

## SEND Futures Plan Update

### 1. Introduction

- a. The Council's People Committee considered and endorsed the draft updated SEND Futures Plan in June. The update included the Dedicated Schools Grant Financial Model as per the Safety Valve Funding Agreement. The latest version of the SEND Futures documents are published on the [Local Offer website here](#).
- b. The final report of the Local Government Association (LGA) Peer Review of SEND provision in Kingston that took place in April is still awaited. The draft findings are included as a supporting document for a separate item on this meeting's agenda.
- c. Under the terms of the Council's "Safety Valve" Agreement, it is required to report quarterly to the Department for Education on performance against terms in the agreement. On 18th June the Council submitted their first quarterly reporting, and that report with two of the annexes is included as Annex 1 to this update report. The report states that "There is a good level of confidence that the terms and conditions for 2021/22 will be fully met and that this work will support the achievement of conditions associated with future years".
- d. The Ofsted / CQC inspection revisit following the original Local Area SEND Inspection of September 2018 has not yet materialised, and given the proximity of school holidays it seems likely that this will now take place sometime in the new academic year. Of note is that Richmond received its first Local Area SEND Inspection in June, with the outcome expected to be published in July.

### 2. Workstream 1: Co-production, engagement and participation

- a. Children and young people with SEND continued to participate in a full programme of events including Recruits Crew, the Easy Info Group and the monthly health meeting with the CCG's Designated Clinical Officer.
- b. Recruitment for the new SEND Parent Carer Engagement Officer will start in July with the aim of having the role in place as soon as possible in the new academic year.
- c. In May the Director of Children's Services chaired a workshop style meeting involving members of the Parent Carer Forum Steering Group and colleagues from AfC and the CCG. With regard to joint working with parents and carers, a summary of what is currently going well, what could be better and the opportunities to improve is included as Annex 2 to this report. One outcome was to start a quarterly meeting with the PCF Chair and AfC and CCG seniors to monitor progress against delivering on the opportunities to improve. Another was to reassess identified priorities for joint working and to focus on the following:
  - i. Engagement and outreach (including diversity) and communications
  - ii. The Coram Parent Champions scheme
  - iii. Improving therapy provision

- iv. Developing the Outcomes Framework
- v. Improving the SEN Support Offer

Following Dr Jo Steer's attendance at the June Parent Carer Consortium meeting, it was agreed to add a further priority:

- iv. Support for parent carer emotional wellbeing

### **3. Workstream 2: Joint Commissioning**

- a. Matters relating to therapy provision and emotional wellbeing and mental health are included under Workstream 3
- b. The consultation relating to the recommissioning of certain aspects of the short breaks provision has concluded and a summary of the findings is attached at Annex 3
- c. The service relating to social care direct payments, personal budgets and personal health budgets, currently commissioned from Kingston Centre for Independent Living, is due for recommissioning from April 2022. An options appraisal, including joint working with Adult Services and Health and potentially other boroughs, will be done to consider future opportunities to develop this service further.
- d. Recruitment is underway for two SEN Placement Commissioning Managers to build on and embed the improvements we have been making to our commissioning practice

### **4. Workstream 3: Local provision**

#### **a. Therapies**

- i. Regarding the service specifications for the newly recommissioned services, the occupational therapy and physiotherapy specifications have been circulated and comments submitted. The speech and language specification has been released for comment and the CCG's Deputy Head of Transformation and Children's Services Lead will meet key stakeholders to discuss in July.
- ii. Mapping a delivery programme onto the Balanced System (the commissioning framework going forward) is in process. Recruitment is also ongoing for a number of services (following increased funding this financial year). The best way for parents to continue to actively contribute to implementation is also being discussed and progress with the proposed service level agreement with schools to increase speech and language input is being reviewed.

#### **b. Emotional wellbeing and mental health**

- i. The iThrive Model is being developed, including bringing national and regional leads together to plan implementation in Kingston. Work includes partnering with local boroughs who are already using action learning sets with operation, clinical, strategic perspectives, and for planning, providing and performance management. Funding has been secured to develop this process in Kingston. The assessment of the current situation is almost complete, with outstanding data required from SWLStG NHS Trust.
- ii. Mental Health Support Teams (MHSTs) in schools Wave 6 has been agreed and will begin in January 2022 encompassing all schools. [More information is available here.](#)

### **c. Local Places**

- i. Work continues on the opening of the new Dysart satellite primary special school provision in North Kingston in September 2021. Joint working with the DfE and Ambitious About Autism for the opening of the new special free school at Moor Lane, with a target date September 2023 also continues, with a planning application likely in the autumn.
- ii. Several new / expanded specialist provisions are also still planned for September 2021. These are moving forward although deadlines are now tight and we are grateful to all school and council colleagues for their commitment and hard work to have these open on time. They are at Malden Oaks (Post 16 SEMH), Alexandra (Key Stage 2) and Coombe Boys' School (consultation underway for 20 places).

### **d. 16 to 25 Years**

- i. The multiagency Transitions Working Group is now meeting regularly and linking in with the wider agenda of the Council's Maximising Independence transformation workstream.

### **e. Concerns**

- i. Recruitment of therapists continues to be a problematic
- ii. Whilst the iThrive model is a very attractive proposition in the long term, it does require significant systemic change and investment across all providers and partners that will take time to deliver. This is at the same time as the number of children and young people requiring related support is increasing and waiting lists are significant.

### **f. Priorities for next 3 months**

- i. Establish a working party to take iThrive model forward, including parents and carers and children and young people and colleagues from across the CCG, AfC, partners, South West London St George's and Adult Services.
- ii. Complete specialist education provisions for September intake
- iii. Establish Kingston Transition Board
- iv. Finalise contract specifications for the three main therapies, with KPIs, and obtain all necessary sign offs

## **5. Workstream 4: Early intervention and transitions**

### **a. Recent impact and progress**

Significant initiatives to upskill the wider workforce continue:

- i. First 1001 Days - practitioners have been trained in Video Interactive Guidance and will be working with families open to social care where there is a baby under 1 year old to enhance attachment and attunement.

- ii. The Head of Children, Youth and Partnership will be re-introducing the Children’s Centre partnership - four dates agreed and terms of reference drafted to ensure partnership approach to early years offer.
- iii. Early Help Resilience Networks started to be held in January 2021 and continue to be held across both boroughs for the three age groups (0-4, 5-10, 11+) every month and signposting to local services has been possible for each family. The Early Help Strategic Board has agreed a data set and KPIs to review impact on referrals into the Early Help service.
- iv. Quality First Teaching (QFT) Inclusion Charter - core group and sub groups continue to meet to refine the resource. Headteachers being consulted prior to the official launch. QFT reflective journal [related to the part about teaching in the classroom] has been shared to see what initial thoughts are. SPARK Ed action research project to be delivered by the SIP team once the programme has been launched so that schools who identify themselves as needing support [through a self evaluation audit] can receive additional help to embed the charter into their everyday working.
- v. Transitions - Post 16 transition communication sharing has formally started for the first time with AfC facilitating and initial feedback from colleges is strong [30 YP included so far]. A working group has been established to further refine transition at both KS2-3 and KS4-5 so that schools manage it themselves and we avoid duplication of forms - this new process will commence for the transition of 2022.
- vi. Early intervention initiatives - Nurture continues to go generally well although some staffing issues on one school are impacting delivery. Further work for 21-22 will be about applying the Nurture principles across the whole school. Emotionally Related School Avoidance (ERSA) - continues to be a priority area - meetings with health and education have been taking place to enable us to think reflectively about how to better collaborate on meeting the needs of the young people where their needs are too great for the ERSA toolkit to be used.
- vii. Interventions - Education Inclusion Support Service (EISS) have re drafted their offer for secondary schools and will be presenting these to secondary heads to ensure they are in line with what secondary schools need ahead of 2021-22. These involve a focus on entrenched ERSA cases, an alternative curriculum offer for the small numbers of young people for who a mainstream curriculum is not suitable to aid progress and an offer to better support families who are experiencing challenges but do not meet the threshold for Early Help support.

**b. Areas where progress has been slower than hoped / concerns**

- i. Entrenched Emotionally Related School Avoidance Cases (ERSA). Social anxiety has been on the rise for some time and it is becoming clearer that this has been exacerbated by the pandemic. Schools have a rising number of young people unable to access school and in some cases leave the home. Hence our work with health to better align our energies.
- ii. There is an increase in adolescent referrals in the Early Help Service, presenting with challenging behaviour and mental health concerns. Data below for June 2021 (both Kingston and Richmond)

Age group (years)	Open cases	% challenging behaviour	% mental health
0 - 4	22	38%	

<b>5 - 10</b>	55	27%	13%
<b>11 - 19</b>	133	48%	25%

**c. Priorities for next three months**

- i. Have a Y7-8 alternative curriculum up and running
- ii. Consult with Heads on the provisional QFT IC document
- iii. Establish a clear strategy [with health] for supporting entrenched ERSA cases
- iv. Adolescent Safeguarding restructure to be borough focused and have an additional worker for young people presenting with contextual needs and mental health. Following this we will look at links and secondment opportunities with Early Help - to increase knowledge and skills for the Early Help service and support early intervention wherever possible.

**6. Workstream 5: Assessment and planning**

**a. Recent impact and progress**

- i. Joint working across the system to embed quality assurance within individual services and ensure learning from bimonthly quality assurances into individual services for both Education, Health and Care plans and annual reviews. Recognition of improvement within plans through bimonthly Quality Assurance .
- ii. Continuing development work around holistic outcomes which is provoking discussion across the system . Development work is in process including introduction of a revised advice template for Education,health and care needs assessment. This is initially being piloted in Richmond Therapies and provides an opportunity for Physio,Speech and Language Therapy and Occupational Therapy to establish joint outcomes for children who are known to all 3 services.
- iii. School representatives are working together to develop school based quality assurance for Annual Review. Reminders have been sent out to school SENCOs to ensure that children and young people's views are captured within the Annual review.
- iv. Introduction of an education, health and care needs assessment panel to support robustness of decision making around decision making.
- v. Timeliness of advice continues to be monitored and triangulated with providers.

**b. Areas where progress has been slower than hoped**

- i. Quality work around plans in transition and linking to Preparation for Adulthood outcomes.
- ii. Consistency of approach to Person Centred Outcomes.

**c. Priorities for next three months**

- i. Agreement to use standardised QA tool for advice across all services contributing advice

- ii. Support for all parties involved in multi agency QA to improve quality and ensure consistency of advice across advice givers. This will include a Train the Trainer programme through Helen Sanderson Associates which will include a refreshed focus on “ Person Centred practice”.
- iii. Moderation of QA to be conducted by core QA team.
- iv. Increased school involvement in quality assurance of EHCP activities.
- v. Evaluate the impact of the Education,Health and Care needs assessment plan.

**d. Number of education, health and care plans**

- i. The total number of Education Health and Care plans maintained by Kingston on 5th July stood at 1465. This was an increase of 96 over the previous twelve months, or 7%. The latest national data for the increase in Education Health and Care plans is for calendar year 2020 when the number of plans increased by 10.4% in England and 9.6% across London boroughs.

**7. Finance update**

The Borough is currently projecting a Dedicated Schools Grant (DSG) overspend of £4.685m, including £1.0m spend relating to EHC plans that have not yet been approved but are expected to be approved before the end of the financial year. Assuming the Council is successful in claiming an additional £5m in “Safety Valve” funding this year, and including a contribution of £1.2m from the Council, this would result in a £10.9m cumulative DSG overspend at the end of this financial year. This position is summarised below (note the budgets in this table exclude the £63.8m Schools Block and £5.5m High Needs Block Academy Recoupments).

	Budget £m	Outturn £m	Variance £m	Future Demand £m	Variance incl Future Demand £m
2021/22 DSG Outturn					
Schools Block	53.674	53.674	0.000	0.000	0.000
Central School Services Block	1.128	1.128	(0.000)	0.000	(0.000)
Early Years Block	13.651	13.215	(0.436)	0.000	(0.436)
High Needs Block	21.011	25.131	4.120	1.000	5.120
<b>Sub-Total</b>	<b>89.463</b>	<b>93.147</b>	<b>3.685</b>	<b>1.000</b>	<b>4.685</b>
2020/21 Carry forward	(12.401)	0.000	12.401	0.000	12.401
Safety Valve Funding	5.000	0.000	(5.000)	0.000	(5.000)
Council Funding	1.200	0.000	(1.200)	0.000	(1.200)
<b>Total</b>	<b>83.262</b>	<b>93.147</b>	<b>9.886</b>	<b>1.000</b>	<b>10.886</b>

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