

It's Everybody's Business To Be Inclusive

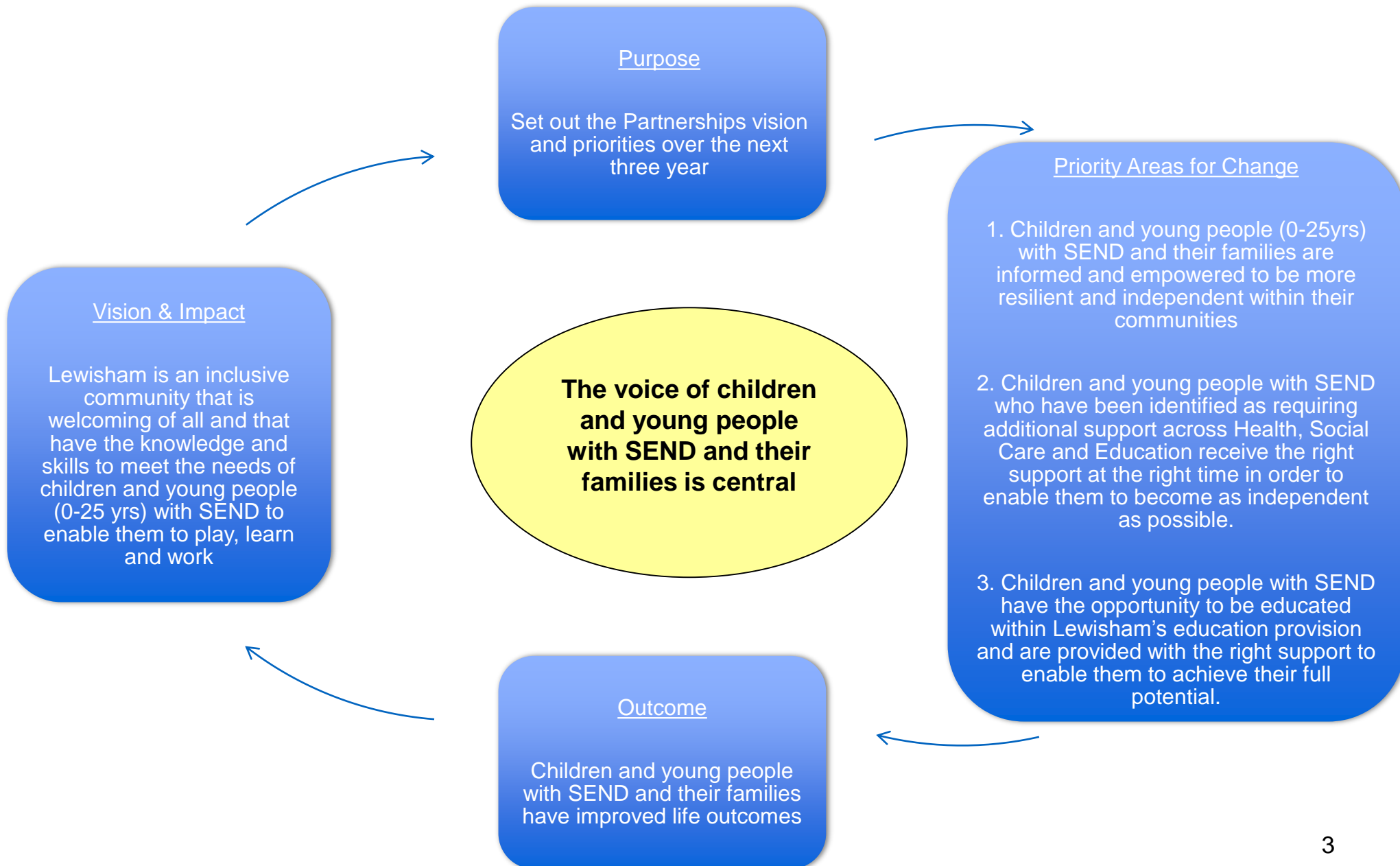
Lewisham's Special Educational Needs and Disabilities Strategy 2016-2019



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Introduction:

- Our Special Educational Needs and Disability (SEND) partnership strategy sets out our vision and priorities for improving life outcomes for children and young people with SEND and that of their families. This strategy forms an integral part of the Lewisham Children and Young People's Plan for 2015-18.
- The strategy builds on the 3'Cs, clarity, collaboration and courage. We will need to have clarity about our roles, responsibilities and plans; collaborate working in partnership to ensure the best use of resources, knowledge, skills and experience; and have courage to do things differently and try out new ways of working.
- Children and young people with SEND deserve the best start in life and the best possible opportunities to learn, develop and play. They also deserve the best start in life and should expect the best from all of us who provide services that aim to improve their lives and life chances. This strategy along with the CYP plan expresses our shared ambition and commitment to work together in partnership for, and with our children and young people and their families and carers, to make Lewisham a place where all children and young people enjoy a stimulating, healthy and safe childhood, exceed expectations, and have the highest aspirations for their future.
- This strategy builds on the work that we achieved following the introduction of the most significant changes to the Special Educational Needs system in 30 years, which came into effect from the 1st September 2014 through the Children and Families Act 2014. This strategy provides direction for the Partnership and sets our shared vision and priorities for all agencies working with children and young people with SEND across Lewisham and builds on what has been achieved so far. This is a three year strategy, with progress against actions being updated annually in December each year and published.
- We are ambitious for our children and young people with SEND. To achieve their ambitions and the best possible educational outcomes, including getting a job and living independently as possible, local education, health and social care services must work together to ensure that they get the right support. We have a statutory duty under the Children and Families Act 2014, to ensure that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.
- The strategy also establishes how partner agencies will continue to work together to improve those outcomes that will make significant improvements to the lives and life-chances of our children and young people with SEND. The need to work together to make every penny of public money work as hard as it possibly can for children and young people is essential as government cuts are impacting on greatly on resources and capacity.

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How we have developed the SEND Partnership Strategy:

This strategy responds to the needs and priorities which have been identified through data analysis and needs assessment, associated plans and strategies. It has also been informed by our analysis and understanding of what has and hasn't worked.

We have engaged the following key stakeholders in the development of this strategy:

- Young people with SEND
- Parents and carers with children and young people with SEND
- Voluntary Sectors
- Headteachers
- SENCOs
- Health, social care and education professionals

This strategy links to the Children and Young People Plan 2015-18 (including its commissioning intentions) and the School Improvement Strategy and the Early Years Quality and Sufficiency.

How we reviewed the SEND Partnership Strategy:

This strategy is reviewed annually in November each year with an updated version published in December. However, in October 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Lewisham to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The outcome of the inspection was published on the Ofsted website in December 2017, the full report is available by clicking [here](#).

This review took into account an analysis of data, performance, finance and outcomes. In addition there was a number of workshops and individual meetings with key stakeholders to review the strategy.

Our partnership vision and values

Vision

Together with families, we will improve the lives and life chances of the children and young people in Lewisham

We will

have the highest aspirations and ambition for all our children and young people

We will

put children and young people first every time

Values

We will

will make a positive difference to the lives of children and young people

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The way we work

Lewisham has a strong history of partnership working and well embedded Children's Partnership arrangements. All partners have agreed to work against our three stage model: universal, targeted and specialist within a single framework in which services will deliver the vision for our children and young people.



Our partnership culture

- ✓We work as a team around Lewisham's children and we take individual responsibility for delivering the outcomes in this plan
- ✓We work with whole families because strong and stable families are the foundation for achieving the outcomes we want for children and young people
- ✓We identify and target children at risk of poor outcomes and intervene early to make a difference
- ✓We involve and listen to children, young people and their families and work hard to ensure that our services are accessible to all our communities
- ✓We use our funding collaboratively to make every penny work as hard as it possibly can for children and young people in Lewisham

Vision & Impact

Lewisham is an inclusive community that is welcoming of all and has the knowledge and skills to meet the needs of children and young people (0-25 yrs) with SEND to enable them to play, learn and work

Priority Areas for Change

The Partnerships vision is underpinned by three key priority areas for change.

1.Children and young people (0-25yrs) with SEND and their families are informed and empowered to be more **resilient and independent** within their communities.

2.Children and young people with SEND who have been identified as requiring additional support across Health, Social Care and Education receive the **right support at the right time** in order to enable them to become as independent as possible.

3.Children and young people with SEND have the opportunity to be educated within Lewisham's education provision and are provided with the right support to enable them to **achieve their full potential**,

Outcome Areas

Build child and family resilience

- ❑ In order to maximise outcomes, we want all our children and young people to be resilient, knowing when and where to go for help and support when faced with challenges and adversities as they arise.
- ❑ Secondly, we want our parents/ carers and young people's workforce to be equipped to identify and respond to mental health emotional well-being needs amongst children and young people, intervening early and preventing needs from escalating.

Be healthy and active

- ❑ We want our children, young people and their families to be healthy and active, confident and able to make healthy choices and to understand how this can improve their development and wellbeing.
- ❑ Through the delivery of our CYPP, we will improve and maintain the health and wellbeing of our children and young people, reducing health inequalities.

Raise achievement and attainment

- ❑ We will promote the highest aspirations and ambition for all our children and young people across the partnership, particularly to close gaps and secure social mobility.
- ❑ We want all of our children and young people to achieve highly, supported by the best education, employment and training opportunities.

Stay safe

- ❑ We will work across the partnership to ensure that the right of every child to live in a safe and secure environment, free from abuse, neglect and harm is protected.
- ❑ We will identify and protect children and young people at risk of harm and ensure that they feel safe.

Legislation & Regulation

- ❑ Children and Families Act 2014
- ❑ Special Educational Needs and Disability Code of Practice 2014
- ❑ Education Act 1996
- ❑ Equality Act 2010
- ❑ Care Act 2014
- ❑ Children Act 1989/ 2004
- ❑ Chronically Sick and Disabled Persons Act 1970
- ❑ Mental Capacity Act 2005
- ❑ Breaks for carers of disabled children regulations 2011

Key Drivers

Level of need*:

- ❑ Lewisham is the second largest inner London Borough, with approximately 291,900. Over the next 20 years, Lewisham will see the second fastest rate of population growth in inner London and the eighth fastest in London.
- ❑ There are some 43,537 pupils attending Lewisham's 90 schools, with approximately 5,557 (12.8%) of these children in Lewisham schools having been identified with SEND needs – (this is above the National and London averages but lower than the Inner London averages).
- ❑ There are currently 2145 Lewisham residents (or Children and Young People who are Looked After Children to Lewisham but residing elsewhere) with a Statement of Special Educational Need or Education Health and Care plan. 613 (28.6%) of these children and young people are placed in out of borough provisions. ASD, Speech, Language or Communication and Social, Emotional or Mental Health difficulties are the most common diagnosis in children and young people placed out of borough (accounting for 399 (65%) combined).
- ❑ Of the 2145, 780 (36.4%) are accessing mainstream schools (including Academies), 613 (28.6%) are accessing maintained special schools, 196 (9.1%) are accessing independent schools and 152 (7%) are accessing maintained resource bases attached to mainstream schools. In addition, 270 (12.6%) are accessing further education or specialist 16 provision.
- ❑ Of the 2145, 808 (37.7%) are diagnosed with Autistic Spectrum Disorder, 399 (18.6%) have a Speech, Language or Communication Need, 233 (10.8%) have a Severe Learning Difficulty, 178 (8.3%) have Social, Emotional or Mental Health difficulties and 142 (6.6%) have Moderate Learning Difficulties.
- ❑ Recent projections suggest that by 2024, 216 additional special school places will be required in Lewisham.
- ❑ There are currently 28 CYP receiving high cost continuing care packages either at home, at home and school and or in school

Key Drivers

Outcomes*:

- ❑ 33% of pupils with SEN support achieve a 'good level of development' at foundation stage, compared to 31% in Inner London and 27% Nationally.
- ❑ Lewisham is in line with the National average Attainment 8 Score for pupils with SEN Support (36.2) but below that of Inner London and Statistical Neighbours (40.40 & 38.96, respectively). Progress 8 Scores are -0.58 for Lewisham, compared to -0.38 Nationally, -0.14 in Inner London and -0.17 for Statistical Neighbours.
- ❑ The Lewisham Attainment 8 Score for pupils with an EHCP or Statement (13.9) is below the National, Inner London and Statistical Neighbour scores (17, 17.7, & 18.39, respectively). Progress 8 Scores are -1.22 for Lewisham, compared to -1.03 Nationally, -0.91 in Inner London and -0.85 for Statistical Neighbours.
- ❑ 35.9% of 19 year olds with SEN Support were qualified to Level 2 (including English & Maths) in 2016. This is below the National average (37%) and that of Statistical Neighbours (45.57%) and is a reduction of 4.2% compared to 2015. 36.2% of 19 year olds with SEN Support are qualified to Level 3 (excluding English and Maths). This is above the National average (31.2%) but below Statistical Neighbours average (45.57%) and is reduction of 3.2% since 2015.
- ❑ 13.5% of 19 year olds with an EHCP or Statement were qualified to Level 2 (including English & Maths) in 2016. This is below the National (15.3%) and Statistical Neighbour (16.5%) averages and is an reduction of 5.2% compared to 2015. 15.3% of 19 year olds with an EHCP or Statement were qualified to Level 3 (excluding English & Maths) in 2016. This is above the National average (13.7%) but below Statistical Neighbour average (18.8%) and reflects a reduction of 5.3% compared to 2015.
- ❑ In 2016-2017, 8.8% of adults with learning disabilities in Lewisham were in paid employment, compared to 10.3% in 2015-2016.

Key Drivers

Pressure on resources*:

- ❑ Lewisham is the 31st most deprived borough in the country
- ❑ Total spend on schools to meet SEND needs is £48m per year
- ❑ Lewisham has the 4th highest SEND funding per pupil within England
- ❑ DSG Overspend was £2.3m in 15/16, £0.3m in 16/17 and currently forecast at £0.0m in 17/18.
- ❑ Average cost of an out of borough placement is £21,300k, average in borough cost for a placement is £12,700k.
- ❑ It is predicted that Lewisham will have approximately 100 new EHC plans per year, as a result there is an estimated cost implication of £1.2m to £2.1m per year (based on average placement costs).
- ❑ Transport overspend is approximately £1.4m.
- ❑ Pressure on Short Breaks and Direct Payments budgets
- ❑ With an average of 70 new EHCPs issued per year for CYP aged 0-5 or 19-25 years, new reforms have a cost implication of approximately £900,000 to £1,500,000 per year (based on average placement costs).

(* This data is accurate as of the March 2018)

Lewisham's Children and Young People's Plan 2015 – 2018

4 Outcome Areas

Resilience

Health

Achievement

Safe

Underpinned by the SEND Strategy and its 3 themes

Resilience and Independence

Right Support at the Right Time

Achievement of Full Potential

Lewisham's SEND Strategy
'It's everybody's business to be inclusive'

Co - Production

SEND Programme Board

Feedback

SEND Working Group

Joint Commissioning Work Programme

Key Work - Streams

Local Offer, Communication & Engagement

Health Services

Quality Teaching & SEN Support

Social Care & Short Breaks

Specialist Education Provision

Early Years

EHC plans, Transfers & Annual Reviews

Transition & Preparing for Adulthood

Personal Budgets & Personalisation








SEND Place Planning & Outreach

Travel Assistance & Independent Travel

ASD Needs & Provision








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SEND Strategy Key Achievements 2016/17

	2016	2017
Local Offer, Communication and Engagement	 Local Offer website in place to provide information and advice on education, health and social care	
Quality Teaching & SEN Support		 Lewisham Learning has established a new school led school improvement framework to continue to improve standards and ensure that schools are inclusive
Specialist Education Provision	 All Specialist Resource Provision have been supported to review and update their eligibility criteria	 Finalised New banding matrix for all Lewisham schools
EHC plans, Transfers & Annual Reviews	 All Learning Difficulty Assessments have been transferred to EHC Plans	
Personals Budgets & Personalisation	 Signed off Personal Budget Policy Statement published on the Lewisham Local Offer	
Travel Assistance & Personal Travel	 New Independent Travel Training pilot programme for CYP with EHC plans	










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SEND Strategy Key Achievements 2016/17

	2016	2017
Health Services	 Therapies outcomes measuring embedded within clinical practice and used to monitor progress against outcomes	
Social Care & Short Breaks	 Specialist Short Breaks for weekend, holiday and overnight has been recommissioned and new contract awarded	 New monitoring and outreach service to support young people 11 years +
Early Years	 New Inclusion fund implemented May 2017 for early years settings to apply for additional funds to support children with additional needs	
Transition & Preparing for Adulthood	 New quarterly transition meetings between Children's and Adults service to support the transition of young people from Children's to Adult services	
SEND Place Planning & Outreach	 It has been agreed New Woodlands Special School will be Lewisham's Social Emotional and Mental Health provision for CYP with an EHC plan from September 2018	
ASD Needs & Provision	 ASD review completed and recommendations agreed	
	2016	2017











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SEND Strategy Key Priorities for 2018

	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18
Local Offer, Communication and Engagement	 New Communication and Engagement Strategy drafted and implement plan agreed  Local Offer website platform and content reviewed and improvements made											
Quality Teaching & SEN Support	 LA working with schools to be inclusive in line with Lewisham Learning's new school improvement framework, including working with them to ensure that they have staff that have the knowledge and skills to meet the needs of CYP with SEND											
Specialist Education Provision	 Roll out of the new banding Matrix  LA to work with New Woodlands Special School to ensure the ready to be Lewisham's Social Emotional and Mental Health provision by September 2018											
EHC plans, Transfers & Annual Reviews	 All SSEN to be transferred to EHC plans by the statutory deadline of April 2018 Be prepared for the changes in Tribunals from April 2018											
Personals Budgets & Personalisation	 Plans in place to increase the awareness and understanding of Personal Budgets  Refresher training for staff to work with families on personalisation of their EHC plans											
Travel Assistance & Personal Travel	 Recommission the Independent Travel Training programme											
Last Updated January 2018	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18

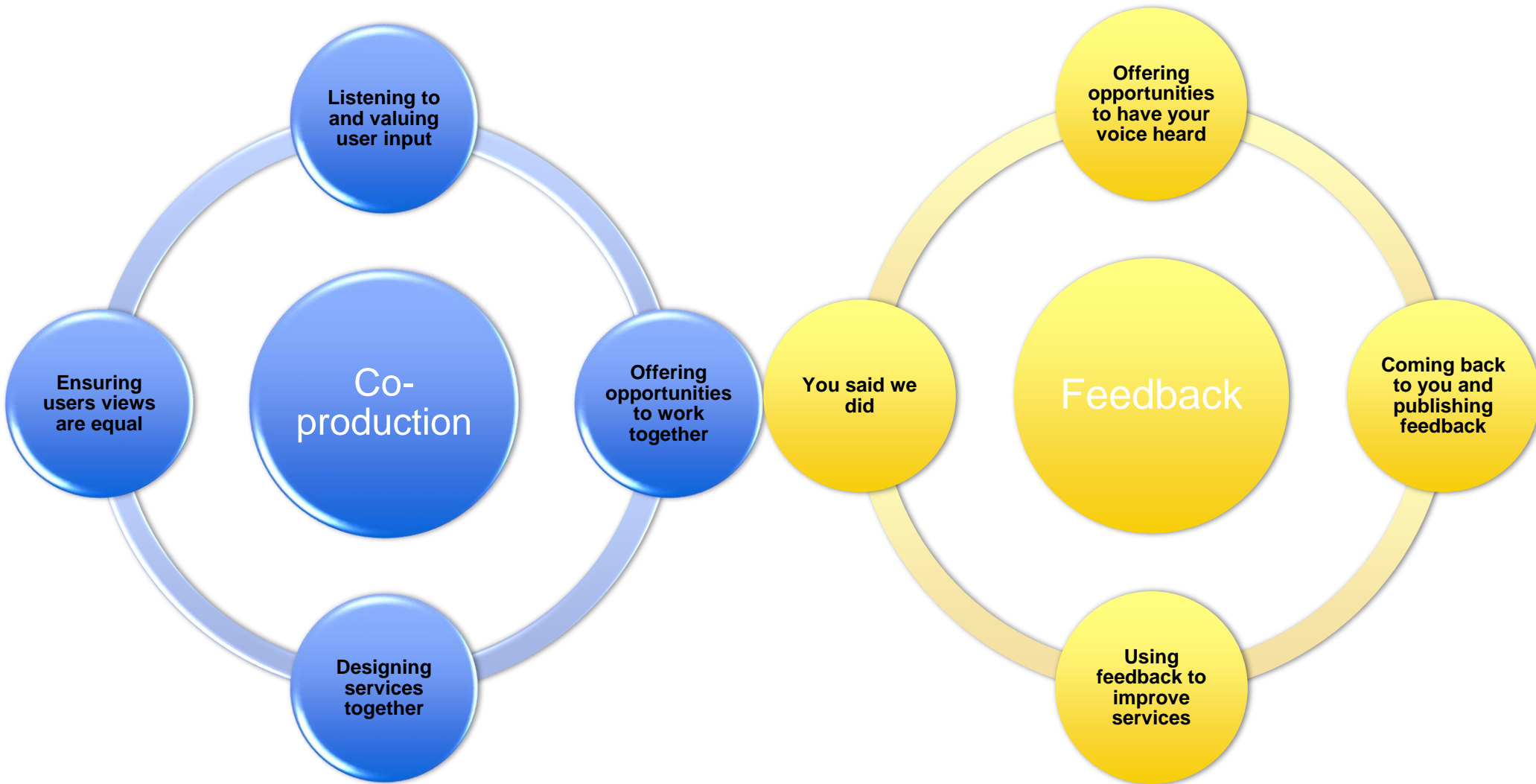
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SEND Strategy Key Priorities for 2018

	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18
Health Services	 Development of a new system to ensure more accurate & reliable data is collected about CYP with SEND											
Social Care & Short Breaks	 Agree a project plan to put in place an in-house Short Breaks Hub  Pilot a new befriending/ mentoring programme to support CYP to develop independent skills and access community services											
Early Years	 Work with and support Early Years providers to remove barriers for CYP with SEND to access their early entitlement  Develop EYFS SEN Toolkit including referral pathways and expectations of what Quality First Teaching looks like in the EYFS											
Transition & Preparing for Adulthood	 Development of the commissioning intentions for 19 – 25 years  Development of the transition pathways across all age ranges in particular 19 – 25 years											
SEND Place Planning & Outreach	 Complete the review of the outreach support by New Woodlands and Drumbeat and put in place recommendations  Increase places at Watgate and Greenvale Special School											
ASD Needs & Provision	 Start the review and redesign of the ASD diagnostic path way with recommendations for change to reduce waiting times and improve the experience for CYP and their parents including post diagnose support											
	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sept-18	Oct-18	Nov-18	Dec-18

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How will Co-Production and Feedback work in the SEND Strategy and Key Work Streams?



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Joint Commissioning Work Programmes

Early Help

- To support the delivery of Lewisham's Early Help Strategy and ensure children, young people & families receive appropriate advice, support and services as set out in the continuum of need

LAC Placements

- To develop and deliver our Commissioning & Sufficiency Strategy For Looked After Children & Care Leavers and our Fostering Strategy, improving the quality and stability of placements and ensuring that our CYP most in need have the right support available to them

Mental Health and Emotional Wellbeing

- To deliver our Mental Health & Emotional Wellbeing Strategy through the development of regional CAMHS provision and implementation of the CAMHS Transformation Programme

Community Health

- To deliver transformation across community health provision for children & young people (including maternity services)

SEND

- To deliver improved life outcomes for 0-25 year olds with SEND through our partnership SEND Strategy, across Education, Health and Social Care

Local Offer, Communication & Engagement

Achievements to Date

- Lewisham has a statutorily compliant Local Offer with relevant information as required by the SEND Code of Practice

What we need to achieve

- Ensure the Local Offer provides clear, relevant and update to date information, advice and support in relation to education, health and social care
- Improve the awareness of the Local Offer for parents, children and young people and professional and the usage of it
- Better communication and engagement with parents, children and young people with SEND and professionals
- Ensure the Special Educational Needs Information, Advice and Support Service (SENDIASS) provides impartial confidential and relevant information advice and support to parents of CYP with SEND and to young people with SEND



How we are going to do it

- Establish a working group with key stakeholders to review the platform, content
- Establish clear procedures for updating and maintaining the information on the Local Offer, incl. content ownership and champions
- Develop a new Communication and Engagement strategy for the strategy to look at how to improve communication with parents, children and young people and professional, including feedback.
- Establish a working group with Lewisham's parents and young people with SEND to have a clearer understanding of their views
- Work in partnership with SENDIASS to develop their service and review the impact of outcomes

Local Offer, Communication & Engagement; performance indicators

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Local Offer	Number of hits on the Local Offer website	1,263 (LBL Local data: Total Visitors - Jan 16 – Nov)		7,708 Jan 16 – March 18)	
	% of customers satisfied with the Local Offer	Annual Survey (LBL Local Data: to be rolled out in 2017)		Survey under development	N/A

Quality Teaching & SEN Support

Achievements to Date

- A new banding matrix has been finalised and implemented, it will make funding linked to needs transparent, consistent and fair.
- All schools have a SEND school offer, policy and information report on their school website which is linked to the Local Offer.
- Lewisham has an effective SENCo forum.
- Outcomes for pupils for an EHC plan and on SEN support at Key Stage 1 & 2 are positive.
- Lewisham Learning has established a new school led school improvement process which looks at how schools are delivering on meeting their SEND CYP needs
- The Local Authority has established a new secondary school challenge which works with Lewisham Learning to improve secondary school provision within the borough and raise the outcomes of CYP at secondary school level including those with SEND.
- Partnership working has been established between CWCN, STEPS, Early Years and Lewisham Lewisham Learning.

What we need to achieve

- All schools to be inclusive in line with Lewisham Learning's new school improvement framework.
- All Lewisham education provisions to have the skills and knowledge to meet the needs of, and educate children & young people with SEND.
- All Lewisham education provisions to employ a qualified SENCo who has the capacity to be responsible for the day to day operation of the school's SEN policy and to be able to influence change within the school
- Education settings to be aware of and commission services that meet the needs of CYP with SEND.
- Improved progress and attainment of children and young people with SEND.
- Reduction in the number of exclusions of CYP on SEN support and with EHC plans.











How we are going to do it

- Schools to be measured against the school improvement framework for inclusion of CYP with SEND and ability to meeting need
- Measures to be developed to monitor the progress & attainment of all CYP with SEND
- Review of training needs across the education settings and deliver or commission appropriate training on SEND.
- Use SLA online to ensure schools have access to a wide range of interventions to commission for CYP with SEND.
- Scoping exercise to be undertaken to look at how schools are supporting CYP with challenging behaviour and emotional and mental health needs and put in place recommendations
- Teaching school sets out how they will support all schools with training on SEND.
- Implement the new banding matrix, including banding descriptor guidance for professionals & schools.
- All schools to evidence how they use their devolved SEN funding and the role of the SENCo to meet their SEN policy .
- SEND Advisory Board (SENDAB) to embed and develop joined up working with Lewisham Learning to support education settings.
- Review the information that the SENDAB monitor with the view to making recommendations for improvements.
- Undertake a mapping exercise to review the roles and responsibilities for quality first & SEN support to identify gaps and make recommendations for improvements.

Quality Teaching & SEN Support

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Quality Teaching	No of CYP on SEN Support in Lewisham's mainstream schools	5,413 (DfE Jan 2016)		5499 (DfE Jan 2017)	
	Attainment 8 Score for pupils with SEN Support (new measure of attainment introduced in 2016)	First year of measure, replacing A-C GCSE / Key Stage data		36.2	N/A
	Progress 8 Score for pupils with SEN Support (new measure of attainment introduced in 2016)	First year of measure, replacing A-C GCSE / Key Stage data		-0.58	N/A
	No of LBL schools with an Inclusion Quality Mark	Local LBL systems are being established to collect this information from 2017		Survey under development.	N/A
	No of LBL schools with a qualified SENCo	Local LBL systems are being established to collect this information from 2017		Survey under development.	N/A
	% of dedicated time SENCOs spend on SEN responsibilities	Local LBL systems are being established to collect this information from 2017		Survey under development.	N/A
	No of SENCOs in leadership roles on Lewisham schools.	Local LBL systems are being established to collect this information from 2017		Survey under development.	N/A
	No of fixed term exclusions among CYP with SEN Support or SSEN/EHCPs	Measure changed since AY1516		642 (AY1617)	N/A
	No of permanent exclusions among CYP with SEN Support or SSEN/EHCPs	Measure changed since AY1516		83 (AY1617)	N/A

Specialist Education Provision (Special School/ Specialist Resource Provision)

Achievements to Date

- A new banding matrix has been finalised and implemented, that will make funding linked to needs transparent, consistent and fair.
- Specialist Resource Provision training, skills, knowledge and expertise has been audited and challenged.
- Data on Specialist Resource Provision is collected 3 times per year which is analysed challenged and reported on.
- The eligibility criteria for the Specialist Resource Provision has been written and changed to continue to meet the needs of Lewisham's children.
- There is a clear specification for Specialist Resource Provision which has been shared with professionals

What we need to achieve

- Clarity of eligibility criteria across Lewisham's Special Schools so that it meets the profile of need within the borough and it clear to parents and professionals
- Continue to ensure Lewisham's specialist education provisions have the expertise, skills and knowledge to meet the needs and educate children and young people with SEND, including commissioning appropriate services for CYP with SEND.
- Improved progress and attainment of children and young people with SEND.
- Ensure New Woodlands are ready to be Lewisham's Social Emotional and Mental Health provision by September 2018.
- Ensure the quality of all specialist education provision that we use out of borough for Lewisham CYP.






How we are going to do it

- LA to work in partnership with Lewisham's Special Schools to review and update their eligibility criteria.
- Outcome measures to be developed to monitor the progress & attainment of all CYP with SEND.
- The Teaching School to set out how they could support all specialist education provision with training on SEND.
- Development of a specification that sets out the Local Authorities expectations of standards and practices by the Specialist Education Provisions within Lewisham.
- Lewisham's Special Schools and the Strategic lead for the Specialist Resource Provision to work in partnership to agree a plan on how they can develop a closer partnership and support each other.
- Lewisham's Special schools to work with Lewisham Learning and secondary challenge to identify areas of support.
- LA to work with New Woodlands Special School to put a plan in place to ensure that will be able to meet the needs of CYP with Social Emotional and Mental Health needs, including embedding CAMHS post within New Woodlands School.
- An audit to be undertaken on the out of borough places used and their quality.
- Continue to work with the South London Consortium group to monitor the quality of Non maintained Independent provision

Specialist Education Provision (Special School/ Specialist Resource Provision)

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Specialist Education Provision	No of children and young people placed in specialist provision with LBL education provision	690 (LBL Local data: Oct 16, Special Schools and Specialist Resource Provisions)		670	
	No of LBL children and young people placed in specialist provision out of borough	221 (LBL Local Data: Oct 2016)		183	
	No of LBL children and young people requiring specialist placements by 2024	216 (LBL Local Data Sept 16)		216	N/A

Education, Health and Care plans (EHC plans), Transfer of Statements of Special Education Needs (SSEN) to EHC plans and Annual Reviews

Achievements to Date

- All Learning Difficulty Assessments were transferred to EHC Plans by the end of December 2016
- On track for completing all transfers from SSEN to EHC Plans by the statutory deadline of April 2018
- Increased capacity created in the SEN team to meet growing demand
- Improved quality of EHC Plans
- Phase transfer processes agreed, communicated and implemented
- Close and improved working relationship with a range of partners incl FAP and Virtual School leading to more timely assessments and placement planning

What we need to achieve

- Ensure the transfer of all SSEN to EHCPs by April 2018
- Ensure that the statutory timescales for EHCPs are consistently met.
- Ensure that all EHCPs include all assessed needs and support agreed across education, health and social care and all key professionals are provided with the final EHCP.
- Improved information and communication with parents and professionals related to the EHCP process.
- Improve feedback from parents, CYP, education settings and professionals to improve the service and user experience.
- Monitor and analyse the progress, attainment and outcomes for children and young people with EHC plan.
- Be prepared for the changes in Tribunals from April 2018.
- Ensure that vulnerable CYP groups with SEND are supported in partnership with key services, such as youth service, looked after children, virtual school team and disability social work service.
- Improved use of primary need categories to better reflect barriers to learning.






















How we are going to do it

- Continue to transfer SSEN to EHCP as per project plan.
- Continue to monitor statutory timescales and analysis reasons for any delays. Improvements to be put in place where there are regular issues for delays.
- Continue to train staff on the EHC needs assessment and plan process and support staff to implement the EHC process effectively and to a high standard.
- Recruitment of new SEND advisors to work with education settings in put in place strategies to meet the needs of CYP with SEND.
- Develop a new Communication and Engagement Strategy for the Sen Service to improve communication with parents, children and young people and professional, including feedback.
- Develop measures to be able to monitor and analyse the progress, attainment and outcomes of CYP with EHC plans.
- Multi agency workshops to be put in place focussed work on outcomes with schools, professionals, colleges and other SEND Partnership stakeholders.
- Continue to work in partnership with the Virtual School Team, Disability Social Work Service, Youth Justice Service and CYP education services to ensure that the needs of the most vulnerable children and young people are considered appropriately during the EHC plan process
- Work closely and in partnership with parents/carers on the quality assurance of EHC Plans , auditing specifically section B,E and F of EHC Plans
- Provide training related to ensuring a YP's voice is heard and the YP's aspirations are captured.
- Key tasks implemented to be prepared for the changes in Tribunals in April 2018.
- Review of the definition of barriers to learning and primary needs.

Education, Health and Care plans (EHC plans), Transfer of Statements of SEN to EHC plans and Annual Reviews

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
EHC Plans and Transfer Reviews	No of Transfers from SSEN/ LDA to EHC plan completed	587 (LBL Local Data Oct 2016)		1163	
	No of Transfers from SSEN/ LDA that still need to be completed by April 2018	1102 (LBL Local Data Oct 2016)		98	
	% of customer satisfied with the EHC plan process	Survey circulated Summer term 2017. 9 responses received.		Response rate too low for analysis	N/A
	No of LAC with an EHCP/SSEN	79 (LBL Local Data: Nov 2016)		140	
	No of CYP known to Youth Custody with an EHCP/SSEN	13 (LBL Local Data: Nov 2016)		15	
	No of CYP missing education with an EHCP/SSEN	2 (LBL Local Data: Oct 2016)		0	
	No of CYP in alternative education provision with an EHCP/ SSEN	128 (LBL Local Data: Jan 2016)		220	
	No of initial contacts for Mediation	53 (Data provided by KIDS service: Sept 15 – Aug 16)		58 (Sep16-Aug17)	
	No of parent/ carers who chose to take up the Mediation (i.e. a meeting was held)	26 (Data provided by KIDS service: Sept 15 – Aug 16)		12 (Sep16-Aug17)	
	No of Appeals to Tribunal under the 1996 Act	12 (Data provided by KIDS service: Sept 15 – Aug 16)		9 (Sep16-Aug17)	
	No of Appeals to Tribunal under the 2014 Act	37 (Data provided by KIDS service: Sept 15 – Aug 16)		48 (Sep16-Aug17)	

Personal Budgets & Personalisation

Achievements to Date

- Personal Budget Policy Statement updated by the SEND Partnership and published on the Lewisham Local Offer
- Guides on SEND Personal Budgets available for parents, young people and professionals on the Local Offer
- Targeted programme of workforce development delivered to increase professional awareness of SEND Personal Budgets.

What we need to achieve

- Increased awareness and understanding of personal budgets with parent/ carers, young people and professionals.
- Increased uptake of personal budgets, where it would be of benefit to improve outcomes.
- Increased satisfaction of personal budgets.
- Improved tracking of outcomes for young people with personal budgets and how this may continue to benefit them, or benefit other families.
- More joined up approach to personal budgets across Education, Health and Social Care.







How we are going to do it

- Training plan to increase professional, young people, parent/carers awareness of personal budgets, with resources available on the Local Offer.
- Development of a communication plan to increase awareness of personal budgets amongst young people, parent/carers.
- Design and implement a system for gathering feedback & satisfaction on personal budgets.
- Design and implement a monitoring system to measure personal budget outcomes.

Personal Budgets & Personalisation

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Personal Budgets and Personalisation	No of Health Personal Budgets	0 (LBL Local Data: Nov 2016)		0	
	No of agreed Health Personal Budgets with direct payments	0 (LBL Local Data: Nov 2016)		0	
	No of agreed Social Care Personal Budgets with direct payments (Personal Budgets)	380 (LBL Local Data: Nov 2016)		355 Mar 18	

Travel Assistance & Independent Travel Training

Achievements to Date

- Independent Travel Training pilot has supported 19 young people to travel to their place of education independently during the first 12 months of the 2 year pilot, and are no longer in receipt of arranged transport from the Council
- A Joint SEND & Adult Social Care 16-25 Policy was developed and consulted on, which was formally agreed at Mayor & Cabinet in June 2017.
- A Dynamic Purchasing System replaced the previous framework agreement in April 2017, to improve the number of providers, quality and reduce costs.

What we need to achieve

- Increase the opportunity for more young people to have Independent Travel Training.
- Provide parents with the skills to be able to continue to support young people who have Independent Travel Training.
- Look at the possibility of developing additional travel assistance options to support increasing independence and long term outcomes.
- Increase the number of direct payment users through improved information, engagement and personalisation support.
- Improve the assessment and eligibility process to include observation of young people to identify correct levels of travel support or independent/alternative travel options.
- Develop options for the Travel Board to enable the service to meet demand within agreed budget levels.









How we are going to do it

- Continual engagement with parents/carers, children and young people and schools, to develop knowledge of the barriers to travelling independently, promote success stories, and jointly develop a range of travel assistance options that can be developed to support children and young people and their families to increase their independent travel skills.
- Continually review and update the assessment process and guidance to families to ensure correct support is available, outcomes are consistent, and appropriate solutions/outcomes are delivered.
- Recommissioning the Independent Travel Training programme to increase the number of places available to young people and look to extend it to CYP in social care as well as education.
- Development of officer roles and capability to support a person centered assessment process to ensure individual needs and desired outcomes are accounted for throughout the assessment of the application and reflected in the delivery of their agreed support
- To continually monitor the Travel Assistance demand and spend and to look at options and continuous improvement to manage this.

Travel Assistance

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Travel Assistance	No of requests to provide Travel Assistance for CYP with EHCP/SSEs	214 (LBL Local Data: Jul – Oct 2016)		217 (AY1617)	
	No of agreements to provide Travel Assistance for CYP with EHCP/SSEs	100 (LBL Local Data: Jul – Oct 2016)		155 (AY1617)	
	No of CYP with EHCP/ SSEN requesting Independent Travel Training	39 (LBL Local Data: Sept – Oct 2016)		64 (AY1617)	
	No of CYP with EHCP/SSEs receiving Independent Travel Training	5 (LBL Local Data: Sept – Oct 2016)		20 (AY1617)	

Health Services

Achievements to Date

- % Children seen within the 18 weeks Referral to Treatment Target ; Children and Young People's Community Occupational Therapy maintained at 100% (Dec 2017)
- % Children seen within the 18 weeks Referral to Treatment Target; Children and Young People's Community Physiotherapy Team maintained at 100 % (Dec 2017)
- % Children seen within the 18 weeks Referral to Treatment Target; Children and Young People's Speech and Language Therapy Team increased from 96% (Dec 2016) to 98.5 % (Dec 2017)
- % medical advice reports submitted to LEA within 42 days of request ; Children's Community Paediatricians increased from 91% (Dec 2016) to 100% (Dec 2017)
- Therapies Outcome Measures tool developed to monitor children's progress against outcomes/goals set and embedded within clinical practice.
- Additional investment into the CAMHS Neuro-development team to ensure better access to mental health support for children with SEND
- Development of the YP Health and Wellbeing Service which provides sexual health, substance misuse and emotional health support to 10 – 19 (up to 25 for those with vulnerabilities)
- Ongoing development of the online counselling service which operates in the evening and weekends
- Ongoing development of the Liaison and Diversion role within the YOS, who screens for health vulnerabilities (e.g. S&L, mental health and ASD) in the police station to divert away from the CJS
- Integrated community health approach developed to ensure children with SEND are offered and receive immunisations.
- Commissioners and CCN colleagues are working together to attend and facilitate Community Education Treatment Reviews when preventing admission to mental health inpatient units.

What we need to achieve

- Continue to ensure that children referred to the Children Therapy services and Community Paediatric Medical Team are seen within the 18 weeks timeframe.
- Development of Health professionals skills about measuring and writing effective health outcomes to contribute to EHCPs.
- Ensure early identification of need at the earliest point to put in place the right services to meet need.
- Improve out data quality of SEND children in health services.
- Continue to ensure that those children with the most complex health needs are having their needs appropriately meet.
- Continue to ensure that Maternity Services and Health Visiting Services identify children with SEND at the earliest point and that referrals are made to appropriate services to ensure early support and engagement with services
- Improve the monitoring of impact and outcomes of Continuing Care services
- Ensure joint assessments take place between continuing care and social care where required.












How we are going to do it

- On going monitoring of referrals and response times to referrals.
- Training to be put in place to develop staff skills in measuring and writing effective health outcomes.
- Development of threshold levels for notification of CYP with SEND for all health teams to prevent delays in notifying SEN Team and ensure appropriate referral to services within the Trust and external
- The Community Children and Young People's Health Team is establishing a new system to be able to collect accurate and reliable data.
- Review the interventions and support offered (MDT/Uni-disciplinary) to these children and young people to confirm needs are being appropriately met and continue to offer support/intervention
- Recovery plan in place to address the backlog of children waiting to be seen.
- Recruiting and training additional Assistant Health Visitor Practitioners and increasing the number of session offered to cover review appointments.
- Development of toddler hubs in the Children Centre early years settings, to support the delivery of 2 years checks.
- Integrate the 2 year review with those carried out in early years settings. To create opportunities for joint working and the 'tell it once' approach.
- Undertake a review looking at what measureable outcomes can be put in place for continuing care assessments and develop outcomes accordingly.
- Develop an agreed process with the SEND team to ensure the team is alerted and updated about children and young people in receipt of continuing care packages.
- SEND team to request information from the continuing care nurse on continuing care assessments and packages to be included in the EHC plan.
- SEND Team and Continuing Care nurse work in partnership to agree achievable health outcomes.
- New Consultant Psychiatrist post commissioned to support SEMH concerns via SEND / LAC placement / Continuing Care processes

Health Services

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Health	% children within the 18 weeks Referral to treatment target (Children's Community Occupational Therapy)	100% (LBL Local Data: Oct 2016)		96.4% (Jan 18)	
	% children within the 18 weeks Referral to treatment target (Children's Community Physiotherapy)	100% (LBL Local Data: Oct 2016)		100% (Jan 18)	
	% children within the 18 weeks Referral to treatment target Children's (Community Speech and Language Therapy)	96 % (LBL Local Data: Oct 2016)		99% (Jan 18)	
	% of medical advice reports submitted to LEA with 42 days of request (Children's Community Paediatricians)	91 % (LBL Local Data: Oct 2016)		88% (Jan 18)	
	No of children with an EHCP opened to OT, who have a started Therapy Outcome Measure (Children's Community Occupational Therapy)	Local LBL systems are being established to collect this information from 2017		Under development	N/A
	No of children with an EHCP opened to PT, who have a started Therapy Outcome Measure (Children's Community Physiotherapy)	Local LBL systems are being established to collect this information from 2017		Under development	N/A
	No of children with an EHCP opened to SLT, who have a started Therapy Outcome Measure (Children's Community Speech and Language Therapy)	Local LBL systems are being established to collect this information from 2017		Under development	N/A

Social Care & Short Breaks

Achievements to Date

- The Children with Complex Needs service has recommissioned its specialist short breaks for weekend, holiday and overnight specialist provision and awarded a new contract for these services to Ravensbourne project.
- In addition a new mentoring and outreach service was commissioned and the contract was awarded to Young People Relate.
- The Preferred Provider Framework was recommissioned for health and social care support services and contracts have been awarded to 13 providers.
- The Short Breaks service has purchased Max Cards, which provides discount incentive cards. There are 1,500 venues on the discount list. Families who register for the disability register will be eligible to receive the Max Card.
- New processes have been put in place to improve timescales for social care and monitoring of social care assessments.
- Additional capacity has also been added to the disability social work service for assessments and reviews. The service has also been able to recruit to permanent social workers and team managers posts to put in place a sustainable team.
- The Local Offer has been updated with local disabled groups and activities.

What we need to achieve

- An increased range of specialist Short Breaks services, in particular services that can support children and young people to develop resilience and independent skills.
- Parents feeling more able to develop their skills and understanding of their child or young person's disability and how to support them to be more resilient and independent.
- Community provisions to be more inclusive of disabled CYP and having the skills to meet their needs.
- Development of the market place to ensure that there is suitable provision in place to support children's aspirations and life choices through to adulthood, including employment and that they have the skills and knowledge to be able to meet the needs of children and young people with SEND.
- Ensure statutory timescales for social care assessments are consistently met.
- Ensure all social care assessment and support is included where relevant in EHC plans.















How we are going to do it

- Commission a new Specialist Holiday Club to meet the growing demand.
- Pilot a new befriending/ mentoring programme to support CYP to develop independent skills and access community services
- Improve the information available on the Local Offer on social care and Short Breaks.
- Review and update the social care and Short Breaks policy and procedures and make them available on the Local Offer.
- Development of an in-house Short Breaks Hub, which will include a restructure of Lewisham specialist in house Short Breaks provision and staffing.
- Further promote the disability register and Max Cards.
- Recruitment of a new Inclusion Officer to work with providers to be more inclusive of disabled CYP and develop their skills to meet their needs.
- Engage with providers and parents to understand the barriers to CYP with disabilities accessing universal services and develop a plan to overcome the barriers.
- Continue to monitor statutory timescales and address any issues that arise.
- A scoping exercise to be undertaken to look at community activities young people from 18 – 25 years with disabilities and possible options for new services.
- Social care and Short Breaks Team to work with the SEN Team to ensure all social care and Short Breaks information is in all relevant EHCPs.
- Development of a borough-wide Parenting Strategy which will embed the needs of parents / carers of children with SEND.

Social Care & Short Breaks

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Social Care and Short Breaks	No of service users being signposted or supported to access universal services	Local LBL systems was being established to collect this information	N/A	10 (April 17 to March 18)	N/A
	No of service users receiving a targeted short breaks package	297 (LBL Local Data: Nov16)		237	
	Number of services users receiving a specialist short breaks package	278 (LBL Local Data: Nov16)		247	
	Number of families registering for the LBL Disability Card	29 (LBL Local Data: Nov16)		48 (Jan 16 – March 18)	
	No of referrals for disability social work team	129 (LBL Local Data: Sept15 – Oct 16)		313 (April 17 – March 18)	
	No of referrals for disability social work team accepted	98 (LBL Local Data: Sept15 – Oct16)		277	
	No of accepted referrals where an assessment took place within 45 days	43 (LBL Local Data: Sept15 – Oct16)		159 (57.4%)	
	No of CYP known to disability social work team who are LAC	38 (LBL Local Data: Sept16)		45	

Early Years

Achievements to Date

- Early Years Inclusion Board established to administer Inclusion Funding termly. Inclusion Funding Guidance and application available.
- Inclusion fund implemented May 2017. 37 providers applied for 120 children in their settings during initial term. Autumn 2017, 38 providers apply for 106 children.
- Cases referred to Early Year Inclusion Board (barriers to accessing Early Entitlement) have decreased by 30%.
- Robust and responsive training programme and SENCO forums for PVI.
- 90% of SENCOs have accessed SENCO Forums and 83% of providers have accessed training in SEN across academic year,
- Developed inclusion funding guidance includes expectations of providers of their universal offer.
- November 2017, 96% providers rated good or better. Good practice shared at SENCo forum.
- % of children achieving good level of development (GLD) in Early Years Foundation Stage Profile at the end of Reception for children with SSEN/ EHC plans increased from 3.2% in 2016 to 3.4% in 2017. For children at SEN support the number increased from 31% in 2016 to 32% in 2017.

What we need to achieve

- Increased numbers of children with SEN accessing their early entitlement incl. 30 hours of funded childcare where eligible.
- Improved capacity, knowledge, skills and understanding of Early Years workforce to enable more effective support of children with SEND.
- Raise the quality of inclusive provision across the EYFS sector.
- Improved communication and information available for parents and providers of children with SEND.
- Improved accessibility of Early Years provision for children with SEND and their families.
- Continue to increase % of children with SEND achieving Good Level of development in Early Years Foundation Stage Profile at the end of EYFS.













How we are going to do it

- Work with and support Early Years providers to remove barriers for CYP with SEND to access their early entitlement.
- Develop EY SEN Toolkit including referral pathways and expectations of what Quality First Teaching looks like in the EYFS.
- Targeted support for settings less than good and/or struggling to meet children with SEN needs.
- Continue to provide multi-agency evidence-based, training programme, responsive to providers and children's needs.
- Referral to Early Years Inclusion Board formalised, reflecting SEND Advisory Board referral system and escalation process.
- Identify providers offering 30 hours to children with SEND and develop a good practice guide with cases studies and share with other providers.
- Analysis of Inclusion Funding applications to enable targeted support and training to be planned more effectively.
- Include health visiting partners on Early Years Inclusion Board. Implement pilot projects for two year integrated review alongside health visitors.
- Integrated Two Year Old Progress Check – (partnership working between health and education to ensure more effective early intervention)

Early Years; performance indicators

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Early Years	No of Portage/MAPP service users who go on to be issued with an EHC plan	52 (LBL Local Data: Oct15 – Oct16)		Portage 16 (AY1617) MAPP 11 (AY1617)	
	No of request for EHC needs assessment for under 5s	97 (LBL Local Data: Sept14 – Nov16)		284 (Sep14-Mar18)	
	No of EHC needs assessment agreed for under 5s	67 (LBL Local Data: Sept14 – Nov16)		194 (Sep14-Mar18)	
	No of EHC plans issued for under 5s	24 (LBL Local Data: Sept14 – Nov16)		135 (Sep14-Mar18)	
	No of children with EHC Plan/Statement taking up Early Entitlement for 3 & 4 year olds of 15 hours (30 hours from Sept 2017)	59 (LBL Local Data: Jan16)		52 (Jan17)	
	No of children with SEND support taking up Early Entitlement for 3 & 4 year olds of 15 hours in PVI, maintained nursery, primary, secondary and special schools	373 (LBL Local Data: Jan16)		332 (Jan17)	

Transition & Preparing for Adulthood

Achievements to Date

- Lewisham has a lower rate of young people at 16 not in education, employment or training (NEET). Levels of young people in Lewisham with SEN NEET have reduced and compare well with the national average.
- Schools are positive about the access to support services for children and young people.
- The quarterly multi-agency transition meeting provides an appropriate forum to discuss young people over 14 years of age. All professionals at kaleidoscope are represented at the transition meetings, which increase the chances of young people improving their outcomes into adulthood.
- Additional measures have been taken to review the numbers of young people between the ages of 16 – 21, across both CAMHS and SEND services (i.e. those with an EHCP).
- A monthly panel has been established between children and adults service to discuss and track cases transferring into adult services.
- Joint work and visits are being undertaken with adult social care when identifying resources or residential provisions for eligible young people.

What we need to achieve

- Increased education and training choices for young people post 18 with SEND, and increased awareness to these enable career planning for 14 years.
- Improved joint early planning from education, health and social care from 14 years needs to take place to enable a smooth 'Transition' process with appropriate support identified and provided where needed.
- Closer joined up working between children's and adult's services, with an integrated approach to meeting statutory duties across both areas.
- Clearer processes and procedures for education, health and social care need to be put in place across all 'Transition' stages for CYP with SEND, including introduction to nursery/ pre-school, nursery to primary school, primary school to secondary school, secondary school to college, college to further education, training or employment.
- Improved information for young people and parents on transition and preparing for adulthood, across health, education and social care.
- Clearer understanding of the barriers to local colleges being able to meet the needs of young people with EHCP and attend specialist education provision.
- increased capacity and skills within education settings to work with young people in providing appropriate career advice and support in informing their future life choices.
- Data and intelligence for 19 – 25 years with SEND to help inform future service developments, in particular young people with ASD and Young People with SEND know to CAMHS.











How we are going to do it

- Development of a joint policy and guidance between Children and Adults services which includes the options available for young people from 14 to 25 years.
- A community strategy to engage parents/ carers and young people on the development of Preparing for Adulthood.
- Review and update the information, advice and signposting for young people/parents on the Local Offer.
- Development of the commissioning intentions for 19 -25 years, across health, education and social care.
- Workforce training to strengthen the preparing for adulthood approach across children & adults.
- Development of data collection system to improve data and intelligence.
- Working in partnership with secondary schools and colleges to develop capacity and skills in providing career advice, information & support to young people on SEN Support and with an EHCP.
- Focus on developing a clear offer for young people requiring mental health support.
- Establishment of a Preparing for Adulthood and Transition Team to embed and co-ordinate more effective pathways between Children's and Adults services.
- Work with Lewisham and Southwark College and Bromley College to build capacity for young people with SEND.
- Children's commissioners are working with adult LD commissioners, to understand the complexities of the CAMHS / SEND cohort, to ensure more effective planning and smoother transition.
- Ongoing review of the Community Treatment Review process with NHSE and adult LD commissioners.
- Development of a joint funding policy and procedure.⁴⁰
- Clearer processes and procedures on all transition stages.

Transition & Preparing for Adulthood

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
Preparing for Adulthood	% of KS4 SEN cohort remaining in Education, Employment or Training at 17	87% (2015)		90% (2016)	
	% 19 year olds with SSEN/EHCP qualified to Level 2 (inc Eng & Maths)	New performance measure for 2017		13.5%	N/A
	% of 19 year olds with SSEN/EHCP qualified to Level 3	New performance measure for 2017		15.3%	N/A
	No of service users with EHCP/SSENs gaining employment	Local LBL systems are being established to collect this information from 2017		Under development	N/A
	% of adults with learning disabilities in paid employment	10.3% (2014-2015)		8.8% (2016-2017)	
	No of service users who have transitioned into receiving an Adult Service	143 (LBL Local Data: Oct 2016)		No update	N/A
	No of adults with learning difficulties in settled accommodation	56.4% (2016)		77% (2017)	

SEND Place Planning & Outreach

Achievements to Date

- Public consultation January 2018 on proposed increase to Watgate and Greenvale Special Schools numbers.
- New Woodlands Special School will be Lewisham's Social Emotional and Mental Health provision for CYP with and EHC plan from September 2018.

What we need to achieve

- Increase the number of places within Special Schools and Specialist Resource Provisions within Lewisham to meet the growing demand for places.
- Increase the post 16 Specialist Education Provision .
- Increase the appropriate provision for post 19 young people with EHCPs.
- Improved data and intelligence reporting on current and future demand for places to inform future SEND place planning.
- Development of a clear outreach offer to schools for students with ASD and challenging behaviour.
- Continue to reduce the spend on out of borough placements.
- Increase the number of internships and supported employment opportunities







How we are going to do it

- Implement places to increase the number of places at Watgate and Greenvale Special School.
- Look at the possibility of increase places at existing Specialist Resource Provision or creating new provision.
- Complete the review of Drumbeat and New Woodlands and agree recommendations.
- Work in partnership with local college to look at putting in place appropriate provision to meet the needs of young people with EHCP and increase numbers.
- Work with Lewisham Special Schools to look at the possibility of them developing post 19 provision.
- Work with Brent Knoll to look at the possible for development post 16 provision.
- Continue to work in partnership with the South London Consortium to reduce spend on the non maintained independent sector.
- Review the use of the DPS to reduce spend and put forward recommendations and implement.
- Negotiate with out of borough provision on prices for placements,
- Put in place an internship and or supported employment programme.

SEND Place Planning & Outreach

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
SEND Place Planning	No of out of borough placements	New PI – No figure provided for 2016		622	n/a
	No of out of borough placements for post 16	New PI – No figure provided for 2016		267	n/a
	No of out of borough placements for post 19	New PI – No figure provided for 2016		91	n/a
	No of post 19 who attend colleges	New PI – No figure provided for 2016		130	n/a
	No of Supported Internships	New PI – No figure provided for 2016		4	n/a
	No of supported employment	New PI – No figure provided for 2016		0	n/a

ASD Need & Provision

Achievements to Date

- In 2017, Isos Partnership carried out an independent review of support, services and provision for CYP aged 0 – 25 years with autism recommendations for new ways of working.

What we need to achieve

- Improved data and Intelligence on CYP with ASD from 0 – 25 years, including the barriers to CYP with ASD being able to access community provision.
- Improved understanding of the support options available to CYP with ASD and their families to be as independent as possible and lead a number life.
- Improve post-diagnosis ASD support, information and advice.
- Improve parents programme to empower parents to be able to meet the needs of their child or young person with ASD.
- Improved early planning, enabling the right support to be in place at the right time for young people with ASD.



How we are going to do it

- Review and redesign of the ASD assessment and diagnosis process to reduce waiting times.
- Review of post-diagnosis support, including Drumbeat Outreach and Lewisham Autism Support.
- Review and update the information and advice on the Local Offer on ASD.
- Development of data sets and systems to collect data and intelligence on CYP with ASD from 0 – 25 years.

ASD Need & Provision

How are we going to measure progress & how will we know if the actions are working

Below are the performance indicators for this area of work:

	Performance Measure	Baseline (Dec 2016)	Likely Direction of Travel	Current Position (Mar 2018)	Actual Direction of Travel
ASD Review	No children and young people within Lewisham with an ASD diagnosis	1235 (DfE: Jan 2016 – includes primary, secondary and special schools)		1197 (DfE: Jan17)	
	No of children and young people with an ASD diagnosis receiving a targeted or specialist short breaks package	Local LBL systems are being established to collect this information	N/A	322	N/A