

Joint Special Education Needs and Disabilities (SEND) Strategy

V1.0

Document Control

Document details

Name	<i>Joint SEND Strategy</i>
Version number	<i>V0.4</i>
Status	<i>Draft</i>
Author	<i>Jodie Calder – Service Improvement Officer</i>
Lead officer	<i>SEND Executive Board</i>
Approved by	<i>Health and Well-Being Board</i>
Review date	<i>Identify a date for review – Autumn 2021</i>

Supersedes	<i>N/A – first partnership-wide strategy</i>
Target audience	<i>SEND Partnership</i>
Related to	<i>High Needs block Review, Self-Evaluation.</i>

Version history

Version	Status	Date	Dissemination/Change
draftV0.1	<i>1st draft</i>	<i>19.10.2017</i>	<i>SEND Executive Board for initial information and discussion around what else to include</i>
draftV0.2	<i>2nd Draft</i>	<i>16.01.2018</i>	<i>Partner organisations to populate the action plan and include more information on vulnerability.</i>
draftV0.3	<i>3rd Draft</i>	<i>11.05.2018</i>	<i>Post-Ofsted report being published</i>

Approval history

Version	Status	Date	Approved by
<i>Final version 1.0</i>	<i>To be approved by HWB</i>	<i>12th September 2018</i>	<i>Health and Wellbeing Board</i>

Contents

Document Control.....	2
Document details.....	2
Version history.....	2
Approval history	2
Equality Impact Assessment record	2
Purpose	4
Vision.....	4
Facts and Figures.....	4
Aims, objectives and outcome.....	4
Local Authority Objectives and Outcomes	5
Health Objectives and Outcomes	5
Education Objectives and Outcomes.....	6
Joint Commitments.....	6
Key actions.....	7
Timescales.....	8
Consultation.....	8
Implementation and monitoring	8
Evaluation and review.....	8
Appendix 1: Action Plan.....	9

Purpose

The purpose of this strategy is to set out a shared vision, priorities and a joint commitment to make suitable and effective provision for all Havering children and young people with Special Educational Needs or Disabilities (SEND) from birth to 25 years. This strategy reflects a commitment across the partnership, to work collaboratively between Education, Health and Social Care to improve the lives and life chances of children with special needs and disabilities.

The term 'special educational needs' does not mean the child/young person's needs will only be educational. Whilst educational progress is the core of the SEND Code of Practice, ensuring that children and young people with SEND have good opportunities to make progress and achieve their potential in life requires a broader approach which includes social and health care needs.

Children and young people with SEND are particularly vulnerable to being targeted in relation to Child Sexual Exploitation (CSE), radicalisation or being involved with gangs. It is the responsibility of schools, parents, the local authority and voluntary sector agencies to play a significant role in preventing vulnerable children and young people from becoming involved in such activities. This strategy reflects the close work between agencies and also the local authority teams working with SEND children across education, health and safeguarding services.

Vision

Our vision is to support children and young people with SEND to meet their full potential and live healthy, fulfilling lives in their local community. We will achieve this vision by ensuring all agencies work together with children, young people and their families to identify children with SEND at the earliest possible opportunity and provide them with the support they need to make good educational progress and achieve desired outcomes.

Our commitment to person-centred planning ensures children and young people's voices are a central focus of all work across the partnership in Havering.

Facts and Figures

The estimated population of the London Borough of Havering is **249,085**. Of this, there are **74,979** children and young people (aged 0-24).

The school population of Havering continues to grow with the increase in the children's population. There were 39,598 pupils, who are Havering's sole or dual main registrations, were captured within the January 2017 SEN2 Survey.

In Havering there are currently 1,136 children and young people (aged 0-25) who have an Education, Health and Care Plan (EHCP) or a statement of need (2.4% of our population of school-age children and young people). There are a further 2,583 children and young people who have additional needs and receive SEN support but who do not meet the threshold for an EHCP.

Aims, objectives and outcome

Havering's main aim is to join up support across education, health and care for those children and young people aged 0-25 years with SEND, while ensuring children, young people and their families are informed, supported and empowered to be more resilient and independent within their communities. We believe that every child and young person should have their needs met (as far as possible) in their local community, in local early years settings, schools, colleges and work places and achieve positive outcomes. We will ensure that all children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

Local Authority Objectives and Outcomes

The Corporate Plan sets out how the Council's new vision, "Havering; making a Greater London", will be accomplished. The underlying objectives within the Council's vision that relate to children and young people with SEND, include, but are not limited to, working in partnership with Health and other key partners to deliver improved services that are 'person-centred' and provide better value for money.

Children's Services has an overarching vision to 'enable our children and families to lead happy, healthy lives'. To support this vision, advice and information will be available to help families make positive change and to find their own solutions. We will be open and transparent and through co-production and collaboration we will be doing 'with', not 'to', our children, young people and families. Services will be delivered more locally to fit the needs of the family, and those with additional needs will get the right support as we will listen to every child's voice. We will shape the school system to provide high quality education so that schools are more inclusive and they can support the aspirations of the most disadvantaged children.

Through this joined up approach, we will ensure that children and young people's needs are identified and met at the earliest opportunity, and that support provided is consistent and inclusive across all settings. As part of this, we will have an accurate and full picture of a child or young person's needs through, whether through a co-produced EHC Plan or through person-centred SEN support.

Parent involvement in their child's journey is essential to this strategy. Through the EHC Hub and Local Offer, children, young people and their families will be able to support their own SEND journeys. In order to make sure the website is accessible and has information that is useful, the Local Offer will be co-produced with parents and young people. With the new EHC Hub, families, children and young people are at the centre of the process and it enables collaboration and transparency with all professionals involved, delivering a more timely and high quality service.

Supporting young people with SEND to successfully transition into adulthood and being aspirational for their outcomes is also a key priority. A working protocol for preparation for adulthood in Havering sets out the clear vision for the borough and how this will be achieved. Each partner's roles and responsibilities have been developed into four pathways so the transition through to adulthood is better understood by children and young people, their families and the professionals to ensure a smoother pathway is taken for all involved.

Early intervention remains a priority in Havering. We are investing in early years support, working with early years providers to help and support children aged 0-5 in all settings. We have early years SENCOs and have established an inclusion fund to provide funding for top-up support and equipment where necessary.

Health Objectives and Outcomes

Health will work with providers and partners to ensure that services being delivered will be caring, responsive, well led and delivered in sustainable environments. Services being reviewed will, as a primary aim, seek to be fully integrated including within the areas of information sharing and EHC Plan preparation.

In support of these aims, NELFT will support with the development of integrated information sharing that supports increased access to child and family health information required to develop EHC plans. This will ensure an improved system around sharing of relevant information with clear shared protocols and governance. Health partners' input into EHCPs will be consistent and outcomes-focused as agreed with families to ensure that the EHCP gives a full picture of a child or young person's needs. Staff will follow best practice in the provision of clarity and precision to EHC plans, in what services can be provided and how such services should be delivered for maximum clinical benefit.

Health will work to reduce the delays experienced by families in accessing services and will aim for all infants to receive the integrated two-and-a-half year check. The CCG and NELFT will work together to ensure all families have access to ante-natal visits and six-week health checks, as well as ensuring all children have access to the universal school nursing services and community nurses from 0-18.

The CCG and the DCO will work in conjunction with the Local Authority, the continuing care manager and NELFT in order to aid the development of the Children's Continuing Health Care and Personal Health Budgets policies.

Education Objectives and Outcomes

Quality First Teaching remains our schools first response to the identification of SEND, but they also ensure that children receive high quality additional support and interventions matched to their needs. Schools take the views of children into account when planning and evaluating their SEND provision. Every student's views are considered, their efforts recognised, and their achievements celebrated.

Schools will ensure that all children have equal access to a broad, balanced curriculum, which is adapted to meet individual needs and abilities, and a range of activities available. This will be achieved by modifying activities or providing support that will help the pupil to participate in them.

Schools will continue to make sure their staff are well-equipped to support children and young people with SEND. School staff are encouraged to attend SEND courses appropriate to their needs and offer advice to other teachers throughout the school if required, and we will ensure that measures are put in place to demonstrate the effectiveness of this training.

Advanced planning for children in Year 5 is in place to allow a smooth transition to secondary school. The SENCOs will liaise to ensure that effective arrangements are in place to support children at the time of transfer.

The education of young people is a collaborative enterprise involving teachers, parents and the students themselves. Regular, meaningful and positive communication between teachers and parents is of fundamental importance. Parents are sufficiently informed that they can be fully involved with the measures that the school is taking to meet their child's special educational needs and disabilities. Schools continue to work to ensure that support delivered in schools for pupils without EHC Plans is of a high standard and fully meets the needs of the child, removing the preconception that EHC Plans are the only recourse to guarantee provision.

Schools are fully committed to the principle of inclusion and the good practice that makes it possible. All schools within Havering have their own SEND policy which enables pupils with SEND to be an integral part of the schools community, yet will work together to ensure there is a consistent approach to inclusivity. This will secure equal opportunities for pupils with SEND to succeed, regardless of their educational setting.

Joint Commitments

Between the Local Authority, the CCG and health providers (NELFT), we have shared accountability for ensuring children and young people achieve positive outcomes. Key partners within the local authority are Children's and Adult's Social Care and Education Services. We also have a joint commitment with early year's settings, primary, secondary, special schools and colleges along with the Housing department and other providers.

Roles and joint accountability are clear and are focused on the needs of the child and young person. Information, decision making and funding will be transparent and integrated services will be delivered through working in partnership to achieve improved outcomes for children and young people.

Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. In order to develop and maintain a high level of engagements with parents, all parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. The improvement of co-production and engagement with parents is a high priority for the local area and we will work to make sure that their involvement in the design of services is meaningful.

Likewise, the local area is committed to jointly commission services and shape the market to provide the best possible care that meets the needs of children and young people. Parents will be fully involved in the commissioning of services, such as short breaks, to ensure services are able to meet the needs of Havering's children and young people with SEND.

Children and young people with SEND often have a unique knowledge of their own needs and circumstances, leading to their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our children and young people with SEND to express their views.

The Local Authority, Education and Health partners are responsible for improving the lived experience of the child and young person from initial assessment to completion of EHC plan and all annual reviews. This will be achieved through providing best practice training and development across the workforce and quality assuring all plans.

Key actions

The Ofsted inspection report, published in May 2018 provided assurance that the SEND reforms are being implemented locally, in line with national expectations and that the local area has a broadly accurate view of strengths and weaknesses. There are a number of key policies, strategies and work programmes that are currently being, or will be, developed to ensure we achieve the objectives and commitments stated in this strategy and also meet the recommendations outlined by Ofsted earlier in 2018. These are highlighted in more detail within the action plan (**appendix 1**), including but are not limited to:

- Establishing a single data set of performance measures and outcomes – *the measures will be regularly reviewed and used to inform effectiveness of support and areas for further development.*
- Havering's High Needs Review and Strategy - *sets out how we will make all Havering provision the first choice for children, young people and their families, how we will ensure there is sufficient provision, appropriately resourced and that it can adapt to meet changing needs and demands.*
- Therapy Review - *Review and identify the Therapy services on offer to those children and young people with SEND, ensuring they are fit for purpose, properly resourced and identify any gaps.*
- Local Offer - *Continue to develop, maintain and keep the local offer up to date through the partnership work with a Local Offer Steering Group, which includes children, young people and their families to ensure it is responsive to their needs.*
- EHC Hub - *establish the EHC hub, an interactive web-based platform to make our EHC assessment and planning process more efficient and transparent, supporting inclusion of all partners including children/young people and parents.*
- Jointly Commissioned Services - *A single joint commissioning process which will inform the commissioning of services for those children and young people with SEND.*
- Developing new provision - *Commission a new free school which will meet the needs of children and young people in the borough.*
- Additional Resourced Provision - *Deliver a programme of new provision to see a better distribution across the borough and throughout both primary and secondary schools.*
- Review of EHC Processes – *Improve the quality of EHCPs from partners, ensuring that they paint an accurate picture and are produced in a timely way to ensure need is met at the earliest opportunity. Support the EHC Panel to become a more efficient, focussed and professional decision making forum that supports the ethos of the legislation introduced.*
- A SEND Executive Board - *comprised of partners across education, health and social care, it will manage and monitor implementation of SEND reforms, putting children and young people are the centre of planning.*

- Excellent transition into adulthood - *Provide an excellent transition to ensure that every young person with SEND (age 13 up to age 25) and their parents/ carers have a smooth and positive experience of transition along the four pathways into adulthood.*

The action plan will become a working document and will be updated regularly with progress reports being provided to the SEND Executive Board, overseen by the Health and Wellbeing Board.

Timescales

The plan is for this strategy to be agreed at the Health and Wellbeing Board in September 2018, running throughout 2018-2021.

Consultation

Consultation to form this strategy has been via key stakeholders from the local authority, the CCG, NELFT, schools and other education settings, through the SEND Executive Board and local SENCOs. Each of the key policies, strategies and work programmes that are currently being, or will be, developed (referred to above) will be subject to individual consultation processes.

Implementation and monitoring

The strategy will be implemented in 2018, following agreement and sign off at the Havering Health and Wellbeing Board.

An action plan (**appendix 1**) for delivering the strategy, will be monitored to ensure effective implementation, at the SEND Executive Board. They will, in turn, provide updates and highlight areas of concern to the Health and Wellbeing Board when deemed appropriate.

Evaluation and review

The strategy will be evaluated and reviewed following the completion of the action plan.

Appendix 1: Outline Action Plan

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
High Needs Strategy and action plan	<p>Consult with key providers on the High Needs Review</p> <p>Produce a High Needs Review document highlighting the outcomes of the Review</p> <p>Produce a High Needs Strategy highlighting the plan following the review</p> <p>Detailed action plan is outlined in the separate high needs strategy.</p>	<p>The High Needs Funding allocated to Havering will be used to provide the most appropriate support package for an individual with SEND in a range of settings and develop more efficient ways of working, providing better outcomes for children and young people.</p>	<p>A Strategy and action plan that will be understood and endorsed by the Havering partnership to deliver a range of local provisions to meet the needs of Havering children.</p>	<p>Submit review by 14th February 2018</p> <p>Strategy and action plan agreed by lead member March 2018</p>	Post 16 SEND Lead	<p>Consultation with partners (Adult Services, Health, Education, Children and Young people, Parents and Carers) is essential to make sure they are involved every step of the way.</p>
Therapy Review	<p>Consult with stakeholders</p> <p>Map what is currently provided and understand provision & future</p> <p>Develop options appraisal and submit to CCG/LA</p> <p>Understand the revised offer to develop sensory approach / early intervention and feed into the review</p>	<p>Understand the issues that exist in the system and to determine what improvements could be for future services. There is now a need to understand how resources could be utilised and deployed more efficiently in order to reduce duplication. In addition to these arrangements,</p>	Options appraisal	End October 2018	Joint Commissioning Manager	<p>Consultation with Partners (CAD, Health commissioner and provider, Education, Children and Young people, Parents and Carers) is essential to make sure they are involved every step of the way.</p>
Local Offer	<p>Produce a Local Offer Action Plan.</p> <p>Regroup the Local Offer Steering Group.</p>	<p>The Local Offer information and advice enables children, young people and their families to support their own SEND journey.</p>	<p>The number of visitors to the Local Offer increases</p> <p>The number of calls into services for information is reduced.</p>	October 2018	Commissioning, Procurement and Quality Assurance Manager	<p>Officers from across the LA, as well as partners from Health and Education, parents, young people and providers will be involved in creating and maintaining the</p>

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
	<p>Develop content across all sections.</p> <p>Develop process for Disability Children's Register</p>		<p>Positive feedback from parents, young people and other users.</p>			<p>information available on the local offer is kept up to date through the Local Offer Steering Group.</p>
Jointly commissioned Services	<p>To develop an outcome focused joint commissioning model for young people with complex and multiple needs.</p> <p>Integrated approaches to commissioning of therapies and mental health interventions,</p> <p>A single pathway for the provision of specialist equipment;</p> <p>An evidence-based sensory approach to treatment for NELFT specialist paediatric therapists.</p> <p>Increase the scale and scope of personalisation and the infrastructure that supports it.</p>	<p>Commissioning services to allow them to be more flexible and responsive to individual and family needs</p> <p>Joint assessment, more timely equipment provision, centralised reuse and purchasing, better value for money.</p> <p>Data is used effectively to identify gaps in services and ensure timely commissioning of services identified by local need.</p> <p>Unmet needs are identified and Joint Commissioning Unit responds to the changing needs of the communities.</p>	<p>Services are provided to those in need in a timely way.</p> <p>Pathways to support are established and seamless.</p> <p>Commissioning intentions are discussed and agreed through the Tri Borough joint commissioning board (children's)</p> <p>Strong data set to inform strategic commissioning.</p>		<p>JCU Manager</p> <p>NELFT LA CAD service</p>	<p>Officers from across the LA, as well as partners from Health and Education, parents, young people and providers will be involved in shaping and developing the offer and future services.</p> <p>Commitment and clear understanding from all partners regarding their specific roles and responsibilities.</p>
Shape the market place	<p>Increase the capacity of the market of care and short break providers.</p> <p>Develop business case for the development of local respite provision.</p>	<p>The number of providers able to support those with complex needs is increased and families and choice and control over how needs are met.</p>	<p>Increased numbers of providers in the market</p> <p>Commissioning of services is flexible and meets individual needs.</p>	July 2019	<p>Commissioning, Procurement and Quality Assurance Manager</p>	<p>Officers from across the LA, as well as partners from Health and Education, parents, young people and providers will be involved in shaping and developing the offer and future services</p>

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
Develop new Social Care provision	<p>Utilise the developing Joint Commissioning structures to ensure new approaches to service delivery with full integration as part of the design brief</p> <p>To develop new social care overnight respite provision to support families with most complex needs in Havering</p>	<p>Services developed from inception to follow full integration best practice and to facilitate seamless service user access</p> <p>Greater choice of provider locally, high quality provision which supports families to stay together</p>	<p>Robust set of specifications demonstrating innovative solutions to joint commissioning opportunities with agreed baselines and success indicators</p> <p>Fewer family breakdown situations</p>	<p>Q1 onwards 2017/18</p> <p>1-2 years</p>	Commissioning, Procurement and Quality Assurance Manager / CCG Lead	Full involvement of partner organisations from inception
Additional Resourced Provision (ARPs)	To develop more ARPs in Havering. Target is to have at least 2 more primary and 2 more secondary ARPs specialising in ASD and SEMH.	<p>A wider range of local provisions to reduce the need to travel out of borough.</p> <p>High quality and responsive provisions that can support children with EHC plans and need for specialist provision to make the best progress in achieving their desired outcomes.</p>	<p>Reduction of spend on out of borough placements, Reduction on travel. Children being educated in their local community where possible alongside siblings.</p>	2 per year 18/19 19/20 20/21	Director of Education / Head of CAD services	
New Free Special School for 60 children and young people with severe/ complex SEMH/ ASD	<p>Continue with the selection process to choose provider in conjunction with DfE.</p> <p>Confirm site work with provider and DfE to establish new school.</p>	<p>A new special school giving specialist education and support for children and their families with ASD, SEMH and complex needs.</p> <p>Providing expertise in the borough to deliver excellent educational and therapeutic outcomes for our children.</p>	The school is popular with families and achieves outstanding results.	Working towards opening Sept 2019 but more detailed project plan will be developed	Director of Education / Head of CAD services	
Employment opportunities	Improve the opportunities for young people to experience the world of work and, where appropriate, move into paid	Establishing employment forum to bring together employment support.	Where outlined in their EHC and support plans, more people gaining and maintaining employment.	Plan in place May 2018		

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
	<p><i>employment</i></p> <p><i>Support young people to learn new skills by providing them opportunities to participate in various local community events</i></p>	<p><i>Developing job coaches and supported internships with local schools and colleges.</i></p>				
EHCP Process	<p><i>Monitor the newly launched panel arrangements, hold formal review session at 12 months of operation and update guidance documents accordingly</i></p> <p><i>Review the structure and utilisation of the 'Complex Cases Panel' to ensure maximum efficacy.</i></p>	<p><i>The EHC panel is delivering an appropriate forum for timely multi-agency discussions, agreement and decision making, including dispute resolution.</i></p> <p><i>The Complex Cases Panel plays an expanded and fully integrated role within the collaborative working systems and includes Continuing Healthcare (CHC) within its remit.</i></p>	<p><i>EHC Panels is used appropriately and clear agreement is in place on commitments and expectations on the panel members.</i></p> <p><i>Input from the Panel is seamless and adds value within and expanded remit including CHC.</i></p>	<p><i>Review September 2018</i></p> <p><i>Q1 2017/18 onwards</i></p>	<p><i>Head of CAD services</i></p>	<p><i>More commitment from officers from Health, Education and Social Care to ensure panel is always represented by the key partners.</i></p> <p><i>An integrated part of best practice structures</i></p>
Preparing for Adulthood	<p><i>To provide excellent transition care in Havering to ensure that every Young Person with Special Educational Needs and Disabilities from school year 9 up to age 25 years and their parents/carers have a smooth and positive transition along the four pathways to adulthood (Good health, employment, independent living and housing and friend, community and relationships).</i></p>	<p><i>Young people are supported to plan for what they want to achieve.</i></p> <p><i>Young people are able to access the same opportunities as other young people.</i></p> <p><i>Young people are able to access support to find a job, make new friends, and stay living with their family.</i></p> <p><i>Parents and carers are listened</i></p>	<p><i>Every young person with special educational needs and disabilities, moving from Children's into Adult Services, will receive services and support according to need and eligibility, taking into account the impact of his/her needs on wellbeing and on the wellbeing of parents and/ or carers.</i></p>	<p><i>Review March 2019</i></p>	<p><i>Head of CAD services / Head of Adults Social Care</i></p>	<p><i>Engagement and commitment from all agencies and stakeholders i.e.: Adult Social care, health, CAMHS, Commissioning etc.</i></p>

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
	<i>Develop the business case to further develop housing options for young people in transition, this will include supported living.</i>	<i>to and fully involved.</i>	<i>The transition process is coordinated, systematic and consistent with close partnership working between all professionals and agencies.</i>			
Processes / Pathways	<i>To strengthen the current Preparing for Adulthood processes and pathways within Children and Adults with Disabilities Service and continue to develop a multiagency approach to transition in line with Care Act 2014 and Children and Families Act 2014 requirements.</i>	<i>Havering transition processes are working well for all children not just for some and intervention happens at an early enough stage.</i> <i>Young People and their families are well supported, informed and fully involved to make their own choices.</i>	<i>Evidence of early engagement with young people and their families and positive user experience feedback received.</i> <i>Increase in number of young people accessing universal services.</i> <i>Increase in number of young people in employment and local further education and Increased take up of personal budgets.</i>	<i>July 2018 and ongoing</i>	<i>Head of CAD services / Head of Adults Social Care</i>	<i>Commitment and clear understanding from all partners regarding their specific roles and responsibilities.</i>
Workforce	<i>To ensure the workforce across schools, local authority, health and service providers have a clear understanding of the preparing for adulthood pathways.</i>	<i>Remits and roles are understood by everyone working with young people on the four pathways to adulthood.</i>	<i>Reduced instances of duplication and evidence of a targeted approach that promotes independence.</i>	<i>July 2018 and ongoing</i>	<i>Head of CAD services / Head of Adults Social Care</i>	<i>Commitment and clear understanding from all partners regarding their specific roles and responsibilities.</i>
Person centred planning and approaches:	<i>To ensure young people are at the centre of the transition planning process, giving them choice and control over their own future.</i>	<i>That young people and their Parents' are aware of the pathways to independence and that planning begins from year 9.</i>	<i>Develop local Post 16 and Post 19 options for education and life skills.</i>	<i>July 2018 and ongoing</i>	<i>Head of CAD services / Head of Adults Social Care</i>	<i>Commitment and clear understanding from all partners regarding their specific roles and responsibilities.</i>

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
Health, Education, CAMHS and Adult Social Care:	<i>Health, education, CAMHS and adult social care colleagues are key partners in the transition process.</i>	<i>Health, education and adult social care contribute to planning and decision making to support the transition of young people into adulthood.</i>	<i>Statutory reviews in schools from Year 9 are used to develop independence and families/ CYP participation. Adult Social care is able to plan services so that they can respond appropriately to the support needs of young people with disabilities.</i>	<i>July 2018 and ongoing</i>	<i>Head of CAD services / Head of Adults Social Care</i>	<i>Commitment and clear understanding from all partners regarding their specific roles and responsibilities.</i>
Communication	<i>Co-produce key documents and policies such as Home to school transport, short breaks, personal budgets and a communications plan.</i> <i>Work in conjunction with the local authority communications team, schools and health (CCG and NELFT) to provide information we want our children/ young people and their families to be aware of.</i> <i>Organise an engagement event to showcase the work being completed.</i>	<i>Children, young people and their parents/carers are kept informed of any improvement</i>		<i>September 2018</i> <i>Ongoing</i> <i>May 2019</i>	<i>Programme Manager</i>	
Best Practice / Quality Assurance	<i>Local authority, schools and settings to exploit best practice when devising interventions.</i> <i>Share experiences of best practice and encourage schools</i>	<i>The Local Authority, Education and Health partners will work in a more integrated way and take shared responsibility for improving the provision in Havering.</i>	<i>Assessment is effective, provision is meeting need and young people achieve better outcomes.</i>	<i>Ongoing</i> <i>Ongoing</i>	<i>Programme Manager</i> <i>SEND Executive Board</i> <i>SEND Executive Board</i>	

Project/Action	Actions	Outcomes	Measure of Success	Timescale	Lead officer	Impact on other services and organisation
	<p><i>and LA to adopt them.</i></p> <p><i>Ensure children and young people with SEND and those who are vulnerable are included in LA's revised PREVENT strategy.</i></p>			<i>Late 2018</i>	<i>Prevent and Hate Crime Co-ordinator</i>	
Health	<i>CCG to commission NELFT to deliver services within Havering.</i>	<i>CCG will work in conjunction with NELFT, tertiary centres, voluntary sector, police and the LA.</i>	<i>To ensure that the health needs of the local population are being met and the CCG is transparent with processes and protocols in regards to joint commissioning.</i>	<i>On-going</i>	<i>CCG Lead / NELFT Lead</i>	<i>Commitment of the CCG to work in conjunction with the local authorities, NELFT, tertiary centres, police and voluntary sector.</i>

