

MAKING A DIFFERENCE – THE ISLES OF SCILLY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES STRATEGY 2019- 2022

1. Context and how we produced this strategy

1.1 During April 2019 the Isles of Scilly Parent Carer Forum and the Council of the Isles of Scilly commissioned a 'Whole Community Approach to Inclusion' by Genuine Partnerships to improve the life experiences for children with SEND. One of the aspects was to determine how we could remove barriers to attainment for children and young people with special educational needs and disabilities (SEND) on the Isles of Scilly. We were delighted that so many children, young people, families and professionals took the time to take part. We have taken a whole child and family approach, recognising that barriers to educational attainment are wide ranging and not just linked to school based provision or experience.

1.2 We have reviewed our entire strategy in response to the outcomes of the consultation with an action plan to provide more detail on how we can convert our shared ambitions into reality.

1.3 There is no universal story for the experiences of our children and young people and there are some great strengths identified in the work we do and the outcomes achieved. However, for the purpose of improvement this strategy looks at the voices of those who are feeling marginalised in our community. As a partnership we value every story.

1.4 Most significantly we recognise that if we can get it right for children with SEND we can get it right for every child. We would like to encourage everyone to pledge their commitment to working together to ensure that every single child and young person with SEND fulfils their potential.

"Jointly commissioned by the Isles of Scilly Director of Children's Services and the Coordinator for the Isles of Scilly Parent Carer Group, this project has brought together key representatives from Education, Health, Care from the Isles of Scilly, the mainland and the wider community, including parent carers, children and young people. By drawing upon each partner's story or narrative as an equal partner when it comes to inclusive practice, and focusing upon strengths and skills, the intention is to establish a

whole Isles of Scilly community approach to inclusion that places the experience of the children and young people of Scilly at the heart of all that happens on the islands”

‘Whole Community Approach to Inclusion’ by Genuine Partnerships

2. Vision

2.1 Shortly after our engagement event the Council of the Isles of Scilly and Isles of Scilly Parent Carer Forum met to co-produce our shared vision, strategic outcomes and core actions for services for children, young people and their families:

2.2 Our shared vision is that:

Every single child on the Isles of Scilly has the same opportunity as every other child to be part of and contribute to their community, to fulfil their dreams and aspirations and to lead successful and happy adult lives

3. Key strategic outcomes

2.1 Again, working in partnership with parents, this is what we have agreed success will look like and which will form the basis of our action plan for the next three years:

1. Every child has their needs identified and met at the earliest possible stage.
2. All children on the SEN Register have appropriate, up to date and transferable documentation linked to need
3. All children have their needs met consistently by high quality provision which makes a measurable difference to their lives
4. The Isles of Scilly is seen by every child as a fantastic place to grow up where difference and diversity are celebrated.
5. Parents are clear about the support pathways, information and guidance available to them and how to access those services.
6. Parents are supported, listened to and respected and their views valued.
7. Services are designed by and with families, children and young people.
8. Neuro diverse needs are identified and met using a wide range of tools.
9. Children and young people are skilled and prepared for adult life.
10. Families benefit from strong joint working by various agencies and professionals leading to a co-ordinated service to children.

4. Strategic drivers

4.1 National Strategic drivers

4.1.1 The **Children and Families Act 2014** offers simpler, improved and more consistent help for children and young people with SEND. The new system extends the rights and protection to children and young people by introducing education, health and care plans and extending provision from birth to 25 years of age.

4.1.2 The reforms, which came into force in September 2014, require:

- The local authority to develop and publish a Local Offer, and to work closely with the NHS and schools to use resources through joint commissioning to improve the range of support available in a local area.
- A more flexible model of joint commissioning that promotes access to personal budgets, focuses on specific groups of children or areas within the county and ensures that children and young people's needs are met
- A cultural change in the way in which we listen to and engage with children, young people and their parents and carers.
- Better commissioning of new provision to ensure needs are met in local schools and by local community services.
- Positive transitions at all key stages within a 0-25 age range, especially a more successful transition to adult life.
- Improved quality and range of information available for children, young people and their parents and carers enabling them to make informed choices.

4.1.3 The Act sets out the expectation that children and young people with special educational needs should be included within mainstream schools together with children who do not have special educational needs, so far as is reasonably practicable and is compatible with –

- (a) The child receiving the special educational provision called for by his or her special educational needs,
- (b) The provision of efficient education for the children with whom he or she will be educated, and
- (c) The efficient use of resources.

4.1.4 Schools have statutory duties under the Equality Act 2010 to ensure that they do not discriminate against children and young people with SEND, this includes admission arrangements, the way schools provide education and exclusion practices.

4.1.5 Where a pupil can show that they been treated less favourably it is for the school to prove that that treatment was for something other than the pupil's disability. Schools must evidence that their actions are not discriminatory and demonstrate they understand their statutory duties to pupils with SEND in policies and daily practice.

4.1.6 If schools implement a policy or practice that puts a pupil with SEND at a disadvantage then that may be classed as discrimination, even if this is unintentional. For

example, many behaviour policies make no adjustment for pupils with SEND, this would be classed as indirect discrimination because a pupil with SEND may be unable to conform to the behaviour expectations of other pupils in the school.

4.1.7 S20 of the Act requires schools to avoid (as far as possible by reasonable means) disadvantaging pupils with SEND. Schools should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way schools teach pupils. For example, a pupil who cannot hear but can lip read may need a teacher to face them when speaking.

4.2 Cornwall and the Isles of Scilly Strategic Drivers

4.2.1 The Council of the Isles of Scilly is a key strategic partner in the development and delivery of the **One Vision** Partnership Plan which brings together health, education and care services in Cornwall and the Isles of Scilly. The One Vision Partnership Plan sets the transformation framework for Children and Young People Services 2017-2020, which will shape the future integration of education, health and social care services for children, young people and their families in Cornwall and the Isles of Scilly. It sets out a system wide vision and statement of purpose:

“All children and young people in Cornwall and the Isles of Scilly are safe, healthy, and have equal chances of accessing all available opportunities to achieve brighter futures. The gap between those who are doing well and those who are doing less well has been closed by targeting care and support to those children, young people and their families with the most pressing needs. We continually strive to develop and transform all services that children and young people may access, to enable one and all the best possible opportunities for excellent health and wellbeing, throughout their lives and particularly as they make the transition to adulthood. Too many children, young people and their families do not have these good opportunities and are worried about their futures. We are committed to working together to change this by collaborating with each other and with children, young people and their families to overcome the barriers to good opportunities and outcomes. This means making best use of our shared resources to achieve integrated agendas for change”

4.2.2 The One Vision Partnership Plan also sets out a range of system outcomes and ambitions to improve outcomes for individual children, young people and families, under the overarching five priority outcomes:

- Strengthening families and communities
- Promoting and protecting children’s physical emotional and mental health
- Helping and protecting children from harm
- Raising aspiration and achievement, towards economic wellbeing
- Making a positive contribution to the community

4.2.3 The One Vision Executive are leading on aligning and integrating children’s services and are developing an agreed set of principles that will underpin this Framework and support the operating model:

- Core offer – flexible to meet local need and responsive to change

- Universal offer with equity of access
- Targeting (positive action) according to identified need – narrowing the gap
- Quick and easy access to services
- Collaborative approach
- Whole Family Approach/Think Family – Together for Families
- Strengths-based and solution-focussed
- Family Hubs are at the heart of integrated place based services
- Locality data-based design and resourcing
- Highly trained and skilled workforce
- Evidence-based practice, focussed on outcomes for Children and Young People
- Learning culture and innovation
 - Seeking feedback
 - Learning between professionals
 - Sharing best practice
 - Generating ideas to improve the quality and impact of practice
 - Multi-disciplinary, maintaining professional identity and perspective
 - Success measures
- Multi-agency – shared responsibility, appropriate contribution and co-ordinated response
- Relationship-based approach
 - Knowing the people you're working with
- Building relationships across the community
 - Mutual trust and respect

4.2.4 The strategy recognises that our natural geography of a mainly rural peninsula including island communities, bordered by sea with dispersed town settlements means that Cornwall and the Isles of Scilly has unique challenges to service delivery, including travel and workforce recruitment. On the Isles of Scilly there is often only one instance of each diagnosis of need, isolating families more than just geographically

4.3 Isles of Scilly Strategic Drivers

4.3.1 Co-production and Inclusion

4.3.1.1 This strategy should be read in conjunction with the Isles of Scilly 'Whole Community Approach to Inclusion' which capture the core values and ideas from our community in improving services.

4.3.1.2 Core to all our work is the principle of inclusion. Inclusion is a universal human right that is about embracing all people irrespective of race, gender, disability or other attribute which can be perceived as different. Underpinning this strategy is a commitment to ensuring that every child is valued and celebrated.

4.3.1.3 This strategy has been co-produced with a variety of partners. Co-production involves children, young people, families, practitioners and partners working jointly together

in an equal and reciprocal relationship. It enables genuine participation in decision-making. Priority has been given to the voices of children, young people and parent carers.

4.3.1.4 This strategy and the action plan that supports its delivery is based on the core Cornerstones of Inclusive Practice and Co-production developed by the National Alliance for Partnership Working. These Cornerstones act as a common language of inclusive practice and co-production to ensure that we have a locally agreed and understood approach to inclusion and partnership working.



- Key to the emerging spirit of co-production is the Isles of Scilly Parent Carer Forum which is becoming an increasingly strong, collaborative yet appropriately challenging partner in the development of services for children and young people with SEND. Recent examples of partnership working include:
 - Jointly commissioned engagement – Genuine Partnerships
 - Monthly meetings with PCF co-ordinator
 - Partnership Working contracts in place for chairing SEND Programme Board and attendance at One Vision Partnership Board
 - Membership of all governance bodies
 - Co-produced vision and strategic principles – forum members felt valued and heard – a fine example of co-production
 - Appointment of new Family Information & Access Role (part funded by Health to ensure participation of Scilly families in health service redesign)

“The forum is finding the emerging co-production positive, there are benefits for everyone, as has been demonstrated and look forward to it being embedded across all services on the Isles of Scilly”.

Parent Carer Forum

“They’ve told me they’ve actually amended their protocols. That’s great, I was very impressed with that”.

Parent

4.3.2 Children in need of help and protection

The Isles of Scilly received ‘Good’ in its Ofsted Single Inspection of Local Authority Children’s Services. The service continues to strive to develop and improve provision and this is captured in the Isles of Scilly Social Care Development Plan which includes learning and recommendations from our own Quality Assurance Framework, from Our Safeguarding Children’s Partnership Quality Assurance Panel, Local Government Association Test of Assurance and a Peer Review by Essex County Council. The island based multi-agency partnership uses Signs of Safety as its practice model. Our shared language and values encourage a strengths based approach and a robust understanding of a child’s lived experience.

4.3.3 Early Help

The Isles of Scilly has developed a new strategic approach to early help, working with children and their families to support them to get back on track at the earliest possible stage. A partnership designed strategy and new processes and templates are in place as well as training for all lead professionals.

4.3.4 Emotional Wellbeing

4.3.4.1 In response to high demand for CAMHS services and the challenges in accessing specialist services, in 2016 the Isles of Scilly devised a multi-agency approach to improve the emotional wellbeing of children and young people. We asked children working with Children’s Social Care what would have made a difference and prevented problems getting so bad and they said ‘someone to talk to’ which has led to the following service changes;

- Development of more confidence among multi agency partnership to support children with emotional health issues – we set up the BLOOM model with co-ordination support from Children’s Social Care and attended by a CAMHS clinical psychologist to regularly review and discuss children with emotional health issues (with consent), to share best practice and to provide the best resource to the child be that a teacher, early years provider, GP etc.
- Commissioning of a school based Family Support Worker to have the early conversations with children and their families to prevent escalation and to develop self-help strategies. This worker is now a Thrive Practitioner, has had Trauma Informed Schools Training and is linked into the Headstart Programme and supervision from Mounts Bay Academy Another colleague is now also trained in Thrive.

- Redesign of the Early Help Pathway – this was co-designed by all professionals to replace CAF – there are new templates, a simplified process and LEAD Professional Training delivered to the multi-agency team.

4.3.4.2 Numbers of children accessing specialist CAMHS has reduced from 17 to 3.

4.4 Family Hub

4.4.1 The Isles of Scilly are developing an integrated family hub model to build on existing strong multi-agency arrangements to provide a single point of access for children and their families. Key activities for the next few months include:

- Development of a single point of contact for advice and guidance, and requests for help from colleagues in specialist services
- Development of an shared workforce training plan, upskilling staff to provide a core offer on the islands
- Early identification of additional needs through the work of universal practitioners
- A consistent core offer – flexible to meet local needs and adaptive to changing needs
- A focus on an offer of ‘Proportional Universalism’ with quick and easy access to early help
- Greater focus on and a collaborative approach to supporting children in the early years foundation stage

‘People are talking better, just on Scilly, amongst themselves, so I will get referrals from social workers I wouldn’t have got before...we’re literally all in the same building. Something as simple as that makes an enormous difference!’

‘Communication can be affected by differences in practice, indicating that good communication is not necessarily embedded in all systems’

Practitioner

5. Key information on need

5.1 The data

The Isles of Scilly are a small isolated community 28 miles from mainland Cornwall. This isolation means that service delivery and the experiences of children and their families in terms of ease of access to services, as well as transport links between islands, can be significant challenges, requiring a creative approach to service provision.

- Approximately 420 children and young people under the age of 18 years live on the Isles of Scilly. This is approximately 20% of the total population in the area. 12 children currently have an EHCP
- 25 children receive school support

- There have been no exclusions of children with SEND in past 5 years from provision on the Isles of Scilly
- There have been no tribunals in relations to children with SEND in past 5 years
- There have been no refusals to assess in past 5 years
- Approximately 1.6% of the local authority's children are living in poverty.
- The proportion of children entitled to free school meals:
 - in primary is 3% (the national average is 15.6%)
 - in secondary is 7% (the national average is 13.9%).
- Children and young people from minority ethnic groups account for 5% of all children living in the area, compared with 21.5% in the country as a whole. Given the low numbers, no single largest minority ethnic group can be identified.
- The proportion of children and young people with English as an additional language:
 - in primary school is 1% (the national average is 19%)
 - in secondary school is 1% (the national average is 15%).

5.2 What families tell us

5.2.1 The Isles of Scilly has a Parent Carer Forum with a part time Co-ordinator.

5.2.1 Membership of the Isles of Scilly Parent Carers is open to families living on or receiving services from the Isles of Scilly with children and young people who have SEND, from birth to 25, and encompasses all children who are on the SEN register of need, or who hold an EHCP.

5.2.3 Its current membership (as at its AGM held in April 2019) represents 46% of the eligible SEND cohort on the Isles of Scilly, supporting families of 17 children and young people with SEND; this represents 83% of families with children and young people with an EHCP and 26% of families with children and young people on SEN Support.

5.2.4 A survey was conducted in December 2018 and was sent out to all members of the forum to collect their views about provision and services across Education, Health and Social Care.

5.2.5 At the time of the survey the forum was supporting families of 14 children and young people with SEND (Special Educational Needs and/or Disabilities). They had a 50% response rate from their members. Of the participants, 25% represented families with an Education, Health and Care Plan (EHCP) and 15% represented families with children and young people on SEN Support.

5.2.6 Though numbers are small there was a strong sense of frustration identified that children are not getting the support they need:

'You are going to have to fight to get the needs of your child identified and addressed. Don't get distracted, don't accept being patronised by professionals, and don't worry that they see you as an over fussing parent. Don't give up fighting. And DO try to get other parent carers

to open up and talk about their experiences of how to get the help their child needs. Don't give up - it feels like the professionals are waiting for you to be quiet and go away. But you know your child, and you don't want to be responsible for letting them down... So don't give up'

'Don't give up. It is a long slow process, but worth it if you can get it right

5.2.7 There is further qualitative data from the work with Genuine Partnerships and a key driver of this strategy is to ensure improved experiences and outcomes.

5.2.8 Additionally it has been recognised that the PCF does not and cannot represent all families and that new methods of engagement and communication need to be developed to capture all stories.

6. Educational Provision – quality, support and monitoring

6.1 Early Years

6.1.1 The Isles of Scilly has strong childcare and early years provision with all providers, including the Five Islands Academy, rated 'Good' or 'Outstanding'

6.1.2 A new provider has been commissioned to support the 3 and 4 year old childcare offer to ensure sufficiency of provision across the islands – a key criteria for evaluation was a commitment to inclusion

6.1.3 Two facilities have been developed using a DfE capital grant to support the offer providing inclusive facilities to improve school readiness and the best start in life

6.1.4 Parents report that early identification and support for children in their early years is strong with a decline in provision at KS2 which bears out progress and attainment data for the whole cohort.

6.1.5 There is an opportunity to increase information and advice to providers caring for children under 2 to devise early intervention strategies prior to formal diagnosis of need.

6.2 Five Islands Academy

6.2.1 The Isles of Scilly has one mainstream educational provider for primary and secondary education up to Y11. The Five Islands Academy converted on 1 January 2019 to join the LEAP Multi Academy Trust following an Ofsted inspection in 2017 placing the school in special measures and the appointment of an Interim Executive Board to drive rapid improvements in teaching and learning.

6.2.2 School improvement monitoring and subsequent monitoring visits by Ofsted demonstrate that there is far greater rigour in the quality of education and the systems in place to track progress for each child and green shoots are emerging in terms of progress and attainment for every child. There is now far greater stability in educational provision with significantly improved leadership and governance following many years of turbulence.

6.2.3 For children with SEND these improvements are obviously relevant but the Academy has found it difficult to resource the requirements of the SEND legislation. This has now been resolved by the appointment of a full time, island based SENDCo and a commitment to termly monitoring meetings with families and a review of school support documentation.

6.2.4 We all accept that the legacy of a poor universal standard of education and relationships with parents has disproportionately affected children with SEND and led to a strong and understandable sense of frustration identified in the Parent Carer Forum Survey in December 2018.

6.2.5 The Academy supports the vast majority of children with SEND to access the single offer of mainstream provision on the Isles of Scilly

6.2.6 The LA has supported the Academy in the purchase of B Squared to support the achievements of children who are not able to access the standard curriculum and provide regular and visible demonstrations of progress to children and their families.

6.2.7 A funded visit to specialist provision in Cornwall has led to the development of The Harbour – a space for children with SEND to take a break, regulate emotions and pursue their academic endeavours in a therapeutic and calm environment.

6.2.8 An Autism Champion has been appointed xxxxxx

6.2.9 Teacher training – TIS, what else?

6.2.9 There is demonstrable willingness to transform provision for children requiring additional support and a commitment to a rapid step change in parental satisfaction in the provision made in school with the Head Teacher seen to be responsive to concerns and taking action.

6.2.10 In terms of attainments, small cohort sizes locally make it difficult to identify significant difference between groups of children at the end of a key stage and given confidentiality data cannot be shared here. The activity to support improvement for SEN support for pupils across the Academy will link with the wider work in the primary and secondary phase to improve standards through the development of shared school improvement strategies within the Leading Edge Academies Partnership (LEAP).

'There is a drive for school staff to make stronger connections with the children, young people and their families and some individual practitioners have made a significantly

positive difference to their inclusion and wellbeing: investing in strong relationships has been pivotal to this'

There is commitment from key staff at the Five Islands Academy to promoting child centred, inclusive practice and an outward approach to wellbeing and identity'

The newly appointed SENDCo lives on the islands and already knows the children and young people with SEND well: she has a positive relationship with most of their parent carers which is reassuring'

There is a will to celebrate positivity at Five Islands Academy after a difficult period. The children and young people appreciate being rewarded for their positive behaviour and achievements'

Individual support for children and young people often seems to be tied to and ENC plan and several parent carers are critical of their child or young person's plan, implementation and wider assessment processes'

6.3 Post 16

6.3.1 There is no post 16 provider on the Isles of Scilly and the majority of children access further education at a variety of providers on the mainland from Penzance to Truro to London to Oxford.

6.3.2 The Local Authority has employed a post 16 pastoral support worker to keep in touch with young people as a universal offer – however the LA has no statutory responsibility for children who do not have assessed need other than its overarching duty to safeguard. The post is based in the Targeted Youth Support Team at Cornwall Council.

6.3.3 Where children are CIN or have and EHCP regular visits and contact is maintained by the locally based team.

6.3.4 The transition at 16 is a time of high anxiety for parents and this is compounded for children requiring additional support. A great deal of partnership work is underway to rethink resources and target them at those most in need. The appointment of the new Supported Internships Co-ordinator, partnership working with Adult Education and Skills Hub and a change in post 16 funding enables the creation of more island based post 16 provision and alternative routes into education and employment.

6.3.5 The monitoring of post 16 placements is being reviewed to recognise that adolescents will not always be aware and/or forthcoming in reporting gaps in provision to their families or LA and that we need to improve communication methods.

6.3.6 Rethinking post 16 support is an essential aspect of Preparing for Adulthood and all are agreed that this needs to take place as early as possible with thought given to developing young people's resilience in coping with and thriving in the opportunities and challenges of adult life.

‘Having no post 16 education on Scilly can be a real logistical challenge for everybody in the community in identifying and facilitating next steps’

6.4 Specialist Placements

6.4.1 Specialist placements are made available to the very small number of children who require them. Given numbers these are commissioned on a spot purchase basis in conjunction with families. Regular monitoring takes place to ensure that provision meets need. These placements have a significant impact on family life and every effort is made to support children on the islands.

6.4.2 The DfE have recognised the impact of these placements on a small budget and are open to conversations should the High Needs Block funding not be sufficient.

7. Developing the SEND workforce

7.1 There are challenges to the recruitment and retention of an island based workforce to meet the diverse needs of our population. High housing costs and the small number of the cohort size does not make the provision of specialist services always practicable. The workforce strategy for the islands is to develop a pool of universal and targeted skills and an understanding of the referral pathways when more specialist knowledge is required with clear signposting and information for families.

7.2 Recent changes in workforce have enabled us to grow our own team with training programmes in place for our SENDCo and SEND and Inclusion Officer at the LA with arrangements for professional input from colleagues on the mainland.

7.3 The single line of management in the developing family hub model enables far greater collaboration across the spectrum of need and enables a whole family approach to support.

‘The workforce is small so experiences depend heavily on the approach of individual practitioners.’

Parent carers within the community may experience a range of concerns about their children or young people who have a commonality; the provision of universal accessible training could ease a lot these’

8. Improving information and access

8.1 We are aware that our Local Offer does not meet the needs of our children, young people families and carers and have established additional capacity in the team to support

information about and access to services. Working with parent carers the post holder will ensure a significant improvement in the quality of information available.

9. Joint Commissioning and Service Planning with Health and the community

9.1 Shared commissioning principles have been established through the One Vision Partnership.

9.2 Currently we do not have any children who are CHC funded

9.3 The relationship with NHS commissioning colleagues is greatly improved with regular contact and input – CCG are part funding the new Family Information and Access post to ensure the participation of Isles of Scilly families in health service changes and developments.

9.4 We have arrangements in place for diagnostic assessment with a wide range of specialists including SALT, Educational Psychology, Sleep, Continence etc

9.5 NHS Kernow have also co- funded development and delivery of our emotional wellbeing strategy and are working with us to develop social communication services on the islands given that this is the greatest primary identification of need for our children with EHCPs

9.6 Work is underway to address the waiting list times for ADSD diagnosis through the One Vision Partnership

9.7 Key to the next year or so will be the genuine involvement of parent carers in service change. Key activities to date as a direct response to parent carer input include:

- Appointment of new Family Information and Access post
- Review all documentation involving children with SEND within the LA and the Academy including current plans in conjunction with families
- Review of short breaks to meet family needs
- Review of post 16 pastoral support to prepare young people for successful transition
- Appointment of permanent island based SENDCo
- Establishment of personal budgets to increase self-directed support
- Multi agency focus on personalisation Parent carers would like to see a commitment to person centred planning.

10. Governance

10.1 Over the last 12 months we have radically improved governance arrangements.

10.2 The overarching system leadership is the One Vision Partnership with membership of both local authorities, health partners, education and police. There are 4 members from the

Isles of Scilly – the DCS, Lead Member for Children, a representative from HealthWatch Isles of Scilly and the Isles of Scilly Parent Carer Forum Co-ordinator.

10.3 To ensure that there is also a local duty to co-operate and that the voice of island children and families remains distinct and heard, there is also an Isles of Scilly Children's Trust with executive level membership from the LA and CCG as well as local partners including primary care and the Five Islands Academy. There is two way communication between the Children's Trust and the One Vision Partnership.

10.4 A SEND Programme Board is now established on the islands to monitor delivery of this strategy and associated action plan. The Isles of Scilly Parent Carer Forum Co-ordinator is a Chairman. We have professional advice from Cornwall Council's Head of Service for SEND to ensure sector led improvement.

10.5 A SEND Liaison Group has been set up to drive forward operational delivery on the ground involving local representatives from health, social care and education.

10.6 A formal SEND panel process will be set up for future EHC requests for assessment and to review plans involving the DCO/DMO. To date there have been no refusals to assess or provide and no tribunals for the last 4 years. Mediation services are made available to all families.

10.7 Performance in meeting requirements of SEND legislation is reported to the Council of the Isles of Scilly through Full Council and Scrutiny to ensure that elected members have clear line of sight to front line delivery.

11. Conclusion

There is a great deal to do over the next three years but a huge sense of willingness to make things happen:

'There is an undoubted will to include and support all members of the Isles of Scilly community and for the community to work together to overcome some of the barriers to inclusion that might exist for individuals...we feel this community (is) ideally placed to embark on a journey of strengthening inclusive practice together'.

Genuine Partnerships

ENDS