

London Borough of Havering Local Area Partnership Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Self-Evaluation

March 2024



Contents

Section 1: Introduction and Context

1. The development of our self-evaluation
2. Governance of SEND and AP
3. Havering demographics
4. Overview of local needs
5. Outcomes for children and young people with SEND
 - Attainment
 - Attendance
 - Suspensions
 - Permanent Exclusions
 - Education, Employment and Training
6. The Delivering Better Value in SEND Programme

Section 2: The impact of our arrangements for children and young people with SEND and in AP

1. Children and young people's needs are identified accurately and assessed in a timely and effective way.
2. Children, young people and their families participate in decision making about their individual plans and support.
3. Children and young people receive the right help at the right time.
4. Children and young people are well prepared for their next steps and achieve strong outcomes.
5. Children and young people are valued, visible and included in their communities.
6. Leaders are ambitious for children and young people with SEND.
7. Leaders actively engage and work with children, young people and their families.
8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area.
9. Leaders commission services and provision to meet the needs and aspirations of children and young people, including alternative provision.
10. Leaders evaluate services and make improvements.
11. Leaders create an environment in which effective practice and multi-agency working can flourish.

Section One: Introduction and Context

1. Development of our Self-Evaluation

Our self-evaluation has been developed with input from across our Local Area Partnership (LAP), including children and young people, parents and carers and professionals from health, social care, and education, including early years settings, colleges and alternative provisions.

Our Local Area Partnership Governance has supported this process, in addition to a range of activities including:

- Surveys
- Workshops
- Focus Groups
- Presentations
- Regular feedback from and engagement with our SEND Parent Carer Forum, Havering SEND Family Voice

Our self-evaluation is representative of the Local Area Partnership and a document owned by all.

This document was approved by the Havering's Multi-Agency SEND Executive Board on 25.03.24.

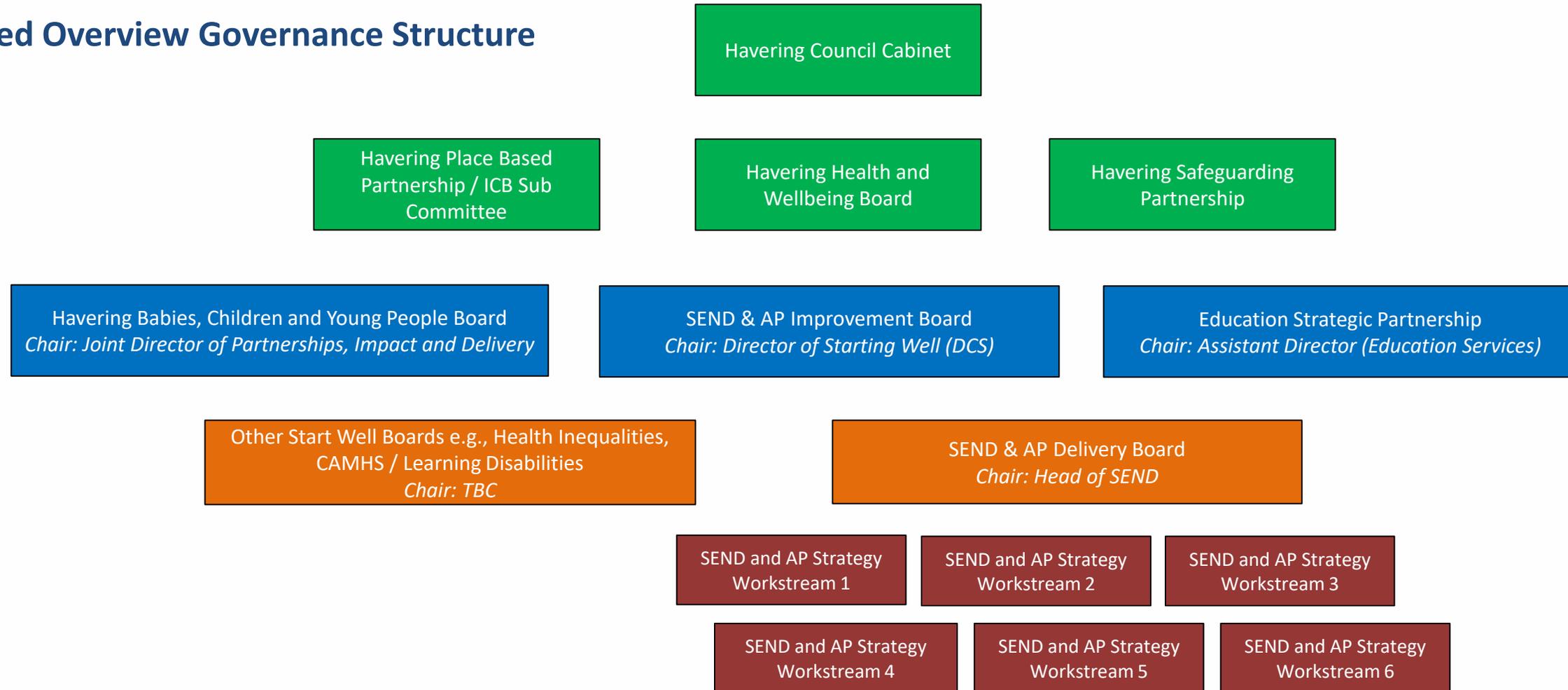
2. Governance and Oversight of SEND and Alternative Provision

The last two years have seen significant changes in the National Health Service (NHS) and Local Authority service commissioning structures with the development of Integrated Care Boards (ICBs) and Place Based Partnerships. Alongside these have been reforms in the Local Authority with the implementation of a new Target Operating Model. The Council now aligns its work in a People Directorate under the life course themes of Starting Well, Living Well and Ageing Well which mirrors the same themes of work in the NHS. The integration of health and local authority commissioning structures and provided an opportunity to develop a more robust and cohesive governance structure for SEND and Alternative Provision, which has been identified as a priority area for reform.

The SEND Executive Board has been in place since 2017, and has served as a multi-agency forum for the sharing of information and escalation of issues for resolution. Going forward, we intend to expand on this and embed focused 'Task Groups' to focus on the priorities identified in the SEND and AP Strategy, to support our delivery of the associated action plan. These groups will report into an operational SEND and AP Delivery Board which will feed into a strategic SEND and AP Improvement Board. The improvement board will then report to the Health and Wellbeing Board, Havering Safeguarding Partnership and the Havering Babies, Children and Young People Board (NHS/ICB). A visualisation of the intended governance structure can be seen on the next slide. This proposed governance structure was agreed by the SEND Executive Board in February 2024 and we plan for this to be in place from September 2024.

Integral to our governance approach going forward is the inclusion of parents and carers, as well as children and young people in our governance arrangements. We will seek to implement 'take over' board meetings (similar to that undertaken by our Corporate Parenting Panel) whereby children, young people, parents and carers have the opportunity to set agendas, act as meeting chairs and raise the profile of topics that are important to them.

2. Proposed Overview Governance Structure



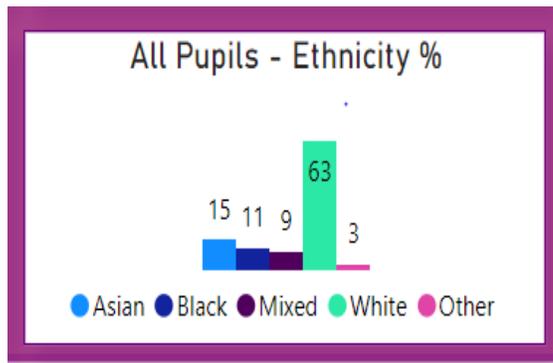
3. Havering Demographics (data correct as of December 2023 unless otherwise stated)

22.3% of our population are aged 0-17



Between 2011 and 2021, Havering saw a **15.2% growth in population of 0-17 year olds**, this compares to increases of 4.8% in London and 3.9% in England. It has seen some of the highest growth in the number of children aged 0-9 in the country (24.3%).

The majority of our children are White British/White Other however the proportion of children from Global Majority Ethnicities has increased in the last decade



Source: 2024, LIA Dashboard



In the academic year 2023-24 **9.9%** of Havering pupils receive SEN Support
4.4% of Havering pupils have an EHCP

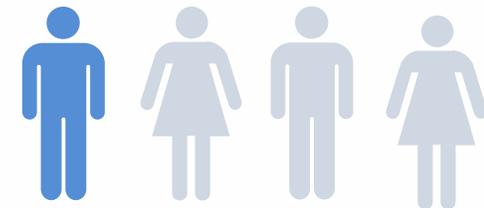
Havering is the 3rd largest London borough



98% of our schools are Ofsted rated Good or Outstanding



25.6% of children under 16 live in absolute low income or relative low income families



In 2023/24 **8,505 (19.8%)** children are eligible for Free School Meals on the basis of household income



In 2023/24 **25.6%** of our children have a first language other than English

3. Havering Demographics

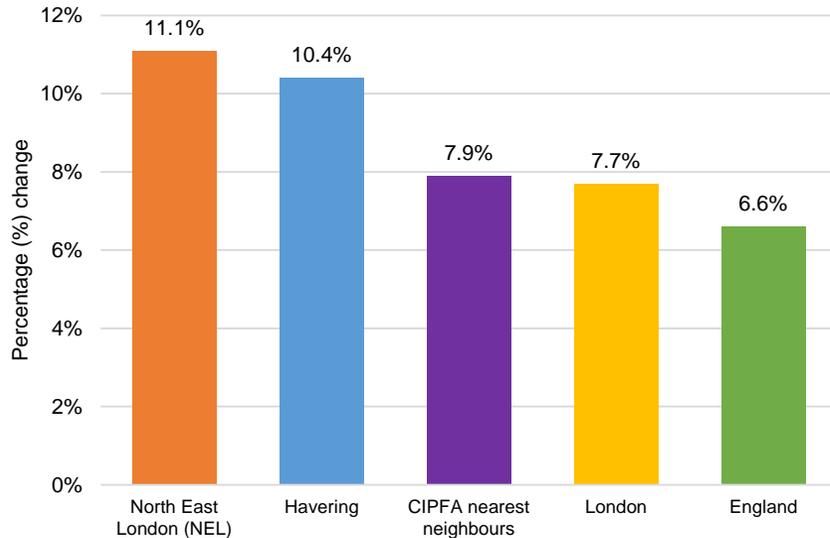
Havering has experienced a rapid increase in the number of children under 18 and this trend is predicted to continue. This has resulted in a vastly increased need for early years, school, and further education, employment and training places for children and young people.

The total population count in Havering is 262,052, compared to 237,232 in 2011 (a 10.5% increase).

Between 2011 and 2021 the number of children under 18 has increased by 15.2% (from 50,827 to 58,550), greatly outpacing the 4.8% and 3.9% increases in London and England, respectively.

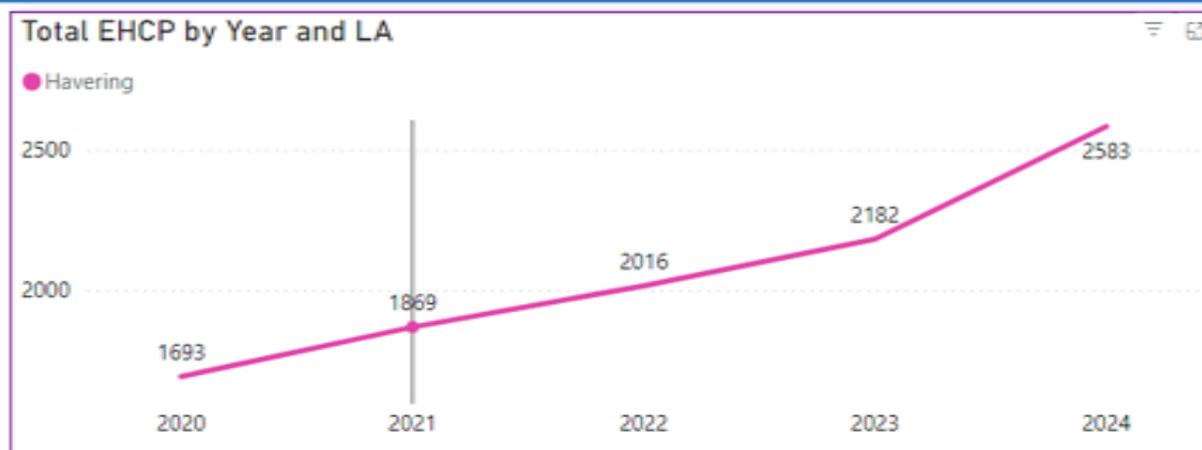
Havering now has a higher proportion of children aged 0-17 (22.3%) than 80% of local authorities in England. The ONS predicts that the 0-17 population will grow to 61,350 by 2031.

% change in Census population estimates from 2011 to 2021



4. Overview of local needs

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2020/21	544	905	272	173	1894
2021/22	574	1057	312	195	2138
2022/23	562	1251	385	204	2402
2023/24	592	1354	381	205	2533
2024/25	621	1525	418	215	2779
2025/26	631	1702	438	227	2998
2026/27	645	1891	452	246	3234
2027/28	655	2082	451	264	3452
2028/29	673	2269	448	280	3670
2029/30	691	2433	448	292	3864



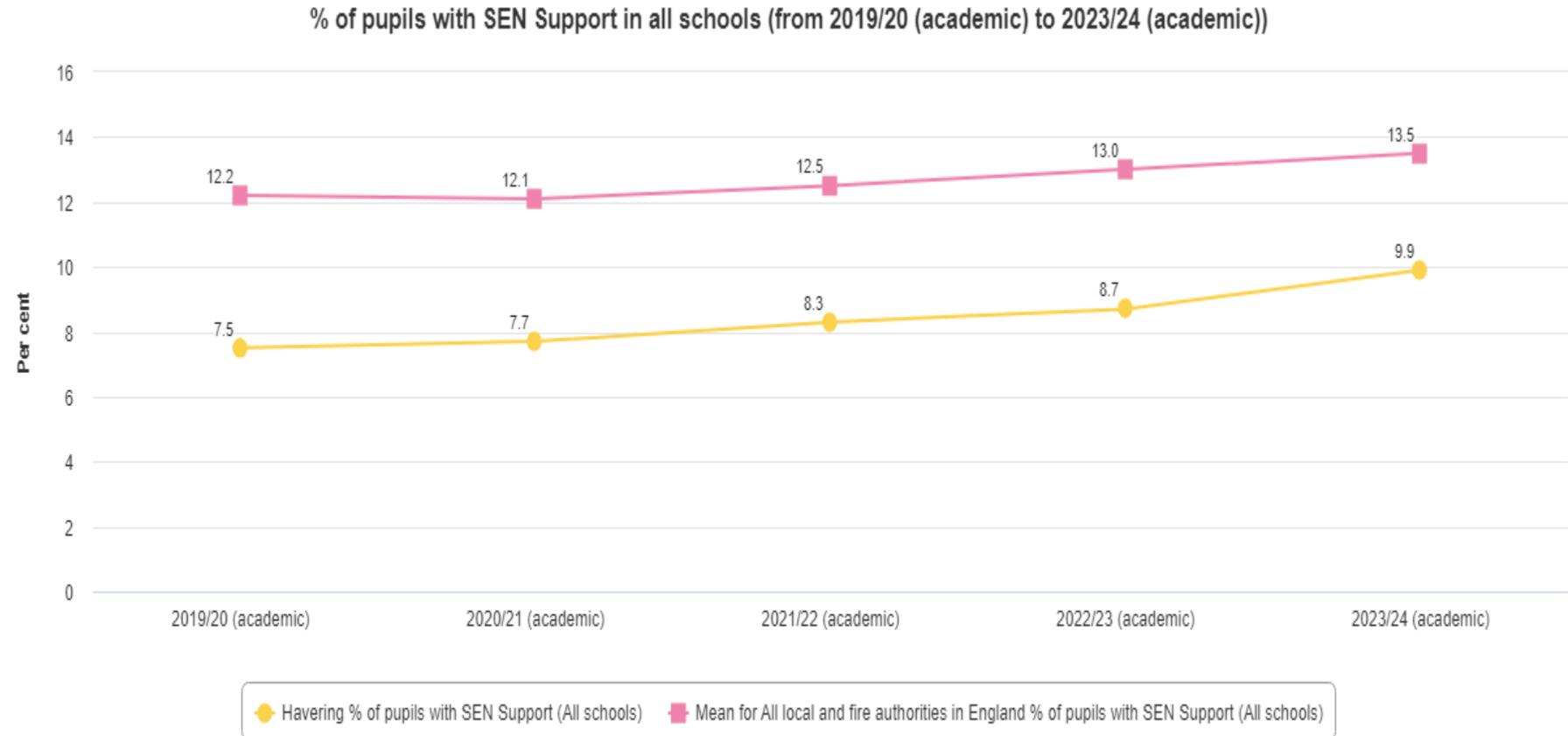
The 15.2% population increase of children aged under 18 living in Havering has occurred at a time when the number of Education, Health and Care Plans (EHCPs; or their predecessor, Statements of Special Educational Needs) has risen by 52% nationally over the 12 year period between 2010 and 2022. As a result we have seen a significant increase in the number of requests for assessments for Havering children and young people and a corresponding rise in the number of EHCPs issued.

With a rise from 1693 EHCPs issued in 2020, to 2583 EHCPs issued as of January 2024, an increase of 53%. Furthermore, as presented in the table shown on this slide, forecasts currently predict this number could rise by a further 54% to 3864 by 2030.



4. Overview of local needs

Havering has fewer children and young people identified with SEN, but without an EHCP (known as receiving ‘SEN Support’) compared to the London and national average. Actions to address this potential under-identification of children and young people with SEND is a key part of our the partnership’s SEND and AP Strategy (2024 – 2029), and includes improved mechanisms for early identification of needs, increased capacity in local services, and enhanced support and guidance to schools and settings.



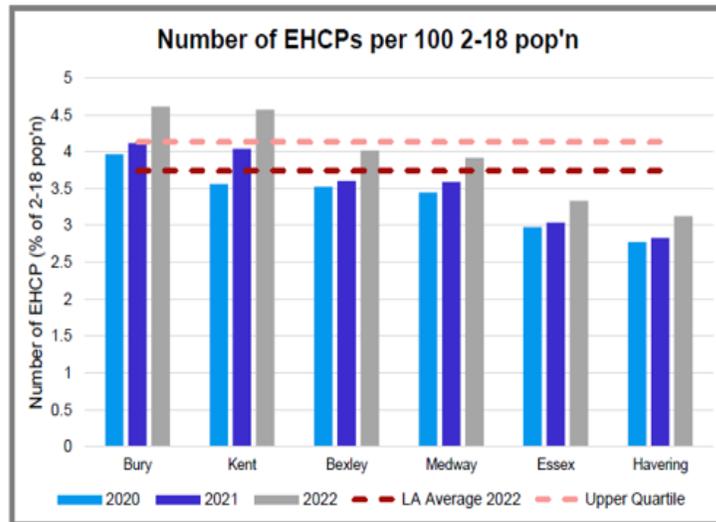
Source:

Metric ID: 2214, Department for Education, Special Educational Needs in England, Data updated: 18 Jul 2024

4. Overview of local needs

Havering has a lower proportion of EHCPs than statistical neighbours, but a higher proportion of children and young people with EHCPs in mainstream settings. Havering also has a higher proportion of EHCPs in mainstream school and a lower proportion in special school than the London average.

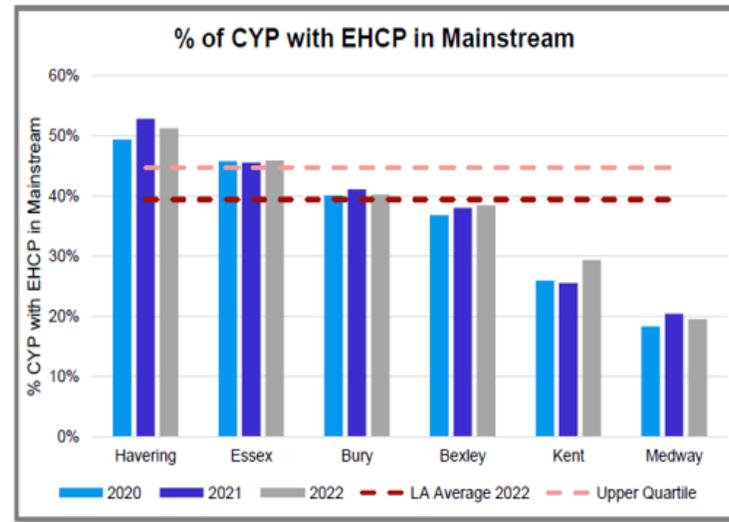
	Havering 2024	London 2024
Mainstream school	61.01%	49.80%
Special school	19.29%	28.20%



% growth in proportion of children with EHCPs from 2020 to 2022

Local Authority	% growth
Bury	16.3%
Kent	28.3%
Bexley	14.0%
Medway	13.7%
Essex	11.8%
Havering	12.7%

Havering has the **lowest proportion of EHCPs** compared to statistical neighbours



% growth in the proportion of children in mainstream from 2020-2022

Local Authority	% growth
Havering	3.8%
Essex	0.2%
Bury	0.5%
Bexley	4.4%
Kent	13.1%
Medway	6.6%

However the **largest proportion of these are in Mainstream** settings

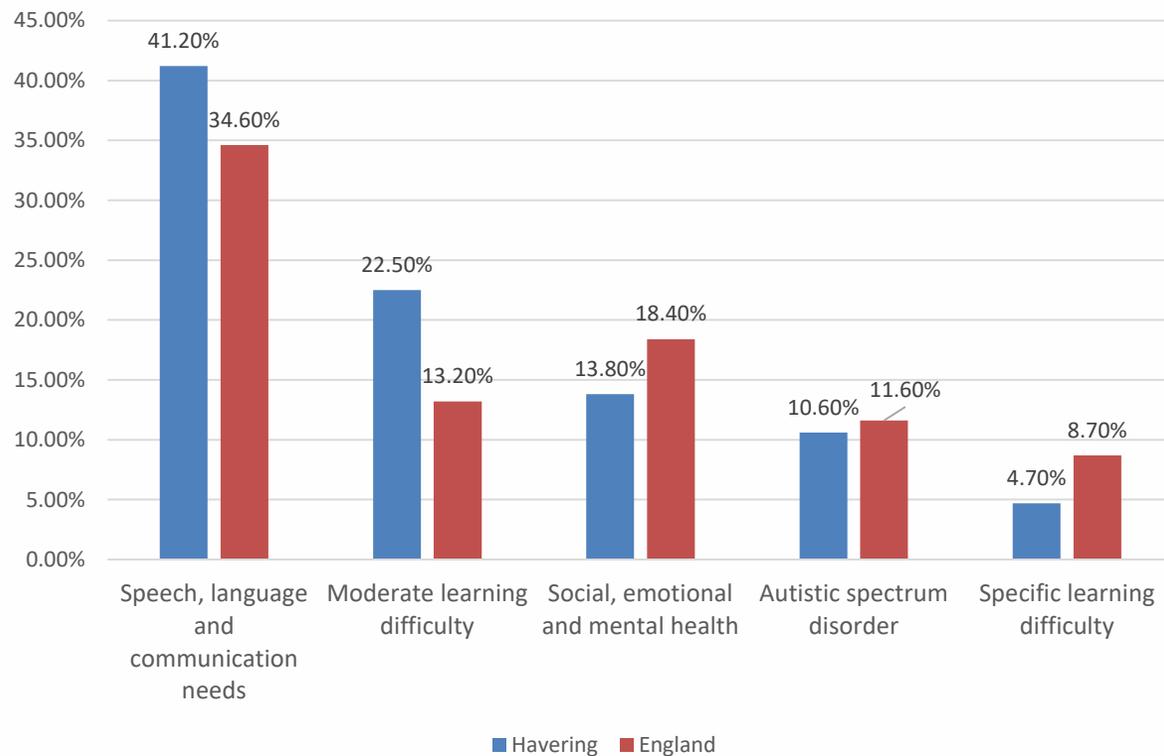
The Local Area Partnership is committed to ensuring inclusive education in Havering. We continue to work with all our schools and education settings to ensure children and young people with additional needs can grow and learn within their local community wherever possible, while recognising that for some children specialist provision will be required.

Maintaining highly inclusive mainstream schools and settings while growing local specialist provision is a key focus for the partnership.

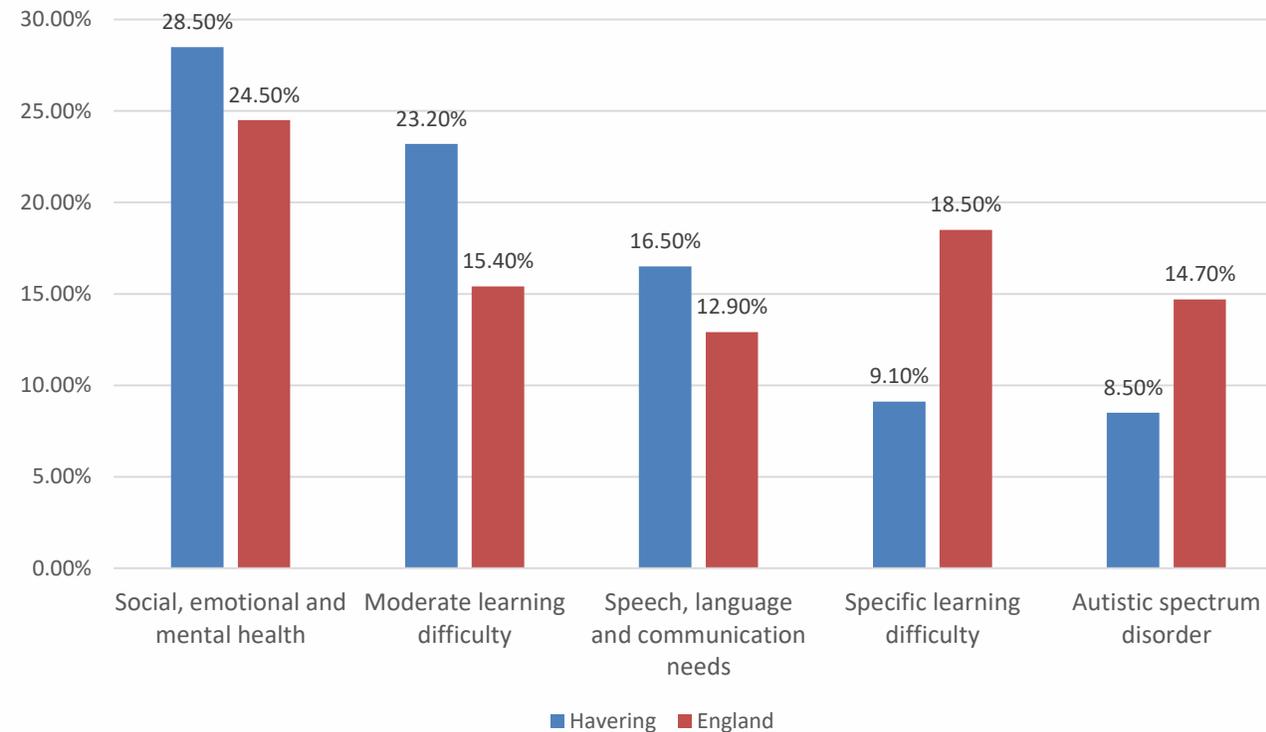
4. Overview of local needs

The most prevalent primary need in primary schools is speech, language and communication needs (SLCN; 41.20%) while in secondary schools it is social, emotional and mental health needs (SEMH; 28.5%). The likely under-identification and support for SEMH in primary school's is a priority for the local area.

Top Five Primary Needs of Pupils with SEN in Primary School 2023/ 24



Top Five Primary Needs of Pupils with SEN in Secondary School 2023/24



4. Overview of local needs

We have seen increasing numbers of children and young people are being referred for Alternative Provision (AP) support.

Total AP Referrals

	Total referrals for AP	SEN Support	EHCP
2022/23	731	232 (32%)	54 (7%)
2021/22	650	173 (27%)	57 (9%)
2020/21 (COVID)	298	90 (30%)	20 (7%)

The total number of referrals for AP increasing in 2022/23. SEN Support referrals increased in 2022/23 and EHCP decreased marginally.

AP Referrals by Year Group

Year Group	2022/23	2021/22
Reception	3	1
NC Year1	12	1
NC Year 2	7	11
NC Year 3	2	5
NC Year 4	11	7
NC Year 5	10	15
NC Year 6	14	15
NC Year 7	73	52
NC Year 8	134	119
NC Year 9	186	143
NC Year 10	172	111
NC Year 11	107	170
Total	731	650

In 2022/23 AP referrals in Key Stage 3 have significantly increased.

Breakdown of AP Referrals by type of AP

AP Provision	2022/23	2021/22
10 Day Direction	55	40
5 Day Direction	134	120
AP Census	30	27
AP Mainstream	99	128
AP Medical	82	127
AP SEND	49	49
Peace of Mind	243	118
PEX Withdrawn	37	28
Primary Direction	2	13
Total	731	650

In 2022/23 there was a significant increase in referrals to the Peace of Mind (POM) programme. POM is delivered by the Local Authority's Education Services to support children with emotional wellbeing difficulties. Primary and secondary schools can refer pupils who are presenting with mental ill health including anxiety or who are not attending or engaging with school due to emotional issues.

5. Outcomes - Attainment

When compared to national averages we can see across most age ranges, the majority of children and young people in Havering without SEND or with an EHCP achieve better academic outcomes than those receiving 'SEN Support'.

Summary of our Children's Attainment

- **Foundation Stage** attainment at SEN Support and EHCP requires improvement.
- **Key Stage 1** attainment at SEN Support requires improvement and EHCP is above national average.
- **Key Stage 2** attainment at SEN Support requires improvement and EHCP is average.
- **Key Stage 4** attainment at SEN Support requires improvement and EHCP is above national average.
- **Key Stage 5** attainment at SEN Support requires improvement (close to average) and EHCP is above national average.

2022/23		No Special Needs	SEN Support	EHCP
Average number of Early Learning Goals at expected level	LBH	14.8	7.2	1.5
	England	15.1	8.5	2.2
	Gap	-0.3	-1.3	-0.7
Expected standard of phonics (KS1)	LBH	82%	42%	23%
	England	86%	50%	19%
	Gap	-4%	-8%	4%
Expected standard in reading, writing and maths (KS2)	LBH	72%	16%	8%
	England	71%	25%	8%
	Gap	1%	-9%	0%
Achieving 9-5 in English and Maths GCSEs (KS4)	LBH	51.7%	16.1%	8.7%
	England	51%	21%	7.1%
	Gap	0.7%	-4.9%	1.6%
Average Attainment 8 Score (KS4)	LBH	50.1%	33.4%	16.2%
	England	50.1%	33.5%	14.4%
	Gap	0%	-0.1	1.8%
Achieving English Baccalaureate (KS4)	LBH	22.4%	6.8%	2.4%
	England	19.7%	5.1%	1.2%
	Gap	2.7%	1.7%	1.2%
2021/22				
19 year olds qualified to level 2, including English and Maths	LBH	79%	42.3%	21.3%
	England	77.7%	42.7%	17.3%
	Gap	1.3%	-0.4%	4%
19 year olds qualified to level 3	LBH	67.9%	36%	22.5%
	England	65.8%	36.9%	14.7%
	Gap	2.1%	-0.9	7.8%

5. Outcomes - Attendance

SEND absence is increasing in Havering as it is nationally, however Havering continues to compare favourably with its statistical neighbours.

SEND Absence Percentage 2022

SEND absence percentage is increasing for primary aged pupils receiving SEN Support and those with an EHCP, and for secondary aged pupils receiving SEN Support. There has been a slight fall in absence rates for secondary aged pupils with EHCP.

Across both the primary and secondary phases, and for both pupils with EHCPs and those receiving SEN Support, Havering pupils with SEND have lower rates of average compared to our statistical neighbours; rates of absence among secondary aged pupils with EHCPs is much lower.

SEND Persistent Absence Percentage 2022

SEND persistent absence percentage is increasing at a fast rate for primary aged pupils with EHCPs and those receiving SEN Support, as well as secondary aged pupils receiving SEN Support. There has been a slight increase for secondary aged pupils with EHCPs.

Primary aged pupils receiving SEN Support are the only group of Havering children with SEND among whom rates of persistent absence are above the average of our statistical neighbours.

Rates of persistent absence among primary aged pupils with EHCPs are below the average of our statistical neighbours, while rates are significantly below these averages for secondary aged pupils with EHCPs and receiving SEN Support.

Although much of our data compares favourably to statistical neighbours, particularly for pupils with EHC plans, SEND absence in 2022 has increased in Havering, in line with national trends. We will focus on improving SEN absence as a priority in our 12 month action plan and SEND and AP Strategy.

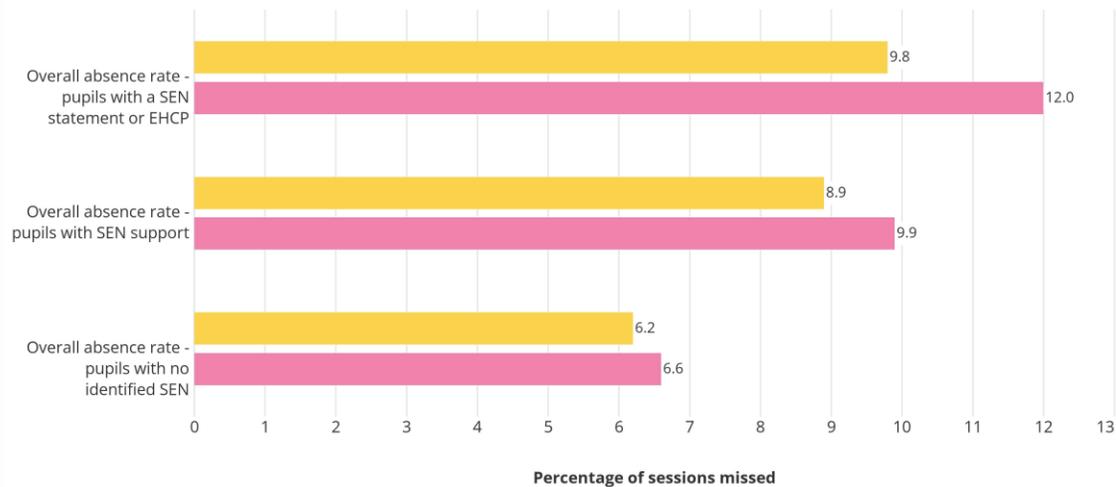
	Havering 2019	Havering 2022	Statistical neighbours 2022	Increase/ decrease since 2019	Difference to statistical neighbours
SEN Absence Percentage					
Primary pupils with SEN but without a statement	5.7	7.6	8.0	+1.9	-0.4
Primary pupils with statements or EHC plans	5.9	8.4	9.5	+2.5	-1.1
Secondary pupils with SEN but without a statement	7.5	10.5	12.5	+3	-2
Secondary pupils with statements or EHC plans	9.0	8.9	13.3	-0.1	-4.4
SEN Persistent Absence Percentage					
Primary pupils with SEN but without a statement	15.6	27.2	26.3	+11.6	+0.9
Primary pupils with statements or EHC plans	18.2	29.3	30.6	+11.1	-1.3
Secondary pupils with SEN but without a statement	22.1	34.1	39.2	+12	-5.1
Secondary pupils with statements or EHC plans	24.8	25.3	37.4	+0.5	-12.1

5. Outcomes - Attendance

SEND absence in Havering compares favourably with national averages:

- The **overall absence rate** of pupils with EHCPs and SEN Support is below national average.
- The rate of **persistent absentees as a proportion of the school population** is reducing and lower than national average.
- However, overall SEND absence in 2022/23 has increased in Havering, in line with national trends. We will focus on improving SEN absence as a priority in our 12 month action plan and SEND and AP Strategy.

% of sessions missed due to overall absence from schools for SEN pupils 2022/23 (academic)



● Havering 2022/23 (academic) ● Mean for All local and fire authorities in England 2022/23 (academic)

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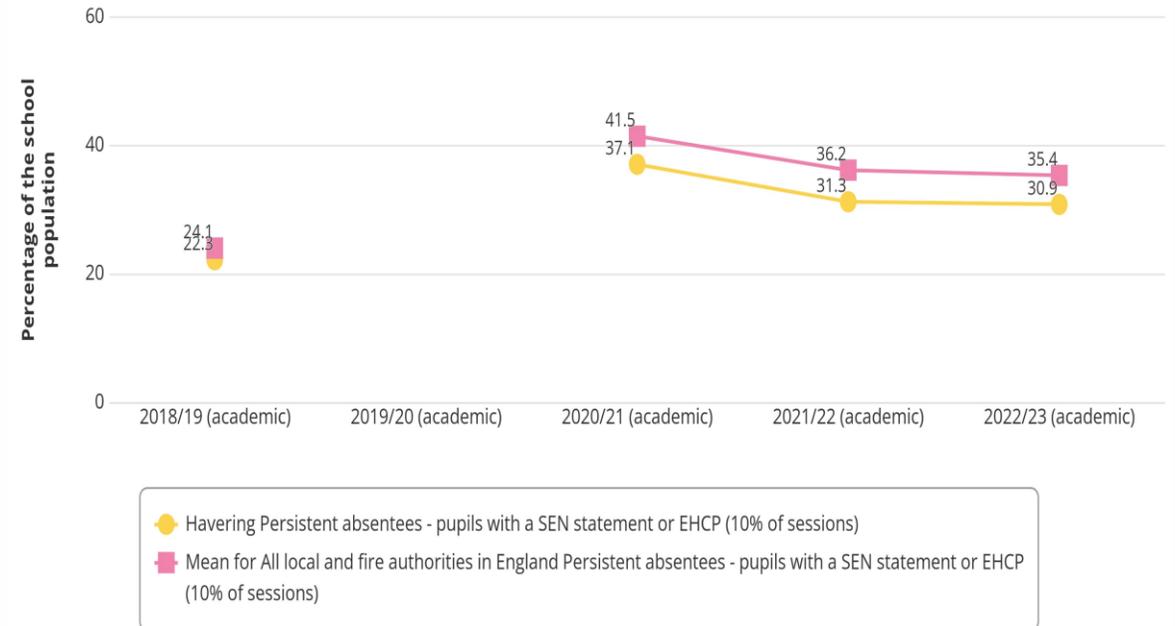
Source:

Metric ID: 4722, Department for Education, Pupil Absence in Schools in England, **Data updated:** 28 Mar 2024

Metric ID: 4719, Department for Education, Pupil Absence in Schools in England, **Data updated:** 28 Mar 2024

Metric ID: 4718, Department for Education, Pupil Absence in Schools in England, **Data updated:** 28 Mar 2024

SEN pupils with a statement defined as persistent absentees as a % of the school population (from 2018/19 (academic) to 2022/23 (academic))



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Source:

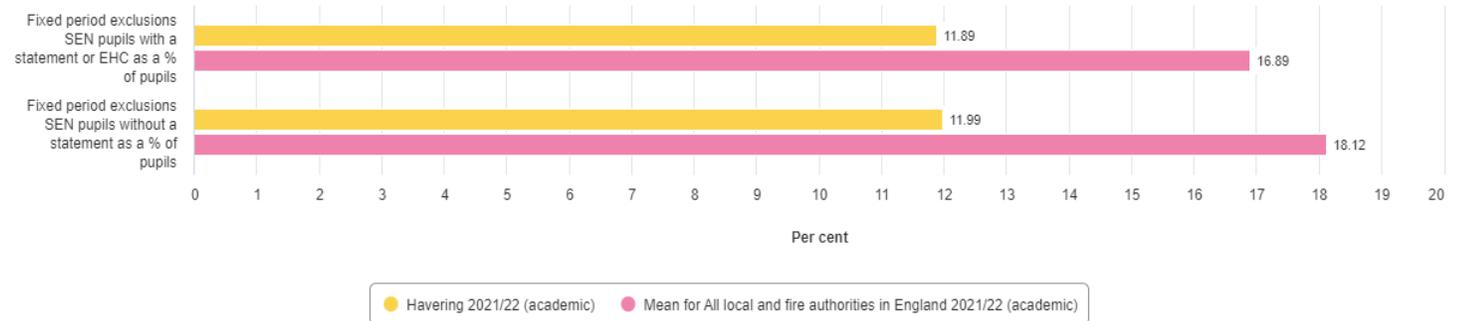
Metric ID: 10605, Department for Education, Pupil Absence in Schools in England, **Data updated:** 28 Mar 2024



5. Outcomes – Suspensions in Havering

Compared to national averages, Havering has lower rates of suspensions (fixed period exclusions) among children and young people with EHCPs and those receiving SEN Support. However, the rate of suspensions is increasing in Havering in line with national trends and we will focus on improving this area as a priority in our 12 month action plan and SEND and AP Strategy.

Fixed period exclusions for SEN pupils as a % of the school population (2021/22 (academic))



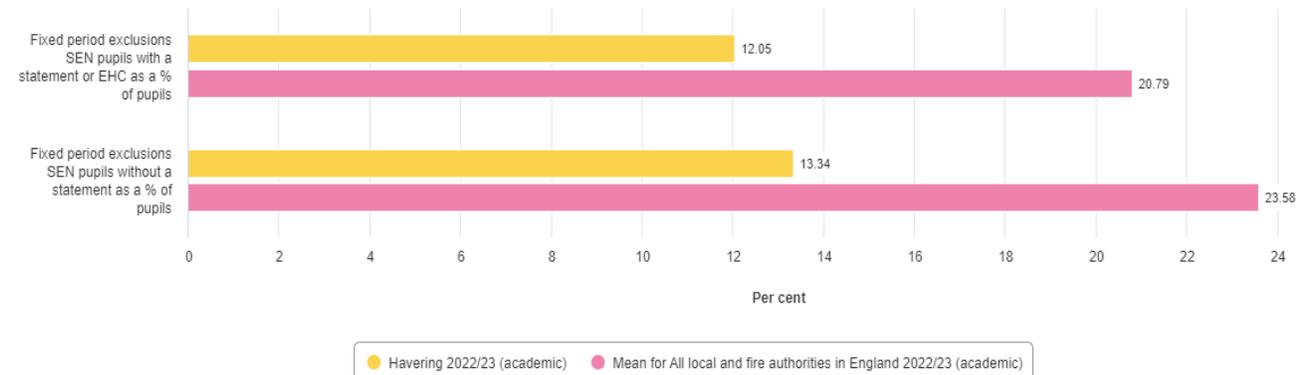
Source:

Metric ID: 4732, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 27 Jul 2023

Metric ID: 4729, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 27 Jul 2023



Fixed period exclusions for SEN pupils as a % of the school population (2022/23 (academic))



Source:

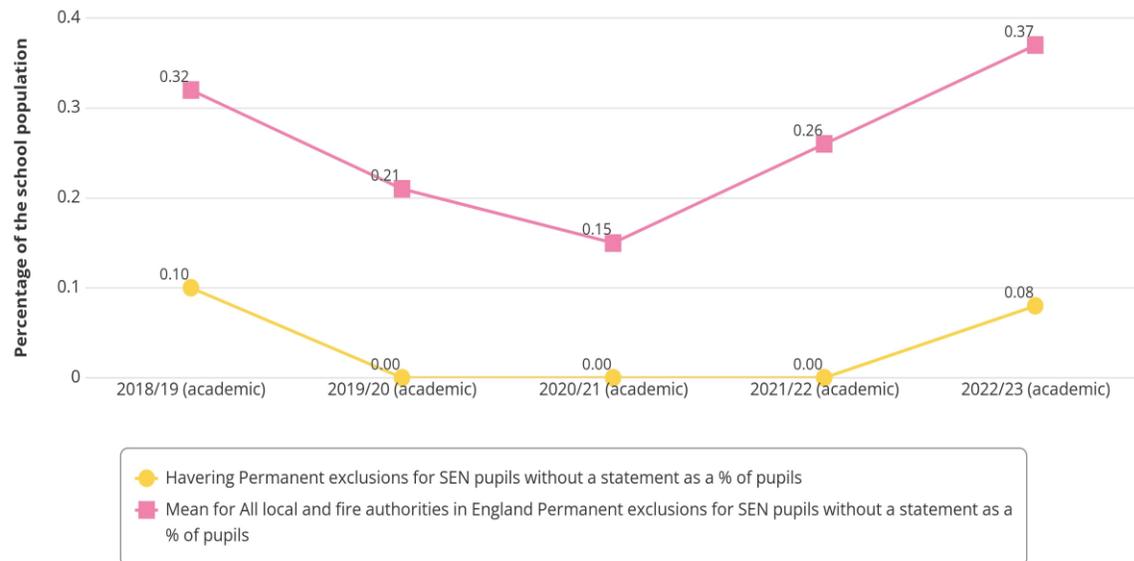
Metric ID: 4732, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 19 Jul 2024

Metric ID: 4729, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 19 Jul 2024

5. Outcomes – Permanent Exclusions in Havering Schools

Compared to national averages in 2022/23 Havering has lower rates of permanent exclusions among children and young people with SEN Support and higher rates of permanent exclusions for EHCP. The rate of permanent exclusions for SEN Support and EHCPs is increasing in Havering in line with national trends and we will focus on improving this area as a priority in our 12 month action plan and SEND and AP Strategy.

Permanent exclusions from school for SEN pupils without a statement as a % of the school population (from 2018/19 (academic) to 2022/23 (academic))

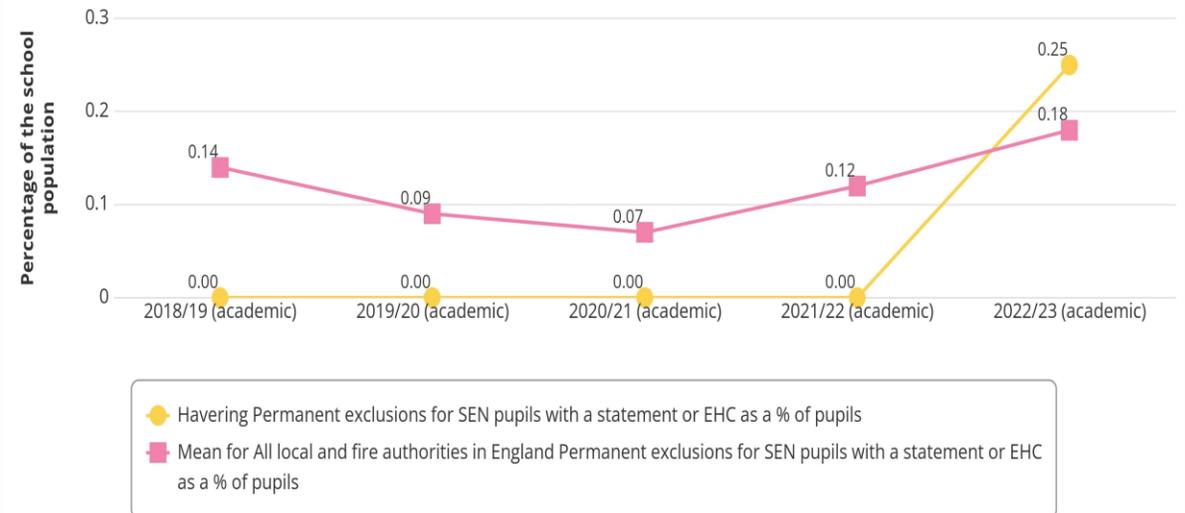


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Source:

Metric ID: 4706, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 19 Jul 2024

Permanent exclusions from school for SEN pupils with a statement as a % of the school population (from 2018/19 (academic) to 2022/23 (academic))



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Source:

Metric ID: 4709, Department for Education, Permanent and Fixed Period Exclusions from Schools in England, Data updated: 19 Jul 2024

5. Outcomes – Education, Employment or Training (EET)

Compared to national averages, Havering has a lower proportion of young people in Years 12 or 13 (Key Stage 5) with SEND who are not in education, employment or training (NEET). This is the case for those with EHCPs and those receiving SEN Support.

Summary of NEET and EET Outcomes

- **NEET for Vulnerable Groups (including SEND)** is significantly below London and England averages.
- **NEET for EHCP** is above London average and below England, and an area for improvement.
- **NEET for SEN Support** is significantly below London and England averages.
- **EET in Havering** has increased between 2021/22 and 2022/23 for SEN Support and EHCP.
- **NEET in Havering** has decreased significantly between 2021/22 to 2022/23 for SEN Support and increased marginally for EHCP.

DfE Scorecard 2022-23: Not in education, employment or training (NEET)

	Vulnerable Groups (including SEND)	EHCP	SEN Support
Havering	13.2%	7%	1.8%
London	21.3%	5.4%	5.8%
England	25.8%	10.1%	9.3%

Havering EET & NEET (December 2021 to February 2023)

		2021/22	2022/23
EET	EHCP	92.5%	93.05%
	SEN Support	89.3%	98.2%
NEET			
	EHCP	5.50%	5.64%
	SEN Support	6.67%	1.80%

6. The Delivering Better Value in SEND (DBV) Programme

Havering accepted an invitation to participate in the Delivering Better Value in SEND Programme (DBV). It is receiving support to improve the delivering of SEND services, whilst working towards financial sustainability.

The Department for Education's (DfE's) Safety Valve and Delivery Better Value programmes are targeted to local authorities with high funding deficits in relation to SEND. Whilst the Safety Valve programme was developed to target authorities with higher percentage deficits, the DBV programme is targeted to 55 local authorities who, like Havering, had slightly smaller but still sizeable deficit budget positions.

The aim of the DBV in SEND programme is to support local authorities and their local area partners to improve the delivery of SEND services for children and young people whilst working towards financial sustainability.

Havering's participation began in late 2022 and in early 2023 an in-depth analysis of the current SEND system in Havering was undertaken. This analysis highlighted the need for the local area partnership to take action to improve the confidence of parents and carers of children and young people with SEND attending mainstream schools, which was lower than that among parents and carers of children and young people attending specialist settings.

Improvement actions have been developed to target improvements to the *capability* (knowledge, skills, and training) and *capacity* of mainstream schools to support pupils with SEND. They will also focus on addressing concerns about *engagement and communication* with families of children and young people with SEND by schools and across the wider SEND partnership.

Improvement action undertaken as part of the DBV in SEND programme forms a central part of Havering's SEND and AP Strategy (2024 – 2029).



Section Two:

The Impact of Our Arrangements for Children and Young People with SEND

1. Children and Young People's Needs are Identified Accurately and Assessed in a Timely and Effective Way

What is the area partnership doing that is effective in this area?

- **A number of aspects of Early Years Services are working well to identify and assess SEND.** The Local Authority 0-5 Team sees all preschool children whose families want support within 8 weeks of referrals from local health services and their support for families has been given the maximum 5 starts by the National Portage Association. There is high take up of 2.5 Year Health Reviews (81.4% compared to 61.2% in London and 73.6% in England), with Early Years Providers praising the quality, range, and recent increase in support they receive from the Local Authority 0 – 5 Team at a time of increasing needs. The result is that children with SEND are typically identified early and well in Havering, with Havering having the highest comparative proportion of children under five with EHCPs, and sees that support can be in place even where there is a wait for a formal diagnosis.
- For school age children, free, comprehensive, high quality support for schools and colleges from the Local Authority **Educational Psychology (EP) and Advisory Teacher (AT) teams help ensure** fewer children's needs are identified late, escalate, and become entrenched. Case Study Reviews show consistent positive impact on outcomes for children and young people from EP and AT support; feedback on the more than 4000 interactions staff from educational settings have had with our SEND Training Offer is positive; feedback from schools on the impact of EP support has been consistently high over time; while SENCOs value how ATs are "genuinely invested in schools and they know the staff and children".
- The **Havering Emotional Support Team (HEST) is showing early signs of impact.** Part of the nationwide Mental Health Support Teams (MHSTs), HEST are teams of mental health professionals based in schools and colleges. In its 2nd year, HEST has expanded to be in around a quarter of Havering's schools and its Sixth Form College. In support of HEST's strong impact data, school staff report that HEST helps ensure children and young people showing early signs of mental health difficulties are identified early, leading to support or appropriate referrals.
- **Social Care teams have taken steps to strengthen how they identify and assess the needs of children and young people with SEND.** This has been achieved through the embedding of speech and language therapists within the Youth Justice Service (YJS) and educational psychologists (EPs) within the Virtual School. While families remain concerned about the appropriateness, scope and quality of the area's short breaks offer, the Children with Disabilities Team are now completing annual full assessments of families' short break needs in addition to more regular reviews.
- There is good **take up of Annual Health Checks (AHCs) for children and young people with learning disabilities** (85% compared to national average of 75%). Health services are working to improve the action / care planning that follows these assessments to ensure children get the support they need.

1. Children and Young People's Needs are Identified Accurately and Assessed in a Timely and Effective Way

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Too many children and young people with SEND still wait too long for Education, Health and Care Needs Assessments (EHCNAs) to be completed (38% of EHCNAs were completed within 20 weeks in 2023), while the quality assurance of EHCPs remains an area for development. The result is that children and young people's needs are not yet consistently assessed in a timely way and the partnership cannot confidently say how well children's needs are described in EHCPs. *To address this the Local Authority is investing in more case officers and educational psychologists to improve timeliness, as well as improving training and guidance for staff contributing to EHCPs. The Local Authority is developing and will embed a comprehensive multi-level EHCP quality assurance framework, strengthening current quality assurance processes that have found many EHCPs require improvement.*
- Waiting times for children and young people needing autism assessments are too long, with some families waiting over a year. *A new diagnostic pathway was launched in January 2023. Those referred via the new pathway are being assessed within 16 weeks. An action plan is in place to ensure children and young people who have been waiting over a year on the previous diagnostic pathway are all assessed by May 2024.*
- The number of children and young people identified with SEND in Havering is significantly lower than than the national average. This under-identification risks children and young people not receiving the support they need. This is most apparent in terms of the under-identification of social, emotional and mental health (SEMH) needs which is likely contributing to some pupils being unable to access mainstream education due to mental health difficulties or behaviours that challenge. *The Local Authority will launch a more skilled, bigger SEMH Advisory Team to improve identification and support for children and young people with SEMH as well as focusing work as part of the Delivering Better Value programme on improving quality first teaching, identification, and early support (known as SEN Support) in schools.*
- Too many children and young people wait too long for assessments by health professionals which can lead to families facing crises. *CAMHS is working with the Royal College of Psychiatrists on a Quality Improvement Project to help improve the timeliness of assessments and the flow of children and young people through CAMHS. Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, and Paediatrics teams are looking to bolster support available to families awaiting assessments and to prioritise capacity for assessments on particularly vulnerable groups.*
- Too often annual reviews do not regularly happen, take too long to process, with the LA not yet confidently able to report on completion timescales. School leaders describe the quality of annual reviews as "too setting-dependent", and we do not yet have consistent health and other professionals outside of the school attending. *Increases to capacity will deliver a robust improvement plan for annual reviews and outline ways to improve health contributions amidst ongoing capacity challenges.*

2. Children, Young People and their Families Participate in Decision Making about their Individual Plans and Support

What is the area partnership doing that is effective in this area?

- **The majority of children and young people with SEND and their families feel they are able to participate in decision making about their individual plans and support.** Results from the Ha-SEND survey (December 2023) saw 63% of children and young people report that professionals listened to what they think and provided choices about support, while 59% agreed that professionals supported them to be independent and feel ready for when they grow up, although responses were lower among their parents and carers. Young people with SEND attending our engagement workshops identified adults at their schools and social workers as people who listened to them and helped them.
- Families of children and young people with EHCPs or going through the EHCNA process typically receive good support to **understand their rights, make choices, and contribute to decision-making about their plans and support.** The number of complaints and SEND tribunals in the partnership is low, reflecting the proactive, solution-focused approach of local authority case officers and SENDIASS to ensure families are informed and involved in decision-making.
- Schools praise the quality of **advice, guidance and training they receive from the Local Authority on capturing the voice of the child or young person with SEND.** This Local Authority support enables providers to ensure children and young people are central to discussions about their support. Examples highlighted by providers include training on Person Centred Reviews, materials on transition between educational phases, and guidance on supporting pupils experiencing Emotional Based School Attendance (EBSA) difficulties.
- **CAMHS routinely uses Routine Outcomes Measures (ROMS)** as a method of assessing and evaluating progress, a method that is participatory and so ensures that children and young people's goals inform their treatment. CAMHS data demonstrates that children and young people who access the service typically make good progress towards their individual goals.
- The borough's **Multi-Agency Meetings (MAMs)** process ensures that children in the early years with the most complex needs typically spanning health, social care, and education, are provided with a holistic support network in which their child and family's needs are central. 100% of children on this pathway are seen as planned every 8 months, with parents reporting a positive impact of this holistic, family-focused approach.

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Too many families are unhappy with the choice available in terms of short breaks / respite support, with some families sharing that the process to access this support is not easy. *The Local Authority undertook a project to improve the quality of the short breaks offer, working with the local Parent Carer Forum, however recognises the need for this improvement work to go further.*
- Co-production at both the level of children and young people's individual plans, and in the design of local services, is not embedded. This is likely contributing to some families reporting a lack of trust in the local SEND and AP system, and to families of children and young people with SEND not being aware of or able to access the support on offer. *Embedding co-production at every level of the partnership's new SEND and AP governance structure and as a part of 'business as usual' for those working in SEND and AP is a high priority. The SEND and AP Strategy will include a workstream dedicated to establishing a culture of participation, engagement and coproduction within the partnership.*
- Children and young people accessing CAMHS can find the reports they receive and their individual support plans difficult to understand, making it harder for them to contribute to decisions about their care. *As part of their involvement in the CAMHS Quality Improvement Project with the Royal College of Psychiatrists, local CAMHS will work with children, young people and families to develop new 'aspiration-led' care plans and more accessible reports.*
- Parents and Carers of children and young people with SEND told us that Individual Education Plans (IEPs) setting out support for children and young people with SEND but without an EHCP (known in schools as those requiring 'SEN support') are too focused on academic outcomes and do not take account of families' and children's aspirations which often prioritise happiness and wellbeing. *Through the Delivering Better Value programme, with its aim to promote confidence in mainstream schools' ability to support children with SEND, there will be a far-reaching review and comprehensive support for all mainstream schools to be as inclusive as our most inclusive mainstream schools. This will include ensuring that schools are equipped and supported to have the capacity to provide effective support to those pupils who have SEND but who do not require an EHCP.*

What is the area partnership doing that is effective in this area?

- **Schools and nurseries typically speak highly of the support they receive from the Local Authority's Education Support Service, Educational Psychology Service, and 0 – 5 Team.** Training, advice and guidance from these services is accessible and of high quality, with training delivered to high numbers of staff from educational providers each year, and targeted supported given to high numbers of individual children and young people with SEND, as well as staff that work with them.
- While only in its second year and currently only present in around a quarter of Havering schools and colleges, there is good evidence from setting leaders and data that **Havering's Mental Health Support Teams in schools (known locally as Havering Emotional Support Teams, or HEST) are providing children and young people with emotional and mental health difficulties with high quality early help and support and ensuring appropriate referrals.** Similar feedback has been received for the partnership's Primary Mental Health Team (PMHT), who offer consultations to staff across all Havering educational settings, as well as consultations for both parents/carers and young people.
- The **Virtual School is an effective champion for the education of children and young people with social workers who have SEND.** They oversee regular, rigorous reviews of children's special educational provision leading to positive outcomes. Over 40% Havering's Virtual School pupils achieved more than five GCSEs grade 1-9 in both 2021-22 and 2022-23.
- **The Integrated Care Board (ICB) and the therapy providers it commissions are all working closely with the Local Authority to provide early support to children and young people with speech and language needs.** Speech and Language Therapists (SALTs) are part of processes within the Local Authority 0 – 5 Team that provide early and appropriate support, while the school-based SALT caseload model sees SALTs and Advisory Teachers working together to monitor the progress of pupils with speech, language and communication needs (SLCN) and ensure they get the right help and support at the right time.
- Across the partnership a **range of recent investment and initiatives targeting support for neurodivergent children and young people and their families** offer promise of improved outcomes, although it is too early to see demonstrable impact. Initiatives include counselling for neurodivergent pupils to target mental health inequalities, new funding to expand use of Positive Behaviour Support (PBS) within CAMHS, and the introduction of the Incredible Years' parenting programme to sit alongside the START programme as part of the partnership's Early Help Strategy, supporting families awaiting neurodevelopmental assessment. The local area is developing its practices around the **Dynamic Support Register (DSR) and Community, Education and Treatment Reviews (CETRs)**, which includes Havering being the first borough in the area to be implementing the innovative practice of Key Working as part of these processes which target improved quality of care, greater patient autonomy, and shorter stays and reduced admissions into in-patient care for children and young people with complex social, emotional and mental health issues.

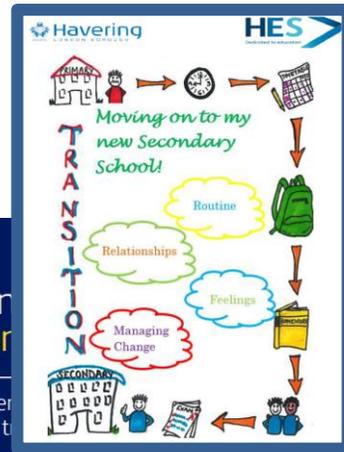
What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Families and providers have shared concern about the lack of support for children and young people with sensory regulation differences, many of whom are autistic. *As well as a review of commissioned therapy services that will be co-produced with families, the Occupational Therapy Service and Local Authority Education Support Service are working together to enhance guidance and materials to support for families and educational settings.*
- Compounding difficulties associated with under-identifying the number of children and young people with social, emotional and mental health (SEMH) needs, the partnership is yet to establish a clear vision for the role of Alternative Provision (AP) within the SEND and AP system. Schools report that there is too narrow and shallow a pool of AP, with EHCPs sometimes a barrier to being able to access AP, or leading to placements within AP that are not robustly quality assured. *The Local Authority has undertaken a review of Alternative Provision with school leaders which will inform actions to integrate SEND and AP, ensure strengths in AP processes for pupils without EHCPs become consistent for all pupils, and which ensures families, health services, and social care services are involved in both strategic planning and decisions regarding individual AP support.*
- Professionals working within the partnership and school leaders have reported insufficient capacity and inconsistencies within the school nursing services. *A task and finish group will soon report on its findings into the state of Complex Nursing in Education so the partnership can act on recommendations to improve the consistency and continuity of care for children and young people with SEND and complex health needs.*
- School leaders are concerned about the lack of local special school places and the capacity of mainstream schools to continue providing high quality support for pupils with complex SEND, while outcomes for children with SEND in the Early Years need to improve. *The partnership has an ambitious Place Planning Strategy which includes building a 300-place, all-through special school and expanding the borough's Additionally Resourced Provisions (ARPs) / SEND Units attached to mainstream schools. It is reviewing support for mainstream schools developing their own provisions for children with more complex SEND, as well as embarking on a range of initiatives to improve capability and capacity in mainstream schools, and to promote and maintain inclusive practice so families have greater confidence in support for their children. Changes to funding arrangements and enhanced support for Early Years' Providers will promote better outcomes for children with SEND in the Early Years.*
- Too many families wait too long for support in terms of short breaks / respite, with some families sharing that the process to access this support is not easy. *The Local Authority undertook a project to improve the quality of the short breaks offer, working with the local Parent Carer Forum, however recognises the need for this improvement work to go further.*

4. Children and Young People are Well Prepared for their Next Steps and Achieve Strong Outcomes

What is the area partnership doing that is effective in this area?

- **Children and young people with Education, Health and Care Plans (EHCPs) typically achieve good academic outcomes.** With the exception of children within the Early Years, outcomes for children and young people with EHCPs are better than the national average across all phases of education.
- **Transition between educational settings is for many children and young people a positive experience,** facilitated by strong support from teams across the SEND and AP partnership. Early Years providers describe the local authority's transition support as "a huge strength", SENCOs praise the borough's excellent transition materials and the support they receive from the Primary Mental Health Team around secondary transition as "definitely alleviating anxiety" among parents of children with SEND as well as children themselves, while secondary schools note the comprehensive and effective support the borough's Further Education College delivers across the borough's secondary sector.
- Additional investment and new ways of working are showing signs of improving how well supported **young people known to CAMHS are when moving towards accessing adult services.** This has been achieved through the use of transition packs for young people known to CAMHS, the creation of two posts within CAMHS focused exclusively on young people aged 18 – 25, and a dedicated panel supporting the service's 8-step transition process.
- **A high proportion of young people with SEND are in employment, education or training (EET) beyond secondary education,** demonstrating the partnership's effective work to equip children with SEND for life beyond school and to provide opportunities for young people with SEND. The number of children and young people with SEND who are in EET is high (93% for those with EHCPs; 98.2% for those at SEN Support). Commissioned support from Prospects and a project to increase Supported Internships for young people with SEND will strengthen work in this area, and particularly benefit those with EHCPs for whom outcomes are less strong albeit better than the national average.



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Venue

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Date

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12pm to 6pm

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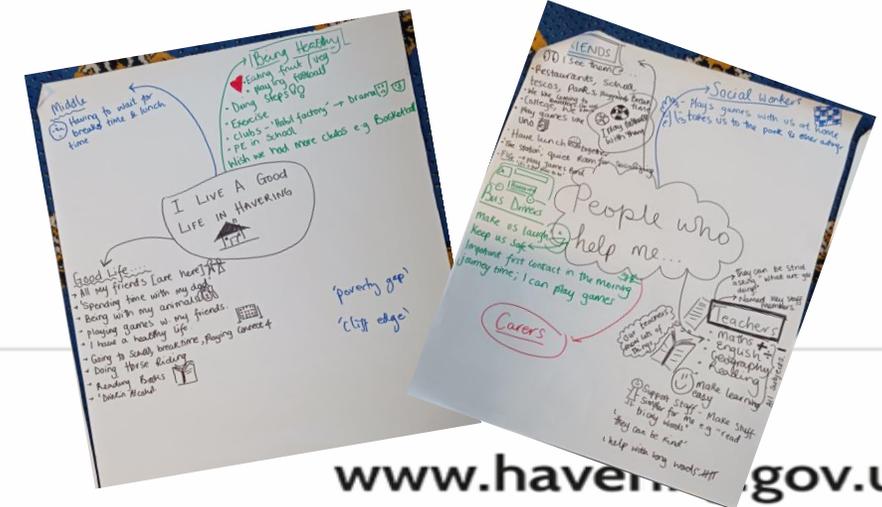
4. Children and Young People are Well Prepared for their Next Steps and Achieve Strong Outcomes

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Some families and professionals have reported a lack of clarity and fears for a loss of support when discussing the transition from children's to adult's services, particularly in terms of social care support for young people with complex learning difficulties. We also heard that partnership working is not consistently strong enough between education, health and care teams for young people with SEND. *The Local Authority is taking steps to close the gap between children's and adult's social care services through new transition arrangements, while additional investment is targeting an improvement in the quality and consistency of annual review processes, including in terms of multi-agency working.*
- Outcomes for children and young people with SEND, but without EHCPs (those referred to as receiving 'SEN Support'), is not good enough, with attainment for children and young people receiving SEN Support below the national average all stages of education. *As part of its involvement in the Delivering Better Value (DBV) programme, the Local Authority is leading a concerted, multi-faceted approach to promoting the capacity and capability of mainstream settings to ensure positive outcomes for children and young people receiving SEN Support. This includes initiatives to promote school-to-school support and challenge, a further enhanced offer of SEND advice and training for schools, as well as a review of funding arrangements.*
- Some families feel that support plans across education, health and care are not led by the outcomes that are most important to them and their children with SEND. *The partnership will co-produce an Outcomes Framework to help ensure that the outcomes that matter most to families inform the support they receive.*
- While some families and professionals spoke positively of Preparation for Adulthood processes, others feel not enough is being done early enough to ensure children are prepared for leaving school. For children and young people with EHCPs, the quality and timeliness of annual reviews needs to improve for children and families to feel confident about moving on beyond school. *Additional investment and a review of roles and responsibilities within the partnership will enhance the focus on Preparation for Adulthood across all phases and all parts of the SEND and AP system. This work will sit alongside broader work to improve the quality and consistency of annual review processes.*
- Some families told us that they feel 'lost' when trying to navigate the SEND and AP system, sharing that they feel the partnership must do more to ensure families know where to go for help and to find out what support is available. *A key workstream within the partnership's SEND and AP Strategy will focus on improving communication and engagement with families of children and young people with SEND. This will include ensuring a vastly improved Local Offer as well as other support to ensure families know what options and support are available to them.*

What is the area partnership doing that is effective in this area?

- **A very high proportion of children and young people with SEND attend their local mainstream school**, meaning more pupils remain visible, valued members of their local communities. Havering has the highest proportion of children and young people with EHCPs attending mainstream schools (61%, compared to 49.8 London average) among its statistical neighbours.
- **Children and young people with SEND have comparatively good levels of attendance and are rarely excluded from education**, meaning children and young people with SEND are typically receiving their entitlement to full-time education, within their local community. The absence rate of children and young people with EHCPs is below that of our statistical neighbours and the national average (see slides 15-16), although in-keeping with national trends does continue to rise and therefore remains a focus for improvement.
- **There are examples of where young people with SEND and their families being represented in decision-making about provision and services**, notably in CAMHS. Havering's Emotional Support Team was established through a strong process of co-production with paid and trained young people representatives, with young people similarly central to developments as part of the CAMHS Quality Improvement Project.
- We provide **strong opportunities for local Education, Employment, and Training for young people with SEND** meaning they are able to continue working towards, and achieve, their aspirations within the local area. In the last year the number of young people with EHCPs not in education, employment or training (NEET) has reduced to 7%, with a drop to 1.8% among those at SEN Support. We will continue work to sustain and improve these outcomes, particularly among those with EHCPs where comparative data is less strong, albeit better than the national average. This improvement work includes the re-commissioning of expert, external service *Prospects* to deliver specialist careers advice and investment to grow the number of supported internships.



What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Participation, engagement and co-production with children and young people with SEND and their families is not yet embedded across the partnership. This is contributing to some families not knowing what is on offer in the SEND and AP system and, for some families, low trust in this system. ***Embedding participation and co-production across the SEND and AP system will be a key workstream in the SEND and AP Strategy, linking in with the Council's wider Engagement Strategy and strong systems and work in this area within the North East London Health and Care Partnership. We are seeking to improve our understanding of the experience of children and young people, including those with SEND, through the Shout! We are Listening Survey and Havering's Youth Wellbeing Census, and we are looking to strengthen the role of Young Advisors Havering, a participation group representing young people with disabilities.***
- Many families told us that there are too few opportunities for their children with SEND to access clubs, activities, or care beyond the school day, denying children and young people vital opportunities for joy and connection and impacting families' chances to work. Where opportunities exist, families and professionals told us that these may not be accessible or appropriate due to cost, the need to travel, or a lack of expertise or staffing that means parents/carers must stay with their children. We heard from children and young people who have been excluded or who are attending alternative provision that a lack of safe community spaces is a factor in them getting into trouble. ***We know we must improve the breadth and accessibility of our Local Offer, which sets out the services and opportunities available in the area for children and young people with SEND and their families. This is a priority for us as will be identified in our new SEND and AP Strategy.***



What is the area partnership doing that is effective in this area?

- **The partnership has a long-established SEND Executive Board that embodies the partnership's high aspirations for children and young people with SEND, and the accessibility of local leaders and their openness to challenge.** The SEND Executive Board is chaired by the Director of Starting Well (statutory Director of Children's Services) and includes representation from leaders from within the LA, the ICB, therapy providers, the parent-carer forum, and schools and other settings.
- **Leaders of Havering's schools and other educational settings are ambitious for children and young people with SEND and actively engage with the partnerships range of strong systems for stakeholder engagement.** This has resulted in many highly inclusive local schools and settings and effective collaborative problem-solving for children and young people with SEND at an individual and system level. Ofsted inspection reports note the inclusivity of outstanding, local provision, as well as high levels of engagement from providers in forums such as the Early Years Network Meetings, Education Strategic Partnership, Primary Inclusion Network, and Alternative Provision Network.

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- The SEND and AP governance structure is messy and in places weak, meaning work going on across the system is sometimes disconnected, can lack strategic oversight, with priorities and plans of action sometimes unclear. *Acting on feedback and guidance from our Local Government Association (LGA) and Department for Education (DfE) Advisors, we are reviewing the SEND and AP governance structure, at a time of wider change within the Place Based Partnership Directorate that will bring about more effective, and more integrated, improvement work across education, health and social care. The improved governance structure will ensure oversight and delivery of the partnership's ambitious SEND and AP Strategy.*

What is the area partnership doing that is effective in this area?

- This Self-Evaluation and the partnership's new SEND and AP Strategy (2024 – 2029) is based on information gathered through a range of surveys, workshops, listening forums, and community work with children and young people with SEND, their families, as well as other stakeholders, focusing across the 0-25 age range and on all aspects of the SEND and AP Partnership. **This demonstrates the rapid improvement we are making in our engagement with children and young people with SEND and their families, as well as showcasing the strength of Havering's established forums for engagement with local schools, settings and other providers within the system.** This has helped ensure a more accurate self-evaluation, where the area partnership is able to speak with a 'shared voice', and that priorities for improvement are focused on the things that matter most to children and young people with SEND and their families.
- **Leaders have actively engaged with families to increase post-16 opportunities for young people with complex SEND** resulting in more provision that promotes independent living, community participation, and employability skills. Parents and carers have told us that this has allayed fears they may have about a loss of support as they move into adulthood, and can be seen in the growth in the take up of number of places at The Avelon and Routes 4 Life.
- **Havering CAMHS has established strong systems to actively engage with children and young people with social, emotional and mental health needs, and their families.** This is showing signs of improving the accessibility, quality, and understanding of local services. The impact of this work is evident in terms of awareness and engagement with Havering's Emotional Support Team (HEST), improvements to information and support for those transitioning from CAMHS to adult mental health services, better referrals, signposting, and understanding of discharge, and supported by the health trust's partnership with the 'Me First Team' at Great Ormond Street Hospital.

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Many families in Havering do not know enough about the local SEND and AP system, the support it offers, or how to navigate their way around the system. *A key workstream within the partnership's SEND and AP Strategy will focus on improving communication and engagement with families of children and young people with SEND. This will include ensuring a vastly improved Local Offer as well as other support to ensure families know what options and support are available to them.*
- Representation and engagement of children and young people with SEND and their families in the local area partnership is inconsistent. While Havering SEND Family Voice (the local Parent Carer Forum) have a strong voice on the SEND Executive Board, their participation at all levels, as well as engagement with a wider network of families in the local area, needs to improve further. *As part of a review of the SEND and AP governance structure, the voice of children and young people with SEND and their families will be embedded at all levels of governance. A key workstream within the partnership's SEND and AP Strategy will focus on improving communication and engagement with families of children and young people with SEND*

8. Leaders have an Accurate, Shared Understanding of the Needs of Children and Young People in their Local Area

What is the area partnership doing that is effective in this area?

- The SEND and AP Partnership has **effective systems for gathering information about the needs of children and young people in the local area**. This means the partnership is able to target improvements to services and provision for children and young people with SEND and their families where it is needed most. Among the methods of gathering information about local needs are Havering Placed Based Partnership's commissioning of Havering's Youth Wellbeing Census, our Health Watch Survey which considers services for people with living learning disabilities and autism, and our Joint Strategic Needs Assessment.
- Leaders have an **ambitious Education Place Planning Strategy that is based on a clear, reliable analysis of local SEND and AP needs**. This ensures that resources available to expand local specialist provision for children and young people with SEND are effectively targeted.
- Havering has **well-established and effective forums that bring together leaders from educational settings with leaders from education, health and social care**. These forums are able to consider the rapidly changing needs in our local area, share stories of the lived experience of children and young people with SEND and their families, reflect on strengths and challenges within the local system, and therefore improve the quality of decision-making at a strategic level. We heard from leaders of educational providers who attend the various forums that relationships and channels of communication within Havering's SEND and AP system are strong.

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- Leaders' oversight and ability to drive improvement is hindered by the partnership's lack of an accurate, up-to-date system for reporting on its performance. *The partnership is working to establish and make available publicly a SEND and AP Dashboard, providing up to date information on what matters most in terms of SEND and AP; for example, the number of children and young people with SEND in the borough, waiting times for support, the timeliness of statutory processes, as well as performance against the partnership's new SEND Outcomes Framework.*
- The contribution of health and social care colleagues to strategic oversight and action to improve the SEND and AP system is inconsistent. *We are strengthening the role of the Designated Clinical Officer (DCO) and establishing a Designated Social Care Officer (DCSO), whose roles it will be to inform strategic decision making on SEND and AP from the perspective of health and social care, respectively.*

9. Leaders Commission Services and Provision to Meet the Needs and Aspirations of Children and Young People

What is the area partnership doing that is effective in this area?

- **Leaders are proactive, creative and ambitious in their commissioning of local provision and services for the rapidly increasing number of Havering children and young people with SEND.** This helps to ensure the borough can deliver high quality local provision across the continuum of need. This ambition and creativity is evident in the partnership's Place Planning Strategy, included in which is our commitment to continue expanding our recently opened Compass Free School (for children with Social, Emotional and Mental Health needs), deliver a new 300 place all-through special school for pupils with complex learning difficulties, continue our rapid expansion of Additionally Resourced Provisions / SEND Units in the borough (specialist settings attached to mainstream schools), and pursue a 150 place Alternative Provision Free School. This ambition and commitment is also apparent in the growth of Local Authority SEND services including its new SEMH Advisory team, the expansion of the Havering Emotional Support Team (HEST) as part of our CAMHS offer, among a range of other initiatives.
- **Leaders commission expert advice, guidance and support from Prospects to deliver targeted careers advice, transition support, and employment opportunities for young people with SEND as part of a strong commitment to expanding opportunities for young people with complex SEND.** This had contributed to Havering having comparatively high numbers of young people with SEND in employment, education or training (EET), as has investment in the The Avelon and Routes 4 Life specialist provisions.

Corbets Tey @ The Avelon
Post 16 Provision - Curriculum Overview 2022-23
- **Access to primary health care within community settings for children and young people with SEND is good and being strengthened.** More easily accessible, early support is addressing health inequalities for children and young people with SEND. This is being achieved through the development of Child Health Hubs, linked to General Practice, as well as through reinvigoration of existing support for children and young people with SEND, including specialist dental care and annual health checks.



HEST
Havering Emotional Support Team



Havering Emotional Support Team is a new collaborative service which is designed to help meet the emotional wellbeing needs of children and young people in education settings. This support is aimed at children and young people who may be experiencing mild to moderate emotional wellbeing concerns. HEST provides additional support, working alongside school and other professionals as part of the whole school approach.

**Havering
Emotional
Support
Team (HEST)**

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- The way in which the SEND and AP Partnership commissions provision and services for children and young people with SEND is at times disconnected and can lack meaningful participation from children, young people and families. This can have a negative impact on the extent to which services are accessible and appropriate for families' needs. *Development of an improved SEND and AP governance structure within the newly-established 'Starting Well' directorate, with stronger joint commissioning processes is planned to ensure effective collaboration across education, health and social care and other services and providers within the partnership. These processes will enable participation from children, young people and families in commissioning process to improve the quality and appropriateness of services and align with the area's new SEND Outcomes Framework.*
- The role that Alternative Provision (AP) plays in the partnership is poorly understood. There is not enough AP available, and there are inconsistencies in oversight of AP and weaknesses in monitoring of support and outcomes of children and young people in AP. Currently neither health services, social care, nor families are currently strongly involved in decision-making about how and when AP can support children and young people requiring an alternative to full-time, mainstream education. For children and young people with EHCPs there is a risk of AP being used to supplement shortages in specialist provision and of children and young people with SEND being placed in AP without clarity about the value AP will bring, nor sufficient oversight. *The Local Authority has an ambitious improvement plan for AP that will see integration between SEND and AP, enhance the understanding and involvement in AP processes of all stakeholders, and broaden the range of AP available organised according to best practice guidance on the value of a 'tiered' approach.*
- While there are is a range of support available for children and young people with complex SEND beyond school, parents and carers of children and young people with mild and moderate SEND who have been supported in mainstream schools have reported too often about a lack of opportunities for their children after leaving secondary school and of breakdowns in college or other education, employment and training opportunities. *The partnership will co-design, launch and implement a Preparation for Adulthood Strategy alongside the wider SEND and AP Strategy, working in collaboration with the National Development Team for Inclusion (NDTi). It will act on feedback from providers that there needs to be more support from education, health and social care services at the point of transition beyond secondary school and to local colleges.*

What is the area partnership doing that is effective in this area?

- **The SEND and AP Partnership's self-evaluation is based on information gathered through a range of surveys, workshops, listening forums, and community work with children and young people with SEND, their families, as well as other stakeholders, focusing across the 0-25 age range and on all aspects of the SEND and AP Partnership.** It is a strong foundation on which to launch the partnership's new SEND and AP Strategy, and demonstrates the partnership's strong commitment to thoroughly evaluating services in order to improve experiences and outcomes for children and young people with SEND and in AP.
- The area's participation in the **Delivering Better Value (DBV) programme enabled a thorough analysis and 'deep-dive' into strengths and challenges within the local system.** This helped establish leaders' clear vision for improvement priorities and the plan of action set out in the partnership's SEND and AP Strategy. The local area undertook a range of rigorous evaluation activities including 37 multi-agency case reviews, gathering survey feedback from close to 400 parents and carers and over 100 professionals, and leadership-led listening forums with families and professionals. These activities provided the basis for improvement plans addressing communication and engagement with parents and carers within the SEND and AP system and the drive to improve parental confidence in mainstream schools' capacity and capability to be inclusive.
- **Leaders have responded swiftly and decisively to the rapidly increasing need for local SEND and AP provision and services,** resulting in improvements to service quality and sufficiency. The local authority is undertaking a wide-ranging reorganisation of its SEND Service, strengthening integration of Alternative Provision and SEND Services, and delivering on an ambitious Education Place Planning Strategy including plans for a new 300-place special school, more Additionally Resourced Provisions / SEND Units, as well as making an application for a new 150-place Alternative Provision Free School.
- **The Council is developing an ambitious All Age Autism Strategy** with priorities and action plans that span all areas that impact quality of life for autistic people and their families. This strategy is informed by engagement with the autistic community and those closest to them and provides a basis from which leaders can have strong oversight of improvements to what matters for autistic people.



10. Leaders Evaluate Services and Make Improvements

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- The use of data to evaluate services and inform improvements is inconsistent, and where data is available, it is not made publicly available in order that leaders can be held to account. *The partnership is working to establish and make available publicly a SEND and AP Dashboard, providing up to date information on what matters most in terms of SEND and AP; for example, the number of children and young people with SEND in the borough, waiting times for support, the timeliness of statutory processes, and performance against the outcomes established in the area's SEND Outcomes Framework.*
- While there are examples of teams within the partnership seeking feedback from families and professionals they support, how well teams measure the impact of their work is of variable quality. *Improvements are being made to processes for evaluating the impact of individual teams as part of a drive for teams and professionals to ask themselves "What difference has it made to outcomes for children and young people with SEND?". One example is the use of Case Study Based Impact Analysis to look at the impact Local Authority SEND Services are having.*
- A lack of clarity about support, referrals, and pathways for children and young people with emotional wellbeing and mental health difficulties is contributing to some children and young people waiting too long for support from the Child and Adolescent Mental Health Services (CAMHS). *Havering CAMHS is participating in a CAMHS Quality Improvement Project with the Royal College of Psychiatrists to develop processes and services which more effectively meet the needs of children and young people.*
- Some children and young people are waiting too long to be seen by therapists, with some families reporting a lack of appropriate support from services. *The Integrated Care Board (ICB) is undertaking a comprehensive review of the services its commissions in regard to therapies (e.g., Speech and Language Therapy, Occupational Therapy, Physiotherapy) to ensure services are efficient and sustainable at a time of rapidly increasing need.*
- Leaders have heard from families of children and young people with SEND that they are unhappy with the choice available in terms of short breaks / respite support, with some families sharing that the process to access this support is not easy. *The Local Authority undertook a project to evaluate and improve the quality of the short breaks offer, working with the local Parent Carer Forum, however recognises the need for this improvement work to go further.*

11. Leaders Create an Environment for Effective Practice and Multi-Agency Working to Flourish

What is the area partnership doing that is effective in this area?

- A range of **multi-agency processes have been established which ensure effective management of risk and which help to ensure timely, multi-agency support for vulnerable children and young people, recognising that children and young people with SEND and in AP are more vulnerable to abuse, neglect and exploitation.** The borough's processes around the Fair Access Panel (FAP) are highly regarded and valued by school leaders, Havering Adolescent Risk Management (HARM) and Youth Justice Board meetings' effectiveness is supported by strong representation from across the LA, schools, health, and social care, while the borough's main provider of Alternative Provision coordinates multi-agency risk management meetings with partners from CAMHS, Social Care and the Local Authority.
- Leaders have established a **culture of mutual respect and collaboration between teams and clear, robust multi-agency panel processes that enable timely decision making on support, resources and placements for children and young people with SEND.** This includes processes covering when support packages are jointly funded across education, social care and health, and where there is a need for creative solutions to be found. Representatives from the LA, education providers, health services, social care, and the area's parent/carer forum speak highly of the positive impact contributions of stakeholders from across the partnership have on Complex, EHCP, ARP, and other panel processes considering the needs of children and young people with SEND.
- There are examples within the partnership of where leaders create an environment where **practitioners are clear on their own and other practitioners' roles, and where they recognise the value of collaboration,** although this is not consistent. In areas of strength, children and young people with SEND are typically referred to the right services at the right time, rarely fall into gaps between services, while inter-service collaboration ensures that the contribution of individual teams to better outcomes for children and young people with SEND is 'greater than the sum of its parts'. Practitioners, schools and families highlighted examples of excellent practice. One is the "very strong links" between audiology services in health and Teachers of the Deaf within the LA's SEND Service. Another is the collaboration between LA's Advisory Teacher Team and the Speech and Language Therapy Team, the strength of which has seen increased parental confidence evident in a reduction in appeals relating to speech and language therapy. A third is the close, effective working between the LA and health colleagues to ensure those children and young people requiring specialist equipment can access it in a timely fashion.
- Leaders have established a **strong culture of teams engaging professionals from outside of their service within their team structures and ways of working.** This enhances the expertise within teams and ensures services adopt a more holistic understanding of children and young people with SEND's needs. For example, managers within Social Care, notably in the Virtual School and Youth Justice Service, were clear on the positive impact for children and young people of formal arrangements to include Educational Psychologists (EPs) and Speech and Language Therapists (SALTs) within their respective services; LA SEND Services employ School Support Family Practitioners whose background in Social Work enhances support to help children at risk of exclusion by supporting the family system; while professionals from health and social care services work together to maintain oversight of the Dynamic Support Register and of Community Education and Treatment Reviews (CETRs), as well as deliver Community Learning Disability Team (CLDT) services as part of Adult Social Care.

11. Leaders Create an Environment for Effective Practice and Multi-Agency Working to Flourish

What does the area partnership need to do better in this area? What is the partnership doing to improve?

- While a shared case-management system between Local Authority education and social care teams supports collaboration and reduces risk, systems for sharing information between Health and Local Authority teams need to be improved. Record keeping on Local Authority case-management systems is not always up to date and complete, compromising the quality of information, scope for collaboration, and ultimately the effectiveness of support for children and young people with SEND and in AP. *The need to develop the digital infrastructure that connects the Local Authority and Health teams has been identified a key strategic priority as part of work to embed highly effective ways of working within Havering's Place Based Partnership. Additional investment in more administrative support for Local Authority SEND and Social Care teams will ensure record-keeping and case management systems are up to date.*
- While there are examples of strong collaboration between teams across education, health and social care, multi-agency working and work towards joint strategic priorities is not firmly embedded. *As part of wider work to improve the SEND and AP governance structure, clearer processes will be established to bring together stakeholders from across the partnership to work collaboratively to achieve strategic priorities as set out in the SEND and AP Strategy. Furthermore, we are strengthening the role of the Designated Clinical Officer (DCO) and establishing a Designated Social Care Officer (DCSO), whose roles will focus on ensuring strong collaboration across the partnership.*
- Some families, professionals and providers said that support in education from health professionals tended to only be available to those children and young people with the most complex needs, with not enough support focused on training and early support and intervention either for education providers or families. *A review of service specifications in terms of therapies, improvements to the SEND and AP governance structure, additional investment and oversight of processes relating to annual reviews, and an enhanced training offer for mainstream schools as part of the Delivering Better Value (DBV) programme, will all improve the capacity of health professionals to contribute to various forms of early intervention support for children and young people with SEND and accessing AP.*
- Some families and providers shared that social workers supporting families had insufficient knowledge of SEND. *Havering Social Care Academy's training offer will be strengthened with training specifically focused on the needs of children and young people with SEND. This work has already begun with all health and social care staff completing the Oliver McGowan Training in Learning Disability and Autism.*