

Kent's Strategy for Children and Young People with Special Educational Needs and Disabilities 2021-2024

Working together to improve outcomes for children and young people with SEND



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1 Introduction

- 1.1 This strategy builds on the work of the previous strategy, published in 2017, and has been jointly developed by Kent County Council and the NHS in conjunction with children and young people, parents and carers, Kent PACT (Kent parents and carers together) and other key stakeholders.
- 1.2 When OfSTED and CQC (Care Quality Commission) undertook their inspection of services in early 2019, they highlighted that too many children and young people with SEND do not get the support they need in Kent. Although many individuals, organisations and providers do their best, the fragmented system has created too many opportunities for the needs of these children to be missed.
- 1.3 This strategy has been developed alongside the delivery of the Written Statement of Action and forms part of Kent's response to the inspection. Progress has been made to address the issues highlighted by the inspection and some of this work is detailed in Section 6. However, the document goes beyond the inspection and sets out how we will continue to improve the outcomes for children and young people into the future.
- 1.4 Once approved, this strategy will support the inclusion of all children and young people in Kent. Schools and education settings are key partners in delivering this transformation and the SEND Code of Practice sets out that a graduated approach to meeting the needs of children and young people is the best way of obtaining good outcomes.
- 1.5 Kent is committed to the early identification of needs to ensure that the correct support is identified, and plans are put in place with children, young people and families. This strategy, together with the implementation of Kent's new Approach to Inclusion in schools, will ensure that there is a graduated approach to meeting additional needs.
- 1.6 Kent County Council's (KCC) Commissioning Plan for Education Provision in Kent (2020-24) sets out how KCC will ensure sufficient, good quality provision across all types and phases of education, in the right locations, to meet the demands of increased pupil numbers and parental choice. The commissioning plan should be read in conjunction with this strategy.
- 1.7 Kent is committed to working collaboratively and we have developed a shared vision and set of principles that underpin this strategy. We have listened to what children and young people and their families and carers have told us about their experiences and views.
- 1.8 This document sets out the actions we will take to realise that vision and our commitment to genuine co-production. A wide range of people will play an important part in delivering this vision. We now have an improved understanding of our local area and have identified an ambitious programme of work for the next three years and beyond.

1.9 We have grouped this work under five main priorities:

Priority One: Improve the way we work with children and young people, parents and carers.

Priority Two: Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

Priority Three: Identify and assess the needs of children and young people earlier and more effectively.

Priority Four: Improve education, care and health outcomes for children and young people with SEND.

Priority Five: Ensure children and young people with SEND are included in their local community.

- 1.10 Joint commissioning is a key part of the SEND reforms and will have an important part to play in the delivery of our priorities. It is a strategic approach to planning and delivering services in a holistic, joined-up way. It is a means for the different partners that commission education, health and care provision, to deliver positive outcomes for children and young people.
- 1.11 Kent's Approach to Joint Commissioning sets out how the health, education and care system will come together to jointly commission services and improve outcomes for children, young people and their families. It also sets out proposals for strong leadership and good governance between KCC, the NHS and key partners and the standards designed to support continuous improvement via cross-organisational reflection, benchmarking and peer review.
- 1.12 Whilst this strategy covers the area of Kent, we are committed to continue working with neighbouring Local Authorities to share best practice, data and information and to explore opportunities to improve services.

2 What you have told us

- 2.1 We have developed this strategy with the support and contributions of many children and young people in Kent. At an event held in February 2020 we captured the hopes and dreams of children, young people, parents and carers, some of which are shared below.

I feel welcomed and cared for by the college by them making sure it is a safe environment

We need more courses at college that will help us be ready for the world

There's very little support for parents on the receiving end

There are things for me to do in my local community

Where I've had the best experience it's because we've built a strong relationship

People should respect my opinions and feelings more

Trying to get a diagnosis is a living hell

It's having someone who knows your son or daughter

It's good when there is someone to speak to openly, without judgement

There are areas of Kent, like Autism, who are really well supported...and then there are others...there's nothing, they are like black holes

- 2.2 We are committed to working in co-production with families in all areas of our work. To achieve this we will:
- create a welcoming ethos and demonstrate we care
 - work in equal partnership, valuing everyone's views equally
 - listen to each other and communicate clearly and in a respectful manner
 - include everyone from the start
 - be honest, accountable and transparent
 - work together to achieve the best possible outcomes for our children and young people
- 2.3 The **Kent Co-production Charter** has been developed in co-production with children and young people with SEND and their families and describes the commitment we have all made to work together.
- 2.4 The nationally recognised four cornerstones of co-production, Welcome and Care, Value and Include, Communication, and Working in Partnership have informed our thinking as they align to the values our parents, carers, children and young people in Kent have told us are important to them.
- 2.5 The Charter will be adopted by all partners in Kent and will lead to improved confidence amongst parents and carers, a greater understanding of what co-production means in Kent and demonstrate what effective co-production should look like in Kent.
- 2.6 The following definition of co-production was co-produced by parents, carers, children, young people and practitioners in Kent.
- "Everyone including young people, coming together from the start to work collaboratively as equal partners communicating and listening in a respectful manner to achieve the best possible outcome for everybody."***
- 2.7 The **Kent Youth Charter** is a set of standards and behaviours that young people expect from practitioners and services. It details how KCC will make Kent a county that works for all children – involving young people in making decisions which impact their lives and the services they receive.
- 2.8 A SEND Youth Participation Officer post has been set up and jointly funded by KCC and the NHS to work in four key priority areas:
- The Local Offer
 - Preparation for Adulthood
 - The voice of the child and young person in decision making
 - Joint commissioning priorities

3 Our vision and shared principles

- 3.1 Our vision for children and young people with SEND in Kent is that:
- they learn and grow by being well cared for, have their health needs met and lead happy, fulfilled lives
 - families can reach the right people at the right time to support their children in the way that they need
 - services work together with families to improve outcomes and the achievements of their children.
- 3.2 Underpinning our vision is a set of jointly agreed and owned principles. We want Kent to be a place where all children, young people with SEND and their families:
- feel welcomed, valued and respected
 - have high aspirations for their future
 - have access to the best childcare, education and training opportunities consistently across the county
 - have a voice, are listened to and are equal partners in decision-making about their own lives
 - have choice and control over their lives
 - receive support and advice at the right time, with early identification and support a priority
 - are included in and can make a positive contribution to the wider community
 - are communicated with in a timely, transparent and clear way
 - benefit from working with skilled practitioners who understand their needs and how these can be best met.
 - benefit from working with joined up services across multiple agencies.
- 3.3 We will continually reflect on these principles as we move through our programme of work, to ensure that we remain focused on the reasons for driving change in Kent. This will be done as part of our annual Self Evaluation process.

4 The legislative context

- 4.1 The Children and Families Act 2014 sets out the responsibility to improve services, life chances and choices for vulnerable children and to support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act extends the SEND system from birth to 25, where appropriate, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.
- 4.2 This means that we must:
- work in partnership with families
 - ensure that all children and young people are able to access the right support and provision to meet their needs
 - adopt an integrated approach to meeting the needs of children and young people with SEND
 - meet the needs of children and young people with the most complex needs through a single plan – an Education, Health and Care Plan
 - involve children, young people and their parents/carers in decision making at both the individual and strategic level
 - involve children and young people and their parents/carers in shaping services.
 - publish a local offer which details the support, services and provision available within Kent
 - jointly plan and commission services
 - provide information, advice and support to children, young people and their parents/carers in line with the requirements of the Act and Code of Practice.
- 4.3 The Equality Act 2010 and Part 3 of the Children and Families Act 2014 interact in a number of important ways. They share a common focus on removing barriers to learning. In the Children and Families Act 2014 duties for planning, commissioning and reviewing provision, the Local Offer and the duties requiring different agencies to work together apply to all children and young people with SEN or disabilities.
- 4.4 In carrying out the duties in the Children and Families Act 2014, local authorities and others with responsibilities under that Act are covered by the Equality Act. This legislation reformed the systems for identifying, assessing and supporting children and young people who are disabled or have SEN and their families. Children, young people and their families will now have greater control over the support that they receive.

Relevant legislation

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Education Act 1996
- Equality Act 2010
- Care Act 2014
- Children Act 1989/ 2004
- Chronically Sick and Disabled Persons Act 1970
- Mental Capacity Act 2005
- Breaks for carers of disabled children regulations 2011

5 SEND in Kent

- 5.1 In Kent we have seen an increase in the number of school-aged children and young people identified with SEND. Over the past two years there has been a decrease in the proportion of children and young people receiving SEN Support, whilst over the same period there has been an increase in the proportion who have an Education Health and Care (EHC) Plan.
- 5.2 A child or young person has SEN if they have a learning difficulty or disability which calls for educational or training provision that is additional to or different from that made generally for other children or young people of the same age – this is special educational provision. SEN Support is the SEN provision put in place by a school for a child or young person with SEN to enable them to make progress towards their outcomes. Children and young people receiving SEN Support do not have an Education Health and Care Plan.
- 5.3 The table below shows that there are currently just under 37,000 school-aged children and young people with SEND in Kent.

School Aged Children and Young People with SEND in Kent						
	Overall Number of school aged pupils in Kent	Number of school aged pupils with SEND in Kent	Number of school aged pupils receiving SEND Support in Kent	Number of school aged pupils receiving SEND Support in England	Number of school aged pupils with an EHC Plan in Kent	Number of school aged pupils with an EHC Plan in England
2019/20	257,807	14.5%	10.5%	12.1%	3.8%	3.3%
		(36,900)	(27,039)		(9,861)	
2017/18	250,574	12.9%	9.8%	11.7%	3.1%	2.9%
		(32,325)	(24,465)		(7,860)	

- 5.4 Over the last two years, the increase in the proportion of EHC Plans issued in Kent is in line with that seen nationally. One third of all EHC Plans maintained by Kent are for young people aged 16-25. The numbers of plans for this age group has increased by 30% since January 2018. In contrast less than 3% of plans issued are for pre-school children. However, our data tells us there is an increasing demand on services and support networks within Early Years, such as Portage (tailored support for pre-school children with SEND), Specialist Teaching and Learning Services and Early Years Local Inclusion Forum Team (LIFT). The number of plans issued increases as children start school and progress through Key Stages 1 and 2.
- 5.5 Pupils with an EHC Plan in Kent are less likely to be educated in a mainstream school than would be expected nationally. The majority of our school-aged children and young people with SEND attend a special school, with a significant proportion attending “out of county” special schools.
- 5.6 In January 2020, the most common primary need amongst school-aged children and young people in Kent who have an EHC Plan was Autism Spectrum Disorder (ASD). 41.6% of this cohort have a primary need of ASD recorded, which is above the national average of 30.1%.
- 5.7 Speech, Language and Communication (SLCN) and Social Emotional and Mental Health (SEMH) needs are the most common needs of school-aged children and young people with SEN Support in Kent, at 24.6% and 21.9% respectively of the cohort compared to 23.7% and 19.4% nationally. 10.1% of Kent school-aged children and young people have ASD as

6 Progress since the last strategy

6.1 The development of this strategy has taken place at a time of great change. Resource and effort have been focused on the delivery of the actions identified in the Written Statement of Action, which has resulted in the following achievements:

- We have made sure parents and carers are an integral part of our improvement work. Parents are now represented on key groups and are helping us to shape individual projects.
- The Local Offer website has been improved and new information uploaded to the site to make it easier for parents and carers to find information about services and support available to them across the county.
- We have committed to publishing regular newsletters with updates on our improvement work.
- We have started to use social media to advertise events and to share information.
- We are improving how we respond to complaints.
- We have developed a handbook for families who would like to know more about autism and attention deficit hyperactivity disorder (ADHD) in children and young people.
- We are developing a joint approach to commissioning services, working with children, young people and their families to review and design services.
- We have introduced an online request form, so parents and young people can request an EHC Needs Assessment electronically.
- With the help of parents and young people we have designed a new EHC Plan template, which is now being used by our SEND Area Teams.
- We are developing a new Quality Assurance Framework for EHC Plans to improve the quality and consistency of plans across the county.
- So we can produce EHC Plans more quickly, we have sourced additional Educational Psychologist (EP) capacity to increase the number of EP assessments we can carry out.
- Health Co-ordinators are now in post and are working within our SEND Area Teams to support the EHC assessment process.
- An extended Special School Nursing workforce will support all special school provisions throughout Kent from September 2021 to make sure that children and young people with complex health needs can access their education safely.
- We have developed a range of materials which set out our expectations of how children and young people's needs should be met within mainstream schools. These materials will help mainstream schools to meet the needs of and fully include the majority of children and young people with SEND within their settings.
- There is now an Early Years SEN Team, consisting of SEN Inclusion Fund Practitioners who are highly experienced Early Years Practitioners who support settings to carry out the strategies suggested by Specialist Teachers.
- Portage is now included part of the SEN Team too which will help identify needs at an early stage.

6.2 It is our intention to build on this progress and in the next section we set out our priorities for the next three years.

7 Our priorities for the next three years

- 7.1 In this section we set out our priorities for the next three years that will ensure that all children with SEND in Kent receive high quality, inclusive and integrated services. We want those services to be delivered as close to home as possible and for them to support children and young people with SEND to be the best they can be.
- 7.2 Achieving our vision will only be done by ensuring that all partners work together across the following priority areas. We are focussing on these areas because:
- children, young people and families have told us that these are important to them
 - they support the work being undertaken as part of the Written Statement of Action
 - analysis of our performance in these areas shows us that we need to do better if we are to improve outcomes for our children and young people with SEND
 - the updated SEND Health Needs assessment (2020) has highlighted the health inequities we need to address in Kent.

Priority One: Improve the way we work with parents, carers, children and young people

This is important because:

Key to improving the experiences of children and young people with SEND and their families is ensuring that their voice is at the centre of decision making and that plans, and services are developed in collaboration.

We will do this by:

Continuing to work closely with our Parent Carer Forum (Kent PACT) and other established parent support groups/charities.

Listening to the voices of all parents, carers, children and young people and acting upon what we hear.

Ensuring our communication is accessible, open, clear and timely.

Ensuring our workforce has the necessary skills to work in partnership with parents, carers and children and young people with SEND and are responsive to their needs.

Involving children, young people and their families in all decision making about their lives.

Placing children, young people and their families at the centre of what we do through a personalised approach to the planning of support.

More co-production - including parents, carers, children and young people in the review, design and improvement of services.

Making it clear in our commissioning plans how parents, carers, children and young people are to be involved at each stage of the commissioning process.

Recruitment of a SEND Youth Participation and Engagement Officer to develop the young people's participation in our ongoing SEND Improvement journey.

Priority Two: Ensure families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

This is important because:

We need to work in partnership to ensure that children and young people gain as much independence as possible and reach achieve their full potential.

We will do this by:

Creating a SEND system in Kent which is

- equitable and consistent across the county
- joined up so that families do not have to tell their story more than once.

Developing a joint commissioning approach which will help us to identify gaps in services and enable us to make sure the right services are available to children and young people with SEND and their families at the right time.

Improving transitions between phases of education and services.

Improving our local offer website so it signposts families to the information and advice they need.

Ensuring our workforce is knowledgeable, informed, understand and are confident in meeting the needs of children and young people with SEND.

Developing a culture of shared learning and continuous improvement.

Working with families and young people earlier to understand their hopes and aspirations for the future.

Embedding high quality transition planning from Year 9 onwards for all young people with SEND and publishing clear pathways into adulthood for health and social care services.

Supporting young people to develop the skills they need to be able to make informed decisions about their future.

Improving the quality of the information we gather about the needs of young people in the 16 to 25-year-old age range across Kent and use it to improve services.

Working with employers and FE providers to develop a greater range of options, education, training and employment, for young people when they move on from compulsory education.

Providing opportunities for young people to live independently.

Priority Three: Identify and assess children and young people's needs earlier and more effectively.

This is important because:

Our data shows that there is an increasing demand for services and support within Early Years. Accurate and timely information will help to ensure that robust and evidence-based decision making is undertaken, and services are delivered to best meet the needs of children and young people with SEND.

We will do this by:

Supporting our workforce to develop the skills, knowledge and confidence to accurately identify the needs of children and young people, including less common, complex needs.

Ensuring families have access to the right support and advice at the right time so that children's needs are identified as early as possible.

Making effective use of existing information and assessments from Early Years services to support and inform identification of children's needs and the planning of support as they start school.

Improving the quality of the information we gather about the needs of the youngest children in Kent and the services which need to be available to families at this stage.

Ensuring that families understand how they can access the services they need.

Continue to work to reduce waiting times for ASD, ADHD, CAMHS and wheelchair assessments.

Ensuring that children waiting for an ASD diagnosis and those having an EHCP assessment have a sensory needs assessment to help ensure the right support is provided.

Ensuring that young people with SEND and their families are aware of and can access the annual health check for young people aged 14+ with learning disabilities.

Making it easier for practitioners from different agencies to share information.

Ensuring that staff are trained to recognise at an early stage if children and young people are struggling with their social, emotional or mental health.

Ensuring that, if during assessment processes, social, emotional or mental health needs are identified as an additional need, appropriate interventions and support are available to young people and their families.

More timely access to therapeutic support if required.

Priority Four: Improve education, care and health outcomes for children and young people with SEND.

This is important because:

We are committed to ensuring that every child and young person in Kent can reach their potential and have the key skills, confidence and resilience for future success.

We will do this by:

Adopting a holistic approach, working collaboratively across all partners, to support all children and young people with SEND to improve progress and outcomes.

Launching a new County Approach to Inclusive Education, working with our schools, settings and colleges to ensure mainstream provision is more inclusive to SEND children and young people

Understanding what outcomes are important to children, young people and their families and ensuring the right support is available at the right time to help them achieve the things they want.

Improving inclusive practice in our schools so that children and young people with SEND feel they belong, are respected and valued and are supported to make progress and achieve their ambitions and aspirations through high quality teaching and a challenging, wide-ranging curriculum.

Introducing a countywide programme of peer reviews of inclusion with an identified focus on SEND provision.

Reduced number of children and young people with SEND having fixed term or Permanent Exclusion from school by developing and implementing a Kent approach to whole school nurture.

Through the Joint Commissioning Workstream, develop a workforce strategy that identifies the skills and capacity requirements to ensure commissioning arrangements can be delivered.

Effective forward planning to ensure we have the range of high-quality school places we need in Kent to meet children and young people's needs locally (Commissioning Plan for Education Provision in Kent 2020-24).

Developing our use of data to improve our forward planning and our commissioning intentions so we can provide the services and support children and young people need.

Utilising fully the opportunities we have to improve health outcomes for children and young people with SEND. This includes:

- the annual health check for young people 14+ with learning disabilities, including autism
- immunisations
- raising awareness of the health and wellbeing of people with SEND
- focussing on prevention at the preconception and ante-natal phase.
- Establishing a process which develops the level of knowledge and a shift in practice to:
 - identify the adversities children requiring support have experienced
 - support and help families to understand the impact of adversities and trauma on child development
 - empower children to share and know that they have a safe space to talk in school.

Priority Five: Ensure children and young people with SEND are included in their local community.

This is important because:

Children and young people will be supported to effectively participate in their community and to live the life they want.

We will do this by:

Supporting children and young people with SEND in the community where they live. Through attending local schools and colleges, children and young people will build links and social networks in their local community.

Ensuring that children and young people with SEND are welcomed and feel valued by the clubs and organisations within their community and become an active part of their community.

Ensuring that venues and activities are accessible, so this no longer prevents children and young people's participation in locally based activities.

Reviewing our Early Help offer to ensure opportunities exist for all children and young people to be included.

Reviewing the reach of our Short Breaks offer.

8 Measuring progress and impact

- 8.1 We will measure our progress against the Children and Young People's Outcomes Framework (shown below). This was developed with families and reflects what children and young people and their families told us was important to them.



- 8.2 To know if we are getting it right, we will keep listening to the experiences of children, young people and their families. We will be flexible in our approach so that if children, young people and their families tell us that what we are doing is not making a difference to their lives, we will review what we are doing and change it where necessary.
- 8.3 A shared understanding of how the new outcomes framework will support commissioning, practice and impact measurement across the area will be developed and regularly reviewed by the Joint Commissioning Committee.
- 8.4 A set of indicators will sit underneath each outcome to measure progress towards the achievement of the outcomes. It is recognised that the engagement and participation of children and young people is essential to the success of improving outcomes, therefore, feedback will be collected from children, young people and their families and used to improve services and delivery.

8.5 An example of these indicators for each outcome is provided below.

Outcome 1: Children and young people are happy and enjoy life

Children and young people tell us that:

- the support they are receiving is making a difference to their lives
- they are supported to access the activities they want to take part in and to pursue their own interests
- they enjoy the activities they access either through school or in their local community
- they receive the equipment/support they need to become more independent
- they are happy at school or college and have friends
- they are able to learn at school or college.

Outcome 2: Children and young people are listened to and understood

Children and young people tell us:

- they are involved in decisions about their future
- they have more say in how they receive the support they need
- they are empowered to participate in and to give their views during the EHC planning process and the annual review of their EHC Plan
- they have more influence in the review and design of services
- that as a result of being listened to there are more opportunities available to them e.g. in their community, at school, at college and in the world of work.

Outcome 3: Children and young people have choice about their future

Children and young people tell us that:

- there is a wider range of options, education, training and employment, available to young people with SEND following compulsory education
- more young people with SEND are accessing and completing college courses and apprenticeships tailored to their interests

- young people with SEND tell us the college courses they are accessing are relevant to their future
- an increasing number of young people access Supported Internships and enter a form of employment afterwards
- an increasing number of young people with SEND are in Supported Employment
- more young people with SEND are able to live independently e.g. in supported housing
- there is an increase in the take up of personal budgets amongst young people aged 16 to 25.

Outcome 4: Children and young people are as healthy as they can be

Children and young people tell us that:

- children, young people and their families report that as a result of improved access to the health services they need, their health needs are being identified and met earlier
- children, young people and their families report that health-based assessments are completed in a timely manner and following assessment families do not have to wait so long for treatment to start
- there are more appropriate referrals into specialist health services
- the health provision on children and young people's EHC Plans is regularly monitored to ensure it is supporting children and young people to manage/improve their health and wellbeing
- interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- the new Specialist Nursing Service is enabling children and young people with the most complex health needs to access school safely
- all two-year olds in Early Years Settings follow Kent's Integrated Review at 2 process to improve information sharing and to identify and address unmet needs earlier
- more young people over the age of 14 with a learning disability are accessing their annual LD health checks

- more children and young people with SEND who are on medication for ADHD have Medicine Reviews at least annually
- more online health assessments are completed in Year R and Year 6 providing targeted information to identify individual need and direct pathways of care
- the benefits of immunisations for children and young people with SEND are promoted more widely resulting in an increase in the rate of immunisation amongst children and young people with SEND.

Outcome 5: Children and young people are the best they can be at school, college or work

Children and young people tell us that:

- children and young people with SEND want to be treated as an equal to their peers
- children and young people with SEND experience well planned transitions at all stages of their education
- children and young people's experience of transitions between phases of education and education placements are positive ensuring that progress, well-being and outcomes are maintained
- an increased proportion of children with SEND achieve a Good Level of Development at the end of the Early Years Foundation Stage
- the gap in attainment between those children with SEND and those with no SEND has narrowed
- an increased proportion of children with SEND achieve the expected standard in Reading, Writing and Maths at the end of KS2
- the Attainment 8 and Progress 8 scores of young people with SEND show a sustained improvement
- there is a sustained increase in young people with SEND achieving L2 and L3 qualifications
- there is a reduction in the proportion of children and young people with SEND who receive Fixed Term Exclusions
- more children and young people with SEND attend school regularly
- less children and young people with SEND are on reduced timetables.

Outcome 6: Children and young people feel safe at home and out and about

Children and young people tell us that:

- children and young people report they have someone who they can talk to and with whom they can share any worries they might have about their safety
- children and young people report that any worries they share about their safety are acted upon and as a result they feel safer
- less children and young people with SEND report that they are bullied in school, college or in the community.

Outcome 7: Children and young people can do things in their local area

Children and young people tell us that:

- the "What is there to do in Kent?" page and the search engines on the Local Offer website have helped them to find things to do locally
- there is an increasing number of and range of social and leisure activities available to them within their local community
- they are accessing the activities they want to locally, including any digital services.

9 Next Steps

- 9.1 A workforce development plan will be developed, ensuring skills are up to date and relevant across the SEND service. The County Approach to Inclusive Education will outline the plans to work with education settings in ensuring the relevant support is available across the education system.
- 9.2 A detailed action plan will be developed as part of this strategy which will be used alongside the Outcomes Framework to track progress.
- 9.3 The strategy will be regularly reviewed and updated as appropriate in response to changes in local needs and issues.
- 9.4 Develop an Equalities Assessment and associated plan for the SEN service.

10 Other key documents

- 10.1 This section holds the links to other documents that this strategy links with, or can be used to gain a better understanding of the context in which our programme of work operates in.

[Joint Strategic Needs Assessment](#)

[SEND Health Needs Assessment 2020](#)

[NHS Long Term Plan](#)

[Kent Inclusion Statement](#)

[Kent Joint Commissioning Approach](#)

[Written Statement of Action](#)

[Commissioning Plan for Education Provision in Kent 2020 to 2024](#)

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