

Newham Local Area SEND* Strategic Improvement Plan



*Special Educational Needs and Disabilities

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WE ARE NEWHAM.

Newham Context

An Ofsted (Office for Standards in Education, Children's Services and Skills) and CQC (Care Quality Commission) inspection of services provided by Newham's Local Area Partnership was conducted in October 2024. Their joint report was published in November 2024.

In response to the inspection, Newham's Local Area partnership has developed a strategic plan based on the recommendations set out in the report. These outline specific actions to achieve the outcomes identified in the inspection report. You can read more about the principles that underpin this plan in Appendix 1.

The additional improvement plan below will be incorporated into the current partnership SEND & Inclusion strategy implementation plan (2023 – 2028). Progress on the priority areas will be monitored through existing governance and accountability arrangements. It will include the monitoring of a joint set of key performance indicators (KPIs) by the SEND Executive Board. Partners alongside our children, young people and families, hold each other to account and collaborate to solve problems and achieve positive outcomes. More information about Newham's Governance and Accountability structure can be found in Appendix 2.

Partnership Commitment Summary

Our vision is “We want to make Newham the best place for children and young people to grow up.” Newham’s Local Area SEND & Inclusion strategy (2023 to 2028) 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. 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 underpin Newham’s Outcomes Framework.



Inspection Outcomes & Findings



The overall outcome of the September 2024 Local Area SEND Inspection was:

“The local area partnership’s arrangements lead to inconsistent experiences and outcomes for children and young people with special educational needs and/or disabilities (SEND). The local area partnership must work jointly to make improvements.”

The full inspection outcome report can be viewed here:

[10327155 Newham Local Area Partnership 80511 final clean-114017.docx](#)

Our 5 Areas of Improvement

Area of Improvement 1: Reduction of Wait Times

Strategy Theme: Priority 1 - Strengthening early identification and early intervention pathways.

Area of Improvement 1: NHS North East London ICB should reduce the lengthy waits for children and young people waiting for an autism diagnosis, access to equipment and support for their mental health.

Narrative from Inspection Report: (Bullet points 1 to 4, page 4-5)

- Children and young people wait too long to be assessed for autism. Although they receive a letter signposting them to support, there is no process to review if they have accessed this. Parents and carers sometimes feel that they are not communicated with and feel isolated.
- Children and young people with SEND experience significant waits to access services to support their mental health. Although support is available through an innovative approach to support children while they wait for access to services, involving community activities provided by multi-agency professionals, this is often at an early intervention level. Support is delivered by community partners that provide activities such as music, mentoring and counselling. Children with complex needs including SEND and those with high-risk presentations are seen by child and adolescent mental health services (CAMHS). However, the CAMHS support available does not meet the lower levels of mental health needs of a significant group of children and young people with SEND in a timely way.
- Some children and young people with SEND wait too long to be assessed for and issued with equipment such as wheelchairs. The lengths of waits vary with the need for equipment being prioritised. Powered wheelchairs are particularly difficult to access for children and young people with SEND. As a result, the long length of time they spend waiting for equipment impacts on their day-to-day quality of life.
- There is limited strategic overview of the children and young people with SEND on the DSR at lower risk of hospital admission. There is a limited understanding strategically among professionals of the variety of reasons for hospital admissions. Although more intensive mental health support has been introduced, it is too early to see the impact of this on hospital admissions.

Responsible Governance Group: Health Governance Board

Senior Responsible Officer (SRO): Director of Specialist Services; Newham Director of Delivery, NHS/ICB

Operational Lead(s): General Manager, SCYPS ELFT/NHS

Impact Statement:

We are going to make a difference to Children and Young people with SEND by:

- Ensuring that more children and young people with SEND access early intervention support to meet their needs quicker.
- Offering a reduced wait time of below 52 weeks to make sure that they are assessed sooner.
- Using feedback from parents and carers to shape a positive and timely diagnostic experience.

Outcome(s) that will be achieved (with reference to Newham's Outcomes Framework):

- I am as physically and emotionally healthy as I can be.
- I am heard and included in decisions about my life.
- I am supported to learn, earn and contribute in my community.

Area of Improvement 1: Reduction of Wait Times

Action Reference	Strategic Improvement Priority/Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
1.1	Streamline and improve the overall diagnostic experience for children, young people and their families.	<ul style="list-style-type: none"> • General Manager, SCYPS • Head of Therapies • Clinical Director for Children's Services – Community CAMHS and SCYPS 	April 2025	<ul style="list-style-type: none"> • Audit the existing referral acceptance information sent to families, evaluate its effectiveness & co-produce with families an updated referral acceptance pack.
			June 2025	<ul style="list-style-type: none"> • The partnership, in discussion with families, will identify how to increase uptake of offered support while waiting for assessment.
			June 2025	<ul style="list-style-type: none"> • Develop guidance and scrips/flowcharts for staff for when parents make contact with the service to redirect to appropriate offer of support/Local Offer.
			February 2026	<ul style="list-style-type: none"> • Upskill All staff involved in supporting 'Waiting Well' in knowledge of the Local Offer.
			September 2025	<ul style="list-style-type: none"> • Find opportunities to better link with social prescribers, family navigators etc to support access to offer.
1.2	Aim to reduce waits for ASD diagnosis to below 52 weeks with clear assessment and interventions from point of referral.	<ul style="list-style-type: none"> • General Manager, SCYPS • Head of Therapies • Clinical Director for Children's Services – Community CAMHS and SCYPS 	March 2025	<ul style="list-style-type: none"> • Map the "as is" pathway including points of and timeframes for assessment, triage and support.
			March 2025	<ul style="list-style-type: none"> • Implement a quality improvement project focussing on patient flow.

Area of Improvement 1: Reduction of Wait Times (continued)

Action Reference	Strategic Improvement Priority/Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
1.2 (continued)	Aim to reduce waits for ASD diagnosis to below 52 weeks with clear assessment and interventions from point of referral in place and locally understood.	<ul style="list-style-type: none"> • General Manager, SCYPS • Head of Therapies • Clinical Director for Children's Services – Community CAMHS and SCYPS 	May 2025	<ul style="list-style-type: none"> • Review best practice and identify changes to be adopted in Newham to streamline the pathway and shorten wait times.
			September 2025	<ul style="list-style-type: none"> • Pilot new ways of managing waiting list.
			September 2025	<ul style="list-style-type: none"> • Pilot new ways of undertaking robust diagnosis
			November 2025	<ul style="list-style-type: none"> • Publish refreshed pathway on the Local offer website.
			Quarterly	<ul style="list-style-type: none"> • Reporting of waiting times reported to SEND Executive Board.
1.3	Further develop post-diagnostic support for children, young people and their families who receive an ASD diagnosis.	<ul style="list-style-type: none"> • General Manager, SCYPS • Head of Therapies • Clinical Director for Children's Services – Community CAMHS and SCYPS 	November 2025	<ul style="list-style-type: none"> • Build on partnership, post diagnostic workshops of support co-designed with service users.
			July 2025	<ul style="list-style-type: none"> • Review offer including supporting families to access wider services e.g. family hubs, parent/carer forum etc. • Capture family's feedback on the post diagnosis support offer and develop improvement plan.
			October 2025	<ul style="list-style-type: none"> • Publish refreshed offer on the Local offer website.

Area of Improvement 1: Reduction of Wait Times (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
1.4	Establish an enhanced offer and pathway so that children and young people receive more timely and relevant mental health support.	<ul style="list-style-type: none"> Associate Director of CAMHS General Manager Newham CAMHS Psychiatric Nurse and Associate Clinical Director Newham CAMHS Newham Director of Delivery (NEL NHS Commissioning) 	July 2025	<ul style="list-style-type: none"> Evaluate and subsequently fund expansion of CYPMH Front Door Pilot including continued delivery of NEWMAC offer.
			2025 to 2026* *Increased service offer subject to national funding allocations and growth resource – details pending).	<ul style="list-style-type: none"> Identify additional capacity in CAMHS to reduce waiting times including increased groups offer (resource & opportunities for practice change). Implement and evaluate Intensive Support Team (IST) pilot. Continue to expand MHST. Continue work embedded with Youth Zones.
1.5	Enhance Oversight and Assurance Between CYP Mental Health Board and SEND & AP Development Board.	<ul style="list-style-type: none"> Head of Commissioning and Brokerage Head of SEND (0-25) 	March 2025	<ul style="list-style-type: none"> Develop reporting requirements.
			September 2025	<ul style="list-style-type: none"> Alignment of strategic delivery arrangements between CYP Mental Health and SEND Executive and SEND and AP Development boards.
1.6	Review joint commissioning arrangements for the equipment service agreement including wait time KPIs. Review funding in place to improve timescales and access to equipment such as wheelchairs.	<ul style="list-style-type: none"> Newham Director of Delivery, NHS/ICB Head of Commissioning and Brokerage 	February 2025	<ul style="list-style-type: none"> Review agreement and KPIs for wait times KPIs and funding.
			Annually	<ul style="list-style-type: none"> Review the agreement to ensure resources targets to right priorities.
			July 2025 (quarter 1 reporting)	<ul style="list-style-type: none"> Refresh reporting so clearer information on wait times including assessment and receipt of equipment.
			Every 2 months	<ul style="list-style-type: none"> Report exceptions and risk analysis to the SEND Executive Board, following routine risk management via SEND & AP Development Board.

Area of Improvement 2: Quality of EHCPs & Annual Reviews (continued)

Strategy Theme:

Priority 1 - Strengthening early identification and early intervention pathways.

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.

Area of Improvement 2: The local area partnership should improve the quality of EHC plans and annual reviews so that they include all aspects of children and young people's needs and outcomes.

Narrative from Inspection Report: (Bullet point 6, page 5)

- EHC plans and annual reviews for children and young people with SEND vary in quality. Some EHC plans do not provide a clear and informed picture of the child or young person or have a clear focus on their future. In some instances, the valuable contributions that health and social care professionals make about a child or young person does not consistently feature in EHC plans and annual reviews. This is particularly the case when children and young people have a child-in-need plan, or physical or mental health needs. As a result, there is not one plan that is inclusive of all aspects of their needs and the desired outcomes. This results in fragmented interventions which parents and carers have to coordinate, keeping track of interactions between various agencies.

Responsible Governance Group: SEND & AP Development Board

Senior Responsible Officer (SRO): Director of Education & Inclusion

Operational Lead(s): Head of SEND (0-25), SEND Statutory Support and Partnership Service Manager

Impact Statement:

We are going to make a difference to Children and Young people with SEND by:

- Producing EHCPs and annual reviews of a better quality to make sure that children and young people with SEND receive appropriate support at the right time.
- Ensuring that identified gaps of advice are addressed/ rectified in a timely way so that children and young people with SEND receive the support they need sooner.
- Ensuring that young people with SEND are given the options and pathways available to them regarding employment and /or further/ higher education opportunities.

Outcome(s) that will be achieved (with reference to Newham's Outcomes Framework):

- I have good friends and positive relationships with my family and people in my community.
- I am heard and included in decisions about my life.
- I am supported to learn, earn and contribute in my community.
- I am as independent as I can be.

Area of Improvement 2: Quality of EHCPs & Annual Reviews (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
2.1	Embed and maintain a robust alerting process within the system so that young people can be identified in a timely way ahead of Annual Reviews to receive adequate support.	<ul style="list-style-type: none"> SEND Statutory Support and Partnership Service Manager 	March 2025	<ul style="list-style-type: none"> Review of current systems and pathways completed.
			April to July 2025	<ul style="list-style-type: none"> Systems and pathways revised and implemented.
			August 2025	<ul style="list-style-type: none"> Conduct impact analysis for maintaining progress.
			Quarterly	<ul style="list-style-type: none"> Monitor the timeliness and quality of year 9 annual reviews by conducting audits.
2.2	Deliver awareness sessions/ communications to ensure that schools are clear and aware of all Child in Care cases while emphasising the importance of clear roles, responsibilities and timely assessments.	<ul style="list-style-type: none"> Head of Service, Safeguarding and Prevention 	March 2025	<ul style="list-style-type: none"> Finalise initial training content and termly schedule.
			May 2025	<ul style="list-style-type: none"> Commence the delivery of training sessions across education, health and social care.
2.3	To develop a robust training programme to ensure that all professionals within schools, social services and all parts of the partnership's system are clear about Annual reviews.	<ul style="list-style-type: none"> Head of SEND (0-25) 	March 2025	<ul style="list-style-type: none"> Design training programme in conjunction with stakeholders.
			April 2025 to June 2025	<ul style="list-style-type: none"> Pilot training programme with subset of schools across EY, 5-16 and post 16 settings.
			June 2025	<ul style="list-style-type: none"> Finalise training programme for borough wide delivery. Webinars and training to be uploaded and hosted on Local Offer professional portal and Social Care Academy from September 2025.

Area of Improvement 2: Quality of EHCPs & Annual Reviews (continued)

Action:	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
2.4	Evaluate the impact of training outlined in Actions 2.2 and 2.3.	<ul style="list-style-type: none"> Head of Safeguarding and Prevention Head of SEND (0-25) 	May to June 2025/ Ongoing at each training session	<ul style="list-style-type: none"> Track the number of key stakeholders and partners who attend training sessions.
			July 2025	<ul style="list-style-type: none"> Complete evaluation and impact analysis following pilot programme.
			Quarterly (links to audits outlined in Action 2.1)	<ul style="list-style-type: none"> Conduct an analysis comparing the number and quality of Annual Review returns against attendance to training sessions to understand how training is being embedded.
2.5	Host regular training/ refresh sessions to embed the existing QA Process regarding the quality of EHCPS.	<ul style="list-style-type: none"> Head of SEND (0-25) Designated Clinical Officer Head of Therapies 	February 2025	<ul style="list-style-type: none"> Calendar schedule for training and QA Audits to be completed.
			April 2025	<ul style="list-style-type: none"> Review training for impact analysis.
			Termly	<ul style="list-style-type: none"> Conduct multi-agency audits to monitor quality and improvements.
2.6	Ensure Health and Social Care contributions are in the final EHCP and included in Annual Review processes.	<ul style="list-style-type: none"> Head of SEND (0-25) Head of Safeguarding and Prevention 	February 2025	<ul style="list-style-type: none"> Review of processes and development of clear guidance for health and social care contributions.
			Ongoing	<ul style="list-style-type: none"> Use the case management system to record and track multi-agency contributions including from Health and Social Care.
			April 2025	<ul style="list-style-type: none"> Review and refine existing process to ensure partner input is included – including any late submissions. To check via regular random audits.
			March 2025	<ul style="list-style-type: none"> Review and refine process for sign-off of final draft EHCP to ensure partner input is included.
			March 2025	<ul style="list-style-type: none"> Develop processes for final EHCP to be sent to relevant health partners including ELFT, ICB and GP.
2.7	Maintain holistic approach and focus.	<ul style="list-style-type: none"> Head of SEND (0-25) 	Termly	<ul style="list-style-type: none"> Capture feedback from parents, carers and young people about EHCPs and Annual Reviews to align with multi-agency audits.

Area of Improvement 3: Transitions & Preparing for Adulthood (PfA)

Strategy Theme: Priority 4 - Preparing children and young people for adulthood and independence.

Area of Improvement 3: The local area partnership should improve the transition arrangements across services in education, health and social care services for children and young people with SEND.

Narrative from Inspection Report: (Bullet points 5, 8 and 10, page 5)

- Children and young people with SEND do not consistently experience a smooth transition when they move from children's to adult health services. Transition nurses provide helpful support where they are involved. However, lack of capacity in this service reduces the nurses' ability to be involved in strategic development work to improve transition arrangements for children and young people with SEND.
- Young people with SEND who have the most complex needs have limited opportunities to continue their education so that they are well prepared well for adulthood. This is because there is not enough provision to educate young people with the most complex needs beyond the age of 16 years old. Leaders have started to work with stakeholders to develop this provision, but it is not yet available for young people with the most complex needs to access.
- When children with SEND move from children's social care to adult social care services, they experience inconsistent planning from professionals. Some children experience delays in having their Care Act assessments completed prior to becoming adults. The transition does not start early enough to allow children and families to have assessments undertaken and support planned for them. Subsequently, they do not have the information they need to make informed decisions about their lives.

Additional narrative:

Transition arrangements are less effective for young people who move from AP to college. This means some young people with SEND do not access college placements and they consequently end up not in education, employment or training.

Responsible Governance Group: Preparing for Adulthood Board that reports updates to the SEND & Alternative Provision Development Board

Senior Responsible Officer (SRO):
Corporate Director for Children & Young People & Corporate Director of Adults

Operational Lead(s): Head of Service - LD, Autism, MH & Vulnerable Adults/ Adults Social Care, Head of Service - Safeguarding and Prevention, Head of Operations - Community Wealth Building, SEND Team Manager

Area of Improvement 3: Transitions & Preparing for Adulthood (continued)

<p>Impact Statement: We are going to make a difference to Children and Young people with SEND by:</p> <ul style="list-style-type: none"> • Making sure that more children and young people with SEND feel confident about how/ where to access a range of Education, employment and training to their boost opportunities, especially if they have complex needs. • Producing a PfA Toolkit so that children and young people with SEND experience/have a clearer roadmap as they transition to adulthood. • Completing Care Act assessments in a timely way so that young people with SEND receive information to make informed decisions about their lives sooner. • Increasing the opportunities to leisure and empowerment services so that children and young people with SEND have more opportunities to play, relax within their community. 	<p>Outcome(s) that will be achieved (with reference to Newham's Outcomes Framework):</p> <ul style="list-style-type: none"> • I am as independent as I can be.
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Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
3.1	Ensure that the Designated Clinical Officer (DCO) is a member of the Preparing for Adulthood (PfA) Board to offer relevant input/guidance.	<ul style="list-style-type: none"> • Corporate Director for Children & Young People 	February 2025	<ul style="list-style-type: none"> • Ensure that the DCO is included on all relevant SEND PfA governance updates and board meetings. • Track the attendance of the DCO and relevant Board members.
3.1a	Ensure that a presentative from the Newham Parent Carer Forum is appointed as Co-Chair of the Preparing for Adulthood (PfA) Board to offer relevant input/guidance.	<ul style="list-style-type: none"> • Corporate Director for Children & Young People • Corporate Director of Adults 	February 2025	<ul style="list-style-type: none"> • Ensure that the Co-Chair is included on all relevant SEND PfA governance updates and board meetings and track their attendance.

Area of Improvement 3: Transitions & Preparing for Adulthood (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
3.2	Improve governance to ensure that the PfA Board report progress to the SEND & AP Board regarding work stream priorities focusing on cohorts of young people with EHCPs and SEN support.	<ul style="list-style-type: none"> • Corporate Director for Children & Young People • Corporate Director of Adults 	April 2025	<ul style="list-style-type: none"> • Track progress on sub-actions that the PfA will have oversight of. This will ensure that the SEND & AP Development Board can report/ escalate items to the SEND Executive Board for partnership level decisions.
3.3	Leverage Newham's Outcomes framework to measure the lived-experience and improvement of transitional experiences as young people transition to Adulthood.	<ul style="list-style-type: none"> • SEND Team Manager for Post-16 • Head of Service - LD, Autism, MH & Vulnerable Adults/ Adults Social Care • Service Manager - Learning Disabilities & Autism 	April 2025	<p>Capture and track feedback through our outcomes survey from:</p> <ul style="list-style-type: none"> • Our SEND young people and families to identify how they're lived experiences have improved. • Settings and Adult Social Care services to identify what is working well and what needs further development. • Securing the expansion of capacity to support transitions in Children's Social Care and/or Adults services. • Quarterly report to PfA Board detailing transitions timeliness and CAR Act assessment timeliness. • Securing funding initiated by a bid/ paper to CLT to pitch for 3-4 new workers.

Area of Improvement 3: Transitions & Preparing for Adulthood (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
3.4	Create a comprehensive resource toolkit to support families with children and young people with SEND, ensuring smooth transitions from children's to adult services, and providing necessary information and resources for education and social care.	<ul style="list-style-type: none"> Corporate Director for Children & Young People Corporate Director of Adults 	May 2025	<ul style="list-style-type: none"> Collaborate with transition nurses and healthcare professionals to gather insights and best practices. Develop clear guidelines and checklists for families to navigate the transition process. Include contact information for key support services and professionals involved in the transition. Include a clear pathway to suggest early planning/ steps that can be taken before or when young people reach year 9. Work with educational leaders and stakeholders to identify gaps in provision for young people with complex needs beyond the age of 16. Develop resources that outline available educational opportunities and pathways for young people with complex needs. Provide information on ongoing efforts to develop new provisions and how families can get involved or stay informed. Pilot the toolkit with a small group of families and professionals to gather feedback and make necessary adjustments. Incorporate feedback to improve the content and usability of the toolkit. Launch the toolkit through various channels, including the local offer website, schools, healthcare providers, and social care services.

Area of Improvement 4: Communication & The Local Offer

Strategy Theme:

Priority 1 - Strengthening early identification and early intervention pathways.

Priority 5: Co-producing local services with children, young people, families and the professionals that support them.

Area of Improvement 4:

The local area partnership should improve communication and the support given to parents and carers when signposting to services for support.

Narrative from Inspection Report:

- On occasion, children, young people and their families who speak English as an additional language do not have sufficient access to interpreters. This means they may not fully understand how to access the services and support available.
- Children and young people with SEND, and their families experience an inconsistent approach from professionals when seeking support and guidance. Information on the Local Offer website about the range of targeted and specialist short breaks available to children open to the Disabled Children and Young People's Service (DCYPS) is difficult to find.
- Often professionals rely on signposting parents and carers to services rather than directly supporting and guiding them.
- Some parents find it difficult to navigate the systems to find the information they need. Subsequently, children and young people do not consistently access the support they need when they need it.

Responsible Governance Group:

SEND & AP Development Board

Senior Responsible Officer (SRO):

Acting Director for Commissioning

Operational Lead(s): Head of Commissioning & Brokerage, Head of Communications, ELFT/ NHS

Area of Improvement 4: Communication & The Local Offer (continued)

Impact Statement:

We are going to make a difference to Children and Young people with SEND by:

- Simplifying navigation on the Local Offer website so that families can know where to find support easier for children and young people with SEND. What shall we have about the handholding for those waiting- anything in this section?
- Offering families better options of translated information to make sure that children and young people with SEND who do not speak English can access support services sooner.
- Increasing access to information about Short Breaks to ensure that children and young people with SEND and their families have a good range of respite options.
- Using feedback from parents and carers to shape what useful and accessible communication looks like so that children and young people with SEND can access information sooner around their wishes, interests and needs.

Outcome(s) that will be achieved (with reference to Newham's Outcomes Framework):

- I have good friends and positive relationships with my family and people in my community.
- I am heard and included in decisions about my life.

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
4.1	Continue hosting Local Offer Live Events to ensure that children, families and professionals are aware of the offer.	<ul style="list-style-type: none"> • Head of SEND (0-25) • Parent Carer Forum • Head of Commissioning and Brokerage 	January 2025	<ul style="list-style-type: none"> • Map out and develop an annual, themed calendar schedule with stakeholders.
			Quarterly	<ul style="list-style-type: none"> • Monitor the use and awareness of the local offer website amongst parents, young people and professionals.
			February 2025	<ul style="list-style-type: none"> • Improve health representation at Local Offer Live, particularly to support Waiting Well.

Area of Improvement 4: Communication & The Local Offer (continued)

Action:	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
4.2	Build on the co-production work with parents, carers and young people to shape improvements in the Local Offer and communications.	<ul style="list-style-type: none"> Head of SEND (0-25) Head of Commissioning and Brokerage 	February 2025	<ul style="list-style-type: none"> Incorporate feedback into Local Offer redesign.
			April 2025	<ul style="list-style-type: none"> Implement user feasibility studies.
			September 2025	<ul style="list-style-type: none"> New Local Offer website to be launched.
			Termly	<ul style="list-style-type: none"> Host and track joint work group meetings/sessions to capture feedback from young people, families and professionals.
			Termly	<ul style="list-style-type: none"> Regular update & planning meeting with wider stakeholders to ensure local offer information is up to date and relevant.
4.3	Leverage Family Hubs to support and raise awareness of SEND support and to consider re-purposing the role of Newham's SENDIASS service.	<ul style="list-style-type: none"> Head of SEND (0-25) Service Manager for Family Hubs 	August 2025	<ul style="list-style-type: none"> Review capacity of SENDIASS and evaluate the forecast for the user demand of the SENDIASS service.
			February 2025	<ul style="list-style-type: none"> Promote Family Hubs via SEND Local Offer and Local Offer Live events.
			Ongoing	<ul style="list-style-type: none"> Identify ways to raise more awareness about what SEND support is available to families and evaluate levels of improved awareness by capturing feedback in suitable ways.
			Termly	<ul style="list-style-type: none"> Review the current capacity of SENDIASS by holding regular updates to identify ways to integrate how SEND support is made available to families.
			April 2025	<ul style="list-style-type: none"> Work with health to improve links with Family Hubs and referral processes for SEND support.
4.4	Conduct a Communications audit to define the current and best ways that SEND-related communications around SEND take place.	Head of SEND (0-25)	May 2025	<ul style="list-style-type: none"> Initiate Communications Audit, including engagement with stakeholders.
			July 2025	<ul style="list-style-type: none"> Action plan initiated based on findings.
			September 2025	<ul style="list-style-type: none"> Launch Communication Plan for SEND.
			Quarterly	<ul style="list-style-type: none"> Monitor and track frequency of SEND-related communications to internal and external stakeholders. Leverage schools and settings to improve communications and expand reach to families.

Area of Improvement 4: Communication & The Local Offer (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
4.5	Implement clear communication strategy to outline the pathways of communication between SEND boards, frequency, methods/ channels and to co-produce accessible communications.	<ul style="list-style-type: none"> Director of Education & Inclusion 	March 2025.	<ul style="list-style-type: none"> SEND & AP Development Board to confirm outline of communication pathways between boards and present to SEND Executive Board.
			April to August 2025	<ul style="list-style-type: none"> Roll out communication plan with all stakeholders.
			Quarterly (links to action 4.4)	<ul style="list-style-type: none"> Monitor and track frequency of SEND-related communications to internal and external stakeholders.
4.6	Develop a centralised approach to producing and sharing SEND-related communications in accessible, easy-read ways.	<ul style="list-style-type: none"> Senior Programme Manager for SEND Improvement 	Phase 1: January to July 2025 Phase 2: Sept to December 2025 Phase 3: January to July 2026	<ul style="list-style-type: none"> Track levels of awareness about key SEND-related topics e.g. how many stakeholders know about Newham's Local Offer, SEND-friendly providers/leisure spaces and more.
4.7	Redesign Short Breaks Pathway and Statement to ensure families can receive short breaks support at the earliest stage.	<ul style="list-style-type: none"> Head of Commissioning and Brokerage Short Breaks Commissioning Lead 	March 2025	<ul style="list-style-type: none"> Track the progress of the redesign by holding regular working task group meetings to capture progressive feedback from families, young people and professionals. Review and monitor how quickly families can receive support via Short Breaks and report updates to the SEND & AP Development Board when required.

Area of Improvement 5: Alternative Provision & Post-16

Strategy Theme:

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.

Area of Improvement 5:

The local area partnership should improve the education offer relating to:

- Alternative Provision
- Post-16 education for those with the most complex needs
- Post-16 education for those who received SEN support at school

Narrative from Inspection Report: (Bullet points 7 and 9, page 5)

- Some children and young people are not able to access AP when it is needed. The current commissioning model leads to a lack of places being available, leaving some schools unable to access places. In some cases, children and young people with SEND stay at the AP for too long or end up without an education placement as their needs are complex and require specialist provision. The local area partnership's strategy to develop the alternative provision offer is in its infancy.
- Young people with SEND who received SEN support in school do not have sufficient opportunities to prepare them for adulthood and employment once they have finished their studies in post-16 education. The support, education and training opportunities for them to access to gain employment and prepare for adulthood are limited.

Additional narrative:

Transition arrangements are less effective for young people who move from AP to college. This means some young people with SEND do not access college placements and they consequently end up not in education, employment or training.

Responsible Governance Group: SEND and AP Development Board

Senior Responsible Officer (SRO): Director of Education & Inclusion

Operational Lead(s): Head of Commissioning and Brokerage, Head of Operations for Community and Wealth Building

Area of Improvement 5: Alternative Provision & Post-16 (continued)



<p>Impact Statement: We are going to make a difference to Children and Young people with SEND by:</p> <ul style="list-style-type: none"> • Offering better access options within settings so that young people with SEND can access Alternative Provision sooner and when needed the most. • Increasing the opportunities to promote employment and /or further/ higher education options so that young people with SEND have better chances to move forward and to avoid remaining in Alternative Provision for too long. • Ensuring that young people with SEND are given the options and pathways available to them regarding employment and /or further/ higher education opportunities, especially if they receive SEN support. This will allow them to make informed decisions about their lives sooner. 	<p>Outcome(s) that will be achieved (with reference to Newham's Outcomes Framework):</p> <ul style="list-style-type: none"> • I am as independent as I can be. • I am supported to learn, earn and contribute in my community.
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Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
5.1	Improve commissioning arrangements with Newham PRUs and other providers of alternative provision.	<ul style="list-style-type: none"> • Head of Commissioning and Brokerage • Director of Education & Inclusion 	January to March 2025	<ul style="list-style-type: none"> • Conduct an audit of the Commissioned offer.
			Spring 2025	<ul style="list-style-type: none"> • Conduct a Governance review in partnership with leaders.
			September 2025	<ul style="list-style-type: none"> • Governance and commissioning review and change of SLA with Newham PRUs and other providers of AP.
			December 2025	<ul style="list-style-type: none"> • Incorporate tiered approach to commissioning through development of school-based tier 1 model.
			January 2026	<ul style="list-style-type: none"> • Develop and introduce rarely exclude practice model.

Area of Improvement 5: Alternative Provision & Post-16 (continued)

Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
5.2	Establish a dedicated SEND Careers Advisor role for a fixed term of 12 months	<ul style="list-style-type: none"> Head of SEND (0-25) Head of Operations for Community and Wealth 	September 2025	<ul style="list-style-type: none"> Evaluate the impact of the SEND Careers Advisor by tracking the number of SEND young people who access opportunities via NEET team and evidence of their destinations. Track the level of career advice/ support offered to SEND Young People across a 12-month period by capturing the lived experience of at the beginning/ end of the Advisor's placement. Monitor monthly progress updates to ensure that the identified cohort of SEND Young People are being engaged with and supported in a timely way.
5.2a	Update guidance and protocols in relation to Fair Access and early intervention in order to reduce instances of suspension and exclusion.	<ul style="list-style-type: none"> Head of Education Access & Infrastructure Head of Operations for Community and Wealth Head of SEND (0-25) Head of Inclusion and Education Safeguarding 	March 2025	<ul style="list-style-type: none"> Review the existing Fair Access protocol.
			September 2025	<ul style="list-style-type: none"> Develop and publish the Inclusive Practice Guide.
			Termly	<ul style="list-style-type: none"> Track the reduction rate of the suspension and exclusions of SEND young people once they receive relevant career advice and/or opportunities.
			Quarterly	<ul style="list-style-type: none"> Capture the lived experience of SEND Young People by conducting an Outcomes survey/ focus group.
5.2b	Create an internal training offer to develop a model to sustain the offer of careers advice and support for SEND young people.	<ul style="list-style-type: none"> Head of SEND (0-25) Head of Operations for Community and Wealth 	July 2025	<ul style="list-style-type: none"> Develop the training offer.
			August 2025	<ul style="list-style-type: none"> Pilot training implemented
			September 2025	<ul style="list-style-type: none"> Map out an annual calendar outlining the training offer.
			Quarterly/ every 3 months	<ul style="list-style-type: none"> Review the content of training to ensure that the career needs of SEND young people are being met; engaging the input from SEND Young Commissioners.

Area of Improvement 5: Alternative Provision & Post-16 (continued)



Action Reference	Strategic Improvement Priority/ Action:	Accountable Lead(s)/ Risk Owner(s):	Action to be Completed by:	What actions the partnership will do to evaluate that improvements have been made alongside required outcomes:
5.3	Develop an Alternative Provision Continuum with School Leaders to ensure that Young People are being supported appropriately by identifying priority areas of support required.	<ul style="list-style-type: none"> Director of Education & Inclusion 	Spring Term 2025.	<ul style="list-style-type: none"> Establish and host the EPB steering group.
			Summer Term 2025	<ul style="list-style-type: none"> Liaise with partners in other Local areas to identify examples of best practice.
			Autumn 2025	<ul style="list-style-type: none"> Pilot the model.
			Spring Term 2026	<ul style="list-style-type: none"> Evaluate pilot and establish strategy
			Termly	<ul style="list-style-type: none"> Track the number of Young People accessing relevant universal entitlement.
			Annual cycle	<ul style="list-style-type: none"> Analysis of inclusion and destinations data.
			Termly	<ul style="list-style-type: none"> Monitor the support for Young People who access the Alternative Provision Offer while accessing SEN Support.
Summer 2025	<ul style="list-style-type: none"> Capture the lived experience of SEND Young People by conducting an Outcomes survey/focus group. 			
5.3a	Establish an outline of what universal entitlement is available alongside partnership-agreed, targeted responses.	<ul style="list-style-type: none"> Education Partnership Board Education Leadership Team 	Summer Term 2025	<ul style="list-style-type: none"> EPB steering group devise approach and present to full EPB by Summer 2025. Review commissioning arrangements alongside the above.
5.4 – to be reviewed	Identify and implement a Functional Skills Offer for SEND Young People. Review current educational offer, including Functional skills for Post 16 young people with SEND	<ul style="list-style-type: none"> Head of Operations for Community and Wealth Head of SEND (0-25) Head of Commissioning & Brokerage 	July 2025	<ul style="list-style-type: none"> Review and action plan completed with post 16 providers
			July 2025	<ul style="list-style-type: none"> Track how identified funding has been successfully used to develop specific, developed areas of support. Track the uptake/ number of SEND Young People with the Study Support Programme and the Functional Skills Offer. Capture the lived experience of SEND Young People by conducting an Outcomes survey/ focus group.

Appendix 1 - Principles that underpin this plan



Our partnership's 5 priority areas 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.

Appendix 1 - Principles that underpin this plan (continued)

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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Appendix 2 - SEND Governance

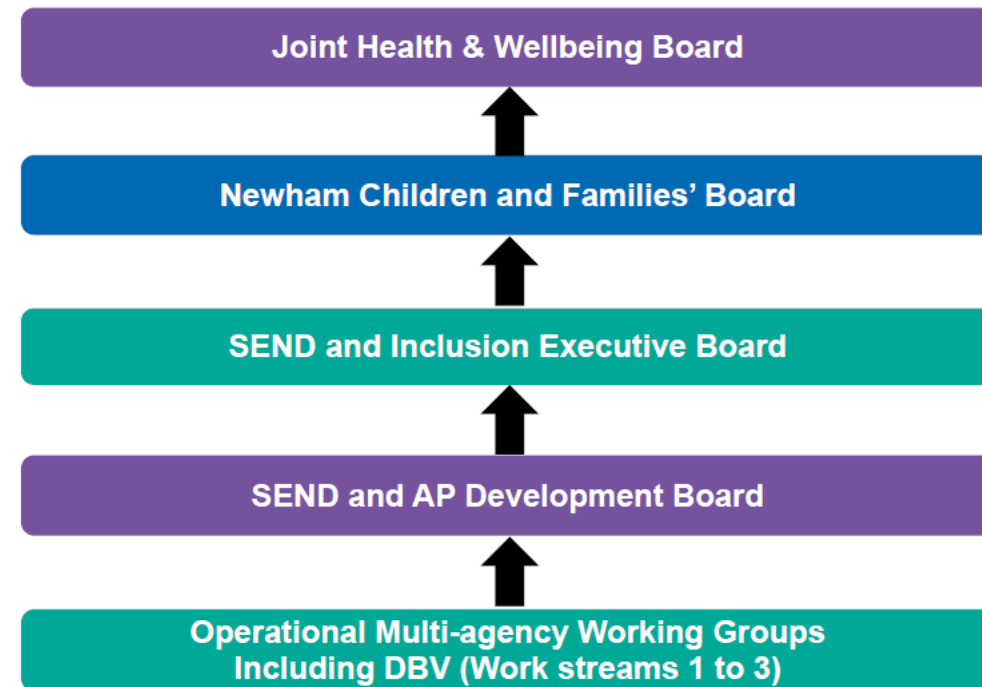
This is a summary of our overall governance which highlights responsibilities/ roles to oversee and deliver this strategic plan.

The work programme for the SEND and Inclusion Executive Board is agreed on a 12-month forward plan for key items as well as bringing in key items where needed.

Parent Representatives are full and active members. The Head of SEND regularly meets with the Parent Carer Forum to bring agenda items and any key lines of enquiry. A Memorandum of Understanding is in place which informs joint working between social care, education, health and the parent carer forum. Monthly meetings are held to share information and plan.

We are continuing to review our SEND governance structure with our new DCS as the landscape of SEND continues to develop.

The SEND and AP Development Board meets monthly and drives the operational priorities and SEND Strategy implementation plan.



Glossary of Acronyms

Acronyms	Meaning	Page Reference
ASD	Autism Spectrum Disorder	Page 6, 7 and throughout
CAMHS	Child and Adolescent Mental Health Services	From Page 6 and throughout
CYPMH	Children & Young People's Mental Health	Page 9
CYP	Children & Young People	Page 9 and throughout
DSR	Dynamic Support Register	Page 6
ELFT	East London Foundation Trust	Page 6 and throughout
ICB	Integrated Care Board(s)	Page 6 and throughout
NEWMAC	Newham's Multi Agency Collective	Page 9
NHS	National Health Service	Page 6 and throughout
MHST	Mental Health Support Team	Page 9
PfA	Preparing for Adulthood	Page 13 and throughout
SEND	Special Educational Needs & Disabilities	Multiple pages throughout
SCYPS	Specialist Children and Young People Services	Page 7 and throughout

