

Richmond upon Thames SEND Futures Plan 2021 to 2026 **DRAFT**



**achieving
for children**



South West London
Clinical Commissioning Group

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9. Have your say!

1. Glossary (tricky words)

Some words and phrases are used a lot in this plan.

This list will help you to understand the plan.

Commissioning: Planning and buying services

Joint Commissioning: More than one organisation which is providing services for a child or young person. For example, the Council and the NHS working together.

EHCP: Education Health and Care Plan

SEN / SEND: Special Educational Needs and Disabilities

SEN Team: People at Achieving for Children whose job includes writing and reviewing EHCPs

Services: Services are organisations (or parts of organisations), which help children and young people to learn, be healthy and well looked after. This plan is mostly about schools, therapies, social care and mental health.

Transition: A change. For example, from primary school to secondary school.

Workstream: A way of organising large amounts of work into smaller topics. The workstream “**leads**” are people who organise the work and make sure that it happens.

2. Introduction



Who “we” are

This plan involves children, young people and families in Richmond and all of the organisations who support them. We work together to make the plan happen.



Involving young people and families

We listen to people’s experiences. This helps us to find out how things are now and to plan for the future.



Making services better

This plan is about nurseries, schools, colleges, health services and social care. We want children, young people and families to get the support they need.



Money

We must improve services, at the same time as saving money. This means we need to find new ways to do things.

3. Vision



This is what we are working towards:
Every child and young person has a happy and fulfilling life. They belong to a local, inclusive community. They get the support they need to develop their talents and skills.

We want children and young people to say:

I am listened to
and people hear
what I have to say.

I am safe, and my
needs are understood.

I am as healthy as
I can be.

I am as independent
as possible.

I am ambitious
and people are
ambitious for me.

The people who
love and care for
me are supported.

4. SEND in Richmond



4000 young people need extra support. They might get extra help in school with reading, maths or social skills. They may or may not have an EHCP.

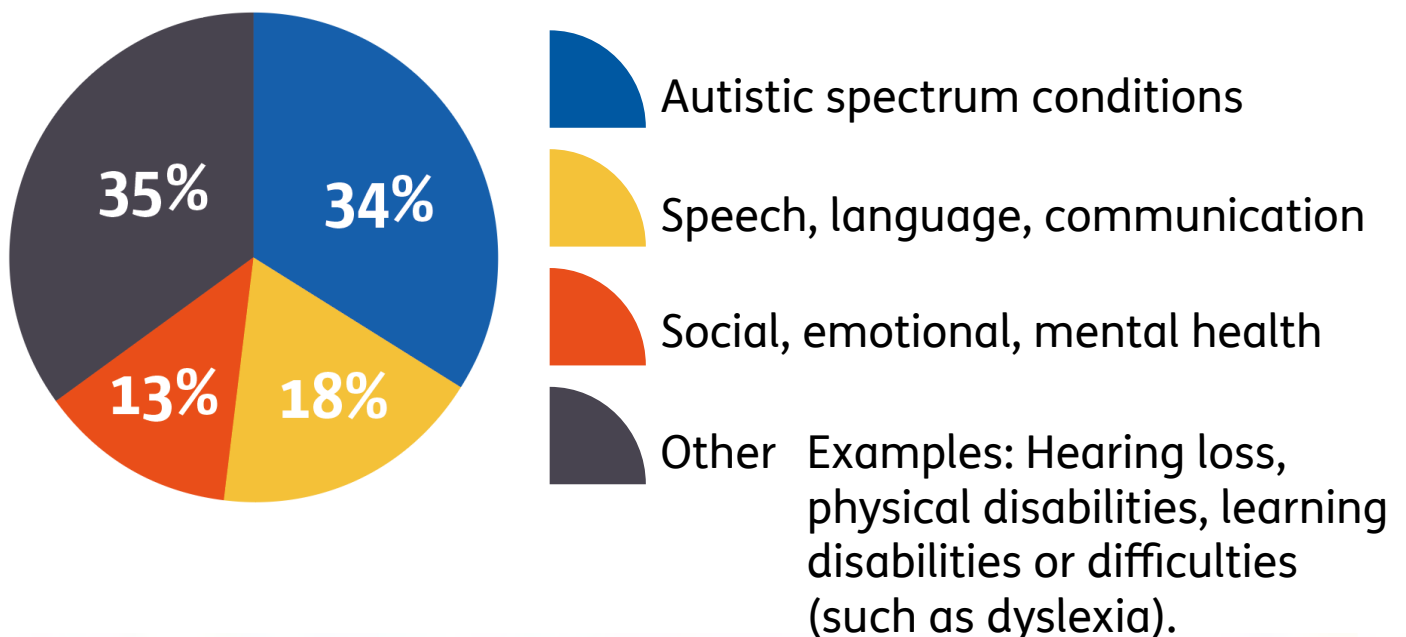


1550 young people have an EHCP. An EHCP is a plan about the support a child or young person needs. There are assessments and reports before a plan can be written.

130 young people with EHCPs are supported by social care. This includes children and young people who are in care (eg. living with a foster family), are in a danger, or at risk of harm.

Reasons for SEND in Richmond

The biggest group is people with autistic spectrum conditions



5. Money



Money is a challenge!

The number of children and young people with special educational needs is increasing. Many need a lot of support. This is expensive. COVID may mean that we need to support even more people in the future.



How we spend money on SEND

- Supporting children and young people with SEND in mainstream schools
- Special Schools
- Home to school travel
- Therapies
- Assessments and planning



Money from the Government

The government gives us money to support children and young people with SEND. It is not as much as we spend. This is a big problem, which we think might get worse.



Improving services and saving money

This plan is about how we can run better services **and** save money. We will:

- **Work together** to transform services
- **Involve** children, young people and families
- Help children **earlier in life**
- Support **independence**
- Make sure we get **value for money**

6. Transformation Themes



1. Early intervention

We want to support children and young people with SEND sooner. This will help them to stay in mainstream schools.



2. Improved education, health and care

We want to increase the range & quality of local education, health and care provision for children and young with SEND.



3. Value for money

We will collect more information about services. This includes the opinions and experiences of young people and families. The information will help us to make better decisions.



4. Working together

We are involving organisations, children, young people, parents and carers. Everyone can help us to make the SEND system better.



5. Preparing for the future

Young people need support to be independent and to get ready for adulthood. We are working to improve all school transitions for children and young people with SEND.

7. Who is involved?



Children, young people and families

It is very important to us to listen to people's experiences. This helps us to know how well services are working. It also helps us to make plans for the future.



SEND Partnership Board

The Partnership Board is a meeting of people and organisations who support children and young people with SEND.

The Board helps organisations to work together to make this plan happen.

Children, young people and families are represented and involved.



Clinical Commissioning Group (CCG)

The CCG are responsible for NHS services.

This means things like hospitals, community health services and doctors surgeries.



Achieving for Children & Richmond Council

Achieving for Children run children's services for Richmond Council. "Children's Services" means things like social workers, education, early help and safeguarding.

7. Who is involved...continued



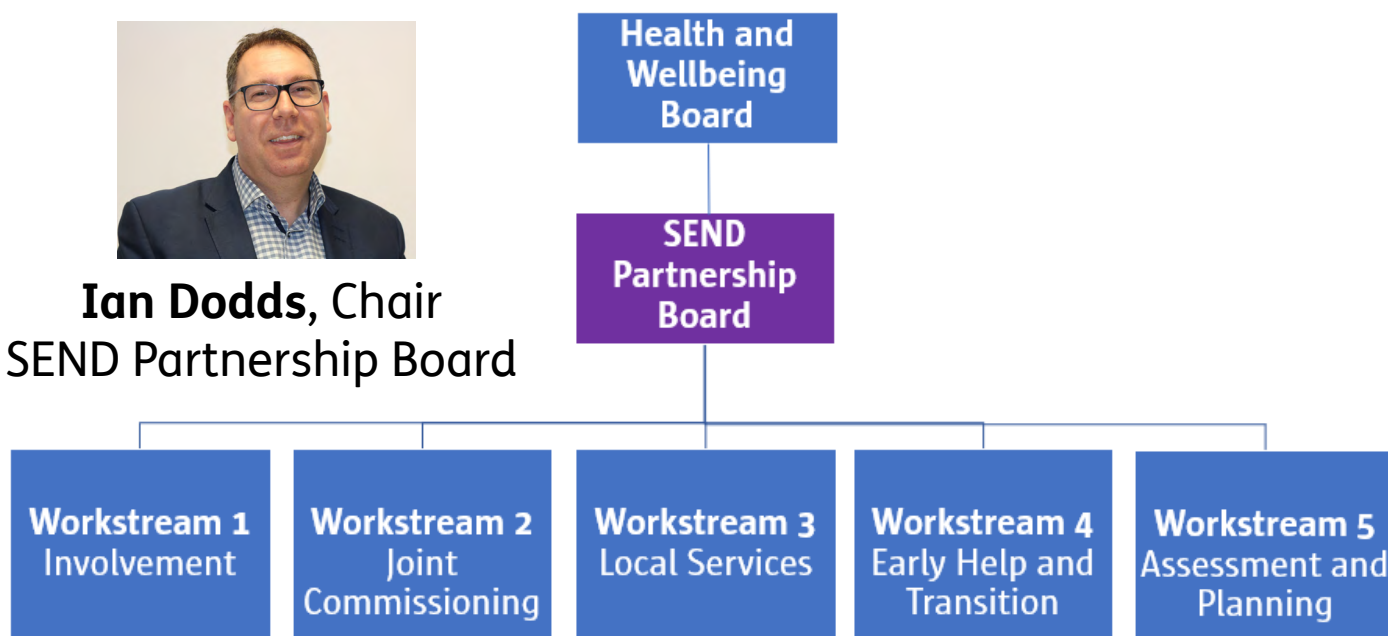
Health and Wellbeing Board

The Health and Wellbeing Board is accountable for making sure the things in this plan happen.

This diagram shows you how some of the groups fit together. Most of the groups involve people from all of the main organisations.



Ian Dodds, Chair
SEND Partnership Board



Workstreams are a way of organising a large amount of work into smaller topics.

The next few pages are all about the 5 **workstreams**:

- Who leads them
- What children, young people and families say
- The work being done
- Plans for the future

8. Workstream 1: **Involvement**



Workstream Leads:

Parent Carer Forum: Representatives
Ashley Whittaker: Achieving for Children



Children and young people tell us:

- It is important to **involve everyone**
- **Adults' views** may be **different** to ours
- **Information** needs to be easier to read
- We should be involved because **decisions** about services **affect our lives**



Families tell us:

- **Staff need training** to help them notice and support young people with SEND.
- People need to know **where to get support**
- Children and families **need help earlier**, before problems happen.
- We need to **work together** to plan for the future.

People we work with:

- Richmond Parent Carer Forum
- Children and young people
- Professionals and organisations who support children and young people with SEND

Workstream 1: Things we are working on



Relationships

Build **better relationships** with families and organisations. This will help us all to understand **what is needed**. It will also help us to find out whether our work has **made a difference**.



Involvement

Listen to children and young people. **Involve** them in making decisions. Involve a wider range of people. For example, people from **black and minority ethnic communities** and **people with learning disabilities**.



Inclusion

Ensure that all children and young people with SEND can play, learn and grow up as **equal** members of their **local community**.



Communication

Make sure that everyone has the **opportunity** to say what they think about services. Make sure that people can get accessible information, particularly from the **Local Offer** website.

Workstream 2: Joint Commissioning



Workstream Leads

Jessica Thom, Achieving for Children
Sue Lear, Clinical Commissioning Group

Working together

Children and young people are often supported by many different services at the same time. The main services are:

- **Education;** nursery, school and college
- **Social Care**
- **Health;** for example, doctors, nurses, and occupational therapists



We manage the money for these services by **working together**. This improves children and young people's wellbeing and education.

Children and young people tell us:

- We don't like **missing lessons** for therapy sessions. It makes us feel **different**.
- We want the **same therapist** for as long as possible, so we can get to know them.
- We have to **tell our story** too many times.



Families tell us:

- It takes too long to get **speech and language** therapy
- We would like to use **short break** services which are close to home
- Some services have been **very flexible** during the Covid-19 pandemic



Workstream 2: Things we are working on



Planning

We will work with children, young people and their families to **understand** more about the difference that services make. We will use the information to **plan** improvements.



Reviewing

We are looking at **how we spend our money** now, to see how much **difference** services are making to people's lives.



Partnerships

We will work with **more organisations** who help children and young people. We want to make sure that services help people to **get ready for adulthood** as early as possible.



Co-production

For example, working with children, young people and their families to improve **therapy and short breaks services**.

Workstream 3: Local Services



Workstream Leads:

Charis Penfold, Achieving for Children
Nigel Evason, Clinical Commissioning Group



Children and young people tell us:

- Being able to **walk to school** is good
- **Work experience** is helpful for learning skills for adult life
- Being **treated differently** by other children can make people feel **anxious**



Families tell us:

- They would like their children to go to schools **close to home**
- A **range of support services in one place** makes life much easier
- They worry about what will happen when their children **leave school**



Recent achievements:

- Plans for the new **special school in Barnes**
- More **specialist school places** in the **local area**
- More 14 and 15-year-olds are being helped to **plan** for when they **become adults**
- Planning and improvements for **therapy services**

Workstream 3: Things we are working on



Communities

Work with children, young people and their families to find out how **inclusive** places like **libraries, parks and youth clubs** are.



Specialist School places

Plan carefully to make sure we have the school places we need. Increase the number of **specialist places**, to match the number of children and young people who need them.



Preparing for adulthood

Help young people to **plan for the future**. Improve local **employment, training and volunteering** opportunities.



Therapy and Mental Health

Improve the **mental health and wellbeing** of children and young people with SEND in Richmond. Find out more about the **therapies** people need, and what is available. Make sure there are enough therapists with the rights **skills, experience and training**.

Workstream 4: Early Help and Transition



Workstream Leads:

Sheldon Snashall, Achieving for Children
Roberta Evans, Achieving for Children

Children and young people tell us:

- **Moving schools** can be scary
- Some teachers are more **understanding** than others
- As they grow older, they often get less support and it is hard to know who to ask for help



Families tell us:

- Helping young people **as soon as possible** is important. There must be enough money and staff
- We need to **understand** how and why this makes a difference
- We must use **local expertise**
- We must build relationships with communities, volunteers and charities



Work with families, children and young people:

Listening to the opinions and experiences of children and young people is helping us to:

- **Recruit and train staff**
- Develop parent and carers **training**
- Improve '**About Me**' information
- Improve the support for children with SEND to **move to secondary school**



Workstream 4: Things we are working on



First 1001 days

In the first 1001 days of life, the **things that happen to a child** are very important. 1001 days is just over **2.5 years**. Their **development** at this time affects the rest of their lives.



Some difficulties can be **prevented**, so it is an important time to offer **help and advice** to children and families. Less support may then be needed in the future as the child grows.



Early Years onwards

Most children with SEND will be supported in nursery, pre-school, school or college, **without needing an EHC plan**. If all children are taught in ways which **suit their individual needs**, less children and young people will need EHC plans.



Transitions; for example, leaving school, need careful planning. We will make sure there is **advice and support** for parents, carers, teachers and other professionals about these changes.

Some young people find mainstream schools too difficult. We are finding **new ways** for them to take part in education.

Workstream 5: **Assessment and Planning**



Workstream Leads

Anna Chiva, Achieving for Children

Alison Stewart, Clinical Commissioning Group

This workstream is about **EHCPs** (Education Health and Care Plans) and the **assessments** which tell us about children and young people's strengths and weaknesses.



Children and young people would like:

- To **know what their plan says**
- **Support** to have good **relationships** with other children and young people
- Help to **learn** how to become more **independent**



Families tell us that:

- The **annual review** process is not always a good experience
- They would like the EHC plan **coordinator** to come to the **Review of Assessment Summary** meeting



Work with families, children and young people:

- Checking to see how effective **EHC plans** are, and making improvements
- Making **Easy Read** Information
- Finding ways to **measure** the **difference** that EHC plans make

Workstream 5: Things we are working on



Training and support

We want to improve training and support for parents and professionals.

This will help people to:

- Write high quality EHCPs
- Run good annual reviews
- Make sure that everyone knows what to expect from an annual review



Ensuring that EHC Plans make a difference

- Make sure that **schools, health** and **social care** work together to give children and young people the support they need.
- **Check EHC plans** to make sure they are good quality.
- Make sure that **assessments and reports** are completed on time
- Use **technology** to improve the way that EHC plans are written, reviewed and communicated.



Have Your Say!



Grace Over



Ashley Whittaker

You can:

- Say what you think about this plan
- Be involved in our work

Children and Young People:

Email Grace Over:

participationiscd@achievingforchildren.org.uk

All other feedback:

Email Ashley Whittaker:

ashley.whittaker@achievingforchildren.org.uk

For information about SEND support in Richmond, use the Local Offer website:

www.kr.afcinfo.org.uk/local_offer



Easy Read Design by...

