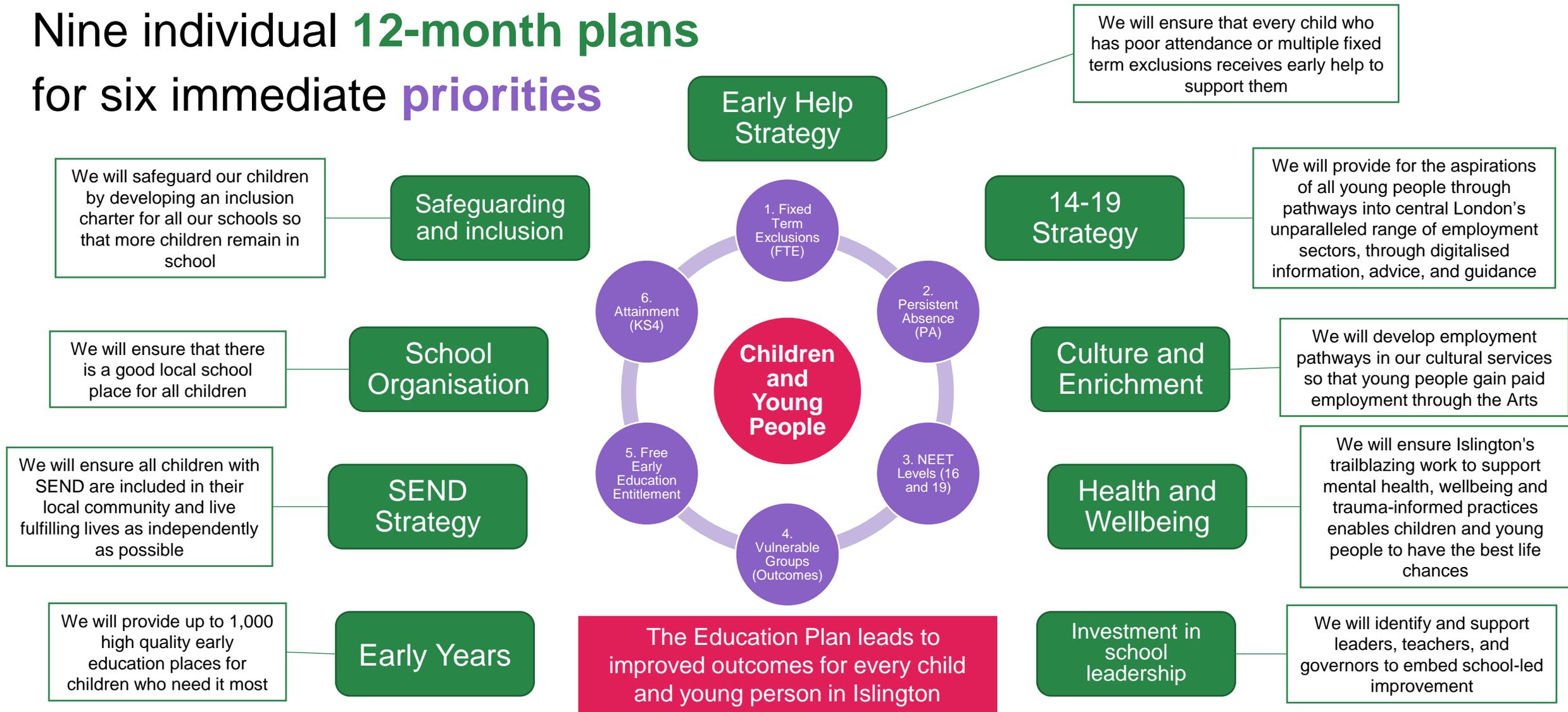


Update: Education Plan and SEND Strategy

Sarah Callaghan

Nine individual 12-month plans for six immediate priorities



Our education plan will be supported by nine individual pillars to achieve our ambition of improved outcomes for our children and young people

1. Early Years

- We will provide up to 1,000 high quality early education places for children who need it most

2. SEND Strategy

- We will develop additional resourced provision across Islington so that children can remain in mainstream school whilst accessing specialist support

3. School Organisation

- We will ensure that there is good local school place for all children

4. Safeguarding and Inclusion

- We will safeguard our children by developing an inclusion charter for all our schools so that more children remain in school

5. Early Help

- We will ensure that every child who has poor attendance or multiple fixed term exclusions receives early help to support them

6. 14-19 Plan

- We will provide for the aspirations of all young people through pathways into central London's unparalleled range of employment sectors, through digitalised information, advice, and guidance

7. Culture and Enrichment Strategy

- We will develop employment pathways in our cultural services so that young people gain paid employment through the Arts

8. Health and Wellbeing

- We will ensure Islington's trailblazing work to support mental health, wellbeing and trauma-informed practices enables children and young people to have the best life chances

9. Investment in School Leadership

- We will identify and support leaders, teachers, and governors to embed school-led improvement

Pillar One: Early Years

Ambition

We will provide up to 1000 high quality early education places for children who need it most

Context

Our high quality early education system supports improved outcomes for all children including the most disadvantaged, and acts as an enabler for wider community cohesion. Our priority early learning places for children in need, funded places for disadvantaged 2 year olds, and subsidised places for working families make a significant contribution towards a fairer Islington through ensuring a social mix which supports all children's learning and development.

Actions

We will:

- increase and sustain take-up of early education entitlements for 2, 3 and 4 YO's
- improve recruitment and retention of good quality early childhood practitioners
- ensure a sustainable future for all council subsidised settings including nursery schools
- support EY providers through our equalities action plan to affect change, embed anti-racist EY practice and challenge inequality and discrimination
- support settings to effectively implement EYFS reforms
- roll out trauma-informed approach training and support to all EY settings
- promote early reading, love of reading and a community of readers
- offer expert advice and support around developing and embedding high quality early years provision for all children including those with SEND in order that providers are confident to meet the needs of the growing numbers of children with SEND
- facilitate connections between schools and settings to share best practice and learning, informally and through our Register of Good Practice
- provide a bank of resources with links to up-to-date research, articles and readings to support high quality practice
- contribute to the programme of support for Early Career Teachers (ECTs)
- offer a comprehensive central training programme
- champion early years at local, regional and national level

Outcomes

- By the end of Reception all children enjoy their learning and have the skills needed to succeed at school
- Outcomes are improving for all children as measured by the Early Years Foundation Stage Profile
- The gap between the most disadvantaged children and their peers at age 5 is reducing year on year



Pillar Two: SEND Strategy

Ambition

We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND



Context

Islington has strong strategic leadership and well-established joint working relationships with schools and parents, who tell us that SEND support is meaningful and effective. Most schools in Islington ensure that children and young people with SEND feel welcome and children and young people with SEND achieve well. But some do not. The proportion of fixed period exclusions for those with SEND is too high in secondary schools and communication is inconsistent and not all parents understand what their child is entitled to and when.

Actions

We will:

- Make more funding available to mainstream schools outside of the EHC Process
- Provide a framework of good inclusive practice against which schools can self-assess and set up an inclusion quality mark
- Work with the wider system (CAMHS, Therapies, outreach) to ensure supportive capacity is in place
- Oversee a Quality Assurance process so schools can assure themselves of the quality of inclusive practice
- Facilitate connections between schools through clusters and 1-2-1 relationships to share best practice and learning
- Ensure EHC processes when required will be undertaken in a timely, outcomes-focused way
- Ensure that schools will make young people with SEND feel welcome
- Reduce the proportion of fixed period exclusions for pupils with SEND in secondary schools
- Improve the consistency and quality of communication with parents about what their child is entitled to and when

Outcomes

A school-led system that provides support and challenge to mainstream schools for the provision and practice they deliver for children with SEND underpinned by a new approach to SEND funding and the development of Additionally Resourced Provision in mainstream schools.

Pillar Three: School Organisation

Ambition

We will ensure that there is a good local school place for all children

Context

In 2022-23, there will be 84,384 surplus school places across London and 84% of these will be in primary schools. Falling rolls is a pressing issue in Islington and across London. Around 300 fewer babies were born to Islington residents in 2019-20 compared to previous years. Across 47 Islington primary schools, almost one in five reception places remain unfilled as of January 2021 (18%). There is also a surplus of 14% (January 2021) across all secondary year groups (around 1,000 places), and 13% in Year 7 specifically.

Actions

We will:

- work with the School Organisation Programme Board to drive the delivery of Islington's strategic School Organisation and Pupil Place Planning approach
- Raise awareness across the system of the benefits of collaboration and alternative school models as part of a federated system
- agree shared principles with schools for managing surplus places across Islington's settings
- place children at the centre of any decision-making
- ensure there is enough capacity for SEND provision in all settings
- only consider school closure or amalgamation as a last resort and following any formal consultation
- ensure the long-term financial viability of all schools

Outcomes

Islington will have sufficient capacity to offer a place for all children in a good Islington school that is financially viable with enough places to ensure flexibility and parental choice.



Pillar Four: Safeguarding and Inclusion

Ambition

We will safeguard our children by developing an inclusion charter for all our schools so that more children remain in school

Context

Islington has strong strategic leadership and well established and effective joint working relationships with schools, supported by excellent communication and multi-agency partnerships links. Our Securing Education Boards ensures complex cases are discussed in a multi-agency context to secure education for our most vulnerable children. However, challenges exist: a disproportional number of Black and minority ethnic children are referred to Children's Social Care; social and mental health needs of children and staff are increasing as a direct impact of the Covid-19 pandemic; the number of children with SEND and other vulnerable groups has increased; and children are spending more time online increasing their risks to cyberbullying, grooming, and exploitation.

Actions

We will:

- Provide a high-level communication, challenge, and support service to ensure compliance with statutory guidance and best practice and monitor lessons learned to be assured learning has been embedded into practice
- Maintain and develop knowledge and expertise within school senior leadership teams and staff and share lessons learnt from local and national serious case reviews
- Facilitate and host forums for Designated Safeguarding Leads (DSLs) to enable networking between schools to share best practice and learning and reinforce different safeguarding themes and ensure DSL safeguarding supervision is of a high standard
- Provide specialist briefings on relevant and topical safeguarding themes and support schools with best practice when there are national or local safeguarding updates and identify safeguarding trends to target continuous learning and development
- Continue to be a key and active member to sub-groups of the Islington Safeguarding Children's Partnership (ISCP) and develop or strengthen relationships with other partners
- Actively participate in multi-agency audits to inform best practice and identify strengths, weaknesses, and opportunities to improve practice
- Lead on cohesive and effective cross-partnership working to ensure schools are represented and supported to safeguard and promote the welfare of children and that their 'voice' is heard
- Work with the Prevent team to support schools to identify children and adults who may be at risk of radicalisation
- Reduce the number of young people referred to the Youth Justice Service through preventative partnership response

Outcomes

To coordinate a comprehensive review of Inclusive Practice in Islington Secondary Schools around reducing pupil exclusions and increasing inclusion to develop a greater understanding of effective school practice.



Pillar Five: Early Help



Ambition

We will ensure that every child who has poor attendance or recurrent fixed term exclusions receives early help to support them

Context

Early help can offer children the support needed to reach their full potential. It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021). Regular educational attendance is an important part of giving children the best possible start in life. Together with schools and settings, Bright Start and Bright Futures provide whole family early help . We will ensure families have access to the help they need at the earliest opportunity based around their education provision by working in partnership to improve outcomes for the whole family.

Actions

We will:

- promote an early help offer that is easy to navigate and access, branded, and communicated in a coherent way and based around universal provision.
- take an empathic, supportive approach with families but be uncompromising in our mission to ensure all children fully benefit from their educational entitlement and that parents understand the link between attendance and attainment
- use our relationships with partners to continue to emphasise the importance of good attendance for children's outcomes and highlight the link between good attendance and good attainment
- provide targeted family support to families who need it to unblock barriers to learning, including consideration of attendance as part of every assessment and plan
- provide a supporting and enabling role with partners including schools and early years settings in the provision of early help
- listen and be responsive and flexible as partners
- sign up to the attendance charter and support the collective effort to encourage partners to sign up and uphold it

Outcomes

- The creation of multidisciplinary family help teams, rooted in the community will help with growth funding and how we remodel early help to support families for the future

Pillar Six: 14-19 Plan



Ambition

We will provide for the aspirations of all young people through pathways into central London's unparalleled range of employment sectors, through digitalised information, advice, and guidance

Context

Islington has long-standing and established partnerships with local employers and schools who are motivated to create clearer and more joined-up education and employment pathways for Islington's young people. We need to build and strengthen those relationships and improve alignment between our careers enrichment activities, careers guidance and our education, employment, and training (EET) opportunities by placing young people at the centre of this work.

Actions

We will:

- Ensure high quality and meaningful careers and employability opportunities are available and accessible to all young people
- Support secondary schools in achieving the eight Gatsby Benchmarks
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital
- Provide greater insight into the skills, knowledge and experience employers want and need in their organisations
- Support to shape the curriculum so that it prepares young people for the changing landscape of the labour market.

Outcomes

Every young person will receive guidance and support to make a smooth transition and maintain post-16 education, employment, and training. All Islington's young people will have access to experiences of the world of work that engage and inspire.

Pillar Seven: Culture and Enrichment Strategy



Ambition

We will develop employment pathways in our cultural services so that young people gain paid employment through the Arts

Context

Islington has long-standing and effective partnerships with Islington's cultural organisations and employers including a well-established network of cultural and careers leads and a well utilised online platform. However, monitoring and evaluation of activities completed with young people is inconsistent and the content on offer doesn't yet reflect the diversity of the borough. Children and young people's voices need to be heard more and all stakeholders made more aware of our ambition.

Actions

We will:

- Ensure free and affordable cultural, music and meaningful careers and employability opportunities are available and accessible to all children and young people
- Offer advice and support to embed cultural, music and careers knowledge and teaching in the school curriculum
- Deliver training/CPD and networking opportunities to enable teachers to share good practice and learn new teaching methods
- Provide free and affordable musical equipment and instruments
- Oversee a self-assessment process for schools to evaluate and improve delivery of enrichment in their setting
- Offer opportunities for students to share their skills through showcases and performances with world class artists
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital.

Outcomes

All children and young people in Islington have the skills and knowledge to thrive and shape fulfilling lives by experiencing enrichment activities in and out of school improving their skills to apply in life, learning and work.

Pillar Nine: Investment in school leadership



Ambition

We will identify and support leaders, teachers, and governors to embed school-led improvement

Context

Islington has strong and well-established relationships with schools and settings and provides extensive CPD and network support, including a comprehensive programme of Early Career Teachers. We celebrate success through the Islington Education Awards and have facilitated cooperation and federation status between individual schools. School leadership is demanding. Leaders must respond to challenges to recruit a diverse and high-quality staff and governing body so that it reflects the diversity of Islington and children, and young people see themselves across the full range of the education workforce.

Actions

We will:

- Create the Education Board which includes school leadership representation
- Establish a secondary heads network
- Maintain and develop the primary heads network
- Identify opportunities for further networking and learning, including a mentoring network for newly appointed heads
- Engage with our Challenging Inequality programme, including delivery of the Governors' diversity programme and expanding this to other leadership roles
- Establish a mechanism for schools to communicate with each other, using our existing communication channels, like the Schools' Bulletin
- Give schools options to use our other tools and processes to organise and facilitate meetings and training sessions

Outcomes

A strong network of school leaders to facilitate school-led improvement across all Islington schools.

SEND strategy

Candy Holder

Executive Summary

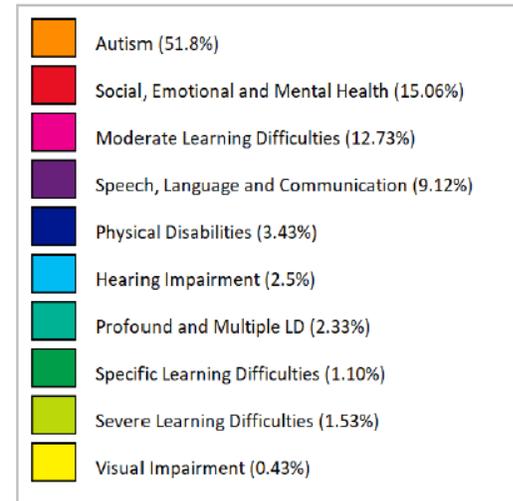
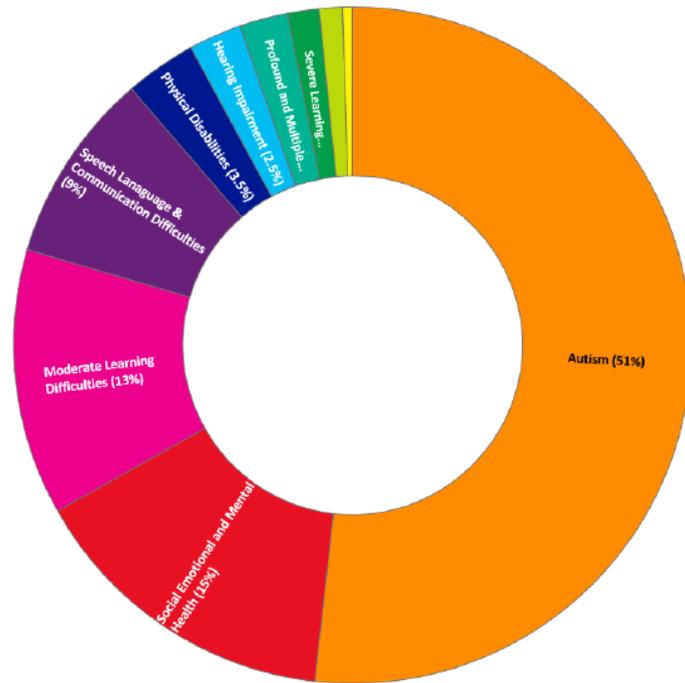
- The strategy builds on work already achieved to improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND)
- It has been jointly developed with children and young people, parents and carers, schools and partners
- It supports the inclusion of ALL children and young people in Islington
- Outlines a programme of work for the next three years involving a wide range of services and providers, but schools and education settings will be key partners in ensuring transformation
- We will:
 - ❑ Ensure all children and young people are included in their local community
 - ❑ Develop our local offer of provision: including the creation of new specialist provision in mainstream schools with state-of-the-art facilities
 - ❑ Meet needs in a way that is ambitious, inclusive and realistic to deliver within a challenging financial context; this will include making the very best use possible of the £38 million pounds a year that Islington Council receive to meet the needs of children and young people with SEND.

SEND Review: Right Support; Right Place; Right Time (SEND Green Paper)

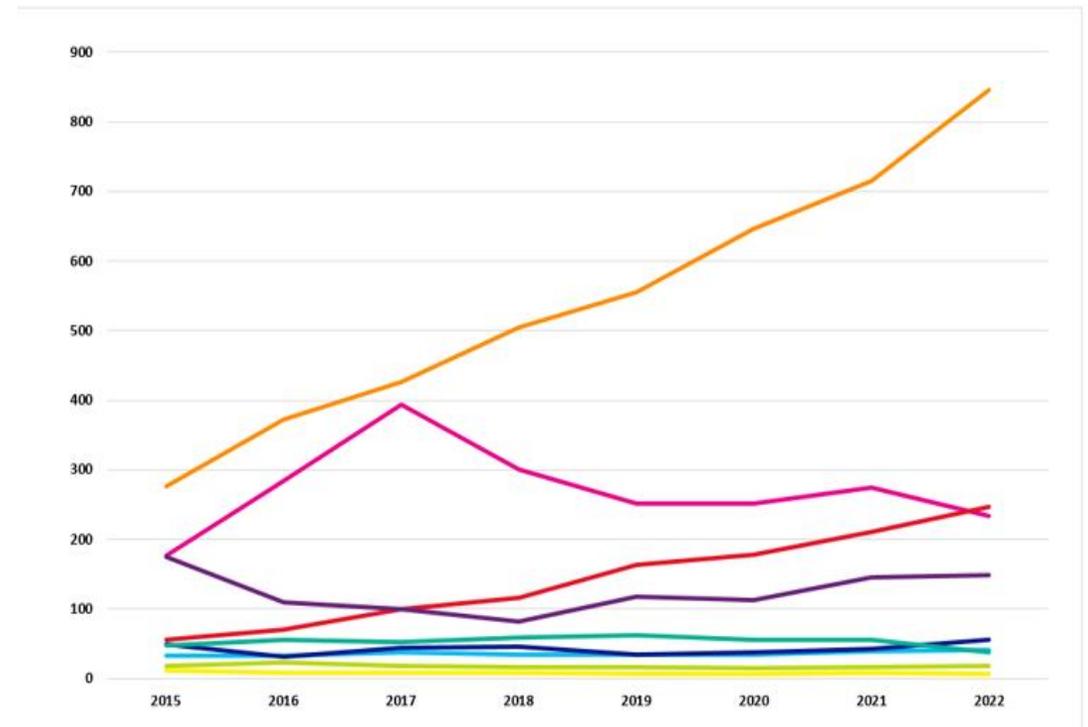
- The Department for Education recently completed a national SEND Review, and in March 2022 published the [SEND Green Paper: Right Support; Right Place; Right Time](#).
- The review was commissioned in response to widespread recognition that the national SEND system was failing to deliver, that parental and provider confidence was in decline, and that the system had become financially unsustainable.
- Our SEND strategy is set within this challenging context.
- Proposals within the resulting Green Paper include:
 - Establishing new local SEND partnerships, bringing together education health and care partners to produce a local inclusion plan setting out how each local area will meet the national standards. The plan will be statutory and must be approved by the DfE.
 - Setting nationally consistent standards for how SEND is identified, and needs met
 - Setting a new national framework of banding and price tariffs for high needs funding
 - Streamlining the redress process, including mandatory mediation, whilst retaining the tribunal for the most challenging cases

Key messages: SEND by area of need

EHCP Profile: Jan 2022



Growth by area of need: 2015-2022



SEND Strategy



Actions

We will drive the delivery of this strategy in order to achieve four main Ambitions:

- Ambition One: **Fully inclusive education for all:** We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND
- Ambition Two: **Right support in the right place at the right time for parents and carers:** We will transform parents' parents experience of the SEND system by delivering the right support in the right place at the right time
- Ambition Three: **Equity and excellent education provision:** We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community
- Ambition Four: **All young people are well prepared for adulthood:** We will enable all young people to achieve independence, build good relationships and have a meaningful occupation

Outcomes

Parents will tell us:

- Our needs were identified at the earliest possible stage
- Information about services is easy to find, clear and fair
- We are listened to and treated respectfully
- Our voice and views are at the heart of all decision making for our child
- Our needs are understood, and the right provision is in place
- We have received timely, person-centred, aspirational and ambitious planning for a good adult life with a smooth handover from children to adult services

Children and young people will tell us:

- My voice is heard
- I am happy
- I am healthy
- I feel safe
- I feel supported
- I am included and active in my local community
- I am able to learn
- I am in control of my life

Ambition One: Fully inclusive education for all



Ambition

We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND

Context

- Not all Islington schools welcome children with SEND
- The number of children and young people identified with SEND has grown at a rate of around 8% per year for the last three years
- Although exclusions have reduced, more needs to be done to reassure parents and carers of the effectiveness of local strategies for supporting vulnerable children
- Persistent absence from Islington school remains stubbornly high, particularly among vulnerable groups for whom full attendance is crucial if their aspirations are to be achieved.

Actions

We will:

- Promote Islington's approach to inclusion
- Support and empower all schools to play their part in a fully inclusive system
- Build knowledge in our workforce so that vulnerability is recognised, and needs are met
- Enhance the 0 – 7 offer for children with SEND
- Make available high-quality contextualised data
- Facilitate the sharing of good inclusive practice and offer pilot opportunities to support innovation
- Reduce suspension and exclusion from school, particularly of vulnerable children and young people
- Improve school attendance, particularly of vulnerable children and young people
- Strengthen support at transition points

Outcomes

Children and young people tell us that:

- They are welcomed and feel valued by the school, clubs and organisations within their community
- The support they are receiving is making a difference to their lives
- They are able to learn at school or college.
- Ambition One: **Fully inclusive education for all:**

Ambition Two: Right support in the right place at the right time for parents and carers



Ambition

We will transform parents' parents experience of the SEND system by delivering the right support in the right place at the right time

Context

- Islington is a very diverse community and not all parents understand what support they are entitled to and when. Some parents have not heard about or used the local offer website.
- Impact of the COVID on family resilience – research now shows that children and young people with SEND have been disproportionately affected by the pandemic
- Wait times for access to some specialist health therapies, mental health interventions and assessment pathways is too long
- Children who do not attend early years settings need to have their needs identified much earlier
- Demand for short breaks and home to school transport have risen sharply during / post the pandemic, impacting on capacity
- Chairs of the Parent Carer Forum are keen to engage a wider group of families in the planning and evaluation of our services

Actions

We will:

- Address equity of access to SEND services for parents and carers through a SEND and Inclusion Communication Strategy
- Ensure the Local Offer is more accessible to all families and young people, working with the Corporate Communications Team
- Carry out a review and remodel Health Therapy delivery to improve timeliness of appropriate intervention
- Continue to support the local CAMHS transformation programme
- Support parents to fully utilise opportunities to improve health outcomes for children and young people with SEND, e.g., by taking up 2 yrs old and 14+ checks
- Ensure early identification systems and processes are in place across partnerships, so no child of any age is overlooked.
- Review Short Break (including overnight and respite care) and Home to School Transport capacity
- Build in continuous improvement of parental engagement at a strategic level

Outcomes

Children and young people tell us that:

- They have someone who they can talk to and with whom they can share any worries they might have about their safety
- They are accessing the activities they want to locally,

Ambition Three: Equity and excellent education provision



Ambition

We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community

Context

- The last three years have seen a 30% increase in demand for SEND provision. Ofsted have recognised some risk of children being wrongly labelled as having SEND simply because they are struggling following extended periods away from school through the pandemic.
- A national SEND review was commissioned in 2019 in response to widespread recognition that the national SEND system was failing to deliver, that parental and provider confidence was in decline, and that the system had become financially unsustainable.
- The SEND Green Paper was issued in March 2022 proposing significant reforms that are currently out for consultation.
- Our data also shows some disproportionality, with some groups statistically over-identified (e.g., Black African children with EHCPs for Autism)
- There is a perception that too many of our children and young people are opting to go to special schools to have their education, health and care needs met because the right provision, skills and appropriate level of funding are not available in mainstream.

Actions

We will:

- Develop a network of Additionally Resourced Provision (ARPs) for children with ASC as part of the wider SEND / Education strategy. Learning and practice from ARP development will also inform this Ambition One: fully inclusive education for all children in Islington schools .
- Address disproportionality and statistical over-representation of SEND some groups
- Raising the attainment of children with SEND through high quality teaching
- Extend the reach of New River College (NRC) (Alternative Provision) to support more children with Social, Emotional and Mental Health needs, in line with the SEND Green Paper
- Manage the SEND Capital allocation 2022/3-2024/5 to support the ambitions set out in the strategy
- Review arrangements for SEND Funding and transparency of decision-making

Outcomes

Children and young people tell us that:

- They are happy in school and feel supported
- They are able to learn
- They feel safe in school and in the community

Ambition Four: All young people are well prepared for adulthood

Ambition

We will enable all young people to achieve independence, build good relationships and have a meaningful occupation

Context

- An Islington Progression to Adulthood plan 2020 sets out a long-term vision for progression or adulthood for children and young people with SEND, including young people receiving continuing care services
- The purpose of the plan is to ensure all young people with SEND and their carers have sufficient information to make informed choices and understand their rights in relation to the Care Act; and Parents have access to a wide range of information in one place
- Young people have told us that they want more support and information for themselves and their families so that they can prepare for adulthood
- More work is planned to support young people into employment, education and training, such as opportunities for young people to access supported internships.

Actions

We will:

- Review reach of the Progression to Adulthood Team, currently operating as part of the Council's core offer within Adult Services
- Develop the Local Offer content for young people over the age of 16 and improve communication with young people and their families
- Identify pathways into a range of services to support health and wellbeing
- Tailor Islington's housing offer for young people with disabilities who cannot live independently
- Share information and collate data to inform commissioning strategies for young people with SEND over the age of 18 to ensure good use of resources
- Deliver the 'Not in Education, Employment or Training' (NEET) reduction plan which focuses particularly on vulnerable groups including those with SEND
- Keep the Progression to Adulthood Plan under review
- Set up a Supported Employment Partnership that will identify and deliver supported opportunities towards paid employment.

Outcomes

Children and young people tell us that:

- They are in control of their life
- They are included and active in their local community
- Their voice is heard

