

CHILDREN'S SERVICES SCRUTINY SUB-COMMITTEE 07 OCTOBER 2020

Report title: Local Area Special Educational Needs and Disability offer for children and young people

Wards: All

Portfolio: Councillor Ed Davie: Cabinet Member for Children and Young People

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Report summary

“We believe that all children with special educational needs and/ or disabilities (SEND) have the right to a fulfilling life with equality of access to opportunities that improve their life chances and empower them to be the best they can be”

Vision: Lambeth Local Area Strategy 2017-20.

This report provides an update to the Children's Services Scrutiny Sub-Committee on Lambeth Local Area Special Educational Needs and Disability (SEND) Services, following the Local Area was inspection in January 2020. In details our position prior to the inspections, the outcome of the inspection, and our forward plan.

The Children and Families Act 2014 brought in a range of changes for assessment, provision and support for children and young people with SEND and their families including increasing the age range eligible for Education, Health and Care Plans from 3-19 to 0-25 and including health and care provision where appropriate. Lambeth created their [Local Area Strategy](#) 2017-2020 in the Autumn of 2017 in consultation with partners, providers, parent and carers and children and young people. This strategy set out the local area's vision for children and young people with Special Education Needs and Disabilities (SEND). Ofsted and the Care Quality Commission (CQC) are now inspecting local areas on how well the partnership of the Council, schools and the Clinical Commissioning Group (CCG) work together to commission and provide services for children and families.

Lambeth has a SEND Strategic Board which has overseen a comprehensive implementation of the 'Children and Families Act'. The Board continues to monitor the Local Area's outcomes for children and young people with SEND.

Finance summary

Support for children with Special Educational needs and Disabilities is funded through the Dedicated Schools Grant (DSG) for education; from the health services budget for health and from Council revenue grant for social care elements. The DSG from its High Needs Block is the greatest contributor to these costs.

Recommendations

1. To note the progress of the implementation of the requirements of the Children and Families Act 2014 and the ongoing improvements and activities.
2. To note the progress with implementation of Local Area Strategy for Children and young people with SEND.
3. To note the Local Area's self-evaluation priorities and preparedness for external inspection.
4. To note the outcome of the inspection.
5. To note our current position and the development of our new SEND and Inclusion Strategy.

1. CONTEXT

- 1.1 The Children and Families Act 2014 brought in a range of changes for assessment, provision and support for Children and Young People with SEND and their families. The age range went from 3-19 to 0-25 for those children and young people supported by Statements/Education Health Care Plans (EHCPs) and included health and care provision where appropriate within Education Health Care Plans. It put the children and young people and their parents and carers voice at the heart of the Education Health Care Planning process.
- 1.2 Lambeth has a SEND Strategic Partnership Board (SSPB) which oversees all issues relating to SEND arrangements and is chaired by the Director of Education and Learning. It is a cross-partnership board which centres on monitoring delivery of the Local Offer, reviewing and improving the delivery of SEND services and responding to any new and emerging needs. The Board also oversees the delivery of relevant strategic priorities set out in the Children and Young People's Plan (CYPP). The SSPB receives regular reports on the delivery of these priorities, encouraging a collaborative and 'one system' approach to commissioning and delivery.
- 1.3 The Board developed the Local Area's Strategy in 2017. It runs until 2020 and is currently being reviewed and refreshed – see later in the report. The overarching priorities of our 2017-20 plan are:
 - Promoting independence for children, young people and their families
 - Early years, schools and education providers working in partnership with others to support SEND children's achievement and progress
 - Working Together effectively to maximise the impact of services and resources, joint commissioning and the Local Offer
 - Securing the right local specialist provision

These four priorities are the foundation for SEND related activity in Lambeth and help make sure that ongoing activity is focussed, relevant and has impact. A strategic delivery plan has been developed to drive necessary associated activity; this is monitored by the SSPB on at least a quarterly basis.

- 1.4 This report, alongside our Local Area Strategy, sets out our shared vision, principles and priorities to ensure partners are working together to effectively identify and meet the needs of Lambeth's children and young people with Special educational needs and / or Disabilities. This directly supports the three priorities within our Borough Plan 2016-2021: partners working together; increasing provision within Lambeth so that children and young people remain part of their communities, and reducing inequality for Children and Young People with SEN or disabilities.
- 1.5 Between 20 January 2020 and 24 January 2020, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Lambeth to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

1.6 The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a children's services inspector from the Care Quality Commission (CQC). Inspectors spoke with children and young people with disabilities and/or special educational needs (SEND), parents and carers, local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met

with leaders from the local area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

2. OUR POSITION PRIOR TO INSPECTION

2.1 The local Area inspection focused on three key questions;

- a) **How effectively does the local area identify children and young people who have SEN and/or disabilities**
- b) **How effectively does the local area assess and meet the needs of children and young people who have SEN and/or disabilities**
- c) **How effectively does the local area improve outcomes for children and young people who have SEN and/or disabilities**

2.2 Lambeth Local area reflected on the three key areas of the inspection framework and considered how well it currently identifies, assesses and meets the needs of children and young people with Special Education Needs and Disabilities in order to improve their outcomes, and in the context of our overarching vision.

3. AREA 1. HOW EFFECTIVELY DOES LAMBETH IDENTIFY CHILDREN & YOUNG PEOPLE WHO HAVE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES?

IDENTIFICATION CONTEXT

3.1 Lambeth is an exciting place to grow up, live and work. It is a diverse borough where many different communities thrive. However, there are still too many children who experience deprivation, disadvantage and less good outcomes than their peers. Deprivation has a direct correlation to levels of special educational need. This is highly pertinent in Lambeth, where a higher percentage of pupils in Lambeth schools (17.1%) are identified as having Special Educational Needs (SEN) than in London (14.6%) and (15%) nationally. We are aware of these correlations and of those with other vulnerabilities our aim is to take a holistic approach to support and address them.

LAMBETH JOINT STRATEGIC NEEDS ASSESSMENT (JSNA)

3.2 The Lambeth JSNA identifies the current and future health and wellbeing and social care needs of the local population. The JSNA also considers what assets local communities within Lambeth can offer in terms of skills, experience and resources.

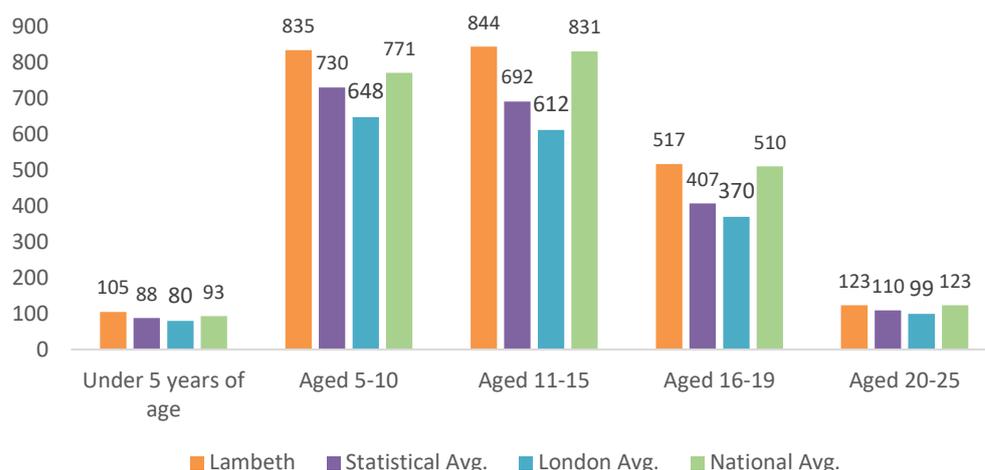
3.3 The JSNA is a continuous and collaborative process. All Local Authorities have a duty to improve the health of the population they serve in partnership with others. To help with this, we use data and information from a range of sources to understand more about the nature, causes of ill-health and health & well-being needs in the area and to help us better understand these needs and assets. The information comes from a range of sources including the views of the local population.

3.4 Collectively, this information helps Lambeth Council, Lambeth Clinical Commissioning Group (CCG), NHS England and third sector providers address the identified needs and reduce inequalities.

IDENTIFICATION: WHEN DOES IT HAPPEN?

3.5 The age profile data in the graph below demonstrates the identification of more complex educational need in Lambeth resulting in the requirement for an EHC plan.

Age profile - Children and Young People on EHC plan 2019



3.6 The high number of EHCPs in Lambeth, across all age ranges, is at or above local and national averages. This indicates the high need and demands in the borough.

3.7 The large increase (87%) in identification and issuing of EHC plans between ages 0-5 and child school entry age highlights the importance of early identification of complex learning needs in early years settings, including health and of raising parental awareness about SEND issues at an early stage. In response we have developed an Early Years SEND Outreach service. The team offers a general SEND training package which is available for all Early Years settings. The team has a range of skills and experience of working alongside professionals and families offering support and advice around SEND. The team provides a high quality and accessible service for professionals working with children up to the age of 5, to support professional development and promote inclusive practice across Lambeth.

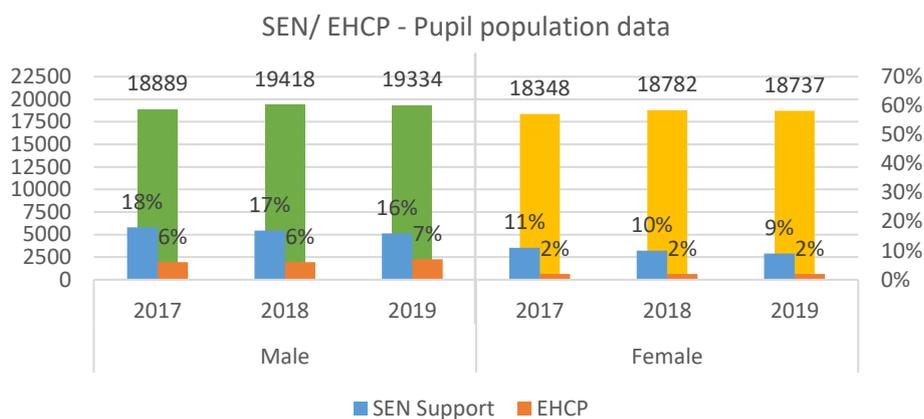
3.8 Lambeth nurseries and Early Years settings have access to the Early Years Inclusion Fund. The inclusion fund is in place to identify and support three and four year olds with emerging SEN. In the second-year funding round, 126 provisions were successful in receiving additional funding and professional support. In 2019 there was a 318% increase of successful applications for the inclusion fund. We anticipate this will improve early identification and support amongst this cohort.

Some of the factors driving the increase and need for EHCPs include:

- The extension of age range 0-25 under Children and Families Act 2014.
- An increase in the accuracy of diagnosis and earlier identification of SEND across settings.
- The financial pressures faced by schools are in some cases leading them to apply for EHCPs more readily than previously in order to ensure needs are met
- Increase in the number of young people presenting with Autism Spectrum Disorders (ASD) and Social Emotional Mental Health (SEMH) needs

3.9 It is important to note that, after such a significant increase in children receiving EHCPs and capacity within services being focused on conversion from statements to plans, Lambeth is now just above statistical and London averages.

3.10 The graph below shows the relative number of males and females identified with SEND in relation to the overall pupil population



3.11 School population data provides an insight into the levels of SEN and EHCP support required amongst children and young people in Lambeth. The data demonstrates broad consistencies in the level of identification of SEN and EHCP year on year. The data also confirms that in Lambeth there is a prevalence of more complex educational health need amongst male children with the number of EHCP plans for this cohort increasing 1% on last year. Male children are also more likely to require SEN support and, although we have seen SEN support reduce in 2019, it could be considered that need amongst this cohort has become increasingly complex, resulting in an increase in EHC plans.

ETHNICITY

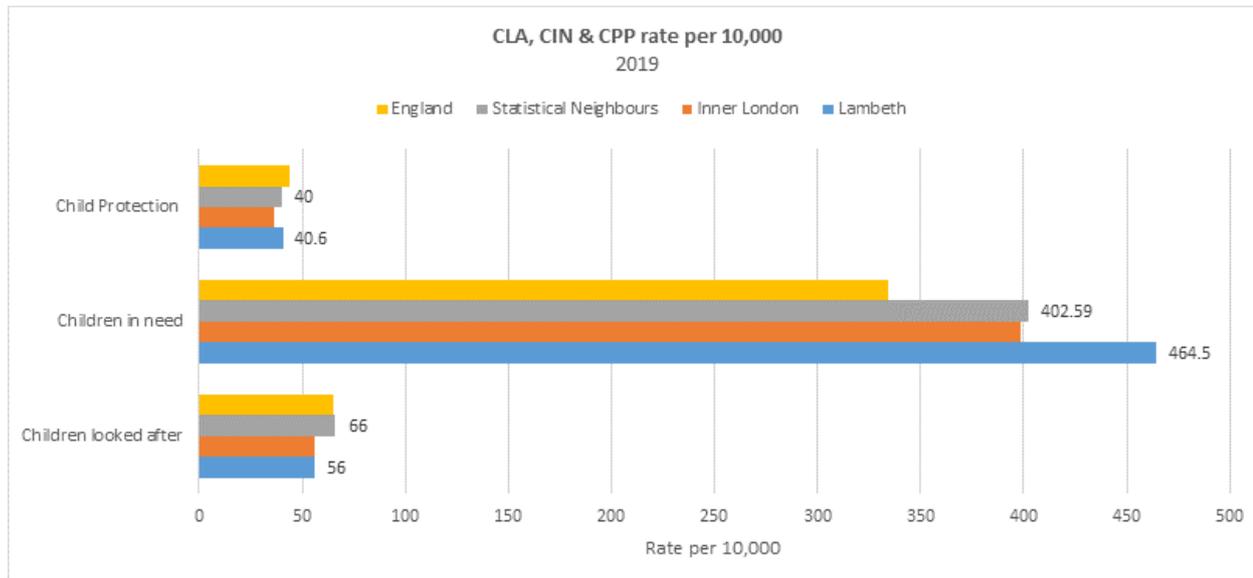
3.12 Lambeth’s school population is more diverse than the Borough population as a whole. In 2018, Black African pupils formed the largest ethnic group in Lambeth (22.4%), followed by White British (15%), Black Caribbean (13.9%), and White other (11.5%). There is also a sizeable Portuguese population.

3.13 The ethnicity of Children and Young people identified as requiring SEN support or an EHC plan is pivotal in the development of strategic activity towards identification. Analysis of trends indicates that Black Caribbean individuals feature heavily in the top 5 cohorts requiring SEN and particularly EHCPs. Mixed white/ black Caribbean and Portuguese also feature heavily in terms of support.

3.14 Portuguese speakers and Black Caribbean pupils underachieve in relation to their peers and we therefore have several initiatives to narrow the gap. Our ‘Raising The Game’ programme being one which focusses on raising aspirations and outcomes for Black Caribbean pupils. The programme is in its second year. Early outcomes indicate a rise of 11% in KS2 and 3.7% at GCSE.

IDENTIFYING CHILDREN WITH SEND WHO ARE HAVE PARTICULAR ADDITIONAL VULNERABILITIES:

3.15 Children requiring help, protection and care in the borough are likely to be the most vulnerable and disadvantaged and as the information outlined in point 7.3 indicates, levels of SEN amongst this group of individuals is high. In Lambeth there are significant numbers of children who are identified as Children in Need (CIN) and Children Looked After (CLA) which is plotted against statistical and national averages in the graph below:



3.16 The high levels of CLA and CIN correlate with the higher levels of children requiring EHCP and SEN support.

3.17 Children who become looked after are expected to have an initial health assessment within 20 day of entry into care. This health assessment is imperative in early identification of SEN for this cohort. Timeliness in this has historically been variable but is now improving.

3.18 In January 2019 Lambeth became one of three local authorities to successfully put forward a proposal to the 'What Works Centre' for funding to place Social Workers in identified 'high need' schools. The pilot is part of a feasibility study in the What Works Centres (WWC's) Change Programme and aims to assess if the embedding of a social worker in the school environment/ faculty will:

- Reduce the need for higher levels of statutory social work involvement (including pressures on referrals, assessment and child protection)
- Reduce the need for care entry or the commencement of the Public Law Outline
- Deal more swiftly and effectively with concerns about children and encourage inclusion
- Demonstrate cost-effectiveness in reduced demand for children's social care services overall
- Influence more effective use of a school's existing early help services for children and families
- Improve perceptions of children social care in schools and with families

3.19 Lambeth has embarked on a radical redesign of its 'Early help' offer for children and families to make it more accessible, community-led and effective. The redesign of the Early Help Service in Lambeth has been more than structural; the objective has been to embed a culture of whole family working in the borough and to improve access to specialist interventions where families have more complex needs.

The key elements of the new service include:

- Developing a capacity building offer for partners, which promotes closer relationships between those in universal, voluntary and statutory sectors
- Establishing specialist roles within the service to provide more effective interventions for families where poor mental health, domestic abuse and youth violence are factors affecting their lives.
- Developing a better understanding of local need and demand, by working with partners to build and strengthen local resources, and commission provision where gaps are identified in our early help offer.

- Developing Locality Action Panels (LAP) within each area to act as multi-agency network where professionals can discuss complex early intervention cases, harness local help and get support managing risk.

OTHER RELATED DEVELOPMENTS THAT SUPPORT IDENTIFICATION OF SEN:

- 3.20 A YOS/SEND protocol has been developed to assist YOS staff with their understanding of SEND to increase the effectiveness and timeliness of responses by services to the needs of this cohort of young people.
- 3.21 There has been continued investment and development of the SENCO network which is attended by early years, primary and secondary schools. It is led jointly by the Consultant School Improvement Advisor and the Lead Educational Psychologist/ head of pupil support services. The SENCO network meetings support SENCOs and Inclusion Managers in understanding changes in SEND processes, knowledge of Ofsted requirements pertaining to SEND, it is a forum for schools to share good practice.
- 3.22 A joint community health, education, neuro disability CAMHS team, GPs and acute hospital services working group has reviewed identification practices of young people with intellectual disability so that they can access necessary support including Annual GP Health Checks and support when they require medical treatment.
- 3.23 Lambeth's health visiting service has been consistently trained in the early identification of children and young people with SEND. The service is going through a transformation presently, enabling it to perform in a more flexible and mobile-working manner; while also working even more closely with our children's centre provision and community midwifery. The health visiting service was awarded an "Innovation in Practice" award.

4. AREA 2: HOW EFFECTIVELY DOES LAMBETH ASSESS AND MEET THE NEEDS OF CHILDREN AND YOUNG PEOPLE WHO HAVE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES?

THE LOCAL OFFER

- 4.1 The local offer has undergone changes since implementation in 2014, with a large whole scale update taking place in 2017 following parent and young people's feedback.
- 4.2 The refreshed local offer site launched in 2017 with a further update undertaken on the layout and formatting of the site in 2018. The site is advertised around the borough on electronic screens and in Lambeth Talk which is a magazine delivered to all residents in the borough. Lambeth's contractors also advertise the Local Offer on the school buses. In 2020 we have several events set up to update and make the Local Offer even easier for parents to access.

TIMELINESS OF ASSESSMENT

- 4.3 Once identified, assessment of SEN need must be swift and robust in order to deliver appropriate support and interventions to support children's progress and development. In Lambeth, EHCP initial assessments are undertaken within timescales 60% of the time including exceptional cases and 72% of the time excluding exceptional cases. This is above statistical neighbour averages (50.1% including exceptions, 59.4% excluding exceptions) and national averages (58% including exceptions, 60.1% excluding exception).
- 4.4 Managing the 20-week process via the EHC Hub eliminates time consuming activities such as chasing reports, emailing requests, producing and posting hardcopy documents. It allows the service to:
- ensure that the child/young person's and family's views are central to the production of outcomes in the plan

- reduce the administrative burden on staff allowing additional time to engage with families and focus on more complex aspects of case work
- secure multi-agency working in a direct way to all contributors
- share efficiently the information submitted to SEND Service by family and setting to avoid repetition (tell it once)
- transparently show progress along the 20-week pathway and when decisions have been made with clear and accessible information
- build a new and robust and effective EHC Plan review process

applications via the EHC Hub and added their information during the EHC needs assessment.

4.5 From January 2020 the EHC Hub has been used by all schools for their applications. The next phase of development is to increase training opportunities for professional groups and to have regular drop-ins with knowledgeable EHC Hub champions in order to problem solve issues as and when they arise.

4.6 Lambeth's Educational Psychology Service (EPS) is a fully traded team that is bought in by many Lambeth schools to provide early identification and intervention services. The service provides psychological advice for all EHC needs assessments. The service has maintained significantly high levels of meeting 6-week deadlines for advice, supporting the 20-week deadline. The Principal Educational Psychologist now also has overall responsibility for inclusion and the outreach services, thereby promoting a joined up SEND support service.

IMPROVING EHC PLANS:

4.7 As part of a continuous improvement approach to assessment and planning, a comprehensive audit of EHCPs was undertaken in 2019. This led to the design and implementation of a new Quality Assurance framework; this was informed by feedback from children and young people, parents, carers and partners.

4.8 The EHC Quality Assurance Framework is delivered through a variety of types of QA activity including a Local area leaders EHC Plan moderation group. This group met in December 2019 and had representation from Education (Principal Educational Psychologist, AD for Education, Principal Officers in SEND Service), Health (Speech and Language Therapist seconded to SEND Services, Head of OT), Social Care (AD for Quality Assurance and Improvements). The Strategic Director for Children's Services also attended. The moderation group will meet quarterly and report on outcomes to SEND Strategic Board.

4.9 The continuous improvement quality assurance framework process is outlined below. The impact of the framework will be evaluated through a further audit of plans in 2020-21.

FIRST TIER TRIBUNALS

4.10 The percentage of tribunals based on appealable decisions has dropped considerably in the last 4 years. At 1.6% we are in line with national average and below our statistical neighbours.

4.11 A good indicator for our approach to responding to parents appeals regarding SEND EHC Panel decisions is the number of mediation cases that go on to appeal and become Tribunal cases. Currently this is 20% compared to statistical neighbours at 32.1% and the national average of 26.4%. This evidences in practice Lambeth's commitment to resolving issues through mediation rather than families needing to go through unnecessary appeal processes.

PRIMARY NEEDS FOLLOWING ASSESSMENT

4.12 By collating data gathered following assessment of SEN, an emerging picture of prevailing need can be extracted. This collation and review enables the local area to develop strategic approaches and commission appropriate support interventions and ensure the right provision is available.

- 4.13 The data indicates there is a high prevalence of speech and language need for primary school students, however, this is below London and statistical neighbour averages. Primary school students in Lambeth have marginally more social, emotional and mental health needs compared to other boroughs and are more likely to have specific disabilities.
- 4.14 There is a high prevalence of speech, language and communication needs in both primary and secondary school pupils. However, need increases significantly amongst the secondary school cohort, more so than London and statistical neighbour averages, which contrasts with that of primary school students.
- 4.15 A larger group of these are likely to be boys, along with some groups of vulnerable children (for example who are looked after). Lambeth has a Vulnerable Pupils Monitoring Group which brings professionals together to ensure children are supported into school as soon as possible. The group meets on a monthly basis.
- 4.16 Other impairment and disabilities are also relatively more prevalent amongst secondary school pupils in Lambeth in comparison to other London boroughs. Children who have mild and severe learning difficulties are relatively high. Most of these pupils' needs are met in mainstream schools.

5. SEN SUPPORT OFFER (RELEVANT TO PRIMARY NEEDS IDENTIFIED)

Early Years (EY) SEN Team

5.1 The EY SEN Team offers support to children with significant social, communication needs and complex developmental needs, working with families in their homes offering play developmental sessions and support with the understanding of their child's diagnoses. Help is also offered to families to find an appropriate childcare provision, develop transitional packages and assist with the support for statutory assessment process if needed. At any one time, there can be over 250 children known to the team. In 2019, 94% of families rated the visits by the Early Years team as helpful to very helpful.

Speech, Language and Communication

5.2 The speech and language service is having a positive impact on children and young people from the early years. There are several ways that families can drop into services such as "chattertime", without the need for a formal referral. As a result of the Lambeth Early Action Partnership (LEAP) focus on speech, language and communication needs, an increasing number of younger children and young people are being directed through to Speech and Language Therapists. This is a positive trend and should assist with children's needs in this area being identified and addressed at an earlier stage.

Supporting long term, profound disability

5.3 Lambeth's Children with Disabilities (CWD) team has seen increasing demand for support over the last 21 months and currently there are over 450 children (September 2019) and young people between the ages of 0-18 who receive a range of different care packages to meet their personal care needs, including short breaks. Social workers in the CWD Team work closely with colleagues in the SEND team, contributing to EHC assessments and plans and attending EHC Review Meetings for their allocated cases.

5.4 Members of the CWD management team attend the weekly SEND Panel where new requests for EHCPs are made. This has led to earlier identification of families where there may be care and support needs. In some cases, this has led to assessments being offered to families. The Service Manager for CWD is a member of the Tripartite Panel and involved in joint commissioning with colleagues in Health and SEND.

5.5 We commission health provision into schools to support children with the most complex needs and enable them to achieve their aspirations and full capabilities at school and more widely. Members of

each panel are encouraged to challenge thinking and raise expectations of what outcomes can be achieved and to share expertise across professions.

5.6 The Disability Access Fund (DAF) is money that childcare providers can use to support children with disabilities or special educational needs. The aim of the DAF is to help children with a disability access free childcare by making reasonable adjustments to their setting or, helping with building capacity. When an application is accepted, all providers receive a one-off payment of £615 per year per eligible child. Take up of this relatively new funding stream (13 setting for 2018/2019) still remains low but is improving gradually.

5.7 The community nursing service is a multi-disciplinary service, made up of complex care, continuing healthcare, specialist school (embedded in special schools), long term conditions nurses and others. They work together to help ensure children and young people have their needs met in a holistic and child-centred way. We are currently in the second phase of transforming this service so that we have a more flexible workforce and there is easier access through a single point of access.

5.8 The Sensory Support Service is a peripatetic team of qualified specialist teachers and support staff for children and young people with hearing, visual and multi-sensory impairment from 0 to 25 years of age and their families. The service provides advice, information and support to parents/carers, staff in educational settings and other professionals to help them better understand the child and young person's sensory impairment, and the implications of this diagnosis.

Social, emotional, mental health (SEMH) needs

5.9 Lambeth's Tier 3 CAMHs service has seen significant improvement in waiting times since 2015 despite ever-increasing demand. Work was undertaken during 2018 with clinical and commissioning colleagues to completely redesign the service to better meet need, increase access, and dramatically reduce waiting times. A pilot is being run in a set of schools to help shape the model of school support further. These schools are: City Heights, Archbishop Tenison, Lambeth Academy, Evelyn Grace, Fenstanton Primary, Hillmead Primary and Henry Fawcett Primary. This will ensure that children with emotional health and wellbeing issues are seen at an earlier stage, with more group-based and lower-level interventions. The new design was launched in July 2019. A specialist advisory teacher works across health and education supporting schools with relationships education and the Healthy Schools Programme.

5.10 Alongside this, our emotional health and wellbeing offer in Lambeth is strong. Kooth, an online counselling and emotional support service, is available for young people aged 11+; additionally, mental health training is offered to staff in all schools in the borough through The Training Effect. Lambeth also has a Healthy Schools co-ordinator who works across the borough. School Nurses have all undertaken mental health first aid training and provide emotional support and signposting (as well as other health advice) to young people through ChatHealth, a confidential text messaging service that connects students to a school nurse. All these services are integral to the graduated SEMH offer.

5.11 The new Fair Access Protocol and secondary Fair Access Panel have recently been launched. We will be using the experience of closer working together to support schools to keep children in school to commission a range of additional support and make the new Inclusion Fund widely available. We are commissioning a range of new alternative provision to meet social, emotional, mental health (SEMH) and other needs. Our PRUs actively assess those referred to them and where SEND is identified they assess and support. We have recently commissioned our PRUs to run targeted SEMH provision for some pupils.

Autism

5.12 The Autism Advisory Service advises schools in order to enable ASD children and young people to reach their full potential academically and socially whilst promoting independence.

5.13 The team consists of 3 specialist full-time teachers trained in interventions such as TEACCH, PECS, SCERTS, Attention Autism, Social Stories and other autism-specific strategies. The Lead Teacher also supports other Local Authority work, including tribunals and children and young people

who are currently out of school or college. Evaluation conducted with schools in 2018, showed that 95% rated the service as 8 out of 10 or higher and 98% agreed that the service had been effective in supporting inclusion of pupils with ASD. In 2019, 100% of schools rated this service 8 out of 10.

- 5.14 In 2018/19, the Service supported 505 primary pupils by July 2019 across 63 schools. In addition, 11 secondary schools were supported. Schools can access a range of type of training and advice, including for target setting. Regular workshops are run for school staff and bespoke in-school training which can be arranged to support individual staff teams. Topics include 'Understanding Autism'; 'Anxiety'; 'Autism in Girls'; 'SEMH'; 'Family and Relationships'; 'Sensory Differences' and 'Transitions and Changes'.
- 5.15 The Service has 2 NAS EarlyBird + trainers who run 2 programmes across the year for parents. We also offer nine drop-in Parent Support Groups across the year which are very well attended. These aim to provide opportunities to meet with other parents of children and young people with autism, to share experiences and to discuss strategies and interventions with both parents and professionals.
- 5.16 Lambeth has worked in partnership with the National Autistic Society and ESFA to create the new Vanguard School – A 'Free' Special school for high functioning ASD children. This will reduce the need for up to 78 pupils being placed out of borough and reduce the need for related transport assistance. This provision is opened on the 20th January 2020.

Learning disabilities

- 5.17 School improvement advisers area attached to each school via the Lambeth Schools Partnership. They challenge school provision on SEND as well as other areas on a termly basis. Each school receives written feedback across the year culminating in an annual report for governors. The quality of school, setting, out of school provision and placements out of borough is monitored in termly School Improvement Monitoring Group meetings.
- 5.18 The Transforming Care work is a national priority with targets set to reduce and support people with learning disabilities and / autism who are in hospital provision and assessment to live within community provision and minimise re-admissions to psychiatric / hospital inpatient provision where people have behaviours that challenge in relation to their learning disability or autism.
- 5.19 There is an operational transforming care group with representatives from South London and Maudsley (Mental health and Learning Disabilities service) and GSTT Community health LD team and local voluntary sector provider (Rathbone) which looks at practice / review of individuals who may be at risk of placement / community breakdown and look at early intervention and highlighting where increased intervention and support utilising Positive Behavioural support approaches to prevent admission.
- 5.20 Within Lambeth we have invested in the MDT service based within the Adult Social Care Learning Disabilities team to support the 'Transforming Care' cohort and lead on transition planning for young adults who are on dynamic at risk register.

6. EDUCATIONAL PROVISION

Early Years Providers

- 6.1 Lambeth has 182 providers in the maintained and the Private, Voluntary and Independent (PVI) sector offering a total of 5788 funded nursery places. Additionally, there are approximately 260 child minders. 93% of all settings are good or outstanding, in line with the London and national average.
- 6.2 The percentage of Lambeth children achieving the expected level of development at the end of the EYFS has significantly improved over the past five years (71%) and is in line with the national average. Improving School Readiness has been identified as a priority area in Lambeth's 2017 Joint Strategic Needs Assessment (JSNA). In the same period the gap between EYFS children with SEND and their non-SEND peers has narrowed. In 2018, 26% of children with SEND achieved a GLD, which is 1% below the national average. The EYFS quality improvement team are implementing an action plan to

raise achievement at EYFS including targeting work on those settings where children are achieving less well.

6.3 Lambeth has five maintained nursery schools (MNS) which cater for high numbers of pupils with additional needs and/ or living in poverty. The five schools have recently federated to become the Federation of Lambeth Maintained Nursery Schools. One Executive Headteacher leads the Federation. They are all judged 'good' or 'outstanding' by Ofsted with one of the schools having just received its 7th consecutive 'outstanding' judgement. These five schools cater particularly well for children with special or additional needs and their families. They support children and families with early assessment often achieving EHCP support before children get to reception.

Children's Centres

6.4 All children's centres provide localised support for children with SEND through outreach worker casework or by signposting support, through non-specialist support groups for parents/carers and their children. Some children's centres offer higher levels of service working in conjunction with Speech and Language Therapy services called 'Chattertime' sessions. These sessions cover a wide range of communication and language concerns from parents / carers with signposting to support in the children's centre or health service. In addition, two specialist groups for children with complex needs are offered on a weekly basis.

6.5 Our integrated commissioning team has been working on the transformation of our children's centres during 2018/19. We consulted our users on a proposed new model of delivery in December 2018 and January 2019, with a view to this proposed new model being in place from early 2020. The model proposes the following:

- 11 'Core' Children's Centres, which will have a full-time programme
- 7 'Link' Children's Centres, which will offer a more part-time programme
- 5 Children's Centres will no longer be funded to deliver Children's Centre services
- Reorganising services into a locality-model with one lead provider per locality, to ensure increased consistency of delivery which will meet each area's need.

6.6 Periodic evaluation of the new model will be implemented to assess effectiveness. SEND activities, learning and support for parents and carers are included in all of Children's Centre work.

Youth Services for young people with SEND:

6.7 The council commissions a range of youth services for young people with Special Educational Needs and Disabilities, alongside the short breaks programme. The links between Lambeth's inclusive youth services and specialist short breaks provision are growing, with several youth and play services developing additional support for children with SEND to participate. The current tender for short breaks (new contracts to start June 2020) has generated a strong response from youth services – with 25 organisations registering their interest via market events and email communications, including a number of inclusive youth and play services.

6.8 The Early Intervention and Prevention Youth Offer (recently re-commissioned between 2019-2021) delivers a range of universal and targeted activities for children and young people aged 5-19 (and up to 25 with a special educational need and disability) which are fully inclusive and aim to meet the needs of all young people taking part. Several of the organisations deliver specific targeted interventions for CYP with Special Educational Needs and Disabilities including Oasis Play and Rathbone Youth Club within their universal offer and both are lead providers of their consortiums in Clapham and Norwood respectively.

6.9 There is a specific commissioning resource for a specialist SEND offer, which is currently provided by Lifelong Family Links. Lifelong Family Links provide daytime and afterschool care for young people with medium to severe disabilities and specialist services for young people and their families. Within this contract, life skills sessions focussing on 16-25 year olds to prepare them for independent living are being delivered.

- 6.10 The commissioning of this funding stream also included trained young commissioners, including those with a special educational need or disability, to coproduce the tender and actively take part in the final decisions.
- 6.11 The Youth Council is open to all children and young people and aims to be inclusive for example a small cohort of the council are on the (ASD) spectrum and have a diagnosis of ADHD and we put in measure to manage meetings to accommodate their needs. In addition, we work in partnership with the Youth Advisory Group (YAG) - CAMHS. Following action agreed at the SEND Strategic Joint Commissioning and Engagement Forum, Lambeth officers have initiated the development of a partnership with the Alliance for Inclusive Education (ALLFIE), a national campaigning charity and disabled people's organisation, to collaborate in promoting inclusion within our universal offer and engaging children and young people with SEND.
- 6.12 The quality of this provision is carefully monitored by commissioners and if it falls short, particularly relating to safeguarding, then swift action is taken. For example, Charlie Chaplin after school care and holiday care provision had to be discontinued at short notice following Ofsted's decision to deregister and other provision found.

SEND in Mainstream Schools Primary and secondary schools

- 6.13 The majority of children or young people identified as having SEND in Lambeth are educated within Local Authority (LA) maintained provisions (62%). The remainder are primarily educated in Academies (15%) or in other provisions.
- 6.14 There are 61 Primary schools in Lambeth (including 2 all through)
- 25(41%) are Outstanding
 - 34 (55%) are Good
 - 1 (2%) requires improvement 1 is ungraded (academy conversion)
- 6.15 Lambeth's Ofsted school profile is strong. As of August 2019, 93.5% of children and young people in Lambeth were attending a good or outstanding school. This is higher than the Inner London and national average. A high percentage of children with an EHCP (or Statement) attend a state-funded mainstream school in Lambeth, at 48.6%, compared to an average of 41.8% in similar London Boroughs and 36.5% in all England.
- 6.16 Primary schools that require improvement receive a more intensive school improvement programme which includes local authority support and challenge via the Lambeth Schools Partnership. Each requiring improvement school has a partner school with whom they work to model good practice. All schools are reviewed through the LA 'School Improvement Monitoring Group' which meets three times a year. Any schools that requires additional support receives this in a timely way through school improvement action plans. These are managed through action groups chaired by the Director of Education; these plans may include aspects of SEND arrangements.
- 6.17 There are 18 secondary schools in Lambeth (including 2 all-through) and a UTC. Another new secondary school will open Autumn 2020. To cope with a rapidly increased pupil population almost half of Lambeth's secondary schools are less than ten years old. Of the 17 schools with 11-16 provision:
- 6 (35%) are outstanding
 - 9 (53%) are good
 - 1 (6%) Requires improvement
 - 1 (6%) is ungraded due to academy conversion
 - The UTC Requires Improvement
- 6.18 The secondary schools and UTC that require improvement are academies, however, they collaborate closely with the Lambeth Schools Partnership and receive support from LA School Improvement Advisers (SIAs) as well as their academy trust.

Special schools:

- 6.19 There are 6 special schools in the borough (Vanguard Free School opened January 2020)
- 2 (40%) are outstanding
 - 3 (60%) are good
 - 1 no rating as newly opening

The school specialisms are:

Resource Bases

6.20 In order to meet the growing, complex needs of children and young people presenting with SEN Lambeth invested in 8 primary and 4 secondary Resource Bases (RBs) (includes 1 all through base).

6.21 Our commissioning service draws up outcomes-based SLAs with all the Resource Bases as they come on stream.

- There are 3 primary and 1 all through Speech Language and Communication Needs (SLCN) RBs
- 3 primary and 2 secondary Autism RBs
- 1 primary and 1 secondary hearing impaired RBs
- 2 primary and 2 secondary SEMH RBs

6.22 Admission to a Resource Base is through the SEND panel; all children need to have an EHCP. Investment in these bases is increasing Lambeth's capacity and ability to offer high quality and local specialist provision for those children who need additional, specialist support over and above that available in a mainstream setting. We are seeing a significant reduction in the number of children placed in independent schools because of our additional capacity locally. The Ofsted inspection framework provides the mechanism for making judgements about the quality of Resource Bases. The pupils attending a Resource Base are on the roll of the mainstream schools and any inspection of a host school includes an inspection of the Resource Base. This is often fairly light touch but the school inspection reports generally make reference to the provisions. In Lambeth:

- Resource Bases are in the main located in schools which are good or outstanding
- London Nautical's Resource Base provision is well regarded in their inspection report
- During Ofsted Inspections, schools present outcome data as a whole school and separately for pupils in the Resource Bases

6.23 In addition, where there are identified issues with a school, Lambeth's school improvement service can intervene. There is strong evidence that:

- Most Heads of schools with Resource Bases demonstrated clear ownership, leadership and very strong inclusive intent
- Staff demonstrated specialist expertise and knowledge
- Some staff have highly specialist qualifications
- Resource Bases offer their expertise and knowledge to other mainstream schools

Virtual School

6.24 Children in Lambeth's Virtual School achieve well. Our Virtual School was the highest performing in the country for KS2 outcomes in 2017. In 2018, Lambeth's children looked (CLA) after average attainment 8 score was in the top quartile for the country, nearly 3% above the national average. Lambeth's children looked after average progress 8 outcomes was in the middle of 50% of all local authorities, in line with the average CLA pupil cohort for Inner London and CLA pupils nationally. One third of the CLA pupils sitting GCSEs had an EHCP plan, substantially higher than in previous years. Their progress was 5% higher than the national CLA average for pupils with EHCPs. Over half the Pupils in the Virtual School in KS2 had an EHCP. They achieved 10% higher than the national CLA average for pupils with an EHCP.

6.25 The Virtual School aim to place pupils swiftly once identified as new in care or new to the borough. However, there is sometimes a delay, particularly where children looked after move placements at short notice; this means that sometimes children are out of school for too long. Where this happens, on-line or home tuition is put in place until an appropriate placement can be found. The Virtual School

and Lambeth SEND meet regularly to discuss education provision for children looked after that have an EHCP and are out of school.

Pupil referral unit

6.26 Lambeth has two Pupil Referral Units (PRUs) that are run by the Parallel Learning Academy Trust (PLT). One is primary and one is secondary provision. This Trust also runs two SEMH attached Resource Bases for the Council. The PRUs are judged 'good' (secondary) and 'outstanding' (Primary).

6.27 Lambeth uses a range of other Alternative Provision. This is reviewed on a regular basis to ensure that it is at least 'good'. Similarly, any out-borough schools or settings are expected to be at least 'good'. The quality of all education provision is monitored by the School Improvement Monitoring Group. According to OFSTED and DfE data sources, educational outcomes for all Lambeth pupils, including those with SEND, continue to be generally strong, relative to national and statistical neighbour data. We are working with our secondary schools on some less good outcomes in particular schools. The positive picture is replicated in outcomes for young people with SEND.

6.28 Schools work hard to provide good support and differentiation as well as deploying their teaching assistants effectively and holding them to account through appraisal systems. The school improvement model in Lambeth is built on the needs of pupils and schools. It is driven by a sense of collective responsibility to meet the needs of their school population. Membership of the [Lambeth Schools Partnership](#) by the vast majority of schools helps supports such shared responsibility and indicates a commitment to it.

Children and Young People Educated out of the area and new in-borough places

6.29 A key priority for Lambeth is to reduce the number of children with EHC Plans who require education outside of the area and in independent schools. This has been addressed through increasing the number of appropriate places for children and young people with SEND in Lambeth.

6.30 In 2016, 10.2% children and young people were receiving education in independent placements but, by May 2019, this had reduced to 5.7%. Numbers are reducing and it is planned to reduce these further as more Resource Bases and a Secondary Special Free School (Vanguard Secondary School, which opened in January 2020) come on stream. Over the past five years, Lambeth has delivered a very successful programme to increase in borough school places; as a result we now have 12 resource bases and an increased number of places in our special schools, including sixth forms and a 19-25 special college.

Attendance and Exclusion

6.31 Some SEN, especially behavioural, emotional and social difficulties, manifest themselves through disillusionment. Poor attendance is one of the ways in which this disillusionment can present itself. Some pupils with SEN may become disaffected because they are finding it difficult to achieve, despite support being put in place for them, so their attendance may deteriorate.

6.32 In Lambeth overall attendance of children with SEND in primary and secondary schools is good and is better than statistical neighbours and national averages.

6.33 All schools, including special schools and the PRUs are monitored by the Education Welfare Team. Attendance and persistent absence is routinely reviewed and reported. Where necessary, families are taken to attendance panels and prosecuted for poor attendance. The Children Missing Education Team work closely with schools with the schools Education Welfare Officers identify if needed. They also monitor those pupils electively educated

6.34 There is further work to do to improve attendance at our special schools, some of which report below average attendance rates. This can mask the complex medical needs of some Lambeth students. Ofsted inspected one of our special schools in July 2019 and noted that the range of support offered, '...has enabled you to maintain attendance levels even through your pupil's needs have become more medically complex.'

- 6.35 Pupils with SEND nationally are up to six times more likely to be permanently excluded from school according to government figures. Of all those excluded had some type of identified special educational need. In Lambeth we are working hard together to support schools to have the appropriate resources to avoid exclusion.
- 6.36 Lambeth has lower rates of exclusion amongst its EHCP cohort in comparison to statistical and national averages. This is positive and helps to ensure that children with complex and high-level need receive the support that they need to achieve at school and beyond. On the whole, the numbers of children and young people excluded with SEN is lower than statistical neighbour and national averages. However, we are very conscious that excluded pupils and those known to our youth offending service may have undiagnosed special need. We seek therefore to address these needs at the earliest opportunity.
- 6.37 The monthly meeting of the multi-agency Vulnerable Pupil Monitoring Group supports the engagement and inclusion of children with SEND through discussion of children missing education. Agencies involved are YOS, Social Care, Attendance, Inclusion, Admissions, Health, Children Missing, CWD and the Pupil referral units.
- 6.38 Complex cases are submitted when all potential resolution all options have been exhausted yet the pupil remains not in receipt of education. The Panel is comprised of Service Heads/Managers from multi disciplines who input their thoughts in relation to educational options and allows full case transparency across teams and divisions so all issues can be identified, assessed and factored into suggested means of resolution.
- 6.39 The Panel retains cases on the agenda until it is evidenced that the status has been resolved and appropriate education is in place.
- 6.40 We have recently reviewed the Fair Access Protocol (FAP) and established a secondary panel. The first FAP took place in December 2019 and was well attended by secondary schools, Lambeth College, Secondary PRU and partners across the local authority including YOS, Early Help, Social Care, Attendance, SEND, Pupil Support Services, Educational Psychology, School Improvement and others. The new School Inclusion Fund is being used to support a number of FAP to ensure that receiving schools have all of the information they require to meet the needs of these vulnerable children.
- 6.41 The Behaviour Advisory Service provides direct advice and support to primary and secondary schools on behaviour concerns and whole school behaviour approaches. Since April 2019 the behaviour advisory teacher has led on the Fair Access Protocol (FAP) review with stakeholders and has developed terms of reference for a new FAP Panel. The service is proving effective in managing concerns and anxieties around behaviours which can result in exclusions

7. ENGAGEMENT AND CONSULTATION: PARENTS, CARERS, CHILDREN AND YOUNG PEOPLE

- 7.1 Local leaders have been actively engaging with children, young people and parents to better understand experiences and needs. In order to facilitate this the Lambeth SEND Service have match funded the Parent Forum's DfE Grant since 2016. This has provided Lambeth Parent Forum with a facilitator who supports the development and sustainability of a strong Parent Forum. Links between the Local Area and Lambeth Parents Forum are now well developed; regular information events and drop-ins are arranged based on the interest areas selected by parents. The forum also includes representation from Adult Services.
- 7.2 We have listened to parents' views regarding schools' offers of SEND support. Feedback from Lambeth's Parent Carer Forum during the review of the Local Area SEND offer which was completed by external consultants, SEND4Change, in autumn 2018 indicated that some of Lambeth's parents were not satisfied with the SEND support offered by some of Lambeth's mainstream schools owing to inconsistency of support and provision across the borough and utilised the opportunity to seek reassurance in the formal EHCP process.

- 7.3 This issue is now being reviewed by the SENCO cluster groups (introduction of SENCO Peer Moderation tool), SENCO network (regular information sharing), the development of the Inclusion Handbook (draft, but online for schools), the introduction in September 2019 of the new Graduated Tables and the Panel of SENCOs who make decisions on awarding the School Inclusion Fund. Developments and progress have been fed back to Lambeth Parents Forum (December 2019).
- 7.4 Following the 2018 SEND review supported by SEND4Change, we recognised the need to enhance our engagement strategy and therefore have now established a SEND Strategic Joint Commissioning and Engagement Forum. This provides the vehicle for parents, children and young people, and commissioners to decide strategically on priorities for working together and on areas where improvements need to be secured in service delivery and commissioning. The Board has (as at December 2019) now met four times and is well represented by all partners. The Forums business is regularly reported to SEND Strategic Board.
- 7.5 In order to provide informed and representative views at the board meetings, the Lambeth Parent and Carers Forum has committed to developing its “reach” across families in Lambeth. It has developed its network across Lambeth support groups to ensure that, when the Board considers a service area, it is well sighted and informed of a range of views of users of that service area.
- 7.6 Lambeth Parent Forum and Family Action informs the Local Area in its thinking and planning around parental engagement events throughout the year. Topics for four Information Events per year are identified by the Parent Forum and delivered by partners including commissioners, SEND Service, School Improvement Advisers, School Governor Services, CWD, health practitioners and Adult Social Care. Events are promoted by the Parent Forum and via the Local Offer and supported by leaflets and posters produced by Lambeth and sent out to schools, nurseries, libraries and other public venues including GP surgeries and Health Centres.
- 7.7 Alongside this, the integrated commissioning team led the re-commissioning of our parent participation service during 2018. This process has led to Family Action being awarded the contract. They now form a key part of our engagement and co-production approach with children, young people and families.
- 7.8 Other evidence of effective consultation and co-production include the review and development of the Local Offer, the creation of the EHC plan framework, the redesign of the short breaks contract and the review of the transport policy.

8. AREA 3. HOW EFFECTIVELY DOES LAMBETH IMPROVE OUTCOMES FOR CHILDREN AND YOUNG PEOPLE WHO HAVE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES?

Educational Attainment

- 8.1 A key indication of positive outcomes of children with SEN is the increasing educational attainment to ensure every child can fulfil their long-term potential. The following data provides an overview of educational attainment trends overtime.

Early Years Foundation Stage

- 8.2 Children with an EHCP achieved just above national in 2018 with 6% of children achieving a good level of development (national 5%). For SEN support Lambeth was just below statistical neighbours but above national figures. GLD Lambeth 30%; statistical neighbours 33%; national 28%.
- 8.3 In the year 1 phonics test there was an upward trend in those meeting the standard who had an EHCP at the statistical neighbour level at 27% and well above national at 20%. For SEN support performance was 4% above the national figure.

Key Stage 1

8.4 At Key Stage One in 2019 the outcomes for those with EHCPs and those with SEN support were consistently above national and in line with our statistical neighbours.

Key stage 2

8.5 At Key Stage 2 outcomes for those with EHCPs and those on SEN support were consistently higher than statistical neighbours and well above national averages.

Overall in Lambeth primary provision pupils with SEND do as well or better than statistical neighbour and national averages. Progress scores are positive for those with SEN support. Reading +1.2, writing +0.2, mathematics +0.9. For those with EHCPs progress varied between -1.0 for reading, -1.2 for writing and -0.3 for maths. But those scores are considerably better than statistical neighbour scores (reading -3., writing -3.0, maths -2.9)

Key stage two attainment trends suggest that:

- Reading has remained stable despite a dip in attainment in 2018 for SEN cohorts
- Writing has improved significantly since the previous year up 7%
- Maths for this cohort has again been one of the key areas of increase up 5% since last year.

8.6 GCSE outcomes (2018 – validated)

- Attainment in 8 best subjects. EHCP pupils improved on 2017 figures with 14.8 pupils achieving the grade. This is above statistical neighbours (13.1) and national (13.5). SEN support pupils achieved 36.1 above statistical neighbours at 34.7 and national 32.2.

8.7 Progress 8

- Both EHCP and SEND support was in line with statistical neighbours and national averages

8.8 9-4 English and Maths

- EHCP pupils at 11% was in line with national and statistical neighbours
- SEN support was above statistical neighbours and national averages

Post 16

8.9 Since 2014, three of Lambeth's secondary special schools, Lansdowne, Turney (both ASD), (SLD and PMLD and Elm Court (SEMH) have been supported to develop post 16 provision. Students are currently offered a range of pathways to further education and/ or supported internships, traineeships, apprenticeship and employment.

8.10 A key development in 2016 was the opening of the Michael Tippett College, a 19-25 specialist college with up to 30 places for students with SLD and PMLD. Students attending this college would not normally be able to access mainstream college provision. The college's aim is to equip students for adult life, having developed the confidence and skills needed and to have clear next steps for adulthood. Since 2016/ 2017, the college has also been developing a supported internship programme to enable young people to gain experience of the workplace, with the goal of working towards paid employment.

8.11 Lambeth College provides additional support for students with SEND to be included in the mainstream college curriculum as well as offering discrete programmes for young people with SEND (Supported Learning) to provide pathways to employment and independence.

8.12 All our special schools were involved in a two year Careers Cluster Programme, funded by the European Social Fund which finished in late 2019. An alumnae working group has been established, comprising special schools, Lambeth College, alternative education providers and post 16 education/training providers (SEND Cluster) to ensure the excellent practice developed continues. The Michael Tippett College, Lansdowne/ Turney and Elm Court have all made excellent progress in relation to achieving the 'Quality in Careers' Standard. This includes the development of focused curriculum and extra-curriculum support on building independence and employability, innovative approaches to accreditation and supporting transition.

8.13 The schools are continuing to work collaboratively across the Cluster and to develop a system for ensuring that careers guidance meets the criteria for independent advice and guidance from a Level 6 qualified advisor.

Key outcomes

- Qualified to level 2 by age 19 for those with EHCPs (43%) was above statistical neighbours (35%) and national averages (31%)
- Qualified to level 2 by age 19 for those on SEN support (72%), statistical neighbours (71%) national (62%).
- Qualified to level 3 by age 19. Both SEN support (46%) and EHCP (24%) are above statistical neighbours (43%/18%) and national averages (31%/13%)

Health:

8.14 Our health providers collect outcomes in several ways, simply due to the complexity and variety of services we commission and the children who use them. Outcomes are collected in formats such as service evaluations / reports, patient case studies, patient goal setting and review paperwork and quality improvement reports.

8.15 An example of this is “Movin’ on Up” is a community occupational therapy group for children with coordination and planning difficulties that are transitioning between primary and secondary school. The aim of the group is to provide support and strategies for these children to prepare for the challenges and demands of secondary school setting.

8.16 Clinically significant change scores were observed in satisfaction and performance scores. For children, performance and satisfaction change scores were observed in tying tie and making friends. For parents, significant change scores in performance and satisfaction were observed in the areas of tying tie, using a school planner, organizing book bag, and memory strategies.

8.17 We also know from our monthly CAMHs performance reports that we have consistently, each month, seen an increase in average Children’s Global Assessment Scale CGAS outcome scores. CGAS scores describe how the child or young person is feeling on entry and discharge of the service, so an increase shows the positive impact our commissioned CAMHs provider is having.

9. PATHWAYS TO ADULTHOOD (PfA)

9.1 A small working group of commissioners from Adults and Children’s social care and SEND, have been working on a proposed programme to ensure we are able to better communicate our work on pathways to adulthood across all department. We are developing a draft strategy with parents and young people which we anticipate being published in April 2020.

9.2 A key part of the promoting independence in Lambeth has been the effective retendering of independent travel training service, which has supported 50 young people since its launch 2 years ago, raising their confidence and giving them more freedom to pursue interests.

9.3 We have been working on improving the range and suitability of accommodation in the local area to meet the needs of young adults with physical and learning disabilities. This has been a focus to ensure those who want to live independently are able to with a needs analysis conducted by Adult Services.

9.4 We have invested in our FE provision with a specialist college for 19-25 year olds – with emphasis on pathways to employment to prepare young people effectively for adulthood. This has resulted in 17 % of SEN students going to an FE college or other FE provider post KS5. This increased from 8% in 2016, ranking Lambeth 1st amongst statistical neighbours and 9th nationally.

9.5 Lambeth has been working in partnership with Capita and MENCAP to develop a programme of supported Apprenticeships, Traineeships and Internships within the council to support 10 young people

into paid employment. At the end of the programme seven young people had achieved very positive outcomes. Four were in paid employment and a further two were completing Traineeships – with the potential to progress to employment on successful completion. Recruitment to one further role was underway.

9.6 We have been conscious of issues within transitions from CAMHs to Adult Mental Health services. To begin to address these, we have implemented several initiatives which support better dialogues about transitioning children. For example, SLAM and CAMHs colleagues meeting on a more regular basis with their adult counterparts to discuss young people likely to need Adult Mental Health support every 3 months.

9.7 A small dedicated team of Social Workers support children to move to Adult Social Care from the Children with Disabilities team. Young people are supported from before their 18th birthday until about 25 years old, to ensure they have the Adult Social Care support they need. Currently there are 119 young people receiving this support. We are looking to work more consistently with identified pupils from the age of 14+.

DESTINATIONS

- The proportion of those with EHCPs in education and training was 88% in line with national figures. 2019 (statistical neighbours 91.7%, national 88%).
- NEET or not known was 12.4% down from 23.5% the year before, but above statistical neighbours 8.8% and national 9.2%. We have recently strengthened the team to continue to improve this area of work.

9.8 Some pupils go on to a range of further education sixth form and some move on to apprenticeships or supported employment once they leave school at KS4 and KS5 into education, employment or training.

9.9 89% of Lambeth's SEN pupils go into education employment or training in comparison with 84% of statistical neighbours and 86% nationally. For those with EHCPs or learning disabilities the figure is 71% lower than the statistical neighbour figure of 86% or national 86%.

Supported Internships, Traineeships and Apprenticeships

9.10 The Local Authority also works with other local education and training providers to enable young people who, due to their SEND needs, may not progress well in a mainstream college environment, to gain vocational skills / qualifications and work toward paid employment. This includes SEND-commissioned places at Roots and Shoots and Care Trade.

9.11 We place students in a variety of post 16/ post 19 training and work-based learning provisions such as The Michael Tippett College and Roots and Shoots. Our strategy focuses on doing more to ensure sustainable employment prospects. Whilst we are seeking to develop apprenticeship for those EHCPs there is an upward trend for young people taking supported internships.

9.12 In February 2019, Lambeth SEND funded further job coach training for 13 colleagues from our special schools, The Michael Tippett College, Roots and Shoots and Lambeth College. This was a 2 day programme delivered by BASE, focusing on core values of supported employment, employer engagement and vocational profiling. A priority within the current Preparing for Adulthood Strategy is further workforce development – with a specific focus on expanding the number of accredited job coaches who can offer skilled workplace support.

9.13 10 practitioners across five of our specialist Post 16 providers (including our FE College) have now completed training in Systematic Instruction (TSI). TSI is an approach intended for those working directly with people who require additional support to learn the practical skills involved in work and independent living. Although originally conceived with those with learning disabilities in mind, its relevance and effectiveness to reach across many vulnerable groups has become obvious, including to people with autism, Asperger's syndrome, users of mental health services and other young people who need support to successfully undertake and learn the practical tasks involved in work. This will

ensure that practitioners have the skills required to provide high quality workplace support for young people with a range of barriers to employment.

- 9.14 We have recently had an employment project running in Lambeth (in collaboration with MENCAP and CAPITA) called LIFE (Lambeth Inclusive Future Employment). The original project was for Capita to provide 5 employment opportunities - with 5 from within Lambeth council. Since Capita were unable to proceed with their supported employment offer, Lambeth endeavoured to provide all 10 Apprenticeships / Traineeships/ Internships to meet the original project brief. When the LIFE project ended in October 2019, 7 young people had achieved very positive outcomes. 4 were in paid employment and a further 2 were completing Traineeships – with the potential to progress to employment on successful completion.
- 9.15 There are also opportunities for work experience within the council, known as the Industrial Cadets scheme and can be a good first step towards a Traineeship or Apprenticeship, particularly if young people are a little unsure of the vocational route they are interested in pursuing.
- 9.16 Additionally, 15 'Learning Disability Awareness' sessions have been delivered to staff across a range of council departments and to external partners. Significant progress has also been made in relation to making the application process more accessible, in collaboration with the Economic Inclusion team and HR.
- 9.17 2019/20 there has been a large increase in the percentage of 16 to 25-year olds with EHCPs undertaking a supported internship in Lambeth, from 1.9% to 4.3%. This is more than double the England average of 2.1% and is the 24th largest percentage in England.

Sustained employment

- 9.18 Lambeth is committed to increasing the number of young people with SEND entering paid employment. We are recruiting a supported internship lead to develop supported employment pathways/ practice across the LB of Lambeth with a specific focus on Supported Internships. We are collaboratively in this work with the local FE College, Special Schools and Colleges, Schools with a Post 16 inclusive specialist unit / provision, Mainstream Sixth forms, Local Post 16 providers and with a range of Council teams (SEND, Adult Social Care, economic Inclusion, apprenticeships and commissioners).
- 9.19 For those with SEN 16% sustained new employment for at least a year after leaving KS5, in comparison with 14% statistical neighbours and 18% nationally.

10 COMPLAINTS

- 10.1 The Local Area takes complaints and feedback very seriously and welcomes the critical challenge as part of its continuous improvement efforts and offer to children and young people with SEND.
- 10.2 Since January 2017 there have been 61 complaints concerning SEND. This equates to around 20 complaints per year though this has reduced over the last three years. Most of these complaints are locally resolved.
- 10.3 We work jointly with Health and have a dedicated patient safety and quality lead who supports the directorate to respond to complaints and assess incident themes and trends across the directorate. This is shared each month at our directorate leadership committee meeting so learning can be shared more widely where appropriate.
- 10.4 The Local Authority Designated Officer in Lambeth received 1,400 referrals in the period from 1st April 2016 – 15th January 2020. Out of these 29 referrals related to children in special schools.
- 10.5 In the general school population 1.2% of children report a concern or abuse for the attention of the LADO. This figure increases to 4.3% of children of children who are registered as disabled. This suggests that more children with special needs are referred to the LADO compared to children who

do not have a disability. We remain vigilant as children with special needs have additional vulnerabilities.

10.6 In recognition of this we provide a leaflet on how to report abuse or concerns to all parents who receive direct payments to buy care for their children.

10.7 The outcomes of these allegations were that 12 adults were disciplined and 2 of these were referred to the Disclosure and Barring Service. 10 adults were provided with professional guidance and training. No further action was taken in relation to 5 adults. In the case of two adults the matter was referred back to the school as the allegation was reclassified as a complaint.

Local Area Inspection 20-24th January 2020

10.8 Between 20 January 2020 and 24 January 2020, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Lambeth to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors, including an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people with disabilities and/or special educational needs (SEND), parents and carers, local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms.

Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for health, social care and education.

10.9 Main Findings- What they said:

Main Findings- very positively the local area was not required to produce a 'Written Statement of Action'

Strengths

- Self evaluation is accurate
- Local leaders make a positive difference to the experiences and outcomes of children and young people with SEND
- Information is shared well
- We are delivering an improved offer from education, health and social care partners to meet the mental health needs of children and young people
- Parents appreciate the opportunities to meet and discuss
- A range of therapists have good impact
- Leaders are diligent in co-production

Areas for development

- Children who do not attend pre-school settings experience delay in assessment
- Oversight by CAMHs leaders of those who have EHCPs is limited
- We are not far enough on in helping children and young people with SEND prepare for adulthood
- The local offer website has had only limited success in ensuring that more parents know about it and find it useful
- Reviews of plans do not consistently ensure that they keep pace with the current stage of development of children and young people with SEND

10.10 The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- Leaders understand the importance of helping families navigate the SEND system. They have improved opportunities for parents to provide information which helps professionals identify the needs of their child. For example, monthly drop-in sessions at children's centres help parents find and talk with professionals.
- Speech and language therapists (SALT) contribute well to the identification of the needs of children and young people with SEND. Their role in supporting services for particularly vulnerable children and young people is effective.
- An effective and ambitious school nursing service is working flexibly to meet the health needs of the school-age population.
- Parents and practitioners can contact the nursing service by telephone, text or email.
- School nurses use a health questionnaire to identify health, social and emotional needs for pupils who have moved from primary to secondary school. This means that these pupils are now receiving help earlier to support them and prevent a deterioration in their emotional well-being.
- SALT provision in the youth offending service (YOS) has improved and is now well established.
- Children and young people with SEND who are at risk of criminal exploitation are supported by a local charity to prevent gang involvement. A collaborative intervention service between the police, the local area and an independent support and training provider works in police custody suites. This is reducing the risk of them becoming a victim or perpetrator of crime.
- Health visitors are using the healthy child programme well to identify needs early. They work across the area with a range of professionals, supporting and signposting families to appropriate services.

Areas for development

- Local area leaders know that many children who are not attending an early years setting are not having their needs identified early enough. As a result, too many of these children are starting school with unidentified needs and are not ready for school. Almost one in every five children in Lambeth currently has not accessed any pre-school provision.
- Some children and young people known to the YOS, or who are looked after, have gone too long without their needs being identified.
- Staff in schools and colleges have been trained in the identification of need. However, leaders do not have a clear enough understanding of how effective this training has been.

10.11 The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- Leaders have used their checks on the quality of EHC plans to secure improvements.
- A graduated offer to meet the social, emotional and mental health needs of children and young people with SEND is effective. It has been developed through good consultation with families, children and young people.

- The Lambeth independent advice service offers impartial advice and guidance. The service is well established, with staff who know the borough and local resources well. Parents praise the support they have received and trust those who provide it.
- Families who have had a child diagnosed with autism spectrum disorder are able to access a good range of support following the diagnosis.
- Children and young people in Lambeth have access to timely and effective SALT, occupational therapy (OT) and physiotherapy services. Practitioners across the three therapy services work flexibly and in partnership.
- Physiotherapists work with children with a significant neurodisability. They have implemented the Cerebral Palsy Integrated Care Pathway.
- The local family nurse partnership service has extended provision beyond the age of 19 years and supports young parents with additional needs (such as learning disability) up to the age of 24 years.
- Parents and parents-to-be benefit from an intensive programme of visits until the child is two years old. This has improved outcomes for both the child and the parents.
- A third of children looked after in this area have SEND. Leaders make sure their health needs are promptly and accurately understood. The input of the dedicated CAMHS team for the virtual school is particularly effective in making sure children's mental health needs are met.
- Social workers have been allocated to work in some schools. These social workers work with school staff and parents to assess and meet the needs of children and families experiencing difficulties. This has resulted in improved school attendance for some of these pupils.
- Leaders can explain the impact of co-production on helping meet the needs of children and young people with SEND. For example, the 'Black Thrive' project has used frank feedback from young people to help improve the support for their needs and interests.
- Leaders make sure that adults in the wider community are offered training to help understand and communicate better with children and young people with SEND.

Areas for development –

- The EHC plan review process is variable in its effectiveness. It does not consistently ensure that plans remain relevant to the current needs of children and young people with SEND.
- The role of health and social care workers in the conversion process from statements was variable.
- CAMHS workers are unable to easily identify children and young people in their service who have an EHC plan. As a result, their identification and oversight of these children and young people are limited.
- The online local offer is compliant with the expectations of the SEND code of practice. However, it is basic in its style of communication and accessibility. Some parents had not heard of the local offer.
- Waiting times for autism spectrum disorder assessment are a local challenge. Leaders have an action plan, with necessary steps identified to reduce and manage the wait. However, progress is too slow. The local area is aware of the need to more closely monitor and prioritise the service improvements.

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10.12 The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- Professionals have a consistent understanding of how to respond to the needs of children and young people with SEND. This is helping sustain and improve outcomes for those with EHC plans and on SEND support. Practitioners are targeting the right support at the right time as a result. Providers appreciate the ease with which they can apply for additional funding for these pupils.
- The arrangements for special needs coordinator (SENCo) meetings are effective in helping these leaders share what works well in improving outcomes for children and young people with SEND. Most children and young people with SEND attend a good or outstanding provider.
- Leaders have reduced school exclusions for pupils with SEND in recent years.
- They also make sure that alternative arrangements for pupils with SEND, which are put in place by providers, are suitable.
- Providers agree that school governors are kept well informed about the area's work to implement the reforms. This helps governors provide effective challenge and support for school leaders in improving outcomes for children and young people with SEND.
- The leaders of the virtual school ensure that children looked after with SEND do well.
- The YOS has achieved a reduction in custodial sentences for young people in the local area. Many of these young people have SEND. The YOS is now performing in line with its statistical

Areas for Development

- Leaders are working hard to improve the offer to support young people into employment, education and training, but these outcomes remain variable. For example, the virtual school is prioritising helping children and young people with EHC plans to sustain their education after the age of 16.
- The adult social care team has a strategic plan that contributes to the online local offer. However, parents often remain uncertain about how this plan is intended to improve outcomes for their children as they move into adulthood.

- Some parents and professionals described limits to social and leisure activities that young people with complex needs could access. These include limited after-school/college and holiday clubs. The 'Liberty Card', which offers support to access leisure activities, is valued by parents who know about it, but too many parents remain unaware of their eligibility.
- Communication with some parents has not reassured them that enough is being done to help children and young people who are excluded to develop resilience to being drawn into anti-social or criminal activity.

Summary - Lambeth's Self-evaluation of itself prior to the inspection was accurate.

- 10.13 Since the introduction of the SEND reforms, The Lambeth Local Area has made steady progress in implementing our robust integrated education, health, care and commissioning arrangements which are supporting the delivery of long-term positive outcomes for children with SEND. This is evidenced in the positive educational attainment and low rates of exclusions for our children and young people with SEND, including those who are Looked After, which are better than local and national averages.
- 10.14 There is clear evidence of positive identification, support, provision and attainment which are key contributory factors of longer-term positive outcomes for this group of children and young people. We have improved our use of data intelligence to inform our focus and strategic and operational direction. Our co-production activity and engagement with parents and young people has broadened and they have become much more actively involved in developing services based on their experiences.
- 10.15 We are aware of our areas for development which include; further listening to and involvement of young people; improving earlier identification of SEND particularly for those children who do not have access to early years settings; ensuring our offers such as those to support children and young people with social, emotional and mental health are clearly communicated and articulated and strengthening preparation for adulthood by bolstering employment opportunities and apprenticeship take up and better communicating our offer.
- 10.16 We want to better measure the impact of our activities and learn from the range of new approaches we are taking.
- 10.17 Areas for development will be strategically explored and monitored by our SEND strategic board working with all our partners as we develop our Local Area Strategy for 2020-2023.

Next steps

- 10.18 SEND Strategy to be refreshed for January 21 - January 2024
- 10.19 SEND Strategic Board with its partners and parent representatives to oversee the implementation of the 7 priorities:
- To create a young person engagement forum
 - To further embed co-production with families in our developments and decision making
 - To create a Local Offer that is accessible to all families and Young People
 - To ensure our EHC Plans reflect our complex learners over time
 - To establish a pathway to adulthood that supports all vulnerable learners
 - To build on early identification cross-partnerships so no child is over-looked
 - To build knowledge in our workforce so that vulnerability is recognised and provided for

11 FINANCE

11.1 Support for children with Special Educational needs and Disabilities is funded through the Dedicated Schools Grant (DSG) for education; from the health services budget for health and from Council revenue grant for social care elements. The DSG from its High Needs Block is the greatest contributor to these costs. The financial position on the high needs block for Period 4 2020/21 indicates a pressure of £0.227m. The table below summarises the position.

Table . Summary forecast position for the High Needs Budget 2020/21 including expected indexation)

Component	ORIGINAL BUDGET 2020/21	Latest budget 2020/21	Forecast 2020/21 £'000	Difference £'000
1. Places only	£10,434	£10,500	£10,384	(£116)
2. SEN Top-Ups	£32,455	£32,455	£32,664	£209
3. AP Top-Ups	£1,979	£1,979	£2,065	£86
4. Other High Needs provision	£2,232	£2,232	£2,281	£49
Total Commitment (gross)	£47,101	£47,167	£47,394	£227
High Needs DSG Funding (gross)	£47,101	£47,167	£47,167	£
Total funding	£47,101	£47,167	£47,167	£
Net position	(£)	(£)	£227	£227

11.2 The figures include assumptions about changes to high needs top-up rates that were the subject of consultation in July and which are being considered by the Cabinet Member for Children and Young People at the time of writing this report. The High Needs budget is volatile; numbers and costs of cases can fluctuate and back-dated claims can sometimes exceed expectations.

11.3 The budget position at this point in the year is affected by summer leavers and autumn joiners. Officers are working through this and the migration from the old funding rates to the new ones. Also, there are a number of back-dated claims particularly from Further Education and out-borough providers which may put further pressure on the budget. There is a risk that the position will worsen as all of these issues become clearer. Should that be the case, this will become a call on the brought forward DSG from 2019/20, or it will be the first call on DSG from 2021/22.

11.4 The ESFA announced in July 2002 that Lambeth would receive a further stepped increase (c7% or £3.4m) in the High Needs Block for 2021/22, so that gives some comfort that the risks can be covered were they to become real.

12. LEGAL AND DEMOCRACY

12.1 There are no specific legal comments arising from this report.

12.2 There are no additional comments from Democratic Services.

13. CONSULTATION AND CO-PRODUCTION

N/A.

14. RISK MANAGEMENT

N/A

15. EQUALITIES IMPACT ASSESSMENT

N/A

16. COMMUNITY SAFETY

N/A

17. ORGANISATIONAL IMPLICATIONS

Environmental

None

Staffing and accommodation

None

Procurement

None.

Health

None

18. TIMETABLE FOR IMPLEMENTATION

N/A

AUDIT TRAIL

Name and Position/Title	Lambeth Directorate	Date Sent	Date Received	Comments in paragraph:
Councillor Davie	Cabinet Member for Children and Young People	28.09.20	28.09.20	
Councillor Manley Browne	Ward Councillor	28.09.20	28.09.20	
Merlin Joseph, Strategic Director	Children's Services	28.09.20	28.09.20	
Christina Thompson , Finance	Finance and Property	28.09.20	28.09.20	
Alison McKane, Legal Services	Legal and Governance	28.09.20	28.09.20	
Maria Burton, Democratic Services	Legal and Governance	29.09.20	30.09.20	

REPORT HISTORY

Original discussion with Cabinet Member	03.03.20
Report deadline	29.09.20
Date final report sent	29.09.20
Part II Exempt from Disclosure/confidential accompanying report?	Yes
Key decision report	No
Date first appeared on forward plan	N/A
Key decision reasons	N/A
Background information	N/A