

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

Feb 2018, update and review of events since Oct 2017

SEND Education Review Update

February 2018

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 2017 and are named:

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

This report provides an update on their findings, actions and recommendations since the last published update in October 2017.

2. Support

Charis Penfold, Director for Education Services, AfC

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

Our remit

The Review recommended that a single, clear framework of support be developed for early years, schools and post 16 provision working with children with EHCPs and those at SEN support. The Support Workstream is developing this framework, mapping current provision and working with education settings and parents to identify gaps and priorities for development.

Progress

We have completed our outline mapping of support. We are finalising the post-16 elements of the maps. We have organised the mapping across phases: early years; primary; secondary

and post-16, and arranged in two levels: universal level; and targeted and high needs levels. The maps are included at Appendix 1 and 2.

Our intended audience for the maps is professionals in early years and education settings. To be useful, the map will need to be interactive and provide details and link easily to other documents and resources. We are considering where best we can host the maps and associated documents.

We believe a concise, abridged version could also be helpful to parents to ensure strong dialogue and shared understanding of local resources. A summary of the sort of support available to schools will be made available through the local offer website

Next steps

- We are developing the index information we need to make the maps as easy to use and helpful to schools as possible. Index information includes: a brief outline of the scope and remit of the support; eligibility criteria, thresholds and applicability; referral or application process; buy-in options (where applicable); and contact details for further information.
- Developing the post 16 elements of the maps.
- We are considering the potential for a centralised, quality assured bank of resources that can be shared between schools.
- We are working with the Workforce Development Team on the recruitment and retention of really great support staff.
- We are working with the Places Workstream to develop networks of specialists who undertake outreach work.
- We will test our offer by looking at support available to meet the four areas of need set out in the Special Educational Needs and Disability Code of Practice: Communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.
- We are planning a review of the impact of the support maps, that will evaluate how much they are being used and how effectively they are meeting our agreed success criteria.

Appendix 1: Universal level support

SUPPORT WORKSTREAM UNIVERSAL LEVEL SUPPORT

Early Years	Early Years/ Primary transition	Primary	Primary/ Secondary transition	Secondary	14+ transition	Post 16
Legislation, Statutory Guidance and local policies (Inc Golden Binder)						
Voluntary sector: family representative groups information, advice and guidance						
Local Offer						
Threshold Guidance						
CPD Online						
Educational Psychology offer and buy back (prioritised based on school need)						
Children's Centres	Information transfer between settings	Bespoke school based & governor training on SEND (SH)	Information transfer between settings	Bespoke school based & governor training on SEND (SH)	Information transfer between settings	Co-ordinated apprenticeships
Brokerage Officer (placing children)	Regular pupil progress meetings	Bespoke ASD buy back training (HW)	Transition event	Free Inclusive Schools Training (FIST)	Careers interviews	
Moving on Assessment Tool	Transition event	SaLT 2 free training sessions + buy back	Secondary readiness expectations and principles	Malden Oaks Outreach Team	Transition event/fayre	
Early Years OT Resource Pack		SPARK incl. SENCO and Behaviour networks		SPARK		14 – 19 Partnership Forum
Setting Friendly checklists and explainers		School Improvement SEN Report Card		Malden Oaks Outreach Team		School to school support (Sixth Form?)
SENCO Networks		School AEN Self Evaluation & supported review				
Inclusion & Improvement Advisors		SEN Support Planning Meeting		SENCO Forum		
Early Years SEND Support Officers		Primary Support Service		Free Inclusive Schools Training	Team Inclusion	
Early Years Ed. Psych. consultations		Locality SEND meetings				
Early Years SEND consultant		OT and SaLT Groups		Setting Friendly checklists		Parent/Carer Forums
		SENDFV workshop for parents				
		Setting Friendly checklists				

Appendix 2: Targeted and high need support

SUPPORT WORKSTREAM TARGETED AND HIGH NEED SUPPORT

Early Years	Early Years/ Primary transition	Primary	Primary/ Secondary transition	Secondary	14+ transition	Post 16
Legislation, Statutory Guidance and local policies (inc Golden Binder)						
Voluntary sector: family representative groups; information, advice and guidance; support groups						
Local Offer						
Threshold Guidance						
CPD Online						
Educational Psychology offer and buy back						
Emotional Health Service						
0-5 Early Help Pathway		Reintegration Support Service	Bespoke liaison between settings	Reintegration Support Service		Case studies: real life ideas; evidence; application of theory
Portage		Therapy input (SaLT, OT, Music, Art, Dramam, Lego)	Key Stage 2 – 3 transition pilot for high needs		Careers interviews	Co-ordinated apprenticeships
Therapy input		SaLT consultation offer and buy back options				
Speech and language and social communication panels		Speech and Language Intensive Package				
SCEP/SALEP packages		Social Communication Intensive Package				
Educational Services for Sensory Impairment (ESSI)		Educational Services for Sensory Impairment (ESSI)		Educational Services for Sensory Impairment (ESSI)		
Early Years SEND Support Officers		Lead Advisor for SEND		Lead Advisor for SEND		
Early Years SEND Inclusion Fund (EYSIF)		Speech and Language Advisory Teachers				
Disability Access Fund		Specialist Resource Provision and Special School Outreach		Specialist Resource Provision and Special School Outreach		
EHCP advice from Early Years Consultant		Nurture groups	Nurture groups			
Early Bird course for parents (ASD)		Specialist in-house clubs and sports provision		Specialist in-house clubs and sports provision		
Parent support and attachment groups		Early Bird Plus course for parents (ASD)				

3. Places

Matthew Paul, Associate Director, School Place Planning, AfC

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

1. Since October 2017, work has continued to develop proposals for creating additional school places in Kingston and Richmond for children and young people
2. AfC officers have worked with headteachers, governing bodies and multi academy trusts to gain agreement to moving to the consultation stage.
3. Officers have also drafted and shared service level agreements with schools, and worked out the likely revenue funding which schools would receive for the establishment or expansion of specialist resource provisions (SRPs).
4. The proposals in each of the two boroughs will be consulted upon from the end of February for four weeks. An online survey will be available for parents/carers and other local residents to make their views known on the proposals. A meeting is being arranged with SEND Family Voices for 1 March, at which AfC officers will present the proposals to parents/carers.
5. One proposal – to lower the age-range of and expand St Philip’s special school in Kingston – has already been consulted upon and the Education and Skills Funding Agency has approved the business case for it. That means that an additional 32 places will be provided in Years 5 and 6 in the next three school years, offering outstanding local provision for children with Moderate Learning Difficulties.
6. Another proposal, to establish an SRP, for up to 20 children and young people with ASD and associated learning difficulties and sensory and emotional health needs, at The Hollyfield secondary school in Kingston, is currently being consulted upon, with a view to a business case being submitted to the ESFA in March.
7. Both those proposals will be funded by Kingston Council’s ‘basic need’ capital allocation, following a decision taken at the Council’s Treasury Committee on 8 February.
8. The range of proposals to be consulted upon in February and March would, if implemented, yield a net gain of c.300 places, 150 in each. Those numbers do not take account of the possibility of applications being approved for special free schools at some point in 2018.
9. It is anticipated that more proposals for the establishment and expansion of SRPs will be put forward later in 2018.

4. Therapy

Joan Myers, Associate Director for Health Services & Chief Nurse, AfC

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

The Therapies Workstream to date has focused on consultation with stakeholders. This phase has been completed, with the exception of consultation with young people which should be completed by the end of March.

At the meeting of the workstream on 8th February the group reviewed the original terms of reference in light of the results of the consultation so far. The original terms of reference do not make clear whether the remit of the group is to focus specifically on school based therapy or the whole framework of provision across Richmond and Kingston. The group agreed unanimously that the whole therapy provision need to be reviewed together for the work to be meaningful, and also the level of early intervention work with pre-school children will impact significantly on levels of school provision required.

In reviewing the functions of the group the following action plan was agreed. There are further functions for the work stream but these will be determined by the outcomes of the following activities.

Function	Activity	Update and actions	Deadline	RAG rating
To lead the development of a new local therapies offer	Agree local therapy requirements	<p>Full mapping exercise of current provision to be completed</p> <p>JC, CS and AfC Therapies Manager to send NA:</p> <ul style="list-style-type: none"> • Current provision in special schools, specialist provision and mainstream (if possible) • Evidence of needs in schools (where available) • Programme of training <p>NA and JM to map total demand against total capacity</p>	<p>26/02/18</p> <p>15/03/28</p>	LG
	Consider consultative model and determine	This model has already been embedded in both boroughs	COMPLETE	DG

	model of service delivery			
	Set out clear pathways to accessing therapies - Agreed to focus on	Agree to focus on the thresholds for SLT, Physio and OT across Richmond and Kingston Action: CS, JC, AfC Therapies Manager to send documents to NA	26/08/18	LG
	Model finances	Will be based on mapping exercise and will need to be done in collaboration with all commissioners	April 2018	LG
	Agree financial contributions	Will need to be done in collaboration with all commissioners	April 2018	LG
	Lead consultation with stakeholders	Consultation completed with the exception of the consultation with CYP which is estimated by March 2018.	Mar 2018	LG

RAG key: Light green on schedule; dark green completed (blue not yet started, red significantly behind schedule, amber out of time scale but not significantly)

Vision

The vision for the workstream remains the same.

- That the young person is at the centre. Therapists are working with young people to ensure that they reach adulthood being as independent (physical skills, communication skills and access to daily activities) as they can be.
- That the models currently being used are not only targeted at those young people with an 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 and parent groups to ensure expectations are realistic
- All professionals are capable and confident and they are respected.
- The models used are backed up by evidence

Membership

The membership has recently been extended to ensure parental representation at the meetings;

As at 06 February 2018

Joan Myers, AD Health Services and Chief Nurse, AfC

Heather Anderson, Therapies Manager, AfC

Anna Chiva, Associate Director of Special Educational Needs, AfC

Clare Schneider, Clinical Service Manager for Paediatric Therapies, HRCH

Natalie Allen, Project Manager ISCD, AfC

Helen Aldred, Interim Paediatric Physiotherapy Team Lead, AfC

Rachel Derrick, SEND Family Voices

Jo Steer, Head of Service & Chartered Clinical Psychologist, Emotional Health Service, AfC

Catherine Johnson, Team Lead Paediatric Occupational Therapy, AfC

Laura Phillips, ADHD Richmond

Carmel Brady, SLT Service Lead, Your Healthcare

Jane Chapman, SLT Service Lead, Your Healthcare

5. 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.

Progress against post 16 action plan:

- Map all post 16 learners on roll in all providers
Developed comprehensive 'modeller' to record all Year 11 (resident) learners, current providers and support costs
- Issue contracts to specialist independent schools for post 16 placements
Despatched over 70 contracts to 70 providers
- Offer 1:2:1 'Next Steps' interviews to all Year 10/11 learners
86 interviews (50%) already been held, including some learners in out of borough schools
- Held event for SENCOs with FE presenting their SEND offer
Event held on 17 October – very well received
A further event, hosted by SFV, held for parents in November 2017 to promote FE Offer
- Put in place second SEND Opportunities Co-ordinator to increase the number of learners accessing vocational pathways
Gill Higgins appointed in autumn 2017 and from 1 March will be working as 14-19 Transitions Officer to work with Years 10 in schools to explore post 16 options and support the review process
- Refer to and support young people into supported internships
Our 2 SEND Opportunities Co-ordinators have placed 8 young people into supported internships
- Promote vocational pathways available locally, as part of Local Offer and other media

19 young people supported into apprenticeships, traineeships or employment, 12 of which had EHCPs or Statements

- Expand travel training in 2017/18
19 young people commenced ITT and a further 6 are scheduled to start during this financial year, an increase of 4 over 2016/17
- Plan and implement overarching post 16 funding panels (one in each borough) to agree 2018/19 placements
Panel in place since September 2017 and is tracking all current Year 11s, 13s and 14s as well as planning for appropriate placements for 2018/19
- Explore the possibility of more five day per week College 'wraparound' provision for SEND learners
Achieved this with Orchard Hill, who now offer full day on Fridays with enrichment. Ongoing conversations with local FE Colleges

6. Process

Ashley Whittaker, Strategic Project Lead, AfC

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

1. Workforce development (process related):

- a. AfC's Lead Education Advisor (SEND) continues to assess CPD requirements amongst school staff, with needs passed to the Support Workstream for incorporation into training delivery.
- b. The SEND Threshold Guidance was reviewed at a bespoke event in December involving schools (SENCOs) and partners (e.g. EP and therapy representatives) and publication of an amended version is imminent.
- c. SEND training featured highly at AfC's "Learning and Development Review Meeting" in January (at which future training, including at induction, is agreed and planned).
- d. SEND training for all AfC staff (e.g. Social Care and Early Help / Family Support) began in autumn 2017 and is ongoing (via manager / staff meetings and bespoke training sessions), including in AfC Cluster model.
- e. The LSCB (joint RBK and LBR) hosted a SEND strategy presentation / workshop in November which identified additional training needs amongst certain groups of professionals (e.g. GPs) which will be delivered from April onwards.

2. The SEND Team

- a. The SEND Team remains stable, with zero vacancies and zero agency staff, something of which the team and their leadership should be proud. Maintaining this will be key to maintaining and improving the quality of work produced. This is in contrast to several neighbouring / local LA's where vacancy rates and agency staff levels are significant.

b. The proposal to appoint transition officers was approved, with one appointed and another pending.

c. The SEN Team themselves have received significant training, for example via fortnightly “Learning Lunches” hosted by senior managers, team away days and bespoke materials. All staff have received training from the South London Legal Partnership and finance training. Finance staff sit within the team on a regular basis to support and build more collaborative working practices. Quality of EHCPs is actively monitored by managers, and by Senior Leaders for example via “Quality Days” lead by the Associate Director of SEND. In collaboration with other LAs, AfC are considering commissioning IPSEA to deliver additional training in 2018.

3. SEN Workflows

a. The review of workflows was completed in Autumn 2017. Skill gaps were identified and addressed by managers for example via the “Learning Lunches” mentioned above.

b. Current IT systems have been reviewed and improvements requiring financial investment are deemed necessary. A business case is being prepared, including following best practice in other LAs, for submission to AfC SLT.

c. Internal AfC process relating to agreeing placements and funding allocations has been changed to give more robust analysis of options prior to approval.

d. Caseloads now stand at 120 per EHCP caseworker, with 20 open statutory assessments, down from a previous average of 220. 92% of new EHCPs are delivered within statutory timescales.

4. Transfers to EHCPs

a. The decision to add Educational Psychology and EHCP coordinator resource to the SEN Team in autumn 2017, with a specific focus on accelerating the transfer of SSENs to EHCPs, is considered by AfC to have been a success.

b. The majority of transfers will have been completed by the statutory deadline, and where the quality of the EHCP is seen as an issue, the team continue to work collaboratively with families and partners to find satisfactory outcomes.

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

Financial Summary

- A significant deficit, both in year and cumulative, remains across both Dedicated Schools Grant (DSG) funds.
- The Richmond position has improved since the last projection due to a number of one off cost reductions across the entire fund (not just high needs).

- The increase in costs associated with EHCPs is increasing but at a lower rate than anticipated in October.
- Detailed projections continue to be published as part of the quarterly Schools Forum reports and are available on the Councils' websites.
- The following tables summarise the latest position and are based on the current cohort of pupils.

Kingston Projection	Budget £m	Outturn £m	Variance £m
Schools Block	50.447	50.465	0.018
Early Years Block	11.128	11.128	0.000
High Needs Block	16.334	21.406	5.072
Sub-Total 2017/18*	77.909	82.999	5.090
Deficit carried forward	(6.482)	0.000	6.482
Total 31 March 2018	71.427	82.999	11.572

Richmond Projection	Budget £m	Outturn £m	Variance £m
Schools Block	67.917	67.554	(0.362)
Early Years Block	13.312	13.412	0.100
High Needs Block	22.147	24.540	2.393
Total 2017/18*	103.375	105.506	2.131
Deficit carried forward	(5.816)	0.000	5.816
Total deficit 31 March 2018	97.558	105.506	7.948

* based on current cohort

Improved Financial Forecasting and administration of funds

- New team has been established and are meeting regularly with the SEN leadership team and with other finance colleagues to ensure that the financial forecast is up to date, communicated and understood.
- A complete review and documentation of all financial processes is underway. The deadline for completion is the 31st March 2018 with the following outcomes:
 - Comprehensive electronic manual of all processes including flow charts
 - Standardisation of processes and record keeping formats across Richmond and Kingston (where appropriate)
 - Scheme of delegation for financial decision making reviewed to ensure balance of autonomy and accountability
 - Timetable of key dates for decisions regarding DSG funding
 - Improved live management accounting information and forecasting including performance indicator dashboard
 - Identification of specific areas to prioritise for review in 2018/19
 - Establishment and agreement of financial monitoring process for cash limited budget (Kingston)

Improving knowledge of funding issues and petitioning Government for more funding

- Database of key benchmarking information and statistics established to avoid duplication / repetition in meeting information requests
- Multiple briefing notes and presentations completed
- Member briefings and reports complete

- Directors of Finance of Kingston and Richmond have met with DfE officials (and other poorly funded authorities) to improve Central Government officers understanding of the issues and ask for funding levels to be reviewed.
- Local politicians have met with MPs to discuss the position and this dialogue is ongoing with further meetings planned.

Costing up workstream proposals and agreement of associated funding

- Finance officers feeding in to other workstreams where appropriate
- Invest to save options to reduce gap between funding and expenditure costed and written up
- DfE approval sought on Kingston side where options involve re-prioritising funding to pupils with EHCPs that would have gone to schools as part of their general funding allocations (Kingston only)
- Capital funding agreed for increased local provision (by officers on Place workstream)
- Awaiting early intervention service proposals for costing

2018-19 funding levels

- Final grant settlement awaited for high needs services – due to be published end of March
- Richmond draft budget proposed and published for agreement at Cabinet on the 22nd February
- Kingston draft budget expected to be presented at Adult and Children’s Committee on the 22nd March (published 1 week before)

8. Next steps

All workstreams continue to operate under the governance of:

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

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 26 February, comments and responses

Post 16 workstream

Comment	Response
<p>On families mixed response to children’s next steps interviews - can understand why some parents wouldn’t want their child to have an interview where they are not present, worried child will say anything that will satisfy the person but not actually what they want to do. Can there be an offer to have a parent or someone who knows the child well helping to support and interpret at the Next Steps interview?</p>	<p>We are really happy for parents to be part of the interviews and they are welcome to attend the interviews We are happy to host them at school but we can also arrange for them to happen at home if families prefer - we prefer to do this for young people who are at residential schools.</p> <p>There’s been an unexpected apathy. To make our future planning robust, we really need everyone to go through the Next Steps process, even if just to say “I want to do ‘x’” to be able to get options in place for them. Conversations tend to be what you doing next year, but we want them to be about what do you want to do when you’re 25 so we can plan a really good pathway and work on getting what we need to in place.</p>
<p>Supported internships - is it right that none of the Richmond colleges are offering these?</p>	<p>We have been talking to Richmond college about supported internships and they are clear that we want them to offer these. They do have a vocational pathway in place. We are also talking to Richmond Adult Community College about developing a supported internship programme. Supported internships are a great programme because the outcomes are so definitive - did the young person move in to some form of employment or not. The point is about moving on to an adult occupation, which is what we are trying to support young people to do.</p>
<p>What are the 8 places offering supported internships?</p>	<p>Orchard Hill Kingston College Hounslow</p>
<p>We need a person who co-ordinates different services in putting together and delivering wrap around care - if you want to get full five day week package together, it won’t just be education it</p>	<p>This required input from adults’ directorate which is part of the Shared Service (SSA) team working across Richmond and Wandsworth.</p>

<p>will also be social care. Having somebody linking this all up is really crucial if you are trying to keep young people in their home communities. This post would be a mentor for parents.</p>	<p>There is an SSA representative attending SEN Panel, which is where social care elements of support is agreed.</p> <p>Rob Henderson (Kingston/Richmond Director of Children's Services) is talking to Wandsworth about how these arrangements work in the SSA going forward and how we can best link all of the elements of support together and how parents are supported in this.</p> <p>Action: AfC to provide update at next meeting</p>
<p>There is a repeated problem about having families talking to all the different providers because services operating/ commissioned in silos.</p> <p>If the process is clear and written down, family can map where they need to go and what they need to do to join this all up.</p>	<p>As part of our work with the SSA we will map the process.</p>
<p>Where does the assessment for social care support happen?</p>	<p>Assessment for support from adult social care happens before the young person's 18th birthday and is undertaken by the SSA.</p> <p>Action: AfC to confirm name of team/ post that does this</p>
<p>When are the placements being arranged now going to start?.</p>	<p>Placements being arranged now are due to start in September this year.</p> <p>There are lots of different options at post 16 and many families prefer to finalise plans later - eg after GCSE results. There is a 44 day window in which colleges can decide it is not going to work out. EHCP process is playing catch up to this.</p>
<p>Places workstream - is it correct that there is no planned increase at all in post 16 places for Richmond?</p>	<p>No.</p> <p>We are working with colleges to develop their provision - colleges can absorb more growth than schools and we don't need to plan it in the same way as schools.</p>

	<p>The Auriga Academy Trust are developing a free school (Maaz/ Capella House) which will have post 16 places.</p> <p>We are considering establishing a similar provision to Kingston's Xavier Centre in Richmond, but we have been struggling to fill this so are considering the case for this very carefully.</p> <p>We are also in discussions in with Richmond College on SEMH provision and establishing a more vocational pathway.</p> <p>Richmond College are keen to talk to us about what they can deliver in their new building.</p> <p>Increasing the numbers of supported internships is also an increase in places.</p> <p>Specialist provision at 14 to 16 is where the pressure is. Some of the Richmond secondary schools already support children in SRPs to move into their sixth form provision as appropriate.</p> <p>St Philips always full - take the higher need people in the sixth form, others go to local FE colleges or Xavier.</p> <p>Need to plan at much more granular level, next steps interviews are about getting a real sense of who will go where.</p> <p>We would like to focus on provision for 19 to 21 year olds.</p>
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Support workstream

Comment	Response
In the process of mapping support, gaps have been identified, particularly for post 16.	Yes. The mapping process has helped us to identify gaps and prioritise issues for development.
Does this map include out of borough support?	No. The map is our local offer for schools. It is aimed at empowering and helping those who work with our young people to know what is available locally to support them. We are considering the feasibility of developing a resources section but developing and maintaining this will require significant capacity.

Parents need to know if there isn't anything in borough they need to look further afield.	The map is is for local schools to know what support there is on offer from our teams. We would hope that if there are gaps we can develop expertise locally.
Out of borough provisions all have their own consultancy outreach work, this could be a quick win and bridge for gaps. Out of borough options shouldn't be dismissed.	To map all provision out of borough would be enormous. This is also about quality assurance. Places and support workstreams are working together to identify and plug gaps. We believe it is worthwhile to invest in local expertise.
Consider moving the maps around, the separation of universal and targeted/high needs could be unhelpful to schools who may benefit from seeing the entire offer.	Good point, we will have a look at this.
Is there a way of making educational psychology input across different schools more equitable - some offer a lot and others nothing?	Every school has an allocation of educational psychology time. This is based on lots of factors, including the number of children on roll, if it has an SRP, learning intervention. On top of the allocation, schools can choose to buy back further EPS time, which they can then direct. We would like the EPS to be involved in more systemic work (groups, school and team), and less involved in individual work. We are looking at how the allocations can allow for this. Allocations will be reviewed because of developments in places and the establishment of new/expanded SRPs. We aim to have a strong clinical overview of how they work and all our requests have to be managed within that framework.
EP service did workshops with parents on what they want - everybody said direct time, want to work with families. Schools are the gatekeepers.	EP time is often taken up doing lengthy EHCP assessments, but that time could be better used if they can provide support earlier on.

Places workstream

Comment	Response
Dear All invite has had positive response so	Great

consultation event will be busy	
What is the Maaz cohort?	<p>The Maaz Free School will be for children aged four to 19 with an EHCP as a result of speech, language and communication or social, emotional and mental health issues, including autism. When full, the school will have 28 pupils at the primary level, 35 at the secondary level and nine pupils aged between 16-19.</p> <p>Maaz pupils will have learning difficulties in the lower average range and have average to lower average cognitive abilities. They struggle to engage in learning and social interaction due to their needs. By the time the pupils leave the Maaz Free School, they will have developed their communication, self-confidence and social skills and be successfully engaged in learning. Pupils will leave Maaz having achieved five GCSEs including English and maths, BTECs, vocational apprenticeships or Level 2 qualifications</p>

Process workstream

Comment	Response
What is a transitions officer?	These posts are all about better pathway planning. The post holders will work with families at an earlier stage in the pathway planning, eg years 4 and 5 or earlier to make sure at secondary if there are gaps we have time to fill them.
Great but just one officer is not enough to cover the need. Choosing to invest but what is the need, what are the outcomes for this post?	We are investing in a new early intervention model and the transitions officer posts (2) are part of our wider early intervention strategy.
How do quality days feedback to schools who are writing the reports?	SEND SIP identifies issues that appear to be systemic arising from quality days and works with school SENCOs to plan what can be done, eg identify training needs.
Are you considering changing the format of EHCPs? Section E should go after section H as it meant to reflect what you're achieving with the provision.	Our current focus is to deliver the required transitions to EHCPs. Following this, we will consider the format.
Few years ago lots of money was put into developments to the system -	We've looked at our system and others to find the best system. The system that we want to

where is the assurance you'll get it more right this time?	implement is provided by the same provider but is a different configuration to our current system.
Has the strange glitch where the SEN email system deleted emails if they didn't get opened within short time frame now been resolved?	AfC investigated - this issue related to the USOFX system which is no longer used by AfC (ceased to be used approx 12 months ago).
There are concerns about the impact of the finance team sitting in the SEND team. Is there an underlying point of finance driving SEND decisions?	Finance sitting with the team is about sharing of info - understanding where children are and the provision they are getting, not driving decisions. This knowledge will enable the finance team to make more accurate projections of future costs. Changes in the finance team has meant changes in process, so sitting together also means that the finance team can help the SEN team record information correctly.
EHCPs that only state monetary value, not hours are not helpful or lawful. Case law (Oxfordshire) holds that hours should be specified. An immediate action is needed to ensure the team know that it is not ok to issue an EHCP with only a financial number in it, they must have the support hours detailed.	There is an ongoing piece of work to focus on the quality of the content of EHCPs and this is being considered as part of that.
When AfC offer SEND training to schools academies don't have to take up offer, has anything changed to compel academy trusts?	We can't compel schools to take up an offer. We will continue to develop and use our relationships as best as possible and to find as many ways as possible to make it accessible for schools to improve take up.

Finance workstream

Comment	Response
9 LAs sought disapplication and most have letter of need from Ofsted. Hackney are a lot more open, Kingston seem to be more secretive. Parents want to know what the situation is to have as much time as possible to work out better ways of managing difficult situation.	A recent Parliamentary Question showed that 41 LAs have sought 44 disapplications, with twice as many applying this year than last year. Kingston have made it clear in their budget statement that DSG must fit available budget.
Kingston and Richmond finance different/ split differently, how does it affect children	Funding per child comes from the home local authority, but there are 'central costs' which

- are kingston residents funded differently?	is part central DSG expenditure and part council funded.
What is Richmond overspend being covered by?	The financial picture is challenging in both areas, and nationally. Of 31 London local authorities, 24 overspent in High Needs block. These areas either topped up from general fund or used reserves or moved from schools block. There is an overspend of over £100m in London. Richmond Council confirmed that they would not seek to alter decisions made by Schools Forum.
What happens to AfC if Kingston go bankrupt?	Unchartered territory. Kingston are committed to setting a budget that they believe is viable.

Therapies workstream

Comment	Response
<p>Parents do not seem to be at the heart of this work.</p> <p>The consultation meeting was very short notice and not well attended. This can't just be a tick box exercise and then claim you have consulted parents.</p> <p>There is a focus on attending meetings, but if you provide information in good time, it gives reps a chance to think through issues and talk to others, rather than having to respond on the spot.</p>	<p>Adequate notice will be given for the next meeting so SFV can be invited.</p>
<p>We'd like to hear from Joan about the Equipment List - the plan to change the threshold of what schools are expected to buy from £250 to £500 - this is not allowed and not realistic.</p>	<p>The OT Equipment list is not a health issue as equipment in schools is to support access to learning. There is no clear agreement or budget to fund equipment in schools. Any equipment above £250 goes to an equipment justification panel which is chaired by SEN and the Health Commissioner.</p>

The AD Health Services hasn't attended any meetings. We would like her to attend so we can find out more about the work.

The AD will endeavour to attend a meeting subject to availability