

# APPENDIX 1

# Southwark Council

## Special Educational Needs and Disability (SEND): Education Provision Strategy

2018-2021

## Executive Summary

Southwark has many reasons to be proud of the quality of its services and the educational outcomes for children and young people with SEND. There is excellent provision for these children and young people within our special, mainstream schools and early years' settings. We recognise that there is a need to keep pace with demand, to share best practice and improve the quality of provision further.

We have set a challenging agenda for improvement. This strategy is focused on ensuring good practice in every school and a stronger commitment to inclusion. All our children and young people with SEND deserve to have the opportunity, wherever possible, to attend high quality provision locally, to reach their potential and enjoy learning. However, we also need to ensure that this provision is cost effective and based on an analysis of future needs.

## Executive Summary

Over the past three years, we have worked with partners and parent representatives to shape our local offer. We have made significant progress in implementing the SEND reforms. Our programme for change is challenging. Most importantly, we are committed to making the necessary changes, which includes improving how we listen to and collect feedback from families, transform our customer experience and put the children and young peoples' views at the centre of our local offer.

There are five improvement priorities that will guide our SEND work between 2018 -2021. They are:



# Executive Summary

1. Put children and young people with SEND and their families at the centre of all that we do (the golden thread).
2. Offer more opportunities for children and young people with Complex Learning Needs including Autism.
3. Provide timely high quality help and provision for babies and young children with complex needs in all early years settings - nurseries and childminders.
4. Develop greater confidence skills and competencies in mainstream schools to meet the needs of children and young people with SEND.
5. Build a model of Further Education which enables more young people with SEND to learn and grow to adulthood in Southwark.

Each improvement priority will be supported with performance indicators that will help us see the progress that is being made. We will post regular updates on the Local Offer website.

We know we still have work to do to improve our services. By further developing existing partnerships and through joint planning and delivery of services, and the commitment of our SEND services and different organisations and partners, I am confident that we will succeed in reforming and reshaping these specific aspects of the Boroughs offer to children and young people with SEND.

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# Section 1: Vision, principal objective, aims and purpose

## 1.1.1 Vision, Principal Objectives and Aims

We want to make sure that every child growing up in Southwark has the best possible start in life. Numbers of children with SEND vary significantly between educational settings in Southwark.

Children in schools and settings in Southwark do very well including those with complex SEND.



**Southwark: ‘where children and young people with SEND have the same opportunities as everyone else’**

- *Southwark Parents and Young People's Consortium 2017*

### Fairer future principles

As a central London borough, our mission is to enhance the things that make Southwark special - its immense diversity and vast depths of untapped potential. More than ever, we recognise that in times of fiscal constraints, there's a need to focus our resources on the areas where we can make the most impact.

Following engagement with local people we identified a number of principles that inform our "Fairer Future for all" vision and guide the promises and commitments that we agreed through the council plan.

These principles include:

- treating residents as if they were a valued member of our own family
- being open, honest and accountable
- spending money as if it were from our own pocket
- working for everyone to realise their own potential
- making Southwark a place to be proud of

# Section 1: Vision, principal objective, aims and purpose

## 1.1.2 Vision and Purpose of our Special Educational Needs and Disability (SEND) education provision strategy/plan

Our vision for children and young people with SEND is closely aligned to the Fairer Future principles and fits within the overarching strategy of the council, the Clinical Commissioning group(CCG) and the Southwark Five Year Forward View for Health and Social Care.

Our aim is to have a well planned continuum of provision from birth to age 25. It means a strong commitment to early intervention, assessment, planning and support throughout the partnership of Children's and Adults Services across education, health, care, and the voluntary and community services. We expect all of our early years' settings, mainstream and special schools, as well as post 16 settings to be effective in ensuring children and young people with SEND make good progress in their learning and in their personal and social development, so they can transfer successfully to the next stage of their education, the world of employment and lead an independent adult life wherever possible.

## Section 2: The partnership with Families

We will uphold the principles of co-production, ensuring children and young people with SEND with their families are included in all decisions about their individual support, their local education health and care provision. We will provide high quality accessible information, advice and guidance to support the children, young people and their families throughout their early lives and into adulthood: an ongoing collaboration to secure the best match between children's needs and provision creating bespoke pathways as young people develop and grow. We also recognise that young people need support to make their own choices and decisions once they become young adults. The way that we provide support and advice to parents and carers needs to reflect this as adulthood approaches.

In short, if we are to fully embrace our vision of ensuring Southwark is a place 'where children and young people with SEND have the same opportunities as everyone else',

**we need to make sure that our stakeholders, our children, our young people with SEND and their families are at the heart of all that we do.**



Within our overall strategic priorities this will be articulated as the 'golden thread' that is at the centre of all that we do and links across the overall strategy.

### Priority 1

**Our aim is to put children and young people with SEND and their families at the centre of all that we do**



## Section 3: The growing level of need for provision for complex SEND

### 3.1.1 The Local Picture: some facts and figures

In Southwark, numbers of pupils with a statement or EHC plan has been increasing since 2014/15 and at January 2017 it was broadly in line with the national level at 2.8% of the total pupil population.

Autistic Spectrum Disorder (ASD) also remains the most common primary type of need for pupils with a statement or EHC plan.

**45% of Southwark's EHC plans are for young people with ASD - this is nearly double the proportion nationally**

### 3.1.2 SEND Identification

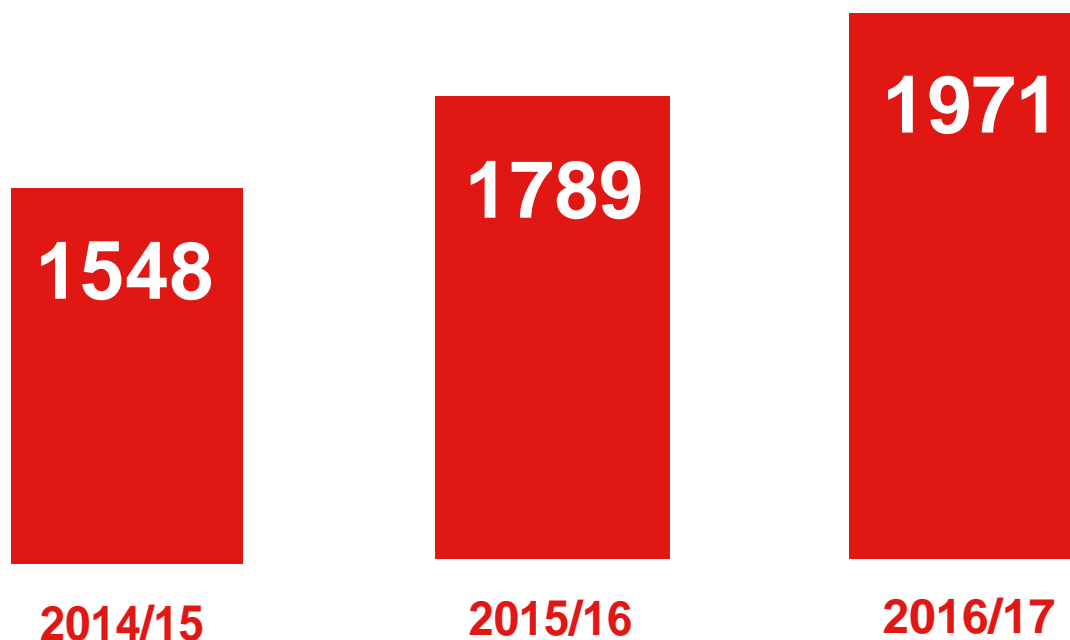
The number of children and young people with statements and EHCP's, for whom we are providing additional, different or specialised provision, has increased by 27% over three years between 2014- 2017 with a 10% increase between 2016-17. If this year on year trend continues, by 2021/2022 there could be as many as 2900 children and young people with EHCPs with a need for high needs provision and additional places in Southwark's mainstream and special schools.



**A quarter of students with more complex needs, aged 19 - 25 are educated outside the borough.**

## Section 3: The growing level of need for provision for complex SEND

### 3.1.3 The number of children and young people with EHCP or statement, as of July 2017



**There has been an increase of 241 pupils with statements/EHCPs between 2014/15 - 2015/16 and a further increase of 182 between 2015/16 - 2016/17**

This has put a pressure on the number of commissioned places available in maintained provision and has meant an increase in the number of children and young people needing to access specialist provision out of the borough.

## Section 3: The growing level of need for provision for complex SEND

### 3.1.4 Where our children and young people go to school: costs and affordability

#### The cost of EHC plans is increasing

Over the last three years, as already shown, the number of children and young people with an Education, health and Care Plan (EHCP), has increased. Furthermore Southwark allocates more top up funding per head of population to our mainstream schools and academies than the national average and more than our statistical neighbours and on specialist services. This is not sustainable.

We educate more of our children and young people in local mainstream schools and a broadly similar proportion in resource units and maintained special schools compared to our statistical neighbours and the national average. It costs more for a pupil or young person to attend a special school outside Southwark than attend a local special or mainstream school, and costs always increase considerably when the pupil has to attend an independent special school or college. The lack of sufficient suitable primary and secondary places for young people with complex needs including ASD and the use of Independent special providers for older students – place for place the most expensive placements - accounts for the very high spend on out of borough placements, which is increasing year on year.

The Local Authority should continually review spending on mainstream, special and resource base places both in Southwark and in other parts of the country to ensure that the best quality provision is made for Southwark's young people.

## Section 4: Primary areas of need - gaps and/or shortages in capacity

### 4.1.1 the position of ASD in Southwark



## We have nearly twice as many children and young people with ASD than national

There are high numbers of children and young people with complex needs and diagnoses of ASD with funded (high level of support) statements/EHCPs in our mainstream and special schools. Overall, 45% of all statements and EHCPs have ASD as a primary need. This is significantly higher than the national picture. This illustrates the importance of ensuring that there is an understanding, knowledge and experience of ASD in every setting.

ASD impacts on all aspects of children and young people's lives to varying degrees, including their learning. There is a continuing need to ensure that a wide range and variety of provision grows and develops in Southwark so that families can choose settings that best suit their children.

Southwark currently has learners with EHCP's for ASD in mainstream schools, in special schools, and in specialist provisions as part of mainstream schools. Children and young people succeed in all these settings.

Working with young people and their families to match the provisions to their needs and aspirations is key. The local authority needs to work with schools to ensure that there is capacity to meet the learning needs of children and young people with ASD in the most appropriate setting.

## Section 4: Primary areas of need - gaps and/or shortages in capacity



**A high proportion of children and young people with autism are educated outside Southwark**

**46.4%**

of all primary aged pupils placed outside Southwark have ASD

**36.3%**

of all secondary aged pupils placed outside Southwark have ASD

**34.7%**

of all college aged pupils placed outside Southwark have ASD



**We do not have sufficient provision in our secondary schools for young people with ASD**

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

The gap in our secondary ASD provision has also resulted in a significant proportion of the children and young people with ASD having to travel longer distances to get to school or having to attend residential settings and be away from their families. Consequently, there is an increased demand from parents for additional local specialised provision, to support these pupils and young people, and to increase the capacity to meet their needs as they move from primary to secondary stage of their education. This is one of the biggest challenges for the SEND education strategy going forward.

### **4.1.2 What we have achieved so far**

- Cherry Garden, an outstanding maintained primary special school for severe and complex learning needs, is also expanding so as to provide an additional 39 (total of 85) places from September 2018. This will include pupils with SLD/PMLD and associated ASD.
- Beormund Primary School is also relocating to a new build and expanding to provide an additional 10 places for pupils with complex SEMH needs from September 2020
- We have collaborated successfully with Spa school (an Outstanding special school for ASD) in their bid to open a new special Free School. The Spa Free School Camberwell will cater for pupils with autism and associated learning difficulties aged 2-19. The first cohort of 28 will start in 2019, growing each year to capacity of 120. Their vision is to provide excellence in education and opportunities for young people with autism in Southwark.
- The local authority has agreed to increase the numbers of additionally resourced specialist places for pupils with ASD at the City of London Academy for secondary age pupils. In addition, another secondary specialist/resource base, will be part of the new secondary free school - the Charter School East Dulwich which will open in 2019.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

### 4.1.3

## **Priority 2**

### **Our aim is to offer more opportunities for children and young people with complex learning needs including Autism**

#### **4.1.4 Early Identification: Development of the SEND local offer**

In Southwark there are 5 maintained nursery schools and 55 primary schools have nursery classes. Also, there are approximately 150 private, voluntary and independent sector group care early years settings in Southwark, and 350 registered childminders.

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents.

There are children with complex special educational needs in all types of EYFS/Nursery provision in Southwark and it has become evident that there are some inconsistencies in the identification of children with SEND. This can lead to some children missing out on the vital early help that they require, to overcome their barriers to learning and possibly prevent the need for a later assessment for an EHC plan.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

We need to ensure even greater consistency of the current identification and assessment approaches going forward. This is required in order to provide parity in the level of funding awarded, that may be used by the provider to enhance staffing ratios for part of the week in order to meet the child's level of need and to ensure that all children who require it get the early intervention they require.

We will be working to improve take up of a pre-school place for all children with SEND to enable them and their families to have support to meet their needs at the earliest opportunity and to strengthen the capacity of all schools and settings to assess and make provision for SEND.



## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

### **Priority 3**

**Our aim is to provide timely high quality help and provision for babies and young children with complex needs in all early years settings - nurseries and childminders**

#### **4.1.5 Mainstream Provision**

We give our mainstream schools more in top up funding than many similar local authorities and the majority of young people with EHC plans make good progress and are fully included in the school communities, however growing numbers of learners with complex additional needs, will present additional challenges.

Mainstream schools will need increased levels of support and training through; outreach services, links with peer experts, networking to share best practice and more targeted resource bases within the borough to be able to meet the needs of these children and young people.

The majority of children and young people with SEND including those with complex needs attend mainstream schools in Southwark. We know that factors determining special and mainstream placement are impacted as much by local circumstances and parental preferences as by quality. Nevertheless, if we are to ensure that an increasing number of children and young people with SEND have the opportunity to be educated locally, it is vital that our mainstream schools continue to be able to meet the needs of the increasing number of children and young people with a variety of SEND placed within them.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

### **4.1.6 Outcomes for SEND learners are good**

SEND learners in Southwark schools make good progress and outcomes are good compared with similar groups across the country. Overall outcomes for pupils and young people with SEND in mainstream settings are now consistently above the national average. There are differences in SEND outcomes across different mainstream settings.

This variability is not a simple picture, due to the wide range of different needs presented by children and young people within each mainstream setting.

However, regardless of which mainstream setting children and young people are educated, we need to make sure that the progress that all children and young people with SEND make is their best and that they are receiving the right teaching, curriculum pathways and carefully targeted approaches to ensure this happens.

## Section 4: Primary areas of need - gaps and/or shortages in capacity



### Outcomes for SEND learners in mainstream schools are variable

#### 4.1.7 Summary: Mainstream Provision

The majority of the rising numbers of young people with EHCP's are being placed in mainstream schools. All schools are facing financial pressures and new funding arrangements. These are projected to have a significant impact on London schools and schools where additional staffing supports those with learning difficulties. Mainstream schools also face the challenges to inclusion presented by raised floor standards and a narrowing curriculum. Consequently, there is an increased demand from parents and mainstream schools for additional specialised advice, guidance and provision to support children and young people with SEND.

One of the biggest challenges to the provision of successful learning for all of our pupils within an effective school is ensuring that the adults have the right level of skill and understanding of how children and young people with SEND can be supported to achieve their potential. Our mainstream schools therefore need increased levels of support and training through outreach services, advice and consultancy services, and sharing of best practice through peer to peer support across the Borough to be able to effectively meet the needs of these children and young people.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

### **Priority 4**

**Our aim is to develop greater confidence skills and competencies in all mainstream schools to meet the needs of children and young people with SEND**

#### **4.1.8 Provision for young people aged 19-25**



**There is a lack of local post- 19 provision for young people with complex SEND**

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

Parents whose children attend Southwark special schools are very satisfied with the provision. Parental feedback in recent inspections contributed to outstanding outcomes but concerns were expressed regarding proposed post-19 placements and the lack of local options.

### **4.1.9 Transition to adulthood**

Southwark special schools have an excellent record of transitioning young people to further education or other specialist providers post 19. Out of Borough placements are not always the first preference of Southwark families as they remove young people/adults from the family home. Furthermore, they do not offer the best preparation for adulthood or an effective context for developing independence skills as these need to be embedded in the home community. The lack of suitable high-quality specialist college provision for our more vulnerable young people/adults means that we are over-dependant on out of borough and independent/non-maintained providers.

### **4.1.10 External placements: cost to the community**

For each of the past four years approximately 24 to 32 young people/adults with complex needs have had to be placed in Independent Specialist Providers (ISPs). This has been a relatively stable cohort although numbers may rise with population growth. Most post-19 (ISPs) are not local or for that matter located in similar communities to Southwark. This separates young people from their communities and can place a travel burden on young people/adults and their families. It is therefore not surprising that parents and carers expressed a strong preference for further developing provision in Southwark to meet the needs of the young people and families and to better facilitate transition to adulthood in the local community.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

These are also high cost options when compared to local maintained placements. Substantial additional social care and health costs are incurred in many ISP placements. Southwark secondary special schools have expressed a clear interest in developing provision for 19-25 learners independently and in partnership with other providers to improve outcomes for young people/adults with SEND. This provision would be based on the strengths of these successful schools, the expertise of skilled and stable staffing and the established relationships with young people and their families. Such provision would be separate from the existing 11 to 19 schools and governance arrangements and established a college.

We recognise however that the development of local provision for complex needs learners aged between 19 and 25 will not totally replace the use of ISPs. ISP placements are and will still need to be made on the basis of the educational offer and a match to the young persons' and families' needs. Care and foster placements, specific therapy needs, parental choice and child protection considerations mean that not all special provision can or should be made in-borough. Consequently, some placements outside Southwark are likely to continue when they are the best fit for the needs of young people and their families.

## **Section 4: Primary areas of need - gaps and/or shortages in capacity**

### **4.1.11 Summary: transforming provision for young people aged 19-25**

This is an area that requires considerable further development and we need to consult more widely with the young people/adults, their families and education providers and services. We need to ensure that there are high quality pathways to education, employment and training for all of our young people and adults with SEND to ensure that many more can remain living and learning within their local community.

### **4.1.12**

## **Priority 5**

**Our aim is to build a model of further education which enables more young people with severe or complex SEND to learn and grow to adulthood in Southwark**

## Section 5: Priorities

### Priority 1

# Our aim is to put children and young people with SEND and their families at the centre of all that we do

We will do this by:

1. Making sure children and young people with SEND know that they are at the centre of processes that assess their special educational needs and plan their provision.
2. Ensuring all educational settings listen carefully to the views of children and young people at SEN support and with EHC plans about their experiences and enabling them to contribute towards SEND decision making processes.
3. Providing collaborative, supportive transition planning between the educational settings and the relevant specialist professionals when children and young people move between phases of education or to different types of settings.
4. Training young people with SEND to be 'Peer Supporters' to enable them to use their experiences and insight to help other young people with SEND.
5. Ensuring that the voice of children and young people with SEND is integral to the co-production of service models by establishing different ways for them to participate and engage with commissioning services e.g. establishing a Young Person's SEND Board.
6. Having a high quality statutory assessment process which engages parents at each step.
7. Making best use of parental engagement at a strategic level, to shape the services that are commissioned e.g. through training Parent Champions to support other parents and to provide insight from experience into the wider strategy.



## Section 5: Priorities

8. Publishing how feedback from families is influencing services e.g. by developing an annual 'you said' 'we did' report that identifies issues raised by parents and carers and their families and what Southwark has done as a result of their views.
9. Embedding a culture of evaluating the impact of what we do to regularly monitor and review parent experiences of systems.

### Improvement Priority 1: Expected impact

The above would lead to the voice of children and young people and their families being embedded across the service and used to inform strategy.

## Section 5: Priorities

### Priority 2

## **Our aim is to offer more opportunities for children and young people with complex learning difficulties including Autism**

We will do this by:

1. Ensuring early year's settings and schools have access to appropriate training and support in relation to complex learning needs and autism; developing the role of Autism Champions and access to specialist support services.
2. Sharing and celebrating good practice in relation to children and young people with complex learning needs and autism to improve their educational experiences.
3. Working with all new and expanding schools and providers in Southwark to ensure that new settings are autism friendly and can offer appropriate learning opportunities so that outcomes are good for all young people with complex needs and ASD.
4. Ensuring schools and settings provide and maintain appropriate support without requiring an EHC plan or formal diagnosis of any condition or learning disability.
5. Focusing on referral pathways with the view to develop a Southwark Autism pathway with a clear referral route, consistent application and timely access, compliant with national best practice.
6. Working with parents, partners and stakeholders to develop a continuum of educational provision, particularly at secondary age and post 16 to meet the range of needs presented by children and young people with complex needs and autism locally.

## Section 5: Priorities

7. Ensuring young people with complex needs and autism are supported in the transition process, encouraged to participate and communicate their experiences so that placements do not break down.

### Improvement Priority 2: Expected impact

The above and the work related to complex needs and ASD in our other priorities will lead to:

- Southwark will be a place that is committed to supporting children and young people with complex needs and ASD achieve positive outcomes.
- children and young people with complex needs and ASD will have access to services that meet their needs locally.
- educational settings and staff having a good understanding of complex needs and ASD and can effectively meet their needs.
- a reduction of the need for special school and out of borough placements for young people with complex needs and ASD.
- Sound and sustainable financing of local places for the continuing education of Southwark's most vulnerable young people.

## Section 5: Priorities

### Priority 3

**Our aim is to provide timely high quality help and provision for babies and young children with complex needs in all early years settings - nurseries and childminders**

We will do this by:

1. Actively promoting early intervention and prevention whilst ensuring that Southwark and NHS CCGs meet their EHCP duties.
2. Ensuring the development of standardised assessment approaches that prioritise needs and coordinate actions, training and additional support from specialist services.
3. Review how early health services can support identification of preschool children with greatest difficulty.
4. Offering training and development opportunities to Early Years providers, particularly private, voluntary and independent sector settings, to support their understanding of early identification and how best to meet children's different needs.
5. Reviewing current funding mechanisms, to ensure funding reflects the high level of SEND in Southwark Nurseries and enable early intensive intervention to achieve best value for money.
6. Ensuring all hours of children's placements are fully-funded at a level commensurate with their learning needs: so that young children with SEND are not disadvantaged
7. Increasing the range of Early Years specialist provision so that children under five with complex needs, particularly those with ASD or therapy needs are provided for locally.

## Section 5: Priorities

8. A secure start to the learning journey for all young people with complex needs so they have the widest choices ahead of them and can flourish in the future.

### Improvement Priority 3: Expected impact

The above will ensure that we have:

- a uniformed approach to, identifying, and assessing the needs of all of our young children with SEND so that their needs do not increase because early help and intervention is not provided in a timely way
- developed the right funding mechanisms and support to provide highest quality provision for children with SEND aged 0-5 years
- plugged the gaps in our early year's provision to better meet the needs of young children with more complex needs increasing the numbers of children who have their needs met effectively locally.

## Section 5: Priorities

### Priority 4

#### **Our aim is to develop greater confidence skills and competencies in mainstream schools to meet the needs of children and young people with SEND**

We will do this by:

1. Considering options to work with early years' settings, schools and colleges to develop an agreement on what effective inclusion looks like and challenging all mainstream settings to be more inclusive
2. Building the capacity and improving inclusive practice, by sharing best practice on SEND and developing joint ways of working between special schools and mainstream schools
3. Enhancing existing school networks and learning communities putting those that have been particularly successful with particular challenges in touch with those who are struggling
4. Celebrating and sharing best practice in inclusion
5. Surveying staff experiences, qualifications, knowledge and understanding of SEND issues, and strategies, using the analysis to inform a programme of CPD and targeting SEND advice and support where it is most needed
6. Coordinating, with partners, the development of an enhanced initial teacher training and ongoing face-to-face and e-learning CPD offer for teachers, heads and governors on SEND, including on ASD, SEMH and pupil behaviour
7. Ensuring all mainstream schools provide high quality assessment, planning, review processes, effectively identifying children and their barriers to learning, rigorously putting into place the right kind of support and evidence based intervention strategies

## Section 5: Priorities

8. Ensuring that transitions from one stage of education to the next are well managed so that there is continuity of support for children and young people with SEND

### Improvement Priority 4: Expected impact

The above will:

- improve inclusive practice in mainstream settings, ensuring that all local mainstream provision is effective at meeting the needs of children and young people with SEN
- facilitate schools to work in partnership to improve outcomes for children and young people with SEND
- increase the capacity of mainstream schools to support a wider range of SEND
- increase the proportion of children with newly issued EHC plans placed in mainstream maintained schools
- ensure more mainstream placements are sustainable
- increase parent confidence that their children's needs can be met within a mainstream school locally
- decrease the number of children and young people with SEND requiring a special school or out of borough placement

## Section 5: Priorities

### Priority 5

**Our aim is to build a model of further education which enables more young people with severe or complex SEND to learn and grow to adulthood in Southwark**

We will develop a Pathways to Adulthood Strategy, working with secondary special schools, colleges, Adult Social Care and others to:

1. Define our Local Offer to ensure the delivery of a consistent minimum offer available to young people with SEND in local colleges
2. Create and enable local solutions for young people with most complex needs
3. Create local specialist college provision and clearer pathways for young people with SEND from secondary into adulthood
4. Increase the choice available, including internships and pathways to employability
5. Facilitate the development post 16 courses locally at pre-entry, entry level and level 1

### Improvement Priority 5: Expected impact

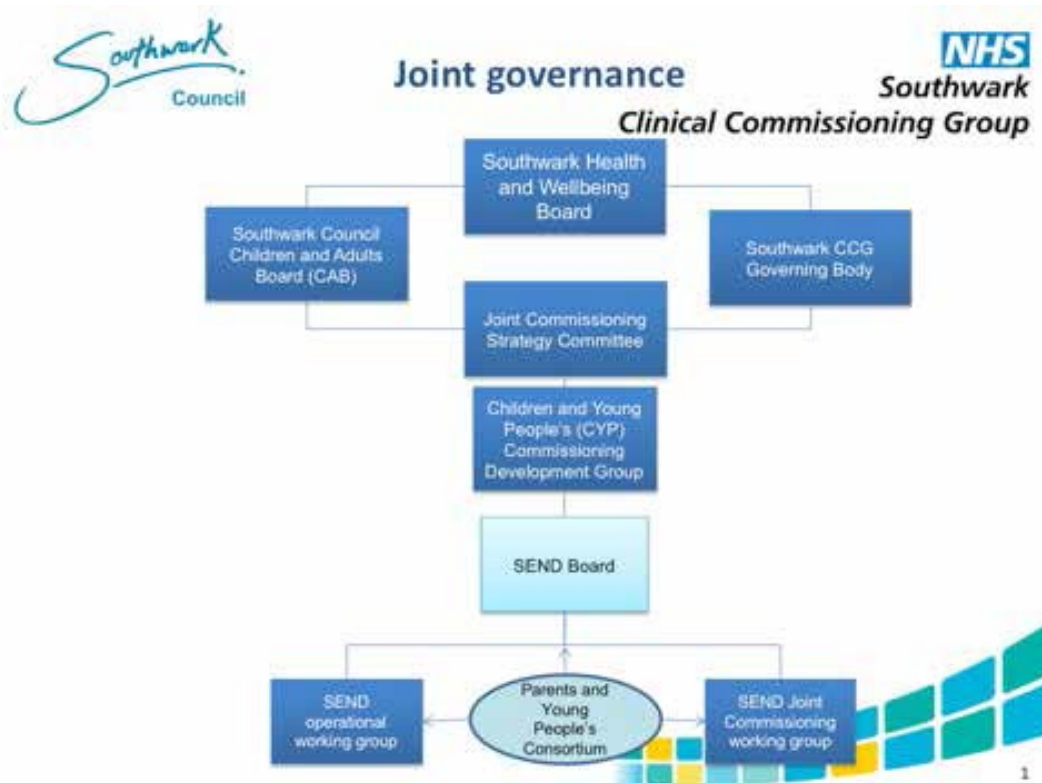
The above would lead to:

- a more financially sustainable service with fewer young people needing educating out of area
- increased choices
- improved whole-life outcomes for young people with SEND and their families.



## Section 5: Priorities

### How the strategy will be monitored



Each improvement priority, the way that it will be implemented and monitored is underpinned by the explanation of the expected impact we seek. The Governance Board is in place to support the embedding of these reforms into practice by ensuring a greater:

- cooperation between education, health and social care
- focus on the outcomes which will make a real difference to how a child or young person lives their life

