



Local Area Partnership of Haringey:

SEND and Alternative Provision Strategy 2026-2029



*'Every child included.
Every voice heard.'*

*Every difference
celebrated'.*

Haringey
LONDON

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Foreword

There are 9,000+ children and young people in Haringey between the ages of 0 and 25 who have special education needs and disabilities (SEND) or who are educated in Alternative Provision (AP).

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

We are proud of the quality of the education provision in Haringey where all staff working in and around the system work hard to deliver good outcomes for children and young people. National data shows many of our children with SEND or educated in AP achieve better outcomes here in Haringey than nationally.

However, we must continue to strengthen and improve our services to ensure that children, young people, parents and carers experiences are consistent no matter where our children are educated and that we continue to reflect and improve our local offer.

This SEND and Alternative Provision Strategy sets out our shared priorities, the actions we will take, and how partners across education, health and care will work together to deliver equitable, high-quality support for all children and young people with SEND, or who are educated in AP.

It reflects a shared commitment from our local area partnership to ensure all of our children and young people are able to thrive, belong and participate fully in their education and community.

At the heart of this strategy is a simple but profound overarching principle:

‘Every child included. Every voice heard. Every difference celebrated’

We are a borough where difference is celebrated and where individual diversity strengthens all of us.

The national direction set out in the Government’s 2026 white paper, Every Child Achieving and Thriving, calls for a more inclusive, consistent and ambitious system for children with SEND and those in Alternative Provision. We welcome that ambition. Here in Haringey, we want to make sure that ‘inclusion’ is not just a word on a poster or in a strategy but is embedded in all that we do.

Our new strategy has been informed by a review of current service provision, public consultation, quality assurance information, performance monitoring and our self-assessment of our local area arrangements.

This strategy outlines the five strategic priorities below to improve our offer in Haringey. These priorities will be underpinned by the reforms set out in the education white paper Every child achieving and thriving, driven by strong oversight and governance through the SEND Executive Board.

Priority 1

We will continue to embed or develop early intervention approaches, so children and young people with SEND and/or who are educated in Alternative Provision make progress from their individual starting points.

Priority 2

High quality local provision for local children - wherever possible, we will meet the needs of Haringey’s children who require support to meet their SEND needs or who are educated in Alternative Provision within or close to our own borough.

Priority 3

We will continue to keep our Local Offer under review to maintain the quality of our provision and support and respond to emerging or changing needs.

Priority 4

We will continue to listen and act on the lived experiences of children and young people with SEND or who are educated in Alternative Provision and their families or carers through authentic co-production.

Priority 5

We will embed independence and preparation for adulthood throughout every phase of education and strengthen support at the point of transfer to their lifelong adult pathway.

Delivering this vision requires all of us — families, schools/colleges, health partners, early years settings, social care, the voluntary sector and, critically, children and young people themselves to work together in partnership.

Your voices have shaped this strategy and will continue to be heard through our area partnership actions.

Thank you

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1. Introduction

There are approximately 54,000 children living in Haringey. Of these, over 3,100 children and young people are supported through an Education, Health and Care Plan (EHCP), and over 5,000 receive Special Educational Needs (SEN) support.

Haringey also offers excellent Alternative Provision (AP), including our outstanding **Pupil Referral Unit (PRU), Haringey Learning Partnership**, which supports over 100 children, as well as AP at South Grove Primary School and The Finch at Fortismere Secondary School.

We are committed to working in partnership to coordinate education, health and care for children and young people with SEND, or those educated in AP, and their families - so they can succeed and thrive.

Our SEND and Alternative Provision Area Partnership include:

- Children and young people with SEND or in AP, and their families, carers and support networks.
- **Elevated Youth Council**
- **SEND Power** – our Parent Carer Forum
- London Borough of Haringey elected **councillors**
- London Borough of Haringey officers from education, care and health
- **West and North London Integrated Care Board (ICB)**
- Child and Adolescent Mental Health Services (CAMHS)
- Health services
- Health providers
- Early years providers, schools and post-16 establishments
- Charitable or commissioned providers supporting this cohort and their families, such as **SEND Independent Advice and Support Services** (SENDIASS)

Inspection

The local area of Haringey was last inspected in 2024 and received the highest possible rating under the **Area SEND inspection framework** introduced in 2023.

Inspectors recognised the strength of partnership working, including co-production and strong multi-agency collaboration, which led to positive outcomes and experiences for children and young people with SEND and those educated in AP.

We know there is more to do to improve outcomes and experiences for children, young people and their families, wherever they are educated. We will continue our approach of continuous improvement, transformation and reform, based on regular feedback, such as our biannual Voices Day, as well as good practice and learning from evidence-based research.

Partnership Priorities

These are our five strategic priorities:

- **Priority One** – Early Intervention
- **Priority Two** – High quality local and sufficient provision
- **Priority Three** – Clear, concise and updated local offer
- **Priority Four** – Co-production at the heart of all we do
- **Priority Five** – Independence and preparation for adulthood

Development of this SEND and AP Partnership Strategy

The SEND and Alternative Provision Partnership Strategy was developed by representatives from our key stakeholders, as well as our Self-Evaluation (SEF), [SEND Joint Strategic Needs Assessment \(JSNA\)](#), quality assurance information, annual SEND and Inclusion action plans, our SEND Transformation Programme, and recommendations from our last Area SEND Ofsted and CQC inspection.

We had over 140 responses to the formal consultation including those made directly through the portal and emails as well as online and in-person events. This was a 44% increase in responses when compared to our last consultation.

Your feedback to the consultation and engagement events has been critical in shaping the final strategy so it reflects your lived experiences and priorities.

Thank you to everyone who contributed – your views will continue to inform our improvement and transformation work.

Governance and accountability

We hold ourselves and each other to account through our robust governance structure, progress towards our priorities is reported to and monitored by the [SEND Executive Board](#).

As a partnership, we have high ambitions for all our children with SEND and those educated in AP.

We will monitor our progress towards our actions, so we know what is working well and make changes where needed, to secure improvement. This will ensure we make the best use of our collective resources to remove barriers and address challenges, working cooperatively and creatively so our children and young people are empowered to thrive, belong and succeed.



2. National Context

The Children and Families Act (CFA) 2014, along with its associated regulations and Code of Practice, was described as the biggest change in support for children and young people with special educational needs and/or disabilities (SEND) in 30 years.

Education, Health and Care Plans (EHCPs) replaced Statements of Special Educational Needs (SEN). The timescale for issuing a plan, if agreed, was reduced from 26 weeks to 20 weeks, and the presumption of mainstream education was strengthened. New duties were introduced to ensure closer collaboration between partners, both operationally and strategically as well as with children and young people with SEND and their families and carers.

More than a decade later, there are many positives to celebrate from these changes. For example, it is now hard to imagine working in isolation without co-production and learning from the lived experiences of children, young people and their families.

As a local area, we strongly support the presumption in law of mainstream education. This is reflected in our above national and London rates of children supported through EHCPs in high-quality mainstream settings. We greatly value the work of all early years providers, schools and post-16 settings in supporting children and young people with SEND or those educated in AP, helping them make progress from their starting points and preparing them for adulthood.

Alongside these positive aspects of the reforms, some challenges have remained deeply embedded across the national system. Whilst there has been a national increase in funding for this cohort, resources across education, health and care remain strained, and the system is still too adversarial.

Concerns have been widely reported at a national level, including:

- House of Commons Education Committee report 2019 - <https://publications.parliament.uk/pa/cm5901/cmselect/cmeduc/492/report.html>
- SEND review 'right support, right place, right time' March 2022 - <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time>

- SEND and AP Improvement Plan 2023 https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf
- Public Accounts Committee (PAC) report 'Support for children and young people with special educational needs' January 2025 - <https://committees.parliament.uk/publications/46238/documents/231788/default/>
- Education Select Committee Report – September 2025 'Solving the SEND Crisis' <https://publications.parliament.uk/pa/cm5901/cmselect/cmeduc/492/report.html>

The concerns raised include:

- Delays in identifying and supporting children and young people with SEND and/or those educated in AP
- Inequity across geographical areas
- Workforce shortages, including therapists and educational psychologists.
- The persistent adversarial nature of the system
- Accountability gaps
- Lack of clarity on national standards for what should be ordinarily available for all pupils with SEND, regardless of EHCP status
- Financial sustainability.

The DfE held a series of **SEND National Conversations** in December 2025 and also a short **formal consultation**. Both centred around 5 themes for change:

1. "Early intervention, including earlier in children's lives when this can have most impact.
2. Local provision, so young people can learn at a school close to their home, alongside their peers, as well as the vital role of special provision for complex needs.
3. Fairness, so every school has the resources and capability to meet changing needs – stopping parents fighting for support and ensuring clear legal safeguards for children and parents.

4. Effective practice, grounded in evidence to ensure excellent long-term outcomes.
5. Shared working that means education, health and care services working in partnership with local government, families, teachers, experts and representative bodies".

The white paper '**Every Child Achieving and Thriving**' was published in February 2026. This sets out proposals for reform to the national system so there is:

- A shift towards greater inclusion in mainstream and Early Intervention
- Greater consistency including national inclusion standards by 2028
- Changing the legislation framework and the SEND Code of Practice
- Statutory Individual Support Plans for all those with SEND, and 4 tiers of support – universal, targeted, targeted plus and specialist.
- Greater accountability in education for example a new complaints process and the need to publish an annual inclusion strategy.
- Greater support for education staff support systemic change via 'Experts at Hand Service'. This will include Educational Psychologists, therapists and specialist teachers.

- Increasing pupil attendance and sense of belonging as well as an enrichment entitlement for all children.
- Additional training for all new teachers as well as those already in the profession so they can identify children and young people's needs and have the skills and confidence to support them.



We are committed to working across our local SEND partnership at every level, as individuals, teams, services and organisations to implement future reforms in ways that are co-produced and, most importantly, keeps children and young people with SEND and those educated in AP at the heart of everything we do.



3. Local Context

Area SEND Inspection

The Haringey SEND Partnership was last inspected in 2024 and achieved a Grade 1, the highest possible rating under the Area SEND inspection framework. This means:

"The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND, and action is being taken where improvements are needed".

The inspection outcome letter highlighted the following:

Culture of listening and cooperation:

"Children and young people with SEND and their families benefit from a culture of listening, flexibility and cooperation professionals who support their best interests".

Timely identification of needs:

"Most needs are identified quickly and the voice of the child or young person rings clearly in EHC Plans".

Representation at a strategic level:

"Children and young people and their families are represented at a strategic level, so their voices and opinions are heard and acted upon".

Elevated Youth Council:

"Elevated Youth, a forum for young people with SEND, is visible and valued".

Ambitious leadership:

"Leaders are ambitious and focused on improvement".

Areas for Improvement

Inspectors identified three areas for development:

1. "Ensure aspirations and plans for adulthood are discussed earlier and clearly reflected in EHC plans.
2. Ensure recent changes, such as reducing waiting times and improving EHC plan quality, benefit more children and young people.
3. Maintain progress on timely access to health services for children and young people with SEND".

Actions Taken

Since the inspection, the partnership has:

- Established a dedicated adult transitions team to support timely Care Act assessments.
- Introduced routine co-production meetings with families and feedback processes.



- Held **Voices Day events**, launching the **Working Together Charter** in March 2025.
- Implemented a quality assurance system for EHC plans.
- Reduced waiting times for physiotherapy and occupational therapy to less than half the 18-week target; speech and language therapy waits are also below target.
- Added dedicated speech and language support in the Youth Justice Service, which achieved **Youth Justice SEND Quality Lead Status with a Child First Commendation**.
- Created a **parent/carers speech and language advice phone service**.
- Developed four **Family Hubs and a new digital offer**, including a Family Hub website.
- Relunched the London support site, **The Waiting Room**.
- Secured capital funding and a site (Conway House) for a residential building offering overnight short breaks expected to open in 2026.
- Developed the **Partnership for the Inclusion of Neurodiversity in Schools (PINS) offer**.

Transformation work

- Haringey joined the Department for Education's (DfE) Safety Valve Programme in 2023, which closed on the 31 March 2026. Further details on the Safety Valve Programme and its impact are available [here](#).

All the projects in the safety valve programme were developed and agreed by the partnership. Key successes have included:

- Embedded a graduated approach with pathways to access earlier support, targeted and specialist services within early years settings, speech language and communication and social emotional mental health. For SLCN, recent analysis identified that there was an 84% improvement in SLCN needs and a 50.3% reduction in referrals to specialist speech and language support.
- Expanded the language and autism outreach offer in schools
- Designed and implemented a local Early Years Inclusion Fund for children to identify emerging SEN needs at an earlier stage without having to go through a statutory 20-week assessment process



- **Increased supported SEND internships to improve employability** with over 130 placements provided from nine providers within education, health, care and retail. Since this programme started, 122 young people have completed a supported internship.
- Used Capital funding to expand the number of specialist places in our special schools as well as in mainstream schools through Additionally Resourced Provisions (ARPs) in the borough
- Strengthened and coproduced SEND core standards and best practice guide, systems and processes to ensure greater shared ownership from education, health and care partners in supporting children and young people with SEND.

Whilst the safety valve programme has now come to an end, we will continue with our transformation approach so we can continue to keep our local offer under review and ensure we are able to respond to changing needs. We are well placed to deliver the SEND reforms which align well with our SEND Transformation Programme and reflect many of the principles and objectives local authorities are being asked to deliver.

4. Demographics and Population

London is made up of 32 boroughs – 12 inner and 20 outer. Haringey is one of the outer boroughs. Although it's the 9th smallest by area, it is home to around 293,500 people, making it the 18th most populated borough and the 12th most densely populated in London.

Population trends:

The population has grown by 3.6% since 2011, rising from about 254,900 to 264,200 in 2021.

Haringey's population is ageing, with a 24% increase in residents aged 65+ since 2011. Children under 15 have decreased by 8% since 2011.

Diversity

Haringey is one of the most diverse boroughs in London:

- 38% of residents identify as part of the global majority.
- 26% identify as 'White Other'.
- Over 180 languages are spoken, reflecting our rich multicultural community.

Our neighbouring Boroughs

We share our borders with 6 other London boroughs: Enfield, Waltham Forest, Hackney, Islington, Camden and Barnet.

Integrated Care Board (ICB)

- Haringey is part of the [West and North London Integrated Care Board](#) as of 1 April 2026. This is a large ICB that covers 13 London boroughs, which are Barnet, Brent, Camden, Ealing, Enfield, Hammersmith and Fulham, Haringey, Harrow, Hillingdon, Hounslow, Islington, Kensington and Chelsea and Westminster.

Deprivation

Haringey is among the more deprived local authorities in England, ranking 49 out of 317. In Haringey, 21.5% of children live in relative poverty, compared to 20% across London

Housing

The number of households living in temporary accommodation remains high, and significant work is underway to reduce this.

Free School Meals (FSM)

The number of children known to be eligible for FSM has increased over the last in three years. The percentage of children eligible for Free School Meals (FSM) in 2024/25 is higher in Haringey compared to the national rates, but lower than London.

	2024/25	2023/24	2022/23
Haringey	26.3	26	25.2
London	27.9	26.6	25.8
England	25.7	24.6	23.8

Source: [Release home - Schools, pupils and their characteristics - Explore education statistics - GOV.UK](#)

SEND Data

Similar to the national trend, while the overall number of pupils is decreasing, the number of children receiving SEN support has continued to rise each year. For Haringey children and young people in 2025 (these are the latest published statistics),

Percentage of children supported through an EHC plan or SEN Support

	England	London	Haringey
EHC Plan	6.0%	6.0%	6.0%
SEN Support	14.8%	13.8%	14.7 %

5. Links to Other Area Strategies and Policies

This strategy aligns with and is supported by:

- [Haringey 2035: our vision](#)
- [Haringey's Health and Wellbeing Strategy \(2024–2029\)](#)
- [Joint Strategic Needs Assessment \(JSNA\) – SEND focus](#)
- [Early Help Strategy \(2024–2027\)](#)
- [SEND and Alternative Provision Sufficiency Strategy Review \(2025–2028\)](#)
- [Autism All-Age Strategy \(2021–2031\)](#)
- [Early Years Strategy \(2023–2026\)](#)
- [Thriving Learners Education Strategy \(2025–2028\)](#)
- [North Central London \(NCL\) Population Health Integrated Care Strategy](#)

It is underpinned by national policy and has taken into account the proposals for reform as outlined in the white paper '[Every Child Achieving and Thriving](#)'.

Haringey 2035: Our Vision

Our vision: "A place where we can all belong and thrive."

This vision is about tackling inequality. By creating greater equity of experience, we aim to ensure that everyone in Haringey can share more equally in all that life here has to offer—both now and in the future.

[Haringey 2035: Our Vision](#) sets out six Calls to Action. Call to Action 3 is:

Supporting children and young peoples' experiences and skills

The initial priorities for Action 3 are:

1. Working together to ensure every child gets a great start in life, with a focus on tackling inequalities linked to child poverty, childhood obesity and mental ill health.

2. Driving opportunities and bridging skills gaps by identifying needs and providing training, apprenticeships, work experience and clear information about opportunities.
3. Facilitating high-quality activities and spaces for young people to meet their diverse interests and needs.
4. Hearing young people's voices by encouraging participation in decision-making, civic and democratic life in the borough.

Haringey's Corporate Delivery Plan

The [Corporate Delivery Plan](#) sets out how we will build a fairer, greener Haringey.

Our three core outcomes for children and young people are:



- Best start in life
- Happy childhoods
- Successful futures.

Our vision is that all children and young people are equipped, supported and able to achieve their potential. For the Council, this means providing high-quality, joined-up services that offer holistic care and support throughout childhood and adolescence.

The government published its **Giving every child the best start** in life strategy in July 2025, and we have been working hard to embed the requirements through strengthening family services, expanding access to affordable early education, and driving up quality across early years provision. These system-wide local partnership commitments enable earlier identification, more consistent inclusion, and stronger pathways into school readiness, ensuring children with SEND benefit from the same early stability, access, and high-quality provision as their peers.

Each Local Authority has been tasked by Government to publish a **Best Start Local Plan** on their website setting out the detail of how they will meet the targets set by the end of the academic year 2027/8. The plan builds upon existing partnership work and strategies and identifies areas/gaps for improvement. The document is a live plan, and will be updated, evaluated and monitored during the 3-year period.

We have developed four **Family Hubs** as part of this plan. These are designed to support families from

pregnancy, through childhood and up to age 19 (or 25 for those with SEND).

This is closely aligned with

- Responses to our consultation which identified the need for 'better processes to recognise emerging SEND needs, developmental differences, communication delays, and neurodivergent traits, particularly those that are masked or subtle and or in early years settings, nurseries, and primary schools'.
- The white paper proposals which support earlier intervention to reduce needs escalating.

The Families First for Children (FFC) programme

is a core element of national children's social care reform, designed to shift the system towards earlier intervention, stronger family networks, and more integrated multi-agency practice. Its focus on coordinated front door arrangements, Family Help, and multi-agency safeguarding helps to support the conditions for more inclusive, joined-up support for children and young people with SEND.

This approach directly complements the SEND and Alternative Provision strategy by supporting early identification, reducing duplication and escalation, and enabling partners to respond more effectively to complexity at the earliest point—contributing to improved outcomes and more sustainable use of specialist provision.



6. You said, we did

This section shows how we have acted on your feedback over time.

- "You said, we did" highlights what we have completed.
- "You said, we will/are" shows what we are currently working on or developing.

Your voices, shape our priorities and actions. Here's what you told us and how we responded:



More training for teachers, support staff, parents/carers and children and young people

You said:

- You wanted teachers to have more training so they "recognise early signs of SEND, and recognise when a child is masking"
- That children and young people should be "educated earlier about disability, there are harmful stereotypes and early education could build awareness".
- That "parents need more information and support, including understanding their child's needs and what support is available".

Source: In person consultation with Elevated Youth

- The need for better SEND training was reflected from parent and carers as well as professionals in the formal consultation "across all schools, from classroom teachers to senior leadership".

Source: Formal Consultation response: professional

In January 2026, the government announced an additional £200m for additional training for education staff in relation to SEND and Inclusion.

We have:

- Developed SENDCo cluster groups to improve consistency and offer training opportunities.
- Developed circle of adult approaches to support staff and offer advice and guidance through solution focussed collaboration.
- Produced a range of information for parents or carers so they can understand and better support their children's needs [Learn: Knowledge and Skills to Support You | Waiting Room](#)

We will:

- Work with elevated youth to create a Haringey specific training resource – made by Haringey children and young people for Haringey children and young people.

Improving Co-Production and Communication

You said:

- "Continue to work to improve co-production, in particular to develop and promote the Working Together Charter across schools and services in Haringey".
- "All services and providers need to improve their communication with us".

Source: SEND Power Survey

We are:

Embedding the Working Together Charter as one of our commitments, the four cornerstones of which are:

- Feel welcomed and cared for
- Feel valued and included
- Communicate together
- Work in partnership

Creating Safe Spaces

You said:

- "I want safe spaces to regulate and return to learning: there are places and people I can turn to when I need a break".

Source: Child's voice at Haringey Learning Partnership

We did:

- Developed a funding stream for schools to bid for contributions towards adaptations to mainstream schools.

Inclusion and Belonging

You said:

- "Belonging and respect are central to inclusion: every child should feel safe, valued, and accepted regardless of background, identity, or need".
- "We want to feel included. Inclusion isn't about fitting in – it's about schools changing so everyone belongs".

Source: Children's voices at Haringey Learning Partnership

- Early intervention depends on 'school culture', not just individual staff skills, 'punitive behaviour approaches often undermine early support'.

Source formal Consultation response Parent/professional

- "There are no after school or weekend activities for children with special needs".

Source formal Consultation response Parent

- We need to remove 'hierarchical aspects to schooling that lead to negative dynamics, i.e. extreme school competitiveness in music & sport or elections to school councils, so

that SEND and other students who may fall in the background don't get further pushed into isolation/or disvalued by their school; additionally, providing enough support to allow SEND students to access extracurricular activities more easily, such as with application writing support for student opportunities within and outside of school'.

Source Face to face consultation with Elevated Youth

We will:

- Work together to develop a Haringey Schools Inclusion Charter.
- We know there is more to be done in relation to extracurricular activities for all children and will be supporting our schools to develop their enrichment offer for all pupils in line with expectations set out in the national reforms.
- We will work with our schools to ensure the voices of all pupils including those with SEND are heard.

Support without recourse to an EHCP or needing a diagnosis.

You said:

- Respondents were concerned about 'withholding support until either a diagnosis or an Education, Health and Care Plan is in place'.

Source formal Consultation response

We did:

- Put in place funding support for children in the early years foundation stage without the need to go through a lengthy Education, Health and Care Needs Assessment.

- Put in place the '[Autism project](#)' through Markfield which supports children whilst on the waiting list.

- Refreshed the [London waiting room](#).

We will:

- Work across the partnership to map existing support and develop an Experts at Hand offer.

Co-production

You said:

- "Put representatives from groups like SEND Power in decision making positions".

Source formal Consultation response: parent

We did:

- Representatives from SEND power sit on all key strategic decision-making groups

across the partnership – this equates to over 20 different groups, boards forums and includes [Children and Young People's Scrutiny Panel](#).

- If you want to be involved and represent wider parent and carers, please consider being a member of [SEND Power's](#) Steering group.

Speech and Language Support

You said:

- "We need to improve support for speech and language".

Source: Safety Valve Programme

We did:

- Developed our approach to supporting children with speech and language needs through our [Speech, Language and](#)

[Communication Pathway for primary-aged children](#) enabling children's needs to be identified at an earlier stage with support provided.

- The Haringey [Universal Therapy Service](#) have an advice line for parents, carers, and professionals in Haringey. You can talk to an OT or SLT by calling 0203 224 4399 Monday-Friday from 9am-5pm or email at whh-tr.huts@nhs.net

Preparing for Adulthood and Transitions

You said:

- "We need to have more information, particularly about transition and preparing for adulthood – including the role of our newly formed adult transitions team".

Source: SEND Power Forum Meeting, September 2025

We will:

- Co-produce a summary document to explain the pathway and support for young people transitioning to Adult Services, Preparing for Adulthood (PfA), and the roles and responsibilities of different teams.

Early Help and early support

You said:

- Respondents suggested we needed a 'stronger focus on supporting families, including access to parenting education, peer support networks, and clearer points of contact'.... 'Meaningful early intervention depends on respecting parental insight and lived experience'.
- Respondents also asked for 'greater investment in staffing, training, specialist roles and infrastructure to ensure high-quality local provision'.
- "Don't wait until it's bad enough for an EHCP".
- "Invest in workforce training for early years practitioners, teachers, and support staff, with a focus on identifying emerging SEND needs, trauma-informed practice, speech and language development, and neurodiversity-affirming approaches" as well as 'specialist teacher support for children with ADHD or experiencing EBSA.
- 'Exclusion can often be avoided when schools have access to early specialist advice, trauma-informed training, relational practice approaches and flexible in-school options. Our experience is that, when those elements are in place, families experience fewer crises and fewer children need AP'.

Source: Formal Consultation responses

We have:

- Maintained a robust early Help offer - **Early Help in Haringey**, that includes parenting support and programmes **Parenting support programmes** including **caring dads**, **Cygnets parenting** and the **incredible years school age programme**
- Implemented our new **Family Hubs** programme with four new hubs located across the borough providing support and services for children and young people and their families with a dedicated SEND offer in each hub.
- Maintained and increased our **specialist teams**. This includes educational psychology, Language and Autism support team, the disabled children service, the sensory support teams for hearing and vision as well as our portage team.
- Developed our Circle of Adults, a structured, solution-focused problem-solving process designed to promote collaborative thinking and early, coordinated support.

We will:

- Work closely with our partners to deliver the reforms which include an expectation that all local authorities will develop an 'experts at hand' service.

Access to support for children and young people identified as 'inbetweeners'

You said:

- There is a gap 'SEN-Betweeners' whose needs are too significant for mainstream but not severe enough for special schools or those on SEN Support'.

Source formal Consultation response: Parent

We have

- We have developed Additionally Resourced Provisions – specialist support within mainstream schools
- Increased our SEND offer in family hubs

We will:

- Work with schools to embed the proposed reforms, for example around Individual Support Plans (ISPs) so special educational provision needed to support individual children and young people is clear
- We will work with schools to ensure there are layers of support in line with the reforms for children with needs at universal, targeted and targeted plus
- Target capital funding to support schools to develop inclusion hubs
- Work with schools to implement the reforms including additional specialist support to education providers at every phase.

Annual Reviews

You said:

- "It is important that more annual reviews are processed on time".

Source: SEND Power Forum Meeting, September 2025 & SEND Power Survey 2025

We did:

- Recruited additional staff so we can complete more Annual Reviews on time.



Pathways to Work

You said:

- "We would like more opportunities for pathways to work and work experience".

Source: SEND Power Forum Meeting, September 2025 & SEND Power Survey 2025

- We need 'more help with job applications, preparing for interviews and careers advice as well as clearer advice in relation to career/study pathways'.

Source: In person consultation with Elevated Youth

We did:

- Expanded the range of our **Supported Internship programmes** and increased the number of young people enrolled. ([Read Romeo's story here.](#))
- Developed a supported interns voices page - **[Supported intern voices](#)**

Short Breaks

You said:

- "We would like to understand the short breaks pathway more clearly".
- "We need to access to overnight short breaks".

Source: SEND Power Survey 2025

We are:

- Engaging in meetings with SEND Power to better understand parent and carer concerns and agree actions.
- Building an overnight short breaks provision, Conway House, expected to open in 2026.

Access to specialist provision

You said:

- 'There is a lack of appropriate specialist provision within Haringey including resourced provisions, special schools, Social, Emotional and Mental Health hubs, the need for safe spaces within mainstream schools and more alternative provision, resulting in many children travelling long distances or being placed out of borough'.
- 'Stress and anxiety caused by travelling will impact on pupils' development and they need to integrate (although this may be limited) with peers in their locality'
- Other respondents felt there was a need for 'alternative learning pathways, particularly at post 16 and post 19'.

Source: Formal Consultation response

We have:

- Developed Additionally Resourced Provision (ARP) at primary and are in the process of developing secondary ARPS to meet the needs of children with Autism or who experience Social, Emotional and Mental health needs.

We will:

- Use our **high needs provision capital funding** to continue making adaptations to mainstream schools to make them more inclusive including the development of support bases
- Are further expanding our use of capital funding to develop mainstream provision and exploring options for Tuition Hubs and post-16 AP.

7. Published statistics and local feedback surveys

This section combines published statistics and local feedback to show what we know about the outcomes, experiences and needs of children and young people with SEND and those educated in Alternative Provision in Haringey.

SEND Power, Parent Carer Forums Annual Survey 2025

SEND Power runs a survey every year to understand the needs of parents and carers of children and young people with SEND in Haringey.

→ [Read the 2025 survey here](#)

70% of the 80 parents and carers who responded to the 2025 annual parent survey strongly agreed or agreed their child was receiving good support at their place of mainstream education (SEND Power Survey 2025). In relation to their phase of education this meant:

- 66% of parents of pre-school children attending an early years setting strongly agreed or agreed that their child was receiving the right support
- For children attending primary school, 55% of parents strongly agreed or agreed that their child was getting the right support.
- 50% of parents of secondary aged children agree or strongly agree that their child is getting the right support.
- 78% of parents of 16–25-year-olds in education agreed that their young person was receiving the right support (for context this was a smaller cohort of respondents)
- 85% of parents or carers with children in special schools or resourced provisions strongly agreed or agreed that their child is getting the right support

Inclusion

83% of all parent/carers who completed the survey agreed or strongly agreed their child's setting, school or college was welcoming and inclusive of children and young people with SEND.

In relation to their phase of education this meant:

- For children attending an early years setting, 57% of parents strongly agreed or agreed that their child's school was welcoming and inclusive of children with SEND.
- For children attending a primary school, 89% of parents strongly agreed or agreed their child's school was welcoming and inclusive of children with SEND.
- For children attending secondary school, 77% of parents strongly agreed or agreed their child's school was welcoming and inclusive of children with SEND.
- For children attending college, 91% of parents strongly agreed or agreed their child's college was welcoming and inclusive of young people with SEND.
- For children attending special school, 94% of parents strongly agreed or agreed their child's schools was welcoming and inclusive of children and young people with SEND.

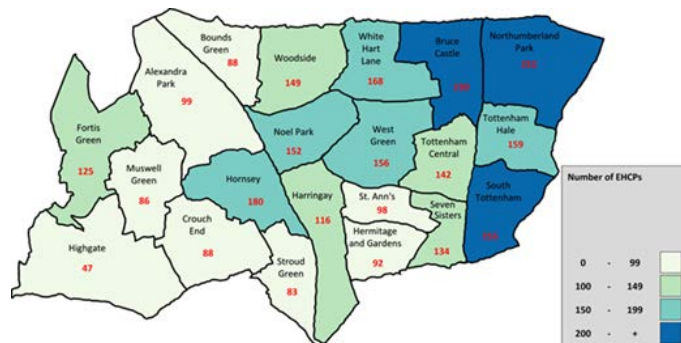
Local SEND and Alternative Provision Statistics

There are approximately 54,000 children living in Haringey, of these, almost 3,100 are supported through an EHCP and 5,000 in Haringey schools through SEN Support which equates to 15% of the youth population in Haringey.

In 2024/2025, 5.5% of Haringey school pupils were supported through an EHCP, compared to the London rate of 5.4% and the national rate of 5.3%.

In 2024/2025 14.7% of pupils were identified as requiring SEN support, compared to the London rate of 13.8% and the national rate of 14.8%

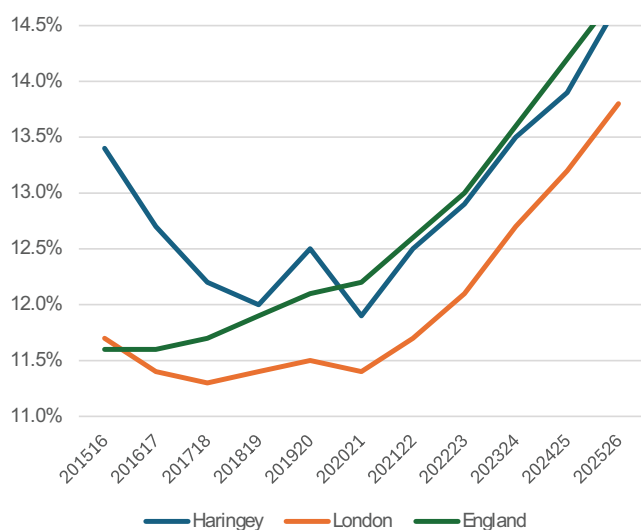
	2024/25	%
Haringey	EHC plans %	6%
	SEN support %	14.7%
London	EHC plans %	6%
	SEN support %	13.8%
England	EHC plans %	6%
	SEN asupport %	14.8%



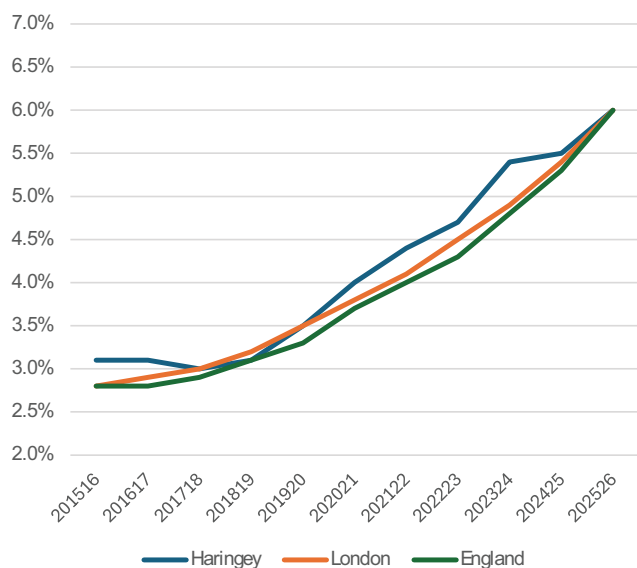
As with the national and regional trends, the numbers of pupils identified as requiring SEN Support or accessing support through an Education, Health and Care Plan in Haringey has increased every year since 2015.

The number of children supported through an EHCP living in each Haringey ward is shown below.

% of children in schools on SEN Support



% of children in schools with an EHCP



Within Haringey, we know some wards and communities have higher numbers of children and young people with SEND. In 2025 this was:

	2023	2024	2025	2026	% change from 2023 to 2026
Alexandra Park	82	92	99	94	15%
Bounds Green	89	91	88	96	8%
Bruce Castle	198	206	230	236	19%
Crouch End	72	72	88	85	18%
Fortis Green	108	122	125	128	19%
Harringay	102	110	116	115	13%
Hermitage & Gardens	79	84	92	98	24%
Highgate	43	42	47	50	16%
Hornsey	171	176	180	184	8%
Muswell Hill	69	84	86	77	12%
Noel Park	117	135	152	168	44%
Northumberland Park	212	254	252	249	17%
Seven Sisters	97	121	134	149	54%
South Tottenham	202	231	255	259	28%
St Ann's	111	111	98	107	-4%
Stroud Green	81	75	83	82	1%
Tottenham Central	141	144	142	145	3%
Tottenham Hale	157	163	159	171	9%
West Green	130	155	156	159	22%
White Hart Lane	184	166	168	180	-2%
Woodside	127	140	149	158	24%

Attainment

We know that attainment is good for children and young people with SEND in Haringey for both those identified as requiring SEN Support and those supported through EHCPs. In 2025, Haringey pupils at SEN Support or those supported through EHC plans did better than their peers nationally for every measure.

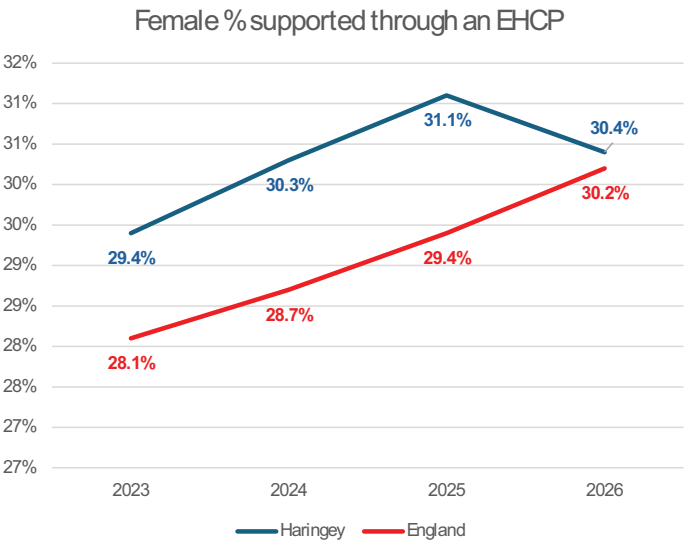
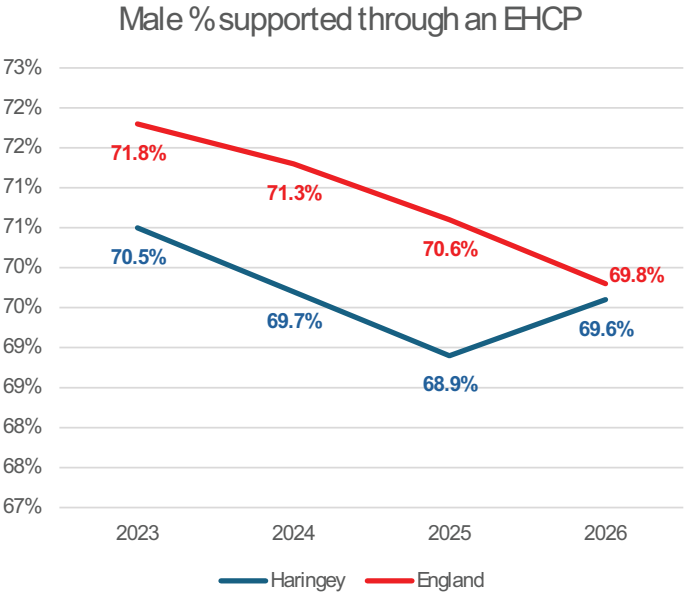
Children with Special Educational Needs (SEN)

Attainment	2021	2022	2023	2024	2025	Rank	Quartile	Latest England Average
Foundation Stage - % Good level of Development SEN without Statement/EHCP	-	34.4	36.0	31.9	35.2	9	A	26.4
Foundation Stage - % Good level of Development SEN with Statement/EHCP	-	9.1	10.7	8.6	10.5	3	A	4.0
Key Stage 2 Reading, Writing and Maths Expected Standard - Pupils with SEN but Without Statements/EHC Plan	-	30.0	39.0	42.0	45.0	8	A	29.0
Key Stage 2 Reading, Writing and Maths Expected Standard - Pupils with Statements of SEN/EHC Plan	-	11.0	15.0	9.0	17.0	3	A	9.0
Average Attainment 8 score per pupil at end of Key Stage 4 for pupils with SEN Support	40.7	41.4	41.6	41.2	42.7	8	A	33.8
Average Attainment 8 score per pupil at end of Key Stage 4 for pupils with SEN Statement/EHC Plan	17.5	20.4	18.3	17.9	17.3	33	A	14.8
Average Progress 8 score per pupil at end of Key Stage 4 for pupils with SEN Support	-	0.0	0.0	0.1	-	12	A	-0.5
Average Progress 8 score per pupil at end of Key Stage 4 for pupils with SEN Statement/EHC Plan	-	-0.9	-0.8	-0.6	-	15	A	-1.1
English Baccalaureate - Average Point Score per pupil - with SEN Statement/EHC plan	1.4	1.7	1.5	1.5	1.4	39	B	1.2
English Baccalaureate - Average Point Score per pupil - with SEN Support	3.4	3.5	3.6	3.6	3.7	11	A	2.9
	2020	2021	2022	2023	2024	Rank	Quartile	Latest England Average
%19-year-olds qualified to Level 2 - without statement/EHC Plan	74.9	72.7	78.1	79.9	77.7	11	A	64.9
%19-year-olds qualified to Level 2 - with statement/EHC Plan	32.7	31.5	37.6	43.7	38.3	24	A	29.8
%19-year-olds qualified to Level 2, inc English & Maths - without statement/EHC Plan	46.0	53.0	55.9	61.2	54.2	21	A	44.5
%19-year-olds qualified to Level 2, inc English & Maths - with statement/EHC Plan	15.0	15.3	20.5	26.1	19.2	58	B	18.2
%19-year-olds qualified to Level 3 - without statement/EHC Plan	46.8	55.3	55.0	51.5	51.6	13	A	35.1
%19-year-olds qualified to Level 3 - with statement/EHC Plan	14.0	23.4	21.4	25.2	22.5	18	A	14.2
% KS4 SEN Pupils with SEN Support going to, or remaining in education & employment/training overall (inc special schools)	91.3	90.1	87.8	87.3	-	35	A	84.3
% KS4 SEN Pupils with EHCP going to, or remaining in education & employment/training overall (inc special schools)	95.8	95.8	86.8	89.6	-	54	B	86.9

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

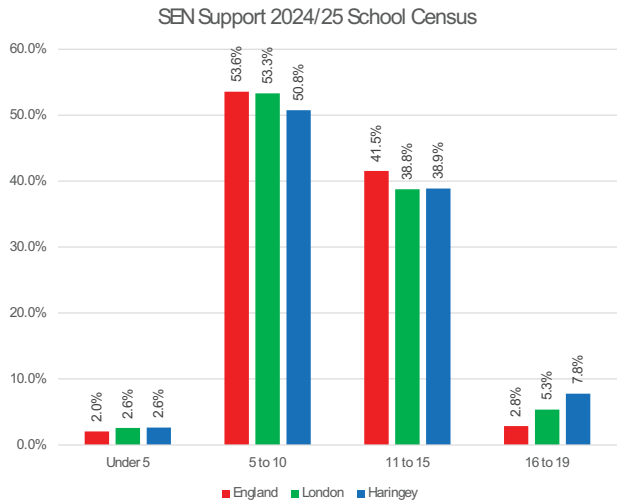
We know that we have more boys with identified SEND needs which correlates with national trends.

The national trend demonstrates that of the children with EHCPs, the proportion of females is increasing each year. However in 2026, Haringey's EHCP gender distribution did not follow this trend, showing an overall decrease in the percentage females with EHCPs.



Percentage of SEN Support by age

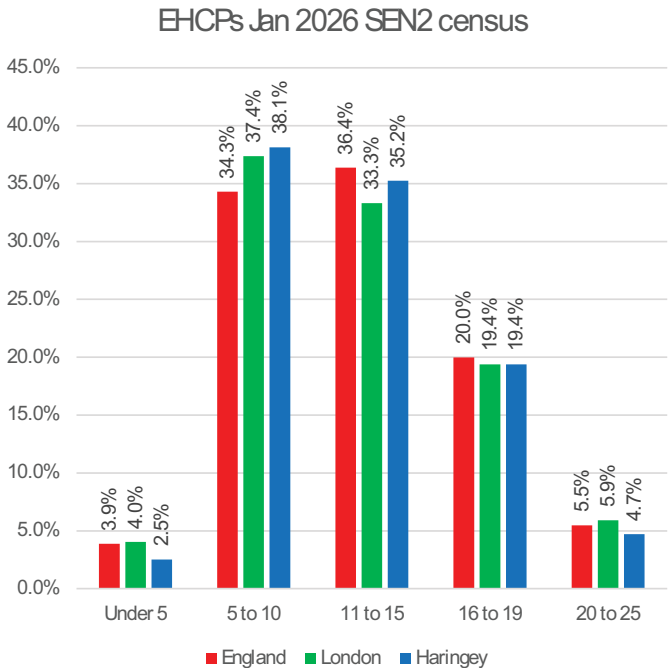
The age group with the highest number of children identified as requiring SEN Support is those aged 5-10, followed by those aged 11-15.



% are out of all children included in the school census

This is broadly reflected for children supported through an EHCP, in Haringey we have higher numbers of children in primary schools who are supported through an EHCP (37.9%) than London (36.6%) or national (33.4%), indicating our identification of needs is effective.

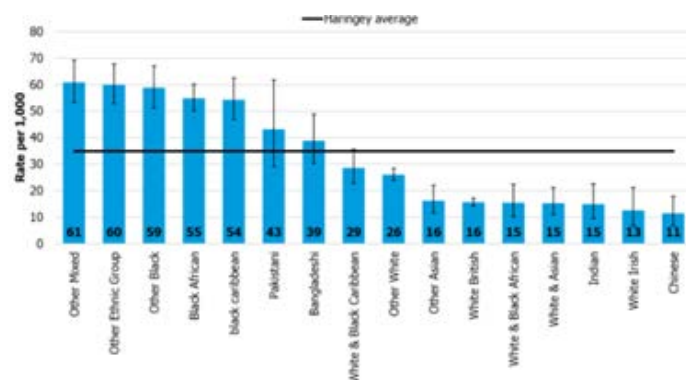
Percentage of pupils supported through an EHCP by age



Ethnicity

We are proud of our wonderfully diverse communities but know there is more work to be done to reduce disproportionality - children from our 'other mixed' ethnic groups are higher than the Haringey average.

Rate of children aged 0-25 with an EHC plan by ethnicity, Haringey resident population, February 2025

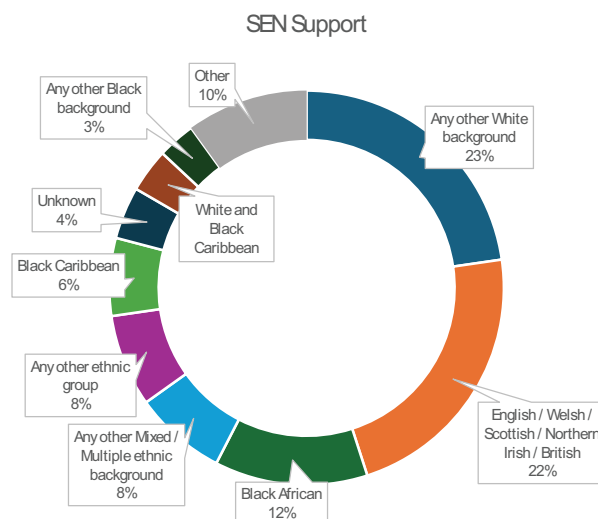


The number of EHC plans per 1,000 children aged 0-25 was highest among young people from an Other Mixed ethnic group (61 per 1,000) which was twice that of the Haringey average (35 per 1,000)

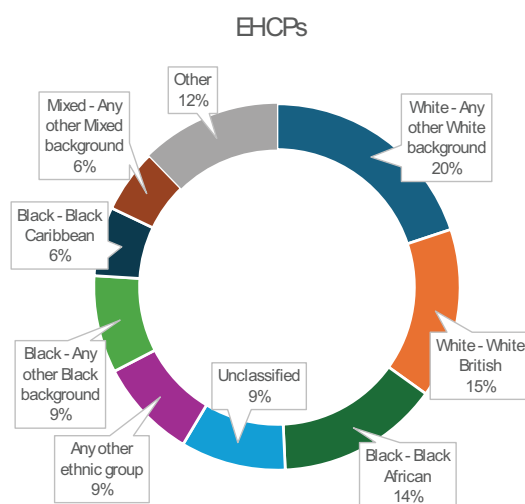
Special Educational Needs and Disabilities (SEND) JSNA

The breakdown by ethnicity for children identified as requiring SEN Support and those who are supported through an EHCP is as follows:

Children identified as requiring SEN Support



Children supported through an EHCP



Placement of Haringey Pupils placed supported through EHCPs by type of provision across all phases and comparison to London and England.

Haringey schools are inclusive - at 54.9%, Haringey has a higher percentage of children placed in mainstream than London (51.6%) or England (45.3%)

	Mainstream	Special	Further Education	Alternative Provision/Pupil Referral Unit	Educated elsewhere
Haringey	54.90%	24%	10.90%	0.60%	9.60%
London	51.60%	27.90%	13.30%	0.80%	6.40%
England	45.30%	31.50%	14.30%	0.80%	8.10%

We know there has been an increase in the numbers of children and young people with social, emotional and mental health needs (SEMH) and Autism Spectrum Conditions supported through EHC plans. Speech, language and communication difficulties are also increasing in Haringey.

Primary SEND Need

As of January 2026, the area of highest need in Haringey is Autism, followed by speech, language and communication needs and then children and young people experiencing Social, Emotional and Mental Health difficulties.

Please refer to our glossary on page 45 for a description of the abbreviations used below.

	asd_ pc	slcn_ pc	semh_ pc	mld_ pc	pd_ pc	sld_ pc	spld_ pc	hi_ pc	pml_ pc	oth_ pc	vi_ pc	msi_ pc	ds_ pc	unknown_ pc
England	32%	22%	21%	10%	4%	3%	2%	1%	1%	1%	1%	0%	0%	1%
London	38%	25%	15%	8%	3%	3%	2%	2%	2%	1%	1%	0%	0%	1%
Camden	42%	17%	15%	10%	3%	2%	2%	2%	2%	1%	1%	0%	0%	3%
Hackney	37%	25%	18%	8%	2%	2%	0%	2%	2%	1%	1%	0%	1%	0%
Islington	56%	12%	15%	8%	2%	1%	2%	2%	2%	0%	1%	0%	0%	0%
Barnet	41%	22%	18%	7%	4%	1%	2%	1%	1%	1%	1%	0%	0%	0%
Enfield	26%	38%	12%	10%	4%	3%	3%	2%	1%	0%	1%	0%	0%	0%
Haringey	45%	19%	14%	11%	3%	1%	1%	2%	1%	2%	0%	0%	0%	1%
Waltham Forest	32%	23%	21%	5%	5%	1%	2%	2%	1%	1%	1%	1%	0%	3%

Haringey's proportions of primary needs follow local, regional and national patterns with autism being the largest area of need, followed by Speech, Language and Communication Needs (SLCN) and then Social, Emotional, Mental Health Needs (SEMH).

A comparison of Haringey's overall portions of primary needs compared to new plans in 2025, is shown in the chart below. This shows the increase in children and young people being issued with a new EHCP with a primary need of SEMH.

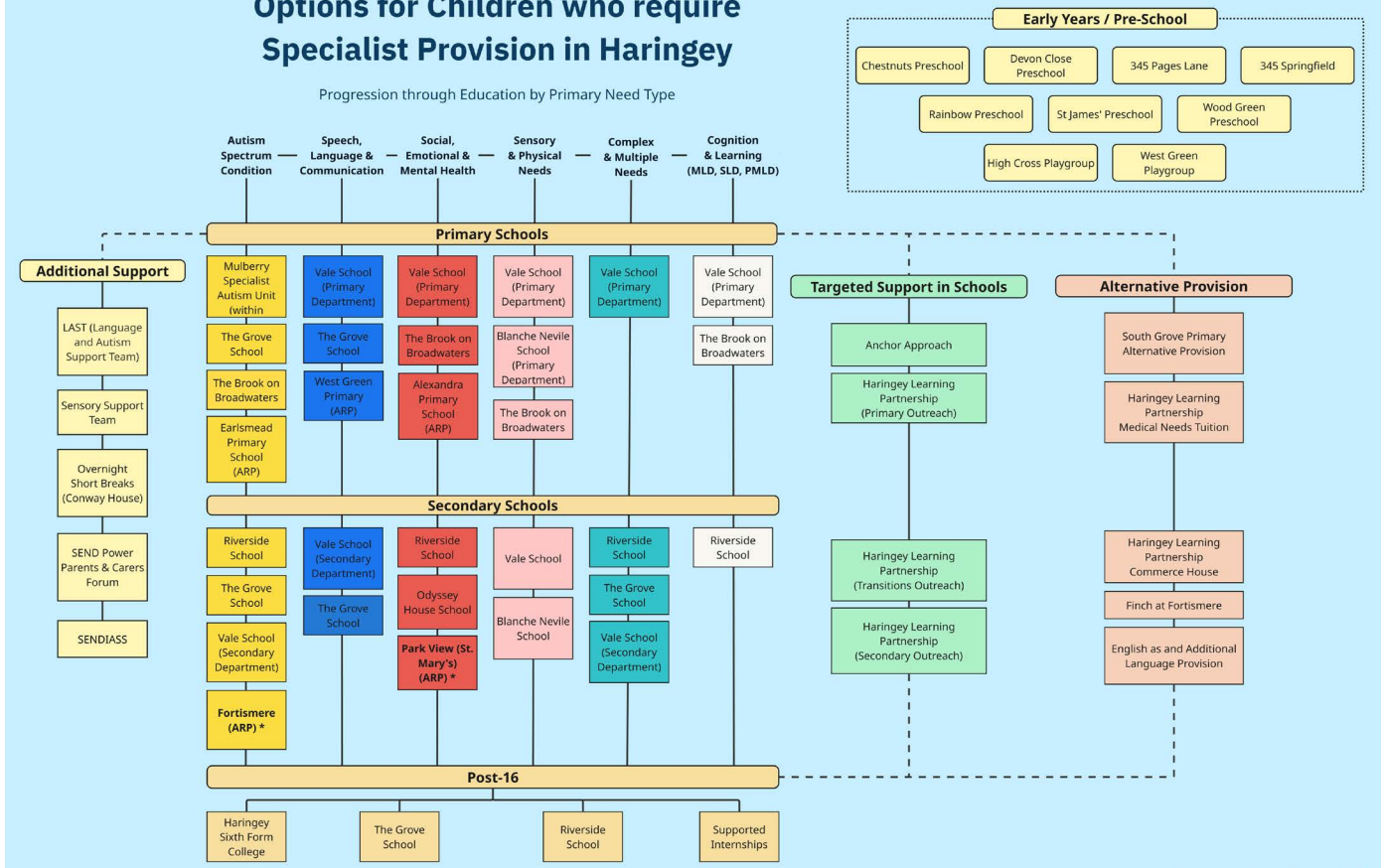
	asd_ pc	slcn_ pc	semh_ pc	mld_ pc	pd_ pc	sld_ pc	spld_ pc	hi_ pc	pml_ pc	oth_ pc	vi_ pc	msi_ pc	ds_ pc	unknown_ pc
Haringey all	45%	19%	14%	11%	3%	1%	1%	2%	1%	2%	0%	0%	0%	1%
Haringey - New in 2025	22%	24%	26%	13%	3%	2%	2%	1%	1%	7%	0%	0%	0%	1%

This is the first time that the largest proportion of new EHCPs has not been ASC. These changes in the primary needs of new plans is altering the overall distribution of needs for children with EHCPs.



Options for Children who require Specialist Provision in Haringey

Progression through Education by Primary Need Type

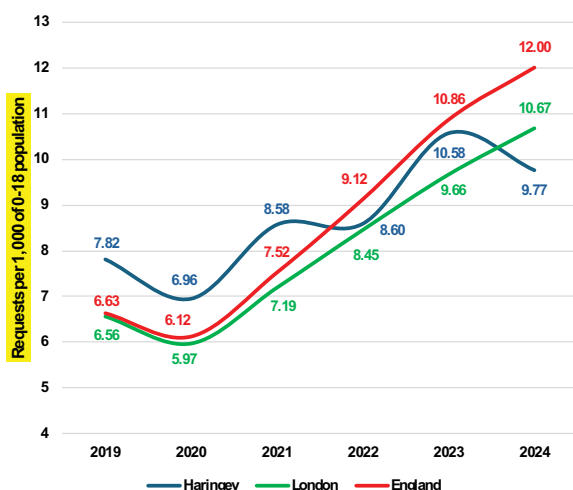


Requests for Education, Health, Care Needs Assessments (EHCNAs) 2019-2024

The table below shows the number of requests per 1,000 of the 0-18 population over between 2019 and 2024.

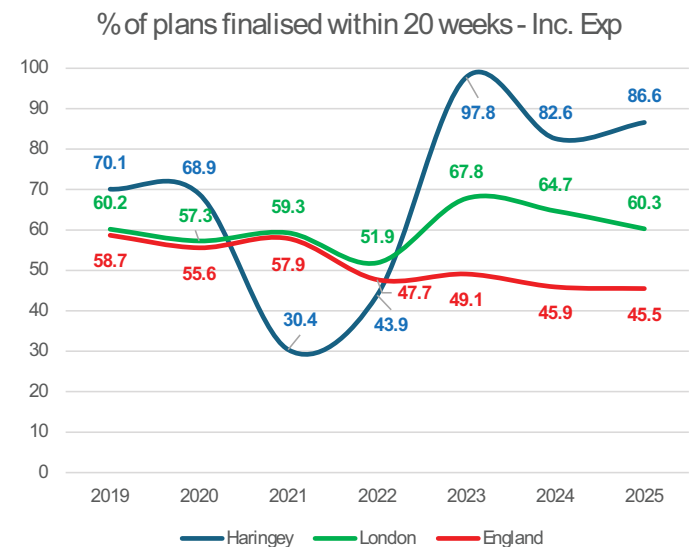
This shows that Haringey's rate of requests fell between 2023 and 2024 from 10.58 per 1,000 to 9.77 per 1,000 of the 0-18 population and for the first time fallen below both the national and regional (London) rates.

This can be largely attributed to the lower number of requests received by children below the age of 5 as a result of early intervention funding for children in the Early years.



20-Week timeliness

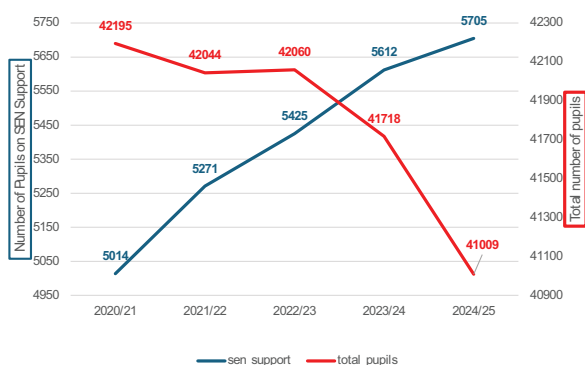
The percentage of new plans being finalised within the 20-week deadline for Haringey including exceptions, is significantly higher at 86.6% than London (60.3%) and England (45.5%).



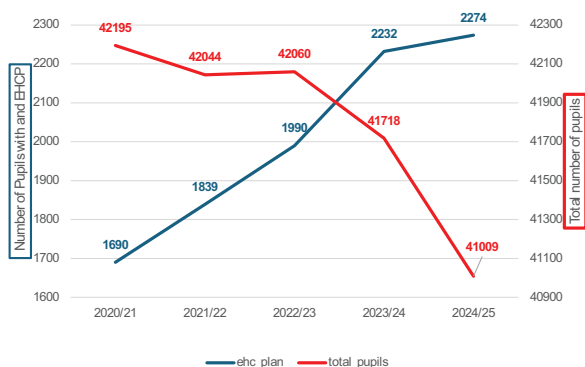
Number of pupils in school and number of pupils who are identified as requiring SEN Support.

The proportion of the total pupil population has fallen since 2021/2022. During the same time the proportion of pupils requiring SEN Support or who are supported through an EHCP has increased.

Overall number of pupils vs number of pupils on SEN Support by academic year: Haringey



Overall number of pupils vs number of pupils on and EHCP by academic year: Haringey



Capital developments

As part of its Safety Valve agreement, Haringey has invested over £12.4m in its phase 1 capital build programme to expand the number of specialist placements in borough either in our special schools or through the development of our Additionally Resourced Provisions (ARPs) in our mainstream schools.

Outcomes: Phase 1 achievements

→ 126 new school places being created for children with special needs. These places are in 4 new additional resource provisions inside mainstream schools and 2 expanded community special schools

Schools involved:

- **Earlsmead Primary:** 15 places for children with autism by academic year 2028/29
- **Alexandra Primary:** 10 places for children with social, emotional and mental health needs by academic year 2028/29
- **Fortismere Secondary:** 34 places for children with secondary autism by academic year 2028/29
- **Park View Secondary:** 34 places for children with social, emotional and mental health needs by academic year 2028/29
- **Riverside Secondary:** + 15 special school places for children with severe learning difficulties by 2024/25
- **The Brook Primary:** + 18 special school places by academic year 2026-2027

Phase 2 of our capital programme will see a further investment of £7.4m so we can:

- Develop a small all age special school for pupils for us to 100 experiencing Social, Emotional and Mental Health (SEMH) challenges
- Develop a post 16 hub for pupils experiencing Social, Emotional and Mental Health (SEMH) challenges
- Develop two new tuition hubs in the East and West of the borough
- Adapt and improve our mainstream environments to support the needs of children with SEND

8. Inclusion

We know our schools are inclusive, but we also know that sometimes our children and young people with SEND or who are educated in AP feel they do not belong or are not valued for who they are.

We are committed to promoting environments and a culture where children and young people feel included, valued, seen and heard.

We know from your feedback to the consultation and from young people this is something that is important to you as well and although inclusion underpins all our priority areas, we wanted to make this commitment to inclusion explicit.



***Every child included.
Every voice heard.***

***Every difference
celebrated.***



9. Area Partnership of Haringey's five priorities

The priority areas continue to have strong support from stakeholders across the partnership. We will map the actions we have said we will take and report progress to the SEND Executive Board to hold each other to account and publish an annual progress report.

Priority 1

We will continue to embed or develop early intervention approaches, so children and young people with SEND and/or who are educated in Alternative Provision make progress from their individual starting points.

Why is this a priority?

- We know early intervention and support is important to reduce needs escalating or becoming more complex and harder to resolve.

What has already been done?

Haringey is part of the national programme for Partnerships for Inclusion of Neurodiversity in Schools (PINS). This brings health and education professionals and expert parent carers into mainstream primary schools to support training and inclusion at a whole school level

- Co-produced and updated [our SEND Core standards](#) and [SEND Support Guide](#) for schools as part of our ordinarily available offer
- [Developed our SEMH Pathway](#)
- [Developed our Emotionally Based School Avoidance \(EBSA\) guidance](#)

- Developed our SLCN pathway for under 11's.
- Invested in additional staff across our educational psychology and specialist teaching teams.
- Developed School SENDCO cluster groups to enhance knowledge understanding and support by strengthening collaborative partnership and to improve the consistency of provision for children across Haringey schools.
- Put in place an early funding approach for children in early years foundation stage without having to go through an EHCNA process.

How will we know whether these approaches are having an impact?

- Our rates of exclusion will remain in line or below national.
- Our percentage of children being educated in mainstream will remain above the national average.
- Parent/ carer and young people feedback will tell us they feel their needs are being identified and met earlier.

Priority 2

High quality local provision for local children - wherever possible, we will meet the needs of Haringey's children who require support to meet their SEND needs or who are educated in Alternative Provision within or close to our own Borough.

Why is this a priority?

We want children and young people to be supported in their own communities because this:

- Promotes belonging and inclusion.
- Fosters friendships and social connections in their local area.
- Reduces travel time and related challenges for children, and young people, and their families, as well as lowering costs.
- Provides better access to local health, social care, and community services.
- Supports smoother transitions between settings and phases, particularly into adulthood.

"With or without EHCP, children should be within the community".

Parent response to the formal consultation.

What has already been done?

- We have embedded personal travel budgets, as well as independent travel training and there is a greater focus on independence.
- Developed local ARPs and expanded local special school provision.
- Funding agreed and Site identified 'Conway House' so eligible families can access overnight short break.

→ Reviewed Descriptors of Need and implemented a New Banding Descriptors model

- Developed an Alternative Provision framework.
- Embedded trauma informed approaches such as the Anchor approach:

How will we know whether these approaches are having an impact?

- The number of pupils being educated out of borough in independent schools will reduce because we have developed local support and specialist provision in mainstream as well as expanded special school places.
- We will have embedded our new neurodevelopment diagnostic pathway and wait times will remain the same or lower despite increasing demand.
- Our ambition is that all Haringey schools will be judged to be of high quality and inclusive by Ofsted.
- The outcomes for children and young people at our outstanding PRU – Haringey Learning Partnership, will continue to be above that of national comparators.
- Our Alternative Provision pathways will be clear.
- Educational providers will have published their inclusion strategies.



Priority 3

We will continue to keep our Local Offer under review to maintain the quality of our provision and support and respond to emerging or changing needs.

Why is this a priority?

- We need strong oversight, with regular review and robust analysis of our local offer to ensure provision and support for children and young people with SEND, and or who are educated in AP, remains appropriate and is responsive to changing needs.

What is our Local Offer?

- Our Local Offer is the full range of support and provision we provide for children and young people with SEND and those educated in Alternative Provision. It includes education, health, and social care services, as well as information to help families understand what is available.

What has already been done?

- Opened accessible play spaces in **Finsbury Park** including a Changing Places toilet for people with limited mobility.
- Redesigned our local offer website.
- Developed a young person's section on our **Local Offer website**.
- Published our **SEND and Alternative Provision Sufficiency Strategy 2025-2028**
- Developed the NCL waiting room so families can access support when their child has been referred to a **diagnostic pathway**

How will we know whether these approaches are having an impact?

- Parents and carers know about and can easily find and access the information they need on the local offer website.
- The number of people accessing the website increases.

- Eligible families are able to access residential short breaks, and our wider short break offer is maintained.
- We will have reviewed the therapies offer in Haringey and across NCL and made improvements.
- We will review our information and advice in relation to Preparing for Adulthood (PfA) as well as transitions and coproduced clear summary guidance.
- We will have improved spaces to support pupils in mainstream Haringey schools over the next three years by allocating capital funds to support greater inclusion and support.
- We will have expanded further the number of Additionally Resourced Provisions (ARPs) and special school places in our Borough.
- We recognise the critical role that high quality Alternative Provision plays as part of our local offer and will improve this further with the development of tuition hubs as well as greater clarity of pathways for support.
- We will commission an independent person to review our Alternative Provision (AP) offer and use the learning to inform planning and delivery of AP going forward.
- We will continue to review and improve our wider early help offer to ensure it is inclusive and accessible for all children and young people.
- Reintegration rates will remain high for our children and young people who are educated at HLP.
- We continue to support children and young people experiencing mental health difficulties via **Haringey Guided Emotional and Mental Health Support** (GEMHS) and **Kooth**.

Priority 4

We will continue to listen and act on the lived experiences of children and young people with SEND or who are educated in Alternative Provision and their families or carers through authentic co-production.

Why is this a priority?

- The partnership has worked hard to achieve authentic co-production at both a strategic and operational level. We are committed to maintaining this and ensuring it remains one of our key priorities.
- Co-production fosters transparency, respect, and shared responsibility. It gives children and young people with SEND, or those educated in AP, and their families a real opportunity to influence change and shape services.

What has already been done?

- We continue to work with **SEND Power** who now have over 600 members.
- We now schedule co-production meetings to increase the number of co-production meetings held.
- We arrange 'next steps' meetings to try and resolve disagreements early.
- Elevated Youth feedback to the partnership as part of the SEND Executive.
- We take action based on the feedback from our annual survey.



"Inclusion isn't about fitting in – it's about schools changing so everyone belongs"

Quote from a Haringey young person

- We have co-produced the SEND working together charter.
- There is parent carer representation on our key governance and strategic meetings where they influence strategic decisions.

How will we know whether these approaches are having an impact?

- Our Parent Carers Forum, SEND Power tell us they feel recognised as equal partners, and they are involved in developing and shaping services through their annual survey and **Voices Day**.
- Our children and young people will feel celebrated, seen and valued for who they are as part of coproduction as well as events such as **Takeover Day**.
- Our children and young people will be heard "adults listen to my ideas and take them seriously".
- Our audits and checks will tell us that EHC plans are high quality, co-produced, and demonstrate the voice of children, young people, parents and carers.
- We will coproduce an inclusion charter for our schools.
- Children and young peoples' voices will be reflected in plans about them, for example Individual Support Plans, therapy formulations or a child in need plan.

Priority 5

We will embed independence and preparation for adulthood throughout every phase of education and strengthen support at the point of transfer to their lifelong adult pathway.

Why is this a priority?

Preparing for adulthood begins early, with a consistent focus on developing independence. This includes making choices, managing routines, and engaging in self-care and independent travel. These skills are essential for later life stages, such as school transitions, participation in community activities, supported living, employment, or higher education.

What has already been done?

- We have reviewed our home school transport to ensure steps towards independence are recognised at every phase. We know the importance of independent travel and have developed our own independent travel training.
- Developed our **Supported Internship offer** to prepare young people for employment – Harvey was one of our first supported interns and he is now working. [read about Harvey's success here](#).
- Embedded a dedicated transitions team to ensure we can carry out timely **Care Act**

Assessments for young people transitioning to adult services

How will we know whether these approaches are having an impact?

- We will have reviewed our advice and guidance and coproduced changes where needed and appropriate.
- Young people and their parents and carers will tell us that they are receiving timely advice and guidance as they move into adulthood.
- There will be more young people engaging in Supported Internship Programmes.
- We will have reduced the number of young people who are Not in Education, Employment or Training (NEET)
- We will have reviewed our 16-19 offer to ensure sufficiency of a range of programmes and pathways.



““Start preparation for adulthood earlier and make it explicit, with clear, age-appropriate independence goals built into support plans from early years onwards, rather than waiting until Year 9 or post-16”.”

Source. Parent/carer response to formal consultation



10. Local Area Partnership commitments

- We will continue to keep our children and young people with SEND and/or who are educated in AP at the heart of everything we do.
- We will continue to work across our partnership to embed **Haringey SEND Working Together** charter, as well as improve communication (principle 4 of the charter) which we know through the SEND Power annual Survey 2025, is an area that parents and carers would like to see improved
- We will continue to embed a learning and improvement culture, where we keep services under review and collaboratively identify and embed actions for improvement.
- We will work cross our partnership to develop our response to changes in national policy and or legislation in a way that is coproduced.
- We will continue to keep our High Needs Budget under review to ensure our local offer meets needs and is value for money, so we make every penny count.



11. Governance, Structures and Accountability

The accountability for implementation of the Haringey SEND strategy is with the SEND Executive Board.

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 and parents, carers and young people.

The SEND Executive Board provides oversight and holds partners to account in relation to our local area arrangements for children and young people with special educational needs and/or disabilities (SEND) or who are educated in Alternative Provision (AP).

→ The governance is well embedded and assured by SEND Improvement Advisors and the NHSE regional

team through annual conversations.

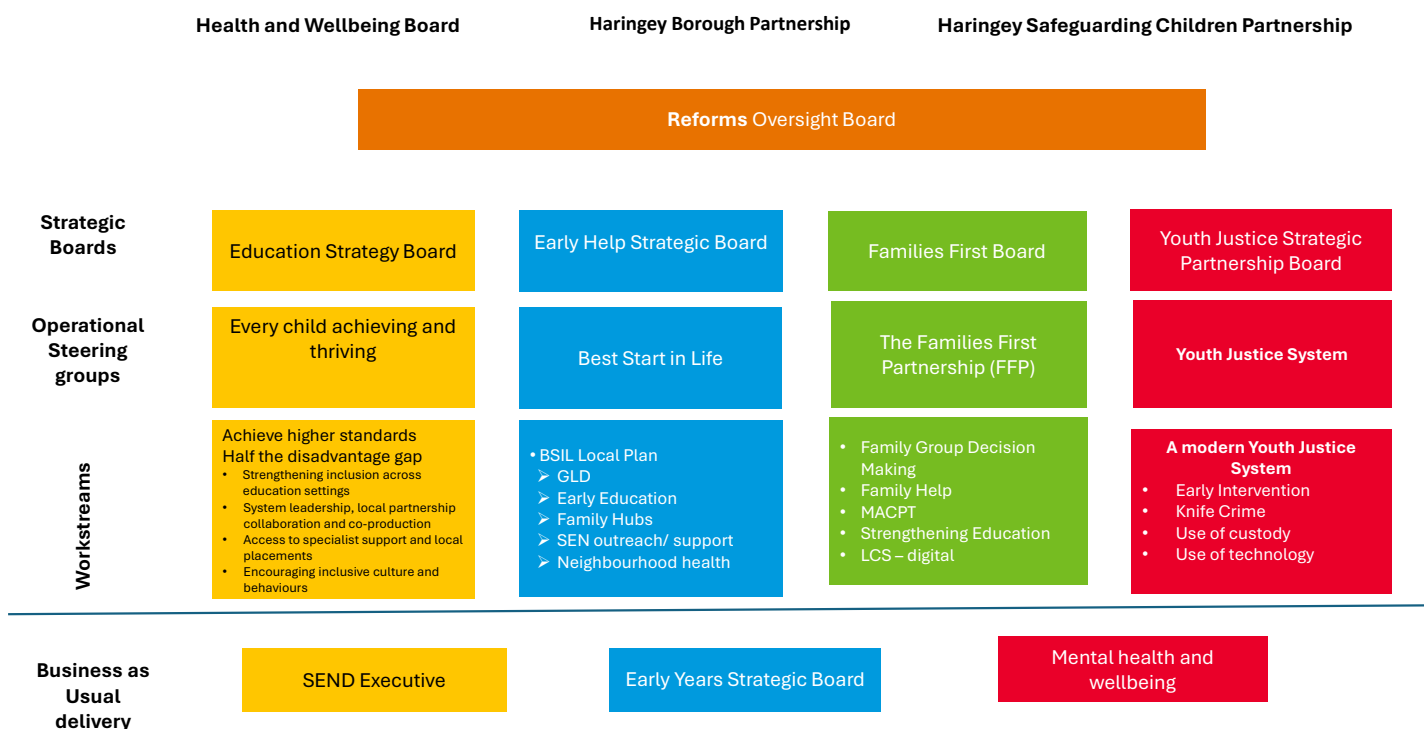
→ Performance and progress against delivery plans are reported to the Board.

→ Sub-groups meet regularly and deliver actions in the plans.

→ **Our Parent Carer Forum, SEND Power**, supports and challenges the Partnership to improve, address issues, communicate and co-produce.'

→ **Our SEND Youth Forum, Elevated Youth Haringey**, advises the partners on what services young people want to see in the Local Offer for Children and Young People.

Our area partnership Governance arrangements are:



12. Glossary

General SEND Terms

- **SEND** – Special Education Needs and Disabilities
- **SENDCo's** – Special Education Needs and Disabilities Coordinators; qualified practitioners with specialist experience working with SEND
- **CAMHS** – Child and Adolescent Mental Health Services
- **SENDIASS** – Haringey's SEND Information, Advice and Support Service
- **EHCP** – Education, Health and Care Plan
- **OT** – Occupational Therapy
- **PT** – Physiotherapy
- **SLT** – Speech and Language Therapy
- **Portage Home Visiting Service** – Portage workers visit children at home with their families and help them develop their skills

Health Screening

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

Types of Special Educational Needs

- **ASC** – Autism Spectrum Condition
- **SLCN** – Speech, Language and Communication Needs
- **SEMH** – Social, Emotional and Mental Health
- **MLD** – Moderate Learning Difficulties
- **PD** – Physical Disability
- **HI** – Hearing Impairment
- **LD** – Learning Disability
- **PMLD** – Profound and Multiple Learning Difficulties
- **SPLD** – Specific Learning Difficulties (e.g., dyslexia, dyspraxia)
- **SLD** – Severe Learning Difficulties
- **Oth** – Other (used for needs not covered by the listed categories)
- **VI** – Visual Impairment
- **MSI** – Multi-Sensory Impairment

