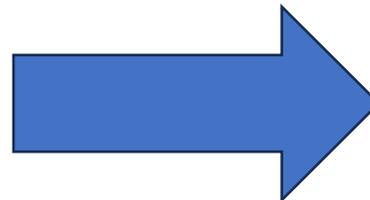


Start Well

Main Priority: Special Educational Needs

Why this one?

Of all the school readiness indicators, this is one of two areas where across both Derby & Derbyshire **we compare worse** to England, the other area being Breast feeding prevalence and there is public health focus on improving this already.



The most common type of need for those with an Education, Health and Care plan (EHCP) is autistic spectrum disorder followed by Social, emotional and mental health and for those with SEN support is speech, language and communication needs

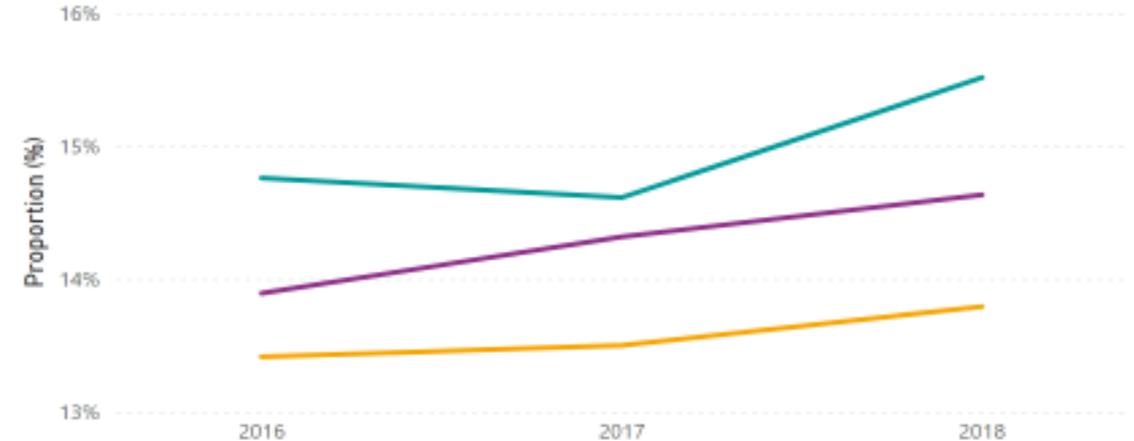
What does it mean we aren't good at?

Supporting needs early enough

3.6 Special educational needs (SEN)

3.6 Primary school aged pupils with special educational needs (SEN) (%)

Area Name ● Derby ● Derbyshire ● England



Children with special educational needs (SEN) are significantly less likely to achieve a good level of development at the end of Reception compared to children with no identified SEN.

The prevalence of SEN is informed by a number of factors including variation in underlying need and effective identification by parents, carers and services.

During 2018, 15.5% of primary school aged children in Derby and 14.6% in Derbyshire were identified as having SEN. The prevalence in Derby and Derbyshire is significantly higher than the England average of 13.8%.

What we could achieve in 5 years' time

What is needed from the system to achieve it...

Autistic Spectrum Disorder (ASD)

- We put in place an AI based assessment of need and strategies for parents / carers – via an app
- We maximise the parenting support offered by the ND Community hubs
- We undertake an in-reach MDT approach in primary schools / early years settings for children flagged with concerns

- Children enter school with clear plans and strategies that wrap around them to support their readiness to learn
- A reduction in presentation of challenging behaviour leading to interventions / exclusions

Social, emotional and mental health (SEMH)

- We focus on school absence in primary schools due to SEMH – with an multi- agency system approach that is integrated and graduated across education, health and social care to target this
- We put in place an AI based assessment of need and strategies for parents / carers – via an app

- No primary school child who is struggling to attend school is without support to get them back to school
- Absence due to SEMH falls significantly

Speech, language and communication needs (SLCN)

- We develop an integrated multi- agency system approach to commissioning the delivery of a robust pathway
- It will be a graduated offer delivered at the right time and by the right people

- No child with SLCN is without support to maximise their learning and communication potential

Across all – we see a reduction in the % of primary school children with a SEN need – National School Readiness indicator (3.6)

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Progress to date:

- Overseen by the well-established Neurodevelopmental Programme Delivery Group
- Task and finish group with NHS providers and inclusion leads from education up and running to identify target schools

Next Steps

- Targeted work with schools alongside education
- Establishment of integrated teams for triage/pre-screening
- Review and plan future of ND Community Hubs

Challenges

- 24/25 Planning still in progress – not yet able to secure plans



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Progress to date:

- Has been focused around the graduated response for older children, we need to establish plans for young children

Next Steps:

- The 24/25 NHS Operational guidance supports our digital ambition with the mandate to *‘transform mental health care pathways, provide more personalised and joined-up care, improve clinical productivity, and support improvements in access, waiting times and outcomes.’*
- Mental Health in Schools Teams continue to rollout.
- Access share of 24/25 NHSE Mental Health digital funding to support app development

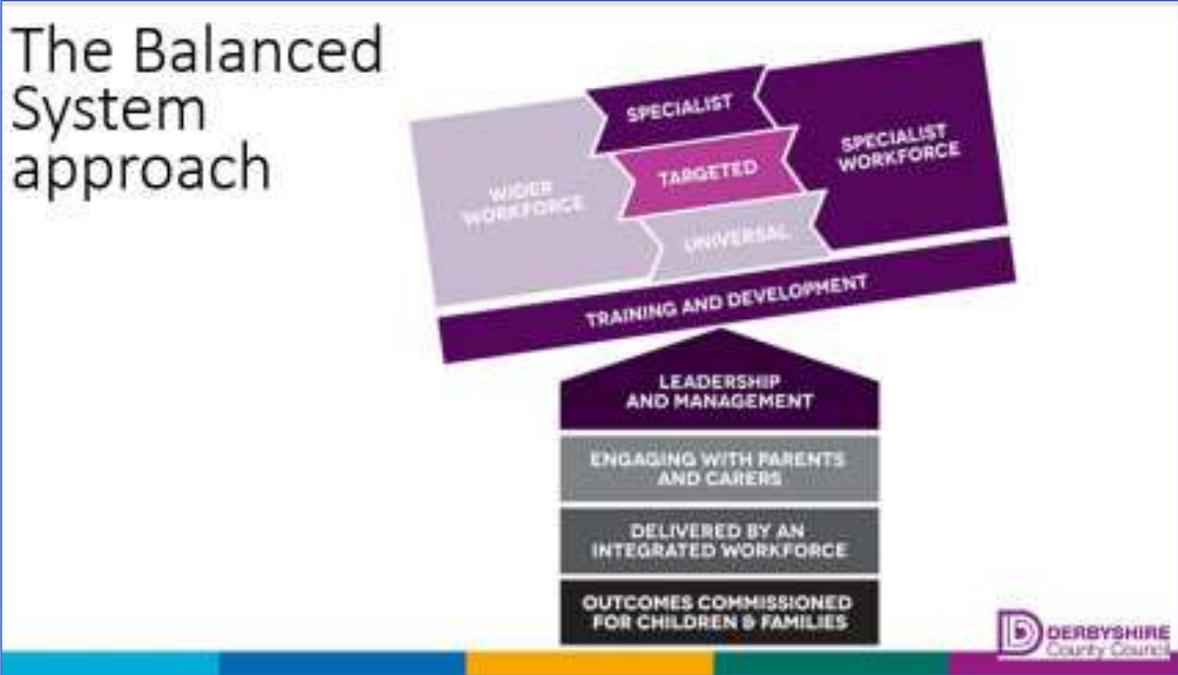


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Next Steps:

- A System wide Transformation board led by the Allied Health Professional Transformation Lead (ICB and CRH hosted) is due to be created
- To be delivered through an agreed Balanced System Approach:



Five Strands – strategic outcomes

 Family Support	Families are supported with appropriate information to make informed choices and have skills to support development.
 Environments	Environments are audited, adapted and enhanced to maximise participation .
 Workforce	Specialist knowledge and skills are used to build capacity in the wider workforce.
 Identification	Identification is efficient and accessible including training of others to identify and provide pre-referral advice.
 Intervention	Intervention is appropriate and timely , may include direct or indirect, individual and group interventions delivered in a functional context.