

Children and Education Policy and Accountability Committee

Agenda

Wednesday 19 June 2019

7.00 pm

Courtyard Room - Hammersmith Town Hall

MEMBERSHIP

Administration	Opposition
Councillor Sharon Holder (Chair) Councillor Lucy Richardson Councillor Alexandra Sanderson Councillor Asif Siddique	Councillor Mark Loveday
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative Vic Daniels, Parent Governor Representative Matt Jenkins, Teacher Representative	

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Note: This meeting is open to members of the public. A loop system for hearing impairment is provided, along with disabled access to the building.

Date Issued: 11 June 2019

Children and Education Policy and Accountability Committee

Agenda

19 June 2019

Item

Pages

1. APPOINTMENT OF CO-OPTED MEMBERS FOR 2019-20

The Committee is asked to approve the appointment of the following Co-opted Members for the 2019-20 Municipal Year:

- Eleanor Allen, London Diocesan Board for Schools
- Nandini Ganesh, Parentsactive Representative
- Nadia Taylor, Parent Governor Representative
- Vic Daniels, Parent Governor Representative
- Matt Jenkins, Teacher Representative

2. MINUTES OF THE PREVIOUS MEETING

4 - 11

To approve the minutes of the previous meeting and note any matters arising.

3. APOLOGIES FOR ABSENCE

To note any apologies for absence or lateness.

4. DECLARATIONS OF INTEREST

If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.

At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.

Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.

Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Audit, Pensions and Standards Committee.

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| 5. | CHILDREN'S SERVICES PRIORITIES FOR 2019-20 | 12 - 20 |
| | <p>Children's Services will give the Committee an overview of the key priorities and challenges for 2019-20 – as well as some of their achievements over the past year.</p> | |
| 6. | OUTCOME OF THE JOINT LOCAL AREA SEND INSPECTION | 21 - 41 |
| | <p>Officers will present the outcome of the recent Joint Local Area SEND Inspection and the resulting action plan.</p> | |

Agenda Item 2

London Borough of Hammersmith & Fulham
**Children and Education
Policy and Accountability
Committee
Minutes**



Monday 25 March 2019

PRESENT

Committee members: Councillors Alan De'Ath (Chair), Lucy Richardson, Alexandra Sanderson, Asif Siddique and Mark Loveday

Co-opted members: Vic Daniels (Parent Governor Representative), Nandini Ganesh (Parentsactive Representative), Matt Jenkins (Teacher Representative) and Nadia Taylor (Parent Governor Representative)

Officers:

Kevin Gordon (Head of Assets, Operations and Programmes)
Christine Edwards (Principal Officer, School Place Planning)
Mandy Lawson (Assistant Director for SEND)
Steve Miley (Director of Children's Services)
Jan Parnell (Assistant Director of Education)
Lesley Leak (School Advisor)
Keith Tysoe (School Advisor)
David Abbott (Scrutiny Manager)

1. MINUTES

RESOLVED

The minutes of the meeting held on 28 January 2019 were approved as a correct record and signed by the Chair.

2. APOLOGIES FOR ABSENCE

Apologies were received from Eleanor Allen.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. SCHOOL PERFORMANCE REPORT 2018

Jan Parnell (Assistant Director of Education), Lesley Leak (School Advisor), and Keith Tysoe (School Advisor) presented the annual school performance report that detailed the outcomes of the Summer 2018 assessments and examinations in the borough's primary and secondary schools. The report also gave an overview of the current position with regard to Ofsted school inspections. Jan Parnell noted that this was the first set of results since the education service had become a sovereign service in April 2018.

Lesley Leak took the Committee through the report and highlighted the following key points:

- Overall performance at Key Stages 1-4 in schools continues to be above national averages for state funded schools and in line with national at Key Stage 5.
- In primary schools, at Key Stage 1 and 2, the percentage of pupils reaching the expected standard in reading, writing and mathematics is above the national average in all three subjects.
- Hammersmith and Fulham ranked 6th nationally and third in Inner London for the percentage of pupils reaching the expected standard in reading, writing and mathematics at Key Stage 2.
- In secondary schools, the percentage of students achieving all key indicators is above the national average, and furthermore Hammersmith and Fulham was ranked top in Inner London for performance in: the English Baccalaureate (GCSE grades 9-5) as well as for GCSE grades 9-5 with English and mathematics; and is joint top for Attainment 8 and second for Progress 8 in Inner London.
- The gap in outcomes for children in receipt of the pupil premium remains smaller than the national gap at both Key Stage 2 and Key Stage 4.
- The proportion of schools judged to be good or outstanding has improved and is currently above the published national average.

Lesley Leak noted that the borough had relatively high proportions of pupils receiving free school meals (22% in primary and 19% in secondary), pupils speaking English as an additional language (48%), and pupils from an ethnic minority background (73%). The Council saw this diversity as a key strength and that was supported by the strong performance figures.

Lesley Leak informed the Committee that, regarding Ofsted inspections, almost all schools inspected since March 2018 had either remained 'good' or moved up to 'outstanding'. Only one school, Burlington Danes, had moved down. Overall it was an extremely strong picture.

Keith Tysoe addressed the Committee to speak about the attainment of children with special educational needs and disabilities (SEND). He noted that the borough's progress in this area had been commended in a recent Local Area Review. There was further work to do on inclusion - and that would be a focus over next year - but overall SEND was doing well and was well supported.

Jan Parnell outlined the Council's key priorities for schools for the upcoming year. Since becoming a sovereign service there had been a period of intense work with schools and the team had established really close working relationships with them. There was now full participation at Schools Forum and 30 schools regularly attend primary partnership meetings. A lot of effort had been put into working together with schools and this co-working or co-production would continue into the future. Part of this included seconding some headteachers from both the primary and secondary phases to work with the Council on key education projects and programmes.

Together with headteachers, the service had set up a programme of peer support and review called the Learning Partnership. Lesley Leak added that the team had been promoting the idea of 'self-improving schools' - and a pilot was running with 17 schools involved.

The Chair thanked officers for their work and said he would like to write to all schools on behalf of the Committee congratulating them on their successes.

ACTION: Jan Parnell

The Chair noted that it would be good to include not just A-Levels but other qualifications like NVQs. Jan Parnell said officers would get the latest vocational figures and add them in - but commented that very few sixth-forms offered other qualifications now. Vocational education was the subject of a national review and locally it was part of the Council's 14 to 19 strategy.

Councillor Alexandra Sanderson congratulated officers and schools on the impressive results. She asked about the work of the Learning Partnership and if it would trickle down to all levels of school staff. Jan Parnell said the pilot was focussed on headteachers, but they wanted it to move down to other levels too - there was huge value in linking-up across different levels and different schools.

Nandini Ganesh commented that parents of SEND pupils warned each other against applying to 'outstanding' schools because there was a feeling they wouldn't have many SEND pupils there and wouldn't be able to provide the necessary support. Keith Tysoe said there was an issue with inclusivity at some schools and Ofsted were beginning to make it more of a focus of their inspection framework. Jan Parnell said the SEND team and the school improvement team worked very closely together and were committed to improve inclusivity and pathways for children.

Matt Jenkins asked how the new Ofsted framework would impact on future inspections. Lesley Leak thought, based on anecdotal evidence, that it probably wouldn't make much difference. Schools are really on board thinking about improving the depth and breadth of their curriculum. She felt it should be better in some ways - there was less of a focus on data. The team would be monitoring and supporting schools throughout the transition.

The Chair asked how schools had settled into the new systems. Jan Parnell said schools had adapted well overall, but officers were keen to spread good practice across all schools. Lesley Leak said primary schools were very solid on core subjects - the challenge was on broader subjects. Schools would have to come up with creative ways of showing progress.

Nandini Ganesh asked if the performance figures included special schools. Keith Tysoe said they included all pupils who took GCSEs or A-Levels. Nandini Ganesh asked that BTECs were included in future as many SEND pupils took them.

Councillor Lucy Richardson, asked how the Council was working with the new careers guidance from the Department for Work and Pensions. Jan Parnell said she was getting the 14-19 group together to look at implementation. Councillor Richardson said she was keen to hear more about this area and suggested it as a future item.

ACTION: David Abbott

Councillor Mark Loveday congratulated the borough's schools, pupils, staff, and parents for a powerful set of results. He highlighted the secondary school table on page 26 of the report - and asked what officers were thinking of in terms of improving attainment at Burlington Danes, one of the borough's largest schools. Jan Parnell noted the school was an academy, but the Council did have a good relationship with Ark (the academy sponsor). There had been a change of headship last Easter and Ark had put in additional support at strategic levels. Officers had met with the Dioceses and Ark's senior leadership - and the school improvement team were asked to sit on their improvement board. Officers were confident that the school would find a solution.

Councillor Loveday asked when the next Ofsted inspection would be. Officers said it could be any time between 2 years and 30 months but there would be a monitoring visit in-between that would give a sense of direction. Ark had a good track record of improvement. The Chair requested an update on the situation after the next monitoring visit.

ACTION: Jan Parnell / Lesley Leak

Councillor Asif Siddique asked if the Council had the resources to maintain this work. Jan Parnell said the team's approach was to harness the wealth of talent and expertise in the borough's schools as effectively as possible. Steve Miley added that there were fewer resources in the education system today - headteachers would say they were stretched. The Council's role was to support schools and there was a great team in place who were able to target support where it was most needed and most effective.

A resident and Governor of a school in the borough commented that since H&F came out of the Tri-borough arrangement she had seen a huge improvement in the quality of support from the Council.

Nandini Ganesh asked why William Morris was given a 'requires improvement' judgement by Ofsted when they offered a wide range of courses and were very inclusive. Jan Parnell agreed that they were a great institution but there was room to improve. There were some issues at the school such as teachers putting pupils forward for very hard A-Levels without the necessary support - and some issues with teaching in certain areas. The school improvement team were working intensively with them. Lesley Leak noted that the school had come a long way since that inspection.

RESOLVED

That members of the Policy and Accountability Committee reviewed and commented on the school performance details in the report and the school improvement priorities identified.

5. SCHOOL ORGANISATION STRATEGY 2019

Kevin Gordon (Head of Assets, Operations and Programmes) and Christine Edwards (Principal Officer, School Place Planning) presented the Council's draft School Organisation Strategy for 2019 which provided the Council, schools, and residents a five-year strategic plan on the delivery of school places through all phases across the borough. Kevin Gordon noted that this was the first organisation strategy to be produced since the department became a sovereign service in April 2018.

Kevin Gordon gave some historical context, noting that in past years the GLA had inaccurately forecast an increase in the pupil roll which led a number of Councils in London, including H&F, to build additional schools in preparation. In 2018 the GLA had identified problems with the forecast and the updated figures showed lower pupil numbers for the borough.

The Chair asked if officers were confident of the latest projections. Kevin Gordon said the GLA had been very open about the methodology that they got wrong - and since then a number of independent groups had verified the latest figures. There were however various factors that impacted these things that were almost impossible to predict (e.g. policy changes, the impacts of Brexit).

Councillor Mark Loveday said the Council should take the figures from the GLA and apply our own experience. He gave the example of the recent riverside development where large numbers of children were predicted but, in reality, relatively few families occupied the units. Kevin Gordon said officers were taking those issues into consideration - particularly for the ongoing Old Oak development. Officers had asked for more precise projections of the number of units and sizes of homes to make more accurate predictions.

Kevin Gordon informed the Committee that within five years there would be a significant primary surplus of 26.4%. The secondary roll was within expected levels with a 6.3% surplus by 2023. In terms of financial planning, the Council would be supporting schools over the next five years to help them deal with these issues. There had been a real terms reduction in school funding nationally - calculated by the IFS as a reduction of 8 percent. Officers were working with them on methods to share costs and perhaps reduce their pupil admission number (PAN).

Vic Daniels asked how reducing the PAN reduced costs for a school. Officers explained that a school with a one and a half forms of entry each year would have to pay for two teachers but would only get 75 percent of the funding that a school with two full forms of entry would get. Education funding was largely driven by pupil numbers.

Matt Jenkins asked if falling rolls would lead to redundancies. Kevin Gordon said officers and schools were looking at solutions like sharing roles when they become vacant.

Vic Daniels noted that school funding lagged behind actual pupil numbers as it was based on the previous year's census. He asked if this gave schools enough time to consider cost savings. Kevin said this was part of the reason for the strategy - to get it in front of schools as soon as possible so they can think about the future and plan to remain viable.

Kevin Gordon informed the Committee that part of the solution would be better marketing for the borough's primary schools. Officers wanted to better understand parent choice and hoped to encourage more to use the excellent community schools available. The strategy also gave the Council an evidence base to show the DfE there was no need for new Academies or Free School to be built in the borough - as they would put further pressure on the system. Kevin added that officers would be carrying out further modelling on our special schools to ensure they were viable in future years.

Councillor Mark Loveday noted that nearly 1 in 3 primary schools places were surplus in the south of the borough - and that had been the situation for a number of years. He asked why officers were confident that could change dramatically, given the historical trends. Steve Miley said this report represented a projection, based on GLA figures, assuming nothing else changes. There were a range of assumptions built in to the model. The commitment from the Council was that it would support schools to increase the numbers on roll and help them become more sustainable. There would always be challenges given the boroughs location - London had significant mobility and the independent sector was very strong in certain areas. A number of children who lived in the borough were educated outside - but they could come back with the right incentive. The Council would be working with local schools to make them 'schools of choice'.

The Chair asked for more detail on what the Council could do to get parents to send their children to community schools rather than private schools. Steve Miley said it was common to see private primary school children to go to community secondary schools and there was no reason why that couldn't be flipped around. Parents were faced with so much choice and often first choices weren't driven by real data but by perception. The Council was confident of the quality of schools in the borough - the challenge was to do more to market our schools to parents and really show off their strengths.

Councillor Mark Loveday asked what officers considered the appropriate PAN numbers for the north and south of the borough for the next five years. Kevin Gordon said the general guidance from the DfE was that an acceptable level of surplus places was between 5 and 15 percent.

Councillor Loveday said one of the recommendations was to reduce the PAN of various schools and asked what numbers officers thought were appropriate. Steve Miley said the Council would be looking to reduce the surplus to around 10 percent.

Vic Daniels supported the idea of marketing the boroughs schools better - the borough's schools were consistently high performing so there was a lot to work with.

Councillor Alexandra Sanderson said she would like to understand the impact of the private sector on the school economy - particularly in the south of the borough. She went on to ask if the development dividend mentioned in the strategy was from development on school sites only or all developments. Kevin Gordon explained that for all major developments, the developer had to make CIL contributions and the department would be looking to use some of that money to improve the school estate.

Councillor Sanderson asked what happened if developments move more quickly than expected. Kevin Gordon said the Education team worked closely with the planning team to avoid any surprises. Major developments typically had long lead in times.

Councillor Sanderson asked if there had been any interested parties looking to open new academies or free schools in the borough recently. Kevin Gordon said there had been a number of enquires. Steve Miley added that now the DfE do require that there is a local need. That wasn't always the case and the borough had suffered from unplanned growth of schools in previous years. The Council was in a better position to control growth now.

A resident raised concerns about the projections for new families coming into the borough. They said projections had been made for the Imperial Wharf development but families didn't move in. The Council needed to learn the lessons of the past. Kevin Gordon said officers were working closely with housing colleagues to understand these issues. It was also Council policy now to increase social housing. There was a real challenge to provide genuinely affordable housing in London but the Council and the Mayor of London had strict rules and requirements in place which should help.

Councillor Lucy Richardson said she was interested in the work to make schools more attractive to parents - e.g. promoting partnerships with Imperial. She asked what the Council was doing to make sure local children were the first to benefit - and ensure there were visible pathways for parents. Steve Miley responded that this work was still in the early stages but officers and headteachers had recently met with Imperial to discuss expanding on the Fulham College Boys model. Officers and headteachers also wanted to involve the wider business and arts community to inspire young people and get them to see the opportunities available.

A resident asked if the Council had considered the needs of the borough's foreign population. There were many families who wanted to send their children to schools like The Fulham Bilingual school which taught in both English and French. Kevin Gordon said the team knew how popular The Fulham Bilingual was and it would definitely be considered. Councillor Larry Culhane added that part of the research was looking at what schools need to do and look like to attract parents. The Council had changed the way it worked with schools to be a true partnership - led by headteachers. Marketing schools was area that headteachers said was important so the Council was committed to working on it. Councillor Culhane also said that he

knew first-hand how disruptive the closure of a school could be and the Administration would not do it.

Nandini Ganesh noted that the borough's special schools had a large non-resident population. She asked if that was of financial benefit to the Council. Mandy Lawson confirmed that H&F was a net importer as the borough had such good special schools but it was cost-neutral.

Nandini Ganesh asked if the Council prioritised H&F residents for special school places. Mandy Lawson said all special schools in the borough were maintained schools, so the Council was the admissions authority. As part of the move away from the shared services arrangements the team had really improved its processes and pipeline so officers knew what places were needed and when. That allowed them to do everything they could within the law to reserve places for residents.

Councillor Mark Loveday said he couldn't support the document. Stark figures had been presented on falling rolls and there were real concerns about place planning in the south of the borough. He felt the solutions offered had been tried before and hadn't made a significant difference. Councillor Loveday said he couldn't endorse the strategy without seeing the figures that sat behind it and some targets for some of the solutions mentioned.

Councillor Alexandra Sanderson said she supported the strategy and didn't share concerns about shared sites as she assumed that would only be considered as a last resort.

Councillor Lucy Richardson noted that, as a parent, she had seen the real disruption that closing a school could have on children and sharing a site was preferable to closing a school.

The Chair said he welcomed the comments from colleagues but noted the report presented a draft strategy that would be modified before being agreed by Cabinet. He asked that officers sent a final version of the report once it was formally agreed and highlight any changes.

RESOLVED


The Committee reviewed and commented on the draft Schools Organisation Strategy 2019.

Meeting started: 7.00 pm
Meeting ended: 8.30 pm

Chair

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Agenda Item 5

London Borough of Hammersmith & Fulham CHILDREN AND EDUCATION POLICY & ACCOUNTABILITY COMMITTEE 19 June 2019		 hammersmith & fulham
CHILDREN'S SERVICES PRIORITY AREAS FOR 2019-20		
Report of the Cabinet Member for Children and Education – Councillor Larry Culhane		
Open Report		
Classification: PAC Briefing Key Decision: No		
Consultation: N/A		
Wards Affected: All		
Accountable Director: Steve Miley, Director of Children's Services		
Report Author: Steve Miley, Director of Children's Services		Contact Details: Steve.Miley@lbhf.gov.uk

Introduction

This summary report outlines the key areas where we are prioritising our development work in order to strengthen outcomes for children and their families.

The issues identified are areas we have identified where changes need to take place; as this is development work, this is a planning document outlining what we will be working and developing over the next year. There is some but limited progress in each of these areas.

1. **SERVICES FOR ADOLESCENTS that promotes inclusion, positive pathways and reduces risks of crime and violence**

Problem definition:

While majority of children in Hammersmith and Fulham achieve well and follow a pathway that leads to educational qualifications, and whose behaviour in society conforms to the law, and whose behaviour between each other is safe and

respectful, there is a small number of young people who in adolescence who don't see the education system as meeting their needs, who don't see a positive pathway for themselves through education and employment, and through inducements or threats get drawn into a lifestyle that puts themselves and others in danger - drug dealing, carrying knives etc.

The further away those young people become from the pathway we want for them the harder they are to help. So early identification and support to keep children within the mainstream is crucial.

Where they have deviated from that mainstream path, they need intensive support, relationship building and opportunities that are tailored to their own level of ability and their interests to draw them away from the patterns of behaviour they have established.

Planning

We need a graduated response that matches the level of need (deviation from the mainstream pathway): An intensive Level 3 response is needed for young people who have been drawn into high risk drug dealing who few years ago would have only needed a low level 1 input while still in mainstream school but with some signs of disruption. The help they need now is significantly different to that which would have helped them stay within the mainstream pathway.

Level 1 - Emerging needs/Emerging issues in mainstream

Need to develop:

- **Inclusion strategy**, school behaviour management – reduce exclusions
- **Strengthen Alternative provision** - undertaking an alternative provision review to create a more graduated offer for focuses more on supporting mainstream and re integration into mainstream
- **Transition support** - significant change for young people moving from a small nurturing primary school environment to a 4 to 6 form entry secondary school
- **Stronger Youth Offer** – ensuring that young people have positive activity outside school hours, Onside youth project
- **Employment and apprentice opportunities**

Level 2 - Clear support needs – on the edge of exclusion from mainstream

Need to develop

- **Targeted Early Help** that supports children in both school and home
- **Outreach** into schools at primary level
- Social Care/EH **staff based in schools**
- Extend vol sector support – **WLZ**

- Finalise and implement the recommendations from the **Alternative provision review**

Level 3 – Outside mainstream

Need to develop

- Finalise and implement the recommendations from the **Alternative provision review**
- More Intensive and sustained interventions individually tailored to young people's needs – through a **new adolescent social care service**
- Multi agency development group to review current service and propose new **intensive multi agency service** - Mixture of engagement, disruption, and support for new pathways
- Stronger monitoring of the **alternative provision contract** and outcomes
- Develop options for **peer mentoring**
- Develop stronger coordination of the **voluntary sector input**

2. MEETING HIGH LEVELS OF DEMAND MORE EFFECTIVELY

Problem definition:

There are two main areas where we experience high levels of demand and have consequential high expenditure where we need to review whether there are more effective services that could be provided that would achieve better outcomes for children and family and better value for money for the council.

These two areas are children with Special Educational Needs (SEN) and the demand for children's looked after placements.

❖ SEN needs

- Engagement with Parents and getting their feedback
- Project group established to examine the system for meeting needs
- Aim to support more inclusion (based on feedback from parents) and reduced special school/independent provision except where specialist needs of children require such a service
- Aim to meet speech and language support through whole school skill development
- Reduce the time that children need one to one tuition and are out of a mainstream school
- Impower consultants being used for analytics, benchmarking and advice
- London Directors have SEND working group – aim to use best practice and incorporate/merge locally

❖ Children's Looked After placements

- Review options for care leavers progress through the system into permanent housing
- Review of the recent entry to care cohort and implications for targeting prevention
- Development of permanency work to ensure children are able to leave care through adoption and special guardianship, where possible
- Strengthen prevention through relationship interventions in the Contact and Assessment service and the Family Support and Child Protection service using systemic practice – review options for no handover/change in social worker by merging the services.
- Review use of case conferences and better engagement of family strengths
- Benchmarking and learning from others through Impower consultancy
- Develop enhanced fostering to meet the high level of need and reduce residential use

3. EARLY INTERVENTION

Problem definition

We need to maximize our ability to identify children who need additional services at an early stage before the problems become worse and to ensure that the interventions reduce later demand.

We have a range of services designed to provide early support to children, but they are fragmented and need more coordination and coherence

- ❖ Maximise the impact and focus of Family Support. Develop effective links and joint working with the external service.
- ❖ Review all forms of Early Intervention to avoid duplication and ensure shared and focussed delivery in both schools and home settings.
- ❖ Work with Family Support to strengthen partnership with schools and targeting children with emerging needs
- ❖ Review the opportunities for stronger collaboration and coordination in the Youth sector
- ❖ Finalise the Child Care strategy – maximise the child care options for parents and promote resilience into the sector to support our most vulnerable children.

4. INDUSTRIAL STRATEGY

Problem definition

Children need to be prepared for the new jobs that will be available for them in 10 to 20 years' time; we have a range of expertise in our academic, arts and business community in Hammersmith and Fulham and we need to maximize the advantage this should give us. Our aim is to develop and maximize links between these areas

of expertise and our schools and our children.

Links between Imperial, LAMDA, businesses and the whole school community to shape and prepare children for future work

- Follow up drive and oversight from a new Commission or Board
- Bringing Imperial to next Heads meetings at both secondary and primary
- Fulham College Boys developing an exemplar for other schools – links with Imperial and with local primary schools.
- Infrastructure needed to develop further proposals

5. MOVING ON – adjustment to areas where the initial post tri borough arrangements need strengthening

Problem definition

The first year as a sovereign borough has been successful in setting up a new and functioning sovereign borough service; there are a few residual pockets where the initial staffing structure doesn't quite fit and adjustments are needed to build the firm foundation for the Department going forward.

In addition we now need to use the foundation that this provides to go further in making our services the best they can possibly be and ensuring that every child has the opportunity to maximise their potential – through the best possible parenting and family life and an education service that meets their wide-ranging needs.

Plans

- Finalise options for bringing children's commissioning into children's services (assistant director commissioning to fall under children's services)
- BI analytics – develop the data reporting and analytics into a new lens that allows us to be more agile and targeted in getting help to the right people at the earliest possible stage.
- Finalise the Children's Services leadership team arrangements through the Director of Children's Services recruitment
- Strengthen the staffing in Education for child care and alternative provision

ADDITIONAL ISSUES TO WORK ON

1. Inspection preparation – Social care and YOS

As well as the main social care inspection covering all aspects of children's social work which should take place within the next 6 months, we are also expecting two other inspections: a youth offending service (YOS) inspection and a multi-agency area inspection on a specific theme (the theme from September will be children's mental health).

As well as using our own internal audit system, we have prepared for the social care and youth offending inspections by bringing in external auditors with specialist knowledge these two areas to review practice and individual cases. The feedback from these inspections was generally good with areas for development identified which are being worked on.

2. Community schools programme

Since the Building School for the Future programme was halted in 2010, capital for investment in the Community School estate has been minimal, with no significant central government investment to rebuild or refurbish Community Schools. This means that many of our children are being taught in buildings that are beyond their anticipated life span. In the absence of a national programme, the Council, in collaboration with headteachers and governing bodies across the borough has identified the potential to renew a number of the borough's primary schools. The funding to rebuild and provide modern and fit for purpose school buildings would be generated from a better utilisation of existing school sites, including, developing a mix of genuinely affordable housing and private housing.

3. Schools financial resilience – Schools have faced 8% per pupil funding cuts since 2010 – which is the main driver of their financial pressures. The Council will support schools with these pressures through Federation, cost sharing, financial workshops, and marketing.

4. School buildings- repairs and maintenance

The age of our community schools means they require attention and some refurbishment to ensure they are fit for the 21st century; as with any facilities there are ongoing maintenance issues to address such as leaking roofs, and boilers to replace etc. A school's conditions survey has been undertaken in this past year to ensure we have an up to date picture of the needs of schools and can establish the priority issues that need to be addressed.

5. Review of staffing to maximise a permanent and skilled workforce

The knowledge skills and experience of our staff are the key resources we have to deliver high quality services. We have good recruitment – staff are attracted to work here by the ambition of the Council and the environment where they can develop their practice skills. The cost of living in London, the time taken to travel to work, make it difficult to retain staff unless they already have a permanent home in the area.

6. Cross council working

Contribute to stronger cross council working and partnership develop to ensure that some of the underpinning social problems that generate demand such as domestic abuse, drug use, alcohol misuse, mental health issues, are tackled in a corporate way rather than as individual departments.

Strengthen Corporate Parenting as a whole Council responsibility and the role other Council department have in our looked after young people such as apprenticeships

ACHIEVEMENTS 2018 -19

SETTING UP THE DEPARTMENT

- Created a functioning department in all areas – Education, SEND, Social care, Finance
- Created a leadership team of experience and commitment – balanced range of skills
- Recruited a range of experienced professions who chose to return or come to Hammersmith and Fulham rather than the bi-borough
- Positive moral and commitment to Hammersmith and Fulham reflected in the staff survey

EDUCATION

- Brought together the Local Authority and the Education sector leaders and created a strong sense of partnership and ownership of the Education system
- Creating a shared leadership of the education system
- Using experienced former Ofsted inspectors, worked with schools that were below good and supported their improvement (every RI or Inadequate school have moved to good when inspected)
- Every primary school now good or outstanding – one of only 3 LAs in the country etc.
- Both secondary schools (Hurlingham and Phoenix) moved to good
- Started a project to support schools with spare places by understanding the drivers of parent choice.
- Reviewed and established better contract management
- Smooth running of the admission processes for primary and secondary schools.
- Excellent personal support to Heads
- Created a Community schools programme to make our schools fit for the 21st century

INSPECTION

- Excellent outcome of the SEND inspection where 70% of Local Authorities have been found wanting and had a letter of improvement and a follow up inspection
- Good outcome in the care leavers inspection

FINANCE

- Significant grip on education and schools finance that was not in place in the tri borough
- Support to schools through workshops has enhanced the understand schools have of finances – positive feedback from schools

SEND

- Revised the SEN case work service and reduced complaints
- Identified initial cost reductions of £2m in Phase 1 of the High Needs Block
- Set up project team for Phase 2 and development of the initial plan
- Opened the Stephen Wiltshire Centre extended the engagement of families supported at the centre

SOCIAL CARE

- Managed additional demand safely.
- Introduced and embedded ICAT – consultation to partners at the front door not just referral taking. Positive feedback from schools etc.
- Taken in additional refugee children to support the Dubs scheme
- Quarterly every case financial check introduced. Stronger and accurate financial projections as a result
- Quality assurance reviews in all services undertaken by external inspectors
- Practice – senior management engagement with casework and undertaking audits
- Created new Housing Board for care leavers accommodation to extend Housing opportunities for our care leavers and unblock the care leavers semi-independent pressures
- Good timescales met for children needing adoption – positive letter from the Minister

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28 January 2019

Mr Steve Miley
Director of Children's Services
London Borough of Hammersmith and Fulham
Hammersmith Town Hall
King Street
Hammersmith
London
W6 9JU

Janet Cree, Managing Director, Hammersmith and Fulham Clinical Commissioning Group

Mandy Lawson, Assistant Director of Special Educational Needs

Dear Mr Miley

Joint local area SEND inspection in Hammersmith and Fulham

Between 3 December 2018 and 7 December 2018, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Hammersmith and Fulham to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a Children's Services Inspector from the CQC.

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they are implementing the disability and special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

This letter outlines our findings from the inspection, including some areas of strength and areas for further improvement.

Main findings

- Leaders know the area very well. They communicate effectively with key partners and stakeholders, and use information well to drive improvement. Their self-evaluation is detailed and accurate. They know where improvements in provision, accessibility and outcomes still need to be made.
- Leaders are committed to the publication of a revised strategy for special educational needs and/or disabilities (SEND) by March 2019. This follows on from a review of provision that has taken place since Hammersmith and Fulham returned to single borough status in April 2018.
- Parents and carers, children and young people agree that outcomes have improved. They appreciate the way in which area leaders have implemented the reforms. Young people achieve well at each key stage of their education.
- Strong partnerships between the clinical commissioning group (CCG) and the local authority ensure that their priorities for children and young people with SEND are strongly aligned. Leaders use this partnership well to develop effective joint commissioning. Their intentions for future commissioning projects show commitment to the re-design of services, which will have increased capacity and sustainability.
- The designated clinical officer (DCO) has a secure overview of SEND across the borough. This has been achieved through establishing strong partnerships with other designated professionals and key strategic leaders in the local area.
- Leaders have successfully implemented a strong culture of co-production. This is a way of working where children and young people, families and those that provide the services all work together to create a decision or a service that works for them all. This important change in culture means that implementation of the reforms is carried out 'with' and not 'to' users.
- The independent advice and guidance service, known as Insights, and the parent carer forum, known as Parentsactive, are both well regarded. However, parents have less confidence in, and awareness of the local offer.
- The co-location of services at the newly opened Stephen Wiltshire Centre local hub is showing early signs of success in improving access and increasing the range and reach of services such as short breaks. The majority of families registered at the centre were previously unknown to professionals.
- Leaders have rightly placed a priority on improving the quality of education, health and care (EHC) plans. The quality of plans is inconsistent. The more recent examples sampled on inspection show that this emphasis is beginning to improve the clarity, precision and quality of objectives identified for children and young people.
- Leaders in the local area ensure that timescales for assessment are usually met, and all but eight statements had been converted to EHC plans by the March 2018

deadline. These have all subsequently been converted.

- The Designated Doctor for children looked after is also carrying out the role of Named Doctor. This means that the post holder has operational and strategic responsibility for the service for children looked after. The current arrangement is not in agreement with current guidance issued by the Royal College of Paediatrics and Child Health, which states that these posts should be distinct.
- Effective joint commissioning has resulted in shorter waiting times to see a speech and language therapist. However, the waiting time for autism spectrum disorder (ASD) diagnostic assessment is still too long.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- Leaders have carefully considered the locations of children's centres to ensure that they are accessible to the most deprived and isolated families in the borough. As a result, centres are reaching more children, young people and parents.
- Parents are typically positive about the skills of staff in mainstream primary schools in identifying and responding to their children's needs. Practitioners say that identification and assessment are quicker and more accurate since the reforms. Leaders ensure that support staff, as well as qualified teachers, benefit from training in identifying and meeting needs.
- Leaders of specialist provisions appreciate the accessibility and good communications with area leaders in their work to improve the quality of EHC plans. They express confidence in current leaders' capacity to make the necessary improvements to EHC plan quality.
- Health visitors provide the full Healthy Child Programme for all children and families in Hammersmith and Fulham. A comprehensive programme of screening tests and developmental reviews supports the early identification of need very well.
- Speech and language therapists carry out effective assessments to identify speech and language needs in children under five. Early years practitioners are supported well by therapists to distinguish between needs related to communication and interaction and those arising from multiple languages being spoken in the home.
- Young people known to the Hammersmith and Fulham youth offending team (YOT) benefit from effective speech and language therapy provision. YOT practitioners are trained to identify unmet speech, language and communication needs.

- Early years settings are typically effective in identifying additional needs and disabilities in children under five. They carry out home visits and hold 'stay and play' sessions before the child starts in the setting. This provides practitioners with opportunities to observe the child in a range of environments, which may highlight additional and emerging needs.
- The 'think family approach' adopted by the Cheyne Child Development Service is effective in identifying when children's needs may have an impact on the health and well-being of their parents, carers and siblings.
- The strong working relationships between health visitors, midwives and the neonatal teams are effective in supporting the early identification of need. For example, midwives liaise with health visitors in a timely way when antenatal and diagnostic screening tests indicate that a baby may be born with additional needs.

Areas for development

- The health and development checks for children between the ages of two and two and a half are not fully integrated in Hammersmith and Fulham. The lack of joint clinics means that not all children are benefiting from a collaborative developmental review that may support the earlier identification of need. Leaders have recognised this and aim to pilot integrated reviews in January 2019.
- Children who are looked after by Hammersmith and Fulham are not always receiving an initial health assessment in accordance with the statutory timescale, which may result in a delay in their needs being identified.
- Leaders are aware that annual reviews of EHC plans vary in rigour. However, they are prioritising children and young people who are moving from one setting to another when attempting to improve consistency.

The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- Nearly all statements of special educational needs were converted to EHC plans by 31 March 2018. Leaders are aware of the reasons why eight plans were not, and have now ensured that these are converted.
- The 20-week timescale for EHC assessment is usually met. Parents and providers typically express confidence in arrangements to meet statutory timescales.
- There are some creative examples of co-production with young people. For example, a 'youth takeover day' in the local council enabled providers and leaders to hear the views of young people, which helped them to shape future activities.
- Children's community nurses work closely with the families of children and young

people with complex and continuing healthcare needs. They provide families with support and training to safely and competently meet the needs of their children. This has had a positive impact on reducing the number of outpatient appointments and is enabling children to have their needs met in a familiar and non-clinical environment.

- Most of the parents who spoke to inspectors whose children access the Cheyne service speak highly of the paediatricians and the quality of support for their children. They consider that this support has helped to improve their children's outcomes.
- Schools have been involved in improving the annual review framework through focus groups and special educational needs coordinator (SENCo) forum meetings. This is helping the drive for more consistency in the assessment process.
- There is a good standard of expertise in, and accessibility to independent advice services in the local area. Parents are typically positive about the help they have received. The Parentsactive forum is also well known and positively regarded.
- Practitioners from the different therapy teams provide joint assessments and hold clinics for children and young people with complex healthcare needs. This reduces the need for multiple appointments that can be difficult for families to attend.
- The short-break strategy is having a positive impact on meeting the needs of children, young people and parents in very challenging circumstances.
- Waiting times to access therapies in Hammersmith and Fulham are good for most children and young people. Those who have identified speech, language and communication needs are assessed within eight weeks following referral. This is a result of effective jointly commissioned work between healthcare and education professionals. Parent workshops provide valuable support, advice and guidance, and have also helped reduce waiting times. One parent said, 'The support that my speech and language therapist provided made such a massive difference to my son. It was just brilliant.'
- There is a good range of support available for children and young people who have sensory processing needs. Occupational therapists run feeding clinics and a range of drop-ins at the Stephen Wiltshire Centre, which provide parents with advice and the opportunity to meet other parents and carers.
- Those who are diagnosed with ASD benefit from appropriate support that is compliant with national guidance. Help is also available for parents to understand their children's diagnosis and the range of interventions and services that are available. Some parents told inspectors that the support that they received was 'fantastic'.
- Professionals in child and adolescent mental health services (CAMHS) understand that co-production is vital if they are to provide sustainable services that effectively meet the needs of children and young people. Parents are involved in training and staff development, providing feedback that is used to influence

service re-design and delivery.

- Children and young people who have a hearing impairment can access a wide range of support in children's centres. The 'Pip Squeak' programme is offered by therapists and teachers for the deaf to provide ongoing interventions, advice and support for the families of children with a hearing impairment.
- A high proportion of young people aged over 14 who are registered with a general practitioner (GP) and are on their learning disability registers have benefited from an annual health check. GPs know when a young person has missed a check, which prompts swift follow-up.
- Health visitors and GPs share information effectively. For example, all GP practices have a link health visitor who meets regularly with GPs. This helps ensure that appropriate support is provided for children's healthcare needs.
- Practitioners from the community children's nursing team are making good-quality contributions to EHC plans. They receive draft plans to ensure that their contributions are focused sharply on meeting the healthcare needs of children and young people.

Areas for development

- EHC plans are inconsistent in quality and effectiveness. Some include convoluted language that is hard for parents and children to understand. The views and wishes of pupils are not considered enough and some plans contain far too many objectives. Some plans finalised around the time of the deadline for conversion from statements of special educational needs are of particularly poor quality. EHC plans inherited by specialist settings frequently include objectives that reflect a limited knowledge of how pupils with complex needs or disabilities learn.
- Some parents of children with complex needs find the local offer unhelpful and of little relevance to them or their children.
- The significant variations in deprivation and pockets of affluence in Hammersmith and Fulham are creating some challenges. Leaders are aware of the links between issues stemming from SEND and other social issues such as housing. There are good communications between other services and leaders, such as the independent advocacy service, which allows parents' concerns to be raised and explored.
- Health visitors and occupational therapists do not routinely receive draft EHC plans to check that the contributions that they have made are reflected accurately.
- Arrangements for preparing young people with complex needs for transition into adulthood are fragmented. While continuing care may be provided, some young people find the changes in healthcare provision disorientating and confusing.

- The management of direct payments has been a challenge. Leaders are focusing on ensuring that more choices are available and that methods of payment vary, so that choice is not restricted. However, some parents remain frustrated by the current system.
- There is significant variation in the arrangements that schools make for speech and language therapy (SALT) support for children over the age of five. This is leading to a lack of parity in SALT provision in schools. Some parents told inspectors that the level of support their children receive is significantly reduced once they start school.
- Health visitors and school nurses told inspectors that children and young people are waiting too long for ASD diagnostic assessments. Records reviewed demonstrated that some children and young people had been waiting for an assessment for over 12 months.
- The current published joint strategic needs assessment for Hammersmith and Fulham contains little information about the healthcare needs and profiles of children and young people with SEND. Leaders have drafted a more detailed assessment, but this is yet to be published.
- Parents and carers cannot make direct referrals to occupational therapy and physiotherapy services. Only referrals made by education and healthcare professionals are considered for assessment. This limits the scope for parents to tell the story of their child only once.
- While joint commissioning is well developed, the partnership needs to do further work to ensure that it fully evaluates the effectiveness and impact of commissioned services.
- Children who become looked after are not always receiving their initial health assessments in accordance with the statutory timescales. This is resulting in unnecessary delays in their healthcare needs being met.
- The young people's mental health worker, based in a local learning disability charity, is effectively supporting young people with mental health and neurodevelopmental conditions in their transition to adult services. However, some gaps in provision for young adults remain, as there is a lack of advocacy for those requiring ongoing support.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- Leaders and SENCos value the opportunities to share good practice through their well-attended and productive forums.
- Young people are benefiting from the training on offer to help them become

confident in using public transport independently. One parent commented that, 'this transformed his life'.

- The children's community nursing team helps schools and professionals who provide after-school activities to practically support children and young people with more complex health conditions. This increases the likelihood of children and young people being able to remain in their school setting and enables them to gain access to a wide range of interesting and enjoyable activities.
- Supported internships implemented through providers are well regarded by young people and their families. Around two thirds of the first cohort of interns are now in employment.
- Leaders and practitioners understand that outcomes for children and young people should be wide ranging. This helps them to drive improvement in outcomes across a broad range of cultural pursuits. For example, the music therapy service enables children and young people who are non-verbal to communicate with their families through the medium of music. This well-regarded service contributes well to improved health and education outcomes.
- The number of hospital admissions due to mental health problems has significantly reduced in 2017/18.
- Pupils with complex needs and disabilities in specialist settings are ambitious for their future lives. Settings provide a wide range of opportunities for them to engage in work placements and learn how to pursue their interests.
- Pupils with SEND attend school well. Schools benefit from the support of a named school nurse, who provides training to help school staff support pupils with medical conditions. This helps to minimise their absence from school.
- The launch of an online counselling and emotional well-being platform for children and young people and the partnership work with voluntary organisations have helped to reduce waiting times for community and specialist CAMHS.
- Young people with visual and hearing impairments have been successful in sustaining places in higher education due to early intervention and provision of suitable technology.
- Pupils we spoke to in primary settings were confident about their preparedness for secondary school and were looking forward to it.
- Early years practitioners are working creatively with children with additional needs and vulnerabilities to ensure that they are included and are achieving similar outcomes to their peers. Adjustments are made to ensure that children with additional needs can participate in the same activities as their friends, and this is leading to better inclusion and integration.

- The educational psychology service is evaluating its impact on pupils' outcomes promptly and rigorously: 80% of pupils involved with the service reported a positive impact on their progress towards individual objectives because of this work.

Areas for improvement

- Some leaders and parents express concern about what they see as variability in transition and inclusion arrangements provided by secondary schools.
- Inspectors found variations in how well pupils with SEND but without an EHC plan understand their objectives for learning. Some pupils whom inspectors spoke to were not aware of their current objectives.
- Some parents expressed concern that access to extra-curricular activities is variable and limited due to transport issues.
- Fixed-term exclusions for pupils with SEND at secondary school are declining, but remain high.

Yours sincerely

Andrew Wright
Her Majesty's Inspector

Ofsted	Care Quality Commission
Mike Sheridan Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Andrew Wright HMI Lead Inspector	Nikki Holmes CQC Inspector
Elizabeth Flaherty Ofsted Inspector	

cc: Department for Education
Clinical commissioning group(s)
Director of Public Health for the local area
Department of Health
NHS England

Hammersmith and Fulham SEND Inspection - Health and LA Actions on Areas for development June 2019

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
1.	1 & 2	Early identification. assessment & early intervention. Early Prevention for looked after children.	Children who are looked after by Hammersmith and Fulham are not always receiving an initial health assessment in accordance with the statutory timescale which may result in a delay in their needs being identified.	Backlog of assessments has been cleared and Cheyne Child Development Service has a plan in place to increase the capacity available for Initial Health Assessments going forward. The CCG will continue to monitor performance at the Clinical Quality Group(CQG) meetings. The Designated Nurse provided briefing for social workers in April 2019 to increase understanding around their role and responsibilities in ensuring timely referrals are made.	Work is in progress in Children's Social Care team to ensure social workers are completing referrals for IHA in a timely manner. An automated notification is in place for LAC nurses when a child comes into care. A new flow chart has been developed for social workers	Corina Christos, Designated Nurse for looked after children/ Robert Holman, Head of Children's Commissioning /Looked After Children team	26/4/19 (CQG)	
				Facilitated workshops planned for all providers with a view to develop integrated child development services including LAC health.		Corina Christos /Robert Holman	Timescale dependent on commissioning model agreed	

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
							during 19/20. Clear plan in place and agreed by end of Q1.	
2.	2		The Designated Doctor for looked after children is also carrying out the role of Named Doctor. The current arrangement is not in agreement with current guidance issued by the Royal College of Paediatrics and Child Health which states that these posts should be distinct.	Designated doctor to be decommissioned from acute providers and moved to the CCG.	N/A	Corina Christos /Robert Holman	Timescale s dependent on commissioning model agreed – during 2019/20. Clear plan in place and agreed by end of Q1.	

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
3.	2	Identification. assessment & early intervention EHCPs	EHC plans are inconsistent in quality and effectiveness. Some include convoluted language which is hard to understand for parents and children. The views and wishes of pupils are not considered enough	In terms of quality of EHCPs - the report recognised an improvement in the quality of new EHCPs. This is partly due to the new EHCP templates, staff training and QA process to sign-off new plans and EHCNA advice. QA Quality of historic EHCPs are being dealt with via the AR process and being moved to the new template. Work on language and the views and wishes of pupils is included in the EHC health advice audit tool. Health QA process introduced December 2018. Health teams carried out an audit of advice for EHCNA during Q4 and have developed and shared service-level action plans. Multi-disciplinary peer review of health advice across health teams is planned for Summer term. This includes attendance at a London-wide peer review event.		Alison Markwell, Head of SEND Health Partnerships/ Jennifer Griffin, DCO/ Daryle Mathurin Head of Service EHC Planning	Q2	
4.	1	Identification. assessment & early intervention EHCPs	Leaders are aware that annual reviews of EHC plans vary in rigour	The EHC Planning service is prioritising Annual Reviews in 2018/19 to improve the consistency of rigour: An Annual Review Tracker is being implemented to monitor completion of Reviews. Settings have now received revised guidance to help improve the quality of Annual Review reports. Ongoing training is being provided to SENCOs via their network as well as exemplar completed Annual Review templates. A joint process across education settings and services is needed to ensure that health staff are fully involved in the Annual Reviews.		Jennifer Griffin /Daryle Mathurin	Q2	

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
	1		Some plans contain far too many objectives	Should be addressed via new EHCNA process in the LA - EHC planning Action Plan in place. In early stages of re-designing the EHCNA process which should streamline EHC advice and in some cases integrated (single) pieces of advice and improved co-production.		Daryle Mathurin/ Jennifer Griffin		
	2		Health visitors and occupational therapists do not routinely receive draft EHC plans to check that the contributions that they have made are reflected accurately.	OT: CLCH have revised internal cascade of draft plans to ensure occupational therapists are included.	N/A	Elizabeth Welch/ CLCH / Designated Clinical Officer.		
				Advice from Health Visitors (HV) has not historically been sought as part of the EHCNA process. CLCH has revised the EHCNA request process to include them. Further training may be required to ensure HVs are supported to provide appropriate advice.		Elizabeth Welch / Angela Cody / CLCH/ Jennifer Griffin		
5.	2	Inclusion. Local Offer	Some parents of children with complex needs find the local offer unhelpful and of little relevance to them or their children.	Following the departure of the local offer post holder, the post is being reviewed and will have a wider remit for co-production with parents, children and young people and other partners. Staff working on the local offer have had easy-read training. Local offer will be coproduced and simplified. Autism specific pages are planned, and a similar approach could be expanded for complex needs. This will be addressed via local offer development action plan.		Helen Green Interim Head of Local Offer/ Amric Sangha SEND Project Officer/ new local offer coproduction post		

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
6.	2	Transition and Preparing for Adulthood.	Arrangements for preparing young people with complex needs for transition into adulthood are fragmented.	A new integrated transition strategic leadership group has been formed across CCG, SEND and adult social care to review the Preparing for Adulthood (PFA) action plan.		Alison Markwell / Jo Baty AD Mental Health, Learning Disability and Provided Services/ Health teams / Public Service Reform.		
7.			While continuing care may be provided, some young people find the changes in healthcare provision disorientating and confusing	New Key Performance Indicator (KPI) for transition being reported by CLCH community services and the Child Development Service child development service: "Number of young people over 14 with transition plans in place".	N/A	Imogen Fraser - Baxter/Alison Markwell	Data against new KPI to be collected and reported from Q1.	
8.	2	Inclusion. Preparing for Adulthood.	The young person's transition worker based in a mental health charity is effectively supporting young people with mental health and neurodevelopmental conditions in their transition to adult services. However, some gaps in provision for young	Review support available for young people aged 14-25; undertake a gap analysis; Joint Commissioning group to agree commissioning strategy as workstream of JC plan. The LA is reviewing the advocacy arrangements including SEND Information, Advice and Support (SENDIAS) arrangements within adult social care.		Jo Baty/ Alison Markwell / Helen Green/ Rob Holman/ PSR	Joint commissioning steering group to agree plan by end of Q1	

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
			adults remain as there is lack of advocacy for those requiring ongoing support.					
9.	2	EHCPs Personal Budgets	The management of direct payments has been a challenge. Leaders are focusing on ensuring that more choices are available and that methods of payment vary, so that choice is not restricted. However, some parents remain frustrated by the current system.	EHC Planning service have undertaken a review of the Direct Payments Policy with parents and carers. There are now more choices available and flexibility in the methods of payments.		Becky Powell Local Offer & SEND Provision Team Lead / Matt Simpson Head of Disabled Childrens Team		
				Parental frustrations relate to the administration of direct payments and capacity of officers to support the process. This is being reviewed by CCG and LA officers. A Short Breaks and Direct Payments Steering group has been established with parents to work on these issues together.		Becky Powell/Imogen Fraser- Baxter	End Q1	
10.	2	High needs commissioning/ Joint commissioning Speech and Language Therapy	There is significant variation in the arrangements schools make for speech and language (SALT) support for children over the age of five. This is leading to a lack of parity in SALT provision in schools. Some parents told inspectors that the level of support their children receive is significantly reduced once they start school.	Redesign of SLT model already agreed as a priority for JC group. SLCN strategy to be co-produced with parents and schools. LA and CCG are reviewing capacity to drive this forward at pace.		Robert Holman/Alison Markwell/Paul Triantis/ Satwinder Saraon Head of Service SEND Transformation	Draft completion date – end of Q2.	

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
11.	2	Therapies	Parents and carers cannot make direct referrals to therapy (OT/Physiotherapy) services. Only referrals made by education and health professionals are considered for assessment. This limits the scope for parents to tell the story of their child only once.	Pilot in place for direct referrals to occupational therapy and physiotherapy from the beginning of June. The Early Years Speech and Language therapy service already accepts direct referrals from parents/carers. More scoping is needed to analyse the opportunities for fully integrated and graduated approach and pathways linking with SEND outreach review to ensure needs are met at both SEN support and more specialist levels.		Alison Markwell/ Gabrielle Nyman Head of Service Inclusion and Specialist Intervention/ Satwinder Saraon/ CLCH		
12.	2	Identification, assessment & early intervention Waits for autism assessment.	Health visitors and school nurses told inspectors that children and young people are waiting too long for ASD diagnostic assessments. Records reviewed demonstrated that some children and young people had been waiting for an assessment for over 12 months.	Cheyne CDS have reorganised clinics to provide significant extra capacity for the school age pathway to manage increased demand. 'time to first appointment' has reduced from 51 weeks to 18 weeks and 'time to diagnosis' wait for over-fives has reduced from 131-weeks in Dec. 18 to 76-weeks. H&F CCG has agreed additional funding to reduce waiting lists during 2019/20. In March 19, the CCG secured £50,000 from NHS England to reduce the	N/A	Simon Brauner-Cave, CCG / Cheyne Child Development Service		

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
				pre-school waiting list 'time to first appointment' is at 23-weeks reduced from 38-weeks in December. The 'time to diagnosis' wait is currently at 43-weeks; 11-weeks less than waiting times in Dec. 18. Children are able to access therapy, clinical psychology and early support key working services whilst on the diagnostic waiting list.				
				Local area ASD strategy being developed. Integrated ASD pathways to be scoped.		Jo Baty / Simon Brauner-Cave, CCG/Cheyne CDS / Satwinder Saraon		
13.	2	JSNA	The current published joint strategic needs assessment for Hammersmith and Fulham contains little information about the health needs and profiles of children and young people with SEND. Leaders have drafted a more detailed	Up to date health information is provided for revised Joint Strategic Needs Analysis (JSNA). JSNA to be published. The JSNA is to be presented to the health and Well-Being Board (HWBB).		Anita Parkin Director Public Health		

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
			assessment, but this is yet to be published.					
14.	2	Joint Commissioning	While joint commissioning is well developed, the partnership needs to do further work to ensure that they fully evaluate the effectiveness and impact of commissioned services.	This is now part of the work of the joint-commissioning steering group and Joint Commissioning Strategy Action Plan		CCG/PSR/SEND		
				The data dashboards for SEND are currently in development.		Business Intelligence / CCG		
	2	Local Offer	Parents could have more confidence in, and awareness of the local offer.	Ongoing evaluation and system improvements in progress to develop local offer as main platform for communication. Joint work with Parents Active Parent Champions to take this forward. SEND Strategy Action Plan - Local offer advice line through SWC being set up.		Local offer co-production lead / ParentsActive.		
15.	1	Identification, assessment and early intervention.	The health and development checks for children between the ages of two and two and a half are not fully integrated in Hammersmith and Fulham.	A pilot took place in January. The next steps will be to take forward the learning from pilot and expand it.		Anita Parkin / Angela Cody CLCH/ Christine Pickering Family Support / Peter Woods PSR		
16.	2	Identification, assessment and early intervention. Transition.	The significant variations in deprivation and pockets of affluence in Hammersmith and Fulham are creating some challenges. Leaders are aware of the links between issues stemming from SEND and	Early years strategy is addressing the issues of variation. The specialist housing board is in place to plan for disabled young people coming through the system and their likely housing needs.		Jan Parnell John Lillistone		

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
			other social issues such as housing.					
17.	3	Inclusion and outcomes.	Some leaders and parents express concern about what they see as variability in transition and inclusion arrangements provided by secondary schools.	The Inspire service are working closely with schools through Peer Review process and SENCO networks to improve consistency in transition and inclusion arrangements.		Keith Tysoe SEND Lead Adviser and Inclusion Lead / Alison Leao SEN Specialist Practitioner Manager		
18.	3	Inclusion and outcomes.	Variations in how well pupils with SEND but without an EHC plan understand their objectives for learning.	<ul style="list-style-type: none"> - Feedback provided feedback to SENCOs on outcome of SEND local area review. Remind SENCOs through the SENCO forums the need to ensure pupils are aware of what they are working towards achieving. - Test this out through peer led SEND reviews in schools. Review process being piloted with three schools - Further outcomes training for all practitioners. Training has already been provided but practitioners need refresher to improve quality of EHCPs and learning support plans 		Keith Tysoe/ Alison Leao		
19.	3	Inclusion and outcomes	Some parents expressed concern that access to extra-curricular activities is variable and limited due to transport issues.	This is being addressed through the Short Breaks conference and steering group and through Parents Active Annual General Meeting.		Becky Powell		
20.	3	Inclusion and outcomes	Fixed-term exclusions for pupils with SEND at secondary school are declining but remain high.	A strategy to reduce fixed term exclusions is in development between the LA and schools		Kevin Morris Secondary Adviser and 14-19 Development		

No.	KLOE	Theme	Issue	Action Health	Action LA	Who	Timescale	RAGB
KEY	RAGB			KLOE				
	Red	Major risks and barriers to achieving – requires urgent attention.		1	Identifying Needs			
	Amber	In progress – some risks and barriers to completion		2	Meeting Needs			
	Green	On track		3	Improving outcomes			
	Blue	Completed						