

# The Calderdale Strategy for Children and Young People aged 0-25 years with **Special Educational Needs and Disability and their Families**



2019-2022



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## Foreword

We are delighted to introduce Calderdale's Strategy for Children and Young People aged 0-25 years with Special Educational Needs and Disability (SEND) and their Families.

Our vision for Children and Young People with Special Educational Needs and Disability is the same as that for all children in Calderdale to be happy, healthy, safe and successful. Our joint strategy outlines our seven key objectives leading and implementing change for children and young people with SEND, building on what we have achieved so far and links in to our Wellbeing Strategy and Calderdale Cares (how we deliver the vision for health and care).

Calderdale has an ambition to be the best borough in the North, and we are working together to realise our vision for 2024 to create a place known to be enterprising, talented, resilient, kind and distinctive. We will only achieve this together if we give the best possible chance to all children and young people to reach their potential.

The changes in legislation and our ambitions for children and young people with SEND, provide opportunities to improve all our services, now and in the future, working with children and young people, families, providers and stakeholders. The principles of co-production and transparency are at the heart of our Calderdale Area approach and we cannot realise the ambitions of the SEND Strategy without the inclusion of others.

The aim of our strategy is to achieve improvements in provision and outcomes that make a real and measurable impact on the lives of the children and young people with SEND enabling them to live a larger life. Our commitment is to work in partnership to achieve the high-quality and appropriate local services and support for Calderdale children, young people and their families, that increases aspirations, meets their needs, improves their outcomes and keeps a focus on their resilience and independence.

Julie Jenkins  
Director, Children & Young People's Services  
Calderdale MBC

Councillor Adam Wilkinson  
Calderdale MBC

Dr Matt Walsh  
Chief Officer  
NHS Calderdale Clinical Commissioning Group

Shona Walsh  
Chief Executive Officer  
Unique Ways

### Calderdale's vision for Children and Young People with Special Educational Needs and Disability is the same as that for all children

#### All children in Calderdale are Happy - Healthy - Safe - Successful

Disabled children, young people, and those with special educational needs, and their families will live fulfilling lives, as a matter of course. They will receive co-ordinated, high quality and family centred support which is based on identified needs and which promotes social inclusion.

Disabled children, young people, and those with special educational needs, and their families will:

- have more control;
- become more resilient;
- be able to draw on natural support and have a presence in their community;
- have to repeat their stories less;
- have access to services that are efficient and cost effective.

This fits with our vision for Calderdale in 2024 is for a place where you can realise your potential whoever you are, whether your voice has been heard or unheard in the past. We aspire to be a place where talent and enterprise can thrive.

A place defined by our innate kindness and resilience, by how our people care for each other, are able to recover from setbacks and are full of hope.

Calderdale will stand out, be known, and be distinctive. A great place to visit, but most importantly, a place to live a larger life.

Children and young people with SEND have a strong voice in shaping provision and services in Calderdale. We know children and young people's needs very well. Our Strategic decisions to expand opportunities for social development, employment and independent living fully reflect the aspirations of young people.

LA SEND Report by Ofsted and CQC published in May 2019

## The legislative background

# The Children and Families Act 2014 and the SEND Code of Practice 2015

The Children and Families Act 2014 and supporting SEND Code of Practice, January 2015, required Local Areas, made up of the Local Authority (LA) and the local Clinical Commissioning Group(s) (CCG), to implement a set of reforms to the provision of support for children and young people with SEND and their families. The Act aimed to fundamentally change the relationship between professionals and children and young people with SEN and their families while maintaining the existing protections in the system. It did not change the definition of SEN but placed the views of children, young people and parents at the heart of the system. Education, health and social care services were expected to work together to ensure that they achieved the best possible outcomes for young people, including the skills and confidence to live and work independently.



*“Unique Ways, (a local charity which supports Calderdale families with disabled children) are delighted to be working in partnership with Calderdale Council on the Special Educational Needs Strategy. Together, we aim to ensure all families in Calderdale achieve the best possible outcomes for their children and young people.”*

Shona Walsh - Chief Executive Officer - Unique Ways

## The principles of the SEND Code of Practice, January 2015, include:

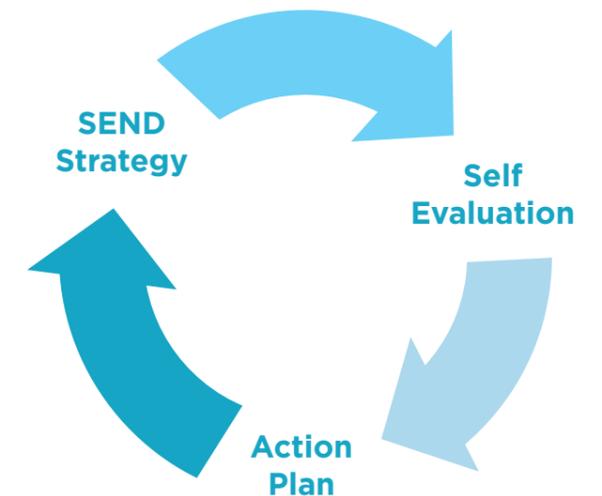
- The participation of children, their parents and young people in decision making;
- The early identification of children and young people's needs and early intervention to support them;
- A greater choice and control for young people and parents over support;
- The collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- A focus on inclusive practice and removing barriers to learning;
- The successful preparation for adulthood, including independent living and employment.

**The purpose of the SEND strategy** is to drive the embedding of the requirements of the Children and Families Act 2014 and the Code of Practice, January 2015, to improve the lives of Calderdale's children and young people with SEND from 0-25 and their families. This will be achieved with a challenging and detailed action plan based on an accurate and detailed self-evaluation of the needs, strengths and areas for development in the local area with particular regard for the:

- Early and accurate identification of children and young people with SEND from 0-25
- Meeting the needs of children and young people with SEND from 0-25
- Improving the outcomes for children and young people with SEND from 0-25

The SEND strategy is an essential part of the process of continuous improvement required to meet the challenges of the Children and Families Act 2014. Working in conjunction with the Self Evaluation and the Action Plan the SEND Strategy will address objectives that are based on the following:

- The requirements of the Children and Families Act 2014 and the SEND Code of Practice January 2015
- The Calderdale Context identified by the Self Evaluation and the other local reviews carried out with a range of stakeholders
- National and Regional initiatives and examples of best practice



We are ambitious for children and young people with SEND in Calderdale. We know our strengths and where we need to improve further in the local area's SEND arrangements. We are making strong progress in implementing the 2014 reforms and engaging well with children and young people with SEND and their families.

LA SEND Report by Ofsted and CQC published in May 2019

The key current objectives for Calderdale, identified through our self-evaluation, high needs consultation, focus groups with parents, young people, School heads, wider stakeholders and other review activities combining the views of multi-agency partners, families and young people along with the findings from our SEND Local Area inspection in March 2019 are:

#### OBJECTIVE No. 1

##### Reducing Autism spectrum disorder (ASD) waiting times and providing a more holistic offer of support

- Obtain senior leaders buy-in and agreement of our priorities in this area
- Reduce the waiting times for diagnosis in line with national guidance Increase the number of specialist ASD resource provision within Calderdale in mainstream and special schools
- Embed high quality universal provision for children and young people with an ASD diagnosis and complex communication needs across all Calderdale settings, schools and colleges
- Gain a system approach to ASD
- Raise awareness and understanding across Calderdale
- Provide a joint education, health and social care training offer for Autism across the whole workforce and voluntary sector
- Co-produce a new pathway with parents and carers
- Review the ASD team within the All Aged Disability Service
- Agree an All Aged Autism Strategy
- Develop an area wide approach to 'sensory processing' across Calderdale settings, schools and colleges
- Explore wider holistic support as part of our offer and ensure information on support is widely communicated



#### OBJECTIVE No. 2

##### Improving the quality and consistency for those children and young people on SEN support and those with Education Health and Care Plans

- Appoint an 'SEN Support' Officer to provide co-ordination and support settings to improve consistency across SEN support
- Co-ordinate the teams that work on SEND to provide effective and efficient support reducing duplication
- Work with settings, schools and colleges to help establish a consistent understanding of SEN Support providing increased clarity between schools and across education phases
- Strengthen advice and guidance for mainstream settings for children and young people with SEMH and social communication needs and no ASD diagnosis
- Introduce updated and stronger training offer for staff within settings and wider partners including partnership working between health and education services
- Improve the data collection and analysis of a range of SEND outcomes and use it to drive improvements
- Improve Educational Outcomes particularly at Early Years and Key Stage One in line with national averages, narrowing the gap for children at SEN Support or with EHC Plans
- Fully engage in Early Years SEND Partnership with the Council for Disabled Children providing a range of training to settings
- Link in to the early intervention review and on-going work
- Use the skills and knowledge in our special schools/settings in partnership with LA specialist service expertise to support improving practice in mainstream settings
- Embed high quality annual review processes and ensure annual review monitoring leads to support and challenge where necessary
- Participate in peer reviews to learn from best practice elsewhere and ensure continuous improvement

#### OBJECTIVE No. 3

##### Continuing to develop flexible local educational and other provision for children and young people with SEND at both SEN Support and for those with high needs

- Implement the findings of the high needs review creating or improving facilities and developing places across a wider range of educational settings including provision for ASD as noted in Objective 1
- Evaluate the impact of the implementation of the high needs review
- Support the development of partnership working between mainstream and special schools/settings providing flexibility of approach for individual children and young people
- Undertake a regular strategic review of SEND placements for Calderdale children and young people, including SEMH and behaviour provision to inform future planning in partnership with key stakeholders
- Continue to improve accessibility to buildings in Calderdale
- Promote safe, inclusive social activities/provision for children, young people and young adults with SEND

#### OBJECTIVE No. 4

##### Continuing to improve links between education, health and social care teams to support children and young people with SEND and their families

- Participate in the Early Voices programme upskilling Health Visitors to take on the role of 'Communication Leader'
- Explore better use of technology to embed links between health, social care and education around SEN Support and EHC Plan processes
- Undertake regular reviews of EHC plans to ensure health and social care elements are strengthened and communication across services further developed
- Work with the CCG to ensure EHC Plans are available through health record systems for all children and young people
- Use integrated commissioning arrangements to strengthen joint working and provision
- Refresher training provided for social care and health staff
- Build on the CAMHS link worker within the SEND and YOT teams to develop knowledge and continue to improve mental health support for children, young people and young adults with SEND
- Undertake new projects that require a joint approach
- Further embed and improve the use of SEN Support Plans at SEN Support developing links between education and health and care approaches



#### OBJECTIVE No. 5

##### Continuing to develop the participation and engagement of children and young people with SEND and their families

- Complete the working together policy with family Voice Calderdale to improve the quality of co-production and have an agreed charter in place
- Expand the number and breadth of parent carer and other groups in the development, evaluation and monitoring of the SEND duties
- Further develop the voice of young people through the SEND Reference Group and with wider cohorts
- Develop ways of gathering the view of children with SEND and incorporating them into the development, evaluation and monitoring of the SEND duties
- Participate in the national Preparing for Adulthood (PfA) pilot an effective set of qualitative and quantitative measures for young people and PfA outcomes
- Co-design/ co-produce services with families, children and young people
- Work with schools and FE institutions to ensure the engagement of children and young people and their families in SEN Information reports and SEND policy
- Work with settings to promote awareness raising training or workshops around special educational needs and disabilities to all students which young people could help deliver



## OBJECTIVE No. 6

### Improving Academic and Non Academic outcome measures for young people and adults with SEND

- New and improved data set produced to enable effective challenge to take place
- Introduce longer term tracking including tracking into employment
- Develop structures to use EHC Plan annual review processes and monitoring links with data tracking processes
- Improve structures to measure and monitor specialist inclusion team support and provision for children and young people at SEN Support and with EHC Plans
- Strengthen processes to improve outcome monitoring through transition from children's to adult services
- Strengthen processes to measure and monitor specialist health support, provision and outcomes for children and young people at SEN Support and with EHC Plans
- Engage with national work in this area

## OBJECTIVE No. 7

### Strengthening the health offer for children and young people with SEND

- Creatively work together with health colleagues to improve our current offer
- Strengthen health presence including SALT into YOT for those young people on SEN Support/EHC plans
- Jointly review therapy provision in Calderdale to provide appropriate level of contact with therapies according to need
- Ensuring the right support is provided as early as possible for CYP
- Strengthen support for SEND in all appropriate health contracts
- Reduce waiting times for support, particularly for Wheelchair Services
- Strengthen available support from the CCG for children and young people with SEND
- Dedicated DMO time to provide regular medical assessments to inform EHCP development, (face-to-face and to review extensive medical information around a CYP with complex medical needs and then advise how provision should be included in the plan)
- Strengthen joint commissioning arrangements with the input from the DMO and DCO posts

*“when I go and get my splints fitted and checked I always have banter with them about football, one supports Blackpool and one supports Real Madrid, I support Man City. I look forward to seeing them as we have a laugh, it makes me feel excited knowing we are going to have banter”.*

Young person aged 19

## Challenges

Our commitment to children and young people with SEND and their families is that Calderdale MBC and the NHS Clinical Commissioning Group in Calderdale, working together as the 'Calderdale Area' will work with representative bodies and other stakeholders to meet the following challenges.

**Outcomes for children and young people with SEND are improving. Early identification of needs and effective packages of personalised support are leading to more children and young people making progress towards their aspirations. This includes exercising choice about where they live and work.**

LA SEND Report by Ofsted and CQC published in May 2019

### 1. We will make sure that children and young people with SEND and their parents will participate in decision making at both a system and a personal level.

- 1.1 We will work with children and young people and their families using child-centred and family friendly processes.
- 1.2 Children and young people with High Needs SEND and their families will be actively involved in the preparation of their Education Health and Care plans.
- 1.3 We will work hard with educational settings to enable children and young people who have SEN support and their families take an active part in the preparation of their SEN Support plans.
- 1.4 We will make sure that there are opportunities and support for active parent carer participation in our decision making forums.
- 1.5 We will make sure that the voices of children and young people with SEND and their parent carers are heard as widely as possible.
- 1.6 We will complete work on a 'Working together' policy to improve effective co-production wherever possible.
- 1.7 We will work with the 'SEND reference group' and other young people's groups to embed the effective implementation of the SEND duties.
- 1.8 We will work to strengthen ways of including children and young people of school age in the effective implementation of the SEND duties.

### 2. We will make sure that children, young people and their parents will have greater choice and control over the support they receive.

In addition to the points outlined in 1 above:

- 2.1 Through our high needs review we will provide a wider range of educational settings and work with settings to ensure there is a range of flexible provision that best meets the diverse needs of our children and young people with SEND.
- 2.2 Children and young people along with parent and parent and carers will be actively involved in the on-going review and development of their EHCPs.
- 2.3 We will aim to build in choice and control into our offers for example supporting emotional health and wellbeing and the variety of short breaks available.
- 2.4 We will continue to work with parent/carers and use data intelligence to better understand current and future needs and work with schools and settings to develop appropriate and flexible provision.
- 2.5 We will continue to expand our local offer for example building on the good work we have done re our post 19 offer locally.

**3. We will make sure that children and young people's needs are identified as early as possible whenever issues emerge and appropriate interventions are arranged as quickly as possible to support them.**

- 3.1 Calderdale has a range of early intervention services available along with a strong early years offer; these will be reviewed and joint work strengthened to ensure they are working as effectively as possible to ensure early identification and high quality SEN Support intervention.
- 3.2 Our systems will be improved to support identifying children earlier, including in schools and colleges, in particular we have identified this needs improving at the early years stage.
- 3.3 We will work to ensure that waiting lists for early years and specialist education services are as minimum as possible.
- 3.4 Ensure that all those working with children and young people, in settings, schools and college have the skills to identify a child's needs at the earliest time and provide regular training.
- 3.5 Ensure there are services to meet any identified need taking advantage of any national opportunities such as our recent success in the second cohort of the Early Voices programme, a national professional development and training initiative for health visitors to gain professional development to increase knowledge in speech, language and communication.
- 3.6 Complete a review of the early years provision linking to areas explored in the January 2019 Wicked Issues Forum.
- 3.7 Funding for early years has been protected in Calderdale with members supporting continued investment in children centres and our inclusion funding.
- 3.8 Workforce development for early years providers including our regional work with the Council for Disabled Children and Partners providing a significant training programme for EY settings managers.
- 3.9 We will continue our commitment to early support for emotional health and wellbeing and ensure this is robustly communicated.



**4. We will make sure that education health and social care services will work together to make sure that children and young people with SEND at SEN Support and with EHC Plans and their families receive high quality and appropriate support that meets their needs and improves their outcomes whilst keeping a focus on resilience and independence.**

- 4.1 We will build on progress already made ensuring all areas work together effectively to have the maximum impact on outcomes for children and young people with SEND.
- 4.2 Continue to build on the good practice implemented across partners in sharing information about CYP health needs and ensuring the health provision is in place to meet their needs.
- 4.3 Processes to ensure health and social care information is at the centre of EHC Plans will be monitored and further developed as appropriate.
- 4.4 Provide continuous development opportunities for the workforce providing on-going training opportunities including opportunities offered regionally and via the national partners.
- 4.5 Develop and create stronger links between Family Voice Calderdale health and social care.
- 4.6 Ensure ownership and tracking of all elements of plans with the relevant teams holding each other to account when necessary for outcomes.
- 4.7 Continue to develop creative ways to combine meetings and assessments to make processes easier for families.
- 4.8 Education, Health and Care plans will include wider support from short breaks and wider health services.
- 4.9 Details of the full offer of support to settings across education, health and social care for children and young people with SEND will be co-ordinated and clear.

**5. We will make sure that there is a focus on developing and implementing inclusive practice and removing all and any barriers to learning through a graduated response to meet needs and improve outcomes.**

- 5.1 A new role has been created to support settings to support children and young people at SEN Support level and strengthen appropriate links.
- 5.2 We will work with settings to ensure that there is a shared area wide understanding of SEND needs (MLD, SEMH etc.) supporting best practice, the development of quality provision and improving data analysis.
- 5.3 We will support mainstream schools to provide inclusive learning environment for children and young people with SEN through funding break out spaces, quiet spaces, sensory rooms and changing facilities.
- 5.4 We will support workforce development through the SENCO networks and provide/signpost to wider training opportunities for wider staff involved in SEND.
- 5.5 We will bring best practice and guidance regarding inclusive practice to settings attention and support implementation support high quality provision in all Calderdale area settings, schools and colleges.
- 5.6 The high needs funding will continue to support those settings who take a higher pro-portion of children and young people with EHC plans.
- 5.7 We will work with school leaders to ensure that high quality SEND provision remains at the centre of teaching and learning approaches.

- 5.8 School Effectiveness will provide appropriate challenge and support to settings. Levels of exclusions and off rolling will be closely monitored and actions identified and agreed implemented to secure improvements in this area.
- 5.9 We will use information from SENDIASS and Family Voice Calderdale along with other sources to target our support and challenge.
- 5.10 Services supporting settings with SEND will be targeted and co-ordinated to create the maximum impact.



*“I’m lucky at what school I go to because it’s actually decent. The teachers are half decent, I’m not going to lie. If you have a disability you aren’t treated differently you are included”.*

Young person aged 13 from Trinity Sowerby Bridge

**6. We will make sure that children and young people will have access to high quality provision that will meet their needs.**

- 6.1 We will ensure that parents and children and young people will have access to information about their options.
- 6.2 We will ensure that parents and children and young people will have their voice heard about the quality of provision.
- 6.3 We will ensure that the voices of children and young people and their parents will be involved in the commissioning of provision.
- 6.4 That parents and children and young people will have access to high quality flexible local provision, including through Personal Budgets where appropriate, that meets the needs of their child and reduces the need for out of area provision.
- 6.5 We will ensure regular staff training is available to take into account workforce changes as well as continuous development and improvement.
- 6.6 A range of high quality educational options that appropriately meet the needs of children with SEND will be available locally.
- 6.7 Support and challenge will be effectively targeted to improve quality as appropriate.



*“I went to Ravenscliffe which I miss, I really loved going there. The best thing was the teachers and my lessons. I had a good education and miss it”.*

Young Person aged 19

## 7. We will make sure that practice for children and young people with SEND builds on a secure understanding of available data sets

- 7.1 We will use published data intelligence to better understand current and future needs.
- 7.2 We will use published data intelligence to target support and challenge to ensure children and young people with SEND access high quality provision alongside their peers.
- 7.3 We will use published data intelligence to ensure children and young people with SEND achieve outcomes and succeed as learners.
- 7.4 We will further develop data intelligence on post 18 destinations for children and young people with SEND and use this to inform future provision.

## 8. We will make sure that children and young people with SEND and their families will be well supported and prepared for adulthood, including independent living and employment.

- 8.1 We will ensure children and young people and their parents will have access to high quality information, advice and support through the preparing for adulthood agenda.
- 8.2 Independent information advice and guidance will be offered to ensure the young person's voice is heard and remains central to planning.
- 8.3 We will develop the Preparing for Adulthood agenda from early years and across all education phases.
- 8.4 We will further strengthen transition processes from children's to adult services.
- 8.5 Introduce the Calderdale What Next booklet alongside the Local Offer and review and develop this with children and young people and their families. 8.6 We will encourage both mainstream and special schools provide an appropriate curriculum that prepares children and young people for adulthood from an early age.
- 8.7 We will continue to develop strong links between Post 16 providers to further improve the flexibility of the local post 16 offer.
- 8.8 We will widen work placement opportunities, internships and apprenticeships.
- 8.9 Numbers of young people with SEND in employment will continue to increase.
- 8.10 We will strengthen our focus on independent living enabling young people when appropriate to reduce the support they require to live independently as their skills develop ensuring the best use of technology to support this process.

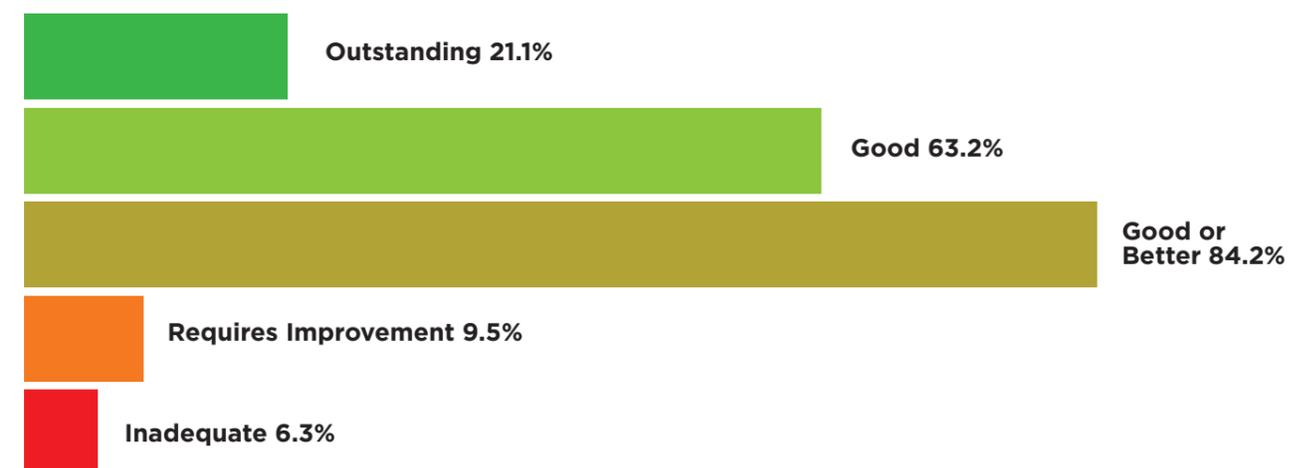
*"You have been able to show me what else is available for my son other than college, as things have been a struggle this year. You send me emails about what's available in the holiday time. Helped set up voluntary work at Sainsbury's. I wouldn't hesitate in contacting you for advice. I would highly recommend you to others that need guidance / support. Thank you".*

Parent from Calderdale

## The Calderdale Context: May 2019

Calderdale has 4 infant schools, 3 junior schools, 77 primary schools, and 13 secondary schools. In addition it has 2 primary special schools, 1 secondary special school and 1 Pupil Referral Unit (PRU) for pupils aged 7-16. There are two primary and one secondary ASD resourced provisions.

Calderdale schools, including special schools, are in the following Ofsted categories: (June 2019)



Note that this includes the previous school judgements for sponsored academies not yet inspected in their own right.

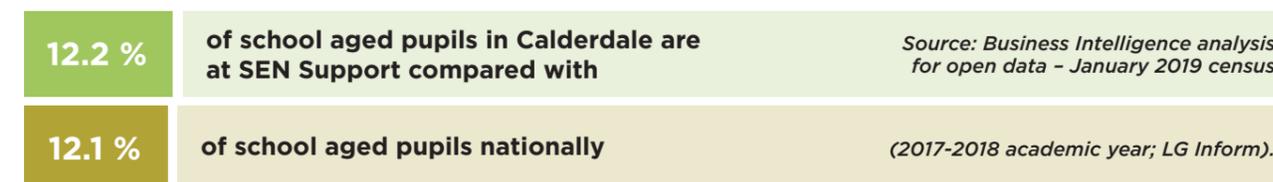
Source: Watchsted (updated 19<sup>th</sup> June 2019)

## The total number of children and young people on roll is 36,284



Source: Business Intelligence analysis for open data - January 2019 census

## School age pupils at SEN Support



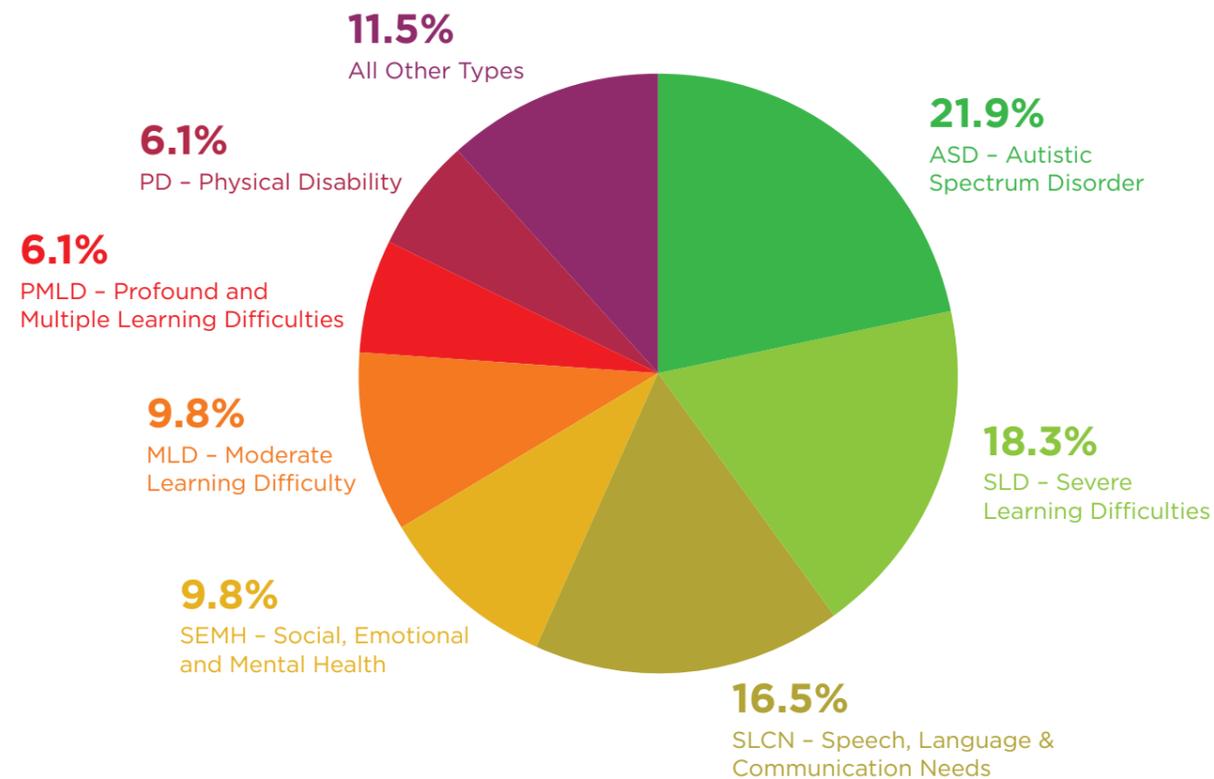
There are 1259 Calderdale funded children and young people aged 0-25 with Education, Health and Care Plans (EHCPs). (March 2019) For the academic year 2018/19 (LG Inform) Calderdale 2.8% of children and young people with an EHC plan compared to an average of 3.2% in All English single tier local authorities.

Nationally there were 354,000 children and young people with Education, Health and Care (EHC) plans maintained by local authorities as at January 2019. This is an increase of 34,200 (11%) from 2018. This is driven by increases across all age groups, with largest percentage increases in the 0-5 (13%)

and 20-25 age groups (32%). The total number of children and young people with statements of SEN or EHC plans has increased each year since 2010.

In Calderdale we issued 94.6% of EHC plans within the 20 week timescales in 2018 including exceptions (SEN 2 Data) an increase from the previous year, in 2018, the national figure was 60% which shows a decrease from 2017, when 65% of new EHC plans were issued within the 20 week time limit.

**The main primary needs of Calderdale funded pupils with EHCPs are:**



Source: Business Intelligence analysis - January 2019 census

Between 2015 and 2018 the number of pupils with SLCN has increased by 44%, SEMH has increased by 30% and ASD has increased by 21%.

Calderdale schools are also providing resources to SEND students through their delegated budgets and through partnership work with the special schools who provide additional input to their mainstream colleagues.

The Local Authority (LA) SENCO Networks provides on-going training and development partnership, enhancing provision and support for SEND pupils.

The high needs review will increase the places for children and young people with SEND and improve facilities.

## Governance and Accountability

It is important that strong and robust processes are in place to evaluate how the Calderdale as the Local Area supports children and young people with SEND along with their families. We aim to ensure our decision-making is clear and transparent and that it can stand up to scrutiny.

A multi-agency Governance Chart for SEND can be found on our Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which shows the relevant boards and groups with responsibilities for implementing, embedding monitoring and evaluating the duties outlined in the Children and Families Act 2014 and how they link together. For each board/group there are terms of reference detailing the remit and membership.

Our governance, management and accountability arrangements ensure the participation of a wide range of stakeholders at both a strategic and operational level involving them in policy development as well as monitoring and evaluation activities.

### Review

The strategy will be reviewed annually in conjunction with stakeholders and discussed at the Disabled Children and Young People's Strategy Board who will monitor progress on our objectives.

The strategy has been produced with a range of stakeholders and will be shared widely with multi-agency partners and published on their websites.

A copy of the strategy will be available on the Local Offer Website [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) and copies can be request by email: [Local.offer@calderdale.gov.uk](mailto:Local.offer@calderdale.gov.uk) or Tel: 01422 392164.



## Glossary

<b>Strategy</b>	The plan and actions and organisation intends to take to achieve long-term goals.
<b>ASD</b>	Autistic Spectrum Disorder
<b>CCG</b>	Clinical Commissioning Group - the Calderdale CCG covers the Calderdale council area
<b>Children and Families Act 2014</b>	Section 3 outlines the special educational needs and disabilities measures
<b>DCO</b>	Designated Clinical Officer
<b>DMO</b>	Designated Medical Officer
<b>Early Voices programme</b>	a national professional development programme for health visitors focused to increase knowledge of early speech, language and communication development
<b>EHC plan / EHCP</b>	Education, Health and Care Plan
<b>Family Voice Calderdale</b>	Parents and carers forum, Family Voice Calderdale, ensures that people have a voice in shaping services for children with additional needs.
<b>LA</b>	Local Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>PD</b>	Physical Disability
<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>PRU</b>	Pupil Referral Unit
<b>SALT</b>	Speech and Language Therapy
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SEND</b>	special educational needs and disabilities
<b>SEND Code of Practice 2015</b>	the Code outlines the working arrangements for the Children and Families Act 2014 SEND measures
<b>SEND Local Area inspection</b>	Ofsted and the Care Quality Commission (CQC) inspect local areas together to see how effectively they fulfil their responsibilities for children and young people with special educational needs and/or disabilities.
<b>SENDIASS</b>	Special Educational Needs & Disabilities Information Advice & Support Service.
<b>SLCN</b>	Speech, Language & Communication Needs
<b>SLD</b>	Severe Learning Difficulties
<b>Vision</b>	An aspirational description of what an organisation would like to achieve or accomplish in the mid-term or long-term future.
<b>Wicked Issues Forum</b>	A Wicked Issue is a cross-cutting problem that is difficult to define, does not have either a simple cause or a simple solution. The Forum brings together a combination of professionals in strategic and operational roles to agree on new ways of tackling the problem.
<b>YOT</b>	Youth Offending Team



