

**APPENDIX 1 - December 2020 Response to CYP Scrutiny Panel
Recommendations for SEND**

	Recommendation	Response	Who and when	Current progress as at December 2020
EHC Plans				
1	That the reduction of waiting times for EHC plans continues to be prioritised and that progress is closely monitored with regular reports provided in performance information to the Cabinet Member for Children and Families and to the Panel (para 3.15)	Accepted. This will be provided through the sharing of regular data reports.	March 20 AD for SEND	Performance information is available to the Cabinet Member for Children and Families through regular 1-2-1 and to the panel at scheduled sessions.

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2	That an appropriate tracking system for EHC plans to be developed to ensure that the families and carers can be kept up to date with progress (3.16)	<p>Accepted</p> <p>Investigation is required to identify an appropriate tool to support this development. It will be important to ensure that any tool talks directly to the current Management Information System (MIS), Mosaic, given that Haringey is considering a broader procurement round for its MIS system across SEND and Social Care, the need for a portal will need to be considered within this procurement exercise. Any tool should also ensure a timely trigger for annual reviews to ensure that schools are prompted in good time to arrange the review and bring all professionals needed to the table. It is suggested that for annual reviews, the trigger is termly and at the beginning of the term before the annual review is due.</p>	<p>Jan 2021 AD for SEND</p>	<p>The service is improving systems for the tracking of plans through moving to the use of Mosaic, a system designed for this purpose.</p> <p>It is expected that this will be the single database for EHCP management with effect from January 2021.</p> <p>Mosaic is capable of tracking and triggering annual reviews.</p> <p>The service will engage with the procurement of the Children's Services MIS.</p>

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3	That a process can be developed for a follow up audit of children who are turned down for an EHC Plan to confirm that support needs are being met and no additional interventions are required (3.17)	<p>Accepted</p> <p>Consideration of how this piece of work is managed going forward is vital. The SEND Code requires the LA to provide written feedback including evidence collected through the assessment process. This information can then inform how the outcomes sought for the child or young person can be achieved through the special education provision made by the provider. We undertake to sample a small cohort of cases to assess how the child is doing and report back on this</p>	<p>Sept 2021 AD for SEND</p> <p>Head of SEND</p>	An audit of a sample of cases will take place in March 2021 in advance of the set timescale.
4	That, in the event of an assessment by an educational psychologist not being undertaken within the time limit for an EHC Plan, any independent assessments by a duly qualified educational psychologist that are commissioned directly by schools be accepted by the Council and schools reimbursed for the cost (3.21)	<p>Not accepted.</p> <p>It appears that this issue has arisen at a specific period of time, the EP service within Haringey has now developed increased capacity to be able to flex at these demanding periods through the use of a bank of EP's that can meet these periods of high demand.</p> <p>It must also be noted that the code of practice stipulates that EP reports that inform the statutory assessment should be commissioned by the LA.</p>	Head of SEND/ Principle Education Psychologist	This recommendation was not accepted in accordance with the Code of Practice.
Parental Involvement				

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5	That further work be undertaken by the SEND service with parent and carer representatives and NHS partners to develop a shared understanding and vision of co-production and ensure that it is embedded fully in all relevant processes (4.7)	<p>Accepted</p> <p>Significant work is being undertaken to develop this, including a co-production group that meets monthly, a SEND Improvement Board and the appointment of consultants, Amaze, to develop a parent forum and increase parent and carer participation.</p>	<p>Sept 2021 AD for SEND</p> <p>Head of SEND</p>	<p>Co-Production is delivered across Haringey in a variety of ways. We have a vision for co-production that will achieve fully embedded co-production across the system. The work to achieve this has commenced with parents and carers.</p> <p>Amaze was commissioned with the support of Contact (central government funded organisation that provides national support for parent carer forums).</p> <p>Amaze engaged and undertook multiple parental engagement events to secure feedback as to the state of Co-Production within Haringey.</p> <p>The full Amaze report with recommendations was published in July 2020.</p> <p>Assistant Director for commissioning is taking a lead on the establishment of parent/carer forum to</p>

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				ensure that Co-production is embedded within Haringey.
6	That, as part of the development of a new parent carer forum for the borough, new and innovative ways of involvement and engagement with parents and carers of children with SEND be developed in consultation with organisations and with specific experience and expertise in engagement of service users (4.16)	<p>Accepted</p> <p>Significant work is being undertaken across the system</p>	<p>Sept 2021 AD for SEND</p> <p>Head of SEND</p>	<p>There were 3 parental engagement events held in early November 2020 to engage with parents around the commissioning of an independent organisation to support the work of a Parent Carer Forum for Haringey.</p> <p>Further work with parents and carers will be supported through a commissioned group and will seek co-produced solutions to address involvement and engagement.</p>

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SEND Transport				
7	That the Children and Young People's Service be requested to submit regular updates on progress with the implementation of improvements in SEND transport to the Panel (4.17)	Accepted	Sept 2021 AD for SEND Head of SEND	A report on SEND transport will be provided in accordance with agenda planning timetable. The report will update on changes to the management of transport including an update on changes to the travel buddy scheme. Plans are underway to in source the Travel Buddies.

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				Looking to the future, we are currently reviewing route optimisation software with a view to managing the whole process online, this includes the parent packs, route assignment and pick up points.
Therapies				
8	That a suitable "invest to save" proposal be developed to improve access to therapies for children and young people	Partially accepted It is recognised that therapeutic early intervention is valuable in ensuring that	Sept 2021 Head of Inclusion in the LA,	Additional Occupational Therapy (OT) was provided to support the Autism pathway.

	with SEND and, in particular, provide them in mainstream settings (5.12)	young people can thrive and reach critical developmental milestones. A review of therapeutic interventions has concluded and outcomes from the review are currently being considered and implemented. Therapies sit both within the LA and the CCG (for funding purposes)	Commissioners (Children's commissioners within the CCG)	<p>Additional OT capacity has secured timeliness of OT assessment within the Statutory assessment process.</p> <p>JSNA identifies 43% of children in primary with SEND have an identified Speech, Language, and Communication needs.</p> <p>It is recognised that there are funding issues with speech and language therapy as well as the availability of professions to undertake the work. The CCG are looking at alternative models to address this issue.</p>
Inclusion				
9	That the Council seeks to establish how it can best work with schools to address the current pressures facing them in supporting pupils with SEND in mainstream settings and, in addition, continues to hold them to account for effective inclusive practice (6.20)	Partially accepted Options are being explored to investigate the approach to achieving this, including how the Alternative Provision review currently underway might support our schools with pupils whose needs are not able to be met at any given time within a mainstream setting and ensuring that any move into AP is need-based and is for the	Sept 2021 AD for SEND Head of SEND, LA Inclusion lead	<p>The AP review is being implemented and processes are underway to improve the work with children and young people with SEND. As part of this system change additional capital resource is being proposed through the MTFS.</p> <p>Other aspects of this work have been delayed due to</p>

		appropriate length of time, with a return to mainstream in		<p>Covid and will resume in the new year.</p> <p>This work will be led by the New Head of SEND, supported by colleagues from education and early help.</p>
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Alternative Provision				
10	That the current review of AP be expedited without delay, with firm recommendations and a clear action plan that addresses the lack of suitable in borough provision for children with SEMH, the future model for the PRU and the relocation of the Tuition Centre (6.23)	Accepted Paper due for consideration by Cabinet in March 2020.	March 2021 Head of Strategic Commissioning, Early Help and Culture	The Alternative Provision strategy is complete and being implemented. The Haringey Learning Partnership is established. The HLP consists of Commerce House, Pulford House and Simmonds House. An additional £12m capital funding is proposed for the further development of SEMH provision.
Transition				
11	That proposals be developed for expanding the enhanced transition arrangements for vulnerable children moving from primary to secondary school that have been piloted within the borough (6.28)	Accepted	AD for SEND	This activity has been organised broadly around supporting the choice of school and supporting the move to secondary. Compiling a booklet which summarises the send offer of all local mainstream secondaries and what to look for/questions to ask when choosing a secondary school.

				<p>LBH Co-ordinating a workshop for Y5 parents with student/parent speakers and representatives from mainstream/special schools to explore their offers and experiences.</p> <p>Providing a FAQ sheet about secondary transfer Attending annual review meetings and discussing options with families.</p> <p>All About Me work for children with ASD in Y6 – transition support worker spends 3 sessions with child, explaining their diagnosis and creating a book about them – this is used to share with sec schools – follow-up work in year 7.</p> <p>Additional support and training from sensory support teachers to train staff about children's needs including whole staff training or Team Around the Child training</p> <p>Support through independent travel training for children.</p>
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				A transitions plan will be developed for Yr. 6 pupils in January next year that will have a focus on SEND. This is to support young people to maintain school places after transition. The plan will include support across the following areas: Managing anxiety; Maintaining old and making new social connections; Virtual school walkthroughs; Routine management.
12	That the council undertakes specific work with special and mainstream schools within the borough to develop close and structured co-production and, in particular, special schools that provide places for pupils with a diagnosis of autism (6.36)	Partially accepted This will be explored within broader piece of work around how CYP are supported at SEND Support	Sept 2021 AD for SEND Inclusion Lead	An Autism Strategy is in development and will include engagement with special and mainstream schools.
Partnership Working				
13	That, as good partnership practice and to ensure that all relevant issues are considered, the views of all SEND partners be routinely sought when significant changes are proposed to	Accepted Coproduction is at the heart of the continued development of our service.	Sept 20 AD for SEND	The SEND Executive Board will continue to consider issues relating to SEND and SEND improvement activity.

	support the provision for young people and children with SEND (6.38)		<p>The board is made up of partners from all stakeholders and is chaired by the DCS reporting in to the Start Well Board.</p> <p>Operational working groups and short-term task and finish groups address issues and challenges on an ongoing or short-term basis.</p> <p>Multiple panels operate as multi-agency forums providing child centred decision making.</p>
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Work Placements				
14	That a strategy be developed between the Council and schools to improve opportunities for work experience placements for young people with SEND (6.40)	<p>Accepted</p> <p>This will be addressed within the broader employment strategy</p>	<p>Sept 2021</p> <p>Head of SEND working with employment and education colleagues</p>	<p>Work is required to improve opportunities for work experience.</p> <p>This will require facilitation and support from the Head of SEND; Early Help and Education colleagues.</p>