Kensington and Chelsea

Local Area SEND Self-Evaluation

Executive Summary

Q3 (October to December) 2019/2020
Introduction

Our ambition is to support all children and young people in their journey through childhood and into adulthood with underpinning principles of early help, personalisation and inclusion, enabling them to achieve their chosen outcomes. The Royal Borough of Kensington and Chelsea (RBKC) and Central London and West London Clinical Commissioning Groups (CCGs) have high ambitions for all children and young people, including those with special educational needs and disabilities (SEND). We firmly believe that all children and young people should have access to good local provision, including health care, and every opportunity to thrive, whether this be education, employment, independent living or participation in their community.

From 2014 to 2017, our local SEND strategy focussed on implementing new assessment pathways; developing the tri-borough SEND Service; engagement with education settings to improve the identification and assessment of children and young people with SEND; improving joint working between education, health and social care, including joint commissioning; and, developing relationships and co-production with the parent/carer reference group, led by ‘Full of Life’ (the Kensington and Chelsea parent/carer forum). The impact of the political decision to commit to an integrated tri-borough SEND service in 2014 created an additional pressure at a time when the reforms were being introduced. Initial progress was therefore slower than we would have liked.

In June 2017, the scale and complexity of the Grenfell Tower tragedy required help from every aspect of the local area and beyond. Kensington Aldridge Academy was temporarily relocated to a nearby site; some pupils relocated to other schools and some received additional transport to enable them to maintain their attendance at school. Psychoeducational support for affected schools was provided in the immediate aftermath (in line with NICE Guidelines) by the Education Psychology Service. Counselling was provided, and continues to be provided, to teachers, pupils and others affected across the borough. A key worker was allocated to every affected household that wanted one both from the tower and other neighbouring properties. ‘Full of Life’ worked closely with parents of children with SEND affected by the fire to provide support, including additional short breaks, group counselling and music therapy, funded by the borough. Through the Grenfell Education Fund, £2.3 million has been allocated (to date) to support all children, including those with SEND, affected by the fire. Following the tragedy, CAMHS established a named clinician for all local schools and children’s mental health services in the North Kensington area have been additionally funded by NHSE and through the North Kensington Recovery Team established in West London CCG. The long-term impact on those living in the tower, the community, the surrounding area and those involved in the recovery and efforts to rebuild, cannot be underestimated.

In 2018, tri-borough arrangements ended but the Royal Borough of Kensington and Chelsea and City of Westminster continue to work in a bi-borough arrangement. CCG commissioning still operates across the tri-borough footprint. In the lead up to April 2018 and since that time, the bi-borough SEND Service focused on completing transfers from Statements and maintaining the improvements in the assessment process that started to become evident in 2017-18. A climate of continuous improvement and quality assurance is in place and the completion rate for Education, Health and Care (EHC) needs assessments within 20 weeks, excluding exceptions, now stands at 100% (July to September 2019). In the calendar year 2017, 51% of assessments were completed within timescales and this increased to 70% in the calendar year 2018. This compares favourably with London at 60% and the national
average of 64%. The service has implemented a bespoke case management system, Eclipse, through the One SEND project, which was launched in July 2019.

The NHS Long Term Plan (LTP) sets out an ambitious agenda to improve outcomes across a range of areas, including maternity, children and young people’s mental health, LD and autism and other long-term conditions. It is recognised that these outcomes can only be delivered via joint working between young people, parents, CCG and Local Authority (LA) commissioners and providers. We have refreshed our joint commissioning plan to ensure it reflects the NHS LTP’s vision and aims.

The LTP also commits all sustainability and transformation partnerships to developing into an integrated care system by April 2021 potentially supported by a single CCG. North West London CCGs are currently engaging stakeholders on the case for change and how this will be implemented in practice. We recognise that across North West London, we have unwarranted variation in health outcomes and duplication across eight boroughs; by reducing this inefficiency we can improve quality and reduce inequalities. We also need to save money; the most significant savings are likely to come from reducing duplication and operating as an integrated system rather than in a competitive system under payment by results. The eight CCGs are aiming to become one statutory organisation by April 2021; however, we recognise that we will still need local delivery teams and would want to maintain our strong borough-based links between the CCGs and the LAs. We envisage we would have local teams working in the areas currently under a CCG and these delivery teams will develop and support the emerging integrated partnerships, which in turn support the developing primary care networks.

Our SEND Strategy 2018-2021 sets out the following overarching aims:

- Support children and young people to achieve the best they can in education and all other aspects of their lives;
- Support young people to get a job (with support as necessary);
- Support children and young people to live as independently as possible (with support as necessary); and
- Support children and young people to be healthy, active and visible in their local community.

In September 2019, our Children’s Services were rated outstanding in all areas by Ofsted. Inspectors noted that “disabled children receive a strong service that makes a positive difference to their lives”.... and... “the team ensures a joined-up transition to adult services”.

This self-evaluation document provides an evaluation of how well the RBKC partnership (or ‘local area’) carries out its statutory duties in relation to children and young people with SEND. It focuses on the effectiveness of the local area in supporting children and young people with SEND and their families to achieve the best possible educational, health, social and other outcomes. This evaluation is reviewed on a quarterly basis and provides the basis of a continuous cycle of self-improvement. It forms part of our ‘business as usual’ quality assurance arrangements and should be read alongside our SEND Joint Strategic Needs Assessment (JSNA), SEND Strategy with our “One Year On” Report and high-level action plan. See Appendix 1 for our data schedule and Appendix 2 for health-related data.
Leadership and Governance

Progress against the SEND Strategy and the associated action plan are overseen by a bi-borough multi-agency Children and Families Act (CFA) Executive Board which is co-chaired by the bi-borough Executive Director of Children’s Services and the Deputy Director of the CCG\(^1\). The Board includes the Chair of ‘Full of Life’, providers, schools and settings. Political leaders are involved in shaping the transformation plans and are kept informed of progress through regular Cabinet Member briefings, providing challenge and support. Councillors also speak with our local parent forums regularly, so to understand their experiences of the local SEND system.

The CFA Executive Board is underpinned by five supporting workstreams:

- Joint Commissioning Board
- Short Breaks and Personalisation
- Preparing for Adulthood
- SEN Support
- Early Years and Childcare Board

\(^1\) Appendix 3 sets out local governance arrangements
Co-production

Co-production is at the heart of our work to implement the SEND reforms and is increasingly the ‘business as usual’ model. We have a Co-production Memorandum of Understanding, which has been signed off by our CFA Executive Board. To promote transparency and accountability, we also have an established process for recording our ‘You Said, We Will’ activity, which results in an annual ‘You Said, We Did’ summary.

Representatives from ‘Full of Life’ are actively involved in all aspects of strategic work which includes recruitment to key SEND service roles. ‘Full of Life’ holds regular meetings with officers from the LA, CCG and health providers, including a termly reference group meeting which is chaired by the forum. The SEND Service attends surgeries with ‘Full of Life’ on a regular basis. Parents are also involved in training officers and participate in evaluations when re-procurement is taking place (relevant to SEND). ‘Full of Life’ has trained Local Offer Parent Champions, who deliver training and work with individual families. One of the Local Offer Champions is the Co-Chair of our Local Offer Steering Group. ‘Full of Life’ are co-productive partners in the Bi-Borough All Age Autism Strategy Group.

Our improvement work is further informed by the views of families through their attendance at the CFA Executive Board, at workstream groups, through the SEND Strategy survey (2018) and surgeries with the SEND Service. In addition, a group of children from Barlby Primary School, including pupils from the ASD resource centre, were involved in scoping and setting questions and model answers for the selection process to determine the approved sponsor for the new special free school which will open in the borough in 2021.

We have recently made changes to our Sensory Impairment Service, creating a more joined up bi-borough model, which has enabled us to increase the capacity of frontline delivery. Consultation workshops with local parents helped us to design the new delivery model. Children with visual impairment and hearing impairment were involved in the interview process for the specialist teachers in the new service.

CAMHS service reviews have been co-produced with Rethink Mental Illness and local Mental Health Champions since 2015/16 and have gathered feedback from 400 children and young people service users and 175 parents and carers across what was previously the Tri-Borough.

We have ambitions to strengthen our co-production activity with children and young people and have recruited a new SEND Children and Young People’s Participation role who took up post in October 2019. Children with SEND were involved in the interview process.
Executive summary

Key areas that work well

Strategic developments

The Local Area has a clear governance structure and reporting mechanisms in place that cover all aspects of SEND support and joint commissioning. The overarching board includes parent representatives and is chaired by senior leaders from the LA and CCG.

The local area has maintained a **Designated Clinical Officer in post since December 2014**, a new DCO started in post in June 2019. The DCO acts as the health lead for the implementation of SEND reforms and is the key point of contact for colleagues from the local authority, health teams, schools, the parent carer forum and within the CCGs.

We have held three multi-agency **Sharing Good Practice events**, most recently an event on Reviews and Transitions and a deep dive meeting on early years. This is helping us to understand our data, promote effective practice and challenge ourselves to work more collaboratively.

**Co-production and engagement are increasingly ‘business as usual’**. Examples include the coproduction with parents/carers of our SEND Strategy 2018-2021, the strategic development of our local offer (the steering group is parent-chaired), the development of the short break offer and of a new resource allocation system for personal budgets, improved passenger transport (including recommissioning of the offer), enhancements to the speech, language and communication offer, the development of mental health services and the appointment process for specialist teachers for children with sensory impairment. A new officer, who will focus on the participation and engagement of children and young people with SEND, joined our SEND Local Offer Service in October 2019. The role will be focused on: supporting local professionals to more effectively engage with young people with SEND, delivering a range of events to capture the views of children and young people with SEND and implementing reporting structures that ensure that the views of children and young people with SEND are communicated to Senior Leaders across the Local Area. The officer has attended a Young People’s event led by Young Healthwatch and has begun discussions with the coordinator about how we could work together effectively and share insights.

**Our local offer website** has improved. We now receive positive comments from parents about how easy it is to access and how useful the information is to them for making decisions about their children. Our local offer survey, which we analyse on a quarterly basis, shows that 77% of users found the site to be up-to-date, 71% of users found it to be useful and relevant and 90% found it to be understandable. Nearly half of responders use the site more than once a month and 74% of users consider the site to be attractively designed. These figures, which are based on a relatively small numbers of responses, show some natural variation between quarters and we are using outcomes of the survey to continually improve the website.

The Council recently worked with over 1000 stakeholders, including young people, to **review and co-design youth services in RBKC**. All services are required to deliver SEND provision as part of their core offer.
**Key areas that work well**

### Identification of SEND

The Local Authority are continuing to invest in the **Speech and Language Therapy (SLT)** Service. 90% of children referred to the service are seen within 12 weeks. The SLT Service proactively signpost to drop-in sessions at Children’s Centres while they wait. CCG and LA commissioners continue to chair the multi-agency Speech, Language and Communication (SLC) Strategy Groups, which coordinate and deliver a work plan focused on the local area’s journey to move towards a whole system approach to SLC. For Early Years this is complemented by the Pre-Birth to 5 Redesign programme’s focus on SLC. For school age children this has resulted in an improved offer for reception age children and a targeted training offer for schools.

To support early identification, **training and support** is provided to health visitors, schools and other settings by specialist services, including SLT, physiotherapists, child and adolescent mental health services (CAMHS) and Paediatrics. Specialist staff attend children’s centre sessions; for example, local CAMHS deliver support to identify and meet needs of children under 5 with attachment disorders.

### EHC plans are now produced within statutory timescales.

Over January to March 2018, 19% of EHC plans (excluding exceptions) were completed within 20 weeks; at this point, the local area received support from the DfE to improve timeliness. 2019 SEN2 (for 2018 calendar year) showed improving performance. SEN2 for 2020 (2019 calendar year) will evidence continued strong performance; 97% of EHCs finalised in 20 weeks (94% excluding exceptions) which is 28% improvement on the previous year. The Council invested extra resources in order to complete over 99% of transfers from Statements by 31 March 2018.

There are **strong arrangements in place for the identification of SEND in children who are home educated.** We have recently produced an Information Guide for Home Educators which includes details of the SEND services and the local offer.

### Assessment and meeting needs

Since the **Grenfell tragedy,** there has been wide-ranging and extensive support for the families affected, including additional funding of £2.5m so far for education support and short breaks via the Grenfell Education Fund. Significant resources have been committed to educational intervention, emotional wellbeing and mental health support for bereaved children, young survivors and the wider community of children and young people, including those with SEND and their families. Educational Psychologists have provided additional support to all schools affected by Grenfell since the immediate aftermath of the tragedy, as part of the LA critical incident response policy. Outcomes for children are tracked and work to mitigate the impact of the fire will continue for as long as is necessary. The effective tracking of the Grenfell cohort was noted by the Government’s Taskforce in its most recent report; in November 2018 it reported that RBKC’s relationship with and support for its early years, schools and young people services remains strong. The Council’s approach to tracking the progress of children and young people affected by the fire is impressive and should develop into a long-term commitment.

There is a holistic and core SLT and CAMHS offer within the **Youth Offending Team,** to identify and meet needs.
## Key areas that work well

There is a rolling **programme of parent workshops** delivered by a range of professionals including SLTs, occupational therapists, educational and clinical psychologists. This includes understanding autism spectrum disorder (ASD) after diagnosis. There is also a programme of training available to schools and settings. The borough’s Autism Outreach Service regularly runs a bespoke programme for parents, following feedback from parents and responding to the needs of the local community.

The Parents’ Autism Awareness Course (for ages 2 - 5) is for parents of children who have received an early diagnosis and aims to support parents with their understanding of an autistic spectrum condition. The course considers social communication, interaction, sensory needs and support in nursery and school.

The Parents’ Autism Awareness Course (age 5-18) is for parents of children who have received a later diagnosis of autism, covering the same areas as above – but also considering how autism affects children and young people as they grow older.

Barnardos’ Cygnet ‘Puberty, Sexual Well-being and Relationships’ (for parents of children/young people aged 7-18). The aim is to develop the confidence of parents within the areas of puberty, sexual wellbeing and relationships and how they impact on children and young people with autism.

Barnardos’ Cygnet ‘Siblings’. The aim is to develop an understanding of the needs of siblings of children / young people with autism.

The aim of all the parents’ programmes is for parents to be able to develop supportive links with other parents. They provide a safe environment, where parents are able to share successes and discuss concerns and difficulties.

The **short breaks service** is innovative and develops highly personalised solutions to meet the needs of local families. The support and challenge provided through our inclusion offer is effective in enabling families to access mainstream services. The St Quintin Centre is purpose-built and was developed in response to feedback from local families, including input specifically coordinated by Full of Life. By offering groups and support for disabled children, young people and their families, it delivers a high quality and highly regarded short breaks offer.
Key areas that work well

In response to feedback from local families, St Quintin’s has developed an outreach service to extend its services to the south of the borough, based at Marlborough Primary School. A two-year contract is in place and the ‘core offer’ to the south of the borough will be extended on this basis.

The Behaviour and Family Support Team is a specialist service for children with autism and/or moderate to severe learning disabilities, who have emotional, behavioural or mental health problems. There is an SLT and OT embedded within the team. Full of Life were involved in the initial set-up of the team. It has been well received by parents and supports them to better understand and manage behavioural challenges.

Place planning has led to the funding of SEN capital initiatives to meet local need. A new special free school will open in 2021 on a shared site between Barlby Primary School in north Kensington and Queensmill School, which is judged to be outstanding by Ofsted, as the lead sponsor and RBKC as co-sponsor. This will provide 80 places for children with autism and severe learning difficulties. The borough is funding the building of the school and the rebuilding of Barlby primary, which hosts an autism resource base (The Orchard). Families have been involved in the planning and development of these significant new resources. A consultation on the name for the school will launch in February 2020.

For 2019, there are plans to use the SEND capital fund to invest in intervention spaces at primary schools such as Avondale Park, Thomas Jones, St Francis of Assisi RC and Bevington. The fund has also been used to create a sensory room at St Mary’s Roman Catholic Primary School.

Children in care are very well supported by the Virtual School. The Virtual School monitors the quality of planning and support provided to looked after children and young people with SEND. Every looked-after child with SEND has an allocated virtual school teacher who works closely with the SEN Service to ensure that the child’s needs are being met. Every child has a personal education plan that runs in conjunction with their EHCP or SEN Support plan and this is reviewed three times each academic year. In some cases, there is evidence of innovative approaches to capture views where traditional methods would not suffice e.g. the use of photos.

Improving outcomes

Children with SEND achieve well. In 2019, 48% of children at SEN Support achieved the expected standard in reading, writing and mathematics at the end of key stage 2 (England average, 25%). 20% of children with an Education, Health and Care Plan (EHCP) achieved the same (England average, 9%). At the end of key stage 4, 36% of children at SEN Support achieved grades 4-9 in English and mathematics; the national average was 32%. 21% of pupils with an EHCP achieved the same, compared to a national average of 11%.

Schools report that the EP liaison visits (3 visits per year), funded by the High Needs Block and agreed at the Schools Forum, are highly valued and contribute to making a difference for children with SEN.
Key areas that work well

SEN outcomes continue to be targeted in the school standards link adviser conversations. The SENCOs workforce support has been strengthened (improved SENCO forum, development of the SEN toolkit, SENCO induction).

The local area performs favourably regarding the proportion of working-age adults with a learning disability known to social care **in paid employment in 2018-19**, with 16.1% in employment compared to 5.9% nationally and 8.0% in London. This is an improvement since the year before (2017-18) when there were 10.6% in paid employment in the borough.

In the year to date (Apr to Nov 19/20) 10.4% (24/230) of adults aged 18-64 with learning disabilities have been in paid employment at some point in the year. Of the 24 people who have been in paid employment, four are aged 18-26 years. We would expect the figure to go up before the end of the year in April 2020. We do not yet have the national or London comparators for our performance so far this year (2019/20). However, the national figure of 5.9% in 2018-19 has shown little improvement since the learning disability white paper was published almost twenty years ago. We aspire to continue to improve upon this figure and have appointed a dedicated officer who is developing a range of initiatives to improve the pathways to employment for young people with SEND, including a local **Supported Internship** offer.

We introduced a Supported Internship programme, with local partners, in September 2018 with the council as an employer. Twelve young people started the programme in September 2018, all employed by RBKC and working with West London College, Action on Disability and other local employers including Nandos. 80% of the cohort have been offered paid employment either with the Council or local employers. 8 young people have been recruited for year 2, and started in September 2019, with a 100% retention rate to date. Our multi-agency Supported Employment Forum has co-produced an action plan and agreed priorities to be taken forward during 2020 to increase SEND employment outcomes in the local area.

**Our EHCP quality assurance framework is driving up the quality of plans.** The oversight and drive provided by senior leaders has led to significant improvements in case management and data quality and a regular audit process is now in place. Parents have coproduced new arrangements for assessment, planning and reviews.

Over April to June 2019, on average 91.3% of **16-17 year olds with SEND in RBKC were in learning** (88.2%, England / 92.5%, London). There is a 1.8% gap in the rate of participation for young people aged 16-17 with SEND in RBKC compared with all children in this age group; across England this gap is 3.8% and in London it is 2.0%.

We will work to continue to **reduce the participation gap** between young people aged 16-18 with SEND and their peers and reduce the rate of young people with SEND who are Not in Education, Employment or Training (NEET) (or ‘not known’).
Key areas that work well

More RBKC pupils with EHCPs achieved a **Good Level of Development in 2019** compared to National and Inner London comparators. 13% of RBKC EHCP pupils have a Good Level of Development whereas 5% of pupils nationally and 6% of pupils in Inner London have the same.

A multi-agency NEET Panel is now in place, attended by local colleges and training providers.
### Key areas for development

#### Strategic developments

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<td>Despite a significant increase in the usage of our <strong>Local Offer website</strong>, and improved feedback, we will continue to develop and improve it e.g. we will make it more accessible to young people with SEND, building on their feedback.</td>
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<td>Parents were closely involved in the development of our new <strong>personal budgets policy</strong>. The new Resource Allocation System (RAS) training for both professionals and parent champions finished as of 31&lt;sup&gt;st&lt;/sup&gt; May 2019. Since then we have been running a pilot for short breaks and finalising the internal processes. Families can request a personal budget at any time, and this can be supported through the trial, pending the official launch.</td>
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<td>The pilot has been extended until 01/12/2020 as we wanted to ensure our policies and processes are correctly implemented. Following this the PB program will launch officially. Personalisation has successfully been promoted across social care, education and health through workshops, information days, and publications. Service users have been communicated to and are aware of the imminent change. Families are asking for more information and can request a personal budget as part of the pilot. As a result of recent works, we have decided that Personal Budgets will not be accessible for under 5s due to more intensive early intervention work needing to take place to ensure early achievement.</td>
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<td>All children and their families eligible for continuing health care receive information on personal health budgets (PHBs), including their indicative budget. There are also plans for a wider expansion of PHBs, including people with mental health difficulties.</td>
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<td>A Personal Transport Budget offer has been agreed and will be launched during January 2020, providing greater choice and control for families who have children and young people eligible for travel assistance to school or college. Communication with schools is planned for January 2020. The FAQ document has been completed and is ready to publish. SEN is set up to utilise pre-paid cards. ITT recruitment includes capacity to promote Personal Transport Budgets. We have successfully recruited to two ITT posts. These are now in role.</td>
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<td>While our SEND Strategy and Joint Commissioning Plan reflects the views of parents, we recognise that we need a more consistent approach to <strong>co-production with children and young people</strong>, building on strengths in CAMHS and wider examples of co-design. Our SEND Children and Young People’s Participation officer started in October 2019.</td>
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<td>The <strong>Youth Offending Service</strong> is making progress towards achieving the SEND Quality Mark during 2020. We are working to achieve the Quality Mark by the end of March. We have a meeting pending with an assessor to look at our evidence so far and establish our readiness to achieve the mark by March.</td>
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<td>We are continuing to <strong>develop and enhance our Early Years Service</strong>. We are one of 5 Local Authorities working with the Early Intervention Foundation through their Early Years Transformation Academy so as to join up best start, health child and school readiness initiatives. Our new Strategic Lead for</td>
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Early Years started in July 2019 and 3 Early Years and Inclusion Advisors started in October 2019. The service is providing support to PVIs, maintained nurseries, children’s centres, schools and childminders and act as Area SENCOs.

Take up of Disability Access Funding and SEN Inclusion Funding (SENIF) has been historically low but rising following our re-designed arrangements which include high needs funding. It is now accessible to children under 3 years old and allocations are based on individual needs. The SEN Service set up an Early Years Panel that started on 2nd October this year where the management of early years cases and SENIF has been placed.

### Identification of SEND

**We continue to work to reduce the waiting times for ASD diagnosis**, reduce the age of diagnosis and address the under-diagnosis of girls with ASD. An all-age, multi-disciplinary Autism Strategy has been signed off by our CFA Exec Board; work is underway to improve pathways and reduce waiting times.

In September 2019, referral to assessment for under 5s took on average 28 weeks at Cheyne – down from 38 weeks in December 2018 – and 23 weeks at Woodfield. The average wait for over 5s referral to assessment was 43 weeks for Cheyne and 21 weeks for Woodfield. This is still too high, and we have a transformation programme to redesign our child development pathways – underpinned by an emerging autism strategy.

1/3 of children are diagnosed at first appointment and for pre-school children the average age for diagnosis is 2;6 (slight variance depending on which CDS but both under 3). All children who are waiting are supported with therapies, information and signposting (including to our local parent support group, Full of Life) and have support from Specialist HV or Specialist Nurse.

We plan to establish a specialist resource for children with autism at the Golborne and Maxilla Nursery Schools in the north of the borough, building on existing good practice.

### Assessment and meeting needs

Commissioners have worked together with our main therapy provider, Central London Community Healthcare (CLCH) NHS Trust, to address areas of variable performance around **waiting times for occupational therapy (OT)**. Over the course of 19/20, 80% of Children and Young People referred for Occupation Therapy were seen in 12 weeks. In November 2019, 100% of RBKC children and young people were seen within 12 weeks. This is a significant improvement on previous years. In November 2018, 14% were seen within 12 weeks. The national referral to assessment target is 18 weeks. OT continues to be an area of priority for both CCG and LA commissioners, working in partnership with providers.

Continued work is required with the provider of local **Wheelchair Services**. Recent performance has indicated improved referral to treatment waiting times and engagement with Full of Life Parent Forum; however, more work needs to be done to ensure the needs of children and young people are met in a timely manner. The Wheelchair Service have also committed to initiatives to improve communication with service users however the impact of this needs to confirmed by service user feedback.
We recognise that whilst our targeted offer of speech and language support for school age children without an EHCP has been strengthened, more needs to be done to ensure all children get the right support at the right time. We continue to work with schools in close partnership with CLCH to develop and embed a **whole system model to speech, language and communication**. To support this, Full of Life are in the process of setting up a Parent Champions model for speech language and communication.

Parents tell us that the **social care and short breaks services** need to listen and understand the feedback about contact and communications. We have started to do that listening and to think about how we can improve their experience. We have co-produced new leaflets with Full of Life and these are published on the Local Offer website.

We have a full range of leaflets highlighting the different services we offer, and now regularly attend parent forums meeting at Full of Life. We have parent representation in our Focus Group. Co-production is now a strong part of our consultation process (particularly for the Resource Allocation System where we had parents on the working group). Our Local Offer has also been co-produced with parents who have highlighted content they would like changed and which pathways should be made clearer.

**Primary attendance levels for pupils with SEND continue to be slightly below Inner London averages. The rate for pupils with SEN support is in line with national averages and the rate for children with EHCPS is just below the national rate.** The RBKC primary school attendance rate for those on SEN support in 2018/19 was 94.5%. This is in line with the national rate from 2017/18 of 94.5% and just below the Inner London rate of 94.8%. In terms of pupils with an EHCP, the RBKC rate of attendance for primary schools in 2018/19 was 92.8%, compared to a national rate of 93.2% and an Inner London rate of 93.7% for 2017/18.

The RBKC secondary school attendance rate for those on SEN support in 2018/19 was 92.1% compared to a national rate of 92% and an Inner London rate of 93.2% in 2017/18. In terms of pupils with an EHCP, the RBKC secondary school rate in 2018/19 was 92%. This compares favourably to the 2017/18 national rate of 91.8% and is slightly lower than the Inner London rate for 2017/18 which was 93.5%.

The early help service, working with the school standards team, is using a data-led approach to target support at schools with the lowest attendance and take a ‘whole family’ approach to improving school attendance.

Through the Vulnerable Children’s Collaborative, we are working to improve the attendance of children and young people with SEND where there are concerns about low attendance or not being in receipt of full-time education. We will review our offer for children who are unable to attend school due to ill-health. Out-of-borough schools are now required to submit attendance data with their termly invoices for resident pupils on their roll.
We will improve the **participation of children and young people** with SEND in developing our local offer. A new SEND participation officer started in post in October 2019.

We will **continue to improve the range and quality of mental health and emotional well-being support** available and develop clearer and better communicated pathways. The successful West London CCG and MIND Trailblazer bid provides proactive and preventive support to young people with low and moderate mental health needs in schools with a dedicated workforce in most primary and secondary schools in the borough. Mental Health Support Teams continue to develop their offer in RBKC schools.

The Joint CCG and LA Emotional Wellbeing and Mental Health Plan has been signed off at the December 2019 H&WB. The CCG have commissioned further support from Mind to deliver additional provision in schools without MHSTs.

We will improve the **advice provided by CAMHS professionals** as part of children’s Education, Health and Care needs assessments.

We will **strengthen the whole-school approach to communication and language needs, and emotional health and wellbeing** at the targeted level and embed a graduated offer.

The Designated Nurse for Looked After Children (LAC) is working with the Local Authority, Imperial College Healthcare NHS Trust and Chelsea & Westminster NHS Foundation Trust to **continue to lift performance for initial health assessments (IHAs) for LAC** so that they are completed within 20 days. Work is underway to review and improve the current commissioning arrangements for LAC Services. The three providers have been invited to work with the CCG over the next 3 – 4 months to develop a new commissioning model for LAC and Child Development Services that will be long term and sustainable. Within RBKC improvements are already evident with 77% of IHAs taking place within 20 days of a child or young person being placed in care. There has been a delay in CDS work but CCG commissioners are working with the provider to unpick the issues around senior leadership support and buy in.

The Public Health School Nursing and Health Visiting services play an active role in the early identification and ongoing support of children and young people with SEND. The DCO, alongside commissioners, is leading on work with School Nursing and Health Visiting services to improve contributions to professional advice for Education, Health and Care Plans.

### Improving outcomes

We will improve the rate of children on SEN Support who achieve a **good level of development** (GLD) in the early years. In 2019 this was 18% compared to 31% in Inner London and 29% nationally. We have developed an analysis of the GLD ‘hotspots’ and are using this to target areas of greatest need e.g. additional speech and language support through the Communications Champion programme, sharing of best practice and the introduction of a termly SLT newsletter.
We hosted an ‘early years data deep dive’ event to develop a local area understanding of the underlying reasons behind the poorer than expected GLD outcomes.

Pilots will take place in GLD hotspots to support settings in improving practice around communication and language and literacy (CL & L) and also targeting speech and language support. An initial visit at Colville school has taken place and they agreed to participate in the pilot. The rest of the key partners will be contacted in January. The initial meetings are taking place in February. There will be two clusters (one in the north and one in the south). We have identified primary schools that we need to focus on (schools with the lowest GLD scores), as well as PVI settings that feed into these schools. All schools, early years settings, childminders, health, public health and other key agencies (children’s centres, early help, short breaks, the educational psychology service, the autism and outreach service etc.) have also been invited. In the initial meetings we will be scrutinising data and identifying areas of focus. We will then agree next steps and put the action plans together.

We will continue the current pace of work to develop arrangements to support young people aged 16-25 with SEND, taking a multi-disciplinary approach to creating a better experience for families regarding transition, improving pathways to employment, developing our health offer for young people transitioning to adulthood including improvement of the offer of Annual Health Checks for the 14 – 25 Learning Disability population, developing a clearer and more accessible SEND local offer from colleges, and improving our wider community offer for young people with SEND, aged 18-25, including the provision of accessible accommodation.

The number of RBKC resident SEN pupils who are permanently excluded from RBKC schools has fallen by 29% between 2017/18 and 2018/19. There were seven RBKC resident SEN pupils permanently excluded in 2017/18. This fell to five pupils in 2018/19.

In 2018/2019, the fixed term exclusion rates for secondary pupils with SEN and EHCPs continued to be higher than national averages. The fixed term exclusion rate in RBKC for secondary pupils at SEN Support was 35.4 in 2018/19, compared to a rate of 28.5 in England in 2017/18. The RBKC rate for secondary pupils with EHCPs was 43.7 in 2018/19 compared to a national rate of 28.2 in 2017/18.

To help reduce levels of exclusions, particularly for the SEN cohort of students, the Local Authority has prioritised this area with local headteachers. As part of this priority action, schools have access to a commissioned support offer from our alternative education provider (TBAP) and additional training and support around effective inclusion policies and strategies.

Five of the borough’s secondary schools are collaborating with the early help team on targeted projects to improve inclusion. The Vulnerable Children’s Collaborative is directing targeted work with Latimer AP Academy and the Golborne Centre (run by Tri-borough Alternative Provision) to support pupils with long term absence concerns or at risk of exclusion and those not in receipt of full-time education. By agreement with Schools Forum, high needs
funding has been refocused on supporting young people temporarily or permanently placed in alternative provision and on their reintegration back into mainstream. A comprehensive behaviour outreach service is in place at primary level and secondary behaviour outreach support is due to be further enhanced.

One local secondary school, Chelsea Academy, which had a higher fixed term exclusion rate in 2018-19 has halved the number of fixed term exclusions in autumn 2019 compared to autumn 2018 through a focused programme of early intervention, particularly at Key Stage 3, working with Early Help and Place2Be, a voluntary organisation that provides counselling support.

We will improve the timeliness of our decision making following annual reviews of EHCPs. We have put new processes in place to ensure we improve our ability to make decisions within 4 weeks of the annual review meetings.

Through the process of annual review and scrutiny through the Quality Assurance process, we will further improve the quality of EHCPs, particularly those completed as part of the conversion process from Statements. Our QA framework, findings from the national Personal Outcomes Evaluation Tool (POET), a new case management system (Eclipse), and new outcomes measures will all help to drive up standards.

As our POET returns were very low, they could not be benchmarked this year. This was expected as we had only relaunched last year. We are about to conduct further promotional work to see if we can increase returns.

We launched a new case management system (Eclipse) on 29th July. All case files have been migrated. Business Intelligence initial reporting and SEN2 '11 month test' has been successfully produced. Eclipse supports staff in the efficient and timely management of the EHC needs assessment and review processes and will provide managers with greater insights, including on EHCP outcomes.