

Newham Local Area SEND* and Inclusion Strategy 2023-28



*Special educational needs and disabilities

Foreword from Mayor Rokhsana Fiaz OBE

Newham is introducing a new strategy to ensure that all our young people with special educational needs and disabilities (SEND) are included in everything that we do in our borough.

My administration has made the future of our young people central to our work, and a core part of our SEND and Inclusion strategy which focuses on what we will be doing to support children's mental health and wellbeing over the next five years.

We are committed to driving significant change, to raise standards and to ensure that our services work for everyone in Newham. That is why this strategy has been developed in close collaboration with our children and young people, their families and partners across education, health, and social care, as well as our voluntary sector and community partners.

We have secured £4.7 million from the North East London Clinical Care Group as part of our improvement response and listened to what our residents have told us. Within our new Strategy we have set out how we will deliver our five key priorities, to ensure our children and young people:

- are as physically and emotionally healthy as they can be
- have good friends and positive relationships with their families and people in their community
- are supported to learn, earn, and contribute to their local community
- are as independent as they can be
- are heard and included in decisions about their lives

We are ambitious for our children, young people and their families and determined to make Newham the best place for every child and young person to grow up.



Rokhsana Fiaz OBE
Mayor of Newham



Foreword

We are ambitious for our children and young people with Special Educational Needs and Disabilities (SEND) in the borough. Our vision is that Newham is a place where children and young people with SEND are able to learn, achieve and thrive within local settings and communities to enable them to lead happy and fulfilling lives.

Newham is one of the youngest and most diverse boroughs in England and home to the largest urban regeneration site in Europe which boasts a vibrant and thriving culture and community. The borough has one of the most diverse populations in the country with all ages, races and beliefs, and over 100 different languages spoken by our residents.

We have some of the best schools in the country, with nearly all of our state funded schools receiving either a Good or Outstanding rating from Ofsted.

We believe in the powerful, transformative role that education can have in a child's life, both as a place for learning but also as a place for belonging.

We have worked closely with our children, young people, families, educational settings, community partners and professionals working with children and young people to co-produce a set of priorities for the next five years. This will enable us to improve the experiences and outcomes for our children and young people with SEND.

These priorities are:

- **Priority 1:** Strengthening early identification and early intervention pathways.
- **Priority 2:** Building our partnership data and intelligence to enable effective joint commissioning to meet the needs of children and young people.
- **Priority 3:** Increasing access to high quality specialist support and capacity building services for all schools and settings to support inclusive practice.
- **Priority 4:** Preparing children and young people for adulthood and independence.
- **Priority 5:** Co-producing local services with children, young people, families and the professionals that support them.



We would like to thank everyone that has co-produced this strategy. We are committed to working in partnership to ensure all of our children and young people thrive.

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Our approach

To produce this strategy, we brought together children and young people, their families and partners across Education, Health and Social Care, alongside voluntary sector and community partners. We worked together to understand the lived experience and outcomes of our children, young people and their families and how we can collectively make those experiences and outcomes better.

Newham set up the SEND Commission chaired by Professor Geoff Lindsay, Emeritus Professor of Special Educational Needs at the University of Warwick, to deliver a comprehensive review of local services. This included extensive research and analysis of the Newham SEND system, including individual interviews and focus groups with young people, parents and partners. The **SEND Commission report** provided the local area partnership with a thorough understanding of the key issues affecting the local SEND system, alongside key recommendations to improve outcomes for children and young people. The Commission set out four principles to inform the SEND strategy; inclusion, effectiveness, equity and accountability.

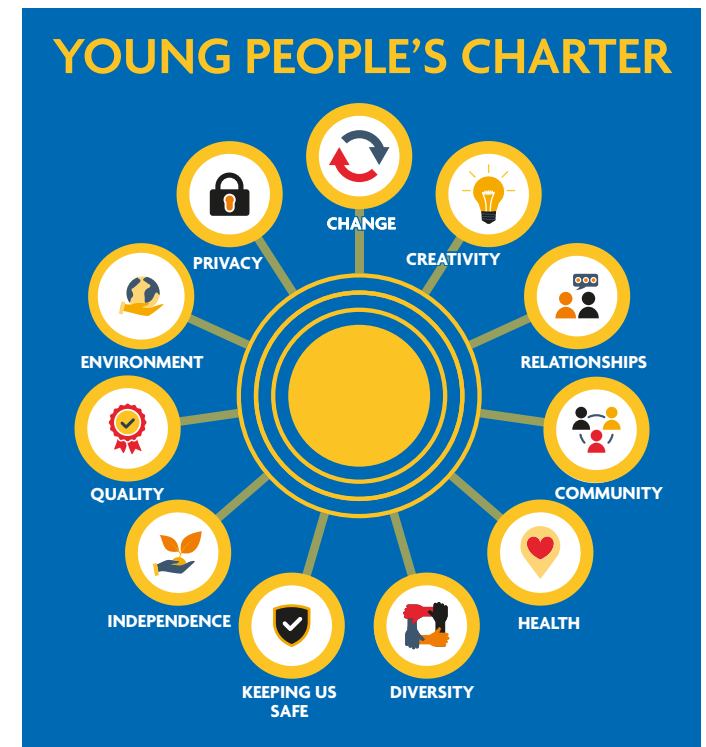
The **Children and Young People's Charter** was co-created by Newham's young people and launched in March 2022. This supported the SEND Commission's work by enabling local area services to focus on the principles most important to young people. The 11 equally important principles of the Young People's Charter come under the headings of: Change, Creativity, Relationships, Community, Health,

Diversity, Keeping Us Safe, Independence, Quality, Environment, and Privacy.

The SEND Commission findings and the Children and Young People's Charter were used as the basis of our SEND and Inclusion Strategy co-production workshops which ran from November 2022 to March 2023, with 300+ active participants and over 1,000 stakeholder contacts. The workshops provided an opportunity for participants to agree how to take forward the Commission's recommendations, refine priorities for the strategy and design the outcomes framework to monitor its success. Workshops held with the SENCO Forum, SEND School Leaders Sub-group, the Education Partnership Board, voluntary sector partners and Health and Care professionals provided insights into the specific actions most relevant to their agencies.

To enable meaningful co-production with parents, carers and young people, a variety of engagement tools were used. This included a series of online surveys which captured their lived experiences of provision, their priorities for local services and the development of our outcomes framework. The online surveys were supplemented with more detailed in-person focus groups and workshops hosted by the **Newham Parent/Carer Forum** (NPF).

The Youth Empowerment Service (YES) hosted an inclusion focused Young People Citizen's Assembly at City Hall, where young people defined what inclusion meant to them in education and society. They did this by designing their own inclusive desert



islands. The Complex Needs and Dyslexia Team met with children and young people with speech, language and communication needs, including children who are non-verbal, to understand the outcomes that were important to them. Visits also took place with post 16 Providers to ensure the views of young people up to the age of 25 were fully reflected in this strategy.

Our vision

We want to make Newham the best place for children and young people to grow up.

This strategy builds on our Children and Young People's plan and sets out our shared vision and priorities to improve the experiences and outcomes for children and young people with SEND in Newham.

As a local area partnership we will ensure that children and young people with SEND are supported to learn, achieve and thrive within local settings and communities to enable them to lead happy and fulfilling adult lives.

Our success will ensure all children and young people with SEND in the borough:

- are physically and emotionally healthy.
- have good friends and positive relationships with their families and people in their community.
- are supported to learn, earn and contribute to their community.
- are as independent as they can be.
- are heard and included in decisions about their lives.

These outcomes have been co-designed in partnership with children, young people and their families and will be measured each year through the Newham SEND Outcomes Survey in partnership with the Newham Parent Carer Forum.



Our principles

Through the work of the Newham SEND Commission, the local area partnership agreed a set of principles that would inform how our services work together to deliver our vision for children and young people with SEND.

Inclusion

All stakeholders, settings and providers within Newham are focused on delivering accessible support for all children and young people with SEND, enabling them to be respected, valued and included in decision-making.

We will ensure children and young people with SEND are supported by practitioners who are expertly trained in inclusive practices and ensure there is an infrastructure of support around our schools to enable good practice to flourish. Inclusion means that as a system we are focused on children getting the right support, at the right place, at the right time, which goes beyond a focus on provision type.

The principle of inclusion also extends to wider society in Newham, ensuring children and young people have the same ambitious opportunities to participate and engage in their communities as their peers. This is a critical part of our **Community Wealth Building strategy** which will ensure economic growth in Newham is shared locally, fairly and democratically.

Equity

All stakeholders, settings and providers in Newham will be responsible for ensuring that services are delivered fairly and equitably, recognising that each child and young person has different needs and that some will require greater resources and support than others to thrive.

Alongside children and young people's special educational needs, it is necessary to also address the effects of other social factors and personal protected characteristics, including socioeconomic disadvantage, gender, sexual orientation and ethnicity, that may increase disproportionality and reduce positive opportunities.

Equity of access and support should also apply to parents and carers, with clear processes and procedures to ensure this occurs.



You need really nice people at reception who make you feel welcome every day.

Newham Young Person (9 years old)

Effectiveness

All stakeholders, settings and providers will make sure that the implementation of this strategy is effective, so that provision for children and young people with SEND meets their needs.

The local area partnership will promote effective communication and collaboration with parents and carers. We will adopt evidence-based practices and policies working closely with the Centre of Excellence and the Institute of Education to deliver expert teaching and learning support.

We will ensure that the provision of appropriate equipment and other physical resources, are in place to support children's needs within their settings and at home. We will endeavour to address the needs as soon as they arise. We will work together with partners to ensure the timely provision of support services. This includes speech and language therapy, occupational therapy, diagnostic assessments and sensory support to identify, access and deliver support for children and young people.

We will promote early intervention to enable prompt identification and support to address needs and to enable a cost-effective system which optimises existing resources.

Accountability

All stakeholders, settings and providers will be accountable for ensuring the optimisation of all aspects of the SEND system and the implementation of the principles through the oversight of this strategy.

We will monitor the ongoing development and outcomes of all children and young people with SEND to include academic and wider outcomes through the outcomes framework.

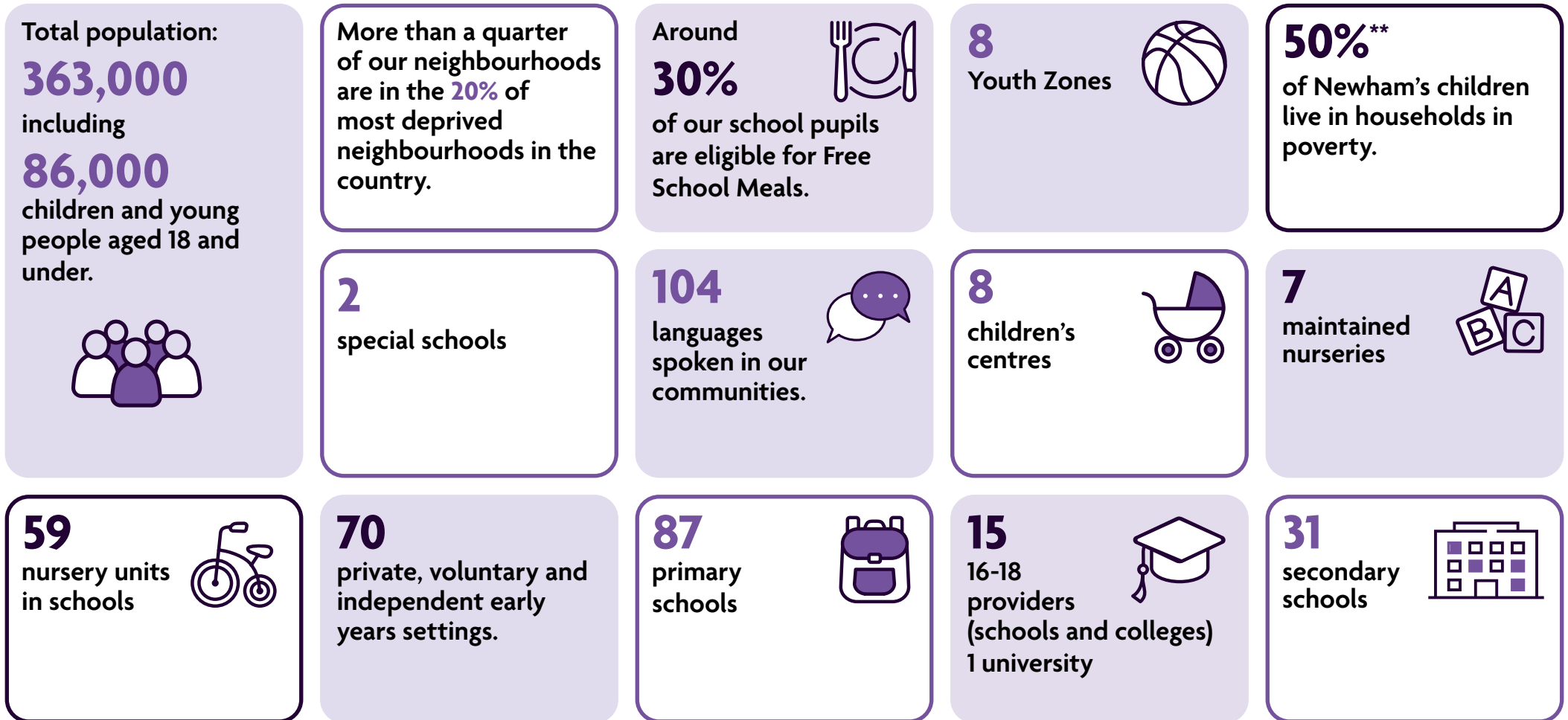
The use of business intelligence and data to analyse the performance of our system will be essential components of the delivery of our strategy. We will maximise transparency and openness, to support our partners and our children and young people and their families to better understand our children and young people and the provision they need to thrive.

These partnerships will also be accountable for ensuring the recommendations stated in the commission are delivered. These include:

- Securing additional resources for the local SEND system to meet current and projected demand.
- Redesigning the assessment process to include co-production with children and families. The process covers receipt of a request or referral, informal assessment and, where appropriate, statutory assessment. Also, reviewing the quality of education, health and care plans, and annual reviews while improving; timeliness throughout the process.
- Increasing local specialist provision in the short and long-term to reduce out of borough placements and ensure children and young people with complex needs receive local, high quality support.

Our data

As a local area partnership, we recognise that in order to deliver our vision for children and young people with SEND we need to take a data and evidence-based approach to service design, joint commissioning and sufficiency planning. The following data provides an overview of Newham’s demographics, local provision and the current needs of children and young people in the borough.



*Data from January 2023 School Census and Newham’s SEND and Alternative Provision January 23 DfE Data return

**Children and Young People’s Joint Strategic Needs Assessment for Newham, 2021 to 2023 (page 71)

The primary needs of pupils in Newham Schools and settings

Prevalence and characteristics – school population

		NEWHAM				STATISTICAL NEIGHBOURS			NATIONAL					
		2019	2020	2021	2022	RANK	LATEST	DIFFERENCE	2019	2020	2021	2022	RANK	DIFFERENCE
INCIDENT OF SENT	Pupils with EHCP (all state-funded)	0.8%	1.4%	2.0%	2.5%	11th	4.2%	-1.7%	3.1%	3.3%	3.7%	4.0%	148th	-1.5%
	Pupils with SEN support (all state-funded)	11.1%	10.8%	10.4%	10.2%	10th	11.7%	-6.5%	11.9%	12.1%	12.2%	12.6%	140th	-2.4%
	Primary school pupils with EHCP (state-funded mainstream)	0.4%	0.9%	1.5%	2.0%	11th	3.0%	-1.0%	1.6%	1.8%	2.1%	2.3%	101st	-0.3%
	Primary school pupils with SEN support (sfm)	11.7%	11.7%	11.6%	11.5%	8th	12.6%	-1.0%	12.6%	12.8%	12.6%	13.0%	123rd	-1.5%
	Secondary school pupils with EHCP (sfm)	0.9%	1.3%	1.7%	2.0%	9th	2.5%	-0.8%	1.7%	1.8%	2.0%	2.2%	97th	-0.2%
	Secondary school pupils with SEN (sfm)	9.7%	9.1%	8.7%	8.6%	10th	10.9%	-2.3%	10.8%	11.1%	11.5%	11.9%	138th	-3.3%
PRIMARY NEED TYPE (% OF TOTAL WITH ANY SEN)	Autistic spectrum disorder	16.4%	18.3%	18.7%	19.7%	1st	14.2%	5.5%	11.0%	11.8%	12.5%	13.3%	12th	6.4%
	Hearing impairment	2.1%	2.0%	2.0%	2.0%	2nd	1.5%	0.5%	1.8%	1.9%	1.8%	1.7%	29th	0.3%
	Modern learning difficulty	10.4%	8.6%	7.9%	7.8%	10th	13.9%	-6.1%	20.4%	18.0%	18.0%	16.7%	141st	-8.9%
	Multi-sensory impairment	0.2%	0.2%	0.2%	0.2%	4th	0.2%	0.0%	0.3%	0.3%	0.3%	0.3%	111th	-0.1%
	Other difficulty/disability	4.0%	4.6%	4.5%	4.1%	6th	3.7%	0.4%	4.4%	4.1%	4.0%	3.9%	65th	0.2%
	Physical disability	2.3%	2.3%	2.2%	2.2%	4th	1.9%	0.3%	2.9%	2.8%	2.8%	2.7%	116th	-0.5%
	Profound and multiple learning difficulty	1.7%	1.8%	1.9%	1.8%	2nd	1.0%	0.8%	0.9%	0.9%	0.8%	0.8%	6th	1.0%
	SEN support but no specialist assessment	4.4%	4.0%	3.7%	3.7%	3rd	3.4%	0.3%	3.3%	3.4%	3.2%	3.4%	61st	0.3%
	Severe learning difficulty	1.8%	1.6%	1.6%	1.4%	8th	2.7%	-1.3%	2.7%	2.6%	2.6%	2.5%	125th	-1.1%
	Social, emotional and mental health	16.0%	15.3%	15.6%	14.1%	11th	16.1%	-2.0%	17.1%	18.2%	18.4%	18.8%	146th	-4.7%
	Specific learning difficulty	7.8%	7.7%	7.3%	7.3%	8th	8.2%	-0.9%	12.5%	12.4%	12.0%	11.9%	133rd	-4.6%
	Speech, language and communication needs	32.0%	32.7%	33.5%	34.7%	4th	32.1%	2.6%	21.7%	22.6%	22.6%	23.3%	8th	11.4%
Visual impairment	1.0%	1.0%	0.9%	1.1%	4th	0.9%	0.2%	1.1%	1.0%	1.0%	1.0%	53rd	0.1%	

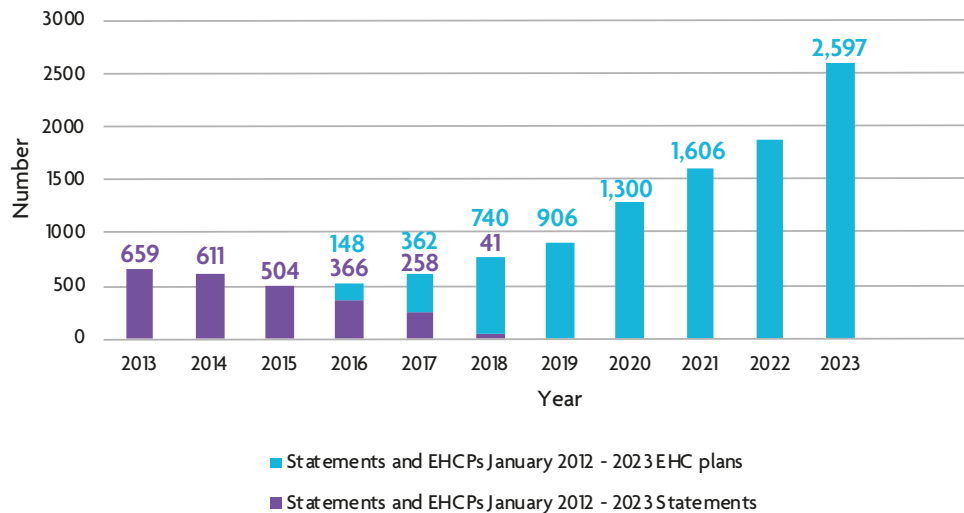
1: Normally the statistical neighbour rank is out of 11 and the national rank is out of 152. This can vary slightly if some LA data is suppressed for an indicator.

2: EHCP includes statements. SEN support refers to non-statemented SEN. Historically, this included school action and school action plus categories.

Key insights from our data:

- The percentage of children and young people with an EHCP has trebled since 2019, but it continues to be lower than our national and statistical neighbours. This is likely to be as a result of Newham’s historic approach of funding provision through high needs funding.
- The percentage of children in receipt of SEN support has decreased since the reforms were introduced, which goes against the national trend in this area.
- Children and young people in Newham with an Education Health and Care Plan (EHCP) were on average more likely to be male, of Asian ethnicity and be aged between 5-10 years old.
- Newham saw the highest rate of new EHCPs issued in a single year in 2022, as a result of the increased investment in SEND and Therapy services, alongside the completion of overdue assessments from the pandemic period.

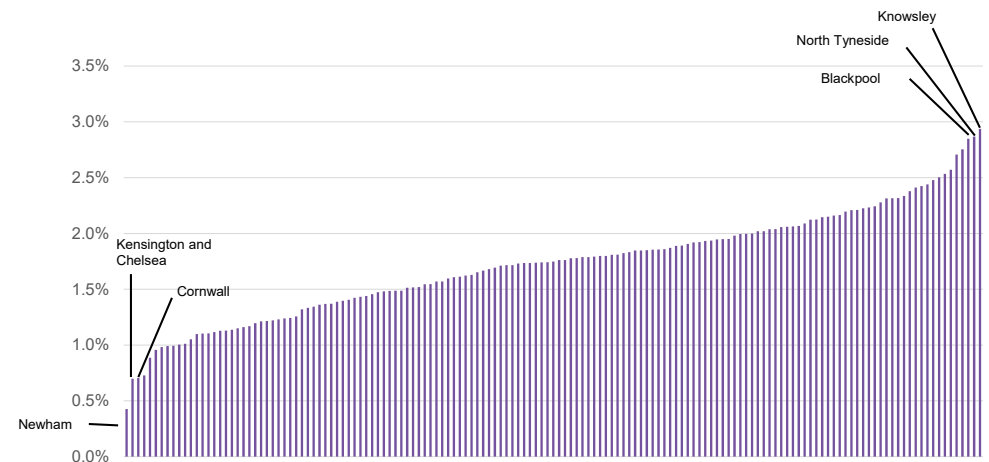
Statements and Education, Health and Care Plans from January 2013-2023



Primary needs and provision:

- Newham has comparatively high rates of children and young people with Autism (12th highest in the country), Profound and Multiple Learning Disability (6th highest in the country) and Speech, Language and Communication needs (8th highest in the country).
- As a result of our need profile, children and young people with special educational needs in Newham are more likely to require a combination of services to meet their needs which may include occupational therapy, CAMHS support, speech and language therapy, as well as specific interventions.
- Newham has comparatively lower rates of moderate learning difficulty and social emotional and mental health needs identified as the primary need locally.
- Newham has the lowest proportion nationally of pupils with Education, Health and Care Plans educated within Special Schools.

Proportion of pupils with an EHCP and in a special school, by local authority, as at January 2021



Attainment data

Primary attainment

		NEWHAM				STATISTICAL NEIGHBOURS			NATIONAL						
		2017	2018	2019	2022	RANK	LATEST	DIFFERENCE	2017	2018	2019	2022	RANK	DIFFERENCE	
EYES	Good level of development - EHCP	0%	0%	0%	6%	4th	5%	1.4%	4%	5%	5%	4%	22nd	2.4%	
	Good level of development - SEN support	26%	27%	30%	24%	8th	28%	2.0%	27%	28%	29%	23%	68th	1.1%	
PHO	Meeting year 1 phonics standard - EHCP	46%	25%	11%	20%	7th	24%	-4.0%	18%	19%	20%	19%	53rd	1.0%	
	Meeting year 1 phonics standard - SEN support	60%	55%	52%	47%	10th	54%	-7.0%	47%	48%	48%	44%	43rd	3.0%	
KEY STAGE 1	KS1 reading expected or higher - EHCP	0%	9%	6%	11%	7th	14%	-3.0%	14%	13%	13%	12%	71st	-1.0%	
	KS1 reading expected or higher - SEN support	42%	34%	38%	34%	10th	39%	-5.0%	34%	33%	33%	30%	37th	4.0%	
	KS1 writing expected or higher - EHCP	0%	9%	6%	7%	8th	10%	-3.0%	9%	9%	9%	7%	61st	0.0%	
	KS1 writing expected or higher - SEN support	34%	29%	31%	28%	7th	30%	-2.0%	23%	25%	25%	20%	21st	8.0%	
	KS1 maths expected or higher - EHCP	0%	9%	6%	15%	5th	16%	-1.0%	14%	13%	14%	14%	44th	1.0%	
	KS1 maths expected or higher - SEN support	44%	39%	42%	37%	9th	42%	-5.0%	35%	36%	36%	33%	37th	4.0%	
KEY STAGE 2	ATTAINMENT	KS2 RWM expected or higher - EHCP	10%	7%	3%	8%	5th	9%	-1.1%	8%	9%	9%	7%	45th	1.0%
		KS2 RWM expected or higher - SEN support	34%	32%	33%	31%	5th	30%	1.4%	21%	24%	25%	21%	16th	10.0%
		KS2 reading expected or higher - EHCP	21%	15%	5%	11%	10th	17%	-5.5%	15%	16%	16%	16%	126th	-5.0%
		KS2 reading expected or higher - SEN support	43%	45%	43%	48%	7th	52%	-3.9%	37%	43%	41%	44%	43rd	4.0%
		KS2 writing expected or higher - EHCP	11%	7%	3%	10%	10th	13%	-3.0%	13%	13%	14%	18%	73rd	-8.0%
		KS2 writing expected or higher - SEN support	49%	47%	43%	39%	7th	40%	-0.8%	34%	38%	39%	30%	22nd	9.0%
		KS2 maths expected or higher - EHCP	16%	15%	5%	17%	6th	17%	-0.4%	15%	15%	17%	15%	44th	2.0%
	KS2 maths expected or higher - SEN support	51%	51%	49%	46%	6th	49%	-2.7%	41%	42%	46%	40%	32nd	6.0%	
	PROGRESS	KS2 reading progress score - EHCP	-3.20	-2.40	-2.70	-5.00	9th	-4.00	-1.00	-3.70	-3.80	-3.60	-4.50	98th	-0.50
		KS2 reading progress score - SEN support	1.00	0.80	0.10	-0.10	7th	-0.10	0.00	-1.20	-1.00	-1.00	-1.20	28th	1.10
		KS2 writing progress score - EHCP	-4.00	-3.70	-2.90	-3.81	10th	-2.97	-0.84	-4.30	-4.10	-4.30	-4.11	68th	0.30
		KS2 writing progress score - SEN support	1.40	0.30	-0.30	-0.19	7th	-0.40	0.21	-2.20	-1.80	-1.70	-1.55	22nd	1.36
KS2 maths progress score - EHCP		-4.40	-3.30	-4.80	-3.68	10th	-2.82	-0.86	-4.10	-3.80	-4.00	-3.88	72nd	0.20	
KS2 maths progress score - SEN support	1.80	1.90	0.70	0.89	2nd	0.15	0.74	-1.10	-1.00	-1.00	-0.91	10th	1.81		

Normally the statistical neighbour rank is out of 11 and the national rank is out of 152. This can vary slightly if some LA data is suppressed for an indicator. EHCP includes statements. SEN support refers to non-statemented SEN. Historically, this included school action and school action plus categories.

Attainment data

Secondary and post-16 attainment

		NEWHAM				STATISTICAL NEIGHBOURS			NATIONAL						
		2019	2020	2021	2022	RANK	LATEST	DIFFERENCE	2017	2018	2019	2022	RANK	DIFFERENCE	
KEY STAGE 4	ATTAINMENT AND PROGRESS	Attainment 8 - EHCP	8.7	10.3	16.4	13.8	5th	14.7	-0.9	13.9	13.5	13.5	14.3	82nd	0.3
		Attainment 8 - SEN support	30.9	35.8	38.1	37.5	5th	36.0	1.5	32.2	32.2	32.6	34.8	39th	5.5
		Progress 8 - EHCP	-1.4		-1.3	7th	7th	-1.1	1.1	-1.0	-1.1	-1.1	-1.3	65th	1.1
		Progress 8 - SEN support	-0.4		-0.2	4th	-0.4	0.4	-0.4	-0.4	-0.4	-0.47	25th	0.4	
		9-4 English and maths - EHCP	10%	8%	20%	16%	6th	15%	1.6%	11%	11%	11%	13%	46th	8.9%
		9-4 English and maths - SEN support	29%	38%	41%	46%	3rd	40%	5.9%	30%	31%	32%	39%	32nd	8.7%
		9-5 English and maths - EHCP	6%	7%	12%	8%	5th	7%	0.7%	5%	5%	6%	7%	43rd	6.5%
		9-5 English and maths - SEN support	15%	17%	20%	31%	2nd	24%	6.5%	16%	17%	17%	22%	21st	3.2%
	ENGLISH BACCALAUREATE	English baccalaureate APS - EHCP		0.8	1.4	1.2	6th	1.2	0%			1.0	1.1	73rd	0
		English baccalaureate APS - SEN support		3.0	3.3	3.3	3rd	3.1	0.2			2.6	2.8	28th	0.5
		English baccalaureate entries - EHCP	5.8%	8.1%	10.6%	10.1%	4th	6.4%	0.0	4%	4%	4%	0%	16th	10.1%
		English baccalaureate entries - SEN support	34.6%	37.5%	48.6%	45.8%	2nd	28.0%	0.2	15%	16%	17%	0%	6th	45.8%
		English baccalaureate (9-4) - EHCP	0.0%	4.8%	3.5%	3.0%	5th	2.6%	0.0	2%	2%	2%	2%	28th	1.1%
English baccalaureate (9-4) - SEN support		8.2%	13.2%	17.2%	4.4%	9th	7.2%	0.0	6%	6%	7%	9%	125th	-4.1%	
English baccalaureate (9-5) - SEN support		0.0%	3.2%	0.0%	2.0%	4th	1.3%	0.0	1%	1%	1%	1%	37th	0.7%	
English baccalaureate (9-5) - SEN support	4.2%	6.9%	8.6%	3.7%	8th	4.9%	-1.2%	5%	4%	4%	6%	109th	-2.0%		
POST-16	BY AGE 19	Qualified to level 2 by 19 - EHCP	31.0%	24.6%	24.5%		9th	31%	-6.7%	33%	31%	30%		104th	-5.6%
		Qualified to level 2 by 19 - SEN support	63.7%	65.2%	61.9%		10th	68%	-6.4%	67%	62%	61%		89th	0.7%
		Qualified to level 2 incl Eng and maths by 19 - EHCP	9.5%	13.8%	16.3%		6th	18%	-1.7%	15%	15%	15%		71st	1.4%
		Qualified to level 2 incl Eng and maths by 19 - SEN support	36.7%	38.7%	37.5%		9th	44%	-6.7%	37%	36%	36%		91st	1.5%
		Qualified to level 3 by 19 - EHCP	14.3%	18.5%	22.5%		3rd	17%	5.9%	13%	13%	13%		16th	10.0%
		Qualified to level 3 by 19 - SEN support	37.1%	41.9%	41.8%		6th	43%	-1.6%	32%	31%	31%		33rd	10.9%

Normally the statistical neighbour rank is out of 11 and the national rank is out of 152. This can vary slightly if some LA data is suppressed for an indicator.

EHCP includes statements. SEN support refers to non-statemented SEN. Historically, this included school action and school action plus categories.

Key insights from our data:

- We recognise that there are many ways in which we can measure progress and celebrate the achievements of our children and young people with SEND. Whilst attainment is a key national measure and offers some insight, we will work with our settings to identify more novel ways to celebrate our children and young people.
- Since 2019, there has been a notable increase in the attainment outcomes of pupils with EHCPs across early years, key stage 1, key stage 2, key stage 4 and post 16.
- The attainment gap between pupils with SEND and their peers remains high particularly in the context of Newham's exceptional attainment.
- There is evidence that Newham's pathway planning at post 16 could be strengthened for pupils with the most complex needs. Low rates of pupils qualified at level 2 by 19 years old in comparison to the national average, yet this is higher than the national percentage of pupils who qualified at level 3.



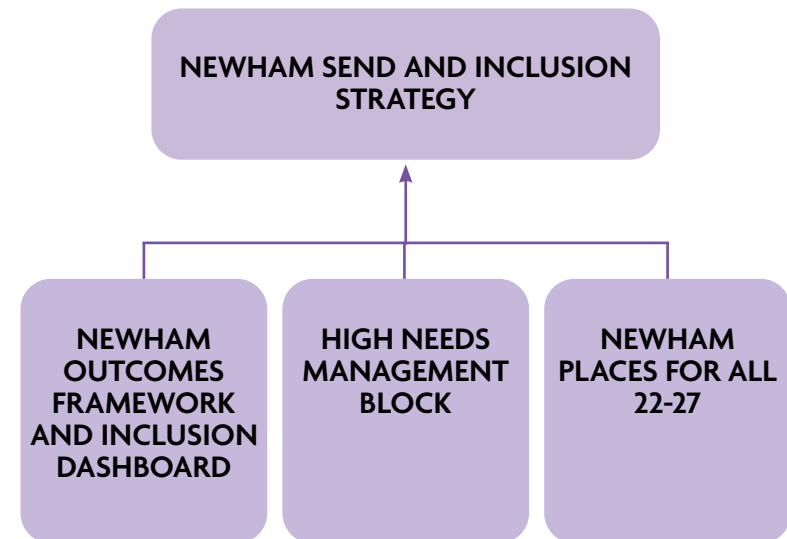
National context

In March 2023, the Department for Education (DfE) published the **SEND and Alternative Provision (AP) Improvement Plan- ‘right support, right place, right time’**. The SEND and AP improvement plan set out the government’s proposals to improve outcomes for children and young people by creating a single SEND and AP system which focuses on three missions:

- **Fulfil children’s potential:** Children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment.
- **Build parents’ trust:** Parents and carers experience a fairer, easily navigable system (across education, health and care) that restores their confidence that their children will get the right support, in the right place, at the right time.
- **Provide financial sustainability:** Local leaders make the best use of record investment in the high needs budget to meet children and young people’s needs and improve outcomes, while placing local authorities on a stable financial footing.

As a local area partnership, we have reviewed the priorities and requirements set out within the SEND and AP improvement plan and have integrated these into high level actions within our local SEND and Inclusion Strategy. The impact of the strategy will be measured through our Outcomes Framework and through the development of our Inclusion Dashboard which will provide transparent and up to date performance data.

This will be followed by the development of our evidence-based local Inclusion plan which will set out how the needs of children and young people in the local area will be met in line with National Standards and outline the operational actions that will be taken to deliver this strategy. This will be closely linked to the refreshed **Newham’s Places for All strategy** which sets out how the Council will provide more specialist educational provision for children with complex learning needs aligned to Newham’s SEND Commission Report recommendations.



The local area will also be developing our High Needs Block Strategy to ensure the effective and efficient management of SEN funding available through the Dedicated Schools Grant. This will maximise the impact of the available resources and the best outcomes for our children and young people. This will include implementing the national banding system when it is developed by the government in 2025.

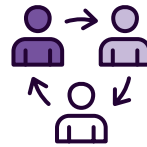
Our approach to implementing national SEND policy in Newham

Strong values and rights based approach



to support children and young people with SEND where we are collectively ambitious for them.

Adopting a peer-to-peer learning and improvement model



that build on the local and national expertise within mainstream, resource bases and special school provisions.

Robust CPD/ training offer



for the workforce which creates the skills, knowledge, support, and confidence to deliver high quality inclusive practice.

Robust supervision and quality assurance processes



which support SMART planning for children in receipt of SEN support and EHCPs.

Access to timely specialist support



within settings, including capacity building services for professionals and families.

Working in partnership and using our collective resources responsibly.



Whole family support that is built on a relational and restorative practice model.



Working with children and families to co-produce the services



they use, taking a 'you said, we did' approach.

Local context

Newham has a long tradition of inclusive practice in its approach to education and inclusion in the community. We remain committed to championing inclusion locally, as defined within the SEND Commission report.

Newham's approach to inclusion, which started in the 1960s, was focused on disrupting the practice of segregating pupils with SEND, which was prominent at the time. Newham was a leading local authority in promoting the integration of children and young people with SEND into mainstream education. In the early 2000s, funding from the High Needs Block was delegated to schools to support them in the delivery of effective early intervention services for children and young people with special educational needs. Following this delegation of funding, Newham maintained a smaller service to provide specialist support and advice for pupils with complex and significant learning needs. Access to this resource did not require statements (which were required in many other Local Areas) but was targeted through a process of school cluster and borough-wide moderation known locally as the 'High Needs Funding Model'. This led to Newham having one of the lowest levels of statutory assessment nationally, with most Statements of Special Educational Need being used for the purpose of admission to mainstream resource provisions or special schools.

However, the borough began to see an increase in pupils with more complex needs being educated outside of the borough during this period and growing dissatisfaction amongst families about the support they received.

When the Children and Families Act 2014 and SEND Reforms 2015 were introduced, Newham was slow to implement these legislative changes which entitled children and young people with complex needs to Education, Health and Care (EHC) assessments and plans and reformed parental agency. This also coincided with a period of significant churn in the borough's Children's Services Leadership Team.

In December 2021, Ofsted and the CQC conducted the local area SEND inspection which resulted in Newham becoming subject to a Written Statement of Action to tackle the significant areas of improvement that had been identified.

Since the local area inspection, there has been significant additional investment in the local SEND system to address these challenges and Newham's Local Area Partnership now has a fully permanent leadership team across education, health and social care.

Newham's school leaders remain committed to welcoming pupils with SEND in their diverse setting types. Together, with the local authority and wider partnership, they will provide support and challenge to settings who may be struggling to do so.



We recognise the landscape has changed significantly particularly over the last decade. Key changes include:

- The introduction of the Children and Families Act 2014 extended provision for young people with SEND from 18 to the age of 25.
- A significant increase in demand for statutory provision across health, social care and education locally (including services to support autistic children, children in care and children missing education).
- A significant reduction in public sector funding as part of the national austerity agenda.
- The revised Ofsted inspection frameworks across Education and Social Care (including ILACS, Local Area SEND inspection and Joint Targeted Area Inspections).
- Changes to National Education policy including increased academisation.
- Positive medical and technological developments that enable children and young people with very complex health needs to live longer.
- Significant recruitment and retention challenges nationally and locally across the social care, education and health workforce.
- Falling pupils rolls in the borough.
- The COVID-19 pandemic.

It is clear that these factors have significantly impacted the local SEND system in Newham and consequently our approach to meeting the needs of children and young people with SEND as a partnership has to evolve.

This strategy provides us with an opportunity to build on the learning of what has worked locally in the past, but also to reflect the latest evidence for what we will know will work in the future. This will be based on the needs of our children and families, as well as being able to adapt to the national changes that require the local partnership to deliver a single SEND and Alternative Provision System.



Our priorities

As a partnership we recognise that to successfully achieve our vision for children and young people with SEND, we must work together in a focused, planned and purposeful way. This section of the strategy sets out the priority areas that we will collectively focus on to deliver the greatest impact on the outcomes of children, young people and their families over the next 5 years.



Priority 1:

Strengthening early identification and early intervention pathways



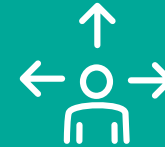
Priority 2:

Building our partnership data and intelligence to enable effective joint commissioning to meet the needs of children and young people locally



Priority 3:

Increasing access to high quality specialist support and capacity building services for all schools and settings



Priority 4:

Preparing children and young people for adulthood and independence



Priority 5:

Co-producing local services with children, young people, families and the professionals that support them

Priority one:

Strengthening the early identification and early intervention pathways



Our aim:

To ensure children and young people's needs are identified and assessed as soon as they emerge so their needs can be met as quickly as possible.



Why is this a local priority?

- The effective early identification of special educational needs is the foundation of an inclusive SEND system.
- The number of children and young people being identified with special educational needs, particularly with complex needs has increased (Circa 2.5% of children have an EHCP compared to 0.8% in 2019).
- Our numbers of pupils receiving SEN support has remained similar year on year (11% in 2019 to 10.2% in 2022) in contrast to the national trend which has increased significantly.
- Our families and primary schools have told us that the lack of face to face services during the covid-19 pandemic has led to some children having their needs identified later.
- Our local offer of services, particularly post identification of need or diagnosis are not always well publicised which means children and their families are not always benefitting from our existing early intervention programmes.
- There is variability in how our educational settings are delivering their graduated response and using nomination funding to meet needs through the 'Assess, Plan, Do, and Review' cycle.
- Transitions are challenging for children and young people with SEND, our data shows that most children begin a specialist placement aged 11 when they transition to secondary school.

How will the local area partnership strengthen early identification and intervention?

We will:

- Develop a workforce and a continuing professional development (CPD) offer for settings and multi-agency partners covering the identification, assessment and review of special education needs.
- Develop a robust quality assurance and practice framework in partnership with the Institute of Education and Newham's Centre of Excellence.
- Build capacity within schools and settings to deliver the graduated response through increased access to specialist services including speech and language, CAMHS, Occupational Therapy and Educational Psychology Services.
- Recognise the critical role that SENCOs play and advocate that their role becomes part of senior leadership teams within schools and settings but also work hand-in-hand with the local authority SEND team.
- Provide timely, accessible advice and support through dedicated advisory teachers to model interventions and embed learning within settings.
- Create a dedicated family support offer for children and young people with SEND within Early Help and Family Hubs to support families to access the right support pathways for them.

- Invest more of the high needs block in early intervention programmes to support high prevalence needs locally such as speech, language and communication needs and autism.
- Work with our Newham Parent Forum, SENDIASS, Voluntary Sector Partners and Public Health to raise awareness of child development and the 0 – 5 services available locally to support families, including the extension of the 30-hour free childcare offer.
- Increase the number of assessment places available for pupils in the early years, for those newly arrived in the borough and for those who have been missing education to ensure children receive suitable educational provision.
- Support young carers and sibling carers to reduce the risk of them developing emotional wellbeing and mental health issues themselves.
- Ensure our Early Years SEND Inclusion Fund (SENIF) is easily accessible and provide early support rapidly, working in partnership with early years providers.

What key measures will we use to monitor our impact?

- The uptake of early intervention support services, including the two-year health check, the free education and child care offer and the uptake of the children's centre offer for children with SEND.
- Greater evidence of the understanding and impact of the graduated response through audits.
- Parents' feedback on the post identification of need and diagnosis support offer.
- The use and awareness of the local offer website amongst parents, young people and professionals.
- Uptake of our workforce development offer.
- Percentage of case audits rated good or outstanding by the multi-agency partnership.
- Case review outcomes of transition plans for children moving to different key stages.

The Newham 'Connect with Me' programme was amazing for me and my family. I learned a lot and I finished the programme feeling much more positive and confident about how I can support my child.

Newham Parent (April 2023)

Priority two:

Building our partnership data and intelligence to enable effective joint commissioning to meet the needs of children and young people locally



Our aim:

Children and young people with SEND receive the right support at the right time, in the right place.



Why is this a local priority?

- Parents and carers have told us they want to experience a fairer, easily navigable system (across education, health and care) that restores their confidence that their children will get the right support.
- **Ofsted research** shows that Children and young people with SEND were disproportionately affected by the pandemic, particularly in the context of reduced access to health, education and care services during the first national lockdown. This means we may need to commission and deliver services differently.
- Newham has struggled to deliver timely and high quality education, health and care plans as demand has increased.
- Ofsted and the SEND Commission found that Newham had insufficient specialist provision to meet local needs and the number of pupils in Independent Non-maintained Special Schools increased from 4 in 2018 to 65 pupils in INMSS costing £3.8m.
- The High Needs Block which funds services for children and young people with SEND and alternative provision is facing a significant deficit. Newham is currently working with the Delivering Better Value Programme to address this.
- SENCOs have told us that they are not always able to make the best use of funding in their settings to meet children's needs early.
- Local and national shortages in key specialist professions such as educational psychologists and speech and language therapists means we need to look at new ways to deliver our services.

How will the local area partnership effectively plan and jointLY commission SEND provision?

We will:

- Develop a joint commissioning plan for children and young people with SEND and adults with learning disabilities across education, health and social care.
- Implement a new case management system to improve the accuracy and analysis of our local data to inform commissioning and service delivery.
- Develop local specialist provision for pupils with the most complex needs, by investing significant capital funding locally and expanding existing specialist provisions. We will use both the local authorities own allocated specialist provision capital fund and also by applying for national programmes such as the Free Special Schools programme working in partnership with our schools and academies.
- Develop a robust SEND specific Strategic Needs Assessment (SNA) to focus on area of high need such as Autism Spectrum Condition and Profound and Multiple Learning Disability.
- Reduce the delays in children and young people accessing therapeutic support through the development of universal, targeted and specialist provision for Speech and Language Therapy (SLT) and Occupational Therapy (OT) services.
- Implement the recommendations and findings of the Delivering Better Value Programme through the Schools Forum High Needs Working Group.
- Complete the assessment of children and young people with high needs funding who do not currently have an EHCP.
- Work across children’s social care, health and education to commission interventions as part of the transforming care programme to better support children and young people with a learning disability and/or autism at risk of being admitted to an inpatient setting.
- Developing a new all-age Autism Strategy using the data and intelligence from the SNA.
- Ensure professionals supporting children and young people with SEND understand they may be more vulnerable to abuse and exploitation and commission design services appropriately to mitigate these risks.
- Ensure that we have appropriate support to children and young people that are educated out of borough to both monitor their provision but also ensure they are able to access support local to their setting.

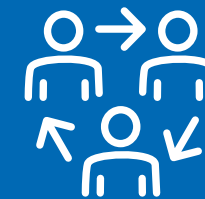


What measures will we use to monitor our progress?

- Our Newham SEND and AP Outcomes Framework to review services.
- Feedback from our educational settings through qualitative surveys.
- The number of children and young people in out of borough provision.
- The occupancy rate of local specialist provision.
- Monitoring the percentage of children and young people in education, employment or training post 19.

Priority three:

Increasing access to high quality specialist support and capacity building services for all schools and settings to support inclusive practice



Our aim:

We will ensure that all Newham settings and providers deliver high quality inclusive teaching and our community providers deliver inclusive environments that children and young people with SEND can enjoy safely.



Why is this a local priority?

- All children and young people have a right to high quality inclusive education.
- We want our children and young people to benefit from varied opportunities to engage in social and leisure activities within their local communities which help them to develop their skills and relationships.
- In the March 2023 'Have your say' survey only 51% of young people with SEND responded that they enjoy fun activities outside of school, work or training.
- Our use of out of borough provision has increased significantly since 2018, having a substantial impact on the high needs recovery plan.
- Our families, SENCOs and school leaders have told us that practice in our settings is inconsistent particularly within secondary education, which is impacted by their access to specialist professionals and timely EHCPs.
- The percentage of pupils persistently absent with EHCPs has continued to increase locally (32.0% in 2019 to 43.4% in 2021).
- The suspension rate in Newham for pupils in special schools is too high (53.7% in Newham in comparison to 7.3% nationally).
- Our families have told us that their children and young people with SEND are more likely to experience greater social isolation and this is affecting their lived experience.

How will the local area partnership work together to embed inclusive practice across all services?

- Provide regular training for local services on the Children and Families Act, The Equalities Act and accessibility. This will ensure all services understand the rights of children and young people with SEND and to practice this within their services.
- Bring together local and national expertise to develop our Newham Inclusive Practice Guidance, including self-evaluation tools for settings and develop clear expectations for the delivery of the graduated response locally.
- Increase the time that specialist support services (such as Educational Psychologists, Advisory Teachers and CAMHs) spend within settings and establish annual learning conversations between specialist services and school leaders to shape practice.
- Develop robust practice and quality standards for resource provisions, monitored by specialist practitioners through joint commissioning arrangements.
- Regular and high-quality reviews of plans for children and young people to ensure educational provision is based on their needs and aspirations as they change over time.
- Work with our specialist settings to ensure our children have positive transitions to settings that can meet their needs and to avoid them experiencing exclusions.
- Closely monitor the delivery of provision specified within Education, Health and Care plans and provide clear escalations routes for families and

settings where these are not being delivered appropriately.

- Setting accessibility targets for universal community services supporting children and young people with special educational needs including youth, leisure and library services. This will ensure we are supporting our children and young people to have positive social experiences that support them to have positive relationships in their communities and be physically and emotionally healthy.
- Develop a Commissioning Framework for Alternative Provision which is outcomes focused and allows the partnership to closely monitor the educational participation and experiences of pupils in Alternative Provision, including re-integration to mainstream settings where appropriate.
- Establish a multi-agency support team to support educational placements at risk of breakdown.
- Use our consultation data, complaints and tribunal information to challenge schools where there is evidence of non-inclusive practice, working closely with school improvement advisors.

What key measures will we use to monitor our impact?

- The feedback of young people, families and settings through our annual outcomes survey including the percentage of young people participating in activities outside school, work or training.
- The levels of permanent exclusion, suspension and persistent absence for children and young people with SEND in each setting.
- The number of placement breakdowns for pupils with SEND within each provision.
- Our annual review outcomes for each setting and provider.
- Termly multi-agency audits.
- The distribution of pupils on SEN support, High Needs Funding and Education, Health and Care Plans.

I like that my school has different calmer spaces in it, so I can step out when I need to.

Newham Young Person

Priority four:

Preparing children and young people for adulthood and independence



Our aim:

Children and young people are ambitious for themselves and empowered to live fulfilling and independent adult lives



Why is this a local priority?

- Our young people tell us that being able to make money, have good mental health and to have good friends and relationships are some of the most important outcomes to them.
- There has been a reduction in employers offering supported internships and work experience opportunities since the pandemic started which is particularly affecting young people with special educational needs.
- Newham is committed to delivering its Community Wealth Building Strategy to ensure young people with SEND benefit from economic growth and investment in the borough.
- Audits of current EHCPs have shown that they are not yet sufficiently focused on preparation for adulthood outcomes.
- The transitions process for pupils post 16 who have been in receipt of SEN support or high needs funding can be challenging.
- 54% of young people surveyed as part of the SEND 'Have Your Say' survey told us they did not currently engage in fun leisure or social activities after school or work.
- Our parents and carers tell us that they worry about their children's futures.

How will the local area partnership ensure that children and young people are prepared for adulthood and independence?

We will:

- Develop clear and robust community and employment pathways for young people with SEND by focusing on Post 16 and Post 19 support.
- Work as a partnership to address the barriers created by diagnosis requirements in adult services.
- Ensure all young people receive a timely, well-planned and person-centred transition plans as they move from one phase of education to another.
- Increase employment and training opportunities for young people with SEND through improved engagement with local and national employers.
- Support the Newham Sparks programme ambition to make Newham a leading destination for the data sector and identify aspirational opportunities for pupils with SEND within the emerging local data economy.
- Develop more specialist provision for young people over 16 and develop a tailored independence programme for young people to build their life skills.
- Work with parents and carers to help them prepare for their child's independence from an early stage and encourage uptake of Newham's independent travel programme.
- Work together with our Post 16 providers to develop our Post 16 offer of education working with educational settings.

What measures will we use to monitor our progress?

- Track the number of young people with SEND in Education, employment or training Post 16 and 19.
- Review the uptake of our youth empowerment services and leisure services amongst our SEND cohort.
- Monitor the timeliness and quality of year 9 annual reviews.
- Monitor the uptake of Newham's independent life travel programme.
- Increase the number of young people with SEND who live independently from the age of 19-25.



I want more places where I can work and have fun and make friends.

Newham Young Person (17 years old)

Priority five:

Co-producing local services with children, young people, their families and the professionals who support them



Our aim:

Children, young people and their families shape local provision and are supported by relational practitioners who put children at the heart of their work.



Why is this a local priority?

- The local area SEND inspection, alongside our complaints data showed that many families were dissatisfied and frustrated with the support they received.
- We want to our local SENCO workforce to feel support and empowered to deliver the best support for families, working collaboratively with families when challenges arise.
- Young people with special educational needs do not currently have dedicated co-production forums to shape local provision.
- Newham's take up of personal budgets and direct payments is low when compared to other boroughs.
- Many parents and carers feel they have to fight for provision for their child and our settings do not feel they are always able to shape local policy.
- The number of tribunals has been steadily increasing since the reforms were introduced locally.
- Processes for individual co-production through SEN support plans, EHC assessments and annual reviews are inconsistent.

How will the local area partnership co-produce services?

- Develop Newham’s Centre of Excellence to deliver high quality relational and restorative training to practitioners, supported through supervision and practice learning conversations.
- Monitor the adoption of the Newham’s Co-Production Framework across SEND provision.
- Implement person-centred planning meetings as part of the needs assessment and reviews process.
- Require all settings to have at least one child or young person with special educational needs represented on their school or youth council.
- Establish our young commissioners and parent commissioners programme to regularly monitor provision and inform commissioning decisions.
- Developing our Joint Commissioning forward plan across health, social care and education to provide opportunities for stakeholders to shape local services.
- Review and strengthen our personal budget and direct payments policy to empower families to make decisions about how support is delivered for their child.
- Develop our shared accountability framework to show how we are collectively responsible for the delivery of this strategy.
- We will invest in all children’s play areas across the borough by 2026 so our children have access to good quality play areas, including dedicated facilities for children with special education needs and disabilities.

What measures will we use to track our progress?

- Annual outcomes survey feedback from young people and their families.
- Audits completed by the Principal SEND Officer.
- Track person centred planning meetings as part of the education, health and care assessment and annual review processes and conduct audits of their quality.
- Presenting information to the SEND Executive annually on complaints, compliments and tribunals.
- Tracking the completion of restorative and relational training amongst local practitioners.
- Uptake of personal budgets and direct payments.



Newham Outcomes Framework

In order to track whether this strategy and our wider partnership is delivering our collective vision for children and young people with SEND we have developed a simple outcomes framework to record the outcomes that our children and families told us they wanted to achieve. We will use the framework to monitor the impact of our services through our annual Children and Young people and Parent/Carer Survey in conjunction with Newham Parents Forum.

I am as physically and emotionally healthy as I can be

I sleep well most nights.	I have someone I can talk to about my wellbeing or mental health when I need to.	I have my physical and emotional wellbeing checked at least once a year by a medical professional and if I have a learning disability I have had an annual health check from my 14th birthday onwards.	I have access to some form of physical activity such as exercise, sport or dance.	I have strategies to help me self-regulate when I feel sad, anxious, not understood or overwhelmed.	I have access to a healthy diet.
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I have good friends and positive relationships with my family and people in my community

I can rely on a friend or a trusted adult if I have a problem.	I feel like I belong in my neighbourhood/ community.	I am able to communicate with others by myself or with help.	I have the opportunity to play, relax and take part in any social activities of my choice such as a youth club, swimming, yoga.	I feel safe at home and in my setting/work or training.	My family are supported and there is good communication between my setting and my parents/carers.
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I am supported to learn, earn and contribute in my community

I enjoy school/ training / work.	I get the support and encouragement I need to achieve my best.	The adults in my life are ambitious for me and find opportunities for me to develop my skills.	I have access to volunteering, work experience or training opportunities to learn more about employment.	I have the equipment, services and additional help I need to fully participate in school / training or work.	I am aware of the employment and cultural opportunities available to me across London.
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I am as independent as I can be

I am able to travel as independently and safely as possible by myself or with support.	My family, peers and professionals in my life help me to try new things.	I am supported to plan for my future such as where I live, and how I spend my time.	I have access to leisure, youth and short break opportunities that build my confidence and expand my horizons.	I am supported to develop independence skills at home and at school / training / work.	I am able to be myself and can explore my identity.
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I am heard and included in decisions about my life

I am listened to whichever form of communication I use and my wishes and interests shape decisions about my life.	Professionals in my life treat me with respect and understanding.	People work together to provide me with support so I don't have to repeat myself.	I know where to find information and local services and I know how to get help with understanding my rights.	My achievements are celebrated.	My behaviours are understood and supported and I know how to manage them.
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Accountability and governance

The SEND Executive Partnership Board will hold services to account for the delivery of this SEND strategy and the development of the local inclusion plan.

The Board follows the approach outlined in the national SEND and AP improvement plan for local SEND and AP inclusion partnerships. It includes a group of key partners, with a single, shared strategy, and a single, shared approach to governance (holding services to account, and making any high-level decisions about the strategy and plans to support it). This governance will oversee the delivery of a detailed Development Plan which sets out the detailed actions the local area will take to deliver this strategy.

Partners who are members of the Board include senior leaders and decision makers in Education, Health and Care services; leaders and practitioners in Newham’s settings for 0-25 year olds; representatives of the voluntary and community sector; and representatives from the Newham Parent Carer Forum and Youth Empowerment Service.

As Newham develops its local Inclusion Dashboard this will be published quarterly on the local offer website which will focus on quantitative measures to supplement the insight provided through our outcomes framework survey.



Abbreviations

SEND	Special Education Needs and Disabilities
CYP	Children and Young People
CME	Children Missing Education
EHCP	Education Health Care Plan
SEMH	Social Emotional and Mental Health
DfE	Department for Education
HNF	High Needs Funding
CNDS	Complex Needs and Dyslexia Service
CIC	Children in Care
KPIs	Key Performance Indicators
PRU	Pupil Referral Unit
SLA	Service Level agreement
ASD	Autistic spectrum disorder
MLD	Moderate learning difficulties
PMLD	Profound and multiple learning difficulties
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
SpLD	Specific learning difficulties e.g. dyslexia, dyscalculia and dyspraxia
CAMHS	Child and Adolescent Mental Health Services
Tier 4 CAMHS	Specialised day and inpatient units

Contact

SEND 0-25 Service

SEND.ContactLine@newham.gov.uk

020 3373 6472