

## SEND Priorities for 2016-18

### How effectively do we identify need - what are the challenges?

- Embedding a consistent understanding across the local area of needs, their impact, and outcomes (parents and providers) remains an ongoing challenge. Actions include:
  - Continued data scrutiny and challenge to schools to ensure a robust distinction between underachievement and SEN.
  - Support to schools to address coding of SEN to avoid overuse of 'other' categories (particularly at secondary) through SENCO network and targeted work with identified schools.
  - Targeted work with schools to address inconsistencies in identification rates for SEND (ranging from 6% to 30%) – addressed through our 'Work in Support of Schools' framework as part of an integrated school improvement response (schools with both high and low rates).
  - Targeted work with schools to address high levels of fixed term exclusion
  - Removal of national curriculum assessment level descriptors has implications for tracking progress – School Improvement Service providing guidance, including tracking those with SEND

#### **SEND Strategy: Priority 3**

##### *Measuring and capturing progress towards outcomes*

- Maintain the ongoing development of integrated multi agency working that builds on the Early Help model, recognising that Services need to be more adaptable and able to evolve with the changing and dynamic needs of those who use them, as assessment and planning become more closely related to need. This involves:
  - Ensuring shared definition of integrated working
  - Further development of integrated assessment and intervention, requiring changes in culture and ways of working plus recognition of a potential skills gap among frontline workers - person-centred planning is about creative solutions and requires a shift from being experts on the person to being experts in problem solving with others
  - Further work to ensure Children's Social Care service offer is proportionate to need, including review of use of SAQ as a fit for purpose assessment tool
  - Where appropriate, service redesign.

#### **SEND Strategy: Priority 2**

##### *Ensuring an integrated approach*

- Further development of a multi-agency strategy to improve the referral pathway for children with ASD to manage the significant local increase in referrals for assessment / diagnosis that we have seen locally. This includes:
  - Moving EHC assessment to the point of identification rather than diagnosis where appropriate, to enable better planning for transition. Schools Forum have agreed additional resource to enable 'pump priming'. Work is currently underway to clarify referral pathways through Health and Early Years routes, with oversight by a multi-agency management group to ensure timely and consistent practice.

## SEND Priorities for 2016-18

- Taking account, via the Joint Commissioning Board, of any recommendations from a recently commissioned ASD Review to ensure assessment and identification practice is robust (external consultant due to report in October 2016). Our response will include a focus on the further development of attachment awareness in schools and settings , including work with families, through our outreach services.

**SEND Strategy: Priority 5**  
**Pathways for children and young people with Autism**

- Further work in aligning EHC process alongside statutory processes for CIN and LAC

**SEND Strategy: Priority 2**  
**Ensuring an integrated approach**

- The Virtual School is under review to ensure an improved offer to children and young people who are LAS, including those with SEND.

**SEND Strategy: Priority 2**  
**Ensuring an integrated approach**

- Timescales for completing assessment – performance needs to improve. Providing statutory advice within revised timeframes is a significant challenge for Health and Social Care. A robust action plan is in place including updating of the Health provider pathway with clearer expectations around timeliness.

**SEND Strategy: Priority 2**  
**Ensuring an integrated approach**

- More targeted support to Early Years and Primary schools to enable them to more effectively support children who are vulnerable to speech, language and communication needs.

**SEND Strategy: Priority 7**  
**Timely delivery of high quality and effective Therapy service**

## How effectively do we assess and meet need: what are the challenges?

- We are keenly aware of the need to continually extend service users awareness of their options and rights. Education, Health and Care jointly commission an 'arm's length' Information, Advice and Support Service (provided by Family Action from April 2016) to provide a single point of contact for parents, support the development of the Local Offer and support the involvement and participation of parents at a strategic level. Work is underway with Centre 404 (previous IAS provider) and Family Action (new IAS provider) to re-align roles, with a clearer separation between Parents Forum and Information, Advice and Guidance roles. To do this, we need to be confident that parents know the correct pathway to access the information advice and support they need to manage their individual problems and concerns at the right time, starting with the Local Offer. One of the immediate challenges is how to ensure that parents and the LA judge the effectiveness of services in the same way.

**SEND Strategy: Priority 6**  
**High quality Advice and Information**

## SEND Priorities for 2016-18

- Lessons learned interviews with families when things have not gone well suggest that integrated working approaches e.g. Team Around the Child, Lead Professional need to be more consistently applied. Fortnightly EHC Management Boards enable better coordination of assessment and review at individual level - this now needs to be routinely embedded in planning at an individual level by better integrating EHCP assessment and review with CIN, LAC and continuing care reviews. Integrated Working is still too dependent on personal relationships, and when things get challenging, staff can retreat to silo working.

***SEND Strategy: Priority 2  
Ensuring an integrated approach***

- In the area of Communication and Interaction, there is a key focus on extending our continuum of provision for children with Autism in response to growing need, building on an integrated borough plan that ensures provision for lifelong needs.

***SEND Strategy : Priority 5  
Pathways for children and young people with Autism***

***Priority 7  
Timely delivery of high quality and effective Therapy service***

- Impending changes to legislation and local organisation, and the benefit of recent audit and scrutiny reviews make this the right time to reconsider our local arrangements for Alternative Provision and develop curriculum options for those with behaviour needs. This will also involve further support to mainstream schools to meet the needs of children and young people with SEMH.

***Alternative Provision Review***

- We must continue to develop regional support for FE colleges e.g. by extend our local training offer to college staff. We also need to improve student engagement at post 16 assessment. Delivering health therapies up to the age of 25 also presents a range of challenges that we are addressing.

***SEND Strategy: Priority 1  
Progression to Adulthood***

- The Local Offer is evolving - we must continue to work with parents so that it becomes the first point of reference and 'go-to' place for information on local provision available. We want our Local Offer to be the best in the Country!

***SEND Strategy: Priority 6  
High quality Advice and Information***

- Virtual School action plan is in place to improve service offer for LAC children with SEND.

***Virtual School Review***

## SEND Priorities for 2016-18

### How effectively do we improve outcomes - what are the challenges?

- The need for a more pro-active approach to developing progression pathways to education, training and employment for young people with SEND, and to work more closely with FE providers – transition arrangements are the focus of an improvement plan between Adults and Children’s Services so that adult support packages are in place by the age of 17. This had required restructuring of adult services, and the bringing together of disability services across children and adult services, including health services managed by social care to significantly enhance the 16-25 pathway. Work is still on going to Identify and align cross-cutting themes to Care Act planning

***SEND Strategy: Priority 1  
Progression to Adulthood***

- We also need to bring together all post 16 skills and vocational work, including supported employment and apprenticeships to focus on enhancing opportunities and improving outcomes for young people with SEND as well as other vulnerable groups.

***SEND Strategy: Priority 1  
Progression to Adulthood***

- The further development of our framework for measuring progress towards outcomes for children across our SEND population to enable immediate as well as long term management information and feedback to children and young people and their families as well as providers. This will include analysis of the extent to which excluded / hard to reach groups are involved in person-centred planning to help use examine how effective our strategies and interventions for including families and encouraging them to be involved in co-production have been.

***SEND Strategy: Priority 3  
Measuring and capturing progress towards outcomes***

- To work more closely with regional partners in evaluating user feedback in the absences of any national benchmarking data.

***SEND Strategy: Priority 6  
High quality Advice and Information***

- Shifting culture and attitude takes time e.g. instilling belief across the workforce that personalisation can lead to real change and improved outcomes; supporting families to understand that fair entitlement may not be the same as equal entitlement i.e. that

## **SEND Priorities for 2016-18**

resources are allocated according to need and not demand; maintaining our focus on the quality of outcomes rather than quantity of input - 'outcomes not hours'

**SEND Strategy: Priority 6  
High quality Advice and Information**

- Done well, person-centred planning is a time-consuming process - we must align this knowledge, the positive feedback from parents on the quality of process and plans and our early information on good outcomes with the need to improve compliance with statutory timescales. We have got the process right; we now need to do it more quickly without damaging the user experience. An action plan is in place.

**SEND Strategy: Priority 2  
Ensuring an integrated approach**

- As young people become more involved with their own assessment and planning, we are beginning to see more examples of difference between parental choices versus the views of the young person; this presents trading implications that we are addressing.

**SEND Strategy: Priority 4  
Children and young people's voice**