

HAVERING HIGH NEEDS STRATEGY

2017 - 2022

In Havering we want all children and young people to thrive and develop the skills, characteristics and knowledge which prepares them for adult life.

Our vision is for children and young people with special educational needs and disabilities to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community, throughout childhood and into adulthood.

This strategy builds on the outcomes of the Havering High Needs Review 2017.

1. What we will keep doing and what we will start doing

Through this strategy, we aim to develop our system for supporting children and young people with SEND so that it builds both capacity and flexibility. We want to ensure there is sufficient provision, it is appropriately resourced and it can flex to meet changing needs and demands.

Add in something about commitment to local provision & expenditure on OOB and about building quality and capacity.

We want to build on what is working well in the borough and make improvements and changes where they are needed. We want to develop an ethos of pragmatism, challenge and aspiration.

The strategy also sets out, within this ethos, how we will make improvements in the standard, quality and range of educational provision.

This section sets out what we want to do, in terms of:

- Developing new provision
- Improving existing provision
- Improving support and training for staff across all settings

In addition to increasing numbers, we are also seeing more children presenting with more complex disabilities. This will change how we meet needs within Havering – across special schools, ARPs and mainstream schools; as well as with short breaks, leisure services and health provision.

Developing new provision

❖ SEMH/ ASD School

We have been selected by the DfE to commission a new free school which will meet the needs of children and young people in the borough. Through our data analysis, we recognised that children with social, emotional and mental health difficulties were increasing in numbers and we had no specialist facility to support them.

The school will cater for children and young people aged 3-16 years who have severe social, emotional and mental health difficulties. The new school will also provide some overnight provision as part of the offer.

We are in the process of working with the DfE to invite tenders for the delivery of the school which we expect to be open by September 2019.

❖ ARPs (Additionally Resourced Provision)

We already have ARPs in X schools, but we know, from feedback from schools and from parents as well as from our own data, there are not enough of these. Schools in particular are keen to see a better distribution of ARPs throughout the borough and across both primary and secondary phases.

List current and planned ARPs

We know that we need more ARPs in early years and primary schools, particularly those that focus on supporting children who have ASD. We plan to deliver a programme of new ARPs, at least two per year over the next 5 years.

The next X ARPs will be for children with ASD in primary and secondary, followed by...

Paul to add in wording about behaviour support.

❖ Free school

We will look at the possibility of opening another school which would focus on those waiting for assessments (from social care or education) or those who do not meet the threshold for an EHCP but still require high levels of support.

❖ Post-19 provision

Corbets Tey @ The Avelon have already developed provision for 16-19 year olds and from September 2018, will be providing focussed pathways into adulthood for young people aged 19 years and over (up to age 24). The first cohort will consist of ten learners and will be a pilot for rolling out more widely the provision across both CT@TA and Havering's other post-19 providers.

There will be two pathways on offer, depending on need:

1. Pathway to transition to the community & adult life – which will consist of life planning, community participation, communication skills and emotional and physical wellbeing
2. Pathway to work – which will consist of supported work experience and placement, travel training, specific college/ subjects which support the work placement and emotional and physical wellbeing

A third pathway will be developed from September 2019:

3. Pathway to independent living – which will consist of supported living, travel training, financial planning, community participation, communication skills and emotional and physical wellbeing.
This pathway will be on stream later to allow time to develop suitable accommodation placements.

Add in longer terms plans

Health

We recognise that there is a perception of insufficient therapeutic provision across the borough, and this is often cited as a reason for sending children and young people to expensive out of borough placements. We have reviewed, with our health colleagues, the need for additional therapists particularly in our special schools. Therefore we will assess the feasibility of commissioning new therapists within the local authority who can work across special schools and post-16, providing sensory occupational therapy, speech and language therapy and physiotherapy.

Improvements/ increased places

Mainstream:

We will

- **Use some capital funding to improve spaces within ARPs or mainstream schools** which have high numbers of pupils with SEND.
- See Section 4: Finance

Add in finance throughout this section...we could spend money on OOB provision but we want to focus our resources in/on Havering

Alternative Provision:

Lift most of this blurb out and add to the review document

Secondary aged pupils who are permanently excluded currently attend at Olive AP Academy – Havering, until they are deemed ready to return to mainstream education. In relation to primary pupils, exclusions are rare and support is provided via an InReach team and off site classrooms. There are plans also to establish an assessment facility for those pupils with more complex behavioural needs.

Our data shows that the number of excluded pupils is increasing. Nationally, there has been an increase in the percentage of secondary aged pupils who have been permanently excluded, from 0.13% in 2013/14 to 0.17% in 2015/16. This corresponds to around 35.2 permanent exclusions per day in 2015/16, up from an average of 30.5 per day in 2014/15. The rate of fixed period exclusions across all state-funded primary, secondary and special schools has also increased from 3.88 per cent to 4.29 per cent of pupil enrolments, which is equivalent to 429 pupils per 10,000. Data further shows that:

- Pupils with identified special educational needs accounted for almost half of all permanent exclusions and fixed period exclusions
- Pupils with SEN support had the highest permanent exclusion rate and were almost 7 times more likely to receive a permanent exclusion than pupils with no SEN

- Pupils with an Education, Health and Care plan or with a statement of SEN had the highest fixed period exclusion rate and were almost 6 times more likely to receive a fixed period exclusion than pupils with no SEN

Currently there are 64 places commissioned at Olive AP Academy. The current pupil roll at the Academy is a mix of children, some with EHCPs, some not yet diagnosed but who are likely to meet the threshold for an EHCP and some who do not have, and do not need an EHCP.

Some of these excluded pupils, generally those with EHCPs, would be better to remain in their school, with additional appropriate support. To redress this balance we will:

- **Develop a clear admissions policy** for Olive AP Academy, with senior leadership, and in consultation with schools
- **Seek to reduce the number of exclusions** - work with schools, both with and without ARPs, to update the Exclusions Concordat* and monitor implementation
 - Schools told us that they recognise there are vastly different criteria across Havering for permanently excluding pupils. Both schools and the council want that to change so that there is clarity and consistency in managing, and dealing with, different levels of behaviour. To do this we are changing how funding is accounted for and allocated to schools and introducing a greater level of accountability via the IYFAP (In Year Fair Access Panel) process. We are also developing and improving training to schools, via local authority staff and via school-to-school peer support
- **Refresh and promote the behaviour support approach** from the local authority, developed in partnership with expertise from Olive AP Academy
- **Develop our network of quality assured AP providers** to support pupils at risk of exclusion from school

* The Exclusions Concordat is:

Behaviour at level 1& 2	school's own support in place
Behaviour at level 3	significant intervention e.g. a 6 week programme at Olive
Behaviour at level 4	permanent exclusion: <ul style="list-style-type: none"> • Return to mainstream; or • Identify appropriate intervention • Continue appropriate support and education at Olive AP Academy

Special:

The number of pupils on roll in our special schools is increasing, along with an increase in the complexity of need.

We expect that our three special schools will:

- Review their designation to ensure it accurately reflects their intake
- Review the funding matrix to improve fairness and appropriateness of funding levels

- Reduce the number of pupils accepted into their schools with moderate learning disabilities (these pupils will be supported in mainstream schools and ARPs)

Early Years:

- Tbc – awaiting focus groups with EY SENCOs and providers

Post-16 and Preparing for adulthood:

In Havering, we are committed to following the recommended model of pathways to adulthood, which aims to support young people, from age 14, into a fulfilling and positive adulthood across the four pathways:

1. Training, employment and positive activities
2. Good health
3. Independent living
4. Community, family and friendships

We have a dedicated team supporting young people into a positive adulthood, led by a Preparing for Adulthood Manager. **Do we want to add in some more info about the PfA Team here?**

To achieve this we plan to:

- **Improve our offer for pathways to adulthood** (training, employment and positive activities; good health; independent living; community, family and friendships). Not only do we need to improve our offer for pathways to adulthood, we also need to make it easier to find out what is currently available.
- **Develop a wider offer for young people to experience, and progress into, the world of work.** Working with Havering College, Quarles Campus, Ravensbourne School Sixth Form and Corbets Tey @ The Avelon, we have mapped current provision and recognise that we need a better offer.
- **Develop a positive offer for those young people who may never be able to work** or who are not yet ready for work
- **Plan, prepare and commission appropriate services** for young people moving into their adult lives, working with housing and adults' services, including commissioning.
- **Communicate better with young people, and their parents,** about what is possible for their future and how each young person may get there. This will include being clear about who and why young people would stay on in education beyond age 20/21 years
- **Start planning for the future from age 14 (Year 9)**
 - **Develop a SEND Moving On event** to provide an interactive opportunity for young people and their parents to find out more about what is available in Havering (this will be based on the Moving On event for mainstream young people which takes place annually in October)
- **Increase number of post-16 places** available across the spectrum so that young people who want to access post-16 provision can do so at their provision of choice, with appropriate support.

In consultation with providers and parents, we recognise that we need to do more to clarify what are the options for young people up to 25 - both pathways which include education and those which do not.

Add about pilot at CT@TA from September 2018.

Asfa to send:

- Data from students 1 year after leaving Quarles
- Criteria for supported internships and supported internships available/ offer
- Map of provision & levels of need for post-16, including curriculum map (Asfa to send what they've done so far)

Short breaks:

Short breaks can be a lifeline for children and parents. To ensure this is reviewed as part of a package of support we will:

- Put in the right level of support to help keep families together
- Work with providers to improve the offer and range of short breaks
- Ensure that short breaks providers are supporting young people to move into an independent adulthood as possible, through a range of measures including reducing reliance on services by supporting young people to create their own 'short breaks' with friends

Health:

Do the CCG have anything to add here?

Early Years:

Meeting with EY in September – Area SENCOs and providers

Workforce development

Having a confident, resilient and flexible workforce has been identified as a priority across all stakeholders. We know that in order to meet our ambitious aims we will need to invest in our workforce across early years, schools, post-16 providers and local authority staff, as well as working with our colleagues in health and with other providers.

We will develop:

- Improved behaviour support mechanisms and training
- Increased SEND support services:
 - for special school staff supporting pupils with more complex needs
 - for mainstream and ARPs staff to confidently support pupils with additional needs
- Training for CAD Team which can be disseminated to schools – do we want to specify what this might be?
- Preparing for adulthood training for schools and post-16 providers
- Support for those without an EHCP through:
 - TA training } can we add more detail here?
 - In-school training }
- Mechanisms for sharing good practice from school to school

- Methods to promote understanding, and knowledge of, the Code of Practice
- A better system for operating the complex needs panel
 - Budget-holder and/ or commissioners will sit on the panel
 - Panel members will be supported to be creative with solutions to meet the needs, in borough, of most of our children and young people
 - Decision-making at panel will be consistent and transparent

Commissioning input?

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2. How we plan to do it

We want to create a confident, dynamic and flexible workforce who can respond and adapt to changing needs and are clear on our common aims. We want staff to be resilient in their approach to working with families as well as to schools and other partners.

Creating a work environment which encourages creativity and an invest-to-save mind-set is one of our key priorities to enable significant change in our effectiveness in supporting children with SEND.

Local authority teams – need to clarify role of SEND/ Inclusion/ Attendance/ Behaviour Support services

Communications:

We want to continue building on our work to engage with parents through Positive Parents; and with children and young people through Advocacy for All and Pupil Voice Network.

CYP } SEND Moving On event
Parents }

Schools
Health
LA staff – adults' services and children's services

**3. How will we know we've got there?
What are our measures of success?**

See action plan

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4. Finance

The majority of the funding to support Havering's strategy for high needs provision is allocated through the Government's annual allocation of the Dedicated Schools Budget (DSB) High Needs Block. Provision is also supported from schools' delegated budgets to meet the first £6,000 of the costs of high needs provision.

In the early years' sector there is a small budget to support children with high needs that match funds a sum in the High Needs Block.

The high needs budget funds a range of provision including:

- Special schools
- Additional Resourced Provision (ARPs) in mainstream schools
- "Top up" element 3 funding for placements of pupils with EHC plans in mainstream schools and academies
- Placements in non-maintained special schools, independent special schools and out of borough special schools
- Post-16 provision up to the age of 25 in local provision and colleges, as well as out of borough colleges and in non-maintained and independent provision
- Alternative provision for pupils with challenging behaviour
- A range of support from central services for 0-5 year olds and 5-19 years olds

Havering's allocation of high needs funding is under pressure each year from increases in the number of pupils requiring support and the increased complexity of need. A significant pressure also comes from the number of high cost placements in out of borough provision. We recognise that many areas within the high needs budget are under-resourced, across both mainstream and special schools.

Priorities

Havering's priority is to develop sufficient local, affordable provision which is the first choice for children, young people and parents and which provides the right support at the right time. In order to achieve this, we will invest in our existing services and provision as well as develop new provision. These developments will be based on what our data and projections tell us as well as feedback we get from children, young people and their parents.

We will take an 'invest to save' approach in our developments, aiming to reduce, year on year, the number of children and young people who go out of borough for their education.

Capital Funding

- The building of a new SEMH/ASD special free school will be funded by the Government
- Funding has already been earmarked in Havering's capital programme for the provision of more additionally resourced provision in mainstream schools
- £2.4m of additional funding has also been allocated by the DFE over a 3-year period between 2018-20 to support additional provision for young people with SEND and improvements to existing provision

Our expectations are that this funding will also be used to:

- Create new (additional) places at good or outstanding provision
- Improve facilities; such as through:
 - Expansion(s) to existing provision including at the same site or at a different site
 - Reconfiguring provision to make available the space for the additional places or facilities
 - Re-purposing areas so that they meet the needs of pupils with special educational needs and disabilities.

Revenue funding

In order to improve support in schools, and following our consultations with schools, parents and young people, we are implementing a number of changes. These developments will be monitored to assess their impact and ensure value for money. We expect that there will be further changes as numbers reduce in out of borough placements. Any further changes will be consulted on and will similarly be subject to monitoring and evaluation.

We will:

- re-evaluate expectations regarding the £6,000 for SEN support in schools' delegated budget
- look at how we can support all schools to take more equal numbers of SEND pupils
- increase funding to early years to ensure that children with additional needs get the support and diagnosis required to improve their transition into school life
- look at funding additional therapeutic interventions across special schools and post-16 provision
- revise the matrix funding levels which are used for pupils at special schools, to ensure a more consistent and equitable approach
- ring-fence a small budget for pupils with high medical needs but who do not meet the criteria for an EHCP
- support schools to think creatively about how they can spend their SEND budget to maximise resources

5. Action Plan

Outcome	Measure of success – not sure we need this column? Maybe use as timescale? Over 5 years?
Increased capacity in our special schools by <ul style="list-style-type: none"> • re-designating them to reflect the levels of need of current and future cohorts • moving more pupils with MLD into mainstream schools, with or without ARPs, depending on levels of need 	Re-designation of Corbets Tey to SLD Re-designation of Dycorts to ??? Reducing the expected MLD cohort in special schools so that the numbers in special schools, as a minimum, remain static
Development of a specialist provision for SEMH	New provision built/ developed for pupils with SEMH
Improved partnership working across specialist and mainstream schools to share expertise and best practice	Reduction in numbers of exclusions from mainstream schools Established model/ framework for sharing best practice across schools
Better preparation for adulthood which starts informally from an early age and formally from Year 9 (age 13)	IAG framework/ guidance for schools is developed PfA team share best practice and support workforce development around PfA
Improved partnerships with local post-16 provisions and colleges	Development of more inclusive practice through sharing and preparing for transition to post-16 from an early age.
Work across other boroughs to share/ develop joint resources to maximise economies of scale	Identify any options for joint development e.g. provision for pupils with high medical care needs
Ability to respond to government funding initiatives	