



SEND Local Area Action Plan

2022 - 2025
DRAFT



Homerton University Hospital 
NHS Foundation Trust


City and Hackney
Clinical Commissioning Group

Working for every child



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Statement of intent

A review of the local area's SEND provision was commissioned by the Group Director of Children and Education to support the process of scrutiny and evaluation of SEND and the current strengths and areas for development since the Local Area SEND inspection in November 2017. The review recognised progress has been made and highlights current strengths. It also identifies what remains to be done to secure a strong and effective service for children and young people with SEND. The report acknowledges the recently published SEND Green Paper (29th March 2022), aligns what remains to be done with some of the key Green Paper proposals. The review acknowledges *“There is a lot of activity and willingness to improve the situation but there is no overall strategy. There are ‘too many spinning plates’ without a coherent, RAG rated, costed strategic plan with clear timescales and measures of success”*. It also recognises the *“The progress towards addressing the areas for improvement identified in the SEND area review in 2017, has been too slow”*.

The following **strategic three-year plan** covering **ten** essential workstreams (aligning to the recommendations in the LA review) brings a coherent and structured programme approach to the changes required to secure strong and effective services for children and young people. The plan draws upon the principles and objectives in the [SEND Strategy \(2022\)](#), the analysis from the SEND Needs Analysis paper (SNAP May 2021), the draft Self Evaluation (Jan 2023) and Hackney [Education's three year improvement plan](#). The plan links to other work programmes, such as the implementation of Synergy and partners programmes to ensure that a holistic and coordinated programme of work can be effectively executed.

Underpinning Principles - SEND Strategy Vision



1. Listening to our children and young people

We will actively listen to our children and young people with SEND through a number of mechanisms that support and promote our children to have a voice. We will incorporate the feedback we receive from our children and young people into our planning both on an individual level and when strategically planning

2. Co-production



We will work with our parents, carers and those who represent them to co-produce on an individual basis but also to develop and deliver strategy

3. Outstanding communication



We will communicate with our families and young people in meaningful ways. We will form excellent relationships with our partners to ensure communication is easy and effective. We will make sure we share information between agencies effectively and in a timely way

4. Transparency



We will operate honestly and within a framework of reflective practice. We will be transparent with families, children and young people about what can and cannot be achieved. We will be clear about timescales with families, schools and settings

SEND Strategy Vision

Hackney has a vision to provide an excellent, inclusive and equitable local experience for all Hackney children and young people with SEND.

We want all our children and young people to have access to the right support at the right time from local services and to be able to travel easily to a great inclusive local school which engages with their neighbourhood parent/carers community. We want all our children and young people to be in schools and to access services which fairly reflect the diversity of the Hackney community.



5. Multi-agency working

We will think multi-agency in every aspect of our work to make sure silo working is removed. We will actively work to break down barriers between agencies to improve the experience of our families accessing multiple services



6. Data quality

We will actively work to improve our data quality across the partnership. We will use our data to inform decision making and evaluate progress. We will be transparent with our data when co-producing with parents and carers

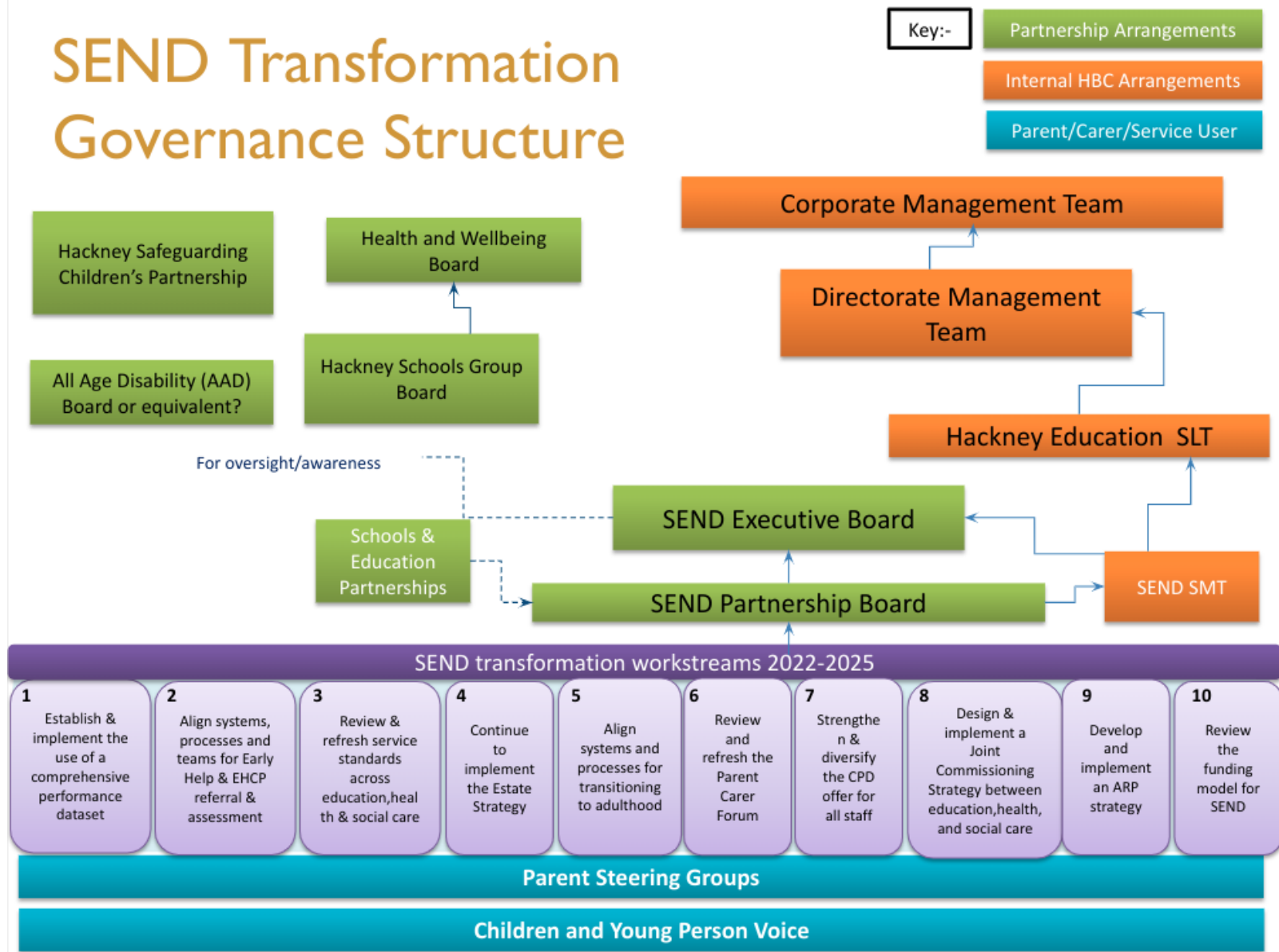


7. Excellence and ambition

We want the best for our children and young people in Hackney. We will aim high and always strive to improve and evolve to meet the changing needs of our community

SEND Governance

SEND Transformation Governance Structure



[draft]

Individual projects may have their own detailed governance in addition.

SEND Partnership Board

- The workstreams will be robustly and regularly monitored by the SEND Strategic Partnership Board reviewing milestones.
- Partners and commissioned providers are held to account for quality and outcomes.
- The Board is held accountable for delivery at the highest level within the statutory partners and agencies

Action: to review the terms of reference and membership of this board to ensure the group acts as above.

Terms Of Reference: [ToR SEND Local Area Partnership Board - Mar 2021](#)

The membership and review of this will be included on the agenda annually.

Leads		Director of Education and Group Director of Children and Education with planning group
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> ■ The partnership board does not always focus rigorously enough on leading and evaluating the most urgent priorities for improvement. The DMO is unable to attend the SEN and/or disabilities partnership board very often. The impact of this is that the DMO is not in a position to directly influence strategic direction and ensure that health matters are considered in the board's work.
	Progress 2017 - 2022	<p>What progress has been made since the above observation in 2017?</p> <p>There is both Designated Medical Officer and Designated Clinical Officer leadership at the SEND Board and at strategic planning level.</p> <p>The SEND Partnership Board has had new leadership under the Director of Education, with a cross service executive planning group since September 2021. Workstreams have progressed during this period.</p>

Creation of SEND transformation programme team

To assist in the delivery of the strategic plan a small programme team has been created. The team will assist partners to deliver agreed actions and monitor against the agreed plan. The programme director will report to Hackney Education's SLT and the SEND Partnership Board.

- Lead programme director: Head of High Needs and School Places.
- Programme team:
 - Programme lead,

- 3 project officers (including health),
- External support on SEND data analysis, financial modelling and SEND systems and processes.

The team will work alongside commissioners, providers and services sometimes “embedded” in partner structures.

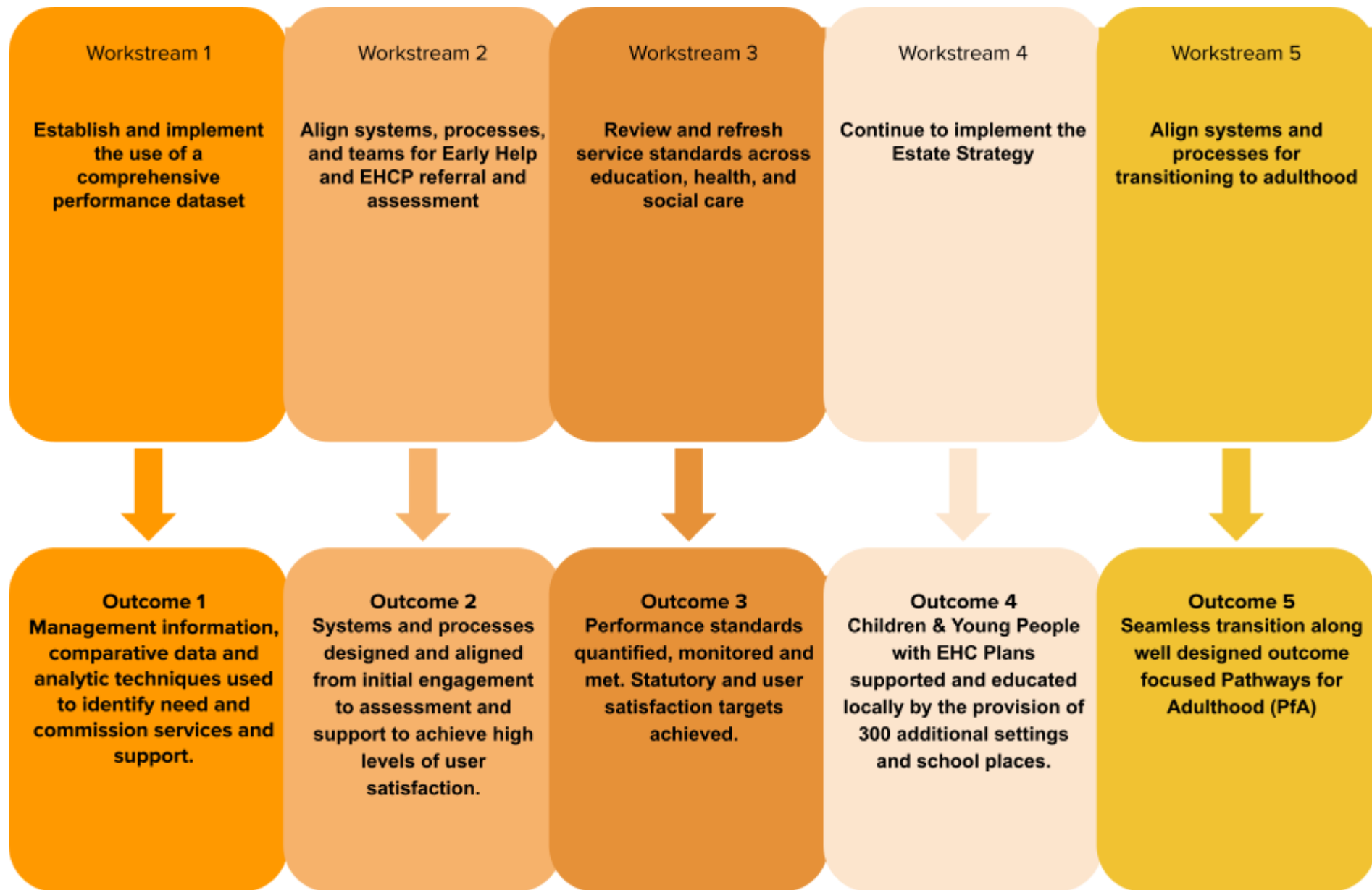
Monitoring progress and impact

SEND Senior Management Team - this group will include the leads for each workstream to ensure that progress is reviewed and accurately reported to the SEND Partnership Board and SEND Executive Board. This includes reporting quarterly:

- RAG rated detailed SEND progress report providing updates on milestones reached from this plan.
- SEND Risk register - Any identified risks will be detailed in the risk register and the Risk ID will be referenced below against the appropriate action plan. Each workstream lead is responsible to keep an accurate log on risks and updates.

Project specific working groups will be formed under each work stream as needed and including regular reporting.

Ten essential workstreams and outcomes of the SEND Action Plan





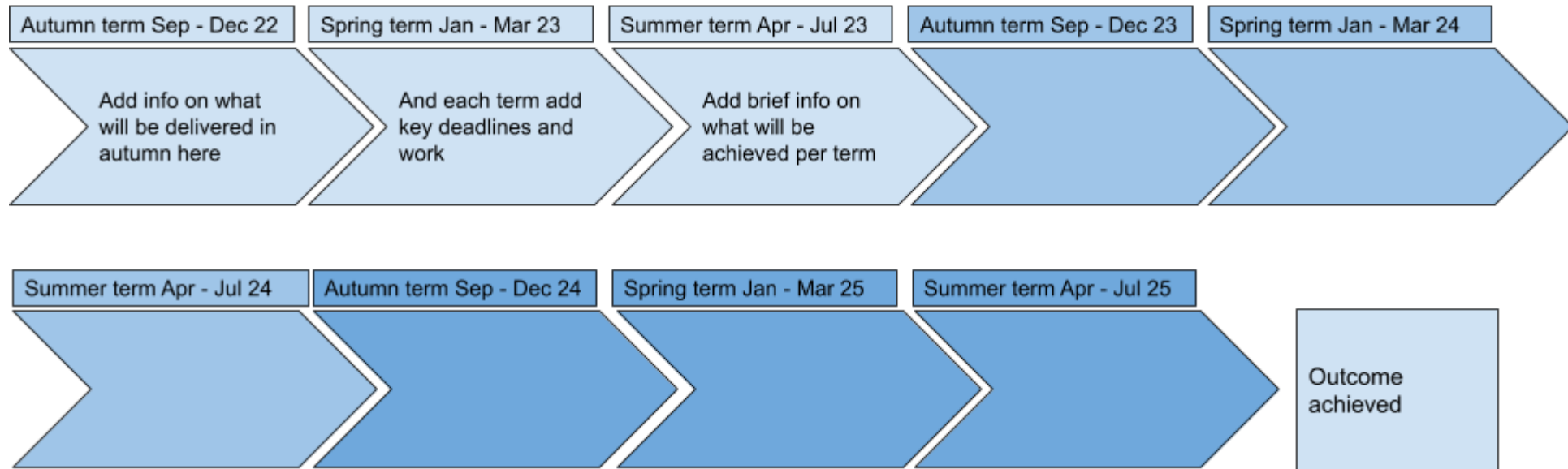
Action Plan - format explained

Each Workstream 1 to 10 is taken from the development recommendations in the Local Area SEND Report 2022

Leads:		<i>Accountable members of the SEND Local Partnership and responsible partner teams responsible for the delivery of the improvement plan will be listed under each workstream.</i>
Linked Strategies		<i>Relevant interdependent strategies and plans across the partnership will be listed.</i>
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<i>Hackney's joint local area SEND inspection report - 2017 development areas from 2017 which link to our current work streams will be directly extracted and listed here. If the workstream wasn't referenced then this section will be removed.</i>
	Progress 2017 - 2022	<i>Progress on the above development areas during 2017 -2022 will be listed here against each workstream.</i>

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria [will be used to assess impact and progress]
<i>Extracts will be taken directly from the Local Area SEND Report below - including recommended next steps and areas for development will be listed under 'key concerns' for each relevant workstream</i>	<i>Objectives will be numbered here to address each of the 'key concerns' listed .</i>	<i>Outcomes aligning to each objective will be included in this section and they will include detail on measurable success criteria . This will be used to assess impact and progress.</i>

Timeline - Key Milestones: - A visual timeline of the 3 years Sept 22 to Sept 25 by term will be used as below - which will clearly show deliverables each term to assist in measuring if we are on track for the objectives



Workstream 1 - Establish and implement the use of a comprehensive performance dataset

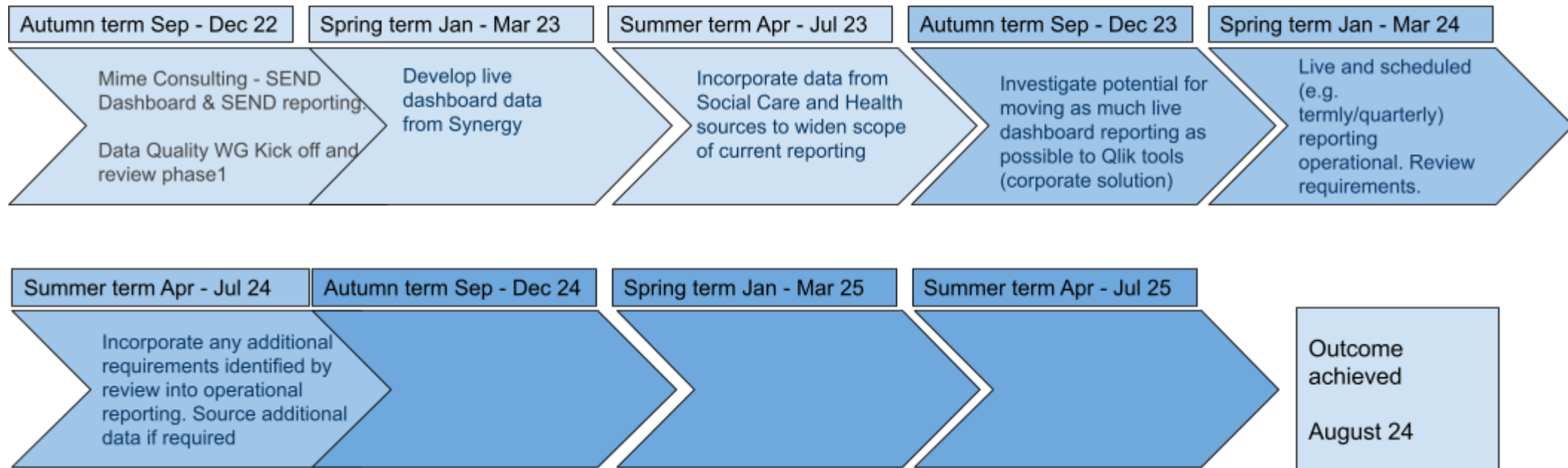
Leads:	Member of SEND partnership / Head of MISA
Linked Strategies	<ul style="list-style-type: none"> ● SEND Strategy: Priority One - Outstanding Provision and Services (Key underpinning principle 6 is data quality) ● Hackney Education 3 Year plan: Priority 4 -Ensure that the education system in Hackney remains strong, sustainable, local and responsive, and that this enables high performance in all settings and schools.

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ol style="list-style-type: none"> 1) This should cover all aspects of SEND and link education, health, and social care elements. This essential management tool will provide a baseline and springboard for monitoring and evaluating performance and outcomes. 2) The data to inform strategic planning is unreliable. Officers do use what is available to inform decisions and there are positive examples of it being well used such as the phased approach to place expansion and the location of those places. 3) The systems for monitoring and holding services to account are underdeveloped. While service members told us about individual service standards such as response times, there is no overall reliable method such as a RAG rated action plan with clear timescales for monitoring their delivery. The examples shared indicated a prevalence of operational service 	<ol style="list-style-type: none"> 1) Create a reliable, comprehensive & dynamic SEND local area data dashboard to aid strategic decision making and commissioning [linking link education, health, and social care elements]. 2) Integrate placement and financial decisions as part of the Better Value programme to rebalance the high needs block spend. 3) Develop Synergy (and other tactical systems) to report on the statutory assessment and planning process and accurately complete the SEN 2 census. 	<ol style="list-style-type: none"> 1) Data needs to be robust to understand trends and patterns. 2) Shared understanding of our SEND population and the impact of what we are delivering (what is and is not working). 3) We will use our data to inform decision making and evaluate progress. We will be transparent with our data when co-producing with parents and carers.

standards as against ones focused on children's outcomes.

- 4) Link with workstream 4 - Whilst the Estate Strategy is focused on capital investment, leaders must have access to dynamic data on assessment places, funded mainstream place, ARP places and Special School places to support their ongoing plan

Timeline - Key Milestones:



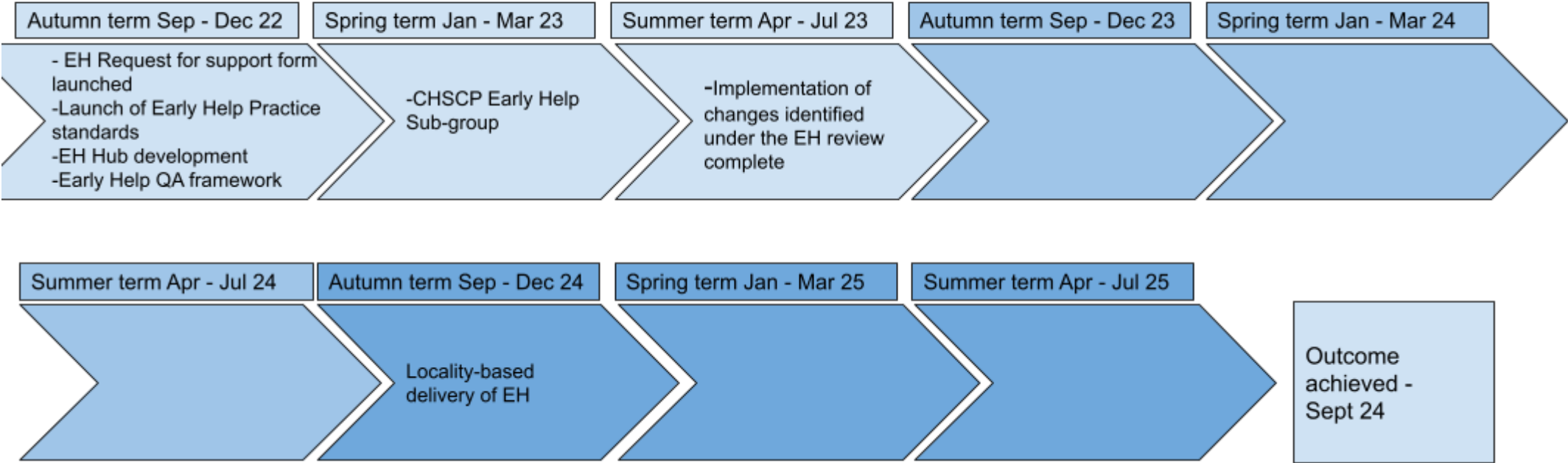
Workstream 2 - Align systems, processes, and teams for Early Help and EHCP referral and assessment

Leads:		Head of Service Family intervention & Early Help implementation Board.
Linked Strategies		<ul style="list-style-type: none"> SEND Strategy: Priority Two - An Earlier Response Hackney Education 3 Year plan: Priority 2 - Working with schools, settings and partners in promoting safeguarding, wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid).
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> Parents and provider leaders told inspectors that they see the involvement of social care in the EHCP process as a weaker aspect of assessment and review. There was little input from social care into EHCPs sampled during the inspection. Leaders of providers visited typically agreed that the greater involvement of social care is an area for development.
	Progress 2017 - 2022	<p>The Early Help Hub has been developed, meaning that requests for Early Help will be made via one 'request for support' form and will be screened by a dedicated Early Help team within the Multi-Agency Safeguarding Hub. One assessment form and process will be embedded for all Early Help assessments delivered by Hackney Council.</p> <p>Work to streamline access via a single point of access to CAMHS has been developed in parallel with the Early Help Hub. There is commitment to integrate these to have a single point of access.</p>

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<p>1. Officers and health professionals acknowledge the overlap that can occur when children and young people first present and when pathways are first being planned. This alignment will enable duplication to be avoided and miscommunication to be addressed. Families should then truly experience a 'single front door'.</p>	<ol style="list-style-type: none"> Develop a consistent interface and delivery pathway between early help and the Graduated Approach to include health, education and social care. Increased referral rates for education early help Decreased referrals for EHCPs Increased referral rates for education 	<ol style="list-style-type: none"> Families should experience a 'single front door' leading into appropriate assessment and support pathways. We will use EHCP referral data to establish whether there is an increase in referrals for education early help We will use EHCP referral data to establish whether referrals for EHCPs have

<p>2. The interface with EHCPs between health, social care and health needs are improving but not yet consistent. There does not appear to be a consistent interface between early help and SEND.</p>	<p>early help 5. Improved feedback from schools relating to SEND support services</p>	<p>decreased 4. EHCP referral data 5. Increased referral rates from EYFS settings, Feedback from school and settings</p>
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Timeline - Key Milestones:



Workstream 3 - Review and refresh service standards across education, health, and social care

Leads:	Strategic Lead of Children and Young People - NHS	
Linked Strategies	<ul style="list-style-type: none"> ● SEND Strategy: Priority One - Outstanding Provision and Services & Priority Four - Joining up our Services ● Hackney Education 3 Year plan: Priority 2 - Working with schools, settings and partners in promoting safeguarding, wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid). <p>Education manifesto commitment 307 - Undertaking a multi-agency approach, we will commission a cross-borough Task and Finish Group comprising of representatives from local groups such as education providers, social services and CAMHS services to resolve systemic concerns raised by schools and colleges. This includes:</p> <ul style="list-style-type: none"> - Funding disputes between Islington and Hackney Councils for SEN students. - Challenges around EHC plans and interborough arrangements. - Difficulties faced by families in navigating the system – No Child Left Behind 	
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> ■ Though there has been some improvement in meeting the 20-week assessment timescale, too many assessments are still not completed quickly enough. Leaders have recognised this as a concern and an action plan has been put in place which aims to improve performance. ■ Leaders recently identified a need for training to be given to EHCP coordinators to ensure that changes applied nationally regarding the required timescales are applied correctly. ■ Parents, children and young people are sometimes left unnecessarily concerned about their support after an unsuccessful assessment application for an EHCP. ■ Parents and provider leaders told inspectors that they see the involvement of social care in the EHCP process as a weaker aspect of assessment and review. There was little input from social care into EHCPs sampled during the inspection. Leaders of providers visited typically agreed that the greater involvement of social care is an area for development. ■ EHCPs sampled did not always reflect all the health needs of children and young people. The range of health professionals already involved with a child included within this process was also not reflected. This means that important information may be missed and wider health needs may not be considered. ■ Health assessments for children in care are not currently aligned with EHCP assessments. This means that information is collected twice and families have to tell their story again. ■ There is no formal process to involve health visitors, school nurses and children's community nurses in the education, health and care assessment process nor the development of plans. Assessments for continuing care undertaken by children's community nurses are not aligned with assessments for EHCPs. As a consequence, parents have to tell their story more than once and valuable

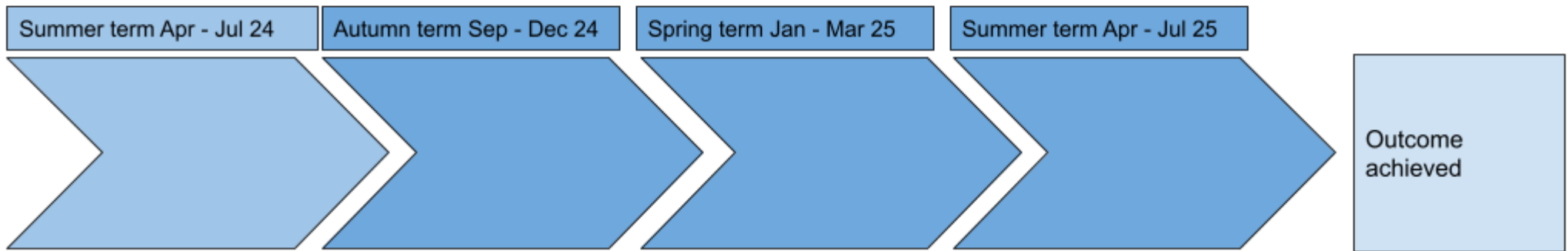
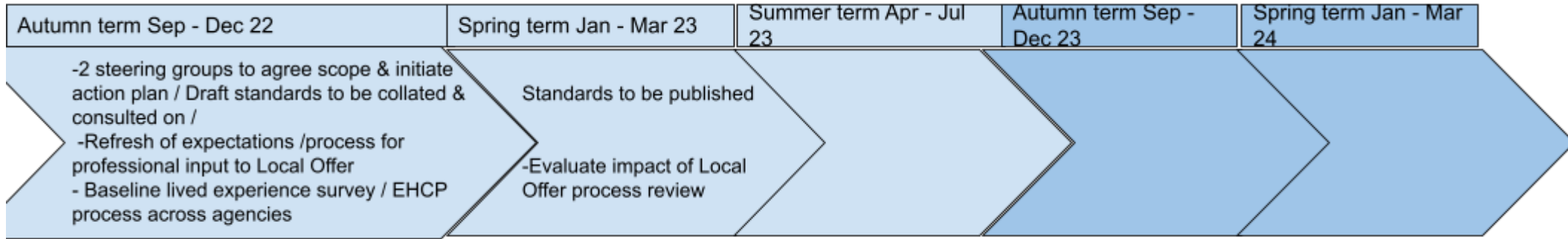
		<p>information that could help inform plans may be missed.</p> <ul style="list-style-type: none"> ■ Parents, carers and young people who speak languages other than English or those less confident in navigating information find the local offer hard to use. This leads to frustration and concern when effective provision is discovered after a significant amount of time has elapsed. ■ The decisions made by the panel appointed to consider assessment requests are sometimes focused on compliance at the expense of flexibility to meet the individual needs of the child concerned. ■ Leaders have provided funding for a designated clinical officer (DCO) role to support the work of the DMO and increase capacity. However, a recent attempt to recruit to this post has not been successful.
	<p>Progress 2017 - 2022</p>	<ul style="list-style-type: none"> ● An increase in the rate of EHC Plans being completed within 20 weeks ● A comprehensive training programme is now in place for EHC Coordinators both internally and via external trainers. Caseworkers are beginning to complete National caseworker awards ● Systems are being developed to ensure that children going through the assessment process receive advice from Early Help services ● Systems are in place so that all health needs relevant to a child are included in a child's EHC Plan. This work is ongoing. ● The Local offer is currently undergoing a refresh so that it is more user friendly. The website has a translation function. ● The EHC Panel process has been developed to include professionals from across Education, Health and Care. This helps to place the child at the centre of decision making. ● A DCO and DMO are now in place.

Key Concerns - SEND Report July 2022	Objectives / Outcome	Measure / success criteria
<ol style="list-style-type: none"> 1. The standards must address 'system and process' management challenges such as wait times, communication, and quality. They must also address 'customer experience' using the voice of the child and their parents. They must be both operational and experiential. 2. Waiting times are too long in SALT, Autism assessment (12-13 months for 	<ol style="list-style-type: none"> 1. Revise and publish on the Local Offer agreed service standards. (co-produced work required to agree the scope and definition of the standards) 2. Ensure service reports include a methodology to capture and report feedback and customer experience from child and parent/carers to improve 	<ol style="list-style-type: none"> 1. Measurable "service standards" demonstrate how we commit to working with families and what they can expect from our services. 2. The Partnership is informed of the lived experience of our children and families. 3. Within an appropriate timescales provide agreed interventions and support.

<p>under-fives) and CAMHs. While all these services provide a form of early intervention so that support can begin before the assessment is made, the delays create frustration and stress amongst parents and providers.</p> <ol style="list-style-type: none"> 3. The OT service is not currently meeting the needs parents and providers identify. This seems mainly due to the service model which appears to limit their contribution to functional as against sensory skills. 4. There is a move towards speeding up the assessment process by removing the requirement for an EP assessment. This has resulted in some confusion as to whether educational psychology assessments are required for an EHCP to be granted. 5. The progress towards addressing the areas for improvement identified in the SEND area review in 2017, has been too slow. We heard about weaknesses in services and systems that lead ultimately to experiences that leave parents and providers frustrated. These include long waiting times, assessment and review paperwork being mismanaged, (lost or not updated), and children once they have received a diagnosis experiencing further delay before receiving a plan. 6. Communication was strong where people have made good relationships but less effective when reliant on systems and procedures. 	<p>customer experience and agree approach to collating for the Board</p> <ol style="list-style-type: none"> 3. Waiting list information, mitigation plans, and escalation processes are transparent and available to the Board. <p>3b Where there are waiting list challenges, there is Partnership oversight of the system's response to how to offer early support /hold the risk</p> <ol style="list-style-type: none"> 4. A review of commissioned OT services is undertaken with the services and parent representatives <ul style="list-style-type: none"> This may be moved to Joint Commissioning Workstream tbc [Jointly commissioned Speech and Language and Occupational Therapy services] 5. Training for the EHCP team and wider multidisciplinary team is included in the 'team around the school' approach and the graduated response. 6. SEND Local Area inspection finding 2017 linked to workstreams to ensure the weaknesses have been addressed. If not, prepare a rectification plan. 7. a.Deliver "outstanding communication" as defined in the SEND Strategy. Establish a process to ensure all work streams have 	<ol style="list-style-type: none"> 4. We will use financial monitoring to measure success. <p>All action effectively discharged.</p> <p>Systematic feedback and communicated is acted upon to improve the lived experience.</p> <ol style="list-style-type: none"> 5. Skilled practitioners with good relationships with providers and parents. 6. Each workstream on this plan includes the 2017 inspection findings which are relevant and comments on the work progressed since to address. Any outstanding items for rectification are included as objectives and outcomes in this Action Plan. 7. Parents and carers feel well informed, involved, and listened to in the EHC process. They report strong communication in feedback [link to coproduction action items in workstream 6]. 8. Improved the 20 week statutory timescales by 20% from a base of 55% to 75% by December 2022. [20 week timescale data SEND place planning data]
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<p>7. The Planning Coordinator team works well where there is a good relationship between provider and coordinator. However, many providers' and parents described a negative experience, due to a range of issues including – communication, quality of plans, low attendance at annual reviews and lack of adherence to timescales.</p>	<p>an underlying principle that communicates and co produces support and services.</p> <p>7.b. Provide structured and comprehensive training and support for the EHC assessment and planning team.</p> <p>8. Improved 20 week timescales</p> <p>9. All children and young people with complex needs are reviewed at the Joint Agency Panel</p> <p>10. Jointly commissioned IAG service</p> <p>11. A refreshed SEND Services operating model</p>	<p>9. We will use the Joint Agency Panel Data to establish whether all children and young people with complex needs are reviewed</p> <p>10. We will use feedback from children, young people and their families and well as commissioning outcomes data</p> <p>11. Feedback from children, young people and families.</p>
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Timeline - Key Milestones:



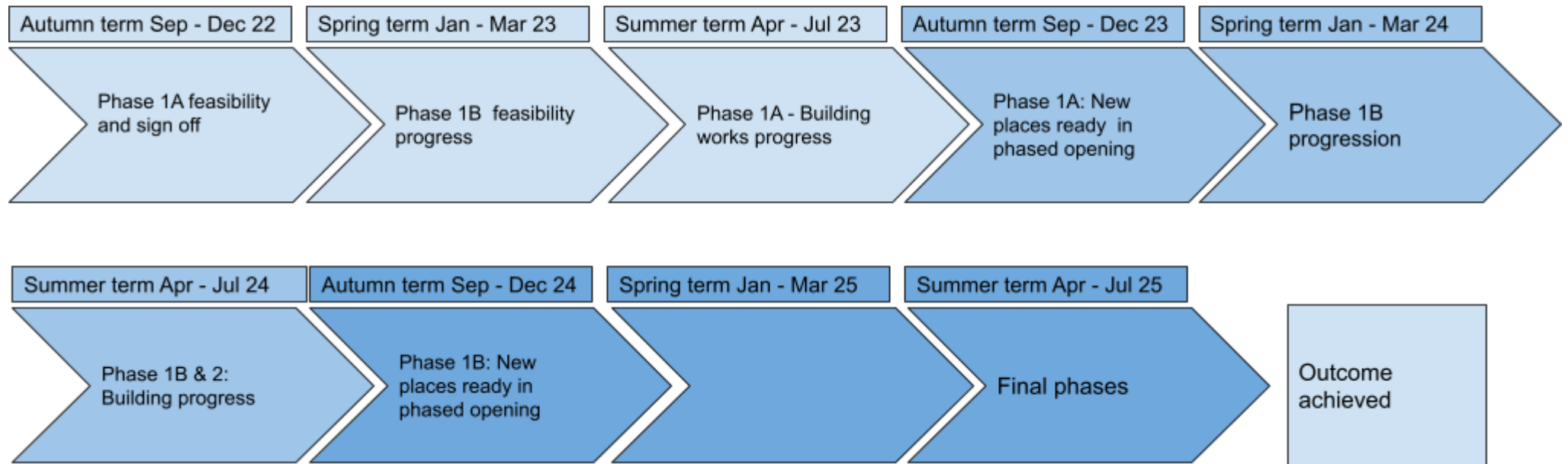
Workstream 4 - Continue to implement the Estate Strategy

Leads:	Assistant Director Head of High Needs and School Places
Linked Strategies	<ul style="list-style-type: none"> SEND Strategy Priority One - Outstanding Provision and Services Hackney Ed - 3 year plan - Priority 3 - Priority (3): Providing quality places for every child 0-19 - implementing the school place strategy (including SEND and OJ) and supporting our schools

		through change; leading on a post 16 strategy; transforming children centres [Ensure that there is an increased local SEND provision offer]
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> • Leaders monitor trends and gaps in provision. While officers can describe the presenting pressures, there is not an evidenced link with the commissioning of mainstream and specialist high-needs places. • Education manifesto commitment 77 - We are firmly committed to improving the provision of SEND education in Hackney, including providing at least 300 more in-house places in council-maintained schools. • Education manifesto commitment 85 - We will continue to develop and deliver our Autism and SEND Strategies, ensuring they are fully integrated and recognise both areas of increased demand for support as well as the wider range of additional needs, from social, emotional and mental health, to visual and hearing impairment, and the children and young people who benefit from the Disabled Children's and Short Breaks services.
	Progress 2017 - 2022	The use of evidenced based provision planning in place with the SEND Needs Analysis Paper and been developed into our Education Sufficiency & Estate Strategy . 84 New SEND places were created 2020- 2022. This work to create more places over the next 10 years is detailed in the strategy paper, information on the progress can be seen on the Local Offer .

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
This carefully considered plan to ensure adequacy of provision has got off to a strong start. It will be further enhanced by the proposed investments identified in the Green Paper for SEND, AP and respite places. The Estate Strategy leaders must keep the 'Waves' under continuous review so that supply continues to keep up with demand. Whilst the Estate Strategy is focused on capital investment, leaders must have access to dynamic data on assessment places, funded mainstream place, ARP places and Special School places to support their ongoing plan	<ol style="list-style-type: none"> 1. Provision of 300 additional needs places to educate and care for children & young people in local settings and schools. 2. Reduce the reliance on non-maintained and independent schools. 3. Ensure social care and health provision matches the growth in places. 4. Send Needs Analysis Paper to be updated in 2023, and trends about needs in the Mime consultancy reports will be reviewed to ensure continuous review of supply/demand [further dynamic data improvement work linked in workstream 1]. 	<ol style="list-style-type: none"> 1. High quality education and care for children & young people in local settings and schools.

Timeline - Key Milestones:



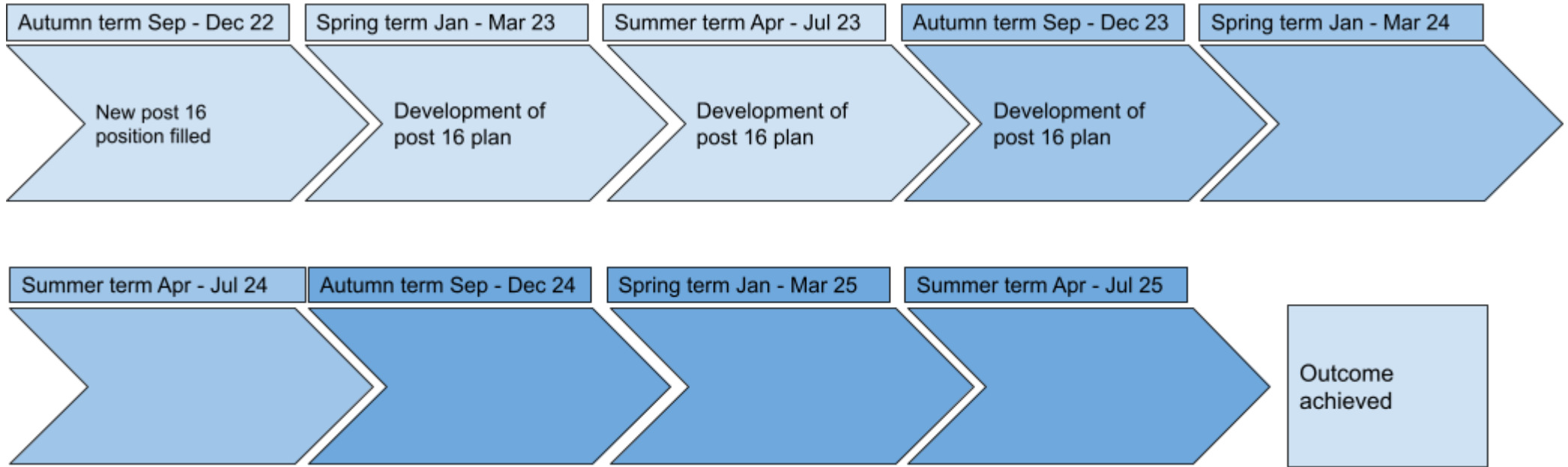
Workstream 5 - Align systems and processes for transitioning to adulthood

Leads:	Head of SEND and Additional Support
Linked Strategies	<ul style="list-style-type: none"> SEND Strategy: Priority Three - Preparing for Adulthood Hackney Ed - 3 year plan: Priority 3 - Priority (3): Providing quality places for every child 0-19 -

		implementing the school place strategy (including SEND and OJ) and supporting our schools through change; leading on a post 16 strategy; transforming children centres [pg 20]
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> Some parents are not sufficiently aware of what is available to young people after the age of 16. Young people have expressed a wish for more options and support into employment and independent living. Some parents and young people remain concerned about the academic and social impact on the need to move schools after the end of key stage 4. Parents of some young people with complex needs told of options running out for them between the ages of 16 and 25. Transition planning for young people after the age of 19 is not as coherent as it could be due to limited engagement by adult social care professionals.
	Progress 2017 - 2022	There is a relatively well established pathway for young people aged 18+ who meet the Adult Social Care criteria transitioning from Children's to Adults Social Care. Close links between CAMHS disability service and integrated learning disability service have been established.

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ul style="list-style-type: none"> This significant phase in a young person's life must be eased through routine review and assessment processes beginning in Year 8 or earlier where needs are known. The commissioning of specialist pathways 16-19 and to 25 where required should reflect the known needs and aspirations of Hackney's young people with SEND. The identification of supported internships is already a key feature and should continue to be nurtured. Communication was strong where people have made good relationships but less effective when reliant on systems and procedures. 	<ol style="list-style-type: none"> The commissioning of specialist pathways 16-19 and to 25 to reflect the known needs and aspirations of Hackney's young people with SEND. [Improved transition pathways into post 16 settings] Routine review and assessment processes beginning in Year 8 (9) or earlier where needs are known. Deliver "outstanding communication" as defined in the SEND Strategy. Establish a process to ensure all work streams have an underlying principle that communicates and co produces support and services. Linked specifically to workstream 3. Increased numbers of young people transferring from children's to adult's social care at 16 Increased local provision for 16 - 25 year 	<ol style="list-style-type: none"> The needs and aspirations of Hackney's young people with SEND are met through the preparing for adulthood programme. We will look at transition data to establish whether the objective has been met. Young people and their families have a good sense of possible pathways and opportunities from the age of 14 We will use school place planning data to establish whether this objective has been met Improved feedback from young people and their families

Timeline - Key Milestones:



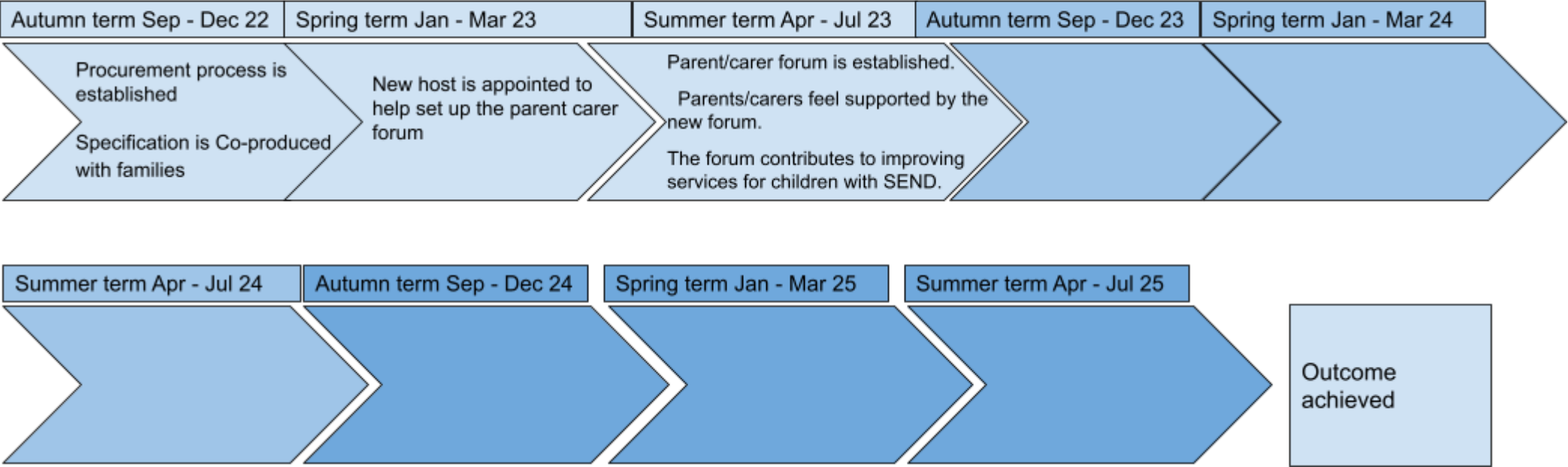
Workstream 6 - Review and refresh the Parent Carer Forum

Leads:		Head of SEND / Project Support Manager
Linked Strategies		<ul style="list-style-type: none"> SEND Strategy Priority One - Outstanding Provision and Services & Key underpinning principle 2 is Co-production Hackney Education 3 Year plan: Priority 5 - Supporting parenting and engaging parents/carers. Education manifesto commitment 83 - We will support and engage school pupil forums, encouraging them to be representative of all Hackney children, involving children and young people with additional needs, and offering a dedicated platform to those who wish to raise issues on SEND. Education manifesto commitment 84 - We will bring together the core principles and priorities in SEND as shared with us by children, young people, parents and carers, recognising the importance of communication, co-production, access to information, accountability and excellent provision. Education manifesto commitment 306 - Co-create a 2-year pilot programme for paid SEN Advocates (with lived experience) to engage with school parents evenings, governor meetings and other local policy discussions
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> The joint production of services as a result of the reforms is well established. However, parents and some provision leaders are concerned about how little they have felt involved in developing strategy for the future funding of services. This has contributed to their fears and uncertainties about ongoing provision for children and young people. This appears to be undermining some of the trust built up through other effective co-production work (a way of working where children and young people, families and those that provide the services work together to create a decision or a service which works for them all).
	Progress 2017 - 2022	There is attendance from parents at the SEND partnership board from HIP. Further detailed work with onboarding the new PCF and co production work and training is detailed below.

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ul style="list-style-type: none"> This service provides an essential space for parents and carers to be supported and feel that they are not alone. Leaders must address the identified weaknesses in this service. They must ensure that it is 	<ol style="list-style-type: none"> 1. Appoint a host provider to help develop a new parent carer forum, this process should be coproduced with local parent carers 	<ol style="list-style-type: none"> 1. Parents and Carers feel supported 2. The Parent Carer Forum is a strategic partner 3. The Parent Carer Forum gathers and collates information from parent carers

<p>restored to one that is accountable and effective in supporting parents of children with SEND and valued by parents, officers, and providers alike.</p> <ul style="list-style-type: none"> The lack of an effective Parents Forum is a significant weakness. In one parent meeting, 4 out of the 9 spoke about tribunal experiences resulting in successful placement for their child and that these were last resorts. 	<ol style="list-style-type: none"> Offer training and development to our parent carer forum leads and members to support their work with professionals Build on the work of the SEND Pupil Voice to improve the lived experience of C&YP. 	<p>about what they see as SEND priorities</p> <ol style="list-style-type: none"> The Parent Carer Forum is supported by the host organisation with infrastructure [governance, ICT systems...] The Parent Carer Forum is representative of local parent carers The Parent Carer Forum and Local Area have a joint understanding of coproduction C&YP feel heard and their lived experiences improved Creation of a service which works for CYP and their families.
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Timeline - Key Milestones:



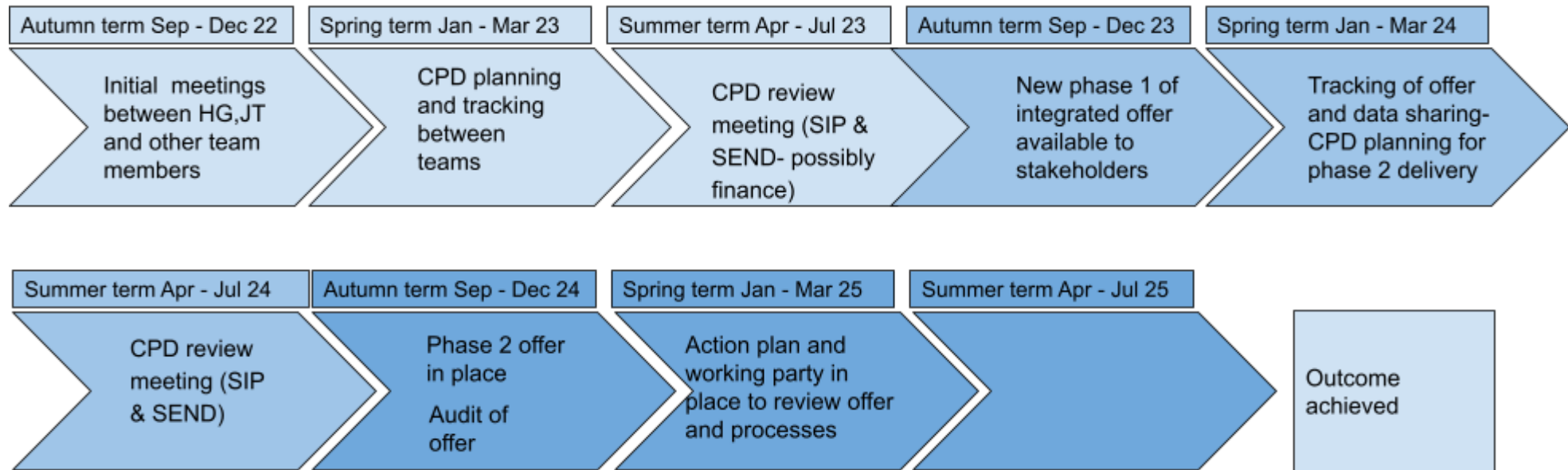
Workstream 7 - Strengthen and diversify the CPD offer for all staff, particularly in education

Leads:		Principal EP and Interim Principal Advisor (Primary)
Linked Strategies		<ul style="list-style-type: none"> SEND Strategy: Priority One - Outstanding Provision and Services Hackney Education 3 Year plan: Priority 2 - Working with schools, settings and partners in promoting safeguarding, wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid) [Support schools in their development of a staff highly skilled in teaching and supporting children with SEND] Education manifesto commitment 62 - We will liaise with schools to ensure a whole school commitment to the principles of inclusion, and highlight the Inclusion Quality Mark which demonstrates and celebrates the work that schools do to support diversity. This will include working with our Alternative Provision providers to partner with schools, young people, families and carers where children are at risk of exclusion. We will monitor and review the Alternative Provision database to ensure the offer meets the needs of our children and young people.
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> Leaders recently identified a need for training to be given to EHCP coordinators to ensure that changes applied nationally regarding the required timescales are applied correctly.
	Progress 2017 - 2022	An extensive SEND Workforce development plan has been developed - focusing on training SEND staff, partnership colleagues and schools

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ul style="list-style-type: none"> There has been a strong start with a free offer to school staff. However, many school staff have skills and knowledge that are now beyond entry level. The CPD offer must be co-produced and co-delivered with partners and providers, including the Training School Hub, Special Schools, and Nursery Schools. It must include directly delivered and commissioned elements. It 	<ol style="list-style-type: none"> Sufficiently graduate the CPD programme to meet the range of training needs now and in the immediate future. Ensuring that the CPD provided is needs-led i.e. it responds to the level of need that schools and settings are expressing Engagement with all schools on inclusive practice supported through school improvement, the development of an 	<ul style="list-style-type: none"> Skilled workforce supported by a comprehensive continuing professional development offer. The CPD links closely with the priority areas of need that are identified through requests for EHC Needs Assessments to inform training and development. Reduction in requests for EHC Needs Assessments for pupils with high incidence

<p>must take account of the aspirations of the Green Paper. This means including an ECT element, links with the new SENCO National Professional Qualification and joint training for SEND governors and SENCOs.</p> <ul style="list-style-type: none"> The planned continuing professional development (CPD) programme in SEND will be free at the point of delivery. This programme is not graduated sufficiently well to meet the range of training needs now and in the immediate future. 	<p>inclusion charter and a strengthened SEND training offer.</p> <ol style="list-style-type: none"> School improvement and SEND meet bi-annually to review the CPD offer and ensure alignment There is a consistent understanding of and approach to delivery of an autism strategy within and across schools and the Partnership 	<p>needs</p> <ul style="list-style-type: none"> School improvement and SEND CPD annual offer is aligned and more integrated through bi-annual meetings Schools share positive feedback on professional advice and support via SENCO forum/service questionnaires and other key sources. Schools will continue to buy into the traded offer for the following year.
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Timeline - Key Milestones:

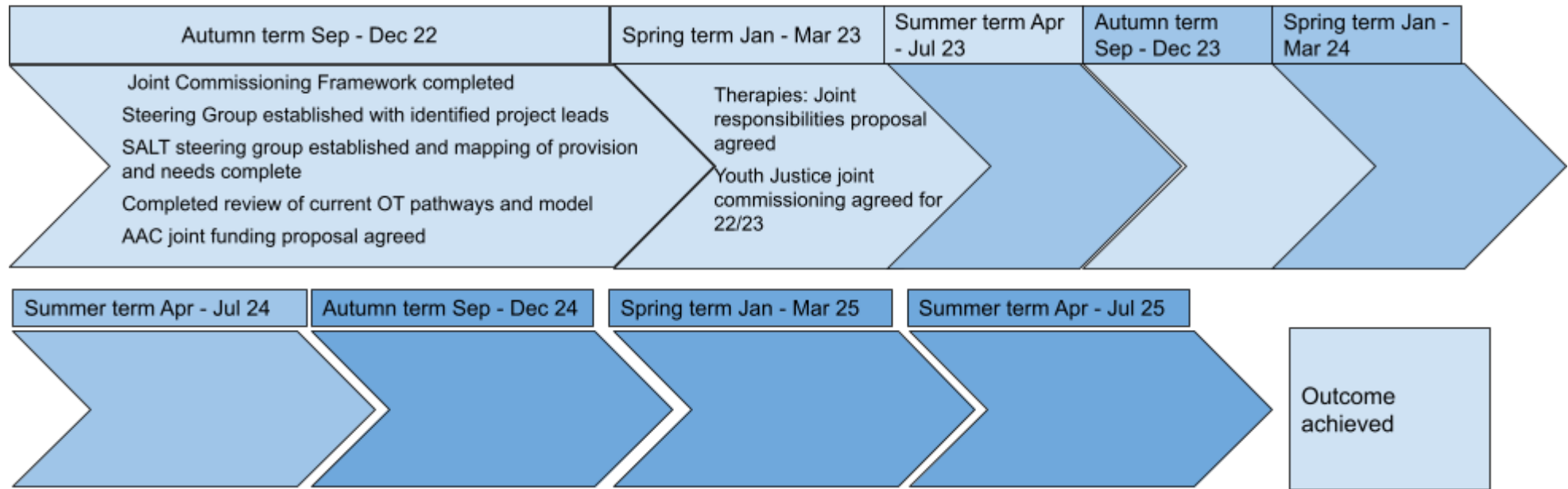


Workstream 8 - Design and implement a Joint Commissioning Strategy between education, health, and social care

Leads:		Integrated Commissioning Workstream Director / Assistant Director Head of High Needs & School Places
Linked Strategies		<ul style="list-style-type: none"> SEND Strategy Priority Four - Joining up our Services Hackney Education 3 Year plan: Priority 2 - Working with schools, settings and partners in promoting safeguarding, wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid).
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> Some joint commissioning projects are still at an early stage of development. An example of this is the inclusion of young people in the 'integrated joint commissioning panel' aimed at strengthening post-16 options.
	Progress 2017 - 2022	Joint Agency panel and Future commissioning arrangements

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ul style="list-style-type: none"> This strategy will identify opportunities for strong and sustainable commissioned arrangements. These will be based on evidence from the JSNA and from feedback from officers, partners, providers, and parents. It will be an enabler for many of the workstreams already identified. Commissioning arrangements are at a very early stage and currently operating within departments rather than jointly across the strategic partners 	<ol style="list-style-type: none"> Prepare a joint commissioning framework for C&YP aged 0-25 years old with SEND. The framework to identify need and use available resources to meet needs and deliver the specified impact and outcomes. 	<p>As a strategic partnership jointly understand the SEND population needs, plan and deliver services, measure impact and outcomes.</p> <p>Review, where appropriate existing section 75 agreements within an agreed timescale.</p>

Timeline - Key Milestones:

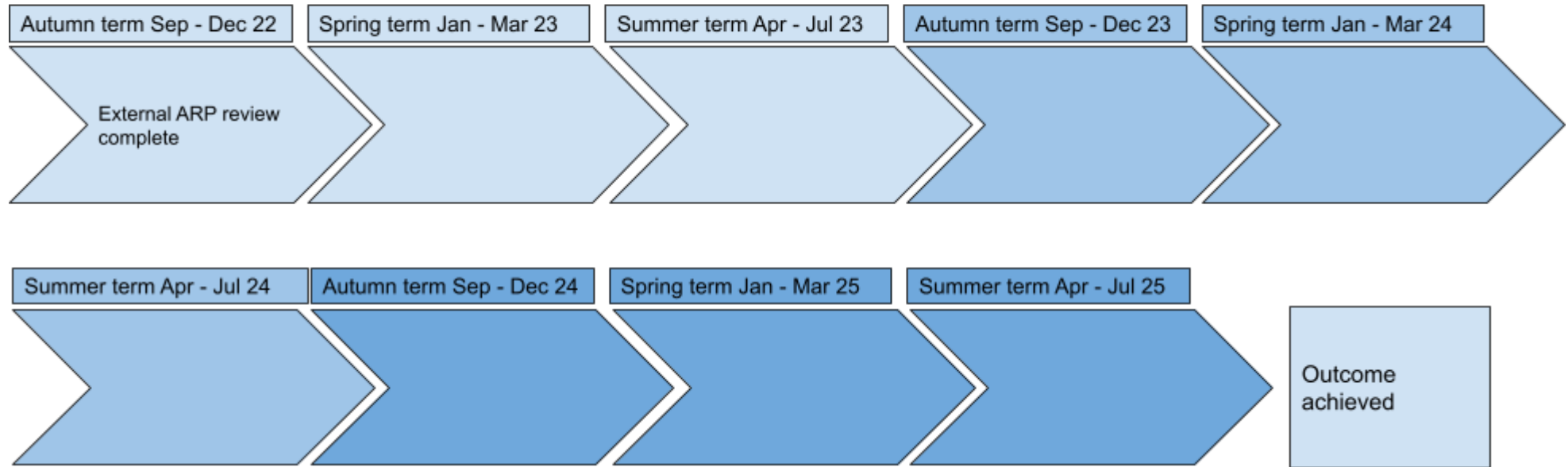


Workstream 9 - Develop and implement an ARP strategy

Leads:	Head of SEND
Linked Strategies	<ul style="list-style-type: none"> ● SEND Strategy Priority One - Outstanding Provision and Services ● Hackney Education 3 Year plan: Priority 3 - Providing quality places for every child 0-19 - implementing the school place strategy (including SEND and OJ) and supporting our schools through change; leading on a post 16 strategy; transforming children centres

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
ARPs are rapidly becoming an essential part of the Hackney SEND landscape. They are much valued as a place where inclusive, supportive provision enables children and young people with SEND to be educated alongside their peers. They have grown organically, and more are planned. Now is the time to review their offer, develop service level agreements, identify the best practice, and establish a commonly agreed framework within which they will operate.	<ol style="list-style-type: none"> 1. Review of current ARPs - identify best practice 2. Review ARP offer 3. Develop service level agreements (SLA) 4. Health to be part of all reviews and development of the SLAs /models of care 5. Establish a commonly agreed framework which ARPS will all operate 	<p>ARP review to take place to establish consistency of practice, impact and outcomes.</p> <p>Best practice implemented and ARP standards increase across settings, therefore all C&YP access the best quality, supportive and inclusive provision. The right C/YP are placed in appropriate settings linked to the local continuum of need.</p>

Timeline - Key Milestones:

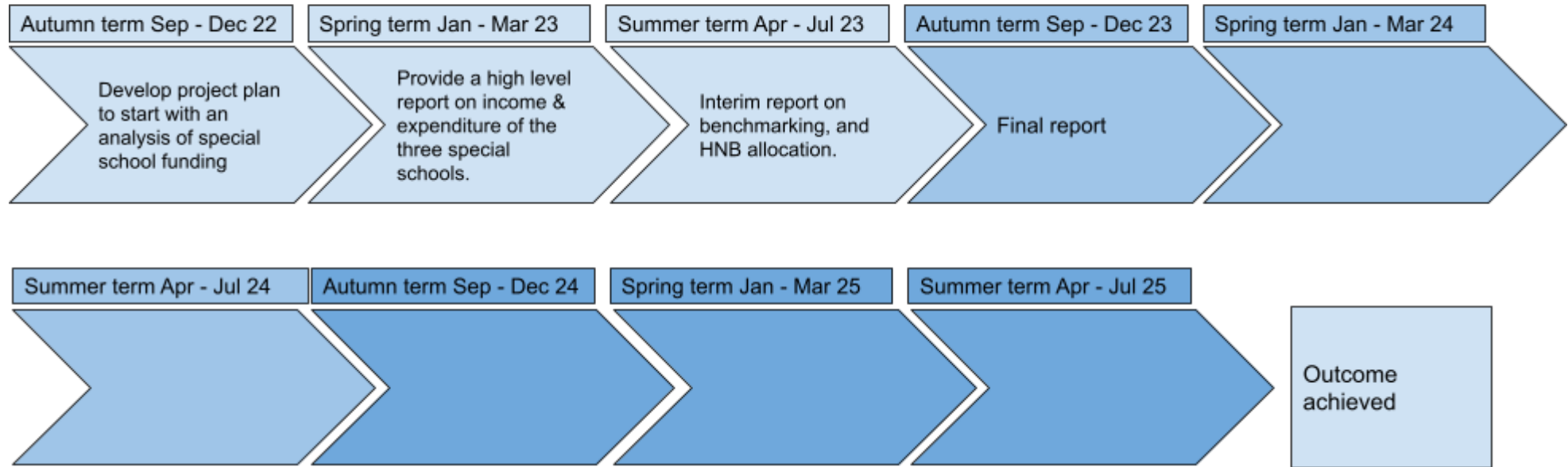


Workstream 10 - Review the funding model for SEND

Leads:	Assistant Director Head of High Needs & School Places, Director of Education, Head of Education Finance
Linked Strategies	<ul style="list-style-type: none"> SEND Strategy: Priority One - Outstanding Provision and Services Hackney Education 3 Year plan: Priority 3 - Providing quality places for every child 0-19 - implementing the school place strategy (including SEND and OJ) and supporting our schools through change; leading on a post 16 strategy; transforming children centres

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
<ul style="list-style-type: none"> The Green Paper proposes to uplift school budgets. It also proposes to invest additional funding for children and young people with complex needs. It proposes to require local authorities to create AP funding models focusing on early intervention as part of the drive to establish a single SEND and AP system. Whilst these are all at the 'proposal' stage, leaders should begin now to consider the effectiveness and impact of current funding arrangements alongside preparing for any future changes. Leaders should begin now to consider the effectiveness and impact of current funding arrangements alongside preparing for any future changes. 	<p>DfE Best Value Programme</p> <ul style="list-style-type: none"> As part of delivering the DfE's Better Value Programme create a sustainable high needs system and balance the Dedicated Schools Grant (DSG). 	<ul style="list-style-type: none"> Balanced DSG - High Needs Block (HNB) budget Statutory partner responsibilities and contributions are clear and agreed All statutory partners' contributions supporting C&YP were appropriate. Setting and schools understand and make best use of all elements of the funding formula. The interplay between partners is clearly understood and correctly allocated to deliver optimal impact.

Timeline - Key Milestones:



Further SEND Improvement work

Align the work of School improvement team and SEND

Leads:		Assistant Director Schools Standards and Improvement
Linked Strategies		<ul style="list-style-type: none"> ● Hackney Education 3 Year plan: Priority 1 - Working with schools and settings to enable the best possible achievement for every child; closing gaps in achievement with a focus on pupils receiving pupil premium, Turkish Kurdish Cypriot pupils, Caribbean pupils (boys) and Orthodox Jewish pupils [Ensure that provision for SEND pupils meets needs, is inclusive in ethos, and results in good levels of achievement]. ● Education manifesto commitment 57 - We will maintain Hackney's record of education success, and we will work together with our schools to tackle the attainment gap so great results do not depend on a child's background or where they live. ● Education manifesto commitment 61 - We will continue to roll out a 'no need to exclude' policy across our schools. We will aim to see a consistent reduction in 'off-rolling' and excluded pupils in Hackney by 2026, and continue to tackle the disproportionality within exclusions of black children and children with SEND.
Hackney's Joint Local Area SEND Inspection 2017 -	Relevant development comments 2017	<ul style="list-style-type: none"> ■ Too many children who have SEN and/or disabilities are excluded from school, especially at the secondary stage. Leaders are acting to address this through schemes such as the 'partner placement scheme', which some school leaders say have had a positive impact. However, some parents and providers remain unconvinced of the impact on reducing exclusions.
	Progress 2017 - 2022	The establishment of the re-engagement unit - they support pupils with SEMH needs in primary school.

Key Concerns - SEND Report July 2022	Objectives	Outcome / success criteria
There are insufficient signs of alignment between SEND and School Improvement. We heard some comments that school improvement was only for the mainstream and that SEND was one aspect of	<ol style="list-style-type: none"> 1. Focus the activity of the school improvement team on children & young people with SEND. 2. Decreased exclusions for SEND children 	<ol style="list-style-type: none"> 3. There is a culture of relentless shared focus on impact for all children including those with SEND. 2. Attendance data

the agenda. We were told that SEND and School Improvement operate in parallel rather than in partnership. Information held by one service is not necessarily shared with the other. This results in the potential for skewed rather than full and accurate profiles of each provider.

and young people

4. Within the School Improvement team, there is specialism and expertise to meet these expectations, ensuring SEND is a regular agenda item with continuing professional development.
5. Outcomes for children and young people continue to improve.
6. Specific groups, including Black male pupils are not disproportionately represented in the exclusions data and in the identification of SEMH need.
7. SENDCOs have knowledge and expertise to monitor implementation and impact of curriculum to meet needs of pupils with SEND.

Timeline - Key Milestones:

