Ealing’s Strategy for SEND Provision and Inclusion
2018-2022

Ealing Council &
NHS Ealing Clinical Commissioning Group

Working together as a community so that all our children and young people can be the happiest and the best they can be

January 2019
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Ealing’s Strategy for SEND Provision and Inclusion 2018-2022

Foreword

We are delighted to introduce Ealing’s Strategy for SEND (Special Educational Needs and Disability) Provision and Inclusion 2018-2022. It sets out our medium to longer term vision and strategy to leading and implementing change for children and young people with SEND, building on what we have achieved since reforms were introduced. This strategy has been approved by the multi-agency SEND Executive Board that was set up by the Council, the CCG and our partners in 2014 to improve the services for children and young people with SEND.

At the heart of the strategy lie the needs of children, young people, parents and carers. The strategy has been shaped by their views as they were expressed to us in surveys conducted in 2017 and early 2018.

We have set out our vision of what we seek to achieve, our mission stating how to do this and the strategy, which outlines the actions we will take to achieve this. A key feature of the mission is a commitment to work in partnership to achieve the high-quality provision to which Ealing’s children, young people and their families are entitled.

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January 2019
Executive summary

This is Ealing’s local SEND strategy. It sets out the priorities for all partners that are responsible for SEND in the local area. This includes schools, NHS trusts and other providers as well as the Council and Ealing Clinical Commissioning Group (CCG). Our strategy is based on the views of the children and young people, parents and carers and a range of professionals. It also reflects local data and benchmark information and our updated Self Evaluation. These views and information are reflected in our four priorities for improvement, which provided the framework for the Strategy:

1. Support Schools and other educational settings to embed the highest expectations for children & young people/adults with SEND, reducing the variation in the quality of provision & outcomes.
2. Develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
3. Improve the quality and timeliness of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEND.
4. Ensure the local offer is developed further to meet current and future needs of our children and young people.

Like all local authorities, our strategy needs to take into account the level of capital and revenue funding available. Therefore, we need to ensure the effective use of the Council and CCG funding, the high needs budget (HNB) and schools' notional SEN funding, which funds educational provision for all those with SEND.

This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.
Ealing Council and Ealing Clinical Commissioning Group work a wide range of bodies to support children and young people with SEND, the following key partners:

- Dynamic Training (Post 16 employment pathways at Redwood College)
- Ealing, Hammersmith and West London College
- Ealing Mencap
- Ealing Learning Partnership including Teaching School Alliances
- Ealing Parent & Carer Forum
- Living Well in Ealing
- London Northwest University Healthcare NHS Trust
- West London NHS Trust
- Central London Community Healthcare NHS Trust
- NHS England
- West London Alliance
Ealing’s Strategy for SEND Provision and Inclusion 2018-2022

1.1 Background
Following the introduction of the Children and Families Act in 2014 and the Special Educational Needs & Disability Code of Practice: 0-25 years in 2015, Ealing has implemented a range of new identification and assessment procedures to ensure that the needs of its most vulnerable children and young people are identified and met appropriately.

In recent years, Ealing has made significant changes to the range of SEND provision, particularly in early years and primary schools. We are now in the process of expanding provision in the high school sector. The aim of this strategy document is to summarise the developments made so far and to outline changes in provision that will be required to reflect the changing number and needs of children and young people with SEND in the borough.

There is a good level and range of local SEND provision in Ealing. Ofsted’s ongoing judgements are that 90% of Ealing primary, high and special schools were good or outstanding as of September 2018, and all Special Schools in Ealing were good or outstanding. Ealing uses its network of children centres to place young children with additional needs from the age of 2 onwards.

There are strong foundations in integrated working across education, health and care with many services for children with SEN and disability delivered through a single co-located service, Ealing Services for children and young people with additional needs (ESCAN).

There are strategic relationships and joint working between education, health and care services. The Council has a S75 commissioning partnership agreement with the CCG that encompasses a wide range of integrated services. These include learning disabilities, children’s services and community equipment. At an operational level, the Council has S75 agreements with two NHS trusts: London Northwest University Healthcare NHS Trust and West London NHS Trust. Another S75 agreement is to be established shortly with the Central London Community Healthcare NHS Trust. The agreements govern integrated teams that work with children and young people in the borough. The Council also has a joint voluntary sector grants programme with the CCG, which funds a wide range of community support for children and young people.

Engagement and participation of parent / carers and children & young people is developing. The Parent Carer Forum’s involvement is increasing and there are established joint working groups with parent / carer representation. Young people’s participation workshops have been held in 2017 and early 2018 to promote their views and include their feedback for the developing SEND agenda.

In September 2017, the Ealing Learning Partnership (ELP) was launched – a partnership between 86 schools and the council to promote educational excellence and wellbeing for all learners through collaboration and innovation. The ELP Board, comprising eight school leaders and four senior officers, has set six key priorities for its work from 2018 to 2021. These are driven through dedicated committees that are co-led with schools. The SEN & Inclusion Committee and the Progression and Pathways to Employment committee bring together leaders from across primary, special, secondary, Alternative and Further Education providers to influence and steer the implementation of our priorities for children and young people with SEND. The ELP is committed
Ealing has significant strengths in the provision for children and young people with SEND including:

- A jointly commissioned and co-located education, health and social care service for children with additional needs and disabilities, ESCAN.
- All children’s centres rated good and outstanding by Ofsted, including four with specialist units that cater specifically for children with more complex and enduring needs.
- The integrated approach between Children’s Centres and Early Start enable early identification with children not meeting milestones at the earliest possible point with access to universal through to specialist services. There is also a strong partnership between the specialist team within Early Start.
- Good Special Educational Needs Co-ordinators (SENCOs) who provide good, child-centred interventions that enable children and young people to progress well.
- An increasing number of additionally resourced provisions (ARPs) in mainstream schools that offer more intensive provision for those with more complex needs and work with health and social care services.
- A good primary Pupil Referral Unit (PRU), offering multidisciplinary assessment and support for children with Social, Emotional or Mental Health needs (SEMH) and an outreach service to schools.
- At secondary level, a good Ealing Alternative Provision (AP) service which consists of a PRU and a commissioned AP service; together these offer a range of provision for young people with SEND with or without an EHCP, but also effectively manage the needs of students who have not had their SEMH identified earlier.
- We provide easily accessible information, advice and support to children and young people with SEND up to the age of 25. We also work with parents and carers to raise awareness of their rights and help families make informed decision about matters relating to SEND, including health and social care. We help families to develop and maintain good relationships with schools, colleges, the local authority and other professionals in order to secure the best outcomes for the person with SEND.
- A good range of short break opportunities for children and young people, including the development of a purpose built short breaks residential service, due to open in Spring 2020.
- Good quality local colleges that are committed to meeting special educational needs, offer a range of study programmes for learners at all levels and provide an effective pathway to work. Ealing Hammersmith and West London College (biggest provider of post 16 education for learners with SEND) improved from special measures to good since 2016.
- An increasing number of supported internships and work-related programmes on offer to Ealing residents in a range of sites across west London and supported by the West London Alliance.
- An emerging partnership and cooperation between parents / young people and the LA on SEND.
- A reputation for innovations including the multi-agency services of Brighter Futures and Intensive Therapeutic Short-breaks.
• Good improvement in educational outcomes and progress, which is significantly above London and national averages.
• There is a Speech and Language Therapist in every maintained school in Ealing with good support for schools to target early intervention.
• Occupational Therapy and Physiotherapy run parent workshops and drop in training
• The Virtual Transition Meeting meets weekly to support the transitioning of young people to adult services.
• There is a strong integrated team for adults with Learning Disabilities – the Community Team for People with Learning Disabilities.

Despite these achievements, there are still challenges and areas for further development, which this strategy aims to address.

Appendix B provides detailed information about Ealing's SEND population, SEND provision forecasts and trends since the introduction of the SEND reforms in 2014. The key messages from appendix B are:

The proportion of Ealing pupils who have SEND is 13.9%, which is consistent with its geographical neighbours. Similarly, the proportion of Ealing’s pupils at SEN Support has decreased in line with national and local trends, from 11.7% to 10.8% between 2015 and 2018.

However, Ealing has seen an increase in the proportion of children with SEN Statements or ECHPs, from 2.6% in 2007 to 3.1% in 2018, while the England average has increased only slightly from 2.8% to 2.9%.

The profile of need of Ealing’s SEND population is dynamic. Although numbers of EHCPs are higher overall (2,200), some types of need have grown at a faster rate since 2015 (based on the SEND population of Ealing schools)- particularly Speech, Language and Communication (+5.5%) and others have fallen, particularly Moderate Learning Difficulty (-6.4%).

The number of primary school pupils with EHCPs is projected to increase from 1027 to 1065 over the next 2 years, prior to falling to 1048 by the end of the period. The number of secondary school pupils is expected to rise from 660 to 749 by the end of the period.

The number of post 16 young people is projected to increase from 359 to 410 with significant increases projected post 19. The post 19 projections may understate the increase as the change in law for plans to be possible for young people up to 25.
1.2 Finance

High Needs Budget
The High Needs Budget provides special schools places and top-up funding for pupils in mainstream and SEN services. Most of the budget funds children and young people with EHCPs. In addition, there are budgets for children and young people without plans in early years and alternative provision, and several central services.

High needs expenditure has increased year on year in mainstream and specialist provision in Ealing. This is a result of both increased unit costs and pupil numbers. Further growth of £2.0m (+3.75%) is expected in 2018/19 through school expansions and increasing numbers receiving provision in post 16 and post 19.

From 2018/19 onwards, the DfE proposes to fund local authorities through a national funding formula using factors including historic spend, area cost adjustment, population and several deprivation and disability factors. The formula results in a budget of £52,790,101, which is a £735,785 increase from the 2017/18 baseline of £52,054,316. The proposed funding formula means that Ealing will receive at best a modest growth of 1.4% in funding in the short to medium term, which falls short of the anticipated increase of 3.75%.

Based on EHC Plan projections and the limited growth in the High Needs Block, the local area will need to consider how it can better use the expertise and resources available to ensure the best use of resources. Having said this, unless there is more funding available, there will be significant challenges to manage growing needs within the resources available.

School SEN Budget Factors
Schools are allocated within their core funding a notional SEN budget towards meeting the first £6,000 of children and young people’s special educational needs. The DfE requires that a school should fund up to £6,000 worth of special educational provision for a pupil with SEN. This funding is used for special educational provision such as commissioning the support of external experts.

In Ealing for the current financial year, the designated school’s formula factors which are related to SEN needs total £32,556,140.
London Borough of Ealing Finance

The Children with Disability Budget provides placements funding for children with disabilities through in Borough and Out of Borough services. The majority of the budget funds placements for children and young people with disabilities. In addition, there are budgets for children and young people for Therapeutic Short Breaks and Educational Psychologist services.

The Council also provides transport services for children and young people with Special Education Needs. The total budget for 2018/19 is £12.35m

Currently Ealing Council’s capital funding is allocated to projects to increase places for SEND children within special schools and maintained mainstream schools. The table below shows the capital programme funding for 2018/19 to 2021/22:

<table>
<thead>
<tr>
<th>Projects</th>
<th>BUDGET (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEN Expansion at Belvue School</td>
<td>£7.21</td>
</tr>
<tr>
<td>Special Education Needs Primary</td>
<td>£2.62</td>
</tr>
<tr>
<td>Special Education Needs Secondary</td>
<td>£1.50</td>
</tr>
<tr>
<td>Schools SEN Expansion Programme</td>
<td>£9.41</td>
</tr>
<tr>
<td>Residential Short Breaks Unit -Northolt</td>
<td>£1.50</td>
</tr>
<tr>
<td><strong>Capital Programme Budget</strong></td>
<td><strong>£22.243</strong></td>
</tr>
</tbody>
</table>

NHS Finance

Ealing CCG receives funding annually to enable it to meet the healthcare needs of its registered population. The overall budget for the CCG is 2018/2019 is £563 million which enables us to meet the healthcare needs of children in acute, community, mental health and primary care settings. The CCG commits this funding through a series of providers who deliver care. Many of these providers deliver services for adults and children with some contracts in block arrangements.

The services funded include the Child Development Team, Therapies, specialist nursing, CAMHS, the health component of CTPLD, payments to GPs for LD registers for QOF, spot purchase placements through the Continuing Care team, adult mental health services, LD packages of care and placements within the Transforming Care Programme and other adult health services.

In addition, the CCG jointly funds through a section 75 agreement with the Council, community equipment, the health improvement team in schools, ISAID and voluntary sector grants.

Section 75 Agreement

The Council has a S75 Commissioning Partnership Agreement with Ealing CCG, which commits to the joint commissioning of a range of services, including community equipment (all ages); the Community Team for People with Learning Disabilities (CTPLD) and various support services (adults 18-65); the Ealing Service for Children with Additional Needs (ESCAN) and Early Start Ealing (children and young people). The Agreement also encompasses the Council’s shared commitment with the CCG to the Safeguarding Boards and to Voluntary Sector Grants.
The Council also has S75 operational agreements in place with the NHS Trusts who are commissioned by the CCG to provide the clinical input to these integrated services, with a joint approach to information sharing, management of complaints, co-location and use of property and staff management. The Council also has a separate contract with London Northwest University Healthcare NHS Trust for certain specialist health services to schools and for looked after children.

The agreement allows to pool resources and to delegate some NHS and local authority health-related functions to other partners. The nature of the pooling and delegating functions does not allow for precise dis-aggregation of costs. However, the financial split is approximately 65/35 between LBE and NHS Trusts – adding about £9m beyond LBE budgets allocations. The aim for the partnerships is to improve the way all these integrated functions are delivered and to secure better outcomes and overall improved value for money.

2.0 SEND Provision Consultation

The views of stakeholders, including parents, children and young people and a wide range of professionals, were sought on possible changes in provision that may be required to reflect changes in the number and needs of children and young people with SEND in the borough. The consultation focused on SEND provision and sought views on three themes:

A. Supporting local schools to consistently meet the special education needs of our children.
B. Providing places in additional specialist provision following the outcome of this review.
C. Preparation of young people for adulthood.

The survey was open from 20 December 2017 until 16 February 2018 and 65 responses were analysed. In addition to this survey, Ealing Parent Carer Forum (EPCF) conducted a group discussion at the Preparing for Adulthood Provision on 6 December 2017. In November 2017, EPCF carried out a parental survey with 58 responses on SEN Support in Mainstream Schools. More details about the responses to SEND provision consultation can be found in Appendix C. Some of the feedback is summarized in the box below:

Outstanding and good schools are continuously improving inclusion practices, but the difference in the quality of provision between schools is too great

Colleges and schools should work more closely together to help prepare young people for adulthood, and more options should be offered and be better explained

More needs to be done to improve communications, processes and timelines related to EHCPs and assessments

There is strong support for expanding special schools and ARP places, as well as for investment in mainstream school inclusion spaces
LBE and Ealing CCG have developed our priorities, principles and key actions from the engagement we have undertaken. There are areas within the provision for children with SEND that need to develop further against a challenging financial background.

The SEND Executive Board have agreed the following 4 priorities for improvement to be addressed in the medium term to March 2020:

1. Support Schools and other educational settings to embed the highest expectations for children & young people/adults with SEND, reducing the variation in the quality of provision & outcomes.
2. Develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
3. Improve the quality and timeliness of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEND.
4. Ensure the local offer is developed further to meet current and future needs of our children and young people.

Like most London LAs, the introduction of the Schools and High Needs National Funding Formulas will generate significant challenges for Ealing. We will need to work closely with providers and parents to ensure that resources are used efficiently and effectively in meeting the outcomes in children and young people’s plans.

3.0 The Strategy

3.1 Our vision

“Working together as a community so that all our children and young people can be the happiest and the best they can be”.

Improving the outcomes for children and young people with SEND requires collaboration across the whole community. The council and its partners have a key role in facilitating collaboration and community engagement and our vision reflects a system wide approach.

3.2. Our mission

A. Young people to be included in all aspects of their lives, enjoy the experience and achieve well. 
   All Ealing mainstream services will be welcoming, accessible and inclusive, so that it can meet the needs of most children and young people who have special educational needs and/or disabilities.
B. Improve outcomes for children and young people with SEND and their families.
   We will ensure that there are sufficient and appropriate services both in and outside school, to meet the needs of young people with SEND that enables them to achieve greater levels of inclusion and improve outcomes that lead to fulfilling adult lives.
C. Preparing for adulthood and employment
   We will develop flexible pathways to enable young people to access effective provision and services to meet their individual needs at different stages.
3.3 Our Priorities and Objectives

**Priority 1:** Support Schools and other educational settings to embed the highest expectations for children and young people/adults with SEND, reducing the variation in the quality of provision & outcomes.

**Objectives**
- Strengthen the leadership of SEND to embed the highest expectations of children / young people with SEND
- Reduce variation in outcomes for children / young people with SEND:
  - Increase the number of schools where children / young people make positive progress at KS1-2 in reading, writing and maths (RWM)
  - Increase the % of Early Years children with SEND achieving a good level of development (2018 36%)
  - Increase the % of children / young people on SEN Support achieving the expected standard in RWM at the end of KS2 (29% in 2018)
  - Improve attendance rates of children / young people with SEND and reduce persistent absence to bring both measures in line with outcomes for children / young people without SEND including overrepresented groups
- Increase the collective capacity of schools and settings to meet SEMH needs, especially the needs of children / young people with challenging behaviour:
  - Significantly reduce the number of fixed term and permanent exclusions for children / young people with SEND.
  - Increase the number of schools regularly attending the Mental Health Network
  - Increase numbers of support staff and parents/carers trained in behaviour management
- Improve the consistency of schools’ engagement with families in gathering and analysing feedback on the quality of provision for children / young people with SEND.

**Priority 2:** Develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.

**Objectives**
- Enhance and strengthen the Ealing Supported Employment Pathway to achieve an employment rate of 65%+ by 2020 for Supported Internship (SI) leavers
- Improve the effectiveness of EHCP outcomes as drivers for PfA-led post-16 provision
- Ensure that young people progress by improving the commissioning cycle and course arrangements with Ealing, Hammersmith and West London College; jointly review SEND college provision and site usage for SEND
- Develop a long-term plan for new provision to meet the needs of young adults with Autism, including those with very complex needs which cannot be met by existing local provision
- Map the cohorts, needs, pathways and provision for young people turning 19
- Develop a (vision for) new provision to meet the needs of young adults with Autism and very complex needs, which cannot be met by existing local provision
- Health care providers to achieve 95% compliance (98% from May 2019) with providing advice for EHC assessments within 6 weeks
• Implement a proposal from Springhallow School to work with Dynamic training on the Redwood college site to develop a work orientated post-16 programme in an autistic environment.
• Achieve 70% target for LD annual health checks to monitor and advise on the health of young people with LD and signpost onto specialist services where necessary

Priority 3: Improve the timeliness and quality of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEN.

Objectives
• Achieve above average performance compared to outer London LAs in percentage of EHCPs issued for the first time (without exceptions completed within 20 weeks (January 2019 to December 2019 indicator)) – aiming for upper quartile performance by 2020
• Improve engagement of schools, parents and young people in developing quality outcomes in plans
• Achieve greater consistency in expected provision across schools at school support and in the understanding of decision making guidelines for subsequent reviews of statutory assessments
• Revise the Resource Allocation System (RAS) to enable more transparency and consistency in decisions made
• To implement the SEN travel assistance action plan.

Priority 4: Ensure the local offer is developed further to meet current and future needs of our children and young people.

Objectives
• Further develop our evidence base on the needs and the impact that provision has on the outcomes for children and young people (SEND JSNA)
• Improve community support and outcomes for young people aged 14 - 25 with SEND/mental health issues and or behaviour that challenges [see also Priority 2 Preparing for Adulthood]
• Reduce the time from referral to formal diagnosis for Autism and improve integrated support to families.
• Improve access to CAMHS for children with SEND, with a clear graduated approach to meeting social, emotional and mental health needs in line with Implementing the Five Year Forward View - 32% of children and young people will access community mental health services in 2018/19
• Improve understanding between CAMHS and education providers regarding pathways for mental health and challenging behaviours and outcomes
• Reduce admissions to inpatient services for young people with mental health, learning disabilities and/or autism with complex needs and behaviour that challenges (Transforming Care)
• Make the Local Offer website more accessible to all children and young people, families, staff and stakeholders
• Local Offer provision -ARP and special school hub and spoke strategy is set out and in operation. The new ARP places in primary schools and high schools are delivered.
• Existing special school plans are delivered: the expansion of St Ann’s special school to 105 places; Belvue school to 160 places (11 – 16). The proposed Springhallow post 16 partnership with dynamic training provides 30 places (16 -19) - now approved by Cabinet.
• Extend policy to improve support for children and young people with medical needs in schools

4.0 Implementing the strategy (2018-2022).

Four action plans have been developed to deliver the strategic objectives and priorities. Working groups that report to the SEN Executive Board have been established to drive forward the action plan and four key priority areas. Ealing Council will publish updated impact assessment reports in the summer of 2019 and 2020. Priorities will then be revised for the next 18 months.

5.0 Conclusion

The aim of this Strategy is to meet the needs of Ealing’s SEND population more effectively. It seeks to achieve improvements in SEND provision that make a real and measurable impact on the lives of the children and young people with SEND in the borough.

The differences we want to make for children and young people by 2022 are:
• Educational outcomes that are consistently above the national average for similar groups of learners at 11, 16 and 19
• A greater choice of pathways to training, adulthood and employment
• Much quicker assessment processes and access to the right support
• Much quicker assessment of autism needs and stronger pathways to adulthood
• Develop a clear graduated approach to support mental health for all children and young people
• Access to more additionally resourced provision attached to mainstream schools
• Access to better facilities in our secondary special schools and to innovative curriculum collaboration with our FE providers
• Fairer and efficient allocation of resources linked to need
• A strong participation strategy so that young people and parents have a greater say in improving services.
• Improved support for pupils with medical needs in schools.

Taken on aggregate, the above deliverables will make significant strides towards delivering our vision of providing every child and young person with the greatest possible opportunity to be the best they can be, to be happy and have choice and control over their support to lead the life they have chosen.
Glossary

AP – Alternative Provision (provide education for children who can't go to a mainstream school)

ARP – Additionally Resourced Provision – (ARP’s meet the Special Educational Needs of children who require more support than a mainstream school can provide, but less support than a Special school provides).

BIS – Behaviour and Inclusion Service (provides interventions supporting improvement of pupil’s behaviour by building on the inclusive practice)

CAMHS: Children and Adolescent Mental Health Service (services that work with children and young people who have difficulties with their emotional or behavioural wellbeing)

CCG – Ealing Clinical Commissioning Group (clinically-led NHS body responsible for the planning and commissioning of health care services for Ealing)

CLCHT – Central London Community Health Care NHS Trust (provides community health services across ten London boroughs and Hertfordshire)

CTPLD – Community Team for People with Learning Disabilities (a joint health and social service supporting adults with learning disabilities to maintain their independence in the community).

CYP – Children and Young People

EHAP – Early Help and Assessment Plan

EHC – Education Health Care

EHCP – Education, Health and Care Plan (for children and young people aged up to 25 who need more support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

EPCF – Ealing Parent Carer Forum (Forum for parents and carers - works with Ealing Council, local health and other service providers to further understanding of children and young adults needs to deliver and develop the support through the local offer).

ESCAN – Ealing Service for Children with Additional Needs (a joint initiative between Ealing CCG and Ealing Council. The service offers a single point of information with access to referral, assessment and appropriate interventions for children and young people with disabilities in the borough.

EY – Early Years (children from birth to 5 years old)

HNB – High Needs Budget (provides special schools places and top-up funding for pupils in mainstream and SEN services)

ISAID - Ealing Impartial Support, Advice and Information on Disability and Special Educational Needs
JSNA – Joint Strategic Needs Assessment – *(detailed information about our local population from commonly used sources like the Census, health surveys, and service-based information and compares it with intelligence from a variety of community sources.)*

KPI – Key Performance Indicator

KS – Key Stage *(The National Curriculum is divided into four Key Stages that children are taken through during their school life.)*

LA – Local Authority

LBE – London Borough of Ealing

LNUHT – London Northwest University Healthcare NHS Trust *(one of the largest integrated care trusts in the country, bringing together hospital and community services across Brent, Ealing and Harrow.)*

NICE – National Institute for Health and Care Excellence *(provides national guidance and advice to improve health and social care)*

ONS – Office for National Statistics *(independent producer of official statistics and the recognised national statistical institute of the UK.)*

PRU – Pupil Referral Unit *(a type of school that caters for children who aren’t able to attend a mainstream school.)*

RWM – Reading Writing and Mathematics

SEF – Self Evaluation Framework *(assesses how effectively the local area fulfils its statutory responsibilities towards children and young people who have SEND from the age of 0-25)*

SEMH – Social, Emotional and Mental Health

SEN – Special Educational Needs

SENCOs – Special Educational Needs Co-ordinators

SEND – Special Education Needs and Disability

S.75 – Section 75 *(Commissioning Partnership Agreement between a local authority and a CCG which commits to the joint commissioning of a range of services)*

SLD: Speech and Language Disorder
Appendix A: Self-evaluation summary 2018

A1.0 Framework for Self-Evaluation

This self-evaluation assesses how effectively the local area fulfils its statutory responsibilities towards children and young people who have SEND from the age of 0-25. It tests the local area’s response by assessing how well it helps children and young people with SEND, and how the impact of the work supports better outcomes.

It covers those children and young people who meet the criteria for statutory SEN Education, Health and Care Plans (EHCPs) and those who are at SEN Support level.

There are three critical questions for evaluating performance:

1) How effectively does the local area identify children and young people with SEND?
2) How effectively does the local area assess and meet the needs of children and young people with SEND?
3) Does the local area effectively improve outcomes for children and young people with SEND and associated vulnerable groups?

The self-evaluation uses these three questions as a framework for assessment, always in the context of including young people and their families in decisions. Initially, we look at the strengths and weaknesses of what we do.

A2.0 Strengths and Weakness evaluation

A2.1 How effectively does the local area identify children and young people with SEND?

Strengths

- Early Identification is improving with 50% of new plans in 2017 for under 5 year olds.
- Levels of children on SEN support are in line with National and Outer London averages.
- Ealing uses its network of children centres, which are all judged to be good or outstanding, to place young children with additional needs from the age of 2 onwards depending on need. The children centres offer, supports a range of multiagency services from allowing early identification and early help, through to specialist provision for children with profound and complex needs.
- Early Start has a specialist SEND team who provide consultancy and direct support to families of young children as their needs emerge. Health Visitors form part of Early Start creating good links with Children’s Centres. There are also good links with ESCAN. Good links are made between the mandated health checks. These are used to signpost families to appropriate services such as specialist parenting classes. The Early Years Placement Panel offers young children with emerging SEND timely access to appropriate provision.
- Good progress is being made with co-production and participation in SEND planning. For example termly meetings with the Ealing Parent Carer Forum (EPCF) creates a forum for the CCG and LA to become aware of parental issues arising through the PCF.
- Ealing Mencap’s Power Group gives young people with SEND the chance to develop ideas and contribute to the planning of services to meet their social, emotional and independence needs.
• Joint commissioning arrangements between LA and CCG are in place. There are robust integrated arrangements in place via S.75 agreements for Early Start, ESCAN & the Community Team for People with Learning Disabilities.
• Increase in communication and cooperation between ESCAN’s therapy services and the EPCF, regularly delivering joint workshops for parents and working together to develop better communication with parents as well as a better understanding of each other’s perspectives.
• The Building My Future project is being co-produced with and supported by parents via the Ealing Parent Community Forum.
• We have a strong commitment to mediation; the number of disputes leading to appeals or tribunals is low. This is a positive outcome for families.
• ESCAN co-location and shared folders supports a ‘tell it once approach’.
• SLT drop in sessions support early identification of children who are ‘at risk’ of developing communication needs and signpost where necessary to targeted and specialist therapy for prevention of SLCN. In mainstream schools SLT offer training to staff to carry out targeted communication groups so that children’s SLCN can be prevented from requiring specialist support.

Areas for Improvement
• Statutory plans at 3.1% of the statutory age population are at a slightly higher level compared to National (2.9%) and Outer London averages (3.0%), a 7.1% rise in 2018. This may indicate that needs are not addressed early enough or effectively enough at SEN support.
• Identifying health needs in EHCPs requires improvement, specifically for nursing, CAMHS, GPs and adult services. New Birth Visits are carried out with over 90% of families by Early Start but despite significant improvement over the last 12 months 2-2.5 year checks are still slightly below London average at 64.3% (average over last 4 quarters). Joint work with children centres linked to education and childcare and the wider service offer is significantly supporting progress.
• Although the proportion of initial requests for assessment for an EHCP that were refused is less than the Outer London average (27%) (Ealing 22%), the proportion for whom it was decided subsequently not to issue a plan is higher than the Outer London average (3.2%) (Ealing 7.1%). This may indicate that the thresholds and protocols for statutory SEND assessment need to be better understood.
• Ealing Parent Carer Forum reports issues with parents having sufficiently clear information to understand the assessment process, in particular with regards to threshold and criteria.
• The ASD diagnostic pathway average waiting times for ASD assessments are long, which is stressful for families and impacts on access to some provision. The CCG undertook an Autism diagnostic pathway review for all ages from March – June 2018 and work is currently underway to redesign pathways. Support for those awaiting assessment and following a diagnosis, has been mapped and will be available on the local offer from the end of January 2019. A dataset has been agreed to better inform progress.
A2.2 How effectively does the local area assess and meet the needs of children and young people with SEND?

Strengths

- Between 2010 and 2018 Ofsted's on-going judgements have improved from 62% to 90% of Ealing primary, high and special schools were good or outstanding. All Special Schools in Ealing are good or outstanding.
- Hammersmith, Ealing and West London College (biggest provider of P16 education for learners with SEND) improved from special measures to good since 2016.
- Approximately 100 children were in receipt of Early year's inclusion grants from November 2017 to March 2018 and the majority of these were young children with communication difficulties. Inclusion grants are used to support schools and early year's settings to more effectively meet young children’s needs and the Early Start SEND team provide specialist consultancy support.
- Increasing offer of ARPs in both primary and secondary schools. Currently there are 154 primary ARP places with plans for 3 more ARPs (an additional 63 places) in the primary sector there are 85 ARP places in High schools with plans for two more in high schools (an additional 40 places).
- Increasing and developing offer of supported internships via the West London Alliance.
- Therapy (SLT/OT/ physiotherapy) provision is good. (based on level of spend & referral to initial assessment within 8 weeks KPI performance good.
- Children and young people who have SEND and their families have good access to high quality short breaks. There is a comprehensive Short Breaks offer to families including a range of options for overnight support, community-based services, home care and direct payments. The Council is investing £1.5M in building a state-of-the art new 6-bed overnight respite centre in the west of the borough which will increase capacity to support families caring for children and young people with the most complex and profound needs.
- The Intensive Therapeutic Short Break Service (ITSBS) provides short term intensive intervention for young people with moderate to severe learning disabilities and severe challenging behaviours. The aim is to prevent family placement breakdown and a move to residential care. The short break package is tailored to meet the needs of the young person and their family. Research showed that the service has been effective for 15 out of 16 children in a sample. Residential placement was avoided in the short to medium term, challenging behaviours were reduced and families reported increased ability to cope.
- There are strong strategic relationships with established joint working between education, health and care services. There is good representation on the Joint SEND Executive Board and sub groups. The Health and Wellbeing Board has reports on matters relating to SEND. Since the beginning of the reforms, the CCG and the council have jointly funded ISAID - an independent advice and information service. Joint working has assisted in implementing many of the reforms of the Code of Practice. There are some areas for further development. While there are joint post holders for Learning Disabilities and mental health in adults and children, there is a need to ensure all programmes are working across life cycles and focused on transitions.
- There is significant work ongoing between Children’s and Adults services to ensure a smooth transition for young people and their families. A weekly virtual transition team meeting is held to ensure that care pathways are in place for relevant young people. Members of adult services also attend joint funding panels and SEN panels to embed joint
working. The multi-agency protocol is being updated. There are dedicated transition social workers in the learning disability service and in the Independent living team. Work is in progress to improve our local provision for young people with neuro disabilities. The Independent Living Team is appointing a social work lead for autism and is strengthening coordination with ESCAN around young people with physical disabilities who are eligible for adult social care. There is further work to do to ensure effective coordination with universal adult health services, once young people are no longer under the care of paediatricians.

- The preparing for adulthood working group are effective in creating new relationships between schools and colleges to facilitate transition and pathways to adulthood. These include a new partnership proposed between Springhallow and Dynamic training at Redwood. Strategic vision of SEND at West London College identifying potential client groups. Further development of the supported employment pathway. Develop the new 19+ provision to improve transition for young people with complex needs.
- Young people forums and groups are used for consulting on a range of reviews including establishing the specialist provision required to meet present and future needs. Getting a job was the primary ambition of 70% of the learners who responded to the review.
- Ealing Alternative Provision (EAP) offer a wide range of provision and tailored packages of support for pupils with SEN and both the primary and secondary pupil referral units (PRUs) are good with outstanding features at the last Ofsted inspection.
- Speech and Language Therapists (SLT) run ‘Stay and play’ sessions for children under 3 and training for parents/professionals in Children Centres. SLT offer Special school staff training where staff are trained to support better whole school communication strategies
- Occupational Therapists run parent workshops for a range of needs.
- Physiotherapists run drop in training ‘Promoting gross motor development’ at schools for parents. 91% of parents strongly agreed / agreed that the content was relevant, useful and helpful for them and their child
- In special schools, children receive a communication passport at transition stages

Areas for Improvement
- SEND statutory assessment timelines are too long. Ealing Parent Carer Forum expressed concern about the process and our performance has dropped putting us below our neighbours. (Ealing (54%) Outer London (62%) England (65%) 2018.
- There is inconsistency in the quality of SEN support in mainstream schools (where needs are often first established)
- Compared with our outer London neighbours fewer children and young people with SEND are placed in ARPs & units: Ealing (6.0%) compared with the Outer London Average (9.3%)
- Inclusion in mainstream schools is variable and Ealing Parent Carer Forum have raised this as an issue. In particular, schools understanding and commitment to addressing SEND.
- A review of SEN transport was conducted in Summer 2018. Focus groups and a survey were conducted with service users and their parents/carers, schools and providers. Participants reported a high level of satisfaction with the LA’s travel assistance offer, which ranges from LA provided transport, personal budgets/direct payments, to independence training. There were challenges with communication and quality in some areas of the service also reported. Over the past 18 months there have been improvements and we
are working to improve the service further. The key areas of development are still in progress and partially delivered in 2018, with remaining improvements planned in 2019. We are working to improve communication and general effectiveness. With a focus on safety and quality, whilst supporting children and young people and their parents and carers to develop independence.

- Lack of options for post 16 offer, in particular autism specific places in FE settings.
- For health services, personal budgets are currently only offered to children and young people known to continuing Healthcare.
- There are currently four separate JSNA chapters which reflect the needs of SEND including ASD, CAMHS, Youth Justice Service, and Children and Young People. However, the local area is progressing a single chapter focused on all aspects of SEND.
- More work is needed to develop seamless health transition pathways for some services and this is being progressed through the review of the multiagency transition protocol review.
- Ensure there are more robust systems in place to support pupils in schools with medical conditions. A policy document outlining roles and responsibilities is being developed and work is in progress to ensure that Schools and health professionals work in a coordinated way to ensure that the children and young people and school staff are supported to meet the child or young person’s health needs.
- Joined up working and a ‘tell it once’ approach requires further work
- Capacity and vacancies in Children’s Community Nursing Team
- Improvement in uptake of annual health checks for young people with Learning Disabilities
- Address issues raised around timely access to wheelchairs
- Continence service in development

A2.3 Does the local area effectively improve outcomes for children and young people with SEND?

Strengths

Provisional 2018 outcome data shows continued improvements for children on SEN Support.

- A good level of development in the early years foundation stage was achieved by 36% of SEN support pupils in 2018, above National Average (27%) and London average (31%) (up 8% pts since 2016)
- More children on SEN support (80%) are reaching the phonics threshold by the end of year 2 than nationally (70%) (up 2% pts since 2016)
- 29% of pupils with SEN achieved the expected standard in reading, writing and maths at KS2 in 2018, above the national average of 25% (up 14% pts since 2016)
- More pupils on SEN support are achieving a standard pass in English and maths by the end of Key Stage 4 in Ealing (41%) than nationally (30% in 2017) (up 12% pts since 2016).
- Progress made by SEN Support pupils in primary school is above the average of children with similar prior attainment nationally in reading and well above in maths (2018) (up from 2016 when progress in all 3 subjects was well below average)
- Progress 8 scores for SEN Support pupils are above NA and in quartile B (up from quartile C in 2016)
- Fixed term exclusions are now falling for pupils at SEN Support (provisionally falling from 11.6% in 2016/17 to 7.7% in 2017/18). This is due in part to the LA increasing dual roll
places at the Ealing Primary Centre. This was in response to a rising trend from 2014, caused by an expanded population and correlating demand in SEMH needs in schools.

- Persistent absences are falling, provisionally 15.1% for SEN Support in 2017/18 (down 2% pts since 2016)
- The proportion of young people who have SEND (16 – 24) who are NEET or not known is lower than average; Ealing 30.1%; England 45.4%; London 53.6%. For (16 -18) the figure is 5.0%, (NEET 2.9% /Not Known 2.1%) compared with London 6.4% (4.1% NEET / 2.3% Not Known 2.3%). It is harder to track young people after 18 as pathways diverge and opportunities outside formal education increase. The Connections database is being used to enhance tracking, particularly where young people unreported but are in employment.
- In summer term 2018, 63% of primary school children achieved 75% or more of their targets to improve speech and communication needs
- 90% of children and young people with musculo-skeletal difficulties, 94% of children and young people in special schools and 89% of under 5s achieved their physiotherapy goals from January to September 2018.

**Areas for Improvement**

- The permanent exclusion rate for SEN support pupils was 0.80% in 2016/17. This has provisionally fallen to 0.51% in 2017/2018 but remains high when compared with the outer London average of 0.29%.
- The % of KS4 SEND pupils in EET at 17 years old is 84% in 2016, below the outer London average of 92%. The % of adults with SEND in paid employment is a priority at 5.9%, which is below the outer London average (8.0%).
- Spend and its impact on outcomes needs to be better understood. Measures are needed to monitor high needs funding against impact, as well as plans against outcomes.
- More data required beyond education data. e.g. communication and language skills, social and emotional development, health, well-being, skills for life or engagement with community.
- Further work is required for outcomes in EHCPs to be person-centred and consider preparing for adulthood outcomes including employment
- Further development and roll out of policy to support pupils with medical needs in schools.
- Developing programmes to support mainstream schools in supporting SEN Children and young people (e.g. the Leading SENCO programme, and School SEN SEF, both described earlier)
- Developing closer systems of working with schools to monitor attainment and progress through the School SEF for SEND.
- More co-ordination with families who have self-elected home schooled their child / children with an ECHP.

**A3.0 How well does the local area support vulnerable Groups?**

For the third question (Outcomes), we also pay attention to how well the local area supports vulnerable children and young people with SEND, including those who are disadvantaged.

The identified categories of disadvantaged children for this evaluation are:

- Looked after children/ care leavers and post Looked after children (3.1)
- Excluded or at risk of exclusion (3.2)
- Disadvantaged children (3.3)
- Known to social services - in need of Social Care, including children in need (3.4)
- Missing from Education (3.5)
- Not in education, employment or training (NEET) (3.6)
- Gypsy, Roma and Traveller (GRT) pupils (3.7)
- Young carers (3.8)
- Children and Young People with Mental Health Conditions (3.9)

We would also include young people at risk of crime and already known to Youth Justice System (3.10) and children at risk of sexual exploitation, (these may be known to social services).
A3.1 Looked after children/ care leavers and post Looked after children

The SFR "national data 2016-2017, records EHCPs for LAC at 26.7%. Ealing’s data for the same cohort and year, is higher at 30.7% but it remains below the outer London average (31.6%). *Data from DfE, Outcomes for children looked after by LAs: March 2018

Current cohort data (as at May 2018) for the whole cohort of LAC shows 60 EHCPs (27%) for 4-16 year olds and 72 (19.3%) for 0-18 year olds. 34% of LAC were on SEND support in 2016/17, much higher than the outer London average (25.1%).

The virtual school recognises that Looked After Children and previously looked after children are significantly more likely to have SEN than their peers. Of those with SEN, a sizable proportion of those will have EHCPs. The VS works closely with social workers; schools; foster carers and residential home staff; independent reviewing officers; colleagues in early years settings, colleges, universities and alternative educational setting and CAMHS. VS Officers work closely with colleagues in SEND to provide comprehensive support to meet the complex needs of Looked After Children (LAC) and care leavers with SEN and EHC Plans. Requirements regarding SEN are set out in DfE Statutory guidance for local authorities ‘Promoting the education of looked-after and previously looked-after children’. (February 2018). The guidance places a renewed focus on SEN and refers to earlier identification to address undiagnosed SEN, the need to highlight SEN support as part of the child’s PEPs and care plans as well as the need to ensure that the EHC plan process works in harmony with these two key statutory plans for Looked After Children.

Strengths of the virtual school SEN approach are:

- The overall systems for SEN that are embedded in the PEP and virtual school.
- Tracking and monitoring is done by the virtual school and the Senior Educational Psychologist.
- Training to upskill school staff on SEN identification, interventions and strategies as well as training for social workers on SEN processes and understanding of children’s SEN and where to access support.

Areas for development:

- Training and intervention for SEMH approaches to reduce the incidence of exclusion
- Advice and information to schools, parents/carers, the post adoption and special guardianship support teams and other agencies signposting where to get help on potential SEN issues; where to access further assessment and support; advice on schools and provision to achieve better outcomes for post LAC.

See Appendix D Annex LAC and Care Leavers SEND

A3.2 Pupils Excluded or at risk of exclusion

2017/18 SEN support exclusions (Provisional data). There were 451 fixed term exclusions among SEN support children – which is 7.7% as a proportion of the whole SEN support cohort of Ealing schools. There were 30 permanent exclusions among SEN support children – which is 0.51% as a proportion of the whole SEN support cohort of Ealing schools. These figures are lower than the latest figures published in the LG inform SEND report – which are from 2016/17 when Ealing had 676 fixed terms (11.65%) and 48 perms (0.80%). The reduction of both figures since 2016/17 are encouraging, particularly the high school reduction in fixed terms - reduced from 403 (24.4%) in 2016/17 to 333 (16.5%) in 2017/18. However, at (0.51%) Ealing remains above the outer London average for permanent exclusions (0.29%).

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Primary Phase Provision
The Ealing Primary Centre (EPC) offers outreach training, intervention and provision for SEMH needs governed by Ealing Primary Centre’s Management Committee, comprising 5 primary headteachers. The service has restructured this year to remove providing outreach services from the Local Authority and place them under the governance of Ealing Primary Centre’s Management Committee.

The EPC is currently expanding from 12fte places to provide a further 12-16 additional fte places to meet the SEMH needs in the increased primary school population. The centre offers:

- Ongoing assessment and intervention through dual roll placement for children at risk of exclusion.
- Small group teaching from staff with experience and expertise in working with children with SEMH
- Provision of a range of social skills, PSHE, self-esteem and resilience work
- Regular review and planning with mainstream school to support the transference of learned skills and strategies

In addition to the above, ‘Building My Future’ (BMF), a DfE funded innovation project) aims to identify and test innovative targeted interventions for pupils with complex learning and behaviour needs aged 11 and above. This includes those with learning disability and / or autism, including mental health issues. Ealing has already developed a nationally recognised evidence based model for the Intensive Therapeutic Short Break Service (ITSBS). The model has been developed and proved successful with a small high level of need cohort of children and young people with disabilities on the edge of care in special schools. BMF develops and will test these principles with a much wider cohort at an earlier stage (mainstream schools), providing improved assessments and multi-agency interventions. These will reduce the risk of residential and day special education placements, improve health and mental health outcomes and enable successful transitions to adulthood.

Strengths
The primary service is well used and supported by schools. There were no permanent exclusions for pupils with EHCPs in 2016-2017; all pupils at risk of permanent exclusion with EHCPs were offered an alternative provision prior to permanent exclusion.

Assessment and intervention to identify and address SEMH needs early and ensure pupils who need further assessment are progressed to statutory assessment for consideration of enhanced provision through an EHCP.

Areas of development
Fixed term exclusions are now falling for primary pupils at SEN Support. This is due in part to the LA increasing primary provision of dual roll places at the EPC to 18fte in the interim whilst the new build centre is erected. This was in response to a rising trend from 2014, caused by an expanded population and correlating demand in SEMH needs in schools.

Secondary Phase Provision
Ealing Alternative Provision is the secondary aged provision for young people who are unable to follow their education in the mainstream setting. Most of the pupils are of high school age and
are children with additional needs when they are referred. Very often pupils have damaged or low self-esteem and many are not working at an age-appropriate level. This may be because of underlying behavioural, social and emotional problems, SEN or for medical reasons. Pupils, in the main, have not had a successful experience in school.

Pupils with EHCPs may be placed with EAP as an interim measure until a more suitable long term provision is found or if older young people in years 10 or 11, they may be placed with a view to completing their education at EAP if that is appropriate. EAP pupils access comprehensive targeted personal intervention and support matched to their level of need in a safe learning environment. EAP aim to secure positive outcomes and pathways into employment, education and training.

A3.3 Disadvantaged learners (DL) (Poverty)
SEND children account for 23% of all disadvantaged learners in Ealing state funded schools (compared to 13% of non-disadvantaged learners) (Jan 2018, based on reception to Y11 pupils receiving pupil premium funding). 18% of disadvantaged learners were on SEND support, while 5% had an EHCP.

There has been a significant improvement in outcomes for disadvantaged learners with SEND this year, with 41% of disadvantage learners on SEN support achieving a standard pass in English and maths in 2018 compared to 28% in 2017. The outcomes of disadvantaged learners on SEN Support are now in line with those of non-disadvantaged learners on SEN Support.

A3.4 In need of Social Care, including children in need
Fewer children in need had an EHCP plan in Ealing (22.6%) than the outer London average (25.7%) in 2016/17 but more were on SEN Support (27.3% compared to 22.8%).

Children and Young People with disabilities receive social work support from the specialist Children with Disabilities Social Work Team. Children with other SEND receive support from all social work teams and specialist advice will be provided form the CWD social work team. This team is based within the multi-agency ESCAN (Ealing Service for Children with Additional Needs). The CWD team undertake all safeguarding and support statutory functions and are included in the service wide cycle of audit and quality assurance.

The team take the lead in safeguarding this vulnerable cohort and this work is facilitated by co-location with health and Special Education Teams. In June 2016 OFSTED reported that “Arrangements to support children with disabilities are comprehensive. The co-location of education, health and other specialist services enables positive information sharing. Child protection thresholds are well understood and applied. Investigations are completed within the team to ensure consistency of worker as well as management oversight”.

The team provides support for 380 children and young people with the most complex and profound disabilities in Ealing. It has a strong focus on preventative and family-centred support and this is reflected in the low number of children and young people placed in residential care.

From April 2017 to March 2018 the team supported 180 CSDPA plans, 175 Child in Need plans, and 12 Child Protection Plans (including 6 for non-disabled siblings). During the same period the team was responsible for 20 LAC placements (10 in long-term foster care). Ealing
Safeguarding Children Board provides strategic oversight and regularly focuses attention on matters relating to children and young people with disabilities.

The integrated work with the CAMHS Learning Disabilities Team and the Intensive Therapeutic Short Break Service has been successful at supporting families and reducing the number of children with complex challenging behaviour requiring residential care. ESCAN was quoted as a good practice example in the 2016 survey of local safeguarding boards service for children with additional needs, as was the Intensive Therapeutic Short Breaks Service.

The team has a positive working relationship with Ealing CCG and effective arrangements for co-ordinating support for children and young people who meet the threshold for Continuing Health Care.

Transition to adult services is co-ordinated by a virtual transition team which meets weekly and includes dedicated transition workers from both CwD and the relevant adult services. The multi-agency transition protocol is currently being reviewed in order to further strengthen this process.

**A3.5 Missing from Education**

Schools are required to inform the Local Authority when a child is missing from education. All notifications of children missing from education are robustly followed up by the CME Officer located in the School Attendance Service. Children missing from education are more likely to come from the following groups: those at risk of Criminal or Sexual Exploitation (CSE), poor attenders, pupils with medical needs including mental health diagnoses, permanently excluded, or students attending alternative provision.

Information regarding these children is held within different service areas. Managers within those services regularly discuss cases between them, in order to ensure that any gaps in provision or stuck cases are progressed.

The proportion of Ealing children with EHCPs who are awaiting provision – (SEN2) was 7/2202 or 0.3%.

**A3.6 Not in education, employment or training (NEET)**

The proportion of young people who have SEND (16 – 24) who are NEET or not known is lower than average (Ealing 30.1%) (England 45.4%) (London 53.6%). For (16 -18) the figure is 5.0%, (NEET 2.9%) (Not Known 2.1%) compared with London 6.4% (4.1% NEET) (2.3% Not Known 2.3%). It is harder to track young people after 18 as pathways diverge and opportunities outside formal education increase. The Connexions database is being used to enhance tracking, particularly where young people unreported but are in employment.

Young people aged 16 and 17 who are vulnerable to becoming NEET or remaining NEET after leaving education or training will be provided with information, advice and guidance and signposted to partners who may provide support.

The Local Authority’s Tracking & Destinations service track all young people in the cohort until the end of the academic year in which they become 18 (Yr 13) or their 25th birthday in the case of young people with learning difficulties and/or disabilities. (tracking for the latter is a shared responsibility with the SE Assessment Service who monitor the progress and outcomes of young
adults who still have Education, Health and Care Plans up till the age of 25, and this ensures young people requiring support are identified.

A3.7 Gypsy, Roma and Traveller (GRT) pupils
Currently there are 122 GRT pupils across all Key Stages attending Ealing schools (Jan 2018, based on ethnic ascription) and of these 50 (40.9%) pupils have an ECHP (9) or are at SEN support level (41). These numbers are likely to be an underestimate as we know that some parents will not formally ascribe their children to the GRT community for a number of reasons, such as fear of discrimination.

The School Effectiveness Service (Ealing Learning Partnership) provides a targeted support service for GRT pupils, their families and schools in order to improve the educational attainment and progress of GRT pupils. A GRT Engagement Officer is employed within the School Effectiveness service and she will provide support for a GRT pupil with SEND if a request is made either by the school or parent.

The support provided is bespoke to each situation but often involves supporting parents to understand the assessments, the team they are under, e.g. child development, CAMHS, Speech and Language and giving permissions etc. She will attend assessments with parents to provide support and explanation of what is being proposed, she will provide input into the planning of targeted strategies, work with practitioners to ensure verbal and written reports are accessible to parents as most GRT parents have low literacy levels and she will also provide information to support ERSA and SEN panel. To date during the academic year 2017/18 the GRT officer has provided support to 21 children and young people from the GRT communities with SEND.

Despite this additional support GRT pupils with SEN still significantly under achieve. The numbers of GRT with SEN in each year group are very small so a comparison of their achievement compared to all pupils with SEN is not statistically meaningful. However, at a broad level we can see that being from a GRT community and having SEN makes pupils even less likely to achieve expected standards.

There were 18 GRT with SEND in end of key stage cohorts in 2018 and only one achieved the expected standard for their age (compared to 29% of all SEND getting a good level of development in EYFSP, 24% of all SEND achieving the expected standard in reading, writing and maths at KS2 and 35% of all SEND achieving a standard pass in English and maths at KS4).

Given these figures the challenge for the local authority is how to raise the attainment of all GRT pupils, including GRT pupils with SEND. A priority is for GRT pupils with SEND to be identified earlier and additional support or an EHCP to be put in place. The virtual school and the potential roll out of the Raising Achievement Plan approach will help with this as it will allow the LA to be more proactive in identifying pupils and initiating work with schools.

A3.8 Young Carers
Young Carers who are known to the SEND service, and/or who receive school support, are a priority group to access our young carers’ service.
The service delivers a range of services including mentoring, breaks and activities, counselling, transitions, advocacy, and a transportation fund. These activities are adapted to meet the needs of children and young people as assessed and agreed with referrers. Where the child or young person has an EHCP, this is used, with parental consent, as the referral document.

Key factors to determine a young carer’s priority for accessing groups and activities, as well as their level of need include their status with social care, any experience of domestic abuse and the nature of the illness of the cared for person.

A3.9 Children and Young People with Mental Health Conditions – CAMHS Local Transformation Plan
Improving access to CAMHS for children with SEND is being addressed through the CAMHS Transformation Plan. Vulnerable groups have been a part of the focus of our CAMHS Local Transformation Plan (LTP) since inception in 2015. In 2015 and 2016 we focused mainly on Neurodevelopmental Disorders and Learning Disabilities as part of our plan to improve services to vulnerable groups. As our programme has progressed, and the national programme targeting vulnerable groups has evolved, the scope of this priority has been widened to include other groups, such as those who are involved in the youth justice system.

A3.10 In youth custody, or known to youth offending services
For all young people involved with the Youth Justice service (YJS) an assessment is completed by the YJS case manager prior to sentencing or Pre-Court disposal decision. This involves assessing a variety of needs and concerns, including any special educational needs or learning disabilities (including speech and language). Case Managers liaise as appropriate to ensure all information is gathered, shared and assessed. This assessment is also informed by a Mental health, Neurodevelopmental and learning difficulty screening and where difficulties are identified an initial assessment conducted by the Liaison and Diversion, (L & D) Worker, working in the YJS from the Criminal Justice Liaison and Diversion Service. If learning difficulties are identified by the L & D worker they will refer the young person to the appropriate Educational Psychologist or Occupational Therapist. Education and any special educational needs are considered at the start of each sentence and incorporated into an appropriate sentence plan with interventions being tailored to the young person’s needs.

Work has begun on developing stronger links between SENAS and YOT. YJS routinely contact SENAS to establish if a young person coming to the attention of YJS is known to SENAS, as a means of ensuring a cohesive approach, from the outset of YOT intervention.

YJS staff have received specialist training regarding SEND reforms in the Youth Justice System. This was delivered jointly with our SEND colleagues and has been cascaded across the YJS.

A3.11 Children educated at home with an Education, Health and Care Plan
Ealing currently has 11 children and young people with an EHCP where the parent /carer has elected to home educate. (3.55%). The EHE (Elective Home Education) service will make contact with the family and ask to confirm details, share guidance and outline parental and LA’s responsibilities. The LA’s EHC/SEND Service will decide whether the provision that parents are making is suitable in meeting cyp needs. If the child or young person to be home educated currently attends a special school, the LA must give consent for the child’s name to be removed
from the school roll. The LA makes annual reviews of EHCPs to assure itself that the provision set out in it continues to be appropriate and that the child’s needs are met. If the annual review meeting makes a recommendation for changes to the EHC plan, a Local authority SEND Panel will carefully review the plan before making a decision about whether to approve the recommendations. Where a child does not have an EHC plan, and parents choose to educate at home, they are informed of their rights to ask the LA to conduct an Education, Health and Care needs assessment for the child within the statutory time frame.

**A4.0 Priorities for improvement arising from the SEF including strategic aims and how success will be measured**

The SEND Executive Board have agreed the following 4 priorities to be addressed in the medium term to March 2020.

**Priority 1:** Support Schools and other educational settings to embed the highest expectations for children and young people/adults with SEND reducing the variation in the quality of provision & outcomes.
**Priority 2:** Develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
**Priority 3:** Improve the timeliness and quality of the statutory assessment process, co-production of EHC plans and establish a new funding model for all children and young people with SEN.
**Priority 4:** Ensure the local offer is developed further to meet current and future needs of our children and young people.

Four action plans have been developed to deliver the strategic objectives and priorities. See appendix D. Working groups have been established to drive forward the action plan and four key priority areas. They will report to the SEN Executive Board. Ealing Council will publish updated impact assessment reports in the summer of 2019 and 2020. Priorities will then be revised for the next 18 months.

**SEF Review cycle**
This SEF for the local area will be updated annually in April of each year. The reviews will include:
- Updating data and relevant documents
- Opportunities for all partner organisations to come together to identify and assess challenges, developments, opportunities and progress.
Appendix B: Ealing SEND population; SEND Provision Forecasts, and Data Trends since the introduction of the SEND reforms in 2014

The data presented here were obtained from the Local Area SEND report, which was published by the Department for Education. The complete report can be accessed via this link:

B1 - Ealing SEND population
The SEND population of Ealing schools is 13.9% of the total number of pupils. This includes both pupils with Education, Health and Care plans (EHCP) and SEN support. The proportion of Ealing’s SEND pupils is broadly consistent with its near geographical neighbours.

The proportion (%) of all pupils with SEND in Ealing schools (January 2018, including independent schools) was above the Outer London average and below the England average

<table>
<thead>
<tr>
<th></th>
<th>EHCPs</th>
<th>SEN Support</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ealing</td>
<td>3.1%</td>
<td>10.8%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Outer London</td>
<td>3.0%</td>
<td>10.6%</td>
<td>13.6%</td>
</tr>
<tr>
<td>England</td>
<td>2.9%</td>
<td>11.7%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Brent</td>
<td>3.1%</td>
<td>9.8%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Hillingdon</td>
<td>3.6%</td>
<td>10.5%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Hounslow</td>
<td>3.0%</td>
<td>14.1%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

Source: DfE National statistics: Special Educational Needs in England, January 2018

In the case of pupils identified at SEN Support in mainstream schools, historical data are limited as the categorisation of SEN support changed in 2015. Since 2015, the proportion of children in Ealing has decreased from 11.7% to 10.8%, again in line with national trends.

The proportion (%) of pupils identified at SEN Support in mainstream schools nationally has decreased from 12.6% to 11.7% between 2015 and 2018. Ealing has seen a similar reduction from 11.7% to 10.8%.

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ealing</td>
<td>11.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Outer London</td>
<td>12.0%</td>
<td>10.6%</td>
</tr>
<tr>
<td>England</td>
<td>12.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Brent</td>
<td>11.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Hillingdon</td>
<td>11.2%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Hounslow</td>
<td>16.0%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

Source: DfE National statistics: Special Educational Needs in England, January 2018

However, the proportion of children and young people with statements or EHC plans in Ealing schools has increased from 2.6% to 3.1% between 2007 and 2018, which is above the national average. In contrast, in England, the proportion of has increased only slightly from 2.8% to 2.9%. There has been an increase in the number of plans, but nationally this is mainly a result of an
increase in the population. In Ealing, the increase is mainly due to population changes but also an increase in children identified with needs. It is also partly due to an increase in maintained special school places in the borough.

The proportion (%) of children with SEN Statements or Education, Health and Care Plans (2007 and 2018) in Ealing has increased to above the Outer London and England average

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ealing</td>
<td>2.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Outer London</td>
<td>2.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>England</td>
<td>2.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Brent</td>
<td>2.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hillingdon</td>
<td>2.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Hounslow</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Source: DfE National statistics: Special Educational Needs in England, January 2018

Of the 2,200 EHCP and Statements that the Local Authority maintained in January 2018, 34% were placed in state funded Special schools (compared to 36% nationally). There are currently 6 special schools in the Borough, and 18 additionally resourced bases (ARPs) within mainstream provision plus one more scheduled to open by September 2019. Resource bases provide specialist teaching alongside the opportunity for integration into mainstream classes.

Despite a large special school provision in Ealing, there were still approximately 7% of children with an EHCP placed in the Independent Sector. There is a lack of places available to meet demand in our Special Schools and while some of these students may have very complex needs, there may be others who could have their needs met more cost effectively in an Ealing setting, if capacity was developed. 8.5% of young people with EHCPs are in specialist placements out of the Borough. The funding issues arising from this are explored in greater detail in Appendix B.

Ealing (5.9%) is marginally less reliant than other outer London boroughs (6.5%) on non-maintained and independent specialist provision. However, Ealing is above the national average for England (4.9%). Similarly, the proportion of children and young people with EHCPs maintained by Ealing who are in state funded mainstream schools (including ARPs and Units) (45.0%) is lower than the outer London average (47.1%), but higher than the national average for England (40.1%).

Proportion (%) of children and young people with EHCPs by type of provider (2018)

<table>
<thead>
<tr>
<th>Area</th>
<th>Mainstream including ARPs</th>
<th>Special Schools</th>
<th>Non-maintained</th>
<th>Independent</th>
<th>Alternative provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ealing</td>
<td>45.0%</td>
<td>34.1%</td>
<td>0.3%</td>
<td>5.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Outer London</td>
<td>47.1%</td>
<td>30.0%</td>
<td>1.4%</td>
<td>5.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>England</td>
<td>40.1%</td>
<td>34.8%</td>
<td>1.2%</td>
<td>3.7%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Source: DfE National statistics: Statements of SEN and EHC Plans: England, 2018
The profile of need of Ealing’s school SEND population is not static. Direct comparisons are only possible since 2015 due to the change in recording SEND in 2014 from SEN Action / Action plus to SEN Support. Even this three-year period shows some types of need have grown at a faster rate - particularly Speech, Language and Communication (+5.5%) and some need types have fallen in prevalence, particularly Moderate Learning Difficulty (-6.4%). These data should be treated with caution, as recording primary need type often does not describe pupils with complex and / or multiple learning difficulties. It is also not moderated and depends on often inconsistent identification and recording. However, the largest changes identified above, taken with long term underlying historical trends, are relevant in planning the type of provision required in the borough going forward.

### SEND primary needs profile in Ealing schools for 2015 and 2018 (pupils with statements of SEN / EHCPs or at SEN Support in Ealing primary, secondary & special schools)

<table>
<thead>
<tr>
<th></th>
<th>SEND 2015</th>
<th>SEND 2018</th>
<th>Change Number / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Difficulty</td>
<td>557</td>
<td>7.9%</td>
<td>628</td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td>1900</td>
<td>27.1%</td>
<td>1563</td>
</tr>
<tr>
<td>Severe Learning Difficulty</td>
<td>292</td>
<td>4.2%</td>
<td>359</td>
</tr>
<tr>
<td>Profound &amp; Multiple Learning Difficulty</td>
<td>72</td>
<td>1.0%</td>
<td>81</td>
</tr>
<tr>
<td>Social, Emotional and Mental Health</td>
<td>1,145</td>
<td>16.3%</td>
<td>1,122</td>
</tr>
<tr>
<td>Speech, Language and Communication Needs</td>
<td>1,871</td>
<td>26.6%</td>
<td>2,423</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>102</td>
<td>1.5%</td>
<td>109</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>43</td>
<td>0.6%</td>
<td>47</td>
</tr>
<tr>
<td>Multi-Sensory Impairment</td>
<td>19</td>
<td>0.3%</td>
<td>35</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>241</td>
<td>3.4%</td>
<td>208</td>
</tr>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>437</td>
<td>6.2%</td>
<td>582</td>
</tr>
<tr>
<td>Other Difficulty/Disability</td>
<td>182</td>
<td>2.6%</td>
<td>177</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7,024</strong></td>
<td><strong>7,334</strong></td>
<td><strong>310</strong></td>
</tr>
</tbody>
</table>

Source: DfE National statistics: Special Educational Needs in England, January 2018

In addition, the data on Social Emotional and Mental Health (SEMH) indicate a fall in prevalence (-1.4%). In Ealing, we have pursued a successful strategy for children identified with SEMH. This is influenced by specialist outreach support delivered by the LA through a partnership with schools. With primary schools, the LA provides a graduated response through an outreach team that starts by providing educational assessment, advice and intervention. It then builds to provide
tier 2 mental health support and part time placement in Ealing Primary Centre PRU for children with the greatest need. Primary schools also commission support services such as counselling. High schools invest in the support and progress of students with a range of SEMH (e.g. mental health issues; developmental trauma; complex social needs; behavioural issues linked to other SENs) through a range of provision and services, including partnership with the Behaviour and Inclusion Service (BIS) and commissioning counselling, educational psychology and mental health support. Schools also access information and support to making placements in alternative provision through the expertise of Ealing Alternative Provision (EAP) staff and through direct referral to EAP. This approach is intended allows many pupils with SEMH to have their needs met in their local mainstream schools supplemented in some cases by the use of alternative provision if required.

Where inclusion in local mainstream schools is not sustainable, the LA commissions places for children with EHCPs and SEMH priority need in out borough maintained special schools, two local independent special schools and local AP providers. For more complex SEMH needs, some joint social care/education residential placements are commissioned.

**Looked after children and children in need**

Looked after children are defined as those looked after by the local authority for one day or more. In Ealing, 34.1% of looked after children are on SEN support, significantly higher than Outer London (25.1%). In Ealing 30.7% of looked after children have a statement of SEN or EHCP, which is similar to Outer London (31.6%).

**Chart B1**

| Children in need are defined in law as children who need local authority services to achieve or maintain a reasonable standard of health or development, need local authority services to prevent significant or further harm to health or development, or are disabled. In Ealing, 27.3% of children in need are on SEN support, which is higher than Outer London (22.8%) and 22.6% of children in need have a statement of SEN or EHC plan, which is lower than Outer London (25.7%). |
In Ealing, 7.5% of school-age children in need have a disability, compared to 13.8% in Outer London.

SEND and Gender

Boys are far more likely to be identified as having SEN than girls (9.7% of girls compared to 18.6% of boys). Of the 7,723 pupils identified as having a SEN in Ealing state funded schools, two thirds are boys. This gender disparity is particularly evident among EHC plans, with boys making up 72% of those with EHC Plans. Boys are particularly overrepresented in the following areas of need ASD (86% boys), SEMH (83%), SPLD (79%) and SLCN (79%).

SEND and Ethnic Heritage

Pupils of Black heritage have the highest percentage of SEND (19%), followed by those of mixed heritage (15%). Cognition and Learning needs are particularly prevalent among Black pupils, affecting 6.6% compared to 4.9% of all pupils. Black pupils also have the highest incidence of SLCN (5.6% compared to 4.6% of all pupils), while SEMH needs are most common among mixed
heritage (3.6%) and Black (3.5%) pupils. Asian and Other heritage pupils are less likely to be identified as having SEN (13%) than their peers.

For Education, Health and Care plans, 27% of pupils were White, 23% Asian, 21% Black, 9% Mixed Heritage and 12% Other. Black pupils are over represented compared to the wider Ealing maintained school population where they make up (21% of EHCP compared to 16% of all pupils), while Asian pupils continue to be under represented (23% of EHCP compared to 30% of all pupils).

**B2 SEND Provision Forecasts**

The overall number of children and young people (age 0-25) with EHCPs has increased by 145 in the past year to 2,200 in 2017/18. This equates to an increase of 7.1%. In Greater London the rise was 19.5% and for England 11.3%. The prevalence of EHCPs increased from 1.9% of the 3-10 population to 2.5% over the same period. Just under half (49%) of these were in specialist provision in 2017/18.

Between 2008/09 and 2017/18, the number of primary age children (3-10) with EHCPs increased by 417, from 618 to 1035 in 2017/18. There were 1027 primary school children with ECHPs in September 2018. If these trends continue, this number is expected to increase further over the next 2 years to 1065 (as the last of the higher birth years progress through primary school) before falling back to 935 over the next ten years.

The number of secondary age children (11-15), with EHCPs, has seen much less growth over the same period, only increasing from 641 in 2008/09 to 660 in 2017/18. The prevalence has remained stable (fluctuating between 3.4% and 3.5%) during this period. Just over half (53%) of these were in specialist provision in 2017/18. The latest data for September 2018 show this figure is currently 660. If these trends continue then we would expect the secondary EHCP population to increase to 780 by 2022/23 as the higher birth years currently in the primary phase progress into secondary. This increase could be larger if the increase in the prevalence seen in primary is replicated in the secondary phase (with each 0.1% increase in prevalence being the equivalent of approximately 20 secondary age children). There is also an increase in numbers of children with complex health needs, including mental health, in line with the increase identified nationally.

The largest increase in the past two years has been in post 16 and post 19. Young people in further education colleges and other specialist post 16 institutions, who would not previously have had a statement, now have an EHCP. This has resulted in the post 16 EHCP population increasing from 172 in 2014/15 to 359 in 2017/18. In January 2018, there were 146 young people with EHCPs who were post 19. While the lack of trend data makes it difficult to project, we do expect further increases in the post 16 and post 19 EHCP populations. There is also a well-documented increase in the levels of depression and self-harm amongst children and adolescents. This is likely to lead to additional need for placements for SEMH for those with and without EHC Plans.

The table below illustrates the potential increase in plans over the period of this document. These are based on past trends applied to GLA single age population projections for the borough.
Recent and *Projected* numbers of EHCPs over the period of this strategic plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Primary (R to Y6)</td>
<td>1027</td>
<td>1065</td>
<td>1057</td>
<td>1048</td>
</tr>
<tr>
<td>Secondary (Y7 to Y11)</td>
<td>660</td>
<td>691</td>
<td>723</td>
<td>749</td>
</tr>
<tr>
<td>Post 16 (Y12 to 14)</td>
<td>359</td>
<td>408</td>
<td>410</td>
<td>409</td>
</tr>
<tr>
<td>Post 19</td>
<td>146</td>
<td>179</td>
<td>183</td>
<td>178</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2200</strong></td>
<td><strong>2354</strong></td>
<td><strong>2383</strong></td>
<td><strong>2394</strong></td>
</tr>
</tbody>
</table>

The map below shows the geographical distribution of EHC plans across the areas of the borough and helps to identify the areas of greatest need.
B3 – Trends since the introduction of the SEND reforms
Chart B4 shows the trend, since the introduction of the SEND reforms in 2014, of gradually increasing % of pupils with an EHCP with Ealing slightly ahead of the Outer London Average.

Chart B4

% of pupils with a statement or EHC Plan (from 2014/15 (academic) to 2017/18 (academic))

Source:
Metric ID: 2213, Department for Education, Special Educational Needs in England
 Powered by LG Inform

Chart B5 shows the trend, since the introduction of the SEND reforms in 2014, of gradually decreasing % of pupils receiving SEN support with Ealing a slightly higher % than Outer London average. The 2014/15 was a transition year from School Action / Action plus to SEN support.

Chart B5

% of pupils with SEN Support in all schools (from 2014/15 (academic) to 2017/18 (academic))

Source:
Metric ID: 2224, Department for Education, Special Educational Needs in England
 Powered by LG Inform
It is a key aim for EHC needs assessments to be carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Ealing, 54.0% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20-week time limit, compared to the Outer London average of 63.2%. Including exceptions, 38.2% were issued within 20 weeks, compared to the Outer London average of 58.1%. This is a priority for improvement identified by the strategy.

**Chart B6**

**% of new EHC plans issued within 20 weeks, excluding exceptions (2017)**

In 2017, Ealing had 97% of pupils with an EHCP in Education, Employment or Training at 17 compared with 93% in Outer London. Chart B7 shows the figures since the introduction of the reforms. 2018 figures are expected May 2019.

**Chart B7**

**% of KS4 cohort with statement of SEN in Education & Employment or Training at 17 (from 2014/15 (academic) to 2016/17 (academic))**
In 2017, Ealing had 86% of pupils, who had received SEN support, in Education, Employment or Training at 17 lower than 89% in Outer London. Chart B8 shows the figures since the introduction of the reforms. 2018 figures are expected June 2019.

**Chart B8**

% of KS4 cohort with SEN Support in Education & Employment or Training at 17 (from 2014/15 (academic) to 2016/17 (academic))

For the past two years in Ealing the % of 19-year olds, who have received SEN support, and qualified to level 2 is similar to the Outer London average. Chart B9 shows the trend since 2014. 2018 data are expected June 2019.

**Chart B9**

% of 19 year olds with SEN Support qualified to level 2 including English and Maths (from 2013/14 (academic) to 2016/17 (academic))

Source:
Metric ID: 4688, Department for Education, Destinations of key stage 4 and key stage 5 pupils

Source:
Metric ID: 4672, Department for Education, Level 2 and 3 attainment by young people aged 19
For the past two years in Ealing the % of 19-year olds, who have a EHCP, and qualified to level 2 is above the Outer London average. Chart B10 shows the trend since 2014. 2018 data are expected May 2019.

**Chart B10**

Since 2014, in Ealing the % of 19-year olds, who have received SEN support, and qualified to level 3 is significantly above the Outer London average. Chart B11 shows the trend, 2018 data are expected May 2019.

**Chart B11**

Similarly, since 2014 in the % of 19-year olds in Ealing, with a statement of SEN or EHC plan and qualified to level 3 is significantly above the Outer London average. Chart B12 shows the trend, 2018 data are expected May 2019.
A permanent exclusion refers to a pupil who is excluded and has their name removed from the school register. Such a pupil would then be educated at another school or via some other form of provision. Since 2014, there have not been any exclusions for pupils with an EHCP, this compares favourably with other Outer London boroughs.

Since 2014, there have been too many exclusions of pupils receiving SEN support, this compares unfavourably with other Outer London boroughs. Reducing exclusion is a key aim of the SEND Strategy. Provisional figures for 2018 suggest exclusion have fallen from 0.8% to 0.5% which is a significant reduction, but still leaves Ealing above the outer London average.
Permanent exclusions from school for SEN pupils without a statement as a % of the school population (from 2014/15 (academic) to 2016/17 (academic))

- Ealing Permanent exclusions for SEN pupils without a statement as a % of the school population %
- Mean for Outer London Permanent exclusions for SEN pupils without a statement as a % of the school population %

Source:
Metric ID: 4786, Department for Education, Permanent and Fixed Period Exclusions From Schools in England
Powered by LG Inform
Appendix C: SEND Provision Consultation Feedback Report

The views of stakeholders, including parents, children and young people and a wide range of professionals were sought on possible changes in provision that may be required to reflect changes in the number and needs of children and young people with SEND in the borough. The consultation focused on SEND provision and sought views on three themes:

A. Preparation of young people for adulthood
B. Supporting local schools to consistently meet the special education needs of our children
C. Providing places in additional specialist provision following the outcome of this review

The survey was open 20 December 17 until 16 February 18. 65 responses were analysed. In addition to this survey, Ealing Parent Carer Forum (EPCF) conducted a group discussion at the Preparing for Adulthood Provision on 6 December 2017. In November 2017, EPCF carried out a parental survey with 58 responses on SEN Support in Mainstream Schools. We have developed our priorities, principles and key actions from the engagement we have undertaken.

Questions asked and summary feedback

Do you agree or disagree that colleges and schools should plan and deliver programmes more closely together for young people to prepare for adulthood?

90% of respondents agree that colleges and schools should plan and deliver programmes more closely together for young people to prepare for adulthood.

Reasons for agreement

- Key to long term outcomes, ensures seamless transition
- Less duplication of courses, more efficient use of resources
- Potential pathways better known to young people
- Enables more person-centred plans, as their needs better communicated and understood

Issues Raised

- Although ECHP extends to 25 years, post 18 placements hard to find
- Too much duplication of courses currently
- Change of learning environment between school and college can unsettle some SEN students
- Schools less able to give advice on post 16 pathways and too focussed on curriculum rather than assisting transition to adulthood
- Targets not focussed on outcomes, limited models for collaboration exist
- Practical issues with co-planning and delivery, eg time constraints
- Courses do not meet the needs of all pupils, eg upper E1/E2 range
- Levels of complex need are increasing

Recommendations from respondents

- More collaboration between schools and colleges to offer young people more choice

Do you agree or disagree with providing dedicated rooms to deliver initiatives which support inclusion in mainstream schools where this is necessary?
75% agree with providing dedicated rooms for initiatives that support inclusion in mainstream schools where this is necessary

**Reasons for agreement**
- Vital to keep children in school
- Small groups needed for quality teaching of SEN children
- Quiet spaces sanctuary for SEN children as schools get bigger and busier

**Issues Raised**
- Budget and manpower shortages, increased workload for SENCOs and staff
- Often schools are not physically or professionally equipped for children with complex LD
- Quality of training and culture of inclusiveness more important than spaces
- SEND pupils may feel segregated

**Recommendations**
- Professionals need to work with the school as a whole, not just the SENCOs
- Outreach funds should be allocated on a commissioned, not historical basis
- Teacher training and LA meetings need to be more SEND focused

How should leaders in education, health and care settings work better together to improve outcomes for children and young people who have SEND?

**Issues Raised**
- Constraints on time and money
- Too much written communication instead of face to face meetings
- EHCPs often not tailored to child’s needs
- In too many cases paperwork is delayed

**Recommendations from respondents**
- More frequent interaction, clear leadership, defined objectives
- More regular meetings between all parties involved, to ensure common and clearly understood objectives, even without EHCP
- Need clarity on how LA officers can provide support
- EHCPs that are more child centred
- All parties to contribute to improving the quality of the EHCP
- Seek the views of parents and children to better understand their needs
- Have tightly monitored and clear objectives in the child’s educational plan
- Research, training, funding
- Compulsory training in SEND support, better understanding of SEND code of practice
- Learn from outstanding and good schools that are continuously improving practice
- Partner mainstream schools with special schools
- Streamline funding arrangements for health and education as they overlap

Do you agree or disagree with the plans to open more additionally resourced provision (ARPs) or units in primary and secondary schools?
89% agree with the plans to open more ARP or units in primary and secondary schools

Reasons for agreement
- Number of children with SEND in Ealing rising and general provision often does not meet their needs
- Offer essential flexibility to help children with complex needs
- Allow SEND children to have best of both worlds
- Enable smooth transition from special schools to mainstream
- More staff benefit from specialist training and workload is shared

Issues Raised
- Will only work if school is properly resourced and staff trained
- Unfair on children with a SLD, as they may get less support than at a special school
- Unsure if projections for expansion match reality of need, too many vacant places (e.g. Some ARPs & Mandeville)

Recommendations
- Must not come at a cost to the provision at other secondary special schools
- Require not just experienced staff, but practical resources and equipment

From your experience, how can the council, head teachers and governors work better towards achieving this target outcome?

Recommendations
- Well trained and specialist staff is most important asset to increasing inclusion
- More training/trained staff required, experienced staff particularly for ASD
- Skilled lead professionals at school level to implement and coordinate SEN
- Recognised qualification/grade for teaching assistants who have training / extensive experience with SEN children
- Parent training is of paramount importance, so they can align with the strategies applied by the schools and have the skills to support their children
- More funding and better utilisation of resources required
- More sharing of school resources eg social skills groups for ASD students
- Prepare resources for SEN children centrally by Outreach for schools to buy or rent to save time
- Better links between specialist and mainstream schools
- More coordination within and across services
- More support to improve behaviour and prevent expensive placements elsewhere and exclusions
- Alternative curriculum for students who can’t access the new challenging GCSE syllabus
- Practical lessons that are directly linked to adult life eg setting up a bank account
Appendix D: Annex Vulnerable Groups  LAC and care leavers

Ealing’s virtual school drives strategy and action to ensure the attainment and educational achievement of Ealing’s looked after children (LAC) and care leavers with SEND. The team works directly with individuals and groups of children and young people as well as providing training, advice, support and consultancy to a number of stakeholders to ensure that all LAC with SEN are engaged in appropriate and high quality educational activity including the enrichment curriculum that raises their aspirations and those of relevant professionals so that they reach their full potential and move forward into further and higher education, training and employment.

Each LAC pupil has an allocated VS teacher who knows the case in detail and monitors all learning and SEN; SEN issues are also supported and addressed by consultation with, advice from and direct interventions by the VS EP.

The VS works in close partnership with the LA SEND department and the school in which a pupil is placed, attending meetings as relevant; also with allocated SWs and other professionals as required.

How needs are identified and assessed

LAC and care leavers’ needs are identified through regular and robust tracking, monitoring, target setting processes, review of action plans and of attainment and progress by the virtual school team and key stakeholders.

Key mechanisms and activity include:

- direct and sustained relationships with children and yp with SEND
- the PEP review and target setting process
- the termly and statutory annual reviews of EHCPs
- advising on and monitoring the impact of interventions possible through the PPG
- LAC Call assessment reports on attendance and exclusions
- close liaison including educational advice, consultation and training with a range of professionals in schools, colleges and social care teams, with fosters carers and parents, IROs and the children and young people.

Once a possible SEN is identified the VS works with other professionals to ensure that appropriate support is put in place by the school or college; that if further external support is required it is accessed from the school EP or referral to external services; that a request for an EHCP is made in a timely way if required. The VS EP works with school EPs where appropriate. The SEND Department will then agree or reject the request in the usual way and will undertake a formal assessment if indicated, culminating in the issue of an EHCP. The VS monitors and supports the process and then works with the school to ensure that any EHCP is used effectively to make appropriate provision for the pupil.

Attendance and exclusions are monitored rigorously with daily and weekly alerts to LAC teachers in place through a commissioned attendance call system, triggering social worker alerts where there are concerns. Monthly attendance cohort tracker data is collected and
reported to inform Key Stage Lead meetings with the VS head teacher. Case level data is published, presented and scrutinised monthly by the VS team for action with a focus on any known or unidentified SEN.

**Exclusion action plans** (see SEND exclusion data below) interrogate the possibility of learning needs, SEMH or other SEN underlying behavioural difficulties. These are followed up as appropriate.

There is systematic and proactive monitoring of education performance data, of which SEND is a sub-set; it is reported and analysed monthly with the children’s senior management team at an extended CSSMT. This provides a level of challenge and understanding by the team of strengths and concerns in performance of children with SEND. A monthly report is produced by the virtual school in relation to absence, exclusions and PEP compliance. Individual SWs are, as a result, better placed to work with schools in their capacity as corporate parents, to address SEN and other learning issues.

**Using data**

The VS EP works with the LAC data officer to examine SEN information held about LAC children and young people on both the Social Care Mosaic system and the schools’ Tribal system.

The Resources Manager, ESCAN, sends Ealing SEN data (all Ealing children with EHC Plans) to the LAC data officer monthly.

- The LAC data officer matches with current LAC cohort
- The LAC data officer is provided with a report from the ESCAN Resources Manager relating to all those children placed out of borough for whom Ealing has financial responsibility.

**LAC at SEN Support stage of the COP**

For children in an Ealing school, this information is obtained from school census data collated by the Schools Research and Data Team. For LAC who attend out of borough state funded schools, it is accessed from the national Key to Success data base.

**How needs are met**

As an example of the prevalence of SEN in the LAC cohort, this table indicates the proportion of each type of provision attended by the **Year 11** cohort. Much of the standard VS practice is therefore relevant as SEN practice by default.

<table>
<thead>
<tr>
<th>Type of Provision</th>
<th>No. of students</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>Special School</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Alternative Provisions</td>
<td>12</td>
<td>33%</td>
</tr>
</tbody>
</table>
The VSH and teachers advise and consult closely with SEN, School Admissions, social workers, foster carers and IROs to ensure suitable good school placements. Most children new into care retain their schools/education provision. For those in care for longer and where placement is at a distance, the VS advise and consult increasingly with other boroughs’ VSHs as well as with social workers and foster carers on education provision to ensure school places are found as quickly as possible.

The SEN Handbook for social care staff contains key information relating to the SEN Code of Practice (COP) and ‘Top Tips’ for social workers and comprehensively covers the processes and expectations related to LAC and SEN. The handbook is accessible online.

Where attendance is affected by individual students’ emotional, social and mental health needs the VS works with the VS Educational Psychologist and mental health professionals through the integrated (Brighter Futures) social care teams to improve and support good attendance.

**Intervention**

The VS team delivers a specific intervention strategy annually using prior attainment and current progress data to target support ensuring students, including those living out of the borough, have the most appropriate intervention package. The developing suite of data available has enabled the virtual school to highlight students who require additional support to reach national expectations. Interventions are then put in place. Joint working with social workers and teachers on PEPs has proved to be successful. In 2017 81% of those identified for the intervention strategy met or partially met their desired outcome.

**Special Educational Needs SEN Plan Meetings** (see Virtual School Educational Psychology 2017 – 2018) are embedded in practice and take place a minimum of once (but more usually twice) per half term. The increase in frequency is reflected in the increasing complexity of cases, particularly those relating to children and young people placed out of borough. SEND needs are discussed, recorded and actioned in conjunction with the EP. (*SEN Plan Consultation Record* form, filed in the VS SEN folder – SEN Plan meetings). Feedback has been consistently good.

**Individual level SEN review meetings**

- Discuss individual children and young people who are causing concern
- Explore issues which may be contributing to the individual difficulties
- Identify next steps and make plans
- Monitor and review interventions already in place, consider PPG and accessing to the enrichment curriculum

At an organisational we are addressing recurring themes which should be addressed to improve outcomes for LAC and care leavers generally and, more specifically, LAC with SEN
Post 16
The VS Post 16 teacher works closely with the EP and LCT team to provide training on SEN processes. She supports with ERSAs for students Post 16 and raises SEN at Post 16 PEPs. Ealing has a high number of LAC students at University. The Post 16 teacher continues to support young people with SEND to ensure their needs are understood and that resources are targeted to support their good outcomes. Some of our unaccompanied minors have presented with undiagnosed learning difficulties. The VS Post 16 teacher works with the college and SEND in Ealing regarding ERSA requests.

Early Intervention and close working with schools

The LAC DT network provides a professional forum to promote partnership and share good practice for LAC and SEND and is well attended by schools. The sessions are planned with a training element.

Topics covered include:
New PEPs format; SEMH PEP scores; PEP & PPG Provision Plans; Mental Health and Behaviour in Schools; Promoting Positive Mental Health for LAC, adopted children and those on SGOs; Widening Participation, Post 16; 'My Journey as a Looked After Child and Care Leaver'; New ways of working with Brighter Futures, Dyadic Developmental Psychotherapy (DDP); LAC DT Leadership into Practice Initiatives; Exploring evidence based interventions - Metacognition in practice; LAC DT Leadership into Practice Initiatives; Introduction to Emotion Coaching; Child Development for foster carers; PPG – interventions, provision mapping for PPG; post- adoption support, rolling out the new guidance for schools; review of policies to include Post LAC, the FAGUS tool for assessing SEMH. The theme for the next session planned in June 2019 is meeting SEMH needs.

Improvement themes identified 2017-2018 and work underway

- **Transition Year 5 to Year 6** A transition project is underway
- **School's identification of SEN**: When are CYP placed on school's SEN register? How do schools decide? Clarity achieved around the role of schools and expectations regarding identification of SEN
- **Need for face to face Spring PEPs** for some children
- **Use of the Annual Review process** when concerns exist about education placement
- **SEMH needs**: How to use SEMH scores on the PEP and possible use of Fagus, a tool for developing schools' knowledge of SEMH.
- **Difficulties contacting SENAS departments** in other Local Authorities often resulting in delay with accessing provision including interim provision
- **Liaison between LAs when CYP move**. Delays in sending paperwork with consequent delay in CYP accessing provision. Training has been provided aimed at speeding up this process and ensuring the right people do the right things in a timely way. See below

**SEN processes** for LAC, particularly relating to children placed out of borough and children with significant SEMH needs and/or at risk of exclusion, are supported by a named LAC SENAS to identify areas of concern and workable solutions.
The EP routinely liaises with SENAS with an ongoing focus on timescales of processes and procedures. The dedicated caseworker can oversee arrangements for LAC with SEN (with EHC Plans or undergoing statutory assessment). The caseworker has closer contact with teachers from the virtual school, social workers for individual children and the virtual school EP. The aim is to provide a swift response when unexpected situations arise, thereby preventing drift.

**Scrutiny and outcomes**

The VS provides a quarterly performance report on LAC and care leavers to a strong **Corporate Parent Committee**. The report includes specific SEND attainment and progress data as well as records of participation in high quality aspirational enrichment activities. The committee is chaired by the Leader of the Council and attended by 3 Councillor members who are teachers; the Committee provides challenge, support and guidance and is focused on improved service and ambitious outcomes for our LAC and care leavers.

**LAC attainment and progress**

The work to narrow the gap with peers particularly at KS4 is ongoing. However, Ealing has sustained good attainment and progress at KS2.

**KS2 outcomes (LAC 12m+ in care) See attached data**

**Attainment**

In 2018, *provisionally, of the 12 LAC with SEND, a quarter achieved the expected standard in reading, writing and maths, which is similar to the London average (28%) but above the national average (17%). This is in line with the performance of all SEND in Ealing (23.7%) and the performance of LAC SEND in 2017 (28.6%)*

**Progress**

In 2018, *provisionally KS1-2 progress of the 12 LAC with SEND was -1.19 in reading, -1.35 in writing and -2.31 in maths; lower than all Ealing SEN in reading and maths but higher in writing. Similarly it’s lower than the national average for LAC SEND in maths, in line in reading and above in writing.*

**KS4 outcomes (LAC 12m+ in care) See attached data**

**Attainment 8**

In 2017, the 6 LAC with SEND achieved a lower attainment 8 score (13.4) than the London (17.1) or national (15.4) averages. However, they achieved higher progress scores (-1.10 compared to -1.32 (London) and -1.34 (national).  

*In 2018, the 8 LAC with SEND achieved a higher attainment 8 score (29.7) than the London (26.6) or national (22.0) averages. In addition, they achieved higher progress scores (-0.64 compared to -0.83 (London) and -0.96 (national).*

*NEXUs generated data, provisional and for internal use only until the DfE national data is published on Monday 21st January 2019.*

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Exclusions

SEND comparison of Looked After Children excluded in 2016-17 and 2017-18

Key points: There were **no permanent exclusions** for Ealing Looked After Children in 2016-17 or 2017-18.

Fixed term exclusions for SEND **have reduced** in 2017-2018.

In 2016-17, 30 LAC had fixed-term exclusions; in 2017-18 26 LAC had fixed-term exclusions.

In 2017-18, the breakdown was as follows:
- 19% (5) had EHCPs
- 31% (8) had SEN Support
- 50% (13) had no identified SEN

<table>
<thead>
<tr>
<th>Fixed Term Exclusion Comparison</th>
<th>2016-17</th>
<th>2017-18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHC Plan</td>
<td>7</td>
<td>5</td>
<td>-29%</td>
</tr>
<tr>
<td>School Support</td>
<td>13</td>
<td>8</td>
<td>-38%</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td><strong>30</strong></td>
<td><strong>26</strong></td>
<td></td>
</tr>
</tbody>
</table>

In 2017-18:
- 29% decrease in the number of pupils with an EHC Plan were excluded
- 38% decrease in the number of pupils at SEN Support stage and
- 30% increase in the number of pupils not on the SEN register.

In 2017/2018, 13 of the 26 excluded pupils (50%) were on the SEN register compared to 20 of the 30 (67%) of the excluded pupils the previous year.

Exclusion reflects the complexity of needs of LAC, significant trauma /attachment and SEMH needs of the population. However, raised awareness of the developmental and trauma needs of LAC, advice, training and support to schools is ongoing to reduce exclusions further in 2018-2019.