

HEALTH & WELLBEING BOARD

Subject Heading:

High Needs Review and Strategy

Board Lead:

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The subject matter of this report deals with the following themes of the Health and Wellbeing Strategy

- Theme 1: Primary prevention to promote and protect the health of the community and reduce health inequalities
- Theme 2: Working together to identify those at risk and intervene early to improve outcomes and reduce demand on more expensive services later on
- Theme 3: Provide the right health and social care/advice in the right place at the right time
- Theme 4: Quality of services and user experience

SUMMARY

In 2016, the government announced proposals to consult on how funding is given to local authorities and schools to support children and young people with SEND. As part of this, local authorities are required to refresh their SEND Strategy to ensure that it is up to date, reflects current and predicted trends, and provides clarity on how the authority expects different levels of needs to be met and where its current and future gaps in provision are.

The high needs review and strategy have been developed as part of the condition of additional capital funding from central government, amounting to approximately £800,000 p.a. over three years. This funding will be used to improve existing provision or develop new provision for children and young people with high needs.

RECOMMENDATIONS

A group of officers across children's and adults' services decided that a review of high needs provision should be undertaken and the SEND Strategy 2015-2020 should be refreshed to include post-16 provision and to ensure that it is up to date.

The High Needs Strategy sets out Havering's vision for improving provision for children and young people with high needs and their families. The strategy has been developed following the review of high needs provision which involved a wide range of stakeholders.

It is requested that the High Needs Strategy is approved so that actions detailed in the action plan (Appendix 1) can be taken forward.

REPORT DETAIL

The Review of high needs provision encompassed all children and young people who additional needs call on funds from the high needs budget. This includes children and young people in alternative provision, those with high medical needs and those who have additional needs but do not require an Education, Health and Care Plan.

In order to review how our high needs funding is allocated and develop the strategy, we consulted with:

- Parents and carers, via the Parents Forum (run by Positive Parents) and through a questionnaire on SurveyMonkey
- Children and young people, via Advocacy for All consultations on:
 - short breaks
 - personal outcomes evaluation tool (POET – which asks about young people's experiences of getting an EHCP)
 - preparing for adulthood
- Schools, including special schools via a focus group and a request to all schools to email any comments
- Post-16 providers via a focus group and a request to all providers to email any comments
- Early years providers via a focus group and a request to all providers to email any comments
- Local authority staff via two drop-in sessions and a request to email any comments
- Health colleagues at NELFT and the CCG

The main findings were:

- We need to use our resources wisely, ensuring needs can be met across the spectrum with appropriate levels of support
- We need to support providers, working with all ages of children, to develop the most inclusive services possible
- We should be working with providers, schools and colleges to improve attainment amongst children with Special Educational Needs and Disabilities (SEND) whether they have an EHCP or not
- We need to improve information for children, young people and parents so options, services and pathways are clearer
- We need to develop more provision for children and young people with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health Needs (SEMH); from early years, through school and into adulthood
- We need to improve how we gather data (including how schools record data) so that we can meet needs appropriately as they develop and change

High Needs Strategy 2017-2022

Havering's High Needs Strategy was written following the findings of the High Needs Review 2017. The High Needs Strategy 2017-2022 sets out what we are going to do to build on our successes and meet needs.

The strategy sets out our ambitious plans to make Havering provision the provision of choice for children, young people and families. It provides a flexible framework for the next five years which will enable us, and our partners, to respond to current and future need.

Proposed changes

The strategy sets out proposed changes which will take effect from April 2018. The key changes are:

1. To ensure that children, young people and their families have the right support at the right time; through:
 - a. Development of a new SEMH/ ASD Free school
 - b. Delivering an ongoing programme to create more Additionally Resourced Provisions (ARPs), specialist provision in mainstream settings
 - c. Re-designating special schools, as appropriate; reducing the number of pupils with moderate learning difficulties who attend special schools and enabling special schools to support the growing numbers of children with more complex needs
 - d. Reviewing the impact of alternative provision and how it is provided
 - e. Improving our offer of pathways to adulthood for young people so that they can move towards a productive and enjoyable adult life
 - f. Ensuring social care support provides appropriate care in a timely way for families
 - g. Reviewing the provision of health therapies across the borough to provide sufficient services to meet needs.

2. To increase funding for providers and schools to ease the financial pressure of supporting children with high needs, thereby improving support through:
 - a. Development of a small capital grants programme to allow providers and schools to make their buildings more inclusive
 - b. Increasing the support to providers from the Special Educational Needs Inclusion Fund for early years
 - c. Increasing the hourly rate for top up payments to schools for pupils with EHC plans & increasing the amount allocated for those schools with disproportionately high numbers of pupils with high needs
 - d. Increasing the provision to support placements in alternative provision
 - e. Increasing the funding to special schools via a revised funding matrix
3. To improve training for staff working with children and young people with high needs:
 - a. To improve the confidence of staff around working with children with high needs
 - b. To support staff retention through gaining appropriate qualifications
 - c. To enable peer-to-peer learning
 - d. To improve quality assurance across schools and providers and ensure consistency of support for children and young people
4. To continue to make improvements in how services are delivered via the Children and Adults with Disabilities Service (CAD) and the Education and Inclusion Service (EIS). This includes making improvements to how we gather and use data to plan future services and provision.

IMPLICATIONS AND RISKS

Financial implications and risks: The financial risks are in the ‘invest to save’ approach. We have reviewed the budget and believe that for the first year (2018-19), the additional investment required (beyond that which is provided by central government) can be met by re-prioritising expenditure. For the second year, savings on out of borough expenditure will need to be made to balance the budget. We believe this will be possible for that year.

Legal implications and risks: No legal implications or risks are expected.

Human Resources implications and risks: None currently identified as this is an increase to budget

Equalities implications and risks: The review and strategy, as well as the funding from government, is to improve and increase provision for children and young people with high needs, who are a protected group.



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The additional funding (from central government) will complement a more focussed approach on invest to save. This will ensure that the right support and services are provided at the right time in the right place, thereby reducing the number of children and young people who have to go out of borough for their education and learning.

BACKGROUND PAPERS

None