

London Borough of Barking and Dagenham
**Inclusive Framework Strategy for Children and
Young People with Special Educational Needs
and/or Disabilities (SEND) - June 2015-18**





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1. Introduction; Local Services for Local People

The purpose of this strategy is to set out our shared vision, principles and priorities to ensure inclusive practice in providing for children and young people with Special Educational Needs and Disabilities (SEND). The strategy aims to meet the requirements of the Children and Families Act in a way that is ambitious, inclusive and realistic in a challenging financial context.

This strategy sits firmly within the borough's inclusive corporate vision of:

One borough; One community; London's growth opportunity

And the CCG's vision of:

...address [ing] the health needs and health inequalities of our population and improve the quality of health services, the standards of care and outcomes for local residents.

We want to be aspirational and ambitious for all of our children and young people, including those with SEND. Our strategies for all children ensure services are inclusive and differentiated to meet individual needs. For some children, specialist provision is needed. In order to address specialist need our strategy has **three overarching objectives for children and young people with SEND, and their families:**

- **The best possible outcomes** for children and young people, which support inclusion, developing independence and successful preparation for adulthood.
- **Local education and training with support:** a place in a good or outstanding school or provision, mainstream where appropriate; as close to home as possible with Health and Social Care support for themselves and their families.
- **Ensuring local SEND services are inclusive of, and integrated with, high quality NHS and voluntary sector services.**

The SEND Strategy has a further underpinning objective of; ensuring the first three objectives are accomplished in a way that is affordable and provides value for money, whilst recognising the unprecedented increase in the child population and the corresponding increase in pressure on broader Health and Social Care services.





We are aligning support from education, health and care services to achieve a shared vision of Local Services for Local People. We will provide a mixed economy of mainstream schools, Additional Resourced Provisions (ARPs) and special schools within the boundaries of Barking and Dagenham so, as far as possible, all our children and young people can be educated within their local community. The strategy is based on seven key principles:

- A focus on inclusive practices, removing barriers to learning and high quality teaching.
- Appropriate and early identification and early help.
- The participation of children, young people and their parents in decision making.
- Greater choice and control for young people and their families over support.
- Successful preparation for adulthood, including supporting independence, independent living and training and employment.
- Partnership – strong collaboration between education providers and services, health and social care.
- High quality provision – local as far as possible.

We will develop a shared understanding of need between the Local Authority and Health of the total packages of support required by individual children and young people. A joint strategy will result, enabling joint commissioning to make the best use of resources.

The strategy requires a robust system of identification of children and young people's needs, in the context of high quality teaching and learning for all children. It has been developed on the principle of evidence based, targeted interventions delivered by trained staff as part of the universal offer of a differentiated curriculum. The success of the strategy is reliant on a whole school approach rather than a stand-alone and therefore fragmented 'silo' approach to children/young people with SEND.

The term 'special educational needs' does not mean the child/young person's needs will only be educational. Whilst education progress is the spine of the SEND code, ensuring that children and young people with SEND have good opportunities to make progress educationally may require a broader approach which includes family and health needs.

This strategy sits alongside and should be read in conjunction with, the Education Strategy, the Early Years Education Strategy, the Skills Strategy for Adults, the Early Help Strategy and the CCG Commissioning Strategy Plan and related commissioning intentions.

The Centre for Studies on Inclusive Education (CSIE) inclusion rate shows the London Borough of Barking and Dagenham is in the top 30 local authorities in the country.





2. Who is the strategy for?

The strategy is for the 5700 children; young people aged 0 to 25 in Barking and Dagenham with SEND and their families.

There are approximately 1250 children and young people requiring Education Health and Care plans (EHC) and 4,450 requiring pre-EHC support.

A strategy for children and young people with SEND should be for the benefit of all children and young people. This is because new SEND Code highlights the importance of further promoting understanding and empathy for children, young people and their families amongst professionals.

3. National Context

This strategy sits within and complements the national developments in SEND support such as the new SEND Code of Practice, the Children and Families Act and the Care Act. Details of these interface are outlined in appendix one.

4. The Local Context

The school population of Barking and Dagenham continues to grow at one of the fastest rates in the country – twice the rate of London and four times the national. The demand for school places is moving into secondary education and is set to continue at an unprecedented rate. There are more babies per head of population in Barking and Dagenham than in any other local authority in Britain, with over a thousand more children starting reception than leaving to go to secondary school.

The impact of the loss of the planned special school through the 2010 cancellation of Building Schools for the Future continues to be felt and will only start to ease with the opening of the new Riverside Special School in September 2015. This is in the context of a borough which has one of the highest proportions in the country of children and young people educated in mainstream schools.¹ Alongside this rapid growth is a population which has become far more mobile and more diverse in origin. What has not changed is the economic position –with the eighth highest level of child poverty nationally.

LBBB aims for children and young people with SEND, where ever possible, to be educated in their local mainstream school. Where specialist provision is required, this should be within in-borough special schools. The vast majority of pupils' additional needs can be met within one of the following contexts:

- Fully inclusive mainstream provision.
- Mainstream with support.
- Additionally resourced mainstream provision (ARP).
- LBBB special school provision.

To realise this aim the new Riverside Special School has been developed and ARPs and the teaching schools will provide school to school support to other mainstream schools, further improving the capacity of all schools to further increase inclusion.

ARPs are Additionally Resourced Provisions in the borough's mainstream schools designed to provide teaching staff with specific SEND teaching skills and additional Educational Psychologist and specialist health input as necessary. Each ARP specialises in a particular area of SEND and is an integral part of the school.

The EHC panel allocates ARP places and pupils spend time within the ARP classroom and time in their mainstream class in order to best meet needs. Appendix 2 - '12 Key Facts about the Borough' gives further information about the context.



¹ Contrasting responses to diversity: school placement trends 2007–2013 for all local authorities in England (CSLE 2014)



5. Our Priority Areas for Action and Improvement

We have identified the following priority actions grouped under five key areas. Each of the five areas has a separate project plan and working group to implement the strategy. Within the project plans each priority will have a measurable target and completion date.

5.1 Promoting Independence for Children, Young People and their Families

Promoting independence for children young people with SEND and their families is a central theme to the Barking and Dagenham SEND strategy.

The more independent an individual, the more they are able to visualise their life aspirations and develop and implement plans to realise them. There are three ways this strategy aims to promote independence.

- **Preparing for Adulthood:** Barking and Dagenham will support young people to achieve the best possible outcomes in adulthood. This will be achieved through providing specialist careers guidance backed up by quality work experience placements and a better range of apprenticeships, maximising people's ability to enter the world of work. Key to promoting independence in adulthood is the successful transition to adult services. This strategy will further develop mechanisms to ensure a smooth transition from children's social and health services, through to adult's services.
- **Co-production:** We will involve children and young people in designing the services they receive.
- **Personalisation:** The strategy plans to increase people's control over some of the specific services they receive, so they are better designed to their individual needs and preferences. This will be achieved through more families and young people having personal budgets, and direct payments enabling them to direct some of the provision they receive. Key to personalisation is an increase in the number of accessible leisure activities children and young people can access. Linked to this, more young people will be supported to achieve independent travel training, raising confidence and giving them more freedom to pursue interests.

5.2 Schools and Education Providers Working in Partnership to Support Achievement and Progress

Barking and Dagenham expects all children and young people to be supported to make the best possible progress. To achieve this we are committed to securing all children and young people have a place in a good or outstanding educational setting.

We will further develop school to school support and strengthen partnership working between education, health, social care and the voluntary sector.

We aim wherever possible to include children and young people in local mainstream education settings. If specialist provision is needed we will consider placements in specialist resource centres on mainstream school sites, or in one of the two special schools in the Borough.

To further promote inclusion we will support mainstream teachers to develop specialist teaching skills to meet the needs of a wide range of children and young people. Additional Resource Provisions (ARPs) will also provide a range of support and training packages directly to local mainstream educational settings.

To maximise the effectiveness of interventions and support packages, early intervention pathways will be further developed. We must work more closely with health partners to develop more robust processes so that young children with needs are referred to the appropriate agencies in a timely manner.

5.3 Working Together to Maximise the Impact of Services and Resources: Joint Commissioning and the Local Offer

Barking and Dagenham is a borough facing the significant twin challenges posed by a child population growing in both need and complexity, exacerbated by an increasingly challenging financial landscape. We therefore consider it as vital that our commissioning approach is an holistic one, capable of meeting not only these challenges, but our ambition to deliver improved outcomes to children and young people with special educational needs and disabilities.

The Joint Commissioning and the Local Offer strand of work will seek to establish an approach to joint-commissioning that is well-planned, evidentially based, and consistently applied to deliver improved outcomes at demonstrable value for money. The Local Authority will also support the increased commissioning role of schools.

Initially, work will focus upon the establishment of a robust population baseline, and the modelling of future demand. This will be augmented with a financial model and the outline of our current range of provision, leading to an understanding of where gaps in provision – both current and future – may exist.

Our Local Offer, published in September 2014, is a comprehensive directory of all services available within the borough – whether directly commissioned or otherwise. Whilst detailed and comprehensive, we accept that much can be done to improve the navigability of our Local Offer, and delivering this improvement will be a key priority in the short-term.





5.4 Getting the Provision Right within the Capital Programme

The London Borough of Barking and Dagenham has a statutory responsibility to provide sufficient school places for every child who needs one. The School Places Strategy maps out the required number of education placements across all phases up until 2020. The strategy and places required are reviewed every six months and this includes specialist SEN provision.

To support this process funding has been secured for a new special school to open in September 2015. The number of places at the school will grow over the next five years to 170.

A working group is looking specifically at support and provision required for children and young people with social, emotional and mental health difficulties (SEMHD).

5.5 Monitoring of Financial Spend; Ensuring Affordability and Value for Money

Within the current climate of austerity the SEND strategy needs to be delivered to budget within a tight financial envelope. This working group will provide the financial scrutiny for the whole of the SEND strategy planning and implementation. It will also drive the plan to move students placed out of borough in independent schools into more local provision where appropriate. There is also a need to ensure that all partners are contributing fairly to package costs. The five priority actions for this group are:

- Ensure rigorous governance and oversight of spend, to manage resources within budget and allow flexibility to respond to need and improve services.
- Act as a check and balance to the development of the Capital Programme and revenue budget ensuring delivery is within the tight financial envelope available.
- Improve the rigour in consistent, budget management and monitoring of high cost placements.
- Decrease the number and cost of independent non-maintained placements and reduce the number of out-of-borough placements.
- Challenge partners to demonstrate value for money and creative approaches to the provision of quality local places.



Appendix 1 – The National Context

SEND Code of Practice

We welcome the focus on inclusion in the new SEND code as set out below:

A focus on inclusive practice and removing barriers to learning

1.26(COP) As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

At the same time we recognise the important role of specialist settings as set out in the new SEND code of practice:

1.37(COP) Special schools (in the maintained, academy, non-maintained and independent sectors), special post-16 institutions and specialist colleges all have an important role in providing for children and young people with SEN and in working collaboratively with mainstream and special settings to develop and share expertise and approaches. [and promoting parental choice].

Children and Families Act

Barking and Dagenham welcomes the principles the Children's and Families Act, which are to prioritise:

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person and their parents, participating as fully as possible in decisions, and being provided with the information and support necessary to do so.
- The need to support the child or young person, and their parents, to help them achieve the best possible educational and other outcomes and prepare them effectively for adulthood.

The Care Act

Barking and Dagenham is committed to fulfilling its obligation that Education, Health and Care Services work together to ensure a successful transition to adulthood for young students with social care needs. The Carers Act impacts on Children's Services in four key areas:

- **Outcomes and Well Being:** The Care Act focuses on wellbeing through outcomes and person-centred practice. Adult social care professionals are expected to work in partnership with children's services to ensure 18 to 25 year olds are able to express their views and are supported to engage in decision making.
- **Assessment and Planning:** The Care Act introduces Child's Needs Assessments (CNA) for young people who are likely to have needs for care and support after they reach 18. For people 18 to 25 with a care and support plan, this should be incorporated into the EHC plan rather than developed separately.
- **Joint Commissioning and Personal Budgets:** The Care Act requires local authorities to include a personal budget in the Care and Support Plan (Care element of an EHC plan) for individuals over the age of 18 to 25.
- **Information Advice and Support:** The Care Act requires local authorities to establish and maintain an information and advice services relating to care and support for adults and support for carers. For young people aged 18-25 and their carers these services should overlap.

Appendix 2 – Twelve Key Facts about Children and young people in the Borough

1. Barking and Dagenham is home to 61,000 children and young people, 32% of the total population of 194,000.
2. Approximately 5700 children and young people have some form of Special Educational Need or Disability.
3. Currently 1035 Children and young people have a Statement of Educational Need or, an Education, Health and Care Plan
4. The borough is experiencing one of the fastest rising birth rates in the country. In September 2013, one thousand more children entered Reception than left Year 6 to go to secondary school. Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will grow by around 10,000 over the coming five years to 2017/18.
5. 50% of all primary aged children and 37% of all pupils at secondary school in Barking and Dagenham do not hold English as a first language. The average for England is 19% and 14% respectively.
6. Approximately one in three children (34%) in Barking and Dagenham is born into poverty, higher than the national average of one in five.
7. There are 45 primary phase schools, 8 secondary schools, 2 all through schools, 2 special schools, 1 university technical college (UTC) and 1 pupil referral unit in Barking and Dagenham.
8. There are 10 schools with sixth forms, (including 1 special school and 1 UTC), 1 further education college, a Technical Skills Academy and 1 adult college.
9. Barking and Dagenham is ranked 83 out of 150 local authorities for attainment at age 11 and 57 out of 151 at age 16.
10. 68% of Disadvantaged* pupils and 81% of Other** pupils in Barking and Dagenham achieved the expected level in reading, writing and maths at age 11, compared with 67% and 83% nationally for each group. Barking and Dagenham is ranked 23 out of 150 local authorities for attainment at 11 for pupils on free school meals. (2014 performance)
11. 50% of Disadvantaged* pupils and 68% of Other** pupils in Barking and Dagenham achieved five A* to C GCSEs or equivalent, including English and maths, compared with 40% and 67% nationally. Barking and Dagenham is ranked 17 out of 150 local authorities for achievement of pupils on free school meals at 16. (2014 performance)
12. As of June 2015, 1% (52) of 16 to 17 year olds in Barking and Dagenham were in employment without any training opportunities associated with their job while 5% (273) were not in any kind of employment or training.



Appendix 3 – High Level Actions

High Level Priority Actions

(A detailed project plan, risk log and dashboard sit below this plan)

Priority action working group one: Promoting Independence for Children, Young People and their Families

Further increase the participation of young people with SEND and their families in the design, delivery and monitoring of the services they receive.

Increase the personalisation of the individual service packages through more personal budgets, direct payments and independent travel training.

Maximising people's opportunity to enter the world of work through appropriate educational placements, careers advice, apprenticeships and work experience opportunities.

Improve young peoples' experience of transitioning to adult services, through implementing the transitions element of the Care Act and the Children and Families Act.

Broaden the access to leisure and social activities for children with SEND.

Priority action working group two: Schools and Education Providers Working in Partnership to Support Achievement and Progress

Further improve early identification of children and young people with SEND.

Improve achievement; Where Children and young people need more than quality first teaching make sure the right levels of expertise and interventions are in place to support progress.

Further increase inclusion so that children and young people are educated locally as far as possible.

Make effective use of the Education and Health Care plan processes and in-school working to ensure effective multi-agency working.

Develop the expertise of mainstream teaching staff who support children and young people with SEND, so that more students can be included within a mainstream environment or additional resource provision.

Priority action working group three: Working Together to Maximise the Impact of Services and Resources: Joint Commissioning and the Local Offer

Publish commissioned provision on the Local Offer.

Improve quality of high need placements contracts and contract monitoring to challenge and seek redress from schools failing to honour essential elements of delivery.

Reduce the current significant level of SEND funding allocated outside of EHC panel processes and develop a single panel system for EHC panel processes.

Improve the shared data, over and above the detail held in the JSNA, between agencies to enhance the accuracy of baseline data and statistical forecasting.

Develop a three-year SEND Commissioning Strategy (to complement the overarching SEND Strategy)

High Level Priority Actions

(A detailed project plan, risk log and dashboard sit below this plan)

Priority action working group four: Getting the Provision Right within the Capital Programme

Use the, baseline data, projections of need, the gap analysis, and commissioning priorities produced by the Joint Commissioning and the Local Offer working group to identify the best possible provisions within a challenging capital context.

Support the design and completion of the new special school so it is fit for purpose and provides quality accommodation to meet the needs of the growing population.

Develop the SEND Capital Plan ensuring sufficient/suitable local places with particular consideration of specific groups.

Ensure enough high need placements are available in borough to meet demand reducing the need to place children and young people outside of the borough.

Priority action working group five: Monitoring of Financial Spend; Ensuring Affordability and Value for Money

Ensure rigorous governance and oversight of spend, to manage resources within budget and allow flexibility to respond to need and improve services.

Act as a check and balance to the development of the capital programme and revenue budget ensuring delivery is within the tight financial envelope available.

Improve the rigour in consistent, budget management and monitoring of high cost placements.

Decrease the number and cost of independent non-maintained placements and reduce the number of Out-of-Borough placements.



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