SEND Education Strategy
2018 to 2021

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### Scope

This strategy sets out how we will support our educational settings and increase access to school education, to support children and young people with special educational needs and disabilities to meet their full potential.

### Approved by

Tony Theodoulou, Executive Director Children’s Services  
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### Approval date

27th July 2018

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### Governance Board

The SEND Strategy Group will review the progress made against measures of success set out in this strategy and provide regular monitoring reports to the Departmental Management Team and Schools’ Forum.

### Review

The SEND Strategy Board will review this strategy on an annual basis and develop the strategy as required.
Introduction

Welcome to Enfield Council’s new Special Education Needs and Disabilities (SEND) Strategy. This strategy identifies the outcomes we wish to achieve for all children and young people with SEND, aged 0 to 25, within the London Borough of Enfield.

I am determined that we ensure that all our children and young people are safe, confident and happy, with opportunities available to them to reach their full potential as adults and contribute positively to life in our borough for many years.

I believe the support offered to our children and young people with SEND, as illustrated in this strategy, is ambitious. Enfield Council is constantly seeking to improve our support for children and young people with SEND.

The new strategy clearly sets out our approach to providing the support children and young people with SEND and their families need and deserve. We are committed to do all we can to ensure that these children and young people get the best opportunities at the earliest stage. We will continue to listen to children and young people’s views, wishes and feelings to create the solutions that work best for them.

We want all our children and young people to be safe, confident and happy, with opportunities to achieve through learning and to reach their full potential. Our offer will ensure that children and young people with SEND have their needs identified at the earliest opportunity, can access inclusive mainstream education and are supported with a smooth transition to adulthood.

Underpinning all of this is a commitment to robust and transparent management and monitoring of performance that will measure our success and inform our continuous journey of improvement.

I believe that this strategy will allow us to build further on our strong track record and deliver the very best support to some of our most vulnerable children and young people.

Cllr Achilleas Georgiou
Cabinet Member for Children’s Services
Enfield Council
“Working to get the voices of others in care heard”

“We are Enfield’s Children in Care Council who strive to give young people a voice and influence. We are a team of children and young people who are in the care of the Local Authority who work with social workers, foster carers, councillors and other children in care. We reach out to others in care, supporting them to have a voice and influencing others to gain life skills, gain nationally recognised qualifications, and become young leaders.

“We are very active, creating new, fun and educational ways for Enfield’s children in care, those on a child protection plan and those leaving care to have their voices heard. We are trained peer mentors, we meet regularly to do various activities and train new and old social workers. We have contributed our views on the vision and objectives in this strategy. Our input is invaluable and allows us to participate, learn new skills and become young leaders.”

Our Vision

We want all our children and young people to be safe, confident and happy, with opportunities to achieve through learning and to reach their full potential as they become adults.

We are committed to raising the achievement levels and maximising the potential of young people with Special Educational Needs and Disabilities (SEND) at the earliest opportunity, in line with the DfE Preparing for Adulthood Programme (PfA) outcomes:

- Preparing for adulthood would start from the earliest years.
- Services that have a statutory responsibility would focus on how they can support people to progress towards PfA outcomes.
- Mainstream agencies would be more inclusive and engaged.
- Young people and their families would be involved in strategic planning and service design and would support commissioners in design and development of future services.
- Local authorities would be able to evidence positive outcomes for young people.
- The Local Offer would provide children, young people and their families with up-to-date and clear information on what is available locally through the Local Offer. The Local Offer will also have a feedback and review mechanism for commissioners to capture information on where the gaps are for families.
- Young people and families would be involved in the ongoing development and review of the Local Offer.

We want all our young people with SEND to have the opportunity to access paid employment/voluntary work, good health, independent living and community inclusion – Friends, Relationships & Community.

We will work to maximise the potential of all children and young people aged 0 to 25 years who have SEND. We want to help all children and young people with SEND to achieve their full potential by identifying their needs at the earliest opportunity and providing access to inclusive educational provision across all settings and schools in Enfield.
Our aim is to provide an inclusive environment where children and young people with SEND can learn and participate in activities alongside their peers. Our expectation is that, where it is suitable and with the appropriate resource, mainstream schools will work to successfully integrate and support children and young people with SEND.

We know that all our children and young people have individual and personal needs and we recognise that some of them will require varying types of provision or more of our attention and support than others.

We will do everything possible to ensure that Enfield’s children and young people are given every opportunity to make the best progress that they can. It is vital to us that the voice of children and young people with SEND and their parents/carers are at the heart of developing appropriate support services.

To help achieve our vision we have three main objectives:

1) Identify, assess and intervene early where children and young people have SEND.

2) Improve access and participation in early years settings and schools.

3) Support a successful transition to adulthood.

Our SEND partnership, in line with the SEND Code of Practice includes: the local authority and its partner commissioning bodies across education, health and social care for children and young people with SEND. This includes clinician’s commissioning arrangements and NHS England for specialist health provision.

We expect all partners including early years settings, schools, colleges, local authority services, health services and others to adopt this strategy. The term ‘schools’ is inclusive of academies. In partnership, we will jointly commission SEND services and work towards meeting our aims for all children and young people with SEND.

Our Schools and Children’s Services workforce development programme focuses on providing training for professionals to better identify need and offer support at the earliest opportunity to children and young people with SEND. We also deliver parenting programmes for parents/carers and workshops to support children and young people with SEND.

Our well-established partnerships with voluntary and community sector organisations and parent/carer forums are central to the implementation of this policy. We developed this strategy with key stakeholders, incorporating the Ofsted/CQC Local Area SEND Inspection recommendations (July 2016).

**Relevant Legislation**

This strategy will meet our duties under relevant legislation by demonstrating how Enfield intends to meet its duties for children and young people with SEND as laid down in the *Children and Families Act 2014*. The following additional primary legislation and guidance specifies our duties and governs our practice:

- The SEND Code of Practice (0 to 25 years) 2014/15.
- The Special Educational Needs and Disability Regulations 2014.
- The Care Act 2014.
Enfield context

The profile of pupils with SEND who attend our schools includes pupils living both in and outside of the borough of Enfield. The highest needs in our primary schools are Speech, Language and Communication Needs and Social, Emotional and Mental Health (SEMH) needs. In our secondary schools, the primary needs are SEMH, Moderate Learning Difficulties and Speech, Language and Communication Needs. In our special schools, the primary SEND needs are Autistic Spectrum Disorder, Severe Learning Difficulties and Speech, Language and Communication Needs.

While national data for January 2017 indicates that our level of SEND pupils was lower than the London and England average, we had higher levels of children and young people with specific types of SEND needs. Our primary schools had a higher level of children with Speech, Language and Communication Needs than the England average and a higher level of children with SEMH needs than the London and England average. Our special schools had higher levels of children and young people with Autistic Spectrum Disorder, compared with the London and England averages.

Our level of pupils who had SEND support, without a statement or Education, Health and Care Plan (EHCP) was lower than the London and England average, but higher than the outer London average. The proportion of Enfield children and young people with a statement or EHCP who are being educated out of the borough has significantly increased.

You can access further information on our SEND statistics through our Joint Strategic Needs Assessment data.

Since the SEND reforms were introduced in 2014, the Special Educational Needs (SEN) Panel has received applications for assessments at an earlier stage of a child’s development. We have had an increased number of pupils supported with EHCP and placed into specialist provision.

Our statutory needs assessments in 2016 for SEND pupils identified that Autism, Social, Emotional Mental Health and Speech, Language and Communication Needs were the highest group of primary needs.

The responsibility for delivering appropriate high-quality provision which meets the needs of children and young people and parents/carers, rests across all providers – particularly schools. All our schools publish a SEN information report, which links to our Local Offer and outlines how they meet their duties in identifying and supporting all children and young people with Special Educational Needs and Disabilities. SEND provision is resourced through the Dedicated Schools Grant (DSG) and we are held to account on reaching the agreed outcomes of each provision by the School’s Forum.

The local authority holds the statutory duty to make sure provision is allocated and to monitor the outcomes of children and young people with SEND who have an EHCP. Where a child or young person has an EHCP and is home educated, it is the local authority’s duty to ensure that the child’s needs are met, and annual reviews of the EHCP are carried out. Our Special Educational Needs (SEN) Service, as part of their statutory duty, provides information, advice and guidance on the SEND assessment process. Additionally, they process requests for EHCP needs assessments.

Our SEND Strategy Group is led by the Assistant Director for Education and attended by head teachers, Children and Adult Services’ local authority officers and health partners. This group, in partnership with children, young people and their parents/carers, develops, consults and co-produces our actions against our main SEND Strategy priorities:

- Provision for Autism.
- Provision for Social, Emotional and Mental Health.
- Provision for Specific Learning Difficulties.
- Early Years.
- Education Health and Care Plan quality assurance.
- Communication and training.
- Preparing for Adulthood.

1 National Statistical First Release to January 2017 (Published July 2017)
Our current provision

Early years settings
Our Early Years Service provides a wide range of information and advice on free childcare (for some two-year olds and all three to four-year olds), free early years education (the terrific twos scheme) and a family support service. Our Children’s Centre Hubs offer opportunities for children under five and their parents/carers to attend free courses, workshops and drop-in sessions for advice and support for a wide variety of family services.

Mainstream schools
The expectation is that all our mainstream schools work to meet the needs of a wide range of pupils who have SEND. Mainstream schools, with the right provision, provide an inclusive learning environment for children and young people with SEND, where they are able to learn and participate alongside their peers. Where it is considered appropriate and is in line with the wishes of parents/carers, children and young people are entitled to go to a mainstream school. Providing these pupils with the opportunity to attend a mainstream school helps us to manage an increasing level of need and keep pupils as close as possible to their local community.

Our School Nursing Service (SNS) works in partnership with mainstream schools by providing advice on the health and development of school age children, to ensure they are able to attend school regularly and reach their potential. School nurses provide advice on health matters, contribute to care planning for children with long term conditions and can offer training to school staff.

Specialist school provision
While most children and young people will have their educational needs well catered for by their mainstream school, some may need additional support, intervention or an EHCP to make progress and meet their potential.

We have funded Additionally Resourced Provision (ARPs) in some of our mainstream schools. ARP is used to provide support for pupils with specific needs such as autism, sensory impairment, complex needs, speech and language.

Special schools
Our aim is for mainstream schools, where appropriate, to provide children and young people with SEND with the inclusive provision they need to meet their needs. In instances where this is not possible, they may be considered for a place in a special school if they have an ECHP. We have six special schools in Enfield. Each school provides educational provision in one or more areas of need such as physical, communication, social, emotional and learning difficulties, autistic spectrum disorders, severe learning difficulties or profound and multiple learning difficulties.

Our Special School Nursing Service provides specialist clinical input for children with specific health needs and similar to the mainstream School Nurse Service, provides advice on health matters, offers training to school staff and contributes to care planning for children and young people with long term conditions.
Post 16 pathways

Further educational settings include school sixth forms, 16-19 academies, colleges, specialist post-16 institutions, and vocational learning and training providers. These settings can support young people with SEND to access further education, vocational qualifications, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Further educational settings work with the local authority to make arrangements for young people with SEND. They have a duty to: admit a young person if their institution is named in an EHCP, have regard to the SEND Code of Practice and endeavour to secure a provision that will provide the right support to their students with SEND.

Colleges

The term colleges, as defined in the SEND Code of Practice, includes further education colleges, sixth form colleges 16-19 academies and independent specialist colleges. These institutions support young people with SEND to participate in further education by planning a smooth transition with schools. They offer open days, transition information events and annual review meetings. Independent careers advice is provided to young people up until the age of 18 or up until the age of 25 if they have an EHCP. Young people with SEND are supported in preparing for adult life by exploring their options in higher education, further training or employment, independent living, good health and participating in the community. Where a young person’s needs emerge after they have joined their college, the college will put in place appropriate specialist support before requesting an EHCP assessment. Colleges can also, when appropriate, involve external specialist services such as the Educational Psychology Service, specialist teachers, supported employment services and therapists.

Universal services

Schools and families can access universal services through Enfield’s Local Offer, as appropriate to the child or young person’s needs. Our Local Offer, accessible through the Council website, describes the full range of support available in Enfield for children and young people aged 0-25 years old. There is a clear pathway between early years, school years and post 16 provision. Our Local Offer is an actively used resource and was developed in partnership with our parent/carer forum users and children and young people.
Identify and intervene early where children and young people have SEND

Our current practice and successes
We are committed to ensuring that all children and young people with special educational needs and disabilities have an inclusive environment, where they can learn, play and develop alongside their peers, with similar opportunities to maximise their life chances. We recognise the uniqueness of each individual child or young person and our decision making is based on an accurate assessment of their needs. We work to make sure pupils with SEND get the right support at the right time by making sure they are identified and assessed early.

Our early years settings successfully engage with our families, leading to the timely identification of children with SEND and providing access to appropriate support services. We take a multi-agency approach in schools to identify and plan for children with additional needs. Schools routinely build the identification of SEND into their overall approach to monitoring the progress and development of all pupils.

We provide early years settings and schools with comprehensive training on SEND and SEMH issues to support the early identification of pupils with these needs. We also provide support to parents/carer who have children with SEMH needs through our parenting programmes and parenting groups.

Our Fair Access Panels work to intervene early with primary and secondary aged pupils who are at risk of permanent exclusion. The panel provides schools with supportive guidance, tailored to the individual pupil. A Pastoral Support Plan can be put in place to include external agency support, which can include input from an educational psychologist, the Behaviour Support Service, a children’s mental health professional, advice from the Schools and Early Years Improvement Services, a review of the curriculum or a short-term placement in an alternative provision.

In partnership, we want to build on this success by:

• Improving the consistency of identifying children and young people who have SEND.
• Ensuring the outcomes for children and young people with SEND are routinely evaluated.
• Routinely identifying pupils with SEND, who do not have an EHCP, to ensure they have appropriate provision.
• Ensuring all statutory educational settings have a named professional who will provide advice on children who may have SEMH needs.
• Identifying secondary school aged pupils with SEMH needs earlier to promote engagement and prevent exclusion.
• Improving the identification of school aged pupils who should access the Healthy Child Programme.

Our desired outcomes:

• Children of statutory school age start school with their needs identified and the right level of support.
• Pupils who have special educational needs, but do not have an EHCP, have their needs understood with clear support plans in place.
• More pupils successfully access the Healthy Child Programme.

Success measures for our desired outcomes are detailed in the SEND Education Strategy Action Plan.
Improve access and participation in early years settings and schools

Our current practice and successes
We place every child and young person in an educational setting which meets their needs and gives them access to appropriate and effective learning opportunities. We develop and sustain a range of flexible and high-quality provision to respond to a child and young person’s needs as they grow, change and develop.

Schools provide an SEN Information Report outlining how they aim to remove barriers to accessing education and the facilities they provide to enable access to their school. Additionally, their accessibility plan shows how they intend to improve access over time.

We recognise the importance of working in partnership with young people, and their parents/carers, utilising a broad range of support services in health, education, social care and the voluntary sector. We have a comprehensive Local Offer and want all parents, children and young people to benefit from accessing it.

We work to support pupils with SEND at an early stage, particularly where they are at risk of exclusion in primary and secondary schools. Our Fair Access Panels meet regularly to reduce the risk of exclusion and ensure they continue to access learning.

In partnership, we want to build on this success by ensuring:

• There is a fair school admissions process.
• Pupils with SEND have their needs met as close to their local community as possible, by developing more local specialist provision.
• We increase the specialist provision available in Enfield for pupils who have Autism or SEMH needs.
• Additionally Resourced Provision (ARP) is fully embedded into the designated schools which provide additional support to pupils and their families.
• All early years settings, schools and colleges are signposting parents to Enfield’s Local Offer.
• The voice of children and young people with SEND and their parents/carers are integral to all that we do.
• We quality assure EHCPs to monitor parental satisfaction levels and ensure that they are consistent.

Our desired outcomes:

• There is more specialist provision available in Enfield for pupils with SEND who have Autism or SEMH needs.
• Pupils with SEND have increased rates of attendance and fewer are categorised as persistently absent.
• Fewer primary and secondary pupils with SEND are excluded.
• Children, young people and their parents/carers’ voice is central to the design and delivery of services for SEND.

Success measures for our desired outcomes are detailed in the SEND Education Strategy Action Plan.
Support a successful transition to adulthood

We want all children and young people with SEND to have the opportunity to access paid employment/voluntary work, to enjoy good health, to have the opportunity to live independently, to have friends, relationships and to be part of their community. We work to provide an inclusive environment to support children and young people with SEND, so they have the opportunity to realise their ambitions in adulthood, alongside their peers.

Our current practice and successes

Our Local Offer of support for young people preparing for adulthood (14+) has been designed in partnership with parent/carer forums and young people. It is delivered through our partners in our careers services, leisure services, further education providers, voluntary sector and health services.

We work to prepare all children and young people with SEND for adulthood at the earliest opportunity, with the right support at the right time. Clear pathways are developed in partnership with children and young people with SEND and their parents/carers, both when they have an EHCP and in cases when they do not have an EHCP. We carefully plan their transition at each phase, from early years to school and post 16 pathways.

We encourage the ambitions of children and young people with SEND, so they have opportunities to find work, live independently, safely, healthily and participate in their community. We develop their support plans based on an understanding of their interests, strengths and motivations.

Our expectation is that schools work to support pupils who have SEND to have a successful transition to adulthood. Schools hold regular reviews with young people who have additional needs or an EHCP and provide information and advice on accessing community activities, further education, independent travel training, work seeking skills and work-related learning.

Supporting young people with SEND into adulthood when they are eligible for Adult Social Care

Young people with SEND who are assessed as eligible for support and services from Adult Social Care will be supported into adulthood through the Moving on Pathway (MOP); this is our transition protocol. Most of these young people will have received a service from the Joint Service for Disabled Children.

This protocol has been developed and delivered by Children’s and Adult Social Care teams in partnership with schools, colleges, careers services, social care providers, leisure services, voluntary sector organisations and health services.

In partnership, we want to build on this success by ensuring:

• All young people with SEND are supported to have a smooth transition to adulthood.
• All pupils with SEND are supported to plan their careers from the earliest stage possible.
• All young people with SEND have the opportunity to access education, training and employment pathways.
• We increase the opportunities young people are given to access work experience and supported internships.
• Our Local Offer continues to provide up to date information and any gaps in service are identified through a review process.
• We provide training to all educational settings on the ‘Moving On Pathway’ to ensure we have robust evaluations of young people with SEND meeting the PfA outcomes.
• We develop a robust monitoring system that demonstrates young people are achieving the PfA outcomes.
• Most young people with SEND will not require lifelong support from Specialist Services (Adult Social Care).
Our desired outcomes:

• More young people with SEND, aged 16 or over are in further education, supported internships, training and paid employment.

• All children and young people have smart and aspirational outcomes in their EHCPs.

• Our Local Offer responds to feedback from parents/carers and young people and adapts to meet the needs of the local SEND population.

Success measures for our desired outcomes are detailed in the SEND Education Strategy Action Plan.

Measuring success

The SEND Strategy Board will review the progress made against the success measures set out in the SEND Educational Strategy Action Plan on an annual basis. It will provide termly monitoring reports to the Departmental Management Team and Schools’ Forum.

All early years settings, schools, colleges, local authority services, health services and other partners will identify their contribution to this strategy. In some cases, this may mean they will produce their own discrete action plans, relevant and appropriate to their own circumstances. In others they will incorporate specific actions into their existing Service or School Development Plans.
Relevant Enfield documents

Context
• Enfield’s Children Plan.
• Joint Strategic Needs Assessment.
• Ofsted Report and SEND Action Plan.

Safeguarding

Education, health and wellbeing
• Health and Wellbeing Strategy.
• SEND Local Offer.
• Joint Protocol for Promoting the Health and Wellbeing of Looked After Children and Young People.

Care Leavers
• Leaving Care Strategy.

Moving On
• Enfield’s Multi-Agency Transition Protocol for Young People with Disabilities and Complex Needs.