

SEND ANNUAL REPORT 2018/19

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Designated Clinical Officer for CYP with SEND



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Executive Summary

The information contained within the report is intended to be used as assurance that the federated Designated Clinical Officer (DCO) for CYP with Special Educational Needs Disability (SEND) is ensuring that the CCG's are meeting their statutory responsibilities with respect to SEND. The post is hosted by SLCCG and supported by the Chief and Deputy Chief Nurses across the four CCGs and the Children's Commissioning Officer – Children's Services, Lincoln County Council (LCC).

Background

In 2014 the Children and Families Act was updated to incorporate reforms for Children and Young People with Special Educational Need and Disability (SEND). The SEND Code of Practice (2015) means that professionals from Education, Health and Social Care services have to work more closely together to give children and young people from 0-25 with special educational needs or a disability, the support they need. Children and young people will have more say over what support and services are offered in their local area, and more help will be available for young people as they prepare for adulthood.

Some children or young people with more complex educational needs receive support through an Education, Health and Care (EHC) plan. An EHC plan (or EHCP) is a legal document that describes a child or young person's special educational, health and social care needs and is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to collaboratively make a decision, either to issue an EHC Plan or not.

However the aim of the Children and Families Act (2014) is not just to bring separate services together in an EHC Plan, but to reorganise and integrate the delivery of these services at a strategic level. The Designated Clinical Officer (DCO) plays a key part in implementing the SEND reforms and in supporting joined up working between health services and local authority. The DCO for SEND in Lincolnshire has achieved a number of key actions in 2018/19 and continues to make good progress against the work plan which was developed in collaboration with the four CCG executive nurses and Local Authority.

The DCO is committed to providing assurance collated under the following subject headings as stipulated by the CQC, Ofsted and Council for Disabled Children:

(Annotated in this document by *)

1. Leadership
2. Joint arrangements
3. Commissioning
4. EHCP
5. Engagement
6. Monitoring and redress

Key areas of activity:

1. SEND Assurance Software programme

**Monitoring and redress, and Commissioning.*

Following the completion of a national pilot in which Lincolnshire was offered the opportunity to be involved in the trial of a new software assurance programme called 'QUIQCARE'. The evaluation is now complete and the system has been formally implemented to support the provision of Local Area assurance around SEND. Lincolnshire was the first area in the county to fully adopt the system and we were recently commended in the effectiveness of its operationalisation, by the CQC Inspection team.

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2. Audit of Education Health and Care Plans

**Joint arrangements, Commissioning, EHCP and Monitoring and Redress*

The DCO has initiated a large piece work in collaboration with the Children's Integrated Commissioning Team, Local Authority and Public Health to audit the quality of clinical report writing into Education, Health and Care Plans with a specified Health element. This work will provide the foundation of a larger piece of work to quality assure the specified provision in order to improve outcomes for CYP with SEND - and to inform commissioning and a quality assurance programme going forward.

3. Contract Variation

**Joint Arrangements, Leadership, Commissioning*

The SEND Code of Practice (2014) means that professionals from Education, Health and Social Care services have to work more closely together to give children and young people from 0-25 with special educational needs or a disability, the support they need. In order to ensure that services are effective and in line with the code we collaboratively developed a service specification. Contractual provision of services for SEND has now been formally signed off by the LCHS, LPFT and ULHT.

4. SEND Engagement Activity

**Joint arrangements and Engagement*

The DCO has attended various engagements with PAACT (Parent and Autistic Children Together) events and developed strong relationships with the Lincolnshire Parent Carer Forum (LPCF) which is funded by the DfE. Positive feedback was received from LPCF as the DCO had investigated and provided detailed responses and clarity to a large number of complex queries over access/ inability to access service provision. The DCO has been in regular attendance at a series of varied engagement events with regular attendance at Signposting events/ coffee mornings/ clinics with LPCF and PAACT - more are scoped for 2019/20 often in cooperation with the CCG Engagement team lead. The LPCF Annual report states:

'Partnership with the DCO over 2018-19 has been very positive, both for LPCF and the parents we represent. Russell has attended a number of events and engagement sessions which has consolidated a strong working partnership. He has provided detailed responses to a number of complex queries over access/inability to access service provision and has provided LPCF with assurances and confidence in the mutually advantageous relationship'. (LPCF Annual Report, 2018/19)

5. Widening participation/ Lincolnshire Young Voices

**Leadership, Joint arrangements and Engagement*

The aim of Lincolnshire Young Voices is: To provide Lincolnshire local area with a strategic group of young people who **'have a lot to say'** about improving services for children and young people (aged 0-25yrs) with special educational needs and disability (SEND) and their families in Lincolnshire'.

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Lincolnshire Young Voices is a group of young people with Special Educational Needs and/ or Disability and who are experts by experience. They say:

'We will work together with colleagues across education, health, social care, police, youth justice, Lincolnshire Safeguarding Children's Board, businesses to':

- *Research issues and difficulties young people with SEND face and work with others to improve things*
- *Raise awareness in education and health settings for professionals, councillors and the wider public*
- *And Inspire young people*

This group has been developed for children and young people with SEND (0-25) to provide an assurance and governance structure, created led by the young people themselves and supported by a SEND Team Lead from the Local Authority and the Designated Clinical Officer.

LYV is now formally recognised across the Local Area system and funding has been secured to recruit 2 x 12 month fixed term posts (2x Joint Chair posts). These posts will be used as development opportunities across the LA and NHS and take feedback from educational and NHS settings, to provide assurance to the SEND Local Area around provision of services for CYP with SEND. These two Joint Chair posts will also coordinate the activity of an additional circa x10 volunteer posts.

A whole day launch/ recruitment event was recently held at The Showroom, Lincoln and was supported by therapists from LCHS; a large number of delegates were in attendance and was a great success.

The group have now undertaken to develop a strategy, an action/ implementation plan and audit process to demonstrate the impact of their work.



(Lincolnshire Young Voices Launch event 2019)

6. Mediation services

**Monitoring and Redress and Joint Arrangements*

Mediation is most commonly required regarding the contents of a final Education, Health and Care Plan where the disagreements include health 'needs and provision' or following the decision not to issue a plan. The SEND Code of Practice (2015) states that wherever possible such disagreements should be resolved in one mediation meeting. To-date there are few such disagreements but they are on the increase and mediation in the form of a Disagreement Resolution (DRs) meeting may be a more effective way to resolve these type of agreements than going to tribunal.

Following a scoping exercise and discussions with expert professionals - the CCGs will work with KIDS and the Together Trust to spot purchase mediation services should this provision be required going forward.

7. CQC/ Ofsted Local Area Inspection

**Monitoring and Redress and Joint Arrangements*

The CQC/Ofsted joint Local Area Inspection of Special Educational Needs and Disability (SEND) took place in October 2018. The report is now published on the Ofsted website.

<https://files.api.ofsted.gov.uk/v1/file/50041170>

The inspector's preamble described 'Inspirational Leadership for Children and Young People with SEND in Lincolnshire'. The report is very positive and highlights the strengths in the provision of services for Children and Young People with SEND in Lincolnshire. This is a result of strong

partnership working and excellent co-production. Lincolnshire's achievements have been recognised nationally and we are now collaboratively sharing examples of best practice with other Local Areas.

However there are some areas for development which we are now focussing on; these are areas of improvement that we had previously identified and we are confident that we are in a good position to undertake the work we need to do. The SEND Health Committee is working closely with the SEND Steering Group have developed a joint Local Area action plan which is being progressed at pace.

8. Sensory Processing Disorder Programme

**Leadership, Joint arrangements, Commissioning, EHCP, Engagement and Monitoring and Redress*

Sensory Processing Disorder (SPD) is a term used to describe dysfunction in the sensory integrative process. It is based on the relationship between the brain and behaviour, and is described as 'the organisation of sensory input'.

There are many general behaviours and traits that are associated with SPD, for example, low self-esteem, agitation, frustration, aggression, difficulty unwinding or sleeping and appearing out-of-sync with self or others and the environment. It varies between individuals in both characteristics and intensity: children may be born hypersensitive (over-responsive to stimuli), or hyposensitive (under-responsive to stimuli) – which may result in avoidance of an activity.

Historically there has been no commissioned service to support CYP with Sensory Processing Disorders in Lincolnshire despite an increase in number of requests for sensory integration therapy. However in collaboration with the Local Authority, the Lincolnshire CCGs have commissioned a two tier educational programme to support CYP with SPD. It is intended to upskill and educate parents, carers and professionals and to improve outcomes for CYP with SEND and SPD, and working in close collaboration with clinical staff from LCHS and academic researchers from the Autism Research and Innovation Centre (ARIC) which is part of University of Lincoln (UoL).

Summary

The DCO for SEND in Lincolnshire will continue to develop and finesse the role and function that supports Children and Young People with Special Educational Needs and Disability in the county whilst sharing and developing best practice regionally and nationally. This will be through a continual process of challenge, monitoring and engagement and by coordinating services and agencies and developing networks. This is to provide assurance that the CCG's are meeting their statutory responsibilities and to ensure that the Children and Young People with SEND in Lincolnshire can access the support they need to in their early years, at school and in further education and leading happy, healthy and fulfilled lives and having choice and control over their support.

Russell Outen-Coe

Designated Clinical Officer for CYP with Special Educational Needs and Disability



Supporting documents

- Complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE February 2013
- SEN Code of Practice 0-25 (July 2014)
- Schools SEN Information Report (2016-2017)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2014)
- Safeguarding and Child Protection Policy (2016-2017)
- Accessibility Policy and Plan (2015)
- Teachers Standards 2012
- Equity Policy (2015-2016)
- NHS England CCG Assurance Framework 2015/2016

Glossary of terms

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

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Access to Work: An Access to Work grant from the Department for Work and Pensions helps to pay for practical support for young people and adults who have a disability, health or mental health condition so they can start work, stay in work or start their own business. It can pay for things like special equipment, fares to work if public transport is not practical, a support worker or coach in the workplace or a communicator at a job interview.

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Armed Forces Covenant: The armed forces covenant sets out the relationship between the nation, the government and the armed forces. It recognises that the whole nation has a moral obligation to members of the armed forces and their families and it establishes how they should expect to be treated. The Covenant states that the children of service personnel should have the same standard of, and access to, education (including early years services) as any other UK citizen in the area in which they live.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Children and young people's secure estate: This comprises three types of establishment – secure children's homes, secure training centres and young offender institutions.

Comprehensive Health Assessment Tool (CHAT): An assessment tool for young people in the youth justice system. It ensures that young people in the secure estate and in the community receive a comprehensive assessment of their physical and mental health, substance misuse and neuro-disability needs on entry to the system.

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Disabled Students Allowance (DSA): An allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

Disagreement resolution: This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

Early Help Assessment: A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Early Support Programme: The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Early years provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education Funding Agency (EFA): An arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with SEN or disabilities between the ages of 3 and 25. The EFA allocates funding to local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies, University Technical Colleges, studio schools and free schools, as well as building maintenance programmes for schools and sixth-form colleges.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Elected members: The elected members of a county council or unitary local authority (as opposed to the salaried officials of the council or local authority). Some elected members have a lead responsibility for specific areas of policy, for example the Lead Member for Children's Services.

First-tier Tribunal (Special Educational Needs and Disability): An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Free school: A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department for Education to set up a free school.

Further education (FE) college: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

Healthwatch England: Healthwatch England is an independent consumer champion, gathering and representing the views of the public about health and social care services in England. It operates both at a national and local level and ensures the views of the public and people who use services are taken into account. Healthwatch England works as part of the Care Quality Commission.

Healthy Child Programme: The Healthy Child Programme covers pregnancy and the first five years of a child's life, focusing on a universal preventative service that provides families with a programme of screening, immunisation, health and development reviews, supplemented by advice around health, wellbeing and parenting.

Independent Reviewing Officer (IRO): The appointment of an IRO is a statutory requirement for local authorities under the Adoption and Children Act 2002. IROs make an important contribution to the goal of significantly improving outcomes for looked after children. Their primary focus is to quality assure the care planning process for each child, and to ensure that his or her current wishes and feelings are given full consideration.

Independent school: A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.

Independent supporter: A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

Information, Advice and Support Services: Information, Advice and Support Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Joint Strategic Needs Assessment (JSNA): Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Maintained school: For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

National Offender Management Service (NOMS): NOMS is an executive agency of the Ministry of Justice. It is responsible for the running of prison and probation services, rehabilitation services for prisoners leaving prison, ensuring support is available to stop people re-offending, contract managing private sector prisons and services such as the Prisoner Escort Service and electronic tagging, and contract managing 35 Probation Trusts.

NHS Continuing Care: NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness.

NHS Continuing Healthcare: NHS Continuing Healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in any setting, for example in the home or in a residential care home.

NHS England: NHS England is an independent body, at arm's length to the government and held to account through the NHS Mandate. Its main role is to improve health outcomes for people in England by providing national leadership for improving outcomes and driving up the quality of care; overseeing the operation of clinical commissioning groups; allocating resources to clinical commissioning groups, and commissioning primary care and specialist services.

NHS foundation trust: NHS foundation trusts are not-for-profit corporations that provide NHS hospital, mental health and ambulance services. NHS foundation trusts are not directed by the Government, but are accountable to their local communities through their members and governors, to their commissioners through contracts and to Parliament through their annual report and accounts. Foundation trusts are registered with and inspected by the Care Quality Commission.

NHS Mandate: The NHS Mandate is issued by the government to NHS England. It sets out the government's ambition for the National Health Service and provides direction to NHS England. The mandate will be reviewed annually.

NHS trust: NHS trusts are public sector bodies that provide community health, hospital, mental health and ambulance services on behalf of the NHS in England and Wales. Each trust is headed by a board consisting of executive and non-executive directors, and is chaired by a non-executive director.

Non-maintained special school: Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer Forum: A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- Mothers who were not married to the father at the time of the child's birth, and
- Fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and

managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Portage: Planned, home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services. The Portage service is named after the town of Portage, Wisconsin, USA. There is an active and extensive network of Portage services in the UK, developed by the National Portage Association, which provides a Code of Practice and accredited training.

Pupil Referral Unit (PRU): Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

Service Children's Education (SCE): SCE oversees the education of UK Service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on UK and overseas schools.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Virtual School Head (VSH): The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.

Young person: A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.

Youth Justice Board (YJB): The Youth Justice Board for England and Wales is an executive non-departmental public body. Its board members are appointed by the Secretary of State for Justice. The YJB oversees the youth justice system in England and Wales, works to prevent offending and reoffending by children and young people under the age of 18 and ensures that custody for them is safe, secure and addresses the causes of their offending behaviour.

Youth Offending Team (YOT): Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody.