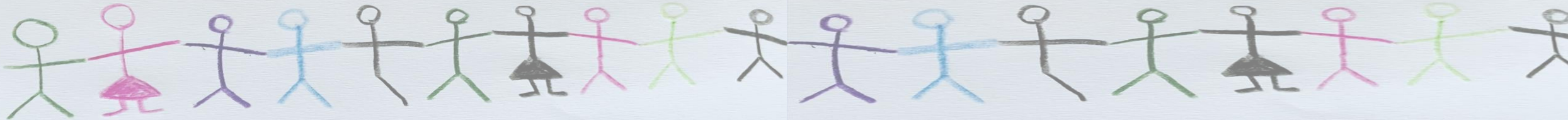


London SEND Summit 2023



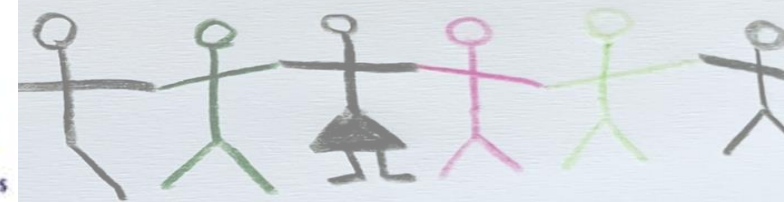
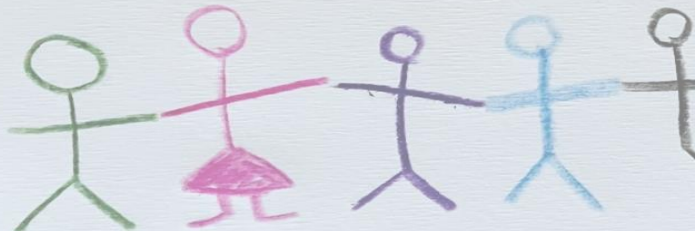
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Welcome

Frank Offer

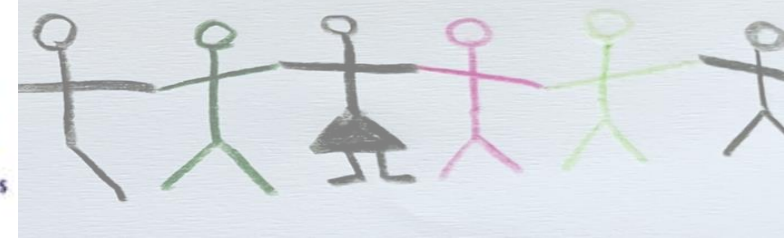
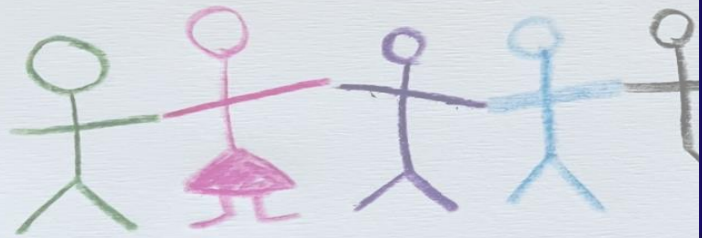
SEND and Commissioning Lead, LIIA



The SENDAP Improvement Plan

André Imich

SEN and Disability Professional Adviser,
Department for Education



Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

Right Support, Right Place, Right Time

March 2023



An Overview



24 March 2023

The SEND and AP green paper sought to solve the following problems



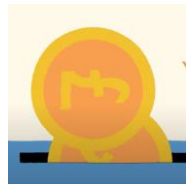
Outcomes for children and young people with SEND are consistently worse than their peers – across almost every measure



Experiences of navigating the SEND system to secure support are poor



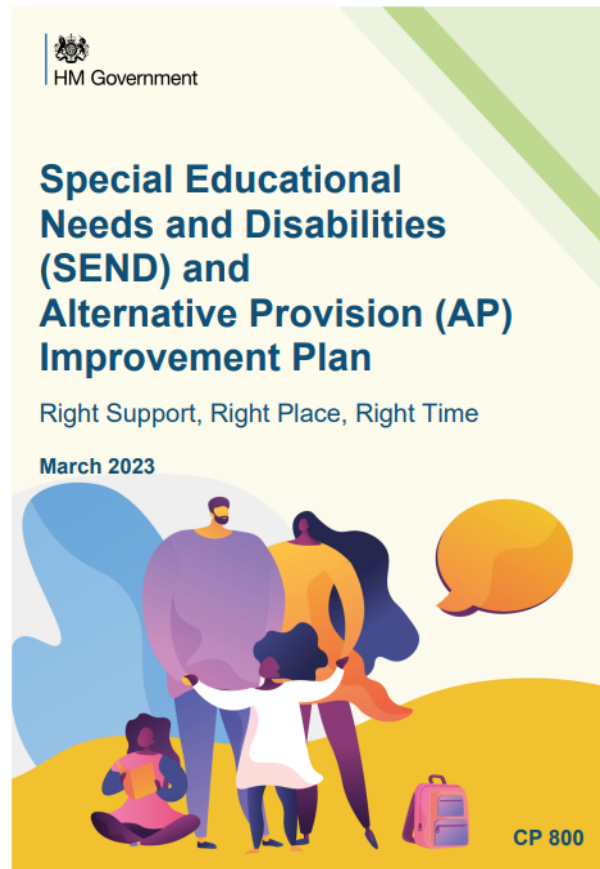
There is **too much inconsistency** across the country – with decisions made based on where a child lives, not on their needs



Despite unprecedented investment, the SEND system is not **delivering value for money** for children, young people and families



Creating a more inclusive society through a new national SEND and alternative provision system



“Our vision is to create **a more inclusive society** that celebrates and enables success in all forms, with the cultures, attitudes and environments to offer every child and young person the support that they need to participate fully, thrive and fulfil their potential”.



A new national SEND and alternative provision system with a mission to:

Fulfil children's potential

- CYP with SEND enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment.

Build parents' trust:

- A fairer, easily navigable system that restores parent and carer confidence that their children will get the right support, in the right place, at the right time


Provide financial sustainability

- LAs make the best use of the high needs budget to meet CYP's needs and improve outcomes, while placing them on a stable financial footing.




A national system underpinned by **National Standards**


- **Will build on what good local areas are already doing** with their local offer and ordinarily available provision and set this as the standard everywhere.
- We propose setting standards in legislation, **via a framework**, to clarify who is responsible for securing what provision – emphasising what should be ‘universally’ available in early years, schools and colleges.
- Intend standards to apply across education, social and healthcare
- Alongside the National Standards, we will develop ‘**practice guides**’, to offer frontline professionals a single source of evidence on ‘what works’ to support CYP with SEND.




National Standards will clarify:



What types of support should be made available, based on evidence of what works.



Whose job it is to make different types of provision available.



Which budgets should be used to pay for support.



Leadership - Local SEND and AP partnerships and local inclusion plans

- **Partnerships** to be responsible for undertaking a joint needs assessment and producing a strategic **local inclusion plan** (LIP) for local delivery.
- Partnerships to include reps from across education, health (inc mental health) and care, and parents and young people.
- Testing and learning about Partnerships a key part of the **Change Programme**.



Further systemic developments

- **Capital investment** - £2.6 billion over next 3 years to deliver new places and improve existing special and mainstream provision for CYP with SEND.
- **Standardisation of templates** - Develop a national EHCP template, supported by guidance.
- We will introduce a national framework of **banding and price tariffs**.
- Encourage SEND services to move to **EHCP digital systems**.
- Introduce **a tailored list** of clear placement choices to families following testing through the Change Programme.
- We have asked the Law Commission to **review existing social care legislation** re disabled children.



Improving mainstream provision through high-quality teaching and SEND training

- **School leadership programmes** (NPQ for Headship, MAT CEO development offer, NPQ for Early Years Leadership) all include elements around provision of high quality SEND support
- Intend to replace the NASENCo with a mandatory high-quality leadership level **SENCo NPQ** for SENCos
- Explore opportunities to build teacher expertise through a review of the **ITT Core Content Framework** and **ECF**.
- We will set out clear guidance on the effective use and deployment of **Teacher Assistants**.
- Universal Services programme provides free **SEND-specific professional development**.



Providing specialist support at the point of need

- Expand **Mental Health Support Teams (MHSTs)** in schools and colleges to around 500 operational teams by 2024
- An offer to all state schools and colleges grants to train a **senior mental health lead** by 2025
- We are investing a further £21 million to train two more cohorts of **Educational Psychologists** in 2024 and 2025
- **Alternative Provision** to provide early outreach support for mainstream schools - a three tier model.
- We are ensuring a secure supply of **teachers of CYP with visual, hearing and multi-sensory impairments.**



Local authority SEND casework teams

- LA SEND casework teams play **a vital role** in supporting families to navigate the system and ensuring they have good experiences.
- **Timely and accurate communications** are important factors in maintaining parental confidence.
- Many proposals in the IP **depend on high-quality delivery** by casework teams.
- We will further **consider the skills and training** that these teams receive, and when we consult on amending the Code, we will propose new guidance on delivering a responsive and supportive SEND casework service to families.



Strengthened accountabilities to enforce statutory responsibilities and drive better outcomes & experiences

- **Schools:** To be judged good or outstanding, schools and colleges must show that CYP with SEND achieve good outcomes - inspectors will expect to see an inclusive culture in all education settings
- **Academies Regulation and Commissioning Review:** will set out detailed descriptors for academy trust including measures for a high-quality, inclusive education
- We will explore whether the expectations about the contents of the **SEN Information Report** could be developed further to improve transparency.



Strengthened redress

- Delivery of National Standards, improved co-production, and strengthened accountabilities aim to **prevent disagreements** arising.
- We will continue to offer **training and support to SENDIASS**.
- We will **continue to explore options** for strengthening mediation and will test and evaluate approaches further before deciding whether to bring forward legislation to make these strengthened processes statutory



Wider measures

- A **National SEND and AP Implementation Board** to oversee the implementation of this Improvement Plan, chaired by ministers.
- Introduce **inclusion dashboards** to improve understanding of the local area and act as a tool to strengthen accountability.
- Updated Ofsted/CQC **local area SEND inspections**, from Jan 2023.
- We will support schools to comply with their **disability duties** under the Equality Act 2010.



Thank you

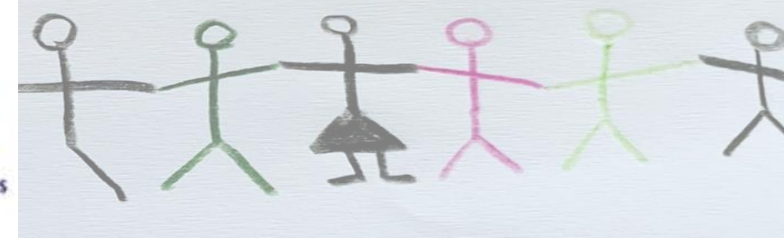
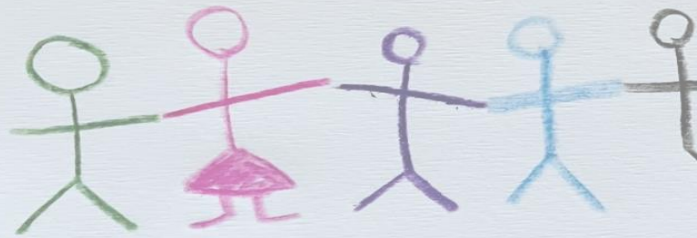


Questions, Comments?



Where Are We Now?

Dr Jonty Clark OBE
CEO, The Beckmead Trust



Where are we now?
Challenges and views on SEMH.

Youngsters
Schools
Regulators and agencies

Jonty Clark
LIIA 24 / 03 / 23





2012 - Beckmead was single site failing school in based on outskirts of Croydon with 50 pupils on roll.

2023: 11 schools – about to become 15 schools (3 in pre-opening). Over 1,200 places, 80 children in residence. Mostly SEMH with one school for kids with autism and challenging behaviour.

Our kids

- The Covid generation will be with us for a while
 - Youngsters have missed the structure of school leading to a lack of confidence and belief in benefits of school.
 - Disadvantaged kids filled the vacuum by being self-led.
 - Significant increase in drug use and criminality.
 - Future impact on secure estate.
-

Sex, sexuality and maleness

We teach our children about:

- Racism
- Homophobia
- Islamophobia
- Misogyny
- Hard core pornography
- Idealised gang life

So our boys know these things are wrong, but

- negative influences pervade their everyday language and music.
 - Gang 'culture' is predatory and opportunistic.
 - the internet corrupts concepts intimacy and sex and this is compounded by peers
-

WHAT ABOUT THE GIRLS?

Significant rise in diagnoses of SEMH

All LA's we work with are worried about a group of girls which number between 20 and 40.

The level of violence displayed by girls has escalated.

In the secure estate, statistically girls are the leading perpetrators of assaults on peers and staff.



Who comes to an SEMH school... Eight rooftops under one? Ten rooftops?

Huge increase in the breadth and depth of the SEMH cohort.

Roll Call

Who has got autism?

Who has been abused?

Who may have PDA?

Who's got SEMH?

Who hasn't been out of their house for 2 years?

Who's been to prison?

Who's got a learning difficulty?

Who doesn't live with at least one birth parent?

Who ticks all the above?

One of my bugbears... Who has constant low level pain from ear, eye or teeth resulting from an absence of effective health screening?

And on and on.....



Schools and other establishments

The special sector needs help... it is overwhelmed

Special schools are just part of the landscape for youngsters identified as having SEMH.

Why do some **primary schools** exclude rather than celebrate diversity and difference?

Primary schools should have hope, happiness and community for all at their heart.

Too many **secondary schools** over-rely on behaviourist consequences with a cycle of punishment and devaluing.

Schools need help to catch up with the mental health agenda... the orthodoxy of uniform and walking on the left reassures some but alienates most with SEN

AND ANOTHER THING

- Too much reliance on examination... SEMH kids need to read... with the appropriate adults ... and then they will love school.
- They need a good understanding of maths, English and science and support to the appropriate outcome.
- They are lifelong learners with delayed maturation.

Try these notions on the left with the current Ofsted framework?

None of our kids care what sequence the Tudors and Plantagenets came in.

Good schools that love their kids are catching an RI category - this interrupts **so** much of the important stuff.



The Secure Estate

In July 2022, the House of Commons Public Accounts Committee meeting minutes included the following statements:

“The Youth Custody Provision is failing children”.

“Children receive substandard care. Their needs are diverse, many are vulnerable, particularly the girls”.

“The Ministry and HMPPS have an estate that is wholly unsuitable for meeting the complex needs of children in custody”.

“There is a vicious cycle of reoffending”

The number of secured children is forecast to double by the end of 2024 (currently about 600 youngsters). Sentence length is increasing due to the level of violence leading to imprisonment.



What about the non-maintained sector - “The virgin snow of private equity”?

Quality is variable - to say the least

Pricing is astronomical

Tribunals are loaded and vulnerable

Asset stripping ‘buy and sell’ is commonplace.

The maintained sector is quietly becoming increasingly like non-maintained.

The timeframe of Free School delivery plays into the hands of the non-maintained.



Broader support is needed

- Early intervention - consistent and genuinely early
 - Social care thresholds are too high... families remain stuck.
 - Families' mental health ignored – trauma cycle.
 - Access to CAMHS – protracted and can lack impact.
 - Misdiagnosis too common
 - Unnecessary EHCP's issued
 - Quality of SEN teams variable
 - Funding models have too many cliff edges
 - Therapy is not an add on
 - Bespoke support for mainstream schools is rare
-

Some not too difficult wins

And.. some difficult ones!

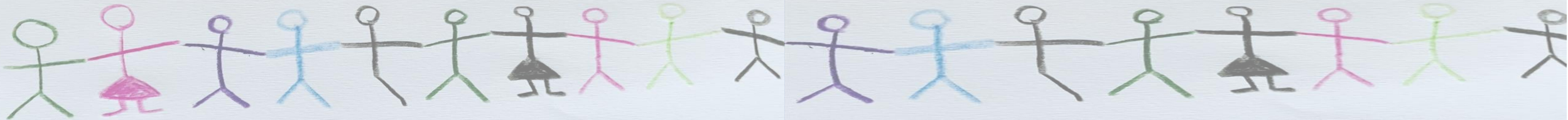
(TES article - DfE)

- Internet regulation puts children first
 - Green jobs for our kids
 - Social workers based in schools
 - Deprofessionalise social care for families (Hilary Cottam).
 - Academies start and buy non-maintained schools.
 - Academies can bid on LA purchasing systems.
 - Health screening is wider for children.
 - Accelerate access to mental health services for families and kids.
 - Outreach is prioritised and appropriately funded in all special schools.
 - Residential and girls provisions expanded.
 - Secure estate education delivered by academies and special schools.
 - Flexibility in tribunal outcomes
-

Break

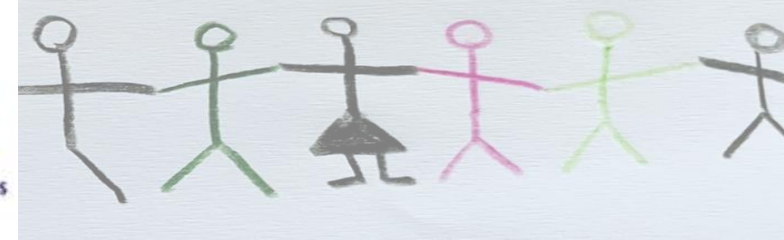
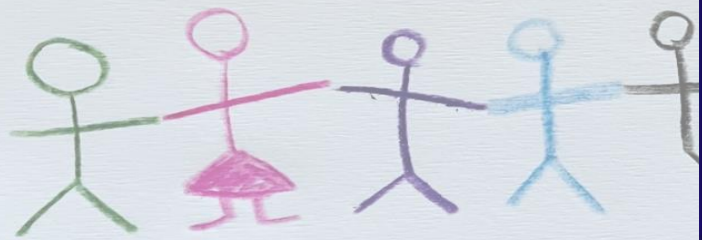


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Health Perspectives on the SENDAP Plan

Jemma Sharples
Quality Lead, Learning Disabilities and
Autism Programme, NHSE - London



Health Perspectives on the SENDAP Plan

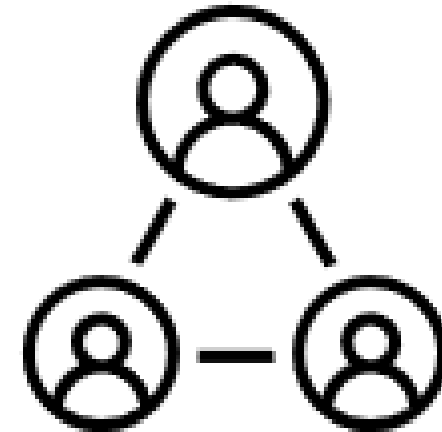
Jemma Sharples, Improving Quality Lead, NHS England, London

Fulfil children's potential

Children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment

Bringing services together. joined up working across health, education and care services to support:

- early identification of needs,
- and to make sure the right support is put in place as early as possible
- aspirations



Fulfil children's potential

- Continued and increased investment into autism diagnostic services, and in mental health
- Change Programme - Early Language and Support For Every Child (ELSEC) pathfinders to improve access to speech and language therapy for those who need it - to trial new ways of working to better identify and support children with SLCN in early years and primary schools.
- The Department for Education is working with the Department of Health and Social Care and NHS England to identify how we can improve these transitions, with the aim to include this in the transitions guidance mentioned above.
- Closer working between health and alternative provisions
- Continue to strengthen SEND across all health services



Build trust

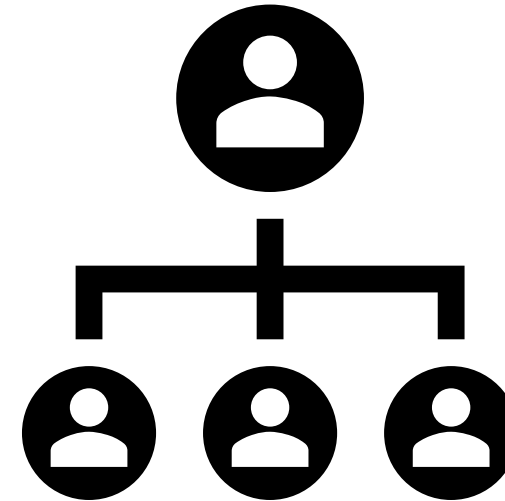
Build parents' trust: parents and carers experience a fairer, easily navigable system (across education, health and care) that restores their confidence that their children will get the right support, in the right place, at the right time

- Parents' confidence in the system is in decline. Too many parents have lost faith in a system that is not sufficiently responsive to them.
- building confidence, learning from experience and hearing the voices of children, young people and families.
- should be co-produced with families, children and young people, so we can
- build their confidence that the system will meet their needs quickly and effectively.



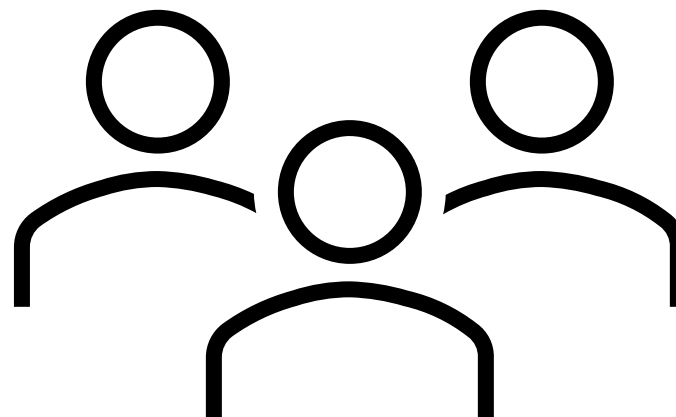
Accountability

- Updated Ofsted and Care Quality Commission (CQC) Area SEND inspections from 2023 with a greater focus on the outcomes and experience of children and young people with SEND and in alternative provision.
- Every Integrated Care Board (ICB) will have an Executive Board Lead for Children and Young People with SEND.
- Improving the joined up response between Department for Education and NHS regional and national teams to improve outcomes and experiences for children and young people with SEND and tackle systemic failings leading to significant concerns.



Accountability

- Continue to review and bring together the existing functions of Designated Clinical Officers and Designated Medical Officers.
- Greater consistency in the offer this role brings to the local SEND partnership in relation to the health needs of children and young people with SEND.
- Maintain the expertise that Designated Clinical Officers and Designated Medical Officers bring to the role and consider whether Designated Health Officer is the most appropriate title.



Working together

- Build on response between the Department for Education and NHS England to improve outcomes and experiences for children and young people with SEND
- Bring key partners together at the right level to make strategic decisions is essential.
- To deliver the vision of an inclusive society for all, the **National Standards** will set clear and ambitious expectations for what good looks like in identifying and meeting a range of needs.



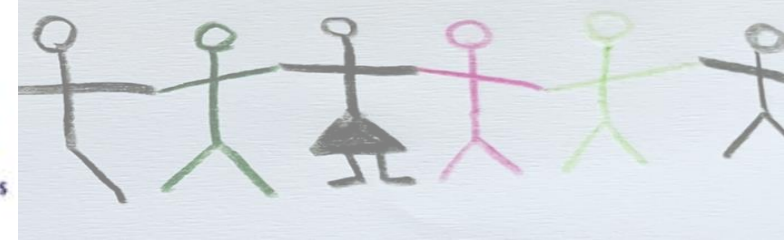
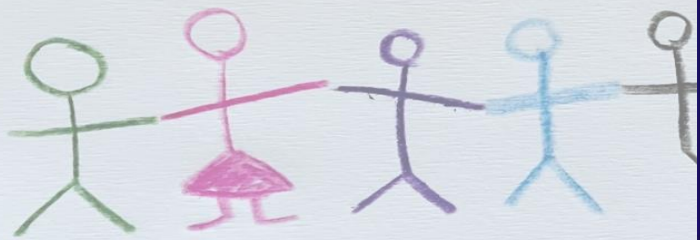
**signing
thank you**



Local Authority Perspectives on the SENDAP Plan

Anna Chiva

Associate Director of Special Educational
Needs, Achieving for Children



SEND and Alternative Provision Improvement Plan

AFC: Local Authority view

Anna Chiva, Associate Director SEND

24 March 2023



**achieving
for children**

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

Barack Obama

If you do not change direction, you may end up where you are heading.

Lao Tzu

What's working well

What's not to like...

- Accountability, accountability, accountability
- A welcome focus on inclusion and providing support at the right time and place
- Training for teaching and support staff - cornerstone of delivering improvement
- National Standards - accountability framework
- Preparing for Adulthood pathways - adjustment passports etc.
- Link to the Social Care Implementation Strategy
- Think, test, learn to inform legislative change - Change Programme starting with Regional Expert Partnership
- Alternative provision - a welcomed rigour

What we are worried about...

- Pace of the improvement plan and co production; a heady mix
- Definition and clarity of what should be available at SEND Support and the biggie, 'so what' if it's not delivered
- More 'Musts', we *all* love to co cooperate, but it will not drive the change that is needed
- What is an 'improvement plan'. Do we have to wait to 2025 until there is any legislative change?
- Breadth of inspection framework - extremely broad (AP). Accountability still seems very LA focused
- National Framework and the underpinning factors to success..

Missed opportunities

Transition and PFA:

- Preparing for Adulthood Pathways is under represented and the complexity across providers, sector and agencies is not articulated as clearly as it needs to be
- Creating an intrinsic and unintended consequence of tension between families and LA/ ICS etc
- Representations should be made to change the legislation related to Section I of the EHC plan, so that LAs can legally deliver a more flexible employment focused placements.

Sufficiency:

- A coherent SEND regional strategy for school place planning across London



TODAY WE have the POWER to influence!!

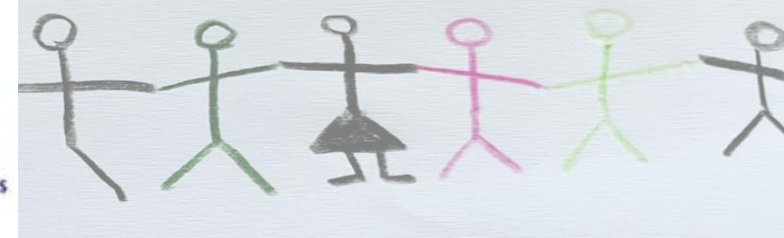
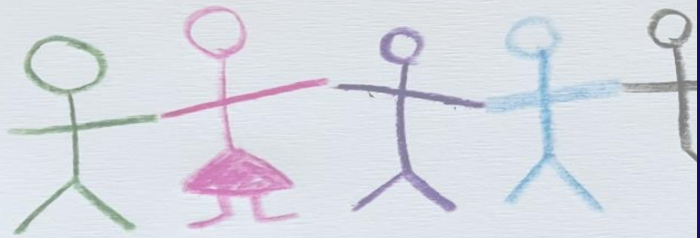
- **Regional expert groups**
- **National Standards**
- **National EHC Plan and guidance**
- **Pathfinders (Regional Care Cooperative or ASD/ SEMH)**



**achieving
for children**

Parent/Carer Perspectives on the SENDAP Plan

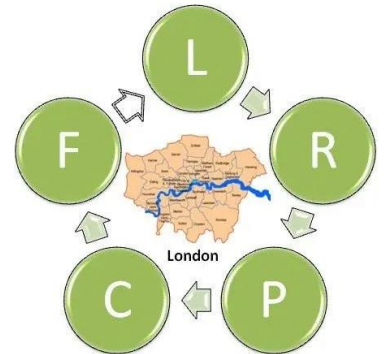
Claire Richmond
London Regional Representative, NNPCF



SEND and AP Improvement Plan

March 2023

**National Network of Parent
Carer Forums, London Region**



What is the National Network of Parent Carer Forums?

The NNPCF is a network of up to 151 Parent Carer Forums who are in receipt of the Department for Education's Participation Grant.

NNPCF's current membership is 110,000 parent carers nationwide.

The NNPCF is led by a steering group of 10 parent carers representing each of the 9 regions in England.



London Region Steering Group Members



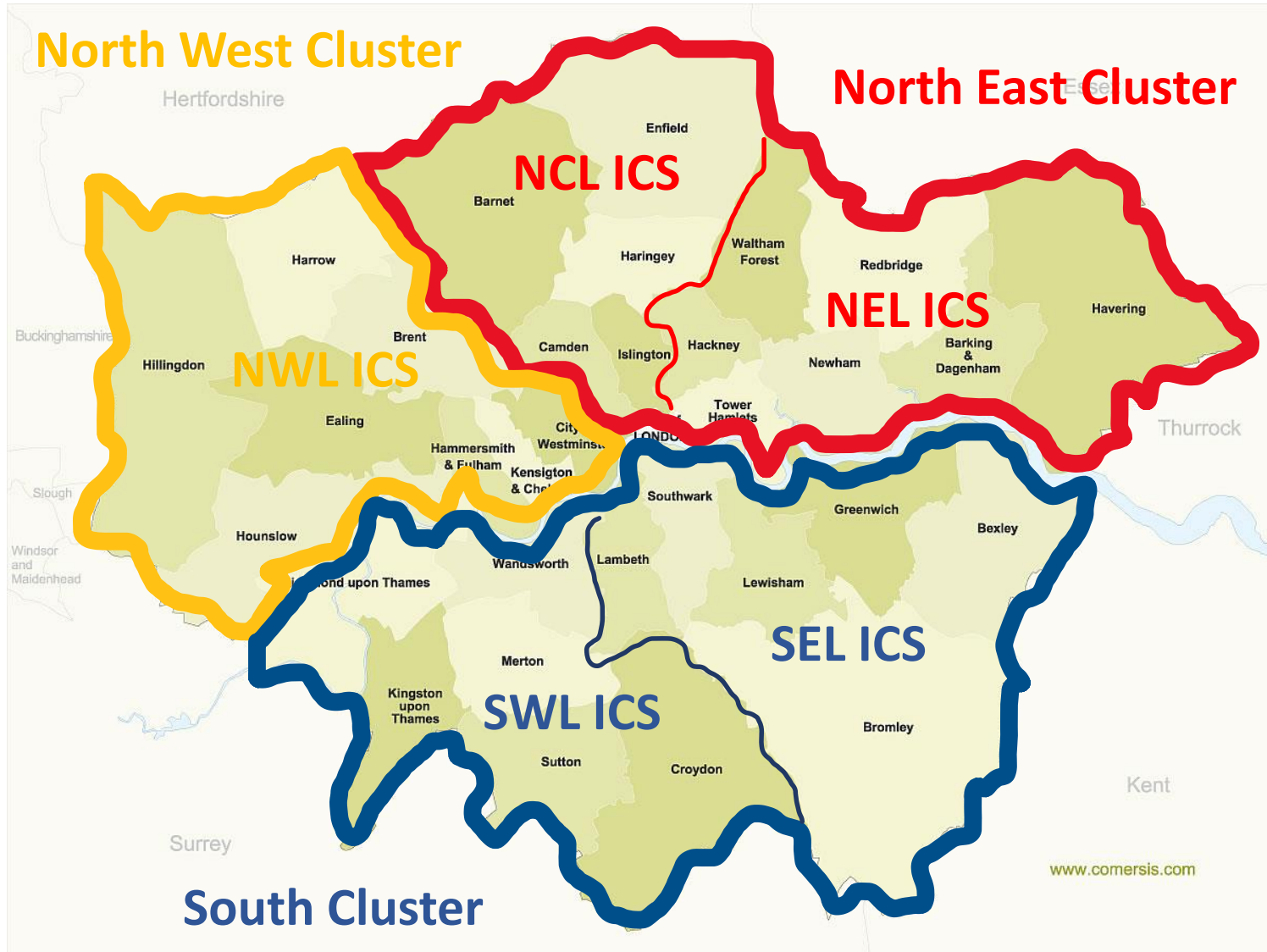
Ros Luff



Claire Richmond

The London Region has up to 33 forums which are divided into 3 'clusters' – North West, North East and South.

What is the National Network of Parent Carer Forums?



London Parent Carer Forum Clusters and Integrated Care Systems.

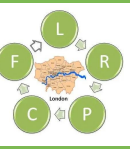
16,289 parent carers are members of our London Region network

SEND and AP Improvement Plan – NNPCF Response



- ✓ **Involvement of National Network of Parent Carer Forums (NNPCF)**
- ✓ **National standards to form the basis of ordinarily available provision**
- ✓ **Greater scrutiny of the quality and use of Alternative Provision (AP)**
- ✓ **SEND and AP partnerships and local inclusion plans**
- ✓ **Development of the SEND workforce**
- ✓ **Adjustments Passports to support disabled young people into work**
- ✓ **Continue to have a system that is needs and not provision led**

SEND and AP Improvement Plan – NNPCF Response



× Tailored list of settings

× Mandatory mediation

× Bandings and Tariffs

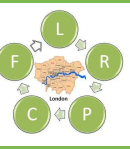
Cost of Special and Independent
School and College Places

? No changes to or new legislation

? Accountability regime

? Pace of change

Local Inclusion Plans and Parent Carer Forums



SEND and Alternative Provision Partnerships and Local Inclusion Plans will require local areas to have a clear and shared understanding of the needs of the local population and work together to address them

Think about the role of the Forum and parent carer representatives in creating the plan.....

Co-producing Inclusion Plans with parent carers – how well is co-production practiced and understood in your local area?

How well developed is the partnership between services and what is the impact of that?

How can you start to have these conversations with Forums and parent carer representatives?

Co-production Checklist

Co-production often starts with a cup of TEA....

T

- Have I allowed **TIME** to co-produce?
- Am I being **TRANSPARENT** and **TRUSTING**?

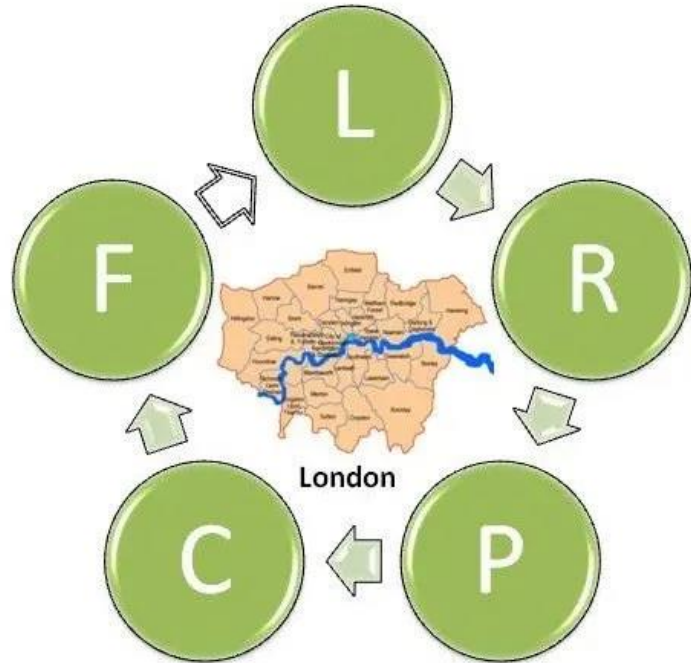
E

- Have I **ENGAGED EVERYONE** that will be **AFFECTED**?
- Have we created an **ENABLING ENVIRONMENT**?
- Am I showing **EMPATHY** for everyone's feelings and experiences?
- Are all contributions valued **EQUALLY**?

A

- Is the process **ACCESSIBLE** to **ALL**?
- Am I **ACCOUNTABLE** for the outcome?

Contact us



Ros Luff ros.luff@nnpcf.org.uk

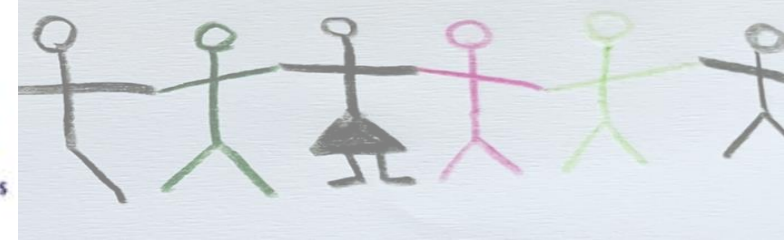
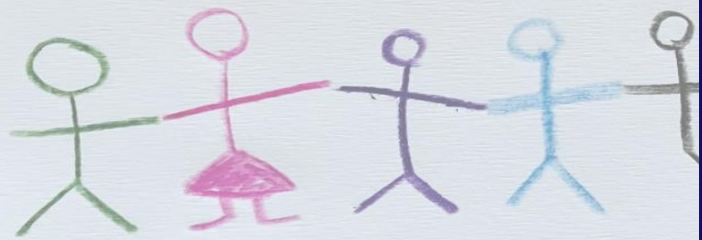
Claire Richmond claire.richmond@nnpcf.org.uk

Team mailbox London@nnpcf.org.uk

www.nnpcf.org.uk

Young People's Perspectives on the SENDAP Plan

Sornnaly Hossain
Our Time, Tower Hamlets





Our Time
All Ability Youth Forum

OUR TIME ALL ABILITY YOUTH FORUM
TOWER HAMLETS



We are run for and by young people, 14 – 25, with special educational needs and disabilities

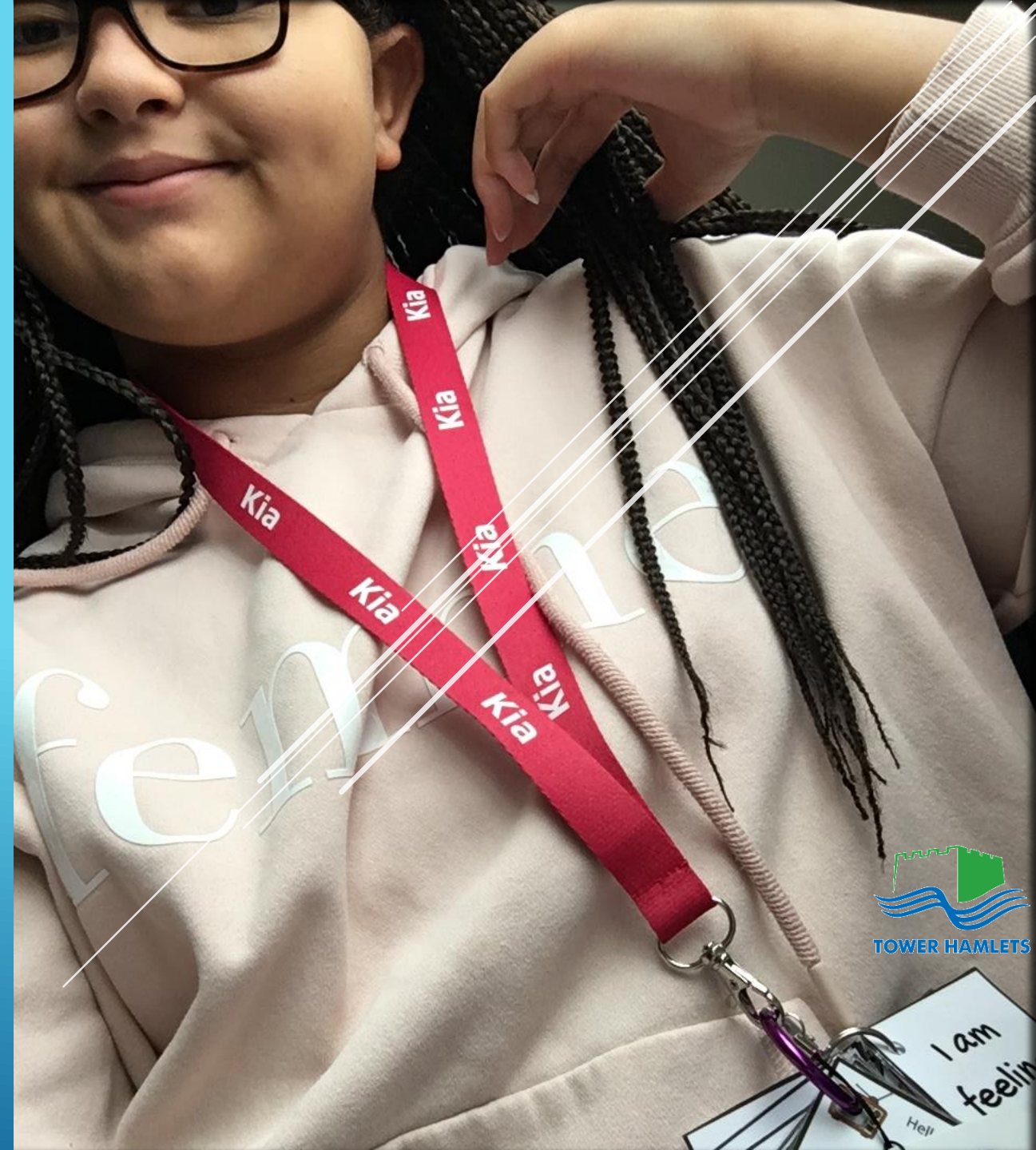


WE EMPOWER AND INSPIRE

WE SUPPORT
OTHERS TO GROW

WE CAMPAIGN

WE GIVE YOUNG PEOPLE A
VOICE



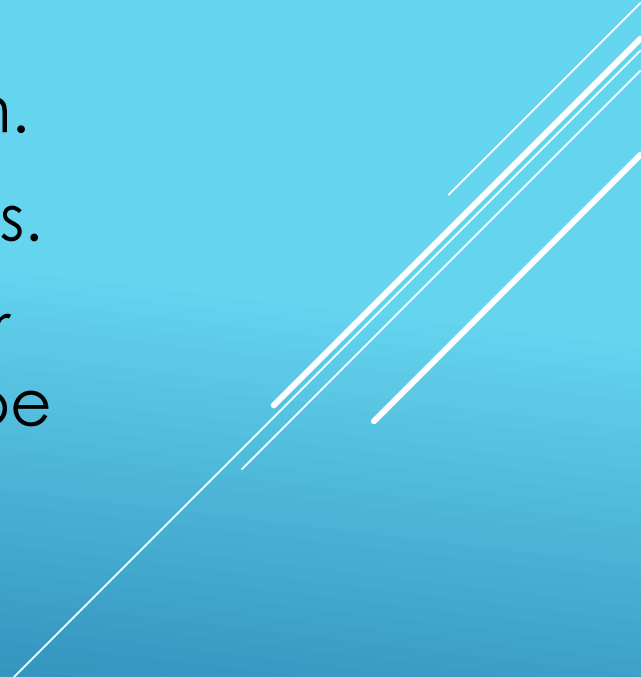
TOWER HAMLETS

We have achieved the following:

- Run a peer research project
- Participated in National SEND Conferences
- Completed ASDAN Leadership Course
- Done fun activities like art, making films and cooking.
- Taken part in Local and National Consultations
- Run workshops and given talks in schools and colleges to pupils and to professionals in Local Authorities, Education, Health and Social Care.
- Attended and are members of Stakeholder groups e.g. SEND Improvement Board and CDC National Steering Group
- And more!

THE SEND AND ALTERNATIVE PROVISION IMPROVEMENT PLAN

We agree that:

- ▶ Children and young people wait too long to get the support they need.
 - ▶ Young people have lost confidence in the SEND system.
 - ▶ EHC template should be the same in all local authorities.
 - ▶ More specialists, SENCO qualifications, SEND training for staff and specialist provision for pupils who need it will be good.
 - ▶ Mainstream settings need to be more inclusive.
- 

OUR CONCERNS ABOUT THE SEND AND ALTERNATIVE PROVISION IMPROVEMENT PLAN

- ▶ They said what they wanted to do, but not much about how.
- ▶ We want to know what the National Standards will be to decide whether we like them or not.
- ▶ Will there be enough funding to do the plans well?
- ▶ It is good to test ideas out and not rush, but there have already been big delays. Some things (like standardising EHC plans) could be done quicker.
- ▶ The balance between mainstream inclusion and specialist provision needs to be right.
- ▶ We thought the Easy Read Document and Video was okay, but it could have more information so we could properly know what was happening.

▶ Please get in touch and come along to meetings

▶ 020 7364 6489

▶ https://www.localoffertowerhamlets.co.uk/young_peoples_zone

▶ Ourtime.yf@gmail.com

▶ Facebook.com/ourtime.yf

▶ Twitter.com/ourtime14

▶ Instagram

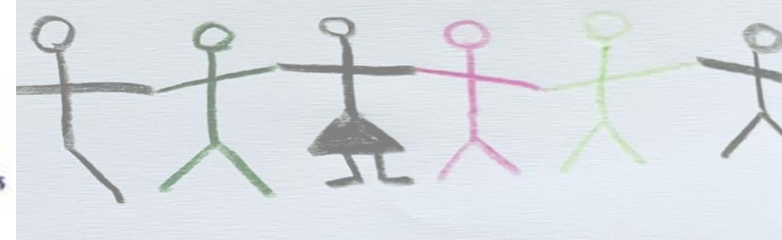
Our
Time

Every star is different



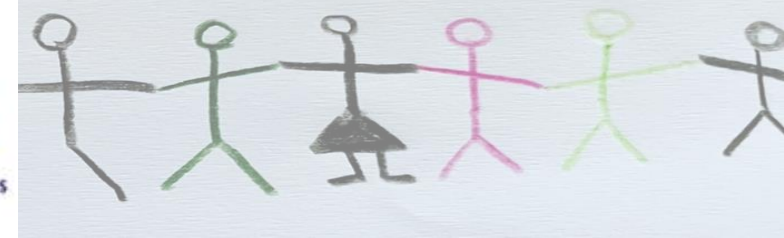
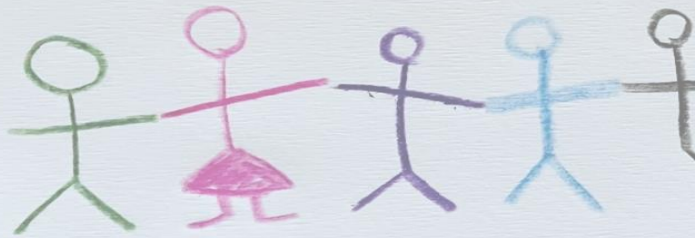
Discussion

- What is working well for you and/or is an example of recent improvement?
- Across the group, what are the common challenges?
- Across the group, what are the areas from the SENDAP Improvement Plan for pan-London action?



Next Steps

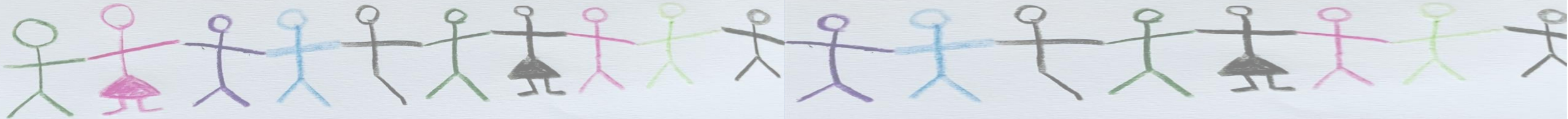
Elaine Allegretti
DCS Barking and Dagenham



Lunch and Networking



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