

<b>DIRECTORS' REPORT SPRING TERM 2019</b>	<b>ITEM NO 6</b>	<b>FOR INFORMATION/ ACTION</b>	<b>ATTENTION OF:</b> All governors
<b>TITLE</b>	<b>Ealing's strategy for special educational needs and/or disability (SEND) provision and inclusion 2018–2022</b>		
<b>SUMMARY</b>	The council's area-wide strategy, 'Working together as a community so that all our children and young people can be the happiest and the best they can be' sets out its medium to longer term vision to improve outcomes for children and young people with SEND.		
<b>KEY ACTION POINTS</b>	<ul style="list-style-type: none"> <li>• For information and engagement with parents and families</li> <li>• For signposting on your SEND Information pages</li> <li>• SEND support expectations document consultation from <b>25 February – 29 March 2019</b></li> </ul>		
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The council has re-published its strategy (January 2019 updated) to improve education, health and care outcomes for all children and young people with SEND.

The strategy has been approved by the multi-agency SEND Executive Board set up by the council, working with its partner, the clinical commissioning group (CCG).

The strategic document is accompanied by four action plans 2018 – 2020:

1. Support schools and other educational settings to embed the highest expectations for children and young people with SEND – reducing the variation in the quality of provision and 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 education, health and care (EHC) plans and establish a new funding model for children and young people with SEND.
4. Ensure that the Local Offer (LO) is developed further to meet current and future needs.

The strategy and four action plans can be found at [www.egfl.org.uk/SENDstrategy](http://www.egfl.org.uk/SENDstrategy)

A summary A4, two-sided leaflet for use by schools is available on the above link and the next page.

### **SEND funding for primary and high schools**

Since the introduction of the national funding formulas for schools and high needs, the Department for Education (DfE) has required schools to fund from their budgets up to the first £6,000 of a child or young person's special educational needs irrespective of whether they have an education, health and care plan (EHCP). At the time this requirement was introduced, the local authority (LA) delegated to schools all funding that had previously been allocated centrally for old "Band A" statements.

Through the Schools Forum, the LA must identify within their formula allocation a notional amount of funding for pupils with SEND. This is called a 'Notional SEND Budget'. It is called 'notional' because no-one tells schools exactly how they should spend this money - they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all children with SEND.

The notional SEND budget is made up of funding from the basic per-pupil entitlement, deprivation, lump sum and prior attainment factors. In Ealing the following percentage value of each of the following formula factors is used to create notional SEND Budgets

National Funding Formula Factor	Primary	High
Basic per pupil entitlement	3%	3%
Lump Sum	3%	3%
Ever 6 FSM and FSM	50%	50%
Income Deprivation Affecting Children Index (IDACI)	50%	50%
Low Prior Attainment	100%	100%
Pupil Mobility	25%	25%

When applying the above rates to the relevant formula factors the estimated notional SEND budgets for all schools' totals £33m, 14% of the total delegated funding to primary and high schools.

Pupil Premium monies may also be allocated to pupils with SEND and used to support provision in this area.

It is from this notional budget that mainstream schools are expected to:

- Meet the needs of pupils with low cost, frequently occurring SEND (e.g. learning and cognition)
- Contribute, up to at least the first £6,000 of the costs of provision for pupils with additional needs (most pupils with SEND will not require this full amount of funding).

From this, schools must make provision for all pupils to enable them to access the school's teaching and learning offer.

The LA is currently drafting guidance for schools on what to provide for SEND support. The document will have clear expectations of what should be provided from within the school's delegated funding for pupils at SEND Support stage, in addition to the quality first teaching (QFT) that should be provided for all children and young people.

The target audience is the special educational needs co-ordinators (SENCOs). The guidance aims to provide a resource that can be used with staff in schools to promote and underpin QFT and sections relating to the broad areas of need. It also links with work from the Ealing Learning Partnership (ELP) SEND: Inclusion committee on specialist advice and guidance from the special schools and pupil referral units (PRUs).

Draft guidance will be available from **25 February – 29 March 2019, for consultation/comments**. The draft document can be found here [www.egfl.org.uk/SENsupport](http://www.egfl.org.uk/SENsupport)

### High needs

High Needs Block funding is high-need, low-incidence SEND that comes directly from the commissioning local authority into schools (this is often the LA where the child or young person lives or is legally responsible for the care of the child or young person). It is aimed mainly at pupils with Education Health and Care Plans (EHCPs).

### Early years SEND funding support

Local authorities must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children. To do this, local authorities should make sure funding arrangements for early education reflect the need to provide suitable support for these children. Early years providers should consider how best to use their resources to support the progress of children with SEND.

More information on SEND can be found at:  
[www.egfl.org.uk/SEND](http://www.egfl.org.uk/SEND) (to the main SEND section)  
[www.egfl.org.uk/ELP-SEND](http://www.egfl.org.uk/ELP-SEND) (ELP SEND area)

# Ealing's SEND Strategy 2018-2022

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



## Making improvements

The aim of our strategy is 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. We have set ourselves the following goals:

- ✓ Educational outcomes consistently above the national average for similar groups of learners at ages 11, 16 and 19
- ✓ A greater choice of pathways into training, adulthood and employment for our young people
- ✓ Faster assessment processes and access to the right support
- ✓ Faster assessment of autism needs and stronger pathways to adulthood
- ✓ Strong cultures for supporting good mental health in schools and in referring to more specialist support
- ✓ Access to more additionally resourced provision attached to mainstream schools
- ✓ Better facilities in our secondary special schools
- ✓ Innovative post-16 curriculum offer through collaboration with our Further Education providers
- ✓ Fairer and more 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.



## Joining forces

Ealing Council has a commissioning partnership agreement with **Ealing Clinical Commissioning Group** so that, together, we can secure a range of services for children and young people including: community equipment; a team for young people with learning disabilities; support for adults 18-25; Ealing Service for Children with Additional Needs and Early Start Ealing.

By working together, and pooling resources, we can improve the way all these integrated functions are delivered to secure better outcomes for children and young people with SEND.



## Priorities

To achieve these goals, we have set ourselves and our partners **four key priorities** that will be driven and monitored by our SEN Executive Board in the next two years:

1. To support schools / other educational settings to embed the highest expectations for children and young people/adults with SEND, reducing inequality.
2. To develop clear transitions and improve progression pathways through the curriculum to support better preparation for adulthood.
3. To 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. To ensure the local area offer is developed further to meet current and future needs of our children and young people.

### The challenges – meeting demand

The high needs budget is expected to increase by 1.4% to £52.8M. However, expenditure is expected to grow by 3.75% over the same period resulting in a predicted shortfall of 2.35%.

Increasing demand for health services for children and young people with SEND leading to similar pressures on health budgets.

Ealing has seen an increase in the proportion of children with EHC plans. This upward trend is expected to continue over the next two years with a significant increase in over 19s.

In this context, we will continue 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.



Young people to be included in decisions about their lives



Improve outcomes for SEND children & young people and their families



Better preparation for adulthood and employment



## Getting it right

Ealing has significant strengths it can build on including:

- ✓ Ealing Learning Partnership – commitment to sharing expertise across 80 mainstream schools and 6 special schools
- ✓ Excellent educational outcomes for pupils with SEND - significantly above national averages
- ✓ 6 good or outstanding special schools and 78 good or outstanding primary and secondary schools
- ✓ Good or outstanding children’s centres including four with specialist units
- ✓ Integrated working between children's centres and Early Start Ealing so children’s needs are identified quickly and addressed
- ✓ Speech and language therapists in every school supporting early intervention
- ✓ West London College - our biggest provider of post 16 education for learners with SEND
- ✓ Access to high quality support and training for all SENCOs through our Teaching School Alliance
- ✓ Additionally Resourced Provision in mainstream schools is growing to meet needs
- ✓ A good primary Pupil Referral Unit offering multidisciplinary assessment and support for children with social emotional and mental health needs and an outreach service to schools
- ✓ Strong foundations in integrated working across education, health and social care – ESCAN and ISAID
- ✓ An increasing number of supported internships and work-related programmes for young people
- ✓ Very few young people with SEND are NEET
- ✓ A developing partnership between parents / young people and the LA on SEND
- ✓ Innovations such as Brighter Futures; Building My Future and intensive therapeutic short-breaks programmes.

### Key terms

**ARP** Additionally Resourced Provision  
**CAMHS** Child and Adolescent Mental Health Services  
**EHAP** Early Help Assessment and Plan  
**EHCP** Education, Health and Care Plan  
**ISAID** Impartial Support, Advice and Information on Disabilities and special educational needs  
**LA** Local Authority  
**SENCo** Special Educational Needs Co-ordinator  
**SEND** Special Educational Needs and / or Disabilities  
**NEET** Not in Education, Employment or Training



## What our parents, carers and young people are telling us

- ✓ Outstanding and good schools are continuously improving inclusive practices, but continued work needs to be done to improve consistency in outcomes
- ✓ Colleges and schools should work more closely together to help prepare young people for adulthood. More options should be offered and 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, ARP places and for investment in mainstream school inclusion spaces
- ✓ The re-launched Local Offer is much improved and we look forward to even better search functions
- ✓ Young people want more access to work-based learning and supported routes to employment.



## Our partners

Ealing Council  
 Ealing, Hammersmith and West London College  
 Ealing Mencap  
 Ealing Learning Partnership  
 Ealing Parent and Carer Forum  
 Ealing Teaching School Alliances  
 London North West University NHS Trust  
 West London NHS Trust  
 NHS Ealing Clinical Commissioning Group  
 NHS England  
 West London Alliance  
 Dynamic Training (at Redwood College)  
 Central London Community Healthcare NHS Trust