

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,
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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.

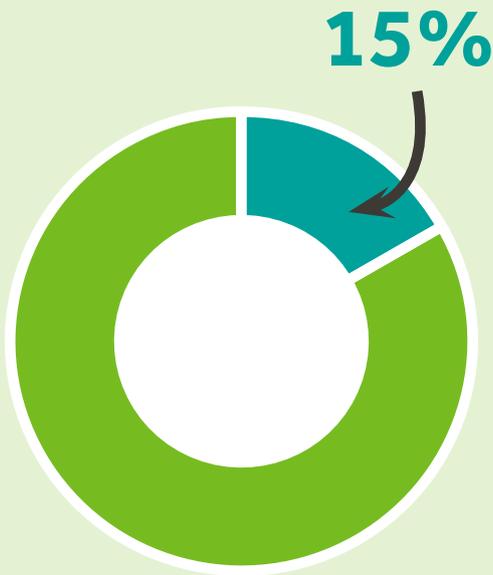
"There is no preparation for adulthood in Haringey"

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 children 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.

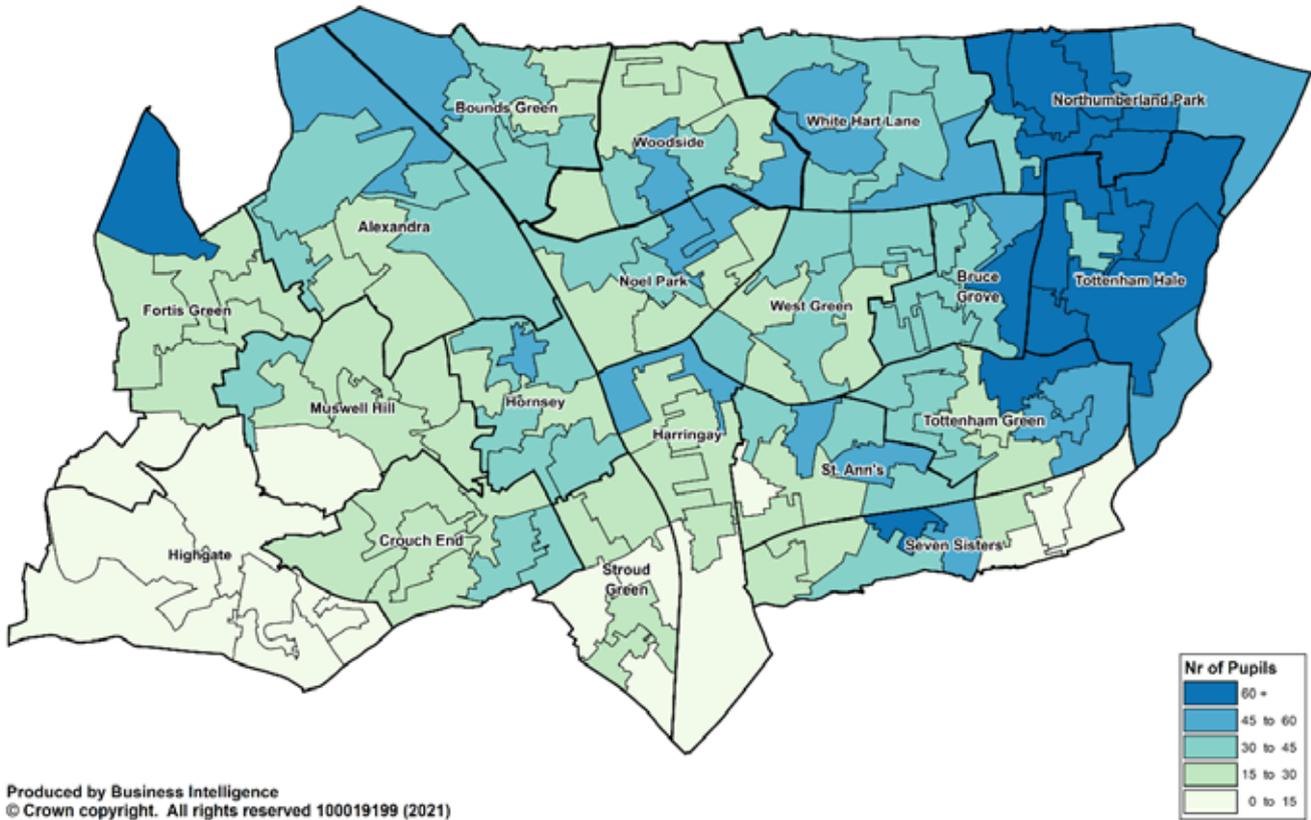
Of these 2,600 children and young people have Education Health and Care Plans.

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:

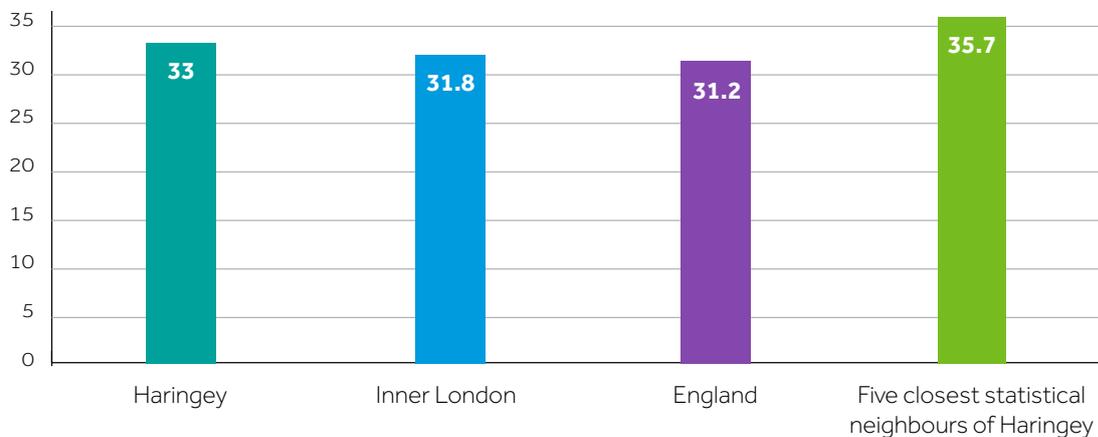
SEND pupils May 2021



(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.

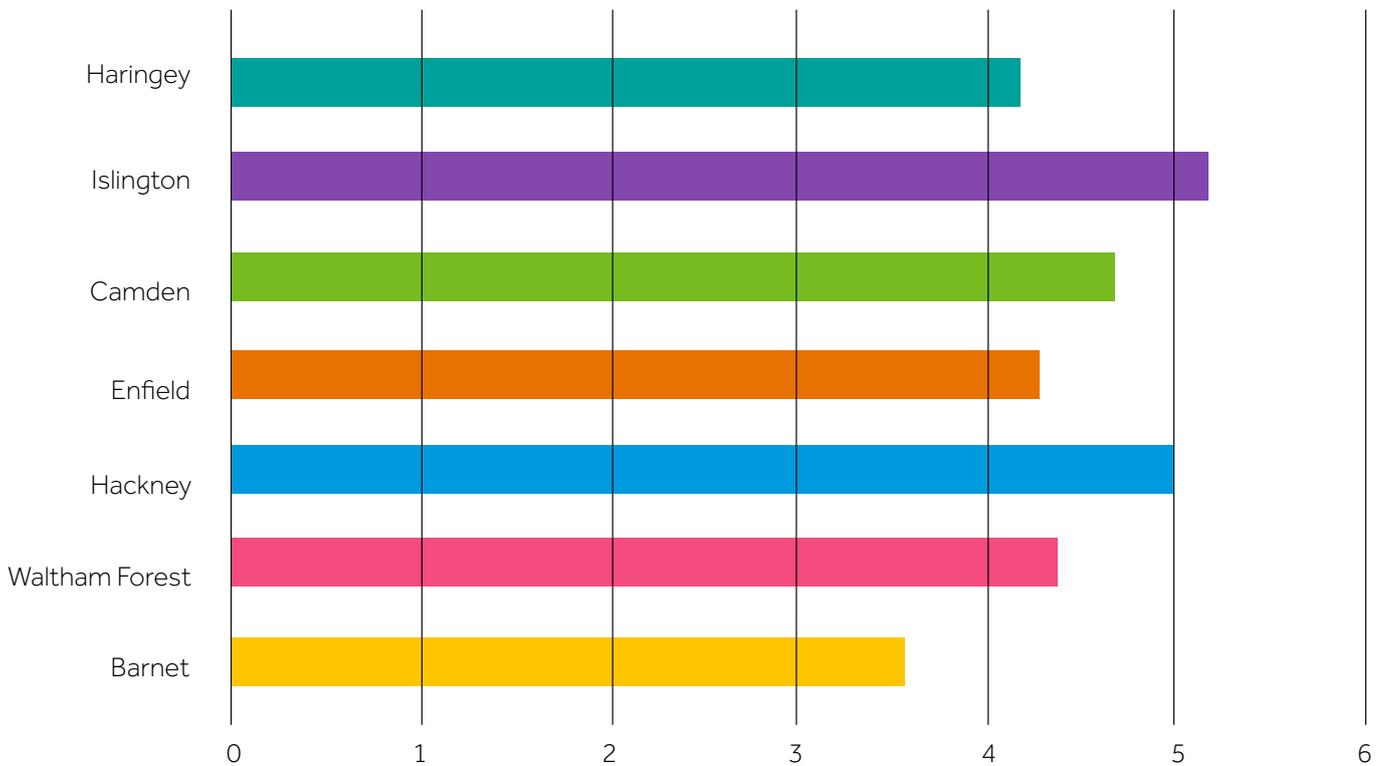
Chart 1: Distribution of Education, Health and Care Plans 2019-20



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

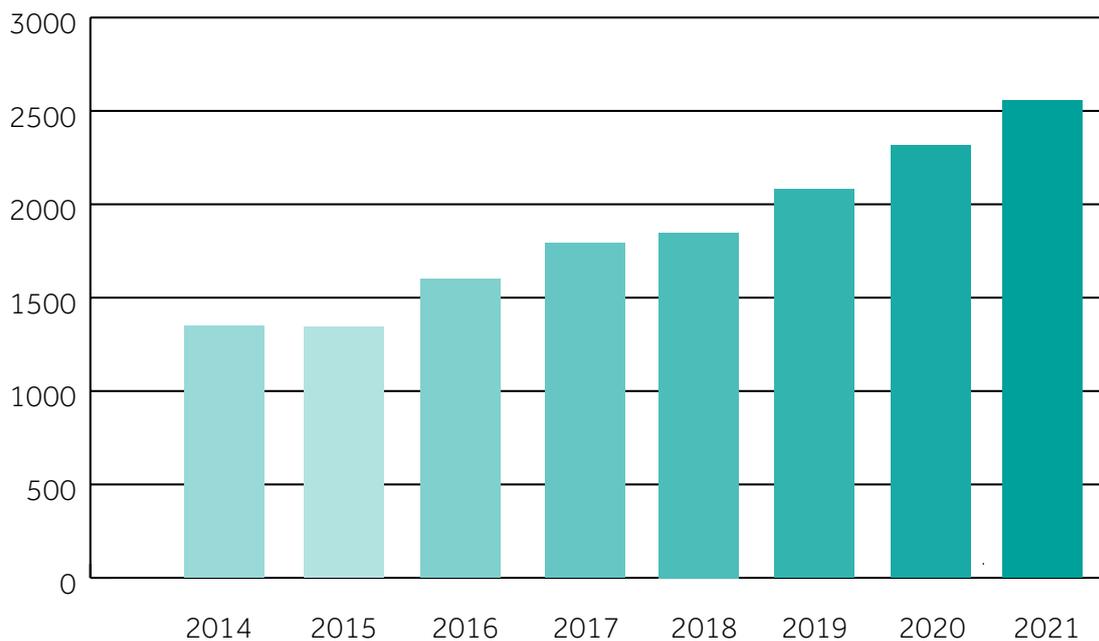
Percentage of pupils with statement of EHC plans (all schools) 2020/21 (academic) for Haringey geographical neighbours



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:

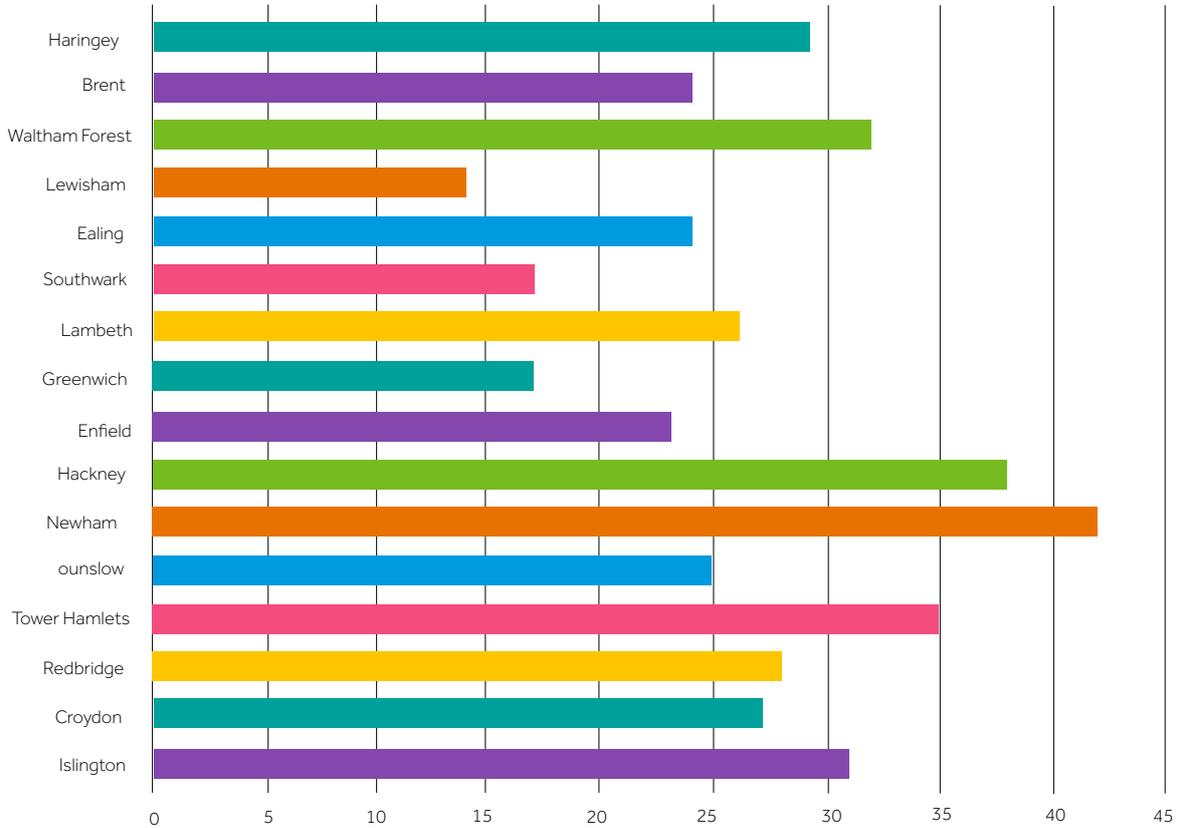
Average total points score of SEN pupils with statement or EHC Plan across all ELGs 2018/19 (academic) for Haringey CIPFA nearest neighbours



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

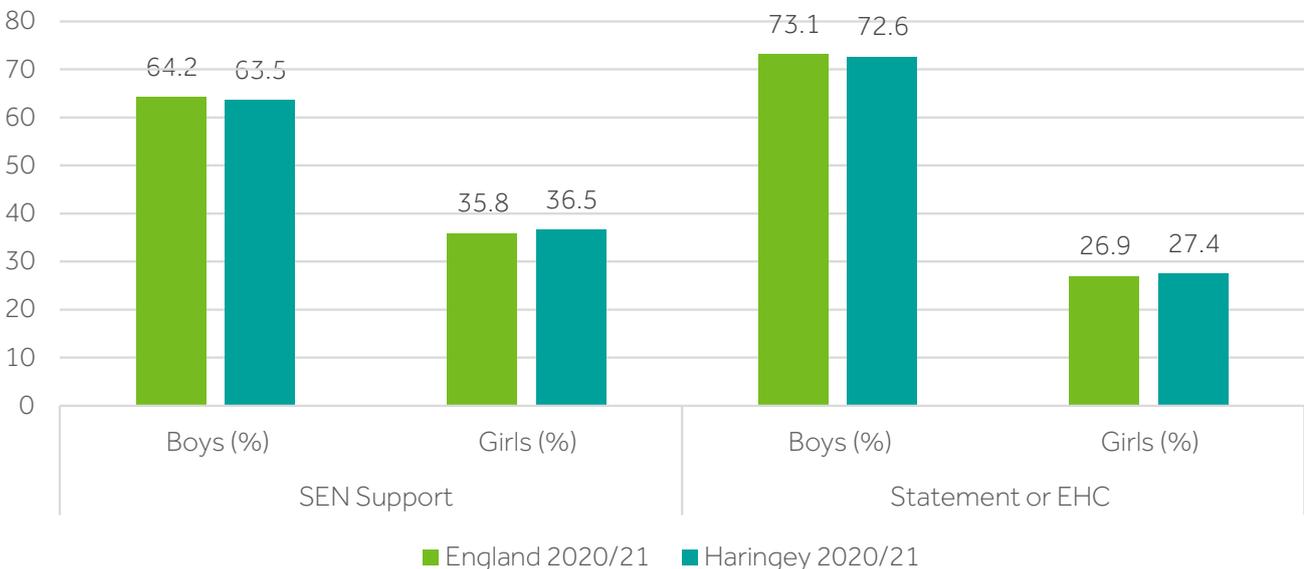


Source: DFE Local area SEND report England)

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.

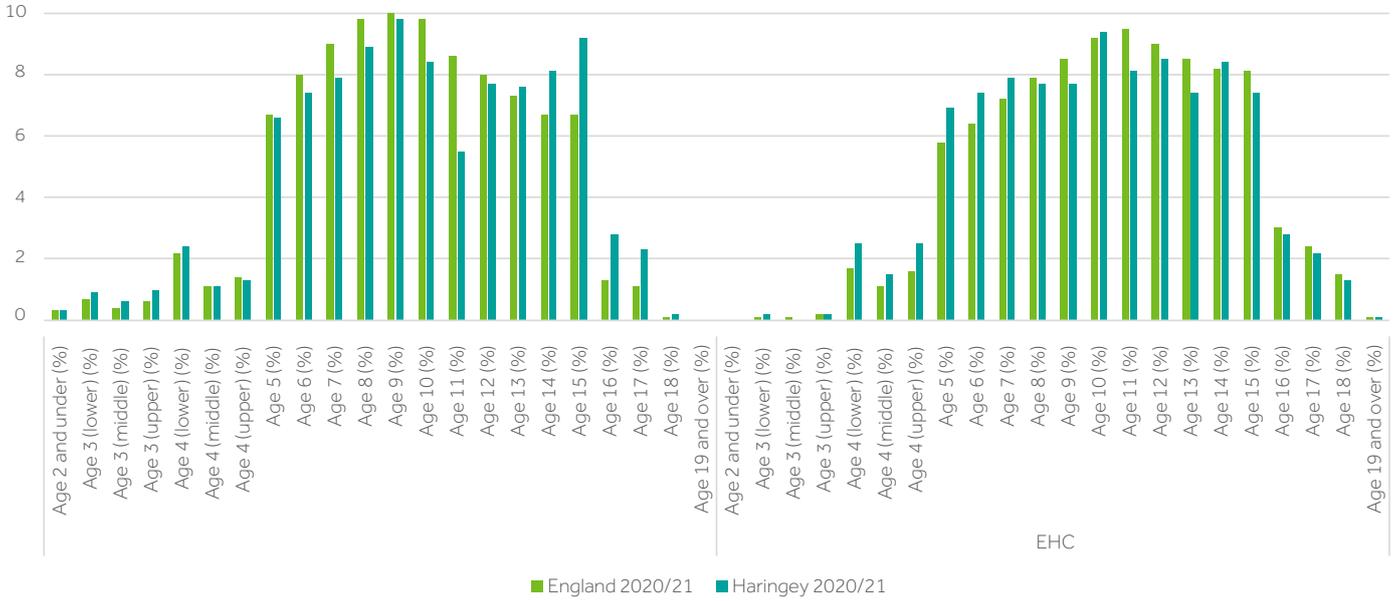
SEN by gender



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

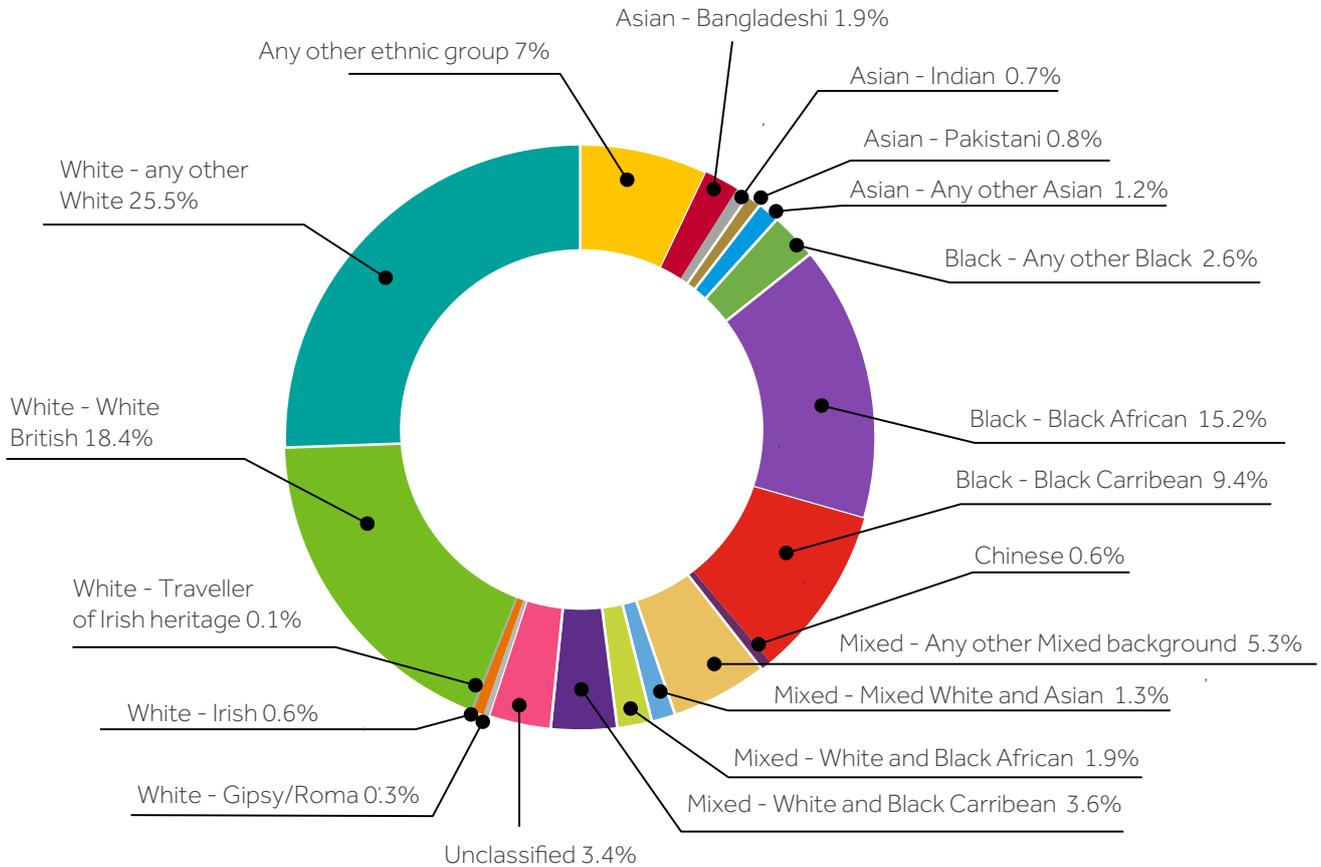


Source: Haringey School Place Planning Report 2021

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

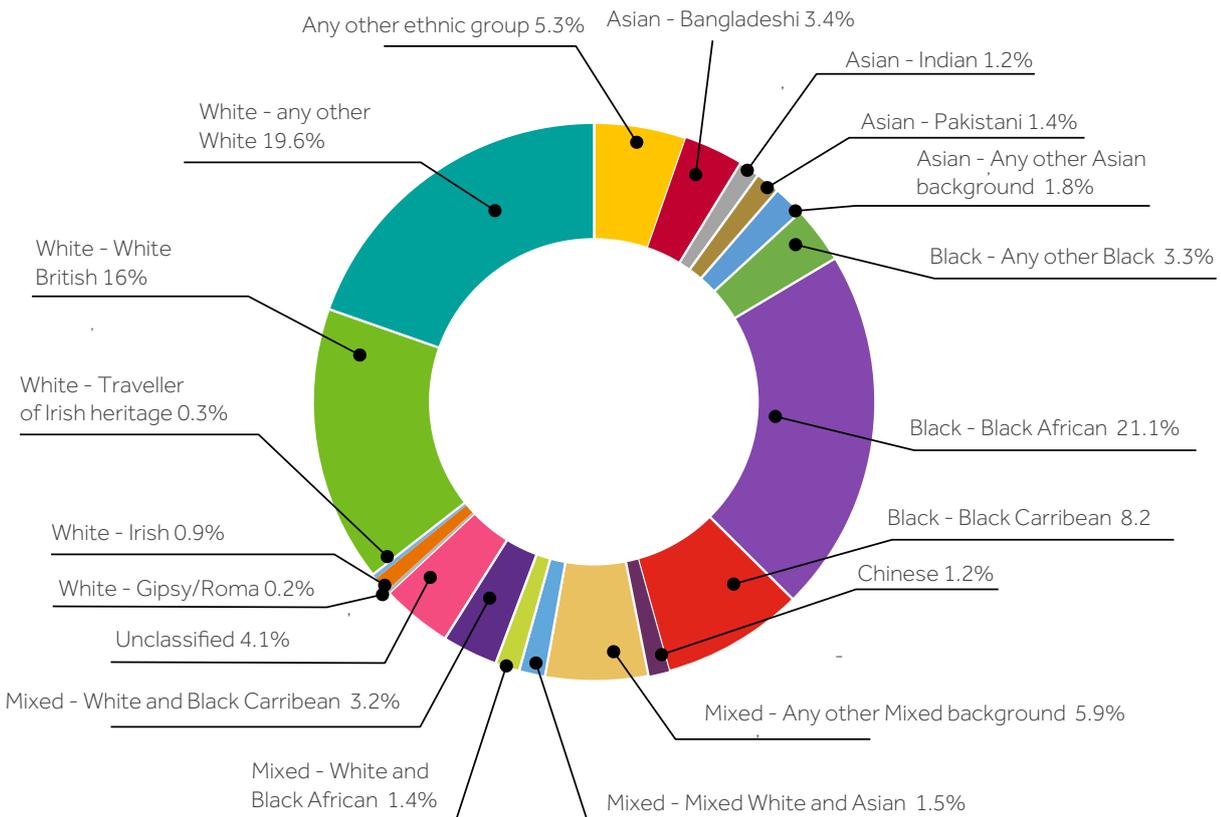
Source: Haringey School Place Planning Report 2021

Percentage of Haringey SEN support pupils by ethnicity 2021



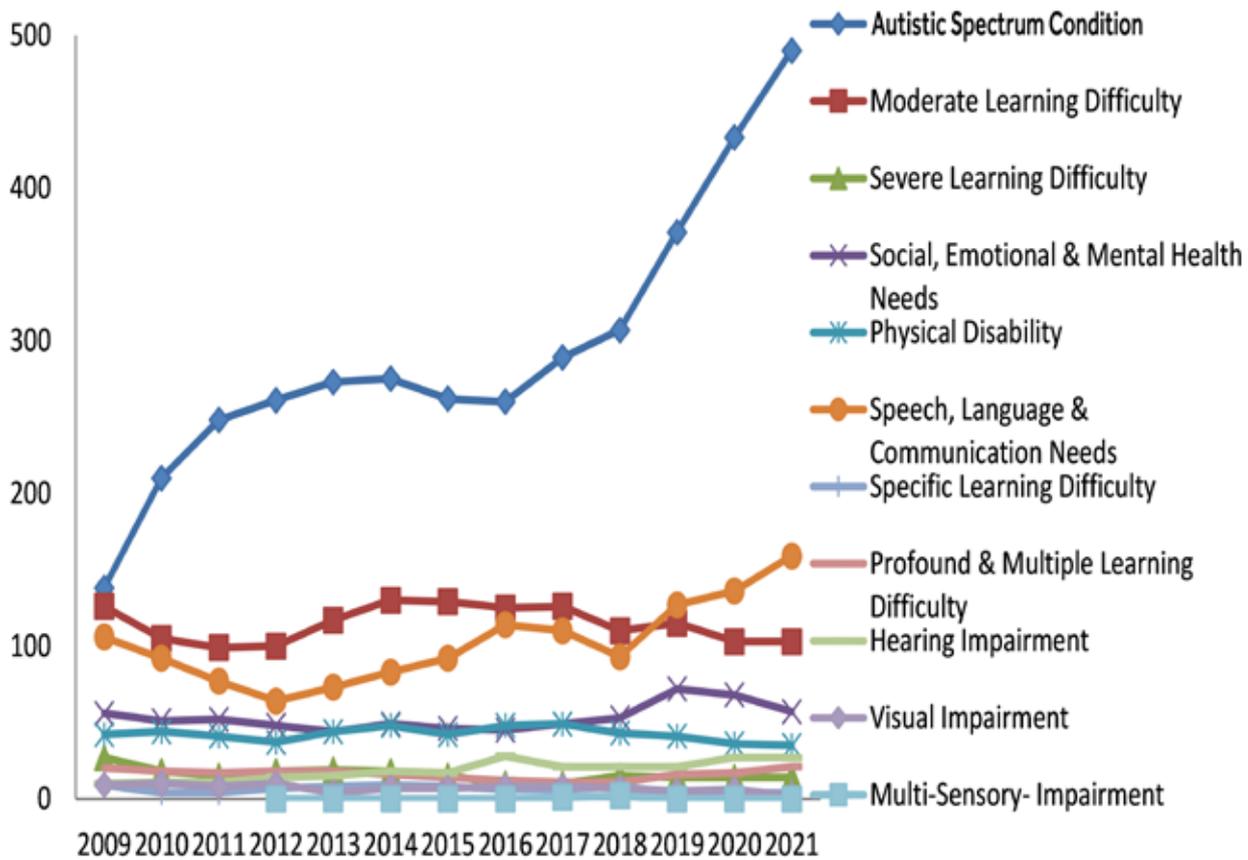
Source: Haringey School Place Planning Report 2021

Percentage of Haringey EHC plan pupils by ethnicity 2021



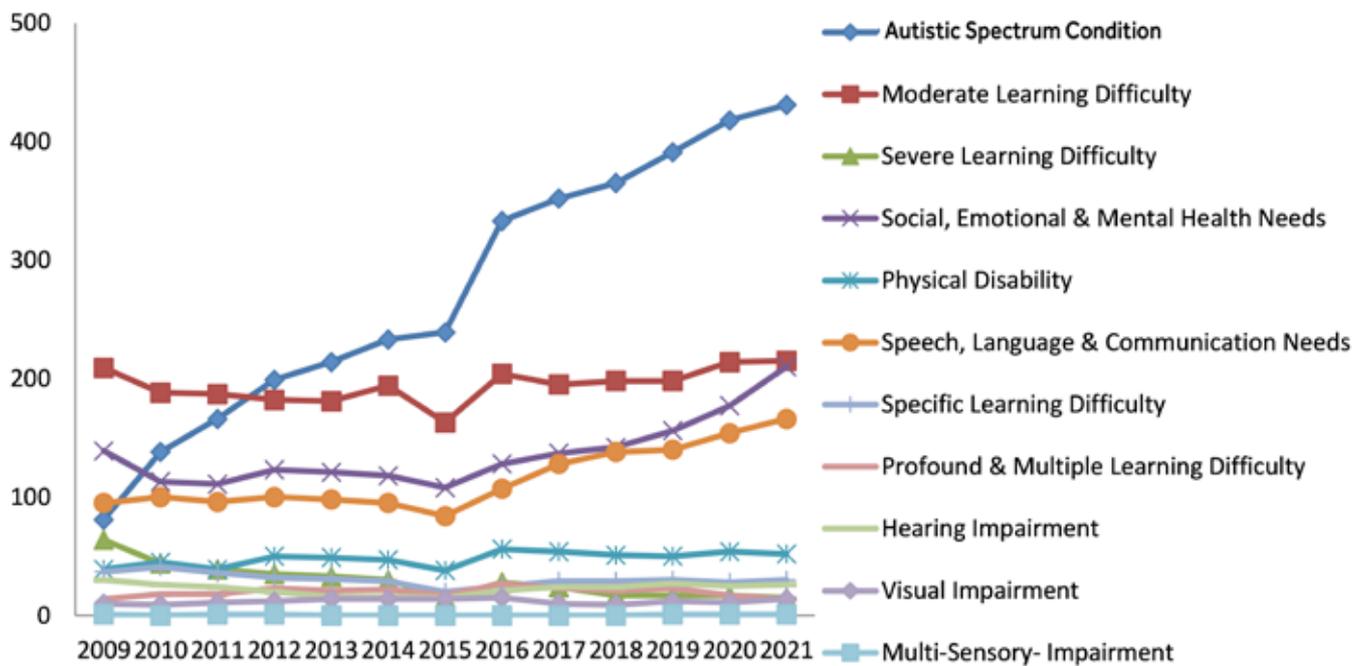
We know that there has been a significant increase in the numbers of children and young people with social, emotional and mental health needs (SEMH) and Autism Spectrum Conditions with EHC plans. Speech, language and communication difficulties are also increasing in Haringey, and we are expecting that 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 22 | 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 22 | Jun 22 | Jul- Sep 22 | Oct – Dec 22 | Jan – Mar 23 |
| 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 22 | Jun 22 | Jul- Sep 22 | Oct – Dec 22 | Jan – Mar 23 |
| 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 received through the consultation. Thank you to all who responded.

If you want this in your own language, please tick the box, fill in your name and address and send to the address below



BULGARIAN / Български

Ако искате това на Вашия роден език, моля, поставете отметка в квадратчето, напишете Вашето име и адрес и изпратете на адреса по-долу.

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Si vous le souhaitez dans votre propre langue, veuillez cocher la case, indiquez votre nom et votre adresse et envoyez à l'adresse ci-dessous.

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Αν θέλετε να διαβάσετε το παρόν στη δική σας γλώσσα, παρακαλούμε σημειώστε το τετραγωνάκι, συμπληρώστε το ονοματεπώνυμο σας και την διεύθυνση σας και στείλτε το στην παρακάτω διεύθυνση.

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Se desejar isto no seu idioma de preferência, assinale a caixa, preencha o seu nome e morada e envie para o endereço abaixo:

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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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Eğer bunu kendi dilinizde edinmek istiyorsanız, lütfen kutuyu işaretleyin, isminizi ve adresinizi yazın ve sonra aşağıdaki adrese gönderin.

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Dacă doriți aceste informații în limba dumneavoastră maternă, bifați căsuța, completați numele și adresa dumneavoastră și trimiteti detaliile la adresa de mai jos.

Please indicate if you would like a copy of this letter in another language not listed or any of the following formats and send to the address below.

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