

Rotherham SEND Strategy: My Life, My Rights

2024-2028



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DRAFT

1. My Life, My Rights

This Strategy, “My Life, My Rights”, sets our vision for children and young people with Special Educational Needs and Disabilities (SEND) in Rotherham; It will drive forward the improvements that have already started across the local area and help all services in education, health, and social care to work together to make the required changes so that children and young people in Rotherham achieve the very best outcomes.

All children and young people in Rotherham deserve a high-quality education, with the health, care, and educational support that they need to flourish. The Rotherham local area is a complex system, but our collective workforce and the partnerships we hold with our children, young people and parent representatives are our strengths.

We have been listening to children, young people and their families and finding out what needs to change. Some parts of the system in Rotherham are working well and the experience of families is good. However, this is not the same for all children, young people and families, and there are a number of areas that we would like to improve.

We know that we can change and improve, and we are committed to deliver our vision for children and young people with SEND in Rotherham; the pledge and plans set out within this strategy will enable us to do that. We would like to recognise and personally thank all the young people pictured and featured throughout this strategy.

Councillor Victoria
Cusworth

Cabinet Member for
Children and Young
People

Nicola Curley

Director of
Children’s Services

Jayne Fitzgerald

Rotherham Parent
Carer Forum

Claire Smith

SY Integrated Care
Board, Rotherham
Place

Rotherham is just as ambitious for children and young people with SEND as for every other child.

Equity

- We will ensure children and young people can access the high-quality support, services, and provision that they need to live a good life.
- We will raise the bar and raise standards so that everyone receives the very highest quality support and care.
- We will ensure there is good and outstanding provision for all children and young people, within or close to their local community.

Ambition

- We will have high ambitions for every child and young person to develop to the full, starting in the earliest years and continuing throughout their life.
- We will provide choice and opportunity throughout every stage of life, but most notably at the end of formal education so that there are meaningful choices for living and employment for every young person.
- We will view education as an important pathway and part of a young person’s journey, not the end destination.

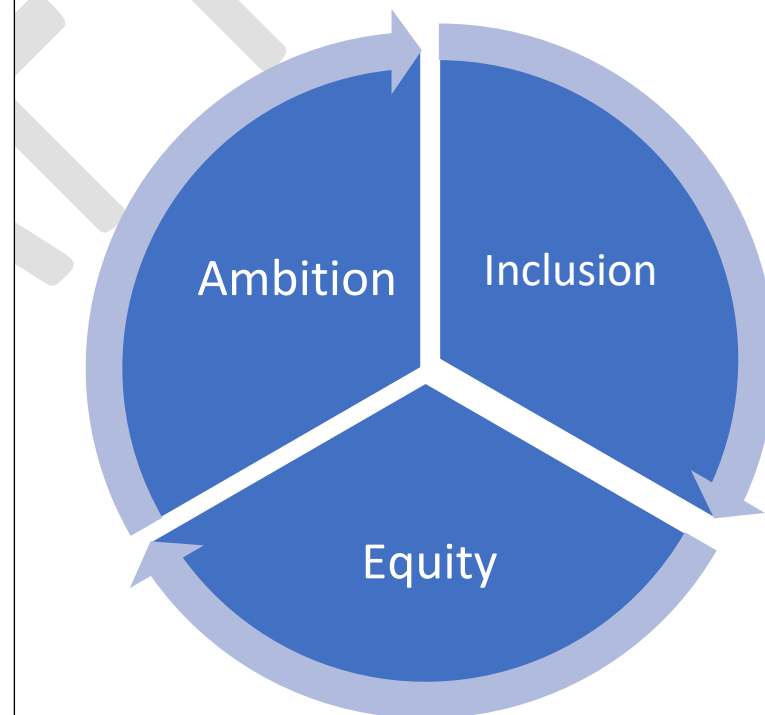
Inclusion

- We will challenge non-inclusive practice, policy or behaviour and remove barriers so that opportunities are equally accessible to all children, young people and their families.
- We will position SEND at the heart of leadership so that education, health, and care meet the ever-changing needs of local communities.
- We will improve the Early Help offer so that families are aware of an access the universal and targeted support available

Ambition: Is this the best we can do?

Inclusion: Will this decision help to make things more inclusive?

Equity: Will this decision make things more equal?



2. Working Together

This strategy is a partnership strategy because in Rotherham we recognise that for children and young people to achieve their potential then all services need to work together with parents, carers, children, and young people being equal partners and their voices heard at all levels when planning and developing a SEND Strategy.

We will deliver this strategy using a workstream approach involving all key partners. The workstreams will report directly to the SEND Partnership Board on a termly basis. The SEND Partnership Board will collectively monitor and measure the impact of this strategy and actions using a qualitative and quantitative data dashboard developed around the Outcomes Framework. These plans will be made clear to children, young people, and their families with SEND in Rotherham through regular communication.

In Rotherham we have developed Four Cornerstones which we believe are essential for ensuring that good practice in working with children, young people, parents and carers is achieved these are:



We recognise that when these values are integrated into practice then trust is developed and progress in achieving outcomes for children and young people is made; without trust systems, partnerships, organisations and families cannot working together effectively and meaningful partnership work cannot be achieved. This strategy was developed following engagement facilitated by the Council for Disabled Children and is informed by the voices of children, young people and families, summarised by Rotherham Parent Carer Forum in section 6.

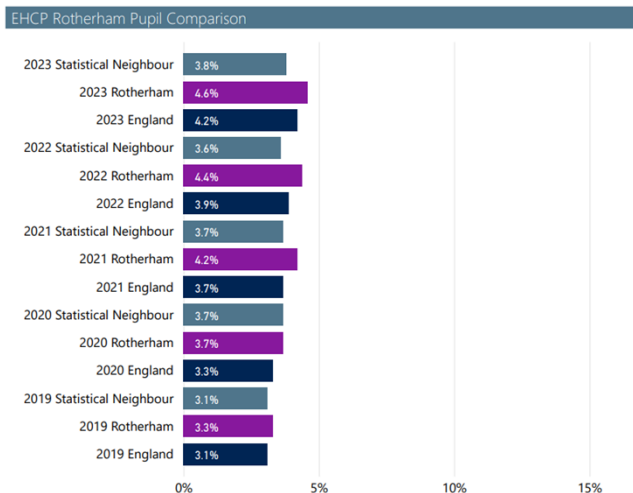
3. Rotherham Focus

Rotherham has 57,453 children aged under 18 representing 21.7% of the local population (ONS, mid 2020), 23% of children live in low-income families (England 18%). There are 45,763 children and young people attending Rotherham’s schools as at January 2024 School Census. 465 children in a maintained nursery school, 24,661 pupils in primary schools, 19,303 pupils in secondary schools, 1,194 pupils in special schools and 140 pupils in Pupil Referral Units (PRUs).

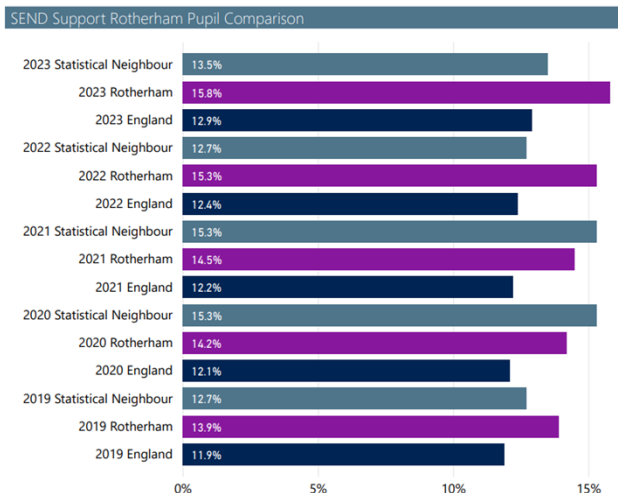
Increasing demand for specialist provision

There are a growing number of requests for Education, Health, and Care Needs Assessment each year. Half of the special schools in Rotherham are regularly full or over their commissioned number and the alternative provision places at the Pupil Referral Units (PRUs) are close to capacity (January 2024).

EDUCATION EHCP Data -The percentage of Rotherham school pupils with a reported EHCP compared to Rotherham’s statistical neighbours and National averages.



EDUCATION SEND Data -The percentage of Rotherham school pupils with reported SEND support compared to Rotherham’s statistical neighbours and national averages.



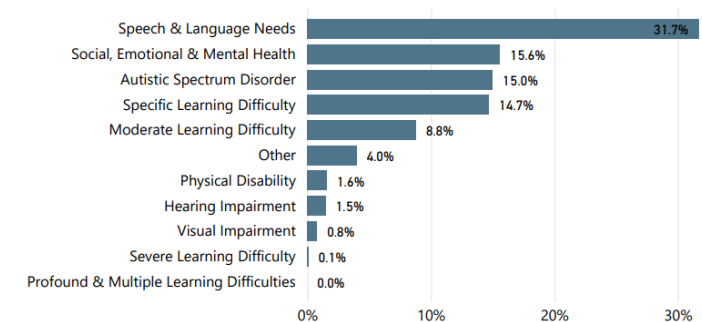
Education SEND Data - % Rotherham School Phase Pupils with SEN's by Primary Need.

The graph reports the percentage of Rotherham school pupils in 2024 with SEND by their identified Primary Need.

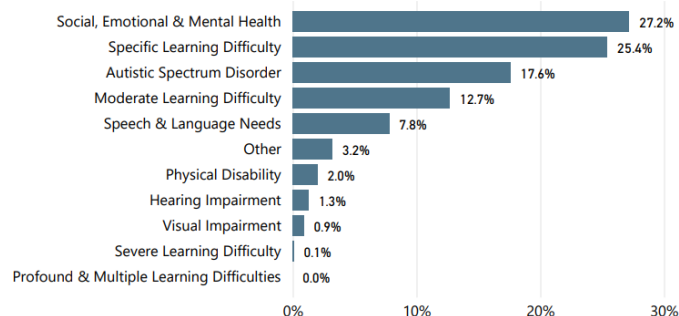
Source Data: Spring School Census 2024

Time Period
2024

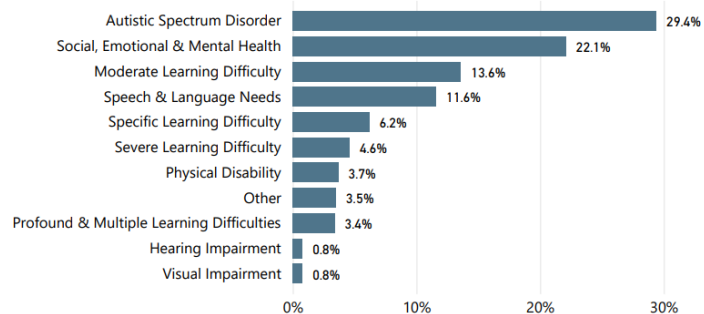
Primary School - % Primary Need



Secondary School - % Primary Need



Special School & Pupil Referral Unit - % Primary Need



Gaps in specialist education provision

Council investment in the Special Educational Needs (SEN) capital programme and resources (approved by Cabinet in 2015), supplemented by the Safety Valve Sufficiency programme (approved by Cabinet in 2021) is nearing completion. There has been a significant and incremental growth in Rotherham's special schools over the last seven years.

Despite this investment, there are still gaps in specialist education provision in Rotherham. Coupled with the number of schools at capacity, and those that have significantly more children and young people than their buildings can adequately accommodate, school places remain a challenge. The Council are working on a SEND Sufficiency Strategy to inform our future planning both in special schools and via specialist provision in mainstream schools.

More people are seeking assessment, diagnosis, and support for children's mental health, learning and developmental needs. 89% of Children and Young People in Rotherham wait longer than 18 weeks to access neurodevelopmental assessment (Q2 2023). Timely diagnosis of Autism is a high priority nationally and a key strand within The NHS Long-term plan, Rotherham's Autism Strategy and Rotherham Partnership's special educational needs and disabilities strategy. 69.5% of Young People aged 14+ are offered an enhanced GP health check (2022/2023).

Sleep issues are a common phenomenon in children and young people. It has been reported that 40% of all children and young people will experience sleep disorders at some time in their early lives. This percentage rises in children with Special needs particularly children on the autism spectrum and in Looked after Children. 80% of children in the Portage service have sleep disorders of some sort (Q2 2023).

The percentage of pupils with a Education, Health and Care Plan (EHCP) achieving a 'Good Level of Development' (GLD) in Rotherham has decreased from 2022 and stands at 2.0% for 2023 (1.8% below national average). The percentage of pupils identified with SEN support and achieving a GLD is at 28.3% (4% above the national average).

The percentage of pupils in Rotherham with SEND support meeting the required standard in the phonics screening check in 2023 stands at 50.9% which is 2.4% above the national average and is a 4.9% improvement from 2022 position.

The percentage of pupils in Rotherham with a EHCP meeting the required standard in the 2023 phonics screening check is at 21.1%, (1.3% above the national average) a 5.2% improvement in performance from 2022.

The percentage of Key Stage 1 Pupils identified with SEND support achieving the Expected Standard in Reading, Writing and Maths (EXS+ in R,W&M) combined is at 19.9% (0.8% below national average) 2.7% higher than 2022. The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R, W&M combined has increased by 3.1% from 2022 with achievements at 6.5% (in line with the national average).

The percentage of Key Stage 2 Pupils in Rotherham with SEND support who have met the Expected Standard in Reading, Writing and Maths (EXS+ in R, W & M) improved in 2023 by 1.1% to stand at 19.7% (3.9% below national average). The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R, W&M increased by 0.7% in 2023 - now at 5.7% (2.7% below national average).

The overall Progress 8 measure has declined in 2023 and is below the national average for the fourth year. Progress of SEND support pupils in 2023 has improved from 2022 but is -0.01 below the national average for that group of children. However, progress of children with a EHCP has slightly decreased by 0.01 to stand at -0.99 but this is 0.14 above their national average counterparts.

The number of 16–24-year-olds with SEND in Education, Employment and Training is 56.3% (2022/2023).

4. Voice of Children, Young People and Families

Children, young people and their families in Rotherham do not experience equal access to a consistent, high-quality range of educational support, health services and specialist provision. Access varies too much depending on where families live, and the schools' children attend. Families tell us about the 'postcode lottery'.

We know that outcomes for young people with Special Educational Needs and Disabilities (SEND) are not yet good enough.

Children wait too long to access health services for example therapy services and neurodevelopmental assessment.

Children, young people and their families have told us that they don't always feel included in their local communities and that they do not always have the same opportunities. This includes within the community, in some education establishments, for training and in the workplace.

Children, young people and families are not always confident that mainstream schools can meet their SEND needs. There are a growing number of requests for Education, Health, and Care Needs Assessment each year. Half of the special schools in Rotherham are regularly full or over their commissioned number and the alternative provision places at the Pupil Referral Units (PRUs) are close to capacity (January 2024).

Preparation for adulthood does not always work well. Lots of young people and families do not feel well prepared to transition to adulthood.

5. What young People told us they want?



Evidence from Rotherham Borough data has identified three areas that continue to have a significant impact on the health, well-being and educational access for Rotherham children and young people. Our local area will be better if we address these three areas. It is proposed they will become the focus of priorities within the SEND Strategy and will be referred to as 'commitments'.

The following three commitments have been identified as priority areas of development and monitoring.

- 1. Reducing number of permanent exclusions and part time timetables for children and young people with special educational needs.**
- 2. Reducing number of disabled children and young people and those with special educational needs missing school due to health concerns, including mental health.**
- 3. Having a clear process for engagement with children and young people.**

I have a voice, and this is listened to and respected.

All planning is person centred.

- Support is planned and delivered in a way that works for the child or young person. It is balanced to include what is important to the individual.
- Children, young people, and their families are involved in decision making in all matters that concern them and have greater choice and control over their support.

Information is available and accessible.

- Children, young people, and their families can find the information they need, are able to make informed choices and navigate the system easily from the earliest years to early adulthood.

Co-production with children, young people, and families.

- A wider and greater representation of children, young people and families are involved in strategic decision making and the coproduction of services, so that there is better fit between what children, young people and their families need and what is available.

I have adults in my life who are supported to help me.

Parent carers, siblings, family, and others who support children and young people with SEND are well supported.

They can easily access support for themselves and for the child they care for, and do not need to repeat their story to get support.

I am supported to be as independent as possible and have a purposeful life.

Preparing for adulthood from the earliest years.

- Children and young people are supported and encouraged to build on their strengths and be ambitious for their next steps and their future. Those who support, teach and care for children and young people maintain focus on life skills, experience, and independence so that children and young people have a direction and purpose beyond formal education.

High quality transitions.

- There is high quality, planned transitions between services, settings, and phases. Children and young people continue to progress at every move and are supported seamlessly by well thought out transitions, whether this is between services, settings, or phases.

Preparation for employment.

- Young people are well prepared for their next steps and education, training and opportunities leads to employability for more young people with SEND.

Meaningful opportunities beyond age 16.

Education settings, training providers, and employers demonstrate their commitment to equality and inclusion and offer positive opportunities to more young people, valuing and appreciating individual's differences and contributions. This means there are more (both amount and variation) of opportunities available to young people and there is something purposeful for everyone. For many this will mean employment; but for others this will look different. The aim must remain that there is a meaningful option for everyone.

I belong and feel valued.

Inclusive Education.

- All children have access to quality inclusive childcare to make an excellent start to their early education, development, and learning. All Rotherham education settings have an inclusive culture and children and young people receive the same high quality of offer, regardless of which school, college or setting they attend, regardless of where they live.

Accurate identification of needs and intervention in schools, colleges, and Early Years settings.

- Children and young people's needs are identified accurately and there is early, evidence-based intervention to support them. Children, young people, and their families can access support and intervention without the need to wait for a formal diagnosis and without unnecessary delay.

Effective SEN support

- SEN support is of an equal high standard across all education settings. Children and young people can attend their local education setting and feel confident that they will be fully included and have their needs met effectively. Children and young people's talents and strengths are at the forefront of all discussions. All planning and support think about the future of the whole person, and positively builds upon the unique strengths, talents, and personality of the individual.

Joined up planning and support across education, health, and social care.

Every service plays their part and children young people, and their families experience high quality planning and provision from the most appropriate teams and services.

I have help and support in a way that suits me.

Inclusive Communities

- Children, young people, and their families can access the places they want to go and the things they want to do, alongside their friends and families in their local community. Children and young people will be made welcome, staff will be able to meet their needs and physical accessibility improves.

Excellent Universal and Targeted Services

- Children, young people, and their families can find and access support that meets their individual needs without needing a referral or diagnosis and without being dependent on others.

Specialist excellence in Rotherham

- The needs of all children and young people, including the most complex, can be met close to home from the earliest years, throughout the whole of their education and into employment. The local area will be able to offer sufficient school places for every Rotherham child.

I am as healthy as possible.

Early identification and early support.

- Children, young people, and their families understand how to access support, receive good communication and have a positive experience from all services.

Clear pathways to access support and services.

- Children and young people's health needs, and importantly their mental health, are identified early and support is put in place at the earliest opportunity. Children and young people do not need to be in crisis before support is offered.

The right support, from the right people, at the right time

- Children and young people get the support that makes a difference and helps them make progress towards the outcomes that matter to them. There is good support available from universal, targeted and specialist services that meet the needs of families at the right time.

Support for wellbeing in all Rotherham educational settings

- The emotional wellbeing of children and young people is part of the life and work of schools and colleges and there is mental health expertise in every school and setting.

Next Steps

- Develop focused SEND Strategy Working Groups with multi-agency membership.
- We will deliver our strategy using a workstream approach involving all key partners.
- Each workstream will have named co-leads from Education, Social Care and Health and the Parent and Carer Council. The workstreams will meet bi-monthly.
- They will report directly to the SEND Partnership Board on a termly basis.
- The SEND Partnership Board will review its terms of reference and identify the steps that we will take to collectively monitor and measure the impact of this strategy and actions using a qualitative and quantitative data dashboard.
- These plans will be made clear to children, young people, and their families with SEND in Rotherham through regular communication.

Existing Subgroup in place to deliver Written Statement of Action	Proposed SEND Strategy Working Group
1. EHCP Subgroup	1. Inclusion
2. Graduated Response Subgroup	2. Health and wellbeing
3. Preparation for Adulthood Subgroup	3. Independence
4. The Local Offer Subgroup	4. Voice and Participation

6. Shared Outcomes Framework

How will we know if we're making a difference?

All Children and Young People in Rotherham with SEND and their families have their voices heard and this makes a difference to their experiences and outcomes.

A shared outcomes framework, developed across education, health and care services will help us to measure the difference we are making. It will set out 'indicators' of success for this strategy: improved learning, health, wellbeing, and participation outcomes for our children and young people. This will need to be flexible and potentially change, as new national standards for monitoring and inspecting SEND services are proposed. However, our preferred approach locally, mirrors the national proposals: we aim to focus on some key data, while also doing more to recognise the voices of children and families in evaluating our progress.

Outcomes	What this means	Key Performance Indicators	Target
I have a voice, and this is listened to and respected.	<p>All planning is person centred.</p> <ul style="list-style-type: none"> - Support is planned and delivered in a way that works for the child or young person. It is balanced to include what is important to the individual. - Children, young people, and their families are involved in decision making in all matters that concern them and have greater choice and control over their support. <p>Information is available and accessible.</p> <ul style="list-style-type: none"> - Children, young people, and their families can find the information they need, are able to make informed choices and navigate the system easily from the earliest years to early adulthood. 	Numbers of children and young people with SEND attending groups that have a Voice and Influence remit (Genuine Partnerships data).	
		Number and % of EHCP audits that Incorporate the view of children and young people, parents, and carers (EHC Audit-Section A)	
		To increase the number of schools, services and settings who are engaging or have engaged with the Genuine Partnerships Four Cornerstones Approach.	
		To increase the number of Schools, settings and services who have been awarded the Charter Gold Accreditation.	
		Number of POET surveys completed annually and responses – <i>will be restarted from September 2024.</i>	

	<p>Co-production with children, young people, and families.</p> <ul style="list-style-type: none"> - A wider and greater representation of children, young people and families are involved in strategic decision making and the coproduction of services, so that there is better fit between what children, young people and their families need and what is available. 	Numbers of families accessing Rotherham Parent Carers Forum (RPCF dataset)	
		Number of overall visits to our Local Offer Site - new users to the site, number of engagement sessions on the site.	
		Child survey responses – <i>new indicator this will be introduced for 24/25 academic year.</i>	
I am as healthy as possible	<p>Early identification and early support.</p> <ul style="list-style-type: none"> - Children, young people, and their families understand how to access support, receive good communication and have a positive experience from all services. 	% of services are delivered in the required time period (18 weeks) (SALT (Speech and Language Therapy), OT (Occupational Therapy), PT (physio Therapists) CDC (Child Development Centre)	18 weeks target
	<p>Clear pathways to access support and services.</p> <ul style="list-style-type: none"> - Children and young people’s health needs, and importantly their mental health, are identified early and support is put in place at the earliest opportunity. Children and young people do not need to be in crisis before support is offered. 	Number of children with a Personal Health Budget	
	<p>The right support, from the right people, at the right time</p> <ul style="list-style-type: none"> - Children and young people get the support that makes a difference and helps them make progress towards the outcomes that matter to them. There is good support available from universal, targeted and specialist services that meet the needs of families at the right time. 	% of Education, Health, and Care Plans with written advice from a health professional within 6-week timescale	6 weeks target
	<p>Support for wellbeing in all Rotherham educational settings</p> <ul style="list-style-type: none"> - The emotional wellbeing of children and young people is part of the life and work of schools and colleges and there is mental health expertise in every school and setting. 	% of children receiving the 2-year-old health check	
		% of children and young people assessed in 2 weeks for a wheelchair	
		Increase % of young people aged 14 or over with learning disabilities offered enhanced GP Annual Health Checks (this info runs over a Financial Year - April to March and is cumulative over this time)	In line with National average

<p>I have help and support in a way that suits me</p>	<p>Inclusive Communities</p> <ul style="list-style-type: none"> - Children, young people, and their families can access the places they want to go and the things they want to do, alongside their friends and families in their local community. Children and young people will be made welcome, staff will be able to meet their needs and physical accessibility improves. <p>Excellent Universal and Targeted Services</p> <ul style="list-style-type: none"> - Children, young people and their families can find and access support that meets their individual needs without needing a referral or diagnosis and without being dependent on others. <p>Specialist excellence in Rotherham</p> <ul style="list-style-type: none"> - The needs of all children and young people, including the most complex, can be met close to home from the earliest years, throughout the whole of their education and into employment. The local area will be able to offer sufficient school places for every Rotherham child. 	<p>% of young people with SEND who are EET -Education, Employment and Training (16 - 24 In learning and 20-24 in learning)</p>	<p>In line with National average</p>
		<p>Reduce the number of children and young people with EHCP's that are considered NEET.</p>	
		<p>Reduce the number and % of Fixed Term suspensions and Permanent Exclusions for SEN Support/EHCP children and young people.</p>	<p>In line with National averages</p>
		<p>Number / % of children and young people with EHCP's that are Elective Home Educated</p>	
		<p>Number / % of children and young people accessing Home to School transport.</p>	
		<p>Reduce the number of children and young people with SEND in Youth custody.</p>	
		<p>Absence and Persistent absence for children and young people with SEND (SEN Support and EHCP)</p>	<p>In line with National averages</p>
		<p>Monitoring of children and young people with SEND who are on Part-time timetabling and accessing AP provision- <i>new indicators for academic year 24/25.</i></p>	
		<p>Number and % of children and young people with a EHCP who are attending: Mainstream Provision (this includes Post 16/ FE provision), Resource Provision and Specialist Provision – (Special Schools, PRU and ISP)</p>	

		% of sections within the EHC Plans that have been audited as Compliant	
		<i>We will also monitor attainment outcomes for SEND children and young people which will be shared across all working groups</i>	<i>In line to National averages</i>
I have adults in my life who are supported to help me	Parent carers, siblings, family, and others who support children and young people with SEND are well supported. They can easily access support for themselves and for the child they care for, and do not need to repeat their story to get support.	Number of children and young people with a Personal Budget in place	
		Increase the number of children and young people with SEND accessing more community activities.	
		Number of parents attending training via Rotherham Parent Carers Forum	
		% of parents and carers of disabled children and young people accessing carers assessments	
		% of cases from panel where graduated response evidence is rated as 'good'	
		% of Social Care advice received into the EHCP process within the required timescales (6 weeks' timescale)	6 weeks target
		% of EPS advice received into the EHCP process within the required timescales (6 weeks timescales)	6 weeks target
		Number of Quality Assurance visits completed– <i>this is for out of Borough provisions and in Borough provisions – new measure from September 24</i>	
I am supported to	Preparing for adulthood from the earliest years.	Number of young people referred into Adult Transitions Team.	

<p>be as independent as possible and have a purposeful life</p>	<ul style="list-style-type: none"> - Children and young people are supported and encouraged to build on their strengths and be ambitious for their next steps and their future. Those who support, teach and care for children and young people maintain focus on life skills, experience, and independence so that children and young people have a direction and purpose beyond formal education. 	% of SEND young people who are EET - Education, Employment and Training (16 - 24 In learning and 20-24 in learning)	In line with National average
	<p>High quality transitions.</p>	Increase the number of young people in Supported Internships across the borough	
	<ul style="list-style-type: none"> - There is high quality, planned transitions between services, settings, and phases. Children and young people continue to progress at every move and are supported seamlessly by well thought out transitions, whether this is between services, settings, or phases. 	Number of Supported Internships that led to paid employment- <i>new measure from September.</i>	
	<p>Preparation for employment.</p>	To increase the % of Adults Transitions cases aged 17 and a half and over, who were referred to transitions prior to turning 18, who have a Care Act Assessment in place.	
	<ul style="list-style-type: none"> - Young people are well prepared for their next steps and education, training and opportunities leads to employability for more young people with SEND. 	To increase the % of Current Adults Transitions cases where the young person is aged between 16 yrs. 6 months and 17 yrs. 5 months (i.e. up to 1 year from turning 17 and a half), who have a care act assessment in place or a worker allocated	
	<p>Meaningful opportunities beyond age 16.</p> <ul style="list-style-type: none"> - Education settings, training providers, and employers demonstrate their commitment to equality and inclusion and offer positive opportunities to more young people, valuing and appreciating individual's differences and contributions. This means there are more (both amount and variation) of opportunities available to young people and there is something purposeful for everyone. For many this will mean employment; but for others this will look different. The aim must remain that there is a meaningful option for everyone 	Number of EHCP's that have been ceased through employment reason.	

I belong and feel valued	Inclusive Education. All children have access to quality inclusive childcare to make an excellent start to their early education, development, and learning. All Rotherham education settings have an inclusive culture and children and young people receive the same high quality of offer, regardless of which school, college or setting they attend, regardless of where they live.	Numbers of children and young people with SEND attending groups that have a Voice and Influence remit (Genuine Partnerships data)	
		Number and % of EHCP audits that Incorporate the view of children and young people, parents, and carers (EHC Audits)	
		To increase the number of schools, services and settings who are engaging or have engaged with the Genuine Partnerships Four Cornerstones Approach.	
		To increase the number of Schools, settings and services who have been awarded the Charter Gold Accreditation.	
		Number of POET surveys completed annually and responses. – <i>will be restarted from September 2024.</i>	
		Numbers of families accessing Rotherham Parent Carers Forum (RPCF dataset)	
		Number of overall visits to our Local Offer Site - new users to the site and numb of engagement sessions on the site	
		Child level survey responses – <i>new indicator this will be introduced for 24/25 academic year.</i>	
	Accurate identification of needs and intervention in schools, colleges, and Early Years settings. <ul style="list-style-type: none">- Children and young people’s needs are identified accurately and there is early, evidence-based intervention to support them. Children, young people, and their families can access support and intervention without the need to wait for a formal diagnosis and without unnecessary delay.		
	Effective SEN support <ul style="list-style-type: none">- SEN support is of an equal high standard across all education settings. Children and young people can attend their local education setting and feel confident that they will be fully included and have their needs met effectively. Children and young people’s talents and strengths are at the forefront of all discussions. All planning and support think about the future of the whole person, and positively builds upon the unique strengths, talents, and personality of the individual.		
	Joined up planning and support across education, health, and social care. <ul style="list-style-type: none">- Every service plays their part and children young people, and their families experience high quality		

	planning and provision from the most appropriate teams and services.		
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6. Useful Contacts

DRAFT

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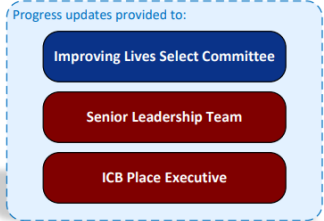
Appendices

Appendix 1: Links to other strategies

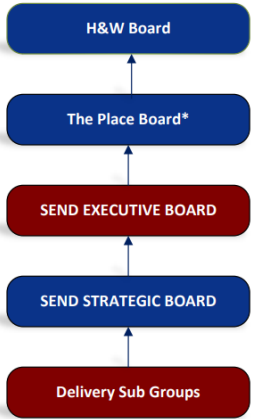
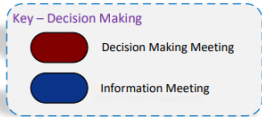
- All Age Autism Strategy
- Commissioning Strategy

Appendix 2: SEND Governance

SEND Action Plan Reporting and Governance April 2024



*Note: The Place Board and Improving Lives Select Committee will have a role in monitoring the progress of the implementation



Appendix 3: Adult Learning Disability Partnership Board Members

- This needs a diagram.

Appendix 4 – Funding and Risk Assessment

Glossary of terms

SEND Special Educational Needs and or Disabilities

LA Local Authority

ICB Integrated Care Board

RFCF Rotherham Parent Carer Forum

SENDIASS Special Educational Needs and Disabilities Information

Advice and Support Service

RHFT Rotherham Health Foundation Trust

CAMHS Child and Adolescent Mental Health Service

BAME Black Asian Minority Ethnic

EAL English as an additional language

LD Learning Disability

ADHD Attention Deficit Hyperactivity Disorder

ASC Autistic Spectrum Condition

GP General Practitioner

EHC Education, Health, and Care

SEMH Social Emotional Mental Health

NHS National Health Service

Accessible information

If you would like this document in an alternative format, please let us know. We can offer you large print or easy read, for example.

Logos

RMBC

NHS Rotherham

Rotherham Parent carer Forum

Genuine Partnerships

DRAFT