

Equality Impact Assessment (EIA) Form

Please use in conjunction with the [EIA toolkit](#), which has been designed to guide you through completing your EIA form.

Service Area:	Special Educational Needs and Disabilities (SEND)
Name of service/policy/project being assessed:	Richmond SEND Futures Plan 2019/20 to 2020/21
Officer leading on assessment:	Henry Kilpin, Head of Strategy and Programmes and equalities lead
Other officers involved:	Ashley Whittaker, Programme Director; Mandy Wright, Chair of Richmond Council External Scrutiny Stakeholders Group

1. Briefly describe the service/policy/project:

Introduction

The Richmond SEND Futures Plan sets out how Achieving for Children - as the main providers and commissioners of services for children and young people with SEND - want to work with children, young people and families to improve services on a continuous basis, within the financial resources available. The plan provides an opportunity to bring new energy and focus, with new leadership, a stronger commitment to work together as partners in the new SEND Partnership Board, and renewed collaboration with parents and carers who are volunteering their time to work with us on improving the local SEND system.

Achieving for Children, and key partners, are all part of a system which is both highly complex and chronically underfunded. Over recent years, along with the Councils, Achieving for Children have been campaigning and lobbying government for a fair level of funding, and the plans that this fight will continue. In the meantime, it is more crucial than ever that all agencies work closer together to make better use of our collective resources. The intention is for families to experience the services they receive as genuinely joined up and sympathetic to their needs. Above all, every child and young person should have an educational experience that unlocks and nurtures talents, health and social care support that meets needs, and provides a solid foundation for a happy and fulfilling life.

Over the last few years, many children, young people, parents and carers have been involved in an ongoing conversation about the services they receive. The aim is to continue that conversation, so that the plan evolves to reflect these views. Achieving for Children are committed to working with families in a transparent and honest way, to find creative and sustainable solutions to the funding challenges that are being faced.

The vision for 2020 and beyond

The vision for the plan is: “Every child and young person belongs to a local, inclusive community that provides the education, health and social care support they need to develop their talents and skills for a happy and fulfilling life.”

Shared principles have been developed to guide how decisions will be made and what work will be undertaken to achieve the vision:

- Children, young people, parents and carers are listened to and engaged in the design and delivery of strategies, services and the support provided to them. Children and young people have a right to say what they think, have their opinions taken into account and be involved in decisions and planning around their own lives. In the vast majority of cases parents and carers know their children better than anyone, and it is essential that their views and knowledge are incorporated in decisions being made about their child.
- Local provision is expanded so that children’s education, health and care needs can be met locally through high quality services that are focussed on achieving the best possible outcomes for children and young people with SEND, promoting their independence and supporting them to live their lives with confidence and resilience.
- The whole system, with education, social care and health services at the core, works together and with families to understand and respond to children and young people’s needs in a coherent way, with each partner contributing to robust assessments, plans and funding arrangements, and monitoring the impact of their services and support. There is a focus on working better together for children and young people with SEND who are also vulnerable in other ways, including those who are looked after, missing education, excluded from school, or at risk of exploitation and criminal behaviour.
- Provision is high quality and delivered by well trained and supported professionals who work effectively together and use evidence to inform their work, promote resilience and achieve positive outcomes for children and young people with SEND; services that cannot demonstrate this positive impact are re-provided or re-commissioned.
- The community is supported to meet the needs of all children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.

Context and challenges

Around 48,387 0 to 19 year olds live in Richmond¹. Approximately 4,500 children and young people with special educational needs and disabilities live in or educated in the borough. 1,408 of these children and young people (34.0%) aged between 0 and 25 years have Education, Health and Care Plans (EHCPs) to describe and put in place the educational provision and support that they need (three children or young people have Statements of SEN. For this reason, the total number of EHCPs used in the analysis in this report is 1,411). 3.0% of students at maintained and academy schools in Richmond have an EHCP, and 9.0% are registered as SEND Support. 8.0% of girls at these schools either have an EHCP or are registered for SEND Support, whilst the equivalent figure for boys is 16.0%.

Children and young people with special educational needs and disabilities are supported by a huge range of individuals, service providers, commissioners and strategic planners, including their parents, families and wider communities; staff in nurseries, schools and colleges; volunteers, organisations and Richmond VCS who support, fund and run voluntary services, groups and leisure activities; as well as local public services: Richmond Council, Achieving for Children and organisations in the NHS, including: Hounslow and Richmond Community Healthcare NHS Trust; NHS Richmond CCG; Southwest London and St George's Mental Health NHS Trust; Kingston Hospital NHS Foundation Trust; Chelsea & Westminster NHS Foundation Trust; community pharmacies; and Richmond GPs.

There are financial challenges across the system. The draft Richmond Health and Care Plan 2019/21 sets out how a renewed focus on working together to shift the balance of spending from reactive, high cost care to preventative care will be crucial in better managing the collective financial challenges whilst delivering the health and care the people of Richmond deserve.

Funding to support the education of children and young people with SEND, from their early years to age 25, comes from the high needs block of the Dedicated Schools Grant (DSG). In 2019/20 the total DSG for Richmond upon Thames is £155.728 million of which £25.52 million is allocated for high needs provision by Government. The increasing number of children and young people with special educational needs, as well as the increasing complexity of those needs, has meant spending on SEND provision has exceeded the grant from central government every year since 2014/15. That has created a cumulative funding gap of £15 million. The underfunding by Government of high needs education services is a well-recognised and escalating national issue and is not unique to Richmond. In fact, the Local Government Association estimate that there is a £536m shortfall in funding nationally this year.

So far, Richmond Council has funded the overspend from other areas of the Council's budget but the impact on the Council's funding position is significant. If the Council and its partners take no action, the continued DSG deficit will result in an overall deficit on the Council's balance sheet and outstrip reserves making the Council a financially unsustainable organisation. The Council considers that government funding of the high

¹ Draft Richmond Health and Care Plan 2019 - 21

needs block is insufficient to meet needs in Richmond and has launched a lobbying campaign on this issue to seek reasonable funding. Nevertheless, the Council is committed to responsibly managing its finances and as such it is important the local partnership must work together to try to deliver high quality local provision within current budget constraints.

In Richmond, the largest proportion of children and young people with EHCPs are educated in mainstream nurseries and schools (46.0%); 7.0% are in specialist resource provisions within mainstream schools; 16.0% are in maintained or academy special schools; and 15.0% are in post-16 education provision in colleges or vocational schemes, such as traineeships and apprenticeships. 12.0% of children and young people are educated in independent and non-maintained schools and special schools, with the remaining 4.0% educated in other settings.

Many children and young people with SEND in Richmond achieve excellent outcomes and they and their families give feedback that they are happy with the support that they receive from education, health and social care services. Regular conversations with children and young people show that the vast majority are happy at their school and like the teachers and LSAs who work with them. It is also known that the portage, educational psychology and speech and language services are particularly valued by young people, parents, carers and professionals. Recent investments in early help support and new specialist places in mainstream schools have been welcomed, with further improvements in the pipeline. However there is also clear understanding that too many families struggle to navigate a complex system and they can be frustrated at the time that assessments and provision can take to put in place.

On average, more Richmond children and young people are educated in independent special school places (9.3% of total EHCP cohort) than our outer London neighbours (6.5%) and national counterparts (4.9%). Independent school placements account for 28.0% of spend from the high needs block. The large majority of independent and non-maintained special schools are located outside Richmond and are often some distance from the borough. The fees for these schools are on average higher than mainstream schools, specialist resource provisions, or local special schools. The average distance from the borough also means that travel times for children and young people are increased and additional financial pressures are placed on home to school transport which is funded by the local authority outside the DSG.

Families' preference for independent and non-maintained schools has also been the main factor in the increase in the number of appeals to the First-Tier SEND Tribunal since the introduction of the SEND reforms initiated by the Children and Families Act 2014. There is awareness that the local SEND offer needs to be better. Local parents have given a clear message that sometimes they feel that there has been too much delay in getting children and young people the support they need; that processes can be complicated, difficult to navigate and not collaborative with parents; that decision making is not always transparent; and that when provision is agreed, it is not always delivered in full, or effective; and that sometimes there is not sufficient provision for children and young people with autism or emotional and mental health needs in particular.

Throughout this plan, commitment is reaffirmed to listening to, understanding and responding to the experiences that children, young people and families have of the local system; and to working together to make progress.

This plan is, however, only the beginning; long-term Achieving for Children and partners needs to take this opportunity to build on strengths as individual organisations and collaborate to transform the local system so that, together, all the partners are able to achieve more for children and young people with SEND.

Working together

Transforming the local offer will require change in all parts of the SEND system in the borough. As service commissioners and providers, Achieving for Children need to change how we work as well as developing our offer. There is a need to foster the active engagement of all stakeholders, including children and young people, families, voluntary sector organisations and service-providers, so that we are better able to work in a collaborative way. A number of values have been drawn up for which all partners in the plan are expected to commit to. These will help to maximise the chance of success, diagnose where problems are likely to occur, and identify those areas where learning, assets and resources should be shared to achieve the best possible outcome for children and young people:

Lead	<ul style="list-style-type: none"> ● We will focus on the outcomes we need to achieve, rather than on the specific interests of our individual organisations. ● We will mobilise the whole of our organisations to deliver the changes needed to work collaboratively and transform services.
Align	<ul style="list-style-type: none"> ● We will prioritise the shared use of our financial resources so that we achieve the best deals and maximise value for money. ● We will align our processes to reduce duplication and create joined-up pathways that make sense to children and families.
Engage	<ul style="list-style-type: none"> ● We will actively collaborate to plan, design and deliver services and will jointly own and apply the decisions we make. ● We will use our professional networks to ensure all stakeholders have an equal voice in the transformation of services.
Invest	<ul style="list-style-type: none"> ● We will share the risks and benefits of transforming services, including investing resources now to secure longer-term rewards. ● We will invest in our workforce so that they have the capabilities needed to deliver quality and financially sustainable services.
Innovate	<ul style="list-style-type: none"> ● We will support and constructively challenge each other to generate new ideas and creative solutions to the challenges we face. ● We will evaluate the impact of our transformation and proactively share our learning and the opportunities it provides.

Governance arrangements

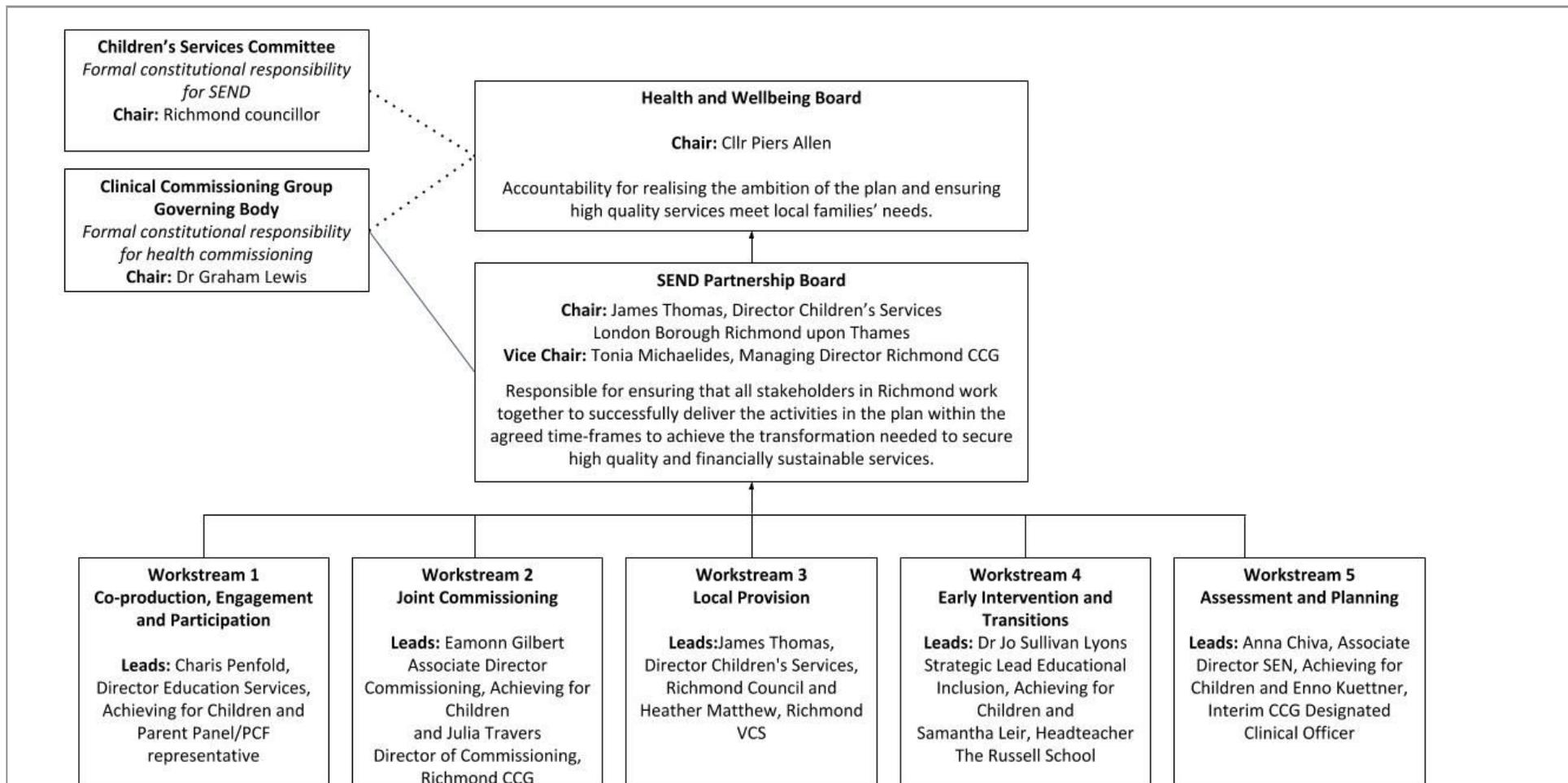
To deliver the outcomes required in the plan by April 2022, robust governance arrangements are required that secure full engagement from all partner organisations and promote constructive debate, scrutiny and challenge. The Richmond Health and Wellbeing Board will strategically oversee the delivery of the plan as it is the forum where leaders from the local health and care system work together to improve the health and wellbeing of the local population.

To drive the progress of the plan, the local SEND Partnership Board will be refreshed. It will be chaired by Richmond Council's Director of Children's Services and the Managing Director of the Clinical Commissioning Group (CCG) will act as vice chair. The Partnership Board will bring together senior leaders from the services responsible for delivering the activities in the plan; Parent-Carer representatives; headteachers; health and social care provider representatives; and voluntary sector organisations. Children and young people with special educational needs and disabilities will contribute to the Board's work supported by a participation officer from Achieving for Children. The SEND Partnership Board will be responsible for ensuring effective engagement from all stakeholders, including families, so that the detail of the plan is informed by their views and the likely impact of change.

The SEND Partnership Board will be accountable to the Health and Wellbeing Board for the successful coordination and delivery of the plan. Individual partner organisations will remain subject to their own governance arrangements in relation to the activities allocated to them in the plan, particularly where these require policy changes. For the Council and Achieving for Children, this will be the Council's Children's Services Committee; for the CCG, this will be the CCG governing body.

The activities in the plan are organised into five workstreams. Each workstream is jointly led by partners and will report to the SEND Partnership Board. Membership of each workstream will vary but should include those with a contribution to make from those across the partnership with responsibilities for, or interest in, delivering transformation across the local SEND system.

The diagram below sets out the governance arrangements:



Transforming SEND services

Five workstreams have been established to lead the work that is needed by the partnership to deliver the plan. Progress in delivering the transformation will be tracked and summarised in a highlight report to the SEND Partnership Board. Where issues cannot be resolved by the SEND Partnership Board they can be escalated, if necessary and ultimately, to the Health and Wellbeing Board.

Engaging with children, young adults and their families will be essential in delivering the transformation. This engagement will include statutory consultation (where this is required), as well as co-production, the involvement of representative groups, and information sharing. Each workstream will be expected to develop an engagement plan showing how the impact of change on children, young people and families will be assessed, and seeking views to inform decision-making and prioritisation.

SEND PARTNERSHIP BOARD

The SEND Partnership Board will be responsible for ensuring that all stakeholders in Richmond work together to successfully deliver the activities in the plan within the agreed time-frames and achieve the transformation we need. This will include:

- Securing the contributions of all local partners to the delivery of the transformation plan.
- Keeping track of progress and understanding the impact that we are having on outcomes for children and young people, including the impact of work to develop participation, engagement and co-production with children, young people and their parents and carers.
- Leading system-wide cultural change to upskill professionals, generate a genuine shared sense of purpose, and facilitate new ways of working within and across all partner organisations.
- Overseeing the joint development of partnership wide local strategies and policies to underpin the future system.
- Developing and maintaining an accurate and honest self-evaluation of our SEND system to describe what is working well and what needs to improve.
- Leading the development of shared local intelligence and insight to inform prioritisation, service planning and delivery across the partnership.

WORKSTREAM 1: CO-PRODUCTION, ENGAGEMENT AND PARTICIPATION

The co-production and engagement workstream will bring together system leaders, family representatives and input from children and young people. The workstream will lead work to empower the partnership and the community to listen and respond to children, young people and families' views and wishes and work better together to support the best possible outcomes for all children and young people with SEND. The workstream will lead work on engagement and participation of children and young people with all levels of need and their families. This includes:

- Fostering productive and positive relationships between parents and carers and service commissioners and providers, including with the new Parent-Carer Forum, to enable co-production and to understand and evaluate the impact of our transformation activities.
- Review and develop our local approach to enabling and empowering children and young people to have their say in decisions about them and to shape services and strategies that impact on them.
- Developing a local approach to provide more opportunities for all children, young people and families to participate in co-production and engagement activities, including families from minority ethnic communities and families where parents have special needs and learning disabilities themselves.

- Developing local mechanisms for all partners and providers, including early years settings, schools and college to feedback on the effectiveness of provision, progress towards outcomes and their experience of the process.
- Supporting the community to meet the needs of all children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.

WORKSTREAM 2: JOINT COMMISSIONING

The joint commissioning workstream will focus on developing the partnership’s approach to commissioning together to ensure that our local services are able to meet the needs of children and young people with special educational needs. The workstream will lead work to leverage improvements in service quality and maximise value for money from our shared resources through commissioning. We know that to do this, we must design and commission together with children and young people and their families. We must also draw on shared local intelligence, most importantly the Joint Strategic Needs Analysis, to inform our commissioning priorities and activities. This workstream will:

- Develop principles and processes that enable commissioning activities to better respond to local need and be strongly focussed on outcomes for children and young people, including developing our local intelligence and considering how different funding models may offer incentives to drive improvements in the quality and efficiency of provision.
- Work together and with children, young people and their parents to understand the performance of commissioned services for children and young people with special educational needs and disabilities and the outcomes that they support; and identify priorities to transform services.
- Review resourcing allocations across the partnership to understand the contributions required of each partner to meet the needs of children and young people with Education, Health and Care Plans, particularly the joint funding of:
 - provision and placements for children with complex needs; and
 - out of borough and residential placements, including transition to local services when young people are at home, or return home after their placement ends.
- Work with children, young people and their families to develop a high quality local therapy offer that supports children and young people to make good progress towards their goals; maximises their opportunities for inclusion and independence; reduces waiting times for assessment and intervention; and increases children, young people and parents’ satisfaction with therapy services.
- Identify opportunities to work in commissioning consortiums or other partnership arrangements with other areas to leverage cost savings and achieve better value for money from the larger scale purchase of placements and other services.
- Support Achieving for Children to improve commissioning in its placement brokerage service, including building quality assurance mechanisms into its contract management so that it secures good value for money, and reduces spending on its independent school placements and the costs of top-up funding to mainstream and special schools.

WORKSTREAM 3: LOCAL PROVISION

The objectives of the local provision workstream are to develop capacity and quality in our local community and local education, health and social care services for children with SEND so that children and young people with special educational needs and disabilities have the same opportunity as their peers to play, learn and grow-up all together. This includes:

- Identifying how local community assets such as parks, play spaces and universal services can be inclusive.
- Reviewing and developing our support for families post-diagnosis.
- Increasing opportunities for children and young people with SEND by supporting voluntary organisations to develop to provide the widest possible range of inclusive opportunities.
- Developing specialist education places in Richmond that are the first choice of children, young people and families, including expanding local specialist resource provisions and establishing new special schools to meet identified needs.
- Reviewing the quality of local provision for young people aged 16 to 25 and developing new high quality and meaningful post-16 education, training and employment pathways, including consideration of the local adult learning offer.
- Reviewing local alternative education provision to determine the most effective and sustainable model for the future.
- Developing the delivery model for home to school travel of children and young people with SEND ensuring that it actively supports opportunities to promote and achieve independence and is financially sustainable.

WORKSTREAM 4: EARLY INTERVENTION AND TRANSITION

The objective of the early intervention and transition workstream is to support education providers, families and other professionals to be competent and confident in supporting children and young people with SEND across all education phases, from the early years to post-16, so that they have the best possible educational experiences and their needs are met early without the need for an EHCP. This includes:

- Upskilling the workforce to better understand the needs of children and young people with SEND and the strategies they can use to provide support at the earliest stage so that their needs are met within mainstream settings wherever possible.
- Providing advice and support to parents, carers, teachers and other professionals to promote inclusion and support resilience and independence to achieve positive transitions between school key stages and phases, and into post-16 education or training, and to adulthood.
- Developing effective links and working relationships with targeted and universal services so that families have access to support that builds on their strengths and promotes resilience and independence.
- Develop our understanding of need and services to improve the emotional and mental wellbeing and resilience of children and young people
- Supporting young adults to have a smooth and well-planned transition from children's services to adult social care and health services.

WORKSTREAM 5: ASSESSMENT AND PLANNING

The objective of the assessment and planning workstream is to drive improvements in the timeliness and overall quality of EHCPs so that they are specific about the educational provision, support and outcomes to be achieved for each child or young person, with equal emphasis given to their health and social care needs. This includes:

- Streamlining the process for the development of EHCPs, ensuring that plans are completed within statutory timescales to a consistently high standard, promote resilience and independence and are based on detailed and well-evidenced assessments by all professionals.
- Establishing effective quality assurance mechanisms for EHCPs that are inclusive of all organisations and professionals contributing to the EHCP in line with the SEND Code of Practice (2014).
- Establishing a robust framework for the annual review of EHCPs so that: statutory expectations are met; children and young people are fully engaged and the process is inclusive of all stakeholders; there is a thorough review of the outcomes and continuing needs of each child or young person; and the provision supports children and young people to make good educational progress and promotes resilience and independence.

Achieving value for money

There is significant and escalating financial pressure in relation to the provision of high needs education services at both a local and national level. At the 31st March 2019 the Council is carrying forward a cumulative debt of nearly £11m in relation to education services. If nothing is done this debt will continue to escalate to unaffordable levels and put at risk the Council's ability to deliver the local services that Richmond residents deserve. Locally there is a plan in place to tackle this funding gap in three ways:

- The Council is committed to continuing to provide cash flow to protect high needs services but will also be proactive in campaigning for a more equitable level of funding,
- We will invest in local services to ensure that they are both high quality and cost efficient,
- We will challenge ourselves to ensure that our systems are as efficient and effective as they can be.

The details are set out in the table below:

Increasing the level of funding

- The Council recognises that the financial pressure being experienced on high needs education is principally due to an underfunding of these services at a national level. It is in this context that the Council continues to be proactive in lobbying Government for fairer grant levels and a funding system that adequately reflects the level of need and local statutory duty.

- The Council will consider the budget for all education services alongside partners each year. It is important that in considering the annual budget that partners explore options to re-prioritise money between local priorities (both SEND and non SEND) and increase the budget available for SEND in the context of a rising level of need that is not matched by equivalent funding increases.
- The Council is committed to continuing to deliver the education services that Richmond pupils need despite the underfunding by Government and will continue to provide cash flow for these services whilst the cost of services and level of funding are brought more in to line.

Investment in our local services

- As part of this plan, local partners intend to invest locally to ensure that we have sufficiently skilled local staff and a good local infrastructure to support pupils achieve their potential. This should in turn make the funding we have go further through improving the efficiency of our local processes, improving how we use our local resources and reducing dependence on the independent sector. Partners are committed to ensuring that as much money as possible is spent locally by our partners. The level of investment will be reviewed periodically.

Improving efficiency

- Whilst it is important that the Council continues to challenge the national funding system it is also important that steps are taken locally to ensure that the funding we do have is aligned to need and that we are achieving maximum value for every penny that is spent. This plan recognises that there are different ways of delivering services and that broadly speaking through having a high quality local offer, that is aligned to need, we can support more pupils with the level of funding that is available.
- To enable partners to measure progress towards improved value for money and efficiency we have projected forward over the plan timescale to estimate what the funding gap would be if we remained at the existing ratio of cost to need. The projections assume an escalating level of need in line with learning from recent trends.
- The progress against achieving improved value for money will be monitored alongside the service performance indicators as improvements in both will all indicate that the system value and efficiency is moving in a positive direction. The indicators will need to be viewed as a collective to form a well rounded assessment of direction of travel and will be an important factor in determining whether the elements of this plan that focus on improved efficiency are being achieved.
- The assessment of success against the indicators will be measured relative to statistical neighbours and historic trends to ensure that the plan does not encourage unrealistic target setting or an undue focus on cost reduction versus system improvement. A benchmark in terms of where we are currently relative to statistical neighbours will help inform areas for improvement.

Next steps

The draft plan will be considered by Councillors at the Council's Education and Children's Services Committee (CACE) on 25 July 2019. The draft plan will also be considered by the Health and Wellbeing Board in the autumn.

2. What sources of information have been used in the preparation of this equality assessment? (e.g national research, JSNA, user feedback)

Information Source	Description and outline of the information source
Richmond SEND Futures Plan 2019/20 to 2020/21- draft	The draft of the plan setting out the approach in Richmond to meeting the needs of children and young people with SEND.
Richmond upon Thames School Census- Spring 2019	Data relating to the protected characteristics of pupils at school in Richmond upon Thames.
SEND Consultation Hub	Published on the Local Offer website, a summary of consultations with school staff, School Governors, parents/ families and children / young people between March and July 2018, culminating in the SEND Futures Conference.
Department for Education Statistics for Schools and Pupil Numbers	Spreadsheet of information relating to all local authority schools: https://www.gov.uk/government/collections/statistics-school-and-pupil-numbers
Achieving for Children Annual Equalities Report 2017-18	Annual report setting out how Achieving for Children meets the Public Sector Equality Duty.
Achieving for Children Annual Equalities Report 2018-19	Annual report setting out how Achieving for Children meets the Public Sector Equality Duty.
Council for Disabled Children SEND Data Bulletin	Data from the Council for Disabled Children: https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/SEN%20data%20bulletin.pdf
Kingston SEND Transformation Plan Equality Assessment- January 2019	An equality assessment assessing the impact of the Kingston SEND Transformation Plan.
Richmond SEN Recovery Plan Equality Assessment- September 2018	An equality assessment assessing the impact of the Kingston SEND Transformation Plan.

3. Analysis of Impact

NOTE: This assessment presents data relating to children and young people with an EHCP but also to children and young people with SEND but do not meet the threshold to have an EHCP and are registered as SEN support. Under these circumstances the school (or nursery if aged under 5) is responsible for developing an individual SEN support plan to meet their needs. Every mainstream school has a special educational needs coordinator (SENCO) who is responsible for organising extra help for pupils with SEN. The SENCO works with the class teachers and subject teachers to plan the help each child will receive. The school will give clear information about the extra help the child is getting and will meet

with the parents/ carers at least three times a year to review how the child is progressing and what the next steps will be. The school will also provide a report at least once a year on the child's progress.

The data presented is the latest available- for children and young people receiving SEN Support this is from the 2019 spring census.

Protected Group	Impact (mark with an 'X')			Include Data and Analysis												
	Positive	Negative	None													
Age	X			<p>Data</p> <p><u>EHCPs</u> As at the end of May 2019, Richmond was responsible for 1,411 EHCPs.</p> <p>Of these, children aged 5 to 10 have the highest proportion of EHCPs (41.2%) followed by children and young people aged 11-15 (32.3%). Only 0.9% are aged 4 and under.</p> <p>The numbers in each age group are set out below:</p> <table border="1"> <thead> <tr> <th>Age range</th> <th>Number and percentage</th> </tr> </thead> <tbody> <tr> <td>0 to 4</td> <td>13 (0.9%)</td> </tr> <tr> <td>5 to 10</td> <td>581 (41.2%)</td> </tr> <tr> <td>11 to 15</td> <td>456 (32.3%)</td> </tr> <tr> <td>16+</td> <td>361 (25.6%)</td> </tr> <tr> <td>Total</td> <td>1,411</td> </tr> </tbody> </table> <p>The next table sets out the numbers of children and young people by school year group:</p>	Age range	Number and percentage	0 to 4	13 (0.9%)	5 to 10	581 (41.2%)	11 to 15	456 (32.3%)	16+	361 (25.6%)	Total	1,411
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Total	1,411															

Year Description	Number and percentage
Nursery 1	Less than five (0.2%)
Nursery 2	10 (0.7%)
Reception	42 (3.0%)
Year 1	62 (4.4%)
Year 2	101 (7.2%)
Year 3	85 (6.0%)
Year 4	87 (6.2%)
Year 5	101 (7.2%)
Year 6	103 (7.3%)
Year 7	99 (7.0%)
Year 8	81 (5.7%)
Year 9	90 (6.4%)
Year 10	89 (6.3%)
Year 11	97 (6.9%)
Year 12	96 (6.8%)
Year 13	77 (5.5%)
Year 14	67 (4.7%)
Age 19+	69 (4.9%)

Age 20+	19 (1.3%)
Age 21+	15 (1.1%)
Age 22+	11 (0.8%)
Age 23+	Less than five (0.3%)
Age 24+	Less than five (0.2%)
Total	1,411 (100%)

Just 0.9% of children and young people with EHCPs are under school age. 41.3% of children and young people with EHCPs are in reception year to year six (primary school age). 32.3% are in year 7 to year 11 (secondary school age) and 17.0% are in year 12 to year 14 (sixth form age). 8.6% of children and young people are aged 19+.

SEN support

The 2019 spring census shows that there were 2,470 pupils receiving SEN support in Richmond.

Of these, pupils aged five to ten are the largest age group receiving SEN support (53.4%) followed by pupils aged 11 to 15 (42.1%). Only 2.1% are aged 0 to four and only 2.3% are aged 16 plus.

The numbers in each age group are set out below:

Age range	Number and percentage
0 to 4	51 (2.1%)
5 to 10	1,320 (53.4%)

11 to 15	1,041 (42.1%)
16+	58 (2.3%)
Total	2,470 (100%)

The next table sets out the numbers of pupils by school year group:

Year Description	Number and percentage
Nursery 1	5 (0.2%)
Nursery 2	46 (1.9%)
Reception	87 (3.5%)
Year 1	131 (5.3%)
Year 2	176 (7.1%)
Year 3	231 (9.4%)
Year 4	225 (9.1%)
Year 5	247 (10.0%)
Year 6	223 (9.0%)
Year 7	226 (9.1%)
Year 8	214 (8.7%)
Year 9	199 (8.1%)
Year 10	213 (8.6%)

			<table border="1" data-bbox="938 185 1554 435"> <tr> <td>Year 11</td> <td>189 (7.7%)</td> </tr> <tr> <td>Year 12</td> <td>38 (1.5%)</td> </tr> <tr> <td>Year 13</td> <td>20 (0.8%)</td> </tr> <tr> <td>Total</td> <td>2,470 (100%)</td> </tr> </table> <p>Just 2.1% of children and young people receiving SEN support are under school age. 53.4% are in reception to year six (primary school age). 42.1% are in year seven to year 11 (secondary school age) and 2.3% are in year 12 to year 13 (sixth form age).</p> <p>Impact The plan is considered extremely to age given that it relates to children and young people.</p> <p>The data shows that the plan is likely to have a greater impact on those who are of primary school age who have an EHCP as this is the largest age group. This differs from the most common age grouping for those with an EHCP nationally which indicates that those aged 11 to 15 are most likely to have an EHCP.</p> <p>For those receiving SEN support, the age group most likely to be impacted are those aged five to ten years old. This aligns with national data that shows SEN support declines as age increases. Those aged ten and under receiving SEN support are most likely to be impacted by the plan.</p>	Year 11	189 (7.7%)	Year 12	38 (1.5%)	Year 13	20 (0.8%)	Total	2,470 (100%)
Year 11	189 (7.7%)										
Year 12	38 (1.5%)										
Year 13	20 (0.8%)										
Total	2,470 (100%)										
Disability	X		<p>Data</p> <p><u>EHCPs</u> The number of children and young people with EHCPs has increased by over 20.0% since 2016, and it is anticipated that over the next 12 months more than 100 additional children and young people will receive one for the first time. The average annual increase</p>								

since 2014 has been 8.0%. Several reasons account for this growth including reductions in perinatal and infant mortality, more proactive identification of need, and the increase in statutory age range to 0 to 25 years.

By May 2019, Richmond was responsible for 1,411 EHCPs. The main presenting need is Autistic Spectrum Disorder (ASD) (29.3%), followed by Speech, Language and Communication Needs (18.7%), and Social, Emotional and Mental Health (12.8%). Figures from health also show that emotional and mental health needs are prevalent in Richmond: the average mental wellbeing score for 15 year olds in Richmond the fourth worst in London; and Richmond has the third highest rate in London of hospital admissions as a result of self harm in those aged 10 to 24.

The table below sets out the needs across the cohort of children and young people with SEND:

Special Needs Description	Number and percentage
Autistic Spectrum Disorder	413 (29.3%)
Speech, Language and Communication Needs	264 (18.7%)
Social, Emotional and Mental Health	180 (12.8%)
Moderate Learning Difficulty	170 (12.0%)
Specific Learning Difficulty	143 (10.1%)
Physical Disability	81 (5.7%)
Other Difficulty/ Disability	52 (3.7%)
Severe Learning Difficulty	37 (2.6%)
Visual Impairment	25 (1.8%)

Profound and Multiple Learning Difficulty	22 (1.6%)
Multi-Sensory Impairment	14 (1.0%)
Hearing Impairment	10 (0.7%)
SEN support but specialist assessment of type of need	0
Total	1,411 (100%)

Within Richmond's overall school population, 3.4% have an EHCP- slightly higher than the national average of 2.9%. 21.2% of pupils with EHCPs do not live in Richmond.

SEN support

8.9% of pupils in Richmond's overall school population (2,470) receive SEN support compared to 11.7% nationally. At the primary phase, 7.6% receive SEN support compared to 12.4% nationally. The most common needs for these pupils are:

- Speech, Language and Communication Needs- 24.3%.
- Specific Learning Difficulties- 18.7%.
- Social, Emotional and Mental Health- 16.4%.
- No specialist assessment of need- 15.6%.
- Moderate Learning Difficulties- 8.8%.
- Autistic Spectrum Disorder- 8.5%

At the secondary phase, 11.2% receive SEN support, compared to 10.6% nationally. The most common needs of these pupils are:

- Specific Learning Difficulties- 41.4%.
- Social, Emotional and Mental Health- 20.8%.

			<ul style="list-style-type: none"> ● Speech, Language and Communication Needs- 11.0%. ● Other- 8.4%. ● Autistic Spectrum Disorder- 5.3%. ● Moderate Learning Difficulties- 5.2%. <p>Impact The plan is considered extremely relevant to disability given that it relates to children and young people with SEND.</p> <p>The most common type of need for those with an EHCP in Richmond aligns with national data. This means that those with ASD are most likely to be impacted by the plan as they form the largest group in the SEND cohort.</p> <p>In terms of SEN Support nationally, Moderate Learning Difficulties and Speech, Language and Communication Needs are the most common types of disability/ difficulties across all schools. This partly aligns with the data from Richmond that shows that Speech, Language and Communication Needs and Specific Learning Difficulties are the most common types of need if data from primary and secondary education is combined.</p>
Gender (Sex)	x		<p>Data</p> <p><u>EHCPs</u> At the end of May 2019, Richmond was responsible for 1,408 EHCPs (and three Statements of SEN). There is a significant gender split with a far higher proportion of EHCPs issued to males (71.8%) than females (28.2%).</p> <p><u>SEN Support</u> Of the 2,470 children and young people receiving SEN support, 64.5% (1,594) are male and 35.5% (876) are female.</p> <p>Impact</p>

			Given the gender breakdown in the SEND cohort, the proposals, if implemented, would have more of an impact on males than females. This aligns with national data both for those with EHCPs and those receiving SEN Support.		
Gender reassignment		X	<p>The proposals are considered to be of low relevance to gender reassignment.</p> <p>Although data is not currently collected relating to gender reassignment, anecdotal evidence from schools in the borough has indicated a growing level of need in this regard.</p>		
Marriage and civil partnership		X	The proposals are considered to be of low relevance to marriage and civil partnership.		
Pregnancy and maternity		X	The proposals are considered to be of low relevance to pregnancy and maternity.		
Race/ethnicity	X		<p>Data 14.0% of residents in Richmond (this total includes 'White Other') are from a Black, Asian or Minority Ethnic (BAME) background. 86.0% of residents in Richmond are White (this includes 'White Other'. Richmond's younger population are more diverse than the population as a whole with 18.8% of those aged 0-19 (compared to 14.0% in all age groups). The 0-19 population is expected to grow by 1.5% by 2035.</p> <p>Between 2001 and 2011, the proportion of Richmond's resident population from BAME groups has increased from 9.0% to 14.0% and growth is expected to continue.</p> <p><u>EHCPs</u> The table below sets out the race/ ethnicity of the 1,411 children and young people with an EHCP:</p> <table border="1" data-bbox="936 1284 1615 1348"> <thead> <tr> <th>Race/ Ethnicity</th> <th>Number (Percentage)</th> </tr> </thead> </table>	Race/ Ethnicity	Number (Percentage)
Race/ Ethnicity	Number (Percentage)				

White	801 (56.7%)
Mixed	93 (6.6%)
Asian	68 (4.8%)
Black	41 (2.9%)
Any Other Ethnic Group	16 (1.1%)
Chinese	6 (0.4%)
Refused/ Not Obtained/ Unknown	386 (27.4%)
Total	1,411 (100%)

Of those whose race/ ethnicity is known, 78.1% are White. The next largest group is those of Mixed ethnicity (9.1%) and those who are Asian (6.6%).

SEN support

Of the 2,470 children and young people receiving SEN support, 60.2% are White British (in total, 73.7% are White including White Other). 39.8% are BAME, a higher proportion than the overall 0-19 population.

Impact

The proposals are considered relevant to ethnicity although the lack of ethnicity data for all those with an EHCP means it is difficult to fully assess the impact. Based on the information available, there does not appear to be a disproportionate impact on any specific ethnic group. The service will aim to improve the collection of this data so a clearer understanding of impact on different ethnicities is possible.

It is also worth considering that the relationship between ethnicity and SEND is complex, with many other variables such as socio-economic status, language and cultural barriers influencing children's outcomes.

At an aggregate level, the national School Census shows the following figures- see the table below:

Ethnic group	Number/ Percentage
White	160,115/ 3.1%
Mixed	11,215/ 3.1%
Asian	19,040/ 2.6%
Black	13,980/ 3.6%
Chinese	655/ 2.3%
Other	3,090/ 2.6%
All pupils	210,850/ 3.0%

This suggests that black pupils are slightly more likely to have EHCPs and Asian pupils are slightly less likely, on average. However, there is more variation within some of these ethnic groups than between them, so meaningful conclusions cannot be drawn at this aggregate level.

Religion and belief including non-belief

X

The proposals are considered to be of low relevance to religion and belief.

Sexual orientation

X

The proposals are considered to be of low relevance to sexual orientation.

Other i.e. carer, or those on a low income	X			<p>Low income There is an established link between disability and poverty (research in 2016 indicates that half of people in poverty are disabled or live with a disabled person). Although there is no local data to confirm this, it does suggest that some low income families are likely to have children with SEND and therefore more likely to be impacted by the proposed plan.</p> <p>Children supported by social care services 144 children and young people with EHCPs are open to children’s social care in Richmond (13.0% of all children and young people open to children’s social care). 29.0% of children who are looked after and 13.0% of children who are the subject of a Child Protection Plan have EHCPs.</p>
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What consultation have you undertaken in the development of this policy/ project or with stakeholders or critical friends?

Outline the consultation method and what feedback has been received

Background

The draft Plan was developed using feedback from a public consultation carried out in Richmond during October and November 2018. The latest consultation aimed to gather the views of stakeholders prior to the Plan being considered by the Council’s Education & Children’s Services Committee (CACE) on 25 July 2019. The consultation report and the draft Plan will also be considered by the Health and Wellbeing Board in the autumn.

The consultation was carried out with parents and carers through the online public consultation and drop in sessions and with children and young people through focus groups, 1:1 sessions, and participation meetings.

A summary of the findings is set out below. The more detailed consultation report will be published with the papers for the CACE Committee in July 2019 to support Councillors in consideration of the draft plan.

PARENTS AND CARERS

Format of the consultation

The main consultation channel was an online survey hosted on the Local Offer website:

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/send-consultation-hub-and-resource-bank>. Two members of the Richmond SEND Parent Panel helped to write the survey, with substantial changes made to the style and content of the survey directly as a result of their feedback. Easyread versions of both the draft Plan and the survey were produced and published on the Local Offer website page.

Three drop-in consultation events were held at different times of the day and in different parts of the borough during the week commencing 1 July. A total of 12 people attended the three drop-in events. Feedback was also received from delegates at the SEND Futures Conference held on 27 June.

The consultation was publicised via:

- the news section and consultation hub on the Local Offer website;
- the Council's consultation portal;
- the weekly schools and SENCo e-newsletters;
- voluntary sector partners' networks; and
- regular Tweets from the AfC account.

The survey invited comments on the five workstreams contained within the Plan. Some contextual information was provided at the start of the survey, and a summary of the main activities within each workstream, to help respondents to make informed responses.

Responses from the online survey

Details of respondents

- A total of 39 complete responses to the online survey were received. Of these, 34 identified as either living in the borough of Richmond, or had a child who is educated in the borough (see chart below). In addition, both of the 2 Easyread surveys were completed by people who either lived in the borough or have a child or children educated in the borough.
- The survey asked respondents whether they were completing the survey as a parent/carer or a young person with SEND, or without SEND; a representative of a voluntary or community organisation; a representative of a school; or if they belonged to a different category. Some respondents belonged to more than one category, hence the numbers in the chart below total more than 39:
 - ❑ 25 described themselves as parents/carers of young people with SEND.
 - ❑ 7 respondents described themselves as a parent/carer of a child or young person *without* SEND.

- ❑ 2 respondents described themselves as a representative of a voluntary or community organisation.
- ❑ 4 respondents described themselves as a representative of a school, although a further 3 respondents worked in schools but included themselves in the 'other' category.
- ❑ In addition to the 3 respondents mentioned above, 1 further respondent did not fit into any of the other categories (describing themselves as a 'community member').
- Those who responded that they are a parent of a child or young person with SEND were asked to enter the age of their child. Of these: 8% had a child aged 0 to 4 years old; 48% had a child aged five to ten years old; 48% had a child aged 11 to 16 years old; and 8% had a child aged 17 to 25 years old.

Workstream 1: co-production, engagement and participation (with parents, carers, children and young people)

After describing the main activities within this workstream, the online and easyread survey asked respondents whether they believed that the actions would help to build co-production, engagement and participation with parents, carers, children and young people.

A total of 39 responses to the online survey question were received. Two thirds of respondents thought that these activities would 'entirely' or 'mostly' build co-production, engagement and participation with children, young people, parents and carers. 3 of the 39 (8%) thought that some more activity was required, while 1 respondent thought that significantly more activity was required.

The easyread version of this question has been analysed separately as the scale was different. One respondent to the easyread survey agreed that the activities would help to build co-production, engagement and participation, whereas one disagreed.

The survey then offered respondents the opportunity to make any further comments, in an open text box. In total, 18 respondents provided comments (including both respondents who completed the easyread version). These were analysed and broken down by theme, as set out in the table below. The number of comments in the table exceeds the total number of respondents because many provided more than one comment within the open text box.

Theme	Number of comments on this theme
More/clearer information needed about provision and progress for parents/carers	5
Educate non-SEND pupils, teachers and families	1
Not relevant	2

More detail needed	4
Need to rebuild trust	1
More resource and/or consistency of staff needed	2
Need a route to provide anonymous feedback	1
Staff need to be trained	1
A fundamental change in attitude from staff is needed	1

Workstream 2: joint commissioning (working together to purchase services from other providers)

After describing the main activities within this workstream, the survey asked respondents whether they believed that the activities will help commissioners to work together to buy the services that children and young people need. 74% of respondents either agreed or strongly agreed that they would, as opposed to 13% who disagreed or strongly disagreed.

The easyread version of this question has been analysed separately as the answer options were different. One respondent to the easyread survey agreed that the activities would help to build co-production, engagement and participation, whereas one answered 'not sure'.

The survey then offered respondents the opportunity to make any further comments, in an open text box. In total, 14 respondents provided comments (including both respondents who completed the easyread version). These were analysed and broken down by theme, as set out in the table below. The number of comments in the table exceeds the total number of respondents because many provided more than one comment within the open text box.

Theme	Number of comments on this theme
Need to focus on the quantity and quality of local mainstream offer, so that less out of borough or independent provision is needed	5
Agree, but with caveats	3
More detailed/clearer information required	4

Answer not relevant to question	3
Provide families with more detailed information to inform their choices about the provision their child receives	1
Proposal is not realistic	1

Workstream 3: local provision (improving the choice and quality of local schools and other educational provisions)

After describing the main activities within this workstream, the survey asked respondents about the extent to which they agreed with the activities. The proportion of respondents who either agreed or strongly agreed with the proposal was 79%, compared to 10% of respondents who disagreed or strongly disagreed.

The easyread version of this question has been analysed separately as the answer options were different. One respondent to the easyread survey disagreed that the activities would lead to 'good, local services', while the other ticked both the 'yes' and 'not sure' boxes.

The survey then offered respondents the opportunity to make any further comments, in an open text box. In total, 15 respondents provided comments (including both respondents who completed the easyread version). These were analysed and broken down by theme, as set out in the table below. The number of comments in the table exceeds the total number of respondents because many provided more than one comment within the open text box.

Theme	Number of comments on this theme
Better information is needed for parents/carers both pre- and post-diagnosis	2
More detail needed	3
Schools need to avoid excluding pupils wherever possible	2
SEND Transport should not be cut	2
The government needs to provide more funding	1
More support is needed for children/young people with complex needs	1
Interests of children need to be paramount - not just those of parents/carers	1

Build new partnerships with wider range of partners	1
Timescales are unrealistic	1
Need to build shared principles and priorities for joint commissioning	1
Make sure that parents are involved in shaping provision	1
Don't rely on voluntary sector to deliver statutory provision	1
Aims to reduce out of borough provision is based on budget issues rather than actually meeting needs	1
Current SEND Transport policy is unfair	1
Costs of the SEND Transport contract needs to be reviewed	1
10 year school places strategy seems unrealistic - would 5 years be more realistic?	1

Workstream 4: early intervention and transition (providing timely support and advice, including the move from children's to adult services)

After describing the main activities within this workstream, the survey asked respondents about the extent to which they agreed with the activities. 79% of respondents either agreed or strongly agreed with the activities. 13% either disagreed or strongly disagreed.

The easyread version of this question has been analysed separately as the answer options were different. In response to the question 'Do you think these activities will mean we help people sooner, and that transitions be more successful?', one respondent replied 'no', and the other replied 'not sure'.

The survey then offered respondents the opportunity to make any further comments, in an open text box. In total, 14 respondents provided comments (including both easyread survey respondents). These were analysed and broken down by theme, as set out in the table below.

Theme	Number of comments on this theme
More training needed for school staff	5
Agree, but with caveats	4

Answer not relevant to question	2
More detail needed	2
Strongly agree with proposal for more apprenticeships/training opportunities	1
School leaders need to listen to their staff	1

Workstream 5: assessment and planning (of the Educational, Health and Care Plan processes)

After describing the main activities within this workstream, the survey asked respondents about the extent to which they agreed with the activities. In total, 39 responses were received. 87% of respondents either agreed or strongly agreed with the activities, compared to only 7% of respondents who either disagreed or strongly disagreed with the proposal.

The easyread version of this question has been analysed separately as the answer options were different. In response to the question ‘Do you think that these activities will help with assessment and planning?’, one respondent replied ‘yes’, and the other replied ‘no’.

The survey then offered respondents the opportunity to make any further comments, in an open text box. In total, 15 respondents provided comments (including both respondents to the easyread version of the survey). These were analysed and broken down by theme, as set out in the table below.

Theme	Number of comments on this theme
Agree, but with caveats	6
Bad experience of the assessment and planning process	3
Concern that this proposal really means removing or reducing support	1
More support needed for teachers	1
Objectives for SEND support cohort need to be set	1
Provide opportunity to give anonymous feedback to AfC	1

More detail needed	1
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Final comments

The survey then offered respondents the opportunity to make any final comments, in an open text box. In total, 19 respondents provided comments (including both respondents to the easyread version of the survey). These were analysed and broken down by theme, as set out in the table below.

Theme	Number of comments on this theme
Overall bad experience of provision	3
System is underfunded	3
Other/not relevant	3
Don't believe the consultation is meaningful	2
Difficulties with the format of the easyread version	1
More detail is needed	3
Liked the format of the survey - easy to understand	1
A good start, but perhaps too ambitious	1
Improvements in the system are tangible	1

Feedback received at drop-in sessions

Three drop-in consultation events were held at different times of the day and in different parts of the borough during the week commencing 1 July. A total of 12 people attended the three drop-in events.

Feedback received at the sessions is summarised below - this has been categorised according to the most relevant workstream in the plan.

Workstream 1

- Needs more detail – e.g. explanation of *how* the Local Offer will be developed, rather than passive wording about the website being promoted.
- The Plan needs to explain more clearly what better engagement will look like in practice.
- Parents/carers sometimes need someone to ask for advice - this is not always available to them.
- Drop-in sessions need to be promoted more.
- More help and training on independent living skills are needed across the whole range of needs.
- Better information on therapies is needed - perhaps a workshop for parents to explain both what is available generally but also how to help their own child in their own home.
- Charities have been a good source of information for parents/carers - could charities receive better promotion?

Workstream 2

- Post-16 offer from colleges could be better. For example, could local colleges develop a two night respite living skills offer? Similarly, could they offer the chance to experience a “flat share” environment away from home?
- Experience of colleges outside of the borough has been more positive. For example, offer for severe SLD/ASD young people is strong at City of Westminster College.
- In-house SEN transport is better.
- The reduction in overall spending on independent sector provision is positive.

Workstream 3

- The increase in local specialist resource provision is a positive. Maybe SRPs need to be mapped better on the local offer website? Signposting on the local offer website needs to be better.
- Wider community offer should not be forgotten: e.g. youth and mainstream services such as libraries and theatres need to prioritise SEND. We (the community) needs to get better at not differentiating.
- We need appropriate social and leisure provision for invisible disabilities. Pan disability groups are not always suitable for this group of children who don't see themselves as having a disability.
- Training needs to be available to the wider community, so that mainstream activities can be more inclusive.
- Local employment and volunteering opportunities for young people with SEND needs boosting and encouraging.
- There is a gap in provision for SLD post-19.

Workstream 4

- Early intervention has improved but some private nurseries are not identifying needs early enough. Some nursery staff are not up-to-date with new ways of working, or open to change.
- There is a varied response from SENCos.
- Local authority should have the power/resources to ensure that practice is improved in early years settings.

- The Plan is light on early intervention on mental health – this aspect needs strengthening. Local children end up in independent placements because needs such as emotional health and therapies are not met as well as their education needs.
- Schools need to learn more from families – they are experts on the needs of their own child.
- The work stream needs more content about co-production.
- Parents/carers need better information about the transition from primary to secondary school, including for children who are on SEN Support.
- Hammersmith & Fulham have a team preparing for adulthood who start working with young people at age 15. Their transition from children’s social care to adult social care is much better as a consequence.
- There is a training gap in schools on taking care of emotional and mental health. Is there a way to measure how well a school is doing on this?

Workstream 5

- Clarity over the role of EHC coordinator would be appreciated, so parents know what to expect.
- Parents struggle to find out information to support them post-diagnosis of her child. A post diagnosis worker to help you through the next stage would really help. Hammersmith & Fulham have post diagnostic workshops for parents; these are run by a specialist team.
- Retention of SENCos in Richmond is good.

Feedback from SEND Futures Conference

At the SEND Futures Conference (held on 27 June 2019), a ‘feedback wall’ was set up which enabled attendees to post feedback via post-it notes. The feedback received is summarised below:

What’s working well?

- Children and young People’s academic outcomes
- Agencies’ commitment to SEND
- Lots of new SEND school places being created in both boroughs
- Quality and amount of local SEND school provision is increasing - albeit never fast as we would all like!
- Access to therapy, SALT, OT for SEND support group

What needs to change?

- All schools need to be as inclusive as the most inclusive among them are! Peer reviews and challenge/feedback
- More sharing of good practice. You can never have enough sharing!

CHILDREN AND YOUNG PEOPLE

Format of the consultation

- 38 children and young people took part, aged between 7 and 23 years.
- Focus groups were held in one primary, two secondary and two special schools (in and out of borough).
- Children and young people with EHCPs and SEN Support were included.
- Views were also gathered from young people in 1:1 consultations and participation meetings.
- Children and young people were given an overview of the context and purpose of the consultation.
- Children and young people were asked a combination of questions, including:
 1. What's going well for you?
 2. What's not going well for you?
 3. What needs to improve?
 4. What message do you have for senior leaders in Richmond?
 5. What do you think of the Richmond SEND Futures Plan?
- Children and young people were also asked to rate a variety of statements as either 'True', 'False' or 'Sometimes/Maybe' (Pure 'True' results are included below).
- The Easy Read version of the SEND Futures Plan was shown to the Young People's Easy Info Group.

Responses

The key findings were gathered into themes:

1. Lessons and activities

- Young people prefer lessons that +are easy to understand and fun. Art, PE and ICT / Computers were the most popular subjects.
- Young people who had been able to choose their subjects enjoyed them more: "I'm happy I don't have to study core subjects anymore."
- Maths was either loved or hated – Mathematics was universally unpopular!
- Science, English and RE were the least popular subjects: "I'm dyslexic, so reading is hard."
- 69% of young people said adults praised them when they did well.
- Young people valued their achievements being recognised "I'm doing well, I get good reports" and wanted more rewards and awards.
- Young people really valued their breaks and lunch times, wanting both to be longer and wanting more time to relax in between lessons.
- Most really enjoyed the other activities at school, such as trips, concerts and plays and sports days.
- The exception was assembly, which pupils would prefer to be shorter or not happen at all!
- Primary school participants said clubs were important to them and they would like more and better.

2. Teachers

- Young people say it's important for teachers to have a good sense of humour: "it makes lessons more fun, then you learn more."

- Young people's most common complaint was that their teachers were too strict and gave out sanctions too readily "they can be too strict and punish you for no reason."
- Young people really value teachers who aren't strict, identifying them as people they would be more likely to talk to if they were upset: "because he's not strict, he's a nice person and makes you feel comfortable in school."
- Young people said some teachers made learning harder: "some just can't teach – they give you work, but don't teach you."
- Other said teachers need to give you more help: "Teachers need to explain things better - not just repeat it once exactly the same way and then say that's enough help."

3. Tests and homework

- All primary school participants said homework wasn't going well for them.
- Many young people were annoyed about the amount of homework they got as well as it encroaching on their out of school lives: "weekends are to rest, not to do school at home!"
- Young people said that tests and exams – including SATS - were hard and stressful.
- Young people said they want more help to revise and prepare for exams – including dealing with the stress - and wanted to be given some time off after an exam to recover and relax.

4. The School Environment

- Young people all valued having outside space to relax in and the playground was chosen as something that was a good thing about school by almost all primary participants.
- Young people said it was difficult and frustrating when this was not the case: "our playground is a parking lot", "add more grassland."
- Having a dedicated quiet room or space was a high priority for all primary participants. Those that did have access to one wanted a better one, or more than one, or one that wasn't someone's office.
- Having enough inside space and facilities was also raised as important in 3 of the 5 schools: "school is like a prison", "not enough toilets – it's awkward to use urinals", "not enough rooms."
- 59% of pupils said 'School is easy to get around.'
- Some young people said their classes were noisy: "they shout too much" and a bit chaotic: "they need to be ordered every day."
- One young person found the chairs in the meeting room "too itchy" so had to sit on a shirt.

5. Sanctions and rules

- Young people said there were some rules that were too harsh: "I don't like it when the head teacher banned certain dances" and "laptops are banned in the library, which is silly."
- Sanctions and consequences were a theme that came up a lot in the focus groups.
- Many young people said that teachers gave out consequences and sanctions for things that weren't deserving of them: "some teachers give consequences for silly things", "you do one little bad thing, it's like the biggest thing in the world", "teachers need to understand young people can forget things and should not get punished."
- One primary participant said he got very worried that he might do something 'bad' and get into trouble and this made school very difficult for him.

- Many young people said that sanctions were not given consistently. They talked about 'biased teachers' and favouritism, saying "different students get different consequences". They said it was always the same young people who got into trouble - others broke the rules, but were able to hide it "behind a mask."
- One young person talked about the computer security system at school, which monitored words that were entered in the search field and alerted the head teacher of certain ones. He said he searched 'KKK' for his media project on racism, which had raised an alert. He worried that this meant he was now on a 'risky' list.

6. Support

- 57% of young people said adults knew them well.
- 40% said adults understand their support needs and give them the help they need at school.
- One young person said they liked the specialist provision at school, but others said it needed to be "more fun and less boring". Others said that the support centre at their school needed adapt as young people got older to "treat us more like adults."
- One young person said "I don't get the help I need" and another said she'd like extra help for the subjects she finds "tricky."
- One young person said organising support at University was better than school because "you're treated like an individual – it doesn't feel like a unit."
- One young person talked about the difference in quality and qualifications amongst LSAs. She said those that were the most qualified were matched with the pupils with the most complex needs, which meant the "less well trained" ones were left for the pupils who were seen as "easy" to support, which meant they might not get good support.
- Young people said that school was hard work and that more support was needed, as well as more support staff: "we need to make us a lot of staff."
- Messages for senior leaders included "Help children who go to special schools more" and "people need more support - we are young we can't do everything!"

7. Plans, Targets and Reviews

- 24% of young people said they knew what their Support Plan or EHCP was, with only 9% saying they had seen their plan. Young people asked a lot of questions about plans and were interested to find out more.
- One young person said her EHCP was "quite complicated". Another young person agreed: "children and young people want to be involved with their EHCP, but parents and workers don't even understand what goes where and how to complete it!"
- One young person said she had recently read her EHCP for the first time. She found a line that said "X gets angry very easily" which shocked her. It did not say who had said it and her parents did not know either. She was upset by it, but did not know if or how it could be removed. Her EHCP was being given to the University she was hoping to go to, which worried her: "if you give it to the Uni, what are they going to think?"
- Young people who knew about EHCP coordinators said it was important to know who their coordinator was (they didn't know): "it's important to meet them and be told if they change" and "I've no idea who my adult worker or coordinator is – they keep changing and no-one tells you who it is."
- More positively, 52% of young people knew what their targets were and 59% said they went to their reviews or meetings.
- Young people who had left school said that they hadn't been properly included in school reviews and there was "a lot of secrecy going on" about them when they were at school.
- One young person spoke of "underhand deals" where he had been part of his review meeting and believed he was part of the decision-making process, only afterwards to be told that the plan had been discussed again outside of the meeting and been changed without his input.

8. Feeling Safe and Included

- 80% of young people said they felt safe at school. Reasons given for not feeling safe included anxiety, loud noises and other pupils' behaviour.
- 60% of young people said adults were kind to them.

- 37% of young people said they felt included in lessons and activities; one said she felt school should be more “accepting.”
- One young person thought it would be good to get together more: “create support groups for people.”

9. Wellbeing

- 36% of young people said school was fun – many pupils said this was the thing that they most wished were true.
- Almost half of young people said that they have someone they can talk to if they are upset and were able to name someone: “My Mum helps me by being so supportive and understanding. She made sure I will never be worried to tell her something”, others named SENCO, assistants or head teacher.
- One young person said he knew he could talk to someone, but found it difficult to approach them when he needed to, because he was already feeling anxious.
- Many pupils talked about feeling stressed or having lots of pressure at school; others spoke about feeling anxious and wishing they could worry less.
- One young person said she had had a counsellor at school which she had found really useful and another said his school had provided good support groups around exam time.
- One young person had tried ‘Kooth’ and found it helpful.
- All young people said it was really important to have someone they could talk to and get help from – particularly around dealing with stress and anxiety and ‘coping with school’.

10. Friends/ relationships

- All young people highlighted friends and relationships as really important to them.
- 74% said ‘I have friends’ was true, and many identified friendship as an aspect of their lives that was going really well: “social life in school is going well”, “I’d like to spend more time with my friends.”
- Other young people said this was an area that was really difficult for them: “no friends”. One said making friends was an area she had struggled with because of having an LSA with her most of the time which formed a kind of barrier between her and her peers.
- Many young people felt there should be more support with social skills and friendships and around “learning social skills” and “coping with people in different situations more”. One said she valued the ‘friendship club’ at her school.
- 43% pupils said ‘Other pupils are kind to me’ was true for them. A couple of young people mentioned specific examples of difficulties with peers: “L is being mean to me” and said teachers needed to be better at dealing with “bullying” and “annoying people”.

11. Participation

- Only 23% of young people said ‘I get information I understand’ was true for them.
- One young person said it was important for information to be provided in an easier format for children and young people to understand like some workers were doing: “this should be branched out to all professionals.”
- Although 35% of young people said they knew what would happen at school, some said that they often only got last-minute notice of events or activities that were taking place, which meant that they either didn’t feel fully prepared for them or might even miss out because tickets were sold out.
- Only 18% of young people had heard of the Local Offer website.
- 32% of young people said ‘I am given choices’ and ‘Adults listen to me’ were true statements.
- Young people said they wanted to be listened to more and make more choices. Some said they valued being involved in the focus group: “It’s good that children and young people’s views will be included” They felt it was important for children and young people to be involved in decisions about them: “don’t control students.”

- One young person said she'd like support with making choices "because I don't fully have faith in myself."
- Young people who knew what EHCPs were felt it was important that children and young people should know who their coordinators are and should be more involved in the process.

12. Home

- Young people talked positively about the time they spent at home and with their families: "I spend time with my brother and sister."
- Many young people talked about their pets as sources of comfort and relaxation: "I get to play with my cat" and many said they would like their own pet or pets in the future.
- Some young people said that things at home could be tricky, particularly relationships: "I don't like my parents nagging me", "I argue with Mum", "there's lots of stress at home."
- Some said that things that happened at home impacted on their time at school: "Getting to school on time (is not going well)", "I'm tired, not enough sleep."
- 33% of young people pupils said 'Richmond is a good place to live' was true for them and 40% said they felt included in their community.
- Others were less positive about their local area, saying: "My bike got stolen (a month ago) – I haven't got a new one yet", "I have noisy neighbours" and "it's all druggies and stabbings."

13. Social and leisure activities

- Almost half of all young people said that they take part in activities after school or at the weekend and 39% said they had the opportunity to see friends then too. Those who did not, said this was an area of their lives they'd like to improve.
- Many young people said they enjoyed the time they spent relaxing and playing computer games. Others valued the more physical activities they took part in, including swimming, ballet, karate, football and keeping fit.
- Some young people said there weren't enough social opportunities available. One young person said there was nothing for children and young people who have physical access needs but low support needs: "It's not appropriate to go to Crofters, but nothing else is available...we need a centre that is accessible, with some support".
- A couple of young people said there was nothing for teenagers to do: "(I want) more stuff to do outside school. It's awkward, I'm too old to go to the park, but too young to go out out" and "you only go to a youth club if you want trouble."
- One young person said it was important for people to realise that what happens in school is not the whole picture: "you're a completely different person inside and outside school."

14. Health and Therapies

- 57% of young people said they get the support they need to stay healthy.
- 36% said they get the support they need to communicate well.
- A few young people talked really positively about the Occupational Therapy support they had received in school, saying it had helped them with skills such as "writing and balance". They said it had consisted of fun activities including the yoga ball and origami. The pupils said they would like more of this: "I wish it still happened."
- One young person said they wished their physiotherapist could visit them in school.
- One young person said that therapy in groups should be considered as it is good to share the experience and can also be cheaper.
- Another said the communication between health professionals needed to be improved: "you have to explain your whole health history over and over again."

- One young person said it was important to have support from understanding people: “Doctors help me with my health and do not judge me.”

15. Preparing for Adulthood and Transition

Hopes and dreams for the future

- Only 26% of young people said that adults asked them about their hopes and dreams for the future, but all of those asked in the focus group were able to talk about at least one aspiration for the future: “I want people to ask me!”
- Young people’s hopes and dreams included being a dentist or a motorsport engineer, studying animal care, having fun days out with friends, having a pet, going to college, staying up late and having a family: “I’d like to have children, but only if they’re not annoying.”
- Some young people shared how they felt about becoming an adult – most felt a mixture of excitement and worry: “I’m excited to be more in charge with my life and have a say in things I want to do on my own instead of being told what I’m allowed and not to do. Though I’m a bit panicky just because I don’t know what challenges will come!”

Independence and life skills

- About half of all young people said that they are learning to do things more independently.
- Some felt that they were not given enough independence: “there’s too much ‘eyeballing’ – we want more responsibility and independence in planning, we have to learn to do things for ourselves.”
- Some said that school only focussed on academic learning and not life skills: “they just prepare you for GCSEs not day to day adulthood.”
- Some young people said they were getting some help from school to prepare for adult life, including around social language and learning how to cook, but also help from parents and family members.
- Many highlighted more things they’d like to learn in order to be as independent as possible: “we need life skills”, “teach me how to use money and teach us difficult words about money, like VAT, commission and mortgage”, “we need more learning support for future life.”

Transition

- Young people who have experienced or are experiencing transition were not positive about it, saying that neither information nor support are available for them: “Transition’s quite hard - you don’t know what is happening.”
- One young person said there was no gradual building up of responsibility as you approached adulthood: “All of the responsibility is suddenly put on you at 18 - you don’t get any letters earlier, then all of a sudden you get everything.”
- A young person pointed out that there are lots of different changes at different ages: “it’s a bit scattered....a bit all over the place.”

16. The SEND Futures Plan

- The young people who looked through the Easy Read version of the SEND Futures Plan were mostly positive about it.
- The Easy Info. Group were very happy that the time and effort had been taken to create a document in Easy Read as it showed senior leaders valued them and felt they should receive information: “I think it’s really good” and “ooh, that’s good, they have a glossary”. Improvements they would like to see in future versions would be some pages being less heavy with words, a less confusing structure chart, a change of font and the addition of photos of work stream leads.
- Young people broadly agreed with the content of the plan, although one questioned the actions: “There’s a lot on researching, looking into and finding out - less on actually doing stuff.”

- Young people agreed it is very important to make sure all children and young people receive information and are involved in decisions about their lives, including their plans.
- They agreed it was important to make sure therapy is really good quality: “if you go cheap, the cost will eventually mount up because there will be no impact so we will need more. If it’s better quality, we won’t need too much.”
- Young people agreed that more special schools was a good thing.
- They also felt strongly that independent schools were sometimes the best for young people, so should still be an option. They hoped that if costs could be lower this would mean more young people who needed to go to them would be able to.
- Young people feel it is an absolute priority to improve transition to adulthood, as it is a difficult and confusing time with little information or support available.
- Young people agreed that EHCPs need to be better quality, but felt that the plan wouldn’t work unless more people were employed as coordinators and were well-trained: “the biggest issue isn’t there, which is they need enough people and they need people who aren’t confused about the sections.”

Summary of findings

Overall assessment of impact

The SEND Transformation Plan, if agreed and implemented, will undoubtedly have an impact on children and young people from across the protected characteristic groups. The data shows it is highly relevant to:

- age- as the changes will affect those aged 0 to 25 years of age;
- disability- as the changes relate to children and young people with SEND; and
- gender- as the changes disproportionately affect males than females.

It is also relevant to ethnicity but there is a lack of data, both locally and nationally, to fully understand the level of relevance.

The impact of the specific actions in the plan is analysed in detail below. It is clear that there will be an impact- overall this is positive as the plan seeks to improve our SEND services through close working with partners but also children, young people and their families. The plan acknowledges areas for improvement and puts in place an approach to develop an offer that better meets the needs of children, young people and their families while addressing the financial deficit that has resulted from increasing demand for high need support. If action is not taken, the deficit would continue to rise significantly which would have severe implications for long-term sustainability.

The plan aims to create a more inclusive, local and targeted SEND education offer by intervening early and supporting schools to be able to better meet the needs of their SEND pupils, while encouraging resilience and independence.

Detailed assessment of impact

In addition to an assessment of the overall impact of AfC's SEND Futures Plan, more detailed assessment of the impact of each of the proposed objectives is set out below:

Proposed objective	Impact
SEND Partnership Board	
<p>Securing the contributions of all local partners to the delivery of the transformation plan</p>	<p>This is likely to have a positive impact on children and young people as by securing the commitment and contributions of all key partners, the plan is more likely to be achieved.</p> <p>Progress so far has been positive. The Partnership Board met for the first time in March and again in May. Membership spans a wide range of stakeholders, including family representatives, the voluntary sector, adult and children's social care, schools, public health and Terms of Reference have been finalised. Work remains to secure full partner engagement in the transformation plan and its delivery and agreeing the accountability and reporting mechanisms between the SEND Partnership Board and Health and Wellbeing Board.</p>
<p>Keeping track of progress and understanding the impact that we are having on outcomes for children and young people, including the impact of work to develop participation, engagement and co-production with children, young people and their parents and carers</p>	<p>The focus on the evaluation of the impact of the work that will be undertaken as part of the implementation of the plan undoubtedly be beneficial. This is because it will enable best practice to be identified and will help to focus resources on those approaches that have been proven to be most effective. It can also be used to ensure that all partners are contributing sufficiently to the delivery of the plan.</p>
<ul style="list-style-type: none"> Leading system-wide cultural change to upskill professionals, generate a genuine shared sense of purpose, and facilitate new ways of working within and across all partner organisations 	<p>This will have a positive impact as it will ensure that the professionals they work with are sufficiently skilled and that staff from all partners work together to achieve the best outcomes for children and young people.</p> <p>Having common and consistent strategies and policies will also have a positive impact as it will ensure consistent standards across the services delivered to children and young people with SEND.</p>

<ul style="list-style-type: none"> Overseeing the joint development of partnership wide local strategies and policies to underpin the future system 	<p>This will help parents and carers to better understand what standard of service to expect so they can highlight when services fail to meet these standards.</p>
<ul style="list-style-type: none"> Developing and maintaining an accurate and honest self-evaluation of our SEND system to describe what is working well and what needs to improve Leading the development of shared local intelligence and insight to inform prioritisation, service planning and delivery across the partnership 	<p>An accurate and honest self-evaluation of the SEND system will contribute to the strengthening of the relationship between Achieving for Children and key partners and the parents and carers by demonstrating openness and transparency. It will also give the opportunity to show that feedback given by parents and carers is being used to identify both areas of best practice and areas for improvement and action is taken to address any issues.</p> <p>As part of this we will be improving local intelligence and insight to enable us to more accurately forecast of demand and needs. This will then inform integrated service planning and will be used to identify gaps in the local SEND offer.</p>
<p>Leading the development of shared local intelligence and insight to inform prioritisation, service planning and delivery across the partnership</p>	<p>Improved local intelligence and insight will be extremely beneficial as it will enable more accurate forecasting of demand and needs, will inform integrated service planning, and will be used to identify gaps in the local SEND offer.</p>
<p>Workstream 1: Co-production, engagement and participation</p>	
<p>Fostering productive and positive relationships between parents and carers and service commissioners and providers, including with the new Parent-Carer Forum, to enable co-production and to understand and evaluate the impact of our transformation activities.</p>	<p>Stronger relationships between parents and carers and commissioners and providers will deliver significant benefits to all. It will mean Achieving for Children can work collaboratively with parents and carers to develop services that best meet the needs of children and young people with SEND. It will also enable parents and carers to better understand the restraints that Achieving for Children and key partners are currently working under due increasing demand for services and support working together to prioritise.</p> <p>So far, children, young people, parents, carers and professionals have provided feedback on local provision for children and young people with special educational needs and disabilities; the vision for future services; and priorities for transformation through a series of consultation events and activities between 2016 and 2019². Parents have given a clear message that more should be done to support them to understand the process and the system. Working with families, we have identified</p>

² <https://www.afcinfo.org.uk/pages/local-offer/information-and-advice/send-consultation-hub-and-resource-bank>

	<p>the following five priority areas for co-production in the next year: therapies; autism strategy; new free schools; 16-25 pathways; and the annual review process.</p> <p>We have begun to develop a local strategy to ensure we can listen and respond to the views, experience and input of children, families and young people across the SEND system:</p> <ul style="list-style-type: none"> ● We are supporting the national charity Contact, working on behalf of the Department for Education, to set up a new Parent Carer Forum under provisions in the Children and Families Act 2014 ● In the interim, we are also developing a Parent Panel to help guide and support communication and consultation with parents and carers, and to help the Council, CCG and Achieving for Children better understand the needs of the wider SEND community. The Panel will comprise of up to 25 parents and carers of children and young people with SEND aged 0 to 25 and resident in Richmond upon Thames. Membership is designed to be representative of the needs of all children and young people in the borough
<p>Review and develop our local approach to enabling and empowering children and young people to have their say in decisions about them and to shape services and strategies that impact on them</p>	<p>We currently have a Participation Champions group, made up of children and young people with SEND from Kingston and Richmond. The group work with officers from Achieving for Children to provide feedback and input into service delivery and design and to provide feedback on service proposals and projects. For example, the group recently worked to provide design ideas for the garden at the new respite centre being built in Chessington for children and young people with SEND. The group is extremely effective and makes a strong contribution to our work.</p> <p>However, it has been identified that we should provide more opportunities for all children and young people with SEND to contribute. To this end, we are in the process of developing a Young People's Group to provide direct feedback and input from children and young people. Furthermore we will work with children and young people to audit how they have their say and are involved in decisions about their own support and to improve information available to them about processes. This will have a positive impact as it will enable more children and young people to engage and become involved in the design and delivery of the services they receive.</p>
<ul style="list-style-type: none"> ● Developing a local approach to provide more opportunities for all children, young 	<p>We are developing mechanisms to enable us to hear from children, young people, parents and carers about the impact of their SEN provision, their EHCP and whether it is making a positive difference,</p>

<p>people and families to participate in co-production and engagement activities, including families from minority ethnic communities and families where parents have special needs and learning disabilities themselves</p> <ul style="list-style-type: none"> ● Developing local mechanisms for all partners and providers, including early years settings, schools and college to feedback on the effectiveness of provision, progress towards outcomes and their experience of the process 	<p>for example feedback will be captured after all new assessments have been completed and through the annual review process. This will be developed more widely to hear the voices of parents and carers whose children and young people are at SEN support. Focus will be given to ensuring we are able to effectively capture the voices of those families who have traditionally not participated, including minority ethnic families and where parents have special needs and learning difficulties themselves. This may mean we undertake targeted events to ensure we hear from a more representative portion of the families of children and young people with SEND.</p> <p>As part of this approach so far:</p> <ul style="list-style-type: none"> ● we have begun to develop our events programme, including information sharing events for parents and carers aim to support the transition process at primary and secondary school and into Post 16 provision; and established twice termly coffee mornings to develop relationships between the SEN team and parents and carers which are, well attended and enable the SEN service to receive helpful feedback. ● the SEN Service Manager is working closely with SENDIASS to share themes from their interaction with parents and carers which identify where things are working well and where improvement is needed. <p>We will establish local expectations on the type and quality of communications with children, young people and their families so there is greater clarity on both sides, and will put in place practical support, such as a toolkit, to support engagement, participation and engagement activities. This should lead to an increase in opportunities to participate and engage but also higher quality engagement activities.</p> <p>In addition, we will be developing mechanisms to enable us to hear the views of partners and providers to feedback on the effectiveness of provision, progress towards outcomes and their experience of the process, we will be able to capture information about strengths and areas requiring focus and use this to make improvements. We will also ensure that there are clear expectations about the type and quality of communication between Achieving for Children and key partners so children and young people are not being disadvantaged due to poor internal communication.</p>
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	<p>This will have a positive impact on children and young people as it will ensure that a wider variety of voices are heard and can feed into the development and design of our provision and processes at an earlier stage, and it will lead to improved communication between partners.</p>
<p>Supporting the community to meet the needs of all children and young people by embracing diversity and inclusion, so that all children and young people with SEND have the same opportunity as their peers to play, learn and grow-up all together in their local community.</p>	<p>One of the principles underpinning the plan is to contribute to supporting the local community to be inclusive and embrace diversity. The aim is for children and young people with SEND to be able to access the services they need in their local area, rather than travelling further afield. This will be beneficial to children and young people and their families as it will mean they are able to stay close to their families, friends and support networks.</p>
<p>Workstream 2: Joint commissioning</p>	
<ul style="list-style-type: none"> ● Develop principles and processes that enable commissioning activities to better respond to local need and be strongly focussed on outcomes for children and young people, including developing our local intelligence and considering how different funding models may offer incentives to drive improvements in the quality and efficiency of provision ● Work together and with children, young people and their parents to understand the performance of commissioned services for children and young people with special educational needs and disabilities and the outcomes that they support; and identify priorities to transform services 	<p>Achieving for Children, with partners, will develop and establish shared principles and priorities for joint commissioning across the SEND Partnership. This will include working with children, young people and parents and carers to better understand their performance and the outcomes they support through a stocktake of commissioned services.</p> <p>There is a shared commitment between Achieving for Children and the CCG to develop our approach to joint commissioning so that our work is more structured; rooted in an understanding of need and performance; and focused on outcomes. This commitment has an initial focus upon a review of therapies provision, including both a focus upon the service model that will be most effective and the level of funding that can be committed to ensure that it is sufficient to meet local needs.</p> <p>Price negotiations have also been held with independent and non-maintained special schools and local academy trusts. New contracts were issued to these schools in 2017/18 which delivered some cost reductions. Achieving for Children has a placement commissioning and brokerage service primarily focused on its care placements and supported accommodation for care leavers. The service was extended in September 2018 to include a full-time brokerage specialist for SEND placements.</p> <p>In our recent public consultations on reducing the overspend in the Dedicated Schools Grant High Needs Block, respondents were split in their views on the proposal to transfer funds from the schools block to the High Needs Block. Respondents raised concerns that the proposed block transfer would</p>

	<p>impact negatively on teaching and learning for all children and be difficult for schools to absorb due to existing funding pressures. For 2019/20 the Department for Education has agreed with the Council's case for a modest transfer at a level of 0.5% which balances the protection of core school budgets with the need to provide additional resources for SEND.</p>
<p>Review resourcing allocations across the partnership to understand the contributions required of each partner to meet the needs of children and young people with Education, Health and Care Plans, particularly the joint funding of:</p> <ul style="list-style-type: none"> • provision and placements for children with complex needs; and • out of borough and residential placements, including transition to local services when young people are at home, or return home after their placement ends 	<p>This action seeks to ensure that all partners contribute equally to funding services for children and young people with SEND. This is unlikely to have any direct impact as it just relates to where funding is sourced from.</p>
<p>Work with children, young people and their families to develop a high quality local therapy offer that supports children and young people to make good progress towards their goals; maximises their opportunities for inclusion and independence; reduces waiting times for assessment and intervention; and increases children, young people and parents' satisfaction with therapy services</p>	<p>Work is underway to develop and commission in consultation with children, young people, parents/ carers and professionals, a new therapies offer based on the findings of the needs assessment and gap analysis, including a strategy to provide therapeutic support beyond the statutory model. This will benefit all children and young people who receive therapy as it will contribute towards a high quality offer that is easier to access and that better meets the expectations of parents and carers. In addition, by meeting therapy needs at an early stage it should increase opportunities for inclusion and independence by reducing the potential for needs to escalate to the point at which greater intervention is required.</p>
<ul style="list-style-type: none"> • Identify opportunities to work in commissioning consortiums or other partnership arrangements with other areas to leverage cost savings and achieve better value for money from the larger scale purchase of placements and other services 	<p>These actions are focused on delivering better value for money and greater efficiencies through a more effective approach to commissioning, particularly in relation to working with commissioning consortiums and through better contract management. As such, they are unlikely to have any direct impact on children and young people.</p>

<ul style="list-style-type: none"> Support Achieving for Children to improve commissioning in its placement brokerage service, including building quality assurance mechanisms into its contract management so that it secures good value for money, and reduces spending on its independent school placements and the costs of top-up funding to mainstream and special schools. 	
Workstream 3: Local provision	
<ul style="list-style-type: none"> Identifying how local community assets such as parks, play spaces and universal services can be inclusive Increasing opportunities for children and young people with SEND by supporting voluntary organisations to develop to provide the widest possible range of inclusive opportunities 	<p>Working with children, young people and families we will be looking to better understand how inclusive our community assets and universal services, such as our libraries and parks and play spaces are, and setting out what our ambitions for these are. This activity should have a positive impact on children and young people as it will highlight those community assets that are fully accessible to all and share this information more widely; and will identify those community assets that need to be reviewed with the intention of making them more inclusive.</p> <p>Part of this work will involve supporting voluntary organisations to provide the widest possible range of inclusive opportunities for children and young people with SEND so they are able to have the same experiences as their non-disabled peers.</p>
<p>Reviewing and developing our support for families post-diagnosis</p>	<p>The intention is to work with children and young people, families, service providers and voluntary sector groups to develop the local post-diagnosis support offer. This is because following a diagnosis, families can sometimes find themselves having to adapt to the news their child has SEND as well as not knowing what support is available to help them and their child. Improved support will benefit families by ensuring they are informed about the process going forward and by identifying where they can access information, advice and guidance.</p>
<p>Developing specialist education places in Richmond that are the first choice of children, young people and families, including expanding local specialist</p>	<p>There is already considerable focus on ensuring sufficient local places for children and young people with SEND. In March 2018, we consulted on plans to increase the number of school places for children with SEND at specialist resource provisions in local mainstream schools and at special schools. 146 places have been, or will be, created as a result. The consultation resulted in a change</p>

<p>resource provisions and establishing new special schools to meet identified needs.</p>	<p>to the funding and contracting of specialist resource provisions so that there is a clear expectation to deliver outreach support for the inclusion of pupils in neighbouring schools. Our joint applications with Kingston Council to the Department of Education to run a local competition to establish and run two new special schools as part of the Special Free School Presumptive Route has been approved: one school is for children and young people with autistic spectrum disorders situated in Kingston; the other school is for children and young people with social, emotional and mental health (SEMH) needs situated in Richmond. Pathways and support to prepare young people with SEND for adulthood have also been strengthened through the development of employment-based routes and vocational training programmes (the consultation can be found here: https://www.afcinfo.org.uk/pages/local-offer/information-and-advice/send-consultation-hub-and-re-source-bank/kingston-and-richmond-both-borough-consultations).</p>
<p>Reviewing the quality of local provision for young people aged 16 to 25 and developing new high quality and meaningful post-16 education, training and employment pathways, including consideration of the local adult learning offer.</p>	<p>Respondents to recent consultation broadly agreed that a better post-16 offer is needed. Parents/carers responded that support during transitions is crucial, including better joined up working between children and adults' services and ensuring a well-planned transition to adulthood and greater independence. Young people told us that that school should teach them more practical skills that will be useful in their adult lives. Young people also told us that school should talk to them more about jobs and what they want to be when they are adults, and offer a week work experience for all pupils in years 10 and 11. For the first time this year, we published an Opportunities Pack for young people setting out local options for 14 to 19 year olds.</p> <p>The proportion of learners with an EHCP who are aged over 16, and particularly over 19, has risen since the Children and Families Act raised the relevant upper statutory age to 25 years in 2014. Interestingly the current SEND Parliamentary Inquiry contains not only a specific line of focus on the level and distribution of funding for SEND, but also another on provision for 19-25 year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work.</p> <p>Part of the intended aim of this option is to provide a viable option to young people in residential placements outside of the borough to return to their local community, should it be appropriate and best meet their needs, through the provision of an improved post-16 offer. The local offer will be enhanced to provide more employment opportunities, increased skills training, more suitable accommodation, and greater support so that young people are able to develop their independence</p>

	<p>skills. The young people will be able to live in the area that they know and close to family and friends and support networks.</p> <p>For example, Achieving for Children will continue to work with providers to develop the range of options available for Richmond learners with an EHCP who are 16 years and over. Interviews are taking place with all Year 11 students with an EHCP, and going forward this will happen during Years 9 or 10. The aim of these interviews is to provide more informed and proactive pathway planning not only into schools and colleges but also into other more vocational pathways such as apprenticeships and supported apprenticeships. This will allow placements to be more aligned to the longer term objectives of the particular young person, including to support their journey to independence as they transition into adulthood. The additional financial benefit of this is that it is expected that a reduced proportion of these learners will have their placements funded from the DSG, as many of these alternatives receive funding from different sources. Achieving for Children appointed a specific member of staff (shared between Richmond and Kingston) to lead on this last academic year. This will also allow more coordinated and planned transitioning of young people into adult and other relevant services such as supported housing.</p> <p>Pathways and support to prepare young people with SEND for adulthood have also been strengthened through the development of employment-based routes and vocational training programmes.</p> <p>This would likely impact on those children and young people who are currently aged over 16 and all other children and young people when they reach 16.</p>
<p>Reviewing local alternative education provision to determine the most effective and sustainable model for the future.</p>	<p>Currently, schools can send pupils at risk of exclusion to a Pupil Referral Unit (PRU) to receive support to prevent them reaching the stage that exclusion is needed at little cost themselves as the majority of related cost is funded from the high needs block.</p> <p>We will be reviewing the funding and delivery model for alternative education provision to ensure it provides good value for money and whether it could be better targeted for children and young people with SEND, including investigating mechanisms for recharging schools for the costs of permanent exclusion. If schools are responsible for funding pupils to go to the PRU, it may potentially lead to more permanently excluded pupils as schools may not have the resources to fund</p>

	<p>the placement at the PRU as a measure to prevent exclusion. This could therefore have an impact on those pupils who are at risk of exclusion. Achieving for Children will work with schools to try to minimise this impact.</p>
<p>Developing the delivery model for home to school travel of children and young people with SEND ensuring that it actively supports opportunities to promote and achieve independence and is financially sustainable.</p>	<p>We will be implementing a new delivery model for home to school travel that consider new funding models, such as dynamic purchasing systems and payment by results solutions for independent travel training. The intention is to encourage</p> <p>A separate EIA will be undertaken to assess the impact of this action.</p>
<p>Workstream 4: Early intervention and transition</p>	
<ul style="list-style-type: none"> Upskilling the workforce to better understand the needs of children and young people with SEND and the strategies they can use to provide support at the earliest stage so that their needs are met within mainstream settings wherever possible. 	<p>There is a need to identify earlier and intervene more quickly for children and young people with SEND in schools. The result of this will be that the progress and therefore the attainment gap between learners with SEND and their peers without will be minimised and their life chances enhanced. The financial impact of this is that the cost of meeting these and future needs will be reduced, benefitting not just the DSG but wider services too. Children and young people with SEND are nationally disproportionately represented in exclusion, Not in Education, Employment or Training (NEET) and youth crime data. Earlier intervention will not only save money, but it will also improve the lives of the individuals and communities involved.</p> <p>In our public consultation on the future funding options for the high needs block of the DSG which was completed in October and November 2018, the majority of respondents agreed with our proposals on early intervention. Respondents gave a clear message that early intervention cannot take the place of statutory provision and to be successful, early intervention initiatives must be resourced. Many also feel that more evidence of the impact of early intervention must be developed before further investment of scarce resources can be made. Early intervention initiatives should build on local expertise and include developing strong partnerships with the community and voluntary sector. As such we are planning to evaluate the impact of early intervention initiatives to inform the design and development of future service provision.</p> <p>So far we have increased the support available to all education providers to improve inclusion. This includes:</p>

- introducing a one-stop-shop service to provide information, advice and guidance and to signpost providers to specialist support services.
- establishing a secondary phase educational inclusion support service and are offering SEMH networks free to all primary and secondary schools.
- co-producing revised threshold guidance specifying the evidence-based interventions available to schools and post-16 providers; this has been supported by holding specialist inclusion and intervention training for mainstream schools.
- establishing an Early Intervention Panel in September 2018 aimed at providing early support to schools, so that children's and young people's educational needs can continue to be met within their existing mainstream setting.

An example of early intervention in action

Social Communication Intensive Packages (SCIPs) are inclusive and preventative packages of support provided to pupils in their local mainstream school. The package consists of allocated additional adult (Teaching Assistant, TA) time, outreach advice/support from a member of the outreach team (consisting of professionals with experience in working with children who have social communication needs/ASD) and termly training/networking sessions for the allocated TA and class teacher.

Last year (2017-2018) Achieving for Children piloted SCIPs in Richmond with four children. These children were identified in the nursery year as having social communication needs/ASD. Following three terms of input/monitoring three of the four pupils are now having their needs met at school support. A review of the pilot showed that:

- *Parents noted increased confidence, improved social/communication skills and that their children were calmer/having less 'meltdowns' - therefore accessing the teaching/learning in the classroom environment.*
- *Schools commented on how helpful outreach advice was to ensure support/strategies were successful, improving confidence of staff to meet the children's needs and the progress made by the pupils. Feedback from training sessions was very positive.*

	<ul style="list-style-type: none"> ● <i>A key part of the package is in upskilling school staff to meet the needs of these pupils through ongoing support and training and providing this early so that the 'right' things are in place from the start.</i> <p><i>Following the successful outcomes and feedback from the pilot, this year, Achieving for Children are delivering 10 SCIPs in Richmond and supporting some schools with outreach advice.</i></p> <p>This option is therefore focused on ensuring there is sufficient support in place at an early stage for children so that they may never need to be issued with an EHCP to access the support they need to thrive. The emphasis would be on training and equipping staff in schools to better support the needs of children and young people with SEND, without the need for an EHCP assessment. This may lead to an increase in the number of pupils receiving SEN support and a slow down in the number of EHCPs being created.</p> <p>It is difficult to quantify how many children and young people this may impact upon but it should ensure that resources are directed at those children and young people that need it most and that schools are more competent and confident to support pupils with SEND, whether they have an EHCP or not. Currently, there are 2,470 children and young people who receive SEN support.</p>
<ul style="list-style-type: none"> ● Providing advice and support to parents, carers, teachers and other professionals to promote inclusion and support resilience and independence to achieve positive transitions between school key stages and phases, and into post-16 education or training, and to adulthood. ● Supporting young adults to have a smooth and well-planned transition from children's services to adult social care and health services. 	<p>There are a number of activities planned which will benefit children and young people and their families by ensuring there are smooth and well-planned transitions throughout school, into post-16 education or training and into adulthood and adult social care and health services. This includes:</p> <ul style="list-style-type: none"> ● building on the existing transitions protocol between children's services and adult services to develop a preparing for adulthood strategy that promotes independence from the earliest stage and informs the design and delivery of services by all organisations in the SEND partnership. ● establishing and implementing a process, as part of the preparing for adulthood strategy, to review all EHCPs at Year 11, to determine whether a young person's needs would be better supported post-18 by a managed case transfer to adult social care services; and to ensure

	<p>that young people experience a planned and smooth transition between children’s and adult mental health services.</p> <ul style="list-style-type: none"> ● increasing the numbers of young people with post-16 EHCPs on vocational pathways, including apprenticeships, traineeships and supported internships to support them in their transition into employment. <p>The activities will support the principles underpinning the plan to provide opportunities for children and young people with SEND to develop independence.</p>
<p>Developing effective links and working relationships with targeted and universal services so that families have access to support that builds on their strengths and promotes resilience and independence.</p>	<p>A review will be undertaken to plan the support needed by families to build their resilience so that more children and young people with SEND at risk of requiring residential school placements are supported at home. This will have a positive impact as it will enable children and young people, where appropriate, to remain close to their friends, families and support networks.</p>
<p>Develop our understanding of need and services to improve the emotional and mental wellbeing and resilience of children and young people</p>	<p>To improve our understanding of need and services to improve the emotional and mental wellbeing and resilience of children and young people we are planning a number of activities including:</p> <ul style="list-style-type: none"> ● complete an assessment of the mental health needs of the under 5 population of Richmond, to inform the development of emotional wellbeing services. ● establish an emotional wellbeing programme in all of our schools, including wellbeing support, training and information to students, parents and staff. ● establish a digital youth project steering group to review and expand the range of resources and tools to support emotional wellbeing and strengthen resilience. ● complete a review of the current neurodevelopment and assessment offer for 0-5 year olds by April 2020, ensuring that by 2021 the recommendations of the review are being implemented. <p>This will enable us to better plan and design to ensure our emotional mental health and wellbeing services best meet the needs of children and young people.</p>
<p>Workstream 5: Assessment and planning</p>	

<ul style="list-style-type: none"> ● Streamlining the process for the development of EHCPs, ensuring that plans are completed within statutory timescales to a consistently high standard, promote resilience and independence and are based on detailed and well-evidenced assessments by all professionals. ● Establishing effective quality assurance mechanisms for EHCPs that are inclusive of all organisations and professionals contributing to the EHCP in line with the SEND Code of Practice (2014). ● Establishing a robust framework for the annual review of EHCPs so that: statutory expectations are met; children and young people are fully engaged and the process is inclusive of all stakeholders; there is a thorough review of the outcomes and continuing needs of each child or young person; and the provision supports children and young people to make good educational progress and promotes resilience and independence. 	<p>A review of the EHCP assessment and planning process has been completed using feedback from parents and carers to better understand the customer journey and experience of local services. Feedback in consultation activity has been clear that local families feel EHCP coordinators and SEN Caseworkers need more training and support to produce quality documentation and support parents to navigate and engage with the process. We have designed and completed a skills audit for the team that has informed the design of a workforce development programme for EHCP coordinators and case workers within the SEND service. This includes a focus on effective communication and managing difficult conversations sensitively. SENDIASS is working closely with the SEND Service Manager to share themes from their interaction with parents and carers which identify where things are working well and where improvement is needed</p> <p>We are developing a new multi-disciplinary quality assurance process for EHCPs. The Designated Clinical Officer and the Designated Medical Officer will be responsible for the central coordination and quality assurance of health elements of Education, Health and Care Plans. We have convened a multi-disciplinary quality assurance team which will undertake the first ‘deep dive’ in May and June 2019.</p> <p>New systems and resource have been established to better meet statutory obligations on annual reviews. In feedback to our consultation activity, local families and professionals agreed that annual reviews are important. A clear message was given that annual reviews must be focussed on young people’s needs, not driven by a target to reduce provision. We agree. We are developing our approach to annual reviews so that they serve a number of purposes - to assess the impact of provision on children’s progress; to assess whether there should be any change in provision - this could be an increase in the level of support or a decrease - and highlight any possible challenges in the placement; to ensure accountability for providers who are overseeing the provision in the EHCP and to help plan transitions. A specialist officer has been recruited to lead on a programme of annual reviews. There are plans to expand this team to include an annual review coordinator to support the process. The initial focus for annual reviews has been on independent school placements and EHCPs at key stage and phase transition points at Year 5, Year 9 and in post-16.</p> <p>These actions will likely have a positive impact on all children and young people with an EHCP as they will improve the quality and timeliness of assessments and promote resilience and independence.</p>
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ACTION PLANNING

What consultation have you undertaken with stakeholders or critical friends about the key findings? Include any identified data gaps.

<i>Issue identified</i>	<i>Planned action</i>	<i>Lead officer</i>	<i>Completion Date</i>
Ensuring the plan reflects findings from consultation.	Amending the plan in light of consultation findings.	Ashley Whittaker, Programme Director.	July 2019
Ensuring the actions in the plan are implemented.	The actions will be implemented as set out in the plan.	Ashley Whittaker, Programme Director.	April 2022

PUBLISHING THE COMPLETED ANALYSIS

Completed Date:

July 2019

Lead Officer:

Henry Kilpin

Signed off by (Director level):

Charis Penfold, Director of Education Services

Please send your completed EIA to henry.kilpin@achievingforchildren.org.uk or edwina.gregory@achievingforchildren.org.uk for publication.