



Surrey
children and
young people's

SEND

Special Educational Needs
and Disability

**Development
Plan**

2017 Refresh

Published Autumn 2017

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Children and young people will be happy, healthy, safe and confident about their future.

This is our ambition for children and young people. As partners and providers we work together day in, day out across Surrey to achieve this.

In Spring 2016 the SEND Partnership Board launched a major change programme to improve special educational needs and disability (SEND) services in Surrey. The board consists of representatives from health services, education, parents and the local authority.

The change programme was set up in response to the families, staff and partners who told us that the system wasn't working as well as it should be for them. Changes in legislation (the Children and Families Act 2014) also required us to adopt a new approach. The programme, called SEND 2020, was designed to transform SEND services by changing the way we work.

However since the plan was published in Spring 2016 the context in which we are working has evolved.

In October 2016 Ofsted and the Care Quality Commission (CQC) carried out a Joint Local Area Inspection of SEND services in Surrey. This confirmed the results of diagnostic work we had been carrying out in the months prior to the inspection and identified several priority areas for improvement. We submitted a Written Statement of Action and agreed with Ofsted the immediate steps we will take to deliver improvement in these areas over the coming months.

We also have increasing numbers of children with SEN. As need grows the resources available have remained the same.

In light of the changing context, the SEND Partnership Board agreed that the original SEND 2020 Development Plan was no longer adequate to deliver the desired outcomes and would not deliver the improvement required

with sufficient pace and scale. It was decided that the plan would be refreshed in order to balance the need to improve the quality of our services whilst managing resources effectively.

This document sets out the refreshed plan, now called the SEND Development Plan.

The main changes we have made include:

- Incorporating actions from the Written Statement of Action
- Re-prioritising projects to ensure we are focusing our resources where they will achieve the greatest impact for children and young people
- Implementing stronger governance to ensure system leaders are held to account for delivering improvement at the scale and pace required.

The four key objectives of the original SEND 2020 Development Plan still remain:

- Transform the experience
- Rebuild the system
- Reshape the SEND local offer
- Develop inclusive practice.

The programme will continue to address the main challenges within the SEND system which include making sure we give the right support to children and young people at the right time and deliver the right outcomes based on their personal needs.

Most importantly, we must work with children, young people and their families to address these challenges. We know that listening to and communicating with children, young people and families is something we need to be better at, and we are taking steps to improve this.

Working with family representatives, we have agreed a Co-Production Policy and Communications and Family Engagement Policy which sets out our approach to how we will communicate with children, young people and families. We are setting up social media accounts, a Family Reference Group and holding more frequent engagement events to give families more ways to tell us their views so we can learn from individual experiences and use this to shape how we provide our services.

We know we still have considerable work to do to improve our SEND services and we will continually review the impact this work is having, to ensure children and young people with SEND are getting the right support at the right time.



Thank you to all those who have contributed to the refresh of this plan.

The SEND Partnership Board is chaired by the Director of Children’s, Schools and Families (Surrey County Council) and includes members from partner organisations across Surrey. It was established to act on behalf of the Surrey Children and Young People’s Partnership to oversee improvements to the special educational needs and disability (SEND) system.

The SEND Partnership Board:

- | | |
|---|---|
| <ol style="list-style-type: none"> Rhona Barnfield
Schools Forum Chair Sam Bushby
Assistant Director for Children’s Services, Surrey County Council Paula Chowdhury
Strategic Finance Manager, Surrey County Council Andrea Collings
Co-Chair of Family Voice Surrey Jayne Dickinson
Principal and Chief Executive, East Surrey College Julie Fisher
Director of Children’s Schools & Families, Deputy Chief Executive, Surrey County Council Emma Harewood
Interim Director for Children and Families, Children and Family Health Surrey David Izatt
Co-Chair of Family Voice Surrey Kate Keane
Primary Phase Council Chair Mary Lewis
Cabinet Member for Education, Surrey County Council | <ol style="list-style-type: none"> Linda McQuaid
Surrey and Borders Partnership – Child and Adolescent Mental Health Services Liz Mills
Assistant Director for Schools and Learning, Surrey County Council Diane McCormack
Acting Director of Commissioning: children, young people and maternity (Surrey-wide), NHS Guildford and Waverley Clinical Commissioning Group Ron Searle
Secondary Phase Council Chair Alison Stewart
Designated Clinical Officer for Special Educational Needs and Disability (SEND) Garath Symonds
Assistant Director for Commissioning and Prevention, Children, Schools and Families, Surrey County Council Liz Uliasz
Deputy Director for Adult Social Care, Surrey County Council Paul Walsh
Special Schools Phase Council Chair |
|---|---|

SEND Development Plan – Progress so far

This section outlines some of the key achievements and activities since the launch of the SEND 2020 Development Plan in Spring 2016.

Transform the experience

Over the last year we have placed an increased emphasis on listening to customer feedback and using this to improve the customer experience. Activities have included:

- Creating a memorandum of understanding with Family Voice Surrey (FVS). This sets out how we will work together to ensure FVS is effective in its role as a strategic partner and representative voice for all families with children with SEND in Surrey.
- Developing a Co-Production Policy with families and practitioners.
- Promoting good customer service across the service, including rolling out customer service training across all teams.
- Embedding the customer satisfaction survey into the Education, Health and Care Plan (EHCP) process, ensuring the results are regularly reviewed and improvements implemented.

- Establishing a rights and participation team to work with and champion children and young people with SEND.
- Launching the new Local Offer website portal alongside a non-web based offer (which is supported by a telephone line and outreach team).
- Engaging with staff to understand any barriers to them carrying out their work and the improvements needed.

Rebuild the system

To achieve more consistent service delivery we have made a number of changes to the way our operational teams work. These include:

- Appointing a SEND Operations Manager, responsible for all four area teams to ensure consistency across them.

- Integrating the previous post 16 team into the existing four area based SEN teams, so each team now covers ages 0-25, increasing consistency for children and young people.
- Introducing a duty desk into each team to improve how we handle calls.
- Developing and implementing a case work manual to ensure that all four teams follow consistent processes and procedures.
- Redesigning our leadership structure to enable a more focussed and aligned delivery model.
- Forming a central customer complaints team to bring increased consistency to how complaints are handled.
- Establishing a performance monitoring framework which is reviewed weekly/ monthly by the SEND operational managers and leadership team and every two months by the SEND Partnership Board.

Reshape the local offer

SEND Travel Assistance

- The council has launched a programme to design a new and improved model of SEND Travel Assistance to support children and young people to get to school, college, or placement.

Health

- In April 2017 Surrey County Council (SCC) and Surrey Clinical Commissioning Groups (CCGs) began jointly commissioning community health services through a single, county-wide Children's Community Services contract.
- SCC and Surrey CCGs re-procured the contract for our Child and Adolescent Mental Health Services (CAMHS) in April 2016.
- The provider of the CAMHS service is part of the new partnership delivering the children's community health service, which will provide a more joined-up, seamless service to children, young people and their families in Surrey.
- Following the development of a joint commissioning strategy for speech and language therapy, SCC has implemented a new in-house service for school aged children, bringing together staff from two different providers. All staff have transferred successfully and operational delivery started in April 2017.

School places

- In September 2016 West Hill School started the transition from a secondary school to become a centre of excellence for nursery and primary school aged children with learning and additional needs (LAN). Approximately £5m is being invested to improve and adapt the school site to support this change.
- Sunnydown School, a special school in the east of the county, changed its designation to a secondary Communication and Interaction Needs (COIN) school in September 2016 to reflect the changing needs of pupils with SEND in Surrey.
- Additional places have been added into Surrey's special schools and specialist centres in 2016 and for September 2017. Places have been commissioned at Freemantles, The Park and Woodfield Schools for September 2017, along with additional places in centres at William Cobbett Primary, The Hythe Primary and Ashford Park Primary schools.

School places continued...

- Two Surrey free schools bids were successful in May 2017, with the support of Surrey County Council. This will provide a new Communication and Interaction Needs (COIN) special school and a new Complex Social Communication Needs (CSCN) special school, adding 300 additional places to state-funded specialist provision in Surrey.

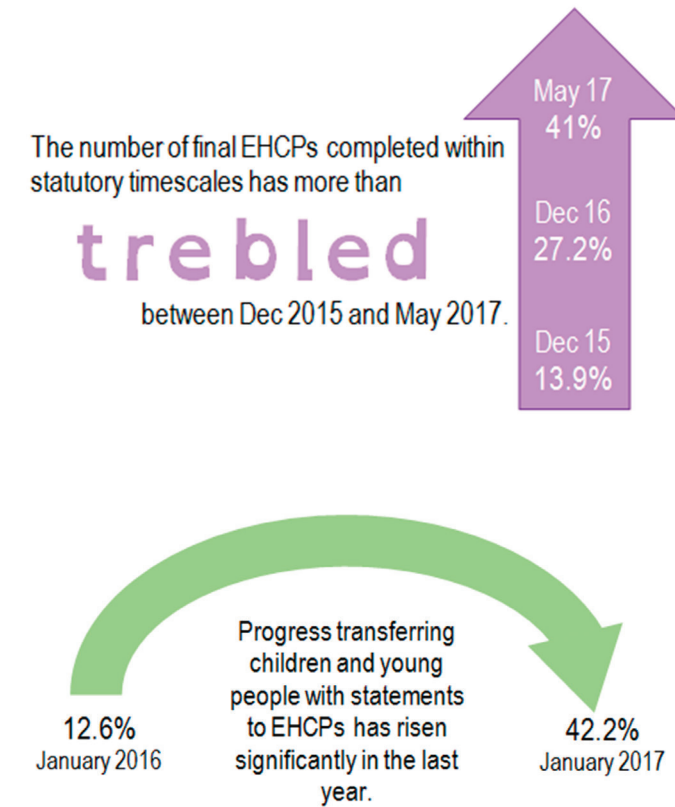
Preparation for adulthood

- Nine Supported Internships have been created through the SEND Preparation for Employment Grant. Feedback has been positive, and the young people are enjoying themselves and doing well both in college and their work placements.
- A new SEND Job Coach role has been created to cover supported internships and employment in the east of the county.

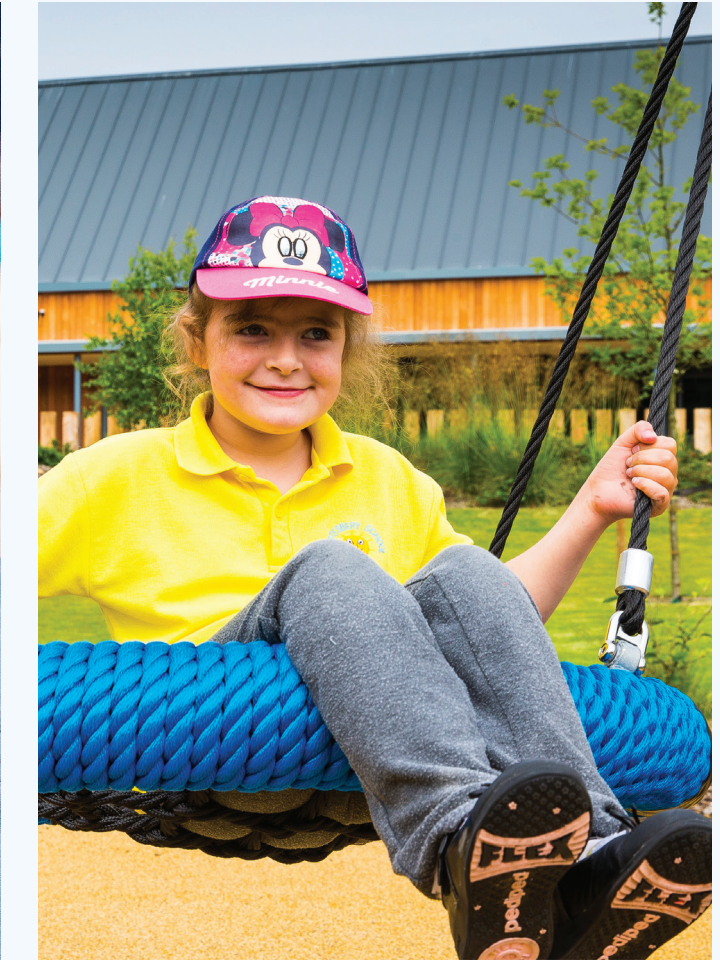
Develop inclusive practice

- A multi-agency Inclusion Strategy Group was set up in October 2015 to develop a shared understanding of inclusion across Surrey and find consistent ways to develop inclusivity across services. An Inclusion Strategy is currently in draft and will be published in 2017.
- The Index for Inclusion is being rolled out across schools in Surrey. The initiative has three aspects: creating inclusive cultures, producing inclusive policies and evolving inclusive practices. An online network group has been set up for the schools that are currently using the Index for Inclusion to share best practice.
- A conference has been held with early years providers to test the ways the Index for Inclusion can support early years settings. We will also be exploring ways to roll out the Index for Inclusion in post 16 settings to ensure we can support a wider number of schools and settings who wish to become involved in the future.

Examples of progress so far



High-level summary



The growing level of need for SEND support

There are increasing numbers of children and young people with special educational needs and disability (SEND) in Surrey.

The Children and Families Act 2014 introduced 0-25 education, health and care plans (EHCPs), extending education and training provision up to the age of 25. These changes have meant that there have been specific increases in plans for young people aged 16+. (Without historic data it is also difficult to forecast cohort numbers who will need to continue with their EHCP after the age of 19).

The needs of children and young people have changed significantly over the last four years and we must ensure our provision adapts in response.

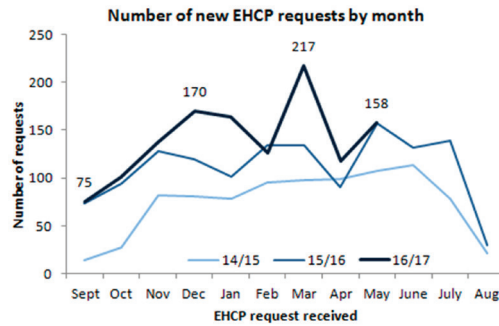
Surrey continues to respond to a growing level of needs for SEND support, both through EHCPs and in SEN support arrangements (previously School Action and School Action Plus).



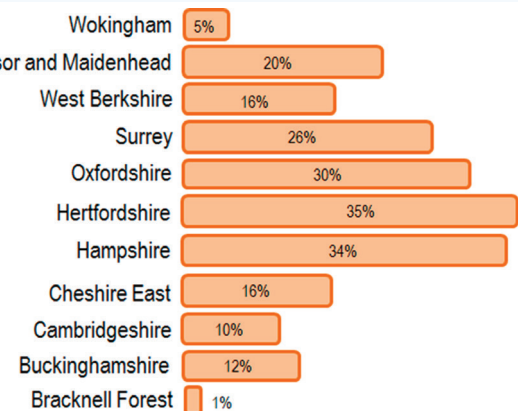
The number of children for whom Surrey maintains a statutory plan (Statement or EHCP) is also rising:



In line with this, the number of requests for statutory assessment for an EHCP is also rising:



However, Surrey is not unique in seeing a rise in its EHCP cohorts. All of our statistical neighbours have also seen increases in the number of students with Statements and EHCP's over the past 4 years, with the average increase in cohort being around 18%.



The growing level of need for SEND support

SEND school places in Surrey

In Surrey there are currently 22 special schools, 47 specialist centres and 3 National Autistic Society (NAS) Cullum centres offering a wide range of educational arrangements.

These are broadly divided into seven main categories:

- COIN** Communication and Interaction Needs
- CSCN** Complex Social and Communication Needs
- HI** Hearing Impairment
- LAN** Learning and Additional Needs
- SEMH** Social, Emotional and Mental Health
- SLDD** Severe Learning and Developmental Difficulties
- VI** Visual Impairment

To meet the rising level of demand, in 2016 and 2017, Surrey has provided additional school places for children with SEND.

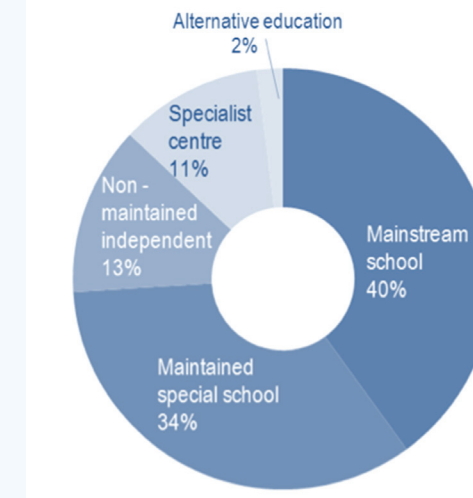


50 additional school places across Years Reception, 3 and 7 for September 2017

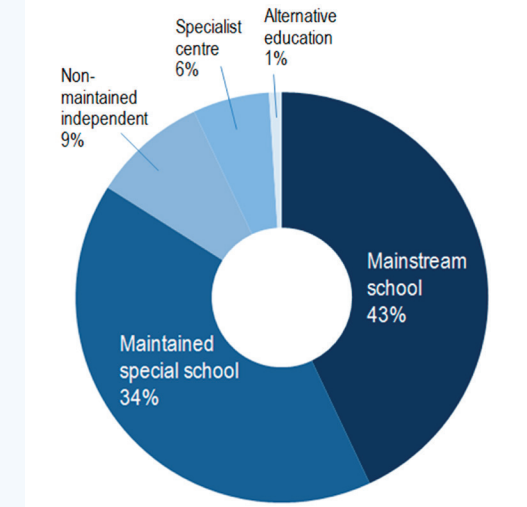


Two new free special schools have been agreed in Surrey, catering for children with Complex Social and Communication Needs (CSCN) and Communication and Interaction Needs (COIN).

Currently children with SEND in Surrey attend a wide range of schools. In January 2017, Surrey's school aged SEND population (reception to year 11) attended:



This is in comparison to our statistical neighbours, whose EHCP cohorts, on average, attend:



What does this tell us?

- Surrey's use of mainstream educational provision for children with EHCPs is slightly lower than its statistical neighbours.
- Surrey uses non-maintained independent provision more than its statistical neighbours.
- Surrey has more children with an EHCP educated in its maintained specialist centre provision.

Working in partnership

The Development Plan links to a number of other strategies and plans that are in place within Surrey County Council and across wider Surrey partnerships. This Development Plan is focused specifically on changes and improvements to experiences, services and provision for children and young people with SEND for whom Surrey is responsible in partnership.

Delivering these improvements will require strong and effective partnership working.

This table sets out the respective roles of some of the key boards and governance groups.

Board/group	Role	Strategies/plans
SEND Partnership Board	To provide direction and oversight for the development and implementation of the SEND strategy (page 22).	SEND Strategy and SEND Development Plan
Health and Wellbeing Board (statutory)	To bring together partners across a number of organisations to jointly plan services across health and social care.	Joint health and wellbeing strategy
Surrey Safeguarding Children Board (statutory)	To coordinate safeguarding across different agencies and to promote the welfare of children in Surrey.	SSCB improvement plan and other topic related plans
Corporate Parenting Board (statutory)	To enable looked after children and young people to grow up having the same opportunities as their peers and to support children leaving care to live independent lives.	Corporate parenting strategy
Surrey Children and Young People's Partnership	To provide strategic direction and leadership of the systems change and joint commissioning needed to deliver better outcomes across the children's system.	Children and Young People's Partnership plan
Childrens Service Improvement Board	To monitor performance against the Improvement Plan, making recommendations as appropriate. To ensure member and partner oversight and challenge for the Improvement Plan and SEND Written Statement of Action.	Childrens Services Improvement Plan



Our approach

What are the principles that will drive the change?

Principle	What it looks like in practice
Outcome-focused	All partners, including parents, carers and the voluntary, community and faith sector, work together to achieve the best outcomes.
Person-centred and personalised	The child or young person and their family is at the centre of all we do and is treated, included and understood, as an individual. Support is tailored to needs.
Fair and transparent	The system is co-produced and the customer experience is seamless. Decisions are based on evidence including need, demand, experiences, best practice, impact on outcomes and affordability.
Value for money	We make interventions to drive improvement, efficiency and manage demand. We keep focused on realising the benefits of change.
Timely and preventative	We provide early help to support children and families, preventing problems arising or getting worse.
Innovative	The system anticipates and can adapt to change. We make opportunities to find and test new solutions.





Delivered through six workstreams



Meaning that...



Summary workstream plans

In this part you will find a high-level summary of each of the workstreams that underpin the programme of change.



Workstream 1 - People and culture

Workstream aim: To develop a service that works together and uses consistent methods to deliver a high performing service to families.

We will do this by:

- 1) **Leadership & Management programme:** Develop a SEND operational leadership and management team that works together and in a consistent fashion to deliver a high performing service.
- 2) **Training & Development:** Develop consistent and quality practice through training and development that empowers staff and equips them with the tools to do their job.
- 3) **Person-centred practice:** Continue to embed a person-centred approach to improve how practitioners deliver outcomes for children.
- 4) **Customer Experience Improvement:** Improve customer service using the customer service excellence framework resulting in an improved experience for children and young people and their families.
- 5) **Restorative practice:** To develop a restorative SEND service, based on the principles of restorative practice.

Outcomes this will contribute to:

- A more effective leadership team - built on trust, a common goal and core values.
- A consistent practice across Surrey.
- Improved customer experience.
- Staff have training opportunities and are trained in the required skills and the same practice.
- Increased staff morale and retention.
- Staff are empowered to make decisions at the right levels.
- The views wishes and feelings of the child are embedded through a person centred approach.
- The family/child/young person participate in decisions.
- Families own their information and can share their story easily.

Success measures:

- Children and young people receive consistent, timely and high quality plans supporting them to achieve better outcomes.
- Families' confidence, satisfaction and trust in local leaders and services improves significantly.
- SEN staff are demonstrating a person-centred approach as set out in the Code of Practice.



Workstream 2 – Process Improvement

Workstream aim: To ensure processes are consistent across the service and provide clarity, timeliness and quality.

We will do this by:

- 1) Implementing improvements to how we operate the **EHCP Process** and providing improved guidance to practitioners and to families.
- 2) Implementing the **Local Offer** improvements including the navigation, functionality and branding, and continually improving the content of the website.
- 3) **Promoting** our local offer to residents.
- 4) Ensure that there is adequate **control of change** leading to consistent practice throughout the area.
- 5) Improving the **experience of families when they contact us** - understanding and addressing the issues they face in contacting the service and improving our knowledge of customer enquiries so we can resolve them first time around where possible.

Outcomes this will contribute to:

- Timely delivery of suitable high quality and fit for purpose EHC plans.
- Consistent practice across Surrey.
- Clarity for everyone involved in the process.
- Clear and consistent communications.
- Person-centred approach throughout the process.
- Clarity of plan content.
- More effective and efficient use of resources.

Success measures:

- Children and young people receive consistent timely and high quality plans supporting them to achieve better outcomes.
- Families' confidence, satisfaction and trust in local leaders and services improves.
- Professional advice is consistent and outcome-focussed.



Workstream 3 – Systems Development

Workstream aim: Implementing improved systems to enable efficient and effective ways of working for SEND teams and to provide up to date and relevant information for families.

We will do this by:

- 1) Developing a **Portal** to enable families to access the current information about their child/young person.
- 2) Developing a new **Case Management** system to ensure that all the information is in one place, up to date and accurate.
- 3) Putting more information into electronic format to improve efficiency of practitioners.
- 4) Implementing changes to the current case management system to address immediate issues with EHCP data.

Outcomes this will contribute to:

- Access to the right information at the right time.
- Increased customer satisfaction through the improved timeliness, accessibility, usability and accuracy of information.
- Timeliness, suitability and quality of statutory assessment and plans.
- Reduction of unplanned activity as a result of not currently the right systems in place, allowing practitioners to increase productivity and value add.
- Continuous feedback loop.

Success measures:

- Families have a clear understanding of what is happening, who is doing it, and how long it should take.

Workstream 4 – Service Improvement

Workstream aim: To improve the overall experience and quality of our services, whilst making them more efficient and sustainable for the future.

We will do this by:

- 1) Developing and implementing the **SEND Joint Commissioning Strategy** with the following intentions:
 - Access to local provision.
 - Early identification and support.
 - Preparation for adulthood.
 - Improved value for money.
- 2) Improving how we develop and deliver our **Travel Assistance offer** through:
 - A simplified SEND Travel Assistance Policy and clearer criteria for assistance.
 - Parent/carer guide to travel assistance in Surrey.
 - New Independent Travel Plans, developed together with parents and schools.

- Increased support for parents/carers to transport their children/young people to school or college.
- Delivering independent travel training and support.

- 3) Fully establishing and embedding a **SEND Personal Budgets** process within the EHC assessment and planning process to deliver innovative, individually tailored and holistic provision within EHC plans.

Outcomes this will contribute to:

- Improved progression and attainment at all levels.
- Clear and appropriate expectations and aspirations leading to fulfilled lives.
- More resilient families.
- Increased employment.
- Choice and control over living arrangements/independent living.
- Participation in the community.

- Health outcomes based on need and aspiration.
- All children arrive at school on-time and ready to learn.
- Children are safe and supported to access education.
- Parents/carers and families have confidence in their child's travel assistance offer.

Success measure:

- Families have a positive experience.
- Children and young people are safe and happy.
- Families feel like the service fits around the child's life.
- Children and young people are more independent.
- Children and young people gain consistent, timely access to therapies and services to meet their needs, eliminating the postcode lottery.



Workstream 5 – Early Identification

Workstream Aim: To provide the right support at the right time to enable pupils to achieve their potential.

We will do this by:

- 1) Understanding and analysing the needs of children and young people who are accessing or need to access SEN support to improve the early identification of SEND, providing a consistent offer across Surrey.
- 2) **Developing early identification with early help** in order to provide the right support at the right time for children and young people and prevent needs from escalating.
- 3) **Developing inclusive practice** by continuing to build on good practice across settings and providers and agreeing an Inclusion Strategy with partners and families.
- 4) Providing flexible access to support by developing a **graduated response for individual pupils (GRIP)** and publishing guidance to provide a consistent approach across Surrey.

- 5) Developing special schools **outreach offer** in mainstream schools to support stability and inclusion of children with SEND in mainstream schools focusing on key stage 2 and 3 pupils.

Outcomes this will contribute to:

- Meet children and young people at an earlier stage post identification.
- Better trained staff able to identify need and often meet needs in first instance.
- SEND early help pathway - co-designed with parents.
- Refreshed school development plans using the Index for Inclusion. Improves outcomes for children and young people.
- Children and happy, healthy, safe and confident about their future.

Success measures:

- Children, young people and families can access support early.
- The right support at the right time is available by creating and publishing a flexible pathway throughout SEN support and EHCP process.
- The Index for Inclusion has promoted the sharing of best practice and supporting inclusivity in schools.
- Better links between early help and education have been embedded.
- Children are happy, healthy, safe and confident about their future.
- More children are able to be supported without a need for an EHCP.

Enabling workstream – Communications and Engagement

Workstream aim: To improve the way that we communicate and engage with families, ensuring they have access to the right information at the right time and are involved in the planning, monitoring and evaluation of services.

We will do this by:

- 1) Embedding our new **Communications and Family Engagement Policy** into the system, which includes principles agreed with partners to ensure a consistent approach to how we communicate and engage with families.
- 2) Using new **channels & mechanisms** for communicating and engaging effectively with families.
- 3) Maintaining a **Communications and Family Engagement Plan**, setting out specific communications and engagement activity over the next 12 months.
- 4) Widening the representation of families involved in the planning, monitoring and evaluation of services by establishing a **Family Reference Group** and working with Family Voice Surrey to broaden their representation.

- 5) Improving the content and navigation of the **Local Offer website** to ensure the right information is available to families.
- 6) Promoting the local offer proactively to families.

Outcomes this will contribute to:

- Parents, carers, children and young people:
 - Can access useful and correct information at the right time and through a variety of channels.
 - Have opportunities to tell us about their needs and views of our services and know how we will respond.
 - Are engaged in the planning, monitoring and evaluation of SEND services and their views are used to shape services.
- The range of families involved in the planning, monitoring and evaluation of services is representative of the Surrey SEND community.

Success measures:

- Families views and feedback are used to inform service improvement.
- Parents report that the right information is available when they need it.
- There is an increase in:
 - Subscribers to the newsletter
 - Followers on our social media accounts
 - Participants in webinars and engagement events
 - Views of the Local Offer website
- Families are heard, covering a rich range of views, and shape services and improvements.



Surrey special educational needs and disability (SEND) strategy for change



Outcomes

- improved progression and attainment at all ages
- clear and appropriate expectations and aspirations leading to fulfilled lives
- more resilient families
- increased employment
- choice and control over living arrangements /independent living
- participation in the community
- health outcomes based on need and aspiration.

Principles

- outcome focused
- person centred and personalised
- fair and transparent
- value for money
- timely and preventative
- evidence-based
- innovative.

Context

Key challenges

1. We need to give the right support to children and young people to meet the right outcomes based on their personal needs.
2. Numbers of children and young people with special educational needs and disabilities (SEND) are growing. This means we need to manage our resources more efficiently and bring them into line with other local authorities.
3. Customers do not always have a positive experience because education, health and care services could be better joined up.
4. New requirements from legislation need to be delivered across the SEND system.
5. We need to work with children, young people, families and partners in order to understand what needs to change and make it happen.

Our strategic goals

1: Transform the experience

Developing the culture of our organisation, practice of our staff, systems and communication tools in order to improve the experience for those who access our services.

2: Re-build the system

Redesigning the SEND system and pathways from the perspective of the customer. Developing systems which are transparent, simple to navigate, are seamless and empowering families to identify and access the right support at the right time.

3: Reshape the SEND local offer

Developing a joined up approach to commissioning with partners and working with providers in the market to achieve better outcomes for children and young people with SEND and support them in their preparation for adulthood.

4: Develop inclusive practice

Developing practice and culture to remove barriers to education and universal services, enabling more children and young people to be supported in local schools and provision so that they achieve good progress and outcomes.

Vision

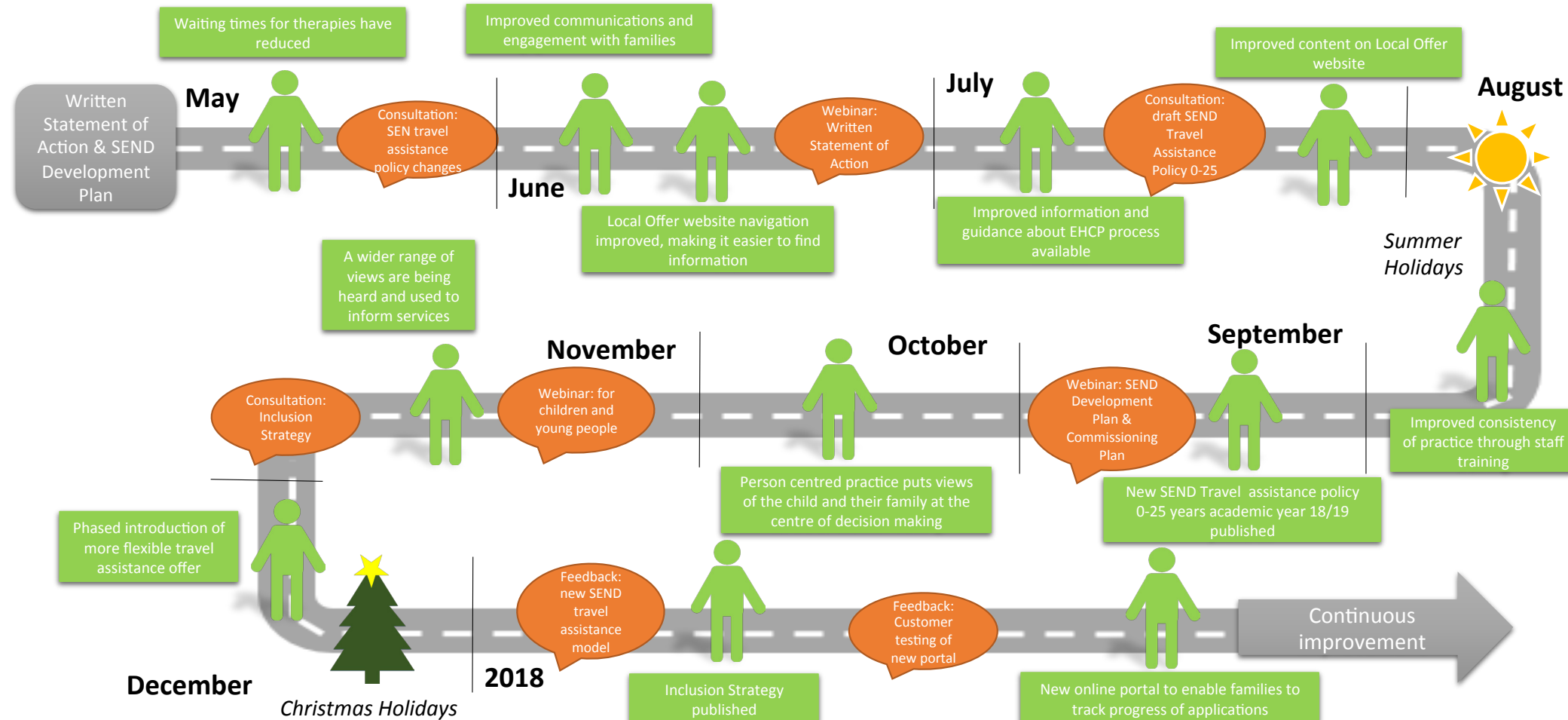
Children and young people will be happy, healthy, safe and confident about their future



SEND Improvement Roadmap

This roadmap shows some of the impacts that families will see and feel as a result of the improvement work being undertaken within the SEND Development Plan. It also shows some of the opportunities families will have to shape and influence this work.

= family engagement to inform changes
 = things that will look or feel different for families



Glossary

Below is a list of the common acronyms and professional terms used within the SEND system, some of which are also featured in this plan.



ADD	Attention Deficit Disorder	POET	Personal Outcomes and Evaluation Tool
ADHD	Attention Deficit Hyperactivity Disorder	ODD	Oppositional Defiant Disorder
AEN	Additional Educational Needs	OT	Occupational Therapist
AS	Asperger Syndrome	RAD	Reactive Attachment Disorder
ASC	Autistic Spectrum Condition	SLT	Speech and Language Therapy
ASD	Autistic Spectrum Disorder	SEN	Special Educational Needs
CAMHS	Child and Adolescent Mental Health Services	SENCo	Special Educational Needs Coordinator
CAT	County Autism Team	SEND	Special Educational Needs and Disability
COIN	Communication and Interaction Needs	SLCN	Speech, Language and Communication Needs
CSCN	Complex Social and Communication Needs	SLD	Severe Learning Difficulty
DDA	Disability Discrimination Act	SPDs	Sensory Processing Disorders
EHCP	Education, Health and Care Plan	SpLD	Specific Learning Difficulty
HI	Hearing Impaired	SSIASS	Surrey SEND Information, Advice and Support Service
LDD	Learning Difficulties and Disabilities		
MLD	Moderate Learning Difficulty		
PDA	Pathological Demand Avoidance		



Feedback

If you have any thoughts or views on this plan or how well we are progressing please do contact us.

Email: send2020@surreycc.gov.uk

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