

# Developing a Tower Hamlets strategy for Special Educational Needs and Disability

## Overview and Scrutiny Spotlight

14.09.2017

## Aims of the session

- Clarify the rationale and process for the development of the strategy
- Present some key feedback from the early engagement process
- Highlight challenging issues

## SEND strategy, part of a radical transformation process

- **Statutory requirements**
- **Decision making systems**
- **Record keeping**
- **Referral processes**
- **Assessment criteria**
- **Capacity & capability**
- **Governance & policies**
- **Pupil place planning**
- **Cross-organisational work**
- **Transparent and consistent funding**
- **Early years and post 16 provision**
- **Demand management**
- **Appeals & Tribunals**
- **Conversions from Statements to Education, Health and Care Plans**
- **Quality of Education, Health and Care Plans**
- **Involvement of parents/carers and young people**
- **Preparing for the SEND Area Inspection**



## The external review

- School provision mainly good & outstanding
- Parents / carers largely satisfied with school services
- Parents / carers largely unhappy the time to access most support services & about the lack of information
- Statutory assessment & conversion processes poor

### Recommendations included...

- A renewed vision for CYP with SEND and a strategy
- Increased implementation of joint commissioning
- Co-production with parents / carers

## Some statistics

- Total Number of Pupils with EHCP / Statement of SEN by Primary Need – 2,257 (from 2,083 in 2016)<sup>LS1</sup>

### Social Care

- Circa 800 C&YP receive short-break support
- 145 YP (up to 25) supported by adult community learning difficulties service
- 13 YP with SEND are LAC (these C&YP have complex needs and are in joint commissioned residential care & education)

## Slide 5

---

### LS1

These two numbers are comparing slightly different things so some of the difference here is due to definition, rather than an actual rise in need. It is best to use the same data source if you compare over time.

As far as I'm aware, 2,257 is based on pupil-level SEN2 data from Doug. (In the data I have from Doug it was 2,254 as at January 2017). This is based on pupils who live in, or are in the care of, Tower Hamlets. They may not be going to school in Tower Hamlets.

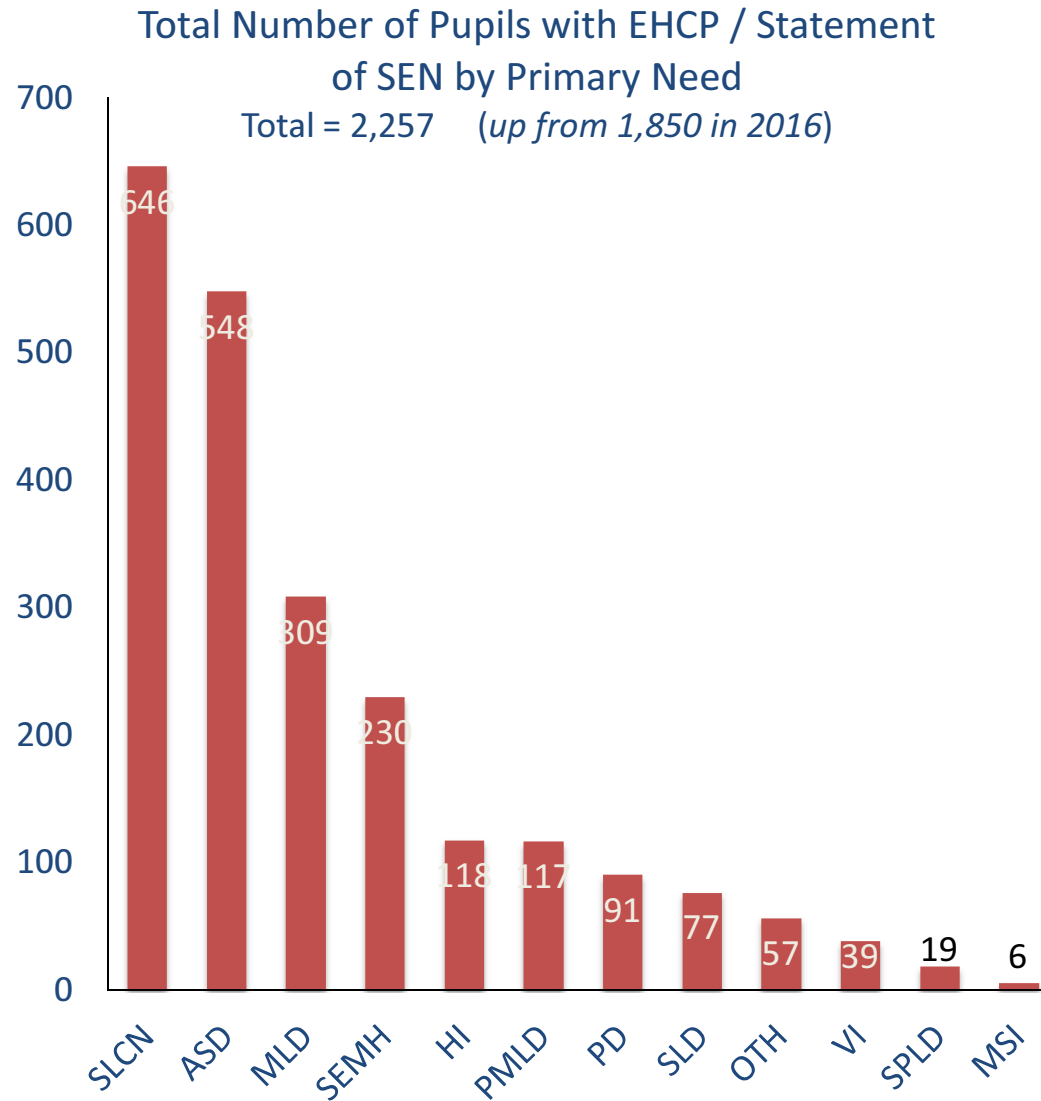
1,850 is based on the School Census data published by DFE - as at January 2016. These are based on where the child attends school - so these are pupils going to school in Tower Hamlets who may not live in the borough.

So to be consistent, I would either say:

- 2,237 (up from 2,083 in 2016) from SEN2 data which excludes dual registered pupils (to avoid double counting); or
- 1,968 (up from 1,850 in 2016) from DFE tables based on School Census

Lisa Stidle, 12/09/17

# Children & Young People with SEND in Tower Hamlets

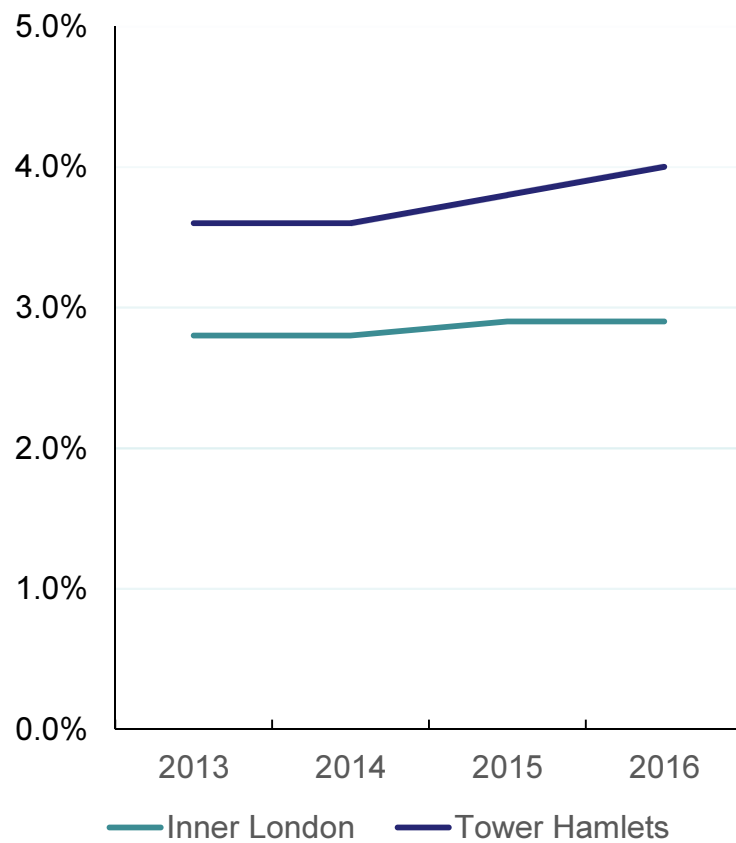


Abbreviation	DfE category of SEND
ASD	Autistic spectrum disorder (or autistic spectrum condition)
HI	Hearing impairment
MLD	Moderate learning difficulty
MSI	Multi-sensory impairment
PD	Physical disability
PMLD	Profound and multiple learning difficulty
SEMH	Social, emotional and mental health
SLD	Severe learning difficulty
SPLD	Specific learning difficulty
SLCN	Speech, language and communication needs
VI	Visual impairment
OTH	Other

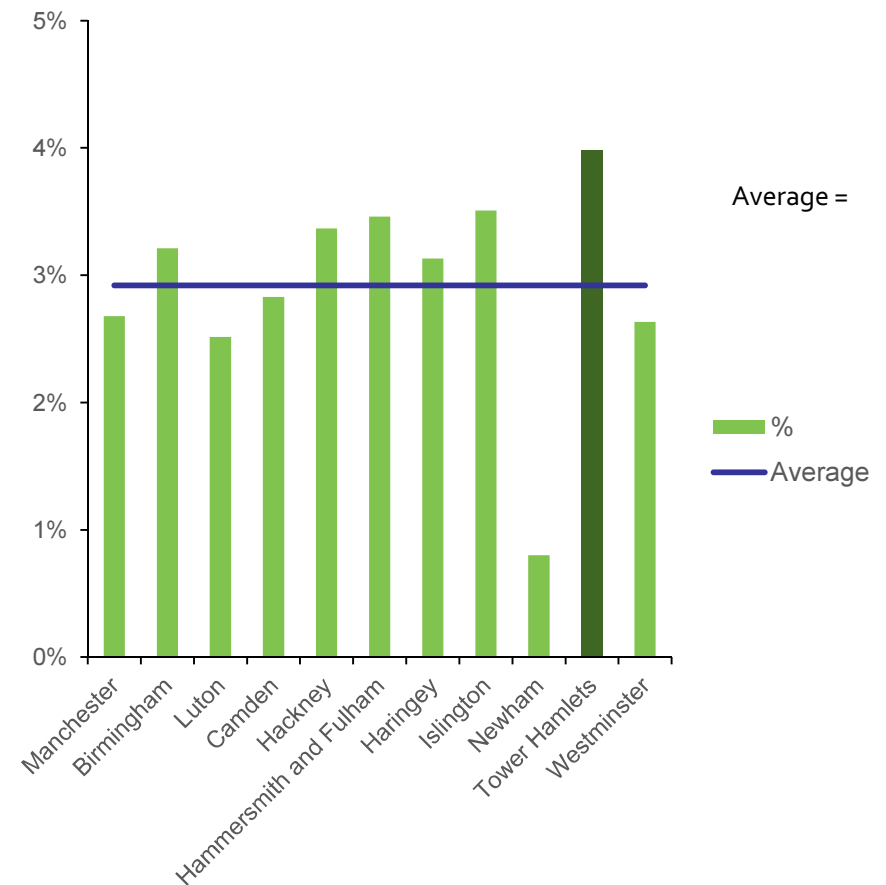
# Children & Young People with SEND in TH (EHCP / statements, comparative data)



% of Total Pupils with Statement / EHCP  
2013 – 2016 Inner London vs TH



% of Total Pupils with Statement / EHCP  
against statistical near neighbours Jan16





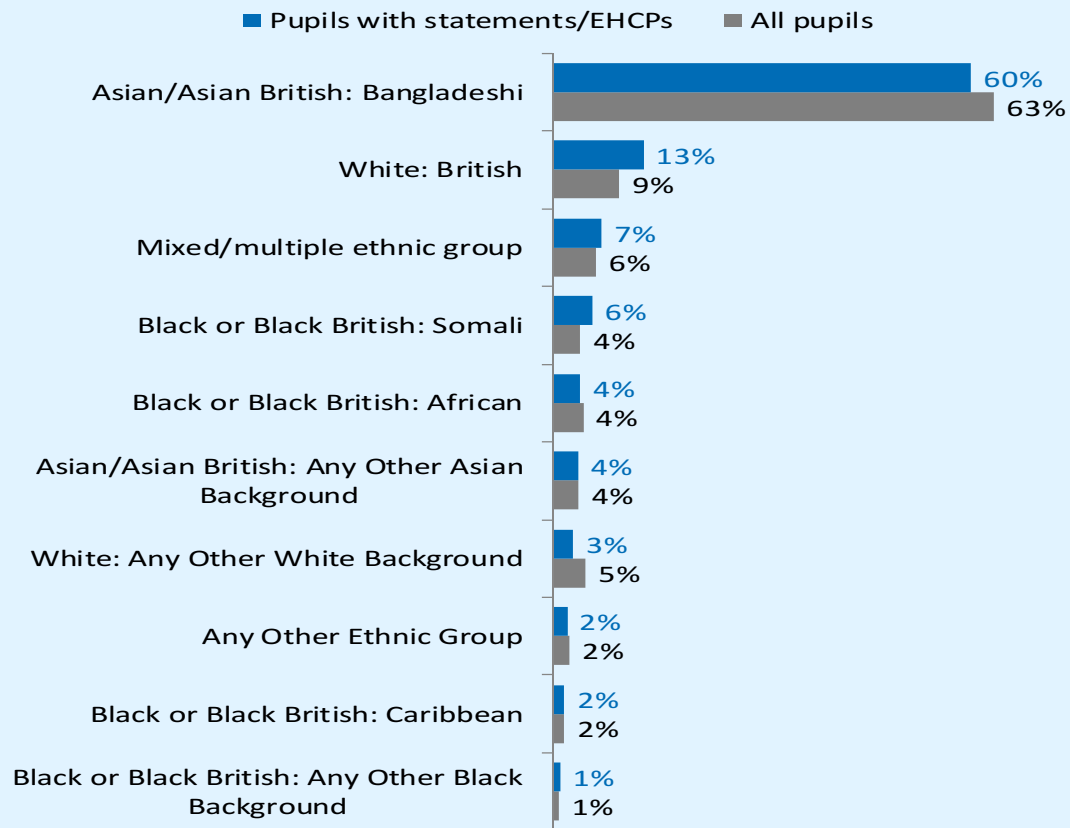
## Drivers behind our high prevalence

Factors that may contribute to the relatively high proportion of pupils with statements/EHCPs:

- **Education, Health & Care Plan implementation:** All LAs have the same responsibilities for issuing EHCPs but implementation on the ground varies between schools and local authorities
- **Deprivation:** There is a link between deprivation and special educational needs and Tower Hamlets has the highest child poverty rate in the country. 42% of children in TH live in poverty versus the London average of 24%. 51% of pupils with a statement/EHCP are eligible for FSM versus circa 34% of pupils with no SEND needs
- **Outstanding provision:** All TH special schools are Outstanding versus half of Hackney's (the other half are Good) which may attract families

# Ethnic profile of pupils

## Ethnic profile of pupils with statements/EHCPs compared with all Tower Hamlets pupils, 2016/17



Source: SEN2 data for Tower Hamlets & Spring 2017 School Census for Tower Hamlets  
 Note: 'Pupils with statements/EHCPs' figures exclude pupils attending school out of borough, in order to be more comparable to the all pupils figures.

## Budget information

- High needs funding block £43m 2016-17, plus a projected overspend of £1.36 million
- CSC expenditure is £4.6m largely for short breaks and respite and complex care packages
- TH CCG commissions circa £2.1+m of health care for C&YP with an EHCP/statement, plus further support for those at SEN support
- In 2017-18 the HNFB will have a modest increase but not linked to need, in future moving to a national funding formula

## Developing the strategy

- Joint strategy LBTH & TH CCG addressing demand pressures & areas for improvement
- Setting the direction until 2022 for a flexible & responsive SEND system for CYP 0 to 25 years and their families
- Addressing educational provision, support and care, supporting CYP to learn and lead full lives.
- Resulting in
  - Clearer governance and accountability
  - More integrated planning and delivery across health, social care and education
  - Greater involvement by parents and carers and voluntary sector partners.

# Informing the strategy

- Statutory requirements (Children & Families Act)
- External Review
- Current and future demand
- Data and financial analysis
- Feedback from the early engagement process
- Resources

# Next steps

- Draft strategy out for public consultation mid October
- Advisory group of HTs scrutinising use of budgets
- Strategy finalised and published for financial year 2018-19
- Implementation of the action plan
- Managing the change programme

# The ‘wicked issues’

- Taking a system-wide view
- Managing the competing pressures within budget – doing more for less
- Agreeing a transparent & consistent, evidence-based funding model
- Investing in early, timely intervention prior to formal processes
- Managing multiple service changes