

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

Oct 2017, update and review of events since May 2017

# SEND Education Review Update

October 2017

## 1. Background

In May 2017, AfC published a strategic review of SEND Education provision across RBK and LBR. The review was a response to:

- the need to measure the experiences and outcomes of our children and families against regulations and principles in the Children's and Families Act 2014
- significant related financial pressures in both boroughs
- concerns about inclusion within mainstream cohorts given financial pressures in that sector

The review resulted in the creation of six workstreams to investigate specific issues in more detail, present recommendations, and implement change. These workstreams have been functioning since June and are named:

- Support
- Places
- Therapy
- Process
- Post 16
- Finance

This report provides an interim update on their findings, actions and recommendations. The DfE provided funding for the initial review (RBK £75k and LBR £85k) with remaining funds available to be used to support the implementation of recommendations. In the case of RBK and LBR, the funds have been used to fund staff time in the production of the review, with balances contributing to the additional staff posts being created as a result.

## 2. Support

**Charis Penfold, Director for Education Services, AfC**

**Supporting schools and their staff to become more competent and confident in meeting needs**

The review recommended that a single, clear framework of support be developed for early years, schools and post 16 provisions working with children with EHCPs and those at SEN support level. The Support work stream is developing this framework, mapping current provision and working with education settings and parents to identify gaps and priorities for development. Success measures will guide the framework and maintain a focus on ensuring a positive impact on inclusion.

<b>If we are successful:</b>		
<b>What will it look like?</b>	<b>How will we know?</b>	<b>How will we check/measure it?</b>
There will be a clear, evidence based offer setting out all support available to education providers working with children and young people with special educational needs and disability	A menu of support available to education providers, partners and families will be published, along with a fully accessible pathway map showing support available for different needs and different settings (including link to Places and Post 16 workstreams)	The menu will be available on the Local Offer and publicised
Education provider and partner staff and families know where to go for effective support at all levels of need, and get it	Early years, school and post 16 and partner staff and families access support available	Uptake statistics expressed as a proportion of potential, and survey feedback
Children will be able to have a place at their nearest school/ college/ nursery because education providers and families will feel they have the capacity and capability to provide a suitable place	AfC can broker places with schools/ college/ nurseries successfully for children and young people with SEND because providers are confident in their capacity to support the child/ young person	Number of declined places at SEN Panel reduce;  When a place is declined, comprehensive evidence is provided in a transparent way justifying the reason for this
All children and young people learn in an environment conducive to them reaching their full potential	Learning will not be disrupted; CYP are able to remain within the classroom and participate in lessons in a fully integrated way	Exclusions and CME incidents for CYP with SEN reduce and compare favourably with national statistics; reduction in changes of placement due to school not having the skills and resources to manage child's needs.

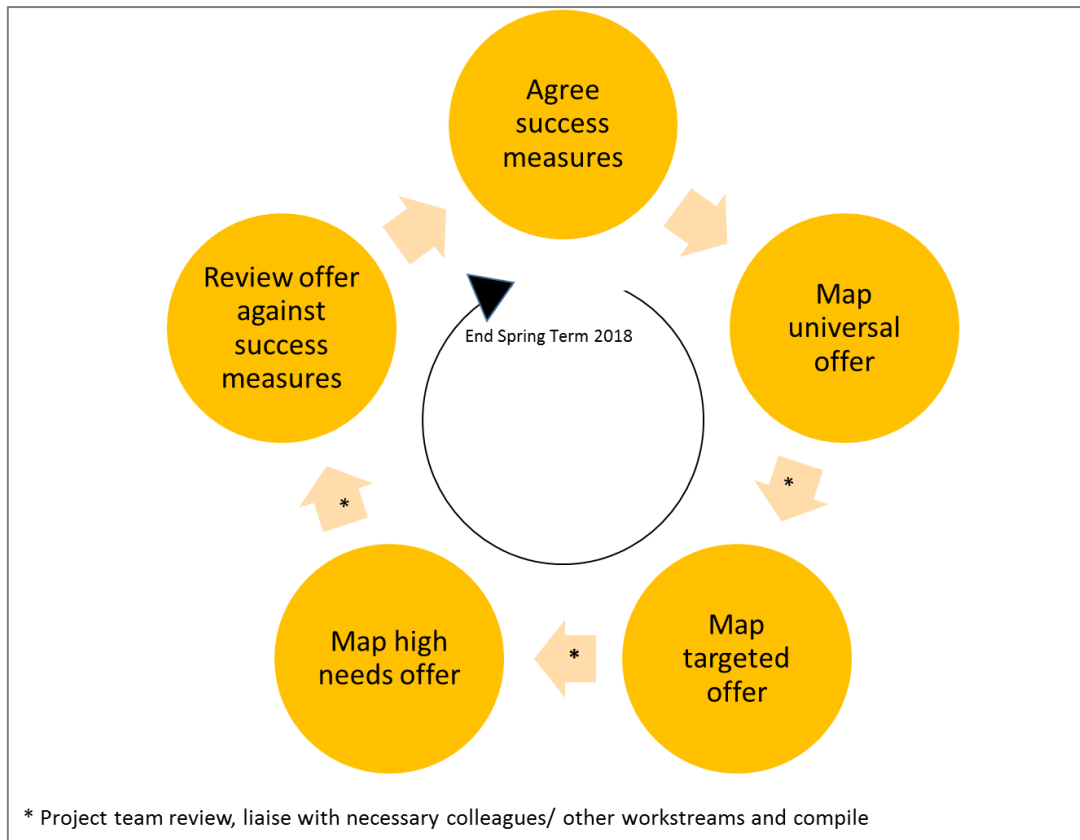
The universal level offer is currently being compiled, including:

- Training offer for all mainstream schools, post 16 and early years. We are developing this also with school improvement teams in a number of other regional local authorities where improving the capacity of mainstream schools to deal with larger numbers of young people with increasingly complex needs has been identified as the greatest shared priority.
- AfC school improvement function for SEND
- Utilisation of the extensive skills and experience available within our community, from groups, families and individuals
- Early Years consultation (Private, Voluntary and Independent sector) (Ed. Psychology Service)
- Primary Behaviour Research Project (Educational Psychology Service)
- Key Stage 2/3 transition and secondary readiness IPSS
- Team Inclusion – use of Appreciative Inquiry to assess and broker good practice (EPS)
- Primary Support Service - IPSS
- Free Inclusive Schools Training (FIST) for secondary schools - (Ed. Psychology Service)
- Leverage of expertise across all necessary professional classes, including Health partners.

The following areas are considered to be priorities for development:

- Recruitment and retention of support staff (Teaching and Learning Support Assistants)
- Networks of specialists and expertise, including teachers, support staff, therapists, Achieving for Children staff, community support groups and families around groups of schools to provide support and share effective practice
- Whole school training, and support to embed training to ensure it is impactful and practice and approaches are consistent
- Enhanced links with, and leverage of the expertise within, local and national specialist organisations
- Activities to build a strong commitment to inclusion and pervasive inclusive ethos across all schools in Kingston and Richmond, such as empowering school governors to challenge and support school leadership teams in this regard
- Working closely with the Places workstream to ensure that schools establishing or expanding provision have an optimal leadership model (including ethos) and sufficiently skilled staff to make them a success

The framework of support will be mapped across phases - early years; primary; secondary and post-16, and arranged in three levels – universal, targeted and high needs. The process for mapping the support framework is:



Next steps are to finalise and map the targeted and high needs aspects of the framework and work with colleagues to develop a robust and engaging communications plan.

### 3. Places

**Matthew Paul, Associate Director, School Place Planning, AfC**

#### **Planning the volume and designation of school places for those with SEND**

3.1. In spring 2017, all state-funded schools in the two boroughs were invited to submit expressions of interest (EoIs) to accommodate new or expanded SEND provision. The list of schools which submitted EoIs was then augmented by other schools which AfC officers had identified as possibilities, and the Places workstream assessed and scored each school against a variety of criteria including availability of space, quality of leadership and teaching, inclusive practice, popularity and value for money. A key principle was agreed that new SRPs and ESTAs would, as far as possible, only be established within schools which are oversubscribed, so that the new provisions would be attractive to prospective parents. Feedback received within the survey of families and young people conducted as part of the review published in May was also taken into consideration, as was information provided by families and young people

during a range of formal and informal consultations conducted across both boroughs over the past 18 months.

- 3.2. All schools on the list were then contacted, and most of those which had met the minimum criteria were visited to discuss the possibilities. Those identified as having the most viable are already being taken forward through more detailed discussions with headteachers. Note that these range from proposals to include SRPs within already agreed mainstream school expansion plans, to others where detailed costing have not yet occurred, governors have not yet been notified of the idea, and meaningful consultation has not yet started. It is expected therefore that a significant number of the schemes identified will turn out to be not viable.
- 3.3. Pleasingly most of the proposals involve fairly minimal capital expenditure and would therefore be very cost-effective. Work needs to be undertaken to quantify the revenue savings that would be generated by enabling children and young people to be educated in new or expanded local provision, rather than out-borough, and this will be done during the autumn.
- 3.4. Note that the numbers of potential places in each proposal are estimates and therefore the overall increase in places may be lower or higher.
- 3.5. Of the 475 potential new places identified, 165 places relate to two new special free schools. The future of the free schools program remains unclear, and there is currently no detail or date for the next round of applications, and indeed no public confirmation that there will be one. If it does materialize, there is no guarantee that the application will be approved.
- 3.6. Whether or not the free school program continues in it's current form, there may be opportunities to make invest-to-save business cases to the two councils to part-fund larger capital projects.
- 3.7. The SEND Education Review May 2016 identified the need for 426 additional special school (SS), specialist resource provision (SRP) and enhanced support teaching arrangements (ESTA) places across RBK and LBR by 2020/21. Taking into account growth already planned, the need to identify additional places was reduced to 295.

3.8. Opportunities to increase the number of places identified, split by borough, since May are:

	RBK		LBR	
	Current	Future	Current	Future
Nursery	6	8	8	12
Primary	151	243	72	124
Secondary	39	87	35	72
Post 16	8	16	0	0
Special	313	461	268	428
Total	517	815	383	636

3.9. In summary, the work stream has identified the opportunity to increase the number of specialist places by 551, against a demand of 295. Of these 551 places, 72 places are at the recently approved Maaz free school and have a high degree of certainty of deliverability from September 2019. Many of the remaining 479 places however are far less predictable. 180 (100 SLD and 80 SEMH / AP), would be subject to future successful free school applications. Next steps for the free school program remain unclear at time of writing, and even if it resumes in the near future, success is not guaranteed (as has been experienced with the unsuccessful Alioc application in the most recent free school wave). The alternative is for Councils to provide the equivalent capital investment on an invest to save basis. Developments in all schools are subject to consultation with various stakeholders. Each Council has been grant funded with approximately £1.7m for investment in SEN capital projects.

3.10. The work stream also considers expansion of provision in Council owned buildings not currently used for education. An example of a “quick win” already achieved is the establishment of a 14 place secondary SEMH provision based in a Council owned building in Surbiton and lead and staffed by expertise that already existed within the borough. This provision went from an idea in May 2017 to opening in September with ten young people (many of whom had previously not been attending school) with another four due to start in January

3.11. A possible timetable for next steps is set out below:

Action	By when
Agreement to be sought with AfC SLT, AfC Board, schools and lead councillors to undertake consultation on proposals for the establishment / expansion of SRPs, ESTAs and special schools, as appropriate	15/10/17
Preparation of document for statutory consultation on proposals	15/10/17
Scheduling of meetings to consult with local stakeholders on proposals	15/10/2017
Undertaking of statutory consultation	15/11/17
Preparation of consultation outcomes report for Council and ESFA decisions	30/11/17
Obtaining of Council and ESFA approvals	31/01/17
Design and build process, as required	2018–2019

3.12. An aim of the workstream is to provide local pathways spanning the full spectrum of need for all ages. The only anticipated exception to this is needs of the most specialist and rare nature

#### 4. Therapy

**Joan Myers, Associate Director for Health Services & Chief Nurse, AfC, previously Rob Henderson, Director of Children’s Services**

**Agreeing with partners a high quality and financially sustainable model of meeting therapy needs**

Joan Myers joined AfC in August as the AD for Health Services and Chief Nurse, and is now chairing this work stream. Supported by colleagues including the therapy leads from Hounslow and Richmond Community Healthcare Trust and Your Healthcare, and AfC’s Children’s Health and Therapies Manager and Head of Service Special Educational Needs, the work stream is currently focusing on two priorities:

1. Obtaining absolute clarity on the current therapy landscape e.g. impact, value, supply and demand

The group felt that from their perspective:



- That overall the consultative model was working well and was embedding within most schools across Richmond and Kingston
- Therapies have clear criteria that made the services more equitable and transparent, but that the threshold for working with a young person was relatively high.
- The lack of work on prevention due to budget restraints would lead to implications in the future, the number of EHCP plan already increasing significantly.
- For all services it was felt that there had been significant progress in reducing waiting times for services but that this had been achieved by solely working with young people with more complex needs.
- There is a gap in provision across Richmond and Kingston for children and young people with a hearing impairment
- There is a gap around occupational therapy for young people with ASD.

## 2. The vision in terms of what the service should look like in the future

The vision for the future of therapy provision across Richmond and Kingston would include:

- That the young person is at the centre. Therapists are working with young people to ensure that they reach adulthood being as independent and communicative as they can be.
- That the models currently being used are targeted appropriately across all children and young people and not only those with an SEN / EHCP
- That all young people receive timely and effective support to meet actual needs and that this is supported by their family and school
- Services work with parents to ensure their expectation is realistic
- All professionals are capable and confident and they are respected
- The models suggested and then used are backed up by robust academic evidence of their appropriateness
- That clarity exists on the role of the family in delivering support
- That provision is delivered within the financial envelope available

The team acknowledge that more investigation is required into the end user experience, and to this end more consultation with schools, families and children and young people is needed. They are therefore currently working to:

- Send a survey to all schools asking for their views on the current provision
- Establish a focus group including parents of children registered as SEN Support in addition to those with an SEN or EHCP

Both are expected to be launched by the end of October.

## 5. Process

### **Ashley Whittaker, Strategic Project Lead, AfC**

#### **Identifying changes to improve quality of experience for schools, children, young people and their families**

5.1. Schools would benefit from more guidance on optimal processes for identifying and assessing children and young people with additional needs and understanding how these needs should be met - considerable variation currently exists. Additionally whilst duties on schools, including criteria and responsibilities of SENCOs, are clearly stipulated in the SEND Regulations 2014, their adoption is not complete. The existing AfC document "SEN Threshold Guidance" April 2017, and SEND Family Voices' "Golden Binder" and "Golden Booklet" are blueprints for this, but to complete this process, additional training should be provided to schools and AfC staff, including at induction, to make sure their insights are more widely adopted. AfC's Lead Education Advisor (SEND) will produce a proposal for this by the end of October, and will work with the Support Workstream to deliver training from November onwards. This will be either via existing SENCO forums or bespoke training

5.2. AfC's SEN Team has recently been subject to a number of relevant developments:

5.2.1. Five assistant Educational Psychologists have joined AfC and four additional EHCP coordinators are being recruited to take responsibility for the transfer of SSEN's to EHCPs. The aim of this new team is to accelerate the rate of transfers by allocating the process to a dedicated team rather than to caseworkers with an existing workload

5.2.2. The allocation of cases within the SEN Team has been changed so that specific caseworkers are allocated as responsible for all SSENs and EHCPs for children at special schools. The aim of this is to improve experiences and outcomes for families, children and young people (including at transition), through enhanced relationships and understanding between AfC and school staff. SSENs and EHCPs for children at mainstream schools will continue be allocated across the team as before

5.2.3. Funding and recruitment of two additional Educational Psychologists has been agreed, specifically to augment the resource and quality available within the SEN Team. They are expected to be in post by the end of October, and one focusing on cases in the Preparing for Adulthood Team, and the other adding capacity to the wider team

5.2.4. A review of SEND cases where AfC Family Support, Social Care and Health Teams are also involved concluded a need for greater mutual understanding

between the teams. To this end the Associate Director of SEND will present at Family Support, Social Care Team and Health meetings in the autumn, and in subsequent months mandatory SEND training will be delivered to all these teams and Child Protection Conference Chairs.

5.2.5. SEND training will form part of induction training for all new starters at AfC, and will include content from Education Welfare Officers

5.2.6. A review of workflows and quality within the SEN Team, being conducted by SEN Team management, will be completed by the end of October. Should findings include a lack of capacity amongst certain groups of professionals, recommendations will include a proposal to fill this gap.

Specific foci include:

5.2.6.1. Participation and capacity of all relevant professionals at all stages of cycle, including annual agreement and renewal of plans. A proposal is being considered to appoint two transition officers to support pathway planning at Years 4 and 5 and Years 9 and 10 respectively

5.2.6.2. QA interventions by SEN Team seniors

5.2.6.3. Adherence to statutory timescales

5.2.6.4. Timings of pathway planning, and gaps in the local offer at schools and colleges

5.2.6.5. The Deputy Head of Service SEN is conducting a skills gap appraisal across the whole team, which will include input from families, and designing a bespoke training program to be delivered during autumn

5.2.6.6. Use of IT systems to support quality and efficiency of service delivery. There has already been a review of current practice and a detailed action plan produced to make better use of available systems and to train staff appropriately. This action plan will be implemented over an eight week period starting by the end of September

5.2.6.7. Changes to data collection and it's use as management information to improve process and decision making (for example in addition to data required for statutory returns, designation data that allows more informed analysis of need type).

5.2.6.8. Specificity within EHCPs

5.3. Ongoing actions include:

5.3.1. The Director of Education Services is conducting a benchmarking exercise to compare the funding, size and capacity within the SEN Team, plus associated teams such as Educational Psychology to other authorities

5.3.2. A review of collaborative practice, including capacity availability, between the Educational Psychology Service and the SEN Team will be complete by the end of October

- 5.3.3. A Tribunals and Disagreement Resolution Manager has been appointed at a senior level within the SEN Team. The post holder is both a qualified solicitor and teacher
  - 5.3.4. Staff turnover within the SEN Team has reduced over the past 6 months and leadership report confidence that this new level of stability can be maintained
  - 5.3.5. The SEN Team is now co-located with the SEN Transport, Early Years and School Admissions teams, and with some of the family support and social care teams. It is anticipated that stronger staff relationships and more integrated working will be one product of this arrangement.
  - 5.3.6. The creation of a common matrix system across both RBK and LBR to agree / allocate support and funding to cases. The greater transparency this will produce is a key principle of the Children's and Families Act and the operational efficiencies this will bring within the SEN and Finance Teams is an additional welcome consequence. This represents a major change for Richmond families, and will go to them for consultation in due course
  - 5.3.7. Amendments to admission and allocation panels to increase oversight of all placements and to ensure optimal allocation of places and funds
  - 5.3.8. Annual reviews preparation and completion process review to include compulsory completion by school of educational progress against initial targets
  - 5.3.9. Pathway planning protocol to be implemented to facilitate more timely and appropriate decision making at key transition points, possibly staffed by new positions within the SEN Team
  - 5.3.10. In conjunction with the Finance work stream, review approval protocol for placement costs, including those involving shared costs between education and social care via the current Joint Agency Panel (JAP) process, and the methodology for agreeing split of shared costs between contributing
  - 5.3.11. In conjunction with Finance work stream, review process and methodology for forecasting demand and costs
  - 5.3.12. Review and improve process for agreeing service level agreements between AfC and providers
- 5.4. It is anticipated that integrated working with other teams will be also be enhanced by changes within the Integrated Service for Children with Disabilities. This service is now under the leadership of a new Associate Director for Health Services & Chief

Nurse (joined AfC at end of July) and a key priority in that service's Learning and Improvement Plan is the recruitment, retention and development of a skilled, motivated and stable workforce

## **6. Post 16**

### **Eamonn Gilbert, Associate Director Commissioning, AfC**

#### **Recognising the differences between pre and post 16 arrangements, including the range of education establishments, career pathways, funding streams, and transition to adult services.**

##### 6.1. Academic Year 2017/8

- 6.1.1. Proposed new contractual arrangements with all providers to clarify provision, costing, and planned and appropriate pathway to post 18 destination and mandatory completion of Post 16 High Needs Key Performance Indicator Return, previously only completed by ISPs and Fes
- 6.1.2. Increased delivery of employment based pathways and employment where appropriate, including ESFA funded work experience, traineeships, supported internships and apprenticeships
- 6.1.3. Impartial information, advice and careers guidance delivered on a 1:2:1 basis from for those in Year 10 and 11 in 2017/18, and in 2018/9 onwards Year 9 upwards. Linked and aligned to RONI NFL2 process.
- 6.1.4. Link Work Experience & Independent Travel Training more closely to those young people currently on SEN Transport, but who have expressed an interest via their 'Careers' interview in employment, to be supported to travel independently in order
- 6.1.5. Increase role of SENCOs in supporting young people to most appropriate Post 16 destination, focusing on need in addition to preference, and on optimal route to adult independence. To include employment routes. Post 16 College providers will present their offer to SENCO Forum in October.
- 6.1.6. Preparing for Adulthood team already request information from young people and families on intended destinations, and work with them to raise awareness of the Post 16 local offer, including work based routes as a potential optimal pathway to adulthood. There is existing evidence from Post 16 SEND Review undertaken in 2014 that highlights both parents and young people would like employment based routes to prepare them for employment as the adult destination.
- 6.1.7. Our Education Business Partnership (EBP) has supported 82 young people into employment based pathways since the recruitment of its SEND Opportunities Co-ordinator in October 2015. Capacity has been increased with temporary worker to support 2017/8 enrolments, aiming to increase by 160 young people. The team are considering request from families for increased number of days at college per week, and greater integration with Adult Learning Disability Teams in Kingston and Richmond. Consideration is also being given to pathways suitable for SLD needs, with past and current focus on MLD.

6.1.8. Gaps in the post 16 SEND local learning offer, including consideration of the reason why families and young people currently elect provisions they do, are being investigated. Clarity on need for alterations / additions to future local provision to be achieved by end 2017

## 6.2. Academic year 2018/19 and beyond

### 6.2.1. Improving progression from Year 11 and Year 13/14

6.2.1.1. Deliver places identified as current gaps in 5.1.9

6.2.1.2. Reduce placement costs through scrutiny from new Post 16 High Needs Panel, working to a timeline that is integrated with Preparing for Adulthood's EHCP processes.

6.2.1.3. Work with PfA to map additional learning support costs in order to facilitate smarter production of EHC Plans.

6.2.1.4. A significant need has been identified for learning programs with integrated therapeutic support for the growing numbers of young people with mental health needs.

## 7. Finance

### Lucy Kourpas, Director of Finance and Resources, AfC

**Forecasting future financial scenarios, scoping financial management strategies, coordinating the financial implications of all workstreams, improving processes spanning services and finance**

7.1 September's School Forums updated stakeholders on the latest education expenditure and forecasts.

### RBK

7.1.1 An overspend of at least £3.8m is currently forecast in the 2017/18 financial year. This position is likely to increase by at least £1m based on information received to date on September placements.

2017/18 DSG Outturn	Budget £m	Outturn £m	Variance £m
Schools Block	50.447	50.535	0.088
Early Years Block	11.121	11.121	0
High Needs Block	16.334	20.063	3.729
<b>Sub-Total</b>	<b>77.902</b>	<b>81.719</b>	<b>3.817</b>
2016/17 Carry forward	-6.482	0	6.482
<b>Total</b>	<b>71.420</b>	<b>81.719</b>	<b>10.299</b>

- 7.1.2 By the end of the financial year the cumulative deficit is likely to be at least £11m.

### LBR

- 7.1.3 The DSG fund is expected to overspend by £3.169m in 2017/18, based on data available at the 31 August 2017. This projection is split out by block in the table below.

2017/18 DSG Outturn	Budget £m	Outturn £m	Variance £m
Schools Block	67.917	68.011	0.095
Early Years Block	13.310	13.310	0.000
High Needs Block	22.147	25.221	3.074
<b>Sub-Total</b>	<b>103.373</b>	<b>106.542</b>	<b>3.169</b>
2016/17 Carry forward	(5.816)	0.000	5.816
<b>Total</b>	<b>97.556</b>	<b>106.542</b>	<b>8.985</b>

The 2017/18 DSG overspend will be added to the brought forward deficit giving a cumulative deficit of £8.985m at the end of the 2017/18 financial year.

- 7.2 In 2016/17 the DSG fund overspent by a net £63m across London with gross deficits in the 24 overspending London Boroughs totaling over £65m. At March 2017 ten London Boroughs were in a cumulative deficit position. A recent survey of London boroughs has evidenced that in 2017/18 there is an anticipated shortfall of at least £100m (based on 23 London borough responses), representing an average of £4m per borough. Despite these widespread overspends the Government has still not presented a solution to the clear gap in funding for high needs services compared to increasing demand and statutory duty.
- 7.3 Finance officers have worked alongside the other workstreams to develop a list of options to reduce costs associated with the high needs budget pressures. The options include ways to generate more income, ways to realign expenditure with demand and invest to save options. These options are currently being modelled and costed to assess the level of investment that may be required to reduce costs in the future, the associated levels of cost reduction that could be achieved, the impact of this on the five year DSG fund modelling and the service and legal implications. The options will be shared and considered by all partners over the coming months.
- 7.4 A review has been undertaken of all finance processes to ensure that staff capacity is aligned with workloads, budget monitoring is effective, to evaluate the quality of financial information held, where financial decision making sits within AfC and to

look at improving the end to end flow of money from Government allocations to education providers and families.

7.5 In terms of implementation, the finance team has been restructured to increase expertise around high needs spending. A new dedicated Senior Finance Officer post has been established to co-ordinate all high needs funding processes and this colleague will manage two dedicated finance officers who will distribute funding. The next step will be to map out proposed processes in consultation with partners.

7.4 A paper has been drafted outlining key areas where AfC and the Councils should concentrate efforts in terms of lobbying. The workstream continues to add to this paper as new ideas develop. AfC officers have met with London Councils to ensure AfC are part of a London-wide lobby group and have access to relevant benchmarking data etc.

7.5 The workstream will concentrate on developing the cost reduction options further over the coming weeks to ensure that relevant colleagues and partners have appropriate information on which to base decisions regarding a future strategy and impacts on service, families, children and young people and the Councils' statutory duties. A summary of options being developed, with risk grades.

## 8 Update on EHCP demand

### 8.1 Total SSENS and EHCPs basis latest DfE stats (Jan 2017 census)

Total SSENS & EHCPs	2011	2013	2015	2017
RBK	653	728	803	958
LBR	819	861	1040	1200
England	229017	233431	240183	287290
Outer London	23649	24679	26095	30909
Hertfordshire	4037	3837	3682	5012
Oxfordshire	1981	2074	2233	2755
RBWM	688	685	740	851
Surrey	5345	5383	5631	6843
Inner London	13980	14485	15009	17645
Hounslow	1140	1293	1506	1826
Hammersmith and Fulham	609	630	725	776
Wandsworth	1226	1289	1295	1556
Merton	894	986	1052	1242
Sutton	1100	1071	1098	1450
Barking and Dagenham	937	945	1025	1232

At the end of September 2017, RBK had 1045 EHCPs and LBR 1287



## 8.2 % Change in total SSENS and EHCPs 2015 to 2017 basis Jan censuses

<b>% increase in total SSENS &amp; EHCPs</b>	<b>2015 to 2017</b>
<b>RBK</b>	19
<b>LBR</b>	15
<b>England</b>	20
<b>Outer London</b>	18
<b>Hertfordshire</b>	36
<b>Oxfordshire</b>	23
<b>RBWM</b>	15
<b>Surrey</b>	22
<b>Inner London</b>	18
<b>Hounslow</b>	21
<b>Hammersmith and Fulham</b>	7
<b>Wandsworth</b>	20
<b>Merton</b>	18
<b>Sutton</b>	32
<b>Barking and Dagenham</b>	20

## 9 Next steps

All workstreams are now established, have clear terms of reference, and are making progress under the leadership of senior AfC staff. Between Sept 2017 and April 2018 they will be develop and implement proposals under the governance of the following two groups:

- SEN Action Group
  - Chaired by Director of Educational Services
- SEN Partnership Board
  - Chaired by Director of Children's Services

An Ofsted SEND Local Area Inspection will take place at some point in the coming months. This will generate feedback that will be incorporated into the SEND Education Review work streams.

AfC will conduct an assessment of progress against recommendations made in the SEND Education Review of May 2017 in spring 2018.

**“Scratch notes” from meeting on 16th October, comments and responses**

<b>Post 16</b>	
<b>Eamonn Gilbert, Associate Director Commissioning</b>	
<b>Attendee comment re progress report</b>	<b>AfC response</b>
<p>Please consider communications to families around the ‘Next Steps’ interview offer for young people with EHCPs in Year 11, so that parents know what it is and when it is due to happen.</p> <p>What notice would parents get of the interview?</p>	<p>We are still developing the model for our Next Steps interviews. We are doing this through pilots at Clarendon and St Philips. When we have a firmer view on the process, we will work on a robust communication plan.</p>
<p>The plan is to provide Next Steps interviews for young people in Year 11 this year, and in future that they will take place in Year 9 or 10. But what about young people who missed out and are already in Year 12?</p>	<p>Unfortunately resources are limited and we are targeting our resource where we think we can have most impact.</p> <p>When we have completed our pilots we will have a better view of the resource required and if we can carry out interviews with more young people. We will also consider if a business case for more resource to enable us to carry out more interviews could be made.</p>
<p>Can Next Steps interviews happen in Year 13 or 14?</p>	<p>We are ultimately aiming to hold Next Steps interviews in Year 9 or 10 because having an earlier understanding of aspirations will enable us to put really good plans in place to support young people to realise their aspirations. It will also help to inform the local offer.</p>
<p>Will young people at SEND Support level be able to have Next Steps interviews?</p>	<p>We provide additional support to all young people who do not achieve five or more GCSEs to support them into positive destinations and we believe that young people at SEND Support level who need it will be able to access support through this provision.</p>

<b>Post 16</b>	
<b>Eamonn Gilbert, Associate Director Commissioning</b>	
<b>Attendee comment re progress report</b>	<b>AfC response</b>
There is a really small number of post-16 places for young people with SEND locally. This must be a priority to develop.	We have a broad range of options available in the local area, including Brooklands, Strodes.  Through the Places workstream, we are mapping out pathways for children and young people with different needs to show the options available. We will publish this on the local offer when the places are confirmed.
We need a local option that provides some regular residential opportunities that enable young people to develop independent living skills away from home, without having to go to a fully residential placement.	We agree that we need to work with providers in the local area to develop provision that meets local need. We are already working with adult services on this.
Phrases like “reduce placement costs” can cause concern.	The 16 to 25 Panel is about understanding young people’s adult aspirations. Understanding this will help us plan pathways and support that will enable young people to realise their aspirations. We believe with enough of a head start to plan, we can put plans in place that meet young people’s needs really well at a reduced cost per placement.
Links should be made with the local community to secure the best possible options for young people, for example Downs Syndrome Association in Teddington have a Work Fit programme supporting young people into work	Agree.
Section A of EHCP should be front and centre at every conversation	Agree.
Please provide a breakdown of post 16 places available locally for young people with SEND	Yes, EG to compile this term.

<b>Finance</b>	
<b>Lucy Kourpas, Director of Finance</b>	
<b>Comment</b>	<b>Response</b>
Is there a list of options for generating funding?	Options for generating funding are: <ul style="list-style-type: none"> <li>• Lobbying central government for increase in funding</li> <li>• Working with partners to increase their contribution to joint placements</li> <li>• Council actions – these are for Council consideration and decision, not Achieving for Children.</li> </ul>
Schools are refusing to support assessment of need because of the cost implications. Has an analysis been undertaken of the impact of the financial situation on capacity to meet statutory duties?	We will undertake an impact assessment.
Families are meeting MPs on 1 <sup>st</sup> December. SFV also have a link to London Councils though the National Parent Carer Network. Can AfC provide a briefing with solid data explaining the impact of the financial situation	Yes, and reps are met AfC on 2/11 to plan. ☺
Schools don't know how to make the money they have go round	The Support Work Stream is working with nurseries, schools and post 16 providers to establish a robust menu of support at universal, targeted and high needs level so that education providers feel confident and competent to support children and young people with SEND. This will be measured by a range of data measures including, collecting feedback from children, young people and families at annual reviews, spread/fair share of children and young people with extra needs across schools, take up of services, and feedback via future surveys.
What invest to save options are being considered?	Options include: capital investment to create additional local places and provisions for children and young people with SEND (Places Work Stream); investment in AfC

<b>Finance</b>	
<b>Lucy Kourpas, Director of Finance</b>	
<b>Comment</b>	<b>Response</b>
	teams – could officers help drive down costs eg expert commissioning team?

<b>Process</b>	
<b>Ashley Whittaker, Strategic Project Lead</b>	
<b>Comment</b>	<b>Response</b>
Please update case officer details on the Local Offer. If a case officer is assigned to a particular school please also include this information.	Agreed. We will review our communication process to make sure information is updated as necessary
It would be very helpful if case officers could meet the children that they work for, especially if the opportunity arises (for example, if they are visiting school)	This has been discussed with the SEN Team and where appropriate it is agreed that this is to be encouraged.
The transfer backlog is creating a real pressure for schools because writing the reports and pulling the evidence together takes time	We are committed to completing the transfer process as expediently as possible. We have invested in additional resource to do this. We know that this is a pressure point, but it is time limited. We have not yet received any feedback from schools that they are struggling, but will keep listening and respond to concerns as they arise.
Is the rush to transfer to EHCPs to meet government timescales, are we compromising quality? Is this the right approach, particularly given Department for Education has confirmed Statements will be valid after the transfer deadline if they have not yet been transferred?	We believe we can meet the timescales, and achieve quality. We have invested in staff recruited directly, not relying on agency staff.
What is the QA process for EHCPs? We have seen some that are poor quality, for example including phrases such as “would benefit from” “would be helpful” “as required”. EHCPs need to be very specific.	We are delivering training to help Caseworkers to write quality plans. Our new staff and expanded team completed a self-assessment of their skills for the post when they were appointed and we matched training programmes to their needs. Specificity is a specific focus of this. Training is delivered by senior team members in conjunction with multi agency professionals as appropriate

<p>One SENCO has said directly that on training they were told not to be specific in EHCPs. Who is doing the training? Are they knowledgeable and skillful enough?</p> <p>This is also very confusing for parents who are trying to understand and negotiate the system, and it compromises their trust.</p>	<p>CP is investigating this issue.</p>
<p>A Top Tips for staff writing EHCPs would help to counter some straightforward problems immediately, rather than waiting for training to be organized, attended and embedded</p>	<p>We would be happy to work with parent representatives to develop and issue Top Tips and three parent representatives have been identified.</p>
<p>A robust case management system would really help ease transition when one case worker leaves, or is off for an extended period</p>	<p>There has been a review of how the case management system is used and we are working on improvements which we expect to be implemented early in the new year.</p>
<p>There is evidence that the annual review process is not working well.</p>	<p>We are considering an invest to save approach for additional resource to look at the annual review process.</p>

<b>Support</b>	
<b>Charis Penfold, Director of Education Services</b>	
<b>Comment</b>	<b>Response</b>
Recruiting Learning Support Assistants is a permanent problem	<p>The Work Stream liaising with the Workforce Development team to develop an approach to better supporting the recruitment and retention of skilled support staff.</p> <p>The Service Level Agreement for new and expanded specialist resource provisions established through the Places Work Stream will include a requirement for outreach work that can support schools with training and upskilling support staff.</p>
The aims set out in the Support Work Stream are ambitious, but this is not realistic.	Our vision is right. We are committed to developing a robust offer of support around nurseries, schools and post 16 providers. Through the Places Work Stream we are establishing new provisions that will be centres of excellence and expand our expert capacity.
Can we work with teacher trainers to improve initial teacher training on SEN.	<p>We are not a teacher training provider, but we do liaise with local providers.</p> <p>We are also working on a bid to the National School Improvement with Merton and Sutton.</p>



<b>Therapies</b>	
<b>Joan Myers, Associate Director for Health and Chief Nurse</b>	
<b>Comment</b>	<b>Response</b>
Therapy services are refusing to provide reports for assessment if they don't already know the child. Refusing to do assessments is not an option	We will follow up any specific complaints we receive about the service
Post 16, therapies provision falls off a cliff as funding source changes.	Funding for therapy needs is a particular focus of this workstream
AfC is appealing a Tribunal decision that therapies should be maintained post 16 at a cost of £800/ year to the High Court which is inappropriate for a number of reasons	
Please ensure that you listen to children and young people in developing the therapies offer and approach. therapy provision must not be delivered in a way that emphasises differences between the child and their peers, e.g. pulling them out of class	Agree.
Equipment Panel seems disproportionate to the level of resource requested. AfC should empower and trust therapists.	Panel is an important way to ensure resources are allocated to best effect and funding decisions follow fair process.
There is no consistency of staff delivering therapy, and quality is not always satisfactory. This can cause emotional stress to children. Stabilising the therapy workforce should be a priority	We share this concern. The Therapies workstream is looking at how we can develop the service to achieve a more stable therapy workforce
Parents should be seen as part of the therapies team	Agreed.
When will the focus groups with parents be held?	To be advised

<p>We have heard that HRCH's SaLT services is only available for those with an EHCP within Richmond. Ie there is no other SaLT in schools for those on SEN Support etc.</p> <p>We have also heard that this is temporary. Please can you confirm the facts from AfC's point of view.</p> <p>Additional query dated: 15<sup>th</sup> Nov. 2017</p>	<p>HRCH SALT provides SEN support for children up until the end of reception with the aim that no children will have an unidentified SLCN on entering year 1 and as such will have been offered advice and a package of support. From year 1, currently the HRCH SALT service offer input to children with EHC Plans only. As part of our commissioning cycle, we will be reviewing the contract as AFC believes in the importance of early intervention.</p>
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HRCH = Hounslow & Richmond Community Healthcare

<p><b>Places</b></p> <p><b>Matthew Paul, Associate Director for School Place Planning</b></p>	
<p><b>Comment</b></p>	<p><b>Response</b></p>
<p>Will there be a consultation on plans to expand/ establish new provisions</p>	<p>Yes, there will be a public consultation process.</p>

A further progress review meeting has been be arranged for 26<sup>th</sup> February 2018, 10 am to noon, York House