

Kids First SEND Update

Thursday 15th September 2022

Agenda

- **SEND Review and Green Paper**
- **SEND Places in Merton**
- **SEND Integrated Service Update**
- **Safety Valve Update**
- **Early Help and Short Breaks Update**

SEND Review and Green Paper

Elizabeth Fitzpatrick, Assistant Director for
Education and Early Help

Issues to address

Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.

Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.

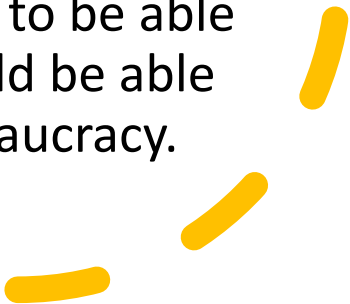
Despite the continuing and unprecedented investment, the system is not financially sustainable

A vicious cycle of late intervention, low confidence and inefficient resource allocation

- Significant inconsistency in how needs are met:
 - settings are often ill equipped to identify and support children and young people
 - not clear to families what they should reasonably expect from their local mainstream settings, and they lose confidence that these settings can meet their child's needs.
 - As a result, Education, Health and Care Plans (EHCPs) and, in some cases, specialist provision, are seen as the only means of guaranteeing the right and appropriate support
- Financial resource and workforce capacity is pulled to the specialist end of the system
 - there is less available to deliver early intervention and effective, timely support in mainstream settings

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Turning this
vicious cycle
into a
virtuous one

- The vast majority of children and young people should be able to access the support they need to thrive in their local mainstream setting, without bureaucratic processes, or the need for an EHCP or a placement in special or alternative provision.
 - For some children and young people, specialist provision will be the most appropriate placement for them to be able to learn and succeed. They should be able to access this with minimal bureaucracy.
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- Three short, thick yellow curved lines in the bottom right corner of the slide.

A single national SEND and alternative provision system

- establish a **new national SEND and alternative provision system** setting nationally consistent standards
- create **new local SEND partnerships** (including local inclusion plan)
- support parents and carers to express an **informed preference for a suitable placement** by providing a tailored list of settings
- introduce a **standardised and digitised EHCP process** and template
- **streamline the redress process** (including mandatory mediation; tribunal for most challenging cases)

Excellent provision from early years to adulthood

increase the total investment in the **schools' budget** (additional £1 billion)

improve **mainstream provision**

new **SENCo National Professional Qualification (NPQ)** for school SENCos

deliver **new places and improve existing provision** for children and young people with SEND (£2.6 billion)

clear timeline that, by 2030, all children and young people will benefit from being taught in a family of schools

commission analysis to better understand the **support** that children and young people with SEND need **from the health workforce**

fund more than **10,000 additional respite placements** and invest £82 million in a network of **family hubs**

invest £18 million, over the next three years to build capacity in the **Supported Internships Programme**, also **Common Transfer Files** for transition into FE

A reformed and integrated role for alternative provision

- make alternative provision an **integral part of local SEND systems (service focused on early intervention)**
- give alternative provision schools **funding stability** (AP specific budget)
- develop a **bespoke performance framework for AP** (focused on progress, reintegration to mainstream, sustainable post 16)
- deliver greater **oversight and transparency on children and young people's movements** into and out of alternative provision
- launch a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

System roles, accountabilities and funding reform

deliver **clarity on roles and responsibilities** for all partners

equip the Department for Education's new Regions Group to take responsibility for holding local authorities and trusts to account for delivering for children and young people with SEND locally through **new funding agreements** between local government and the Department for Education.

introduce a new **inclusion dashboard** for 0-25

work with Ofsted and the CQC to deliver an **updated Local Area SEND Inspection Framework**

deliver funding reform through the introduction of a **new national framework of banding and price tariffs for funding**

Some positives?



Possible issues?



Naming a place on EHCPs

- How will naming a place from a tailored list of settings actually work?
- How will the list be drawn up?
- What happens if a family does not think any of the settings on the list are suitable?



How will the new redress process work?

- Will mandatory mediation be binding and the findings implemented?
- What happens if findings are not implemented?
- What happens if the mediation outcomes don't change outcomes?
- Will tribunals still be accessible?



How does it all fit together?

- How will the new incentives, responsibilities, powers, accountability and regulation in the new system work?
- How will schools, MATs, Local Authorities, DfE regional directors, Integrated Care Systems, Local SEND partnerships, national SEND delivery board all fit together to create a cohesive and aligned system?



Bandings and tariffs

- Will the new national system of bandings and price tariffs mean that some services are no longer available because they are too expensive?
- Will the new tariffs effectively "shut" more expensive provisions?
- What expectations are there on health and social care to contribute towards costs for more complex needs?



Wider outcomes?

- There is not enough in the Green Paper about those CYP who are not destined for further education, training or work?
- What about more holistic outcomes such as independent living and community inclusion?
- Where's the support for Post 16 provision?



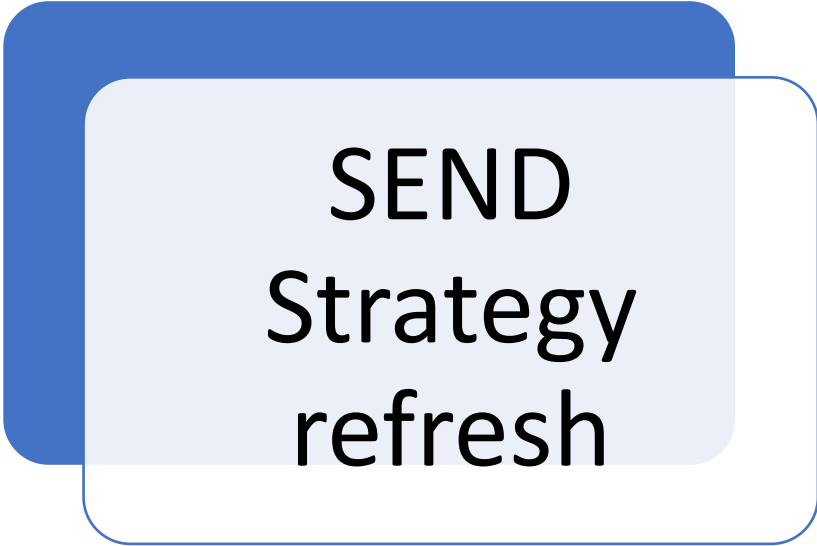
Health and social care

- There is not a lot in the Green Paper about Health and Social Care

In Merton

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Safety Valve
action

A graphic consisting of two overlapping rounded rectangles. The front rectangle is light blue with a thin blue border and contains the text 'SEND Strategy refresh'. The back rectangle is a darker blue and is partially visible behind the first one.

SEND
Strategy
refresh

Additional SEND places

Tom Procter, Head of School Contracts and
Organisation

Extra places delivered for September 2022

- **Whatley Avenue SW20** – expansion of Melrose for ASD pupils. Capacity for 80 children, Opened for 40 children for the start of term
- **Melbury Medical Provision** – Opened at Lavender, London Road Mitcham for start of term
- **West Wimbledon** – expansion of ARP. Phase 1 opened for start of term (phase 2 scheme to follow in summer 2022)
- **Hatfeild** – expansion of ARP opened for start of term
- **Cranmer** – new ARP (ASD/communication) opened for start of term (permanent scheme to follow in summer 2022)

Further schemes planned for next 5 years

School	Additional places
Further primary school ARP expansion	12
Secondary school ARP expansion 1	24
Secondary school ARP expansion 2	14
Secondary school ARP expansion 3	14
Secondary school ARP expansion 4	24
Perseid School (SLD/PMLD)	28
New Free School	120

New Special Free School – DfE timetable

Date	Action
30 Sep	Merton submits completed application to the DfE
Nov to Dec 2022	If approved, Merton Council launches a competition for a Trust to run the proposed school, with support from the DfE.
To Spring 2023	Proposer groups submit their applications, assessment of applications and interviews.
Spring 2023	Merton Council makes recommendations to DfE on Trust provider, but final decision with the DfE
Summer 2023	Successful application will be announced by the DfE and the project (if approved) will enter the pre-opening stage.
September 2025	Likely earliest date for opening

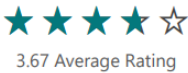
SENDIS update

Karla Finikin, Head of SENDIS

- Parent/Carer Feedback
- You Said - We Did
- Service Structure
- Next Steps

Feedback from last quarter Parent/Carer and Young Persons Form

1. How would you rate your recent involvement with the Special Educational Needs Team



2. Why did you give the above rating



Latest Responses

"Very good"

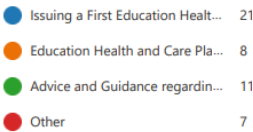
"They are understanding and help resolve any issues we have. "

"Hard work with my Son "

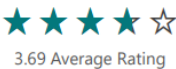
8 respondents (20%) answered son for this question.



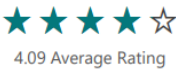
3. I have been involved with the Special Educational Needs Team for:



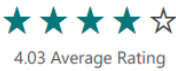
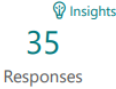
4. The Special Educational Needs Team communicated well with me throughout the process



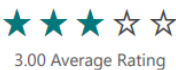
5. If you are a parent/carer please answer Question 5:
My views as a parent/carer were included in the Education Health and Care Plan



6. My child's views were included in the Education Health and Care Plan



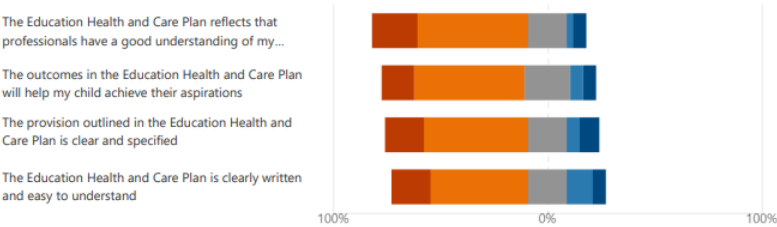
7. If you are a young person please answer Question 7
My views as a young person are included in the Education Health and Care Plan



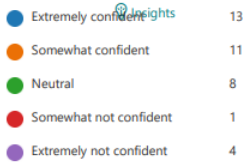
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8. Please rate the following Statements

Strongly Agree Agree Neutral Disagree Strongly disagree



9. How confident are you with the Special Educational Needs team in supporting you and your child/young person?



10. What did the Special Educational Needs Team do well?

Insights

28

Responses

Latest Responses

"My son's wellbeing and communication has improved upon their advi..."

"They listened"

"When the start"

5 respondents (19%) answered **Communicate** for this question.



11. What could we do to make your experience better?

Insights

34

Responses

Latest Responses

"Frequently reviewing the EHCP"

"They do a pretty good job"

"Nice experience"

4 respondents (13%) answered **parents** for this question.



12. Are there any further comments you would like to add?

Insights

30

Responses

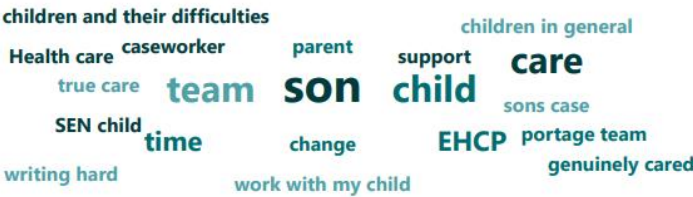
Latest Responses

"No"

"Thank you"

"Math needs help"

5 respondents (18%) answered **son** for this question.



Key Actions Undertaken

Parent/Carer feedback and Kids First feedback log

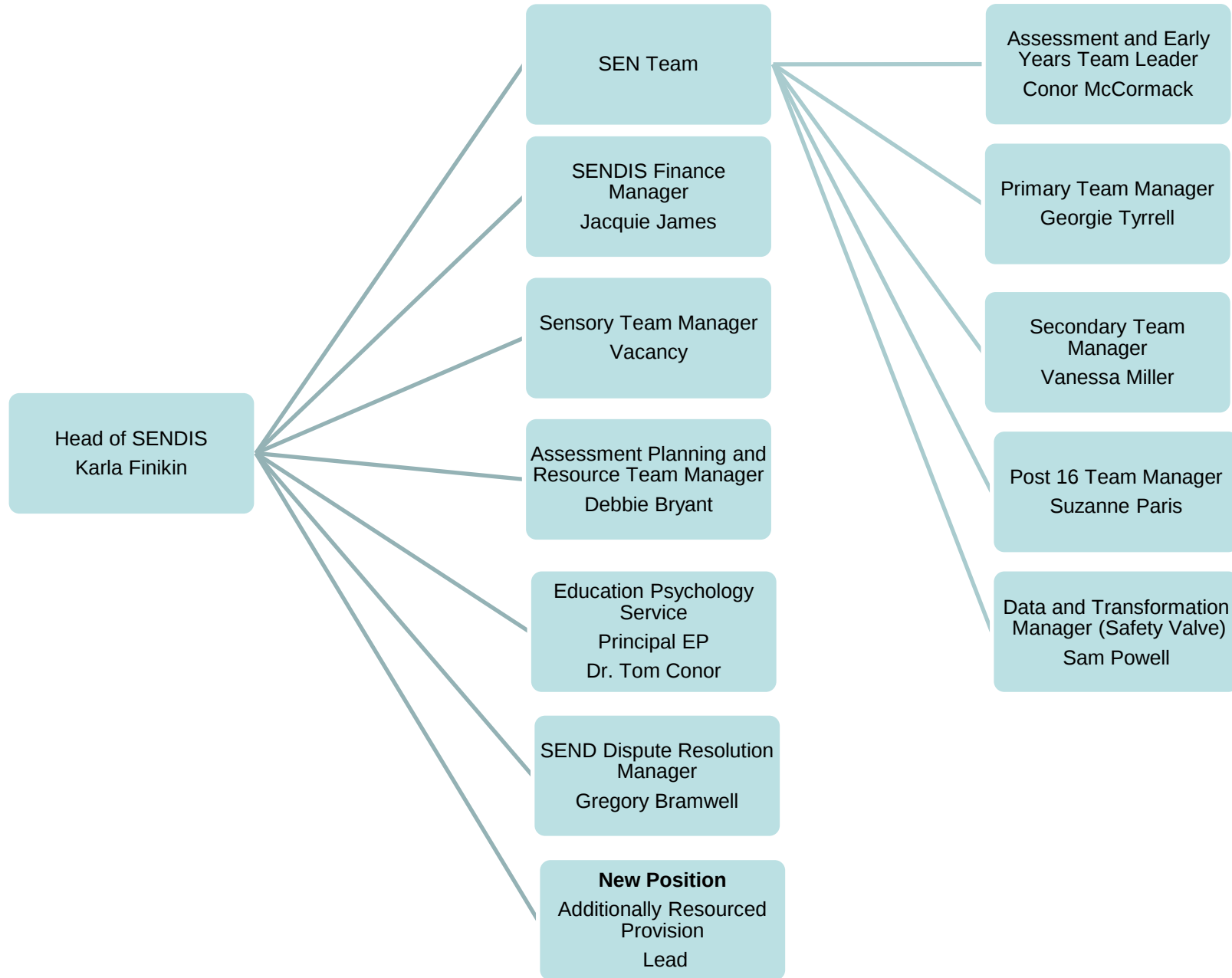
You Said	We did	Impact from September 2022
Annual Review concerns: EHCP not being amended following the review meeting, delays, poor communication, lack of updated advice to inform amendments	• Increase in EHC Co-ordinators to decrease the number of children and young people and their families they are working with • New Review paperwork • Guidance to SENCO's/Head Teacher on the Review process • Annual Review Tracker • Annual Review Improvement Plan	• Increased attendance at review meetings • Improved documentation received from education settings • Professional advice being sought in advance of the meeting • Review meeting addressing all sections of the EHCP (A-K) • Tracking and Monitoring statutory timescales

Key Actions Undertaken continued.....

You Said	We did	Impact from July 2022
Delays following Panels (EHC)	Reviewed the Panel structure and have separated the EHCNA referral and issuing Panel from the SEND Panel	Decisions on EHCNA and Issuing Plans are 95% meeting statutory timescales (6 week and 16 weeks)
	Established a Children's Joint Agency Panel (JAP) where there is a tripartite decision across EHC for complex needs. This has deleted the need for three different panels.	Improved the timescale for making a decision on higher needs funding and residential placement requests. Increased oversight by SLT
	Established the Transitions Outcome Forum (joint decision making across Transitions/Adults Social Care, Continuing Health Care and SEN)	Decisions on joint placements and transitions have been streamlined. Using the Transitions Tracker young people are being discussed earlier in their transition journey

Special Needs and Disabilities Integrated Service SENDIS

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SEN TEAM STRUCTURE FROM SEPTEMBER 2022

Assessment Team

New EHCNA and Early Years EHCP's until Year 1 (including naming Reception placement)

1 x Assessment Team Lead, Conor McCormack

Management oversight

Suzy Paris

Connor McCormack

Cassie Price

Nisha Joshi

Louise Holland

Adam Walters

Sarah McCann

Primary Team

Year 1 – Year 6 including naming Year 7 placement

1 x Manager

Georgie Tyrrell

Natasha Laker

Doris Kitso

Zara Johnson

Judith Fredua

Olutosin Ashaju

Charlotte Stewart

Nicola Lynch

Secondary Team

Year 7 – Year 11 including the naming Year 12 placement

1 x Manager

Vanessa Miller

Mathew Sharp

Amy Adewale

Jo Mathews

Esther Mankoff

Ann Sherrington-Gill

John Simmance

Post 16 Team

Year 12 to 25 years

1 x Manager Vacant

Suzy Paris

Sarah Marshall

Claire Larking

Agnes Simbo

Jon Scarisbrick

0.4 FTE EHC Co-Ordinator

Out of Borough Requests for Specialist placements working with Dispute Resolution

Manager

Gregory Bramwell

Anna-Lisa Wheeler

NEXT STEPS

- Embed the new Annual Review Guidance across education settings
- Monitor the impact of the dedicated resources to ensure compliance with Statutory Timescales for Reviews (EHCNA timescales have improved from 35% to 75% since 2020- there is a commitment to improve the same compliance rates for Reviews)
- Refresh the Parent/Carer feedback form
- Release a Young Persons feedback form
- Twilight sessions: Work in Progress/Thoughts?
 - Meet the Team
 - Possible sessions from OT/SALT/EP on specific needs

Safety Valve update

Nick Flesher, SEND Inspector

Safety valve conditions

3.1 Support Mainstream Schools to **adopt inclusive practice** to enable more children and young people to remain in mainstream settings where appropriate. Develop **a graduated response** which sets clear guidance on support that should be available in mainstream settings.

3.2 Strengthen the **SEN Support offer** available in mainstream schools to reduce escalation of children and young people's needs and manage demands for EHCP's.

This should include targeted investment on early intervention.

3.3 Strengthen the **professional networks** across mainstream settings to promote learning and confidence in meeting children and young people's needs, including articulating school level inclusion standards.

Delivering the plan

Recruiting a team of SEN Advisors seconded from the school SENCo community and special schools to provide support for schools.

Development of an inclusion profile for each school to support an evidence based discussion about SEND provision and next step actions.

Continue to develop the delivery plan through school feedback via SENCo Working group, SENCo clusters, the SENCo Forum and Headteacher meetings.

Ordinarily Available Provision

- The additional needs of the majority of children and young people (CYP) can be met by **inclusive quality first teaching** and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. This is 'Ordinarily Available Provision' (OAP).
- Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place (6.44 SEND code of practice: 0 to 25 years)
- Ordinarily Available **Guidance will highlight a range of support and expectations that educational settings can 'ordinarily provide'** for a CYP, without the need for additional support from an Education Health and Care (EHC) Plan.

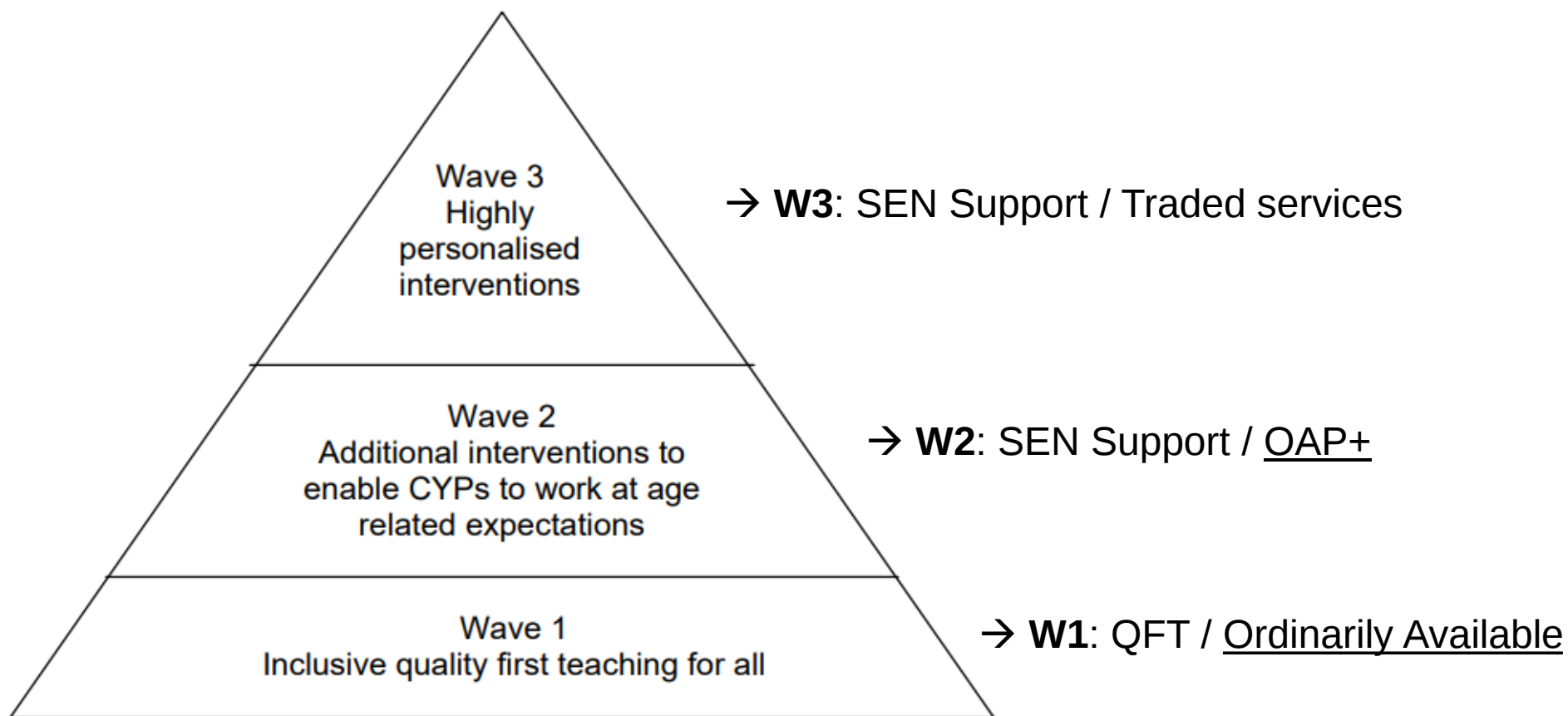
What is OAP?

- Educational settings make **a range of ordinarily available provision** for all children and young people, including those with SEND from the totality of resources available to them.
- OAP documents should support schools/settings in developing their provision for pupils with SEND to be **more consistent with that in the majority of schools across Merton.**
- Schools and education settings should use this in the context of their responsibility to operate **a Graduated Response** to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings.

Merton SEND Strategy and OAP (where this fits)

- Develop with partners a clarity re the nature of school level special educational provision based on the **4-part cycle of assess, plan, do, review**, that is built on clear expectations for ordinarily available special educational provision in mainstream setting.
- Working with our existing SENCO network, **develop greater specificity about the systems, approaches, special educational provision** that are expected to be ordinarily available in mainstream schools and EY settings.
- What are our **expectations of good practice?**
- **What does good practice look like** (the “so what...”)

OAP and the 3 Waves of Intervention



OAP and the Wave Model of Intervention

- Wave 1 (OAP) considers the learning needs for all pupils. It is achieved through **quality first teaching**, differentiated planning and a variety of teaching strategies and resources that are 'Ordinarily Available' in nature, The aim is to reduce the number of pupils who need additional help.
- Wave 2 (OAP+) considers the additional learning needs of pupils. It refers to the **additional provision** in the form of individual or small group interventions at SEN Support level. Such provision will be 'ordinarily available' in some settings where resources allow. In other settings this provision may be 'additional to' what is ordinarily available.
- Wave 3 considers the significant additional learning needs of a few pupils. It may be necessary to **involve outside agencies** (e.g. through traded / buy-back) to assess pupils' strengths and identify provision.

Where we are: Developing Ordinarily Available

- a) Describes the **expectations** of the universal offer
- b) Shares the **good practice** already in place
- 1. Prepare sessions to enable a structured discussion with **SENCOs** so that we can develop a conceptual framework for Ordinarily Available ensuring the best advice and contributions from schools / settings.
(April/May 2022)
- 2. Develop **groups led / facilitated by experienced fieldwork professionals** (PEP, EPs, specialist teachers, SEND Advisers, SALTs, schools etc.) to develop specific aspects. (June/July 2022)
- 3. **Draft guidance** collated (Aug / Sept 2022)

Next Steps

- Develop a **shared language / ordinarily available vision**– what is Merton advocating for pupils across the Borough – Ordinarily Available/SEN Support and graduated response
- **Identify Training requirements** for Schools (i.e. what is required locally to make this deliverable?)
- Next steps:
 - Examples shared
 - SENCO Forum – feedback on drafts
 - Schools / settings on steering group

Early Help and Short Breaks update

Allison Jones – Head of Early Years, Family
Wellbeing and Early Help

Early Help

- Range of services via Children's Centres, families can drop in (check web pages for opening days and sessions) or speak to their health visitor about referrals and access to programmes
- Children aged 2, with DLA, are entitled to a free nursery place for 15 hours a week for 38 weeks a year
- For children aged 3 and 4 who receive DLA and attend an early years mainstream setting, the setting can access a Disability Access Fund (DAF) each year for £815 to support inclusion. Ask your setting if they have not asked you!

Early Help and targeted family support

- Range of parenting programmes across the age range. Visit the council's web pages for more information [Family support and parenting | Merton Council](#)
- Case Practitioners for families where some targeted family support may be required, following on from a whole family assessment and working to a whole family plan that identifies the things that families want to work towards

Short Breaks

- A range of activities/services on the Local Offer, not all services need an assessment
- Magic Youth Club
- M card
- Holiday and Food Programme (HAF), for all families where the child has free school meals. In Merton we have also made the programme available for young carers, and those with an EHCP. Positive feedback from Mencap for children who took up a place this summer on the HAF programme without the need for a shortbreak assessment
- Assessments are taking up to 16 weeks, so access to local provision without the need for an assessment is something we want to better understand and talk with you and providers about, so that are no delays to accessing provision
- Short breaks review to start this term. No further update currently.

Questions