

DRAFT Special Educational Needs and Disability Strategy 2015 – 2020

Introduction

1. Harrow and its partners, including schools, colleges, health and voluntary sector, are ambitious for all children and young people and are committed to supporting them to achieve their best outcomes. For children and young people with special educational needs aged 0-25, this requires partners, to work together to ensure that there is high quality, integrated and inclusive education, and support that is flexible and responsive. The Harrow Special Educational Needs and Disability (SEND) Strategy describes the partners' collective vision and aspirations for children and young people with special educational needs and provides a framework for partners to collaborate to deliver shared priorities for the next five years and setting out how they will be implemented.
2. As the focus is on educational provision and outcomes, the Strategy has been developed by a representative group from schools and colleges and the local authority through a process of data review and engagement with wider partners including parents, health and Council Departments.

Shared Vision

3. The shared vision for the SEND Strategy is

All children and young people should achieve the best possible outcomes, to enable them to become successful adults. They should have access to a continuum of good and outstanding educational provision that offers choice, progression and pathways and are supported by high quality, integrated and inclusive services.

4. To realise this vision, the implementation of the SEND Strategy will be guided by the following principles:
 - Maximising the potential of a continuum of local provision in Harrow for children, young people and young adults from 0 to 25 years of age.
 - Developing partnerships with neighbouring Local Authorities, health other agencies and parents/carers to ensure effective collaboration to meet the needs of children, young people and young adults.
 - Developing an integrated approach in the development and delivery of personalised provision, which includes joint decision-making processes between education, social care and health.
 - Prioritising early assessment of need and ensuring timely intervention and support.
 - Every provider, school, college or other setting, in Harrow to have good or outstanding provision for children, young people and young adults with additional needs and have access to high quality professional development and support
 - Using all data available effectively to identify issues to inform the strategy and monitor its effectiveness over time
 - Including parents/carers and young people's voice in the development of the strategy
 - Ensuring that current and future SEND Reforms are an integral element of the SEND Strategies and progress towards implementation is monitored by appropriate bodies.

Context

5. The strategy will be implemented during a period when there will be considerable change both within education and across the public sector. The education landscape is

already changing nationally and locally with more diverse providers, increasing and changing needs and different funding regimes. Within SEND there are specific changes being implemented through the Government's SEND reforms. Across the Public Sector significant funding reductions will undoubtedly change the current pattern of service provision within local authorities and the health sector. The outcome of the General Election in May 2015 will no doubt impact further.

6. Over the five year period of this strategy these changes will be embedded and the full impact will evolve overtime. It is therefore important that the strategy provides a clear direction, but retains flexibility to accommodate these changes as they become operational. It will need to be reviewed and up-dated to ensure that it remains relevant to the current context. The current key elements of the national and local Harrow context are outlined below:

SEND Reform

7. The Children and Families Act came into effect on 1 September 2014 and contains a range of measures focusing on vulnerable children and their families. Part 3 of the Act refers to reform in the law for the education of children and young adults up to the age of 25 with Special Educational Needs. The provisions of the Act apply from 1 September 2014 with the incremental introduction of Education, Health and Care Plans.
8. The Act introduced:
- new expectations that the views of the child and young person will influence decisions made for their education
 - a new SEN Code of Practice
 - a requirement for schools and the Local Authority to publish their Local Offers
 - integrated assessment of education, health and care needs for children with significant SENs
 - the determination of special educational provision through an Education, Health and Care Plan, as well as any health and care needs the child or young adult may have potentially until the age of 25
 - the potential for Local Authorities and Health Services to offer services to parents and young adults through a personal budget

Provision in Harrow

9. In Harrow, most children and young people attend a local mainstream school and there is a range of additionally resourced units to provide more specialist provision. For some children and young people their needs are met at a special school, in or out-borough. The current SEND provision in Harrow is as follows:

Special Schools

10. There are the following special schools in Harrow:

Kingsley High School	11 - 19 years old pupils with severe and complex needs including autism;
Woodlands School	including autism 3 - 11 years old pupils with severe and complex needs;
Shaftesbury High School	11-19 years old pupils with moderate learning difficulties (MLD)autism and/or behaviour emotional and social difficulties
Alexandra School	4 – 11 years old pupils with moderate learning difficulties autism and/or behaviour emotional and social difficulties

Specialist resourced provision at mainstream schools

11. There is specialist resourced provision at the following mainstream schools:

School	Specialist Provision
<ul style="list-style-type: none"> • Aylward Primary School • Priestmead Primary School 	autistic spectrum disorders;
<ul style="list-style-type: none"> • Welldon Park Infant School 	specific language impairment;
<ul style="list-style-type: none"> • Elmgrove Primary School 	physical impairment.
<ul style="list-style-type: none"> • Cedars Manor School 	for hearing impairment;
<ul style="list-style-type: none"> • Whitmore High School 	physical impairment and autistic spectrum disorders;
<ul style="list-style-type: none"> • Hatch End High School 	hearing impairment.

Recent Developments and Emerging Issues in Harrow

12. The Special School and SEN Placement Planning Framework agreed by Cabinet in July 2013 increased capacity for SEND in Harrow from September 2015:
- additional provision for the existing profile of pupils in Woodlands, Kingsley and Shaftesbury.
 - three new additional resource units at mainstream schools:
 - Bentley Wood High School provision for pupils moderate learning difficulties,
 - Earlsmead Primary School specialist resourced provision for pupils with moderate learning difficulties
 - West Lodge Primary School specialist resourced provision for pupils with autistic spectrum disorders.
 - provision at Harrow College for students with learning difficulties and disability. There will be 40 new places for students who currently attend out-borough provision at Oaklands.
13. Given the growth in population the focus of the Framework was on capacity but it is acknowledged that further work is required to ensure that there is a continuum of provision; early years provision for children with identified or emerging special educational needs; support for all points of transition, assessment places; support for inclusion and recruitment and retention of staff to sustain current and future provision.

West London Alliance Regional Commissioning

14. There are changes to the neighbouring boroughs and potential from regional planning. The West London Alliance (WLA) has developed a joint commissioning strategy which has secured improved efficiencies and value for money (VFM) across the nine participating boroughs.
15. New provision is being opened in neighbouring boroughs and existing provision has expanded as a result of increasing populations and unmet need. The impact on Harrow's provision will need to be monitored.

Related Strategies

16. The SEND Strategy does not exist in isolation and makes a significant contribution to the emerging Harrow's Education Strategy and other strategies. Its implementation will be related to the Early Years Strategy, 14-25 Strategy, the Alternative Provision Strategy and the Narrowing the Gap Strategy.
17. Where there are priorities that cut across these strategies they will be referenced and aligned so that there is no duplication.

SEND Strategy Resources

18. The financial context for the SEND Strategy is determined by the funding provided by the Government through the Dedicated Schools Grant (DSG). This is a ring-fenced grant provided by the DfE to fund all education provision. Like many aspects of the public sector this has experienced recent changes in the approach and will no doubt be subject to further change. However, for the purposes of the SEND strategy it is important to have clarity about the available funding because if the Strategy is to realise its aims, then there will be financial implications and they will need to be achieved within the available resources and agreed by the Schools Forum.
19. At their meeting in January 2015, the Schools Forum acknowledged the increasing pressure on the DSG, and impact on schools of a reduced budget. The Forum agreed to use the contingency fund to protect school budgets for 2015/16 This the first time that such action has been agreed by the Forum and is unlikely to be sustained in the following financial years. This sets the tone for the financial outlook for school funding including for SEND. The following section outlines the current funding mechanism.
20. In March 2012 the government published School Funding Reform: next steps to a fairer system and introduced three funding blocks in the Dedicated Schools Grant (DSG):
 - Schools Block
 - High Needs Block
 - Early Years Block
21. The introduction of High Needs Block set out a new approach to funding provision for pupils and students with high needs from April 2013. The DfE definition of high needs pupils are those requiring provision costing more than £10,000 per year. High needs pupils and students include:
 - Pupils aged from birth to 19 with high levels of SEN in schools, academies and other provisions
 - Those aged 16-25 with high level learning difficulties or disabilities (LDD) in Further Education
 - School aged pupils placed in Alternative Provision
22. The Reform moved funding to a “place-plus” approach which means providers are funded on a mixture of place led funding and pupil led funding. As a consequence this means that special schools, specialist resource units and alternative provision settings are no longer funded by a local formula and the schools and alternative provision censuses no longer drive funding.
23. Under place-plus approach funding is comprise of three elements:
 - **Element 1, or “core education funding”**: the mainstream unit of per-pupil or per-student education funding. In the school sector for pre-16 pupils, this is the age-weighted pupil unit (AWPU), while for post-16 provision in schools and in the FE sector this is the mainstream per-student funding as calculated by the national 16-19 funding system.
 - **Element 2, or “additional support funding”**: a clearly identified budget for providers to provide additional support for high needs pupils or students with additional needs up to an agreed level.

- **Element 3, or “top-up funding”**: funding above elements 1 and 2 to meet the total cost of the education provision required by an individual high needs pupil or student, as based on the pupil’s or student’s assessed needs. The setting of top up funding is a matter for local determination but it must reflect a pupil’s needs and the cost of the provision received in a particular setting. This therefore means that the level of top up funding is different in different settings.

Provision in Mainstream Schools

24. Mainstream schools and academies receive formula funding which includes a notional SEN budget. From this they provide a standard offer of teaching and learning for all pupils including those with high needs by contributing the first £6,000 of the additional support costs of high needs pupils. For mainstream post 16 settings providers receive per student funding through the national 16-19 funding formula and an additional allocation of £6,000 per high needs student on roll.

Specialist SEN Provision

25. Specialist SEN settings are institutions or places in institutions that are set aside specifically for pupils or students with high needs. These include special schools and special units and resourced provision in mainstream schools and academies. Under place-plus, pre 16 specialist SEN settings receive based funding of £10,000 per planned place. They also receive Element 3 top-up funding from the commissioning local authority for each filled place.

Alternative Provision settings

26. Alternative Provision is funded by the same ‘place plus’ approach as special schools.

Further Education Colleges

27. Funding for FE colleges is also made up of the three elements. Where a college is funded on the basis of lagged number, Element 1, the “course” fee is funded by the EFA. Where the local authority has agreed to commission a place with the EFA at a college, Element 2, the additional support funding, is funded through the EFA. The local authority therefore pays only Element 3, the top-up, which is agreed locally. Where a local authority requires a place which has not been commissioned in advance, it is also required to pay Element 2 as well as the top up.

Local Funding Issues

28. Funding for the High Needs Block is not generated through a census and therefore increases in pupils and student numbers do not attract additional funding. Local authorities had an opportunity to make exceptional case for growth in 2015-16 where growth in pupil numbers or places commissioned has increased by more than 10%. However, due to the significant number of local authority representations, the allocation of growth, for Harrow, has fallen significantly short of that required. This therefore means that increased funding for high needs pupils and students must be transferred from the main Schools Block in consultation with Schools Forum.
29. This is significant to the SEND Strategy because there are new places opening in Harrow in September 2015, for which there is no additional revenue funding from the High Needs Block. A modest element of funding was allocated by the DfE’s Exceptions Fund (£225k) but the funding gap is approximately £1.2m. At their meeting in January 2015, the Schools Forum agreed to transfer the shortfall from the Schools Block to the High Needs Block. A sub-group of the Schools Forum has been established which will work towards establishing a funding formula that will allow a balanced budget to be set in future years, without the need for contingency funding.

Data Analysis

30. This section highlights key data in relation to the overall population profile, the SEN trends and the attainment and achievement of pupils that will impact on SEND provision.

Population Profile

31. As a borough Harrow is experiencing a considerable growth in the pupil population. The 2011 National Census revealed that Harrow's population is estimated to have increased to 239,100; this figure is 15.6% higher than the 2001 Census showed and is now at the highest recorded level, based on records going back to 1901. The 0-4 age group has increased by 41% between mid 2001 (12,058) and mid 2013 (17,003). There have also been increases across all the statutory school age groups. The 2013 round mid-year population projections for 4-10 year old population projections suggest that this group will continue to rise with a projected increase of 22.1% from 2012 to mid-year 2024 and 15.6% growth in 11-15 from 2012 to 2024. This has had a direct impact on the primary pupil numbers and there has been a 36% increase from 2006 to 2014 of reception pupils. Harrow has a school expansion programme covering primary, secondary and special schools to meet this growth.
32. Harrow is ranked 7th nationally (and in London) for ethnic diversity and 2nd for religious diversity in London. The 2011 Census showed that Harrow's residents were born in approximately 200 different countries and the percentage of Harrow's residents born in the UK is the 6th lowest ranking nationally. The ethnicity profile in schools has also changed over time. The last five years have seen a marked decline in the numbers of White British children in Harrow's schools from 6,334 in 2009-10 to 4,831 in 2013-14. There have been smaller declines in the numbers of Black African (2,640 to 2,560), Black Caribbean (1,308 to 1,180) and Black Other (450 to 416) groups and the small White Irish Traveller group (94 to 78).
33. The Indian (6,023 to 6,483) and Pakistani (1,344 to 1,632) groups have grown but the greatest growth has been in the numbers of White Other (1,939 to 3,665) and Asian Other (5,566 to 7,003) groups. The full impact of the growth and changing demographic profile requires assessment in planning for future capacity of special education provision.

Pupils with special educational needs

34. The analysis of SEND data shows that the proportion of children and young people with SEND is lower in Harrow than nationally and that of other Local Authorities (LAs) similar to Harrow also known as statistical neighbours. Of the school population attending Harrow's schools 982 pupils with a Statement of Special Educational Needs (2.6% of the entire school cohort). This is below both our statistical neighbours (2.8%) and nationally (2.8%).
35. Overall the trend has been of number of statements increasing between 2007 and 2014, with some fluctuation. The actual number of statements has risen from 881 in 2007 to 982 in 2014. The percentage has remained steady with an average of 2.6% over the last eight years (2007-2014). From 2007 to 2014 the increase in the number of statements has remained slightly higher than the increase in the population. 5% of the entire school cohort were classified as School Action Plus and 8% as School Action.
36. The gender split of Statemented and School Action Plus pupils at January 2014 was 70% boys and 30% girls. The overall gender split of the school cohort was 51% boys and 49% girls.

SEND Profile

37. The 2011 Census estimated approximately 1,326 children from 0 to 14 and 2,123 young people aged 15 – 29 years with a long term health problem or disability. The primary need for SEN statements is as follows:

- **Primary Schools**
There has been an increase in the percentage of primary school pupils with the SEN primary needs Speech, Language & Communication Needs; Autistic Spectrum Disorder and Visual Impairment over the last few years. There has been a consistent decline in the percentage of primary school pupils with the SEN primary needs Behaviour, Emotional & Social Difficulties; Moderate Learning Difficulty and Other Difficulty/Disability.
- **Secondary Schools**
There has been an increase in the number of pupils with the following primary needs in Harrow's high schools: Autistic Spectrum Disorder; Speech, Language & Communication Needs; Moderate Learning Difficulty and Visual Impairment. The following primary needs have decreased: Behaviour, Emotional & Social Difficulties; Specific Learning Difficulty and Hearing Impairment.
- **Special Schools**
There has been a significant increase in the number of children with the following primary needs in Harrow's special schools: Autistic Spectrum Disorder and Speech, Language & Communication Needs. There has been a decrease in the number of children with the primary needs: Moderate Learning Difficulty and Behaviour, Emotional & Social Difficulties. It should be noted that these figures represent the primary need and the children may have additional learning or health needs.

Attainment and Achievement

38. Harrow schools are successful and 87% or more are judged good or outstanding. All four special schools are judged to be outstanding by OfSTED. In general, pupils in Harrow Schools achieve in line or above National and London performance and this aspiration is relevant for all pupils including pupils with special educational needs. Narrowing the Gap is a priority for Harrow schools. Whilst it is acknowledged that assessing the attainment and achievement of pupils with special educational needs is complex, in accordance with the national Curriculum assessment in some areas, some pupils with SEN's attainment is below National and London. Reducing the gap in their performance is essential to increase their opportunities and this is essential within the SEND Strategy.

Overall the attainment of pupils with Special Educational Needs (SEN), at Key Stage 2 relative to this group nationally, compares well with both national and statistical neighbour averages as can be seen in the tables below. However, the gap in Harrow has increased over the last three years. The most recent results have shown an increase in the gap of 52.1, which is higher than that of Harrow's statistical neighbours (46.2%) and in-line with the national gap (51.9%).

The SEN/non-SEN gap – achieving Level 4 or above in Reading, Writing & Maths in Key Stage 2 tests	2011-12 %	2012-13 %	2013-14 %
Harrow	47.5	48.8	52.1
Statistical Neighbours	51.0	49.9	46.2
England	55.0	53.3	51.9

Source: DfE Statistical First Release

For young people with a Special Educational Need, the gap at GCSE has fluctuated over the last three years. In 2012-13 Harrow's gap (49.1%) was higher than both its statistical neighbours (46.5%) and the national average (47.2%). Harrow's SEN gap in 2013-14 (provisional) is 47.3%. The 2013-14 national SEN results are yet to be published.

The SEN/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	2010-11	2011-12	2012-13
	%	%	%
Harrow	51.0	46.3	49.1
Statistical Neighbours	49.8	46.5	46.5
England	47.6	47.0	47.2

Source DfE Statistical First Release

39. The group of young people over statutory school leaving age who are not in education, employment or training (NEETs) includes school leavers with SEND. National data shows us that life chances for children and young people with SEND are disproportionately poor. They have a higher incidence of mental health needs, offending behaviour, and higher levels of financial deprivation. As at September 2014 Harrow's 16-18 cohort consisted of 7,682 young people, of these 2.2% (167) have SEND compared to 3.8% in London and 4.1% nationally. Of the 167 young people with SEND 8.7% were NEET (11.5% in London and 11.1% in England). 31.7% of the 16-18 year olds with SEND were in learning, compared to 39.0% in London and 53.7% nationally.

40. Ensuring that there are relevant pathways for young people from 14-25 is essential for the SEND Strategy to improve these percentages.

Governance of the SEND Strategy

41. If the SEND Strategy is to make a difference, there needs to be a forum or mechanism to review the strategy, monitor its implementation and identify new and evolving areas for development. It is proposed that there is SEND Strategy Group established for this purpose. The role of the group will be to ensure that the Strategy develops overtime and is implemented. The Group will also ensure that there are appropriate links with related strategies including 14-25 Strategy, Narrowing the Gap and Alternative Provision Strategy. As the other related strategies and their governance evolves there will need to be a review of arrangements to ensure that they are effective.

42. The Strategy Group will have representatives from schools, primary and secondary special and mainstream, colleges, and Early Intervention Services. The Group will meet on a six monthly basis once the strategy is agreed. The Group will report progress to the Corporate Director of Children's and Families Executive Group. The Director will report the Strategy to Cabinet for their consideration as part of the local authority statutory duties and will provide an annual report to Cabinet.

43. There will be task and finish groups established for the Strategy's priorities which are set out in the next section. The Task and Finish Groups will report to the Strategy Group and will comprise representatives from providers and partners. For each of the Strategic Priority Areas there will be an implementation plan with a timeline and lead identified.

Strategic Priority Areas for SEND

44. Based on the local and national context and the data analysis, the following strategic priority areas have been identified for the next five years:

- Strategic Priority 1. Review in-borough specialist provision in the context of a changing demographic profile, school organisational changes and other developments
- Strategic Priority 2. Review current provision and need for children, young people and young adults with social, behaviour and mental health needs to ensure continuum of provision and support. (previously SEBD)
- Strategic Priority 3. Improve local opportunities for post 19 day provision working in partnership with other agencies
- Strategic Priority 4. Improve attainment of children and young people with SEN across Early Years Foundation Stage and all Key Stages.
- Strategic Priority 5. Ensure appropriate skilled and qualified staff in early years settings, colleges and schools for current and future needs.
- Strategic Priority 6. Embed the current SEND reforms and any further associated developments, and develop the Governance model.

The Implementation Plan for each strategic Priority Area is being developed.