

MERTON 'SEND STRATEGY' 2020-23



Merton's strategy for meeting the needs of children and young people aged 0-25 who have special educational needs and/or disabilities (2020-23).

A place where children and young people with special educational needs and/or disabilities are valued, included, enjoy equality of opportunity, feel safe and supported, and are happy and fulfilled in all areas of their lives – at home, in the community, at school and beyond.

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Welcome to 'Merton's SEND Strategy'...

From Kids First parent carer forum

Kids First welcomes the Merton SEND strategy as a way to further develop joined-up thinking and action. This strategy, in conjunction with the local authority and the Clinical Commissioning Group response to the Local Area Joint Inspection, is something that Kids First is looking forward to seeing in practice, with improvements for Merton's children and young people with SEN and/or disabilities (SEND) happening at pace.

Being clear what the needs are for the population of children and young people with SEND is essential, as is ensuring that local provision is based on the most recent evidence-based practice available. Kids First appreciates that they have a voice at the table, feeding into strategic as well as operational decision making, and will be pleased when the experience for all children with SEN and/or disabilities is a consistent, effective, supportive and positive one across the borough.

From James Blythe, Managing Director NHS Merton Clinical Commissioning Group

The well-being, health and outcomes of children and young people have long been at the centre of the partnership working between NHS Merton CCG and the London Borough of Merton. We are committed to building on this through our joint "Start Well" strategy within the Merton Local Health and Care Plan. NHS Merton CCG has been proud to work with the Children's Trust and partners in developing the Merton SEND strategy 2020-23. We believe the strategy clearly defines the health, education and

care support required from the NHS, local authorities and other agencies, to meet the needs and aspirations of children with SEND measured through an improvement in the experience of children and the outcomes they achieve.

NHS Merton CCG is committed to working with partners to commission and transform services to deliver the SEND strategy outcomes and to continuing this work during our transition to NHS South West London CCG from April 2020. We will work with children, young people and their families, and partner organisations, to continue to develop our understanding of local needs and resources as they change, identifying where needs are not met by current services, taking decisions about priorities and ensuring resources available are used in the best possible way to achieve the highest outcomes. NHS Merton CCG and the London Borough of Merton commission children's services via an Integrated Commissioning Team which allows joint working and planning of services. Joint commissioning involves planning and delivering services in a holistic way and offers health, education and social care partners a way of working together to redesign services and operate more effectively. We strongly believe this is the most effective way of improving the experiences of children, young people, and their families while making best use of local resources.

From Rachael Wardell, Director of Children's Services London Borough of Merton

I want Merton to be a place where children and young people feel they belong, stay safe and can thrive and I want this to be as true for children with special educational needs and disabilities as it is for

all Merton's children. Through conversations with and feedback from children and young people with SEND, their parents and those who work with them in education, health and social care, we have been able to develop a SEND strategy which accords with this aim, and which truly represents the expressed aspirations and support needs of stakeholders, as well as one which helps us to meet our statutory duties.

The vision and strategic aims of the strategy will be driven forward by the local authority and the CCG in conjunction with Kids First, Merton's parent carer forum, and with input from wider Children's Trust partners including early years settings and schools. By working together in an integrated way around families in their local communities, and with a clear commitment to delivering inclusive services, we are well placed to offer 'Early Help' to children and young people as their needs emerge. We will also deliver the right level of support as needs change throughout their childhood and beyond. An integrated offer means that we can help families to build confidence in their own support for their children and resilience to work with services to develop the best possible outcomes for their children in terms of health, education, and preparation for adulthood. As a foundation to this we will help children and young people build strong connections with their family, friends and the community.

Although there are financial constraints across all statutory services at present, we will continue to strive to improve children's outcomes by working in partnership, by offering support at the earliest point via inclusive, local services and by working together to maximise our resources and impact on the life chances of our young people.

Our vision for Merton's children and young people with special educational needs and/ or disabilities aged 0-25.



Merton's Children's Trust is responsible for bringing together services across the borough to work together and in partnership with children, young people and their families to facilitate improved outcomes for all children, including those with special educational needs and/or disabilities – in Merton having high aspirations for children and young people with special educational needs and/or disabilities aged 0-25, and providing effective services to support their health and well-being, education and beyond to independence is 'everyone's business'.

Merton's 'Strategy for meeting the needs of children and young people with special educational needs and/or disabilities aged 0-25 (Merton's SEND Strategy)' is for all children and young people with SEND.

This is defined in the SEND Code of Practice 2014 as those who 'have a significantly greater difficulty in learning than the majority of others of the same age which calls for special educational provision to be made for them, and/ or a disability which prevents them from making use of facilities generally provided for others of the same age in mainstream schools'. In this strategy the use of the term 'young person' means 'over the compulsory school age and under 25', as defined by the Code of Practice 2014.

Our **vision** is that Merton is a place where children and young people with special educational needs and/or disabilities are valued, included, enjoy equality of opportunity, feel safe and supported and are happy and fulfilled in all areas of their lives – at home, in the community, at school and beyond.

Implementing Merton's SEND Strategy 0-25 and the actions from the recent SEND area inspection are all part of our journey to deliver the best services we can for our children, young people and their families. In consultation with families and professionals we have agreed to work together to make sure that:

- Families can develop confidence in supporting their child with emerging additional needs, at home and in the community, with timely access to early help at the lowest appropriate level.
- Services are planned and delivered **in collaboration and in partnership** with children, young people and their families.

- We work closely with partners including schools and the voluntary sector to build links with all families including those who are under-represented in consultation and engagement activities (for example those whose **children are on SEN support and those with English as an additional language**).
- Children and young people can **build relationships and friendships** with their peers in their local community.
- Children and young people can **attend educational provision close to where they live**.
- There is a sufficient **range and choice of provision locally, where leaders are committed to developing an inclusive culture with well trained staff**, so that children and young people's **education and health outcomes are not disadvantaged**.
- Children and young people are given the appropriate level of support to **achieve well** in their local early years, schools and college settings.
- There is **seamless transition** though all the stages from local education into independent living for those who are eligible for adult social care as well as those who are not.

Our SEND Journey

Drawing on evidence, good practice, continuous self-evaluation and working in partnership with children, parents and professionals we have achieved the following:

2013 – Publication of Merton's SEND strategy for 2013-2015, including implementation of SEND reforms

2016 – SEND included as an integrated part of Merton's Children and Young People's Plan 2016-2019.

- multi-agency governance via the Children's Trust
- SEND is 'everyone's business'
- focus on parent representation within the governance arrangements.

2018 – Publication of Merton's Autism Strategy 2018-23 following extensive consultation and **high needs review undertaken**.

-Both of the above documents act as the basis for the revised Merton SEND strategy

2019 – New strategies: Merton Children and Young People's Plan 2019-23 and Merton's Strategy for meeting the needs of children and young people who have special educational needs and/or disabilities (2020-23).

How was the strategy developed?

Overview

The strategy has been developed with contributions from the local authority, the Merton Clinical Commissioning Group, and from the parent carer forum Kids First, working in collaboration to drive our improvement agenda, and in partnership with Merton's Children's Trust partners.

It is coordinated and monitored by the multi-agency SEND Strategic Implementation Board (SSIB) and the Children and Young People's Integrated Commissioning Group and will be reported to Merton's Children's Trust Board. The development and monitoring of the strategy's annual implementation plan will be similarly overseen.

Partners in the Children's Trust include children, young people and families, health, social care the voluntary and community sector, Police, early years settings, schools and colleges, and the local authority.

Merton's SEND Strategy is driven by statutory requirements as set out in the Children and Families Act 2014 (reform for children with special educational needs and/or disabilities), the SEND code of practice 0-25 years, the Equality Act 2010 and learning from the recent joint 'local area SEND inspection' conducted by Ofsted and the Care Quality Commission.

It is aligned with the current [Merton Autism Strategy 2018-24](#), and feeds into the Children and Young People's Plan 2019-23.

Consulting on the draft strategy

A draft version of the strategy was sent out for consultation during September and October 2019 to further develop and test the vision and strategic objectives. The draft version was based on our 2019 'self-evaluation' of SEND services which was informed by a needs analysis of prevalence, outcome and 'user voice' data. The latter was taken from formal consultations with parents (High Needs review 2018), with children and young people (Children and Young People's Plan consultation 2019 and the Young Residents' survey 2019), and with children's professionals in the local authority, health and education (High Needs Review). We also gather a wealth of regular feedback that comes from close working with children and young people, parents and partners, the themes of which fed into the draft version of the strategy. Consultation on the draft version included:

1. Over **100 parents of children with SEN and/or disabilities and professionals/ staff work with them**, made a full response to the Merton SEND Strategy consultation September/ October 2019
2. Around **70 children and young people aged from 9-18** were involved in discussion groups across six Merton primary, secondary and special schools. The children and young people involved represented those supported at SEN support, and those with an EHC plan.
3. Discussions with **parents and professionals/ staff** via a number of our regular meetings and SEND governance focus groups

Using the consultations to inform the final Merton SEND Strategy

The purpose of the consultation was to discuss and draw out stakeholders' key issues and concerns, and to make sure that these are addressed in the strategy vision, and by the strategic objectives set out under the 'we will aim to' sections.

The final strategy consists of the following sections:

Six outcome areas for children and young people:

Merton's SEND Strategy is based on the 'six outcomes' featured in the Merton Children and Young People's Plan 2019-23. These are the areas of children and young people's lives Merton's Children's Trust partners are committed to improving. The six outcomes were endorsed by children and young people themselves, including those with special educational needs and/or disabilities, through an extensive online survey and a range of focus groups. We have used the same outcomes as we have the same ambitions for children with special educational needs and/or disabilities as we do for all Merton's children and young people. The six outcomes are:

1. Being healthy;
2. Staying safe;
3. Enjoying and achieving;
4. Getting involved, having a say;
5. Becoming independent;
6. My Merton – connection with family, friends and the community.

Stakeholder feedback

Each section of the strategy includes key pieces of stakeholder feedback data that has been collated from the online consultation and focus groups with parents and professionals,

and from discussion groups in schools with children and young people.



We know:

Services across the Children's Trust monitor and evaluate their services as part of a performance framework. This is to ensure that we can continuously improve the quality of services delivered. This section of the strategy includes key information that we have used to inform our strategic direction and work objectives for delivering services for SEND.



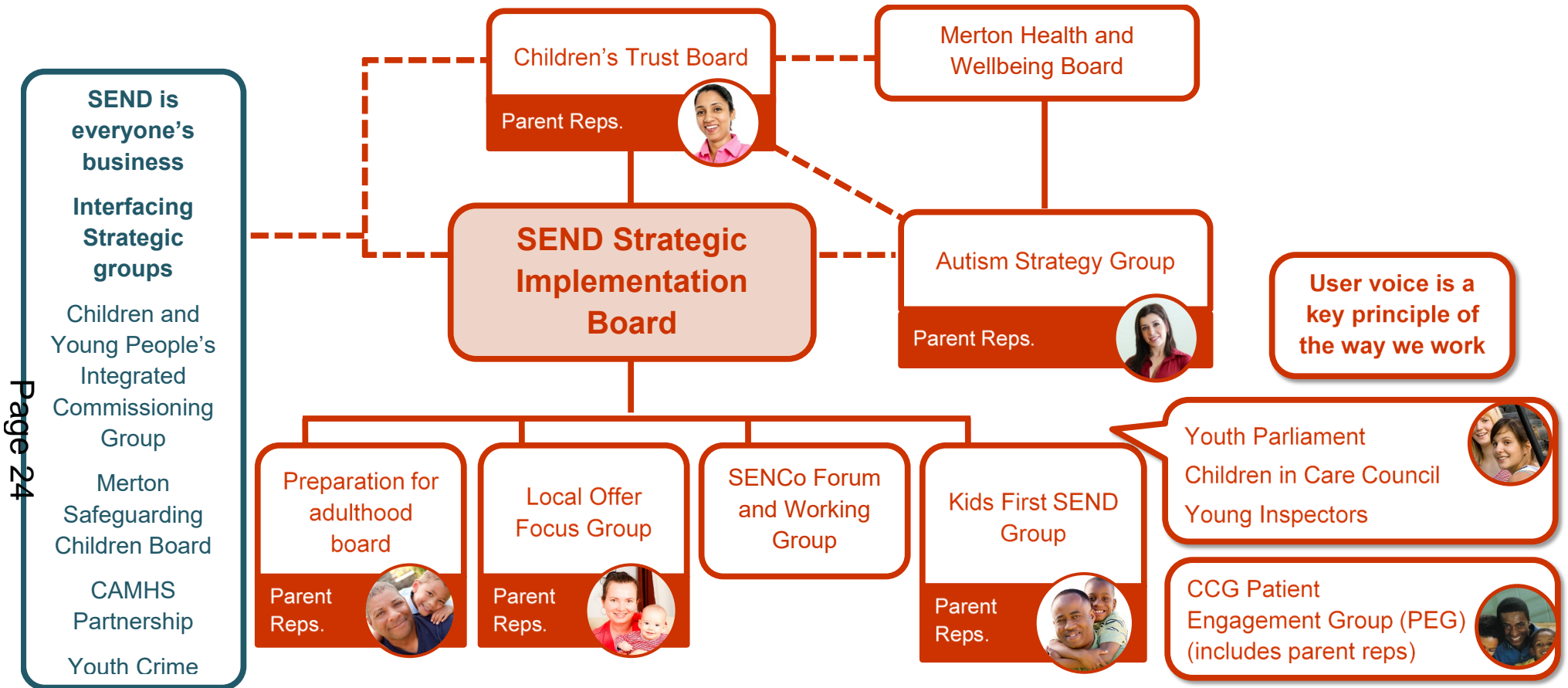
We will aim to:

Under each outcome area there is a list of 'strategic objectives' that partners aim to delivering and which have been informed by statutory requirements, good practice and the expressed needs of children and young people with special educational needs and/or disabilities and their families.

How will we do this?

Merton's SEND Strategy is a three-year document delivered by Merton's Children's Trust. Partners are also developing an annual action plan with specific and measurable activities under each of the 'strategic objectives'. Progress against the action plan will be overseen by Merton's Children' Trust and by children, young people and families via a range of stakeholder forums.

Leadership and Governance of SEND in Merton

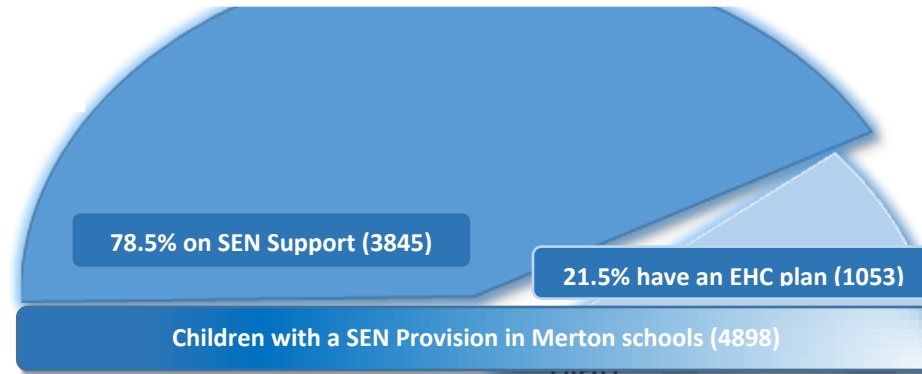


Key Strategies, guidance and protocols:

Merton Sustainable Community Plan
 Merton Children and young people's plan 2019-23
 Merton Health and Well Being Strategy 2019-24
 MSCP Business Plan
 Merton SEND Strategy 2020-23
 Merton Autism Strategy 2018-24
 LAC and Care Leavers Strategies 2019-21
 Merton Early Help Strategy (complete in 2020)

Merton Violence Against Women and Girls Strategy–2018-2020
 Merton Young Carers' Multi-agency Strategy 2019-22
 Merton Sexual Health Strategy 2019-24
 Child and Adolescent Mental Health Transformation Plan 2019
 Carers Strategy (Launch 2020)
 Merton Adult Learning Strategic Priorities 2019-22
 Domestic Violence and Abuse Multi-Agency Guidance 2018-21
 Housing and homelessness strategies

Total number of children with SEN Provision in Merton schools, by type of support (SEN support or EHC plan)



Did you know?



Merton profile¹:

28,798 pupils in Merton schools.

17% (4898) pupils in Merton schools with a SEN provision (SEN support or Education Health and Care (EHC) Plan).

13.3% (3845) pupils in Merton schools on SEN support.

3.7% (1053) pupils in Merton schools with an EHC plan.

1087 children and young people in the London Borough of Merton have an EHC plan². This has almost doubled since 2015³.

Health outcomes⁴

443 children referred to the neurodevelopment service (ASD and ADHD) in 2018/19, with the majority going on to be diagnosed; this is higher than neighbouring boroughs.

83.5% uptake questionnaire yrs.



of 'Ages and Stages' at 12 months, and 80% at 2.5

Vulnerabilities⁵:

33% of children and young people supported by children's social care as 'Children in Need' have an EHC plan.

3% children and young people who are subject to a child protection plan have an EHC plan.

21% children and young people who are 'looked after' have an EHC plan.

13% (16 cases) of 'children missing from education' have an EHC plan.



'Identified need' of pupils in Merton's mainstream schools¹:

28% of pupils with an EHC plan are autistic (**ASD**); this is the single largest category of need followed by **25%** who have speech, language and communication **needs (SLCN)**.

28% of pupils on SEN Support have (**SLCN**); this is the single largest category of need, followed by **21%** who have social, emotional and mental health needs (**SEMH**).

¹LBM school census Spring 2019; ²LBM Education data December 2019; ³DfE national data June 2019; ⁴CCG data 18/19; ⁵LBM Education data November 2019.



Education, training and employment:

All Merton special schools, **95%** of all schools, and **94%** of Early Years Foundation Stage settings rated 'good' or 'outstanding'¹.

300 families supported by Merton's Information and Advice Service for special education needs and/or disabilities in 2018/19 (MIASS data 2018/19).



Early years²:

28% children on SEN support achieved a 'Good Level of Development' (in line with national).

89% children with an EHC plan achieved a 'Good Level of Development' (above national).



Key stage 2²:

22% children on SEN support achieved at 'expected level' for reading, writing and maths (above national).

18% children with an EHC plan achieved at 'expected level' for reading writing and maths (above national).



Key stage 4 and beyond²:

54% young people on SEN support achieved a standard pass (9-4) in English and maths (above national).

20% young people with an EHC plan achieved a standard pass (9-4) in English and maths (below national).

28% of NEET young people are identified as SEN Support and 11% have an EHC plan (this is below the London average).



Participation and engagement (service data 2018/19)

Children and young people with SEN and/ or disabilities from mainstream and special schools take part in the participation and engagement opportunities delivered across Merton - Youth Parliament, School Council Action Days, young inspectors, young advisers, and a range of consultations.

Disabled young people responded to key surveys in 2019, which were used to inform the strategic direction of the local authority's work to support all young people.

70 children and young people from mainstream and special schools were involved in discussion groups to inform the new Merton SEND Strategy.

Over 100 parents and professionals/staff responded to the online survey to inform the new Merton SEND Strategy.

Young people with autism were involved in the development of the borough's autism strategy.

¹LBM Education data November 2019. ²DfE school outcome data 2018. Unless otherwise stated.

1. Being healthy

We are committed to providing effective oversight and planning to improve health services for children with special educational needs and/ or disabilities aged 0-25, as set out in statutory reforms, with the aim of ensuring equal access to services and delivering a choice of health provision locally, which meets the range of needs and closes gaps in health outcomes.

Stakeholder feedback:

There should be a review of the impact of all therapies across mainstream schools (Kids First/ Patient Engagement Group/online consultation).

More support for children with mental health needs/ SEMH including trained staff in school (online/children and young people).

Children need more support for healthy eating and access to healthy food (Portage drop-in/children and young people).

We know:

- Children and young people have good support from health visitors and school nurses including through

open access drop in clinics (Local area SEND inspection 2019).

- 60% of children and young people in Merton with special educational needs and/or disabilities are on the autistic spectrum (Merton Autism Strategy 2018-24)

We will aim to:



Improve the range of co-ordinated specialist child health services, provided by community-based doctors, nurses and therapists, accessed in the most appropriate and child focused setting, closer to home.

Review and improve the nursing and health therapies offer across all Merton schools to enable it to meet current and future needs.

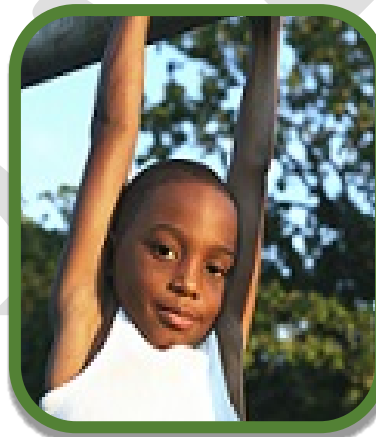
Make sure young people have easy and timely access to local health services including mental health, sexual health and substance misuse (including information, advice and guidance).

Work with partners including schools and settings to support healthy eating in children and young people.

Deliver improved and consistent services for children with autism, in line with the Merton Autism Strategy 2018-23.

Improve quality and sufficiency of health advice included in EHC Plans (Local area SEND inspection 2019).

Review 'children's continuing care' service provision to improve assessment and decision-making processes and to inform the Education Health and Care Planning process, where appropriate.





Review the school nursing school entry 'health questionnaire' process to make sure that the information is sufficient to plan appropriate support services in schools.

2. Staying safe

We aim to deliver a range of services and pathways to support children with special educational needs and/or disabilities aged 0-25 and their families, to build skills and resilience to feel safe and stay safe from the early years up to adulthood and independence. This work to align with the work of Merton's Safeguarding Partnership.

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Stakeholder feedback:

Young people need access to 'life skills' training to help them build independence and prevent more needs in the future (children and young people).

One of the 'strategic objectives' should be 'to support parent carers to maintain their well-being and enable their caring role (Patient Engagement Group; Local offer focus group).

It's clear how to get help with bullying in school, but not if the bullying is online, or outside of school (children and young people).



We know:

- 100% of our Children's Centre are rated by Ofsted as 'good' or 'outstanding'.
- 33% of children and young people supported by children's social care as 'Children in Need' have an EHC plan.
- 3% of children and young people who are subject to a children protection plan have an EHC plan.
- There is consistent participation of social care professionals in the identification and assessment of children and young people with special educational needs and/ or disabilities (Local area SEND inspection 2019).



We will aim to:

Work together across education, health and social care to support young people to prepare for a safe and happy adulthood including employment, independent living, community inclusion and social life, and health.

Create new referral pathways for swift and easy access to Merton's multi-agency 'early help' offer for families and professionals.

Provide information, advice and guidance to parent carers to support their well-being and enable their caring role, with a focus on early support.

Support children, young people and families to appropriately deal with bullying and staying safe online.

Help build skills and resilience for children, young people and their families to feel safe and stay safe.

3. Enjoying and achieving

We are committed to supporting all children and young people with SEN and/ or disabilities (as defined by the SEND code of practice) to achieve well, enjoy themselves and be fully included in their local early years, schools and college/ post 16 settings, attending provision close to where they live.

Stakeholder feedback:

It's important that an inclusive culture is developed by school leaders, SEN audit processes are integrated into whole school self-evaluation, and schools work together to improve outcomes (SENCo working group).

We want to do well at school and need more support (children and young people).

We know:

- 91% EHC plan assessment referrals reviewed at panel within 2 weeks; 58% EHC Plans completed to deadline.
- Increased capacity of specialist places in mainstream and special schools.
- As a result of attending good or better education provision children and young people 'typically achieve well academically by the end of each key stage of education' (SEND inspection 2019)

- Lower than national fixed term exclusions for children with an EHC Plan and those on SEN Support.
- Above national attendance rates in special schools with reducing persistent absence.
- Our three special schools run the Duke of Edinburgh programme and have achieved notable success.

We will aim to:

Increase access to local, inclusive education provision for children with SEN and/ or disabilities, where it appropriately meets needs.

Encourage and support mainstream education leaders to develop an inclusive culture and improve staff knowledge, understanding and skills through training, school to school support and maximising opportunities for schools to work together.

Continue work to improve Special Educational Needs Coordinator practice in Merton's mainstream schools and settings, including consistency of identification and support, with a particular focus on children at SEN Support..

Improve the quality including monitoring of Education, Health and Care Plans to make sure they set clear targets to support the child or young person's development. (Local area SEND inspection 2019).

Improve access to places where children and young people can enjoy themselves, socialise and access physical activities including after school clubs, youth clubs, parks and leisure, including effective promotion.

Secure strong progress and achievement and raise attainment of children with SEN and/ or disabilities in schools and nurseries, and close gaps in education outcomes.



Review current support services for children and young people with SEN and identify their needs.

Children and families voices need to be central to identification, assessment and support planning and monitoring (SENco working group).

Further develop school leaders' ability to evaluate and improve their support for children with SEN and/or disabilities, including integrating the SEN audit and whole school evaluation processes.

4. Getting involved, having a say

We support children, young people and their families to be at the centre of decisions made about their education, health and care, and to have a voice as regards the strategic direction of services SEN and/ or disabilities and other services in the borough. We will continue to work with partners including schools and the voluntary sector to improve links with all families including those who are under-represented in consultation and engagement activities (including those with children on SEN support, and with English as an additional language).

Stakeholder feedback:

We like to be able tell people what we think, and like as many opportunities to take part as possible (children and young people).

Its good when we have input into our EHCPs (children and young people).



We know:



- Young people with a disability responded to key surveys in 2019, which were used to inform the strategic direction of the local authority's work.
- There is a whole hearted and effective commitment to ensuring children and young people have a voice in decision making. (Local area SEND inspection 2019)
- Merton's parent carer forum, Kids First, understands the main concerns and positive views of parents in the area, providing a strong voice and challenge to leaders in the borough; it is trusted by parents who use the service. (Local area SEND inspection 2019).

We will aim to:



Provide opportunities for children and young people (in mainstream, special schools and colleges), and families, to directly talk to all types of service providers about decisions which affect them.

Improve how we support children, young people and families to make sure that their voices are central to identification, assessment, support and monitoring processes for children identified at SEN Support and those with an EHC Plan.

Continue to improve how we involve children, young people (in mainstream, special schools and colleges), and families in service and strategic planning for special educational needs and/or disabilities services.

Continue to provide information, advice and support on education, health and social care, for all children, young people and families on matters relating to special educational needs and disabilities.

5. Becoming independent

We will work across education, health and social care and in partnership with young people and their families to embed the delivery of a multi-agency 'preparation for adulthood' model which is integrated across services and supports young people with Employment; Independent Living; Community Inclusion and social life; and Health – taking an approach which is person centred, timely and enables independent choices.

Stakeholder feedback:

We need information about jobs and careers, as well as work experience and volunteering opportunities (children and young people).

We need clear visual representations/ process maps of 'transitions' for young people, families and professionals (PfA Board).

We know:

- Lower than London average rate of young people with special educational needs and/or disabilities 'Not in employment education or training' (NEET) or 'not known'.
- 11% (11/61) of care leavers have an EHC plan.
- 'The children's community nursing team ensures that young people approaching transition to adulthood are appropriately prepared for the next step'. (Local area SEND inspection 2019).

- The timeliness of support for transition to adulthood in social care (and for those not eligible for social care – including ASD and specific learning difficulties) is an 'identified area for improvement'. (Local area SEND inspection 2019).

We will aim to:



Implement the borough's multi-agency transitions project across education, health and social care, developing a 'preparation for adulthood' model - employment; independent living; community inclusion; and health – and meeting the needs of those who are eligible for adult social care and those who are not.

Simplify transitions from children's to adults' services in education, health and social care, to enable an integrated, seamless pathway which supports young people through significant changes. (Local area SEND inspection 2019).

Further develop the post 16 offer (Education, Training and Employment) including creating more supported internships, volunteering and employment opportunities.

Promote good communication and coordination between the young person, their family and service providers to promote joint planning, choice and control for the young person.

Provide early support and accessible information, advice and guidance for young people and their families, who may not be eligible for adult social care, to navigate 'preparing for adulthood', and to prevent escalation of need (Local area SEND inspection 2019).

Provide a 'preparation for adulthood' model which incorporates a robust support process for looked after children and care leavers who have SEN and/or disabilities.

Develop improved access to advocacy, information, advice and guidance to support young people, including those who do not have families, to have an independent say in planning their future.



Support community inclusion through improved information about and access to activities in the evenings and weekends for 18-25 year olds.

Work in partnership across agencies and teams to enable adult social care to plan and prepare for young people who may transition into the service.

6. My Merton – connection with family, friends and the community

We are committed to working in collaboration with partner agencies including schools and the voluntary sector, to create an environment where children and young people with special educational needs and/or disabilities and their families can feel part of their community and build relationships and friendships with their peers, through sufficiency of service provision and access to information, advice and guidance. This work to include ensuring accessibility by under-represented groups including those with English as an additional language.

Stakeholder feedback:

We would like clearer information about events and activities that are going on (children and young people).

Non-SEND young people and the local community should be better educated on how to understand and accept SEND young people (children and young people).

We know:



- There are a range of leisure and community activities on offer for children and young people with SEN and/ or disabilities provided by the statutory, and voluntary and community sector, available at all levels of support - Universal, targeted and specialist.
- Merton's local offer directory gives information about the range of opportunities that are available for children and families to enjoy themselves and build their family and community relationships.
- Increasing social capital is a key priority in Merton's sustainable communities plan to strengthen community connections.
- Merton's Health and Well-being strategy supports focus on creating a healthy social and physical environment in the borough.



We will aim to:

Undertake a review of the local offer of services for children and young people with special educational needs and/or disabilities and their families to identify whether these are sufficient to meet needs.

Improve promotion and accessibility of the 'Local Offer for children with SEN and/or disabilities' and 'Young Merton' to broaden awareness of the availability of local opportunities, support and advice and guidance for children, young people and their families.

Support service providers to improve information about and access to their services so that children and young people with SEND and/or disabilities can enjoy the full range of opportunities alongside their peers.

Support children and young people with special educational needs and/or disabilities and their families to feel part of their community by



promoting positive attitudes and understanding, and making Merton a friendly place for those with disabilities.

DRAFT



Next steps

Developing the Merton SEND Strategy action plan

Merton's SEND Strategy is a three-year document delivered by Merton's Children's Trust. Partners are also developing an annual action plan with specific and measurable activities under each of the 'strategic objectives'. Progress against the action plan will be overseen by Merton's Children' Trust and by children, young people and families via a range of stakeholder forums.

More information

If you would like more information about the Merton SEND Strategy, or the action plan please email: cypp@merton.gov.uk.