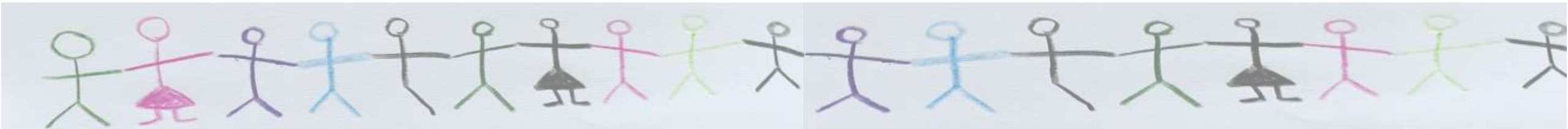


London SEND Summit 2024



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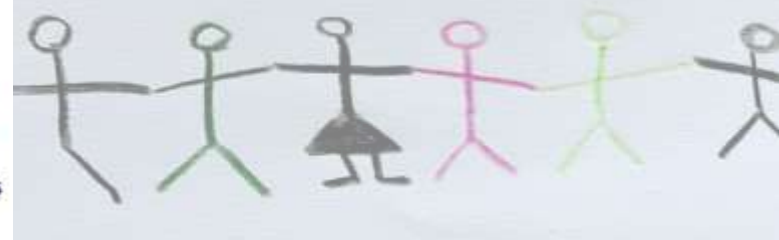
Follow us on Twitter [@londonliia](https://twitter.com/londonliia) #TogetherForLondonsChildren #LondonSENDSummit



Welcome

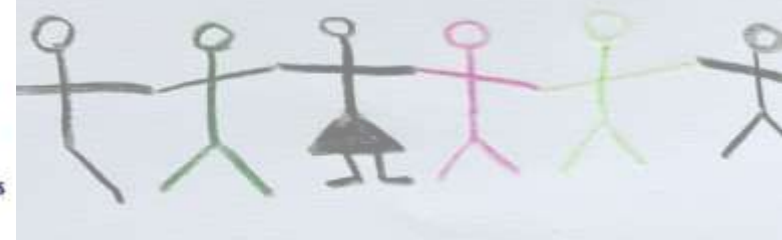
Elaine Allegretti
ALDCS SEND Lead
DCS DAS

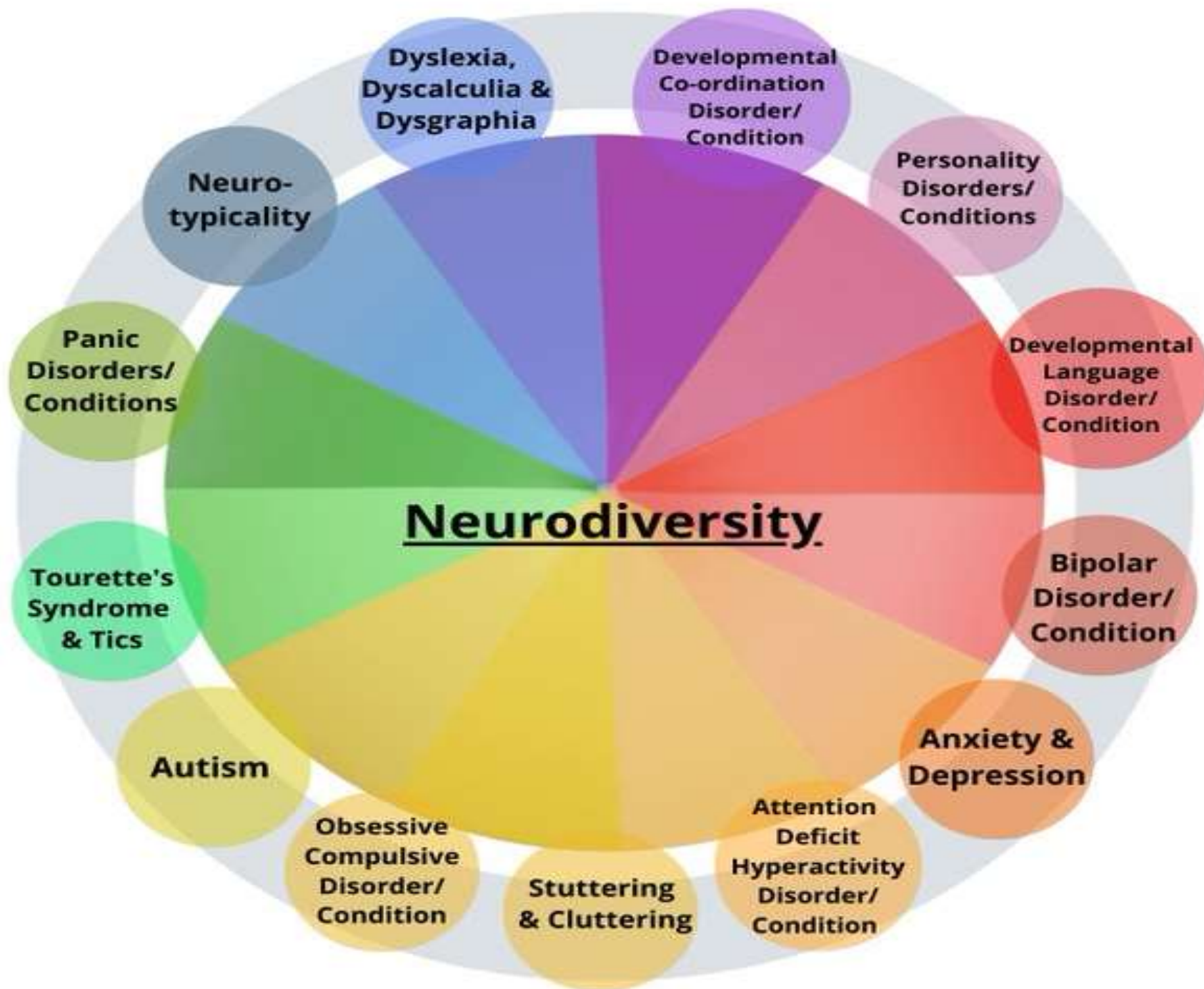
London Borough Barking and Dagenham



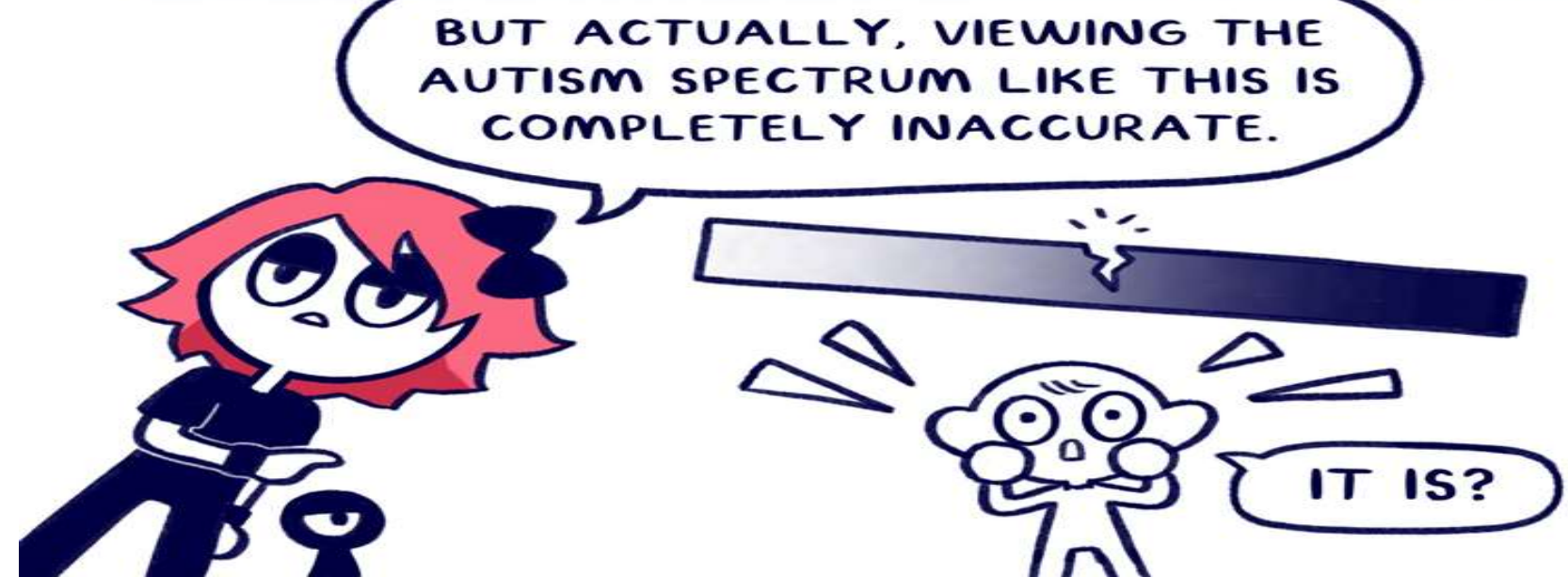
The changing world of SEND in Education

Russell Davey
Headteacher,
Oaktree School





Autism is like Soup!



WAIT, HOW
CAN THAT BE
POSSIBLE?



BUT SOME PEOPLE
WITH AUTISM DON'T
TALK WITH THEIR
MOUTH!

DON'T THEY HAVE
"MORE" OR "WORSE"
AUTISM?

NOPE!



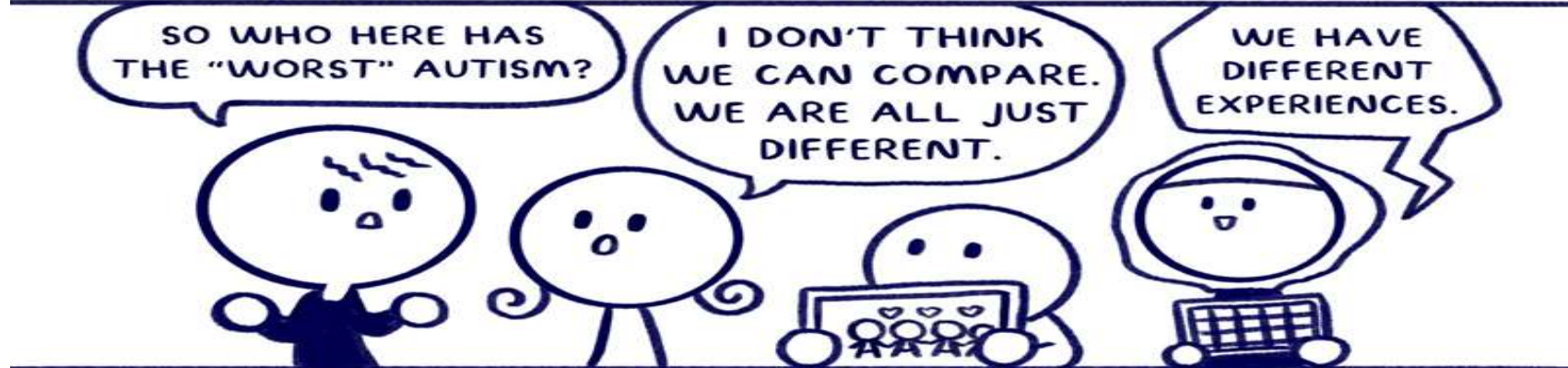
BEING NONVERBAL
IS JUST ONE TRAIT
THAT CAN EXIST
IN A PERSON'S
AUTISM "SOUP."

AND JUST LIKE INGREDIENTS IN
SOUP, THERE'S MANY DIFFERENT
TRAITS AND AMOUNTS OF EACH
IN EACH INDIVIDUAL!





+ + EVERYONE HAS DIFFERENT AUTISM TRAITS! + +
BUT NO ONE HAS MORE AUTISM THAN ANYONE ELSE WITH AUTISM!



Nasima Alam

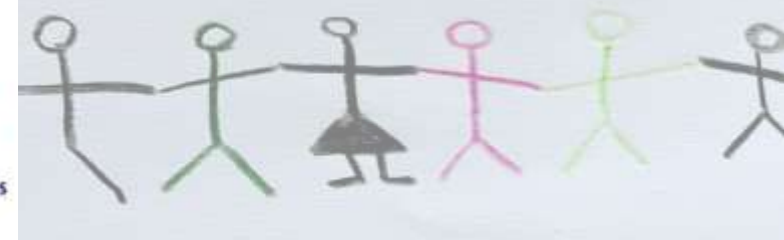
SEND Regional Improvement and Intervention Lead



Delivering the SEND & AP Change Programme

Marc Kidson

REACH - Delivery Partner for Change
Programme Partnership



Delivering the SEND & AP Change Programme

Marc Kidson
REACH Programme Director

18 March 2024

REACH

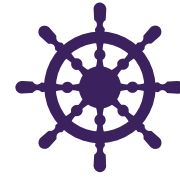
Reaching Excellence and Ambition
for all Children



IMPOWER



COUNCIL
FOR DISABLED
CHILDREN



Delivery support to CPPs via our dedicated field force, supported by Subject Matter Experts



Feedback loop to capture insights & experiences about implementing the reforms



Knowledge sharing between LAs in the programme and with the wider sector as we learn from tests

Background to the Change Programme



March 2022

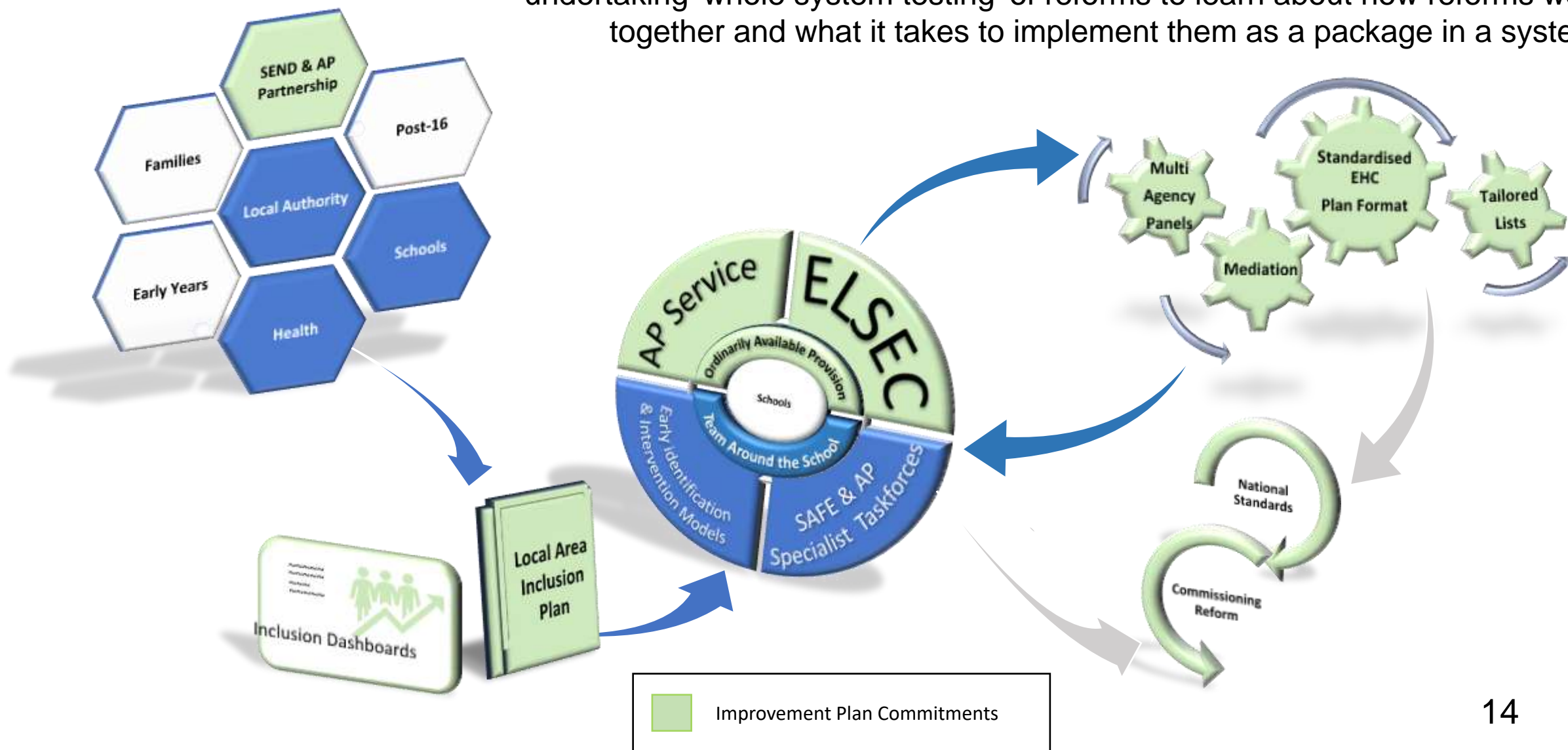
National Consultation



March 2023

Whole System Testing of Reforms

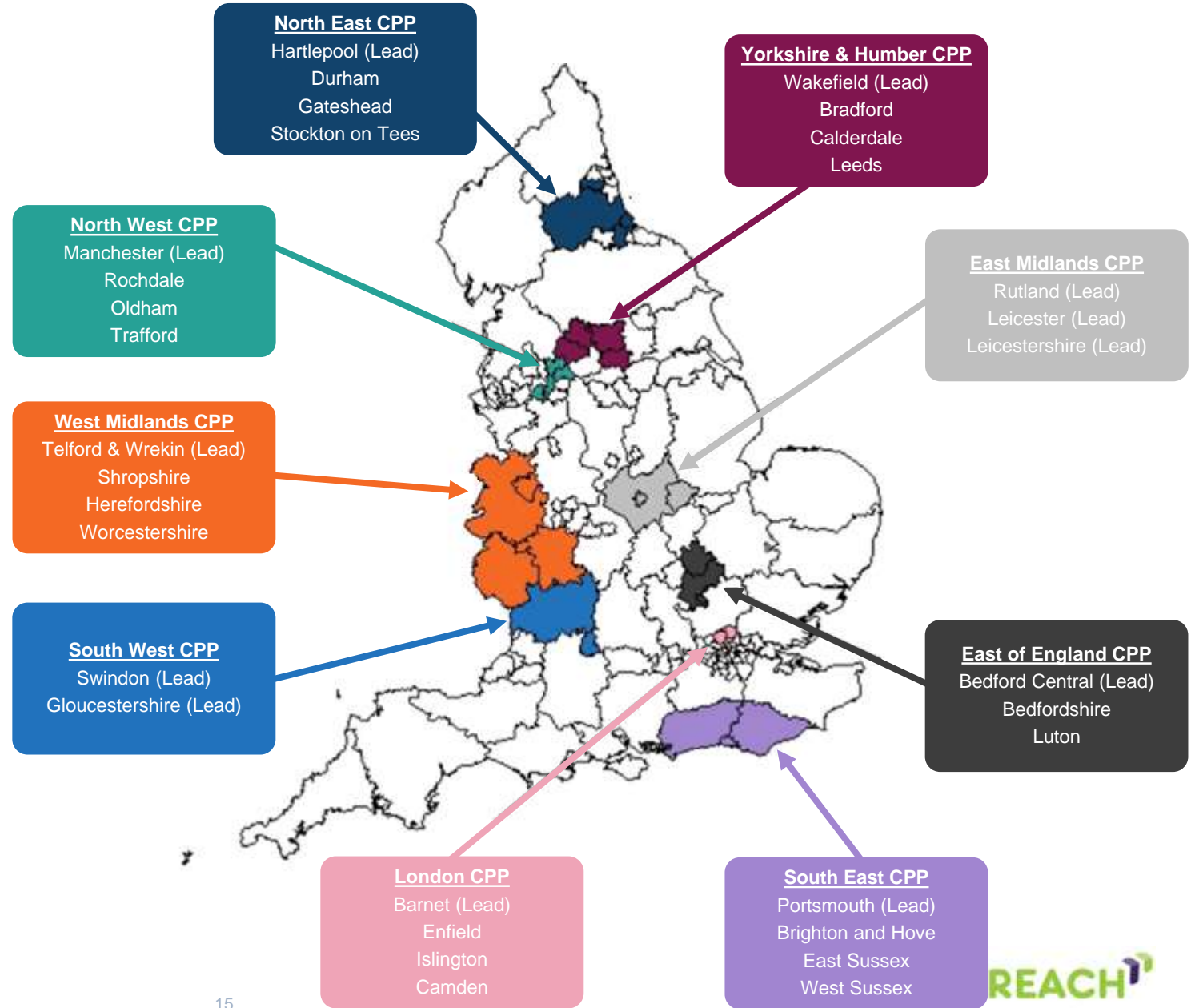
Rather than piloting individual reforms, the Change Programme Partnerships are undertaking 'whole system testing' of reforms to learn about how reforms work together and what it takes to implement them as a package in a system.



National Change Programme Partnership Map

In brief – how the CP is set up

- 32 Local Areas, organised into 9 regional Change Programme Partnerships
- MOUs in place between DfE and Lead LAs and between Leads and Partners
- Funding for the Change Programme held by Lead LA, with allocation agreed across the region
- DfE and REACH Field Force organised into 3 Cluster teams, each covering 3 CPPs, with national coordination.



Set Up phase has involved:

- Forming regional Change Programme Partnerships, including completing Strategic Delivery Plan and establishing Steering Group
- Roll-out of the Policy Guidance across 8 different reforms from the DfE
- Assessing the maturity of local systems in each of the reform areas to understand good practice and potential challenges
- Creating programme management capacity and identifying the right operational leads to deliver changes

Capacity and capability constraints in mobilisation phase, even with delivery support

Importance of consistent national messaging on the Change Programme and reforms from DfE, as well as local comms

Knowledge sharing benefits from the regional partnerships & cluster model

Dependencies between Change Programme reforms and other transformation and change

Progress with reform testing

Reform	Guidance issued	CPP Testing
Enabler Reforms:		
(1) Partnerships and LAIPs:	✓	In progress
(2) Inclusion Dashboards:	✓	In progress
EHCP reforms:		
(3) EHCP Standardisation:	✓	In progress
(4) Multi-agency panels:	✓	In progress
(5) Advisory Tailored Lists:	✓	Planning
(6) Strengthened Mediation:	✓	In progress
Ordinarily Available Provision:		
(7) ELSEC:	✓	In progress
(8) AP & APST:	✓	Planning
(9) Transitions:	Discovery phase	-
Standards and commissioning:		
(10) Bands and Tariffs:	Discovery phase	-
(11) National Standards:	Discovery phase	-

22/32

LAIPs on track to submit by end of March

17/32

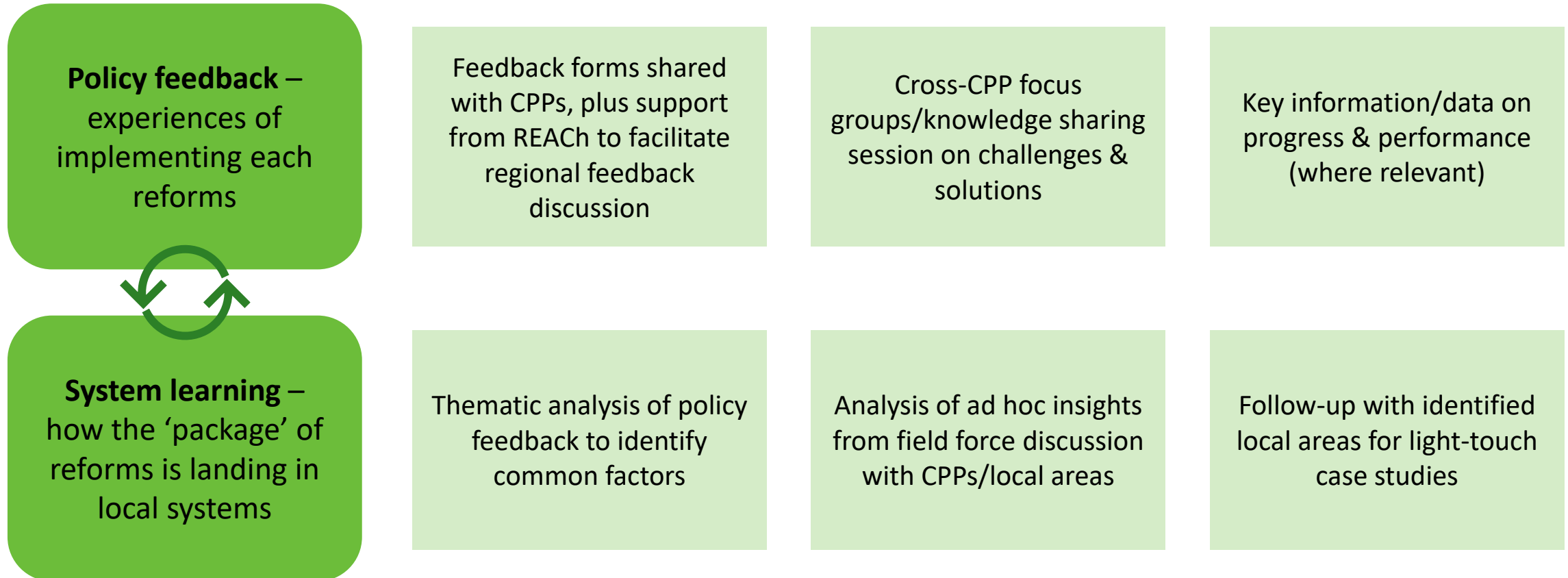
LAs started testing EHCP template

1st completed EHCP on the new template issued to a child in Hartlepool!

Every local area is starting from a different point of maturity and have different strengths.

Reforms also different in the level of complexity and prescriptiveness, so may take longer to plan and implement.

How REACH are facilitating a feedback loop for CPPs to shape policy

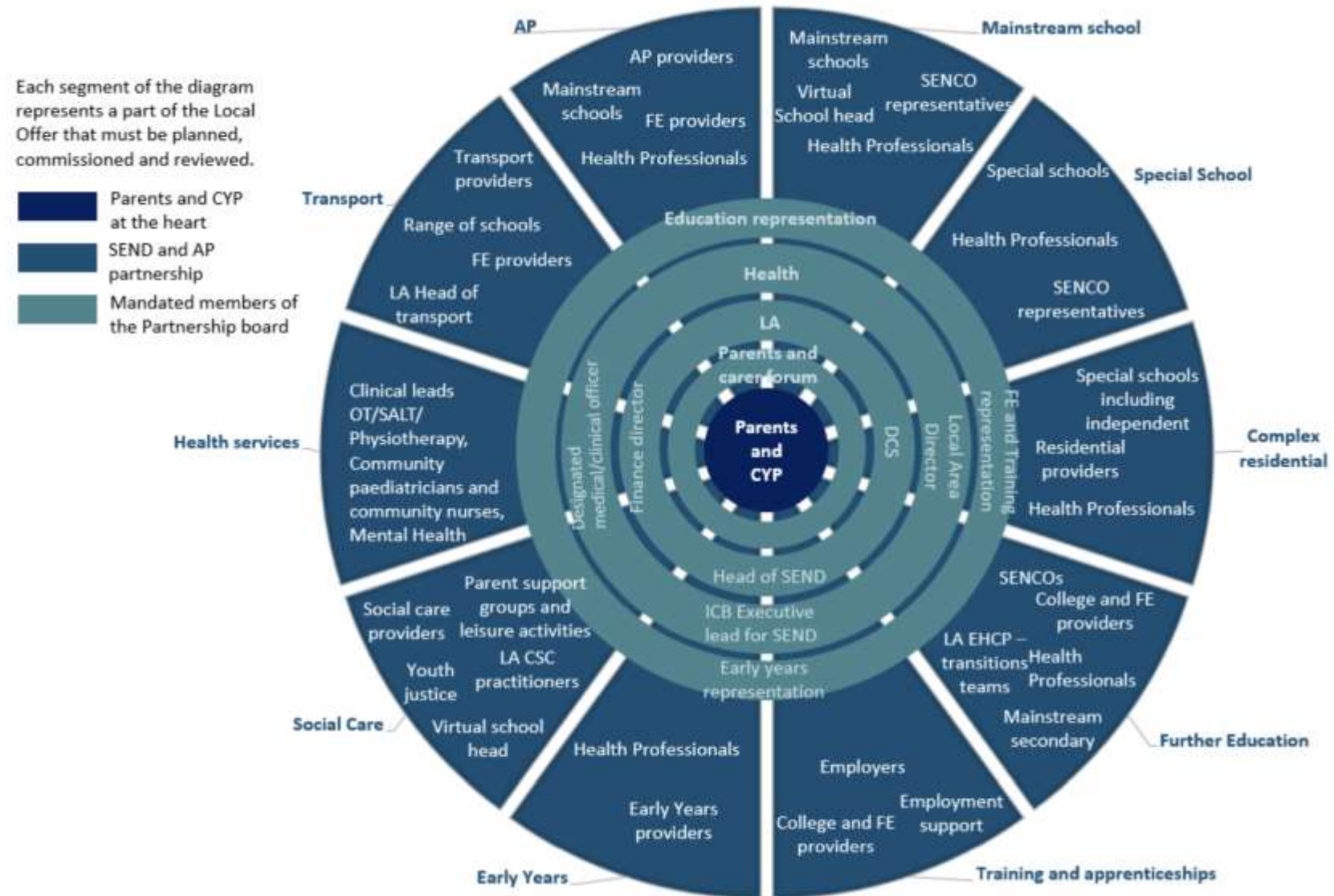


EXAMPLE: SEND & AP Partnerships

SEND and AP partnerships are collectively responsible for the strategic planning and review of the range of provision for children and young people with SEND in the local offer.

Implementing this reform is designed to test:

- How you meaningfully involve and engage all these partners
- How you use formal governance alongside other forums and consultation
- How you create a share understanding of your system and priorities for change



What CPPs are testing

Create the enabling conditions for change in local systems by requiring partners to work together to improve SEND & AP provision in their area.

Strengthen collaboration and shared accountability via **SEND & AP Partnerships**

Prioritised and aligned partner action via **Local Area Inclusion Plan**

What we're learning from CPPs



Time, capacity and expertise requirements should be identified early and resourced from across the council to enable efficient completion of the various sections of the LAIP



Ongoing or pre-existing activity such as Ofsted inspections, JSNAs, or strategy reviews, can provide the groundwork for effective partnership and governance arrangements, as well providing key data and evidence for completing LAIPs



Governance arrangements, such as meeting structures, should be thought through to support an effective balance between strategic conversations and delivery



Champions in key roles such as an independent chair of the partnership board and/or dedicated Programme Lead, can provide contextual knowledge and cultivate effective relationships to accelerate progress



Be open to challenges involved in development of the LAIP that might present opportunities to convene new multi-agency conversations, or pose useful questions about the future of services and any gaps in data

Our plans for engaging the sector in Change Programme learning



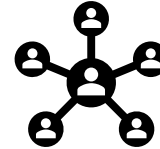
REACH Monthly Newsletter

Available for all to subscribe to via CDC website. 3 issues published to date, February issue opened >1,000 times.



RIIA Group Sounding Board

Early insights shared and tested with this group. Will also be used to test plans for knowledge sharing events and products later this year.



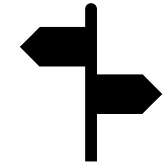
SEND & AP Advisory Group

Provide sector-led advice, support, and steers to DfE in the delivery of the programme and will create a channel of feedback on the Change Programme and the wider sector.



Virtual Conferences

Bring together LAs testing the reforms with other LAs and wider sector stakeholders to begin sharing the learning and insight for the SEND & AP system



Regional Roadshow

Supporting Lead LAs to build regional engagement around the reforms once the 'whole system testing' is more embedded across LAs in the CPP

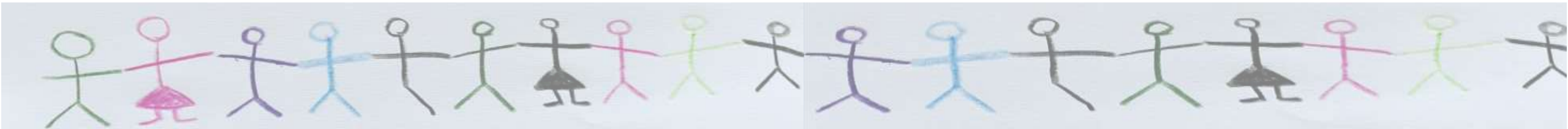
In place now – increasing role as we gather feedback & learning

Planning now – to begin from Summer Term 2024

Break



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Local Authority Perspectives on the Change Programme Partnership

Karen Flanagan & Victor Roman
Head of SEND and Inclusion (LB Barnet)
& Director of
Change Programme Partnership for
London





Change Partnership Programme: London Region Barnet, Camden, Enfield & Islington

March 2024

Overview

Scope & Intent of the Reforms to be Tested - Overview



Key Message

Over the next 18 months, the Change Programme is testing a package of reforms that focus on critical elements of how SEND & AP services operate in local areas. DfE need to know about how each reform works and what it takes to implement it, but also how they interact and work together to influence outcomes in local systems.

Supporting messages

- All Change Programme reforms will be tested over the next two years but are at different stages of development, with some still being shaped and defined with input from stakeholders including local areas participating in CPPs.
- Some of the reforms will initially be focused on gaining insight about what works currently and considering how to scale that through national policy and standards, for instance on Transitions and Bands and Tariffs.
- Children, young people, or parent and carers will not be required to surrender any of their statutory rights to take part in testing the reforms.
- There are four main areas of reform, with a number of specific policy changes for local areas to test in their local systems:

Enablers	Ordinarily Available Provision	EHC Plan Reform	Standards & Commissioning
National and Local Inclusion Dashboards	AP Three-Tier Service	EHCP Reform: Standardised EHCP template and advice templates (TBC)	National Standards
Local SEND and AP Partnerships and Local Area Inclusion Plans	Promotion of AP Specialist Taskforce model	EHCP Reform: Multi Agency Panels	Bands and Tariffs
Improve Transitions in Early Years and Post-16	Early Language Support for Every Child (ELSEC)	Advisory Tailored Lists	
	The promotion of innovation, early identification and good classroom practice	Strengthened Mediation	

Programme Update: London Region

- The Strategic Plan has been agreed by DfE.
- Attended the DfE Workshops on EHCP Template, ELSEC, Feedback Loop and Evaluation, Advisory Tailored Lists, AP Services, Early Years and Post-16 Transitions, Mediation, Multi-agency Panels, and Bands and Tariffs.
- The Local areas have begun testing the new EHCP Template. We are aiming to do 80 new plans and annual reviews each. Awaiting feedback from families and schools.
- The boroughs have started to work on the Local Area Inclusion Plans
- Governance has been established.

Programme Update: London Region



Next Steps

- Establish working parties to focus on
 - Transition
 - AP
 - Embed Early Language Support for Every Child (ELSEC - Barnet only)
 - Ordinarily available
 - Recruit early disagreement and resolution officers across the partnership
 - Commence testing on Advisory Tailored Lists
 - Finish the LAIPs
 - EHCPs and related initiatives
- Develop a Communications and Engagement Strategy locally for the programme

Initial Feedback from the London region based on early testing



LAIP:

- Clarity is required as to the purpose of the Local Area Inclusion Plans and frequency of review. Agree that having a range of information in one document could be helpful but it needs to be purposeful, rather than duplication, for example could this include SEF and SEND place planning?
- Very lengthy and time consuming.

Advisory Lists:

- Concerns were raised about the Advisory Tailored lists , particularly with regard impact, additional workload, timings (expectation that we issue an advisory list before agreement to issue a plan is made for example). Agree this could be helpful in terms of encouraging all schools to become more inclusive and put in place expectations of what is ordinarily available.

Initial Feedback from the London region based on early testing.



EHCP Template:

- Template design has lots of duplication which makes the “Golden Thread” difficult to follow.
- Education settings have reported that the EHCP pilot template is too long and is unnecessarily complicated – what SEP needs to be in place and what are the key needs of the child/young person?
- SEN caseworkers have said it takes much longer to complete.
- DfE issued professional advice templates on the 11 March, we understand the iterative nature of the Improvement plan, but it would have been easier if all guidance associated with an area of testing was issued at the same time.

Initial Feedback from the London region based on early testing.



Communications:

- The DfE have been working on developing advice and support guidance including communication which were sent 11 March.
- We will now be able to put in place a communication strategy for our families and professionals across the 4 partnership boroughs.
- We will arrange a series of online events to ensure that all stakeholders have the opportunity to ask questions and have any concerns heard.
- We know for example there is concern the Advisory Tailored Lists will mean parents will lose their right to request a particular school. **This is not the case.**
- The DfE are also arranging wider stakeholder events (for all including those not in the change programme for May (online events) and November (In person local conferences))

Programme Update: London Region



Pros:

- London has very close working relationships anyway, but this programme has made the partnership even stronger – we can see wider possibilities as a result, for example
 - shared documentation /resources in terms of good practice – potential of helping to reduce some of the capacity demands for all staff through duplication avoidance (e.g. transition guidance).
 - the potential for joint commissioning.
 - Standardised processes across partnerships –promotion of consistency across boroughs particularly beneficial for mobile families
- Additional funding to test the pilot strands.

Programme Update: London Region



Cons

- Time intensive – this has meant a slower start to the programme as we focussed on governance and recruitment, once staff are in place we can accelerate the testing
- Iterative nature of the programme has created frustrations with lack of initial clarity and detailed direction (as is expected in a development phase)
- What happens after the testing?
 - Locally – how do sustain improvements if we do not have the resources to continue?
 - Nationally – changes to legislation (a long way off if they happen)

Parent/Carer Perspectives

Claire Richmond & Ros Luff
Chairs of London Regional NNPCF



NNPCF London Regional Representatives

Claire Richmond



Rosalind Luff



London region profile

32 Local Authority areas plus City

Split into three clusters for Parent
Carer Forums:

- South
- North West
- North East

Five Integrated Care System Areas:

- | | |
|-----------------|-------------------------------|
| • South East | 6 LAs ~ 1.8 million residents |
| • South West | 6 LAs ~ 1.5 million residents |
| • North West | 8 LAs ~ 2.1 million residents |
| • North Central | 5 LAs ~ 1.5 million residents |
| • North East | 8 LAs ~ 2 million residents |

Some of our regular engagement partners

ALDCS Association of London Directors of Childrens' Services SEND working group

LSM & PCF Network London Strategic Managers and Parent Carer Forum network

London Innovation and Improvement Alliance


London Clinical Quality Lead
Learning Disabilities and Autism Programme
NHS England

SEND & Alternative Provision Improvement Plan ~ Are we there yet?






Edward meets Edward



Some of the positives from the Children & Families Act 2014

- ▶ Family centred with the voice of the child or young person at the centre
 - ▶ System informed by lived experience of families
 - ▶ Working together across agencies with more robust joint working & co production
 - ▶ Aspirational and looking for positive outcome.
- 

SEND Skip



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High SENDIST tribunal rates

Emotional based school avoidance

School exclusions/suspensions

Poor quality Annual reviews

Lack of therapies

High staff turnover (all partners)

Poor quality plans (SEN support and EHCP).

Pressure on specialist placements

Lengthy waiting lists for diagnostics or support

Limited respite/Short Breaks for both the child and the carer

Delayed responses from services

In a world
where you can
be anything, be
kind.



Menti poll with just three questions

This is anonymous so please
feel free to share your ideas
and suggestions

Menti code 6354 7167

*But I, being poor, have
only my dreams; I have
spread my dreams under
your feet; Tread
softly because you tread
on my dreams. W.B. Yeats*

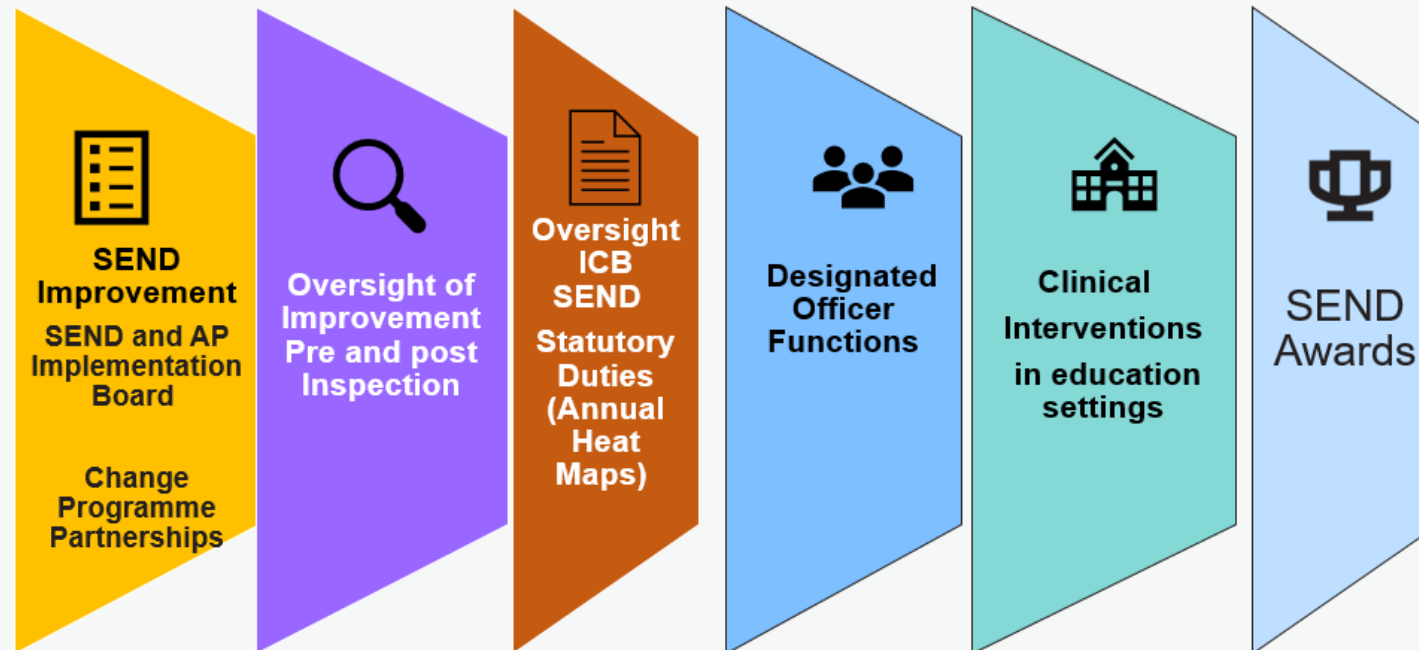


Health Perspectives on Early Support

Presented by:
**Jemma Sharples, Clinical Quality Lead, Regional
SEND Advisor – NHS England – London**

**Fay Sibley, Assistant Director for Children and
Young People's Services – NHS England**

2023/24 National SEND Workstreams



1. SEND AP and improvement plan – National Team continue to work alongside DFE colleagues to support the workstreams of the SEND and AP improvement plan
2. Oversight and improvement of inspection – National Teams maintain oversight of the SEND inspection outcomes in relation to health with regions supporting ICBs with the relevant following up and support post inspection.
3. Regional Teams working with each ICB to track their developing maturity in relation to SEND – Leadership, governance, DCO workforce/capacity ETC, Reporting to the National Team for oversight
4. DCO Functions – National Team leading on this with an Expert reference group of DCOs and partner roles. Commitment in SEND AP Imp plan to strengthen role. Detailed analysis of national workforce position and job descriptions has identified significant variation in the role across the country in relation to banding, WTE and function
5. Clinical Interventions – this work is currently on pause
6. SEND Awards – Opportunity to celebrate and share good practice re: SEND and Health. Winners announced on Tuesday 12.03.24



Regional SEND workstreams

Early support, Speech and Language Therapy Services

Nationally there are a growing number of children and young people waiting for community Speech and Language Therapy Services. A high proportion of these children have needs that if unmet will impact their health and wellbeing into adulthood.

Theme from SEND inspection reports - significant health waiting times, especially Speech and Language Therapy

NHS England - London commissioned a project looking in more detail at demand and provision, specifically for community Speech and Language Therapy Services

Next steps:

- Online workshop supported by the Council for Disabled Children following report on 27th March. This workshop will cover the outputs of the report, including recommendations and how they can be taken forward.

Early Language Support for Every Child (ELSEC)



- ELSEC is one of the reforms being tested in the DfE £70m SEND and Alternative Provision Change Programme, which was launched on the 19th September 2023.
- Without support, children with speech, language and communication needs (SLCN) are at increased risk of poor educational attainment, poor social emotional and mental health and poor employment outcomes.
- NHSE are seeing consistently high waiting lists for specialist Speech and Language Therapy (SaLT) services, and SLCN is the primary reason why many children are referred for Education, Health and Care Plans (EHCPs).
- NHS England and the Department for Education are working in partnership to co-fund **9 pathfinder sites over 2 years in the 'Early Language Support for Every Child' (ELSEC) programme** to provide early identification and support for children with SLCN **in both early years and primary school settings**.

Key aims;

1. **Improve early identification and support** for Children and Young People with Speech, Language and Communication Needs.
 - *Training of Band4 SaLT assistants to deliver assessments and interventions planned*
2. **Reduce rate of specialist referrals** through the delivery of universal and targeted support offers, reducing risk of exacerbation of need.
 - *ELSEC service pathways in development for each pathfinder site*
3. **Increase workforce capacity** through innovative workforce models, with emphasis on utilisation of Speech and Language Therapy Assistants, and create a consensus around training content that can be used nationally for Speech and Language Therapy Assistants.
 - *Workforce model recruitment based on local flexibility, at varying stages. All sites have identified clinical leads.*
4. **Improve quality of data and evidence** that can be used to support future policy and legislation.
 - *An evaluation partner has been appointed, and attended pathfinder site ELSEC project meetings to brief on evaluation. Evaluation workshop held in March with all sites to gather intel/learning.*
5. **Improve join up between health and education** from local and national perspective.
 - *Joint delivery of programme at National level (ELSEC Policy Team) and collaborative working between LA & ICB within pathfinder sites.*

Thank You



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Young People's Perspectives on the importance of inclusion in practice

Sornnaly Hossain
Our Time, Tower Hamlets





Our Time
All Ability Youth Forum

OUR TIME ALL ABILITY YOUTH FORUM
TOWER HAMLETS

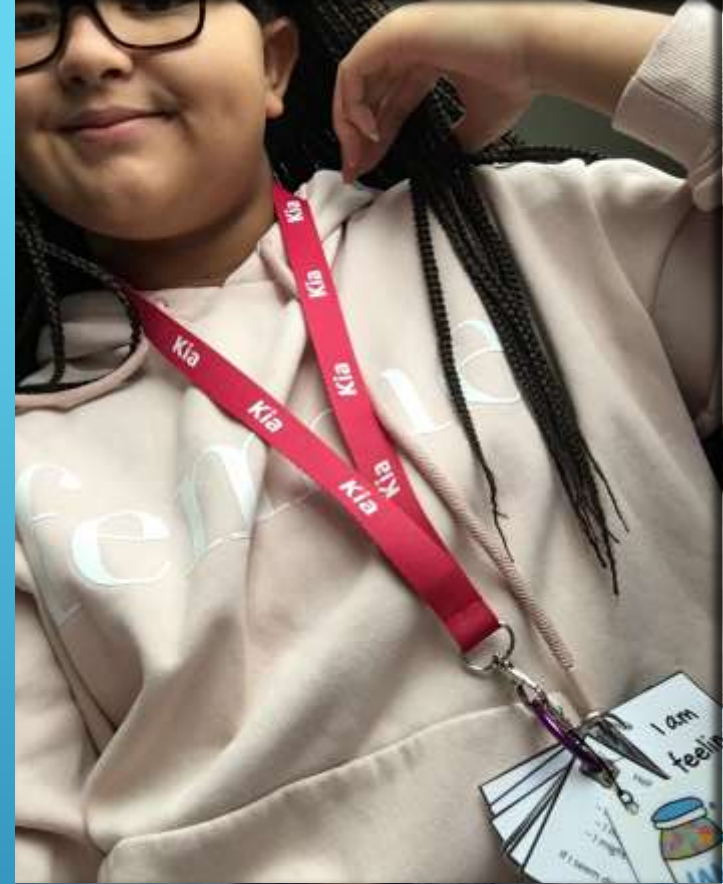
We are run for and by young people, 14 – 25, with special educational needs and disabilities



- We empower and inspire
- We support others to grow
- We CAMPAIGN
- We give Young people a voice

“My role requires me to raise SEND awareness, increase inclusion, participation and acceptance as I want to strongly see a more inclusive Tower Hamlets”

- Sornnaly Hossain, Chair of Our Time Youth Forum,
Youth Cabinet Member for Equalities and Social
Inclusion in Tower Hamlets



We have achieved the following:

- Run a peer research project
- Participated in National SEND Conferences
- Completed ASDAN Leadership Course
- Done fun activities like art, making films and cooking.
- Taken part in Local and National Consultations
- Run workshops and given talks in schools and colleges to pupils and to professionals in Local Authorities, Education, Health and Social Care.
- Attended and are members of Stakeholder groups e.g. SEND Improvement Board and CDC National Steering Group
- And more!

WORK AND TRAINING

- More apprenticeships for SEND learners
- Access to courses (including Functional Skills Maths and English up to Level 2) in Alternative Education Provisions
- Have clear and concise details of the courses (start and finish details, duration of the course, what level of the course) in AEPs
- Address the growing needs of young people who are not in education, employment and training (NEET)
- Staff training on inclusion; spreading SEND awareness and acceptance
- Support for employers to take young people of SEND
- Support and train educators to engage better with employers for SEND learners
- Staff training / workshop on completing Post 16 annual reviews
- Sub-Level 2 opportunities in Sixth forms

WORK AND TRAINING

- Preparing For Adulthood outcomes; Focus on 'Life after Education'
- Part-Time Alternative Provisions with focus on Preparing for Adulthood
- Expansion of Travel training services
- Clear and concise communication – it applies to all sectors
- Early and timely transition planning
- Informal learning; personal, social and life skills development and having fun
- Post 19 provision for young people of learning disabilities and complex needs
- Mental Health Support groups for 18-25 of SEND
- Behaviour support for schools, colleges and training providers

WHAT IS INCLUSION?

When everyone comes together, no matter of their race, religion, gender and disability. It makes everyone feel welcomed, valued and respected. This includes individuals with disabilities of all types in everyday activities and ensuring that they have access to employment, education and learning. Also, it enables people of disabilities to express themselves.

It's about creating an environment where everyone can be treated fairly and respectfully, be themselves and contribute their perspectives and talents.




INCLUSION IS NOT JUST ABOUT EDUCATION ITS INVOLVES ALL PROFESSIONALS, EMPLOYERS, PARENTS, COMMUNITY & FAITH LEADERS COMING TOGETHER TO ENSURE PEOPLE WITH SEND ARE ACCEPTED IN SOCIETY.

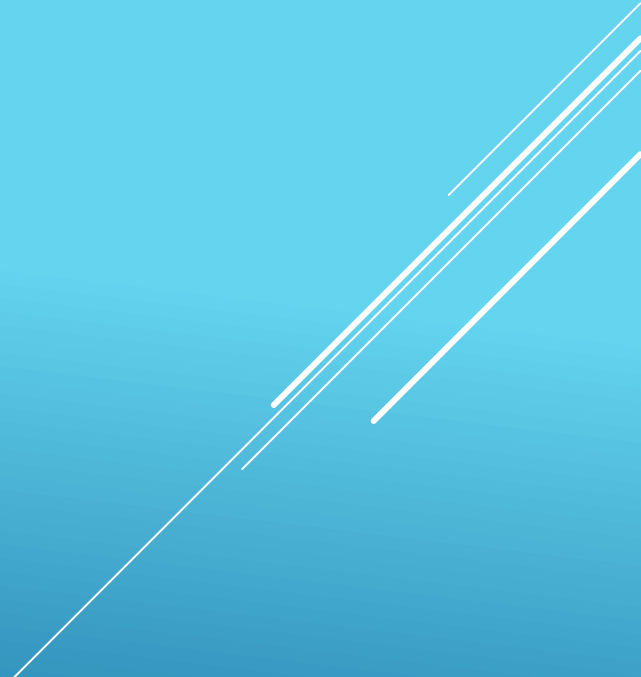
WORKING IN COPRODUCTION WITH CHILDREN, YOUNG PEOPLE AND ADULTS WITH SEND IS ESSENTIAL TO ENSURE SERVICES ARE DEVELOPED IN AN INCLUSIVE MANNER AND TO ENSURE AWARENESS OF SEND IS INTEGRAL IN SOCIETY

CO-PRODUCTION

Co production – it happens when all voices are listened actively to and from start of the process. This includes mutual respect for each other's views with an open and honest relationship that is clear and continuously involving to achieve relevant and positive outcomes.

Three parallel white lines of varying lengths are positioned in the bottom right corner of the slide, slanted diagonally upwards from left to right.

There are several principles and values that undermine co-production for professionals, parents/carers, children and young people:

- Being open and honest
 - Listen actively
 - Be respectful
 - Value their experiences
 - Value contributions equally from others
 - Holding yourself into account and respond
 - Working together
 - Cope with difficult conversations
 - Being focused on outcomes
 - Understanding limitations
- 
- Three parallel white diagonal lines are positioned in the bottom right corner of the slide, extending from the middle of the right edge towards the bottom left.

Please get in touch and come along to meetings

- 020 7364 6489
- https://www.localoffertowerhamlets.co.uk/young_peoples_zone
- Ourtime.yf@gmail.com
- Facebook.com/ourtime.yf
- Twitter.com/ourtime14
- Instagram: @ourtime
- LinkedIn.com/in/our-time-youth-forum-6a7274166



**Our
Time**



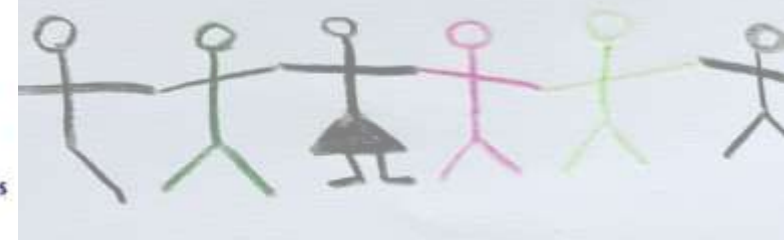
Every star is different



Peter Nathan

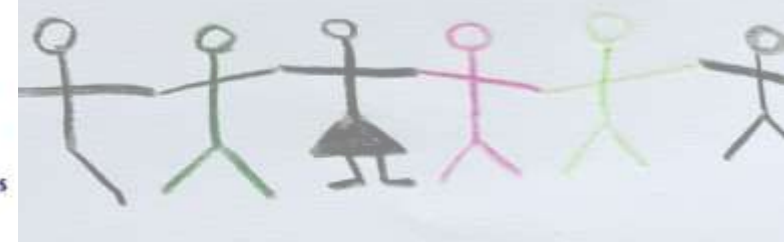
Director of Education

London Borough of Enfield



Discussion

- How can Local Area Inclusion Plans facilitate greater collaboration between local authorities, schools, and Parent Carers to support inclusion for children with SEN?
- How can advisory tailored lists benefit families and children with EHCPs, and what challenges might arise during their implementation?
- What potential challenges do you foresee in developing the new EHCP templates, and how can these challenges be mitigated?
- What is working well and what can be fed back to the DfE?



Feedback

Peter Nathan
Director of Education – Enfield



Next Steps

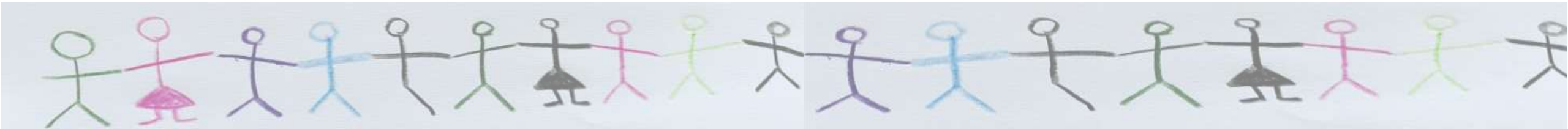
Elaine Allegretti
DCS Barking and Dagenham



Lunch and Networking



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