

NOTICE OF MEETING

CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

Tuesday, 15th March, 2022, 6.30 pm - Woodside Room - George Meehan House, 294 High Road, N22 8JZ (watch the live meeting [here](#), watch the recording [here](#))

Members: Councillors Makbule Gunes (Chair), James Chiriyankandath, Josh Dixon, Emine Ibrahim, Sarah James, Tammy Palmer and Daniel Stone

Co-optees/Non Voting Members: Yvonne Denny (Church representative), Lourdes Keever (Church representative), Anita Jakhu (Parent Governor representative) and KanuPriya Jhunhunwala (Parent Governor representative)

Quorum: 3

1. FILMING AT MEETINGS

Please note that this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on.

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The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

2. APOLOGIES FOR ABSENCE

3. ITEMS OF URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

4. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

6. MINUTES (PAGES 1 - 8)

To approve the minutes of the meeting of 4 January 2022.

7. CABINET MEMBER QUESTIONS - EARLY YEARS, CHILDREN AND FAMILIES

An opportunity to question Councillor Zena Brabazon, the Cabinet Member for Early Years, Children and Families, on developments within her portfolio.

8. MENTAL HEALTH AND WELL-BEING OF CHILDREN AND YOUNG PEOPLE

To report on the mental health and well-being of children and young people in Haringey and, in particular, the impact of the pandemic and action taken to mitigate this.

9. HARINGEY SEND STRATEGY 2022-2025 AND AREA SEND INSPECTION (PAGES 9 - 92)

To report on the outcome of the consultation on the Special, Education Needs and Disabilities (SEND) Strategy for Haringey for 2022 to 2025 and the written statement of action in response to the findings and recommendations from the local area inspection of SEND services.

10. WORK PROGRAMME UPDATE (PAGES 93 - 100)

To note the work that the Panel has undertaken in 2021-22 and identify potential items for the first meeting of 2022/23.

11. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 3 above.

12. DATES OF FUTURE MEETINGS

Rob Mack, Principal Scrutiny Officer
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Fiona Alderman
Head of Legal & Governance (Monitoring Officer)
George Meehan House, 294 High Road, Wood Green, N22 8JZ

Monday, 07 March 2022

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MINUTES OF MEETING CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON TUESDAY, 4TH JANUARY 2022

PRESENT:

Councillors: Makbule Gunes (Chair), Josh Dixon, Emine Ibrahim, and Tammy Palmer

Co-opted Members: Lourdes Kever (Church representative), Anita Jakhu and KanuPriya Jhunjunwala (Parent Governor representatives)

36. FILMING AT MEETINGS

The Chair referred Members present to agenda item 1 in respect of filming at this meeting. Members noted the information contained therein.

37. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Chiriyankandath and James and Ms Denny.

38. ITEMS OF URGENT BUSINESS

None.

39. DECLARATIONS OF INTEREST

None.

40. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

41. MINUTES

AGREED:

That the minutes of the meeting of 18 November 2021 be noted.

42. HARINGEY SAFEGUARDING CHILDREN'S PARTNERSHIP - ANNUAL REPORT

David Archibald, the Independent Chair, reported on the progress made by Haringey Safeguarding Children's Partnership since its inception. The new arrangements had been implemented from September 2019. There were now three agencies that were equally accountable for safeguarding children. These were the Council, the Police and the Clinical Commissioning Group (CCG). This was a significant change and a lot of

preparatory work had been necessary, including publication of what the new arrangements were. There was a requirement for them to include independent scrutiny.

The partnership was required to produce an annual report. This was being prepared and would be available in due course. It would cover the eighteen month period between the implementation of the new arrangements and March 2021. The partnership had been developing well but the Covid pandemic had had a severe impact. The partnership had responded strongly to it and increased the frequency of its meetings to ensure that safeguarding was maintained and temporary arrangements put in place by agencies were shared with partners.

The partnership aimed to promote excellent joint working between partners and inspire public confidence. There was joint and equal accountability between statutory partners. The Council provided 80% of the budget. In addition to the amounts in the budget, contributions in kind were also received from agencies. There had been 10,700 contacts in the previous year. The highest number of these had come from the Police. There had been 2,877 referrals, compared to 3,612 in the year before. Performance data was monitored to identify patterns and regular audits undertaken to promote challenge and learning. National guidelines were followed in respect of serious incidents. There were currently two Serious Case Reviews in progress. Reviews such as these were now to be replaced by Practice Reviews. When the Covid-19 pandemic had started, business continuity plans had been developed to ensure that children remained safeguarded. Major efforts were made to ensure that children were still seen. 33 multi-agency training events had been held during the year and the feedback from these had been positive.

There were three specific themes within the priorities for the forthcoming year. These were:

- Children living with mental health issues;
- Prevention and early intervention; and
- Older children in need of help and protection and contextual safeguarding, including exploitation.

The partnership would also be looking at the following with other strategic partnership boards:

- Transitional Safeguarding with the Safeguarding Adults Board;
- Neglect with the Early Help and Health & Wellbeing Boards; and
- Stop and Search with the Community Safety Partnership.

In answer to a question regarding whether the new arrangements were sufficiently robust yet to safeguard children effectively, Mr Archibald stated that the three strategic partners were now working more closely together than in the past. There was always room for improvement though. It was widely accepted that the best systems protected children by reducing levels of harm done but it was not possible to reduce this to zero. The partnership was learning from audits and feedback. The Covid-19 pandemic had proven to be a particularly challenging time as many children were not being seen in school due to lockdowns and some families were resistant to children being seen elsewhere.

In answer to another question, he stated that it had been suggested that schools should also be strategic partners. However, others had stated that it would be impossible to engage with them all. Sir Alan Wood had undertaken a review on this issue a year ago and had found that whilst schools had a crucial role to play, it was not possible for them all to be partners. Further consideration was nevertheless taking place on how best to involve schools.

Ann Graham, the Director of Children's Services, commented that this had been an issue that partners had grappled with for a long time. There were nevertheless strong structures within the Council for engaging with schools. These had been weekly at one stage but were now fortnightly. In addition, there were Headteacher representatives on the Safeguarding Board. It was accepted that more could be done to engage with school governing bodies and this was something that the Partnership would continue to look at. It was noted that school governing body chairs were now beginning to work more closely together.

In answer to a question regarding training for people working in the voluntary sector, Beverley Hendricks (Assistant Director for Safeguarding and Social Care) reported that the partnership provided a range of courses that were open to all. A number of these were targeted at the voluntary sector and the Council did not charge for these. She was happy to share further details of these.

The Panel thanked Mr Archibald for attending and his contribution.

43. SCRUTINY OF THE 2022/23 DRAFT BUDGET/5 YEAR MEDIUM TERM FINANCIAL STRATEGY (2022/23-2026/27)

Josephine Lyseight, Head of Finance (People), reported that the budget proposals for 2022/23 included growth spending of £11.8 million across the Council. There were also existing savings plans of £12 million, including £4.72 that concerned children and young people. Short term use of reserves had made the growth proposals possible. They assumed a Council Tax increase of 1.99% plus a 1% Adult Social Care precept. The funding for children and young people included social care grant funding.

The Quarter Two financial position showed a Council wide overspend of £23 million, £12.87 million of which was Covid related. The respective figures for Children and Young People (C&YP) were an overspend of £7 million, £3 million of which was from Covid. The Dedicated Schools Grant showed an overspend of £6.3 million. This key driver for this was the increased number of children with Education, Health and Care (EHC) plans. The proposals provided growth funding for C&YP of £4.172 million in 2022/23 and £5.376 million during the MTFS period. There were also savings of £1.679 million in 2022/23 and £2.039 million for the period as a whole. The capital budget included £92.9 for C&YP services during the MTFS period, which was funded by government grant and borrowing. There was one new scheme included within this, which was for a new in-borough residential care home, which would provide high quality provision at a lower cost. The projected year end deficit of the DSG was £23.9 million. The total within the DSG for the forthcoming year was £288.34 million.

Panel Members commented that the language that was used in the report to describe the reasons for the overspend in the High Needs Block of the DSG could be open to

the misinterpretation that children with EHC plans were being blamed. An overspend was inevitable as SEN was inadequately funded by central government. It was demand led and the Council had a responsibility to deliver services.

Councillor Zena Brabazon, the Cabinet Member for Early Years, Children and Families, stated that the cause of the overspend was that there was insufficient funding from the government and there was no intention to blame families. The responsibility for providing support had been extended until the age of 25 for some young people but no additional funding had been provided. Families had a legal right to support and it was a demand led service. It was welcome that families had rights and the Council wished to avoid cases being referred to a tribunal. The government had pledged to review special needs funding but this had yet to happen. The issue was not unique to Haringey as every other local authority was in a similar position. Ann Graham, the Director of Children's Services, stated that she would see if alternative language could be used in future regarding this. She reported that there was also an overspend in the budget for looked after children but there was no blame attached to them either. Although the service was given a specific budget, this did not mean that it could neglect to provide a service for such children once it was exceeded. Legal requirements would be fulfilled. The Council was now taking action to support the budget.

Panel Members noted that there was a commitment by the Council to consult. However, the documentation was not easy to understand and needed to be made more accessible to members of the community. Other local authorities had addressed this issue and an option that could be explored was the provision of easy to read version.

The Panel also requested more information on the budget engagement process. It was agreed that a briefing would be provided on the outcome of this, including which stakeholders were involved and their responses to the budget proposals.

AGREED:

1. That the language used in describing the reasons for the overspend in the High Needs Block in future documentation be modified in order to avoid the possibility of it being misinterpreted as apportioning blame on SEND families;
2. That work be undertaken to improve the accessibility of the MTFS documentation to promote more effective engagement with the local community; and
3. That a briefing be provided to the Panel on the outcome of the engagement undertaken as part of the MTFS process, including which stakeholders were involved and their responses to the proposals.

44. CHILDREN'S SOCIAL CARE: ANNUAL REPORT 2020

Beverly Hendricks, Assistant Director for Safeguarding and Social Care, stated that the report covered improvements that had taken place as well as areas where further development was required. There had been considerable work undertaken to stabilise the workforce as this had been a cause for concern, with an excessively high percentage of agency staff within the service. This had now been brought down to 23%. A number of initiatives had been undertaken to achieve this, including the relaunch of

the recruitment and retention strategy. Specific work had also been undertaken to support the emotional resilience of staff. There was strong collaboration between the Multi Agency Safeguarding Hub (MASH) and Early Help and this had been commented on by Ofsted. All 12 partners worked well together and not merely the three statutory ones. The National Panel had commented that the decision making of the MASH was timely, appropriate and strong following its recent visit. It had also been identified as a significant strength by Ofsted during its visit in 2019. There had also been continued good performance on assessments, with consistent timelines. Audits on quality had taken place and the learning from these had been incorporated into training. The stability of placements had been maintained. Children were in stable foster care placements and assessments for adoption were undertaken in a timely manner. In addition, the range of placements that were offered was being widened.

There had been an adverse court judgement in respect of the disabled children's team last year. In response to this, three independent experts had been commissioned to undertake a thorough review. Their report to Haringey Safeguarding Children's Partnership had stated that there were no systemic practice issues. Data also showed that there continued to be a proportionate response to concerns. Caseloads were complex but manageable. The service had developed strong links with special schools. In addition, it sought the views of parents and this included an annual survey of them.

The Panel commended the service for the progress made in improving the stability of the workforce and training. This was especially commendable in view of the difficulties that there were in recruiting staff at the current time.

45. HMIP THEMATIC INSPECTION ON "THE EXPERIENCES OF BLACK AND MIXED HERITAGE BOYS IN THE YOUTH JUSTICE SYSTEM"

Jackie Difolco, Assistant Director: Early Help, Prevention and SEND, reported on the outcome of the HMIP Thematic Inspection of "The experiences of black and mixed heritage boys in the youth justice system". Haringey was one of nine local authorities looked at and one of three in London.

The report highlighted a number of issues, including:

- Multiple adverse childhood experiences;
- High levels of need, such as special educational needs (SEN) and mental health difficulties;
- High rates of school exclusion, poor attainment and evidence of SEN not being fully addressed;
- Exploitation - almost a third had been victims of child criminal exploitation;
- Evidence of racial discrimination;
- A third of the boys had been subject to Child in Need or Child Protection plans;
- In over a quarter of cases, the child had a disability; and
- Economic deprivation.

There were 18 recommendations, including four that were aimed at local authorities. There had been positive feedback regarding Haringey. This included:

- Support for cultural change;
- Utilising a "child first" approach;

- Work to address disproportionality;
- Interventions to improve the experience and outcomes for the black and mixed heritage boys; and
- High levels of motivation amongst staff.

Haringey had also been identified as an example of good practice in a case study. There were four areas that were flagged up as requiring improvement though and work was taking place to address these.

- An in-depth partnership plan was being developed which would expect partners to use their own data to help inform work and better understand how individual improvements could be made to address disproportionality;
- A new quality assurance tool had been developed;
- A “temperature check” had been conducted with staff to explore how many were in touch with and or actively seeking out fathers;
- Where young people had been stopped and searched by the Police, this was being added to their assessment as a “significant life event”; and
- More mental health and speech and language support was being provided.

The Panel commended the service for the good work that had been highlighted in the report. Members commented that reports were not always shared with parents. Stop and Search had also been a big issue in the past but the situation may have deteriorated so needed to be addressed. It was also felt important that data was not only kept but acted upon. The importance of diversionary projects was also highlighted.

Ms DiFolco reported that reports were routinely shared with parents in Haringey. There were a number of strands of work aimed at addressing stop and search through the Youth Justice Service. These included young people being used to train Police officers. The service was also looking at how data was used to inform strategic issues. In respect of diversionary projects, these were not restricted to just those already in the system but were being extended to those with out-of-court settlements and to siblings.

Ms Hendricks reported that work was being undertaken with the Police regarding the Stop and Search and this involved looking at it from a safeguarding perspective. The service wished to use data to influence change within the system. It was agreed that she would report back in due course and when the work had been further developed.

In respect of the collection of ethnic monitoring data, Ms DiFolco reported that this was collected and was based on how people identified themselves. It was therefore possible to break data down into different demographics. In answer to a question, she stated that the Youth Justice Service’s workforce was representative of the young people that it dealt with as were the panels that considered individual cases. The issue of whether the workforce of the partnership as a whole was representative was something that could be looked at. Over half of the young people that came into contact with the service were young black men and a smaller proportion were mixed race. Inspectors had highlighted the bespoke interventions in Haringey that were targeted at young black men.

The Panel requested that a report be made to the Panel in due course regarding the outcome of the work that was being undertaken by the C&YP Service and the Police on Stop and Search. In addition, they requested a report to a future meeting regarding the

interventions undertaken by the Youth Offending Service with young people and their effectiveness.

AGREED:

1. That a report be made to the Panel in due course regarding the outcome of the work that was being undertaken by the C&YP Service and the Police on Stop and Search; and
2. That a report be submitted to a future meeting regarding the interventions undertaken by the Youth Offending Service with young people and the effectiveness of these.

46. WORK PROGRAMME UPDATE

AGREED:

That the work plan and the proposed items for the next meeting be noted.

CHAIR: Councillor Makbule Gunes

Signed by Chair

Date

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Report for: Children and Young People's Scrutiny Panel

Date: 15 March 2022

Title: Haringey SEND Strategy 2022-2025 AND Area SEND Inspection

Report authorised by: Ann Graham, Director of Children's Services

Lead Officer: Jackie Difolco, Assistant Director - SEND, Early Help & Prevention, Jackie.difolco@haringey.gov.uk tel: 020 8489 1114

Ward(s) affected: All

Report for Key/Non Key Decision: Not applicable

1. Describe the issue under consideration

- 1.1 This paper reports on the outcome of the consultation which has informed the Special, Education Needs and Disabilities (SEND) Strategy for Haringey for the next three years from 2022 to 2025 and the written statement of action in response to the findings and recommendations from the local area inspection of SEND services.

2. Recommendations

- 2.1 That members of Children and Young People's Scrutiny Panel note the contents of this report and direct any comments and/or observations to the Assistant Director for Early Help, Prevention and SEND.

3. Report

- 3.1 Haringey's previous SEND strategy (2018-2019) addressed the immediate transformation of SEND services following the legislative changes, this strategy seeks to consolidate these changes and embed best practice.
- 3.2 Prior to consultation of the draft strategy, the Head of Service for SEND undertook a series of informal meetings and conversations with parents, facilitated by the Markfield Project. This series of six meetings informed the five identified priorities and the actions required to address these. There were also subsequent conversations with a range of stakeholders from the education, health and care sector including school leaders, governors, and early years settings.
- 3.3 The Five Priorities contained within the Strategy are as follows:
- **Priority 1:** We will support children at the earliest opportunity to access the intervention they need to achieve and thrive.
 - **Priority 2:** Wherever possible we will meet the provision needs of Haringey's children and young people locally.
 - **Priority 3:** We will have a varied local offer for children, young people, and families so that they can choose services that meet their needs.

- **Priority 4:** We will work together with children, young people and families using co-production.
 - **Priority 5:** We will work together to prepare children and young people for their adult lives.
- 3.4 Following approval of the priorities from the SEND Executive Board, the draft strategy was then published on the SEND Local Offer webpages for a period of seven weeks public consultation from the 20 September to 7 November, during which time stakeholders were invited to feedback and inform the strategy via an online questionnaire.
- 3.5 Haringey SEND Strategy 2022-2025 has also been informed by the report into SEND co-production undertaken by an external provider 'Amaze', our extensive self-evaluation of the impact of SEND provision, the local area SEND Inspection findings from Ofsted and CQC and a review of historic complaints and ombudsman findings.
- 3.6 Consultation feedback on the strategy highlighted key responses as outlined below: Refer to Appendix One: Haringey SEND Strategy Consultation Feedback Summary
- a) there were 96 respondents representing a mixture of parents, practitioners, organisations and one young person.
 - b) respondents agreed with the priorities and identified Priority One (we will support children at the earliest opportunity to access the intervention they need to achieve and thrive) as the most important.
 - c) much of the feedback contained concerns that whilst these were the right priorities, there was a lack of confidence expressed in the ability of the council to realise these ambitions and amendments to the strategy were suggested including emphasising the importance of communication with families and schools and the importance of having a realistic budget to support intentions.
- 3.7 In July 2021, Haringey had its first local area SEND inspection which highlighted areas for development in SEND services including the need to improve the quality and timeliness of Education, Health and care plans; the co-production of individual and strategic SEND plans with children, young people and their families and the need to improve pathways and preparation for adulthood.
- 3.8 The SEND Ofsted/ CQC local area Inspection reported its findings on 1st October 2021. Refer to Appendix Two: Ofsted CQC SEND Inspection Report Findings from the inspection found that there were significant areas of weakness that we must address through a written statement of action (WSOA) in the three areas as follows:
- a) the quality and timeliness of Education, Health and Care Plans and Annual reviews.
 - b) the length of waiting times for Autism diagnosis and support whilst waiting for diagnosis.
 - c) the co-production and communication with children, young people with SEND and their parents and carers.

- 3.9 To inform the WSOA, six workshops were coproduced and led by parents, carers and officers from the Local Authority and Clinical Commissioning Group for stakeholders, parents, carers, and our partners. These workshops explored the inspection findings and determined action required to address the areas of weakness identified which are reflected within our WSOA. Refer to Appendix Three: Haringey Written Statement of Action.
- 3.10 Following public consultation for the SEND strategy, the strategy was amended to incorporate further views, including increased measures around impact, accountability and incorporating the actions necessary to address the Ofsted / CQC Inspection findings from the area inspection of SEND services. Refer to Appendix Four: Haringey SEND Strategy 2022-2025
- 3.11 The priorities within the Haringey SEND strategy 2022-2025 are necessary to address both the areas of weakness identified by the Ofsted inspection, but also to grow and develop existing services to deliver outstanding outcomes for children and young people with SEND. Whilst the overarching strategy covers a wider remit than the WSOA, the two are interlinked with one action plan to support the implementation of the strategy.
- 3.11.1 Both the SEND Strategy and WSOA have been endorsed and approved by the SEND Executive Board which holds accountability for the implementation of these. Formal mechanisms are in place to ensure robust scrutiny, oversight and challenge of the delivery of the SEND Strategy and WSOA through the SEND Executive Board.
- 3.12 On the 1 February, we received formal approval to implement the WSOA from Ofsted. Feedback on the plan commended the co-production work with parents, carers and our partners to inform the plan and our ambitious targets to ensure good improvement at pace.

4. Alternative options considered

Not applicable.

5. Background information

- 5.1 The Children and Families Act 2014 and ensuing Code of Practice (2015) created significant changes in the statutory duties of the Local authority in relation to the delivery of services for children, young people and families with SEND needs.
- 5.2 The most significant changes were the transformation of 'Statements of Special Education Needs' into multi-agency Education, Health and Care plans; the extension of statutory services for children and young people from 0-25 years and the statutory duty of the Local Authority to co-produce its local offer of services for children and young people with SEND with parents, carers, children and young people.
- 5.3 The responsibility for delivering SEND services in Haringey is shared between the Local Authority and NCL ICS (formally NCL CCG). These two organisations share joint leadership of SEND services, which they manage via the Joint

SEND Executive Board. The priorities within the strategy will be driven by the SEND Executive Board with progress against the strategic plans reported regularly to stakeholders and published annually on the Local Offer website.

6. Contribution to strategic outcomes

6.1 The objectives of the SEND Strategy are aligned with the priorities within Haringey's Early Help Strategy and the 'Borough Plan – Priority 2 (People)' specifically:

- Best start in life: the first few years of every child's life will give them the long-term foundations to thrive
- Happy childhood: all children across the borough will be happy and healthy as they grow up, feeling safe and secure in their family, networks and communities
- Every young person, whatever their background, has a pathway to success for the future
- All adults are able to live healthy and fulfilling lives, with dignity, staying active and connected in their communities
- Strong communities where people look out for and care for one another

7. Statutory Officers comments (Director of Finance (procurement), Head of Legal and Governance, Equalities)

Finance

The strategy does not present any financial consequences. Projects and programmes resulting from implementing the strategy will be assessed and reviewed for financial implications when due.

Procurement

Strategic Procurement notes the contents of this report. Whilst there are no immediate procurement related considerations, Strategic Procurement will work with colleagues to secure any external services required to support the SEND strategy.

Legal & Governance

The Local Authority is required under the Children & Families Act 2014, and the associated SEND Code of Practice, to ensure that services for children and young people aged 0-25 with special educational needs and/or disabilities are appropriate and regulated effectively.

The SEND Strategy that the Cabinet is being asked to approve addresses the requirements to support and involve children and young people, promote the integration of provision, to cooperate with partners and to keep education and care provision in the Local Authority's area under review.

It also takes into account the findings of the SEND Area Ofsted Inspection findings and ensures that the Local Authority works with partners and schools to

ensure all children and young people with SEND are provided for in nursery, primary and secondary schools, further education and training environments.

Equality

The council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advance equality of opportunity between people who share protected characteristics and people who do not.
- Foster good relations between people who share those characteristics and people who do not.

The three parts of the duty applies to the following protected characteristics: age, disability, gender reassignment, pregnancy/maternity, race, religion/faith, sex, and sexual orientation. Marriage and civil partnership status applies to the first part of the duty.

The provision of services for children and young people with SEND and their parents and carers ensures that the Council is meeting its statutory duties in relation to increasing the participation and equality of young people with special education needs and disabilities, via their access to education, health and care services.

The duty to co-produce services with children and young people with SEND and their families is recognised and specifically addressed within the SEND Strategy. The SEND strategy recognises that SEND affects children and young people differently according to age, gender, and socio-economic background and as such the strategy intends to ensure that the specific inequalities which affect these groups and that these actions are accountable within the accompanying written statement of action plan.

The proposed strategy therefore represents a measure to address the inequalities experienced by children and young people with SEND and their families; advance equality of opportunity for children and young people with SEND and their families and specifically to work closely via co-production to ensure that the necessary service improvements fulfil the needs of this cohort particularly those with protected characteristics.

8. Use of Appendices

Appendix One: Haringey SEND Strategy Consultation Feedback Summary
Appendix Two: Ofsted CQC SEND Inspection Report
Appendix Three: Haringey Written Statement of Action
Appendix Four: Haringey SEND Strategy 2022-2025

9. Local Government (Access to Information) Act 1985

Not applicable

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SEND Strategy

Summary of responses to consultation

December 2021

Haringey Council



SEND

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1. Executive Summary

- 1.1 This report brings together Haringey Council's consultation findings on the proposed changes to the SEND Strategy 2021 together with recommendations.
- 1.2 We published our draft Haringey SEND Strategy for public consultation to further develop the SEND offer in Haringey over the next 3 years. The consultation ran from 20 September 2021 until 7 November 2021.
- 1.3 The consultation was far reaching with views sought from parents, carers, young people and other agencies and stakeholders all of whom offered important views and feedback. Thank you to everyone that took part in the consultation, your feedback has been incorporated into the final strategy and action plan.

2. Methodology

- 2.1 The target cohort for the consultation were parents, carers and young people with special education needs and/or disability and professionals supporting children, young people and their families, particularly those from the education, health and care sector.

Distribution and Communications

- 2.2 A series of communication and publicity activities also took place including:
 - Promotion of the consultation within the SEND newsletter
 - Promotion of the consultation within Haringey Council's website and Local Offer pages
 - Promotion of the consultation with our partners to ensure wider circulation and reach for families eg) through school and voluntary sector networks
 - Single message posts on Haringey's Council social media accounts
 - Forum style discussions with a range of partners through governance boards

3. Questionnaire: online survey questions

3.1 A set of questions were asked with space for comments after each one as follows:

- To help us get a good idea of who is completing this questionnaire, please indicate in what capacity you are responding.
- Do you agree with our Priorities?
- Which of these would be the most important priority for you or the child or young person you care for?
- Is there anything you feel we have missed, or could improve on?
- Do you think we should adopt the SEND Strategy?

3.2 We received responses from **96** individuals.

4. Our Priorities

Priority 1: We will support children at the earliest opportunity to access the intervention they need to achieve and thrive.

Priority 2: Wherever possible we will meet the needs of Haringey's children in Haringey.

Priority 3: We will deliver a local offer to children and families that allows them choice and access to services that meet their needs.

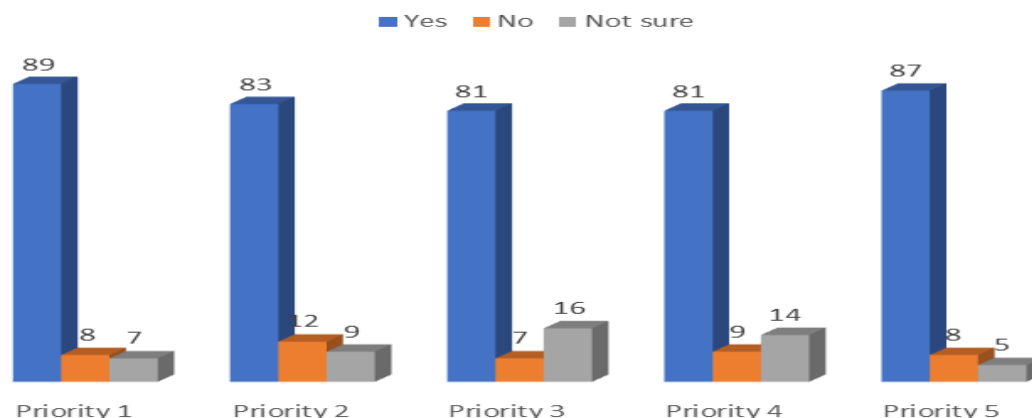
Priority 4: We will actively seek opportunities to work with our children, young people and families in a model of co-production.

Priority 5: We will prepare our children for their adult lives and support their transition.

5. Summary of responses

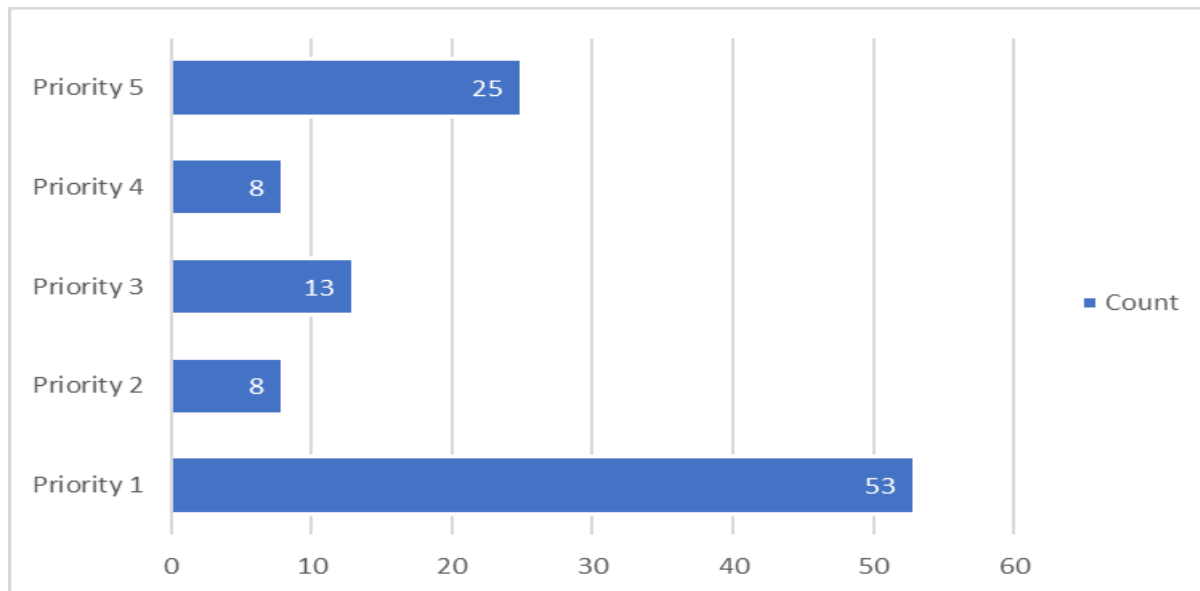
5.1 The key questions and findings are as follows:

Do you agree with our priorities?



Do you agree with our priorities?		
Priority 1	Yes	89
	No	8
	Not sure	7
Priority 2	Yes	83
	No	12
	Not sure	9
Priority 3	Yes	81
	No	7
	Not sure	16
Priority 4	Yes	81
	No	9
	Not sure	14
Priority 5	Yes	87
	No	8
	Not sure	5

Which of these would be the most important priority for you or the child or young person you care for?

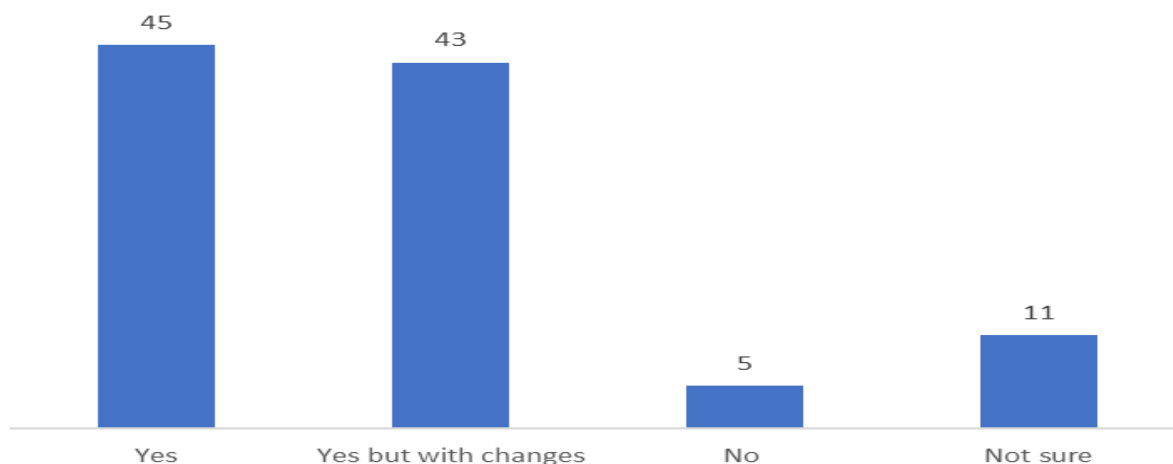


Which of these would be the most important priority for you or the child or young person you care for?

Priority 1	53
Priority 2	8
Priority 3	13

Priority 4	8
Priority 5	25

Do you think we should adopt the SEND Strategy?



Do you think we should adopt the SEND Strategy?	
Yes	45
Yes, but with changes	43
No	5
Not sure	11

5.2 There were 96 respondents representing a mixture of parents, practitioners, organisations and one young person.

5.3 Respondents agreed with the priorities and identified Priority 1 as the most important for them or the young person they were working with. Much of the feedback contained concerns that whilst these were the right priorities there was a lack of confidence expressed in the ability of the council to realise these ambitions and amendments to the strategy were suggested including emphasising the importance of communication with families and school and the importance of having a realistic budget to support intentions.

5.4 Following this consultation period, the draft strategy was amended to incorporate further views, including increased measures around impact and accountability and to incorporate the actions necessary to address the Ofsted and CQC Inspection findings from the area inspection of SEND services in July 2021.

5.5 The strategy and accompanying plan have been amended to ensure that the strategy achieves both systemic change and addresses the areas for immediate remedial actioned as identified by the inspection findings.

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01 October 2021

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London
N22 8HQ

Rachel Lissauer, Director of Integration, Clinical Commissioning Group (CCG)
Mary Jarrett, Head of SEND, Local Area Nominated Officer

Dear Ms Graham and Ms Lissauer

Joint area SEND inspection in Haringey

Between 5 July 2021 and 9 July 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Haringey to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.

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

Inspectors spoke with children and young people with SEND, parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the special educational needs reforms. Inspectors looked at a range of information about the performance of the area, including the area's self-evaluation. Inspectors met with leaders from the area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action is required because of significant areas of weakness in the local area's practice. HMCI has also determined that the local authority and the area's CCG are jointly responsible for submitting the written statement to Ofsted.

In reaching their judgements, inspectors took account of the impact of the COVID-19 (coronavirus) pandemic on SEND arrangements in the area. Inspectors considered a range of information about the impact of the pandemic and explored how the area's plans and actions had been adapted as a result.

This letter outlines our findings from the inspection, including some areas of strengths and areas for further improvement.

Main Findings

- Leaders have made insufficient progress in implementing the 2014 reforms. Recent leadership changes have ensured an increased sense of urgency in completing much needed improvements. Parents and providers have increasing confidence in leaders to work more closely with them, including newly appointed leaders. Leaders are aware of the deficiencies in SEND provision for children and young people in Haringey.
- Area leaders have produced a clear, fair and detailed self-evaluation which sets out the area's priorities in identifying, assessing and meeting the needs of children and young people with SEND. Accurate analysis carried out by leaders has highlighted areas of strength, but equally areas where further improvements are needed to embed the SEND agenda across the partnership.
- There is a developing culture of listening and learning, with operational staff telling leaders what they are experiencing on the ground.
- Parents told inspectors that they are concerned about the way that the SEND reforms are being delivered. There has not been a parent carer forum for some time. Leaders have worked hard to find a number of solutions in the absence of a parent carer forum and have recently awarded a contract for a new parent carer forum.
- Leaders know their community well. They understand the implications of increased demand and the challenge of meeting an increasingly broad range of needs. Leaders and front-line staff share an ambition for, and practise, integrated working.
- The quality of education, health, and care (EHC) plans is poor. Education, health and care professionals do not work together well enough to draw up these plans. Weaknesses in assessment and planning processes remain. Amendments made to EHC plans after annual reviews are often inaccurate. Inspectors identified too many errors and shortfalls in EHC plans.
- The CCG and local authority work in collaborative partnership to promote the SEND agenda and to deliver provision which meets the needs of children and young people with SEND and their families.

- Effective joint commissioning systems are in place in Haringey and are well embedded. The strong collaboration between partners is informing commissioning decisions and contributing to the redesign of services with increased capacity and sustainability.
- Strategic leaders understand the importance of co-production. However, in practice there is neither a culture nor practical systems in place for this to occur. Leaders are clear that more needs to be done to embed co-production with parents, children and young people in Haringey.
- Too many children and young people wait too long for assessments to identify autism spectrum disorder (ASD). There is little or, in most circumstances, no specific support available while waiting for assessment.

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

Strengths

- Children and young people with SEND in schools benefit from knowledgeable and skilled special educational needs coordinators (SENCOs). SENCOs attend regular training to hear about best practice. They know about the support that is available to children, young people and their families. This equips them well to identify any emerging SEND.
- There is a coordinated approach to the sharing of information in the early years, so that children's needs can be identified in a timely way. Education, health and social care staff work together well to support the early identification of children's needs. Health visitors and other partnership services deliver an effective range of early interventions and support for families.
- Young people who become known to the youth justice service benefit from a variety of health assessments. These help to identify previously unmet speech and language needs and social, emotional and mental health needs.
- Leaders are determined that children and young people with SEND should have their needs met at the earliest possible stage. To support this aim, they have increased capacity in the statutory assessment team in recognition of increased demand and lack of timeliness and quality.

Areas for development

- The coordination of education, health and social care services and support across the area is inconsistent. Although some services work together well, this is not the case for all. Some children and young people with SEND do not experience a well-planned and consistent approach to identification of their needs. As a result,

some parents and school leaders are frustrated and have resorted to paying for assessments, for example speech and language assessments, to identify children and young people's needs.

- Leaders know who their most vulnerable children and young people with SEND are. They have effective systems in place to identify these children and young people. However, the processes for assessing and meeting these identified needs are not well communicated to families.
- Over time, leaders have not ensured that EHC plans are checked thoroughly. They have not tracked progress towards the outcomes identified in EHC plans well enough. Some outcomes are not specific to the child or young person's needs. Too often, health and care outcomes are missing from plans. A structured approach to assure the quality of new plans and improve existing plans is being implemented.
- Waiting times for assessment of ASD in Haringey are too long. This has more recently been exacerbated by the pandemic, with, for example, waiting times for assessment in the five to 12-year-old age group being up to, and in some circumstances more than, two years. In addition, some children are required to be assessed by speech and language therapists (SALT) as part of their ASD assessment process. Waiting times for SALT are high and these families are waiting too long for a potential diagnosis, with little or no support provided during the waiting period.

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

Strengths

- Early years settings visited by inspectors have an ethos of inclusivity. Settings make reasonable adaptations to ensure that children, including those with the most complex needs, can access and enjoy mainstream settings. Early years practitioners ensure that children without additional needs interact with those who have SEND, which is helping to create a positive and inclusive culture.
- The Special Educational Needs and Disability Information and Advice (SENDIASS) service is well led and impartial. Leaders are aware of their function within the system. Parents who use the service value its high quality and appreciate the support provided.
- Health visitors advocate for children, families and the local community over and above the delivery of the healthy child programme. This includes work with families who find it hard to make their concerns known. For example, they assist

families with enquiries about housing issues, which helps improve environments for vulnerable babies and children.

- Parents value specialist provision in mainstream schools and special schools. They greatly appreciate the effective way these settings meet their children and young people's needs.
- Children and young people with SEND spoke positively about their schools and were able to identify professionals who help and support them. Children and young people, in non-COVID times, can attend a variety of inclusive after-school activities, such as sports clubs, swimming, music and social events. These activities help them to build their confidence and socialise.
- Leaders encourage innovation. There are some interesting examples of this, for example the five-day offer at college, including during the holidays, and the maintenance of contact with children and young people during lockdowns by some health, social care and education practitioners.

Areas for development

- The quality of EHC plans is weak. Plans do not tell the story of the whole child. The educational element is more detailed and insightful, but routinely information about health and social care needs is not included.
- Leaders have only recently started to check the quality of all EHC plans and ensure that all partners are contributing. This means that plans have not always been subject to a rigorous quality assurance process, and therefore their quality and timeliness are variable.
- The online local offer is not functioning effectively. It can be inaccessible and lacks clarity, ownership and credibility. Some health practitioners and parents spoken to were unaware of its existence. Some parents who have accessed the offer find it difficult to find and access short breaks, social activities for their children and respite provision within the area, for example. Also, for those who are older, there is limited short-break availability in the summer holidays.
- Leaders acknowledge the need to have a more joined-up approach to the planning of provision for those aged 19 to 25. Young people, including those with complex needs, are not supported well in making successful transitions into adult life. There is a limited choice of supported living opportunities, further education, and internship programmes to provide suitable options for those in this age group.
- There is more to do to embed co-production in the local area. Parents and professionals are ready to be part of the solution. An inclusive approach to young people's participation is required. Young people felt that listening did not always turn into action, and they want to participate in projects that change perceptions and attitudes towards young people with SEND and empower them.

- At the time of our inspection, some SALT provision into mainstream schools after Year 2 was focused on those children and young people with an EHC plan or those who were in the process of an EHC plan being provided. This means that children without an EHC plan might not receive the care and support that they require.
- Communication from staff to families between a referral being made for ASD assessment and the actual assessment taking place is weak, leaving some families wondering if an assessment will go ahead. Staff we spoke with agreed that communication could be improved so that families are better informed.
- Parents told inspectors that they were concerned that communication with professionals is poor, with many parents advising that they must 'tell their story' again and again. They also said that emails remain unanswered or delayed, which raises anxieties and promotes mistrust.

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

Strengths

- Academic outcomes for children and young people with SEND are good and improving because of the effective identification of needs and the well targeted support in the early years. Settings and schools ensure that the curriculum is adapted to meet the needs of children and young people.
- Most pupils attend provision which has the confidence of children, young people and their parents. Most attend schools which have been judged to be good or better by Ofsted.
- Leaders across education, social care and health are ambitious for young people with SEND. Young people told inspectors that they know what they need to do to achieve their ambitions. Some young people spoke of their desire to attain qualifications, go to college and take university courses. A large proportion of young people with SEND leave school to attend further education, enter employment or begin apprenticeships. However, the options are limited and not always matched to the needs of young people.
- Attendance is good, and exclusions have reduced over the last three years because schools are vigilant.
- Young people not in education, employment, or training are relatively few as schools and settings develop innovative approaches and pathways to find placements.
- Health practitioners recognise the vast diversity of the population of Haringey and know how to adapt the SEND service provision to meet cultural needs and beliefs.

Areas for development

- Health practitioners do not always measure the impact of their work. This includes, for example, amended EHC plans not being routinely contained within health records. This not only means that those records remain incomplete, but also that health practitioners are not aware of key information that might be useful in their interactions with those children and young people.
- Area leaders have identified that some children and young people with ASD are not having their needs met quickly enough in appropriate provision. Parents expressed their concerns about the negative effect that delays in assessments can have on their children's long-term outcomes. This includes young adults with learning disabilities, as there is no dedicated 18+ autism service in Haringey. An autism hub is planned, but at the time of the inspection this was not in place.
- Annual reviews are not undertaken proficiently and EHC plans are not amended, even when the young person's needs have changed significantly. There is too much variation, particularly regarding health and care outcomes. This is impacting on transition for young people leaving college, because their needs are not accurately described.
- Preparation for adulthood is not planned well. There is a limited range of options for young people, particularly when moving into employment. Students and parents told inspectors that advice and guidance was limited and often too late. This limits their preparation for adult life and fails to match their needs.

The inspection raises significant concerns about the effectiveness of the area.

The area is required to produce and submit a Written Statement of Action to Ofsted that explains how the area will tackle the following areas of significant weakness:

- the poor quality of EHC plans and the annual review process, especially as children and young people prepare for adulthood
- the lack of partnership working and poor communication and co-production with parents, children and young people. This includes communication through the local offer
- unacceptable waiting times for ASD assessment.

Yours sincerely

Philip Garnham
Her Majesty's Inspector

Ofsted	Care Quality Commission
Michael Sheridan Regional Director	Victoria Watkins Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Philip Garnham HMI Lead Inspector	Daniel Carrick CQC Inspector
Claire Prince Ofsted Inspector	

Cc: Department for Education
Clinical commissioning group
Director of Public Health for the area
Department of Health
NHS England

Haringey Local Area Joint Written Statement of Action for Special Education Needs and Disabilities

11 Jan 2022



Foreword

We would like to thank everyone for their valued feedback which has helped shape the development of this action plan.

Our ambition for children in Haringey is that every child has the best start in life, that they go on to have a happy childhood and that every young person has a pathway to success in order to reach their full potential. We want every child to receive the right support, at the right time, with choice and control so that they can lead fulfilling lives in their school or setting, home and community.

This plan sets out how we will address the significant weaknesses identified through the Ofsted/CQC SEND inspection.

We look forward to working closely and collaboratively in partnership with you all to improve the support and outcomes for our children and young people with SEND in the future.

Signed on behalf of the partners of the Start Well Board and the Joint SEND Executive

Ann Graham
Director of Children's Services
Haringey Council

Rachel Lissauer
Director of Integration
North Central London Commissioning Group



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Introduction

The Haringey local area joint Ofsted and Care Quality Commission (CQC) SEND inspection took place between Monday 5th and Friday 9th July 2021, to judge the effectiveness and implementation of the special educational needs and disability reforms as set out in the Children and Families Act 2014. The [findings were published on 8 October 2021](#).

The inspection was led by one of Her Majesty's Inspectors from Ofsted and the inspectors considered three key areas of focus:

- The effectiveness of the area in identifying children and young people's special educational needs and/or disabilities
- The effectiveness of the area in meeting the needs of children and young people with special educational needs and/or disabilities
- The effectiveness of the area in improving outcomes for children and young people with special educational needs and/or disabilities

Inspectors identified strengths and areas for development, concluding that there were significant areas of weakness in the local area's practice. Haringey Council and the North Central London Clinical Commissioning Group are therefore required to jointly prepare and submit a Written Statement of Action that addresses the following three areas of weakness:

- The poor quality of EHC plans and the annual review process especially as children and young people prepare for adulthood.
- Unacceptable waiting times for Autism Spectrum assessment.
- The lack of partnership working and poor communication and co-production with parents, children and young people. This includes communication through the local offer.

The Haringey Written Statement of Action sets out how local partners will address the areas of significant weakness identified and how we will measure our progress. This work will align to the additional focused work in the local SEND Strategy and delivery will be overseen by the SEND Executive Board with updates on progress provided to the Start Well Board, Health and Wellbeing Board.



How we developed this written statement of action

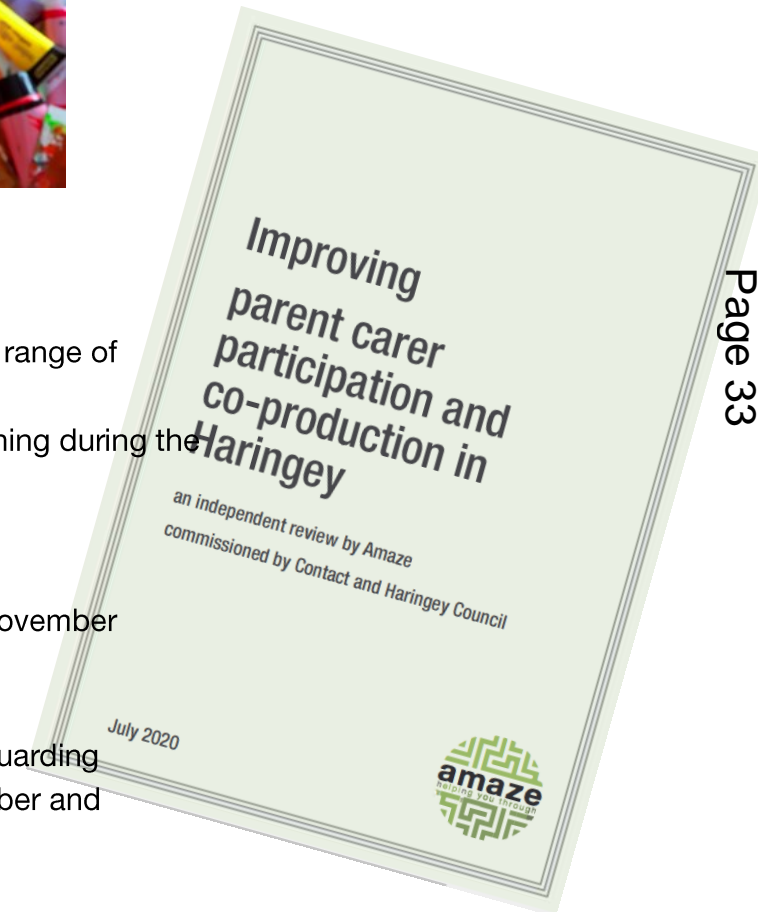
The following Haringey strategies and plans outlined below have informed the development of our priorities in our SEND Strategy and our improvement plans:

- [The Borough Plan 2019-2023](#)
- [Alternative Provision in Haringey: A Model for Change 2020-2023](#)
- [Haringey's Early Help Strategy 2021-2023](#)
- [Haringey's DRAFT Health and Well Being Strategy 2020- 2024](#)
- [Preparation for Adulthood Pathway Guide](#)
- [Our Joint Strategic Needs Analysis](#)
- Haringey All Age Autism Strategy 2021-2031
- Early Years Review pending the development of Haringey Early Years Strategy



The local authority and the Clinical Commissioning Group have worked closely to develop the written statement of action with a range of partners, education providers, parents and carers. This has been done through:

- A series of six informal conversation events with parents and carers held between June and August 2021 which were running during the period of the inspection and has supported both the development of our SEND Strategy priorities and this plan
- Six WSOA stakeholder workshops in November 2021 looking at the areas of weakness identified by Ofsted and CQC
- Autism assessment pathway workshops
- Discussion at headteacher meetings – nursery, primary, secondary and special schools meetings throughout October and November
- Attendance at governor and chair of governor meetings in November
- A Haringey Healthwatch meeting in November to hear about parents and carers experiences and concerns
- Discussions at Start Well Board with partners and other strategic boards including the Borough Partnership, Haringey Safeguarding Children Partnership, Health and Wellbeing Board, SEND Executive, Children and Young People's Scrutiny throughout October and November
- The findings from the independent review: the [Amaze report](#) into improving parent carer participation and co-production
- Performance information and other feedback



We know we have more to do to ensure we hear the voice of young people, and this is part of our plans going forward.

Our ambition for children, young people and families in Haringey

The inspectors noted our ambition for children and young people. This is underpinned by the **Borough Plan** which sets out our vision and ambition for everyone living and working in the borough as below :

Borough plan vision and outcomes

A Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential

Outcome 4: Best start in life: The first few years of every child's life will give them the long-term foundations to thrive

Outcome 5: Happy childhood: all children across the borough will be happy and healthy as they grow up, feeling safe and secure in their family and in our community

Outcome 6: Every young person, whatever their background, has a pathway to success for the future

With our partners we have completed a self assessment and have developed a draft SEND Strategy which sets out what we plan to do together to deliver on this vision and ambition. Through our conversations with children, young people and parents and carers we have identified the following 5 draft priorities for our SEND strategy (2022- 2025). The draft strategy will be approved through our governance arrangements with the final strategy published in March 2022.

SEND Strategy Priorities

- Priority 1: We will support children at the earliest opportunity to access the intervention they need to achieve and thrive
- Priority 2: Wherever possible we will meet the needs of Haringey's children within Haringey
- Priority 3: We will deliver a Local Offer to children and families that allows them choice and gives them access to services that meet their needs
- Priority 4: We will actively seek opportunities to work with our children, young people and families in a model of co-production
- Priority 5: We will prepare our children for their adult lives and support their transition

The priority actions set out in this written statement of action will be part of our detailed action plan to deliver our SEND strategy. This set of actions will be a focus for delivery in the initial phase of our strategy and the actions will be identified in that plan as WSOA*1,2 and 3. See appendix 2 which shows how the plans fit together.

* Written Statement of Action

Our partnership governance arrangements

Accountability for the delivery of the Written Statement of Action will be held by the partners on the SEND Executive Board (see Appendix 1). The SEND Executive board is chaired by the Director of Children's Services (Haringey Council). The SEND Executive Board has senior leadership representation from a range of agencies which include Commissioning, Health and Social Care services, Education, Cabinet Member with responsibility for Early Years, Children and Families, SENDIASS and Haringey's Parent Carer Forum.

A quarterly highlight report demonstrating performance and progress towards delivery of the actions will be overseen by the SEND Executive Board with progress reported to the Start Well Board. An annual report will be provided to the Health and Wellbeing Board and Children and Young People's Scrutiny.

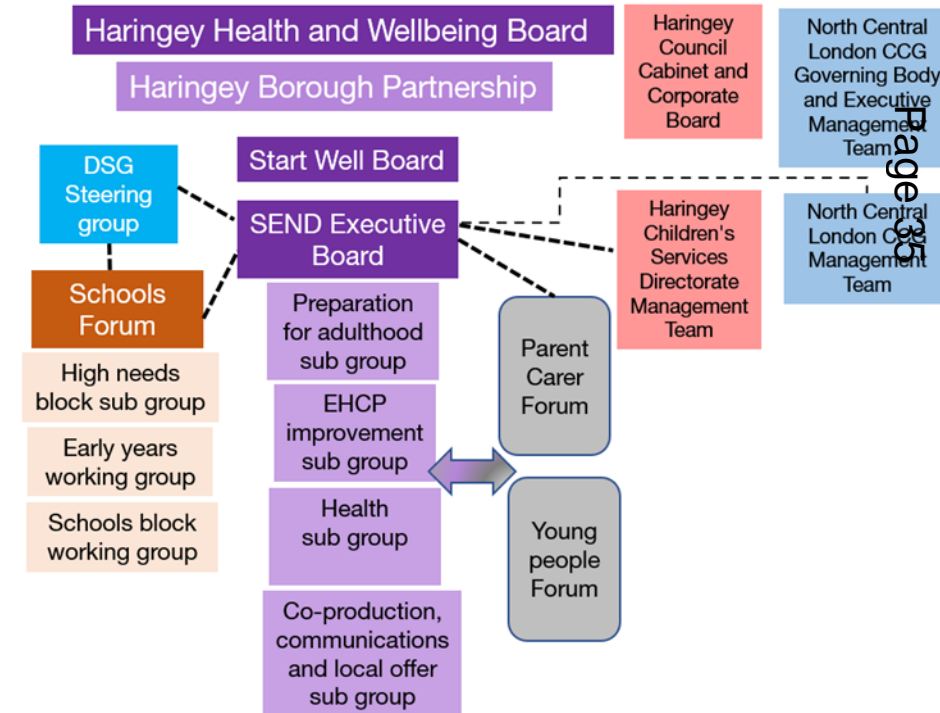
The following sub groups will meet regularly and drive forward the actions in the plan, reporting on the actions they are responsible for to the SEND Executive Board on a quarterly basis:

1. **Preparation for adulthood sub group:** improve the quality of annual reviews as children and young people prepare for adulthood – led by the SEND Service Manager and the Head of Adult Social Care and Learning Disability
2. **EHC improvement plan group:** improve the co-ordination, quality and timeliness of EHC plans and the annual review process - led by the Head of SEND
3. **Health sub group:** unacceptable waiting times for Autism Spectrum assessment – led by the CCG Head of Children's Commissioning
4. **Co-production, communications and local offer sub group:** ensuring there is good communication, co-production and partnerships working with children and young people and their parents and carers. This includes communication through the local offer - led initially by the Head of SEND with an offer extended to the Chair of the Parent Care Forum Chair to co-chair once they are ready to.

A children and young people forum – we will establish a forum for young people with SEND to ensure children and young people's voices influence what we do.

Our Parent Carer Forum – will support and challenge us in improving our partnership working and communications and co-production with children and young people and parents and carers. This includes communication through the local offer. The Parent Carer Forum is identifying two representatives from the Parent Carer Forum for each of the sub groups.

How we organise our joint working to deliver the plan



* From July 22 the CCG responsibilities will be transferred to the NCL Integrated Care Board.

Key actions already taken

In the months prior to the inspection, partners across Haringey had identified key areas for significant improvement through our self-evaluation and were already making changes.

Through our conversations with parents, carers and partners we identified **these five priorities for our SEND Strategy are part of our improvement work.**

Key actions already taken, linked to these priorities, show our commitment to delivering better experiences for our children and young people with SEND and their families.

This Written Statement of Action will be a key part of the plan to deliver our SEND Strategy.

Priority 1: We will support children at the earliest opportunity to access the intervention they need to achieve and thrive.

- Implemented a restructure of the Statutory Assessment Service into specialist Teams focusing on early years, compulsory school age and post 18.
- Developed a Quality Assurance Framework for Education, Health and Care Plans.
- Reviewing Speech, language and Communication to ensure we focus on early intervention
- Agreed medium term funding to reduce waiting times for autism assessments
- Commissioned co-production training for the new statutory assessment teams.

Priority 2: Wherever possible we will meet the needs of Haringey's children within Haringey

- Worked with Heartlands Community Trust to develop the Grove School for children and young people with ASC
- Initiated an Early Years review to plan for long term sufficiency for Early Years provision in Haringey.

Priority 3: We will deliver a Local Offer to children and families that allows them choice and gives them access to services that meet their needs

- Opened accessible play spaces in Finsbury Park
- Employed a SEND Communications Officer to ensure we have an effective communications strategy and new and regular SEND newsletters
- Established a task and finish group in place reviewing and redesigning our local offer website
- Reviewed and increased our communication on health services on the SEND offer

Priority 4: We will actively seek opportunities to work with our children, young people and families in a model of co-production

- Commissioned an independent report which outlined clear priorities and recommendations for implementation which are underway (Amaze Report July 2020)
- Commissioned The Bridge Renewal Trust to set up and provide support to Haringey Parent Carers' Forum.

Priority 5: We will prepare our children for their adult lives and support their transition

- In-sourced the Travel Buddies to ensure that children and young people receive consistent, high quality travel training to support them to travel independently to their place of learning.
- Developed a [Preparation for Adulthood Guide to support decision-making](#)
- Employed a supported internship co-ordinator to develop a good quality apprenticeship offer
- Launched an Autism Strategy which outlines how autistic children and young people will have an effective transition to adulthood



WSOA 1. Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews

Lead: Head of SEND, Haringey Council

What Ofsted and CQC told us: Poor quality of EHC plans and the annual review process, especially as children and young people prepare for adulthood

- ❖ The quality of Education Health and Care (EHC) plans is weak. Plans do not tell the story of the whole child. Routinely information about health and social care needs is not included. Quality and timeliness is variable. Amendments made to EHC plans after annual reviews are often inaccurate. Too many errors and shortfalls in EHC plans.
- ❖ Education, health, and care professionals do not work together well enough to draw up these plans – weaknesses in assessment and planning processes and co-ordination is inconsistent.
- ❖ Annual reviews are not undertaken proficiently and EHC plans are not amended even when the young persons' needs have changed significantly. There is too much variation particularly regarding health and care outcomes. This is impacting on transition for young people leaving college because their needs are not accurately described.
- ❖ Leaders have not ensured EHC plans are checked thoroughly. They have not checked progress towards the outcomes identified in the EHC plans well enough.
- ❖ Some outcomes are not specific to the child or young person's needs. Too often health and care outcomes are missing from plans.
- ❖ Young people, including those with complex needs, are not supported well in making successful transitions into adult life.
- ❖ Health practitioners do not always measure the impact of their work. This includes for example, amended plans not being routinely contained within health records. This not only means that those records remain incomplete, but also that health practitioners are not aware of key information that might be useful in their interactions with those children and young people.

What children and parents told us and how it relates to our self assessment

- ❖ Some parents and carers are telling us that their children and young people are not always supported in a timely way.
- ❖ Some parents want schools to help them more in identifying issues early and provide support
- ❖ Some parents want SENCOs to work more closely with them to inform the assessment, with clear guidance on what is needed before applying for an EHCP
- ❖ Education Health and Care Plans have not always been timely or of good quality and annual reviews are often out of date and plans consequently do not reflect the current needs of the child or young person.
- ❖ Transitions to adulthood are not always smooth, pathways are not always clear and children, young people and their families do not always get the support they need to understand their choices.

What impact this plan will have over the next two years

- ❖ The percentage of assessments for EHC plans completed in 20 weeks will show continuous improvement and be in line with comparator authorities or better
- ❖ Our audits will tell us that increasing numbers of EHC plans are of a consistently high quality, are co-produced and tell the story of the child with a clear focus on outcomes
- ❖ Annual reviews are completed on time and will accurately reflect children's changing needs, particularly as they move into adulthood
- ❖ Children, young people and their parents and carers tell us that they were involved in co-producing their plans and their plans are providing them with the right help at the right time so that they can make progress towards identified outcomes
- ❖ Young people and their parents and carers tell us they are receiving timely advice and guidance as they move into adulthood

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
1.1	Restructure statutory assessment team and develop increasing capacity (including health services) to support the statutory assessment and annual review process.	Head of SEND Head of CYP Commissioning CCG	a. New team in place (Oct 2021) b. Appointment of new Service Manager for Statutory Assessment (Dec 21) c. Provide a named caseworker for the statutory assessment process as a single point of contact for parents from the beginning of the statutory assessment process to when the final plan is issued (Dec 21) d. Increase short term capacity by creating a Dispute Resolution Officer for 12 months to support the team with resolving disagreements, improving the way we work with families and develop a sustainable approach within EHC teams (Jan 22) e. Increased capacity (3 full time equivalent roles) to meet statutory deadlines for EHCP’s and Annual Review Officers (Apr22) f. Increase in capacity in the Education Psychology Team (Apr 2022) g. Co-production meetings for every new EHC assessment and annual review set up and commencing (Apr 2022) (see 3.1 on page 24 for the detail) h. The CCG and health providers to review and improve current capacity and resources to support health contributions to EHCP’s (Sep 2022)	Percentage EHC plans finalised in 20 weeks Percentage of annual reviews are completed on time Percentage of plans and annual reviews audited rated as compliant Children, young people and their parents and carers tell us that they were involved in co-producing their EHC plans and the plans will provide them with the right help at the right time so that they can make progress towards identified outcomes					

Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews									
Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
1.2	Implement the new case management system to ensure consistent co-ordination of the statutory assessment and annual review process.	Head of SEND	a. Options paper reviewed and agreed (Nov 2021) b. Award of contract to provider (Nov 2021) c. Performance information from the shared system is reviewed regularly by the DCO and the DSCO and action is taken by Managers in health and care services to improve timely contributions from care and health as needed (Dec 2021) d. Implementation of system and internal Go live (Apr 2022) e. Data cleansed and migrated into new system (Mar 2022) f. Ensure effective contribution from health, education and care partners by providing training on new system, ensuring all partners are involved in the implementation of the programme (Dec to Apr 2022) g. Training and pilot with partners and parents/carers (Apr to Jul 2022) h. Go live of system and portals (Sep 2022) i. Launch CACI Impulse system supported by improved practice (Sep 2022) j. Develop a ‘What to Expect’ guide for parents and carers on EHCP’s Annual Reviews (Sep 2022)	Percentage EHC plans finalised in 20 weeks Percentage of annual reviews completed on time Percentage of plans and annual reviews audited rated as compliant					Page 39
1.3	Develop a Quality Assurance Framework for all Education, Health and Care Plans and Annual Reviews	Head of SEND	a. New quality assurance framework signed off by SEND Executive (Jul 2021) b. All EHCP’s and Annual Reviews are countersigned and approved by management (Mar 22) c. Sample of 6 audits completed each month (start Oct 2021) d. Recommendations and implications from the audits will be shared by the DCO to the Health Sub Group with CCG Whittington and Barnet, Enfield and Haringey Mental Health Trust (BEH) to ensure actions agreed and with the DSCO to improve social care inputs into plans (start Nov 2021) e. Quarterly report to SEND Executive (Jan 2022) f. Review framework when new CQC/Ofsted guidance published (when guidance published)	Percentage of plans and annual reviews audited rated as compliant					

Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews									
Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
1.4	Work with services to ensure EHC plans and Annual Reviews reflect the needs of children and young people as identified by health and social care and are used to inform positive outcomes for children and young people	Designated Social Care Officer Designated Clinical Officer SEND Service Manager	a. Quarterly Quality Assurance report to SEND Executive (from Jan 2022) b. Review health and social care advice template following QA findings (Apr 2022) c. Review the current input from CAMHS at the Health Sub group (Feb 22) and implement improved systems and processes to support CAMHS advice (May 2022) d. Deliver training via the Haringey Children’s Academy on the code of practice statutory requirements for health and social care professionals and schools (Apr 2022 and onwards)	Percentage advice submissions which are deemed to be of good quality					Page 40
1.5	Develop and communicate a clear system for sharing updated plans with all health providers and ensure that each provider has a system in place to upload updated plans onto health records	Designated Clinical Officer Barnet, Enfield and Haringey Mental Health Trust (BEH) and Whittington Managers	a. Each health provider (BEH and Whittington Health) to include an audit of children and young people with an EHC plan in their annual case note audit process (Oct 2022). Findings from this to be shared at Health Sub Group and each provider at the quarterly monitoring meetings. b. Health Sub Group to agree the process for named individuals and pathways for the plans to be received and uploaded onto children’s health records (Feb 2022) c. The Statutory Assessment Service has a system for sharing newly completed plans and annual reviews with providers and the CCG (Sept 2022)	NHS Trusts provide audits show updated plans are contained within health records					

Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews									
Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan-Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
1.6	DCO to work with key health leads and providers to ensure that health professionals are recording children’s planned outcomes, reviews of outcomes and any future actions needed within health systems.	Designated Clinical Officer Head of CYP Commissioning CCG Mental Health Trust (BEH) and Whittington Health Managers	a. Learning from the regular audits will be shared through the Health Sub Group and actions for practice improvement will be tracked and monitored (quarterly audit findings considered from Feb 2022) b. Provide general briefings, feedback and support to health professionals on the EHC process and audits, including take up of multi-agency training by health staff (annual programme of activity from Apr 2022) c. DCO/CCG to work with NHS teams to ensure that health outcomes are reflected in EHC plans (from Apr 2022)	Percentage advice submissions which are deemed to be of good quality.					Page 41
1.7	Agree an annual review recovery plan and ensure all annual reviews are taking place	Head of SEND SEND Service Manager	a. Annual review recovery plan in place covering co-production, improved paperwork, increased capacity and performance management with a key focus on preparing for adulthood (Feb 2022) b. Engage the SENCO network and schools in implementing the Annual Review recovery plan (Mar 2022) c. Refresher training for key stakeholders on annual review process (Apr 2022) d. The CCG and Health providers to review input required to Annual Reviews and enable Statutory Assessment Team to amend plans accordingly (Apr 2022)	Percentage of annual reviews completed on time Percentage advice submissions which are deemed to be of good quality Percentage of plans with specific and quantified provision in Section F Percentage plans adhering to the co-production expectations				13	

Improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews									
Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
1.8	Annual Reviews for all children and young people from year 9 onwards are programmed by the new case management system and they include consideration of the Preparation for adulthood pathways (linked to 1.7)	SEND Service Manager	a. Implement the new assessment team restructure which includes a dedicated team focused on post 16 transitions (Oct 2021) b. Implementation of the new case management system in place to support good practice (Sep 2022) c. Develop a multi-agency workforce development programme to improve practitioners’ knowledge and skills in supporting young people and families’ aspirations in planning transition to adulthood (Year 2)	% of annual reviews completed on time is improving Percentage advice submissions which are deemed to be of good quality Percentage plans which are legally compliant, including specific and quantified provision in Section F Percentage plans adhering to the co-production expectations					
1.9	Develop and agree a Preparation for Adulthood (PFA) Strategy and action plan	Head of SEND Head of CYP Commissioning CCG Head of Adult Social Care	a. Scoping workshop to complete PFA Audit Tool and gap analysis (Jan 2022) b. Workshop with parents and carers and young people in partnership with Markfield (Feb 2022) c. Work within each pathway to be identified and outcomes agreed (Mar 22) d. Draft Strategy and action plan presented to relevant stakeholders (Apr 2022) e. Consultation on PFA Strategy (Apr 2022) f. CCG and NHS providers to review and agree health transition arrangements and pathways for young people up to 25 years old (Jun 2022) g. PFA Strategy agreed, and action plan rolled out and monitored through the Preparation for Adult Sub Group and progress reported to the SEND Joint Executive (from Jun 2022)	Young people and their parents and carers tell us there are more options for young people moving into employment with timely advice and guidance (annual review age 14 feedback) Percentage advice submissions which are deemed to be of good quality Percentage plans which are legally compliant, including specific and quantified provision in Section F Percentage plans adhering to the co-production expectations <i>Further measures to be developed as part of the PFA strategy</i>					

How we will know we are making a difference (measures)

Ref	Measure/indicator of success	Target	Target timescale	Baseline data	Notes
EHC P 1	Percentage of EHCPs completed in 20 weeks	80%	Dec 2022	37 % YTD (December 21)	Showing continuous improvement and in line with or better than statistical neighbours (58.66% last reported 2020)
EHC P 2	Percentage plans adhering to the co-production expectations	TBC once baseline established in Jun 2022	Jan 2023	There will need to be a baseline of some current plans once we have developed the co-production expectations	In advance of CACI system, manual spreadsheet in place which is evidencing that a co-production meeting has taken place to inform the EHC assessment and AR.
EHC P 3	Percentage advice submissions which are deemed to be of good quality	TBC once baseline established in Jun 2022	Jan 2023	To be confirmed following first quarter's collection through QA report Jan 2022	To be evidenced through quarterly QA reports
EHC P 4	Percentage plans demonstrating the voice of the CYP/ parent carer/s as a golden thread through the plan	TBC once baseline established in Jun 2022	Jan 2023	To be confirmed following first quarter's collection through QA report Jan 2022	To be evidenced through quarterly QA reports
EHC P 5	Percentage plans which are legally compliant, including specific and quantified provision in Section F	TBC once baseline established in Jun 2022	Jan 2023	To be confirmed following first quarter's collection through QA report Jan 2022	To be evidenced through quarterly QA reports
EHC P 6	Percentage audits rated as compliant	TBC once baseline established in Jun 2022	Jan 2023	To be confirmed following first quarter's collection.	Complete at least 6 per month. Our audits tell us that increasing numbers of EHC plans are of a consistently high quality
EHC P 7	Percentage of annual reviews completed on time (issuing of final outcome letter)	80%	Jan 2024	56% YTD (December 2021)	
EHC P 8	Children, young people and their parents and carers tell us that they were involved in co-producing their EHC plans and the plans will provide them with the right help at the right time so that they can make progress towards identified outcomes.	TBC once baseline established in Jun 2022	Jan 2023	To be confirmed following first quarter's collection through QA report Jan 2022	To be collected via end of plan feedback survey for every child and family and then annually from that point
EHC P 9	Young people and their parents and carers tell us there are more options for young people moving into employment, education and training with timely advice and guidance.	TBC once baseline established in Jun 2022	Jun 2022	To be confirmed following first quarter's collection through QA report Jan 2022	To be collected via end of plan feedback survey for every child and family and then annually from that point

WSOA 2. Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Lead: Head of Children and Young People's Commissioning, NCL CCG

What Ofsted and CQC told us: Unacceptable wait times for autism spectrum condition assessments

- ❖ Too many children and young people wait too long for assessments to identify autism spectrum condition (ASC). There is little or, in most circumstances, no specific support available while waiting for assessment.
- ❖ Some children and young people with SEND do not experience a well-planned and consistent approach to identification of their needs. As a result, some parents and school leaders are frustrated and have resorted to paying for assessments, for example speech and language assessments to identify children and young people's needs.
- ❖ Waiting times for autism assessments SC in Haringey are too long. Some children are required to be assessed by speech and language therapists (SALT) as part of their ASC assessment process. Waiting times for SALT are high and these families are waiting too long for a potential diagnosis with little or no support provided during the waiting period.
- ❖ Some children and young people with autism are not having their needs met quickly enough in appropriate provision. Parents expressed concerns about the negative effect that delays in assessments can have on children's long term outcomes. Communication from staff to families between a referral being made for an autism assessment and the actual assessment taking place is weak, leaving some families wondering if an assessment will go ahead. Staff we spoke with agreed that communication could be improved so families are better informed.

What children and parents told us and how it relates to our self assessment

- ❖ It is a battle to get any help and the right services for my child.
- ❖ Parents and carers shared examples of being unable to access services, feeling disbelieved by schools when their children were struggling with school and feeling that their concerns were often minimised or ignored. Parents recounted the need to pay for private assessments and therapies because their child could not wait for NHS services, they talked about the impact of this on them and on their children.
- ❖ Children in Haringey are waiting too long for some health assessments and interventions, in particular speech and language therapy and autism diagnosis/
- ❖ There should be a designated named or point of contact for example a caseworker who parents and staff can speak with during the process. This will include support whilst waiting and signposting.
- ❖ Services should be made available concurrently not waiting to meet the threshold or for one service to trigger another
- ❖ An overview of the different services should be provided including realistic expectations and timescales

What impact this plan will have over the next two years

- ❖ Reduction in numbers of children and young people waiting for an autism assessment
- ❖ Reduction in autism assessment waiting times
- ❖ Parents tell us that communication following referral to an autism assessment is good and they feel informed
- ❖ Parents tell us they feel that they have support whilst they are in the process of waiting for / having an autism assessment

Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
2.1	Reduce numbers of children waiting for autism assessments through short term investment	Head of CYP Commissioning CCG	<div>a. The CCG has commissioned BEH to provide additional support, delivering a forecasted 43 assessments for children known to CAMHS who are currently on Tavistock and Portman and Whittington Health waiting list by March 2022</div> <div>b. The CCG have commissioned Whittington Health to provide/procure additional assessments to reduce waiting times. This includes 50 online assessments that will be provided from January 2022 to July 2022.</div>	<div>We will provide c.90 - 100 autism assessments, in addition to normal capacity by July 22</div> <div>Average waiting times for under 18 year olds will reduce from c.70 to 52 weeks by July 22</div>					
2.2	Reduce the numbers of Haringey children waiting for autism assessment through health commissioners providing additional support and resources across the Integrated Care System	NCL AD for Children's Services	<div>a. NCL CCG have agreed recurrent funding to increase capacity for 5-18 age assessments (from Apr 2022)</div> <div>b. The CCG is working with providers to put in place a mutual aid recovery plan for 22/23 by Mar 22 working across NCL's NHS Trusts to:<ul style="list-style-type: none">Negotiate additional online assessments through 22/23, agreeing clinical criteria for appropriate referrals across NCLIdentify scope for further workforce training and backfillIdentify scope for increasing overall workforce capacity and/or mutual aid</div>	<div>Reduction of children aged 5-18 waiting for autism assessment by April 23</div> <div>Mutual Aid Recovery Plan developed by March 2022 – to include targets for reducing waiting times in Haringey</div>					

Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Ref	Action	Lead	Milestone	Impact measures	Overall ilestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
2.3	Ensure effective performance monitoring of performance data from each provider providing assessments	Head of Performance and Head of Children’s Commissioning Head of CYP Commissioning CCG Head of Children’s Services Whittington Health Clinical Director; Tavistock and Portman Trust	a. Agreed new data monitoring arrangements (Feb 22) b. Monthly monitoring arrangements in place (Mar 22)	Improved scrutiny of performance against targets set Improved delivery of assessments					Page 46
2.4	Work with partners to improve the current autism assessment pathway to bring long term benefits	Head of CYP Commissioning CCG	a. Professionals, together with the parent/carer forum, will form a task and finish group to review the current autism assessment process (Jan 2022) The Group will: b. Determine ways to make the assessment pathway and process more holistic (e.g. more 1 stop assessment) c. Consider whether a new model of delivery would make the assessment process more efficient d. Whether assessments can / should be more tailored to ages e. How to draw on best practice to shape the most efficient and effective clinical model for autism assessment and pre/post diagnostic support 0-18 f. Agree autism pathway (Sept 2022) g. Implementation of autism pathway (Dec 2022)	Reduce waiting times Positive feedback from parents					

Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
2.5	Improve clarity and communication with parents about the autism assessment process	Head of CYP Commissioning CCG Head of Children’s Services Whittington Health Clinical Director; Tavistock and Portman Trust	a. Work with parents/carers and providers to co-produce the local offer website Autism Assessment section. Work to start in Jan 22 (Jul 2022) b. Provide quarterly updates on Autism Assessment Process in SEND newsletters (from Mar 22) c. Work with Markfield Project to offer some autism information sessions, with Whittington Health and Tavistock between February-May 22	Parents/Carers feedback from local offer survey					Page 47
2.6	Support professionals working with children to be confident around autism processes and pathways	Head of CYP Commissioning CCG Head of Children’s Services Whittington Health Clinical Director; Tavistock and Portman Trust Head of SEND	a. Co-production with professionals to ensure that the local offer, as it is updated, is informed by and understood by professionals from across the children’s workforce (Feb 22) b. Scope the possibility of huddles/ support group sessions for parents/carers whose children are starting the autism assessment process waiting (Feb 22) c. Build on existing regular training events through the Haringey Children’s Academy, led by providers, to improve knowledge of the local autism assessment process for the children's workforce i.e. SENCOs, Family Support Workers via CPD (Feb – Jun 22) d. Improve communication through existing channels and groups on processes, pathways and relevant support (Jan 2022 onwards)	Following training from health providers, SENCOs feel more confident in understanding how they can support parents in the autism processes and pathways (survey) Parents/Carers feel informed of timescales, process and support					

Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
2.7	Improve communications to parents following a referral for an autism assessment	Head of Children’s Services Whittington Health Clinical Director; Tavistock and Portman Trust	<ul style="list-style-type: none">Wittington Health and Tavistock to improve communication with families about waiting times and accessing support whilst they are waiting for an autism assessment (Feb 2022)Providers to agree an end of assessment feedback survey for parents/carers and start recording this information from Apr 2022	Parents tell us that communication following referral to an autism assessment is good and they feel informed Parents/Carers feel informed of timescales, process and support					
2.8	Ensure there is effective support for families with children with social communication difficulties who do not yet have a diagnosis	Head of Children’s Services Whittington Health Head of SEND Head of CYP Commissioning, CCG	<ul style="list-style-type: none">a. Review the current support services available for children across each age group 0-5,5-11, 12+ (Jan 22)b. The ordinary offer of education (what children and parents/carers can expect in terms of support to meet their needs in mainstream schools) is published and schools are supported to implement this (Jan 22)c. Ensure that there is effective communication with these groups and that attendance monitored (March 22)d. Ensure there are support groups in place that meet families needs that are age appropriate (Apr 22)e. Review and recommend new models of care co-ordination for families on autism pathway (May 22)f. Co-produce an end of assessment evaluation or survey with parents to ensure that the timing is right and that it is not too onerous to gather (June 22)	Parents tell us they feel that they have support whilst they are in the process of waiting for / having an autism assessment Parents tell us that communication following referral to an autism assessment is good and they feel informed					Page 48

Improve the autism assessment waiting times for children and young people and support whilst they are waiting

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
2.9	Ensure that there is effective support for families requiring more intensive support to ensure families do not reach crisis point	AD Safeguarding AD Early Help and SEN	a. Work with partners who provide early help and safeguarding services to ensure that families waiting for a diagnosis, who are in need of additional support are able to access appropriate help (June 22)	Parents who have been referred to EH and CWD feel that they have appropriate support, whilst they are in the process of waiting for having an autism assessment					

How we will know we are making a difference (measures)

Ref	Measure/indicator of success	Target	Target timescale	Baseline data	Notes
ASC 1	Average waiting times for under 18 year olds will reduce from c.70 to 52 weeks by April 22	52 weeks	April 22	70 weeks	This will be achieved by: <ul style="list-style-type: none">•Additional on-line assessments for 11+yrs•Additional staffing at WH•Additional capacity from BEH Showing continuous improvement and in line with or better than statistical neighbours.
	Average waiting times for 0- 5 year olds will reduce from c.39 to 35 weeks by April 23	35 weeks	April 23	39 weeks	To be achieved through additional recurrent investment and pathway efficiency. Target set is for average waits of 52wks but will be aiming for 52wks as a maximum waiting time.
	Average waiting times for 5-18 year olds will reduce from c.85 to 40 weeks and a maximum of 52 weeks by April 23	40 week avg 52 week max	April 23	85 weeks	As above
COM3	Parents tell us that communication following referral to an autism assessment is good and they feel informed	TBC once baseline established in April 22	Improvement quarterly	Start in April 22	End of autism assessment evaluation or survey
COM3	Parents tell us they feel that they have support whilst they are in the process of waiting for / having an ASC assessment	TBC once baseline established in April 22	Improvement quarterly	Start in April 22	End of autism assessment evaluation or survey

WSOA 3. There is good communication, co-production and partnership working with children and young people and their parents and carers

Lead: Head of SEND

What Ofsted and CQC told us: The lack of partnership working and poor communication and co-production with parents, children and young people. This includes communication through the local offer.

- ❖ Strategic leaders understand the importance of co-production. However, there is neither a culture nor practical systems in place for this to occur. Leaders are clear that more needs to be done to embed co-production with parents, children and young people in Haringey.
- ❖ There is more to do to embed co-production in the area. An inclusive approach to young people's participation is required. Young people felt that listening did not always turn into action, and they want to participate in projects that change perceptions and attitudes towards young people with SEND and empower them.
- ❖ Communication with professionals is poor, with many advising they must tell their story again and again. They also said that emails remain unanswered or delayed, which raises anxieties and promotes mistrust.
- ❖ The online local offer is not functioning effectively. It can be inaccessible and lacks clarity, ownership and credibility. Some health practitioners and parents spoken to were unaware of its existence. Some parents who have accessed the offer find it difficult to find and access short breaks, social activities for their children and respite provision within the area. Also for those who are older there is limited short-break availability in the summer holidays.

What children and parents told us and how it relates to our self assessment

- ❖ Communication is poor. Families described finding out about events 'too late', the SEND newsletter did not appear to be reaching its target audience, and messages about individual children and services also appeared to get lost. Contact numbers and service details were reported as being hard to access. Parents wanted more communication, in a range of media formats, accountability for communications with single points and timeliness. Parents wanted caseworkers to keep parents updated on the ECHP process.
- ❖ Co-production is not embedded in Haringey and relationships between the Council and parents have not always been useful or effective. The Local Offer is not good and children, young people and their families do not feel that communication is good or understand how to get services. Parents want a parent carer forum in place where parents can advocate for families in an official capacity. Parents want us to be clear about how any contributions made by parent carers are going to be used and set realistic expectations from the outset.

What we will achieve by working together

- ❖ A representative Parent Carers Forum who feel they are recognised as equal partners in developing and delivering SEND services
- ❖ Children, young people and parents and carers tell us that the online local offer is easy to use and provides useful information
- ❖ Parents tell us that they feel increasingly more informed through the SEND newsletter
- ❖ An increase in the numbers of people signing up to the SEND newsletter
- ❖ An increasing number of people are using the local offer website
- ❖ Reduction in complaints from families and tribunals

There is good communication, co-production and partnership working with children and young people and their parents and carers

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan– Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.1	Work with children, young people and parents and carers and partners to ensure EHC plans are co-produced	Head of SEND SEND Service Manager	<ul style="list-style-type: none"> a. CDC to deliver a half day workshop with all SEN Case Officers and their managers and parent carer representatives to increase their understanding of co-production throughout the course of the EHCP process (Mar 2022) b. Council for Disabled Children (CDC) to deliver a half day workshop with all SEN Case Officers and their managers to increase their understanding of the EHCP process in general and their role in particular – (Apr 2022) c. CDC to deliver a half day workshop with SEN Case Team responsible for quality assuring plans to embed the new QA framework - (Apr 2022) d. Via the Children’s Academy, CDC to deliver a two hour multi-agency sharing and learning session including parent carer representatives to embed the new approach to EHCPs - (Apr 2022) e. Co-production meetings for every new EHC assessment and annual review set up and commencing (Apr 2022) f. Relaunch guidance and practice in relation to child and parental engagement through the annual review process (Jun 2022) g. Review effectiveness and impact of co-production meetings (Jun 22) 	Children, young people and their parents and carers tell us that they were involved in co-producing their EHC plans and the plans will provide them with the right help at the right time so that they can make progress towards identified outcomes					

There is good communication, co-production and partnership working with children and young people and their parents and carers

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan– Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.2	Co-produce with parents and carers a training programme about co-production for delivery to all client-facing staff (Amaze report recommendation)	SEND Service Manager	a. SEND Executive to agree a co-produced multi-agency training programme which establishes our standards and supports a culture of co-production, communication and information sharing (Jul 2022) b. Deliver the training programme and evaluate take up and impact from September 2022	Children, young people and their parents and carers tell us that they were involved in co-producing their EHC plans and the plans will provide them with the right help at the right time so that they can make progress towards identified outcomes					
3.3	Work with Bridge Renewal to establish a supportive and effective Parent Carer Forum (PCF) (Amaze report recommendation)	Head of SEND	a. A Parent Carer Forum is established with a diversity of representatives, including needs, geographical residency and ages of children (Dec 2021) b. Establish an interim steering group (Dec 2021) c. PCF has a forum structure and workplan in place by (Apr 2022)	Our Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services					Page 53

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.4	Review the existing governance arrangements and membership of key boards to ensure effective parent/carers participation and co-production (Amaze report recommendation)	Head of SEND Head of CYP Commissioning CCG	a. Review the SEND Executive Board (SEB) Terms of reference and increase representation (Jan 2022) b. Include standing agenda item at meetings to include update from PCF on priorities in the SEND community (Feb 2022) c. Review recommendation to publish dates of SEB, and summary of discussion/minutes on the local offer (Mar 2022) d. Meeting dates to be agreed in advance and PCF reps involved in agenda setting (Mar 22) e. Two PCF reps on reach of the four sub groups reporting to the SEND Executive (Mar 2022) f. The SEND partnership delivers a range of communications channels to engage with other groups (Mar 2022)	Our Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services					Page 54
3.5	Develop an inclusive approach to young people's participation and coproduction	Youth Participation Officer SEND Comms Officer	a. Professionals record children and young people's views clearly on EHCPs and at annual reviews (June 2022) b. Secure funding for a Youth Participation role (Mar 22) c. Involve children , young people, parents and carers in recruitment/commissioning routinely (Jun 2022) d. Develop an interface with established groups of young people with SEND (e.g. Markfield, Special schools councils, Autism to inform system development and influence planning and service delivery (Jun 2022) e. Develop a SEND Youth Forum (Sept 2022) f. Develop a charter of principles for co-production, establish a baseline of current performance and review to assess effectiveness - (Sept 22) g. Develop digital channels for communicating and consulting young people with SEND on issues (Dec 2022)	Established SEND Youth Forum Children and young people with SEND are actively influencing service delivery and design across the SEND system. Older young people are actively participating in annual reviews					

There is good communication, co-production and partnership working with children and young people and their parents and carers

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan– Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.6	Work with parents, carers and partners to ensure we have a good comprehensive local offer that is accessible, clear and well communicated	Head of SEND SEND Comms Officer Designated Clinical Officer (DCO) Designated Social Care Officer (DSCO)	<ul style="list-style-type: none"> a. Review the local offer website and consult with stakeholders (Nov 2021) b. New Local Offer spine developed through new Local Offer steering group (Dec 2021) c. Co-production, Comms and Local Offer (CCL) Steering group of parents, carers and stakeholders is established (Jan 2022) d. Education, health and social care providers share information about the local offer via new SEND bulletins with staff teams via briefings and meetings (Jan 2022) e. A communication plan is developed to promote the local offer. The DCO and Health commissioners cascade information about the local offer to all providers regularly (April 2022) 	<p>Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information</p> <p>Professionals are aware of the local offer (particularly health)</p>					

There is good and timely communication, co-production and partnership working with children and young people and their parents and carers

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.7	Improve services’ communications with parents and carers	Head of SEND	a. Establish the SEND newsletter as an effective means of communicating information to families in Haringey (January 2022) b. Establish monthly drop in surgeries for statutory assessment team at SENDIASS – (Jan 2022) c. Create and maintain a Disability Register (Mar 2022) d. Through the communications protocol ensure this includes standards for the statutory assessment team that are monitored for timely responses to phone calls /emails and the ability to get through to individual parents/carers to discuss their child’s case and responses to complaints (Jun 2022). e. Develop mystery shopping activities (Jun 2022) f. Develop a co-produced joint SEND communications protocol, including a charter for working together with our partners, children and young people, and plan (Sept 2022) g. Establish an ‘Annual Voices Day’ co-production event to agree local priorities, celebrate success and share good practice December 2022. h. Develop a range of bite-size information products such as factsheets, to give families an overview of conditions and common themes (Amaze report recommendation) – (Year 2) i. SEND Executive to complete an annual deep dive reviewing trends of complaints (April 23)	Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information Parents tell us through the annual survey that they feel increasingly more informed through the SEND newsletter and individual communications with parents have improved Increasing number of hits on the local offer website Percentage reduction in complaints from families					

There is good communication, co-production and partnership working with children and young people and their parents and carers

Ref	Action	Lead	Milestone	Impact measures	Overall milestone completion timescales				
					Oct – Dec 21	Jan- Mar 22	Apr – Jun 22	Jul – Sep 22	Year 2
3.8	Develop an annual partnership parents’ satisfaction survey to report on satisfaction of families	Head of SEND	a. Commission an independent national organisation to conduct an annual survey for the partnership with agreement from the SEND Executive – October 2022 b. Launch in November Half Term (November 2022) b. Review and publish results and develop a plan in response to the survey through the local offer (Jan 2023)	Children and young people and parents and carers tell us that the online local offer is easy to use and provides useful information Parents tell us through the annual survey that they feel increasingly more informed through the SEND newsletter					

How we will know we are making a difference (measures)

Ref	Measure/indicator of success	Target	Target timescale	Baseline data	Notes
COP 1	Our Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services	TBC once baseline established in Jun 2022	Jan 2023	TBC	Annual contract review meeting Annual parent survey
COM 1	Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information	TBC once baseline established in Jun 2022	Jan 2023	TBC	Annual parent survey Practitioner survey
COM 2	Parents tell us that they feel increasingly more informed through the SEND newsletter	TBC once baseline established in Jun 2022	Jan 2023	Baseline to be confirmed June 2022	Annual parent survey
COM 4	Increase sign up to the SEND newsletter by 40% by July 2022	1000	July 2022	600 parents signed up	
COM 5	An increasing number of people using the local offer website (monitored through increase of page views – target 50%)	9277 page views 7448 unique page views	July 2022	6185 page views (10/21) 4992 unique page views (10/21)	Page views refer to the number of times your visitors have looked at your pages. Unique views are the number of the unique users that click on a tracking link of your campaign. If a single user views 5 times on a link, the server will record 5 views and 1 unique view.
COM 6	Older young people are actively participating in annual reviews	TBC once baseline established in Jun 2022	Jan 2023	TBC	Co-production meetings, Quality Assurance and performance report
COM 7	Children and young people with SEND are actively influencing service delivery and design across the SEND system	TBC once baseline established in Jun 2022	Jan 2023	TBC	Quality Assurance and performance report SEND Youth Forum feedback

Terms of reference for the SEND Executive Board

Purpose

The purpose of the SEND Executive Board is to provide robust multi agency oversight for the delivery of services across the SEND partnership and the programme of change required to provide an outstanding service to children and young people with Special Educational Needs. The Board will provide key governance ensuring pace, challenge and oversight for all aspects of SEND improvement across the partnership.

The Board will:

1. Provide the monitoring and review of the SEND Improvement programme.
2. Support alignment with the strategic direction; and
3. Ensure a collegiate approach across Education, Health and Social care.

Responsibilities

- Ensure delivery of key products and outcomes of the joint improvement plan, and SEND strategy.
- Manage cross workstream dependencies.
- Ensure key decisions are identified, monitored and escalated if required.
- Ensure programme risks, issues and dependencies are appropriately identified and mitigated.
- Ensure reporting is undertaken as required to wider governance boards, and stakeholders.
- Ensure that the voice of parent, carers and children informs service provision and systemic change.
- Regularly review and update the Local Offer.
- Monitor the timely completion and quality of EHCPs and Annual Reviews and of the outcomes for children and young people with SEND.
- Monitor the effectiveness of transition plans for adulthood pathways.
- Provide assurance on the effectiveness of joint commissioning arrangements, and of the uptake and impact of personal budgets.

Objectives of the Board

The Board will work together:

- to ensure key strategic oversight of all aspects of SEND improvement.
- review and monitor the impact of the delivery of SEND Improvements.
- Ensure a multi-agency approach as prescribed in the Children and Families Act (2014) facilitating joint planning and delivery;
- Hold partners to account when required.
- Monitor the effectiveness of joint commissioning arrangements.

Membership

The Stakeholder Group will be chaired by the Director of Children's Services with the Director of Integration (NCL CCG) as Vice Chair and will consist of representatives from across London Borough of Haringey, the CCG, and NHS Provider Trusts and Schools.

Refer to full membership on the next page.

Membership of Haringey SEND Executive Board

- Director of Children's Services (LBH)
- Director of Integration (NCL CCG)
- Chair and Vice Chair of Haringey Parent Carer Forum
- Cabinet Lead Member, Early Years, Children and Families
- Senior Public Health Commissioner (LBH)
- Assistant Director for Adults Social Care (LBH)
- Assistant Director for Early Help, Prevention and SEND (LBH)
- Assistant Director for Commissioning (LBH)
- Borough Lead Therapies and Specialist Nursing Haringey Children (Whittington Health)
- Designated Medical Officer for SEND (Whittington Health)
- Designated Clinical Officer for SEND (Whittington Health)
- Head of Haringey Children and Young People's Services (Whittington Health)
- Head of Children's Commissioning, Vulnerable Adults & Children (CCG)
- Head of SEND (LBH)
- Head of Service LD Partnership (LBH)
- Engagement Co-ordinator for Parent Carer Forum (Bridge Renewal Trust)
- Chief Executive (Bridge Renewal Trust)
- Designated Social Care Officer (LBH)
- Primary (mainstream) Headteacher
- Secondary (mainstream) Headteacher
- Leader from post-16 sector
- Principal Education Psychologist
- Early Years Leader
- Special School Headteacher
- School Governor
- Haringey SENDIASS Manager
- Strategic Improvement Lead (LBH)
- SEND Adviser for Early Intervention and Inclusion (LBH)

Terms of reference for the SEND Executive Board

NOTE: Other invitees / subject matter experts may be invited to meetings, when required, on an ad hoc basis.

Delegation

In the absence of the Chair, the Vice Chair, will lead the meeting.

Frequency of meetings

The SEND executive Board will meet 6 weekly, moving to a quarterly basis in due course. It is understood that due to pressure on diaries that on occasion members may not be able to attend, it is vital that a service representative is made available in these situations.

Standing Agenda Items

Whilst the Agenda items may vary from time to time, at the discretion of the Chair, standard items are as follows:

- Welcome, apologies and introductions
- Actions log – previous actions log approval, and review of open actions
- Parent Carer Forum update
- SEND Improvement Programme report
- Sub group progress reports
- Quality Assurance and Performance report
- High Needs Block Recovery Plan
- AOB
- Next meeting

Success factors

Measures of the success of the Board and its work will include (but not be limited to):

- children and young people with SEND secure good outcomes and fulfil potential
- evidence of a shared and applied strategy and approach;
- children, young people and their parents/carers feel increased satisfaction with their services as a result of improvements
- Monitor key performance indicators to measure impact
- services are provided at the right time and in the right way underpinned by co-production and therefore meet the needs of the local community.

Recording

The meeting output will be issued as soon as practicable after each meeting, but within 10 working days wherever possible.

A schedule of meeting dates will be published annually, with agenda's in advance of each meeting and minutes published after each meeting on the local offer.

IMPORTANT NOTE: Individuals are responsible for following up on their own actions arising from each meeting and should not wait for the meeting minutes to be issued before taking requisite action.

Review

These Terms of Reference are to be reviewed every 12 months.



Appendix 2 : How our plans fit together

The SEND Strategy has 5 priorities and 19 areas of work that have been identified as a focus for action.

Those actions that have been identified as significant priorities through the Ofsted/CQC inspection are set out in detail in this written statement of action and will be referenced in our delivery plans as WSOA 1, 2 or 3.

Those that the partnership has identified through its self assessment and consultation with parents and partners will be referenced in our plans as SS1 – 11. (SS= SEND Strategy).

Priority 1: We will support children at the earliest opportunity to access the intervention they need to achieve and thrive

- SS 1- We will develop and implement an ordinary offer of education across all settings to describe support for children with Special Education Needs
- SS 2 - We will develop a consistent approach for children who need SEN support, including a standard tool and template for SEN support planning
- SS 3 - We will develop a supportive early help offer for children, young people, and families with SEND in Haringey
- WSOA 1 - We will improve the co-ordination, quality and timeliness of EHCPs and annual reviews
- WSOA 2 - Improve the autism assessment waiting times for children and young people

Priority 2: Wherever possible we will meet the needs of Haringey's children and in Haringey

- SS 4 - Increase sufficiency of specialist placements for autistic children and young people and those with social, emotional and mental health needs in Borough.
- SS 5 - Ensure that special school buildings in Haringey are maintained to a high standard and continue to provide specialist placements based on local needs.
- SS 6 - Create a quality assurance framework to review independent specialist provision both in and out of borough.
- SS 7 - Review Early Years SEN Sufficiency

Priority 3: We will deliver a Local Offer to children and families that allows them choice and access to services that meet their needs

- SS 8 - Improve the Early Help and short breaks offer for children and young people in Borough
- SS 9 - We will review and refresh the SEND Home School Transport policy in consultation with children, young people and families
- SS 10 - We will review our Therapies offer, particularly Speech and Language Therapy and CAMHS provision to ensure that needs are identified early and waiting times are reduced.

Priority 4: We will actively seek opportunities to work with our children, young people and families in a model of co-production

- WSOA 3 – Work with children, young people and parents and carers and partners to ensure EHC plans are co-produced
- WSOA 3 We will work with the Bridge Renewal Trust to develop a supportive and representative Parent Carers Forum who are recognised as equal partners in developing and delivering SEND services
- WSOA 3 - Improve services' communications with parents and carers
- WSOA 3 - Develop an inclusive approach to young people's participation and coproduction

Priority 5: We will prepare our children for their adult lives and support their transition

- WSOA 1 – Develop and agree a Preparation for Adulthood (PFA) Strategy and action plan which considers a range of pathways for children and young people to support them into adulthood
- WSOA 1 - Annual Reviews for all children and young people from year 9 onwards are programmed by the new case management system and they include consideration of the Preparation for adulthood pathways
- SS 11 - Review current education, employment, and training offer for post 16s in Haringey

Haringey SEND Strategy

2022-2025



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Foreword and Introduction

There are around 9,000 children and young people in Haringey between the ages of 0 and 25 who have special education needs and disabilities (SEND).

In Haringey we are committed to working in partnership to coordinate support, care and learning for SEND children, young people, and their families, so they are able to fulfil their ambitions and to thrive.

We are proud of the quality of the schools and early years provision in Haringey: we know our schools and settings work hard to deliver good outcomes for children and young people in Haringey and that many children with SEND in Haringey achieve better outcomes than are achieved by children with SEND nationally. We know however, that we need to work hard to improve some areas of our services and that we need to improve our communication with children, young people, parents and carers to improve our understanding of their experiences and to involve them more closely in the design and delivery of the services which support them.

The lead organisations for our SEND Strategy are Haringey Council Children's Services and the North Central London Clinical Commissioning Group (NLCCG). These two organisations share joint leadership of SEND services, which they manage via the Joint SEND Executive Group. The leadership teams across both organisations recognise SEND as a borough-wide priority.

This new SEND Strategy has been informed by a review of current service provision, a series of informal conversation events with parents and carers, quality assurance information and the recent Ofsted and CQC inspection of SEND services in Haringey. This strategy outlines the five strategic priorities below to improve SEND services in Haringey. These priorities will be driven by the SEND Executive Group with progress against

the strategic plans reported annually on the Local Offer website:

1. We will support children at the earliest opportunity to access the intervention they need to achieve and thrive.
2. Wherever possible, we will meet the needs of Haringey's children within Haringey.
3. We will deliver a Local Offer to children and families that allows them choice and gives them access to services that meet their needs.
4. We will actively seek opportunities to work with our children, young people and families in a model of co-production.
5. We will prepare our children for their adult lives and support their transition.

This strategy should be read in conjunction with our written statement of action (WSOA) which was produced following the area inspection of SEND services in July 2021. There is much to do and we are ambitious and looking forward to working with our partners and communities in Haringey to improve our understanding and support for children and young people with SEND to enable them to reach their full potential.

Councillor Zena Brabazon
Cabinet Member for Early Years, Children and Families

Rachel Lissaeur
Director of Integration,
North Central London, CCG

Ann Graham
Director of Children's Services

2. Local and National Context

The Department for Education (DfE) leads the SEND system for England and defines the legislative, policy and funding arrangements for children and young people with SEND. The DfE's vision is of "children and young people with SEND achieving well in their early years, at school and in college; finding employment; leading happy and fulfilled lives; and having choice and control over their support." (DfE 2015b).

The DfE is currently undertaking a SEND Review and we will review our strategy in the light of the findings and reports from this Review.

The legislative framework for the education and care of children and young people with SEND is the Children and Families Act (2014). Part 3 of this requires local authorities, schools and academies, early years providers and NHS bodies to pay regard to the regulations and to the statutory Code of Practice for SEND (DfE 2015a).

In addition, the Care Act (2014) sets out the duties that local authorities and Clinical Commissioning Groups (CCGs) must fulfil for children and young people with disabilities and their families, including direct payments and supporting transitions to adult care services.

The government holds the local SEND system to account through Ofsted and the Care Quality Commission (CQC), whom it has tasked to carry out evaluations of local areas in England and their support for children and young people with SEND. Inspection teams assess the effectiveness of the local organisations in identifying and meeting the needs of all children and young people with SEND from ages 0 to 25 (Ofsted 2016). Haringey had its first area SEND Inspection in July 2021 and this strategy considers the feedback from the inspectorate regarding the strengths and areas for development in Haringey.

Haringey strategies and plans outlined below relate to this strategy and have informed the development of our priorities:

- The Borough Plan 2019-2023
- Alternative Provision in Haringey: A Model for Change 2020-2023
- Haringey's Early Help Strategy 2021-2023
- Haringey's DRAFT Health and Well Being Strategy 2020- 2024

→ Preparation for Adulthood Pathway Guide

→ Haringey Autism All Age Strategy 2021-2031

Haringey is proud of its diverse population and its passion to deliver outstanding services for children and young people living in the borough. The Borough Plan is made up of five priorities with this strategy underpinned by the 'People' Priority.

This priority recognises the importance of providing help at an early stage, before problems become entrenched, which means us all working together alongside our communities, responding to early warning signs that individuals or families may need help wherever people encounter us.

This priority also brings different areas together where we are tackling problems which cut across different parts of the public and voluntary sectors. It encompasses our work to achieve the following outcomes for our residents and communities and therefore contains our strategic outcomes for all children and young people living in Haringey, these are:

- Best start in life: the first few years of every child's life will give them the long-term foundations to thrive.
- Happy childhood: all children across the borough will be happy and healthy as they grow up, feeling safe and secure in their family, networks, and communities.
- Every young person, whatever their background, has a pathway to success for the future.
- All adults are able to live healthy and fulfilling lives, with dignity, staying active and connected in their communities.
- Strong communities where people look out for and care for one another.

Listening to residents and the community to understand their needs and aspirations is the starting point for working out solutions to the challenges residents and families face. It is through this creativity and working together that we will all achieve our vision for people: a Haringey where strong families, strong networks and strong communities nurture all residents to achieve their potential.

What our parents and carers tell us about SEND services in Haringey

In addition to strategies and policies, our strategy was informed by a range of sources including:

- a series of six informal conversation events with parents and carers held between June and August 2021
- a review of learning from complaints made by families during 2020-2021
- findings from ombudsman reports
- the findings from Amaze report (see appendix 1)
- findings from our recent Ofsted and CQC joint inspection of SEND
- performance information

From the informal conversation events, the following four themes emerged:

"It is a battle to get any help and the right services for my child"

Parents described the need to advocate and campaign incessantly for support for their children: they described being 'exhausted'; 'worn out' and 'drained' by their experiences. The services they mentioned most often were their child's school, SENCOs, (Special Educational Needs Co-ordinators), the Local Authority Statutory Assessment services, Short Breaks services and to a lesser extent health services, in particular Child and Adolescent Mental Health Services. Parents and carers shared examples of being unable to access services, feeling disbelieved by schools when their children were struggling with school and feeling that their concerns were often minimised or ignored. Parents recounted the need to pay for private assessments and therapies because their child could not wait for NHS services, they talked about the impact of this on them and on their children. Parents described 'Never being able to get hold of anyone in the council'

"Communication is poor."

This has been a significant theme in all areas of SEND review: families described finding out about events 'too late', the SEND newsletter did not appear to be reaching

its target audience, and messages about individual children and services also appeared to get lost. Contact numbers and service details were reported as being hard to access. Parents wanted more communication, in a range of media formats, accountability for communications with single points and timeliness.

"There is no co-production in Haringey."

Families are not involved in the individual co-production of their own children and young people's plans, but also do not feel involved in strategic planning. There was no sense from families that they felt included in council plans. During the conversations with families, the co-production of the plans to move services from the St Ann's site by Whittington Community Health Services Trust was cited as good practice by families who had been involved in this.

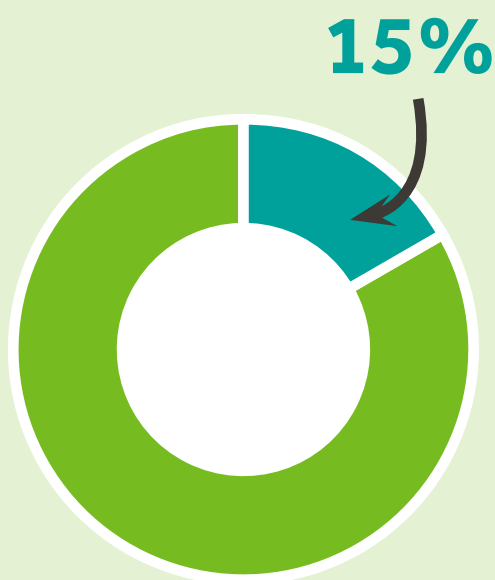
"There is no preparation for adulthood in Haringey"

Parents told us about their adolescent children repeating years at college with little support or advice about services or entitlements. They were unclear about the Local Offer for young adults and relied on the experience of others rather than feeling that they were making a conscious choice based on good information. During the SEND strategy conversations, one young adult described how chaotic the processes designed to support her were and how her access to support and advice was restricted by poor information and choices. There was concern expressed in the conversations about a number of issues in relation to making good transitions from childrens to adult services, particularly in relation to mental health services.

"Good support makes a real difference"

Families told us about practitioners who had gone 'above and beyond' to support them and their children, they told us about individual workers at schools, colleges and early years settings who had offered support which had made the difference to families such as helping them to complete forms, navigate referral routes or access therapeutic interventions.

What does our data tell us about children and young people with SEND in Haringey?

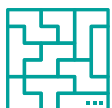


There are approximately **60,000** children living in Haringey, and of these, **9,000** children have special education needs and disabilities which equates to **15%** of the youth population in Haringey.

Of these 2,600 children and young people have Education Health and Care Plans.

SEND needs include the following:

Profound and multiple disabilities



Visual impairment



Specific learning difficulties such as dyslexia



Physical disabilities



Social, emotional and mental health difficulties



Autism spectrum condition



Hearing impairment



Learning disabilities

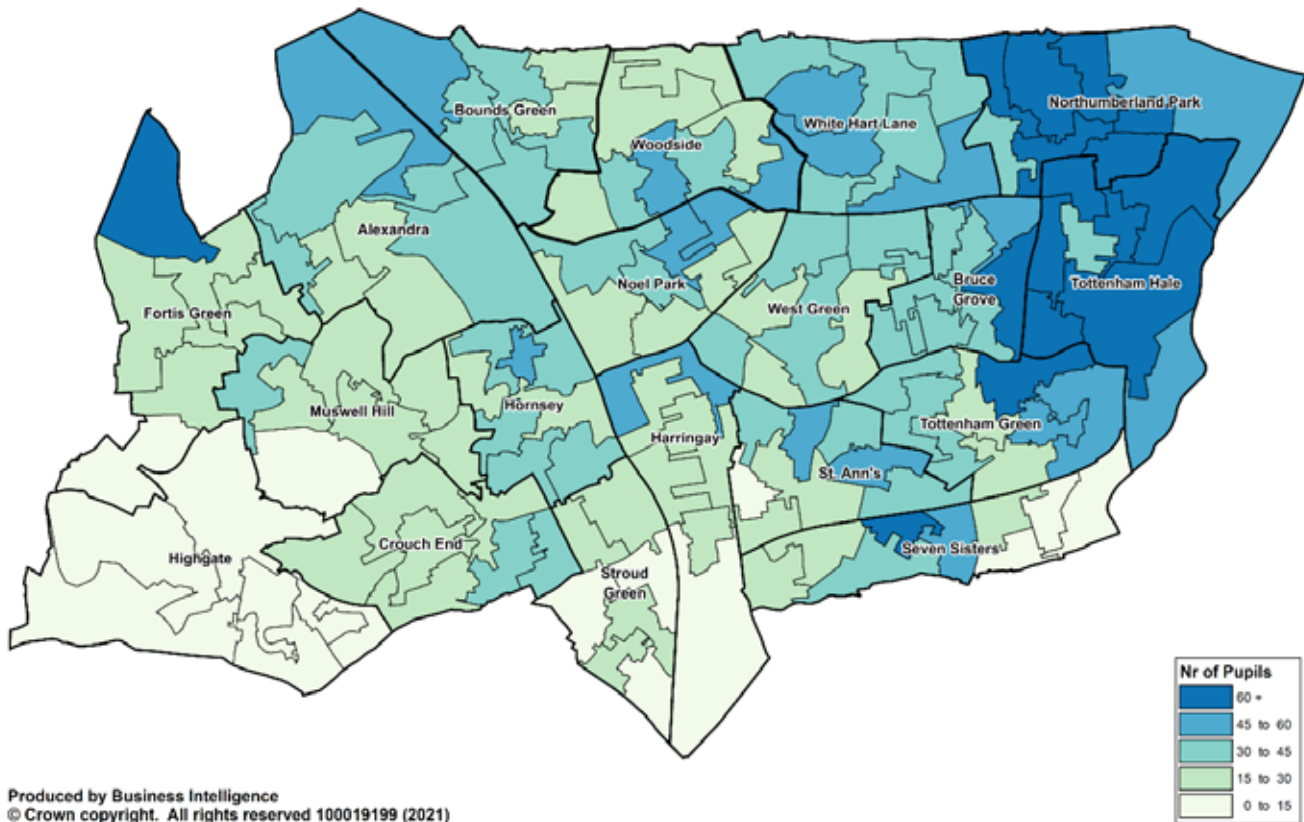


Speech, language and communication disorders



Within Haringey, we know that some wards and communities have higher numbers of children and young people with SEND:

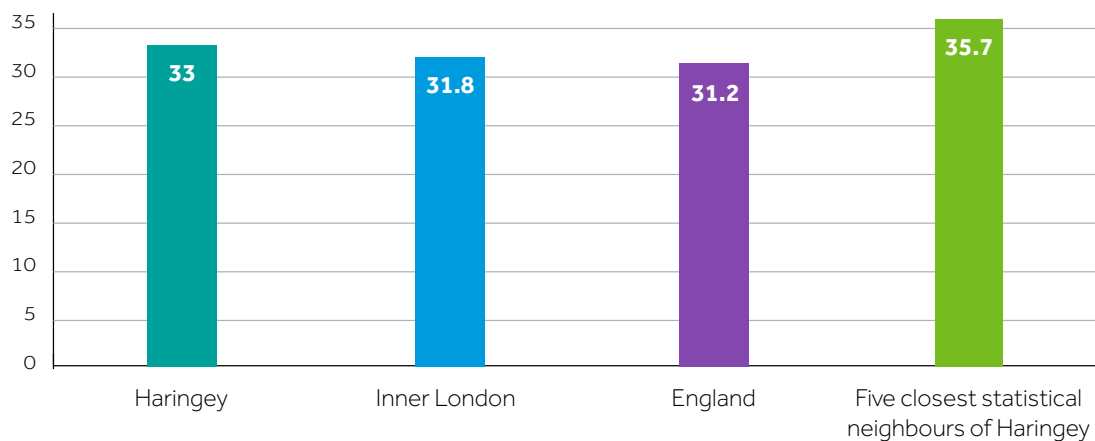
SEND pupils May 2021



(Source SEN 2 Dataset)

We know that we have an increasing number of children and young people living in the borough who have Education, Health and Care (EHC) plans and that our numbers are similar to other authorities in London.

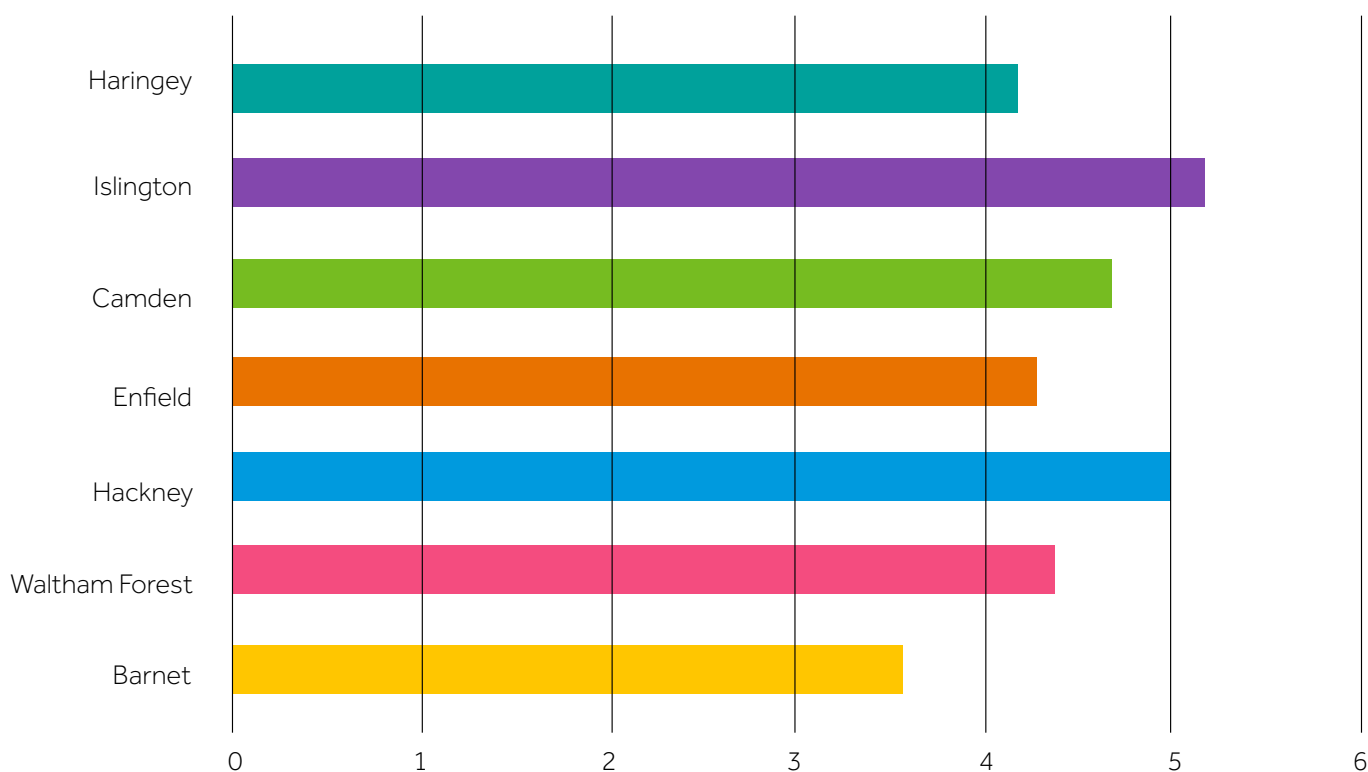
Chart 1: Distribution of Education, Health and Care Plans 2019-20



This chart compares the proportion of children and young people with EHC plans. Differences in proportions reflect not only differences in the level of needs but also variations between local authorities in the way that SEN assessments are undertaken, EHC plans are produced and special provision is made.

Source SEN 2 Dataset

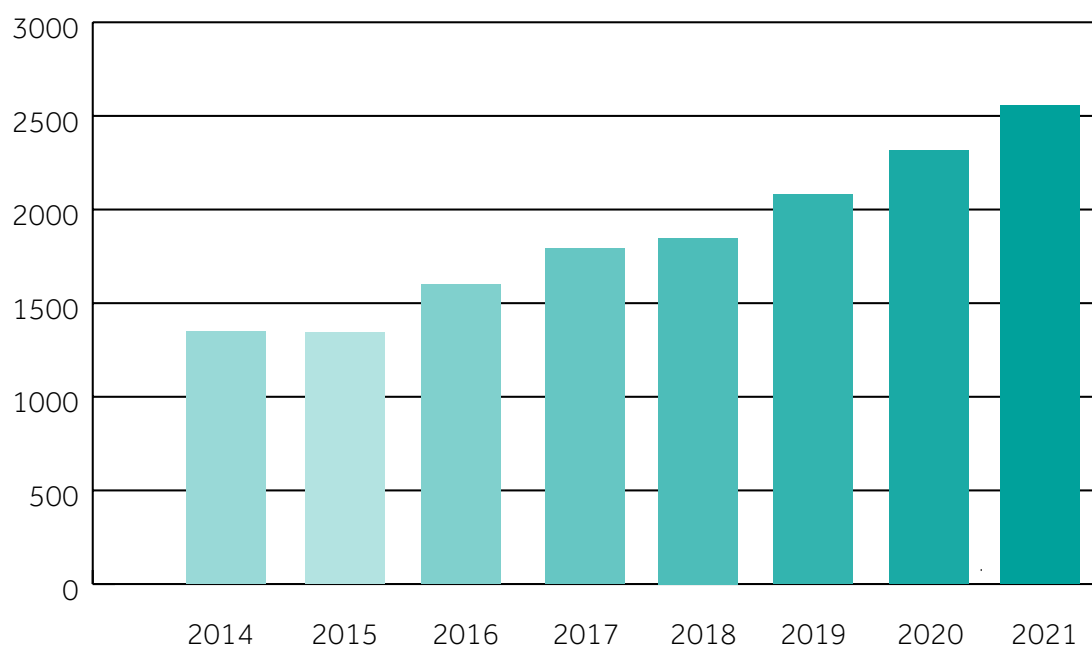
Percentage of pupils with statement of EHC plans (all schools) 2020/21 (academic) for Haringey geographical neighbours



Source: DFE Local area SEND report England)

Whilst Haringey is not considered an outlier in comparison to neighbouring authorities, the number of children and young people with EHC plans has grown significantly over the last five years.

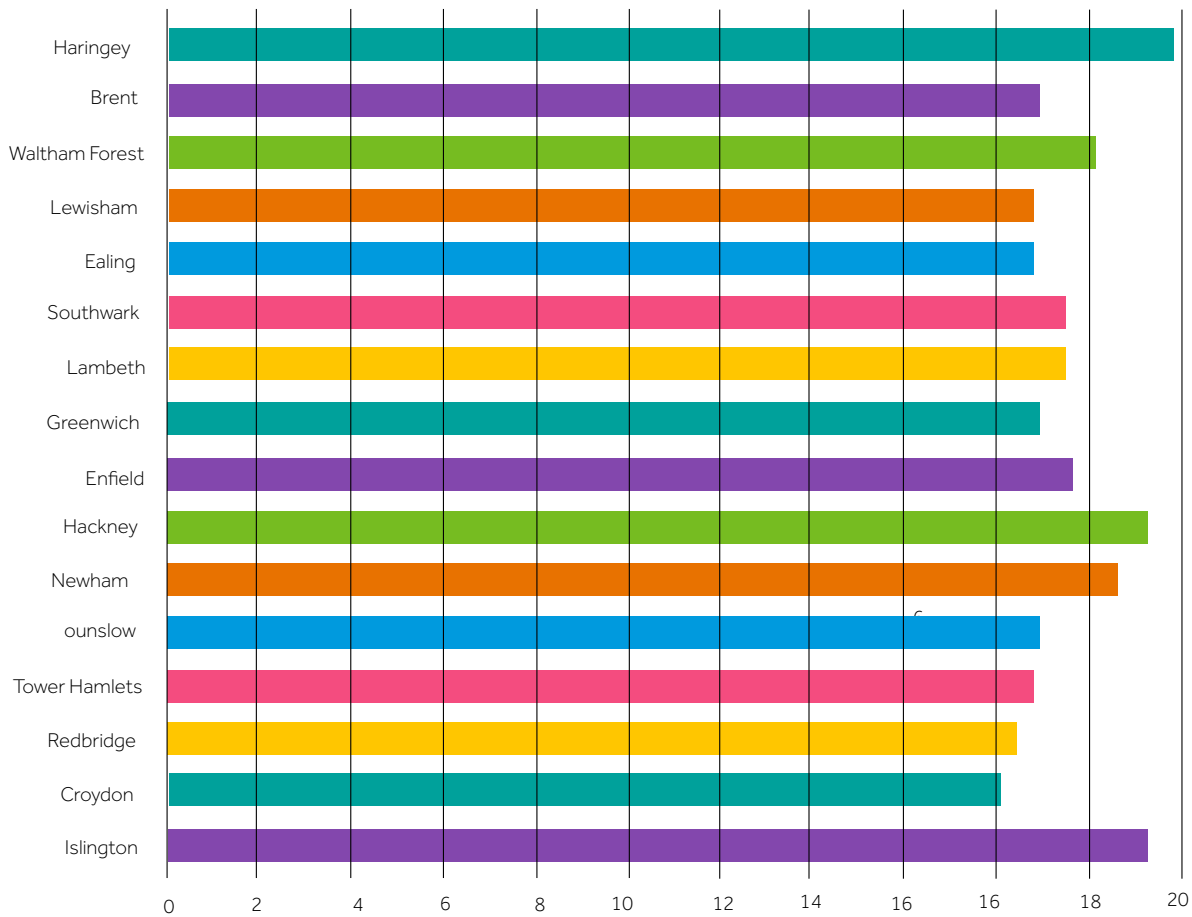
Table 1: Number of children with EHC Plans (2014 - 2021)



Source: SEN 2 Dataset

We know that our outcomes are good for children and young people with SEND at Key Stage 4:

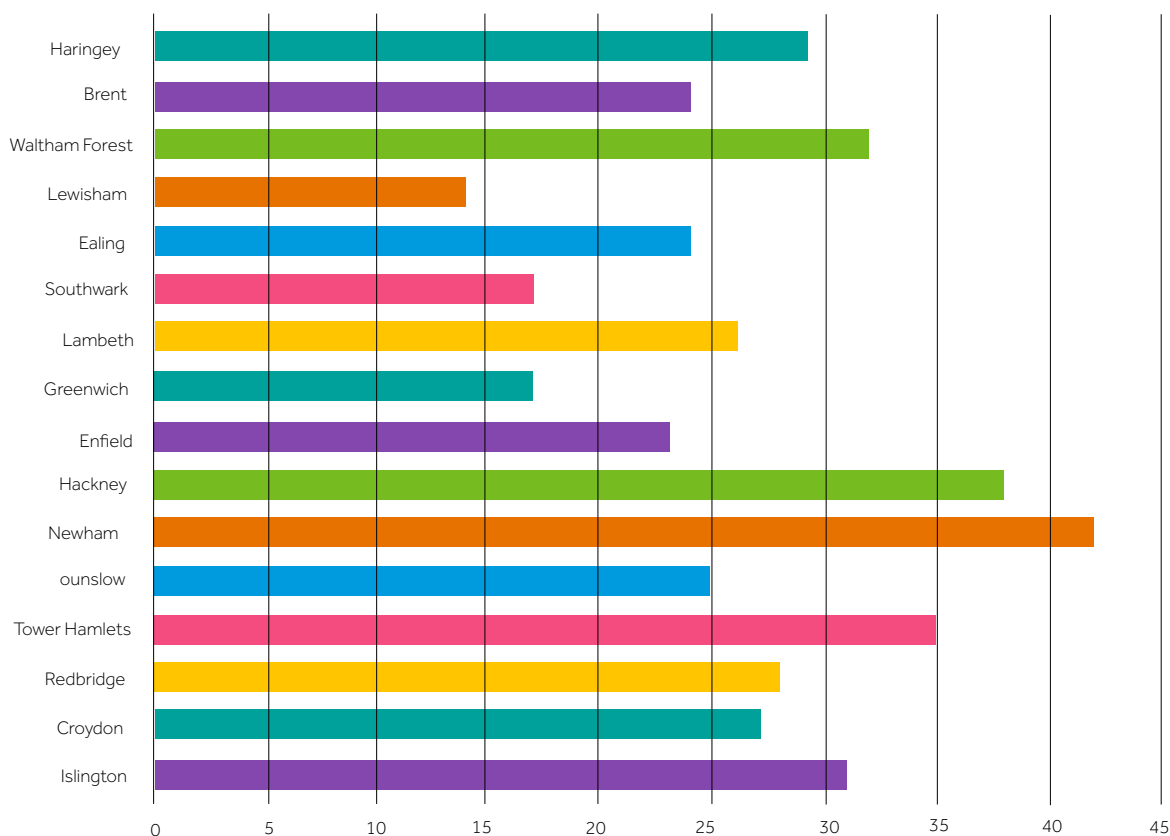
Average total points score of SEN pupils with statement or EHC Plan across all ELGs 2018/19 (academic) for Haringey CIPFA nearest neighbours



Source: DFE Local area SEND report England)

We also have good outcomes for children at Key stage 2 but have identified that this is an area for improvement:

Pupils with statement of SEN or EHC plan meeting the expected standard of phonic decoding 2018/19 (academic) for Haringey CIPFA nearest neighbour

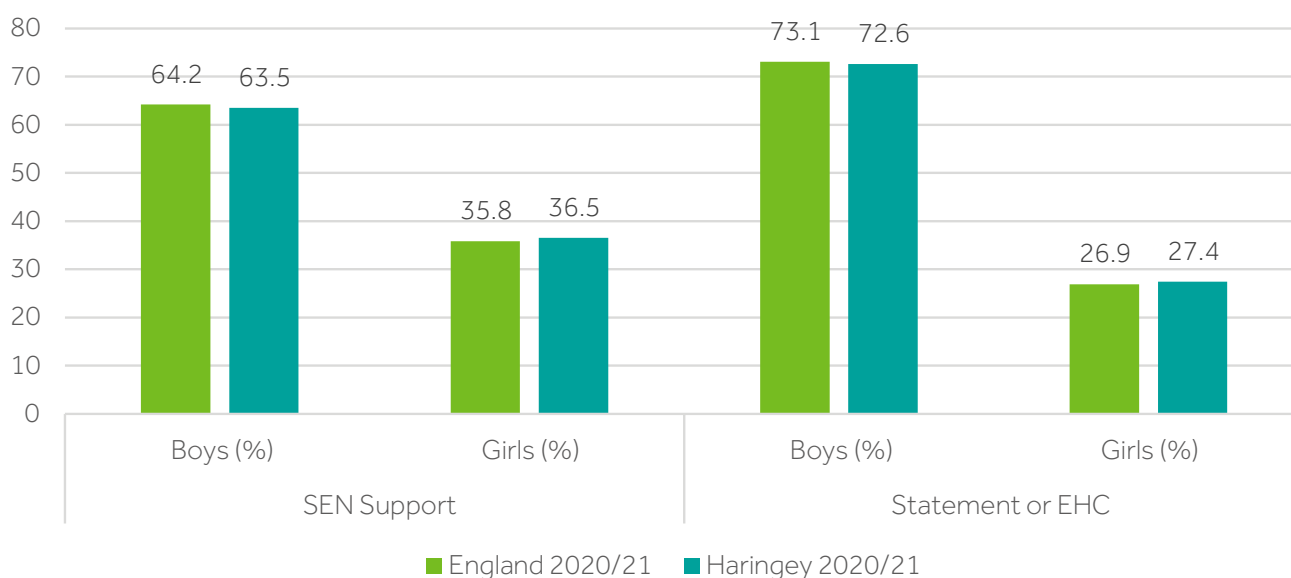


Source: DFE Local area SEND report England)

Within Haringey we have a good understanding of our cohort of children and young people with SEN.

We know that we have more boys with identified SEND needs and that this correlates with national data.

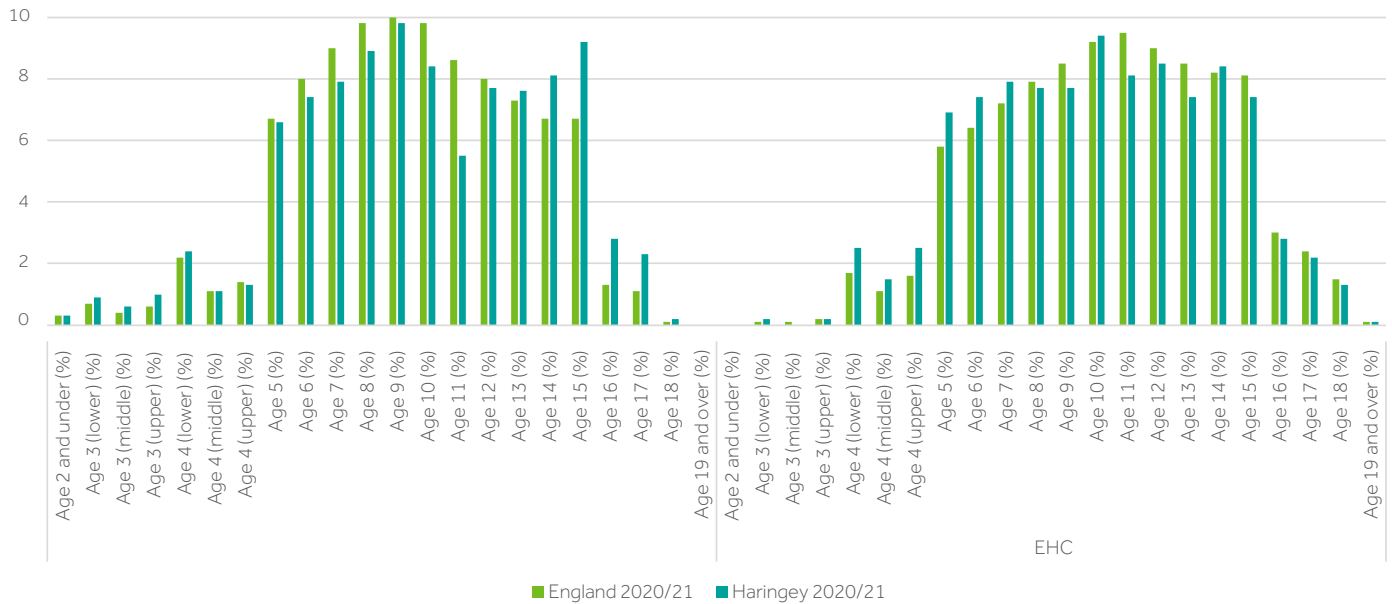
SEN by gender



Source: Haringey School Place Planning Report 2021

We know that we have a higher than national average number of young people with SEND needs aged between 18-25.

SEN by age

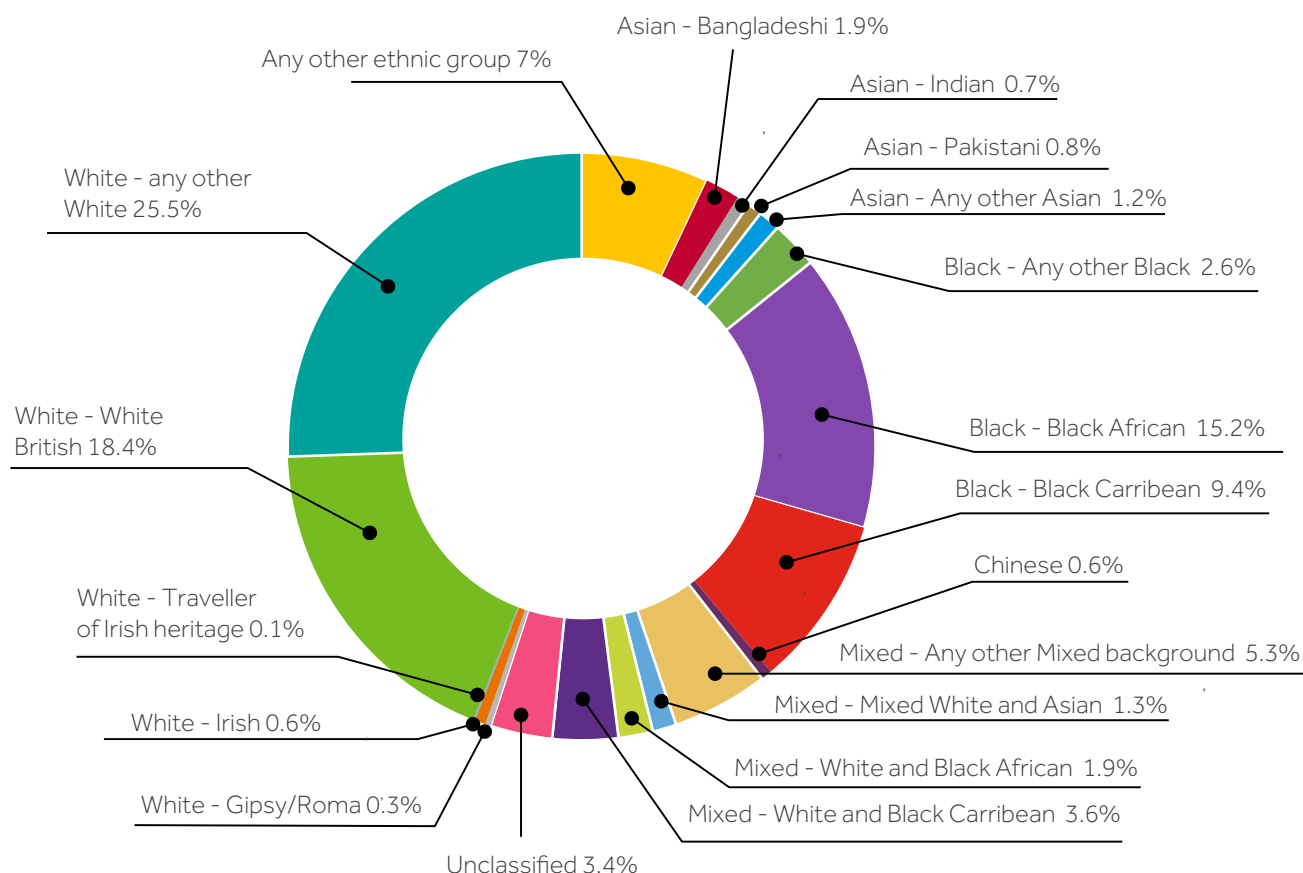


Source: Haringey School Place Planning Report 2021

We know that Haringey is a diverse borough, and we actively review our data to ensure that we are delivering services which are equitable.

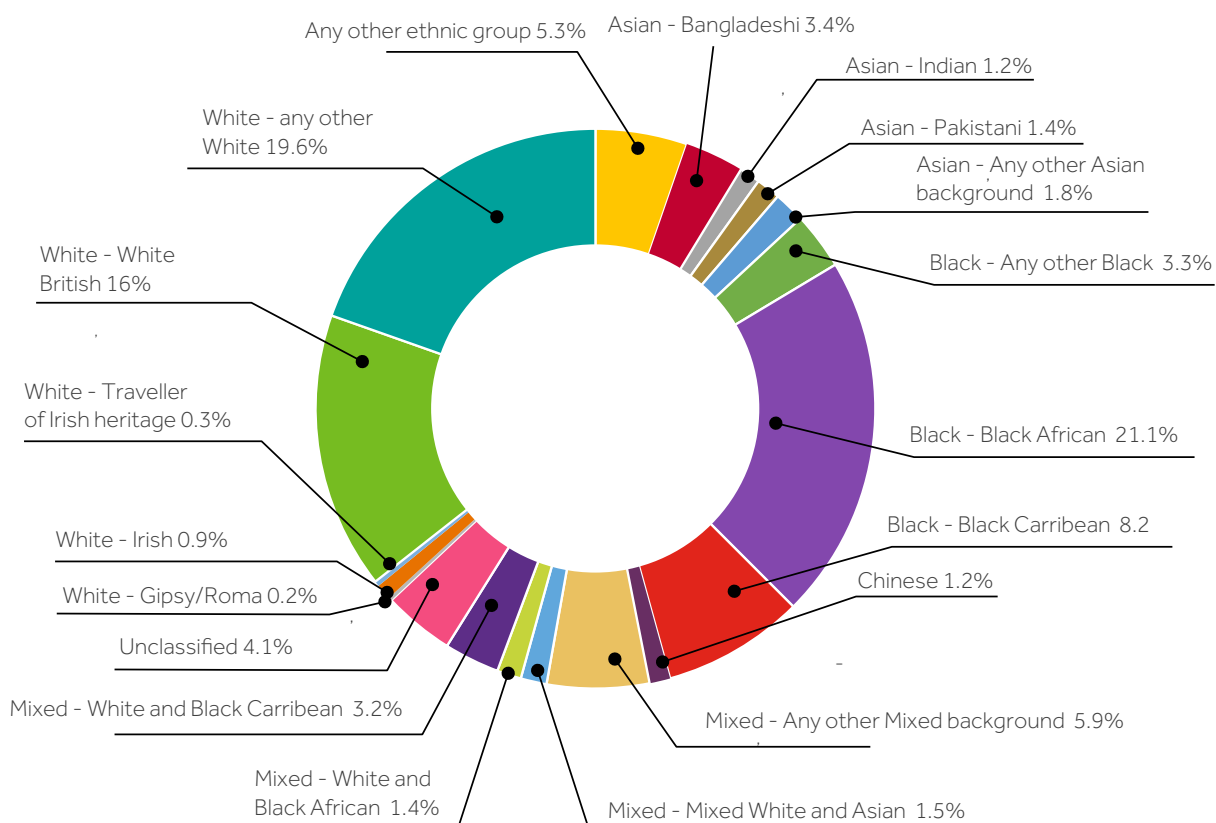
Source: Haringey School Place Planning Report 2021

Percentage of Haringey SEN support pupils by ethnicity 2021



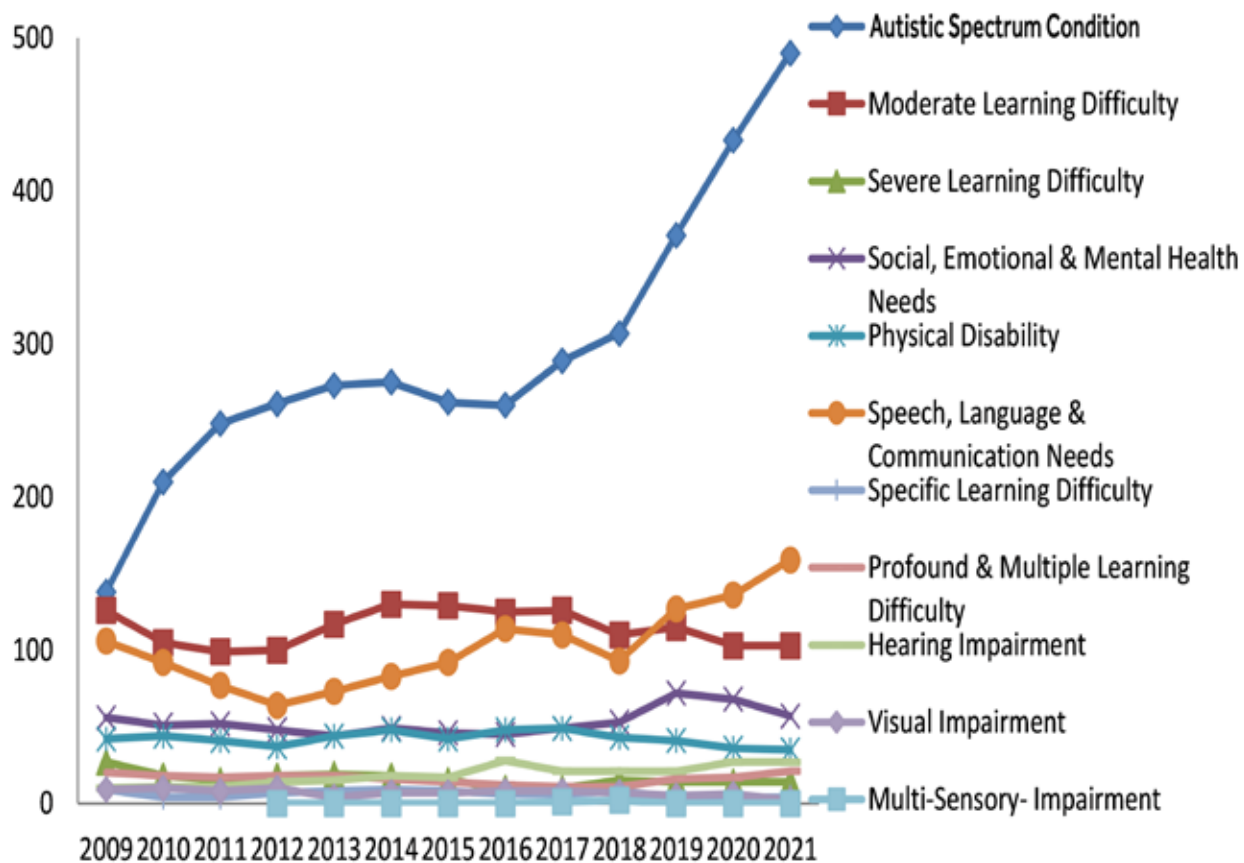
Source: Haringey School Place Planning Report 2021

Percentage of Haringey EHC plan pupils by ethnicity 2021



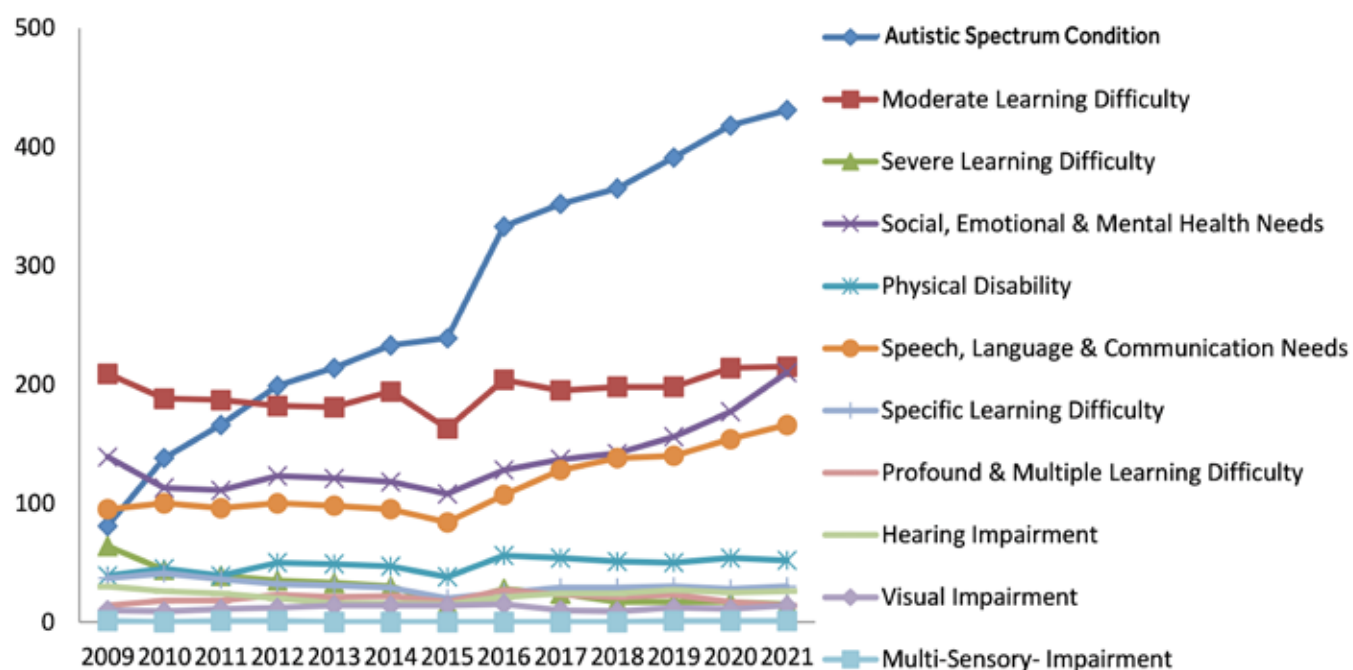
We know that there has been a significant increase in the numbers of children and young people with social, emotional and mental health needs (SEMH) and Autism Spectrum Conditions with EHC plans. Speech, language and communication difficulties are also increasing in Haringey, and we are expecting that these numbers will continue to rise.

Figure 2: Number of Primary children with EHC plans by need (Pre-school/Nursery to Year 6, 2009 to 2021)



Source: Haringey School Place Planning Report 2021

Figure 3: Number of Secondary children with EHC plans by need (Year 7 to Year 14, 2009 to 2021)



Source: Haringey School Place Planning Report 2021

Table 5b: Number of children with EHC plans by type of provision and location as at 2021 (Post 16 provision)

	Type of Specialist Provision	2021		
		In borough	Out borough	Total
Maintained	Haringey Sixth Form College	114	-	114
	Colleges	52	148	200
	Sixth Form Colleges		3	3
	Special Post 16 Institution - Day	22	11	33
	Special Post 16 Institution - Residential	-	5	5
	Other day places	39	58	97
	NEET	279	-	279
Sub-total	506	225	731	
	Sub-total (percentage)	69%	31%	100%

Source: SEN 2 Dataset

How we intend to develop our local SEND system (Haringey's five priorities)

PRIORITY 1: WE WILL SUPPORT CHILDREN AT THE EARLIEST OPPORTUNITY TO ACCESS THE INTERVENTION THEY NEED TO ACHIEVE AND THRIVE.

Why is this a priority?




- Parents and carers are telling us that their children and young people are not supported in a timely way.
- Haringey Borough Plan recognises that every child needs to make the best start in life.
- Early intervention is one of the underlying principles of the SEND Code of Practice. The SEND Code of Practice says that 'All those who work with young children should be alert to emerging difficulties and respond early.'
- Parents/Carers tell us that they have to wait too long for an assessment and need more support, whilst waiting for an assessment



What has already been done?

- Implemented a restructure of the Statutory Assessment Service into specialist Teams focusing on early years, compulsory school age and post 18.
- Developed a Quality Assurance Framework for Education, Health and Care Plans.
- Commissioned co-production training for the new statutory assessment teams.

What impact this strategy will have over the next three years.

- Processes, screening and systems to identify need early with an assess, plan do , review framework in place
- Graduated response within mainstream schools to support the identification of children's needs and provision of support at an earlier stage
- Assessments for EHC plans completed in 20 weeks will show continuous improvement and be in line with comparator authorities or better
- Our audits and checks tell us that increasing numbers of EHC plans are legally compliant and of a consistently high quality, are co-produced, demonstrate the voice of children, young people, parents and carers with advice that is deemed to be of good quality
- The percentage of annual reviews completed on time will show continuous improvement and accurately reflect children's changing needs and support as they move into adulthood
- Reduction in autism assessment waiting times
- Parents tell us that communication following referral to an autism assessment is good and they feel informed
- Children, young people and their parents and carers tell us that they were involved in co-producing their plans and their plans are providing them with the right help at the right time so that they can make progress towards identified outcomes
- Young people and their parents and carers tell us they are receiving timely advice and guidance as they move into adulthood

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
SS1*	We will develop and implement an ordinary offer of education across all settings to describe support for children with Special Education Needs	<ul style="list-style-type: none"> → Mainstream schools in Haringey are inclusive and delivers good outcomes for children with SEND → Number of children with SEN support plans → Number of children with EHCPs 					
SS2	We will develop a consistent approach for children who need SEN support, including a standard tool and template for SEN support planning	<ul style="list-style-type: none"> → Number of children and young people with SEN support who have an up-to-date plan → Children and young people with SEN have their needs identified early and a multi-agency support plan in place which uses an assess, plan, do, review framework 					
SS3	We will develop a supportive early help offer for children, young people, and families with SEND in Haringey	<ul style="list-style-type: none"> → Number of children who have high quality social care and early help provision described on their EHCP or in SEN support plans. → Children, young people, and families are supported within their local communities and have access to a range of support, inclusive social events and activities. → Children, young people and families tell us that the early help they received was helpful as it achieved positive change and the agreed outcomes 					

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
WSOA 1*	We will improve the co-ordination, quality and timeliness of education, health and care plans and annual reviews	<ul style="list-style-type: none"> → Percentage of EHCPs and annual reviews completed within statutory timescales → Percentage plans and annual reviews adhering to the co-production expectations → Percentage advice submissions which are deemed to be of good quality → Percentage plans demonstrating the voice of children, young people, parents, carers as a golden thread through the ECH plan and annual review → Percentage plans which are legally compliant, including specific and quantified school provision → Percentage audits rated as compliant - our audits tell us that increasing numbers of EHC plans are of a consistently high quality, are co-produced and tell the story of the child → Young people and their parents and carers tell us they are receiving timely advice and guidance as they move into adulthood as they move into adulthood 					
WSOA 2	Improve the autism assessment waiting times for children and young people and support whilst waiting	<ul style="list-style-type: none"> → Reduction in autism assessment waiting times → Parents tell us that communication following referral to an autism assessment is good and they feel informed → Parents tell us they feel that they have adequate support whilst they are in the process of waiting for/ having an autism assessment 					

*SS 1 = Send Strategy Focus for Action 1

*WSOA 1 = Written Statement of Action 1

PRIORITY 2: WHEREVER POSSIBLE WE WILL MEET THE PROVISION NEEDS OF HARINGEY'S CHILDREN AND YOUNG PEOPLE IN HARINGEY

Why is this a priority?

Parents, carers, children and young people tell us that they want to be involved and included in their local communities.

Haringey Borough Plan shares our vision is for a place with strong, resilient and connected communities where people can lead active and healthy lives in an environment that is safe, clean and green.

The SEND Code of Practice recognises the importance of a Local Offer for children and young people with SEND.

What has already been done?



Worked with Heartlands Community Trust to develop the Grove School for children and young people with ASC

Initiated an Early Years review to plan for long term sufficiency for Early Years provision in Haringey.

What impact this strategy will have over the next three years

- Increased early years provision for young children with SEND
- More children and families are able to find local provision that meets their needs
- We will have more specialist placements for autistic children or those with social, emotional and mental health needs
- Ofsted tells us that our special school provision in Haringey is good or outstanding

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
SS4	Increase sufficiency of specialist placements for autistic children and young people and those with social, emotional and mental health needs in Borough.	<ul style="list-style-type: none"> → Provision of autism unit in mainstream secondary school → Increased offer for children with high functioning autism → Improved offer for children with complex needs → Provide a nurture hub model with in-reach and outreach service → Reduction of children in 'out of borough' special school provision → Haringey children and young people have their identified needs met in Borough 	Haringey Master plan for education 2021-202				

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
SS5	Ensure that special school buildings in Haringey are maintained to a high standard and continue to provide specialist placements based on local needs.	<ul style="list-style-type: none"> → Reduction of children in and 'out of borough' special school provision → Ofsted inspection reports tell us Haringey Special Schools are good or outstanding 	Haringey Master plan for education 2021-2025				
SS6	Create a quality assurance framework to review independent specialist provision both in and out of borough.	<ul style="list-style-type: none"> → Progress of children in 'out of borough' placements 					
SS7	Review Early Years SEN Sufficiency	<ul style="list-style-type: none"> → Number and proportion of children with SEN in each setting. → That early identification is good, and children are supported at the earliest possible opportunity in a meaningful way. → Increased early years provision for young children with SEN. 					

PRIORITY 3: WE WILL DELIVER A LOCAL OFFER TO CHILDREN AND FAMILIES THAT ALLOWS THEM CHOICE AND ACCESS TO SERVICES THAT MEET THEIR NEEDS

Why is this a priority?

Parents, carers, children, and young people are not confident that Haringey has a varied Local Offer which is well communicated to them and meets their needs.

Haringey Borough Plan says that our vision is a Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential

The SEND Code of Practices says that: local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.





What has already been done?

Opened accessible play spaces in Finsbury Park

Employed a SEND Communications Officer to ensure we have an effective communications strategy which has included a newly developed SEND newsletter.

What impact this strategy will have over the next three years

- Parents and carers know about, and can easily find and access, the local offer which includes short breaks, social activities for children, local respite provision and for older children short breaks in the summer holidays.
- Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information
- An increasing number of people are using the local offer website
- More children and families receiving short breaks offers and early help support
- Children, young people and families tell us the School Transport service as good
- Reduction in waiting times for therapies

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
WSOA3	Work with parents, carers and partners to ensure we have a good local offer that is well communicated	<ul style="list-style-type: none"> → Parents and carers know about, and can easily find and access, the local offer which includes short breaks, social activities for children, local respite provision and for older children short breaks in the summer holidays. → An increasing number of people are using the local offer website → Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information → Professionals are aware of the local offer 					
SS8	Improve the Early Help and short breaks offer for children and young people in Borough	<ul style="list-style-type: none"> → Number of Children, young people and families receiving Short Breaks. → Number of children, young people and families with SEND who have early help support via Team around the Family approach 					
SS9	We will review and refresh the SEND Home to School Transport policy in consultation with children, young people and families	<ul style="list-style-type: none"> → Numbers of children, young people and families evaluating the service as good 					
SS10	We will review our Therapies offer, particularly Speech and Language Therapy and CAMHS provision to ensure that needs are identified early and waiting times are reduced.	<ul style="list-style-type: none"> → Reduction in waiting times for therapies 					

PRIORITY 4: WE WILL ACTIVELY SEEK OPPORTUNITIES TO WORK WITH OUR CHILDREN, YOUNG PEOPLE AND FAMILIES IN A MODEL OF CO-PRODUCTION

Why is this a priority?

Parents, carers, children, and young people tell us that they do not feel involved in the plans about them.

Haringey Borough Plan says that listening to residents and the community to understand their needs and aspirations is the starting point for working out solutions to the challenges residents and families face. It is through this creativity and working together that we will all achieve our vision for people: a Haringey where strong families, strong networks and strong communities nurture all residents to achieve their potential.

The Code of Practice says local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision


What has already been done?




Commissioned an independent report which outlined clear priorities and recommendations for implementation which are underway (Amaze Report July 2020)

Commissioned The Bridge Renewal Trust to set up and deliver infrastructure support to Haringey Parent Carers' Forum.

What impact this strategy will have over the next three years

- Children, young people and parents and carers tell us that they were involved in co-producing their EHC plans and the plans are providing them with the right help at the right time
- Our Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services
- We will have an established SEND Youth Forum and children and young people with SEND are actively influencing service delivery and design across the SEND system.

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
WSOA3	Work with children young people and parents and carers and partners to ensure ECH plans are co-produced	<ul style="list-style-type: none"> → Children, young people and parents and carers tell us that they were involved in co-producing their EHC plans and the plans are providing them with the right help at the right time → Parents and carers tell us that they were involved in service development and delivery 					

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul- Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
WSOA3	We will work with the Bridge Renewal Trust to develop a supportive and representative Parent Carers Forum who are recognised as equal partners in developing and delivering SEND Services	<ul style="list-style-type: none"> → There is an active Parent Carer Forum that is representative across the borough → Parent Carers Forum feel they are recognised as equal partners in developing and delivering SEND services → There is parent carer representation on our key governance groups and they are able to influence strategic decisions 					
WSOA3	Improve services' communications with parents and carers	<ul style="list-style-type: none"> → Parents, carers and practitioners tell us that the online local offer is easy to use and provides useful information → Parents tell us through the annual survey that they feel increasingly more informed through the SEND newsletter → Increasing number of hits on the local offer website → Percentage reduction in complaints from families 					
WSOA3	Develop an inclusive approach to young people's participation and coproduction	<ul style="list-style-type: none"> → Established SEND Youth Forum → Children and young people with SEND are actively influencing service delivery and design across the SEND system. → Older young people are actively participating in annual reviews 					

PRIORITY 5: WE WILL PREPARE OUR CHILDREN FOR THEIR ADULT LIVES AND SUPPORT THEIR TRANSITION

Why is this a priority?

Parents, carers, children and young people tell us that they are not clear about services and plans to prepare children and young people for adulthood in Haringey.

The Haringey Borough plan outcome is that every young person, whatever their background, has a pathway to success for the future

The SEND Code of Practice says that with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions.

What has already been done?

In-sourced the Travel Buddies to ensure that children and young people receive consistent, high quality travel training to support them to travel independently to their place of learning.

Developed a Preparation for Adulthood Guide to support decision-making https://www.haringey.gov.uk/sites/haringeygovuk/files/preparing_for_adult_pathway_guide.pdf

Employed a supported internship Co-ordinator to develop a good quality apprenticeship offer.

What impact this strategy will have over the next three years

- Young people and their parents and carers will tell us that they are receiving timely advice and guidance as they move into adulthood
- Young people and their parents and carers tell us there are more options for young people moving into employment, education and training with timely advice and guidance.
- There is more choice of supported living opportunities, further education and internship programmes
- There is more joined up approach to the planning of provision for those aged 19-25

Action ref	Focus for action	How we will measure our impact	Timescales				
			Apr-Jun 22	Jul-Sep 22	Oct – Dec 22	Jan – Mar 23	Years 23-25
WSOA1	Develop and agree a Preparation for Adulthood (PFA) Strategy and action plan which considers a range of pathways for children and young people to support them into adulthood	<ul style="list-style-type: none"> → Young people are well supported in making successful transitions to adult life (including those with complex needs) → Young people and their parents and carers tell us there are more options for young people moving into employment with timely advice and guidance → There is more choice of supported living opportunities, further education and internship programmes → There is more joined up approach to the planning of provision for those aged 19-25 					
WSOA1	Annual Reviews for all children and young people from year 9 onwards are programmed by the new case management system and they include consideration of the Preparation for adulthood pathways	<ul style="list-style-type: none"> → Young people and their parents and carers tell us they are receiving timely advice and guidance as they move into adulthood (end of age 14 annual review feedback) → Percentage of annual reviews completed on time 					
SS11	Review current education, employment, and training offer for post 16s in Haringey	<ul style="list-style-type: none"> → Young people and their parents and carers tell us there are more options for young people moving into employment with timely advice and guidance → Improved offer of pathways to employment including supported internships 					

Governance, Structures and Accountability

The accountability for implementation of the Haringey SEND strategy is with the SEND Executive Board. This board meeting is jointly chaired by senior leaders from the North Central London Clinical Commissioning Group and Haringey's Children's Services.

The SEND Executive Board has senior leadership representation from a range of agencies which include Commissioning, Health and Social Care services, the elected member with responsibility for Early Years,

Children and Families, Markfield and Haringey Parent Carer Forum.

A highlight report demonstrating performance and progress towards implementation of the five priorities will be reviewed by the SEND Executive Board on a quarterly basis and published on the Local Offer website annually.

References

DfE (2015b) Special educational needs and disability

Supporting local and national accountability. Crown Copyright, March 2015

DfE (2015a) Special educational needs and disability code of practice

0 to 25 years. Crown Copyright, Jan 2015.

Ofsted (2016)

The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities. Pub: Crown Copyright 2016. www.gov.uk/ofsted

The Borough Plan 2019-2023

www.haringey.gov.uk/local-democracy/policies-and-strategies/borough-plan

Alternative Provision in Haringey

A Model for Change 2020-2023 <https://www.minutes.haringey.gov.uk/documents/s115065/appendix%201.pdf>

Haringey's Early Help Strategy 2021-2023

https://www.haringey.gov.uk/sites/haringeygovuk/files/haringey_early_help_strategy_2021-2023.pdf

Haringey's DRAFT Health and Well Being Strategy 2020- 2024

<https://www.haringey.gov.uk/social-care-and-health/health/health-and-wellbeing-strategy>

Preparation for Adulthood Pathway Guide

<https://www.haringey.gov.uk/children-and-families/local-offer/preparing-adulthood>

DfE:(SEN2 Dataset)

Statistics on pupils with SEN, including information on educational attainment, destinations, absence, exclusions, and characteristics, DfE:

DfE: Local area SEND report England:

Statistics on SEND available for England, compared to your selected comparison group of All English regions. This should help to assess how well arrangements since the reforms are working and compare delivery across local areas

Haringey School Place Planning Report 2021:

Providing data and analysis on sufficiency of school places which informs our work across the next (2021/22) academic year and beyond, providing school roll projections up to and including 2030/31.

Amaze Report July 2020:

Amaze was jointly commissioned by Contact and Haringey Council to undertake a review of parent carer participation, with the intention of making a series of recommendations about how this can be improved.

Glossary

SEND – Special educational needs and disabilities

Day 5 Guthrie Test – a universal screening programme which detects 9 rare but serious health conditions

SENCOs – special educational needs coordinators: qualified practitioners with specialist experience working with SEND

CAMHS – child and adolescent mental health services

SENDIASS - Haringey's SEND information, advice & support service

EHCP – education, health & care plan

OT – occupational therapy

PT – physiotherapy

SLT – speech & language therapy

Portage home visiting service - portage workers visit children at home with their families and help them to develop their skills

ASC - Autism Spectrum Condition

Haringey SEND Strategy 2022-2025 was open for public consultation between the 20 September and 7 November. Responses to the consultation can be found on the local offer website.

<https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/haringey-send-strategy-and-local-area-send-inspection-report>

The action plan within this strategy reflects the feedback recieved trough the consultation. Thank you to all who responded.

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☐

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GREEK / Ελληνικά
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☐

Haddii aad qoraalkan ku rabto luuqadaada, fadlan sax mari sanduukha, kusoo buuxi magaca iyo ciwaankaaga, kuna soo dir boostada hoose ee lacag la'aanta ah.

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Please email SENDnewsletters@haringey.gov.uk to request your document.

Report for: Children and Young People's Scrutiny Panel – 15 March 2022

Title: Children and Young People's Scrutiny Panel: Work Programme 2021-22

Report authorised by: Ayshe Simsek, Democratic Services and Scrutiny Manager

Lead Officer: Rob Mack, Principal Scrutiny Support Officer
Tel: 020 8489 2921, E-mail: rob.mack@haringey.gov.uk

Ward(s) affected: N/A

**Report for Key/
Non Key Decision:** N/A

1. Describe the issue under consideration

- 1.1 To note the work that the Panel has undertaken in 2021-22 and identify potential items for the first meeting of 2022/23.

2. Recommendations

- 2.1 That the work that the Panel has undertaken in 2021/22 be noted;
- 2.2 That the Panel recommend potential item(s) for the first Panel meeting of 2022/23.

3. Reasons for decision

- 3.1 The work programme for overview and scrutiny was approved by the Overview and Scrutiny Committee at its meeting on 8 June 2021. The work that the Panel has undertaken is outlined in **Appendix A** as well as outstanding issues.

4. Background

- 4.1 Following the completion of the Overview and Scrutiny work plan for 2018-20, work began on the development of work plans for 2020-22. An on-line survey took place in February 2020 and a Scrutiny Café consultative event planned but the process was disrupted by the Covid pandemic. The priorities and suggestions from the survey were incorporated into the work planning process for 2021-22. In addition, the Committee and its Panels each undertook consultative meetings during March 2021 with a range of community and voluntary sector organisations relevant to areas within their terms of reference.
- 4.2 The consultative meetings looked at and prioritised a range of suggestions that had come from the following:
- Responses to the on-line scrutiny survey undertaken in early 2020; and
 - Outstanding matters from current work plans.

- 4.3 There was also the opportunity to add additional issues. Following these, the Committee and its Panels each met informally to finalise their proposals. Relevant Council officers were invited to these meetings to provide feedback on proposals. Each scrutiny body was asked to prioritise issues and consider if there were any additional matters that also should be included in work plans.
- 4.4 Each scrutiny body decided on the following:
- A suitable topic for a scrutiny review;
 - Items to prioritise for one-off items at scheduled meetings; and
 - Which item(s) to select for the agenda for the first meetings of 2021-22.
- 4.5 Workplans were developed accordingly for each scrutiny body and these have been actioned. The work that the Panel has undertaken during the year is outlined in **Appendix A**.
- 4.6 This is the final scheduled Panel meeting of the year and the local government elections will be taking place on 5 May. There are a small number of outstanding items in the workplan. These are as follows:
- SEND Transport;
 - Kinship Care;
 - Engagement with Young People;
 - Stop and Search; and
 - Youth Offending Service - Interventions with young people and their effectiveness.
- 4.7 There will be insufficient time after the forthcoming elections for the new Overview and Scrutiny Committee and its Panels to develop a new work plan before the first round of scheduled meetings. It is therefore proposed that the Panel recommends one or two items from the list above as potential items for the first meeting. This will ensure the new Panel is able to begin its work promptly and that there is not a hiatus whilst the new workplan is being developed.
- 4.8 The Panel has completed its review on Child Poverty and the final report of this is being considered for approval by the Overview and Scrutiny Committee on 17 March. Following this, it will be submitted to the Council's Cabinet for response.

Forward Plan

- 4.9 Since the implementation of the Local Government Act and the introduction of the Council's Forward Plan, scrutiny members have found the Plan to be a useful tool in planning the overview and scrutiny work programme. The Forward Plan is updated each month but sets out key decisions for a 3-month period.
- 4.10 To ensure the information provided to the Committee is up to date, a copy of the most recent Forward Plan can be viewed via the link below:

<http://www.minutes.haringey.gov.uk/mgListPlans.aspx?RP=110&RD=0&J=1>

- 4.11 The Committee may want to consider the Forward Plan and discuss whether any of these items require further investigation or monitoring via scrutiny.

5. Contribution to strategic outcomes

- 5.1 The contribution of scrutiny to the corporate priorities will be considered routinely as part of the OSC's work.

6. Statutory Officers comments

Finance and Procurement

- 6.1 There are no financial implications arising from the recommendations set out in this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications these will be highlighted at that time.

Legal

- 6.2 There are no immediate legal implications arising from the report.
- 6.3 In accordance with the Council's Constitution, the approval of the future scrutiny work programme falls within the remit of the OSC.
- 6.4 Under Section 21 (6) of the Local Government Act 2000, an OSC has the power to appoint one or more sub-committees to discharge any of its functions. In accordance with the Constitution, the appointment of Scrutiny Panels (to assist the scrutiny function) falls within the remit of the OSC.
- 6.5 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the Overview and Scrutiny Committee. Such reports can then be referred to Cabinet or Council under agreed protocols.

Equality

- 6.6 The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:
- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;
 - Advance equality of opportunity between people who share those protected characteristics and people who do not;
 - Foster good relations between people who share those characteristics and people who do not.

- 6.7 The Committee should ensure that it addresses these duties by considering them within its work plan and those of its panels, as well as individual pieces of work. This should include considering and clearly stating;
- How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics;
 - Whether the impact on particular groups is fair and proportionate;
 - Whether there is equality of access to services and fair representation of all groups within Haringey;
 - Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.
- 6.8 The Committee should ensure that equalities comments are based on evidence. Wherever possible this should include demographic and service level data and evidence of residents/service-users views gathered through consultation.

7. Use of Appendices

Appendix A: Children and Young People's Scrutiny Panel: Work Plan for 2021/22

8. Local Government (Access to Information) Act 1985

N/A

Children and Young People's Scrutiny Panel

Work Plan 2021 - 22

<p>1. Scrutiny review projects; These are dealt with through a combination of specific evidence gathering meetings that will be arranged as and when required and other activities, such as visits. Should there not be sufficient capacity to cover all these issues through in-depth pieces of work, they could instead be addressed through a “one-off” item at a scheduled meeting of the Panel. These issues will be subject to further development and scoping. It is proposed that the Committee consider issues that are “cross cutting” in nature for review by itself i.e., ones that cover the terms of reference of more than one of the panels.</p>		
Project	Comments	Priority
Schools	<p>There are now a range of different types of school within the borough. These include:</p> <ul style="list-style-type: none"> • Community schools; • Foundation schools and voluntary schools; • Academies; • Free schools; and • Faith schools. <p>The resulting fragmentation presents challenges for local authorities. These include ensuring that all schools are providing a good standard of education and the planning and co-ordination of school places. In addition, schools are subject to varying degrees of local democratic control.</p> <p>The review will:</p> <ul style="list-style-type: none"> • Seek to identify the different categories of school that there are within Haringey and their characteristics as well as the diversity of curriculum and ethos offered by individual schools; 	In progress

	<ul style="list-style-type: none"> Consider the ways that might be available to the Council to influence schools within the borough and, in particular, facilitate school improvement and co-ordination of school places most effectively; and Look at practice in other local authority areas and what appears to have been most effective. <p>The review will then focus on how the Council might best respond strategically to the significant surplus in school reception places that there is within Haringey. These have serious budgetary implications for many primary schools due to the way in which schools are funded. Demand for school places is subject to fluctuation and there will also be a need for sufficient places to be available to accommodate future any increases in demand for places. As part of this, the review will consider:</p> <ul style="list-style-type: none"> The role the Council has in working with schools to effectively manage the reductions in school rolls; How a balanced range of school provision across the borough might best be maintained; and What could be done to mitigate financial pressures on schools and ensure that any adverse effects on schools are minimised 	
Child Poverty	Scope and terms of reference to be determined.	

2. “One-off” Items; These will be dealt with at scheduled meetings of the Panel. The following are suggestions for when particular items may be scheduled.	
Date	Potential Items
2021-22	

20 July 2021	<ul style="list-style-type: none"> • Terms of Reference • Work Planning; To agree items for the work plan for the Panel for the forthcoming year • Cabinet Member Questions – Cabinet Member for Children, Education and Families • Covid; Impact on children and young people • Youth Services
23 September 2021	<ul style="list-style-type: none"> • Financial Monitoring • Annual Youth Justice Plan • Missing Children • Support to Refugee Afghan Children
18 November 2021	<ul style="list-style-type: none"> • Cabinet Member Questions – Cabinet Member for Children, Education and Families • Whittington Health Estates and Services Reconfiguration – Implementation • SEND Inspection
4 January 2022 (Budget Meeting)	<ul style="list-style-type: none"> • Budget scrutiny

	<ul style="list-style-type: none"> • Haringey Children's Safeguarding Partnership – Annual Report • Youth Justice Thematic Inspection Report Findings • Children's Social Care; Annual Report
7 March 2022	<ul style="list-style-type: none"> • Cabinet Member Questions – Cabinet Member for Children, Education and Families • SEND Inspection & Strategy • Mental Health and Well-Being

TBA

SEND Transport

Kinship Care

Engagement with Young People

Stop and Search

Youth Offending Service - Interventions with young people and their effectiveness