

Appendix 1

Hammersmith & Fulham's Local Area

Special Educational Needs and Disability (SEND) Strategy

2023-2028

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INTRODUCTION

Our Hammersmith and Fulham SEND Strategy 2023 – 2028 sets out our local area vision and priorities for supporting children and young people with special educational needs and disabilities (SEND) and their families, and how we will work together to deliver these over the next five years.

This strategy, co-produced with children and their families, involves all partner agencies in Hammersmith and Fulham who have responsibilities for commissioning and providing services for children and young people with SEND including local authority services, education settings, health providers and the voluntary and community sector.

The strategy applies to all children and young people with SEND aged 0 to 25 who have an Education, Health and Care Plan or receive SEND Support. It is set within the challenging context outlined in the Department for Education (DfE) SEND Green Paper: *Right Support; Right Place; Right Time*, published in March 2022 following a national SEND Review. We are committed to supporting all our children and young people to have the best possible outcomes so that they go on to have fulfilling lives, living healthily and as independently as possible.

This strategy will sit alongside our Early Intervention Strategy and SEND Sufficiency Strategy and will align with other strategies as they are refreshed and developed including our Joint Commissioning, Coproduction, and Autism strategies.

VISION

Children and young people lead happy, healthy, and fulfilling lives and achieve their life goals.

SHARED PRINCIPLES

Underpinning our vision is a set of jointly agreed principles. We want Hammersmith and Fulham to be a place where all children and young people with SEND and their families:

- Feel welcomed, included, and valued.
- Have a voice, are listened to, have choice and control and are equal partners in decision-making about their own lives.
- Have their needs identified early and accurately, with effective support put in place quickly.
- Benefit from joined up support from staff who have the right knowledge and skills.
- Have access to high-quality education locally.
- Are clear about what they can ordinarily expect from their local services and education setting.
- Have high aspirations for their future with a clear focus on life outcomes across education, health and care.
- Have access to the right information at the right time.

COPRODUCTION

Our vision for coproduction is that it becomes the way of working in our local area, transforms culture and practice and delivers positive life outcomes.

We've used an active and flexible approach to coproduction in the development of this strategy informed and shaped by residents to reflect the diversity of our local population.

Rethink Champions Parent Reference Groups
Parent/Carer voice You Said, We Will
Youth Voice **Hundreds of conversations** Resident-led
Coffee mornings Parentsactive Surgeries
Surveys SENDIASS Annual Reviews Youth Council
Youth-led Peer researchers

An overview of this is attached as [Appendix B: Local Area Co-Production Framework](#).

HAMMERSMITH AND FULHAM CONTEXT¹

Supporting children with SEND in H&F:

4 maintained nurseries
36 primary schools
11 secondary schools
1 dedicated V1 Form and 1 FE College
4 special schools
2 resourced provisions
Stephen Wiltshire Centre
Commissioned AP provider.



98% of H&F schools rated good or better by Ofsted

West London College rated good



Health Providers:

NHS North West London
Central London Community Healthcare
Chelsea and Westminster Hospital
Imperial NHS Trust
West London Mental Health NHS Trust
28 GP Practices



1511 children and young people with an EHC Plan resident in H&F

This is 3% of the residents aged 0-25 in LBHF

(snapshot 30/09/2022)



The % of pupils in LBHF with an EHCP increased from 3.5% in 2015/16 to 5.1% in 2021/22



This is higher than London and national averages.

52% children and young people with an EHC plan are placed in mainstream provision



Compared with national average of 40.8%

(DfE SEN2 22)

Two-thirds of EHCPs in H&F identify Autistic Spectrum Conditions and Speech, Language and Communication Needs as the primary need.

There is a rising trend in the identification of Social, Emotional and Mental Health (SEMH) as a primary need



2195 children and young people with SEN Support in H&F schools – 10.8% of the school population

1625 (74%) are LBHF residents



(DfE Autumn School Census 2022)

Snapshot of children and young people with an EHCP open to Children's Social Care:

39 are children looked after
15 have a child protection plan
57 have a child in need plan
32 are care leavers
(Additional children receive support under CSDPA legislation)
60 young people are supported by Adults' Social Care



¹ Data correct Autumn 22

IMPACT OF COVID PANDEMIC

Whilst there was a strong partnership response to the Covid-19 pandemic locally, the impact on children and young people with SEND is continuing to emerge. We know from national research, *Ofsted – SEND: old issues, new issues, next steps June 2021*, that the lost months of education, the narrowing of access to services and community resources, and the financial and emotional impact on families has had a disproportionate impact on disabled children and those with SEN and their families. Local feedback resonates with this and is informing our priorities.

KEY PRIORITIES

We have identified the following key priorities:

- Robust identification, assessment and early intervention of children and young people's needs
- Development of sufficient inclusive and effective local provision
- Successful preparation for adulthood including person-centred pathways through education, health, and care.

Underpinning these priorities is our commitment to:

- Strengthening our outcomes-focussed quality assurance framework.
- Continuing to embed co-production as our way of working.
- A system wide approach at all levels in which SEND is everyone's business.
- Multi-agency workforce development.

Local Area Priorities

Priority 1 - Robust identification, assessment, and early intervention

What we plan to do:

- Strengthen and embed the universal and targeted offer through evidence-based interventions and use of the graduated approach to SEND.
- Develop an early intervention approach to meeting Speech Language and Communication Needs including the expansion and embedding of the Joint Communication Team.
- Pioneer inclusive technology to support independence as young people grow up.
- Develop a whole system approach to support early identification pre diagnosis for those awaiting a formal assessment of Social Communication Difficulties.
- Ensure that Education, Health and Care Needs Assessments are undertaken within statutory timescales and that EHC Plans are of a consistent quality and standard.
- Increase the uptake of 2.5-year-old Healthy Child programme development checks

How will we know we are making progress?

- Improved educational outcomes for children with an EHCP or SEN support.
- Increased uptake in 2.5-year-old checks with Health Visitors.
- The number of children achieving a good level of development on the foundation stage profile increases in line or above the national average.
- Improved waiting times for assessment.

- Schools are confident about meeting children’s SEND when they arrive in school reception classes and use the graduated approach to SEN well.
- SEN Early Years Inclusion funding (SENIF) is used effectively to address emerging needs for children in Private, Voluntary and Independent Early Years Providers.

Priority 2 - Development of sufficient inclusive and effective local provision

- What we plan to do:**
- Deliver a single strategy and plan for SEN Sufficiency that is inclusive of outreach provision and Alternative Provision arrangements.
 - Development of provision to meet Social Emotional and Mental Health Needs in the local school system.
 - Develop and implement an Inclusion Charter.
 - Support our school network to ensure they have the right skills to identify needs quickly and put in place appropriate provision at SEN support.
 - Coproduce refreshed annual review guidance, including toolkit, ensuring children are at the centre of what we do.
 - Support and empower our children and young people to be coproducers, so they can actively participate to ensure outcomes are wide ranging and across a broad range of cultural pursuits.

- How will we know we are making progress?**
- More staff will have accessed training to develop the right skills to identify needs quickly and put in place appropriate provision at SEN support.
 - More children placed in local schools.
 - The number of suspensions of young people on SEN support in secondary schools decreases.
 - The number and timeliness of children reintegrated into mainstream school from Alternative Provision will improve.
 - Parents will have more confidence in mainstream schools' capacity to meet needs and include children successfully.
 - Increased confidence of settings to effectively support positive outcomes for children and young people with SEND.

Priority 3 – Successful preparation for adulthood (PfA)

- What we plan to do:**
- Strengthen the young person’s voice in their own transition planning.
 - Implement the new 16-25 young people’s mental health service and expand inclusive employment locally.
 - Develop a local area protocol and approach for managing transitions with the care plan at the core of provision and pathway planning.
 - Develop robust processes for joint planning current and future cohorts to inform commissioning intentions and appropriate individual pathways.
 - Produce a local area PfA pathways document for professionals, parents and young people to ensure routes are clear and defined across Education, Health and Care.
 - Develop a local area PfA toolkit to support a shared understanding of pathways and agency / collective responsibilities in delivering robust PfA outcomes for children and young people.
 - Review of unit costs and approach to funding post 16 places jointly with Commissioning Alliance partners.

How will we know we are making progress?

- Pathways for children and young people with SEND will be clear and show the different options and access arrangements. Children and families, young people will experience greater choice and control over decisions and their journey be in line with their aspirations.
- Young people will have been actively involved in their holistic plans.
- With greater parental confidence in mainstream schools, more children transfer to mainstream secondary and further education colleges.
- Careers information, advice and guidance is inclusive, positive about aspirations and leads more young people with SEND into jobs they want to do, with more young people taking up supported internships and / or moving into paid employment when they are work ready.
- More young people with SEND living and travelling independently with opportunities to join in local community activities.

MEASURING SUCCESS

As part of this five-year strategy, we have identified performance areas against each priority for which SMART targets will be set and reviewed at least annually. We are coproducing our SEND Outcomes Framework with key stakeholders.

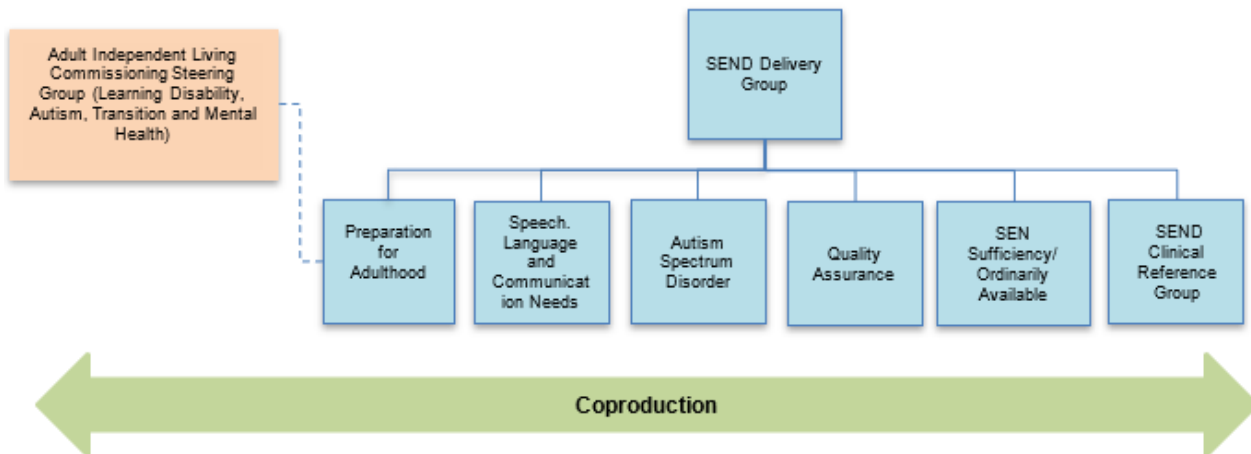
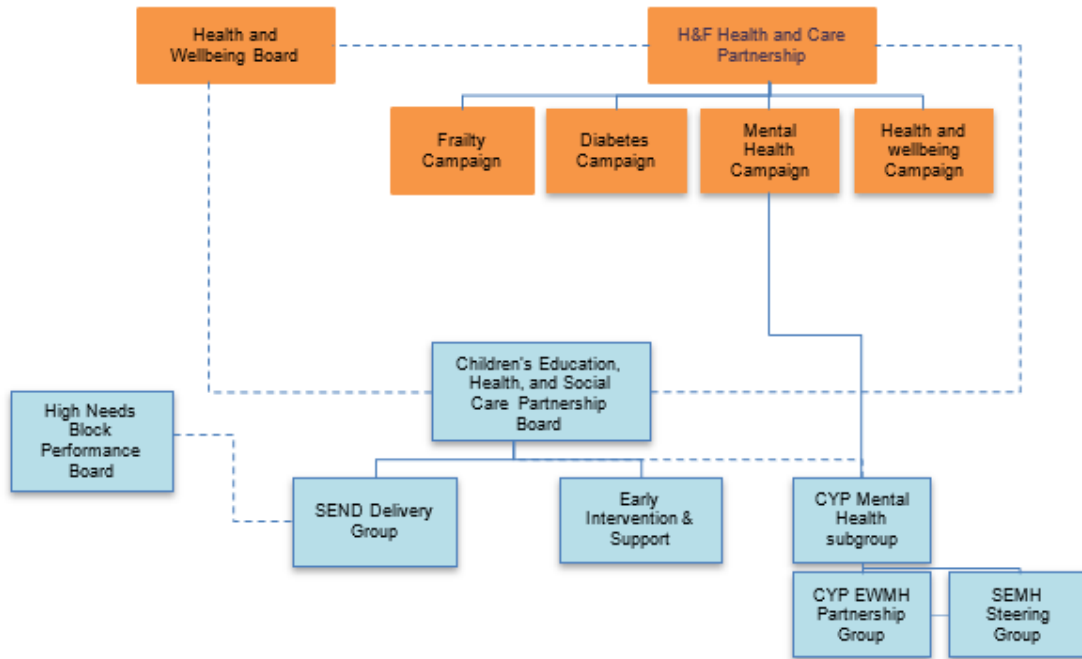
SEND systems can be complex and make it difficult to see whether the changes in the system are making a difference for children and young people. We will be using a range of information including audit, data and stakeholder feedback to tell us how well we are performing, what's working well and where we need to act to achieve change.

We will refine our baseline data which is made up of information from: our Joint Strategic Needs Assessment, our local area SEND self-evaluation (SEF); stakeholder feedback; coproduction activities; relevant H&F datasets; and regional and national benchmarking and work is underway across the partnership to build on our existing datasets and develop a set of agreed success measures for our SEND Data Dashboard.

GOVERNANCE

The Children's Education, Health, and Social Care Partnership Board spans the range of local area partners involved in working with children and young people. It is chaired by the Director for Children's Services and the Borough Lead for Hammersmith and Fulham from the Hammersmith and Fulham Integrated Care Board. The Partnership Board holds the local area to account on the progress of actions and priorities in this strategy.

Following creation of the Children's Education, Health and Social Care Partnership Board, the SEND Delivery will provide oversight of the SEND Strategy and Self Evaluation and subsequent programmes of work; responsible for monitoring the roadmap for SEND for children and young people (0-25).



APPENDIX A: STRATEGY OVERVIEW

All partners in Hammersmith and Fulham are committed to ensuring children and young people lead happy, healthy, and fulfilling lives

- Strengthen the young person's voice in their own transition planning
- Implement the new 16-25 young people's mental health service young Maintain and expand inclusive employment locally
- Develop a local area protocol and approach for managing transitions with the care plan at the core of provision and pathway planning.
- Develop robust processes for joint planning current and future cohorts to inform commissioning intentions and appropriate individual pathways.
- Produce a local area PFA pathways document for professionals, parents and young people to ensure routes are clear and defined across Education, Health and Care.
- Develop a local area PFA toolkit to support a shared understanding of pathways and agency / collective responsibilities in delivering robust PFA outcomes for children and young people.
- Review unit costs and approach to funding post 16 places jointly with Commissioning Alliance partners.



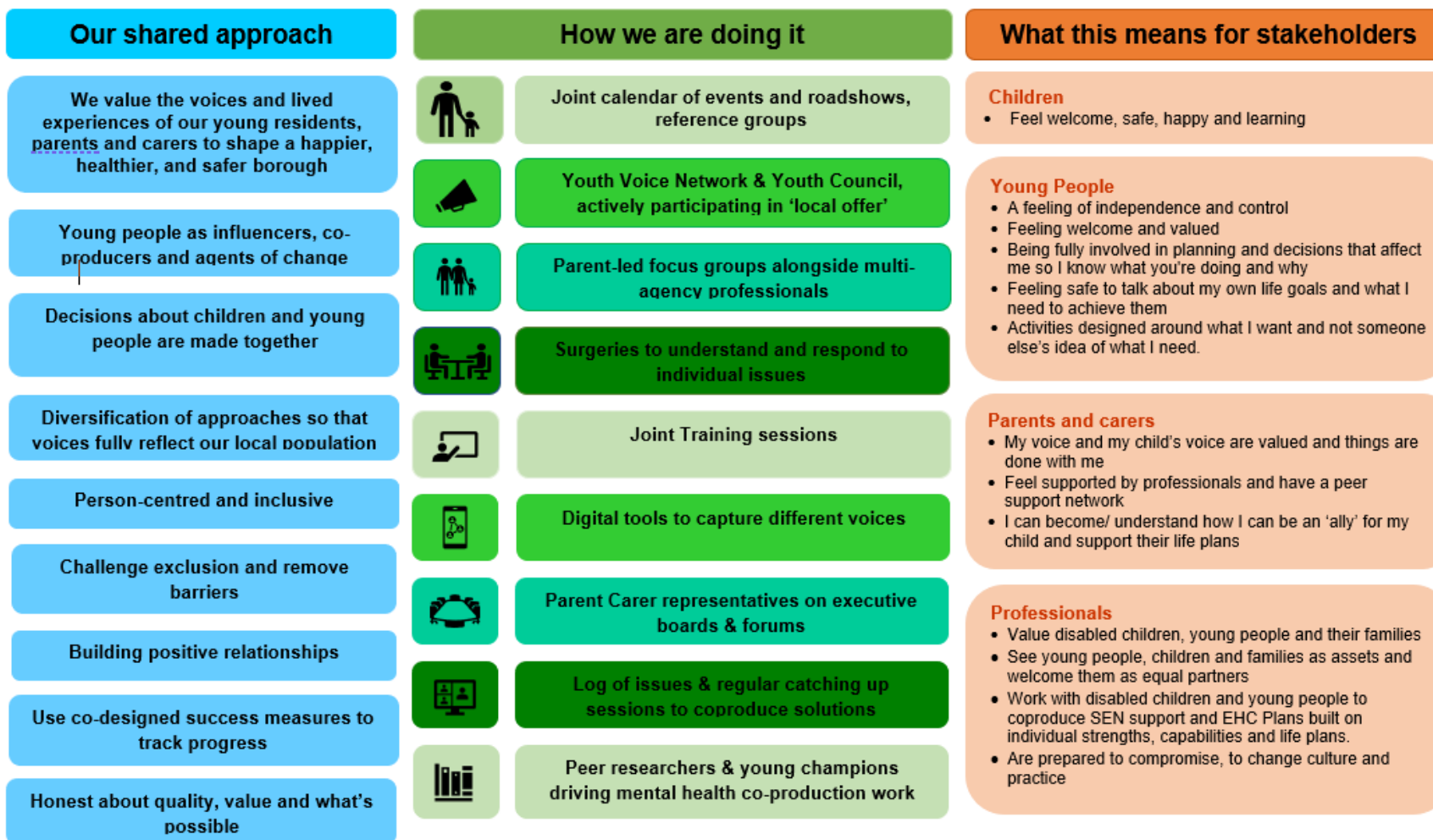
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- Develop a whole system approach to support early identification pre diagnosis and for those awaiting a formal assessment of Social Communication Difficulties.
- Ensure that Education, Health and Care Needs Assessments are undertaken within statutory timescales and that Plans are of a consistent quality and standard.
- Increase the uptake of 2.5 year-old Healthy Child programme development checks

- Develop a single strategy and plan for SEN Sufficiency that is inclusive of outreach provision and Alternative Provision arrangements.
- Develop and implement an Inclusion Charter.
- Support our school network to ensure they have the right skills to identify needs quickly and put in place appropriate provision at SEN support
- Coproduce refreshed annual review guidance, including toolkit, ensuring children are at the centre of what we do.
- Support and empower our children and young people to be coproducers, so they can actively participate to ensure outcomes are wide ranging and across a broad range of cultural pursuits.

APPENDIX B: LOCAL AREA CO-PRODUCTION FRAMEWORK

Appendix B: Local Area Co-production Framework Overview

Our vision for coproduction is that it becomes our way of doing things with residents not to them, that it transforms culture and practice and delivers positive life outcomes



APPENDIX C: GLOSSARY

Additional Needs	Additional needs describes a group of children or young people who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.
Alternative Provision (AP)	Education in a setting that is not a mainstream or special school. The education should be based on the needs of the child and can be provided through a variety of routes, including pupil referral units (PRUs).
Annual Review (AR)	An annual meeting, or every 6 months for under 5s, to review the Education Health and Care Plan. At this meeting parents/carers, the child/young person and professionals review the needs of the child/young person and what support they require. After this meeting, the LA then decides whether an EHCP it is still needed and whether any changes should be made to the Plan.
Co-production	Co-production is a collaborative approach to decision-making and service design that recognises for organisations to deliver successful services, they must understand the needs of their users and engage them closely in the design and delivery of those services.
Education, Health and Care Needs Assessment (EHCNA)	A process of assessment referred to as an education, health and care needs assessment carried out by the Local Authority for a child or young person 0-25. An EHC needs assessment is a detailed look at a child's special educational needs (SEN) and the support her or she may need in order to learn.
Education, Health and Care Plan (EHCP)	An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies
Graduated Approach	The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of: Assess, Plan, Do, Review
Joint Strategic Needs Assessment (JSNA)	Joint strategic needs assessments analyse the health needs of populations to inform and guide commissioning of health, wellbeing, and social care services within local authority areas. The JSNA provides an evidence base for health and wellbeing boards to decide on key local health priorities.
Outcome	An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be specific, measurable, achievable, realistic and time bound (SMART).
School SEN Support	A category for young people who need extra specialist support but not an EHC plan. This may take the form of additional support from within the school or require the involvement of specialist staff or support services. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school.
Special Educational Needs (SEN)	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
Transition	The process of moving from one school phase or another or from school to adult life.