

# City of London Corporation Committee Report

<b>Committees:</b> Safeguarding and SEND Sub-Committee	<b>Dated:</b> 13/10/2025
<b>Subject:</b> Special Educational Needs and Disability (SEND) – Update Report	<b>Public report:</b> For Information
<b>This proposal:</b> <ul style="list-style-type: none"><li>• delivers Corporate Plan 2024-29 outcomes</li><li>• provides statutory duties</li><li>• provides business enabling functions</li></ul>	<b>Providing Excellent Services Engaged Communities</b>
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	The Dedicated Schools Grant – High Needs Block
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	Yes
<b>Report of:</b>	Judith Finlay, Executive Director of Community and Children’s Services
<b>Report author:</b>	Kirstie Hilton, Head of Education and Early Years Service

## Summary

The Safeguarding and SEND Sub-Committee receives regular updates on the City of London Corporation’s efforts to support children and young people with special educational needs and disabilities (SEND) in achieving positive life outcomes. This report outlines progress in preparing for the Ofsted and CQC Area SEND Inspection and highlights key achievements from the past year, which endeavour to enhance the day-to-day experiences of families of children with SEND living in the City of London.

## Recommendations

Members are asked to:

- Note the report.

## Main Report

### Background

1. The duties on local areas regarding provision for children and young people with SEND are contained in the Children and Families Act 2014. The Ofsted/Care Quality Commission (CQC) Inspection Framework sets out the legal basis and the principles of inspection.
2. The SEND and Alternative Provision Strategy 2025–2029, developed by the Local Area Partnership, including City of London children, young people and families, sets out five key priorities:
  - a. Children and young people with SEND and their families get the right help, at the right time
  - b. Children and young people with SEND and parent carers are supported during transitions, including preparation for adulthood
  - c. Children and young people with SEND and their families are supported and enabled by a skilled, valued workforce
  - d. Children and young people with SEND and their families feel recognised, valued and part of their local community
  - e. Children and young people experience high-quality, appropriate alternative provision when needed.
3. Under the oversight and governance of the SEND Programme Board, the SEND and Alternative Provision Strategy 2025–2029 Action Plan is being actively monitored, with progress tracked through regular updates from delivery partners. While the strategy is still in its early stages, there is already clear commitment from partners to achieving its intended outcomes. A progress report will be presented to this committee in the new year, following the first year of implementation.

## **Current Position**

### **Inspection Overview**

4. The SEND Inspection Project Team, led by the Head of Education and Early Years Service – also the Local Authority Nominated Officer (LANO) – has been working steadily over recent months to ensure full preparedness for the upcoming inspection. A key priority has been the preparation of Annex A (a form used by Ofsted and CQC to request specific information from a local area as part of an Area SEND inspection), ensuring that it is comprehensive and fully aligned with the revised inspection framework.
5. Since the Area SEND Inspection Framework was revised in June 2025, the project team has worked diligently to update Annex A to reflect the recent changes. All sections have been thoroughly reviewed and aligned with the updated inspection framework through a series of focused weekly meetings held throughout July and August. Progress has been tracked using a structured project management approach to ensure consistency and accountability.
6. Other documentation, including a logistics plan, self-evaluation framework and presentation and briefings, have been finalised and will be regularly updated

throughout the academic year to maintain compliance and ensure quality assurance.

7. Periodic review meetings have taken place over the last year and will continue to be held and attended by all key individuals involved in the upcoming inspection, including directors, strategic leads and heads of service from education, health and social care. The meetings provide valuable challenge and rigour from the senior leadership team, helping to ensure that the project team's work is thorough and robust.

### **Improving the Quality of Service Delivery**

8. Alongside this, the foundation of a successful inspection lies in the strength of our day-to-day practice. Over the last 12 months, the Education and Early Years Service has focused on embedding robust systems that place the lived experiences of children and young people at the centre of delivery, with a clear and ongoing commitment to securing the best possible outcomes.
9. These improvements have a direct contribution to increasing the likelihood of a positive inspection outcome. These are the key highlights:
  - a. Redesigning the Educational Psychology Service following the retirement of both Principal Educational Psychologists, with a focus on enhancing sustainability and unlocking new opportunities – particularly in supporting children with increasingly complex needs. Partnering with Hackney local authority will foster essential valued relationships, including improved access to local school placements.
  - b. Increased co-production by enhancing the visibility and involvement of the City Parent Carer Forum in service reviews to ensure that their voices are central to shaping provision. Our new Educational Psychology Service will be reviewed termly during its inaugural year and will include a member of the City Parent Care Forum.
  - c. Prioritising embedding the Quality Assurance Framework to drive consistency and continuous improvement across service. This includes leading on internal learning reviews and actively participating in multi-agency case audits, co-ordinated by the City and Hackney Safeguarding Children's Partnership to strengthen multi-agency collaboration and accountability.
  - d. Strengthening the SEND and Alternative Provision (AP) Panel process by integrating the SEND Ranges (the City of London Corporation's graduated approach) to assessments and establishing robust monitoring of children in alternative provision, enabling better planning for transitions back into mainstream education.
  - e. Gaining a deeper understanding of our SEN Support cohort by identifying pupils who attend schools outside the local area, and developing a clearer

picture of their individual needs, including their levels of attainment and overall progress.

- f. Implementing monthly reviews of health data at the SEND and AP Panel to identify children and young people awaiting health assessments. Oversight at a multi-agency panel ensures timely escalation where needed and makes sure that appropriate interim support is in place while families wait.
- g. Productivity and SEND reporting within MOSAIC have been enhanced through the implementation of a more streamlined workflow system. This formalised approach will support accurate and efficient reporting on SEND data to the DfE as well as contribute to the development of the new SEND Data Dashboard and Scorecard being led by the Performance and Strategy Team.
- h. Securing an agreement with the company Asset to provide school attendance data for all children with Education, Health and Care Plans. This will enhance understanding of attendance patterns during term time, particularly where concerns arise, and support timely interventions.
- i. Positive outcomes for our young people moving on to post 16 courses and higher education. Over the last two years we have seen our young people move into employment, university and accessing local courses organised by our Adults Skills team. Our partnership with the Shaw Trust also supports early conversations about potential options and supports our young people to realise their potential.

## **Corporate & Strategic Implications**

- 10. **Strategic implications** – Corporate outcome: **Providing Excellent Services** – Supporting people to live healthy, independent lives, and achieve their ambitions, is dependent on excellent services. Vital to that continued pursuit is enabling access to effective adult and children's social care, outstanding education, lifelong learning, and quality housing, and combatting homelessness. **Diverse Engaged Communities:** Across our residents, workers, businesses, and visitors, everyone should feel that they belong. Connecting people of all ages and backgrounds will help build diverse, engaged communities that are involved in co-creating great services and outcomes.
- 11. **Financial implications** – the SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.
- 12. **Resource implications** – the SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.
- 13. **Legal implications** – the duties on local areas regarding provision for children and young people with SEND are covered in the Children and Families Act 2014. This legislation sits in the context of the Equality Act 2010. The Ofsted/CQC

Inspection Framework sets out the legal basis and the principles of inspection.

14. **Risk implications** – if children's SEND issues are not identified early, assessed and supported, this will impact on young people's educational attainment, progress and wider lifetime chances.
15. **Equalities implications** – Children in UK schools are protected by the **Equality Act 2010**, which ensures that they are not discriminated against based on characteristics such as **disability, race, gender, religion, or sexual orientation**. Schools must: **treat all pupils fairly** and equally; make **reasonable adjustments** for disabled children; provide **inclusive education** for those with special needs; ensure **equal access** to learning and activities; and promote **diversity and positive relationships** between different groups. They also have a **legal duty** to remove barriers, advance equality, and foster inclusion in all aspects of school life.
16. **Climate implications** – n/a
17. **Security implications** – n/a

## Conclusion

18. Over the past year, our efforts have centred on improving the everyday experiences of children and young people with SEND, and their families, while also preparing for inspection. As we enter the new academic year, we remain committed to embedding our SEND and AP strategy as the core framework for tracking progress and driving service improvements for our children, young people and families.

## Appendices

- None

## Kirstie Hilton

Head of Education and Early Years Service

T: 020 7332 3274

E: [kirstie.hilton@cityoflondon.gov.uk](mailto:kirstie.hilton@cityoflondon.gov.uk)