

2.2 Early intervention to be based on evidence and strength based approaches e.g. Signs of Safety and Positive Behaviour Support

2.3 By 2018 review and relaunch use of One Page Profiles across all services to support children and young people in different environments e.g. school, transport and ensure regular review.

2.4 By 2019 engage a range of professionals, including health and social care professionals where appropriate, earlier in the support process to identify and meet the needs of the child.

2.5 By 2019 support schools and settings to provide early, accurate and timely assessment, through well trained staff, keeping to a minimum delays between assessment and action.

Our Success Measures

2 a Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.

2 b Increased parental satisfaction in the assessment process is demonstrated by a reduced number of complaints and tribunals.

2 c Earlier intervention strategies lead to a reduced number of requests for Education, Health and Social Care Needs Assessments.

2 d Reduced demand for special school places.

2 e All schools publish a high quality SEN information report.
**Priority Three**

To develop smooth progression to adulthood for all young people with SEND.

*This is important because…*

To enable children and young people with SEND to become active citizens within their community we need to work in partnership to ensure young people gain as much independence as possible. In considering plans to support young people whilst of school age, we need to support the development of their aspirations for transitions beyond school. For young people of college age, we need to plan for transitions into adulthood with appropriate levels of support, not just from central services but also from families and the community. Northamptonshire is committed to work together to overcome obstacles and join up services in order to achieve this aim of independent, active residents.

**Our Delivery Objectives**

3.1 By 2018 provide continuity of support for young people post 16 by redefining the SEND locality teams to provide support up to the age of 25.

3.2 By 2018 ensure that children with SEND have access to appropriate independent advice both pre and post 16 so that future aspirations, needs and circumstances are reflected in plans.

3.3 By 2018 work alongside Adult Social Care, local councils and housing providers to ensure a seamless package of support is brokered to prepare for independent living within the community.

3.4 By 2019 provide greater opportunities for young people to access college, work experience placements, apprenticeships, supported internships and job coaching.

3.5 By 2019 promote independence, rights, choice and inclusion for all young people through a person centred approach.

**Our Success Measures**

3 a The number of young people with SEND aged 16-25 engaged in education, employment and training will increase.

3 b All EHCPs for children aged 14 and beyond will reflect aspirations for future training or employment. Also that we will see an increase in availability and uptake into appropriate work experience that is linked to the young person’s aspiration identified in their plans.

3 c We will see an increased uptake of further education courses, supported internships and apprenticeships for students with SEND aged 16-19.

3 d All students with SEND will have access to independent advice and guidance and those with the greatest need will have access to a personal adviser.

3 e Those students with continuing care needs will have future support and transitions to adult continuing health care mapped into EHCPs.
Priority Four

To improve the quality and timeliness of multi-agency assessments and quality of plans for those who require specialist levels of support.

This is important because...

To deliver the best possible service to meet the needs of children and young people with SEND we need to ensure accurate and timely information is received in order to secure robust, evidence based decision making at the heart of specialist assessments.

It is important to engage with all partners, including parents and the young people themselves, to get feedback on the effectiveness of the processes around SEND.

Both the timeliness of the process to assess and support young people and the quality of the plans produced should be challenged to ensure these are as good as possible.

Our Delivery Objectives

4.1 By 2018 to re-design the EHC Service to ensure there is capacity to build closer relationships with schools, to provide feedback and support for opportunities for improvement in plans to support young people whether at SEN Support or with an Education, Health and Care Plan.

4.2 By 2018 ensure all criteria and thresholds for additional support through Education, Health and Care Plans are clearly defined and available to all partners.

4.3 By 2018 develop a quality assurance process for Education, Health and Care Plans and requests for assessment, providing feedback to all parties involved to help improve the quality of plans and the advice which informs them.

4.4 By 2019 ensure that assessment processes and services are user friendly, easily accessible, well communicated and that they meet statutory requirements.

4.5 By 2019 introduce a moderation panel to support the local authority with its decision making responsibilities around the Education, Health and Care Plan processes.

4.6 By 2019 ensure that the processes for the joint commissioning of provision are clear and facilitate timely decisions where jointly commissioned provision is needed.

4.7 Implement a feedback mechanism to follow completion of the assessment process.

4.8 Continue to engage young people and parent groups and other partners in regular consultation and use feedback to help shape services.

Our Success Measures

4 a A Monitoring Board is in place which meets regularly and demonstrates challenge to the delivery of the SEND processes.

4 b Data reports are available monthly and demonstrate progress against key success measures.

4 c Surveys will demonstrate an increased level of satisfaction with the SEND processes.
There is demonstrable progress in the quality of EHC plans published.

There is a reduction in children out of school or waiting for special school placements.

**Reviewing and monitoring our strategy**

An annual action plan will be developed, focused on the delivery of objectives specified in this strategy. Northamptonshire will publish a report every 12 months, from the date of original publication, providing an update of our progress against the success measures specified. This action plan will sit alongside our local area SEND strategy which supports our continuous journey of self-improvement and will be found on the Local Offer at [www.northamptonshire.gov.uk/Localoffer](http://www.northamptonshire.gov.uk/Localoffer). The Health and Wellbeing Board will receive an annual report on the progress against our priorities, actions and success measures.
Northamptonshire’s Local Offer

The Local Offer is the first point of call for information regarding the services available for children and young people (aged 0-25) with special educational needs and disabilities.

Key features...

➢ Search for clear and accessible information, advice and sources of support.
➢ Explore leisure, fun and short breaks activities.
➢ Find out about specialist services and Education, Health and Care plans.
➢ How schools support special educational needs.
➢ Have your say through online feedback form.

Discover everything you need to know about Education, Health and Social Care services in your local area for children and young people with SEND 0-25yrs at:

[www.northamptonshire.gov.uk/Localoffer](http://www.northamptonshire.gov.uk/Localoffer)