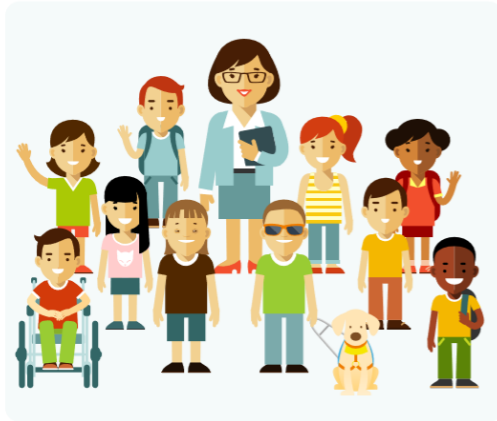


Review of our 2018-2021 SEND Strategy...



Royal Borough of Kensington and
Chelsea Strategy for Children and
Young People with Special Educational
Needs and Disabilities aged 0 - 25

2018 - 2021



...and development of priorities for
2021-2024



Context

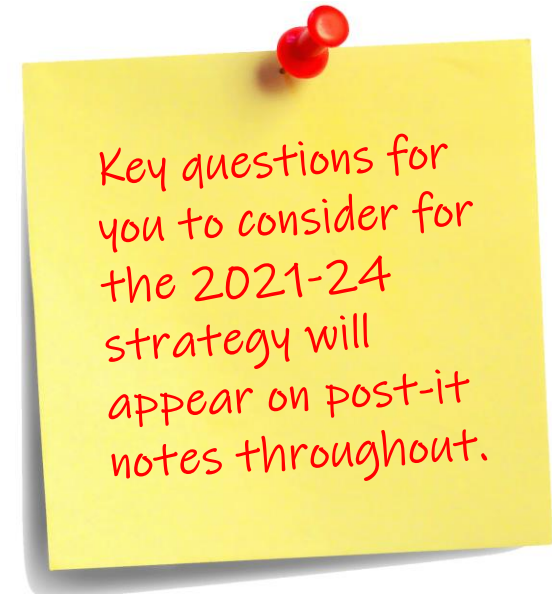
The Kensington and Chelsea Council Strategy for Children and Young People with Special Educational Needs and Disabilities (our 'SEND Strategy') was published in 2018.

The nature of co-production, learning from the experiences of our local community and aiming to deliver outstanding services in an ever changing landscape, has meant that our current Action Plan has complemented the strategy. This was last reviewed in September 2019.

Now, as we enter 2021, it is time to revisit the Strategy as a whole... taking us to 2024, when the SEND reforms will have been in place for a decade.

This presentation outlines the key content of the 2018-2021 Strategy and provides narrative on the progress we have made on the priorities that were identified within it.

We would like you to review this progress and help us to agree the priorities for the 2021-2024 Strategy. Key questions to consider are on the 'post-it' notes throughout the presentation, and there is a link on the final slide for a specific questionnaire that you can complete.



Our Vision

Our vision for children and young people with special educational needs or disabilities (SEND) is that they achieve well in early years, at school and at college, and lead happy and fulfilled lives. This supports the vision of our Health and Wellbeing Board “to enable everyone to be as healthy as they can be and to start well, stay well and age well.”

For children and young people with SEND, this means:

- having the opportunity to attend local good quality education settings with seamless transitions
- having access to short breaks that are fun and help to develop independence whilst giving parents/carers planned breaks from their caring duties
- having support to develop the skills necessary for independence, in learning, in work and to have high aspirations for life
- having access to support to get and keep a job
- being able to choose where to live and have support to live as independently as possible
- having relationships and social networks
- having a healthy lifestyle and where required their health needs identified and met
- being safe from hate and hate crime and discrimination
- living in a society where people understand, respect and accommodate differences.



Are we still happy with our vision? Is anything missing?

SEND Strategy 2018-2021



Royal Borough of Kensington and Chelsea Strategy for Children and Young People with Special Educational Needs and Disabilities aged 0 - 25

2018 - 2021



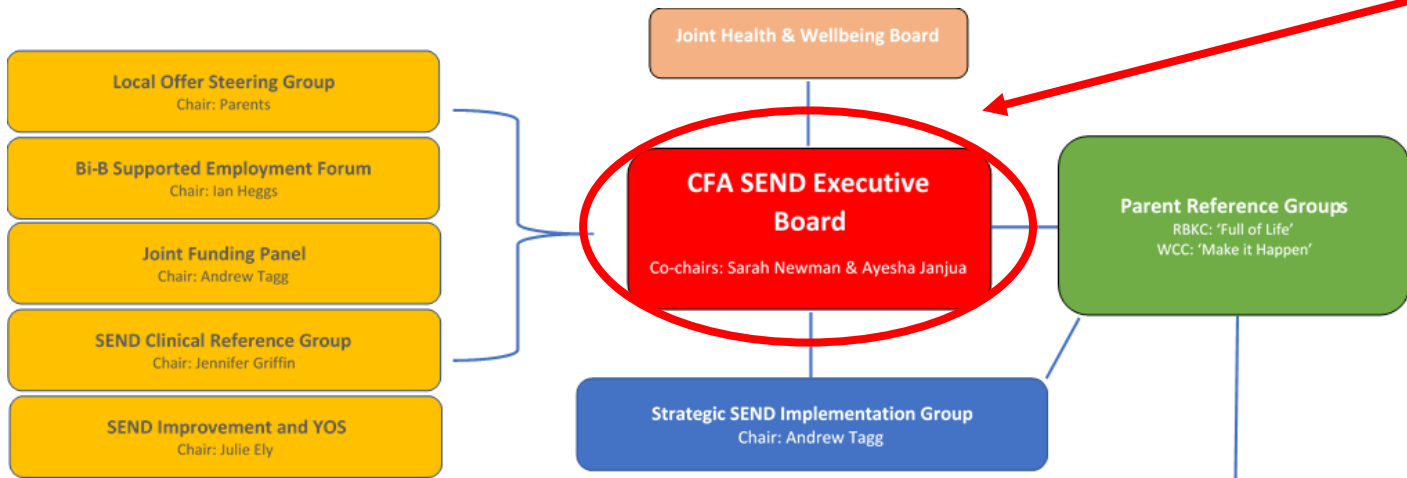
Our aims

The overarching aim of our 2018-2021 strategy is to improve the outcomes for children and young people with disabilities and those with special educational needs.

By this we mean their ability to:

- Achieve the best they can
- Live as independently as possible
- Be healthy, active and visible in the community
- Get a job





Should we rename our overarching board? SEND Executive Partnership Board?

Our Local Governance



Are these still the right workstreams and priorities?

You Said

Parent/carers would like to see greater transparency around effectiveness of SEND funding in early years settings and across all schools and colleges.

Parent/carers feel that some early years settings could improve their inclusion practice further and this exacerbates the perception that children may need an Education, Health and Care Plan (EHCP).

Parent/carers would like someone early in the process to help them navigate the SEND system, providing consistent advice, support and key working.

Early Years



We Did

We have created leaflets with further information regarding SEND funding for early years. This has been publicised on the local offer and Family Information Service websites and sent to schools, early years settings and key partners in health, education and social care, as well as local parent support groups.

A new Early Years and Inclusion Advisory Service was introduced in April 2019 for both RBKC and WCC and support is available for SENCOs and staff in early years settings and schools. The autism outreach service offers a consistent service across RBKC and WCC for early years settings and schools.

An extensive CPD programme focussing on SEND has been introduced and an accredited course is in place to ensure that the early years workforce will acquire the needed skills to support children with SEND consistently and effectively.

You Said

Parent/carers would like to have a better understanding of what can be expected of mainstream schools in supporting all children and young people with SEND, what funding they receive and any other additional funds they can access.

Parents would like more visual representations within School SEN Information Reports of how they support children and young people with SEND, including case studies, available in accessible ways e.g. including easy read formats.

Parent/carers would like to see more training in some schools as to the needs and behaviours of young people with high functioning autism.

Parent/carers report that there are some good SENCOs, but given staff turnover, they are also keen to ensure that new SENCOs are supported in their new roles by parents, their schools and the LA.

The Parent/Carer Forum would like to continue to be involved in delivery of training for school staff in relation to SEND.

Mainstream Schools



We Did

Two key pages of the Local Offer have been developed to provide a better understanding of what can be expected of mainstream school – 'What we expect from schools and settings around SEND' and 'SEND funding in mainstream schools: what can you expect your school to provide?', which includes a document outlining school funding for SEND along with an accessible summary.

Training has been provided to schools regarding more visual representations within School SEN Information Reports of how they support children and young people with SEND, including case studies, available in accessible ways, e.g. including easy read formats. This has been based on feedback from parent coffee mornings and good practice from local settings.

Building on the development of a Bi-borough Autism Outreach Service Offer, we have now implemented a full Bi-borough Management Structure for all our SEN Outreach Services. This Service has been branded as the Bi-borough Inclusion Service and promoted to all schools, so to ensure maximum take-up of this free-at-the-point-of-consumption service offer.

In addition to our successful SENCO Forum, The 'Virtual SENCO Forum Model' which was implemented during the COVID-19 Lockdown period, has been adopted as a 'business as usual' activity. The forum takes place every three weeks, so to enable the Local Authority and local partners to have regular dialogue with SENCOs and provide updates / information on topics that have been requested.

You Said

The Parent/Carer Forum would like continued regular updates from the SEND Service about improvements, key staff changes etc.

Parent/carers report that they welcome timely communications from EHC Co-ordinators and building relationships remains important. Parent surgeries have been set up to support communication.

EHC Needs Assessment Process



We Did

Our local parent carer forum has direct links with a Principal SEN Manager, who will keep the forum updated on any changes electronically, verbally or via termly meeting.

Regular SEN Surgeries have been put in place and continued virtually since lockdown. These have been well received.

The SEN Service always strives to have good and timely communication with parents/carers and this will remain as part of our on-going staff CPD.

The SEN Service is always contactable via telephone or email and is happy to support and advise as required.

You Said

Some parent/carers report that waiting times for some services could be further improved.

Parents would like to know more about the outcomes of the speech and language therapy (SaLT) transformation work at the Parent/Carer Forum.

Parent/carers would like to better understand what speech, language and communication support including therapy they can expect from different settings and as their child moves from school to college.

Parent/carers believe more training is required for health professionals to support or signpost parents following a diagnosis. Parents welcome as much information and support as possible.

Parent/carers would like increased support from CAMHS and other stakeholders supporting schools with children who are self-harming, depressed or with challenging behaviours.

Transition pathways between Health Visitors and School Nurses, and children's and adult services need further strengthening.

Dental and vision assessments taking place in Special Schools would be welcomed.

Health and Therapies



We Did

Commissioning efforts strongly focused on Speech and Language Therapy and Occupational Therapy waiting times. Through additional CCG and LA scrutiny and a dynamic response from providers of these services waiting times have improved significantly and now children and young people are consistently seen within 12 weeks of referral. CAMHS waiting times have also improved, with most children and young people being seen within 18 weeks, or before then when necessary.

We have worked with the PCF to develop Speech, Language and Communication Needs champions. We also regularly invite the PCF to SLT staff meetings and training sessions. This is supplemented by a termly newsletter written by the SLT service and shared with the local PCF and published on the Local Offer.

The SLT service are offering bespoke support to all schools across the Bi-Borough to help develop their skills in meeting Speech, Language and Communication Needs (SLCN). To support this we have developed a set of standards for all settings that is published on the local offer. The Specialist Teacher for SLCN also offers bespoke training to schools. Engaging with Colleges remains an area of focus for commissioners and the specialist teacher for SLCN.

Continuous work has taken place to ensure that parents and carers get the right support at the time of diagnosis. A review was completed with PCF leads in November 2019 where parent carer chairs reported that they had seen improvements in support offered post diagnosis. Currently a significant piece of work is taking place between CDSs, PCF and Bi-borough Inclusion Service to target and develop the support offered to parents pre and post diagnosis.

The local area won two trailblazer bids to implement Mental Health Support Teams in schools. The CNWL School Nursing Service also employ an Emotional Wellbeing and Mental Health lead to support schools.

The Health Visitor to School Nursing pathway was reviewed and amended in early 2020. Adult transition tracker meetings take place regularly for young people transitioning into Adult Learning Disability Services.

You Said

Parent/carers value greatly the specialist St. Quintin's Disabled Children's Centre, but some would like a more personalised short breaks offer in addition to that and a wider range of short breaks, both mainstream and specialist.

Parent/carers would like Social Workers to have a consistently good understanding of the EHC needs assessment and planning process, the development of shared outcomes and the legal status of an EHC Plan.

Parents would like short breaks and after school clubs co-ordinated with transport timetables.

Parent/carers would like more services for children who are high functioning if they don't have a EHCP, a needs assessment or a Care Plan.

Social Care



We Did

We listen to parents, and have commissioned one-off holiday programmes, such as drama and music workshops to support CYP. Our Short Breaks Menu is being constantly updated with new services on offer. Personal Budgets are also now being offered and can be requested by any parent/carer should they want funding for an alternative activity or provision that supports their CYP SEND outcomes. The Short Breaks service is coming up with unique ways to create bespoke packages of specialist support for CYP, and we are always happy to discuss these with families.

Social workers have improved their links with SEN through coffee mornings, where SEN practitioners have discussed the EHC process, and how their outcomes are configured. As such we now have better communication and understanding of EHC outcomes which means we can align Social Care outcomes to these. SEN are also involving Short Breaks and Social Care in the annual review process more regularly.

Transport for Short breaks is only on offer to very complex children who meet the criteria. Both centres work hard to ensure it arrives on time but this is not always in their control as they drive across London which can get busy. We encourage the transport escorts to call the families if they are going to be late.

We have worked with mainstream settings to improve the offer to high functioning CYP. A playworker will be commissioned from January 2021 to support 3 CYP in each of the 4 mainstream sites operated by Venture. We are currently developing a youth offer which focusses on these YP to promote their independence and life skills as they reach adulthood.

You Said

Parent/carers would like greater understanding about how Further Education Colleges can meet the needs of young people with complex needs and associated medical conditions.

Parent/carers would like to see strengthened post 16 outcomes, building on consistent Year 9 reviews and Preparation for Adulthood.

The Supported Internship model is a good one and further development would be welcomed

Post 16 settings



We Did

A specific page of the SEND Local Offer has been dedicated to explaining the offer of therapy, nursing and personal care in colleges. This was produced in partnership with the Parent Carer Forum and promoted to local families. We continue to work with colleges to develop their offer of support, both for young people with EHCPs and those who are at SEN Support Level.

The SEN Service has worked closely with our SEND Employment Pathways lead to review the planning that takes place from Year 9 for children and young people with EHCPs. This has resulted in specific training for the service in setting outcomes linked to preparing for adulthood and a redesign of the EHCP form, so that PFA Outcomes are considered at all age phases. A secondary SENCO Forum has been established, linking schools with local colleges, so that the post-16 opportunities are designed on the aspirations of local children and young people.

Our local Supported Internship programme continues to go from strength to strength – even providing work placements following the disruption caused by COVID-19.

You Said

Parents would like everyone to use and understand the Local Offer more, including children and young people.

The Local Offer



We Did

We continue to have a dedicated SEND Local Offer Coordinator, with a remit to maintain and continually develop the Local Offer website and ensure that it is promoted across the community and with professionals in the Local Area. During the period of the 2018-2021 SEND Strategy, an increase of c.300% was recorded in usage of the SEND Local Offer.

A Local Offer Steering Group has been established. The group is chaired by local parents and is attended by leaders from across local agencies that support children and young people with SEND.

We have increased the input of children and young people into the SEND Local Offer. An art competition has ensured that artwork from local children and young people with SEND is represented across the website. A specific children and young people's section has been developed, which includes resources and contributions from local CYP – specifically via the new 'All for Youth' newsletter, which is by and for CYP with SEND in the local area.

Our Self Evaluation Process

Our local area SEND Self Evaluation Framework (SEF) is used to ensure that strategic leaders from across Education, Health and Social Care are continually evaluating the performance of services to support the outcomes of children and young people with special educational needs and/or disabilities and holding local leaders to account in their plans for continual improvement. The drafting of the SEF is a continual process and it is signed off on a quarterly basis, with the Executive Summary, which outlines strengths and areas for development, is published on our Local Offer website. The following slides contain highlights from the latest SEF (Q2 – 2020/2021).

Executive Summary

Key areas that work well
<p>Strategic developments</p> <p>The YOS has achieved the Youth Justice SEND Quality Mark.</p> <p>The Local Area has a clear governance structure and reporting mechanisms in place that cover all aspects of SEND support and joint commissioning. The oversight board includes parent representatives and is chaired by senior leaders from the LA and CCG.</p> <p>The local area has maintained a dedicated Designated Clinical Officer (DCO) in post since December 2014; a newly appointed DCO started in post in June 2019. The DCO acts as the health lead for embedding the SEND reforms and is the key point of contact for colleagues from the LA, health teams, schools, 'Make It Happen' and within the CCG.</p> <p>The Local Area has held three multi-agency Sharing Good Practice events, including an event on Reviews and Transitions. This is helping us to understand our data, promote effective practice and challenge ourselves to work more collaboratively. We have an upcoming mental health multi-agency event which will be taking place virtually in the new year.</p> <p>Co-production and engagement are increasingly 'business as usual'. Examples include the strategic development of our local offer (the steering group is parent-chaired), a system for personal budgets, improved passenger transport (including recommissioned communication offer), the development of mental health services, the appointment process for specialist teachers for children with sensory impairment. A dedicated offer for people with SEND. The role focuses on supporting local professionals to more effectively capture the views of children and young people with SEND and implementing report with SEND are communicated to Senior Leaders across the Local Area. This has resulted specifically for COP with SEND, including contributions from 19 themselves. Healthwatch and has begun discussions with the coordinator about how we could use our local offer website has improved. We have received positive comments from parents in making decisions about their children. Our local offer survey, which we email to date, 71% of users found it to be useful and relevant and 90% found it to be simple to use.</p>
Key areas for development
<p>Strategic developments</p> <p>We will continue to make improvements to and publicise our Local Offer website e.g. to make it more accessible to young people with SEND, building on their feedback.</p> <p>Parents were closely involved in the development of our new personal budgets policy. We have introduced an Education Banding Tool (EBT), which is a resource allocation system providing training for both professionals and parent champions. We recognise that this new approach needs further time to embed and during the autumn term 2020 we will be providing information sessions for families. Families can request a personal budget at any time, and this can be supported through the trial, pending the official launch in December 2020.</p> <p>We want to ensure our policies and processes are correctly implemented. Personalisation has successfully been promoted across social care, education and health through workshops, information days, and publications. Service users have been communicated to and are aware of the imminent change. Families are asking for more information and can request a personal budget as part of the pilot. As a result of recent works, we have decided that Personal Budgets will not be accessible for under 5s due to more intensive early intervention work needing to take place to ensure early achievement.</p> <p>All children and their families eligible for continuing health care receive information on personal health budgets (PHBs), including their indicative budget. There are also plans for a wider expansion of PHBs, including people with mental health difficulties.</p> <p>A Personal Transport Budget offer launched in January 2020 and is providing greater choice and control for families who have children and young people eligible for travel assistance to school or college. Communication is ongoing with schools about this. The FAT document has been completed and is ready to publish. SEN is set up to utilise pre-paid cards. ITT recruitment includes capacity to promote Personal Transport Budgets. We have successfully recruited to two ITT posts. These are now in role.</p> <p>While our SEND Strategy and joint Commissioning Plan will reflect the views of parents, we recognise that we need a more consistent approach to co-production with children and young people, building on strengths in CAMHS and wider examples of co-design. Our SEND Children and Young People's Participation officer started in October 2019.</p> <p>We are continuing to develop and enhance our early years workforce and ensure that SENCOs in early years settings will have access to high quality training opportunities. We are in the process of finishing a level 3 accredited course for SENCOs and many key agencies are involved in the design, planning and delivery of the course. Early years clusters will be recommending in the autumn term and they will be taking place virtually – SEND and inclusive practice will be a key focus.</p>



Our Self Evaluation Process

Selected Strengths

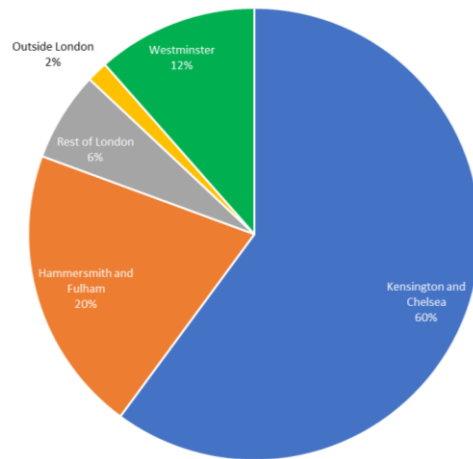
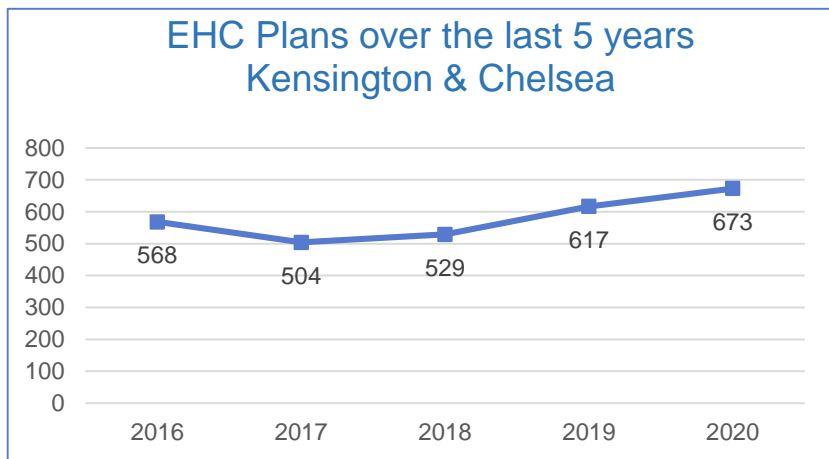
- The Local Area has a clear **governance structure** and reporting mechanisms in place that cover all aspects of SEND support and joint commissioning. The overarching board includes parent representatives and is chaired by senior leaders from the LA and CCG.
- **Co-production and engagement** are increasingly 'business as usual'.
- Our **local offer website** has improved. We have received positive comments from parents about how easy it is to access and how useful the information is to them in making decisions about their children.
- **Education, Health and Care Plans (EHCPs) are now produced within statutory timescales.** Over July – September 2020, and throughout the COVID-19 period, 100% of plans excluding exceptions were finalised within 20 weeks.
- Our **EHCP quality assurance framework** is driving up the quality of plans. The oversight and drive provided by senior leaders has led to significant improvements in case management and data quality. Parents have co-produced new arrangements for assessment, planning and reviews.
- **Place planning work has led to funding of SEN capital initiatives to meet local need.** A new special free school will open in 2021 on a shared site between Barlby Primary School in North Kensington and Queensmill School, which is judged to be outstanding by Ofsted, as the lead sponsor and RBKC as co-sponsor
- The Local Authority are continuing to invest in the **Speech and Language Therapy (SLT) Service.** 90% of children referred to the service are seen within 12 weeks.
- We have reshaped our **short break offer** to meet the increased demand for more specialist support for children with complex needs and to introduce a more graduated offer. With regards to our response to Covid-19, The National council for Disabled Children voted our Bi Borough short breaks Service to be in the top 5 responses from Local Authorities for Disabled Children and their families. This is across the whole of the United Kingdom.
- There is a rolling programme of **parent workshops** delivered by a range of professionals including SLTs, occupational therapists, educational and clinical psychologists. There is also a comprehensive programme of **training available to schools and settings.**
- We have established a dedicated post to improve the **pathways to employment** for young people with SEND, including a local Supported Internship offer

Our Self Evaluation Process

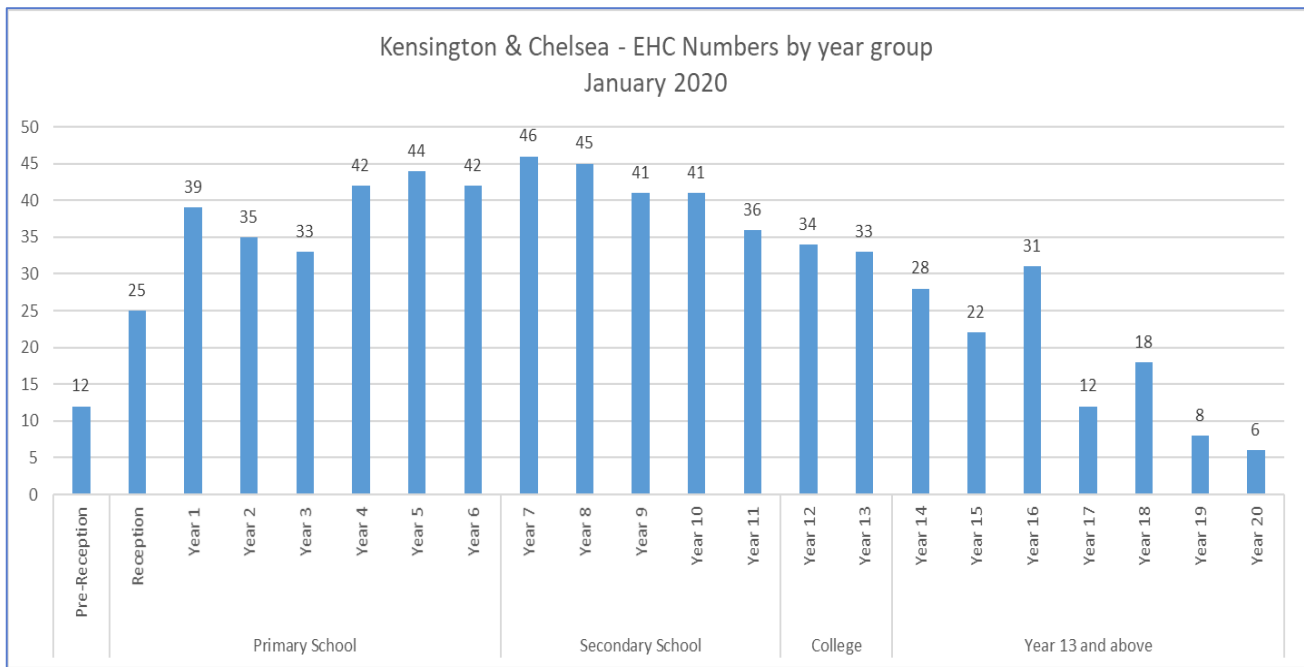
Selected Areas for Development

- We will continue to make improvements to and publicise our **Local Offer website** e.g. to make it more accessible to young people with SEND, building on their feedback.
- While our SEND Strategy and Joint Commissioning Plan well reflect the views of parents, we recognise that we need a **more consistent approach to co-production with children and young people**, building on the work of our SEND YP Engagement Officer to develop our 'SEND News Crew' and CYP Participation Group.
- We are continuing to **develop and enhance our early years workforce** and ensure that SENCOs in early years settings will have access to high quality training opportunities.
- We continue to work to **reduce the waiting times for ASD diagnosis**, reduce the average age of diagnosis and address the under-diagnosis of girls with ASD. It is important to note that the Covid 19 Pandemic has resulted in the postponement of ASD diagnostic appointments which we recognise as a significant challenge which will need to be address proactively during the Covid recovery phase.
- In 2019/2020, 61.2% of children received a **2-2.5 year developmental review** from a health visitor, which is below the London average of 68.1% and the national average of 77.6%. In Q2 of 2020/21, take up was 62%. Public Health commissioners have been working with partners from across the system to redesign our pre-birth to five services to meet the current and future needs of our local population.
- Commissioners are working with CLCH to ensure **Speech and Language Therapy** services are put in place for 16 – 18 year olds not in special schools.
- Through the Vulnerable Children's Collaborative (VCC), we aim to improve the **attendance of children with SEND** who are not attending school regularly or not in receipt of a full-time education.
- We will continue working to **reduce the rate of exclusions** in the borough.
- We will continue to **develop and enhance the emotional wellbeing and mental health support offer** available in the borough and develop clearer and better communicated pathways, building on developmental work by CAMHS.
- Parents have indicated that **transition to adult services** requires improvement; work is underway to strengthen the pathway across health, education and social care so that preparation for adulthood and transition to adult services works better.

Current local data – YP with EHCPs

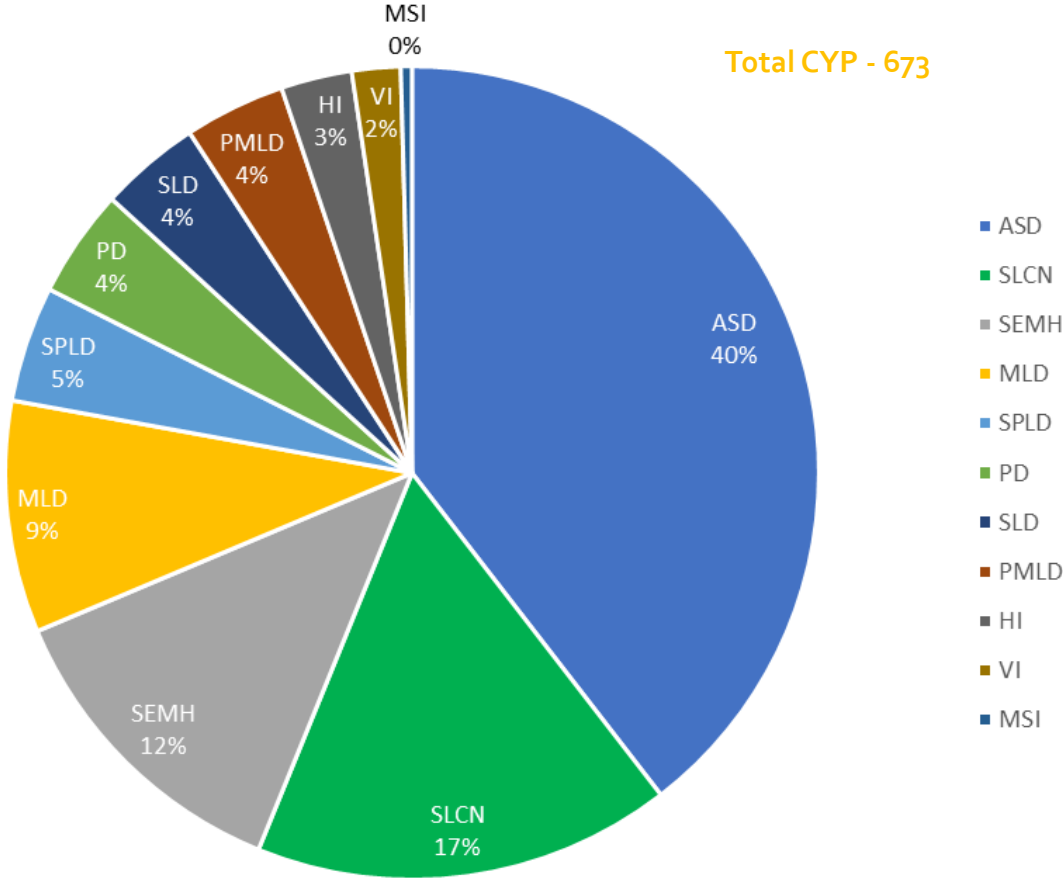


40% (aged 5-16) are attending schools outside the borough, with the largest group going to H&F

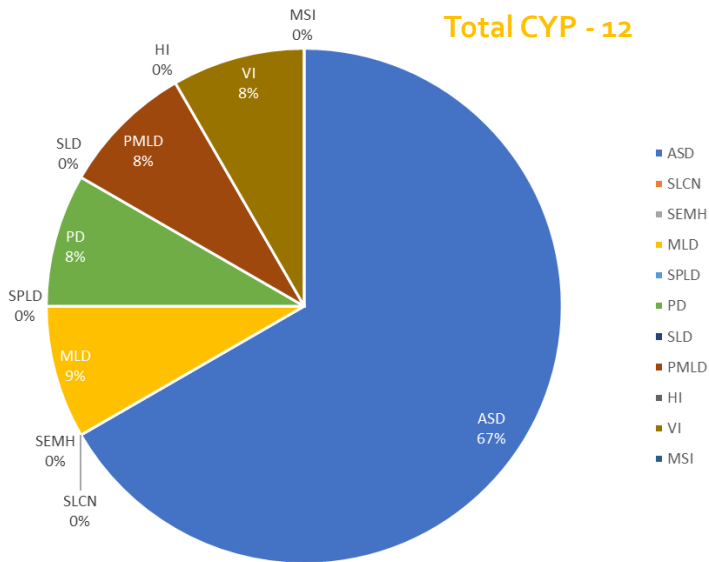


Current local data – YP with EHCPs

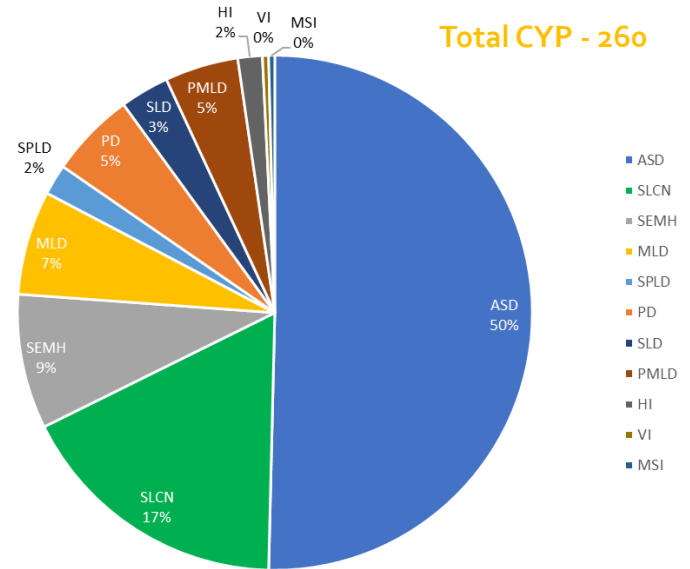
Primary need - CYP with an EHCP All CYP (age 0-25)



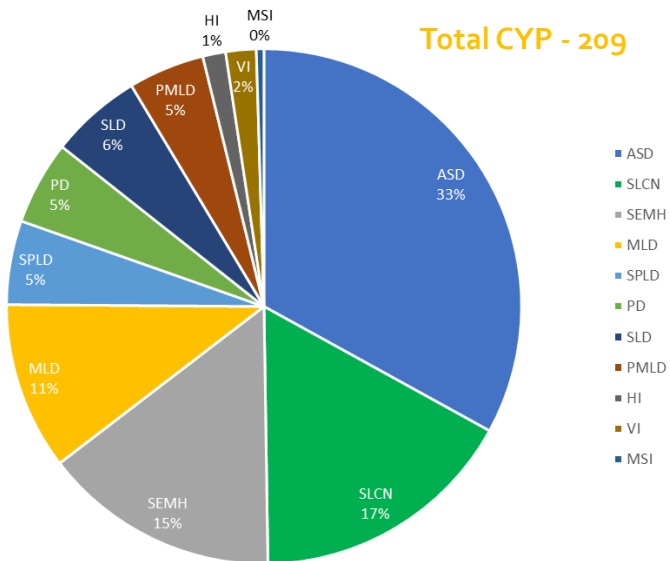
Primary need - CYP with an EHCP Early Years



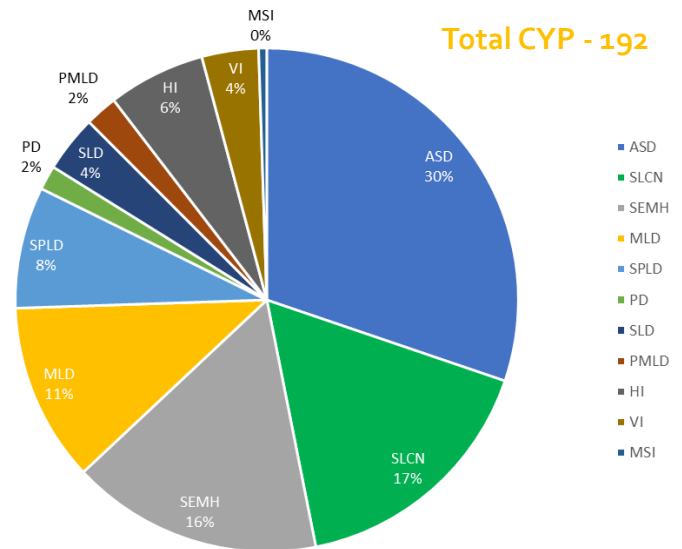
Primary need - CYP with an EHCP Primary School



Primary need - CYP with an EHCP Secondary School



Primary need - CYP with an EHCP Post 16 (to age 25)



Educational Outcomes

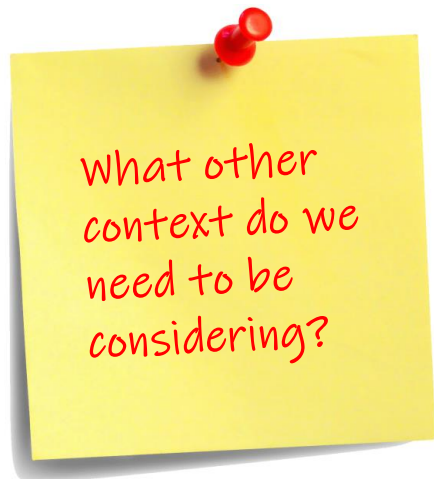


In 2019, at KS2, 49% of children on SEN Support achieved the expected standard in reading, writing and mathematics compared with a national average of 25%.

In 2019, at KS4 36% of children on SEN Support achieved grades 4-9 in English and mathematics compared with a national average of 32%.

The borough has high-quality schools. 100% of RBKC schools are rated good or outstanding by Ofsted.

Current context



COVID-19 – learning and next steps

During 2020, we faced extraordinary challenges resulting from the COVID-19 pandemic. Throughout this extraordinary period, we prioritised and maintained our statutory services to children. Working alongside our schools, our voluntary sector partners, local businesses and Public Health we embraced working differently, breaking down boundaries between organisations to make and implement decisions quickly to keep our children and families safe. This rapid response meant that teams from across Education, Health and Social Care services embraced new ways of working and developed new ways to maintain contact with the communities that we serve. We are keen that these innovations are built into future service development.

Feedback from Ofsted / CQC

In March 2020 Westminster underwent their SEND inspection. The local area performed favourably, receiving only nine areas of development, one of the lowest in the country. We will continue to work towards improving our service focusing on the areas of development outlined in the feedback letter.

CCG Transformation

Local Clinical Commissioning Groups have recently been through a significant programme of structural change as part of the move towards a single NWL CCG, while retaining local leads to ensure borough specific accountability. Close working relationships between leadership and officers within the CCGs and the Local Authority has ensured that service provision has remained consistent throughout this time, taking into account the current impact of COVID restrictions and necessary redeployment of staff within the NHS. Our priority is to ensure our joint working and joint commissioning processes continue to be of high quality and are enhanced within new structures that have been implemented.

Equality and Diversity

2020 was an important year for raising awareness of the importance of equality and diversity. We have established an equality and diversity and group to drive anti-racist practice focussing on the curriculum and workforce training needs. We recognise the dual disadvantage of those with disabilities who are from ethnic minority groups and it is essential that our 2021-2024 SEND Strategy reflects this.

Central Government

Following the disruption caused by COVID-19, we must consider the impact of national public sector spending reviews.

In the spring term, we are expecting the publication of the Government's national review of support for children and young people with SEND.

! Three-years from now... !

Where do you want your service to be in three-years'-time?

Key themes to consider

Employability and support for adulthood

Support in education settings (at EHCP and SEN Support Level), inc. post 16

Support for families, inc. Short Breaks

Mental Health and Wellbeing

Co-production, inc. voice of CYP

Links with other strategies, e.g. Autism / Inclusion

Co-designing our strategy refresh

To the right is a refresh of the post-it notes that have posed key questions for consideration throughout this presentation.

In order to co-produce our SEND Strategy Refresh for 2021-2024, we require your input!

We have designed a short online survey, so that you can provide your answers to these questions, along with key thoughts about our priorities for the next three years.

Where do we want to be a decade after the implementation of the Children and Families Act?

You can access the survey by clicking this link:

<https://cutt.ly/RBKC-SEN-Strategy-Refresh-Survey>

You can also email your thoughts to:

steve.comber@rbkc.gov.uk

Are we still happy with our vision? Is anything missing?

Are these still the right aims?

Should we rename our overarching board? SEND Executive Partnership Board?

Are these still the right workstreams and priorities?

What other context do we need to be considering?

Where do you want your service to be in three-years'-time?