



Kensington and Chelsea

Local Area SEND Self-Evaluation Executive Summary

Q4 (January to March) 2018/19



Introduction

Our ambition is to support all children and young people in their journey through childhood and into adulthood with underpinning principles of early help, personalisation and inclusion, enabling them to achieve their chosen outcomes. The Royal Borough of Kensington and Chelsea (RBKC) and Central London and West London Clinical Commissioning Groups (CCGs) have high ambitions for all children and young people, including those with special educational needs and disabilities (SEND). We firmly believe that children and young people, including those with the most complex needs, should have access to good local provision, including health care, and every opportunity to thrive, whether this be education, employment, independent living or participation in their community.

Over 2014 to 2017, our local SEND strategy focussed on implementing new assessment pathways; developing the tri-borough SEND Service; engagement with education settings to improve the identification and assessment of children and young people with SEND; improving joint working between education, health and social care, including joint commissioning; and, developing relationships and co-production with the parent/carer reference group, led by 'Full of Life'. The impact of the political decision to commit to an integrated tri-borough SEND service in 2014 created an additional pressure at a time when the reforms were being introduced. Initial progress was therefore slower than we would have liked.

In June 2017, the scale and complexity of the **Grenfell Tower tragedy** required help from every aspect of the local area, and beyond. Kensington Aldridge Academy was temporarily relocated to a nearby site; some pupils relocated to other schools and some received additional transport to enable them to maintain their attendance at school. Psychoeducational support for affected schools was provided in the immediate aftermath (in line with NICE Guidelines) by the Education Psychology Consultation Service. Counselling was provided, and continues to be provided, to teachers, pupils and others affected across the borough. A key worker was allocated to every affected household that wanted one both from the tower and other neighbouring properties. 'Full of Life' (the Kensington and Chelsea parent/carer forum) worked closely with parents of children with SEND affected by the fire to provide support, including additional short breaks, funded by the borough. Through the Grenfell Education Fund, £2.3 million has been allocated (to date) to support all children, including those with SEND, affected by the fire. Following the tragedy, CAMHS established a named clinician for all local schools, and children's mental health services in the North Kensington area have been additionally funded by NHSE and through the North Kensington Recovery Team established in West London CCG. The long-term impact on the community, including those living in the tower, the surrounding area and those involved in the recovery and efforts to rebuild, cannot be underestimated.

In 2018, tri-borough arrangements ended but the Royal Borough of Kensington and Chelsea and City of Westminster continue to work in a bi-borough arrangement. In the lead up to April 2018 and since that time, the bi-borough SEND Service has focused on completing transfers and



maintaining the improvements in the assessment process that started to become evident in 2017-18. A climate of continuous improvement and quality assurance has been introduced and the completion rate for Education, Health and Care (EHC) needs assessments within 20 weeks, excluding exceptions, now stands at 91% (January to March 2019). In the calendar year 2017, 51.3% assessments were completed within timescales and this increased to 70% in the calendar year 2018. Over January to March 2019, 91% of plans (excluding exceptions) were completed within 20 weeks. The bi-borough has committed to implementing a bespoke case management system for the SEND Service; this will be in place by September 2019. CCG commissioning still operates across the tri-borough footprint.

Our **SEND Strategy 2018-2021** sets out the following overarching aims:

- Support children and young people to achieve the best they can in education and all other aspects of their lives;
- Support young people to get a job (with support as necessary);
- Support children and young people to live as independently as possible (with support as necessary); and
- Support children and young people to be healthy, active and visible in their local community.

This document provides an evaluation of how well the RBKC partnership (or 'local area') carries out its statutory duties in relation to children and young people with SEND. It focuses on the effectiveness of the local area in supporting children and young people with SEND, and their families, to achieve the best possible educational, health, social and other outcomes. This evaluation is reviewed quarterly and provides the basis of a continuous cycle of self-improvement. It forms part of our 'business as usual' quality assurance arrangements and should be read alongside the SEND Strategy, SEND Joint Strategic Needs Assessment (JSNA) and SEN quality assurance framework. ¹This evaluation is informed by:

- the views of children, young people and their families;
- an extensive review of qualitative and quantitative performance information from across the partnership;
- informal benchmarking against the Local Area SEND inspection evaluation schedule;
- informal benchmarking with CCGs in the NW London collaboration;
- use of the Council for Disabled Children's audit tool for CCGs.

¹ Appendix 1 sets out the data schedule and Appendix 2 sets out health related data



Leadership and Governance

Progress against the SEND Strategy and the associated action plan are overseen by a bi-borough multi-agency Children and Families Act (CFA) Executive Board which is co-chaired by the bi-borough Executive Director of Children's Services and the Deputy Director of the CCG². The Board includes the Chair of the parent forum 'Full of Life', providers, schools and settings. Political leaders are involved in shaping the transformation plans and are kept informed of progress through regular Cabinet Member briefings, providing challenge and support. The CFA Executive Board is underpinned by five supporting workstreams:

- Joint Commissioning Board
- Short Breaks and Personalisation
- Preparing for Adulthood
- SEN Support
- Early Years

Co-production

Co-production is at the heart of our work to implement the SEND reforms and is increasingly the 'business as usual' model. We have a Co-production Memorandum of Understanding, which has been signed off by our Children and Families Act Executive Board, representing the Local Authority, CCGs and parent groups. In order to promote transparency and accountability, we also have an established process for recording our 'You Said, We Will' activity, which results in an annual 'You Said, We Did' summary.

Representatives from 'Full of Life' are actively involved in all aspects of strategic work which includes joining the interview panels for SEND service staff appointments. 'Full of Life' holds regular meetings with officers from the local authority, CCG and health providers, including a termly reference group meeting which is chaired by the forum. The SEND Service attends surgeries with 'Full of Life' on a regular basis. Parents are also involved in training officers and participate in evaluations when re-procurement is taking place (relevant to SEND). 'Full of Life' has trained Local Offer Parent Champions, who deliver training and work with individual families. 'Full of Life' are co-productive partners in the Bi-Borough All Age Autism Strategy Group.

Our improvement work is further informed by the views of families through their attendance at the CFA Executive Board, at workstream groups, through SEND Strategy surveys and surgeries with the SEND Service. In addition, a group of children from Barlby Primary School, including pupils from

² Appendix 3 sets out local governance arrangements



the ASD resource centre, were involved in scoping and setting questions and model answers for the selection process to determine the approved sponsor for the new special free school.

We have recently made changes to our Sensory Impairment Service, creating a more joined up bi-borough model, which has enabled us to increase the capacity of frontline delivery. Consultation workshops with local parents helped us to design the new delivery model, and their feedback is being used to inform future service developments. Children with visual impairment and hearing impairment were involved in the interview process for the specialist teachers in the new service.

CAMHS service reviews have been co-produced with Rethink Mental Illness and local Mental Health Champions since 2015/16 and have gathered feedback from 400 children and young people service users and 175 parents and carers across what was previously the Tri-Borough.

We have ambitions to strengthen our co-production activity with children and young people and are currently recruiting to a new SEND Children and Young People's Participation role. Children with SEND are going to be involved in the interview process for this, which is scheduled for early May.

Executive summary

Key areas that work well
Strategic developments
<p>All partners consistently and systematically work together to drive improvements across the local area. The CFA Executive Board is co-chaired by the Executive Director of Children’s services and the CCG Deputy Director, and provides oversight and challenge. Partners, including the Chair of the local parent/carer forum, hold each other to account. A Joint Commissioning Plan was signed off by the Health and Wellbeing Board in July 2018, and progress is being closely monitored.</p>
<p>A dedicated Designated Clinical Officer has been in post since December 2014, who acts as the health lead for the implementation of SEND reforms, and is the key point of contact for colleagues from the local authority, health teams, schools, the parent carer forum and within the CCGs.</p>
<p>The local area has held three multi-agency Sharing Good Practice events, most recently an event on Reviews and Transitions and a deep dive meeting on early years.</p>
<p>Co-production and engagement are increasingly ‘business as usual’. Examples include the coproduction with parents/carers of our SEND Strategy 2018-2021, the strategic development of our local offer (the steering group is parent-chaired), co-development of the short break offer and of a new resource allocation system for personal budgets and improved passenger transport. There have also been service enhancements to the speech, language and communication offer as a result of ongoing engagement with parents and some engagement with children and young people. There are good examples of young people influencing and sharing the local offer including the development of mental health services and the appointment process for specialist teachers for children with sensory impairment. This is an area we want to continue to develop and to strengthen the voice of the child in all our services. Our co-production protocol sets out agreed joint working expectations across a wide range of partners.</p>
Identification of SEND
<p>An improving early years speech and language offer delivers practical support for parents and practitioners to help identify speech, language and communication needs early, so that appropriate intervention and support can be provided. The Speech and Language Service attend ‘Stay and Play’ sessions to give parents the opportunity to speak about their child’s speech, language and communication needs with a speech and language therapist (SALT) and to identify needs early. Golborne & Maxilla Children’s Centre in north Kensington provides an enhanced early years offer to parents of children with SEND, with a particular focus on transition into reception. Chelsea Open Air Nursery School in the south of the borough provides the same enhanced offer.</p>

Key areas that work well

To support early identification, **training and support** is provided to health visitors, schools and other settings by specialist services, including SALT, physiotherapists, child and adolescent mental health services (CAMHS) and Paediatrics. Specialist staff attend children centre sessions; for example, local CAMHS are delivering a project to identify and support young children under 5 with attachment disorders and physiotherapists attend health visitor clinics on a regular basis to provide early assessment and signposting for children with developmental or musculoskeletal difficulties.

EHC plans are increasingly produced within statutory timescales. Over January to March 2018, 19% of plans (excluding exceptions) were completed within 20 weeks; at this point, the local area received support from the Department of Education to improve timeliness. Over July to September this rose to 92% and then to 100% over October to December 2018 (excluding exceptions). Over January to March 2019, 91% of plans (excluding exceptions) were completed within 20 weeks. In the calendar year 2017, 51.3% assessments were completed within timescales and this increased to 70% in the calendar year 2018. Following commissioner action as a result of a dip in performance in the first half of 2018/19, 100% of EHC requests made to Child Development Services were responded to within 6 weeks throughout Q4 in both Central London and West London CCGs.

There are **strong arrangements for the identification of SEND in children who are home educated.**

Assessment and meeting needs

Since the **Grenfell tragedy, there has been wide-ranging and extensive support for the families affected**, including additional funding for education support and short breaks via the Grenfell Education Fund. Significant resources have been committed to educational intervention, emotional wellbeing and mental health support for bereaved children, young survivors and the wider community of children and young people, including those with SEND and their families, who were affected by Grenfell. Educational Psychologists have provided additional support to all schools affected by Grenfell since the immediate aftermath of the tragedy, as part of the LA critical incident response policy. **Outcomes for children are tracked** and work to mitigate the impact of the fire will **continue for as long as is necessary**. The effective tracking of the Grenfell cohort was noted by the Government’s Taskforce in its most recent report. The latest Government Taskforce Report (Nov 18) noted that RBKC’s relationship with and support for its early years, schools and young people services remains strong...The Council’s approach to tracking the progress of children and young people affected by the fire is impressive and should develop into a longterm commitment.

There is a holistic and core SALT and CAMHS offer within the Youth Offending Service, to identify and meet needs which may not have been identified at an earlier age/stage.

There is a rolling programme of **parent workshops**, including understanding autism spectrum disorder (ASD) after diagnosis, support for children with social communication difficulties / ASD, and Makaton signing delivered by SALTs, occupational therapists, educational and clinical psychologists. There is also a programme of training available to schools and settings. The borough’s Autism and Early Years Intervention Team regularly run for parents both: Early Bird

Key areas that work well

training (for ages 0-4) which aims to support parents in the period between a diagnosis of autism and school placement and the award winning Barnardo's Cygnet Training (for parents of children/young people aged 5-18) diagnosed with an autism spectrum disorder.

The **short breaks service is innovative and develops highly-personalised solutions** to meet the needs of local families. The support and challenge provided through our inclusion offer is effective in enabling families to access mainstream services. The St Quintin Centre is purpose-built and was developed in response to feedback from local families, offering groups and support for disabled children, young people and their families; it delivers **a high quality and highly regarded short breaks offer**.

The **Behaviour and Family Support Team (BFST)** is a specialist service for children with autism and/or moderate to severe learning disabilities, who have emotional, behavioural or mental health problems. It has been well received by parents and carers in supporting them to better understand and manage behavioural challenges.

Place planning has led to funding of capital initiatives to meet local need. A new special free school will open in 2021 at the Barlby site in north Kensington. Queensmill school, which is judged to be outstanding by Ofsted, will be the lead sponsor for the special school working with the borough as co-sponsor. The borough is funding the building of the new special school and the rebuilding of Barlby primary, which has its own autism resource base (The Orchard). Families have been involved in the planning and development of these significant new resources. The SEND capital fund has been spent on improving accessibility for children with SEND at Bevington and Park Walk primary schools to date with more investment planned for 2019 -21.

Children in care are **very well supported by the Virtual School**; the vast majority of Personal Education Plans for children with SEND are at least good, with several showing outstanding features.

Improving outcomes

Children with SEND achieve well. In 2018, 40% of children at SEN Support achieved the expected standard in reading, writing and mathematics at the end of key stage 2 (England average, 24%). 10% of children with an Education, Health and Care Plan (EHCP) achieved the same (England average, 9%). In 2018, at the end of key stage 4, 42% of children at SEN Support achieved grades 4-9 in English and mathematics; in 2018, the England average was 31%. 23% of pupils with an EHCP achieved the same, compared to a 2018 England average of 11%. Schools report that the EP liaison visits (3 visits per year), funded by the High Needs Block and agreed at the Schools Forum, are highly valued and contribute to making a difference for children with SEN.

The local area performs favourably regarding the proportion of working-age adults with a learning disability known to social care **in paid employment**, with 10.6% in employment compared to 6% nationally. We aspire to improve upon this figure and have recruited to a dedicated post that is developing a range of initiatives to improve the pathways to employment for young people with SEND, including a local Supported Internship offer. We introduced a Supported Internship programme, with local partners in September 2018, with the council as an employer. Twelve young people started the programme in September 2018, all employed by RBKC working with West London College, Action on Disability and other local employers including Nandos. One young person has



Key areas that work well

already been offered paid employment with Nandos. Twelve young people have been recruited for the second year of the programme starting in September 2019.

Our **EHCP quality assurance framework is driving up the quality of plans**. The oversight and drive provided by senior leaders has led to significant improvements in case management and data quality and a regular audit process is now in place. The CFA Executive Board receives reports on the quality of plans and parents have coproduced new arrangements for assessment, planning and reviews.

Key areas for development

Strategic developments

Data shows that a focus on co-production, partnership working and targeted marketing has increased the awareness and usage of our Local Offer website, with the number of site users increasing by 288% from March 2018 to March 2019. However, we will continue to **develop and improve our Local Offer website**, focusing, for instance, on making it more accessible to young people with SEND, building on their feedback.

Our **Personal Budget** offer needs improvement and development work is underway. For example, our policy has been refreshed and we are implementing a Resource Allocation System; this work is co-designed with parents. We will offer personal transport budgets as part of our drive to develop alternative travel options and increase independence.

While our SEND Strategy and Joint Commissioning Plan well reflect the views of parents, we recognise that **we need a more consistent approach to co-production with children and young people**, building on particular strengths in CAMHS and wider examples of co-design.

The **Youth Offending Service** will achieve the SEND Quality Mark.

Identification of SEND

We will reduce the waiting times for a diagnosis of autistic spectrum disorder (ASD), reduce the age of diagnosis and address the under-diagnosis of girls with ASD. An all-age, multi-disciplinary Autism Strategy is in development and focused work is underway to improve pathways and reduce waiting times. Between December 2018 and February 2019, waiting times for diagnosis reduced from 54 weeks to 43 weeks for under-5s, and from 131 weeks to 76 weeks for school-age children.

An improved pre-birth to 5 local offer will strengthen positive outcomes for young children with SEND. Using a data-driven approach, we will work with partners across the local area to improve the identification of SEND for these children, associated pathways, planning and interventions. We will support this with target funding and support for 0-5s in the PVI nursery sector. Take up of Disability Access Funding and SEN inclusion funding is low and work is underway with parents in early years settings to increase awareness and support for the application process. Through our involvement in the Early Intervention Foundation's Early Years Transformation Academy we will work closely with partners across the pre-birth to 5 pathway to improve multi-disciplinary pathways and onward referrals, strengthen early identification (including take up of the 2-2.5 year old checks), improve our targeted offer of support and school readiness..

Assessment and meeting needs

Commissioners have worked together with our main provider of therapies, Central London Community Healthcare (CLCH) NHS Trust, to address areas of variable performance around waiting times for speech and language therapy (SALT) and occupational therapy (OT). Whilst performance for SALT has improved significantly, waits for OT remain too long, especially in West London CCG. There has also been historic mis-reporting of waiting times by the



provider, which has now been rectified. We continue to work closely with CLCH to improve performance and ensure clinical risk to children is minimised/mitigated.

We recognise that whilst our targeted offer of support for school age children without an EHCP has been strengthened more needs to be done to ensure all children get the right support. We will continue to work with schools in close partnership with CLCH to develop and embed a **whole system model to speech, language and communication**.

Parents tell us that the **social care and short breaks services** need to listen and understand the feedback about contact and communications. We have started to do that listening and to think about how we can improve their experience.

Primary attendance levels for pupils with SEND continue to be slightly below national and London averages; the early help service, working with the school standards team, is using a data-led approach to target support at schools with the lowest attendance and take a 'whole family' approach to improving school attendance. Through the Vulnerable Children's Collaborative, we will improve the attendance of children with multi-sensory impairment and physical disabilities in particular. We will review our offer for children who are unable to attend school due to ill-health. Out-borough schools are now required to submit attendance data with their termly invoices for resident pupils on their roll.

In **2017/18, the fixed term and permanent exclusion rates** (incidents of exclusion as a percent of pupils on roll) for secondary pupils with SEN continued to be higher than national averages. Five of RBKC's six secondary schools are collaborating with the early help team on targeted projects to improve inclusion and the Vulnerable Children's Collaborative is directing targeted work with Latimer AP Academy and the Golborne Centre (run by Tri-borough Alternative Provision) to support pupils with long term absence concerns or at risk of exclusion and those not in receipt of full-time education.

We will improve the **participation of children and young people** with SEND in developing our local offer. A new SEND participation officer post is currently being recruited to, working with 'Full of Life'.

We will **continue to improve the range and quality of mental health and emotional well-being support** available and develop clearer and better communicated pathways. The successful West London CCG and MIND Trailblazer bid will provide proactive and preventive support to young people with low and moderate mental health needs in schools from spring 2019 onwards with a dedicated workforce in the majority of primary and secondary schools in the borough. We will **strengthen the whole-school approach to communication and language needs, and emotional health and wellbeing**, at the targeted level and embed a graduated offer. This includes development of a whole-school approach.

The Designated Nurse for Looked After Children (LAC) is working with the Local Authority, Imperial College Healthcare NHS Trust and Chelsea & Westminster NHS Foundation Trust to **increase the proportion of initial health assessments (IHAs) for LAC** completed within 20 days.

Improving outcomes

Outcomes based commissioning will be strengthened; improved reporting will enable us to better understand service impact and areas for service improvement. This includes contract monitoring using new outcome measures.



We will **reduce the participation gap** between young people aged 16-18 with SEND and their peers, and continue to reduce the rate of young people with SEND who are Not in Education, Employment or Training (NEET) (or 'not known'). Our latest figures show that 2.4% of 16-17 year olds are NEET in RBKC, compared with 1.8% in London and 2.6% nationally. A new multi-agency NEET Panel is now in place, chaired by a Director within children's services, and attended by local colleges and training providers.

Through the process of annual review, we will **further improve the quality of EHCPs**. Our quality assurance framework, findings from the national Personal Outcomes Evaluation Tool (POET) (when received), a new case management system set to be introduced in September 2019, and new outcomes measures will all help to drive up standards.

We will **continue the current pace of work to develop arrangements to support young people aged 16-25 with SEND**. Priorities include ensuring that:

- our new Standard Operating Procedures for Transition to Adult Services are fully understood by frontline staff and implemented, and that young people experience improved transitions from children's to adult health services;
- contracts include a requirement to implement a clear transition protocol and that transition activity and performance form KPIs;
- an increased proportion of young people with learning disabilities receive an annual health check.

Appendix 1: SEND governance arrangements

SEND Local Area Governance (Bi-Borough)

