

Review of Education Provision for Special Educational Needs and Disabilities in Kingston and Richmond

May 2017



**achieving
for children**

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1. Introduction

Our vision

Our mission is to provide children and their families with the support and services they need to live happy, healthy and successful lives.

We are committed to ensuring that we really understand the needs of every child and young person with special educational needs in Kingston and Richmond, so that we can plan and put in place the support they need to have the life they wish to.

We will work hard to find the right educational place for every child. We want that place to be local whenever possible and appropriate. Every child and young person should have the opportunity to be educated in their community, either accessing inclusive education in a local mainstream school, or specialist provision in the area. We agree with The Council for Disabled Children that every child and young person should enjoy the same rights and opportunities, and that every aspect of society should be fully inclusive of disabled children and young people.

Terms of reference

Achieving for Children (AfC) undertook this review across the Royal Borough of Kingston upon Thames (Kingston) and the London Borough of Richmond upon Thames (Richmond) to:

- better understand the changing needs of children and young people with special educational needs and disabilities (SEND), and the wishes of their families
- assess how well these needs and wishes are being met, particularly in the context of the Children's and Families Act, and make recommendations for improvement for both now and the future
- consider current and future provision within the financial context.

Note this review focuses on children and young people with a statement of special educational needs (SEN) or an education, health and care plan (EHCP). It does not consider in detail the approximately 1,950 children and young people in Kingston and 2,400 in Richmond who attend mainstream schools with a designation of 'SEN support', although several of the recommendations are likely to have a positive impact on their experiences too.

Methodology

This review was conducted between January and May 2017 and comprised:

- a desktop review of national and local strategies, policy documents and data, including data collated and published by the Department of Education; data collated by teams in Achieving for Children (including Finance; Performance, SEND and Integrated Service for Children with Disabilities, Early Help, including Educational Psychology, Education services, and our children's social care teams), data held by schools and data held by partner agencies
- visits to provisions and interviews with managers and practitioners

- interviews with AfC colleagues and partner organisations
- a meeting with SEND Family Voices steering group, in advance of drafting the survey
- an online survey asking families for their views (211 responses)
- an online survey asking headteachers and special educational needs coordinators (SENCOs) for their views (72 school responses were received, which were evenly split between Kingston and Richmond).

Key findings

Numbers of children and young people with SEND, and the complexity of their needs are rising significantly. The most prevalent recorded primary needs are autism spectrum disorder (ASD) and speech language and communication needs (SLCN). There is also a significant and growing proportion of children and young people who have a recorded primary need of social, emotional and mental health (SEMH).

The proportion of children and young people with SSENs and EHCPs placed in mainstream settings in Kingston and Richmond is in line with local and statistical neighbours shared by Kingston and Richmond. Mainstream schools reported in our survey that budget pressures could impact on their capacity to effectively support the increasing numbers of children with special educational needs and increasing complexity of their needs.

Both Kingston and Richmond have experienced significant growth in the costs of delivering education for children and young people with SEND over recent years. Expenditure from the High Needs Block (HNB) of the Dedicated Schools Grant (DSG) exceeded budget in both boroughs in 2016/17.

There is much high quality SEND education practice within Kingston and Richmond, across mainstream, specialist resource provision and special school settings. This high-quality practice and expertise can be shared more widely and used as a resource across all mainstream schools in Kingston and Richmond.

The proportion of children and young people with SSENs and EHCPs placed in independent special schools out of the area is significantly higher than local and statistical neighbours. These placements can be located a long way from home, meaning learners have longer journey times to school or live away from home; placements incur above average costs; and learners, their peers and our community have fewer opportunities to grow and develop together.

Therapy, including speech and language, occupational, play, music, and drama therapy, is a key element of many ECHPs or SSENs and is highly valued by families. There is an opportunity to further develop the local therapy offer.

Families responded strongly to our survey on the range of activities available for children and young people with SEND outside school hours (including after school clubs, at weekends and in the school holidays), and in the wider community.

Key recommendations

The framework of support offered to schools working with children with EHCPs or SSENs should be developed, so that a single, clear offer for all schools across Kingston and Richmond is available.

The number of places for children with SEND locally should be increased so that there is more choice and so that more children and young people can be educated in their community. This should include more places in mainstream provision (maintained and academy schools), more specialist resource provisions based in mainstream schools, and more special school places.

For those who need it, therapy should, as far as possible, be consistently delivered and integrated into learners' curriculums and their daily routines. Therapeutic interventions should be delivered through a wider range of professionals, using a consultative approach more consistently.

Our processes in SEND education delivery should be further developed so that the team can offer the best possible service to children, young people, their families and partner agencies.

Achieving for Children should work with partner agencies, families and the local community to promote greater inclusion towards children and young people with SEND, so that they are able to access more leisure and social opportunities in the community.

2. Local and national context

Children and Families Act 2014

The Children and Families Act 2014 changed the way support for children and young people with special educational needs and disability is planned and managed. The changes introduced by the act included:

- the replacement of statements of special educational needs with education, health and care plans, and an increase in the age coverage up to 25 years
- a new requirement for health services and local authorities to be jointly responsible for the commissioning and planning of services for children and young people with SEND
- a new requirement to make information on local services available to children and families readily available (you can see our local offer at www.afclocaloffer.org.uk)
- the introduction of personal budgets as an option to enable families to have a greater say in how funding is spent
- a new obligation to involve families and children at the centre of discussions and decisions relating to their care and education and to ensure they have access to impartial advice, support and mediation services

The recommendations in this review will contribute to ongoing implementation and development of the local system, which has already seen considerable changes since 2014.

Funding for SEND provision

Many local schools have reported that finding the necessary funds to support children with SEND effectively in their mainstream settings is a challenge. In our survey of headteachers for this review, 86% either disagreed or strongly disagreed that school budgets are sufficient to purchase the additional support young people need.

The main source of funding for education in Kingston and Richmond is through a ring-fenced Government grant called the Dedicated Schools Grant (DSG). Funding received via the DSG is allocated to three blocks: the Schools Block, the High Needs Block (HNB) and the Early Years Block. The High Needs Block supports provision for pupils including those with special educational needs or disabilities (from birth to 25) where the cost of education exceeds £10,000 per child or young person per year, or the child or young person is educated in the independent sector.

Table 1 shows that equivalent expenditure on the HNB in Kingston and Richmond increased by 19% and 20% respectively between 2013/14 and 2016/17. This is 'equivalent' because HNB figures have been adjusted to equalise the impact of Kingston and Richmond maintained special schools funding (£10,000 per child or young person) being removed from the HNB when they became academies in 2015/16 (in Kingston, £3m for 300 places) and 2016/17 (in Richmond, £1m for 100 of the 180 places¹), respectively.

¹ The pro rata figure of 100 places is included due to the changes occurring part way through the financial year.

Table 1 also shows that average HNB expenditure remained relatively stable over this period at approximately £23,500 in Kingston and £22,000 in Richmond. The difference is partly explained by the large number of children and young people without EHCPs being educated in Kingston Specialist Resource Provisions (SRPs).

Table 1: Historic High Needs Block expenditure including academy special school place funding²

| Area | Financial year | £m | EHCPs | £k/EHCP |
|----------|----------------|------|-------|---------|
| Kingston | 2013/14 | 18.5 | 770 | 24.0 |
| | 2014/15 | 18.3 | 805 | 22.7 |
| | 2015/16 | 20.4 | 900 | 22.7 |
| | 2016/17 | 23.0 | 980 | 23.5 |
| Richmond | 2013/14 | 21.4 | 940 | 22.8 |
| | 2014/15 | 22.5 | 1040 | 21.6 |
| | 2015/16 | 23.6 | 1105 | 21.4 |
| | 2016/17 | 26.3 | 1195 | 22.0 |

Note: Average spend per EHCP is estimated here using a simple calculation of the total HNB divided by the number of EHCPs. This should be used only as an indicative figure as those within mainstream school cohorts with an SSEN or EHCP have the costs of providing support up to £10k per year funded via the Schools Block and specifically from the school's 'age-weighted pupil unit' (AWPU) and 'Notional SEN' funding.

Note: The numbers below and in Table 1 have been adjusted to equalise the impact of Kingston and Richmond maintained special schools place funding (£10,000 per child and young person) being removed from the HNB when they became academies in 2015/16 (Kingston, £3m = 300 places) and 2016/17 (Richmond, £1m = 100/180 places) respectively.

This average expenditure per pupil appears to be in line with our local and shared statistical neighbours – see Table 2 below.

² Source: Schools Forum reports and AfC

Table 2: Estimated Comparative High Needs Block expenditure per SSEN / EHCP, 2016/17, including academy special school place funding³

| Local wuthority | £k/EHCP |
|------------------------|----------------|
| Merton | 27.4 |
| Hounslow | 26.0 |
| Kingston | 23.5 |
| Hertfordshire | 23.1 |
| Surrey | 22.9 |
| Windsor and Maidenhead | 22.2 |
| Richmond | 22.0 |
| Oxfordshire | 19.5 |
| | |

Note: This information has been compiled from publically available Schools Forum reports and Department for Education data. Note this comparison is approximate as it includes estimates of January 2017 census data and of academy special school places.

Note: Different local authorities include different elements of expenditure within the HNB.

During the 2016/17 financial year, the HNBs in both Kingston and Richmond overspent: by £5m on a budget of £15m in Kingston and by £4m on a budget of £21m in Richmond. When added to deficits in the previous financial year, cumulative DSG deficits in each borough stand at approximately £6m. See Annex 1 for a breakdown of spend in the HNBs of both Kingston and Richmond.

Re-balancing the HNB budget is an urgent priority for Kingston, Richmond and AfC.

³ Source: Schools Forum reports and DfE, SSEN and EHCP 2016

3. Needs in Kingston and Richmond

Overview

Local and national data has been collated and considered to understand what statistics say about needs in our local areas. Set out in this section is an explanation of available data on:

- numbers of children and young people with statements and EHCPs locally, the proportion this represents of the local school population, and forecasted cohort size to 2021
- primary needs and complexity of needs
- needs of children missing education

Numbers of children and young people with statements and EHCPs

Across Kingston and Richmond, there are 2,005 children with statements of special educational needs and education, health and care plans⁴.

Numbers of children with statements and EHCPs have increased by an average of 36% across Kingston and Richmond between 2011 and 2016, significantly in excess of the growth of the total school population. This rate of increase is expected to continue and the number of children with SENs and EHCPs is forecasted to rise to 2,606 by 2021.

Table 3: Actual and forecasted numbers of EHCP 2010 to 2021⁵

| Area | Number of EHCPs | | | | | | | | | |
|--------------|-----------------|------|------|------|------|-------------------|------|-------|-------|-------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017* | 2019* | 2021* |
| Kingston | 640 | 655 | 680 | 730 | 770 | 805 ⁶ | 900 | 980 | 1070 | 1170 |
| Richmond | 800 | 820 | 820 | 860 | 940 | 1040 ⁷ | 1105 | 1195 | 1300 | 1436 |
| Total | 1440 | 1475 | 1500 | 1590 | 1710 | 1845 | 2005 | 2175 | 2370 | 2606 |

The number of SENs and EHCPs as a percentage of the total number of children and young people at all schools within local authority areas is shown in Table 4 below. Note the SEN and EHCP data refers to children and young people resident within the borough who attend school both inside and outside the borough, whereas the total school population data refers to children and young people attending school within the borough, who may or may not be resident within the borough.

⁴ Source: DfE Statements of SEN and EHC plans: England 2016

⁵ Source: DfE Statements of SEN and EHC plans: England 2016 and AfC

⁶ 115 / 14% new SEN/ENCP agreed

⁷ 150 / 14% new SEN/EHCP agreed

Table 4: SENs and EHCPs as proportion of total school population ⁸

| Local authority | SENs and EHCPs | Total school population | SENs and EHCPs total school population (%) |
|------------------------|----------------|-------------------------|--|
| Kingston | 900 | 28,649 | 3.14 |
| Richmond | 1,105 | 36,039 | 3.07 |
| Outer London | 27,660 | 901,646 | 3.07 |
| Hertfordshire | 4,365 | 214,593 | 2.03 |
| Oxfordshire | 2,420 | 109,647 | 2.21 |
| Windsor and Maidenhead | 750 | 27,070 | 2.77 |
| Surrey | 5,750 | 190,722 | 3.01 |

Kingston and Richmond both maintain a higher number of SENs and EHCPs as a proportion of their total school population compared to their statistical neighbours. Richmond’s number is equal to the Outer London average, while Kingston’s is slightly higher.

Local mainstream schools also report significant increases in the number of students with SENs and EHCPs, which include children and young people from other boroughs as well as those from Kingston and Richmond. This reflects growing numbers of SENs and EHCPs maintained by surrounding authorities, for example in Hounslow where their number increased from 1,140 to 1,565 between 2011 and 2016, an increase of 37.3%, and Merton where the increase was 895 to 1,080, a growth of 21%.

Primary needs

Tables 5 and 6 below summarise the numbers of Statements and EHCPs by primary need and year group. When considering the data, note that a degree of subjectivity exists as to which category a child or young person is allocated to when an SEN or EHCP was or is agreed, and that the main presenting need may change over time without the category of the SEN or EHCP being altered. Also, many categories give no indication of the severity of need. ASD, for example, gives no indication of where the child and young person sits across this diverse spectrum.

In both Kingston and Richmond, the largest proportion of SENs and EHCPs is a primary need of ASD. Across Kingston and Richmond, ASD accounts for 29% of SENs and EHCPs. The second largest categorisation in both boroughs is speech language and communication needs (19%).

⁸ Source: DfE, Jan 2016 Census

Both areas also have a significant proportion of SSENS and EHCPs for the primary need of Moderate Learning Difficulties (MLD; 13%) and Social, Emotional and Mental Health (SEMH; 12%). The reality is that significant overlap exists between these categories; for example, many children with a categorisation of ASD also have needs relating to SLCN.

Table 5: Statements of special educational needs and education, health and care plans, Kingston, March 2017⁹

| Primary need | School year | | | | | | | | | | | | | | | | | Total |
|--------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | N | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 19+ | |
| ASD | | 2 | 11 | 12 | 19 | 21 | 21 | 17 | 32 | 28 | 24 | 25 | 30 | 29 | 13 | 13 | 13 | 310 |
| HI | | | 2 | | 2 | 2 | 2 | 5 | | 2 | 1 | | 3 | | 1 | | 2 | 22 |
| MLD | 1 | 1 | 10 | 1 | 6 | 7 | 7 | 10 | 10 | 14 | 6 | 11 | 8 | 11 | 13 | 2 | 4 | 122 |
| MSI | | 1 | | | 2 | | | | | | | | | | | | | 3 |
| Other | | | | 3 | 1 | | | 6 | | 2 | | | | 1 | | | | 13 |
| PD | 2 | 2 | 2 | 2 | 1 | 5 | 7 | 3 | 1 | 5 | 1 | 2 | 1 | 4 | | 2 | 2 | 42 |
| PMLD | 2 | 1 | 2 | | 1 | | 2 | 1 | 1 | 1 | 2 | 1 | | | | | 1 | 15 |
| SLD | | | 1 | 3 | 3 | 1 | 2 | 4 | 5 | 1 | 2 | 3 | 2 | 3 | 2 | 5 | 8 | 45 |
| SEMH | | 2 | 2 | 5 | 9 | 12 | 8 | 9 | 16 | 12 | 12 | 16 | 9 | 11 | 11 | 2 | 4 | 140 |
| SPLD | | | | | 3 | 3 | 2 | 2 | 4 | 5 | 6 | 4 | 5 | 3 | 5 | 3 | | 45 |
| SLCN | | 3 | 4 | 12 | 24 | 17 | 30 | 16 | 17 | 13 | 17 | 9 | 11 | 13 | 6 | 6 | 3 | 201 |
| VI | | | | | | 1 | 1 | 2 | 2 | 1 | 2 | 2 | | 1 | 1 | | | 13 |
| NR | | 1 | 2 | | 1 | | | | | | 1 | | | | | | | 5 |
| Total | 5 | 13 | 36 | 38 | 72 | 69 | 82 | 75 | 88 | 84 | 74 | 73 | 69 | 76 | 52 | 33 | 37 | 976 |

⁹ Source AfC

Table 6: Statements of Special Educational Needs and Education, Health and Care Plans, Richmond, March 2017¹⁰

| Primary need | School year | | | | | | | | | | | | | | | | | Total |
|--------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|--------------|
| | N | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 14+ | |
| ASD | 4 | 24 | 17 | 31 | 26 | 34 | 27 | 20 | 14 | 18 | 11 | 16 | 12 | 16 | 29 | 10 | 15 | 324 |
| HI | | | 1 | | | | 2 | | 1 | 1 | | | 3 | 2 | 1 | 3 | 3 | 17 |
| MLD | 1 | 8 | 4 | 5 | 7 | 8 | 14 | 7 | 9 | 19 | 17 | 19 | 7 | 9 | 20 | 6 | 4 | 164 |
| MSI | 1 | | 2 | | 1 | 2 | | 1 | | | | | | 1 | | | | 8 |
| Other | | 1 | | 4 | 2 | 4 | 1 | 1 | 2 | 3 | 7 | 4 | 3 | 2 | 4 | 3 | | 41 |
| PD | 1 | 5 | 7 | 3 | 2 | 4 | 1 | 2 | 11 | 6 | 10 | 2 | 4 | 5 | 3 | 5 | 2 | 73 |
| PMLD | | 3 | 2 | 1 | 1 | | 1 | | 4 | | 2 | 1 | | 4 | 1 | | 1 | 21 |
| SLD | 1 | 3 | | 2 | 1 | 4 | 1 | 1 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 4 | 36 |
| SEMH | | | 2 | 7 | 2 | 10 | 7 | 11 | 9 | 8 | 7 | 20 | 15 | 7 | 13 | 6 | 4 | 128 |
| SPLD | | | 2 | 2 | 3 | 4 | 4 | 11 | 10 | 11 | 20 | 18 | 20 | 12 | 16 | 16 | 9 | 158 |
| SLCN | 2 | 13 | 16 | 13 | 15 | 13 | 19 | 11 | 13 | 13 | 14 | 13 | 12 | 11 | 15 | 18 | 7 | 218 |
| VI | | | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | | 3 | 2 | 2 | 1 | 1 | 22 |
| NR | | 9 | 3 | 2 | 4 | 3 | | 1 | 1 | 1 | 1 | | | | | | | 25 |
| Total | 10 | 66 | 58 | 71 | 65 | 87 | 78 | 68 | 77 | 85 | 93 | 96 | 81 | 74 | 107 | 69 | 50 | 1,235 |

There is a significant difference between Kingston and Richmond in the number of SSENs and EHCPs for a primary need of Specific Learning Difficulty (SpLD). In Kingston, this need accounts for 5% (45) of SSENs and EHCPs, and in Richmond it is 13% (158). This is at least partly due to a historical difference in the methodology used between boroughs.

Data from Hounslow and Richmond Community Healthcare (HRCH), which is similar to the equivalent data in Kingston, also shows a significant increase in the number of children identified with speech and language therapy needs, and in the severity of need reported. Overall, over the past five years, funding has remained the same and demand has risen by 30%.

¹⁰ Source: AfC

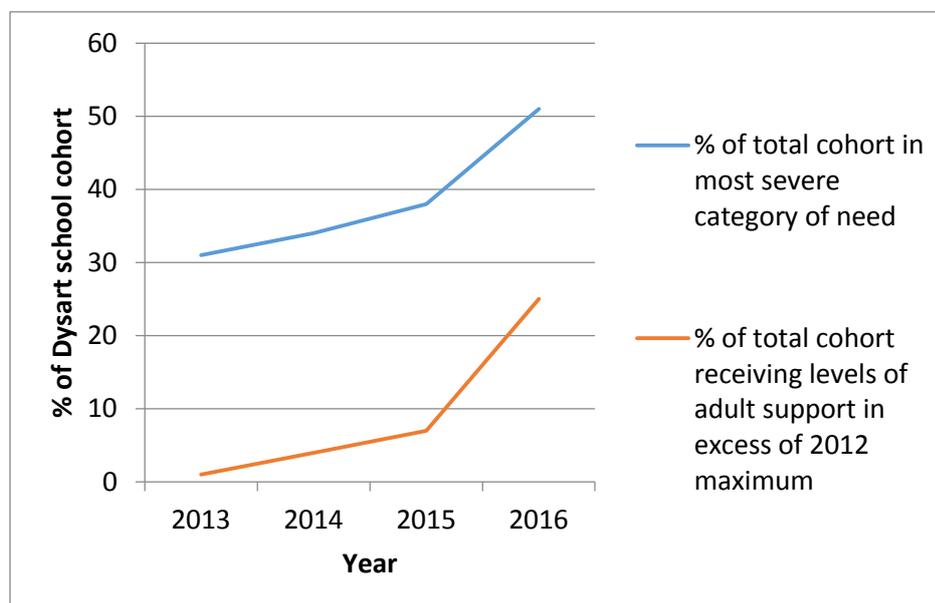
Specific examples include:

- the number of children at Strathmore School with speech and language needs has increased from 47 to 70 between 2015/16 and 2016/17
- the number of children and young people in the Richmond mainstream primary cohort has increased by 36% over three years to January 2017 (270 in total)
- the number of children and young people in the Richmond mainstream secondary cohort has increased by 14% between 2015/16 and 2016/17
- the number of children in mainstream Richmond Reception classes with speech and language therapy needs increased from 28 to 46 (a rise of 64%) from the previous to current academic year

Eighty percent of mainstream headteachers who responded to the survey reported an increase in the severity of need of children and young people with SENs and EHCPs. Additionally, in Kingston and Richmond special schools, the adult to child staffing ratios have increased significantly over the past three years to meet the needs of the children and young people in their care.

At Dysart School, the proportion of the total cohort in the most severe category of need (measured by adult to child staffing ratio) increased by 20% between 2013/14 and 2016/17. There has also been an increase of 24% in the proportion of the cohort that receives levels of adult support in excess of the maximum provided in 2012.

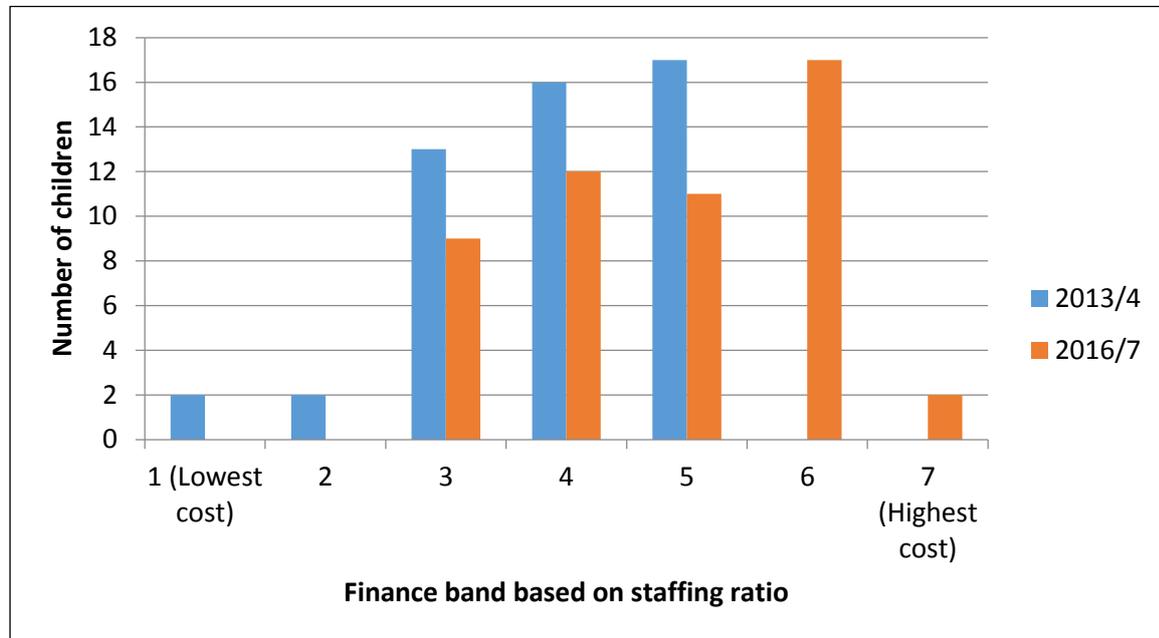
Chart 1: Increasing level of need at Dysart School 2013/14 to 2016/17¹¹



¹¹ Source: AfC Finance

At Strathmore School, there has been similar growth in the complexity of need. Graph 2 shows how the distribution of level of need has changed since 2013/14, including the addition of two further bands at the top end of need, which now account for 19% of children and young people.

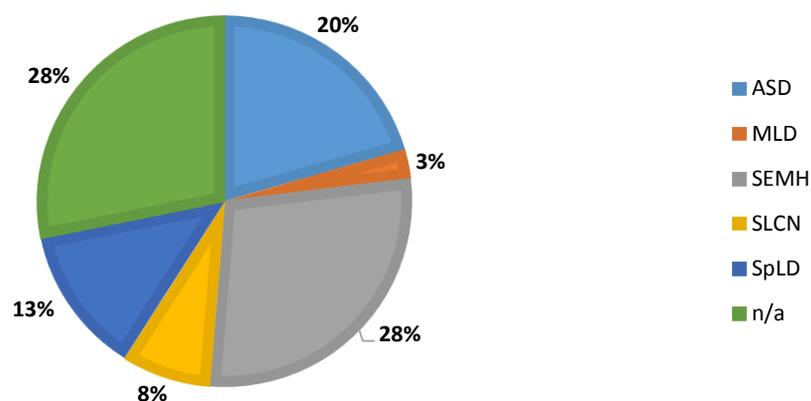
Chart 2: Increasing level of need at Strathmore School 2013/14 to 2016/17¹²



Needs of children missing education (CME)

Seventy two percent of children and young people currently classified as 'missing education' have an SSSEN or EHCP. It is anticipated that half of the 11 children and young people currently without an SSSEN or EHCP will receive an EHCP in due course.

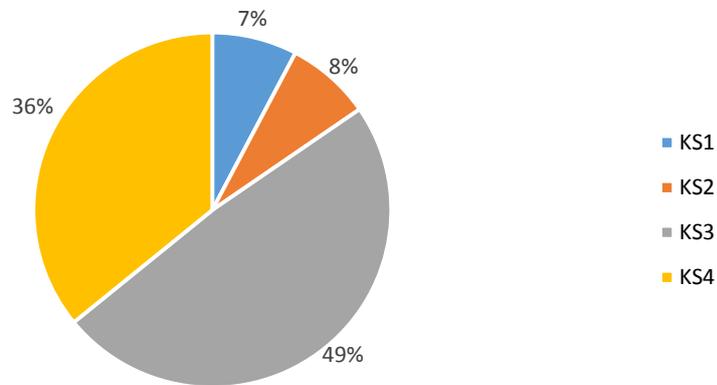
Chart 3: Primary needs of children missing education in Kingston and Richmond (Feb 2017)¹³



¹² Source: AfC Finance

¹³ Source: AfC

Chart 4: Key stage of children and young people missing education in Kingston and Richmond (February 2017)



Children and young people may be in this category for a short period as part of a planned pathway. For example, they may be awaiting a transition to a known permanent provision. Others may have been permanently excluded and their next placement is unknown. All cases are discussed at the monthly multi-agency Children Missing Education panel.

4. Current provision

Overview

This section details current provision for learners in Kingston and Richmond with SEND, setting out:

- types of provision, the distribution of placements across the different types of provision and how this compares to our local and shared statistical neighbours
- mainstream provision
- specialist provision in mainstream settings
- special schools
- independent special schools
- early intervention
- peripatetic learning support assistants
- local voluntary sector provision

Types of provision

Table 7 below shows the distribution of placements for children and young people with SSENs and EHCPs across different types of provision.

Table 7: Distribution of placements by type of provision¹⁴

| Provision type | % of placements (rounded) | | | | | | | | |
|------------------------------------|---------------------------|----------|---------------------------|--------------|-------------|--------|------|---------------|---------------------|
| | Kingston | Richmond | Kingston/Richmond average | Outer London | Oxfordshire | Surrey | RBWM | Hertfordshire | average statistical |
| Total statements and EHCPs | 900 | 1,105 | 1,003 | 27,660 | 2,420 | 5,750 | 750 | 4,365 | 3,321 |
| % in mainstream | 40 | 49 | 44 | 44 | 40 | 35 | 47 | 37 | 40 |
| % 16+ college/ FE | 4 | 2 | 3 | 3 | 6 | 5 | 4 | 3 | 4 |
| Specialist provision in mainstream | 9 | 11 | 10 | 8 | 4 | 9 | 5 | 4 | 6 |
| State special school | 25 | 13 | 19 | 33 | 40 | 32 | 30 | 45 | 37 |
| Independent special schools | 18 | 20 | 19 | 9 | 6 | 16 | 12 | 3 | 9 |
| Educated other than a school | 4 | 4 | 4 | 1 | 2 | 2 | 1 | 7 | 3 |
| Waiting for a place | 0.6 | 0.4 | 0.5 | 0.5 | 0.8 | 0.4 | 0.5 | 0.7 | 0.6 |

¹⁴ Source: DfE Statements of SEN and EHC plans: England 2016

The number of children and young people with SSENs and EHCPs who are educated within mainstream school cohorts is overall in line with the average for Outer London boroughs and higher than our statistical neighbours.

Kingston and Richmond both have a significantly higher proportion of children and young people who are educated in a place other than school, for example via the Individual Tuition Service (ITS). This provision does not offer the same breadth of opportunity offered by a conventional school environment, and provides less value for money in terms of cost and outcomes achieved.

Across Kingston and Richmond, there is a smaller proportion of children and young people attending specialist resource provisions (SRPs) or special schools (48%) than across Outer London (50%) and statistical neighbours (52%). This is a credit to Kingston and Richmond mainstream colleagues and their ability to support children and young people with SSENs and EHCPs within their mainstream cohorts.

The use of independent special schools is significantly higher than Outer London and statistical neighbour averages. Measured by placements as a proportion of total SSENs and EHCPs, Kingston and Richmond have the highest and second highest usage in England.

In 2016, the five formerly maintained special schools in Kingston and Richmond had 29% of their combined 492 places taken by children and young people from boroughs other than Kingston and Richmond.

Mainstream provision

The number of children and young people with SSENs and EHCPs in mainstream cohorts within Kingston and Richmond includes children and young people from other boroughs. Considerable variation exists in a number of areas.

- The proportion of SSENs and EHCPs in mainstream with five schools having no children with SSENs or EHCPs.
- The amount of 'notional SEN funding' schools receive as delegated funds from the schools block when compared to the actual number of SSENs and EHCPs in that school. This is because the methodology set by the Education Funding Agency to calculate funding uses prior attainment as a proxy for special educational needs rather than using actual numbers, and notional funding is additionally expected to cover the needs of children and young people designated as 'SEN Support'. Kingston and Richmond calculation methodology is also different.
- The thresholds that trigger the application for an EHCP. Some children may have needs that could warrant an EHCP, but seemingly because their needs are being sufficiently met, no application has been made. Actions resulting in additional EHCP applications with no meaningful change in the experiences and outcomes of the child concerned need to be carefully considered as this will create additional pressure on an already stretched processing system.

Mainstream schools have reported that delivering support specified within statements and EHCPs is challenging. In responding to our survey, only 27% of respondents felt that they

were able to deliver fully the support specified in EHCPs or statements. 30% were neutral on this question and 42.8% disagreed or strongly disagreed. Only 17% of respondents agreed or strongly agreed that multi-agency support is sufficient to support the needs of the young people in their school with EHCPs. 60% either disagreed or strongly disagreed on this point.

In line with this, Hounslow and Richmond Community Healthcare (HRCH) report that therapists have concerns regarding the capacity of settings to meet the needs of children with speech and language therapy needs.

Academic progress of children with an SEN or EHCP is generally below that for the same group nationally, although statistically not significantly. This is shown in Table 8 below. Note also that this data includes high levels of 'teacher assessment' and therefore is less robust and more subjective than data for total mainstream school cohorts.

Table 8: Academic progress of children and young people with SEN or EHCP¹⁵

| EHCP/Statement | | Kingston | | National | |
|----------------|------------|----------|------|----------|------|
| | | 2015 | 2016 | 2015 | 2016 |
| KS1- KS2 | Reading VA | 97.1 | -5.1 | 97.8 | -3.1 |
| | Writing VA | 96.5 | -7.1 | 97.6 | -4.0 |
| | Maths VA | 97.5 | -4.1 | 98.0 | -3.5 |
| KS2- KS4 | P8 | 949.1 | -0.7 | 975.3 | -0.4 |
| | E | 993.5 | -0.9 | 997.5 | -0.4 |
| | M | 999.7 | -0.1 | 998.9 | -0.2 |

| EHCP/Statement | | Richmond | | National | |
|----------------|------------|----------|------|----------|------|
| | | 2015 | 2016 | 2015 | 2016 |
| KS1- KS2 | Reading VA | 97.8 | -2.7 | 97.8 | -3.1 |
| | Writing VA | 97.0 | -6.6 | 97.6 | -4.0 |
| | Maths VA | 97.0 | -3.4 | 98.0 | -3.5 |
| KS2- KS4 | P8 | 937.1 | -0.6 | 975.3 | -0.4 |
| | E | 995.3 | -0.5 | 997.5 | -0.4 |
| | M | 994.6 | -0.8 | 998.9 | -0.2 |

¹⁵ AfC

Persistent absence amongst Kingston and Richmond children and young people with SSENs and EHCPs is higher than their peers nationally, although overall attendance and exclusion data is better than the national average performance.

Specialist provision in mainstream settings

Three hundred and forty five children and young people are currently placed in enhanced specialist teaching arrangements (ESTAs) and specialist resource provisions (SRPs) in mainstream schools in Kingston and Richmond. ESTAs attract funding to increase staffing within a mainstream cohort, whilst the funding for SRPs relate to a specific number of children and young people and a bespoke area within the mainstream school.

In Kingston, only 81 out of 237 children and young people in SRPs have an SSEN or EHCP, as they are in part used as an early intervention and assessment placement prior to an EHCP being applied for. It is anticipated that the majority will in due course receive an EHCP, with this being applied for if or when additional funding is required to meet their needs. In Richmond, the norm is for children and young people in SRPs to already have an SSEN or EHCP.

Table 9: ESTAs and SRPs in Kingston and Richmond

| School | Specialism | Nursery ¹⁶ | Primary | Secondary | Post 16 | Total |
|-----------------------|------------|-----------------------|------------|-----------|----------|------------|
| Kingston | | | | | | |
| Surbiton | ASD | 10 | | | | 10 |
| Alexandra | PMLD | 2 | 10 | | | 12 |
| Castle Hill | S&L | 16 | 15 | | | 31 |
| Grand Avenue | ASD | | 20 | | | 20 |
| Kings Oak | ASD | 2 | 29 | | | 31 |
| Knollmead | SLD / MLD | 2 | 18 | | | 20 |
| Knollmead | HI | | 8 | | | 8 |
| Latchmere | ASD | | 8 | | | 8 |
| Limetree | HFA/MLD | | 21 | | | 21 |
| Tolworth | SLD /MLD | 4 | 20 | | | 24 |
| Richard Challoner | SEMH | | | 9 | | 9 |
| Richard Challoner | HFA | | | 20 | | 20 |
| The Kingston Academy | ASD | | | 15 | | 15 |
| Richard Challoner | MLD | | | | 8 | 8 |
| Total Kingston | | 36 | 149 | 44 | 8 | 237 |

¹⁶ Number of children so may represent a half day session

| School | Specialism | Nursery ¹⁷ | Primary | Secondary | Post 16 | Total |
|-----------------------|------------|-----------------------|-----------|-----------|----------|------------|
| Richmond | | | | | | |
| Windham | ASD | 8 | | | | 8 |
| Darell | MLD | | 8 | | | 8 |
| East Sheen | SEMH | | 3 | | | 3 |
| Hampton Hill | SEMH | | 3 | | | 3 |
| Heathfield | ASD MLD | 2 | 18 | | | 20 |
| Stanley | HFA / MLD | | 18 | | | 18 |
| St James | ASD | | 10 | | | 10 |
| Christ's | SpLD | | | 6 | | 6 |
| Grey Court | SLC | | | 6 | | 6 |
| Orleans | SpLD | | | 6 | | 6 |
| RPA | ASD | | | 6 | | 6 |
| Waldegrave | HFA | | | 8 | | 8 |
| Waldegrave | ASD MH | | | 6 | | 6 |
| Total Richmond | | 10 | 60 | 38 | 0 | 108 |

| | | | | | |
|----------------------------------|-----------|------------|-----------|----------|------------|
| Total Kingston + Richmond | 44 | 211 | 82 | 8 | 348 |
|----------------------------------|-----------|------------|-----------|----------|------------|

Table 10 below shows the number of children with SENs and EHCPs in mainstream cohorts, ESTAs and SRPs. Of note is the significant absolute numbers within the primary phase relative to secondary. This reflects the additional challenges experienced by secondary schools in meeting the escalation of needs which commonly occurs during adolescence, and the higher rate of transfer of children and young people at that point to special schools. It also reflects the increase in number of younger children and young people with an SEN or EHCP.

Table 10: Distribution of EHCPs in mainstream and SRPs¹⁸

| Area | Phase | Actual | | % |
|-----------------|-----------|------------|--------------|------|
| | | SEN / EHCP | Total cohort | |
| Kingston | Primary | 251 | 13,284 | 1.89 |
| | Secondary | 164 | 10,025 | 1.64 |
| Richmond | Primary | 390 | 16,642 | 2.34 |
| | Secondary | 278 | 8,795 | 3.16 |
| Total | | 1,083 | | |

The referral process and thresholds to attend an ESTA or SRP vary and not all are always operating at capacity.

¹⁷ Number of children so may represent a half day session

¹⁸ AfC

Special school provision

Three hundred and eighty seven children and young people from Kingston and 365 from Richmond attend special schools.

Table 11: Type of special school (SS) attended by children and young people from Kingston and Richmond

| | Total SENs & EHCPs | Total SS placements | Maintained or Academy | Non-maintained or independent |
|--------------|--------------------|---------------------|-----------------------|-------------------------------|
| Kingston | 900 | 387 | 225 | 162 |
| Richmond | 1,105 | 365 | 144 | 221 |
| Total | 2,005 | 752 | 369 | 383 |

Maintained and academy special schools

All five special schools in Kingston and Richmond are rated as Good or Outstanding by Ofsted and have recent or current expansion programmes.

Table 12: Actual and forecasted* state special school provision (existing settings)

| Area | Setting | Number of places | | | | | | | |
|--------------|-------------|------------------|------------|------------|------------|------------|------------|-------------------|------------|
| | | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18* | 2018/19* |
| Kingston | Bedelsford | 56 | 58 | 57 | 62 | 74 | 85 | 85 | 95 |
| | Dysart | 66 | 70 | 72 | 72 | 81 | 82 | 96 | 96 |
| | St Philip's | 131 | 142 | 138 | 140 | 145 | 139 | 148 | 156 |
| Richmond | Clarendon | 100 | 115 | 117 | 133 | 135 | 137 | 180 ¹⁹ | 180 |
| | Strathmore | 37 | 44 | 56 | 59 | 57 | 73 | 96 | 96 |
| Total | | 390 | 429 | 440 | 466 | 492 | 516 | 605 | 623 |

¹⁹ Includes 32 places at Gateway Centre

Kingston

Bedelsford, Dysart and St Philip's are all academies within the Orchard Hill College and Academy Trust.

Bedelsford, rated as 'Outstanding' by Ofsted in 2016, educates 85 pupils aged 2 to 19 with physical disabilities, profound and multiple learning difficulties, multisensory impairments and complex learning disabilities including complex health needs.

Dysart, rated as 'Outstanding' by Ofsted in 2015, has 82 pupils aged 5 to 19 who have a range of severe and complex learning disabilities including ASD.

St Philips, rated by Ofsted as 'Good' in 2013, has 139 pupils aged 11 to 19 with moderate learning difficulties. Many students have additional needs such as mild to moderate autistic spectrum disorders, language impairment or emotional issues; some have sensory or medical needs.

Richmond

Clarendon and Strathmore are both academies within the Auriga Academy Trust.

Clarendon, which Ofsted rated as 'Outstanding' in all areas in 2014, is a school for 135 pupils aged 4 to 16 with moderate learning difficulties, many of whom have additional complex needs, including autism. The school manages an SRP, Gateway, which is for pupils aged 11-16 co-located with Twickenham Academy. The school is expanding and redeveloping on two sites: in Hampton for primary age and on the Richmond upon Thames College site for secondary age. Both offer opportunities for inclusion within mainstream schools.

Strathmore, which Ofsted rated as Good in 2014, with an 'Outstanding' rating for pupil safety and behaviour, is a community special school for 73 learners with complex learning difficulties. Many pupils have an additional diagnosis of autistic spectrum disorders or have additional physical and sensory disabilities. The school is redeveloping on new sites to enable a total of 96 places in 2017/18 Strathmore at The Russell (24 primary places), Strathmore at Grey Court (24 secondary places), Strathmore at St Richard Reynolds (48 places across primary and secondary). Co-location with mainstream schools provides inclusion opportunities, whilst locations on both sides of the Thames reduces travel times for children and young people.

The Auriga Academy Trust submitted two free school applications in September 2016. 'Maaz', a school specialising in speech, language and communication, autism and some social, emotional and mental health needs, was approved and is forecast to open in 2018 or 2019. When full, places will span primary (28), secondary (35) and 16-19 (9). 'Alioc', a proposed school specialising in autism, sensory processing difficulties and complex behaviours associated with severe learning difficulties, was not approved. The Department for Education identified a number of strengths in the application: the clear vision for the school, the way that the needs of all pupils attending the provision had been thoroughly considered and catered for, and the level of skills and expertise demonstrated by individuals within the trust to deliver the proposal.

It was declined, however, because “there were other applications which better aligned with the Secretary of State’s priorities within the region”²⁰.

Independent special school provision

Three hundred and eighty three children and young people from Kingston and Richmond with SSENs and EHCPs are placed in independent special schools: 319 as day placements and 74 as residential (ranging from weekdays during term time to 52 weeks per year).

ASD and SLCN are the main primary needs among children from both Kingston and Richmond, followed by SEMH. There are also high numbers of children and young people presenting ASD and SLCN as their secondary need. For example, more than 20 children and young people have a secondary need identified as SEMH.

The reasons why children and young people are placed in an independent special school as opposed to a maintained or academy school are that an appropriate place in a maintained or academy school is not available, or as a result of parental preference. Most independent special schools are located outside Kingston and Richmond. These out-of-borough schools incur an average of £3,000 extra per child or young person per year in transport costs (daily journeys can be 90 minutes each way). These additional costs are in addition to the higher costs of placements in independent special schools (15% on average). Other disadvantages include: the difficulty of accessing multi-agency support (e.g. health); and the challenges of maintaining links with the child’s local community or social network (a particular disadvantage when transitioning to post-school and adult services provision back home in Kingston or Richmond).

The quality of education and care provided in independent special schools currently commissioned by AfC (in excess of 70 different schools), varies from ‘Outstanding’ to ‘Inadequate’, according to Ofsted. In addition, it is challenging for AfC to ensure regular quality assurance across their wide geographical spread, which covers Kent to Dorset and Hertfordshire. The increased reliance on this sector is illustrated by the rise in expenditure over recent years, as demonstrated in Table 13.

Table 13: Independent and non-maintained special school expenditure in Kingston and Richmond²¹

| Year | Expenditure £'000s? | |
|---------|---------------------|----------|
| | Kingston | Richmond |
| 2011/12 | 4,550 | 6,650 |
| 2012/13 | 5,060 | 7,060 |
| 2013/14 | 4,910 | 7,910 |
| 2014/15 | 5,680 | 8,240 |
| 2015/16 | 6,260 | 8,540 |
| 2016/17 | 7,000 | 10,200 |

²⁰ Letter from DfE to Auriga Academy Trust, April 2017

²¹ Source: Kingston and Richmond Schools Forum reports, 2011 to 2016

Approximately 30% of residential placements are funded jointly by education (DSG), health and social care budgets. Approximately 50% of residential placements are due to the distance of the school from the children and young people’s home and the prohibitive duration and/or nature of a daily journey, rather than the educational needs of the children and young people. In these cases, the education and residential costs are funded by the DSG alone.

The number of placements and the average cost of placements commissioned in the independent special school sector are both rising. This reflects the growing demand for special school places combined with a shortage of local supply, and the increasing severity of need within this cohort. In some cases, it also reflects the inclusion of cost inflation within providers’ fees.

Table 14: Average annual fees of non-maintained placements²²

| Area | Number | Total Fees (£) | Average fees per place children and young people |
|----------------|--------|----------------|--|
| 2015/16 | | | |
| Kingston | 158 | 6,260,000 | £39,620 |
| Richmond | 218 | 8,540,000 | £39,174 |
| 2016/17 | | | |
| Kingston | 161 | 7,000,000 | £43,478 |
| Richmond | 232 | 10,200,000 | £43,966 |

It is estimated that the average discount of a maintained or academy special school place to a non-maintained special school place is 15%, representing an annual saving of approximately £6,000. The average additional annual transport cost per child to a non-maintained school, the majority of which are outside Kingston and Richmond, is £3,000. When combined the average difference in annual cost is £9,000.

²² Source: AfC

Future demand for places in special schools and specialist resource provisions

It is estimated that 50% of children and young people with EHCPs need a place at either a specialist resource provision or a special school. This figure is based on current placements and is perhaps a conservative estimate, given that the average severity of need is increasing. Based on a forecast growth in EHCPs from 2,005 to 2,606 between 2015/16 and 2020/21, the demand for these types of places will grow by 300 in the same timeframe. If the use of independent special schools were to be in line with Outer London and statistical neighbour averages (9%), 246 additional places would be required in maintained and academy special schools and SRPs, and 54 would be required in the independent sector.

Currently, 18% of the 2,006 Kingston and Richmond children and young people with SENs and EHCPs attend independent special schools. If this were to be reduced over time to the Outer London and statistical neighbour average of 9%, 180 places would be required. Note this does not refer to a process of moving children in existing independent places (although some may wish to move, perhaps at natural transition points, to a placement closer to their home community), but rather to children and young people who are entering the system for the first time being able to choose a local maintained or academy school rather than an independent school (which is likely to be further away).

In total, this generates demand for 426 new local maintained and academy places by 2020/21.

Early intervention

The aim of early intervention support is to identify and support children and young people with SEND at the earliest possible stage, so as to minimise the escalation of need and reduce or eradicate the progress and attainment gap between them and their peers. In addition to supporting the child directly, packages may aim to support families and professionals working with the child in a range of settings, and indeed to provide respite for a school if circumstances are becoming challenging or if a placement is at risk of breaking down.

Kingston

Support for children of nursery and key stage one age on the autism spectrum or with social communication needs is centrally co-ordinated through the Social Communication Education Panel (SCEP). The SCEP allocates all places at maintained specialist ASD or SLCN early years provisions in Kingston, which are currently oversubscribed. Each provision also provides outreach support to schools, which is co-ordinated and quality assured by an Achieving for Children advisory teacher and detailed in their service level agreement (SLA).

This outreach work includes delivery of social communication intensive packages (SCIPs), support in the delivery of parent programmes, and advice and support to mainstream schools regarding transition arrangements. SCIPs provide support to children who are placed in mainstream schools, not specialist provision, and to their schools. Children and young people can access up to 12.5 hours of support from teaching assistants and school colleagues receive training and mentoring support. Training is evidence based and responds to specific issues which have been identified.

The team seeks to ensure that all professionals and families benefit from the training so that there is a consistent approach to working with the child.

SCIPs offer ongoing support for up to six terms and are reviewed termly. The progress of children who have received a SCIP is tracked by the team through the primary phase. This includes use of a checklist devised by the team, which is completed at initial referral and again at the end of the package. Of 14 children who had a SCIP last year, only 50% (7) went on to require an EHCP. The demand for SCIPs is greater than the number of funded packages (7 versus 22 applications for 2017). Where children are not allocated a SCIP and are placed in mainstream settings, the team can provide monitoring support. In 2016/17 the team monitored 16 children in the autumn term helping to make sure the placements were successful.

The team also offer language packages (with five hours of support from teaching assistants and ongoing support from an advisory teacher) to enable schools to support children with significant speech and language difficulties. This support includes helping class teachers with lesson planning and interventions, and in carry over of targets into the classroom.

In all outreach work, the team also works closely with parents, helping them to better understand the school's approach and have faith in schools' capacity to support their child. By doing this, the team aims to help build strong and productive working relationships with parents from the early years.

Richmond

In Richmond, there are two programmes of intervention based at two different primary schools:

- The Cabbage Patch at Chase Bridge Primary (Key Stage 1)
- Nurture Group at Hampton Juniors (Key Stage 2).

Both programmes address the needs of children with a mixture of special educational needs and behavioural needs, who do not need any formal diagnosis to attend, and whose exit pathway is a return to full-time attendance at their usual school. Places are offered to children and young people by Chase Bridge and Hampton Junior School without AfC's involvement.

The Cabbage Patch Nurture Group has been open since 2015. Referrals are made by all schools in the Heathfield, Whitton and West Twickenham locality and admission is organised by the schools themselves. The provision works with eight children at a time. Children attend their usual school every morning and The Cabbage Patch every afternoon, typically for two terms but this can range from one to three depending on their needs and progress. AfC and primary schools in the locality co-fund the provision, which has been agreed until March 2018. There is currently a waiting list, which includes children attending schools outside the funding locality. The teacher and learning support assistant assigned to the Cabbage Patch provide outreach support to schools every morning.

The Nurture Group at Hampton Junior School works with a total of 16 children. The provision is open two days per week with children attending one day per week in groups of eight. Children typically attend for two terms, and when not at the group they attend their usual primary school. Funding is provided by Achieving for Children although it should be noted that Hampton Junior School contribute significant resources, including leadership and the building. Twenty six children have attended over the past year, from 12 different schools across the whole of Richmond, and one school in Kingston. There are currently four applications for each available place.

Both Cabbage Patch and Hampton Juniors use Boxall Profiles to monitor impact and show significant progress during the course of the interventions in social and emotional development, behaviour and attachment. Longer term outcomes are not formally measured although anecdotal evidence from the host schools suggests significant benefits in terms of successful reintegration, and ability to progress academically and integrate socially. There is also evidence that exclusions from mainstream schools are reduced and that moves from mainstream to special schools have been delayed.

Peripatetic Learning Support Assistant (PLSA) Team

The PLSA Team supports children and young people and their mainstream schools across Richmond only. The service is currently subject to an ongoing consultation.

Local voluntary sector

The contribution of voluntary organisations, such as SEND Family Voices, to the education (and wider) provision for children and young people with SEND within Kingston and Richmond is very significant and considerably in excess of that enjoyed in most local authorities. Voluntary organisations deliver activities, provide support groups for children, young people and their families; offer practical assistance to AfC teams and provide 'critical friend' challenge of current processes and practice.

5. Survey results

Overview of surveys

As part of this review, Achieving for Children published two online surveys, asking for views and input from families and from headteachers or SENCOs. The surveys ran in March 2017 for a total of three weeks. Seventy two schools responded (65% of schools across Kingston and Richmond), with an even distribution of responses across Kingston (51%) and Richmond (49%) schools.

The surveys were publicised to families through schools and through SEND Family Voices. Two hundred and eleven families responded. 55% of responses were from families with a child or young person with an SSEN or EHCP. The main primary needs among children and young people were ASD (58%), SLCN (36%) and SEMH (19%).

The headlines arising from the survey responses are set out in this section.

Survey of headteachers and SENCOs

Numbers of EHCPs, and the severity of need, have increased over the last three years.

A large majority (77%) of respondents agreed or strongly agreed that the number of children and young people with EHCPs in the school has increased over the last three years. A similar majority (80%) felt that the severity of needs outlined in the EHCPs has increased over the same period.

Schools would benefit from more training and colleagues with specialist skills

36% of respondents felt that school staff were sufficiently skilled to meet the additional needs of children and young people with EHCPs. 64% were either neutral, disagreed or strongly disagreed that staff are sufficiently skilled.

Schools do not feel confident that they are delivering all support specified in EHCPs

Only 27% of schools reported that the support specified in EHCPs and statements is realistic and fully delivered within the school. 30% were neutral on this question and 43% disagreed or strongly disagreed.

Multi-agency support could be more robust and accessible

Only 17% of respondents agreed or strongly agreed that multi-agency support is sufficient to support the needs of the young people in their school with EHCPs. 60% either disagreed or strongly disagreed on this point.

Schools do not feel finances are sufficient

No respondents agreed that school finances are sufficient to buy in the additional support young people need. 14% were neutral. 86% either disagreed or strongly disagreed.

Schools largely feel funds are transparently used in line with intentions.

Over half of respondents (56%) agreed or strongly agreed that funding specifically for SEND provision within the delegated budget is transparently allocated to support its intended recipients. 26% were neutral and 19% disagreed or strongly disagreed.

School physical infrastructure is mostly sufficient.

Most respondents felt that physical school infrastructure is sufficient to meet the current need, or were neutral (56%). 32% disagreed and 13% strongly disagreed.

Top three things that would enable schools to better support children and young people with EHCPs

- Increased and better access to therapies, including occupational therapy, speech and language therapy and play therapy.
- More funding.
- More training to increase skills of existing staff, and time to implement or embed training, including specialist knowledge of specific needs (Downs Syndrome, autistic spectrum), practical knowledge of therapy (occupational therapy and speech and language therapy), SEND finance; and leadership training.

Increasing provision

Most schools do not feel that current funding is sufficient to increase the number of EHCPs in their mainstream cohort. Only 14.3% of respondents felt their school could increase the number of children with EHCPs in the mainstream cohort, even with additional funding at the current rates. 31.4% were neutral, and 54.3% disagreed or strongly disagreed.

Ten respondents were interested in expanding existing specialist provision, although five of these have no available additional space. Twelve were not interested in expanding their provision.

Top three things to successfully integrate a larger number of young people with EHCPs

- Building development, including more space and specialist rooms (sensory rooms and quiet space were mentioned in particular).
- More funding.
- Increased and better access to therapies and mental and emotional health support, including speech and language therapy, educational psychology, CAMHS and behaviour support.

Overall effectiveness of education for children with SEND in Kingston and Richmond

Only 11.5% of respondents agreed or strongly agreed that the EHCP process is efficient as it can be. 71% disagreed or strongly disagreed, and 17.4% are neutral.

A significant majority of respondents (82.6%) disagreed or strongly disagreed that mainstream schools have adequate access to specialist support services such as educational psychology, CAMHS and family support services. Only 7.2% agreed.

67.7% of respondents agreed or strongly agreed that the publication of academic progress performance data is a deterrent to greater inclusion of children with SEND.

Schools' top priorities to improve education provision for children and young people with SEND

- Improved provision for social, emotional, and mental health (SEMH) difficulties, including both access to advice and expertise and therapeutic provision for children and young people, particularly CAMHS access, access to child psychotherapists, more educational psychology provision.
- More funding.
- Build a greater inclusive ethos, shared across all schools so there is a fairer distribution of children with SEND across all schools.
- More training to upskill staff.

Survey of families

How parents feel about their child's school

- Most parents agreed (38%) or strongly agreed (34%) that their child's school listens to them and values what they say.
- Most parents feel their child's school communicates well (61.5% agree or strongly agree).
- Most parents feel the leadership has created an environment where they feel welcome and part of the community (70.4% agree or strongly agree).
- Most parents feel the school/college has really high aspirations for their child: 55.8% agree or strongly agree, but 24% were neutral and 20% disagreed or strongly disagreed (42 respondents).

How parents feel about the support their child receives

- Less than half of respondents (46%) feel the support set out in EHCP is effectively provided by the school. 23% disagree or strongly disagree and 31% were neutral.
- Half of the respondents (51%) thought that teachers and support staff have the qualifications, knowledge and experience they need to support their child to achieve agreed outcomes.
- Half of the respondents (51%) agree or strongly agree that teachers have access to the equipment and resources they need to support their child.
- Most respondents feel that reasonable adjustments are made to include their child (65.8% agree or strongly agree).
- 56% of respondents feel the school or college offers appropriate qualifications for their child.
- 56% of respondents feel the school links in well with other professionals working with their child.

Transitions and social skills

- Most parents thought transitions were well planned and supported (54.4%). 19% disagreed or strongly disagreed.
- Only 39% of respondents felt included in the transition process. 61% were either neutral, disagreed or strongly disagreed.
- Most parents feel the school helps their child to develop friendships with peers.
- Most parents do not feel supported to prepare for school holiday periods (40% neutral, 34.8% disagree or strongly disagree; 25% strongly agree or agree).

Top things that would improve your child's school day

- Better understanding of my child, including: really getting them as a person, having the training to understand their diagnosis and needs and not just thinking they are naughty. All school staff need to share this understanding.
- More differentiation, tailored teaching and support and broader curriculum for my child, including: explanations that are clear to my child, appropriate activities in lessons, small learning groups within lessons and wider range of subjects and qualifications.
- Changes to the school day, including: routine, transition from sessions, shorter lessons, longer lunch, and more support at lunchtime to help my child eat and drink enough, structured play times, lunch club and after school activities.
- More one-to-one support for my child, and better staff, pupil ratios and smaller class sizes.
- More support to make friends, and develop social skills, and for all children in the school to have more understanding of SEND.

- More physical activity, including more support to participate in sports,; more opportunities for exercise and more movement breaks.
- Changes to the school environment and equipment, including reasonable adjustments and full accessibility, more outside and green space, breakout areas including a quiet space, access to technology and wifi.
- Better school and home communications, including flagging things up as they happen, and communicating decisions quickly.
- More therapy, including occupational therapy and speech and language therapy.
- More leadership, including visibility of school leadership, commitment to being positive, accountability for results, effective and communicative SENCO consistency in approach across the whole school less staff turnover and greater consistency of staff.

The local community

- Only 28% of respondents feel that the local community understands their child's needs and actively includes their child. 72% were either neutral, disagreed (26%) or strongly disagreed (13%).

Three things that would improve your child's experience outside school

- Nearly all respondents (93%) stated increased access to affordable, accessible activities after school and during holidays, including sports (swimming, trampolining, fishing, dance, yoga); creative groups (art, videography/photography, drama, media, radio, cookery), computer and computer games clubs (specifically Minecraft), gardening and soft play.
- More opportunities to join local community provision or mainstream clubs, including football and scouts.
- More support and social groups specific to diagnosis or need, including ASD and specifically for girls with ASD, ADHD, emotional and mental health, and challenging behaviour.
- Improved and accessible local facilities, including: inclusive play areas with appropriate equipment, communal areas for children and young people, skate park, ice rink, climbing wall, swimming pools and gymnastics hall.
- A greater understanding and tolerance in the community of SEND.
- A befriending or buddying service, specifically including male buddies.
- More provision for teenagers with SEND (including help to set up a business enterprise).

7. Recommendations and next steps

Develop the framework of support available to mainstream schools to meet the needs of children and young people with SEND

Achieving for Children should work with schools and partners to develop the framework of support available to schools, including:

- a single, clear offer for all schools across Kingston and Richmond
- upskilling school staff to both improve the academic and social experience of learners with SEND already in schools, and equip schools more fully to deal with growing numbers
- reviewing the potential contribution of our Early Years (EY) and School Improvement Partner (SIP) teams to the joined up multi-disciplinary and multi-agency approach that is required
- leveraging expertise already available, for example within special schools, specialist resource units and the most inclusive mainstream schools
- considering capacity to deploy specialist advisory teachers specialising in, for example, Autism, Dyslexia, Downs Syndrome – either through a central team or drawing on existing experts within schools through Service Level Agreements
- developing specialist outreach support to enable early identification and to support schools to manage difficult issues and prevent needs from escalating.

The number of places for children with SEND locally should be increased

More local places for children with SEND should be established so that families have more choice and so that more children and young people can be educated in their community. This should include more places in mainstream provision (maintained and academy schools), more specialist resource provisions based in mainstream schools, and more special school places. Consideration should also be given to increasing the post 16 options available to young people with SEND locally.

A local approach to providing therapy should be developed

For those that need it, therapy should, as far as possible, be consistently delivered and integrated into learners' curriculums and their daily routines. To enable this, therapy needs to be delivered by a number of different professionals. Achieving for Children should work with partners to design a new system that is led and quality assured by experienced therapists, including sensory integration specialist occupational therapists, but where possible with delivery by other professionals (for example, teachers, teaching assistants and therapy assistants) and families with the training and support they need to enable them to do this. This is sometimes referred to as a 'consultative approach' of delivery.

Processes and structures of SEND education delivery should be improved and made more consistent across both boroughs

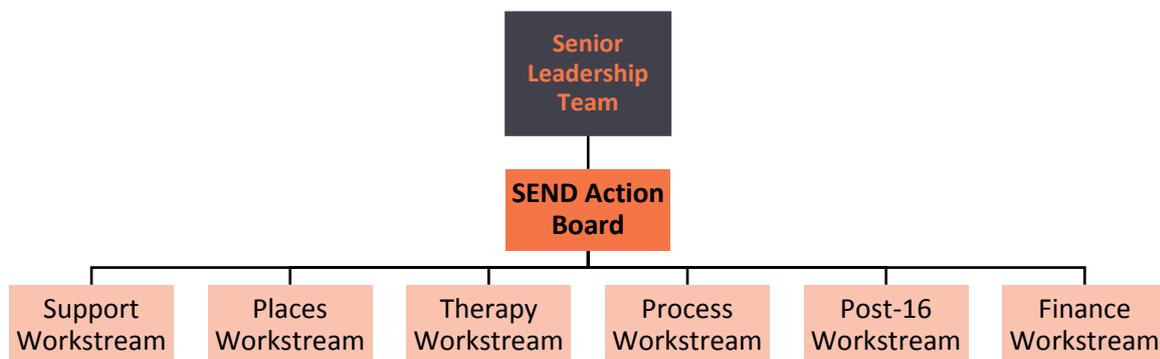
Further work is required to improve some of the structures and processes of SEND education provision, in order to improve experiences for children and young people, families and schools, and improve value for money. In addition, there needs to be greater consistency in provision across the two boroughs.

Achieving for Children should work with partner agencies, families and the local community to promote greater inclusion towards children and young people with SEND, so that they are able to access more leisure and social opportunities in the community.

Achieving for Children should consider how agencies and families can work together to promote greater awareness of SEND within our local communities, and of the mutual benefit of greater inclusion. There should be a collective effort to mobilise local skills, expertise and energy in order to develop and promote more activities, clubs and opportunities for young people with SEND.

Next steps

Progress has already been made in delivering the recommendations of this review. Achieving for Children has established six work streams to lead this work, with each work stream led by an Achieving for Children senior manager. A SEND Action Board has been set up to coordinate and oversee activity across the six work streams. The SEND Action Board comprises representatives from AfC, local schools and SEND Family Voices, and will report on progress to our Senior Leadership Team.



8. Glossary

| | |
|------|---|
| AfC | Achieving for Children |
| ASD | Autism Spectrum Disorder |
| AWPU | Age Weighted Pupil Funding |
| DfE | Department for Education |
| DSG | Dedicated schools grant |
| EHCP | Education health and care plan |
| ESFA | Education and Skills Funding Agency |
| ESTA | Enhanced Specialist Teaching Arrangements |
| EY | Early Years |
| HFA | High Functioning Autism |
| HI | Hearing impairment |
| HNB | High Needs Block (of the Dedicated Schools Grant) |
| HRCH | Hounslow and Richmond Community Healthcare |
| ITS | Individual Tuition Service |
| MLD | Moderate Learning Difficulties |
| MSI | Multi Sensory Impairment |
| NR | Not recorded |
| PD | Physical Disability |
| PMLD | Profound and Multiple Learning Disabilities |
| SCEP | Social Communication Education Panel |
| SCIP | Social Communication Intensive Package |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and Disabilities |
| SIP | School Improvement Partner |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulties |
| SPLD | Specific Learning Difficulties |
| SRP | Specialist Resource Provision |
| SS | Special School |
| SSEN | Statement of Special Educational Needs |
| VI | Visual Impairment |

9. Annex 1

Kingston High Needs Expenditure 2016/7 (forecast, not final)

| | £'000 |
|------------------------------------|---------------|
| Independent school fees | 7,223 |
| Top Ups (maintained and academies) | 7,893 |
| Special school and SRP places | 1,503 |
| Top Ups (post 16) | 1,467 |
| Targeted High Needs | 274 |
| Speech and Language Support | 297 |
| SEN Team | 237 |
| Sensory Impairment Support | 101 |
| Portage | 102 |
| Therapy (OT and SLT) | 143 |
| Anstee Bridge | 100 |
| Education Welfare Service | 59 |
| Individual Tuition Service | 143 |
| Total | 19,542 |

Richmond High Needs Block expenditure 2016/17 (forecast, not final)

| | £'000 |
|---|---------------|
| Independent school fees | 10,200 |
| Top Ups (maintained and academies) | 8,971 |
| Special school and SRP places | 2,265 |
| Top Ups (post 16) | 1,332 |
| Individual Tuition Service | 673 |
| SEN and Inclusion Team | 366 |
| Speech and Language Support | 333 |
| Sensory Impairment Support | 245 |
| Multi Agency Team for Vulnerable Pupils | 183 |
| School Improvement | 147 |
| Learning and Traveller Support | 119 |
| Portage | 93 |
| Psychological Service | 62 |
| SEN Equipment | 48 |
| PLSA Service | 43 |
| Total | 25,080 |