

City of London Special Educational Needs or Disabilities (SEND) Strategy 2013-17 Action Plan v1

- 1. Priority:** To ensure the **early identification and intervention** of children with SEND.
- 2. Priority:** To ensure **families have confidence** in the professionals supporting their child's learning and care.
- 3. Priority:** To improve learning and life **outcomes** for children and young people with SEND
- 4. Priority:** To support children and families at each **transition** point.
- 5. Priority:** To develop new ways of **multi-agency working** which reflect the Government's plans for reforming the SEND system
- 6. Priority:** To develop the best systems possible for implementing all **national reforms**

1. Priority: To ensure the **early identification and intervention** of children with SEND.

Success Criteria:

Task	How	Who	By When	Actions & Resources	Monitoring
1. Work with schools and settings with effective diagnostic tools to support the earlier identification of very young children with Special Educational Needs OR Disabilities (SEND).	<ul style="list-style-type: none"> • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Attendance of Special Educational Needs Coordinators (SENCOs) at the Islington Early Years SENCO Forum • Development of 2-year-old reviews to support early identification. • 1 annual day's training for 	<p>NM, Early Years Advisory Teacher – Private Voluntary and Independent (PVI) Settings</p> <p>JH, Educational Psychologist (JH) – CASS Child and Family Centre (CASS)</p>	March 2015	<p>The training sessions have been very useful and need to continue:</p> <ul style="list-style-type: none"> • Audit SEND training needs with managers and SENCO's in all early years settings. • Offer a staff meeting session to all Early years settings (to include all staff including ancillary staff) on 	Review Jan to Feb 2015

Task	How	Who	By When	Actions & Resources	Monitoring
	behaviour coordinators • A annual day's training for SENCOs			the ways to support any child they have concerns about so all staff develop/share their knowledge. Would be good to have sessions on food and exercise. • Continue to attend Islington SENCO Forum • Proactively work with settings to develop their understanding, systems and capacity on SEND.	
2. Use the Early Support Framework as a model of excellent practice within Children's Centres to enable the early identification of SEND and provide local support for families.	• Review of Early Support books given to PVI settings • Review of the use of Early Support materials	NM - PVI settings JH - CASS AD, CASS Children Centre Manager (AD)	March 2015	Continue to work with settings to develop their understanding using resources like "Development Matters" and other resources to focus on the area/s of concern so they can observe the child's specific development within the context of their overall development.	Review Jan to Feb 2015
3. Use the Common Assessment Framework (CAF) to support a more holistic assessment to address needs of children in the early years.	• Regular strategic review at the Early Intervention and Prevention (EIP) Sub group • Launch of the EIP framework and Early Help agenda	NM LP, Interim EIP Lead JF, EIP Lead	March 2015	Work with EIP group pro-actively on identifying children from the early years to Year 1. Develop our understanding of how early years practitioners and partners working with these practitioners work within the emerging new CAF/Early Help framework.	Review Jan to Feb 2015 EIP Sub group and Children's Executive Board (CEB)

Task	How	Who	By When	Actions & Resources	Monitoring
4. Review assessment strategies in the early years in line with identified best practice.	<ul style="list-style-type: none"> • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • The early identification of children's individual needs through regular contact with the early years settings • Develop the 2-year-old review in PVI settings as an effective assessment process in all early years settings. 	NM - PVI settings JH – CASS AD	Sept 2014	Continue to support the development of good practice in the identification of SEN in PVI settings. Carry out a yearly audit of settings every September to assess training needs and follow up "housekeeping" visits to assess how practice has been embedded	Review March 2015
5. Produce/strengthen guidelines for working with parents of very young children.	<ul style="list-style-type: none"> • Solihull training for practitioners working directly with families and the 0 to 2 year olds • Regular outreach to families, through the Family and Young People's Information Service (FYI Service), Health visiting and Children's Centre • Health visiting for City families, based at the Neaman Practice • Structured Conversation – Achievement for All Programme (increasing parent participation with schools) 	NM, GM, Education and Early Years Manager AD GP, Family Support Worker AL, Health Visitor Manager NB, Outreach and Information Officer	March 2015	Continue to work with parents to improve early identification of needs in different environments such as libraries and children's centres	Review Jan to Feb 2015
6. Ensure the best training on SEND for early years practitioners.	<ul style="list-style-type: none"> • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Staff practitioner attendance at the Islington SENCO Forum • Early Language development 	NM, Workforce Development Lead (WDL) A T-R, Early Years Advisory	March 2015	Offer training for staff at staff meetings on referencing specific children with SEND See above Continue to role model practice	Review Feb 2015

Task	How	Who	By When	Actions & Resources	Monitoring
	Programme <ul style="list-style-type: none"> Regular visits to the early years settings by the Early Years Advisory Teacher 	Teacher KH, Family and Young People's Service Projects Manager		to enable them to see what is being suggested in order to understand what is being asked of them.	
7. Promote more effective communication and coordination between services.	<ul style="list-style-type: none"> FYI Service Strategic Communications Targeted Education Resources Panel Health and Wellbeing Board Clinical Commission Group 	KI, Strategic Communications Manager, WC, FYI Service Manager KH FH, Healthy City Development Manager LC, Commissioning and Performance Manager - Public Health	Sept 2014	Review all communication channels to ensure that the right people are getting up to date messages To utilise the FiSD to develop and communicate the Local Offer to City residents	July 2014

2. Priority: To ensure **families have confidence** in the professionals supporting their child's learning and care.

Success Criteria:

Task	How	Who	By When	Actions and Resources	Monitoring
1. Increase the opportunities for parents to participate in decisions in relation to changes to policy, strategy or service delivery	<ul style="list-style-type: none"> Support from the Bromley and Bexley Parent Participation Officer To run an informative workshop for families on the SEND reforms Creation of a working subgroup for parents to be fully involved in the design of services To find creative ways of encouraging the engagement of families in decision making 	KH, GM, JH KM, Parent Participation Officer, Pathfinder Champions	July 2014	Commitment from Senior Officers and changes to the current infrastructure on how families are involved in decision making	April 2014

Task	How	Who	By When	Actions and Resources	Monitoring
2. Ensure parents contribute to the decisions made about their child and are confident that the right support, at the right time will be available	<ul style="list-style-type: none"> To develop and embed a Person Centred Process To introduce key working 	GM, NB, JH	Sept 2014	<p>To develop the role of 'key working' across services</p> <p>To develop assessment and planning pathways</p> <p>To identify Who the key workers are? What is their role? What training will key workers need to have?</p>	July 2014
3. Ensure parents and schools know about the range of provision in the City to support children with SEND	<ul style="list-style-type: none"> Development of the Local Offer 	GM, KH, AB, SEND Consultant WC, KD, Local Offer Lead, Homerton University Hospital NHS Foundation Trust,	Sept 2014	<p>One to one support day with Bexley</p> <p>Develop a vision for the local offer</p> <p>Audit services currently available with partners</p> <p>Decide on the design of the local offer and commission a web design team to support this</p>	April 2014
4. Improve communication with parents and carers	<ul style="list-style-type: none"> FYI Service Strategic Communications 	WC, KI	Sept 2014	Utilise current systems to improve communication pathways for families of children with SEND	April 2014
5. Work with schools and settings to ensure that parents receive quality information on the progress and attainment of their child.	<ul style="list-style-type: none"> To work with schools and settings where City children and young people with SEND attend 	<p>JH - CASS, (with YC, SENCo)</p> <p>Sir John Cass's Foundation Primary School (SJC) and other schools</p> <p>NM – PVI settings</p>		<p>Support SJC to develop their skill and effectiveness in working with babies to 5 year olds</p> <p>Audit early years settings on their working practices with parents on the development of</p>	

Task	How	Who	By When	Actions and Resources	Monitoring
				their children. Use the results of this audit to target support.	
6. Ensure that reports and information from professionals are written in plain English and where necessary available in a range of languages and formats.	<ul style="list-style-type: none"> • FYI Service • Strategic Communications 	WC,	Sept 2014	Commission expert advice on ensuring that all reports / information available to families is written in plain English	April 2014
7. Publicise case studies about different types of SEND to reassure parents can develop support networks where possible	<ul style="list-style-type: none"> • Identify good working practice • FYI Service • Strategic Communications 	WC, KH	Sept 2014	<p>To identify individual case studies and make them available to families</p> <p>Consult with families and develop networking for families of children with SEND</p>	July 2014
8. Develop an increased range of parent communication channels e.g. coffee mornings, face to face meetings	<ul style="list-style-type: none"> • Introduce parent champions • FYI Service • Strategic Communications 	WC,	Sept 2014	Explore the need and demand for a parents self-help group and help develop such a group if needed.	July 2014

3. Priority: To improve learning and life **outcomes** for children and young people with SEND

Success Criteria:

Task	How	Who	By When	Resources	Monitoring
1. Commission specialist provision to support pupils with the most complex needs; including behaviour	<ul style="list-style-type: none"> • Allocation of resource through the Targeted Education Resources Panel (TERP) • Joint commissioning with the City of London's Clinical Commissioning Group (CCG) • Improve better understanding of commissioning process – smart commissioning with the Transactional Buying Team • Reviewing tripartite funding arrangements • Establish close links with the Health and Wellbeing board 	SG, Commissioning and Contracts Manager DJ, CCG Programme Lead FH LC	Sept 2014	Work with health and social care to establish joint commissioning arrangements through the City's CCG and links with East London and City NHS	July 2014
2. Monitor and evaluate the impact of SEND services that are commissioned	<ul style="list-style-type: none"> • Establish processes within the Commissioning and Performance team to effectively monitor the outcome of service delivery 	SG	Sept 2014	Commissioning and Performance team to develop and embed monitoring arrangements	Review Jan to Feb 2015
3. Work with schools that have City children and young people with SEND to improve outcomes and skills, as required	<ul style="list-style-type: none"> • To work with SJC and target other schools where City children attend to ensure that educational attainment is monitored • Monitor progress 	JH, YC	Sept 2014	To attend regular meetings with SJC on the monitoring of children with SEND (those who are and who are not statemented)	Monthly meetings Review March 2015
4. Improve City provision for children and young people with SEND	<ul style="list-style-type: none"> • Review the effectiveness of SEN arrangements in all settings and improve where necessary 	GM Targeted Education	Sept 2014	For the TERP to be fully aware of its responsibility and to ensure that its terms of	Review March 2015

Task	How	Who	By When	Resources	Monitoring
		Resources Panel (TERP)		reference reflects this	
5. Work jointly with families and schools to address the needs of children with complex learning and behavioural needs	<ul style="list-style-type: none"> • Continue established practices • Work within the Early Intervention and Prevention framework to ensure integrated working and multi-agency working • Use of the Pre-CAF checklist 	GM, TERP, LP JF	Sept 2014	Further embed early intervention and prevention work with the new EIP Lead	Review March 2015
6. Develop good practice in personalised planning	<ul style="list-style-type: none"> • Learn from the experiences of Adult social care and their implementation of personal budgets • Endorse Person-Centred Planning 	JH, M W-L, Adult Social Care Manager	Sept 2014	Explore with Adult Social Care what arrangements are currently in place to implement personalisation. Ensure lessons learned	Review July 2014
7. Identify training and support needs on specific disabilities such as Autism and Dyslexia	<ul style="list-style-type: none"> • Training to the Children and Families Team and wider services including schools 	WDL, JH	March 2015	<p>Training for library staff also needed here if they are to work with young people with SEND through the projects they are organising – Multi-agency training?</p> <p>These specific disabilities need to be covered in EY SEND training too – staff meetings, Saturday training, etc.</p>	Review Jan to Feb 2015
8. Actively promote the inclusion of children and young people with SEND in mainstream settings where appropriate	<ul style="list-style-type: none"> • Allocation of resource through the TERP • Review of Terms of Reference and Governance arrangements to include additional members to the Panel 	GM, TERP	March 2015	To review all statements of SEN and placements of children and young people	Review Sept 2015

4. Priority: To support children and families at each **transition** point.

Success criteria:

Task	How	Who	By When	Resources	Monitoring
1. Work with settings and schools to ensure that effective and supportive 'Person-Centred' transition plans are in place	<ul style="list-style-type: none"> Review the transition planning in line with the new SEND reforms Review transition plans at different transition points, including: EY to Primary; Primary to Secondary; and In year 	GM, JH, TERP	March 2015	<p>This is a priority for PVI settings to ensure effective transition from early years to Reception class</p> <p>Attend all annual reviews at transition points and work with schools to ensure that transition plans are in place</p>	Review Jan to Feb 2015
2. Ensure the 14+ Annual Review and Transition Plan supports the child from school into adulthood involving all relevant partners and professionals	<ul style="list-style-type: none"> Review 'preparing for adulthood' transition processes Link with SEND reforms and guidance Review links with Information, Advice and Guidance (IAG) Service, Prospects Careers Advice Plus 	KW, Participation Adviser, Prospects KH JH	March 2015	<p>Work with the Careers adviser to ensure 'person centred' planning is in place for all young people in Year 9 and Year 11</p> <p>Introduction of an Education Health and Care (EHC) Plan where applicable</p>	Review Jan to Feb 2015
3. Ensure a joined up approach from school to post school settings	<ul style="list-style-type: none"> Review the finance process and funding for young people with SEND moving on to further education Ensure that Section 139 assessments (soon to be replaced by EHC Plans) are updated and relevant to young people moving on to Further Education 	KW, KH TERP	March 2015	To begin to review all young people in Year 11 with a Statement of SEN who may/will require an EHC Plan	Review Jan to Feb 2015

5. Priority: To develop new ways of **multi-agency working** which reflect the Government's plans for reforming the SEND system

Success criteria:

Task	How	Who	By When	Resources	Monitoring
1. Improve the Statutory Assessment process; develop joint working between education, social care and health	<ul style="list-style-type: none"> Establish a multi-disciplinary working group as a sub group of the Children's Executive Board (CEB) to work specifically on the SEND reforms. Proposed name of SEND Implementation Board (SIB) Establish the Core Group early on 	JH, KH, 'SEND Implementation Board'	April 2014	To organise a working group, as a subcommittee of the CEB to drive forward the SEND reforms and to ensure joint working from education, health and social care	Review Sept 2014
2. Work with partners to reduce the time taken to complete the Statutory Assessment Process by 6 weeks	<ul style="list-style-type: none"> Review the current timeline Strengthen the monitoring process 	JH, KH	Sept 2014	Review the SA process and timeframes Work to develop a 20 week timeframe	July 2014
3. Ensure that support received by the child and their family is brought together in a single holistic plan which is clear and easy to understand	<ul style="list-style-type: none"> Develop an EHC Plan to be used by all ages, which is person centred and designed in accordance with parent/carer views Design of plan overseen by the SEND Implementation Board 	JH, KH	March 2015	To work with Hackney LA including Health partners to develop a joint EHC Plan To consult with families and partners on the content and lay out of the plan	Sept 2014
4. Trial a new single plan with particular groups of children and young people with SEND	<ul style="list-style-type: none"> Work with other Services and parents and carers to identify a case 	JH	March 2015	Identify and work with a particular family to trial the new EHC Plan	Sept 2015
5. Work with health partners and social care to make joint planning less complicated and more efficient for Looked After Children	<ul style="list-style-type: none"> To be overseen by the SIB To develop the Personal Education Plan process 	KH, PD, Children and Families Social Care Service Manager SC – EHC Plan and single	Sept 2014	Attendance at City and Hackney Health group developing the EHC plan and single assessment.	July 2014

Task	How	Who	By When	Resources	Monitoring
(LAC) and those with SEND		assessment plan group lead, Homerton University Hospital NHS Foundation Trust			

6. Priority: To develop the best systems possible for implementing all national reforms

Success criteria:

Task	How	Who	By When	Resources	Monitoring
1. Engage with national and regional support networks in implementing reforms and developing good practice	<ul style="list-style-type: none"> • Regular attendance by all partners where possible at the pathfinder champion events and thematic workshops • Organise the 1-2-1 support day with the Pathfinder Champions • Establish a working group (the SIB) to oversee all developments in line with the SEND reforms – as a sub group of the CEB • Enlist the help of Bromley and Bexley Parent Participation Officer to support the City in developing creative ways to engage parents 	SEND Implementation Board, Bromley/Bexley LA, KM	April 2014	<p>To attend all workshops where applicable</p> <p>Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning</p> <p>Establish the SIB</p>	<p>April 2014</p> <p>Monitoring of the SIB to take place at CEB meetings</p>
2. Identify partners to work with on developments where appropriate	<ul style="list-style-type: none"> • Create a Stakeholder map to identify partners and maximise engagement • Confirm designated leads for all agencies – Hackney Arc, school etc. • Organise a workshop for parents/carers (one during the day and one in the evening) to attend to raise awareness and provide 	TD, DJ KH, JH, FH,	April 2014	<p>For individual leads to identify key partners to be involved in the implementation of the reforms</p> <p>Organisation of a workshop for City families to attend to gain awareness of the SEND reforms and how the reforms may affect</p>	April 2014

Task	How	Who	By When	Resources	Monitoring
	information on the SEND reforms <ul style="list-style-type: none"> • Raise awareness of the SEND reforms with the Health and Wellbeing Board • Engagement of young people through City Gateway and the 'YES' group 	Youth Services – City Gateway / Prospects / 'YES' Group, Sir John Cass's Foundation Primary School (SJC), CASS and PVI settings		them Work with City gateway through the launch of the Participation Strategy to engage and consult with City young people with SEND Invitation to parents to form part of the SIB – identify if training is required	
3. Ensure that the SEND workforce is supported to deliver changes through good communication, awareness raising, training and support	<ul style="list-style-type: none"> • Workforce Development Strategy to identify key learning for staff • Employment of a Workforce Development Lead • Delivery of Quality, Improvement and Inclusion training programme – continuation of the programme into 2014/15 • Communication through strategic channels and FYI Service • Support on developing the local offer with SJC 	WDL, KI, WC	Sept 2014	Raise awareness of the SEND reforms with PVI settings managers and SENCOS Develop an Early Years and Child care forum, (EYCF) in March or April to link into Area Early Years developments (invite Jacqueline Wye as guest speaker) Develop processes and guidance for early years settings to follow the 0-25 EHC assessment and planning process. Establish the training and support needs of staff working at SJC Services to commit staff to attend at training and events	Sept 2014

Task	How	Who	By When	Resources	Monitoring
4. Establish strong joint commissioning processes to ensure that the needs of Education Health and Care Plans are met to a high standard and to achieve integration of delivery	<ul style="list-style-type: none"> • Develop a thorough understanding of the joint commissioning process and the roles of each service in this (Health, Social Care, Education) • Training on Strategic Commissioning • TERP to act as allocation of resource and make decisions on placements • Development of a co-produced EHC Plan, and trialling the new single plan with particular groups of children and young people with SEND 	SG KH, GM, DJ, LC JH, TERP SC, Policy Development Manager - Housing and Social Care	Sept 2014	To establish what joint commissioning is currently taking place by the CCG To make contact with Dawn Jarvis, City and Hackney NHS to identify the next steps and processes involved with joint commissioning To develop a blueprint for joint commissioning to ensure assessment, planning and support processes with health partners and the Children and Families Team	July 2014
5. Develop a Local Offer that is co-produced with parent, carers and young people to ensure that it is informative and helpful and reflects local needs	<ul style="list-style-type: none"> • Establish SIB to oversee all developments – possible a sub group of the CEB • Engagement of young people through City Gateway and the 'YES' group • Support from pathfinder champions and examples of other local offers currently in development • Development of school-based local offer linking into the LA local offer • Establish platforms and media to promote the local offer • Establish any supporting IT or content management systems – FiSD 	KH, GL, Head Teacher SJC (GL) GM, SEND Implementation Board, Pathfinder Champions: 1-2-1 Support Day, JH – SJC, WC KD	Sept 2014	Identify gaps in local provision including training Attendance at City and Hackney Health group developing the local offer Establish the SEND Implementation Board (SIB) Organise a 1-2-1 support day with Bexley LA to deliver on areas of support, including the local offer and joint commissioning Development of webpages –	July 2014

Task	How	Who	By When	Resources	Monitoring
	<ul style="list-style-type: none"> Establish processes for publishing and maintaining accurate and up to date information 			additional capacity required Publication of a local offer	