

**Children with special educational and complex needs  
Questions about how the Health and Wellbeing Board (HWB) supports children  
and young people with special educational needs and disability**

1. Does the HWB have a designated children's lead, with agreed responsibilities in relation to the health and well-being of local children and young people?
2. Has the HWB considered or adopted the Disabled Children's Charter?
3. Does the HWB have a specific policy or position statement in relation to how it intends to support the needs of local children and young people (other than the JHWS), e.g. through influencing commissioning plans?
4. How does the HWB ensure that the views of young people are considered in strategy development, including the JSNA?
5. How does the HWB engage with local children and young people with a range of experiences and conditions, to inform its role?
6. Does the Joint Health and Wellbeing Strategy specifically refer to children and young people with complex health needs or special educational needs?
7. To what extent are the needs of children and young people with complex health needs or special educational needs already addressed in existing multiagency strategies and plans?
8. What existing arrangements are there locally for consulting with children, young people and their families and carers and what can the HWB learn from existing information?

In responding to the questions, note any actions that need to be taken, including timescale and responsible lead.

**Children with special educational and complex needs  
Questions to consider in relation to CCG commissioning plans**

1. Do plans refer to special educational needs, or learning disability?
2. Do plans refer to specific children's complex conditions – either in general, or specific conditions? If not, how is the CCG intending to meet the needs of children with a complex condition?
3. Do plans include provision for community based services for children and integrated pathways?
4. Is it apparent how the plans have been quality assured? Or how young people and their families have been consulted or otherwise involved in their development?
5. Do plans include specific reference to the JSNA, and the priorities in the JHWS? If not, do plans attempt to quantify local demand, or the volume of services to be commissioned?
6. Do plans indicate the rationale for commissioning decisions? Do they indicate the outcomes to be delivered for children and young people?
7. How has the CCG engaged with children and young people with SEND and complex conditions?
8. Does the CCG measure its performance against specific outcome measures for children? Does it publish local metrics on outcomes for children?
9. How has the CCG planned for, and delivered, a comprehensive local offer for children with SEN?