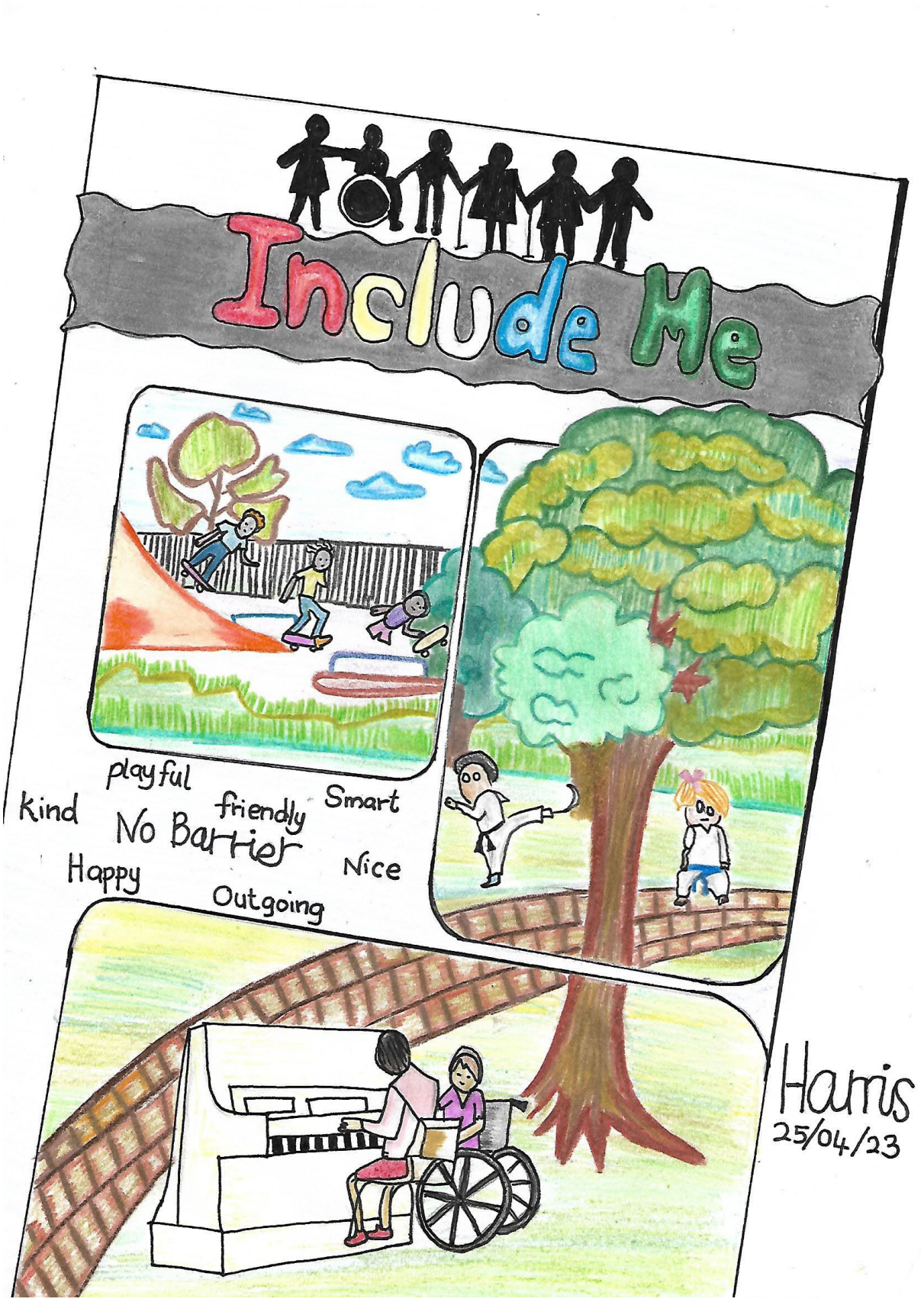
Ealing Strategy for Additional and Special Educational Needs, Disabilities and Inclusion 2023-2027



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Executive Summary

This is Ealing's strategy for Additional and Special Educational Needs, Disabilities and Inclusion for children and young people aged 0-25. Our strategy is coproduced by our strategic partners in the local area and sets out priorities which partners are responsible to deliver.

We believe inclusion is everybody's business. To reflect this, the Local Strategic Partnership includes a range of partners, including children and young people; parents and carers; community organisations; nurseries, schools and colleges, NHS providers trusts and a range of local organisations and businesses. The Strategy is governed by Ealing Council and Ealing Borough Based Partnership under North-West London Integrated Care Board.

The strategy was developed from a review of the previous strategy; surveys and engagement and an evaluation of performance information and Self Evaluation. Feedback from engagement and information are reflected in our four Strategic priorities:

1. To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person, and set the highest expectations for them.
2. Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment
3. Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.
4. Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.

We have developed principles of equality, accountability, sustainability and fairness to ensure that the strategy underpins our commitment to effective use of resources across education, health and care. This strategy aligns with the Council Plan and the NHS Integrated Care Plan for Ealing.

1 Foreword

Welcome to Ealing's joint strategy for Additional and Special Educational Needs and Disabilities (SEND) 2023-2027 If you would prefer an easy read version is also available on the Local Offer website1. This strategy addresses the needs of Ealing's children and young people with additional and special educational needs and disabilities, and their families/carers.

The new strategy is launched following consultation, engagement and co-production with children, young people and their families, and with our strategic partners. Ealing is committed to working together with Ealing Parent Carer Forum and families across Ealing to deliver the developments that will meet the needs of young people in line with the aims in this document. The role of young people is key to our strategic plan to ensure Ealing's services support and encourage young people with SEND to reach their full potential including, living independent lives where possible.

We recognise that community partners and service providers play an important part in supporting young people into adulthood. We want to build on our strong relationships with community partners and strengthen those with adult service providers, health providers, community groups and businesses over the next 4 years. It is also a call to action for the wider community to do their bit to make Ealing a better place for children and young people with SEND and their families.

The last few years have seen significant impact of events on people's lives, including the impact of COVID-19 pandemic and a global economic downturn. Services are operating with increasing local need and amid significant challenge, within the wider context of a changing policy environment nationally.

We would like to extend our gratitude and thanks to all those engaged in supporting young people with SEND and their families. Ealing has an extensive and highly regarded range of inclusive education provision, from Early Years through to Further Education with dedicated and tailored specialist provision. Our ability to develop and increase provision in line with demand will be essential to deliver the outcomes we agree for our young people in the future. It is also important that we continually improve our services and ensure that we can adapt to any increases in needs. The strategy also sets out the steps we are taking to ensure we provide value and fairness for children and young people in both cost and quality.

We are proud of the collaboration with our schools and settings, through Ealing Learning Partnership, that provide exceptional education and pastoral care for children and young people with additional and Special Educational Needs and Disabilities.

[1] Ealing SEND Local Offer | Ealing Directory (ealingfamiliesdirectory.org.uk)

2 Introduction

This strategy covers the local area of London Borough of Ealing. This document identifies our vision, priorities and aims for children and young people aged 0-25 with SEND and for Inclusion, and the delivery plan for the period 2022 to 2026. This strategy dovetails with a range of local plans and strategies across Ealing council; schools and settings (through Ealing Learning Partnership, Health partners (through the Ealing Borough Based Partnership formed in April 2022) and with our partners in the community supporting children, young people and their families.

This strategy was co-created with key partners and takes into account a range of information including:

- Feedback from children and young people, parents and carers
- Feedback from schools and education settings including mainstream schools, special schools and additionally resourced provisions (ARPs), early years provisions.

Local data relating to trends in SEND and in education, health, social care, and other relevant services.

What's in a name? *Ealing's local partnership recognise that people want to say how they would like to be referred to in different ways, and to ensure our young people's views have been considered, we have used both terms 'additional needs' and special educational needs in this document. We will continue to work with our children and young people to ensure our language is inclusive.*

2.1 Delivery of the Strategy

The SEND strategy is a multi-agency and co-produced commitment, and the governance arrangements reflect the need for this level of ownership and accountability (see Section 4 Implementation below). To deliver on the priorities will require partnership working across the public, community and private sectors.

The priorities will be delivered and monitored through an action plan overseen by the multi-agency Strategic Partnership Board. There will be an ongoing review of both the strategy and the action plan to ensure that we remain focussed on the right priorities and make solid progress to achieve them, so to improve outcomes for children and young people with SEND in Ealing.

Leadership and membership of the Priority subgroups and ownership of priority action plans cuts across a wide range of key partnerships including (but not limited to) children's services, schools and colleges; borough based and wider health partners; youth services; Police and Safeguarding partnerships; adults services and integrated health and social care commissioning.

The Senior Responsible Officer in the Council for the Strategy for Additional Needs and SEND is the Assistant Director for SEND supports the delivery across key priority areas and will work with Ealing's Designated Clinical Officer.

2.2 *Sustainability through partnerships*

Ealing has built a track record of developing meaningful partnerships with schools and settings (Ealing Learning Partnership) and with multi agency working to support children and families of children with additional needs (e.g., award winning Building My Future programme[2]). Leaders understand the importance of working in partnership in setting and achieving an ambitious vision.

Improving Partnership with schools - a road map

1. **Increase Transparency**
   - How is budget used
   - Benchmarking costs
   - Compare variation in 'usage' e.g., spend on exclusion /Alternative Provision by school.
2. **Shift language**
   - Develop a common language of assessment based on description of need and provision.
   - Move away from '1:1' to 'predictable vs exceptional needs'
3. **Collective processes:**
   - Peer moderation (clusters; Borough-wide)
   - Problem-solving panels (e.g., behaviour/exclusions/children moving in)

Ealing supports the vision for the majority of children to have their needs identified and met in mainstream provision that parents and carers are confident in. The 2014 SEND reforms and underpinning legislation championed the progressive removal of barriers to and general presumption of mainstream education for all learners with SEND. Ealing's mainstream schools or settings continue to support a significant proportion of pupils with a special educational need in Ealing (47.2%) compared to London 48.6% and England 40.5% in January 2022)[3]. Ealing is committed to reducing variation across schools and settings and making best practice common practice. There is more work to do, and Ealing has proposed to develop a more transparent approach with partners to support sustainable local provision.

Over the past 3 years, Ealing partners have collaborated as the SEND Executive Board. This board has been the delivery of key projects which focused on creating local solutions which offer good quality and value. This includes:

- ongoing expansion programme creating more places in our special schools and Additionally Resourced Provisions.
- delivery of the digital Education, Health and Care Portal for educational health and care assessments.
- the review of Social Emotional and Mental Health Needs leading to the introduction of a borough wide Therapeutic Thinking programme
- the reinstatement of Ealing Portage Service.
- The review of Ealing SEND offer for Early years and planned expansion of the early years SEND service.

[2] DfE: Building my Future Ealing Evaluation Report June 2020

[3] Create your own tables, Table Tool – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

- the introduction of the pre-diagnostic hub for Autism with experts by experience and support from our community and voluntary sector
- the development of community champions.
- the development of the all-age Learning Disability strategy.
- In 2021/22 Ealing practices went beyond the North-West London target of 75% of completed annual health checks and issued associated action plans to achieve 83% and 81% respectively. [4]
- the launch of Ealing's Participation Strategy (with Ealing Parent Carer Forum Steering group) the development of level descriptors of need across Ealing's special schools.

2.3 Resilience and equality

The impact of COVID-19 on demand for support for children and families is still not fully understood.

In 2021, Ealing's Joint Strategic Needs Assessment published a focused report on children[5] in the period following the COVID-19 pandemic. The report made recommendations for the local area to address the 9 areas where there is evidence of health inequality:

1. Ensuring children have a healthy weight
2. School readiness gap
3. Educational attainment
4. Children's mental health and wellbeing
5. Youth unemployment
6. how health and wellbeing services cater to predicted demographic changes
7. Improving childhood vaccination rates
8. Good management of long-term health conditions
9. Tackling child poverty

The learning that the COVID-19 pandemic 2020-21 taught is the importance of planning based not only on existing assumptions and past performance, and of commissioning and designing services to be flexible, responsive and fair. COVID-19 highlighted and increased disadvantages for different groups in Ealing's communities. The disruption to education affected all families while some children had access at home to online resources and equipment, the most disadvantaged did not which has increased inequalities. There have also been disproportionate impacts on young children and mental health across all ages.

The learning from recent challenges is that strengthening our commitment to partnerships across education, health and care and with our voluntary and community sector that work tirelessly to serve our diverse local communities.

[4] Source: Ealing Learning Disability Commissioning Service
[5] EALING_JSNA_Focus_On_CYP_2021_FINAL (1).pdf

2.4 Developing capacity in the workforce

Global and national forces are having an unprecedented impact on workforce capacity among local authorities, schools and settings health and community support organisations. This has led to pressures for increased demand from services but also increased pressure to recruit to meet demand whilst maintaining a good level of quality in services and schools. Over the past few years, Ealing Partners are developing new roles to that offer progression pathways and are improving their induction and Professional Development programmes.

In 2023, Ealing partners are strengthening the workforce through training to support partners and with recruitment and retention. It's strategic intention to strengthen the graduated response by agreeing clear expectations of each other, which will support capacity.

2.5 Co-production and Participation

During 2020-2021 Ealing's Participation strategy, led by Ealing Mencap and was launched in October 2021 at the SEND Conference (the first 'face-to-face' Conference for Additional needs and SEND was held since the start of the Covid-19 Pandemic). The findings from this event and Ealing Parent Carer Forum's Parent/Carer and Young people's Survey report published in February 2022 were key to shaping this strategy[6]. 168 parents and young people responded to co-produced survey in October 2021. The findings from this conference, along with the results from the February 2022 survey form the basis for the draft strategy, which was approved by Ealing Parent Carer Forum, and SEND Executive Board in April 2022. The Co-production and Participation group steering group is which oversees the implementation of the participation strategy coproduced the survey and shared with parents' children and young people.

Co-production is fundamental to service development and continual, consistent collaboration with our Parents and carers is critical in ensuring the child is always at the centre of every discussion and decision in how we take our services forward. We will work transparently and in partnership with Ealing Parent Carer Forum, and our key community and voluntary service organisations (including Ealing Contact, Ealing Mencap, the Anchor Foundation and Ealing ISAID) to ensure there is representation for local families experience at every level of our SEND strategic governance, in line with national expectations from the Department for Education and the Department of Health and Social Care.

Additionally, in February 2023, we have an online email newsletter group with over 200 families who self-register to receive the local offer newsletters, surveys, consultations and other tasks that support service development projects and initiatives. We also engage with other local community and voluntary groups as appropriate to specific workstreams.

[6] Include me conference page on Ealing Local Offer

During 2022-2023, Ealing is working with schools, colleges and partners in CVS to develop the co-production toolkit[7] and a 'charter' for young people, that will lead to a new, refreshed young people's forum.

3 Local Context - a profile of Ealing

In 2021, the local partnership under the SEND Executive Board 'refreshed' Ealing's 2018-2022 Strategy for SEND and Inclusion. The refresh set out a range of Outcomes to enable the SEND Executive Board to assess progress based on assumptions about 'what good looks like'. The focus was on inclusion and destinations for pupils and learners.

Outcomes	Assumptions	Ealing Performance 2018-2022
Assessment and Timeliness	*Children receiving support in a timely way when an EHC Needs assessment is completed in under 20 weeks.*	*In January 2022, Ealing was completing 69% of EHC Needs Assessments in less than 20 weeks (excluding exceptions) compared to 63.9% in London and 59.9% nationally. Ealing has remained higher than the national and London average for timeliness over the period 2018-2022.[8]*
Prevalence	*A lower level of EHCPs indicates that schools and settings are better able to meet a pupil's and learner's needs.*	*There has been a 22% increase in Ealing EHCPs in last 3 years (2019-2022), a trend reflected in London and nationally.* *In January 2022, children with SEN in Ealing's maintained schools, 29.4% have an EHCP compared with 26.9% in London and 24% in England.[9]*
Equality	*Proportionality of pupil's characteristics as an indication of an inclusive education offer*	*Ealing has a higher over-representation of black African pupils with EHCPs compared to London and England ethnicity and Primary need types to be tracked more regularly.* *In Ealing, pupils of Black Caribbean heritage were overrepresented in exclusions and fixed term suspensions in over the last three academic years.[10]*
Placement	*A higher percentage of pupils with EHCPs in Mainstream Schools indicates they are more able to support pupils*	*Ealing had a higher proportion in mainstream than comparators, but this fell in 2022. 47.2% of statutory school aged pupils educated in mainstream school.*

[7] Ealing Council Plan FS1 97

[8] DfE https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans

[9] DfE https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans

[10] Local Authority Interactive Tool

	and learners with SEND.	*The number of children with plans placed in Non-Maintained or Independent special school settings (NMIs[11]) increased in Ealing in 2022 (21%) from the previous year, this compares to a smaller increase in the number of children with EHC plans placed in NMIs from 2021 to 2022 in London (+11%) and nationally (+14%).The number of children with new plans placed in non-maintained or independent special school settings (NMIs) increased in Ealing from 6 in 2020 this compares with a drop in the number of children with new EHCPs placed in NMIs from 2020 to 2021 in London (-7%) and nationally (-3%).*
Inclusion	*LAs (Local Authorities) with lower absence & exclusion rates demonstrate better approach to inclusion*	*Although Data is affected by COVID, Ealing has seen a rise in permanent exclusions in 2021-22 overall from the previous year with 33% were on SEN Support.* *Fixed Term Suspensions increased compared to 2020-21 (COVID year) with 21% at SEN Support and 7% had an EHC Plan.*
Progress	*LAs with better attainment and progress scores for pupils and learners with SEND to be indicative of more inclusive practice*	*Ealing learners at SEN Support level made positive progress on average, this was not the case at the national level.[12]*
Destinations	*LAs with clear vocational pathway better prepare Young People for the transition to adulthood and more learners access employment.*	*In 2019, SEND Learners stayed in education longer, but achieved less well at Levels 2 and 3 at age 19. Learners progressing onto work-based training fell over lockdown from in 2017 but has grown by 107% over 2 years since Jan 2020 to January 2022 (30). This compares to growth of 18% in London and 10% nationally.*

3.1 Forecasting Demand for EHCPs and SEN Provision

Ealing is currently developing a sufficiency plan for SEND provision in the borough for the next 5 years. Forecasting SEND is particularly challenging to predict due the

[11] https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans 'NMI' figures include independent special schools, non-maintained special schools, and Specialist Post 16 provision.

[12] Ealing SEN Attainment Report, Ealing Council, 2023

complex issues driving demand of EHC plans. This creates a need for wide range of demand projections. The last few years in Ealing has seen a pattern of falling school rolls in the borough. The Joint Strategic Needs Assessment 2021 children's report [13] predicted a rise in the adolescent population (15-24 years) over next 5-10 years.

In January 2022, 3.4% of the 3-24 year old population were identified as having special educational needs, compared to 4% nationally. There were 59,273 children of statutory school age, slightly lower since 2021. Percentage of SEN in Ealing State school pupil population was 14.4%, compared to 16.1% in London and 16.3% in England. Of these, 10.2% of school are pupils in Ealing state schools and settings were on SEN support an increase of 0.1 percentage point since 2021. This compares with a 0.4% increase nationally (12.2% to 12.6%) and an 0.3% increase in the London average from 2021 to 2022 from11.4% to 11.7%.

There were 4.4% of pupils with an EHCP in Ealing state schools and settings, up 0.2% from 4.2% in January 2021. This compares with a 0.3% increase in London to 4.10% and a 0.3% increase to 4% in England. The percentage of pupils identified with SEN with an EHC Plan in Ealing was higher in January 2022 (29.54%) than London (26.99%) and England (24%).

The number of children with Education Health and Care Plans maintained by Ealing has risen by 22% over the last 3 years (2019-2022), in line with London and England. The expectation is that this will continue to rise if we 'do nothing'. See table 1 below:

Table 1: Total Number of EHCPs maintained by Ealing (as a proportion of the overall population) 2018-2022 and 2023 forecast.

	2018	2019	2020	2021	2022	2023 (forecast)
Total number by Age Group (3-24 population)	**2.3%**	**2.7%**	**2.8%**	**3.1%**	**3.4%**	**3.6%**
Under 5 (age 3 and 4)	1.1%	1.4%	1.3%	2.1%	1.5%	2.0%
Age 5 to 10	3.1%	3.4%	3.9%	4.2%	4.5%	4.8%
Age 11 to 15	3.1%	3.6%	3.7%	4.1%	4.6%	4.9%
Age 16 to 19	2.8%	3.2%	2.8%	2.8%	3.1%	3.0%
Age 20 to 25 (age 20-24)	0.5%	0.8%	0.8%	0.9%	1.1%	1.3%

To meet the anticipated demand for access to specialist support, consideration for increasing access to support at the right time. Ealing Council is developing it's 'graduated approach' to meeting Additional and Special Educational Needs to plan resources and meet demand. This work is in development with special schools and will continue to roll out across schools and settings through 2023-24.

3.2 Data and Digital Innovation

Over the last 4 years, Ealing has been gradually building the strength and capabilities of its digital systems, improving the quality of data, and developing analytical tools to

[13] Ealing joint strategic needs assessment | Ealing Council

help partners and providers to better understand the needs of the local community and highlight areas where we may want to focus our resources on the future.

In 2023, Ealing is developing a multi-agency dashboard to capture key information for partners to review and benchmark progress.

4 Development of the Strategy

The Strategy development plan commenced in March 2022 and consisted of 3 phases (see diagram below). The strategy was drafted following the publication of the report from Ealing's Parent Carer Forum's Parent and Young people's Survey February 2022 - 168 parents and young people responded to survey.

During Summer and Autumn 2022, the draft strategy was shared widely. Partner involvement was undertaken through:

- a co-produced online survey and easy read survey – 103 people responded (77 fully and 27 partial responses).
- Semi structured conversations with stakeholders, parents, and young people
- Young people engagement through Ealing Mencap and Ealing Young people's engagement lead
- Feedback from the Learning Disability strategy, short breaks consultation was fed into the wider SEND strategy development to ensure people's views were fully sighted.
- Council and Health service leads and Staff discussed in team meetings and department meetings
- SEND Strategy development and feedback sessions with schools, colleges and independent/third sector service providers via Head Teacher meetings and Briefings, SENCO (SEN Coordinator) network meetings and targeted engagement events.

Leaders from SEND partners came together in September and October 2022, to discuss the strategic direction for Ealing, and reflect on the statistical profile, the success and learnings from the last 4 years in Ealing to build into the new strategy. Ongoing feedback during the codesign phase informed the action plan development.

The strategy action plans will support Ealing's Health and Wellbeing Strategy when it is finalised.

Partner engagement in the Strategy will be ongoing, as the strategic action planning is fully co-produced through priority sub-groups and face to face and online workshops with parents and young people in Spring/Summer 2023.

4.1 Themes from Consultation and Co-production

Feedback from those involved in the engagement process were broadly in agreement with the vision, principles and priorities of the strategy. The key themes emerging from the consultation and codesign process are presented below:

Key themes from our strategy engagement and online survey 2022		
Feeling welcome in early years settings and schools		People said they are concerned about exclusions for children with additional and Special Educational Needs, including part-time timetabling. People said there needs to be more accountability and awareness of SEND in settings and schools. Some people felt their children were not welcomed and the quality of provision was not consistent enough.
Improving information sharing and earlier intervention		People said once you get a service it is good, but there needs to be better early intervention and assessment, and reduced waiting times. Systems for information sharing need to be developed and training delivered to ensure the right support at the right time.
Preparing for Adulthood		People want one person to lead on preparation for adulthood, so they know who to go to, and better transition planning as young people move to independence. The Council has successfully developed a service for those moving from children to adults' services and want to build in health services.

Getting into and staying in Employment		People said they do not know who to go to for support to help young people get a job. People said employers need support to help young people to work well.
Good systems Accessible communication and information		People said they find the SEND system complicated, and struggle to find out about the process and access the right support. People want better information to be provided in different ways, not just on the local offer website. People can see the benefit of ICT such as assistive technology to support inclusion and want to see more investment. This could help more children and young people to be involved in decisions about their lives.
Working with families		People think the local authority want to support and help children but too often it can feel like a battle. Families wanted improved communication and suggested support/key workers to help them.
Housing		People were concerned about the future for young people with SEN and Disability in Ealing and want more information about housing options. People want access to suitable local accommodation in Ealing and supported living opportunities.
Activities in the community		People want increased access to Youth clubs and social activities for children with a range of needs and at different ages. People want children and young people to access more mainstream activities in their community at weekends and evenings.

Respite and short breaks		People where pleased work has started to develop respite services and want more choice locally. People wanted more help for families with children and young people with SEND facing poverty to receive more help.

5 Ealing's Strategy for Additional and Special Educational Needs, Disabilities, and Inclusion 2022-2026

Our Vision

Every child, young person and their family feels welcome, happy, safe in their community and is included in choices about their lives.

Our Principles

- Strive to ensure that all services are inclusive and welcoming to our community.
- A commitment to equality, accountability, sustainability, and fairness.
- Work in partnership with parents, children, and young people with SEND across their journey from 0-25.

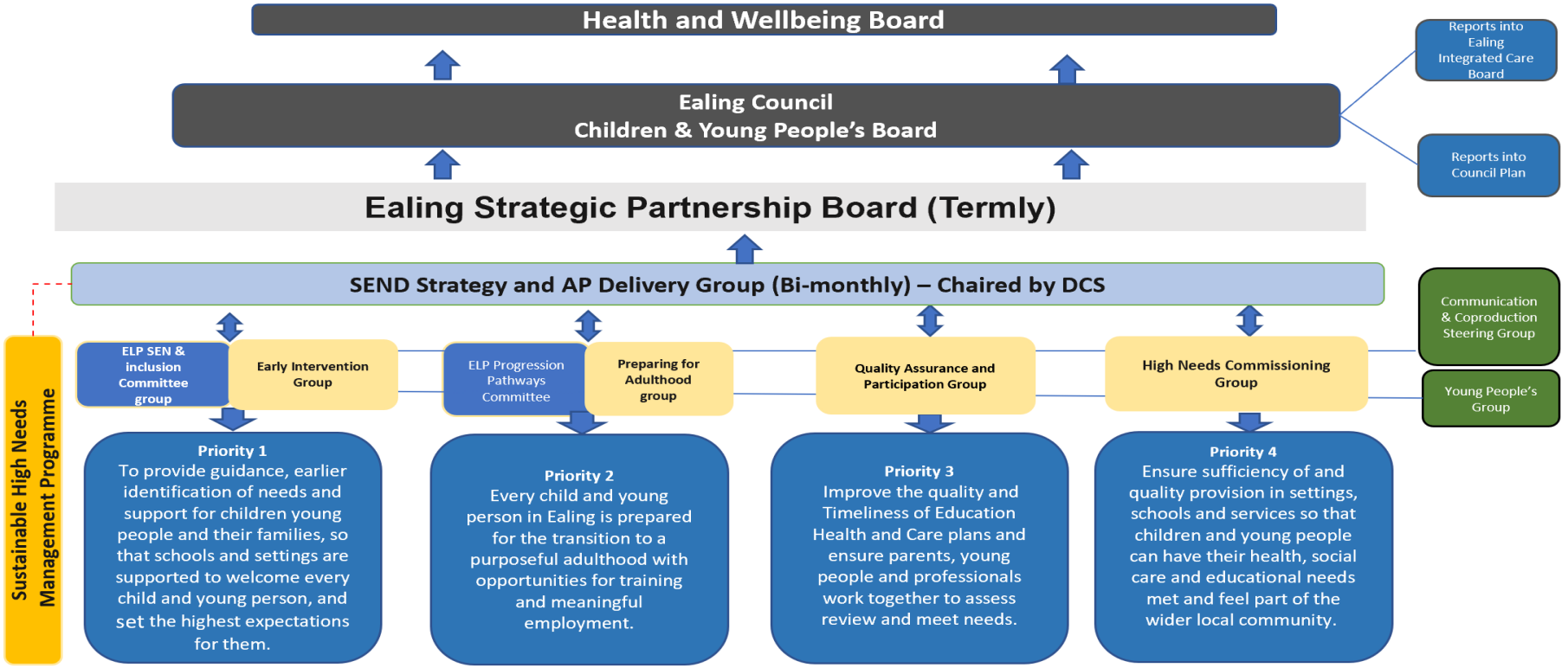
5.1 Our Strategic Priorities 2022-26

Priority 1	To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them. Aim: Ensure best practice is common practice to provide the right support at the right time.
Priority 2	Every child and young person are prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment. Aim: Young People are at the centre of decisions about their future.
Priority 3	Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production. Aim: Co-production is at the heart of what we do.

Priority 4	Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community. Aim: Embed a sustainable offer based on the graduated response.

6 Governance 2023-2027

The structure chart illustrates the governance structure which will be implemented in when the strategy goes live in Spring 2023. The governance structure supporting delivery of the 0-25 SEND Strategy draws from across the range of services in the local area to reinforce the message that inclusion is 'everybody's business' and central to the equality agenda.



- **Ealing Strategic Partnership Board**
- **SEND Strategy Delivery Group** - accountability for delivery of action plans: troubleshoot; report to the 'Partnership Board' and communicate progress/risks and issues.
- Priority 1: **Early intervention group** to be developed with Ealing Learning Partnership, SEN and Inclusion Committee
- Priority 2: **Preparing for Adulthood group** will be developed with Ealing Learning Partnership Progression and Pathways Committee
- Priority 3: **Quality Assurance and Participation Group** focus on EHCP Assessment, Planning and Annual reviews and participation
- Priority 4: **High Needs Commissioning Group** - joined up strategic commissioning across education, health and care.

6.1 Partners

Ealing Council and Ealing Borough Based Partnership work a wide range of bodies to support children and young people with SEND, the following key partners:

- Central and Northwest London Community Healthcare NHS Trust
- Contact Ealing
- Ealing Anchor Foundation
- Ealing Community Partners (NHS)
- Ealing, Hammersmith and West London College
- Ealing ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs)
- Ealing Mencap
- Ealing Learning Partnership including Teaching School Alliances
- Ealing Parent & Carer Forum
- Health Watch
- Northwest London University Healthcare NHS Trust
- West London NHS Trust
- NHS England
- The Commissioning Alliance (West London Alliance)

6.2 Priorities and Objectives

6.2.1 Priority 1 Objectives

To provide guidance, earlier identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.

We know that the first 1,001 days of a child's life has a significant impact on their development and their life chances, including relationships; achievement at school[14]; future job prospects and their overall health and wellbeing. We know children and young people with additional needs and SEND are more likely to have less opportunities than their peers, and we are committed to tackling inequalities experienced by our children and young people with additional needs and SEND.

As well as settings and schools, we will also work with services that wrap around our families to make sure they have easy access to information, advice and support for their child's individual needs and their family in a timely way. This includes support for families to give their child the best start in life, through services such as health visiting and parenting support; and enabling families to access early help and advice.

Over the next 4 years, we will:

[14] HM Government The Best Start in Life, a vision for the 1,001 critical days March 2021.

- **Ensure full time appropriate education** for all children and young people and with specific focus on children's social emotional and mental health needs in line with national guidance.
- **Develop a high quality training programme** to develop our workforce in schools and settings to meet identified needs earlier.
- **Provide advice and guidance to support assessment,** identification and support for children in a timely way.
- **Develop high quality support services** tailored for universal, targeted and specific needs.
- **Build strong evaluative systems** to ensure we have good quality provision in schools, settings, special schools and Additionally Resourced Provision, and further education.
- **Improve children and young people's experience, participation and parental confidence** in developing universal and targeted services.

6.2.2 *Priority 2 Objectives*

Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.

Children and young people should feel they belong and are valued. They should be confident in the Local Authority's planning for their future including at times of transitions, including transition from School to Further Education Colleges, or transition to Adult Social Care.

The SEND code of practice (2015) describes preparing for adulthood as having four pathways:

- **Education and Employment** this pathway explores different education, training and employment options.
- **Good Health** this pathway supports being as healthy as possible in adult life.
- **Independent Living** this pathway looks at travel, accommodation and living arrangements along with available support.
- **Friends, Relationships and Community Involvement** - opportunities for participating in and contributing to the local community as well as how to stay safe.

The SENAS Post 16 Team is responsible for the case management of Year 9 and above cohort (14-25 years old). This enables children and young people to have their educational needs understood and planned for as early as possible.

Over the next 4 years, we will:

- **Develop our Independent advice and guidance** offer by coproducing information, communication and engagement events with young people.
- **Create a joined up plan for the delivery of the pathways** that puts young people's voices at the centre of the design.
- **Promote independence** through ensuring that travel training is widely available to improve access to work and leisure and for 'Healthy Lives'.

- **Build stronger transition arrangements** for health commissioning for our young people by building on the work of Ealing Adult social care and with schools and colleges.
- **Develop a needs-led approach to commissioning** by bringing together multi-agency data to develop Post 14 pathway planning.
- **Relationships** Commissioners will develop a good network of providers and safe spaces in Ealing so young people can engage in a range of activities locally.

6.2.3 Priority 3 Objectives

Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.

Ealing is committed to improving the quality of Education, Health and Care Plans and Annual Reviews based on clear measurable outcomes and to increasing confidence in the local system for SEND.

Over the past two years, Ealing has built a strong foundation start improving co-production of EHC plans and reviews through our digital parent portal. Ealing has been a pioneer in the utilisation of information and communication technology to improve communication, information sharing and intelligence-led decision making.

We must now identify and build on good practice to drive forward a consistent approach across our professional partnerships to improve timeliness of assessments.

Over the next 4 years, we will:

- Assess children and young people's **education, health and social care needs in a timely manner.**
- **Improve the quality of co-production and communication** during EHC assessment and planning process so that parents and young people consistently express that their views have been considered throughout.
- **Strengthen the multi-agency quality assurance framework** and monitoring process so that is sufficiently rigorous to drive improvement.
- **Develop our digital offer so that progress towards outcomes** for children and young people with an EHCP will be monitored within the context of the annual review process.
- **Develop a more consistent approach to the allocation of resources** to enable greater transparency and consistency in decision making.

6.2.4 Priority 4 Objectives

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.

Ealing has a track record in proactively developing joined-up services including an integrated commissioning service; all age strategies for learning disability and autism

and a co - located ‘one stop shop’ for services for children with Additional needs (ESCAN).

We understand that to build a graduated response to the needs our children, young people and their families, we must provide strong multi-agency oversight of planning and delivery of strategic commissioning of services to children and young people with high needs aged 0-25. We will focus on engaging our partners in service co-design, commissioning, procurement and delivery.

Many services required by children, families, schools and settings are commissioned from other providers, both commercial and not-for-profit, and we will work with these organisations to ensure their services remain of high quality.

Over the next four years we want to create new opportunities to deliver our services in innovative ways that take into account the changes in society and ensure best value for the public purse. As demand and external forces have change, it is necessary to review and reposition Ealing’s integrated delivery arrangements to ensure continuous improvement in delivery and outcomes.

Over the next 4 years, we will:

- **Increase the number of Specialist SEND placements** locally.
- **Improve access to autism assessments**
- **Develop an integrated SEND Commissioning strategy** so Partners can assess the impact of commissioned services, identify gaps, and areas for improvement.
- **Improve our Alternative Provision offer** through developing our commissioning approach for inclusion.
- **Improve access to CAMHS** for children with SEND, with a clear graduated approach to meeting social, emotional and mental health needs through all services.
- **Implement a Short Breaks and Respite strategy** for children in Ealing to i**mprove access to activities in the community**.
- **Develop the options for meeting housing needs** of families with children and young people with disabilities.

7 Implementation of the Strategy for Additional Needs, SEND and Inclusion

During the Winter of 2022/2023, Priority leads worked with the Assistant Director for SEND and the Head of SEND Strategy to undertake a self-evaluation process and the formation of priority subgroups has been used to inform action plans for each of the priority areas. They were further informed by the consultation findings, learnings from the review of the previous strategy action plans and the work undertaken in the development of the Strategy Delivery Plan for Additional needs and SEND.

To ensure they are co-producing our key community partners have shared the findings from the consultation, the priorities and the proposed plans and have asked for parents and young people to get involved in the governance.
The Priority action plans form the SEND Strategy Delivery plan which will be reviewed regularly by stakeholders and further developed or amended considering outcomes achieved. The Strategy Delivery plan will be overseen by the SEND Delivery group (see 6.1 above for the Governance structure chart).

The delivery plan sets the key actions being taken in the local area over the next 4 years (2023-2027) to implement Ealing Joint Strategy for Additional and Special Educational Needs, Disabilities and Inclusion. Its purpose is to ensure successful delivery of the strategy and its action plan over the lifespan of this strategy, and to align it to future policy requires a programme management approach through strong governance.

Appendix 1: The SEND Delivery Plan: Ealing's Priority Action Plans and Outcomes

This a high-level plan. Detailed activity is captured within Priority subgroup action plans. Taking into account the vision, statutory duties, and working principles, the following priorities were identified are:

Priority 1	• **To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.**
Priority 2	• **Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.**
Priority 3	• **Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.**
Priority 4	• **Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.**

Governance and accountability - The progress and success of the plan will be monitored by the SEND Delivery Group and the Ealing Strategic Partnership Board.

Each priority area has an identified lead who is responsible for completing the monitoring template and submitting it in advance of the SEND Delivery Group meeting. Deadlines will be met in accordance with the Strategic Partnership Board forward plan. The lead for specific milestones will use the key provided in tables in the 4 sections below.

Priority 1 High Level Action Plan

To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.

What people told us	What do we want to achieve by 2027? (Our objectives)	How are we going to make it happen? (Milestones)	By when?	How do we know if we have succeeded? (Outcomes)
Some people felt their children were not welcomed	**Ensure full time appropriate education** for all children and young people and with specific focus on children's social emotional and mental health needs in line with national guidance.	A comprehensive inclusion training programme which supports Ealing's commitment to the values of **Therapeutic Thinking** across schools and settings/colleges and services.	2026	Reduction in suspensions overall with a focus on reducing disproportionality in ethnicity. The recommendations of the SEMH review have been achieved.
Some people felt the quality of provision was not consistent enough. People said there needs to be better early intervention.	**Develop a high quality training programme** to develop our workforce in schools and settings to meet identified needs earlier. **Provide advice and guidance to support assessment,** identification and support for children in a timely way.	Design and map a set clear guidance on expectations of the graduated response and what is ordinarily available for early years settings and for schools and colleges which has been coproduced in partnership with schools and settings that has been adopted widely.	2023	Training completed by leaders and staff. Every school and setting is equally good with strong leadership to embed the graduated approach. By 2026, the proportion of children whose needs are met in mainstream schools is in line with national average.
	Improve children and young people's experience, participation and parental confidence in developing	Participation and co-production Strategy SEND family partnership award - and young people's charter adopted by schools and settings (link to Objective 3)	2025	Number of schools and settings signed up Family Partnership Award increases annually
				Annual survey report increased satisfaction with schools and settings

	universal and targeted services.			the Co-produced Young People's Charter is launched, and schools sign up year on year.
People said there needs to be more accountability and awareness of SEND in settings and schools.	**Develop high quality support services** tailored for universal, targeted and specific needs.	Develop a commissioning model for schools in place which links to the graduated response and works across early years settings and includes an agreed outreach framework to support therapeutic thinking and principles in Ealing's all age Autism and learning disability Strategies and a clearly defined specification and commissioning approach to Alternative Provision to link into the Council's SEND sufficiency plan.	2024	A widely understood, highly valued outreach framework and commissioning model in place.
People said better information sharing systems need to be developed and training delivered to ensure the right support at the right time.	**Build strong evaluative systems** to ensure we have good quality provision in schools, settings, special schools and Additionally Resourced Provision, and further education	A co-produced self-evaluation and peer evaluation and quality monitoring approach is in place to ensure good quality provision in schools and early years settings ARPs and other provisions.	2025	Quality of provision for Children and Young People with SEND and all Children and Young People referred to Alternative Provision is good or better.

Priority 2 High Level Action Plan

Every child and young person is prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.

What people told us	What do we want to achieve by 2026? (Our objectives)	How are we going to make it happen? (Milestones)	By when?	How do we know if we have succeeded? (Outcomes)
People want one person to lead on preparation for adulthood, so they know who to go to.	**Develop our Independent advice and guidance** offer by coproducing information, communication and engagement events with young people.	Good quality Information, Advice and Guidance at school	2023	Young People-led conference in 2024 ('Led by Me')
		High quality careers advice available locally	2023	Feedback from Preparing for Adulthood events shows improved satisfaction and events are well attended.
		A co-produced of the Local Offer website area for young people	2024	Increase of people are using the site regularly to find information annually
		Develop training and guidance for professionals and SENCOs and school staff on Preparing for Adulthood	2026	Performance for Preparing for Adulthood outcomes audit of EHCPs and Annual reviews improves annually
		Quality assurance of EHCPs and Annual Reviews		
		Recruit to fill vacancies in the Post 16 SEND Team and train new staff	2023	full Post 16 SEN Assessment Service Team in place.
People said they do not know who to go to for support to help young people get a job.	**Develop a needs-led approach to commissioning** by bringing together multi-agency data to develop	Improved multi agency intelligence led commissioning from a range of sources.	2023	All Transition Arrangements for key stages are smooth
		Robust commissioning framework for educational and care placements which includes Preparing for Adulthood outcomes to contracts expectations and to annual review process		Increased in school and college leavers completing work-based training, A reduction of NEETs with SEND;

	Post 14 pathway planning.			A reduction in leavers going to independent specialist colleges.
		A sufficiency strategy which covers 14–25-year-olds and is codesigned according to principles outlined in Ealing's Participation strategy (link to Priority 4)		Growth in uptake of Ealing's supported internship programmes for young people with disabilities
People said employers need support to help young people to work well.	**Create a joined up plan for the delivery of the pathways** that puts young people's voices at the centre of the design.	A young people's charter is developed and launched at the Young People's conference.	2024	All professionals completed a Preparing for Adulthood training programme and guidance recognised as best practice
		Develop CPD and training and guidance for professionals and SENCOs and school staff that is underpinned by relevant legislation, that links to Ealing's annual review process		
		Develop in 2023 programme launch at Young People led conference		
People said they want better transition planning as young people move to independence.	**Build stronger transition arrangements** for health commissioning for our young people by building on the work of Ealing Adult social care and with schools and colleges.	Work with young people and Supported Internship graduates to actively promote independent travel training.	2024	Increased number of school leavers have completed independent travel training
	Health - Build stronger transition arrangements within health commissioning	Transition Arrangements for children transferring to Adult's Services are extended for health services;	2025	All transition arrangements for key stages and transferring from Children's to Adults Services are smooth.
		Mental health commissioning is comprehensive and covers 0 -25 age range		The number of 14+ Learning Disability assessments completed remains at the 2022 level or higher.
		Progress therapy commissioning for post 18 provision;		
		Develop range and quality of short break offer	2025	

People want increased access to youth clubs and social activities for children with a range of needs and at different ages.	**Relationships** Commissioners will develop a good network of providers and safe spaces in Ealing so young people can engage in a range of activities locally.	Develop our network of community champions Communicate activities and groups and how to access them Young people with additional needs engage with wider range of culture and arts projects and activity providers		Increased local offer year on year for inclusive activities. Annual growth in Local organisations signing to the Ealing Young People's Charter.

Priority 3 High Level Action Plan

Ensure parents, young people and professionals work together to assess, review, and meet needs and improve the quality and timeliness of Education Health and Care Plans through co-production.

What people told us	What do we want to achieve by 2027? (Our objectives)	How are we going to make it happen? (Milestones)	By when?	How do we know if we have succeeded? (Outcomes)
Families wanted improved communication and suggested support/key workers to help them	Assess children and young people's **education, health and social care needs in a timely manner.**	SENAS, EPS & Health Services are sufficiently resourced.	2023	The timeliness of Ealing EHC needs assessments and Annual reviews on time will be consistently above the national average
		Investment in the information management system to support digital efficiency in administrative processes.		
		A robust monitoring system for EHCPs and Annual reviews		A robust and digitalised monitoring system for timeliness and quality of EHC needs assessments and subsequent annual reviews
		Engage a DCO specifically for Ealing		

People think the local authority want to support and help children but too often it can feel like a battle.	**Improve the quality of co-production and communication** during EHC assessment and planning process so that parents and young people consistently express that their views have been considered throughout.	A multi-agency training programme co-developed and delivered with parents to understand what makes a good quality EHCP.	2025	A co-designed training programme completed by all advice contributors and plan writers.
				Parent satisfaction surveys feedback from parents and young people will demonstrate a year-on-year increase in the satisfaction they have with the EHC needs assessment and annual review process.
				Reduction in complaints about EHCPs and communication.
People said they find the SEND system complicated, and struggle to find out about the process and access the right support.	**Strengthen the multi-agency quality assurance framework** and monitoring process so that is sufficiently rigorous to drive improvement.	By the end of 2024, there will be an embedded quality assurance framework in place that demonstrates improvement in the quality of Ealing Education, Health and Care Plans that is extends to annual reviews by 2024	2026	EHCPs upon audit, at least 75% of all plans audited will be 'good' or 'outstanding'
		There will be a Quality Lead role to ensure this and build on training need.		Develop and embed a co-production framework EHC assessment that places children, young people and families at the centre of EHC planning.
People want better information to be provided in different ways, not just on the local offer website.	**Develop a more consistent approach to the allocation of resources** to enable greater transparency and consistency in decision making.	Develop an agreed set of coproduced level descriptors which underpin decision-making processes.	2026	A fair and transparent resource allocation approach is in place.
		Implement a transparent education banding system and a common language of assessment.		The number of appeals registered to the first tier SEND tribunal will be lower than the national and regional area averages.

		Co-produce admissions and exit guidance for Special schools and ARPs that links to the Graduated Response Guidance		Coproduced admissions guidance for special schools and ARPs is in place.
People can see the benefit of Technology to support inclusion and want to see more investment. This could help more children and young people to be involved in decisions about their lives.	**Develop our digital offer so that progress towards outcomes** for children and young people with an EHCP will be monitored within the context of the annual review process.	Co-produce the annual review form, travel assistance form; and develop digital panel process through the portal.	2026	85% Children and Young People demonstrate progress against outcomes.
		A digital system which can measure and monitor outcomes.		Feedback from children and young people will express that they are making progress.

Priority 4 High Level Action Plan

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.

What people told us	What do we want to achieve by 2027?	How are we going to make it happen? (Milestones)	When by?	How do we know if we have succeeded? (Outcomes)
People said once you get a service it is good, but there needs to be better assessment, and reduced waiting times.	Increase the number of SEND placements locally	Launch and Implement a specialist provision sufficiency plan	2026	Local specialist provision is increased by at least 70 places
			2026	Decrease in use of independent and non-maintained schools to 3%
	Improved access to autism assessments	Develop through the All-age Autism and All Age Learning Disability Strategy action plan task and finish groups	2026	Reduction in Autism assessment waiting times
	Improve retention of staff across key professionals that support children and young people with additional needs and SEND	Increase investment into therapeutic services, Co-design and implement commissioning strategies for ISAID, Transport,	2024	Recommissioning of Ealing's contract for health care is completed.
			2023	Reduction in delays to access to therapies.
		Develop a staffing sufficiency strategy across key services including Educational Psychologists and schools	2023	Staff retention is improved in ESCAN services year on year.
	Develop an integrated SEND Commissioning strategy so Partners can assess the impact of commissioned services, identify gaps, and areas for improvement.	Codesign the strategy that is based on an understanding of needs, and a shared ambition for children and young people	2023	Commissioned services are of good quality and support children and young people to achieve the best outcomes.
		Create capacity within the commissioning and brokerage functions to meet SEND needs through recruitment of SEND Commissioner and Recruitment of SEND Brokerage Officer	2023	Publication of an Ealing wide joint SEND Commissioning strategy

		Develop an agreed performance management framework for SEND commissioning.	2024	The establishment of a Commercial Hub
	Improve access to CAMHS for children with SEND, with a clear graduated approach to meeting social, emotional and mental health needs through all services.	Monitor the mental health offer for CYP in Ealing and adapt to reflect changing needs		Reduction in CAMHS assessment waiting times
People said they are concerned about exclusions	**Improve our Alternative Provision offer** through developing our commissioning approach for inclusion.	Roll out train the trainer Therapeutic Thinking across Ealing - a whole school - whole system approach to supporting children with their behaviour, and implement recommendations from the SEMH strategy report 2021.	2024	Reduction in the need for suspensions or exclusions, or the need for more specialist services or provision
		Commissioning of Alternative Provision and specialist training	2025	Improved outcomes from Alternative Provision
People were pleased work has started to develop respite services and want more choice locally.	**Implement a Short Breaks and Respite strategy** for children in Ealing to i**mprove access to activities in the community**.	Working with special schools to increase short term breaks using their buildings. Tender to commence in 2023.	2024	Deliver increased timely access to a wider range of short breaks
People want children and young people to access more mainstream activities in their community at weekends and evenings.	Improved access to activities in the community.	Support the development of the Council's "Ealing is for Everyone" pledge, ensuring that all public spaces, businesses, and services are welcoming and accessible to people with physical and cognitive disabilities. Build on early learning from 'Let's Go Southall' and Family Hub development to	2024	Work with the Autism Board and the Learning Disabilities Partnership Board and Equalities Team to develop coproduced targets

		include activities for children and young people with additional needs and their families		
People want access to suitable local accommodation in Ealing and supported living. People want more information about housing options.	**Develop the options for meeting housing needs** of families with children and young people with disabilities.	Work with housing and Disabilities Facilities Grant to create opportunities to shape more innovative and tailored solutions for vulnerable residents.	2025	Work with the Autism Board and the Learning Disabilities Partnership Board and Equalities Team to develop coproduced targets

Appendix 2 Glossary of Key Acronyms and Terms

Additional Needs - Additional Needs refers to various groups of children and young people who for a variety of reasons may face additional barriers to education, learning and daily living.
AP – Alternative Provision (provide education for children who can't go to a mainstream school)
ARP – Additionally Resourced Provision – (ARP's meet the Special Educational Needs of children who require more support than a mainstream school can provide, but less support than a Special school provides).
BBP - Ealing Borough Based Partnership (clinically-led NHS body responsible for the planning and commissioning of health care services for Ealing (formally Ealing Clinical Commissioning Group)
BIS – Behaviour and Inclusion Service (provides interventions supporting improvement of pupil's behaviour by building on the inclusive practice)
CAMHS: Children and Adolescent Mental Health Service (services that work with children and young people who have difficulties with their emotional or behavioural wellbeing)
CDC - Council for Disabled Children (national umbrella body for the disabled children's sector with a membership of over 300 voluntary and community organisations and an active network of practitioners that spans education, health and social care.

CDT – The child development team in Ealing assesses and cares for children with developmental difficulties who are between the ages of 0 and 19. It's a multi-disciplinary team including: Doctors; Specialist health visitors; Speech therapists; Occupational therapists; Physiotherapists; Specialist nurses; Audiologists and Dieticians
CIN – Child in Need
CLCHT – Central London Community Health Care NHS Trust (provides community health services across ten London boroughs and Hertfordshire)
CP – Child Protection
CTPLD – Community Team for People with Learning Disabilities (a joint health and social service supporting adults with learning disabilities to maintain their independence in the community).
CYP – Children and Young People
EHAP – Early Help and Assessment Plan
EHC – Education Health Care
EHCP – Education, Health and Care Plan (for children and young people aged up to 25 who need more support.
EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
EPCF – Ealing Parent Carer Forum (Forum for parents and carers - works with Ealing Council, local health and other service providers to further understanding of children and young adults needs to deliver and develop the support through the local offer).
ESCAN – Ealing Service for Children with Additional Needs (a joint initiative between Ealing Community Providers and Ealing Council. The service offers a single point of information with access to referral, assessment and appropriate interventions for children and young people with disabilities in the borough.
EY – Early Years (children from birth to 5 years old)
EAP – Ealing Alternative Provision
EEC – Ealing Education Centre (Ealing Learning Partnership Training Centre)
ELP – Ealing Learning Partnership
HNB – High Needs Block (provides special schools places and top-up funding for pupils in mainstream and SEN services)
ISAID - Ealing Impartial Support, Advice and Information on Disability and Special Educational Needs
ICB – Integrated Care Board - (statutory NHS organisation responsible for developing a plan for meeting the health needs of the population, managing the NHS budget and arranging for the provision of health services in a geographical area).
JSNA – Joint Strategic Needs Assessment – (detailed information about our local population from commonly used sources like the Census, health surveys, and service-based information and compares it with intelligence from a variety of community sources.)
KPI – Key Performance Indicator

KS – Key Stage (The National Curriculum is divided into four Key Stages that children are taken through during their school life.)
LA – Local Authority
LAC – Looked After Child
LD – Learning Disability (A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life[15])
LBE – London Borough of Ealing
LNUHT – London Northwest University Healthcare NHS Trust (one of the largest integrated care trusts in the country, bringing together hospital and community services across Brent, Ealing and Harrow.)
NICE – National Institute for Health and Care Excellence (provides national guidance and advice to improve health and social care)
NEET - young person who is no longer in the education system and who is not working or being trained for work.
ONS – Office for National Statistics (independent producer of official statistics and the recognised national statistical institute of the UK.)
PRU – Pupil Referral Unit (a type of school that caters for children who are not able to attend a mainstream school).
RWM – Reading Writing and Mathematics
SEF – Self Evaluation Framework (assesses how effectively the local area fulfils its statutory responsibilities towards children and young people who have SEND from the age of 0-25)
SEMH – Social, Emotional and Mental Health
SENAS – Special Educational Needs Assessment Service
SEND – Special Educational Needs and Disabilities
SENCOs – Special Educational Needs Co-ordinators
SENIF – Special Education Needs inclusion funding (SENIF is a statutory requirement made available to enable settings supporting pre-school children with emerging special educational needs to secure better outcomes).
SLD - Severe Learning Difficulties
SPA - Single Point of Access (term adopted by NHS health providers in Ealing where there is one email address and one number to access a range of services - e.g., Health Visitors, CAMHS and ESCAN).

[15] What is a learning disability? | Mencap