



HARROW Local Area
Special Educational Needs and Disabilities (SEND) 0-25
Self-Evaluation Document: 20 June 2019

Introduction

As a partnership, the Local Authority (LA), the Clinical Commissioning Group (CCG) and the Harrow Parent Forum (HPF) have committed to a common self evaluation that identifies our strengths and our pathway for improvement. This self-evaluation has been informed and tested by the schools sector and voluntary sector representatives. The Local Authority (LA), CCG and the Harrow Parents Forum (HPF) have formed the Local Area Working Group to continuously improve the quality of our work and our outcomes. The group also has representatives from mainstream schools, special schools and voluntary groups.

The Local Area of Harrow is ambitious to do better for our children and young people with a special educational need and/or disability (SEND) and to ensure that those who may have such a need are identified and sign-posted to the appropriate support and guidance. As a Local Area we are able to demonstrate many successes, including the outcomes that children and young people with a SEND achieve. We have a mature culture of learning and challenging ourselves. That culture of improvement has been commented upon by OFSTED and by an independent (PeopleToo) analysis of the High Needs Block. We welcome, therefore, the critical and supportive framework of review so that we continue to learn from the expertise of colleagues charged with the duty of inspection on behalf of Harrow's children and young people. We welcome the opportunity to celebrate our strengths, be challenged on our areas for development and to share and learn through this process.

Our self-evaluation is a dynamic tool for us to reflect constantly on our practice, to test our assertions and to identify our next steps. Our forensic self analysis of outcomes leaves no stone unturned to improve outcomes for children and young people with SEND. Our Self-Evaluation will be reviewed every six months. Areas for development include those aspects already in place but for which we have identified further refinements to make them more efficient or effective. The LA's major priorities are captured in its SEND Strategy 2019-2024. As many areas for improvement have an impact across different aspects they are not included repeatedly in all sections. Where evidence can be found is collated at the end of each section (A,B,C) to avoid repetition. This SEF was prepared in advance of the Joint Commissioning Executive (CCG/LA/Schools) on 2 July 2019 and the Health and Wellbeing Board on 25 July 2019.

The Local Area, at this point in time, has come to a shared view of where we are in our effectiveness in identifying the needs of children and young people, in meeting those needs and in securing good outcomes for them. Overall, we believe that there is much strength. This self evaluation is therefore, our statement of where we are now and our ambition for the future. This evaluation, therefore, serves as a joint exercise between partners across the Local Area to review the effectiveness of provision in relation to identifying, meeting needs and improving outcomes of children and young people with special educational needs and disabilities. All partners give priority to the views of children, young people and their parents/carers to enable a culture of support, ownership, continuous growth and development.

The Schools Forum in Harrow too provides a robust and healthy challenge to the LA in relation to its use of resources. It continues to show the deep commitment of all local schools to be inclusive. In recent years it has used its contingency to relieve forward pressures on the High Needs Block (HNB), has supported additional resource for central sensory services and agreed the carry forward of Early Years' SEND Inclusion Funding. Currently the LA is working with schools on a new matrix banding model of funding for Education, Health and Care Plans (EHCPs) in mainstream schools. A consultation on this matrix banding and on special school funding will take place in the autumn of 2019.

Local Area Context

Previous Office for Standards in Education, Children's Services and Skills (Ofsted) inspections

- The LA operates one short-break children's residential home. It was judged to be outstanding at its most recent Ofsted inspection in November 2018. This home has achieved outstanding in every inspection for the last 10 years.
- The last inspection of the LA's safeguarding arrangements was in January 2017 under the Single Inspection Framework (SIF). The LA was judged to be good.
- The last inspection of the LA's services for Children Looked After (CLA) was in January 2017 as part of the SIF framework inspection. The LA was judged to be good.
- The LA was subject of an Ofsted Focussed Visit in October 2018. The visit focussed on Early Help and Front Door Social Care services. The visit identified 3 recommendations for improvement, and no priority area for improvement.
- The LA had positive feedback from the social care engagement meeting with Ofsted on 4 April 2019 and the DfE SEND Adviser Visit on 19 February 2019.

The Children of Harrow

The ONS Mid-Year Estimates suggest that approximately 57,825 Children and Young People (CYP) under the age of 18 years live in Harrow. This is 23% of the total population in the area. There are **37,261** children and young people educated in state-funded schools (aged 3-18), just under half of them in schools maintained by the Local Authority. The Income Deprivation Affecting Children Index (IDACI) shows that 16% of children in Harrow are living with families that are income deprived. A higher proportion of children living in poverty are in Wealdstone and in the south west area of the borough, but there are also 8 lower super-output areas (LSOA) which are in the bottom 20% nationally for income deprivation affecting children, spread across the borough of which 3 LSOAs are in the bottom 10%.

The proportion of children entitled to free school meals as at January 2018:

- in nursery and primary schools is 7.2% (the national average is 13.7%)
- in secondary schools is 10.2% (the national average is 12.4%)
- in special schools is 24.4% (the national average is 35.9%).

CYP from minority ethnic groups account for 69% of all children living in the area, compared with 21% in the country as a whole. The top five most recorded community languages spoken in the borough are English, Gujarati, Romanian, Tamil and Arabic.

From 1 September 2018 up to 6 June 2019 the Special Educational Needs Assessment and Review Service (SENARS) received 225 new requests for EHC needs assessment and 46 'movers-in' with EHCPs.

The total number of pupils with Special Educational Needs (SEND) of any kind in Harrow's schools has increased from 4,630 in January 2017 to 4,770 in January 2019; representing an increase of 3%. The % of CLA with SEN is higher than the national and statistical neighbours (SN) average. However, the % of CLA with an EHCP in Harrow is lower than both averages (*Draft Report for 11 June 2019 CPP*). Overall, educational outcomes for children and young people with SEND in the Local Area are good across all key stages and Post 16 which points to the effectiveness of arrangements in place. However, the Local Area remains committed to improvement in all areas.

Harrow's Community of Childminders, Early Years Providers and Schools

As at 31 May 2019, 99% of Harrow's 111 Private, Voluntary and Independent (PVI) settings are rated Good or Outstanding. 98% of Harrow's 153 childminders are rated Good or Outstanding. 100% of Harrow's 28 school nurseries are rated Good or Outstanding. Assessing the occupancy of childcare places shows that 3,395 of the 5,751 childcare places in Harrow were occupied by funded children (2, 3 and 4 year olds) as of the Spring Term 2018. This represents 59% occupancy of funded children and suggests there are sufficient places available for funded children. The maintained Harrow nursery is rated Good. All four of Harrow's special schools are judged as outstanding in inspection and the Helix, our Pupil Referral Unit (PRU), and The Jubilee Academy (Alternative Provider) are judged good. 45% of schools are judged outstanding, 47% as good and 5% as requiring improvement (3, of which 2 recently). No schools are currently inadequate although one was converted to an academy this year. This picture compares well to other areas and inspection reports indicate that the children with a SEN have their needs well identified and met by schools and colleges. The LA works closely with a local charity, Securing Success, to ensure that any unregulated schools would be brought to our attention. The high quality of educational settings overall leads to effective Quality First teaching which results in high standards for all pupils and an emphasis on inclusion.

The number of statements, (now EHCPs) has increased since 2007 and continues to rise reflecting the increase in the pupil population and the extended age-range for EHCPs. The percentage of the school population with SEND has remained fairly stable at 2.6%. The increase in EHCPs for post-16 is a particular area of increase under the SEND reforms. To meet this demand locally additional places for pupils with SEND have been opened in Harrow schools. This includes the expansion of three special schools and opening of Additional Resourced Mainstream Schools (ARMS). There is further projected unmet demand which includes the need for an additional 120 place special school, for children with severe and complex needs with Autism Spectrum Disorder (ASD). Many children and young people who have Education, Health and Care Plans (EHCP) are placed in mainstream schools and in specialised Additional Resourced Mainstream Schools (ARMS) in order to meet the needs of children with speech, language and communication needs (SLCN), physical disabilities, Autism Spectrum Disorder (ASD) and Hearing Impairment (HI). Children who are pre-school but have significant SEND are supported through the High Needs Block (HNB) and SEND Inclusion Fund even where they may not yet have an Education Health Care Plan (EHCP). Additional ARMS places have been provided in Early Years at Hillview Nursery for children with severe and complex needs and autism. The LA has also commissioned 4 PVIs to make provision for children with lower levels of need from September 2019.

Harrow has an **increasingly inclusive mainstream school system (SEN Data Profile 2018)**. The number and percentage of pupils with a EHC plan in Harrow's state-funded primary schools has fluctuated in the past 5 years from 340 (34.6%) in 2014 to 371 (33.4%) in 2018. Harrow's percentages have, however, consistently been much higher than the national. In Harrow's state-funded secondary schools, the number of pupils with an EHC plan has increased from 221 (22.5%) in 2014 to 263 (24.3%) in 2017 and then 257 (23.2%) in 2018. Harrow's proportion of pupils has remained lower than the national in each year from 2014 to 2015 but above national since 2016. In Harrow's special schools, the number of pupils with an EHC plan has gradually increased each year from 391 (39.8%) in 2014 to 447 (40.3%) in 2018, this represents a 14% increase. This overall trend is parallel to the increase nationally. However, the overall percentage of pupils with EHCPs in Harrow's special school remained below the national average from 2014 to 2018. The percentage of children identified in need of SEN Support has increased since 2016 (having declined) and now is in line with national at primary age and slightly above in secondary.

As at January 2019 (school census 5-16) there were 3,651 pupils with SEND Support and 1,119 pupils with a statement or EHCP in Harrow schools 5-16. These were not all Harrow residents and some Harrow residents with an EHCP are educated out of borough. The highest category of primary need is speech, language and communication needs followed by moderate learning difficulties. Harrow's school census and Performance data can be found in the **SEN Data Profiles of 2017 and 2018 summarised in the 'At a Glance' documents for each year**.

Since 2018, Speech, Language and Communication Needs (SLCN) has been the most common primary need for pupils on SEND support across Harrow's schools, representing just over one quarter (26%) of pupils with SEND. This is above national average (21.1%) but below statistical neighbours (27.9%). For pupils with a EHCP, Autistic Spectrum Disorder (ASD) has been the most common primary need in each of the last five years, increasing from 229 (24.0%) pupils in 2013 to 284 (27.1%) in 2018.

The highest proportion of pupils in receipt of SEND Support live in the following three Wards, Wealdstone (8.0%), Edgware (7.6%) and Roxbourne (6.6%). The highest proportion of pupils with a EHCP live in these three Wards, Roxbourne (8.4%), Wealdstone (7.5%) and Edgware (6.7%). Wealdstone and Roxbourne are Harrow's two most deprived Wards.

The overall absence rate of the pupils with SEND in Harrow's primary 5.2% and secondary schools is 6.4% lower than national 5.5% and 7.7%. The persistent absence rate of pupils on SEND Support and pupils with a EHCP in Harrow has dropped over the last three years; this is in contrast to the national trend. The proportion of permanent exclusions of pupils with a SEND in primary schools has remained low during the last five years. The proportion of permanent exclusions of pupils with a SEND in secondary schools has increased over the last five years, and was higher than national average but in the 2018-2019 school year shows a marked decline. This area, linked to behaviours, is an identified priority in the SEND Strategy and continues to be the focus for all schools. In 2018-2019 (to May 2019) there has been a significant reduction in permanent exclusion of children with an SEN. This should be seen in the wider context of the ambition of schools to be inclusive as shown by the relatively high level of EHCPs in the mainstream, the good levels of attendance of children with SEND and the very low level of fixed term exclusion of children with SEND. The Local Area is working with schools to acknowledge their strengths and to support them in the challenges

they face.

Pupil Residency (Schools 5-16): The proportion of pupils with a SEND in Harrow's schools residing outside of Harrow has increased from 465 (11.1%) to 562 (12.1%) in 2018.

Key Websites and Documents:

[Harrow Local Offer](#)

[Harrow CCG](#)

[Harrow Parent Forum](#)

[HPF Local Offer Services Map](#)

[Harrow CCG Commissioning Intentions 19/20](#)

[Harrow Ambition Plan](#)

[Harrow JSNA](#)

[Harrow JSNA Tool](#)

[SEND Strategy](#)

[SEND Capital Plan](#)

[Public Health Harrow Annual Report 2018](#)

[OFSTED Harrow Children's Services Inspection and Focused Visit](#)

[Children and Young Adults Disabilities Service \(inclusive of Strategy, Joint Commissioning Strategy and Short Breaks\)](#)

[Harrow Safeguarding Children's Board](#)

[Health and Wellbeing Board \(Strategy & Plan\)](#)

[Early Years SEND \(& via LO\)](#)

School Performance 5-16

SEND Data Profile 2018 & Appendices (Inc.: Post 16; Attendance, Exclusions and Phonics)

SEND Data Profile 2017

'*At a Glance*' (2017, 2018)

[LAIT](#)

[Intelligent London Harrow Overview](#)

Other Partners

[Harrow Schools Forum](#)

[Harrow MENCAP Annual Reports](#)

[Young Harrow Foundation \(Analysis\)](#)
[Harrow Horizons \(Mental Health\)](#)
[Local Short Breaks Provider Inspection](#)
CQS Data Profile (Harrow)

Local Acronyms Explained:

LO- Local Offer; **HPF** - Harrow Parent Forum; **ARMS** – Additionally Resourced Mainstream School; **HCCHS** – Harrow Community Child Health Services; **EPS** – Educational Psychology Service; **ES** – Early Support; **EdS**-Education Services; **SENARS** – SEN Assessment and Review Service; **CST** – Children’s Sensory Team; **HSSE** –Harrow School Standards and Effectiveness Team; **HEPB** – Harrow Education Partnership Board; **HWBB** –Health and Well-Being Board; **HWBE** – Health and Well-Being Executive; **SF**-Schools Forum; **CYAD(S)** – Children and Young Adults with Disability Service; **LAWG** – Local Area Working Group; **HVS(or VS)**- Harrow Virtual School; **YOT**- Youth Offending Team; **CSB**- Corporate Strategic Board; **FIS** – Families Information Service; **EYT**- Early Years Team; **ESMT**- Education Services Management Team; **PSMT**-People Services Management Team; **CSA**- Childcare Sufficiency Assessment; **DR**- Dynamic Register; **JSNA** – Joint Strategic Needs Assessment;

Other: **CNWL**- Central and North West London (Mental Health Trust); **LNWHUT** – London North West University Healthcare NHS Trust ; **CYP**- Children and Young People; **YP**- Young People; **CCG**- Clinical Commissioning Group; **DSG**- Designated Schools Grant; **HNB** – High Needs Block; **DfE**- Department for Education; **SALT**-Speech and Language Therapy; **DCO**- Designated Clinical Offer; **SLCN** – Speech Language and Communication Needs; **SN**- Statistical Neighbours; **SW**- Social Work(er); **CAMHS** – Child and Adolescent Mental Health Services; **IRO**- Independent Reviewing Officer; **CDC** – Council for Disabled Children

A) How effectively the local area identifies children and young people with SEND (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support)

A.1 Timeliness

When potential needs are raised with the local area by the young person, parents and carers or teachers or other staff working with the young person; the efficiency and appropriateness of the response

Strengths

Key Outcome

- **The Local Area is effective in identifying children and young people with SEND early** in accordance with the Code of Practice. Harrow SEND teams are committed to working with all partners in the Local Area to enable early identification of need and ensure the right support is quickly made available at the appropriate time. To enable us to achieve this leaders have worked to ensure there is consistency in understanding levels of need and thresholds to enable children and young people's needs to be identified early and met through SEN support so that those with more complex needs can access the specialized support they need quickly.
- The Local Area promotes a Graduated Response for Individual Pupils and effectively facilitates early identification, intervention and monitoring. This has been promoted through the SENCO Forum. New guidance and templates were issued in 2014 following the Code of Practice (CoP) and revised in 2018. In schools the Graduated response ensures all stakeholders are 'heard' – pupil and parent voice ensure the process as part of the cycle of provision and intervention (evident in school processes and ARs).
- N103a: 80%; N103b 60.4% in Quarter 4; indicators suggest the Local Authorities timeliness in making assessments and issuing EHCPs are comparatively good within London but we strive for improvement.

Support for Pre-School Aged Children

- Support is provided to pre-school children by the Portage Service and the Children's Sensory Team (CST), both funded from the Dedicated Schools Grant (DSG). The DSG also funds a small ASD team that provides advice and support to schools and help with identification of need. These services provide essential and targeted support to schools and families to help children with disabilities make progress and achieve well; and in the case of Portage and CST in particular, to support their parents. In September 2018 the Portage home visiting service transferred 85 children successfully to early years' settings. These children may have birth diagnoses or developmental delays that emerge during the first year of life.
- Children who have hearing difficulties gain early access to more specialist assessments. Parents report positively about the specialist advice and support they receive during this early period of diagnosis. Families who meet key thresholds also appreciate the early support they receive from CST services.
- The Early Years Team (EYT) SENCO provides effective advice and support for pre-schools / PVI's
- The SEND Inclusion Fund (Early Years) targets support to children who may have a SEND. Public Health has funded a Busy Feet programme for children in settings with a low level of SEN to be more physically active.
- Advisory teaching staff, the EYT and EPS helps to ensure that children receive the support they need to be able to gain access to pre-school settings, nursery education and the Reception class in school.
- A dedicated Early Years Team (EYT) supports an integrated approach to early identification, learning and care. They work closely with schools, private and voluntary nurseries, childminders, parents/carers and early intervention services: Education Psychologists, Children's Sensory Team, Speech and Language Therapists, Health Visitors, Portage and SENCOs to ensure additional needs are identified early to promote the best possible outcomes for all children. Resources are targeted to priority wards and priority needs in response to the rich data analysed in the Childcare Sufficiency Assessment 2018. Once needs are identified, practitioners can access funding based on clear criteria which enables the Early Years SEND Register to be a live working document (A.5 below)

Support for School-Aged Children

- In the Local Area, CST work with any child or young person with sensory impairment in a Harrow school without an EHCP regardless of what borough they are from. This is a reciprocal arrangement with other boroughs.
- Advisory teaching staff, the early years' team and educational psychologists help to ensure that children receive the support they need.
- Highly skilled school based Special Educational Needs Coordinators (SENCOs) are adept at supporting their colleagues to highlight areas of concern regarding the children and young people they teach. SENCOs then ensure that quick and effective interventions are put in place to support each child or young people and, as a result most make good progress.
- SENCOs are effective in guiding children; young people and their parents to organisations that can help meet the families' needs and make regular use of the Local Offer in these conversations. On this specific point the Local Authority and the HPF are committed to understanding this picture better and responding to that challenge.
- The Educational Psychology Service (EPS) is highly regarded and has, as a result, a high level of buy-in to additional services through a Service Level Agreement (SLA).
- Special school referrals identify where a specialist placement might be required at the point of request for statutory assessment rather than waiting for the 20 week assessment to be completed.
- Assessment places at Special schools are used, where, possible for complex pupils moving into Harrow.

Early Support (All Ages)

- The number of children benefiting from the Early Support Services' coordinated, planned and consent based early-help response from the LA and partner agencies has been increasing in response to a needs analysis. The 2016 reorganisation resulted in a model of developing longer term community strengthening and resilience. Addressing parenting before it emerges as an issue for the Multi-Agency Safeguarding Hub (MASH) and wider social care is beginning to have an impact. In March 2019 the LA implemented a significant Early Support recording system, moving to an electronic system for recording and demonstrating impact. The first impact data will be available from September 2019.
- The Early Support Service offers a range of focused activities and resilience building opportunities to families who "walk in" to centres or are referred from other universal service providers. For example: The Citizens Advice Bureau (CAB) offers a satellite appointment service to families who find it difficult to travel to the central office, 2 year development checks are carried out by Early Support (ES) practitioners and Health visitors in suitable medical suites within the ES Hubs and delivery sites, developmental triage sessions follow out of universal groups where additional needs are identified.
- Specifically for SEND, the current Early Support model targets vulnerable communities and CYP and families with additional needs, aged pre-birth – 19 years and up to 25 years for young people with SEND and specific services include: Young People's Anger management, Speech and Language Therapy (SALT) / Universal TALK groups and Triage and SEND / Sensory Room sessions and groups.
- SALT (SLT/SALT) operate Early Help 'Drop-ins' for parents

Early Access for Identified Families

- The majority of support provided by the Children and Young Adults with Disabilities service (CYAD 0-25 service) is directed to children of school age.
- Referrals, assessments, and planning are done jointly with SEND and CCG services for the most complex and vulnerable children. This

has improved the implementation of EHCPs and greater access to continuing healthcare funding for the most disabled and complex children.

- A TCP Dynamic Register (DR) of those children is maintained by the CCG and LA and allows a multidisciplinary approach to supporting the most vulnerable disabled children and disadvantaged homes (currently 10 CYP on the local register).
- Disabled CYP and their families are able to access services such as short breaks, and social care packages where appropriate through the CYAD service.
- Data is checked through weekly reports run on Placement, an annual data cleansing as part of preparing for the Sen2 return and through support from Capita Team to create and run reports.
- Centre for ADHD and Autism provide drop-in coffee mornings and specific ADHD and Autism related training for parents of children with ADHD or Autism along with a Youth Group for children with Autism.
- VS Clinical Psychologist (CP) provides training to schools, social workers and carers on 'Identifying Students with Mental Health Needs and undertake clinical assessments for all CLA students with mental health needs who do not meet the criteria for CAMHs interventions
- Unaccompanied Asylum Seeking Children (USAC) have an EAL assessment which screens for any SEN; reports are shared with carers, schools. Any further actions are followed through by the school's SENCO.

Areas for Improvement

Data

- CST, Portage and Early Years further integration of data to contribute to projected need.
- The LA is in discussions with NWL CCGs re. developing the WSIC dashboard as a tool for understanding projected need.
- Explore improved data logging and tracking systems across health, social care and education.
- Discussions with IT systems specialists as to how to support SENARS to improve the data quality on an on-going basis
- SENARS aim to establish a data/finance position and appoint to the role from September 2019
- Provide clear guidance around more accurate coding of SEND categories by schools to enable the LA to have a true picture of SEND need. (This is particularly evident for CYP with SLCN as their primary need, where this may be recorded as SEBD.)

Service Development / Review

- Review and structure the EPS offer in Early Years' settings through an extended SLA or a core offer of EP Support Attendance of social care professionals at weekly SENARS panels
- The Local Area is considering whether the streamlining of panels would be more efficient without loss of effectiveness; such as combining the CYAD Panel and Transition Panel.
- Ensure the efficient processing of annual reviews in SENARS so that delays are minimal. Outcomes and response to schools' requests for support will be part of the 'SEND conversation'.
- Clarify the Travel Assistance Policy by continuing to work with parents to manage parental expectation of what should be provided in the current context. Further improve processes which ensure that transport access is part of the early conversation.
- Early Help Support Services - There is a need to continue to embed the Family Led Needs Analysis / Youth Led Needs Analysis

process throughout all teams across the borough ensuring widespread use and understanding of how to access Early Help Services.

Co-production / Joint working

- Continuing the co-production approach, review the suite of documents for the EHCP process including the EHCP/annual review templates and guidance documents support consistency and quality of approach from drafting up an EHCP to an annual review
- Work towards a greater multi professional approach to ensure a smoother transition between education, health and social care services including supporting parents to understand different systems (discussion about what is possible to manage expectations.)
- Harrow Mencap to continue to work alongside CYP, parents/carers to identify gaps in need, expanding existing services and consider developing additional services, especially for post 19 with complex needs
- Harrow Mencap to continue to engage clients to identify their social care needs and develop methods to address those needs.
- The Harrow CAMHS Learning Disability Team to work more closely with Health Visitors and the Early Intervention Educational Psychologists to discuss pathways and joint working opportunities
- Health staff to enable CYP and families to work more closely with the family GP.
- Early Support - Further engagement with the wider partnership related to youth is required to agree an overarching Youth Engagement Strategy for the borough with aims and objectives to engage young people and develop a comprehensive youth service offer.
- Develop support and signposting mechanisms to support families at points of diagnosis/transition.

Training

- Continue to work with SENCOs and upskill staff to reinforce expectations of schools for quality first teaching for all pupils – audit need
- Provide training for community nursing teams on SEND processes and advice for EHCP
- Explore ways to further support more settings to be inclusive of for 2 year olds with specific needs

A.2 Appropriate monitoring arrangements to ensure assessment information remains up to date

Strengths

- EHC plans are reviewed on an annual basis. Guidance has been provided on how to undertake an effective review. Person-centered reviews are now well-established within the special schools. The SENARS team writes to schools to inform them when reviews are due.
- Additionally, assessment information is reviewed through the Education Psychology Service (EPS) annual meetings with schools and in Planning and Review Meetings termly.
- The VS attends the annual review meetings for CLA; PEP targets are aligned to the child's EHCP
- EPs have termly Planning and Review Meetings with 53 mainstream schools (or twice a year in settings with low SEND/no SLA). In the 4 special schools, in Harrow College, in Helix/Jubilee, and in Hillview/Herga/Chatter Tots. Children of concern are discussed, and schools and settings are supported to consider how best to meet the child's needs (including, but not solely EP involvement i.e. EPs assist their thinking as well as planning EPS involvement)
- Educational psychologists use their termly planning and review meetings with schools to ensure an up-to-date picture of the needs across the school. Reports and psychological advice have a greater focus on outcomes and co-production.

- SENARS have termly meetings with the four special schools in the Local Area to monitor transition / phase transfers and complex issues.
- The Divisional Director Education Services meets with the special school headteachers each term.
- Children in need plans are reviewed at least six-monthly to ensure they continue to reflect needs and that progress is being made towards outcomes.
- In Planning and Review meetings, the progress of children and young people with EHCs are reviewed, and the EPS prioritises involvement around children with EHCs where there is a significant change in need / view that the child's needs are not being met within the current provision, and/or forthcoming transfer to a new school. This leads to some 'Core' reassessment work with children with EHC Plans.
- The Virtual School for Children Looked After (CLA) monitors attainment and progress data for all children in care. The Virtual School receives Personal Education Plan (PEP) reviews which are monitored and quality assured.
- Pupil Premium is effectively targeted to meet the needs of children in the care of the LA by tracking and monitoring their key indicators of success and providing additional tuition and support where required.
- All reviews from out of borough settings, and residential placements where we retain educational responsibility, are monitored and responded to through the Annual Review process. LA Officers make attendance at reviews in out of borough residential schools a priority.
- Appropriate monitoring ensures assessment information remains up to date, for individual children receiving SEN support as well as for children with an EHCP. EHCP are subject to senior management sampling of plans to check compliance with the requirements of the Code of Practice, quality of content in relation to accuracy of assessment, whether provision is aligned to meeting needs and achieving outcomes
- Early Years Moderation /monitoring of provision are triangulated and robust. Members of the early years' team visit schools and PVI settings regularly to ensure as soon as need is identified, that intervention can be appropriately targeted in PVIs.
- All CYP accessing medical & therapy services are subject to regular review of their progress with written reports provided to parents and other professional involved.
- The Harrow CAMHS Learning Disability Team ensure in depth assessments matched to intervention are completed through joint setting of goals with the family to ensure support is focused upon their goals/needs at that time.
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Areas for Improvement

- Continue to support the monitoring, evaluation and analysis of progress and outcomes for children and young people on SEN Support to inform practice and advice
- Review the quality and effectiveness of the annual review process across pre-schools, schools and colleges
- Roll out a new training programme for pre-schools and colleges in relation to the new guidance and templates with particular emphasis on pupil/student voice
- SENARS to provide termly data to all settings on EHCP needs assessment and annual reviews to be held in the following term
- SENARS to re-offer training to social care services on the SEN graduated approach
- There is scope for improvement in how young people are encouraged to attend and participate in their annual reviews and encouraged to actively engage in setting their Preparation for Adulthood outcomes.

A.3 The effectiveness of routine assessment of educational attainment and progress, including the application of national assessment arrangements

Strengths

- See A.12, C.1 and C.2
- Harrow special schools are engaged in on-going work with school in Brent and Hertfordshire to develop, apply and moderate effective assessment tools to record small steps of progress for pupils who have complex needs
- Harrow Virtual School (HVS) monitors the social and emotional well-being of students via the Strengths and Difficulties Questionnaire (SDQs) which is embedded within the e-PEP. The data is triangulated with the carer and pupil, the CLA Health Team, Independent Reviewing Officer (IRO) Health lead, Social Care Managers and the VS Clinical Psychologist. Students with high (above 17) SDQ scores have appropriate interventions in place. These are reviewed at the termly Education and Health CLA monitoring meetings. 36% of students with SDQ scores above 17 have an EHCP.
- Through the work of the Harrow Education Partnership Board (HEPB) schools have retained a strong school to school support process for improvement and provided an offer of school improvement advisers. In some cases these come from local schools, trained by an experienced out of borough team. School improvement continues to have a focus on better outcomes for all children with SEND and disadvantage.
- The Harrow School Standards and Effectiveness Team undertakes a desk top annual school analysis for all schools in the Local Area which identifies any causes for concern. The HSSE will offer a level of support to all school as appropriate.

Areas for Improvement

- Continue to increase understanding across all services of the local support available through the graduated approach, the process of EHC needs assessments and thresholds for specialist provision.
- To focus on Priority 1 of the SEND Strategy through which there is a focus on inclusion to ensure that CYP wherever possible effectively have their needs met in mainstream and in more cases, locally in mainstream or special
- Continue to work with settings to increase the knowledge and understanding of YP about their EHCP what it means and how it informs planning for their education and outcomes.
- Continue to support all members of the SEN team to attend training to help them manage difficult conversations and manage conflict
- Mencap to work creatively to overcome specific challenges due to financial restrictions with families' funding; continue to develop Families Connect and apply for funding as appropriate
- The Harrow CAMHS Learning Disability Team need to provide further training/ joint working with school nursing/ midwives about the team and its offer; continue to build upon relations with educational psychology and Portage to aid early identification of children who could benefit from services.
- To develop a pan disability youth participation forum to capture the youth voice and ensure all children and young people can take part

in key decision making process which is also representative of all BAME communities.

- CLA placed outside of Harrow can have longer waiting times for their EHCP to be initiated.
- Harrow Virtual School (HVS) to continue to review the impact of multiple placement and school moves on pupils with identified SEND
- Early Years team to continue to supporting partnership working, co-commissioning and sharing of resources to build the capacity of individual settings, schools and clusters of provision

A.4 How social care needs of children and young people are identified and assessed

Strengths

- **The Social care needs of children and young people are suitably identified and assessed because by the** Children and Young Adults with Disabilities service (CYAD 0-25 service). There are good working links at an individual child & family level between clinical staff and CYAD. The HCCHS are aware of referral pathways to social care, completing referrals and share appropriate information as required through the Harrow MASH. This results in multi professional meetings to ensure CYP and families being supported appropriately. Within the Children in Need Service (CIN) there is good multi-agency delivery for children subject to EHCP.
- The majority of support provided by the Children and Young Adults with Disabilities (CYAD) service is directed to children of school age. However, pre-school referrals (where the child has an assessed developmental delay) will be considered on a case by case basis, in consultation with the relevant multiagency professionals. This will be particularly important for children who have not been formally diagnosed, where, as for all referrals, the Multi Agency Safeguarding (MASH) service will process and screen any requests for children's services to make a judgement about the appropriateness of passing the referral to the CYAD service.
- The education lead in the MASH team and the Local Authority Designated Officer (LADO) works closely with education providers and are readily available for advice. Clear systems and processes are in place to enable settings and schools to make any necessary referrals to social care.
- There is access to a Learning Disability (LD) Child and Adolescent Mental Health Service (CAMHS) social worker within the service who offers therapeutic social work (SW) support to disabled children and their families. This supports the NHS England's Transforming Care agenda with the post based in CYADS and funded by the CCG. Since September 2017 when the LD CAMHS SW post began the team have successfully diverted children from crisis and Accident and Emergency (A&E) admission and helped them remain at home with their families.
- A crisis response pathway has also been piloted jointly with the CCG and as part of this the CYAD service is able to provide a more rapid and joined up approach to escalations of behaviour and difficulty in the home avoiding breakdown of care. This is having a positive impact, and feedback from families has been overwhelmingly positive.
- There is a strong working relationship between Education Services (including SEN services) and CYAD, supported by the decision in 2004 to co-locate services. CYAD have access to SENARS files in SharePoint.
- The Harrow CAMHS Learning Disability Team work closely with social care as part of the holistic assessment process facilitating a coordinated approach through joint appointments
- Harrow Mencap deliver various workshops around a young person's Social Care Needs to raise awareness and early identification including Emotional Wellbeing, Sex and Relationships, Safeguarding and Bullying.

- Children who are Electively Home Educated (EHE), where known, are assessed in relation to any need as appropriate in conjunction with the MASH and advised of support if an SEND is a possibility. The parents of children already known to SENARS and the EHE are regularly contacted by those services and advised appropriately.
- Harrow's School Nursing service have written to every family that has told the LA they are home educating their child with health information and contact details for the school nursing service if they have any concerns.
- In relation to the Post 16 ASD Pathway, a meeting was held with parents in May 2019 at Cedars Youth Centre to gather parental views on transition.

Areas for Improvement

- The Short breaks teams are exploring the possibility of utilizing **MyCommunity e-purse**, a technology for personalization and direct payments, to provide an even wider choice of providers that families can access with a direct payment and enhance the process for those with a commissioned service by utilizing providers on the framework.
- Enhanced Home care for Complex needs work stream will support families with complex needs & will avoid crisis and family breakdown. Commissioners will be working on developing a short and long term plan for enhanced home care
- HPF to develop the relationship with SENCOS, reach and represent more parents with children and young people in mainstream settings.
- Evidence of health and social care involvement is not always fully reflected in EHC plans even though needs are reviewed.
- Social Care - to strengthen processes of co-production. We have a clear process for gathering information as part of new requests but need to fine tune the process for capturing social care information following annual reviews.
- Enable a social worker role to be based between CAMHS and CYADS to develop and co-ordinate liaison between services
- Build and increase confidence of non-specialist Early Help Teams and Social Care Teams.
- Follow advice from the Council for Disabled Children regarding a proportionate approach to assessing needs as it opens the door to others working with parents and young people to identify needs and what can be done to address them through signposting to organisations that may help (local and national), information services, universal services and targeted services (e.g. sensory support teachers may be better placed than social care services to advise parents on how they can support their child's development needs).
- Review the offer from School Nursing for EHE pupils for academic year 2019-20.

A.5 The effectiveness of the use of information from early health checks and health screening programmes

Strengths

- The Harrow Community Child Health Services (HCCHS) work with the Neonatal unit at Northwich Park Hospital to ensure transition and access for neonates with disabilities to community health services. Therapy staff-run a joint 'at risk' clinic for neonates who are at risk of developmental difficulties or disability referring on to community health services as appropriate. This work continues to inform strategic planning.
- Effective screening processes are in place to identify need in new-born infants.
- The performance for the Health Visiting New Birth Visit is good.
- The Health Visiting team visit at home all infants who transfer in to Harrow who are under the age of 12 months, as well as those

classified as vulnerable (which includes those who have an SEND) and those not previously seen by a health visiting service.

- The new model for integrated 2 year checks will see more regular contact between the health visiting service and PVIs.
- Under the new Health Visiting contract there will be a new 3.5 year health check in order to improve school readiness and help pick up children whose SEN may have emerged later. This was started for targeted children in January 2019. (Targeted includes children who have developmental delay, medical conditions or learning difficulties and that the service knows about.) It is intended to roll it out universally.
- Professionals respond well to identified need and offer appropriate early support. Where children are identified as having a disability / developmental concerns likely to lead to significant SEN these are notified to services so they are aware of the needs of pre-school children with significant SEN so can support early intervention.
- The school nursing element of the 0-19 service has started vision screening for Reception age pupils in January 2019. 2,500 vision screenings have been completed (as at June 2019) of which 388 were referred to opticians for general vision check. An additional 54 have been advised to attend an optician for review prior to referral to Moorfields.
- Under the new 0-19 Health Visiting (HV) and School Nursing contract, additional checks on 4 month old babies and 3.5 – 4.5 year old children not in early years' settings will be added, in order to have contact with vulnerable groups and ensure they are ready for school (as set out above the 3.5 year check is already being delivered to targeted families which includes children with an identified SEND).
- The Children Sensory Team (CST) have a 48 hour response throughout the year for New Born Screening (Hearing Impairment) and a 5 day response for all other (VI, HI, MSI) referrals term time only. CST also triggers EHCP assessments through early identification which involves working closely with Health, Education Services, Social care and parents.

Areas for Improvement

- Ensure the consistency of information sharing from the health services in referrals to the EY service and explore consistency regarding implementation of pathways
- Further develop the health visiting antenatal offer.
- The health visiting service to continue the performance improvement trajectory for the mandated checks.
- Improve information sharing between SENARS to health visiting. (Currently with data protection colleagues.)

A.6 Performance towards meeting expected timescales for EHC needs assessments, including for conversion of existing statements of special educational needs to EHC plans

Strengths

- **Education Health Care Plan (EHCP) completion and transfer is timely** as the proportion of pupils with SEND in Harrow receive new EHCPs within 20 weeks, which is above the outer London borough average performance (see Performance Q4 report).
- Harrow has made excellent progress in transferring Statements of SEND to EHCPs by achieving a rate of 99.2%, performing better than the outer London borough average and that of statistical neighbours and England's averages. As discussed with the DfE advisor in January 2018 who placed Harrow well into the top quartile of performance of London LAs on this measure. All (with the exception of 2 statements) had been converted by the time of the 31 March 2018 deadline. This positive picture was confirmed by the DfE Adviser visit in

February 2019.

- There has been a re-fresh of the suite of documents supporting the EHCP process
- Overall, timescales in Harrow are either in line with or slightly lower than national averages demonstrating that the Harrow Local Area is identifying additional support needs and formalizing these into SEND Support Plans (in schools) or EHCPs in a timely manner.
- Performance on the 20 week timescales for 2018 is likely to be slight improvement on the 2017 figures
- Thursday Panel is a Plan, Provision and Placement Panel (PPP) organised by SENARS at which the DCO attends. All drafts are presented at this panel for QA purposes.
- ARs are processed by casework officers in pairs. Complex cases go to seniors who carry out fortnightly supervision and if particular issues regarding placement funding these go to the weekly Wednesday/Thursday panels.
- SENCO Forum- Training has been delivered to SENCOS on completing the annual reviews and exploring how best to capture the pupil voice. Training is provided on an annual basis.
- Training has been provided and is on offer to all social care teams on the EHCP statutory process explaining duties and responsibilities
- The Designated Clinical Officer (DCO) is part of the multi-agency panel and this has been helpful in addressing any quality issues with contributions from health providers
- There is evidence of good contributions from therapy services that enable the identification of health needs, outcomes and provision. However, there are issues over waiting times for neurodevelopmental assessments and mental health assessments.
- All statement/EHCP transfers have been completed
- For children transferring to schools all EHCPs are reviewed by the February deadline.
- Harrow has experienced considerable growth in the demand for and number of EHCPs. The growth in EHCPs has been in line with the growth nationally and for outer London. The number of requests for EHC assessments per 1,000 of the 2-18 population has been below national averages which would suggest that the thresholds between SEND support and statutory assessments has been maintained. The main areas of growth have been early years and post 16 / post 19 but also some growth in EHCPs for school aged children.
- There is a single point of notification of EHCP assessment to Harrow Community Child Health Services (HCCHS). The service monitors response times and reports these to commissioners. Annual audits monitoring timeliness of availability of medical advice for EHCP, has reported 98% reports are being sent on time. Additionally the service routinely records receipt of draft EHCPs and final EHCP documents. There are clear guidelines and processes for therapy and medical staff regarding the completion and content of EHCP advice.
- Systematic tracking, monitoring and reporting of timescales is in place, including analysis for the reasons any fall outside the required timescale.

Areas for Improvement

- Work on pathways to improve social care and health input into EHCP.
- For young people who started Further Education (FE) in September 2018 it was not possible to meet the statutory timescale of naming placement by end of March 2018 as there were a significant number of cases of young people (parents) unsure about the preferred establishment and /or preferred programme of study.

A.7 The timing of assessments in preparation for a child or young person's move from one provider to another, or into adult services

Strengths

- Timing is effective because agencies monitor the transition of CYP at key points in their education e.g. entry to school, transition between primary and secondary schools, transition into FE or adult services and support CYP and families as needed
- In the past, the differing timescales of providers has made it difficult for special schools to support smooth transition. Placing children and young adults with disabilities into an all-through social care department (CYADS) is beginning to have a positive impact.
- SENARS is responsible for the phase transfer of R5, Primary to High and YP moving into FE so is focussing on transition for all CYP with SEND through building on a range of tasks to enable CYP to successfully prepare for phase transfer and transition to adulthood
- SENARS has linked officers for all colleges and although it is not possible due to capacity to attend all reviews, where there are issues SENARS will prioritize attendance.
- Regular funding and commissioning meetings are held with the colleges and Head of SENARS at least twice a year to ensure smooth transition for learners and transparency of provision and funding.
- The new EYFS transition document provides vital information that can lead to early identification of needs and thus early intervention.
- Secondary schools enable transition through processes that engage pupils on SEN support.
- Transition links with Shaftesbury and Kingsley schools. College staff attend transition reviews for all Kingsley students and Harrow College staff know most of the students from Shaftesbury due to the link college programme
- For children with EHCP, the HCCHS completes transition assessment information and shares this with the Local Authority, providers out of area, relevant agencies within timescales requested. Where appropriate YP have specialist transition clinics and transition passports. Transitions pathways for YP with disabilities are clear so services to support transition to adulthood are accessible.
- Harrow Educational Psychology Service / Portage Home Visiting Service/ Advisory teachers for Autism Spectrum (ASD) have frequent contact with local preschool settings, schools and colleges. They are also accessible by phone and email and respond quickly to the initial enquiry. The nature of follow up responses will vary with the need.
- The CYAD offers bespoke packages of training for parents whose children have complex needs this is heightened at transition points (commissioned with Centre for ADHD & Autism service, Harrow Association for Disabled People and Harrow Mencap including advocacy).
- The CYAD 0-25 service aims to achieve a 'no gap' in provision through transition from children to adult services and this also extends to carers. Carers of young disabled adults should therefore have their social care needs assessed in advance of their child reaching 18 years.
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- College staff are invited to transition EHCP reviews and also to an additional leavers' conference in Kingsley High School. The college staff know most pupils from Shaftesbury and Kingsley due to the college link programme.
- The service supporting the child or young person will be best placed to also complete the parent carer and carer social care assessments.
- CYAD since 2016 has been an all-age service which is able to bridge these transitions for children with disabilities more efficiently and effectively.

Areas for Improvement

- Transition at pre-school level – the planning mechanism at this level remains informal – these could be more formally monitored in order to enable better planning for CYP
- Further improve transition to adulthood by: developing a greater understanding across the local area that preparing for adulthood starts early and should be central to aspirational outcomes set when a child is in Year 9; support GP's to actively engage with transition processes.
- Transition at key points: ensure that attendance at key meetings by professionals is a priority for all services so CYP are supported through a multi-agency approach.
- Ensure all professionals and providers understand the assessment and commissioning for post 16 placements.
- To further develop the EPS offer to colleges.
- Joint commissioning in making preparations for SALT/OT and Physio for students Post 18
- Develop transition pathways with social care following on from college courses
- Working with Harrow College to develop a 5 day offer education/social care
- Continue to work with post 16 providers to further develop the capacity of college to meet the needs of the most complex in accordance with the SEND strategy.

A.8 How school census data is used to identify possible inconsistencies in identification of needs.

Strengths

- Schools census data is extensively analysed and used to identify areas for development.
- The data is also used to inform reports and make presentations to stakeholders.
- The data sets are detailed and explore almost every aspect of performance for CYP with SEND. These datasets (The School Profile) is shared across educational settings 5-25; the NHS and CCG and the HPF so that all partners can use the data to evaluate their effectiveness and set objectives. This performance data and data on the SEND cohort from the school census are shared annually. This data helps to identify areas of achievement and of challenge and informs the priorities of the Local Area.
- The Early Years' services are increasing their gathering of SEND data in childminding and PVI settings and using that to inform the allocation of the SEND Inclusion Funding and, together with the Childcare Sufficiency Assessment (CSA) to identify future priorities and geographical areas to target.
- Children and young people identified with SEN data is used by the Education Services and the Harrow Education Partnership Board (HEPB) to inform discussions with schools and any anomalies explored.
- School SEN census data is shared with the Portfolio Holder for Children and Young People, the Shadow Portfolio Holder, across the Peoples Directorate, with the CCG and NHS and with the HPF to support their work with schools and to enable to Local Area to be held to account for its work on behalf of children and young people with SEND.
- Data analyses linked to the SEND Strategy have helped to identify projected placement short-falls and enabled the LA to provide evidence

in seeking funding for new provision.

Areas for Improvement

- Improve the way in which schools census data in relation to SEND is made explicit in reporting and planning so that the reasons for change are clearer in some areas.

Quality of identification - Evidence of how information is used for:

A.9 Establishing a baseline for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs

Strengths

- Therapy advice states baseline levels of ability and the resources required to support these needs. Advice also defines clear short-term and long-term outcomes. Additionally, therapy staff link with education staff to monitor progress and review outcomes.
- Medical health needs and the monitoring of specific medical conditions are documented as teams/hospitals are responsible for providing the care listed. This is shared with parents and relevant professionals
- The PEPs that are in place for CLA are routinely monitored by the Virtual School to ensure they are suitably aspirational and focus on relevant outcomes with input from the school, social worker and other agencies.

Areas for Improvement

A.10 Informing joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people

Strengths

- The LA and CCG are joint members of the following executive boards: Health and Well-Being Executive; Joint Commissioning Executive, Safeguarding Children's and Safeguarding Adults Boards and the Emotional Well-Being Board (Mental Health) and on the operational Tripartite Panel and Residential and College Panel. The Leader of Harrow Council, Chief Executive Officer and the Corporate Director of Children's Services meet regularly with the Chair of the Clinical Commissioning Group.
- The CYP and Vulnerable Adults Commissioning Executive Board is well established, and the "whole life journey" approach taken from the Health and Wellbeing Board has proved productive in identifying the joint commissioning priorities relevant to the lives of CYP. This multi-agency commissioning group is clear and well-focused and synergies with the CCG, public health and schools have proved productive.
- The CCG and LA signed an umbrella section 75 agreement in 2016 which provides a framework for joint commissioning and a clear

funding mechanism for LA and school contributions.

- Most notably, CYP have been fully involved in the design of service specifications for example, school nursing services, sexual health services, short breaks and Harrow Horizons which provides support for additional mental health services for those who are not eligible for CAMHs. The additional provision caters for and benefits many children and young people in mainstream settings who otherwise would continue to exhibit mental health issues and challenging behaviours. Families affected also benefit from having their young person supported in this way.
- There have been systemic improvements in the use of data to re-commission services, producing clearer outcomes and monitoring of services through contract management, for example, People Services Directorate (PSD) has an established integrated structure and realignments of Commissioning and Children and Young Adults with Disabilities Service (CYADS) is now fully embedded. Recent alignments of Public Health within PSD have been implemented smoothly and efficiently and re-commissioned services will successfully target vulnerable children through school nurse and health visitor (HV) provision
- LA and CCG Leaders and managers meet regularly, share information and jointly commission services including Speech and Language Therapy (SLT), Youth Offending Teams (YOT) Child and Mental Health Services (CAMHS). This enables more effective joint commissioning and integration of services. There is an emerging performance and outcomes culture; this is promoted across the Local Area by the support and challenge of the SEND working Group.
- Strong strategic commitment across the Local Area partners to person centred approaches and cohesive, collaborative working at both Locality and Strategic level.
- Harrow LA and CCG have set up a Dynamic Register to avoid unnecessary family breakdown and or hospital admission. The multidisciplinary team review outcomes and actions to manage complex and out of hospital cases. The register identifies and supports young people in transition into adulthood services. The Dynamic Register (DR) is a central point for sharing and recording information that monitors whether an individual with a moderate to severe Learning Disability and/or Autism is at risk of family crisis and/or hospital admission. It enables regular desktop review by a multi-disciplinary team to evaluate an individual's needs, support and contingency plans, risk assessing and increasing input and resources if necessary. The aim is to find alternatives to A&E presentations, prevent unnecessary admission to Tier 4 inpatient services by assisting Children and young people and their families in crisis to remain in the community, wherever it is safe to do so. Meeting monthly the group reviews each case to ensure individual care planning for all those on the register who may be at risk of hospital admission, to mitigate that risk. The young people are ragged in terms of risk and vulnerability.
- The TCP / Dynamic Register Group (CCG, CNWL, LA) aims to delivery the Transforming Care Partnership Programme, as defined within the local Harrow TCP Programme, to provide a clear, transparent and robust process for decision making regarding Harrow Children/Adults; to make decisions on assessed need and based on best available evidence and NICE Guidance and to establish and promote good practice and decision making across learning disability placement and treatment processes.
- Person centred Care, Education and Treatment Reviews (CETRs) ensure that the individual's wishes along with those of their family, carers and advocates are carefully considered and planned for, with the benefit of challenge and support from an independent clinician and an independent expert by experience.
- Strategic planning for SEND services at a population level is now beginning to be better informed with real time use of needs and outcome data. A reporting suite is being developed with potential for use within individual teams, services and/or schools to inform capacity and service planning.

- Analysis of school census data has been used to inform the strategic development of educational provision for young people with SEND. For example, there is good specialist provision for young people with autism. Emerging needs were promptly identified leading to development of enhanced services at two special schools.
- Strengthened partnership integration and implemented innovative practice projects resulting in comprehensive reach covering all levels of need, for example:
 - the Learning Disability and Autism Joint Strategy 2016-2020 and implementation plan is effective and focuses on agreed pathways, employment opportunities, accommodation, promoting independence and promoting wellbeing
 - the Specialist Learning Disability service which includes the 0-25 CYAD team, is underpinned by the community resilience model which is defined as *'empowering citizens to maintain their well-being and independence, strengthening support networks within their families and communities; enabling them to be stronger, healthier, more resilient and less reliant on formal social care services.'*
- HCCHS share information around needs of CYP accessing Harrow services routinely with commissioners to contribute to their strategic understanding and planning
- SALT provision continues to be jointly commissioned by LA & CCG so children and young people aged 0-25 are identified and receive an intervention within the most appropriate setting. Those with complex needs (including health needs) are met through a coordinated approach.
- Two workshops led by independent professionals, including a speech and language therapist, from the Council for Disabled Children were held with representatives from the SALT provider, Education, Health, Parents and voluntary organisations to develop a Harrow whole systems approach to speech, language and communication.
- The Occupational Therapy (OT) and Physiotherapy specification was reviewed and finalized May 2018 (to be signed off) taking account of the views of partners. This service is being delivered by the London North West University Healthcare NHS Trust (LNWUHT) and demonstrates joint working with the provider, CCG and LA to ensure children receive equipment in a timely way.
- The LA and CCG are currently reviewing the commissioning of education related OT and developing clear pathways.
- NHS England funds a full time Youth Justice Liaison and diversion worker in Harrow's YOT which enables vulnerable young people to be screened whilst at the police station. A dedicated worker completes screenings around emotional and physical health, alongside other factors, and supports young people to access services
- The CCG also jointly commissions a CAMHS YOT worker two days per week. This role provides professional guidance to YOT staff and direct services, including assessments and treatment
- The Emergency Response Pathway for Children and Young People Presenting in a Crisis with a Learning Disability or Neuro-Developmental Disorder has been tested. Identified gaps have been addressed with a Dynamic Register (DR) in place led by a multi-disciplinary group impacting on a reduction in high cost placements and avoiding unnecessary hospital admissions
- Tripartite panel – Health, social care and education panel which examines joint planning and funding for children with complex needs which meet the continuing health care criteria.
- Public Health provide support to all schools to complete the Healthy Schools London (HSL) award. All special schools have engaged with the award and have the Bronze award and Woodlands achieved Gold this year. Public Health will also aim to support the other special schools move to Silver and Gold this year.
- Public Health support Early Years and nursery providers with the Healthy Early Years London award (0-5's) supporting settings in the

following domains:

- Public Health dieticians carried out a school lunch audit – Woodlands Special School
- In response to the data re. poor oral health in Harrow, Public Health put together a bespoke training programme for schools, health visitors, school nurses, nurseries and PVI's which included specific reference to how CYP with SEND can be supported
- The Child Poverty Strategy makes reference to supporting children with SEND.

Areas for Improvement

- Outcome by 2020 to improve Emotional Health & Wellbeing of CYP, including children with Special Educational Needs & Disabilities (SEND). There are commitments to: (i) continue to deliver the Harrow Future in Mind Transformation Plan; (ii) embed the CYP Eating Disorder Service; (iii) plan for the implementation of the Mental Health Support in Schools Green Paper; (iv) deliver the CAMHS Out-of-Hours and Crisis service in line with the NWL Transformation plan; (v) collaboration with adult CCG commissioners, develop and embed an integrated ASD & Attention Deficit Hyperactivity Disorder (ADHD) pathway (with paediatric and CAMHS input); (vi) Deliver the CYP elements of the Transforming Care Plan (TCP); (vii) Integrate CAMHS LD, social care and paediatric provision
- Through the joint Learning Disability and Autism Joint Strategy 2016-2020 continue to: - improve employment, training and education opportunities; - integrate citizens into community provision and services; - promote independence; - monitor and review pathways; - improve access to specialist LD and ASD services; - consider supporting living accommodation options are available for people with LD and Autism locally to support people to move through services as their needs change
- In response to growing demand, there are ongoing discussions with commissioners regarding CYP with SLCN including those in the youth justice system and those with ASD. Shortfalls in SLT provision and Clinical psychology support have been highlighted – the LA is working to find a solution
- The needs of CYP 19-25 years need to be further addressed and require further engagement of adult health providers and commissioners to ensure appropriate support is provided
- The Education Psychology Team to continue to forging links with local colleges
- To further develop work with the Virtual School through service level agreements particularly focusing on children and young people who do not have an EHC plan.
- HVS - to further embed work with other LA Admission and SEN services to avoid unnecessary delay or drift in securing a school for children living outside Harrow
- Public Health is in discussions with the coroner's office to obtain more granular data on suicides in Harrow – including whether the person had SEND.

A.11 Informing planning for effective teaching and other education, health and social care support or therapy

Strengths

- Harrow's EHCP Panel is well-established and meets every week, making decisions on applications for EHCPs. It is comprised of multi-agency decision makers, including Harrow's Designated Clinical Officer (DCO) who provides oversight and CCG sign-off for EHCPs. A

well-established tripartite panel, chaired by the Corporate Director of People Services, has oversight of joint funding arrangements between health and social care for children with highly complex needs. To help ensure early identification of young people with complex needs who will transition to adult services, the panel includes CCG, LA, Continuing Health Care, SENARS and the DCO.

- A Residential and College Panel consists of SENARS, CYAD social workers, social care and CCG representatives and is chaired by the Divisional Director for Education Services.
- For pupils in receipt of SEN support, schools use outcome measures to monitor the effectiveness of interventions, they work in partnership with parents and education providers to establish CYP's strengths, needs and areas for improvement and agree any further support required to meet these. These contribute to the assessment of the CYP's educational attainment. Specific medical health related safety advice is documented to ensure the safety of CYP in schools, including emergency health care plans for epilepsy, allergy and anaphylaxis.
- Where pupils are working below NC expectations at either SEN Support or EHCP, there is collaborative work between our special schools and mainstream settings to offer process that identify progress and next steps (Woodlands Growth Model). Shared practice and training is/has been a standing item at SENCO Forum.
- Routine audits of school and parental views of HCCHS service involvement are completed and shared with commissioners to inform future commissioning priorities HCCHS also provide evidence around numbers and reasons for discharge from the service. The service reports key performance indicators as agreed with commissioners on a monthly basis.
- The Harrow CAMHS Learning Disability Team enable effective teaching by providing additional training for a range of teams including: Paediatrician registrars, Schools, A&E, Third sector, Psychiatrist Specialist Registrar, Forensic YOT teams as well as liaising with professional teaching bodies
- The Education Psychology Service, through a service level agreement, offer training to schools on a variety of topics including psychological methods such as solution focused work. All training is evaluated and feedback shows it is consistently of a high and well-regarded standard.

Areas for Improvement

- Ensure that information from health and social care colleagues is consistently incorporated into all EHCPs and is securely outcome focused with targets that are SMART and which are set by health and care professionals
- Continue to develop and embed the language and understanding of SEN Support in partnership with settings to enable parents and carers to be well informed and to further increase engagement
- More rigorous care plan is cited on the EHC plan.

A.12 Evaluating the effectiveness of the teaching and other education, health and social care support or therapy provided

Strengths

- Children and Young People with SEND in Harrow schools and colleges achieve well overall. The full picture may be found in the yearly SEND Profile analysis (and 'At a Glance' summaries and appendices) carried out by the LA and shared with partners and in national data sets. The attendance of children and young people with SEND at school is good and relatively few days are lost for fixed term exclusion. Few young people with SEND at NEET at the end of the formal schooling. In summary here;

- The proportions of pupils on SEN Support in schools in the Early Years who attained a Good Learning Development (GLD) outcome and reached expected standards in all Early Learning Goals (ELGs) has increased (in both aspects) each year from 2013 to 2018 and are now above statistical neighbour and national averages.
- By the end of Key Stage 1 the percentage of Harrow's pupils with SEN Support reaching the expected standard in Reading increased from 35% in 2016 to 40% in 2018, with the latter being above the national result of 33% but below the statistical neighbour average of 43%. The results for writing increased from 27% in 2016 to 32% in 2018, a slight dip from 33% in 2017, but significantly above the 2018 national result of 25% and in-line with the statistical neighbour average of 32%. Harrow's SEN Support pupil's maths results increased from 37% in 2016 to 40% in 2018, a dip from 45% in 2017, but well above the national result of 36% but below the statistical neighbour average of 46%. Pupils with a Statement or EHCP reaching the expected standard is more of a mixed picture, however the results have increased consistently in four subjects from 2017 to 2018, whilst remaining above the national results for every subject over this period. The results for Reading increased from 13% in 2016 to 16% in 2018, above the 2018 statistical neighbour average of 14% and the national average of 13%. The Writing result in 2018 increased to 12%, following a dip to 8% in 2017. Harrow's 2018 result is above both the statistical neighbour and national averages of 11% and 9% respectively. The results for Maths increased significantly from 10% in 2016 to 21% in 2018, significantly above both the 2018 statistical neighbour and national averages of 14% and 13% respectively.
- By the end of Key Stage 2 the percentage of Harrow's pupils with SEN Support reaching the expected standard in Reading, Writing and Maths increased from 17% in 2016, to 28% in 2017 but fell slightly to 27% in 2018. Harrow's 2018 result of 27% is below the statistical neighbour average of 29% but above the national result of 24%. The progress scores of Harrow's pupils with SEN Support were as follows: their reading test score decreased from 0.3 in 2017 to 0.1 in 2018, which is above the 2018 statistical neighbour average score of -0.3 and national score of -1.0; the writing TA score decreased from -1.2 in 2017 to -2.1 in 2018, which is lower than the 2018 statistical neighbour average score of -0.8 and national score of -1.8 and the maths test score increased from 0.0 in 2017 to 1.2 in 2018, which is significantly higher than both the 2018 statistical neighbour average score of 0.0 and national score of -1.0.
- Pupils with a Statement or EHCP decreased from 11% in 2016 to 9% in 2017 but increased significantly to 15% in 2018. Harrow's 2018 result of 15% is higher than both the statistical neighbour average of 12% and 9% nationally.
- The progress scores of Harrow's pupils with a Statement or EHCP are as follows: the reading test score fell from -4.3 in 2017 to -5.3, which is lower than the 2018 statistical neighbour average score of -2.7 and the national score of -3.8; the writing TA score fell from -3.7 in 2017 to -4.6 in 2018, which is also lower than both the 2018 statistical neighbour average score of -3.0 and national score of -4.1; the maths test score also dropped very slightly from -3.2 in 2017 to -3.3, however this is higher than the 2018 national score of -3.8 but lower than the statistical neighbour average score of -2.3.
- By the end of Key Stage 4 the average Attainment 8 score of Harrow's pupil's with SEN Support decreased from 35.2 in 2017 to 33.4 in 2018. Harrow's 2018 score is above both the statistical neighbour average score of 36.0 and national score of 32.2.
- Harrow's pupil's with SEN Support Progress 8 average score decreased from -0.11 in 2017 to -0.32 in 2018. Harrow's 2018 score is above the national score of -0.43 but below the statistical neighbour average score of -0.13.
- The average Attainment 8 score of Harrow's pupil's with a SEN Statement or EHCP fell from 18.5 in 2017 to 15.4 in 2018. Harrow's 2018 score is higher than the national score of 13.5 but lower than the statistical neighbour average score of 16.7.
- The average Progress 8 score of Harrow's pupil's with a SEN Statement or EHCP dropped from -0.71 in 2017 to -0.85 in 2018. Harrow's 2018 score is better than the national score of -1.09 but below the statistical neighbour average score of -0.81.
- Although fixed term exclusions are very low, permanent exclusion of students on SEN Support has risen but shows a marked decline in

2018-19 to date (31 May).

- Performance management information evidences that those subject to CP and safeguarding procedures meet all formal targets with good outcomes. The majority of the children are stepped down to a short breaks / CIN plan and are doing better with their families.
- Analysis, following on from a query at the Ofsted annual education conversation, does not indicate that 'off-rolling' from schools is a feature in the Local Area.
-

Areas for Improvement

- Strengthen the process for evaluating the effectiveness of Annual Reviews
- Continue to work with all partners, including through the strands of the SEND Strategy to reduce the incidence of permanent exclusion for children and young people on SEN Support or with a EHCP
- Work to develop skilled and trained workforce – SEND Strategy Strategic Priority 4

Evidence Section A: How effectively the local area identifies children and young people with SEND

SEND Strategy priorities 1, 2, 3 and 4; Early Years inclusion funding requests/decisions, portage referrals/panel meetings, CST early hearing screenings, TRIP panel minutes showing joined up approach pre EHCP; pupils accessing short breaks, Woodlands/Hillview place planning records showing placements identified before EHCP in place, special school referral lists; Parent/carer feedback, SEND Needs Assessment, Stakeholder Group minutes, Task & Finish group minutes, Strategic Board minutes; SEN Team database; Challenge Day reports; Virtual School monitoring documentation; Social Care record; EPS recording of termly planning; Commission for PVI providers in Early Support Hubs (this was undertaken jointly with Commissioners, early Support and Early Years); Panel agendas and minutes; leaflets and info on ASD pathway; CYAD and parents transition meetings; Weekly monitoring of plan completion, SEND Local Area Process Pathways.

5 Day offer work with College; **Draft** Transitions Protocol; SEND data included in the annual School Organisation Report to Harrow Cabinet; SEND Strategy, Interim SEND needs assessment (April 2016); ASD Adults Pathway, Key Performance Indicators SEND Reforms, SEND Tribunals data, short break consultation reports.; SALT workshops with CDC; Harrow SEND Data Profiles (Attainment, Progress and other indicators) and appendices; DfE national performance data sets; Intelligent London Report (April 2019); Ofsted Inspection Reports (Local Authority, schools and colleges);

Spring School Census Return 2014 to 2018;

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018> ,

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017> ,

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016> ,

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015> ,

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2014>;

B) How effectively the local area assesses and meets the needs of children and young people with SEND (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support)

B.1 Engagement and co-production with children and young people, and their parents and carers

How well the local area engages with children and young people in the identification, assessment and provision of their needs. How well children and young people understand their needs and how involved they are in setting targets for their own progress. The extent to which they have co-ownership of both the process and decisions that affect how their needs are met.

Strengths

- The Special Education Needs and Review Service (SENARS) works to provide challenge and support to schools and settings through visits to schools and SENCO Forums to ensure the voice of the CYP is captured and that they are actively involved in their annual reviews. The team have worked with the Education Psychology Service to develop guidance on gathering views of CYP with complex needs.
- Co-production in the early stages of EHCP development is effective. All parents get a call and a conversation and an offer of a visit. The take up of the visit offer is low.
- Significant SLA to schools (approx 625 commissioned days of EP time per academic year, across approx 50 settings). This is largely SEN Support level casework, and training. Assessment/consultation involved guidance on appropriate provision to meet needs.
- For EHC Needs Assessments, in nearly all cases EPs meet with children and young people to discuss their views, and with parent and staff together, to discuss outcomes for the child's EHC Needs Assessment (approx 200 Psychological Advice for EHC Needs Assessment completed per academic year); supporting the 'participation' element.
- The SENARS continues to work closely with parents/carers, children and young people through HPF on developing statutory documents, templates and guidance including the '*All About Me*' form designed to capture the voice of the child. The service manager attends all HPF meetings
- For children in O/B Residential schools and day independent schools SENARS and the EPS prioritize attendance at reviews.
- CST co-production in setting trends priorities 2017-2020 plan and record CYP views in running records and CST reports, involve parents in early years assessment and invite every parents to school age CYP each September. CST involves CYP in setting targets and pupils' views are involved in the assessment. CST encourages CYP to be self advocates in relationships to their needs.
- The majority of young people with SEND are educated in their local school. School satisfaction surveys record positive outcomes; children feel cared for and supported. Good pupil outcomes are evidence of this. CST provides support for transition into local schools from 0-25 services.
- Each CYP who accesses Harrow Mencap is required to complete a CYP registration form. This ensures that Harrow Mencap are able to offer care which is relevant and personalised to the young person, and best supports a client with their behavioural needs.
- The Virtual School ensures all pupils are encouraged to attend their PEP meeting. Pupils who are not able to communicate their wishes

and feelings verbally- are able to use other modes of communication e.g. writing, drawing or any other communication tool. This is shared in the Pupil Voice and Learning Targets sections of the e-PEP. Carer, parents, schools and social workers support pupils with this. PEP quality has risen from 90% to 95% (June 2019).

- Personalised budgets are offered and in place for some young people aged 16-25 to support their educational and social care provision. The LA continues to consider how such options can be developed for young people aged 5-16 in Education. There are limited options and demand for personalised budgets in education but they do feature as part of the offer and are used more at Post 19 and in travel. However, a small number of families receive personalised budgets for activities pre 19.
- Schools are required to demonstrate that they have undertaken a graduated approach before applying for an EHCP, through the comprehensive Guidance for the Co-ordinated Assessment of CYP with Educational, Health and Care Needs provided by the LA.
- The Harrow Special Educational Needs and Review Service (SENARS) are experienced and effective in coordinating the EHCP assessment process which includes contribution from a multi-disciplinary Panel, a Provision and Placement Panel, a monthly Residential Panel, the Tri-partite Panel and a Transforming Care Panel. Harrow's DCO provides oversight of the CCG involvement in the development of EHCPs.
- The CCG reviews outcomes for Child Looked After (CLA) via their initial health and review health assessments on a quarterly basis. As of December 2018 all targets were met for both initial health assessments and review health assessments. The CLA team have strong relationships with key partners including the Local Authority, social care teams, commissioners and the virtual school, and voluntary sector providers.
- The Children and Young Adults with Disabilities Service (CYAD) – is an important development for Harrow. From listening to the feedback from parents/carers and young people the former children's and adults disability teams joined into an all-age team in 2016. This was very well received by families as it helps to avoid the potential Post 18 transition difficulties that may arise. The CST also works closely with CYAD on school cases.
- Partners across education, health and social care work closely with the Harrow Parents Forum (HPF) ensure their involvement in strategic planning. Parents are represented on strategic boards and have contributed to: the SEND Strategy; SEND Transport Plan (Travel Assistance); SEND School Placement; SEND Reforms Parent Advisory Group; the Local Offer; Short Breaks Partnership Board; SEND Reforms Working Groups; Autism Spectrum Disorder (ASD) and learning disability (LD) Health and Social Care Focus Group; Local Area Inspection Working Group. The Forum has been represented by their members on procurement panels and provided a member of the interview panel for the appointment of the Children's Health Commissioner. Local Authority officers and the HPF attend the SENCO Forum and Officers attend the HPF Coffee Mornings. The HPF have also attended sessions in mainstream schools.
- The commissioning of the Short Breaks Framework for Children and young People aged 0 – 25 with Disabilities involved parents/carers and CYP with SEND in the development of activities so that they reflected needs, were fun and exciting whilst contributing to the outcomes within their care plans as well as providing support to build family resilience. There were approximately 20 young people and 120 parents/carers who were involved in the consultation.
- Children and young people are always involved in setting and reviewing targets for progress as far as is possible depending upon their age and capabilities. As an example, Harrow Mencap are proud of the outcomes and positive relations [as presented through this film \(Harrow Mencap\)](#)
- Through consultation, the Early Support team have created a new Early Help Assessment Tool - Family Led Needs Analysis and the Youth Led Needs Analysis which is used by all staff and partners designed to support analysis, clearly identify needs and lead to a co-

ordinated response within defined timescales. Staff plan and deliver enabling groups and, at times individual, interventions that build on family strengths, promote independence, and support them to recognise their own resourcefulness and resilience. This offers the best opportunity to achieve positive change and improved and sustainable outcomes.

Areas for Improvement

- Speech and Language Therapy Services which are jointly commissioned by the LA and CCG, are currently being reviewed in line with the whole system approach, to ensure universal and targeted services are robust in supporting low level speech and language needs. HPF have been an integral partner in this process to ensure that the voice of the parents/carers and children and young people is heard and considered.
- Improve the quality of social care advice by:
 - o Improving the form on which advice is requested in consultation with social care
 - o Developing a better system for updating social care advice in annual reviews as some EHCPs do not contain most current information
 - o Provide additional training to colleagues in social care on statutory process
- Explore if and how parents may have a role at statutory panels
- Explore with the HPF a role in anonymised EHCP quality assurance process
- Develop better processes for collating information from parental feedback forms in SENARS
- Explore with schools and parents better ways of increasing parental presence at the initial drafting meetings for EHCPs alongside SENARS caseworkers and linked EP
- Continue to support Early Years settings to improve the quality of their interventions and the recording of interventions so that whether practice is meeting needs this is explicit in referrals.
- Continue to support Early Years settings in understanding and delivering best practice in the commissioning of EP work.

B.2 How successfully parents and carers feel that the local area provides the necessary information and support to help them engage in assessing and meeting their children’s needs. The effectiveness of parent and carers’ involvement in the identification of needs, reviewing how well they understand their children’s needs and are involved in setting targets for progress.

Strengths

- The Local Area, Harrow Parent Forum (HPF) is and has been involved in a significant number of consultations and is an [active member of many SEND related groups](#). This can be seen through this link. This demonstrates the Local Area’s active commitment to the participation and engagement of parents and carers offering them the opportunity to influence at individual and at a strategic level.
- The HPF also has regular meetings with the Divisional Director Education Services and the Head of Service, SENARS
- Survey feedback from the HPF and the LA to the DfE is shared and agrees broadly on our strengths and areas for development in partnership working.
- HCCHS routinely collects parent feedback through: friends and family test; analysis of complaints and compliments received; user audits; individual feedback form young people and parents. Information gathered from the feedback if used to change/adapt/improve support services
- CST Portage home visitors work regularly in the family home and jointly set and review targets for progress. Feedback from parents indicates that they find it valuable to be involved in all aspects of identifying and meeting their children’s needs.
- The Early Years team engage parents and seek views to inform their ongoing processes and levels of support - See parent/carers survey in Harrow’s [Childcare Sufficiency Assessment \(CSA\) 2018](#)
- Practitioners from education, health and social care regularly engage with Harrow Parents Forum to gather views which then inform practice (For examples, see section on Strategic Planning)
- The Keeping Families Together (KFT) service has proved instrumental in supporting the pathway for young people returning to the care of their family. Final review meetings are delivered prior to discharge, without Independent Reviewing Officer (IRO) requiring formal escalations. In 2018-19 of the 94 who ceased to be looked after, 28 returned to family members, and a very small minority of 3 have become looked after again.
- The LA commissions the local support organisation Centre for ADHD and Autism Service (CAAS) to provide a range of training services for parents with children and young people with ADHD and Autism. CAAS has supported over 1131 individuals from Harrow. Commissioned support includes: drop in session, specialised workshops to cover such issues as avoidant eating and school refusal. Youth Programmes such as WhyTry and CALMS; Social Groups for young people such as a Girls Group and Film Group and therapeutic support for siblings

Areas for Improvement

- Continue to explore with the HPF routes and strategies to engage with those parents that are “harder to reach”
- Consistent identification and feedback given to parent/carers as to the actions taken as a consequence of what they raised.

B.3 The use of impartial information and advice and support services, including advocacy where appropriate, to support children and young people's needs.

Strengths

- Harrow LA commissions KIDS to provide a mediation service for families/YP who are dissatisfied with the content of an EHCP and who are minded to appeal to a Tribunal. The contract is up for renewal in April 2020. As the national trial of redress is under way if there are issues involved with Health. Health are invited to the mediation meetings. So far there have only been a few cases that have involved Health. Going forward the LA will work jointly with health to jointly commission mediation. The LA is satisfied with the support from KIDS who are well established in this field.
- SENDIAS have recently had funding approved as part of an IAS bid which means they will be recruiting a part-time young person Lead, part-time SENDIAS caseworker and part-time communication business officer. They are at their final stages of pre-employment checks and will commence their induction with us very shortly. The LA supported the bid.
- The Harrow Complaints Team provide an additional route for parents/carers to complain about services, complaints are very few and tend to be linked to transport appeals. The service also offers an SLA for schools in relation to mediation.
- HPF continues to act as a champion for parents/ and carers who may have difficulty with access to services and developed the Local Offer Map and, with the LA and CCG, the PowerPoint for the display screen in doctors' surgeries and a video to explain the LO. This is due to go live in the w/c 24.6.19.
- The Housing Department is advertising the Local Offer in their publications to tenants and leaseholders.
- The Home to School Travel Policy and Appeals Process provides a platform for the voice of parents/carers to be heard and decisions re-considered.
- The LA commissions Harrow Mencap to provide our statutory children and young people Advocacy service which will also support parents with special needs on a case by case basis. A review of timeliness remains good at 98.7%.
- In addition the Council commissions a Support and Wellbeing Information Service (SWISH) for anyone in Harrow aged 18 years and over who wants information or advice about local support services and ways to keep safe and well. The service can be accessed via multiple agency referrals and has given the youth population with SEND a dedicated portal.
- The EPS works to the HCPC professional standards, to put the child's needs at the forefront.

Areas for Improvement

- Linking Health with SENDIAS and jointly commissioning the service. This is timely as the contract is up for renewal April 2020

B.4 Robust procedures for protecting sensitive information when sharing this across agencies. Procedures used by the local area for sharing information should meet statutory requirements and government guidance.

Strengths

- Information Sharing Agreements specific are in place with all relevant partners
- [Harrow Council](#) and [Harrow CCG](#) have published statements on privacy for all their services
- All staff across the Local Offer are aware of their roles and responsibilities in protecting sensitive information, using secure emails, password

protection and have mandatory Information governance training and updates to ensure records are secure and accessed only by those services who need them to support the CYP.

- For the purpose of *example* only; The Early Years Team, Virtual School and Harrow Horizons use Egress, to ensure sensitive information is protected.
- All Council staff have completed on-line training for GDPR. Breaches are very few.
- No education or social care officer can visit schools without a pre-booked appointment and in [compliance with published policy](#).

Areas for Improvement

- Ensure that all LA, CCG and NHS teams complete regular mandatory training on information governance and continue to embed training and workforce development around secure data transfer

B.5 Effectiveness of coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountability of partners in assessing and meeting needs.

Strengths

- There is positive aspiration by professionals and agencies to work well together. Service improvement is driven through collaboration between partners at strategic levels has resulted in positive productive outcomes and progress.
- Key relationships have appropriate governance and key decision making is carried out by appropriately constituted groups with terms of reference (TOR).
- All services across the Local Offer work to together to provide a holistic framework of assessment and intervention for CYP and families. This facilitates timely care for the child/family and reduces repetition of information
- Harrow Council works closely with health professionals to ensure reasonable adjustments, unique to the persons needs are made, when accessing services. Transition Passports for young adults are now live and capture their views in relation to the adjustments needed. The Learning Disability nurse at the local hospital, Northwick Park has introduced an external referral form for the Learning Disability and Autism Specialist Service to be able to identify reasonable adjustments needed ahead of appointments. In hospitals, easy read menus now support people with learning disabilities.
- The EPS, SENARS, CST and CYAD are co-located at Alexandra Avenue, making for effective coordination of assessment between agencies. The Early Years Team SENCO also has a desk there for part of every week. For example, the EPS conduct joint visits and assessments with Portage and with CST and representatives from the EPS sit on decision-making Panels e.g. weekly SEN Panel, and Social Communication Diagnostic pathway.
- Although there are few instances of personalised budgets used in Education these are good examples of joint up working with Education, health and social care

Areas for Improvement

- Greater alignment required in key decision making processes at a local level across education, health and social care to ensure fully holistic assessment/planning and consistency in the use of person centred approaches.

- Implement an SEND support process to further ensure effective co-ordination of agencies.
- Ensure that plans are fully co-produced with health and social care colleagues and are consistently outcome focused with targets that are SMART.

B.6 Satisfaction of parents and carers/satisfaction of children and young people.

Strengths

- Active commitment to the participation and engagement of parents and carers offering them the opportunity to influence at individual and strategic level.
- Specialist SEND Services actively seek the views of young people as to the quality of the service they receive and the difference it makes. This is consistently positive.
- Formal complaints against SEN services are very low in number and tend to be transport related
- All services across the Local Area work closely with parents/ carers and CYP so regularly seek feedback both informally and formally through surveys or focus groups which in turn informs next steps to service improvement. We are proud of our positive relationships.
- Parental and carer and young peoples' feedback on specific services (statutory, non-statutory and voluntary) and the outcomes from inspection point to a general satisfaction with the provision for Special Education Needs and Disability. For example, the Children's Sensory Team carries out a survey every two years which shows high levels of satisfaction.
- The EPS Service Level Agreements are popular with schools and the high level of take up and regular feedback points to significant satisfaction with the offer.

Areas for Improvement

- SENARS to revise feedback form, ideally electronically. We are working towards sending out correspondence electronically where ever possible and so would like to include in this a link to an on line survey
- Reduce the level of tribunals through ensuring that there is increased confidence in the support that can be provided to meet needs within a graduated approach.

B.7 The suitability of EHC plan, (including where relevant alignment with child in need and child protection plans)

Strengths

- Audit of new EHCP shows they are strong at capturing child and young people's views and aspirations and parent/carer views, effective use is made of the One Page Profile and the majority of plans are judged as person centred. The identification of child/young people's abilities, likes and preferences was rated positively.
- Parents/carers and young people were involved in a consultation on the format of the EHCPs.
- Outcomes indicate that **EHCPs are fit for purpose** because plans are developed in partnership with young people, their parents and agencies in the Local Area. They capture the voice of the children and young people (CYP) and family and reflect real needs resulting in good outcomes. School representatives, social care and the CCG sit on appropriate panels to evaluate and agree the best provision in

light of their wishes. Case work officers prioritise attending Child Protection (CP) / Personal Education Plan (PEP) / Children in Need (CIN) / Continuing HealthCare (CHC) meetings for children with an EHCP. Increased joint working between SEND/social care /virtual school/ early years/ YOT ensures issues are quickly resolved and not passed between teams.

- Following early identification and referral, the relevant services contribute to drafting a relevant and ambitious EHC Plan suitable to meet the needs of the CYP, which takes account of the views of parents/carers and the child/young person. See EHC plans for examples of the range of services/agencies who contribute. Case work officers prioritize attending CP/LAC/CIN meetings for children with an EHCP. A senior casework officer works closely with the Virtual school team.

Areas for Improvement

- Continue to ensure that plans are fully co-produced with health and social care colleagues and are consistently outcome focused with targets that are SMART.

B.8 The Local Offer, including its development, accessibility and currency

Strengths

- From January 2018 to April 2019, **32,617** visits have been made to the Local Offer (LO) website with a balance between education and health pages visited. The LO site has also been used in schools and for training of governors, SENCOs and Private, Voluntary and Independent (PVI) settings (as examples only). A much smaller number of parents/carers also access SEND information directly through the Early Years website (approximately 15 a month).
- Between September 2017 and March 2018 there were also **31,293** hits on the Harrow Family Information Services web pages.
- There is a reflective approach to the Local Offer involved parents/carers, young people and schools to ensure it is comprehensive, accessible to young people with SEND and their families and develops over time
- Parents/carers and young people were involved in developing the Local Offer, directly informing the design, layout and content.
- It is straightforward for young people and parents/carers to provide feedback on the Local Offer.
- A keyword search tool on the front page makes it easier for users to find the information they are looking for quickly and easily
- The LO has a translation tool for many languages
- There is a good range of content, including good, clear information about how to request an assessment
- The majority of information is within the Local Offer site, so that users do not need to be re-directed to other websites
- The site is visually-appealing with a clear and bright colour scheme, has a translation tool available on most digital devices and is mobile phone compatible.
- Content is regularly updated to take account of feedback and changes in services
- The LO site is promoted on school and college websites

Areas for Improvement

- Search functionality needs to be reviewed as there are occasional problems with it.
- Take forward planned developments of website e.g. calendar of events; review and rating of services, video, promotion on screens in GP surgeries

- The “*You Said We Did*” feedback section of the site has not worked well and this is something we need to revisit. Few comments were requiring about or commenting on services (2,996 visits to the LO were to Local Info and Advice pages which may have therefore met needs).
- Further develop the Local Area Working Groups remit to ensure information is shared with staff teams but also that feedback from teams and stakeholder surveys is used to aid planning and next steps
- Although each team is responsible for updating their areas of the local offer website, assign responsibility for oversight of the Local Offer website to monitor quality and relevance, use this information to provide regular updates for all staff on the Local Area arrangements
- Create promotional materials advertising the local offer so they can be available to share with local professionals’ children and families.

B.9 Planning is appropriate to meet the needs of children and young people receiving special educational needs and/or disability support.

Strengths

- The outcomes of children and young people with SEND suggests that planning is appropriate to meet their needs and that services are well targeted to support them
- The open culture between partners allows for continued growth and improvement as we also look critically at where children are doing less well over time and this informs our planning
- High quality special schools with all 4 judged as outstanding. Alternative Provision (PRUs) very effective and judged to be good.
- Strongly inclusive approach to meeting needs locally with high percentage (33.4%) of young people with ECHP/statements in local mainstream primary schools and in secondary schools (23.2%). These are above national averages.
- Local specialist and mainstream provision is predominantly meeting needs. Overall performance data supports this view.
- Respite for young people with SEND is rated as outstanding.
- A rigorous analysis of pupil need resulted in using the SEND Capital Fund to increase provision. Harrow has expanded three special schools and worked in partnership with Harrow College to increase capacity for post 16/18 students. The Local Authority continues to work with schools to use [Additionally Resourced Mainstream Schools \(ARMS\)](#) to make provision for those pupils with an EHCP to access a mainstream school curriculum with appropriate support. The 5 new ARMs provisions opened in September 2015 have designated places above the school’s Planned Admission Number (PAN) and others are included in the PAN. ARMS provide outreach support for other schools and also access outreach from special schools. Progression from primary ARMS is likely to be into a mainstream secondary school with an ARM, a similar specialism or a special school.
- As part of the SEND strategy and development of post 16 provision the LA has worked very closely with Harrow College to develop and put in place provision for learners with complex needs.
- All schools in Harrow have provision for sixth forms. In the 2 secondary special schools there is provision to Year 14 for some pupils. The most frequent destination for pupils with SEND post 16/18 is Harrow College and Uxbridge College (HCUC). The provision is based at Spring House and has a focus on independence, pre-employment and access to mainstream provision where possible. There are strong links with Kingsley and Shaftesbury Schools to support transition. Other destinations of high quality include Independent Specialist Providers (ISPs) and Oaklands College. Where a setting has a changed inspection outcome, the Local Authority works with the parents to decide the best way forward.

Areas for Improvement

- Manage budget pressures strategically to minimise impact on capacity within services to meet need
- Further work is needed within the Local Area to clarify the offer, pathways and specialist services in relation to the provision of health services for children with complex needs, including children and young people in special schools, to embed best practice everywhere and ensure services are efficient, effective and sustainable.
- Through professionals SEND Forums maintain and build upon Pathways to ensure they are explicit and accessible to local families via the local offer. Refer to the local offer service map.
- Develop the commissioning structure in SENARS, specifically on residential placements and Post 16, and work closely with the WLA on developing a Dynamic Purchasing System

Evidence Section B: How effectively the local area assesses and meets the needs of children and young people with SEND

EHCPs; CST running records, CYP/views record in CST reports; HPF Coffee Morning feedback; Consultations on SEND Strategy, Short Breaks, special free school; SENDIAS Q3 report; LA SEND Working Group minutes, SEND Strategy Group minutes, DfE Adviser feedback, Ofsted reports (Local Authority, schools and Colleges), The Local Offer website;

C) How effectively the local area improves the outcomes of children and young people with SEND (this includes children and young people being considered or assessed for or having EHC plans and children and young people who are being considered or assessed for, or receiving, special educational needs and/or disability support)

Outcomes – for health and care, as well as academic achievement in relation to how well the local area prepares young people for adulthood as detailed in the Code of Practice.

C.1 Children and young people’s preparedness for: higher education/employment, independent living, participation in society, being as healthy as possible in adult life.

Strengths

- Young people are prepared well for adult life firstly by being well placed in high quality centres of education, by attending well, by being rarely excluded (fixed term) and by achieving good standards of attainment and progress.
- The Children and Young Adults Disability Service (CYAD) have been proactive with supporting the child and family in a person centred way. This includes making sure the journey from childhood to adulthood is simplified in a team of Social Workers covering 0-25. With a team manager dedicated to supporting disabled children 0-18 and a Transitions team manager based in the same service supporting young people into adulthood the child and its family now have dedicated managers to work together and support the journey into adulthood. A crisis response pathway has also been piloted as part of this service to provide a more rapid and joined up approach to escalations of behaviour and difficulty in the home (implemented from May 2017 partly in response to two children ending up in A&E due to family not coping with challenging behaviours).
- The CYADS have been proactive with supporting the child and family in a person centred way. This includes making sure the journey from childhood to adulthood is simplified in a 0-25 team of SWs. With a team manager dedicated to supporting disabled children 0-18 and a Transitions team manager based in the same service supporting young people into adulthood the child and its family now have dedicated managers to work together and support the journey into adulthood.
- For young people with complex need Harrow has developed with Harrow College the [Spring House](#) Provision for high needs learners. Stanmore College has been judged Good.
- Prospects are commissioned to provide Independent Careers Information, Advice and Guidance (CIAG) which includes a team of qualified Careers Advisers, with dedicated specialist advisers for young people (16-25 years old) with learning difficulties and disabilities. Early CIAG along with a detailed Next Step Careers Action Plan is provided to young people in EET who have an Education Health Care Plan (EHCP), at key transition times. Prospects works closely with Harrow SENARS and have developed good relationships with local schools and colleges. This supports robust tracking of the cohort allowing for early identification of any young people becoming NEET. Careers Advisers work actively with these identified young people to move them into positive outcomes, with each NEET young person having an allocated adviser to offer ongoing support. **As a result, the LA has a lower number than the vast majority of other areas of young people with SEND who are NEET**

- Relatively few Harrow children with SEND are not in education, employment or training (NEET) Post 16 compared to regional and national averages. The % of all 16-17 year olds in employment and training is above national averages.
- % of 19 year olds with statements/ EHCPs attaining level 2 was above the national average (but below that for SN)
- A supported internship programme for young people with SEND provides placements for **12 young people a year** with the support of the NHS and the West London Alliance
- The EPS has supported the Project Search Supported Internship programme through 'skills assessment interview days' / supporting staff understanding of EHC Plans / and through steering group.
- Care Leavers in Harrow have positive outcomes regarding pathway planning being effective in providing support for their ambitions regarding Education, Employment, and Training. In 2017/18, 24% of Harrow Care Leavers were NEET, compared to statistical neighbours average of 35.3%, and the England average of 39%.
- The Transitions pathway for YP with disability ensures that YP are prepared for transition to adulthood, that information is shared with relevant agencies and the transitions plans are integrated within EHCP advice; where appropriate YP have specialist transition clinics and transition passports
- The Harrow is Home Project aims to reduce spend on residential accommodation and improve outcomes provided to learning and physically disabled adults, including younger adults transitioning from children's services to adulthood. This project considers the 18 to 35 years age group that have a Learning Disability and Autistic Spectrum Disorder (ASD). The aim of the project is to enable Harrow residents to live in Harrow, empower and promote independence with access to specialist LD/ASD services, enable social integration within the community.
- Harrow Horizons run Personal, Social and Health Education (PSHE) programmes that promote healthy lifestyles. There are high levels of participation in programmes targeting employability (e.g. the internships). Harrow is currently into its 2nd West London Alliance (WLA) Supported Internship Programme (Project Search) which is based at Northwick Park Hospital which has been successful and has supported young people into paid employment.
- Harrow Mencap provides post-19 services which allows for joint working on the care plan. All Harrow Mencap clubs empower young people into their adult lives and promote independence. For example, the Cook 'n' Jive Club, teaches young people cooking skills, promotes healthy living and builds on their social skills
- Through the Virtual School, pupils are given support by the in house Careers team. Pupils supported by Prospects have further insight into university life and are considering this as an option when they leave school. Pupils in KS 4 and KS 5 are invited to attend the Aim Higher University Project. 10% (1/10) of the pupils who attended the Aim Higher University Programme had an EHCP. Pupils visited 5 universities in London and took part in specialist programmes to include, Law, Drama, Sport Science and Psychology
- Children and Young People Services in Harrow are performing at a good standard across the whole children's pathway. The council continues to prioritise its financial commitment to CYPS and in business support to ensure that workloads will be maintained at a manageable level. The workforce has responded by delivering consistently good outcomes for local schools.
- The Council committed to expanding the SENARS team on the ending of the SEND Reform Grant and to adding additional capacity to address growing demand. There is also an additional resource in the EPS.

Areas for Improvement

- The CYAD service is working very closely with Education Services to develop the 5 day offer Post 19 and the pathway to adulthood.

Harrow is seeking to develop the post 16 offer through the development of:

- Housing
 - Implementation of transforming care to reduce the need for residential / inpatient services
 - Application of Harrow's [resilient communities](#) approach for adult services to young adults with complex SEND
-
- To sustain these high standards by training and developing our practitioners; growing our future managers and leaders through embedding our culture of learning, support and challenge; and by putting children's welfare and success at the heart of what we do.
 - Work with Post 16 sector the development of life skills options including further strengthening independent living skills
 - Continue to develop options for supported employment and appropriate pathways to that employment
 - To align Early Support services, case recording and performance management data to better evidence impact
 - CYPS directorate structure has successfully developed a strengths-based / systemic approach to working with families in the Social Care Pod model embedded across FRT/CIN. This way of working will be further developed through the service design of a 16+ service integrating CLA and Leaving Care services. This will enhance the young person's journey through pathway planning and transition into adult citizenship
 - Although Partnership working has improved with the integrated / risk-based approach to child sexual exploitation (CSE) in 2017/18. The priority area for improvement is to extend this focus so that partnership working is focused on a strengths-based approach, integrating targeted attention to young people vulnerable to sexual / criminal exploitation and violence (VVE). This work will move beyond a focus on working with specific families, but will extend to a contextual safeguarding approach to young people, peer groups, school and community settings
 - Meeting the strategic challenge with statutory and voluntary sector partners to manage the increase in serious youth knife crime in Harrow and across London.
 - Ensuring the strong partnership arrangements embedded in HSCB are maintained during any changes flowing from the Children and Social Work Act 2017. Alignment / cooperation with HSAB must be maintained in order to support young people's transition into adult citizenship.
 - A project is underway mapping the 'as is' and the 'to be' for the Early Support pathways including the use of systems to record, track and report on performance. This is driving towards one suite of data for a comprehensive management overview and scrutiny of the early help offer in Harrow to identify where gaps in services are; where there is the most need and the impact on services on CYP and their families.

C.2 How securely progress towards these outcomes is based on high expectations and aspirations taking into account the age and needs of the individual children and young people.

Strengths

- The outcomes achieved by children and young people in each key stage of their education and in their transition to adulthood points to the secure and sustained ambition of educational settings and Local Area services as well as to the ambition that parents and carers have for their children.
- In most areas over time high standards of attainment and progress support the view that the Local Area is effective in identifying need, meeting need and improving outcomes.
- The tracking of educational progress is very effective in schools and as a result schools are good at identifying and providing intervention to meet those needs and improve outcomes. Governing Bodies effectively hold schools leadership teams to account for high standards.
- Virtual School closely monitor and track the progress and attainment of young people with SEND who are CLA and establish high expectations. Virtual school have CLA pupils with an EHCP who are outside the LA. Through the PEP the targets, which match the outcomes in the EHCP are reviewed termly.

Areas for Improvement

- Increase the progress of the EHCP CYP across all phases and curriculum areas so that the gap between them and others continues to close because the local area has high expectations
- Further refine outcome data to act upon differences in progress from different starting points
- Develop further through MASH and FRT pathways for families accessing a suite / full range of Early Support services; further work is required to accelerate consistent application of Family Led Needs Analysis (FLNA) / Youth Led Needs Analysis (YLNA).

C.3 Leaders' assessment of the effectiveness of the local area in improving outcomes for children and young people - how leaders across the local area examine the quality and sufficiency of the information on which the local area has evaluated its own effectiveness in meeting the needs and improving the outcomes of children and young people who have special educational needs and/or disabilities

Strengths

- **Local leaders understand the local arrangements and the Local Area well** because considerable progress has been made during 2017/18 regarding agreed priorities for 0-25 year olds. Consultations with stakeholders and co working have informed improvements in the following commissioned areas: Joint Learning and Disabilities Implementation plan has been refreshed, a Joint Carers Strategy has been developed, improving accommodation for vulnerable young people and adults with a learning disability (LD) and ASD, recommissioning of the 0-19 Health Visiting (HV) and School Nursing (SN) service, Advocacy, SALT, Independent Domestic Violence Advisor (IDVA), and information advice and guidance (IAG) strategy.
- High expectations for improving the outcomes for young people with SEND are set at all levels of LA and CCG. The Council is committed to

supporting SEND through its Ambition Plan and the CCG through its commissioning intentions

- Local Area Working Group meets regularly and consists of partners, including the HPF, from all sectors. This group evaluates the gaps in provision, the quality of the self-evaluation and next steps. This group is chaired by the LA and Vice Chaired by the CCG.
- The Corporate Parenting Panel (CPP) receives and scrutinises reports from the Virtual School and Social Care on the performance of CLA.
- DFE produced Data Matrix which points to high attainment for SEN and overall
- A paper on SEND went to the CCG Executive Board on 23 April 2019 and another paper on the CCG's compliance is going on 11 June 2019 and then to the CCG Governing Body on 18 June 2019 so that these bodies can hold the CCG to account for delivering on the SEND Reforms and on outcomes for CYP.
- The work of social care, including CYAD, has been positively evaluated through the OFSTED inspection of Children's Services (2017) and the Focused Visits (2018) and Annual Engagement Meeting (4 April 2019)
- The termly DFE SEND Adviser visit (February 2019) confirms the broad strengths of the Local Area in relation to the SEND Reforms.
- The LA has carried out a review of its use of the High Needs Block, led by an independent consultancy group, PeopleToo, in 2018/19 and the outcomes were reported at the Member-led Quarterly Performance Group and to Members. This found that the HNB resources were well used and supported the SEND Strategy as the key route to change over time. In forming their views PeopleToo also engaged with the local SENDIAS.
- Cabinet (Harrow Council) have approved the SEND Strategy and Capital Plan (February 2019)
- The Portfolio Holder and Shadow Portfolio Holder have received regular updates on SEN and provide scrutiny and oversight. They test the accuracy of senior officers updates by appropriate questioning. Both members are very experienced in their respective functions.
- The Harrow SEND Data profile (school census and performance) 5-16 is a detailed analysis of performance for children with SEND and is shared with all schools and colleges to inform their planning and self-evaluation. It is also shared with all relevant LA services the Harrow Parent Forum, the CCG and NHS and with Elected Members. This data has been used to forge our Local Area future priorities but also to provide a sound basis for all bodies to self-assesses and identify their next steps.
- The School Exclusions data is shared with the Harrow LSCB. The Divisional Director Education Services held to account through a sub-committee of the LSCB.
- In 2019 the LA is carrying out a review of special school funding led by an external agency and a review of mainstream funding for EHCPs which is considering a Matrix model (current model is based on hours)
- In 2019 the LA is running a programme to support the work of its SEND strategy (beginning 4 June 2019) which is led by independent consultants SEND4CHANGE and involves local partners including schools and the HPF.
- The Schools Forum receives regular updates on how the HNB is allocated and provides a challenge to the LA
- The LA, and the Local Area through the Working Group, receives feedback from the HPF, SENCO Forum on how services are delivered to children and young people.
- The Children's Sensory Team (CST) carry out a survey every 2 years on its work, which has (June 2018) reported an excellent evaluation from parents/carers, social care and health. This is published on the Local Offer.
- The LA, including CYAD, and the CCG attend HPF regularly by invitation and receive feedback from parents directly through that route.
- The feedback from parents and young people through the statutory assessment processes is used to inform practice.
- Prospect deliver on improving outcomes for young people with SEND (including NEET and CLA) and deliver a termly report on progress at a performance meeting with the commissioners and Heads of Service.

- Elected Members, to meet growing demand, approved a growth in establishment funding in SENARS and EPS in 2019 at a time of stringent financial controls. In 2017 the Schools Forum approved additional capacity for the Sensory Team to meet demand.
- The SENARS, EPS and CYAD are involved in strategic decision making forums within the LA to shape the development of provision (Panels, Tribunals, Critical Incident Support; Community drop-in project etc.)
- The LA avoided budget reductions in services in relation to SEND and has expanded capacity in some areas, including some in partnership with the Schools Forum.
- Through the EPS the LA offers free critical incident advice to all schools. This service is greatly valued.

Areas for Improvement

- The SEND Strategy will be an agenda item at the Health and Wellbeing Executive Board on 10 June 2019 and at the Health and Wellbeing Board on 25 July 2019.
- To further improve the engagement of Health providers in strategic groups locally including review and implementation of the SEND Strategy and Learning Disability and Autism Joint Strategy (LDAS) to enable greater sharing of intelligence and influence over the way forward to improve outcomes
- Community nursing teams to have further training on SEND processes and advice for EHCP.
- Harrow CAMHS Learning Disability Team to continue working and reviewing services across agencies to build upon quality and further improvements
- Continue to develop capacity for SEND inclusion in 220 settings and in school Reception classes through SEND training, partnership development, improvement reviews and the development of a best-practice and setting-based specialist provision register
- Harrow Mencap - Continue to reach out to communities of young people and support them to engage in our programmes.
- To build further capacity in the Education Psychology Service to support inclusion in mainstream schools and greater capacity in specialist provision to meet local demand as well as further increase additional support to mainstream schools through the traded offer
- The CCG needs to make preparations for the delivery of 0-25 year old services; establish baselines and model trajectories, including: ensuring commissioned services meets the specific needs of under-5s and 18-25s; mapping and analysing need and existing service provision for these groups; and undertaking stakeholder engagement.
- The CCG is making preparations for the delivery of 0-25 year old services; establish baselines and model trajectories, including: ensuring commissioned services meets the specific needs of under 5s and 18-25s; mapping and analysing need and existing service provision for these groups; and undertaking stakeholder engagement.
- Health input into EHCPs for the 18-25year cohort remains a challenge.
- Further monitoring and oversight of EHCPs including process's in place for the auditing and deep dive scrutiny of individual plans including demand and cost to inform gaps between need and provision
- Uptake of personal health budgets and dovetailing of Children's Continuing Care/Continuing Healthcare assessment and SEND assessment processes.
- Improving our external communication with our providers and families about our health offer particularly for Early Intervention, SEND

support, transition, development of pathways, including placing expectations on providers through the commissioning process to address transition and have a transition policy.

- Further engagement and co-production of services with parents/carers and CYP

Evidence Section C: How effectively the local area improves the outcomes of children and young people with SEND

- SEND Data Profiles (2017, 2018) and appendices; Reports to Cabinet, Harrow Council; Ofsted Inspection reports (Local Authority, schools and colleges); SEND Overview Report LAIT, School Review Records, Exclusion analysis, SEN Data Profiles, Early Years SEN Inclusion Fund Interim Report, special school outcomes; DfE national performance data sets; Intelligent London Report (April 2019);
- SEND Overview Report LAIT, School and Service Improvement Review Records, Exclusion analysis, School and College Ofsted Reports, SEN Data Profiles, Early Years SEN Inclusion Fund Interim Report, special school outcomes.

- Absence Statistical First Releases

<https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2017-to-2018> ,
<https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2016-to-2017> ,
<https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2015-to-2016>

- Exclusions Statistical First Releases

<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2016-to-2017> ,
<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016> ,
<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2014-to-2015> ,
<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2013-to-2014>

EYFSP Statistical First Releases

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2017-to-2018> ,
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2016-to-2017> ,
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016> ,
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015> ,
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2013-to-2014> ,
<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2012-to-2013>

Key Stage 1 and Phonics Statistical First Releases

<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2018> ,
<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2017> ,

<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2016>

Key Stage 2 Section

Key to Success (Data downloaded with the results of our Schools)

<https://www.keytosuccess.education.gov.uk/cgi-bin/kts/index>

Key Stage 2 Statistical First Releases

<https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised> ,

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-revised> ,

<https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2016-revised>

Key Stage 4 Section

Key to Success (Data downloaded with the results of our Schools)

<https://www.keytosuccess.education.gov.uk/cgi-bin/kts/index>

Key Stage 4 Statistical First Releases

<https://www.gov.uk/government/statistics/key-stage-4-and-multi-academy-trust-performance-2018-revised> ,

<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2016-to-2017> ,

<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2015-to-2016>

Destinations of KS4 and KS5 pupils

Destinations of KS4 and KS5 pupils Statistical First Releases

<https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2017> ,

<https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016> ,

<https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-revised>

Attainment by age 19

Attainment by age 19 Statistical First Release

<https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2018>

Post-16 Participation

Post-16 Participation Statistical First Release

<https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>