



Harrow SEND and AP Strategy

for children and young people aged 0-25

September 2024 to August 2029



North West London
Integrated Care System



Harrow
Parent
Carer
Forum



LONDON BOROUGH OF
HARROW



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Introduction

The Harrow Local Area SEND and Inclusion Partnership Board has developed a new strategy to ensure children and young people with SEND, and those who attend Alternative Provision (AP), have services that enable them to live happy and fulfilling lives.

This strategy represents a collaborative effort between our Local Authority, educational settings, health services, social care agencies, community organisations and, most importantly, the voices of children and young people with SEND and their families. It reflects our collective commitment to work together to ensure there is high quality, integrated and inclusive education that is flexible and responsive to need.

The Harrow Special Educational Needs, Disability and Alternative Provision (SENDAP) Strategy sets out the partnership's key shared priorities for supporting children and young people with SEND, and those attending Alternative Provision, over the next five years. It outlines our commitment to meeting the unique needs of children and young people with SEND and those attending Alternative Provision, ensuring their safety, wellbeing, and access to quality education and support.

This document further develops our vision for children and young people with SEND which was detailed in our previous strategy (2019-2024).

When reflecting on the progress made against those strategic priorities, there were many achievements, but much remains to be done. All partners are proud that outcomes for children with SEND continue to be good, and that we have continued to develop SEND provision to meet changing needs. We were not able to do all we hoped to because of the impact of the COVID pandemic. But we are very proud of the extent to which partners across education, health, social care and the voluntary and community sector worked together to ensure that children and young people were kept safe and well supported in their learning.

This new strategy sets out our priorities for the next five years, building on existing good practice and developing those areas which need improvement.

Through a series of events, we asked parents, young people, SENCOs, headteachers and other stakeholders what good SEND provision looks like. They told us that good means that:

- There is an inclusive mainstream system and a shared understanding of what provision is available for all children
- Children and young people have a place in a school setting that is right for them
- Children and young people are supported by a confident workforce
- Children and young people's mental health needs are met so that they can learn and enjoy their lives
- Young people are able to live fulfilling adult lives.

The Harrow Local Area SEND and Inclusion Partnership Board is committed to ensuring that all children, including those with SEND, can thrive, learn, and achieve their full potential. By adhering to the principles outlined in this strategy, we reaffirm our commitment to the rights and aspirations of children and young people with SEND and their families.

Cllr Hitesh Karia, Portfolio Holder, Children's Services
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SEND and Inclusion Partnership Board
Patrick O'Dwyer, Director of Education, Harrow (Chair)
Vicky Leach, Chair, Harrow Parent/Carer Forum (Vice Chair)
Isha Coombes, Borough Director, Harrow NHS North West London
(Vice Chair)
Dan Burke, Young Harrow Foundation, Voluntary and Community
Sector (Vice Chair)

Glossary of terms and abbreviations

AP	Alternative provision	MHP	Mental Health Practitioner
ARMS	Additionally Resourced Mainstream Schools	MLD	Moderate Learning Difficulty
ASD	Autism Spectrum Disorder	MSI	Multi-Sensory Impairment
CAMHS	Child and Adolescent Mental Health Services	PD	Physical disability
CYADS	Children and Young Adults with Disabilities	PMLD	Profound and multiple learning disability
EBSA	Emotionally Based School Avoidance	SEMH	Social Emotional and Mental Health
EHCP	Education, Health and Care Plan	SENARS	Special Educational Needs Assessment & Review Service
ELSA	Emotional Literacy Support Assistants	SENCos	Special Educational Needs Co-ordinator
EP	Educational psychologist	SEND	Special Educational Needs and Disability
EYFS	Early Years Foundation Stage	SENDAP	Special Educational Needs and Disability and AP
FE	Further education	SLCN	Speech, language and communication needs
HI	Hearing impairment	SLD	Severe learning disability
ICB	Integrated Care Board	SLT	Speech and language therapy
LA	Local Authority	SpLD	Specific learning difficulty

Part 1
How are we doing?
Progress in
implementing our
2019-2024 strategy



In 2019 we identified the following key priorities:



PRIORITY 1

Review in-borough specialist provision in the context of a changing demographic profile, pre-school, school and college organisational changes and other developments



PRIORITY 2

Review current provision and need for children, young people and young adults with social, emotional and mental health needs, to ensure continuum of provision and support



PRIORITY 3










Improve local education and social care opportunities for post-16 and post-18 provision working in partnership with other agencies including colleges and the voluntary sector












PRIORITY 4

Improve outcomes for children and young people (0-25) with SEND and ensure appropriate staff skilled and qualified in all provision










Priority 1: In-borough specialist provision

-  The Stargazers ARMS (additionally resourced mainstream schools) provision opened at Belmont Primary School in 2019, establishing 12 places for pupils with severe and complex learning difficulties. Three more ARMS provisions opened in September 2023 which will provide a further 42 primary spaces
-  The LA is in discussion with more than 10 schools regarding the development of future ARMs provisions
-  31 additional special school places have been established since Sept 2019 (24 of these at the Kingsley satellite)
-  Special schools which traditionally supported children with Moderate Learning Difficulty (MLD) are now admitting pupils with more complex needs
-  The LA commissioned a review of specialist provision in 2023 to inform future planning
-  Local colleges have increased the number of specialist places for young people with complex needs, but there remains a shortage of college places locally
-  The increased places have not kept pace with demand. There remains insufficient specialist provision to meet current or projected future need. Past applications to DfE for a new special school were unsuccessful
-  Establishment of the Shared Lives model allows adults with learning difficulties to live in a home in the local community rather than residential provision - four young adults supported so far
-  A Harrow bid for a Free Special School was approved in spring 2024, which will add 292 places for children and young people aged 4-19.

Priority 2: Provision for Social Emotional and Mental Health

-  Harrow Horizons offer was established with clear pathways in and out. This offered mental health and therapeutic support to children and young people up to age 18. In 2023/24 577 children and young people were seen
-  Dynamic Support Register - multiagency monthly meetings to support those at risk of hospital admission
-  Rates of SEMH based school avoidance have increased
-  Pilot Anna Freud programme for school refusers underway – to be reviewed during 2024
-  40 ELSAs trained for schools (Emotional Literacy Support Assistants) – each receives six days of training and termly mentoring from educational psychologists
-  Education Mental Health Practitioners are currently supporting children below the CAMHS threshold in 47 schools
-  The progress above has not kept pace with increased need. There has been a 48% increase in referrals to CAMHS between 2020 and 2022; SEN Support primary need of SEMH in Harrow schools increased from 623 in 2019 to 652 in 2023; the number of EHCPs with primary need of social emotional and mental health increased from 115 to 172 over same time period
-  Suspensions and exclusions of pupils with EHCP have decreased further (between 2018/19 and 2021/22, pupils suspended dropped from 91 to 77, and exclusions decreased from four to two)
-  Referrals to CAMHS being made early, with some nurseries making referrals to ensure early support is in place.

Priority 3: Post 16 and post 18 provision

-  The number of supported internships across the West London Alliance has risen from 12 (107 places) in 2019/20 to 18 (175 places) in 2022/23. The majority of interns progress into employment
-  The Harrow Employment Forum was established with partners from health social care, industry, and education focusing on improving the employment outcomes for young people with SEND
-  FE settings now offer a wide choice for learners with SEND, offering a range of progression pathways (i.e. Stanmore course with links to Shaftesbury)
-  The Prospects service offers high quality careers advice to learners with SEND. A Prospects advisor joins with SEN team weekly to jointly plan pathways. SENARS, CYADS and Prospects jointly plan pathways for young adults
-  The number of pupils in out-of-borough placements has remained stable/slightly reduced (30 in 2017, 34 in 2019, 25 in 2020, 27 in 2021, 22 in 2022) despite the number of young people reaching 18 increasing. Local capacity and expertise has grown
-  Preparing for adulthood / transition planning is much more joined up. A Futures panel meets to begin planning for young people with SEND from an earlier stage. CYADS starts planning for transition from age 16. A specialist careers advisor attends reviews for post 16 young people with SEND in special schools
-  90% of pupils on SEN Support (statistical neighbours 92%, national 89%); 97% of pupils with EHCP (statistical neighbours 93%, national 91%). Pupils with SEND stay in education and training until 18
-  Suspensions and exclusions of pupils with EHCPs have decreased further (between 2018/19 and 2021/22, pupils suspended dropped from 91 to 77, and exclusions decreased from four to two)
-  Harrow College has developed strong links with local special schools to support transition for pupils and with the voluntary sector, improving the range of pathways for young people with SEND. Their pre-internship course helped young people transition successfully on to Supported Internships.

Priority 4: Improve outcomes and staffing



SENARS work with SENCO Forum to deliver specific training to SENCOs. EP / SLT / High Schools joint training re MLD / complex learners. High schools received training from speech and language therapists and educational psychologists on supporting pupils with MLD and complex needs



Recruitment and retention of SEND staff (teaching and teaching assistants) in schools is a challenge



Consistent with the national picture, recruitment and retention of Educational Psychologists and therapists is challenging. We are managing this by using trainee placements, enhancing supervision, and recruitment and retention incentives



Three 'outstanding' and one 'requires improvement' Ofsted judgements of special schools since September 2019



All 10 inspections of schools with ARMs since September 2019 resulted in 'good' or 'outstanding' judgements



Attendance of pupils with EHCPs is higher than the national average, and persistent absence of pupils with EHCP is lower than national average



EYFS 'Good Level of Development', KS2 combined reading, writing and maths at expected standard, and KS4 attainment data for pupils with EHCP remains above national average (KS1 has some aspects above and some below national average)



A strengthened Early Years SEND advisory team give advice and support for ages 0-5.

Services during Covid pandemic

Services moved online quickly to provide support to those who needed it. All SEND children were risk-assessed and vulnerable children were monitored weekly by a multiagency group including SEN leads, educational psychologists, health and social care.

The Educational Psychology Service provided remote telephone support to parents and school staff. EPS Covid delivery included:

- Guidance to schools and families (wellbeing and home learning)
- Continuation of statutory delivery through remote assessment
- Enhanced wellbeing offer to schools, including 'Wellbeing for Education Return' and 'Wellbeing for Education Recovery' training and enhanced casework support offer, and support to school staff
- Loss and bereavement support.

A team of managers across education, health and social care met weekly in the first months to monitor school closures, put support in place where needed, and disseminate information. Support was coordinated to ensure those most in need received support.

Short break services were delivered for children of key workers.

The offer of short breaks over the Easter school holidays was made to 31 children.

Webinars delivered from Kooth, Harrow Horizons and from the 'Heads up' Partnership.

Annual Health Checks continued with reasonable adjustment for people with LD and ASD over the Covid-19 period.

The Early Years SEND team supported nursery settings with weekly phone calls to continue monitoring of vulnerable children.



Part 2
Where are we now?
The current situation



Where are we now? The current situation

January 2024: Harrow maintains **2,370 EHCPs**

60 pre-school

965 Reception to Year 6

761 Year 7 to Year 11

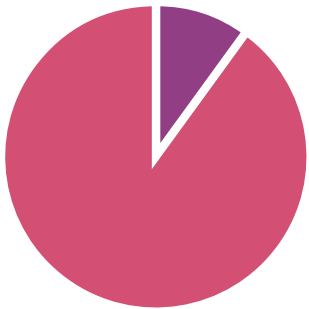
372 Year 12 to Year 14

212 older than 19



4 special schools:

Three Ofsted 'outstanding', total of 517 places (216 primary, 301 secondary), very limited ability to expand on existing sites



10%

of pupils in mainstream primary and high schools are on SEN Support

2023

2024

EHCPs maintained by Harrow have increased from 2,093 in 2023 to 2,370 in 2024, a **13.2% increase**, with particular growth for ASD / complex needs. The number of children with the primary need ASD increased from **883 in 2023 to 1,026 in 2024**, a 16% increase

1 ARMs provision in nursery provision, 10 in mainstream primary schools, and 5 in 4 high schools, collectively providing **173 places**

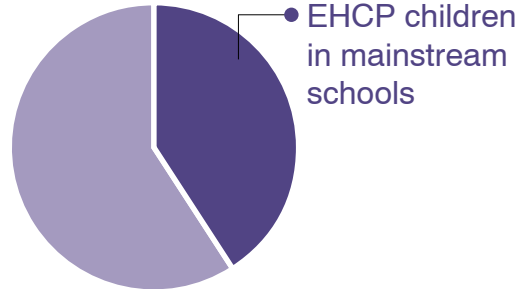


The ongoing increase in demand for EHCP places suggests that EHCPs and the need for specialist places is likely to continue rising. Based on this demand the DfE has approved a new Special Free School in Harrow, with **292 places for children with complex and ASD needs**

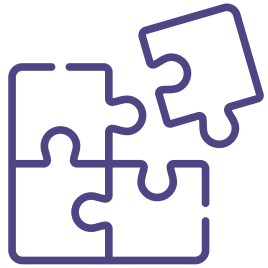


Young people with SEND in 2024

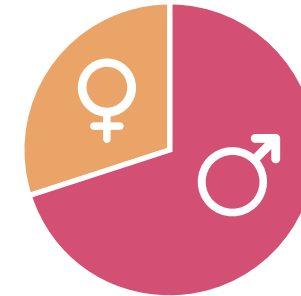
Harrow maintains
2,370 EHCPs
for children with SEND, a
13.2% increase from 2,093 in 2023



The main types of provision that Harrow's children with EHCPs attended in 2024 were: **41% in mainstream schools**; 23% in special schools; 16% in post-16 and Further Education; 9% in independent settings and 6% in Harrow's ARMS provisions



The main primary needs of Harrow's children with EHCPs in 2024 were: **Autistic Spectrum Disorder 43%**; **Speech Language or Communication Needs 19%**; **Moderate Learning Difficulty 12%**; **Social, Emotional and Mental Health 9%** and **Physical Disability 5%**

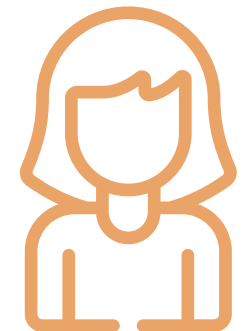


Two thirds of EHCPs were given to **boys** and **one third** to **girls**

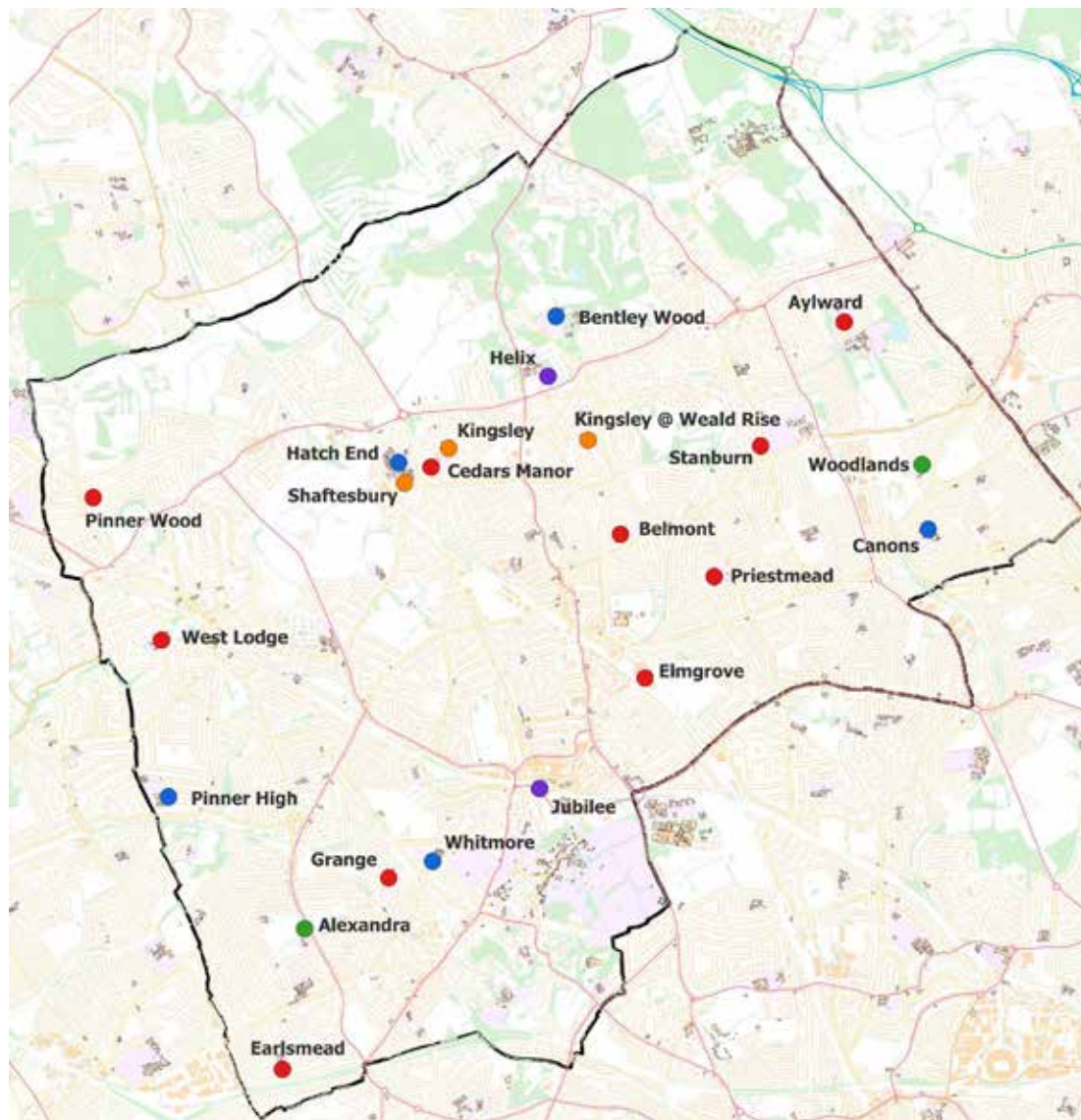
A higher proportion of boys had the following primary needs: 81% **Autistic Spectrum Disorder**; 74% **Speech, Language or Communication Needs**; 67% **Social, Emotional and Mental Health**; 62% **Specific Learning Difficulties**; and 61% **Severe Learning Difficulty**



The main primary needs of girls with an EHCP were **Autistic Spectrum Disorder, Moderate Learning Difficulty, Speech, Language or Communication Needs** and **Social, Emotional and Mental Health**.



Current SEND and alternative educational provision



- Special school: Primary
- Special school: Secondary
- ARMS: Primary
- ARMS: Secondary
- Alternative Provision

Additionally Resourced Mainstream Schools (ARMs) designations

- ASD** Primary: Aylward; Priestmead; West Lodge
Secondary: Pinner High; Whitmore
- HI** Primary: Cedars Manor
Secondary: Hatch End
- MLD** Primary: Earlsmead; Grange; Pinner Wood; Stanburn
Secondary: Bentley Wood
- PD** Primary: Elmgrove
Secondary: Hatch End; Whitmore
- SLD** Primary: Belmont
- Alternative Provision:** The Helix (all-through), The Jubilee Academy (secondary)
- Note: A MLD ARM is proposed to open at Canons (secondary) during 2024/25; it has been included for completeness

Special schools and alternative provision

Special schools



Alexandra School

Primary school
MLD
80 places



Kingsley High School

Secondary school to 19
ASD; HI; MSI; PMLD; SLD; VI
126 places
Second site at Weald Rise Primary (sixth-form)



Shaftesbury High School

Secondary school to 19
175 places
ASD; HI; MLD; MSI; PD; PMLD;
SEMH; SLCN; SLD; SpLD



Woodlands School

Primary school
ASD; PMLD; SLD
136 places

Alternative provision



The Helix Education Centre

Ages 5 to 16
Pupil Referral Unit, Hospital
Education, Home Tuition and
outreach provision
Ofsted Good (November 2023)



The Jubilee Academy

Ages 11 to 16
Full-time placements, respite, outreach provision
Ofsted Outstanding (April 2023)

Forecast future numbers of young people with SEND

Spring 2024 projections: Approximately 40-45 special school places in Reception - cohorts growing to approx. 70 by Year 6, 80 by Year 7, and 110 by Year 11.

Harrow's special schools:



Alexandra School provides 80 primary phase Moderate Learning Difficulty (MLD) need places. Including ARMS provision, there are a total of 175 MLD places. Primary MLD places are projected to have a shortfall of just under 100 places in 2024-25 and are projected to increase to just over 100 places from September 2025 onwards.



Shaftesbury High School provides Moderate Learning Difficulties need places. In 2024-25 Shaftesbury has a capacity of 180. Including ARMS provision, there a total of 229 places. Secondary MLD places are projected to have a shortfall of 11 places in September 2025, increasing to a shortfall of 21 places by September 2028.



Woodlands School provides 135 primary phase Severe Learning Difficulty (SLD) need places. Including ARMS provisions, there are a total of 147 SLD places. Primary SLD places are projected to have a shortfall of 100 places in 2024-25, which decreases to a shortfall of 75 places from September 2030 onwards.



Kingsley High School in 2023-24 provides 126 SLD places. Secondary SLD places are projected to have a shortfall of two places in September 2024. This is projected to increase to a shortfall of 29 places in September 2026, which is projected to continue increasing to a shortfall of over 100 places by September 2029.

How are we doing?

What young people, families and professionals have told us:



Do things **earlier** - identification, support, access to specialists



Increase **equity of opportunity** / experience for young people (so that it is less dependent on setting or even individuals) - curriculum, therapy support etc



More **flexible provision** to react to young person's need



Ensure processes and services are young person and **family focused**



Supported **preparation for adulthood** and transition to adult social / health services



Increase staff in schools, councils and NHS to enable timely support – and build their SEND knowledge and confidence



Schools are able to access **high needs funding** pre EHCP



Identify and share **best practice**

Part 3
**Our vision and
priorities**
for 2024 - 2029



Vision

We have engaged with children and young people, parents, Headteacher, SENCOs, and LA and health colleagues. The following vision reflects the feedback and priorities that were shared.

Our vision is to ensure that every child and young person with Special Educational Needs and Disabilities (SEND) in Harrow is included, receives the support they need to thrive and is able to make decisions for their future.

We aim to create a nurturing environment where their needs are identified early, and they have access to high-quality education, healthcare, and social opportunities.

By working closely with educational settings, parents and carers, health professionals, and the community, we respond quickly to their needs, ensuring they feel understood and valued.

We are dedicated to helping children and young people develop the skills and confidence to lead fulfilling, independent, and meaningful lives.



Harrow Partnership priorities to achieve our vision

To help achieve our vision, the following are our priorities for 2024-29



Children and young people will receive the right support at the right time



Children and young people will have a place in an educational setting or other provision that is right for them



Children and young people are supported by a confident workforce



Children and young people's mental health needs are met so that they can learn and enjoy their lives



Young people are able to live fulfilling adult lives



Underpinning these priorities is the principle that young people and families co-produce strategies that affect them and that their involvement is central to service planning



Children and young people will receive the right support at the right time



Why is this a priority?

- Focus on early support has benefits for young people, families and schools and can remove the need for more intensive support later
- Building capacity and expertise in mainstream schools helps children's needs to be met earlier
- Currently families and schools see EHCPs as necessary to access specialist services
- The expectations upon mainstream schools to support more pupils with SEND has staffing, training and funding implications
- Budget pressures on schools (including falling rolls in primary) put pressure on their ability to provide SEND Support
- Parents feel that the SEND Support offer differs between schools.

What would good look like?

- All parents understand and have confidence in the SEND services available, whether that is within health, education, social care or the voluntary sector
- All schools take collective responsibility for SEND and have pupil profiles that reflect their community
- There is a shared understanding of what support is available at SEN Support
- Professionals clearly understand SEN Support and the Graduated Approach, Ordinarily Available Provision and have confidence in discussing this and providing professional guidance and challenge where needed
- The embedding of 'Ordinarily Available Provision' within education settings' SEN practice, leading to more children and young people having their needs met without requiring an EHCP
- More children and young people having their needs met within mainstream education settings, leading to a reduction in demand for specialist provision
- Support for young people is available through school holidays as well as term time
- The Local Offer is clear about what SEND Support should include and what is outside of it
- Pupils receiving SEND Support make good or better progress
- Assessments for EHC plans completed in 20 weeks will show continuous improvement and be in line with comparator authorities or better
- Our audits and checks tell us EHC plans are consistently high quality, are co-produced, demonstrate the voice of children, young people, parents and carers with advice that is deemed to be of good quality
- Support is available for families waiting for diagnoses and assessments
- A reduction in pupil mobility, and fixed-term and permanent exclusions, for children and young people with SEND
- All education settings having access to specialist services from health, education, social care or the voluntary sector at appropriate times, providing requisite advice, guidance and support for meeting the special educational needs of children and young people within that setting, with professionals working collaboratively
- Annual reviews are up to date and high quality, appropriately planning for the next phase of education and completed in expected timeframes
- Transition between key points will be managed to ensure children and young people are supported.



Children and young people will receive the right support at the right time

Our aims

Review the early support available and improve it to meet the needs of our children and young people

- Develop a shared Ordinarily Available Provision document, including clear graduated response to support the earlier identification of needs and provision of support. This should include clear information about support available from specialist services, the voluntary sector, health, education and social care.
 - Provide support to education settings via the Early Years Service, EPS, health and other services to ensure that needs are identified early, and appropriate interventions are in place.
 - Ensure sufficient and support for families outside of the school day.
- Link with all partners to understand the extent of local provision and identify gaps in support. Work in partnership to address the shortfall.
- Complete the review and improvements to the Local Offer so that families have clear information at all times, and ensure systems are in place to maintain this.
 - Provide families and young people with good quality SEN Support advice and information to self-help through the Local Offer and via Family Hubs to better inform them on their options and available support.

Ensure Support for Pupils in Mainstream Schools

- Develop comprehensive advice, support, and curriculum materials for pupils with Moderate Learning Difficulties (MLD), physical difficulties (PD), speech language and communication needs (SLCN) and Social, Emotional, and Mental Health (SEMH) needs in mainstream settings.
 - Develop a Harrow central repository of curriculum and support resources, and build networks of staff who share and update these.
 - Work with schools to consider ways to provide centralised support for groups of pupils.
- The transition process for pupils moving from Early Years into school, and from primary to secondary school will be reviewed to consider key challenges for partners, what's working and what isn't, and what needs to be developed in response.
 - Review the Autism Advisory Service to evaluate the impact of the current service model and determine the best way to meet growing demand going forward and consider how their work complements that of other services.
 - Ensure schools are able to provide quality, full time education for complex pupils through continued review of funding systems.



Children and young people will receive the right support at the right time

Our aims

Ensure children receive health and therapy support

- Increase therapy teams' capacity, ensuring early help and detailed assessments are available for SEND Support pupils. This involves enhancing awareness among schools and families, as well as ensuring adequate resources for therapy and specialist staff in schools
- Develop systems to support pupils with Emotionally Based School Avoidance (EBSA) to return to a mainstream setting
- Ensure that there are clear pathways for young adults with health needs to have their needs assessed
- Develop a clear process for supporting pupils with complex medical needs in schools
- Ensure that Education, Health, and Care Plan (EHCP) assessments are completed on time with thorough input from health and social care teams
- Further improve the quality of EHCPs and develop real coproduction with families
- Provide support and advice for families while waiting for diagnoses and assessments
- Ensure annual reviews are high quality and completed on time.



Children and young people will have a place in an educational setting or other provision that is right for them



Why is this a priority?

- Numbers of pupils with EHCPs is rising
- There is a shortage of specialist provision places in borough – and this is forecast to worsen without action
- Pupils make greatest progress when in the most appropriate setting
- There is an imbalance in the number of specialist primary and secondary places
- The limited access to specialist places means that parental preference cannot be met
- Mainstream schools are supporting more children who need places in special schools
- Parents are telling us they would like their child educated in a local special school
- Pupils out of education face delays in receiving education
- Parents lack confidence that their child's needs will be met at the current Alternative Provision options
- The range of options for young people with SEND in FE is insufficient and there is not enough local provision for learners with complex needs.

What would good look like?

- Pupils are in the right setting at the right time due to increased number of high-quality specialist places (special school and ARMs)
- More pupils (absolute and as proportion of EHCP pupils) are attending provision within Harrow schools
- We will see a reduction in young people with complex/multiple needs being educated out of area and that more are having their needs appropriately met in the community
- There will be increased early years provision for young children with SEND
- More children and families are able to find local provision that meets their needs
- We will have more specialist placements for autistic children, those with severe learning difficulties or those with social, emotional and mental health needs and FE settings will be able to meet the needs of pupils with complex needs locally
- More schools across Harrow have ARMS provisions
- There is more capacity within Early Years for early assessment and support
- Children with Emotionally Based School Avoidance (EBSA) can access supportive placements in-borough
- Pupils arriving into Harrow or those temporarily out of education receive good quality education in a timely way, and in a suitable setting
- There are clear progression routes for pupils in specialist and ARMS placements
- There will be a range of AP provision meeting a wider range of children and young people's needs
- Children with EBSA can access supportive placements in-borough
- Children and young people, whichever educational setting they attend, have access to appropriate specialist services.



Children and young people will have a place in an educational setting or other provision that is right for them

Assess and Redesign Specialist Provision

- Deliver a single strategy and plan for SEN Sufficiency that is inclusive of early years provision, outreach provision and Alternative Provision arrangements.
- Jointly plan with health and social care to ensure services are

commissioned appropriately to meet changing demands.

- Develop a Quality Assurance framework for Independent and non-maintained placements.

Increase local specialist provision

- Develop further provision in our mainstream schools for children and young people with SEND (including ASD/SLD).
- Strengthen collaboration with mainstream, special and ARMS settings to foster networking, joint commissioning, CPD, curriculum development and expertise sharing.
- Continue to increase capacity in special primary and secondary schools and local FE colleges for our children and young people with the most complex needs.

- Consider the development of an additionally resourced provision for pupils with social emotional and mental health needs in specialist schools.
- Support FE colleges to develop increased provision for learners with severe and complex SEND.
- Where possible, continue to return proactively to their communities those children and young people in out-of-borough provision.

Enhance Quality Assurance and Commissioning of Alternative Provision (AP):

- Review and quality assure all existing Alternative Provision (AP) and the services currently commissioned, including the provision of therapy for pupils in AP.
- Increase the number of pupils successfully reintegrated into mainstream school through an increased focus on pupils' unmet needs and developing provision to support these.
- Develop a database for all children accessing alternative provision so that a single register of children using alternative provision can be maintained, so that the data gathered can be used to understand

the impact of alternative provision on children and young people's educational and wellbeing outcomes.

- Develop a tiered alternative provision system, focusing on targeted early support/outreach within mainstream school, time-limited intensive placements in an alternative provision setting, and longer-term placements to support return to mainstream or a sustainable post-16 destination.
- Communicate our alternative provision offer clearly as part of the Local Offer.



Children and young people will be supported by a confident workforce



Why is this a priority?

- Supporting young people with SEND is staff-intensive and involves a range of partners providing services
- Families and schools report difficulty in accessing support, including for provision stated on an EHCP which children have a legal right to access
- There is little capacity available in many services for early help and to provide timely support
- There are recruitment and retention challenges for all services, e.g. Teaching Assistants, Teachers, Therapists, Educational Psychologists and specialist nursing staff
- Increased SEND demand requires additional staff
- Supporting a wide range of additional needs requires effective training for staff to ensure children and young people receive best support and make maximum progress
- The majority of the rising numbers of young people with EHC plans are placed in mainstream schools. Schools report challenges in recruitment and retention of staff in some areas.

What would good look like?

- There will be sufficient staffing capacity across services to identify SEND (including diagnosis where appropriate) and then provide timely, targeted, and sufficient support to young people and families
- Professionals will be involved with children and families before the EHCP process
- There will be consistency of therapists and other specialists providing support so that they get to know young people, families and schools
- Staff capacity to ensure effective and individualised transition between primary and secondary schools and into post 16 / post 19
- Low waiting lists for access to specialist services, with capacity to react to emerging need (including urgent situations) and provide support when it is most beneficial
- Case workers have the capacity to co-ordinate discussions and bring options to ECHP assessment or Annual Reviews.



Children are supported by a confident workforce

- Ensure all providers in the early years are signposted to support available
- Targeted support for Special Educational Needs Coordinators (SENCOs), special school and ARMs staff, and those supporting mental health in schools and including those with language and communication needs and neurodiversity
- Support high quality core inclusive education delivery by bringing together the development of a core training offer, leadership development, and peer review
- Pool training and expertise across education, health and care, and embrace new ways of training, including updating and refreshing resources regularly
- Provide specialist intervention and additional support, for example through extended outreach from special schools and Alternative Provision (AP), piloting opportunities
- Provide workforce development opportunities (with impact evaluations) in areas such as trauma informed practice, neurodiversity, mental health and wellbeing
- Make available toolkits and resources e.g., to support preparation for adulthood (PFA), for secondary schools to better support those with ADHD, language and communication needs, and physical disabilities
- Develop and extend the network of mental health practitioners to build capacity and expertise
- London Borough of Harrow, in collaboration with the NHS, should ensure robust mental health training for school staff to address the growing needs of students
- Therapy services continue to offer a high-quality training offer for staff as part of a whole system approach to training education staff
- Monitor the impact of training to ensure that services are getting the best value and impact, and building on and cascading models which are most successful
- Training and network opportunities for parents and carers
- A programme of SEND training for social workers, with an expectation of completion of certain modules
- Develop strong Early Years networks through clusters and champions within wards.



Children and young people's mental health needs are met so they can learn and enjoy their lives



Why is this a priority?

- We are seeing increased referrals to CAMHS and increasing numbers of EHCPs with Social Emotional and Mental Health as a primary need
- Pupil mental health is contributing to reduced school attendance and increased persistent absence / school avoidance
- Greater awareness of and openness about mental health, and about the importance of timely support for those experiencing challenges
- Mental health challenges affect social relationships and learning
- CAMHS capacity means it can only support most critical / severe cases; very limited capacity for early help
- Multiple pressures on young people and families that can affect mental health requires agile response with sufficient capacity. These pressures can be greater for young people with SEND and their parents
- Many schools report that they lack capacity / expertise in this area of work
- Parents of girls with autism and high schools report that late diagnoses are leading to SEMH needs in high school
- Children and young people with neurodiversity and mental health needs are the largest group requiring support from health services.

What would good look like?

- Mental Health Practitioner available to pupils in all schools with capacity to undertake individual and small group work at short-notice
- Family Worker and Social Worker capacity to support families flexibly where parents have mental health challenges before there becomes a child protection concern
- Clinical / external supervision of staff, as well as peer networks, to improve quality and consistency of support for young people and families
- Staff able to access high quality support and resources for specific topics / situations at short notice in order to support young people and families
- Improved early diagnosis, both of mental health issues but also SEND issues that can affect mental health (such as autism in girls)
- Interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- CYP feel secure that staff are confident and successful in meeting their needs and can share who made a difference to them and how
- Interventions and support to improve children and young people's emotional wellbeing and mental health are having a positive impact
- Activities and opportunities are accessible, no longer preventing children and young people's participation in locally based activities
- Children with SEND report they feel included and are active in their local community
- Reduction in the number of exclusions of children and young people with communication and interaction / social, emotional and mental health needs
- Further reduction in the number of Young People reported as NEET or at risk of NEET.



Children and young people's mental health needs are met so they can learn and enjoy their lives

Schools / educational settings are appropriately skilled, supported and motivated to meet the needs of children and young people with communication and interaction / social, emotional and mental health needs

- Extend the Mental Health Practitioner programme as additional funding becomes available
- Establish and support a MHP network to build capacity and expertise further
- Support the development of Emotional Literacy Support Assistants across local settings
- Further develop mental health training for schools and support for whole-school approaches, including staff wellbeing, so that schools review and strengthen their mental health provision and approach
- Develop or buy-in targeted CPD and resources for specific groups of staff and about specific topics (such as social media or trauma)
- Develop an Emotional-Based School Avoidance (EBSA) guidance document for schools, to increase understanding and support for young people missing out on education due to anxiety
- We will also share good practice where schools have invested their own resources in additional initiatives to support mental health.

Increase the range of community support

- We will work with voluntary and community sector providers to increase the range of community-based support for mental health and emotional resilience for young people with SEND and their families
- We will run a rolling programme of awareness/navigation sessions for new staff across the network to promote the platforms we have JOY/YHF and LO so practitioners/school staff and parents/carers are aware of the large range of mental health and emotional wellbeing support available before the CAMHS threshold, including Harrow Horizons, Mental Health practitioners in schools, and ensure families and schools know how to access these. We will ensure this information is clearly available on the Local Offer
- Professionals will be trained and supported to make timely referrals so that all pupils with ASD will be diagnosed in a timely manner.

Family hubs and Early Support

- We will work with family support workers in our Early Help service, to increase access to emotional wellbeing support for parents of children with SEND and develop peer support networks of parents who have experienced similar emotional challenges, for example through Parent Support Groups which are run in some schools.



Young people are well prepared for and able to live fulfilling adult lives



Why is this a priority?

- Supporting young adults in education / training / employment effectively improves their ability to thrive and live as independently and self-sufficiently as possible as adults
- There are gaps in provision for young adults. While the range of options for young people with moderate learning difficulties is growing, there is not the same range of options for young people with more complex needs
- The number of young people over 19 with SEND is growing
- Young people have told us that they want more support and information for themselves and their families so that they can prepare for adulthood and achieve independence
- The shortfall of local suitable, high quality, post-19 provision for our more vulnerable young people/adults, means that we are overdependent on out-of-borough and independent/ non-maintained providers.

What would good look like?

- Young people are well supported in making successful transitions to adult life (including those with complex needs)
 - There is more choice of supported living opportunities and a wider offer of appropriate education programmes that will support employment, including internships, apprenticeships, and voluntary work
 - There are effective partnerships with businesses resulting in a range of internships and apprenticeships where young adults are well-supported
 - There is a more joined-up approach to the planning of provision for those aged 19-25 and there is clear information about pathways
 - Preparation for Adulthood discussions are a central part of EHC plans and annual reviews from year 9. FE providers are part of
- Year 9 reviews where appropriate
- Every young person should expect to be a full participant in their community
 - Young people are supported to attend further education programmes that are based within the communities in which they live, enabling them the opportunity to be part of their community, make friendship networks and gain a good level of independence
 - Students and families are supportive of and engaged in the post 19 offer
 - There is effective partnership between health, adult social services and housing to support transition into adult life beyond education
 - Young People in further education have appropriate access to health and care provision and specialist therapies.



Young people are well prepared for and able to live fulfilling adult lives

Improve the Post 16 offer for young people with SEND

- Complete a review of the current education, employment, and training offer for post 16s.
- Develop and agree a Preparation for Adulthood (PFA) Strategy and action plan which considers a range of pathways for children and young people to support them into adulthood, with an accompanying PFA Toolkit for young people and their families.
- Work with secondary schools, special schools, and local providers to offer more options for post-19 education and training.
- Refresh the annual review process for young people from Year 9 onwards to ensure there is focus on Preparation for Adulthood (PFA) pathways.
- Ensure young people have a voice in their transition planning, with holistic plans tailored to their needs and aspirations.
- Develop an extended travel training offer to improve independence skills.
- Establishment of a new system for commissioning post-16 placements that enables more proactive management of costs, ensuring value for money, time limited placements and appropriate quality assurance.

Improved Pathways and Transitions

- Coordinate engagement of local employers, including small and large employers, public sector employers, voluntary sector employers and social enterprises to create more work experience, supported internships and other career opportunities for young people with SEND.
- Support the transition from education into a supported employment pathway, including working with young people as they move from a supported internship into employment.
- Establish a Local Area protocol agreed by all services to manage transitions, with clear care planning as the central focus.
- Improve transitions processes between children and adult health services. Young people and families with London Borough of Harrow to develop commissioning proposals with and for providers, potentially including a Health and Social Care pathway.
- Ensure young people with SEND and their families are aware of and can access annual health checks for those aged 14+ with learning disabilities.

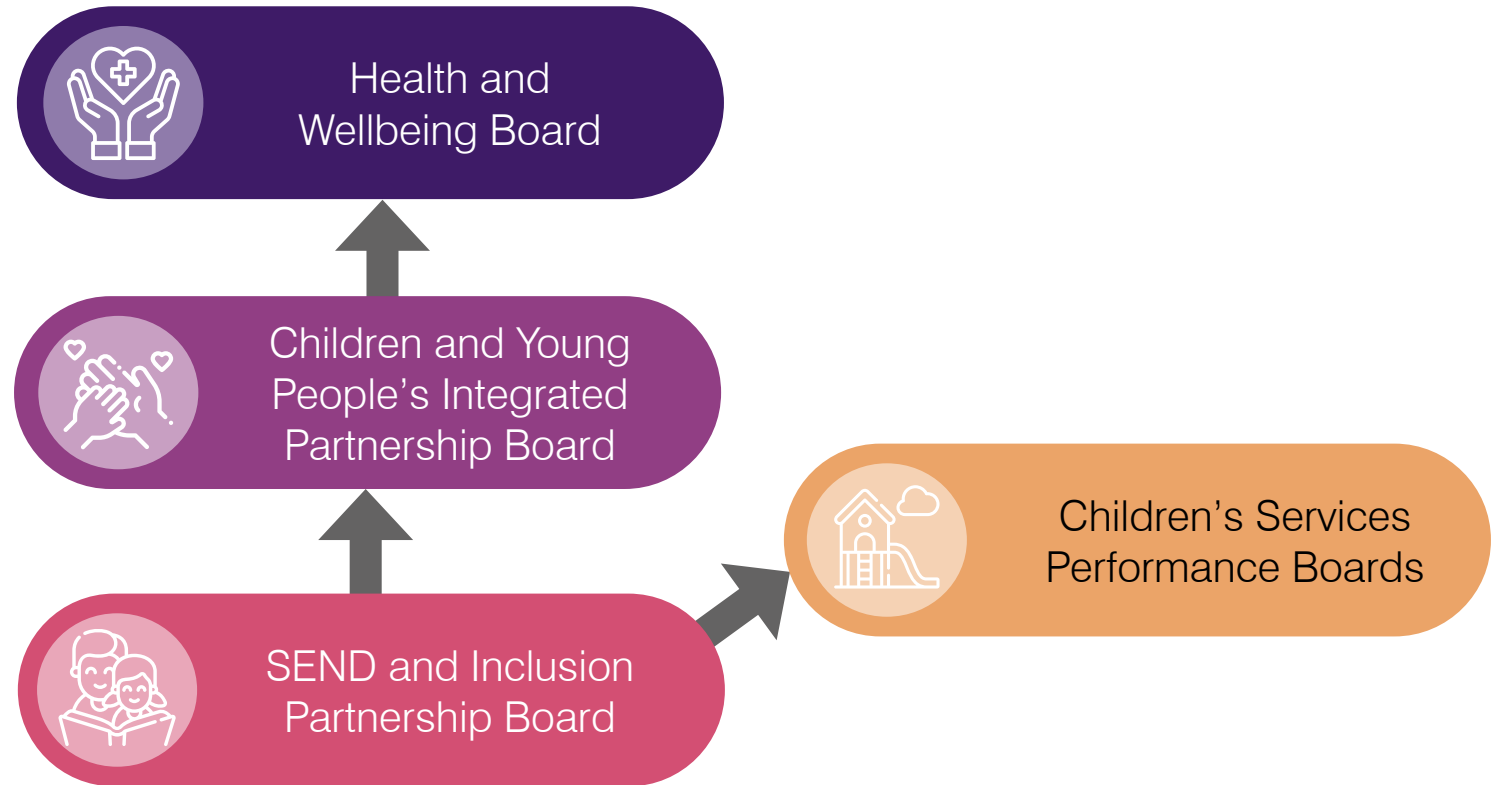
Enjoying a fulfilling adult life

- Develop a Harrow Community Lifelong Learning offer for young adults moving on from formal education, setting out the opportunities for lifelong learning in the community after an EHCP has ceased
- We will promote and grow creative daytime opportunities for those with the most complex needs to lead purposeful lives within their communities.
- Create wider access to more inclusive social and leisure activities, including after-school/college and holiday clubs.
- The Employment Forum will continue to work with community and education partners to increase the opportunities for young people with SEND to enter employment.

Part 4
**Partnership
and Governance**



Partnership and Governance





LONDON BOROUGH OF
HARROW