



# COUNCIL OF THE ISLES OF SCILLY

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## MAKING A DIFFERENCE – THE ISLES OF SCILLY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES STRATEGY 2023- 2026

### 1. Context and how we produced this strategy

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

1.2 We have reviewed our entire strategy in response to the outcomes of the consultation with an action plan to provide more detail on how we can convert our shared ambitions into reality. We have recently collaborated with parent carer forum, and with parents of children with SEND (who have been consulted through a survey) and have updated the 2019-2022 strategy to reflect the current needs of our children and families.

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

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

*“Jointly commissioned by the Isles of Scilly Director of Children’s Services and the Coordinator for the Isles of Scilly Parent Carer Group, this project has brought together key representatives from Education, Health, Care from the Isles of Scilly, the mainland and the wider community, including parent carers, children and young people. By drawing upon each partner’s story or narrative as an equal partner when it comes to inclusive practice, and focusing upon strengths and skills, the intention is to establish a whole Isles of Scilly community approach to inclusion that places the experience of the children and young people of Scilly at the heart of all that happens on the islands”*

Whole Community Approach to Inclusion' by Genuine Partnerships

## **2. Vision**

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

2.2 Our shared vision is that:

*"All children on IOS have similar and equal opportunities; to be part of and contribute to their community, to build aspirations that lead to happy adult lives, with potential to fulfil their dreams and feel successful."*

## **3. Key strategic outcomes**

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

3.2 Every child has their needs identified and met at the earliest possible stage.

3.3 All children on the SEN Register have appropriate, up to date and transferable documentation linked to need that is shared with stakeholders in a timely manner.

3.4. All children have their needs met consistently by high quality provision which makes a measurable difference to their lives.

3.5 The Isles of Scilly is seen by every child as a fantastic place to grow up where difference and diversity are celebrated.

3.6 Parents are clear about the support pathways, information and guidance available to them and how to access those services.

3.7 Parents are supported, listened to and respected and their views valued.

3.8 Services are designed by and with families, children and young people.

3.9 Children and young people are skilled and prepared for adult life.

3.10 Families benefit from strong joint working by various agencies and professionals leading to a co-ordinated service to children.

## **4 Strategic drivers**

4.1 National Strategic drivers

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

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

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

4.1.3 The Act sets out the expectation that children and young people with special educational needs should be included within mainstream schools together with children who do not have special educational needs, so far as is reasonably practicable and is compatible with (a) The child receiving the special educational provision called for by his or her special educational needs, (b) The provision of efficient education for the children with whom he or she will be educated, and (c) The efficient use of resources.

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

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

4.1.6 If schools implement a policy or practice that puts a pupil with SEND at a disadvantage then that may be classed as discrimination, even if this is unintentional. For example, many behaviour policies make no adjustment for pupils with SEND, this would be classed as indirect discrimination because a pupil with SEND may be unable to conform to the behaviour expectations of other pupils in the school.

4.1.7 S20 of the Act requires schools to avoid (as far as possible by reasonable means) disadvantaging pupils with SEND. Schools should ensure that pupils with SEND can be involved in every aspect of school life. This may involve changing the way schools teach pupils. For example: a child with dyslexia will need to have different resources and support available to them, i.e. to document their learning orally or with a scribe or for a pupil who cannot hear, but can lip read, they will need a teacher to face them when speaking. It is important that ALL staff who work within the child or young person's school are aware of these specific supports and needs.

## **4.2 Cornwall and the Isles of Scilly Strategic Drivers**

4.2.1 The Council of the Isles of Scilly is a key strategic partner in the development and delivery of the One Vision Partnership Plan which brings together health, education and care services in

Cornwall and the Isles of Scilly. The One Vision Partnership Plan sets the transformation framework for Children and Young People Services, which will shape the future integration of education, health and social care services for children, young people and their families in Cornwall and the Isles of Scilly. It sets out a system wide vision and statement of purpose: *“All children and young people in Cornwall and the Isles of Scilly are safe, healthy, and have equal chances of accessing all available opportunities to achieve brighter futures. The gap between those who are doing well and those who are doing less well has been closed by targeting care and support to those children, young people and their families with the most pressing needs. We continually strive to develop and transform all services that children and young people may access, to enable one and all the best possible opportunities for excellent health and wellbeing, throughout their lives and particularly as they make the transition to adulthood. Too many children, young people and their families do not have these good opportunities and are worried about their futures. We are committed to working together to change this by collaborating with each other and with children, young people and their families to overcome the barriers to good opportunities and outcomes. This means making best use of our shared resources to achieve integrated agendas for change”*

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

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

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

- Core offer – flexible to meet local need and responsive to change
- Universal offer with equity of access
- Targeting (positive action) according to identified need – narrowing the gap
- Quick and easy access to services
- Collaborative approach
- Whole Family Approach/Think Family – Together for Families
- Strengths-based and solution-focussed
- Locality data-based design and resourcing
- Highly trained and skilled workforce
- Evidence-based practice, focussed on outcomes for Children and Young People

- Learning culture and innovation
  - Seeking feedback
  - Learning between professionals
  - Sharing best practice
  - Generating ideas to improve the quality and impact of practice
  - Multi-disciplinary, maintaining professional identity and perspective
  - Success measures
  - Multi-agency – shared responsibility, appropriate contribution and co-ordinated response
  
- Relationship-based approach - Knowing the people you're working with
- Building relationships across the community - Mutual trust and respect

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

### 4.3 Isles of Scilly Strategic Drivers

#### 4.3.1 Co-production and Inclusion

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

4.3.1.2 Core to all our work is the principle of inclusion. Inclusion is a universal human right that is about embracing all people irrespective of race, gender, ability beliefs, choices, circumstances or appearance.

**Underpinning this strategy is a commitment to ensuring that every child is valued and celebrated.**

4.3.1.3 This strategy has been co-produced with a variety of partners. Co-production involves children, young people, families, practitioners and partners working jointly together in an equal and reciprocal relationship. It enables genuine participation in decision-making. **Priority has been given to the voices of children, young people and parent carers.**

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

- Key to the emerging spirit of co-production is the Isles of Scilly Parent Carer Forum, which is becoming an increasingly strong, collaborative, yet appropriately challenging partner in the development of services for children and young people with SEND. Recent examples of partnership working include:

- Monthly meetings with PCF co-ordinator
- Partnership Working contracts in place for chairing SEND Programme Board and attendance at One Vision Partnership Board
- Membership of all governance bodies
- Co-produced vision and strategic principles –Parent carers have worked hard to contribute their ideas, and generate support and interest from others to share their thoughts and needs through the re establishment of a new, dedicated Parent Carer Forum group, with ongoing input and improvements.
- Appointment of new Family Information & Access Role

Comments from a parent and IOS Parent Carer Forum:

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

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

#### **4.3.2 Children in need of help and protection**

The service continues to strive to develop and improve provision and this is captured in the Isles of Scilly Children Social Care Development Plan which includes learning and recommendations from our own Quality Assurance Framework, from Our Safeguarding Children’s Partnership Quality Assurance Panel, Local Government Association Test of Assurance and a Peer Review by Essex County Council.

The island based multi-agency partnership uses Signs of Safety as its practice model. Our shared language and values encourage a strengths-based approach and a robust understanding of a child’s lived experience.

#### **4.3.3 Early Help**

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

#### **4.3.4 Emotional Wellbeing**

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

- Development of more confidence among multi agency partnership to support children with emotional health issues – we set up the BLOOM model with coordination support from Children’s Services and attended by a CAMHS clinical psychologist to regularly review and

discuss children with emotional health issues (with consent), to share best practice and to provide the best resource to the child be that a teacher, early years provider, GP

- Redesign of the Early Help Pathway – this was co-designed by all professionals to replace CAF – there are new templates, a simplified process and LEAD Professional Training delivered to the multi-agency team.
- April 2023 there has been funding secured for a new case management system to record children’s record. This is hoped to be implemented in 2023.

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

#### **4.4 Family Hub Model**

4.4.1 The Isles of Scilly Children’s Services operate a ‘no wrong door’ and family hub whereby we are based in the community. Families and professionals can access all levels of support from early years to safeguarding concerns. We offer a non-stigmatising, open service based around the family hub model in the community. We are the hub within the community. The family hub model has built on existing strong multi-agency arrangements to provide a single point of access for children and their families. Key activities for the next few months include:

- Development of a shared workforce training plan, upskilling staff to provide a core offer on the islands
- Early identification of additional needs through the work of universal practitioners
- A consistent core offer – flexible to meet local needs and adaptive to changing needs
- A focus on an offer of ‘Proportional Universalism’ with quick and easy access to early help
- Greater focus on and a collaborative approach to supporting children in the early years’ foundation stage
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#### **5. Key information on need**

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

- Approximately 320 children and young people under the age of 18 years live on the Isles of Scilly. This is approximately 20% of the total population in the area.
- 15 children currently have and EHCP
- 42 children receive school support for SEN.
- There have been no exclusions of children with SEND in past 5 years from provision on the Isles of Scilly
- There have been no tribunals in relations to children with SEND in past 5 years
- There has been one refusal to assess in past 5 years
- The proportion of children entitled to free school meals: 3.04 (the national average is 22.5%)
- Children and young people from mixed or multiple ethnic account for 1.1% of all children living in the area with 97.5% identified their ethnic group as White. 0.9% identify as other ethnic groups, 0.3% Asian, Asian British or Asian Welsh and 0.2% Black, Black British, Black Welsh, Caribbean or African.

## **5.2 What families tell us**

5.2.1 The Isles of Scilly has a Parent Carer Forum with a wholly voluntary committee

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

5.2.3 A survey was conducted in April 2023 and was sent out to all members of the forum as well as through the school to all families, to collect their views about provision and services across Education, Health and Social Care.

5.2.4 At the time of the survey 42 children were on the SEN register at Five Islands Academy, with 4 young people supported through and EHCP at mainland education providers, including families represented through PCF.

5.2.5 Of the participants, 25% represented families with an Education, Health and Care Plan (EHCP) and 15% represented families with children and young people on SEN Support.

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

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

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

## **6. Educational Provision – quality, support and monitoring**

### **6.1 Early Years**

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

6.1.2 We are currently (May 2023) looking at sufficiency assessments for the upcoming changes to funding, to include children from 9 months old.

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

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

### **6.2 Five Islands Academy**

6.2.1 The Isles of Scilly has one mainstream educational provider for primary and secondary education from YR up to Y11. The Five Islands Academy converted on 1 January 2019 to join Leading Edge Multi Academy Trust.

6.2.2 The Academy supports children with SEND to access the single offer of mainstream provision on the Isles of Scilly. Conversations regarding high needs provision and offers of alternative provision have started with the SEND and Inclusion Manager.

6.2.3 The academy has not yet been inspected by Ofsted. However, during a Challenge Partners review in May 2022, a team of peer reviewers, including an Ofsted inspector, accredited SEND provision as an Area of Excellence. The SENDCo is also using practice at Five Islands Academy as evidence to support the SENDIA award. This award is important in benchmarking and celebrating the remarkable progress made over the last four years, including through the challenges of the COVID pandemic.

6.2.4 A system of Assess, Plan, Do Review is now fully embedded and parents and students are active participants in review meetings and target setting. Teachers make strong connections with students and know them well. Parents and students meet four times per year; an initial meeting at the start of the year followed by three end of term reviews. Teaching staff take greater responsibility for the process and the SENDCo quality assures all Individual Provision Maps to ensure targets are SMART and the provision is both relevant and effective.

6.2.5 Following LA support in 2018 with the purchase of B Squared to support the achievements of children who are not able to access the standard curriculum, FIA has funded this resource since 2019. It is currently used to assess five students from Reception to Y10, providing demonstrable evidence of the progress and achievements of SEND students outside of our main school curriculum.

6.2.6 The Harbour – a space for children with SEND to take a break, regulate emotions and pursue their academic endeavours in a therapeutic and calm environment - was established in 2019. This has since grown into two spaces - one for Primary students and one for Secondary students. The Primary Harbour has three individual, personalised workstations with two more due to join next academic year and the Secondary Harbour currently has five workstations. In addition, there are multiple sensory areas within the school building for individual students to access. The school also has a greenhouse and garden areas that can be accessed in one-to-one sessions.

6.2.7 The school uses its accommodation as effectively and efficiently as possible, but this has become increasingly difficult as the need for SEND spaces has increased. In a recent monitoring visit by a school governor, it was noted that every possible space is used for learning and support, to the point where

6.2.8 The academy has appointed an Autism Champion.

6.2.9 Teacher training includes TIS, Sensory Processing, Autism in Education, PDA, Epipens, Anaphylaxis, Diabetes, Emotion Coaching.

6.2.10 An ongoing commitment to ensure that students make recognised progress resulted in the introduction of AQA Unit Awards to the secondary curriculum in 2021. Students can also access Entry Level and Functional Skills qualifications.

6.2.11 The academy maintains a commitment to working constructively with other organisations such as the Parent Carer Forum, Children's Social Care and the SEND and Inclusion Manager, and positive working relationships are fostered and maintained for the benefit of SEND children and their families.

### ***Challenge Partners Review, May 2022***

#### *Area of Excellence*

#### *SEND Provision: Accredited*

*Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?*

*High quality provision for students with identified special educational needs and /or disabilities (SEND) is based on Five Island's ethos that, 'no child or family should live in isolation because of their additional*

*needs'. The school's approach to SEND facilitates a greater level of self-determination and personalization than the traditional curriculum model allows. The alternative pathways offered at Key Stage 4 are bespoke to individuals, and include a range of GCSEs, Entry Level and AQA Units, which are blended to suit each student and their aspirations.*

*Staff from Five Islands have embedded a curriculum model actively encourages students to take ownership of their learning leading using a range of technology. This makes the learning accessible and challenging for all using scaffolding and visible success criteria, linked to standards from each curriculum area.*

*The Five Islands SENDCo shares good practice across the school's academy Trust. Other SENDCos regularly visit to learn from Five Island's provision and quality assure work in this area.*

### **CEO secondary monitoring visit, March 2023.**

*A pupil with an EHCP was working in a room (the secondary Harbour) just down the corridor from his class, supported by a one-to-one TA. The pupil had completed the same task as his peers but with the TA scribing - the quality of writing was very good. The pupil was able to articulate how the one-to-one support meant that he could access exactly what the other pupils were learning and he expressed recognition and gratitude to the school and his TA for the support. When asked how he felt about spending time in The Harbour, he explained how he struggled in the classroom with noise distractions and was very conscious that when he was working orally with his TA, this was distracting to others and that knowing this made him more self-conscious. He said that he was in full control of whether he worked in the classroom or The Harbour and that he used the spaces flexibly to support his needs.*

*The positive relationship between the pupil and the TA was tangible - full of warmth and humour.*

## **6.3 Post 16**

6.3.1 There is no post 16 provider on the Isles of Scilly and the majority of children access further education at a variety of providers on the mainland throughout the UK

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

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

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

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

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

## **6.4 Specialist Placements**

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

6.4.2 The DfE have recognised the impact of these placements on a small budget and are open to conversations regarding the High Needs Block.

## **7. Developing the SEND workforce**

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

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

7.3 The single line of management in the developing family hub model enables far greater collaboration across the spectrum of need and enables a whole family approach to support. 'The workforce is small, so experiences depend heavily on the approach of individual practitioners.' Parent carers within the community may experience a range of concerns about their children or young people who have a commonality; the provision of universal accessible training could ease a lot these'

## **8. Improving information and access**

8.1 We have established a Local offer that provides inclusive opportunities to all children and families on the Isles of Scilly. We continue to reflect on our provision and we have a strong capacity within the team to support families with accessing information about services. Our Family Information and Access assistants will continue to improve on the quality of this information.

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

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

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

9.3 The relationship with NHS commissioning colleagues is greatly improved with regular contact and input

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

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

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

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

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

## **10. Governance**

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

10.2 The overarching system leadership is the One Vision Partnership with membership of both local authorities, health partners, education and police. There are members from the Isles of Scilly; the DCS, Lead Member for Children, a representative from HealthWatch Isles of Scilly, Lead Member for Children's Services and the Isles of Scilly Parent Carer Forum Co-ordinator.

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

10.6 A formal SEND panel process is well established and is used for all EHC requests involving. Mediation services are available to families, and the LA facilitates SENDIASS to visit and meet with parents at least twice a year.

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

## **11. Conclusion**

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