

Ambitious for SEND and Alternative Provision in Sutton

—
Strategy 2024 - 2027



Partnership of Sutton
Secondary Schools



Contents

| | |
|---|-----------|
| 1. Foreword | 3 |
| 2. Background | 6 |
| 2.1. What is the purpose of the Sutton SEND and Alternative Provision Strategy? | |
| 2.2. Who is this strategy for? | |
| 2.3. What are Special Educational Needs and Disabilities (SEND) and ‘additional needs’? | |
| 2.4. What are the different types of SEND educational settings in Sutton? | |
| 2.5. Sutton’s Local Offer | |
| 2.6. How this strategy relates to other areas of work in the local area | |
| 3. Creating an inclusive place for everyone - our vision for Sutton | 10 |
| 3.1. What does inclusion mean? | |
| 3.2. What inclusive practice means in Sutton | |
| 4. The national context | 13 |
| 5. The local context | 14 |
| 5.1. What we have achieved over the last three years - Ambitious for SEND | |
| 5.2. Where we are now - our Self Evaluation | |
| 6. What we want to do over the next three years - our future priorities: | 21 |

Priority 1 - Early Identification and more timely support for children and young people with SEND and Additional Needs

Priority 2 - Embed Joined Up Practice - to better support families and children and young people with SEND

Priority 3 - Strengthen access to education for vulnerable pupils and ensure a sufficiency of high quality specialist and Alternative Provision in the Borough

Priority 4 - Grow the voice and influence of children and young people and their families to improve our practice, support families and build community resilience

Priority 5 - A more financially sustainable system within the proposed legislative and policy framework set by the DfE through the national SEND and AP plan

“Living with special needs poses unique challenges. Today wasn't just about volunteering, it was about sowing seeds of empowerment, fostering resilience, and cultivating a community that embraces diversity. I am grateful to have been a part of this journey towards a brighter, more inclusive tomorrow”

Darren, SEND Parent Volunteer
attending PfA event, November 2023



Foreword

from the Sutton SEND Partnership

Sutton's Ambitious for SEND Strategy 2020-2023 achieved important improvements towards a vision of a system with strengthened mainstream provision, improved opportunities for young people to transition into adulthood and investment in high quality and local specialist provision for those young people that need it.

It is now time to look ahead to what we need to do over the next three years. We do this in a period of unprecedented pressure on a national SEND system that is commonly understood across government, schools, local authorities, parents and children and young people to be in need of reform.

It will take time for the new government to set out its ambition for SEND in the future, but we know that we cannot sit still and wait for that ambition to be articulated before we take action in our local area. A new government can only deliver change through strong effective local partnerships so it is important we continue to strengthen the good work that has taken place in Sutton to support our young people with SEND.

In working together, we will need to take more of a strengths-based approach, shifting our thinking towards a social rather than a medical model of SEND and taking a 'we can learn' attitude to the work that we do to support young people with SEND in the Borough.

The aim of our Special Educational Needs and Disabilities and Alternative Provision Strategy 2024-2027 is to improve the educational, health and wellbeing outcomes for children and young people with SEND and additional needs in Sutton.

The strategy follows a period of self evaluation undertaken in partnership with parents, children and young people and professionals on what is working well in the local area and what we need to improve. We are grateful to the partners that have contributed to this process.

As a result of this work we have identified 5 underlying priorities that we want to focus on over the next three years. Some actions represent new areas of work, others building on work that is already underway.

One. We know that if we can **identify needs and provide support earlier** starting in the early years, we can provide more timely support for children and young people

that need it. When we get this right it prevents needs from escalating later down the line and improves outcomes.

Two. We have heard from parents and young people that having someone who you trust, when things become too much to cope with on your own, can make all the difference. We know that for many parents and young people, asking for help and receiving the help needed is a complicated experience, often with complex referral processes and waiting times for assessments that may provide a diagnosis but little else. This can also be true for professionals working with a complex young person or cohort of young people. We want to find ways of embedding more **joined up and relational practice** so we can support each other and learn from each other about the support that is available in the local area. As well as treating parents as 'senior partners' in the team around the child, we need to build on the work we are doing through our family hubs to enable parents to support other parents which can be truly transformative. When we get this right, parents and educational settings will feel more confident in themselves and in our local area provision.

Three. In Sutton, the majority of families are able to access the support they need from a local spectrum of mainstream and specialist provision in the Borough. We have been successful in growing the capacity of our specialist provision in the Borough by 30% since 2015 and for our size, we have a lot of high quality specialist provision, whether that be resource bases in mainstream schools, special schools or our Alternative Provision.

However, parents have told us that it is becoming increasingly difficult to access provision. Whether that be support from early years or mainstream provision, accessing specialist school places, short breaks or services to support children with anxiety or mental health problems. As such we are committed to **strengthening access to education for vulnerable pupils and ensure a sufficiency of high quality specialist and Alternative Provision in the Borough**. This isn't just about building more specialist provision. It is also rethinking some of what we do now to maximise the provision that we do have. When we get this right it ensures local children are able to attend local provision and learn in their community. This in turn ensures good outcomes using our limited resources as effectively as possible.

Four. We know that co-production and partnership working with families is at the core of SEND service development and delivery across education, social care and health. As we start a new relationship with the new Sutton SEND Forum (Parent Carer Forum) in Sutton, we know that we need to do more to **grow the voice and influence of children and young people and their families to improve our practice, support families and build community resilience**. We know if we get this right, we deliver on

the aspirations in our SEND charter where there are strong and trusting relationships and where we collectively learn from our successes but also where we don't get things right.

Five. As a SEND Partnership, we recognise that there are an increasing number of children and young people in Sutton (and nationally) being identified with SEND which is creating financial challenges for everyone involved - parents, educational settings, and health and local authority partners. We need to be honest and realistic that relying on the government to just provide more money is not a sound strategy and that we need to consider ways in which we can create **a more financially sustainable local SEND system**, working closely with parents, educational settings and professionals working with children and young people with SEND / additional needs. If we can get this right, we will focus our resources on the children and young people that need our support the most.

If we can deliver on the above priorities as a local area partnership, we will be well placed to achieve our aim of improving outcomes for children and young people with SEND/additional needs in Sutton.

Jonathan Williams

Director of Children's Services

Chair (and on behalf of) Sutton SEND/AP Partnership (SSP)

Background

What is the purpose of the Sutton SEND and Alternative Provision Strategy?

The Sutton SEND and AP Strategy sets out what we, as a local area partnership, have agreed to prioritise over the next three years to help support families and children and young people with Special Educational Needs and Disabilities ('SEND') as well as pupils with additional needs and who may require Alternative Provision ('AP').

Responsibility for the delivery of the strategy rests with the 'local area' which includes Sutton Council, the SW London Integrated Care Board / NHS England, our thriving voluntary sector, early years settings, schools and further education providers in Sutton.

The strategy has been developed out of Sutton's local area [self evaluation](#) - an exercise where parents, professionals and young people think about all of the things that are working well in the local area as well as those areas that are not working so well and where we need to do more.

It builds on the work that we have already done over the last three years through our Ambitious for SEND programme (see below).

Who is this strategy for?

Children and young people aged 0-25 years in Sutton who have Special Educational Needs and/or Disabilities (SEND) or additional needs, their families and professionals from across the local area who work with them.

What are Special Educational Needs and Disabilities (SEND)?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice sets out 4 areas of SEND

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

What do we mean by ‘additional needs’?

Some children and young people may not have SEND but may still require additional support by virtue of their medical needs, mental health needs, children where English is an additional language, or where children demonstrate persistent disruptive or withdrawn behaviours all of which might contribute to slow progress and low attainment at school.

The boundaries between children that have SEND and those that have additional needs can sometimes be difficult to draw.

What are the different ways in which pupils with SEND and additional needs are supported in Sutton - what do we mean by mainstream, specialist and alternative provision?

Children with SEND and additional needs are educated in a variety of different settings in Sutton. The four main types of educational provision in the Borough are set out below:

- A **‘mainstream setting’** is a school or early years setting that provides general education in regular classrooms or learning spaces and is funded to support all pupils that attend - including those with SEND. The vast majority of children with special educational needs and disabilities (including those pupils with Education, Health and Care plans) attend their local mainstream school or early years setting.
- A **‘resource base’** is a provision located on a mainstream school or early years setting site and provides additional resources for children that need extra support but that would benefit from attending a mainstream setting. The

provision is somewhere in between a mainstream school and a special school. All children accessing a resource base will have an Education Health and Care (EHC) plan and they will receive additional support beyond what is available in a mainstream setting. Depending on their needs, some young people will have regular access to mainstream opportunities both academically and socially, whereas others may spend the majority of their time in the base with more infrequent experiences in the mainstream setting.

- A **'special school'** is a school that is "specially organised to make special educational provision for pupils with SEND'. Children attending these settings will have an Education Health and Care plan.
- **'Alternative provision'** describes education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. Sometimes young people in Alternative Provision will also have SEND.

Sutton's Local Offer - educational provision in Sutton

We have significantly expanded the availability of school places for pupils with SEND and AP in Sutton in recent years and across each of the 4 setting types set out above.

More information on the educational settings for Children and Young People with SEND (0 to 25 years) in Sutton can be found on our [Local Offer pages](#).

How does this document relate to other strategies in the Local Area?

The SEND and AP Strategy relates to a number of other local and national strategies as set out in the table below:

London Borough of Sutton

[**Ambitious for Sutton Corporate Plan 2022-2027**](#) - this is the overarching plan for the London Borough of Sutton - the SEND and AP strategy contributes to our priority to be an 'inclusive place for everyone'

[**Sutton's Helping Early Strategy 2023-2027**](#) - Our Helping Early Strategy seeks to address the needs of children and families in Sutton through coordinating the right kind of help and support, at the right time, with our community. Helping Early is a critical theme in supporting children with SEND and additional needs in this strategy.

[**Sutton's Strategic Needs Assessment**](#) - is used to help inform the SEND and AP strategy. It summarises the latest key data about Sutton to provide a high-level update on local needs - including children and young people.

[**SEND and AP Commissioning Strategy 2024-2027**](#) - this document sets out our intentions for commissioning specialist provision in the Borough over the next five years (one of the key priorities in the SEND and AP strategy).

[**Sutton Learning Disability Strategy 2022-2027**](#) - sets out the key priority areas to support people with a learning disability, their families and carers.

ICB

[**Sutton Health and Care Plan 2019- 2024**](#)

[**Transforming Mental Health Services for Children, Young People \(0-25\) and their families across South West London 2021**](#)

[**SWL ICB Mental Health Strategy**](#)

[**South West London Integrated Care Partnership Strategy 2023-2028**](#)

[**South West London Five Year Plan 2023-2028**](#)

National

[**SEND and Alternative Provision Review**](#) - sets out the Government's plans to change the special educational needs and disabilities (SEND) and alternative provision system in England. Many of the priorities identified in the SEND and AP strategy align with the Government's plans

Creating an inclusive place for everyone

By 2027, Sutton will be ‘[an inclusive place for everyone](#)’, where people from all backgrounds feel included and get on well together, with support for our children, young people, families, older people, and vulnerable residents.

Our vision is that “*we are collectively ambitious for our children and young people. Together we want to provide them with the best chances to achieve their best outcomes in life, whatever their starting point, and to prepare them effectively for adulthood*”.

Our **SEND Charter** provides a framework for shared values and how we want to work in the local area to achieve our vision:

| |
|---|
| Our SEND Charter Principles are that we: |
| Welcome and Care |
| Value and Include |
| Communicate |
| Work in Partnership |
| developing and nurturing each of these to build |
| Trust |

[Find out more about our SEND Charter here](#)

What does 'inclusion' in education mean?

Inclusion will mean different things to different people.

Some people define inclusion as children and young people with additional needs and SEND attending mainstream settings with their neurotypical/able-bodied peers. This is the most common definition of inclusion which features heavily in the Children and Families Act 2014, where it sets out a 'presumption that children should be in mainstream education, unless either the parent/young person does not wish for it, or this would be incompatible with the provision of efficient education for others'. Under this definition of inclusion, educational settings must focus not on why the needs of a child cannot be met based on the nature of their setting, but instead to change and remove the barriers in their setting to cater for that child's needs.

Others think of inclusion not in terms of the type of educational setting that a child attends but as a sense of belonging to a school community, and where everyone is equally valued and respected and where children feel safe and comfortable - for some young people they may feel more included if they are learning alongside other neurodiverse/disabled peers in specialist rather than mainstream settings.

What inclusive practice means in Sutton

In Sutton we believe in the 'presumption for mainstream education' because there are very strong educational, social and moral grounds for pupils with SEND and additional needs to be educated in mainstream schools with their peers wherever possible.

Inclusion is not only beneficial for those children and young people with SEND and additional needs but also for the rest of the school cohort; preparing them for the real world by teaching them about diversity and helping them develop empathy, compassion, acceptance, collaboration, and patience, life-long skills that will better prepare them for the future.

To be 'inclusive', our educational settings must try and adapt to meet the needs of our young people with SEND and additional needs. It shouldn't be that our young people have to adapt to our settings.

The standards for what we mean by 'adapting' or making 'reasonable adjustments' should be high and should be demanding, but we must recognise that this is not always easy for schools and educational settings to do. The local area partnership needs to support settings and educational professionals to make those reasonable adjustments.

We also believe that we must always put the needs of the child first, and for some children with very complex needs, specialist and alternative provision is appropriate and compatible with the principle of inclusive education.

Inclusion is not just about supporting pupils with SEND. Some young people without SEND need additional support as well. Alternative provision plays a crucial role in the education of some of our most vulnerable pupils (including pupils with SEND) and provides an important resource to mainstream settings in developing their approach to inclusion.

Every child is different and will have different needs. In line with the Government's [SEND and alternative provision improvement plan](#), we are committed to providing the right kind of support, at the right time and in the right place, whether that is a mainstream, special or alternative provision placement.

The National Context

The Department for Education (DfE) leads the SEND system for England and defines the legislative, policy and funding arrangements for children and young people with SEND.

The legislative framework for the education and care of children and young people with SEND is the Children and Families Act (2014) and the [SEND Code of Practice](#) for SEND (2015).

In March 2023, the previous Government published its review '[SEND Review: Right support, right place, right time](#)'. The review acknowledged that there are ongoing challenges across the SEND system nationally and identified three main themes to make improvements upon:

1. Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.
2. Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
3. Despite the continuing and unprecedented investment, the system is not financially sustainable.

In response to these challenges, the previous government set out its plans to strengthen the SEND system through, (i) early and consistent identification of SEND in the early years; (ii) improved workforce development, (iii) development of a standardised and digitised EHCP process and template; (iv) clearer roles and accountability in the system, and (v) funding reforms. To achieve this, nine Regional Change Programme Partnerships have been established to co-produce, test and refine key reforms set out in the national plan.

Following the general election in July 2024, a new government is in place and it is not yet clear if the recommendations from the SEND review / Regional Change Programmes will be taken forward or not.

This strategy and action plan will be kept under review and will remain subject to change as the national picture becomes clearer.

The Local Context

What we have achieved over the last three years (2020-2023)

This strategy will build on the work already undertaken through the [Ambitious for SEND programme](#), which identified three priorities for the local area:

1. Developing our mainstream offer in Sutton for pupils with additional needs
2. Reviewing and recommissioning our specialist and alternative provision
3. Strengthening our approach to Preparation for Adulthood

A summary of what has been achieved in the local area and the difference it has made is summarised in the table below:

| PRIORITY 1: Strengthening mainstream provision | |
|---|---|
| What we have done | What difference it has made |
| <ul style="list-style-type: none"> ● Set up ‘<u>SENCO clusters</u>’ in the Borough - communities of practice to strengthen mainstream provision ● Introduced provision mapping software for all schools in the Borough ● Delegated up to £500k of targeted SEND funding to clusters and early years settings to deploy on support for children and young people (CYP) with additional needs but not an EHC plan or on SEN support training and CPD. ● Provided guidance on universally available provision. | <ul style="list-style-type: none"> ✓ Schools / children and young people are able to provide earlier and more timely support to children with SEND ✓ SENCOs tell us they feel more supported ✓ The quality of requests for assessment in the local area have increased with the % to assess increasing from 53% in 2021 to 73% in 2022 and 85% year to date ✓ Strengthened accountability and knowledge of notional SEND budgets in schools |

**PRIORITY 2:
Recommissioning Specialist Provision**

| What we have done | What difference it has made |
|--|--|
| <ul style="list-style-type: none"> ● Since 2016/217 we have <u>increased the capacity of specialist and alternative provision in the Borough by 30%</u> with a <u>new special school</u> to open on the Rosehill site from 2025 ● Introduced a new funding formula to fund specialist provision in the Borough with new and clearer commissioning agreements in place ● Invested over £6m in creating inclusive educational environments across specialist and mainstream settings ● Created the first Pathological Demand Avoidance (PDA) specific provision in the country at Link Academy on Wallington Primary site (2022) | <ul style="list-style-type: none"> ✓ Ensured that a high proportion of children and young people are educated in their local communities ✓ Invested an additional £1m into specialist settings to support inflationary pressures on these schools ✓ Enabled mainstream settings to support a wider and more complex level of needs by creating inclusive learning environments ✓ Increased our capacity to support children and young people with challenging behaviours / needs exacerbated by the pandemic |

**PRIORITY 3:
Preparation for Adulthood (PfA)**

| What we have done | What difference it has made |
|---|--|
| <ul style="list-style-type: none"> ● Delivered supported internship placements for young people with SEND in the Borough through 'Internships Work' and DFN Project Search | <ul style="list-style-type: none"> ✓ The council offered Supported Internship placements in partnership with Orchard Hill College to 12 students 2021-23 DFN Project Search provided 8 students with Supported Internship placements at St Helier Hospital September 23-July 24 |

- | | |
|--|--|
| <ul style="list-style-type: none"> ● PfA training is now a mandatory part of the Sutton Council's SEND Learning and Development Programme and our SEND e-learning. ● PfA information and guidance for parents/carers and young people has been uploaded onto the Local Offer website ● PfA annual event every November (last year 200 Year 9+ pupils with an EHC Plan / SEN Support plan in attendance) ● Awarded (Level 2) Disability Confident Employer status (LBS) ● Recommissioned our <u>Independent Travel Training</u> offer in Sutton. | <ul style="list-style-type: none"> ✓ Developed new partnerships with Royal Mencap and Sutton and District Training to offer an additional 17 Supported Internships in September 24 ✓ This training has raised the profile of PfA as 'everyone's business' and widened the audience to the importance of understanding the SEND Code of Practice and how it relates to partners' individual roles. ✓ PfA information and guidance has been refreshed as part of the migration of the Local Offer to the Sutton Information Hub, incorporating a comprehensive search function, making services and support easier to navigate. ✓ Children and young people better understand Sutton's PfA offer and know where and how to find out information about community inclusion, health, independence and supported employment ✓ This accreditation confirms Sutton Council's status as an inclusive employer. ✓ A new set of data, outcomes measures and a more robust referral process means we are making best use of this provision and promoting greater independence for young people with SEND in Sutton. |
|--|--|

Where we are now - our self evaluation (August 2024)

Good progress has been made against the strategic priorities set out above and much of this work has either been completed or is now part of 'established ways of working'.

Over the last 12 months, the Local Area has undertaken a 'self evaluation' of SEND and AP in the local area.

A self evaluation is essentially a conversation that takes place between professionals working in the local area, schools and settings, parents and young people and elected members on what is working well in the local area and where there are areas for development.

It is a document that we use to take stock of what our priorities need to be in the future as well as a document to inform conversations we have with outside bodies such as Ofsted and the Care Quality Commission. Our summary self evaluation [can be found here](#).

About our children and young people in Sutton

| | | | |
|---|---|---|---|
|  | 213,580 residents, 63,000 children and young people 0-24 - our under 15 population has significantly increased in the last 10 years (16%) |  | 80 different languages, 43% residents from Asian/Black/Mixed ethnic backgrounds |
|  | 2,490 children and young people with an education health and care plan (EHCP) |  | 576 children and young people supported by CYP Disability Service - 79 statutory, 496 on short breaks |
|  | 14% of pupils are eligible for Free School Meals |  | 34% of children with education health and care plans receive travel assistance in Sutton |
|  | 78% of resident children with SEND attend a setting in the Borough |  | 237 children and young people are electively home educated (8% EHCP or SEN support) |

About Sutton Place

| | | | |
|---|--|---|---|
|  | 56 mainstream schools, 4 special schools, 2 AP providers, 2 x FE colleges, 316 early years settings, 1 Adult College |  | 98% of schools in Sutton Good or Outstanding |
|  | 48% of children with an EHCP attend mainstream provision |  | 1,300 Specialist / AP school places - 30% increase since 2015 |
|  | 7 Children's Centres, 4 Family Hubs across the Local Area |  | Over 90 parks 8 Libraries |
|  | 1 x acute hospital 1 x specialist Cancer Hospital, 1 x Integrated Community Provider |  | 21 GP practices working in 4 Primary Care Networks |

Our strengths

| | |
|--|---|
| <p>CYP with SEND, CLA and in AP achieve well and mostly above national averages for EY, KS1, KS2 and KS4</p> | <p>98% of mainstream/specialist/AP settings in the Borough are rated Good or Outstanding by Ofsted and SEND provision in particular is frequently cited as a strength</p> |
| <p>We have a strong and engaged Local Area Partnership</p> | <p>The % of pupils with SEND educated elsewhere (excl. NEET, EOTAS) has increased, but is lower in Sutton than the London average</p> |
| <p>We have effective programmes of support in the Borough (e.g. Paving the Way, the A Plan, Playwise)</p> | <p>EP and SLT/OT, social care assessment data, 20 week data (93% in 2023) is strong despite significant pressures on services</p> |
| <p>We have increased specialist provision in the local area by 30% since 2015 and have ambitious plans for further local SEND provision</p> | <p>We have a strong therapies service - children and young people achieve well in therapy targets (83-99% meeting targets in 2023)</p> |

Our Challenges

| | |
|---|--|
| <p>Appeals to SEND Tribunal in Sutton (2.9%) have fallen in the last three years but are still higher than the national average (2.5%)</p> | <p>Exclusions and suspensions in the Borough are too high (inc. SEND pupils) and higher than national and London averages</p> |
| <p>Growing mental health needs in the local area / reintegration rates in our medical PRU have reduced in recent years</p> | <p>There are significant financial pressures on the local area high needs block that have significantly increased in recent years</p> |
| <p>Rising waiting times for assessments (Paediatric, neurodevelopmental, CAMHS)</p> | <p>Some families tell us they find the SEND system stressful, confusing, time consuming and a 'battle' - they don't always feel well supported by the partnership</p> |
| <p>Same families do not yet have confidence in the universally available provision in the Borough to support children with SEND</p> | <p></p> |

The growing pressures on SEND services in Sutton

| | |
|--|--|
| <p>Higher proportion of EHCPs per 10,000 resident population than the London average</p> | <p>1,116 children and young people with EHCPs in March 2015 - we now support 2,490</p> |
| <p>Higher number of EHCNAs per 10,000 resident population when compared to the London average</p> | <p>63% increase in requests for assessment over the last three years</p> |
| <p>The waiting list for Short Breaks has increased and is likely to increase further based on current contacts in the service</p> | <p>Need / demand for Alternative Provision has significantly increased in the local area - AP capacity is stretched</p> |
| <p>CAMHS Tier 2 referrals have seen a 28% increase compared to 2021</p> | <p>Wait times for 0-5 assessments across SLT / OT / Physio have increased from 8 weeks to 15 weeks (April 2023)</p> |

Our priorities for the next three years (2024 - 2027)

Following on from our self evaluation, the Local Area has identified 5 strategic priorities to focus on over the next three years:

- 1** **Earlier identification and more timely support** for children and young people with SEND and additional needs so that their needs don't escalate
- 2** **Embed joined up and relational practice** - so parents and young people receive more coordinated support when they need it
- 3** **Strengthen access to education for vulnerable pupils** to ensure a sufficiency of high quality specialist and Alternative Provision in the Borough
- 4** **Grow the voice and influence of children and young people / parents** and improve the way we listen and act on feedback
- 5** A more **financially sustainable system** so we live within our means and prioritise resources on those children and young people that need them most

The [Sutton SEND/AP Partnership \(SSP\)](#) will be responsible for the delivery of these priorities. The SSP is made up of partners from across the Local Authority, education settings, the voluntary and community sector, health and social care.

Priority 1

Earlier identification and more timely support for children and young people with SEND and additional needs to avoid those needs escalating

In order to provide the right support at the right time it is important that children and young people's needs are identified as early as possible. For some children their needs may be apparent and relatively consistent from an early age whereas for others they may emerge or change over time.

We know through the work we have done on our Early Help Strategy how important the first 1,001 days of a child's life can be (from conception up to the age of 2) on longer term outcomes.

Whilst children and young people's needs in Sutton are generally identified accurately and are assessed in a timely way in most parts of the system, we know that there is more that we need to do across the local area partnership to improve our approach. This is partly about supporting staff and settings to identify needs but also to address the long waits times that currently exist for assessments once needs have been identified (due to significant increases in demand and workforce capacity).

| Work Stream Ref | What we are proposing to do | Why we are proposing to do this | Who will lead on this | Intended outcome / Outcome Measure | Link to our SEND Charter |
|-----------------|---|---|--|--|--|
| 1.1 | To provide training for health visitors and early years practitioners who work with preschools and nurseries in order to improve school readiness and to identify emerging needs sooner through the Early Years Operational Group (between 2-5 years) | To increase the opportunity for earlier referrals into the early years operational group | Head of Children's Services Sutton Health and Care | There will be improvement in early identification of need and provision for early intervention. | Work in Partnership |
| 1.2 | Create an integrated universal offer for children with SEND in the early years encompassing EY SEND advisory service, portage and family hubs to support more families at a universal level providing self help strategies and better screening. | To ensure needs are identified in a timely way and as early as possible, including referrals through the healthy child programme, from birth to improve early identification and support for children and young people with SEND. | Early Intervention Service, LBS and Early Years Manager, Cognus | Increased number of children accessing support through the Early Years Operational Group including health notifications. Parent/carer feedback | Work in Partnership |
| 1.3 | Pilot the use of 'Support Passports' for EY children and young people with complex SEND/Medical needs. Introduction of support passports within medical settings (ESH initially then consider passports at school entry (reception) and transition from primary to secondary school. | Families have told us that the needs of their children and young people are not always understood in new settings. | Pam Fry, Play Wise CIC Head of SEND, South West London Integrated Care System | Reported improvement in the experiences for children and young people and their families and settings reporting greater understanding of need through the Playwise Annual Report | Communicate |

| | | | | | |
|-------------------|--|--|--|---|--------------------|
| <p>1.4</p> | <p>Over the next three years SWL ICB will work with Sutton Alliance and health providers (ESH and SWL St George’s Mental Health Trust) to:</p> <p>(i) review service pathways for families with neurodevelopmental concerns that enables better management of presenting needs</p> <p>(ii) review systemic intervention/ support for provision for families of CYP with emotional well being and mental health needs in Sutton</p> | <p>Families have told us they are waiting too long for neurodevelopmental assessments and for support for children and young people with their emotional well being and mental health.</p> | <p>i)SWL ICB Strategic Director of Place Transformation and Director of Women and Children’s Services, ESTH</p> <p>ii) Head of Service for CAMHS, SWLondon St George’s Mental Health Trust</p> | <p>To improve the experiences for children and young people and their families and support understanding of need. To ensure transparent referral processes and communication to families whilst waiting.</p> <p>To improve signposting to sources of support whilst awaiting diagnostic / specialist assessment.</p> | <p>Communicate</p> |
| <p>1.5</p> | <p>Parents and providers tell us that:</p> <p>(i) we need to make our pathway for children with Autism / ADHD / neuro-diversity across the local area clearer;</p> <p>(ii) that we need to strengthen the post diagnosis support for families of children with autism</p> <p>(iii) Commission more ‘parent led’ support programmes for parents of children and young people diagnosed with Autism</p> | <p>To ensure the needs of young people can be identified and addressed quickly through optimising the full range of SEND Support</p> | <p>(i) Cognus Autism Hub (Infinity Support)</p> <p>(ii) Clinical Manager, CAMHS Specialist Services</p> <p>(iii) Early Intervention Service/Family Hubs model including dedicated Autism support</p> | <p>(i) Infinity Support/Autism Hub CPD and support offer will be available on Cognus website and soft launch completed</p> <p>(ii) Families report increased satisfaction with support provided following diagnosis which enables them to support their child/ young person</p> <p>(iii) Parental feedback / Parenting Hub evaluation</p> | <p>Communicate</p> |

| | | | | | |
|-------------------|---|---|--|--|----------------------------|
| <p>1.6</p> | <p>(i) Develop effective strategies to provide timely social care related advice / assessment for children and young people with SEND (ii) Develop our Annual review framework learning from best practice</p> | <p>To ensure that children and young people's needs are identified and supported as early as possible</p> | <p>Designated Social Care Officer, LBS</p> | <p>(i) Attaining 90% of social care advice on time Audit outcomes - reducing 'inadequate' and 'requires improvement' gradings and increasing 'outstanding' and 'good' gradings (ii) Increase in the number of social care contributions to annual reviews using MOSAIC reporting data</p> | <p>Work in Partnership</p> |
| <p>1.7</p> | <p>(i) Develop effective strategies to provide timely and quality health advice / assessment for children and young people with SEND. (ii) Develop our Annual review framework learning from best practice. (iii) Embedding effective approaches to PfA through PfA Delivery Group.</p> | <p>To ensure that children and young people's needs are identified and supported as early as possible.</p> | <p>(i) Designated Clinical Officer, NHS South West London (ii) and (iii) Head of SEND, Designated Social Care Officer and Designated Clinical Officer</p> | <p>Consistent improvements in the quality of health and social care advice. Children and young people and Families report increased satisfaction with Annual Review processes. All children and young people workforce will demonstrate understanding of the PFA agenda and proposed outcomes for EHCPS will reflect this.</p> | <p>Work in Partnership</p> |
| <p>1.8</p> | <p>Develop and deliver a borough wide CPD and school improvement programme to support all our educational settings to provide Quality First Teaching and an effective graduated response to meet more complex needs within mainstream settings</p> | <p>To strengthen mainstream provision and reduce barriers to inclusion To prepare for the introduction of national standards by 2025 as part of the Governments SEND / AP plan</p> | <p>Head of SEND Support and School Improvement, Cognus Through: Educational Operational Group SENCO Clusters</p> | <p>Consistent approach to quality first teaching/provision across all mainstream schools and settings</p> | <p>Work in Partnership</p> |

| | | | | | |
|--------------------|---|---|--|---|----------------------------|
| <p>1.9</p> | <p>A combined SEND Graduated Response for KS 1 - 5 incorporating Educational Psychology, Therapies, SEND Support and Sensory. There will be separate Graduated Response for Inclusion (Exclusion) and Attendance and Early Years.</p> | <p>To ensure the needs of young people can be identified and addressed quickly through optimising the full range of SEND Support</p> | <p>Head of SEND Support and Principal Educational Psychologist supported by Lead OT and Principal SaLT, Cognus</p> | <p>An effective and more consistent approach to provision of Ordinarily Available Provision and use of the suite of Graduated Responses</p> | <p>Value and include</p> |
| <p>1.10</p> | <ul style="list-style-type: none"> ○ Schools to be supported to identify EBSA needs early through the EBSA toolkit ○ All schools to make reference to EBSA within their Attendance and well-being policies ○ Schools to be supported to create action plans for individual pupils struggling with EBSA to ensure that support is tailored ○ Schools to be supported to recognise the importance of, and implement, relational approaches when considering EBSA ○ EBSA training available through the EPS traded offer as well as an introducing session through the LBS SEND training programme ○ Ensuring that a CPD offer is available for schools and families to support health, wellbeing and attendance in education ○ Develop awareness of support available for parents (emotional, practical and psychoeducation) | <ul style="list-style-type: none"> • All schools have access to, and are aware of, EBSA toolkit strategies and are able to support the children and young people workforce to signpost to resources and use them within their own work • All schools have access to CPD offer and are embedding practices cross school • Parents are aware of support offers available | <p>Educational Psychology, Cognus</p> | <p>All schools have an approach to identifying early attendance and EBSA needs which is supported by professionals locally</p> | <p>Work in Partnership</p> |

| | | | | | |
|--------------------|--|--|--|--|----------------------------|
| <p>1.11</p> | <p>To deliver a more ‘embedded approach’ to the provision of therapies in Sutton schools - i.e. a more holistic model of support involving teachers/TAs and parents.</p> | <p>To provide therapy support earlier and in a more timely way</p> <p>To reduce / manage demand for statutory assessment</p> | <p>Head of Therapies, Cognus</p> <p>Chief Operating Officer / Head of Children’s Services, Sutton Health and Care.</p> | <p>All settings to consistently offer an embedded approach to supporting children in line with our graduated pathway</p> | <p>Work in Partnership</p> |
| <p>1.12</p> | <p>Explore opportunities to jointly commission children’s therapies in the Borough.</p> | <p>There are complex commissioning arrangements for therapies .</p> | <p>Commissioning Manager, LBS</p> <p>Head of Primary and Community, Development and Delivery - Sutton Place Team</p> | <p>Review existing commissioning arrangements to develop an aligned delivery model for therapies.</p> | <p>Work in Partnership</p> |
| <p>1.13</p> | <p>Work with 5 pilot schools to deliver the ‘talk matters programme’ to strengthen approaches to oracy and language development in primary schools in the Borough - to consider how we embed some of this learning back into the Early Years settings.</p> | <p>To address growing number of children and young people post pandemic arriving at schools with low levels of speech and language</p> | <p>LBS Commissioning Manager - Education, LBS</p> | <p>Monitor programme via : Talk Boost data Learning Partner - Ecorys</p> | <p>Work in Partnership</p> |

Priority 2

Embed joined up and relational practice - so parents and young people receive more coordinated support when they need it

As the number of young people with additional needs has increased in the Borough, the resources we have available to support those young people has decreased in real terms. This makes it vitally important that we work efficiently across the local area partnership to ensure that the the resources that we do have are used as effectively as possible.

Equally we know that not only are there more young people with additional needs but the level of complexity has also increased in recent years - in part due to external factors such as Covid. As such it is equally important that local area professionals work in a more integrated way to support the holistic needs of children and young people with SEND and Additional Needs.

In Sutton we have a range of multi agency practices that enable effective partnership working to take place such as our Vulnerable Pupil Panel, LSCP and Designated Safeguarding Lead Network, Multi Agency SEND Panel, Strategic Attendance Group etc....but we also know that there is more we need to do to work together as an effective local area partnership.

| Work Stream Ref | What we are proposing to do | Why we are proposing to do this | Who will lead on this | Intended outcome / Outcome Measure | Link to our SEND Charter |
|-----------------|--|--|--|---|--|
| 2.1 | To codesign a simple directory for both professionals in schools as well as parents that summarises, simplifies and explains the SEND and early help offer in Sutton based around the Supporting Families Framework and to map the above onto the Local Offer / Sutton Information Hub | To make it clearer for professionals in schools and professionals in partner agencies and parents in Sutton how support can be accessed in a timely way for pupils that have additional needs. | Acting Strategic Lead for Education, LBS | Schools better supported to access SEND information across all the services area - via schools feedback sought following publication of the directory | Communicate |
| 2.2 | (i) To create a local multidisciplinary AP taskforce at the Limes College to better coordinate support to young people with additional needs at risk of exclusion (ii) To research and pilot a 'team around the school practice model in the Academic Year 2024/25 in 2 pilot schools and how this might be extended to other secondary schools | To test the benefits of working with schools in a more integrated way. | (i) Executive Principle, Alternative Learning Trust (ii) Acting Strategic Lead for Education, LBS | Schools better equipped to support vulnerable learners in their settings through multi disciplinary ways of learning - feedback sought through the pilot schools | Work in Partnership |
| 2.3 | Embed the building stronger foundations programme in all schools in the Borough to better support young people with a social worker | To promote a stronger, more consistent trauma informed approach to supporting all Sutton pupils (and particularly children who have, or had, a social worker). | Head of Virtual School, Cognus | All Sutton schools to achieve the Bronze Award for Arc attachment research community national accredited award - TSI trauma training - 1 school to achieve Arc Gold Award | Value and include |
| 2.4 | To work in partnership with Orchard Hill Academy Trust College and other local partners, to convert Sutton Life Centre into a Post 16 SEND college, short breaks and Preparation for Adulthood hub. | To make effective use of a community asset to support Preparation for Adulthood for Children with SEND | Commissioning and Programme Manager, LBS | College to be established by September 2025 with easy access to PFA information and advice, services and opportunities for young people | Work in Partnership |

| | | | | | |
|------------|---|---|---|--|---------------------|
| | | | | up to 25 with SEND | |
| 2.5 | To co-produce and prepare a business case for the development of a SEND focussed family hub focussing on EY and school readiness, | To provide a community facility for: (i) families to be able to access services, information and advice and peer to peer support, (ii) short breaks, (iii) wrap around provision | Early Intervention Service Manager , LBS | Sustainable funding model and business case developed by September 2025 | Work in Partnership |
| 2.6 | To set up and implement the recommendations of a task and finish group to improve the way that the Local Area places and then supports young people with SEND who are transitioning from primary into secondary school settings | To improve the way we support young people with SEND to make the (often challenging) transition to secondary education | Transition T and F group chaired by HT of Sutton Grammar School | Fewer secondary age young people with EHCP's unplaced by the admissions deadline, fewer directions from the local authority and fewer complaints/concerns raised by parent/carers and schools regarding transitions | Welcome and Care |
| 2.7 | Develop a refreshed SEND Joint Commissioning Strategy and agree the scope of future funding arrangements. | To meet local needs and support better outcomes for children and young people with SEND. | Commissioning Manager, LBS Head of Primary and Community, Development and Delivery - Sutton Place Team | To produce a refreshed Joint Commissioning Strategy that sets out the commissioning arrangements for education, health and care provision for children and young people with SEND that enables partners to make best use of all the resources available to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way. | Work in Partnership |

| | | | | | |
|------|---|---|--|---|---------------------|
| 2.8 | To review existing tripartite funding panel to develop more effective joint working/funding arrangements between education, health and social care for young people with multiple complex needs including children and young people with disabilities who might require both health and education input. Consider merging related panels into one effective tripartite funded panel . | To ensure we focus on the needs of the child not the organisational remits of education, health and social care - to ensure we have one conversation per child rather than multiple conversations in difference panels | Assistant Director for CSC, LBS Head of Primary and Community, Development and Delivery - Sutton Place Team | Completed Service Level Agreement across the three core partners. | Work in Partnership |
| 2.9 | Improving the experience of young people and their families that transition from Children's Social Care to Adults Social Care by increasing the number of 16 and 17 yrs old who have an allocated worker from both childrens and adults services to ensure a smooth handover of the packages of care. | To ensure all young people have the same seamless experience when transitioning into adult social care services, to ensure consistency and timeliness in implementing their adult packages of care, where required or offering appropriate guidance and advice. | Transition Team Manager, LBS | An increased percentage of young people jointly allocated have a successful transition | Welcome and Care |
| 2.10 | To develop and embed our SEND/AP data inclusion dashboard to include key performance data across health related services and strengthen reporting of SEND activities and outcomes through to the SSP and ICB. | To make better decisions based on system wide datasets | Acting Strategic Lead for Education, LBS and Head of Service, Cognus | Strategic leaders across the local area are better informed and act upon local area SEND data | Communicate |

| | | | | | |
|--------------------|---|--|--|--|--------------------------|
| <p>2.11</p> | <p>To deliver 2024/25 PfA priorities to further strengthen approach to Preparation for Adulthood in the local area - including PfA events, training, information and guidance and EHCP planning and growing the number of supported internships in the Borough through the DFN Project Search programme</p> | <p>To ensure children and young people are well prepared to enter adulthood at the end of their education</p> | <p>Commissioning and Programme Manager, LBS</p> | <p>Various - Programme of work</p> | <p>Value and include</p> |
| <p>2.12</p> | <p>Develop and monitor the local area work experience offer through local post 16 colleges and training providers and increase the number of placements available to students with SEND. This includes championing supported internships across the local area.</p> | <p>Promote learning and increase employability so WEX students are able to gain experience working in a professional environment.</p> <p>Promote the Council as a disability confident accredited employer</p> | <p>SEND Commissioning Lead, LBS and Head of Pupil Based Commissioning, LBS</p> | <p>Increased number of children and young people with SEND accessing work experience</p> | <p>Value and include</p> |

Priority 3

Strengthen access to education for vulnerable pupils and ensure a sufficiency of high quality specialist and Alternative Provision in the Borough

Despite increasing the number of specialist places in the Borough by over 30% since 2015, parents have told us that it is becoming increasingly difficult to access provision in the Borough. Most recently, we have also seen a significant increase in the amount we spend on non maintained or independent school provision - some of which is located outside of our Borough.

We want to make sure that we can provide local provision for Sutton's young people which is more sustainable and reduces the need for young people to travel long distances to attend school.

| Work Stream Ref | What we are proposing to do | Why we are proposing to do this | Who will lead on this | Intended outcome / Outcome Measure | Link to our SEND Charter |
|-----------------|--|---|--|--|--|
| 3.1 | Develop additional vocational provision in the Borough for those that struggle to access a mainstream curriculum and may be at risk of exclusion (focussing on Key Stage 4). | To better support young people that struggle to access mainstream academic curriculum in secondary school To support pupils that might be at risk of permanent exclusion and entering youth justice system | Head of Pupil Based Commissioning, LBS / Limes College | Reduce number of permanent exclusions | Value and include |
| 3.2 | Implement the recommendations from our review of medical PRU (STARS) provision in the Borough to clarify referral pathways, improve | To ensure that we can meet the growing needs of children and young people with mental health | Strategic Lead for Education, LBS / Sutton Tuition and | Increase in the reintegration rates of young people back into school and greater capacity to support a | Value and include |

| | | | | | |
|------------|--|--|--|---|---------------------|
| | reintegration planning with schools and update our medical needs policy | needs | Reintegration Service | larger number of young people with mental health and anxiety related issues | |
| 3.3 | Ensure a sufficiency of high quality school places (bases in mainstream schools and special schools) in line with our SEND commissioning strategy | To meet the growing needs of our population of children and young people with SEND, and reduce our reliance on expensive non maintained or independent provision | Head of Pupil Based Commissioning, LBS | Ensure sufficiency of appropriate local SEND provision | Value and include |
| 3.4 | Invest our Special Provision Capital Funding on developing inclusive environments in mainstream schools, Alternative provision and specialist provision | To support our education providers to be inclusive by creating inclusive teaching spaces in mainstream schools | Head of Pupil Based Commissioning, LBS | Increased inclusion of children and young people with SEND in both state funded mainstream and specialist provision | Welcome and Care |
| 3.5 | Build on the 'Fish Bowl' activities to further develop effective approaches to special school outreach in the Borough to support mainstream settings to develop inclusive practices. | To support schools/education settings to develop inclusive practices | Head of SEND Service, Cognus | Greater number of pupils accessing outreach support from specialist settings but from within mainstream schools | Work in Partnership |
| 3.6 | Sign up to the London Inclusion Charter and work with primary and secondary heads networks to develop and embed approaches to reducing exclusions in the Borough, particularly for children and young people with SEND. | To reduce the number of exclusions and suspensions in the Borough for pupils with SEND | Head of Inclusion, Cognus | Year on year reduction in exclusions and suspensions and Sutton to be below national rates in all key areas | Value and include |
| 3.7 | Introduce StudyBugs attendance platform across all schools to: (i) gain live suspensions and exclusions data to support monitoring and oversight for thematic actions to be considered. (ii) record / oversee the use of part time timetables in order to analyse and respond to patterns and make recommendations to relevant partners. | To reduce school absence and improve attendance for all pupils including pupils with SEND | Head of Inclusion, Cognus | A reduction in Sutton's absence rates overall and for children with SEND | Value and include |

| | | | | | |
|-------------|---|--|--|--|-------------------|
| 3.8 | Implement the changes to our home to school travel assistance policy agreed by People Committee in February 2024 and grow the numbers of young people accessing independent travel training and personal travel budgets | To ensure we support young people to travel independently and to ensure the ongoing financial viability of the service | Commissioning Manager Education, LBS / Head of Assisted Travel, Cognus | Create a more financially sustainable offer of travel assistance in the Borough (deliver the service within budget) | Communicate |
| 3.9 | Develop our Wraparound provision offer for children and young people with SEND | To provide SEND families with greater opportunities outside of school hours | Early Intervention Service Manager , LBS | Increase in number of wraparound places available for children and young people with SEND | Value and include |
| 3.10 | Review our approach for monitoring post 16 learners who are at risk of not in employment, education or training (NEET). | To reduce the number of young people with SEND that are NEET and identify a lead in the local area | Multi-agency Safeguarding QA and Development Manager | Reducing number of NEET young people in the borough with SEND. Proportion of SEND young people to be below the national average | Value and include |
| 3.11 | Increase choice, and pathways into post 16 provision for young people with SEND so that employability levels rise | Ultimate outcomes are to increase employment rates for those leaving school/college/training | SEND Commissioning Lead and Head of Pupil Based Commissioning, LBS | Increased levels of employment for those with SEND | Value and include |
| 3.12 | Review our Short Breaks Offer for Children with additional needs | To ensure our resources are effectively prioritised | Designated Social Care Officer | To identify and provide the right support for CYP and their families that enables them to access activities they wouldn't usually be able to and/or have a break from their caring role. | Value and Include |

Priority 4

Grow the voice and influence of children and young people / parents and improve the way we listen and act on feedback

Over the last 12 months, Barnardo's have been supporting Sutton Council in the redevelopment of its strategy for voice, influence, and participation. Voice and influence activities provide children and young people and their families with an important opportunity to express their views and to inform and influence decision makers in Sutton Council and the wider local area.

Children and young people have 'found their voices' through the work that Barnardo's have undertaken so it is especially important that this continues meaningfully and productively across the local area. Following the decision of the Sutton Parent Carers Forum to not renew their participation grant, Contact are in the process of establishing a new Parent Carer Forum which also provides an important opportunity for developing the way we work with parents and co-produce in the local area.

| Work Stream Ref | What we are proposing to do | Why we are proposing to do this | Who will lead on this | Intended outcome / Outcome Measure | Link to our SEND Charter |
|-----------------|--|---|-----------------------|---|--|
| 4.1 | To establish a new and independent Parent Carer Forum in Sutton to support the ongoing development of the local SEND and AP system | To ensure the voice of parents of young people with SEND are captured as we develop our plans to improve SEND in the Borough. | Contact | New Parent Carer Forum steering group operational by November 2024 and participation grant in place and signed off by DfE Parent Carer survey to be conducted at the end of Yr 1 and Yr 2 to gather feedback from families | Value and include |

| | | | | | |
|-----|---|--|--|---|-------------------|
| 4.2 | (i) Produce a Voice and Influence framework and engagement toolkit with children and young people and their advocates, and with professionals across education, social care and health. | To ensure the voice of young people are captured across children's service as we develop our plans to improve in the Borough | (i) Programme Management Office Lead | Young people with SEND (and/or their advocates) have the opportunity to have their voice and influence listened to via the young commissioners, youth board and or Annual Youth Summit, ensuring activities are fully inclusive and this is then fed into services and representation across the borough. | Value and include |
| 4.3 | (i) Ensure that children and young people with SEND are included in the youth engagement framework through the Action Voices/Speak Up Sutton groups. (ii) Align our children and young people voice and influence SEND priorities with the Advocacy for All commissioned service delivery plan and review on an annual basis | To ensure that the views and experiences of children and young people with SEND influence the Borough's plans to improve and to ensure leaders can let children and young people know how their views have influenced plans in the local area | (i) Volunteer Centre Sutton / Advocacy for All (ii) Commissioning Lead - Health, Prevention and Wellbeing, LBS and Commissioning Manager, LBS | (i) SEND young people are represented on youth engagement framework (ii) Membership of Action Voices/Speak Up Sutton is more representative of the diverse Sutton SEND community | Value and include |
| 4.4 | To create an action plan to respond to the recommendations from Barnardos generated by the voice of CYP with SEND in the ' Your Voice Matters ' report and feedback to CYP through the youth engagement framework | To ensure that the views and experiences of children and young people with SEND influence the Borough's plans to improve SEND in the local area. Professionals will let children and young people know how their views have influenced plans in the local area | Sutton Volunteer Centre / Barnardos | An action plan is developed and implemented and fed back to young people on the actions taken | Value and include |
| 4.5 | Listening to the experience of families, to encourage greater use of mediation as a route to redress. | To reduce the % of LA decisions appealed at the first tier tribunal and to enable ongoing | Head of SEND, Cognus | Proportionate reduction in the number of appeals to first tier tribunal | Welcome and Care |

| | | | | | |
|--|--|---|--|--|--|
| | | supportive conversations with families. | | | |
|--|--|---|--|--|--|

Priority 5

A financially sustainable system

| Work Stream Ref | What we are proposing to do | Why we are proposing to do this | Who will lead on this | Intended outcome / Outcome Measure | Link to our SEND Charter |
|-----------------|---|---|------------------------------------|--|--|
| 5.1 | <p>To agree and deliver a strategy to reduce the overspend on the High Needs Block in future years and to move towards a balanced budget position within 3 years</p> <p>To review and consider learning from the Safety Valve and Delivering Best Value programmes and how this might inform the actions the local area needs to take to start to bring down the costs of SEND provision in the Borough</p> <p>To produce a deficit recovery plan on the High Needs Block by February 2025 agreement with Schools Forum</p> | <p>In order to ensure that the local SEND system is financially sustainable for both the Local Authority but also schools and providers</p> | <p>Education Operational Group</p> | <p>In year balanced position by end of financial year 2027</p> | <p>All</p> |