

**London Borough of Redbridge**  
**Commissioning Strategy for Children**  
**And Young People aged 0-25 with Special**  
**Educational Needs and Disabilities (SEND)**

**2013-15**

## Introduction

Our vision for our children and young people with Special Educational Needs and Disabilities (SEND) is that they will achieve the very best that they can from their education and lead happy, healthy, independent and fulfilling lives from the early years through to adulthood. We will continue to develop a culture of high expectations and a drive to narrow the gaps in outcomes, attainment and progress between children with and without SEND in all our early years providers, our mainstream and special schools, our colleges and post-16 providers and in all LA services and partner agencies.

This is the SEND Local Authority Commissioning Strategy for children and young people across all schools and educational settings. The purpose of the Strategy is to understand and plan for current and future needs of children and young people with SEND.

The LA has the lead for the Strategy but recognizes that its success will lie in the effectiveness of the partnership between all stakeholders. Hence when the strategy sets out what 'we' will achieve, the 'we' refers to the partnership between the LA, schools, colleges and settings in the maintained and non-maintained sectors, parents, children and young people, other agencies and services in health and social care, including adult services and the voluntary sector.

The Strategy will span a time of major legislative change and will need to be significantly updated to reflect the new Local Authority commissioning functions for high needs students and to respond to the Children and Families Bill which introduces significant changes to SEND, including;

- New education, health and care plans which will replace the Statement and Learning Difficulty Assessment and ensure more streamlined and integrated support for children, young people and families.
- A new duty for joint commissioning which will require local authorities and health bodies to take joint responsibility for providing services.
- A requirement on local authorities to publish a local offer of services for disabled children and young people and those with special educational needs.
- New commissioning functions and associated requirements for Local Authorities in relation to young people aged 16 to 25 in further education, with a stronger focus on preparing them for adulthood.
- An entitlement for young people and their parents to have a personal budget, extending their choice and control of some of the services and support available to them.
- New duties for academies and free schools to safeguard the education of children and young people with SEND.

## Local linkages

The vision and aims in the Strategy link to the Redbridge Corporate Strategy 2012-2014; the Children and Young People's Plan (CYPP) 2011-2014 and the Early Intervention Strategy.

The SEN Commissioning Strategy aligns to the Redbridge Children's Trust Partnership Board's Joint Commissioning Strategy 2012-2014 and builds on the priorities as identified in CYPP Action Plan 2013-2014; on the in work we are doing around developing our Local Offer and on implementing SEND reforms, all of which will contribute to our new SEN Strategy in 2015.

Alongside this Commissioning Strategy new and emerging cross agency protocols, policies and statutory procedures for 0-25 year olds with SEND cover;

- Statements
- Short Breaks
- Transition
- Autism
- Further Education
- Employment and Training

## Local Context

The 2011 Census revealed that the total population in Redbridge grew by 15.3% between the 2001 Census and 2011 Census. This ranks Redbridge as the 16th highest local authority nationally in terms of population growth from 2001 to 2011.

ONS population projections indicate that the Redbridge population is projected to increase by 11% to 311,700 by 2016, and increase further by 9% from 2016 to 2021 to 340,000. The forecasted increases for Redbridge in 2016 are projected to grow at a faster rate compared to London as a whole; this is particularly evident in the younger population (ages 0 to 19).

To meet the increased demand within the primary and secondary sector, the authority has provided 6,615 primary school places since 2004. In the secondary sector additional permanent provision of 1,440 has been provided. Plans are in place to provide a further 2,520 permanent primary school places from September 2013 to 2015, and a further 1,800 permanent secondary school places.

Sixth form roll numbers in Redbridge have increased by 11% from 2008 to 2013, with 4984 sixth formers (aged 16-19) in 2008 to 5551 in 2013. Staying on rates from Year 11 into school sixth forms have increased from 81.5% in 2008 to 85% in 2013. The impact of the scheme for Raising the Age of Participation will indicate an even higher staying on rate for 16-19 year olds, as young

people are required to be in education, training or work-based learning settings until the age of 18 from 2015. Sixth form numbers are forecasted to increase by 6% from 2013 to 2018.

In January 2013, the Borough maintained 1477 statements of SEN, 2.8% of the whole maintained school population. The percentage of pupils with statements in Redbridge schools has remained the same as it was in 2006, whereas the cohort of 16-25 year olds with high needs has increased by 3.2% between 2011 and 2013.

The Local Authority spends over £4,000,000 a year on out of Borough placements in non-maintained and independent schools and a further £1,200,000 on out of borough specialist Colleges.

Sixth form numbers are forecasted to increase by 6% from 2013 to 2018 and numbers of young people post 16 in places in Redbridge Special Schools and SEN Mainstream Units has increased by 50% between 2012/2013 and 2014/2015, with 56 places commissioned in 2012/2013, 84 commissioned in 2013/2014 and demand for 2014/15 post 16 places locally anticipated to exceed local capacity and necessitate an increase in the 16-25 year olds attending more costly out of borough provision in 2013/2014.

There is an upward trend both of parents favoring out of borough provision for pre 16 year olds and of post 16 year olds enrolling in colleges out of borough. It is estimated 2013/14 that 64% of the total cohort of 335 LDD young people 16-25 will enroll onto college provision out of borough and of those 10% have enrolled at Independent Specialist Colleges.

The data and analysis indicates that there is an increased demand for SEN provision and specific gaps in around:

- Provision for young people with behavioural issues (11-16)
- Provision for young people on the Autistic Spectrum (5-16) and 16-24
- More specifically for young people at secondary levels with Asperger's Syndrome (11-18 and 19-25)
- Pilot provision for learners requiring Braille across the Primary and Secondary Sector
- Provision which supports young people 16-25 into employment and training
- Provision for young people with hearing impairment (0-25)

We have also identified the needs to further develop the CEIS initiative (CAMHS Early Intervention in Schools) and Hear and Now services.

## Consultation

An essential and valuable contribution to this Strategy came from our ongoing engagement and consultation with parents and carers, schools, colleges, the voluntary and community sector, our own services and other key partners, such as health.

This engagement and consultation takes place in many different forums and around various issues including transition, short-breaks and supported employment and within the last 18 months we have further engaged partner agencies, parents and carers in three 'Local Offer' events, focusing on early years, health and post 16 exploring how we can develop and improve

holistic services in line with SEND reforms.

Key messages from the events focusing were that key partners and families would like to see improvements in the quality and breadth of services around;

- Information and Access to Services
- Education and support for those with complex needs
- Health & Therapy Services
- Transition and preparation for adulthood
- Educational Pathways post 16
- Supported Employment
- Training for parents and for professionals

We have a further 3 events on developing our 0-25 Local Offer in 2013 and in May consulted with further 400 children and young people as part of our consultation on the Children and Young People's Plan. The findings from both consultation activities will further inform our SEND Commissioning Strategy and associated priorities 2013-2015.

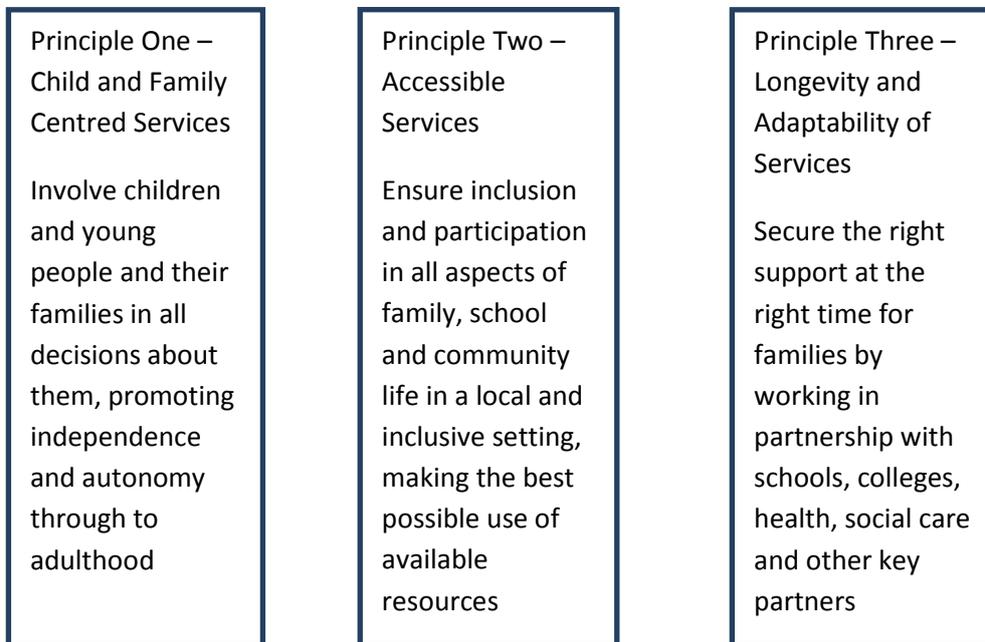
## **Overarching Principles**

Throughout the implementation of this Strategy, we will:

- Demonstrate our commitment to equality of opportunity, early intervention, preventative action, educational and social inclusion and high achievement for all learners;
- Enable access for all our pupils to the curriculum and to the wider activities and social life of early years providers, schools and colleges;
- Place the child or young person at the heart of our plans and service delivery;
- Work in partnership with education providers, parents, carers and communities to ensure that children are able to be educated in their local area and continue to live within their family;
- Ensure quality evidence-based provision is in place where children and young people have high aspirations and are empowered to achieve them.
- In addition we will work with other Local Authorities, Academies, Colleges and independent, non-maintained and free schools on a shared understanding and partnership in relation to the vision that drives this strategy forward.

We are committed to securing the best outcomes for children and young people with SEND. We want them and their families to feel valued, able to participate and have a greater sense of choice and control. We are committed to three principles which ensure that children, young people and families have the right support and at the right time and reflect the principles identified by partners and families during our Local Offer consultation activities to date (Appendix 1)

The overarching principles are;



## **Planning and Commissioning**

The transfer of the High Needs funding for 0-25 year olds with SEND from the Education Funding Agency to Local Authorities in April 2013 supports the development of an integrated approach to assessment, planning and funding and necessitates new ways of working.

We have established a SEND Commissioning Team within the SEN and Inclusion Team to oversee the transfer and to work with key partner agencies; engage with children, young people and their families to understand and share quantitative and qualitative information as to the range of services and support available as part of our Local Offer.

## **Commissioning Strategy 2013-2015**

Our Commissioning Strategy will, informed by the overarching principles captured in Appendix 1, ensure that;

- Children and young people with disabilities should be enabled to have the same opportunities to achieve and succeed as their non-disabled peers.
- Children, young people and their families should receive an early, joined up and consistent response from those working with children and young people, through a common approach to assessment.
- Service development and provision should be sensitive to the child's race, religion, culture, language, gender, disability, sexual orientation and mode of communication.
- Services provided should reflect the level of assessed need within available resources.
- Services should be individually tailored to the child's needs within the context of their family.
- When commissioning services for children aged 13 and over, consideration should be given to their needs post 19 and how those needs may be met.
- Service users and families should be assisted to prepare for the future with realistic expectations around services they may be entitled to.
- Services should enable the child/young person to reach their maximum potential and promote independence.
- Services should be provided in safe environments by trained and competent staff and volunteers.
- Children, young people and their families should have opportunity to express their views, be consulted about service development and be involved in decisions which affect them, and see evidence that their views are taken into account.
- Services should be provided in a fair, open and transparent way, and be performance managed to demonstrate impact.
- Resources will be focused on providing quality and value for money.

We will review the work of our Standing Residential Placement Panel (STREP) and our Transition Steering Group to inform how best we can commission provision for children and young people in preparation for the Education, Health and Care Plans which necessitate robust partnership between education, health and social care.

## Commissioning Priorities

The table below highlights how the gaps and areas of improvement highlighted at our consultation activities with key partners, stakeholders and parents/carers have informed our commissioning priorities for 0-25.

No	Gap identified/improvement required	Commissioning Priority
1.	Information and Access to Services	Further developing the Families Information Direct website as part of our work on the Local Offer
2.	More provision locally for children and young people with significant needs	<p>Further developing provision for learners with significant needs 0-25 and specifically;</p> <ul style="list-style-type: none"> <li>• Provision for young people with behavioral issues (11-16)</li> <li>• Provision for young people on the Autistic Spectrum (5-16) and 16-24</li> <li>• More specifically for young people at secondary levels with Asperger's Syndrome (11-18 and 19-25)</li> <li>• Pilot provision for learners requiring Braille across the Primary and Secondary Sector</li> <li>• Provision which supports young people 16-25</li> </ul>

		<p>into employment and training</p> <ul style="list-style-type: none"> <li>• Provision for young people with hearing impairment (0-25)</li> </ul> <p>We have also identified the needs to further develop the CEIS initiative (CAMHS Early Intervention in Schools) and Hear and Now services.</p> <p>Working with local and sub-regional schools and colleges to look at areas of collaboration and developing of specialist provision locally and sub regionally.</p>
3.	Health and Therapy Services	<p>Use demographic and epidemiological data to inform distribution of therapy services at all stages of curriculum</p> <p>Strengthen relationships with Health as part of transition to Education, Health and Care Plans</p> <p>Develop Clinical Care Pathways that will enable the EHC plans to be effectively organised</p> <p>Look at creative peripatetic models for Speech and Language Therapy and Occupational Therapy as part of new sub regional commissioning arrangements</p>
4.	Transition and Preparation for Adulthood	<p>Maximise opportunities with new Integrated Transition Team to support young people into adulthood</p> <p>Delivering the Transition Protocol</p> <p>Developing a cross agency data base which can be accessed by all partners</p>
5.	Educational Pathways post 16	<p>Working with North East London Colleges and Local Authorities to develop innovative education/training pathways for young people with disabilities</p> <p>Working with the Education Funding Agency to</p>

		explore collaboration with Independent Specialist Colleges to develop local provision
6.	Supported Employment	<p>Launching the Redbridge Disability Employment Project and creating sustainable jobs for young people with learning disabilities across the Public, Private and Voluntary Sector.</p> <p>Improve access to and understanding of benefit reforms in relation to employment of people with learning difficulties and disabilities</p>
7.	Training for parents and professionals	<p>Delivering multi agency Disability Awareness Roadshows</p> <p>Promoting disability awareness as key competency in supervision/appraisal processes for key partner agencies</p> <p>Develop the Expert Parent Programme to help families contribute the management of long term conditions</p>

## Appendix 1

### Commissioning Principles for SEND 2013-2015

