



SEND Futures

**Special Educational Needs
and Disability Plan
2019-2022**



Easy Read

Contents

1. Definitions: SEND and EHCP
 2. Our Vision
 3. Challenges
 4. Working Together
 5. Making it Happen
 6. SEND Partnership Board
 7. Workstream 1: **Co-production, engagement & participation**
 8. Workstream 2: **Joint commissioning**
 9. Workstream 3: **Local provision**
 10. Workstream 4: **Early intervention and transition**
 11. Workstream 5: **Assessment and planning**
 12. Money
- GLOSSARY

The sections about workstreams (7-11) use harder words. There is a glossary at the end to explain what some of the words mean.



Easy Read

“Easy Read” does **not** guarantee **accessibility**.

It means using **large print, easy words, pictures** and **clear, uncluttered pages**. People who find reading or understanding information difficult will need **time and support** to use this document.

There is a **full version** of the plan available from **Achieving for Children**, for people who want to see all of the information.

1. Definitions



SEND

SEND means “Special Educational Needs and Disability”. A child or young person has **Special Educational Needs** if they find learning much more difficult than other children of the same age.

Disability is a physical or mental impairment which affects day-to-day activities.

“**SEND**” is used a lot in this document so make sure you understand what it means before you read on!

EHCP

EHCP means “Education Health and Care Plan”.



It is written using information from children and young people, parents, schools, psychologists, social workers and more. The information depends on the needs of the young person.

The EHCP plan is designed to make sure that the educational, health and social needs of children are met. It lists the things that should be done (the “provision”) to ensure that the child or young person with SEND gets the best start in life.

2. Our Vision



Every child and young person belongs to a local, inclusive community. They get the education, health and social care support they need, so they can develop their talents and have a happy, fulfilling life.

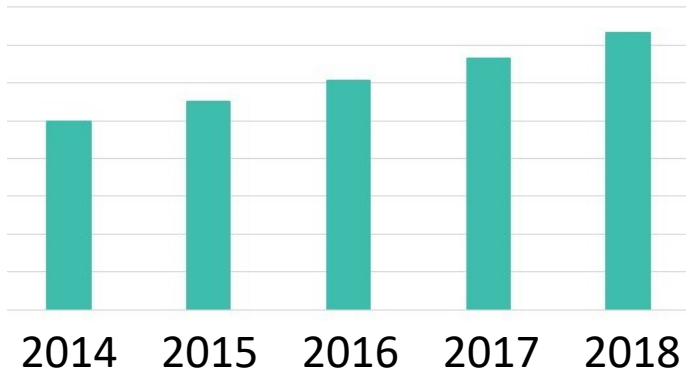
They will be helped by good, local services, provided by schools, social services, the NHS and other organisations.

Many people and organisations are already working together to make this happen.

This plan is about the work we are going to do, and the people who are involved.

3. Challenges

A. The number of children and young people with an EHCP



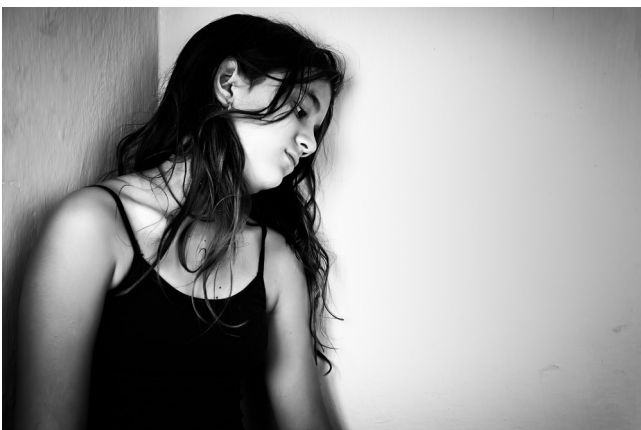
The number of children with EHCPs has gone up by 8% every year since 2014.

B. The funding gap



The money we get from the government does not pay for the full cost of SEND services. The difference will be **£15 million** at the end of the year.

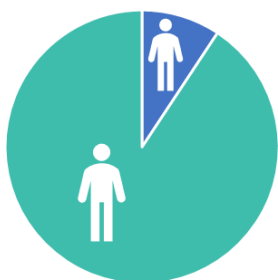
C. The number of children and young people with mental health needs.



Some young people with SEND in Richmond need support with their mental health.

Challenges ... *continued*

D. The cost of independent school placements



10% of children with EHCPs go to independent schools outside Richmond to get the support they need. This can only change if we create new alternatives in Richmond.



Independent school places use 28% of our SEND money. Children also sometimes have to travel a long way. This adds more cost.

E. Complicated Systems

There is a large network of people and processes around every child. Parents have told us that it is hard to understand it all. For example:



4. Working Together



Children and young people with SEND, and their families, are often in touch with lots of services. They meet many people like teachers, doctors and therapists.

Everybody needs to work well together.

When this happens, children are more likely to get the support they need to be happy and fulfilled.

These are the values we have agreed, to make sure we work together:



Lead: Focus on the end result and make change happen



Align: Share resources, design easy-to-use systems



Engage: Collaborate, listen & learn from everyone involved



Invest: Spend money now, to have better services in future



Innovate: Work together to solve problems in new ways

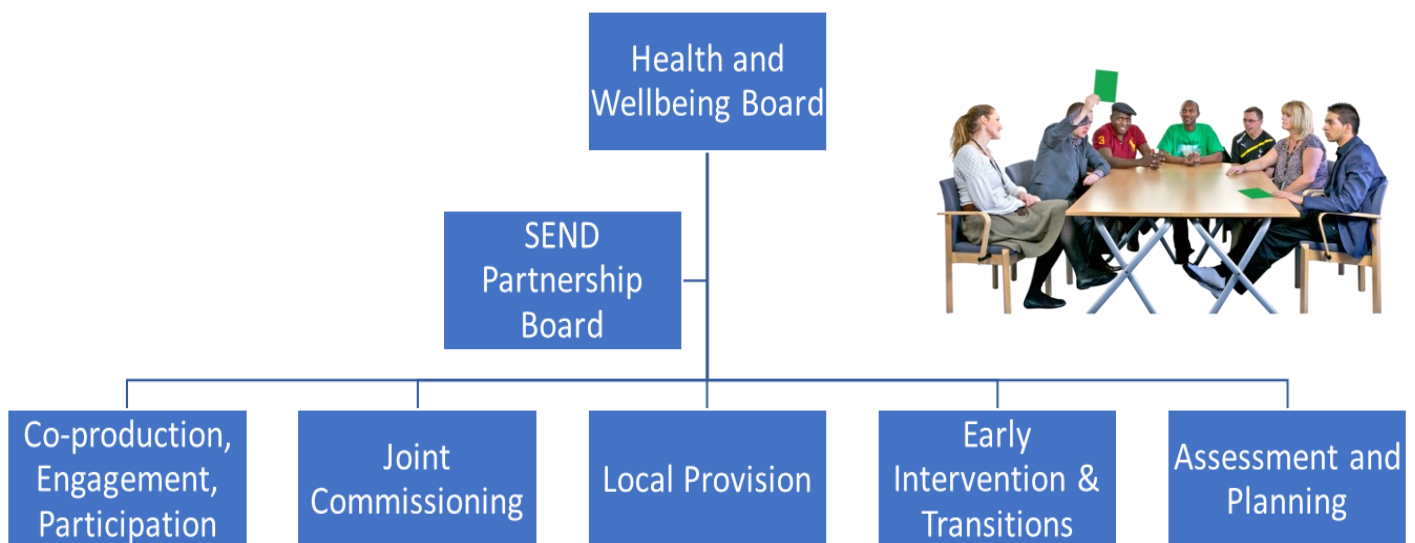
5. Making it Happen



It is a challenge to make sure that all of the different organisations are working together towards our vision;

Every child and young person belongs to a local, inclusive community. They get the education, health and social care support they need, so they can develop their talents and have a happy, fulfilling life.

Groups of people will work together to make sure the work gets done:



The 5 groups at the bottom are called “workstreams”

The people who are responsible for *all* of this are:



Children’s Services Committee



Clinical Commissioning Group Governing Body

6. SEND Partnership Board









Chair: James Thomas
Director of Children's
Services,
Richmond Council



Vice Chair:
Tonia Michaelides
Managing Director,
Richmond CCG

The SEND Partnership Board is responsible for making sure that everyone works together, and that the things in this plan happen.

The Board includes:

-  Family representatives
-  Voluntary Sector
-  Adult social care
-  Children's social care
-  Schools
-  Public health

The SEN Partnership Board's work includes:

- 1) Leading change
- 2) Working together
- 3) Measuring progress
- 4) Making plans
- 5) Sharing information

7. Workstream 1

Co-production, engagement and participation



Led by:

Charis Penfold [Director of Education Services, Achieving for Children], Parent-Carer representative

Activities

- 1) Support the other workstreams with their **engagement plans**.
- 2) Support the new **Parent Carer Forum**.
- 3) Work with **children and young people**; find out how they want to be involved in **decision-making** about their own support.
- 4) **Work with families** to design and improve services.
- 5) **Promote co-production** and ensure people know what it means.
- 6) **Review and improve information** and make sure it is **accessible**.
- 7) **Develop a database** (list) of families, so we send them information and ask for their opinions.

Progress so far

- 1) We are working with “**Contact**” to set up a Parent Carer Forum.
- 2) **A panel of parents and carers** is being set up, to support communication and consultation.
- 3) Developing a **Young People’s Group** for consultation and feedback.
- 4) Running **events**, for example; information sharing, coffee mornings.

8. Workstream 2

Joint commissioning



Led by: Strategic Lead for Commissioning, [Achieving for Children], Julia Travers [Director for Commissioning, Richmond CCG]

Activities

- 1) Include the **needs of children and young people** in all of our plans.
- 2) Work with children, young people and families to find out about the **quality of services**.
- 3) Review spending on **complex needs** and **out-of-area school places**.
- 4) Develop ways to **commission (buy) services** in partnership.
- 5) Develop use of therapies like **occupational therapy** and **speech and language therapy**, including in mainstream schools.
- 6) **Review our contracts** with independent schools.

Progress so far

- 1) We are reviewing our **spending on therapies**; is it effective and does it meet the needs of children and young people?
- 2) We are talking with independent schools and academies about the **price of school places**.
- 3) We are transferring 0.5% of our funding **from** “mainstream” to “high needs” and “early intervention”.

9. Workstream 3

Local provision



Led by:

James Thomas [Director of Children's Services, Richmond Council], Heather Matthew [Richmond CVS]

Activities

- 1) Work with local people to find how **inclusive** our **community** is.
- 2) Support the **voluntary sector**, so that it can provide more opportunities for children and young people with SEND.
- 3) Improve the support available for **families**.
- 4) Write a **10-year plan** for SEND places in all schools.
- 5) Develop **education** for young people aged **16-25**.
- 6) Develop **employment and volunteering** for young adults with SEND.
- 7) Review **alternative education** and **school exclusions**.
- 8) Review SEND **travel arrangements** and funding.

Progress so far

- 1) **Successful consultation**: a range of plans have been welcomed.
- 2) Consulted on **244 extra school places** for children and young people with SEND. These extra places have been, or will be, created.
- 3) Plans to create **two new special schools** have been approved.
- 4) Support for **employment and training** has been improved.

10. Workstream 4

Early intervention and transition



Led by: Jo Sullivan-Lyons [Strategic Lead: Educational Inclusion, Achieving for Children] and Samantha Leir [Headteacher, The Russell School]

Activities

- 1) Support schools and teachers to **learn from each other**.
- 2) Find out about the mental health needs of **0-5 year olds**.
- 3) Encourage schools to support **pupils' wellbeing**, including a digital youth project.
- 4) Review the **support that families need**, so that more children can be at home rather than in residential school.
- 5) **Make the move to adults services better** for young people.
- 6) Improve access to **apprenticeships and training**.

Progress so far

- 1) We consulted people about **early intervention**.
- 2) We have improved information, advice and support for schools about **inclusion**.
- 3) There is a new **“Early Intervention”** panel.
- 4) A new **“Transitions Agreement”** to improve the process of changing from children's to adult's services.

11. Workstream 5

Assessment and planning



Led by: Anna Chiva, [Associate Director Special Educational Needs, Achieving for Children] and Alison Stewart, [Designated Clinical Officer, CCG]

Activities

- 1) Review and improve our **information**, like the Golden Binder.
- 2) Review how well we do **needs assessments** for EHCPs.
- 3) Review the **quality of EHCPs**, and make improvements where needed. This will include **training** about writing EHCPs.
- 4) Support organisations to take part in **annual EHCP reviews**.
- 5) Make sure **Annual Reviews** are of good quality.
- 6) Improve the **SEND case management** system.

Progress so far

- 1) We have reviewed the EHCP **assessment and planning** process.
- 2) We have listened to what **parents and carers** have told us, in order to make **improvements**.
- 3) We found out about the **skills of people and organisations** working with children in Richmond, and have written a development plan.
- 4) We created a new EHCP **Quality Team**.
- 5) Recruited a person to lead on annual **EHCP reviews**.

12. Money



Value for money

The council does not receive all of the money it needs for SEND from the Government. We think that this “gap” in funding is going to get much bigger over the next three years.

We must make sure we spend our money efficiently, so that we meet the needs of children and young people.

Investment

We are spending money now, in order to save money and improve services in the future. We are investing in a range of things, including:

- ☒ Outreach and early intervention
- ☒ Transport
- ☒ Therapies
- ☒ Engaging with parents
- ☒ Communication

Council promises

The council will:

- ☒ Provide money for high needs services
- ☒ Campaign for fairer funding
- ☒ Invest in local services

Some difficult words from “Workstreams”

(in the order they appear)

Workstream: A theme of work, overseen by a group of people

Co-production: Working together to design and plan services

Engagement: Communicating well with groups of people

Commissioning: Councils and the NHS buying services

Complex needs: Children and young people with more than one difficulty—for example autism and physical disabilities

Contract: A written agreement

Voluntary Sector: Charities and other organisations supporting volunteers who work with children and young people

Consultation: Asking people in the local community what they think

Transition: The change from children’s services to adult’s services

Apprenticeship: Learning a new skill by working in that trade

Early Intervention: Helping at the start of a problem or difficulty; not waiting for it to get worse

Case Management System: A computer system which stores people’s information and tracks progress—for example their EHCP



Design by Clare Tarling
Easy Read Design and Training
www.claretarling.co.uk