

Children and Education Sub-Committee Work Plan: SEND

07/12/2023



This session will cover:



1. SEND provision
2. EHCP Update
3. LGA Peer Review
4. Ordinarily Available Provision/Inclusion Framework
5. SEND Transport



1. SEND Provision

School Census Data

DBV Data



School Census Data 2022-2023

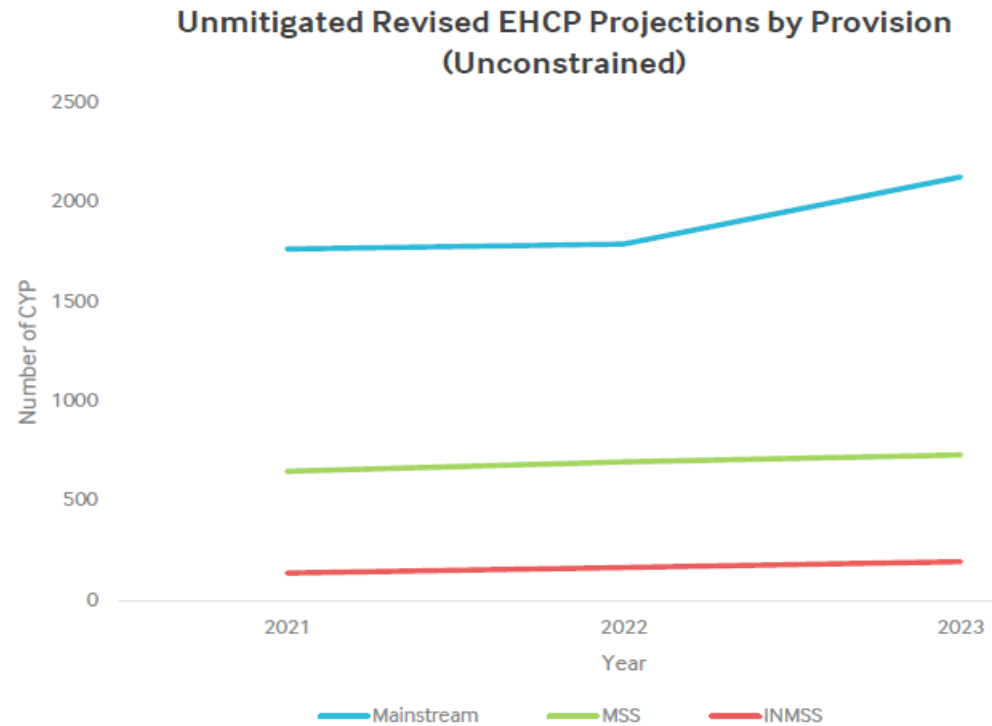
- School Census Data
 - 5.9% pupils EHCP (National average 4.3%.)
 - 12.4% pupils SEN Support (National Average 13.0%)
 - Highest Primary Needs (EHCP)
 - ASD (autistic spectrum disorder)
 - SLCN (speech, language and communication needs)
 - SEMH (social, emotional, mental health)
 - PMLD (profound and multiple learning disability)
 - Highest Primary Needs (SEN Support)
 - SLCN (speech, language and communication needs)
 - SEMH (social, emotional, mental health)
 - MLD (moderate learning disability)
 - SPLD (specific learning disability)



Understanding the Context of SEND (high impact areas)



EHCPs have grown year on year (19% growth in mainstream between 22-23)



Understanding the Context of SEND (high impact areas)

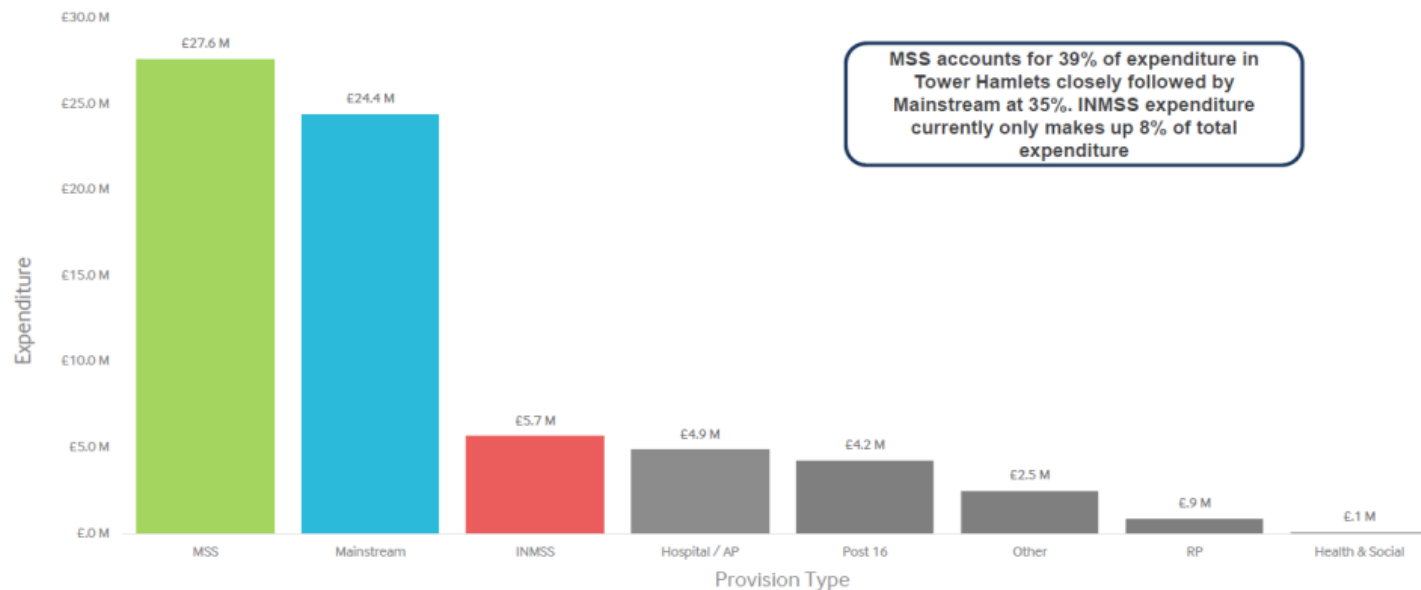


Maintained Special Schools and Mainstream Schools have the largest spend, accounting for nearly three quarters of spend in 2022/2023

MSS and Mainstream are the largest cost centres, *accounting for nearly three quarters of spend in 2022/23*



2022/23 HNB Expenditure Breakdown for Tower Hamlets



2. EHCP Update

Timeliness
Forecasting
Quality
Demand



EHCPs: Timeliness



- Timeliness of EHCPs has shown month-by month improvement, rising from 33% at the start of the year, to 60% now, giving a cumulative timeliness of 54% for the year to date
- This is above national averages, which sits at 50%
- Ambition is to exceed national averages and remain there
- There have been challenges in receipt of advice from Health and Therapy services; this has been addressed through recruitment by the NHS of additional speech and language therapy, occupational therapy staff and SEN working with school-based providers



EHCPs: Quality



- The quality of our newly-issued EHCPs has improved since the last inspection and the Written Statement of Action
- Feedback from Sector Led Improvement Partner (Islington) and DFE has been positive; LGA Peer Review gave us further areas of work to consider
- Co-production (ie collaborating with children, families and key stakeholders) and SMART outcomes are our next target areas
- Quality Assurance has been given a renewed priority within SEND



EHCs: Forecasting



- LBTH currently has 4406 EHC plans open. This is predicted to rise to around 6750 by 2028 (Delivering Better Value project) or by 2033 (SEND Sufficiency Project).
- The largest areas of need are (in order):
 - Speech, language, and communication
 - Autism
 - Social, Emotional & Mental Health
 - Severe Learning Difficulties.



EHC plans: Demand for assessment



- Demand for EHC needs assessments has doubled for the 2022/23 academic year against the 2020/21 academic year (around 80-90 requests a month). This is consistent with statistical neighbours and nationally.
- To mitigate demand, the LA is developing an Inclusion Framework to set expectations for what schools should be delivering from their own resources.
- Delivering Better Value (DBV) programme identified a need for more coordinated early identification and intervention. The DBV grant will be used to pilot Multi-Disciplinary Team (MDT) early intervention



3. LGA SEND Peer Review

Key lines of Enquiry
Overall Feedback
Recommendations



Scope of Peer Review (Key lines of Enquiry)

Areas of Focus

- Progress made on WSOA
- Quality of provision in place for children and young people as they move through the education system
- Annual Reviews – are they effectively supporting transitions?
- Therapies – are they supporting children and young peoples' progress?
- Co-production – are we involving children, young people and their families? How does this support their progress?

Additional Areas of Focus

- Leadership and governance
- Resources
- Alternative Provision



Overall Feedback

Positives

- **Commitment** and drive to improve outcomes for CYP with SEND
- Political leaders are **sighted on the agenda**
- The council has recently **invested into SEND services** to increase capacity
- **Strong system leadership** in schools shows ambition to continually improve
- **Alternative provision is strong** and delivering good outcomes
- **Parents and carers have been positively engaged** in the improvement journey

Considerations

- **Inconsistencies in practice** across the system which impacts on lives of CYP and their families
- **Lack of understanding of how the system works** meaning opportunities for early intervention are missed (Parents and Professionals)
- Opportunity to: **strengthen whole system connectivity and vision**; to capitalise on innovation and improvement; to realise the full potential of local ambitions



Recommendations



1. Review the size and remit of the **SEND Improvement Board** to ensure that it is more strategic, that **data** is used to identify priorities and that initiatives are delegated to task and finish groups.
2. **Co-produce a concise, revised SEND Strategy** which galvanises stakeholders around vision, priorities and next steps.
3. Devise a way to **test the impact of the progress** on the Written Statement of Action against outcomes for children and young people to give confidence and visibility of the achievements
4. **Improve information sharing** between partners and with all stakeholders, so that there is a common understanding of the local area's SEND development priorities
5. At pace, develop a **common understanding, and implement a universal offer** (graduated response) for early years settings, schools and colleges to enable the effective support for children and young people
6. Continue the programme to **improve the quality and timeliness of EHC plans** and the timely updating of plans following Annual Reviews



4. Ordinarily Available Provision / Inclusion Framework



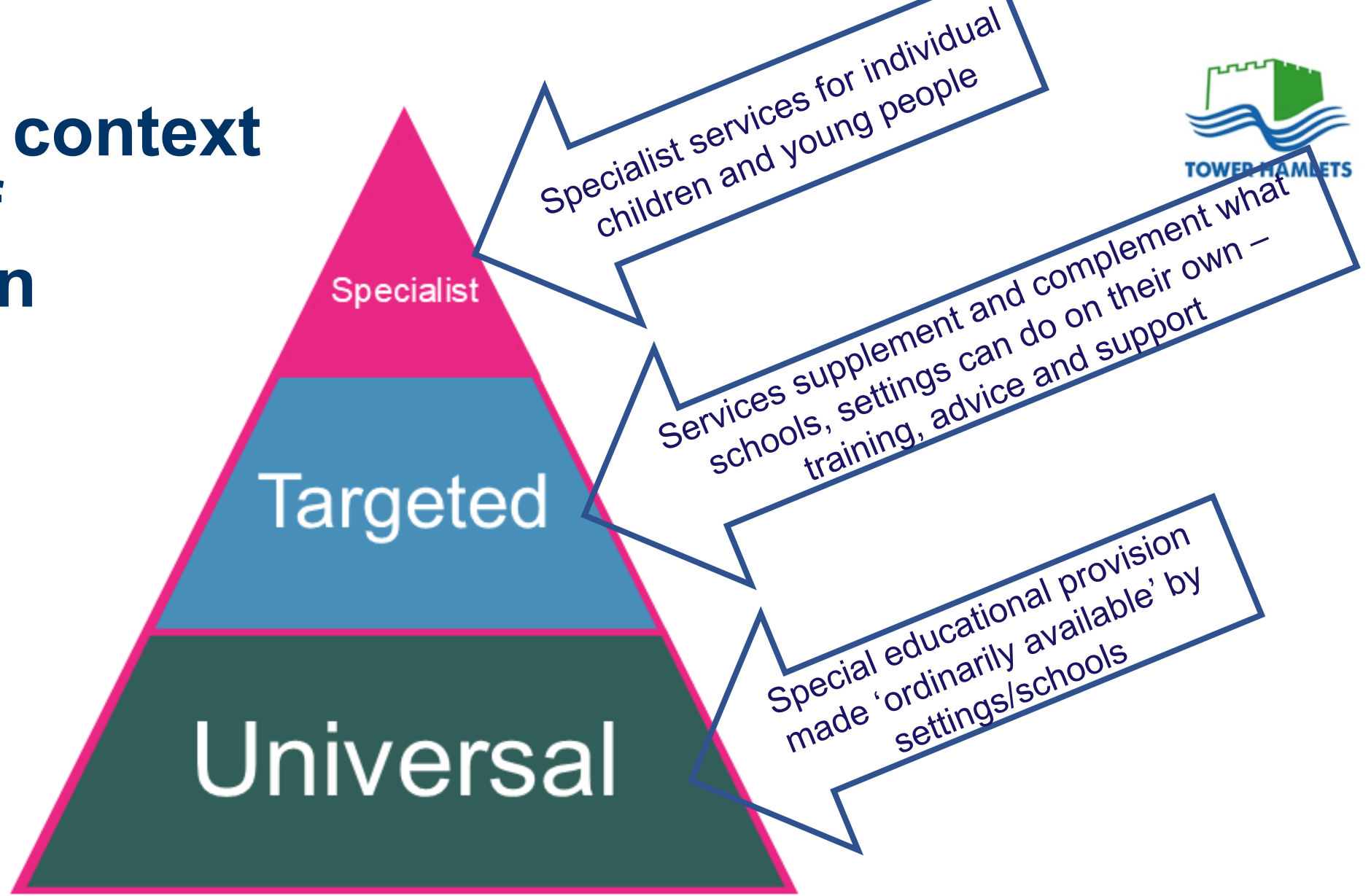
Ordinarily Available Provision / Inclusion Framework



- Work is underway to co-construct a document that sets out the provision that must be made ordinarily available in all LBTH school settings.
- This is to set a realistic expectation around what all schools must be providing for children who may or may not have SEND
- It will also benefit developing a more consistent offer across schools
- Stakeholder engagement has occurred across Education, Health and Social care to begin co-constructing the document



OAP in the context of levels of intervention



Aims and Aspirations



Provision

- To ensure all CYP with SEND access high-quality teaching, an inclusive curriculum, learning environment, and social opportunities in their local mainstream schools alongside their age-related peers.
- To improve the consistency of provision available across LBTH settings, despite budget constraints.
- To be able to meet need through additional support where appropriate.

Identification

- All settings and partners will act early when responding to early identification of SEN to reduce the risk of unmet educational needs escalating over time.
- Clear and consistent transition processes which best support CYP to confidently succeed in a new environment.
- Higher Quality Ordinarily Available Provision to ensure that those who require EHC Plans can rapidly obtain them.



Aims and Aspirations



Training for staff

- For LBTH mainstream education settings and staff to receive the training the support they require to be confident and energised in meet the needs of CYP with SEND in their school communities through their ordinarily available provision and reasonable adjustments.

Stakeholder engagement & signposting

- Greater co-production between staff, CYP and families
- For greater co-production and communication between staff, CYP, families and professionals around the provision made available for CYP with SEND
- Pulling together social care, medical joined up working (SEN support - signposting to ensure multiagency working – social care)
- To include the voice of the CYP and their lived experiences
- To consider the lived experiences of settings working with outside agencies.



Approach / Action Plan



<p><u>Review</u>: The existing OAP documents from other Local Authorities</p>	<p><u>Consider</u>: Voice of CYP and keeping this central to how the document is created</p>
<p><u>Consider</u>: The specific needs and context of Tower Hamlets Schools/Services and how this shapes the document</p>	<p><u>Consider</u>: Parental voice and engagement (broader parent perspective)</p>
<p><u>Critical</u>: Engage stakeholders across Education/Health/Social Care</p>	<p><u>Consider</u>: Education settings engagement and visiting settings who are not engaging in this process</p>
<p><u>Consider</u>: Specialist advice for 'broad areas of need' sections of the doc.</p>	<p><u>Consider</u>: Piloting the document in settings</p>
<p><u>Review</u>: Signposting to support, training and resources for LBTH services – What is available to support schools to meet the expectations at the Universal Level?</p>	<p><u>Consider</u>: a form of 'self-review' and training packages to support settings to improve. Within council's currently available provision?</p>



Update on Progress so far

- April 23: ALS1: **All stakeholder introductory meeting** with CDC – in person
- May 23: Task Analysis meeting to **agree priorities** - online
- June 23: **Working Groups 1** (C&L, C&I, S&P, SEMH) – in person (3 hours each group)
- July 23: **Whole document review group** – online (2 hours)
- August 23: **Initial structure**/bones formed
- September 23: Meeting to discuss engaging **parental and pupil voice**
- Sept 23: Meeting **CDC to review structure**. Priority OAP vs SEN Support
- Oct 23: **Working Groups 2** (C&L, C&I, S&P, SEMH) – in person
- Nov 23: **Whole document review group** – online with CDC (3 hours)



5. SEND Transport



SEND Transport



- A home to school travel assistance service for CYP aged between 5 and 18 years old, with an Education Healthcare Plan or complex medical needs.
- Children aged 10 or over will be expected to undergo Independent Travel Training. Only those deemed unsuitable will be offered an alternative form of travel assistance.
- Transport will only be provided for travel to a qualifying school (one that can meet the needs of CYP and is nearest to their home)



SEND Transport Data



Categories	End of 2022/3 academic year	End of term 1a 2023/4
Pupils that received travel assistance (1/4 of all CYP with an EHCP)	1016	1086
Pupils that travel to school on in-house school buses	568	623
Pupils that travelled to school via external provision, taxis and accessible vehicles	213	261
Pupils that accessed Independent Travel Training	69	86
Families in receipt of Personal Transport Budgets	98	195
Parents in receipt of travel cards	3	7



Current Challenges



- Increase in pupils that travel to school on in-house school buses
- Increase in pupils attending schools outside the borough
- Increase in pupils with SEMH needs that are unable to travel in vehicles with other pupils
- Transport providers cost increases passed onto the authority
- All above contribute to increasing pressure on transport budget



Current Pressure Reducing Actions



We are working with colleagues in Transport through our SEND Transport Board to:

- Audit gaps in driver working hours – gaps filled with to generate income
- Optimise routes
- Introduce a dynamic purchasing system, generating increased competition of external transport providers for school routes
- Audit single person vehicles for children
- Increase number accessing Independent Travel Training
- Increased volume of Personal Travel Budget offers

