

scrumptious (ˈskrʌmpjəs) *adj.* *Inf.* very pleasing; delicious — *scrumptiously adv.*

scrumpy (ˈskrʌmpɪ) *n.* a rough dry cider, brewed esp. in the West Country of England.

scrunch (skrʌntʃ) *vb.* **1.** to crumple or crunch or to be crumpled or crunched. — *n.* **2.** the act or sound of scrunching.

scruple (ˈskrʊ:pəl) *n.* **1.** a doubt or hesitation as to what is morally right in a certain situation. **2.** *Arch.* a very small amount. **3.** a unit of weight equal to 20 grains (1.296 grams). — *vb.* **4.** (*obs.* when *tr.*) to have doubts (about), esp. from a moral compunction.

scrupulous (ˈskrʊ:pjʊləs) *adj.* **1.** characterized by careful observation of what is morally right. **2.** very careful or precise. — *scrupulously adv.* — *scrupulousness n.*

scrutinise or **-nize** (ˈskrʊ:tɪnaɪz) *vb.* (*tr.*) to examine carefully or in minute detail. — *scruti.niser* or *-nizer n.*

scrutiny (ˈskrʊ:tɪni) *n.* **1.** close or minute examination. **2.** a searching look. **3.** official examination of votes [from Latin *scrūtīnium* and *scrūtārī* to search even to the rags, from *scrūta*, rags, trash.]

scuba (ˈskju:bə) *n.* an apparatus used in skindiving, consisting of a cylinder or cylinders containing compressed air attached to a breathing apparatus.

scud (skʌd) *vb.* **scudding, scudded.** (*intr.*) **1.** (esp. of clouds) to move along swiftly and smoothly. **2.** *Naut.* to run before a gale. — *n.* **3.** the act of scudding. **4. a.** a formation of low ragged clouds driven by a strong wind beneath rain-bearing clouds. **b.** a sudden shower or gust of wind.

scuff (skʌf) *vb.* **1.** to drag (the feet) while walking. **2.** to scratch (a surface) or (of a surface) to become scratched. **3.** (*tr.*) *U.S.* to poke at (something) with the foot. — *n.* **4.** the act or sound of scuffing. **5.** a rubbed place caused by scuffing. **6.** a backless slipper.

scuffle (ˈskʌfl) *vb.* (*intr.*) **1.** to fight in a disorderly manner. **2.** to move by shuffling. — *n.* **3.** a disorderly fight; the sound made by scuffling.

scull (skʌl) *n.* **1.** a single oar moved from the stern of a boat to propel it. **2.** one of a pair of double-handed oars, both of which are pulled by the same person. **3.** a racing shell propelled by a single oarsman. **4.** an act, instance, period, or distance of sculling. **5.** to propel (a boat) with a scull. — *sculler n.*

scullery (skʌləri) *n., pl. -leries.* *Chiefly Brit.* a small part of a kitchen where kitchen utensils are kept.

by natural processes. — *vb.* (*mainly tr.*) **4.** (*also intr.*) to carve, cast, or fashion (stone, bronze etc) three-dimensionally. **5.** to portray (a person, etc.) by means of sculpture. **6.** to form in the manner of sculpture. **7.** to decorate with sculpture. — *sculptural adj.*

scumble (ˈskʌmbəl) *vb.* **1.** (in painting and drawing) to soften or blend (an outline or colour) with an upper coat of opaque colour, applied very thinly. **2.** to produce an effect of broken colour on doors, panelling, etc. by exposing coats of paint below the top coat. — *n.* **3.** the upper layer of colour applied in this way.

scunner (ˈskʌnə) *Dialect, chiefly Scot.* — *vb.* **1.** (*intr.*) to feel aversion. **2.** (*tr.*) to produce a feeling of aversion in. — *n.* **3.** a strong aversion (often in **take a scunner**). **4.** an object of dislike.

scupper¹ (ˈskʌpə) *n.* *Naut.* a drain or spout allowing water on the deck of a vessel to flow overboard.

scupper² (ˈskʌpə) *vb.* (*tr.*) *Brit. sl.* to overwhelm, ruin, or disable.

scurry (ˈskʌri) *vb.* **-rying, -ried.** **1.** to move about hurriedly. **2.** (*intr.*) to whirl about. *n., pl. -ries.* **3.** the act or sound of scurrying. **4.** a brisk light whirling movement, as of snow.

scut (skʌt) *n.* a small animal such as the deer or rabbit.

scuttle (ˈskʌtl) *vb.* **1.** to run or move quickly. **2.** *Dialect chiefly Brit.* to run or move hurriedly. **3.** to run or move hurriedly behind the scenes. **4.** to run or move hurriedly. **5.** to run or move hurriedly. **6.** to run or move hurriedly. **7.** to run or move hurriedly. **8.** to run or move hurriedly. **9.** to run or move hurriedly. **10.** to run or move hurriedly. **11.** to run or move hurriedly. **12.** to run or move hurriedly. **13.** to run or move hurriedly. **14.** to run or move hurriedly. **15.** to run or move hurriedly. **16.** to run or move hurriedly. **17.** to run or move hurriedly. **18.** to run or move hurriedly. **19.** to run or move hurriedly. **20.** to run or move hurriedly. **21.** to run or move hurriedly. **22.** to run or move hurriedly. **23.** to run or move hurriedly. **24.** to run or move hurriedly. **25.** to run or move hurriedly. **26.** to run or move hurriedly. **27.** to run or move hurriedly. **28.** to run or move hurriedly. **29.** to run or move hurriedly. **30.** to run or move hurriedly. **31.** to run or move hurriedly. **32.** to run or move hurriedly. **33.** to run or move hurriedly. **34.** to run or move hurriedly. **35.** to run or move hurriedly. **36.** to run or move hurriedly. **37.** to run or move hurriedly. **38.** to run or move hurriedly. **39.** to run or move hurriedly. **40.** to run or move hurriedly. **41.** to run or move hurriedly. **42.** to run or move hurriedly. **43.** to run or move hurriedly. **44.** to run or move hurriedly. **45.** to run or move hurriedly. **46.** to run or move hurriedly. **47.** to run or move hurriedly. **48.** to run or move hurriedly. **49.** to run or move hurriedly. **50.** to run or move hurriedly. **51.** to run or move hurriedly. **52.** to run or move hurriedly. **53.** to run or move hurriedly. **54.** to run or move hurriedly. **55.** to run or move hurriedly. **56.** to run or move hurriedly. **57.** to run or move hurriedly. **58.** to run or move hurriedly. **59.** to run or move hurriedly. **60.** to run or move hurriedly. **61.** to run or move hurriedly. **62.** to run or move hurriedly. **63.** to run or move hurriedly. **64.** to run or move hurriedly. **65.** to run or move hurriedly. **66.** to run or move hurriedly. **67.** to run or move hurriedly. **68.** to run or move hurriedly. **69.** to run or move hurriedly. **70.** to run or move hurriedly. **71.** to run or move hurriedly. **72.** to run or move hurriedly. **73.** to run or move hurriedly. **74.** to run or move hurriedly. **75.** to run or move hurriedly. **76.** to run or move hurriedly. **77.** to run or move hurriedly. **78.** to run or move hurriedly. **79.** to run or move hurriedly. **80.** to run or move hurriedly. **81.** to run or move hurriedly. **82.** to run or move hurriedly. **83.** to run or move hurriedly. **84.** to run or move hurriedly. **85.** to run or move hurriedly. **86.** to run or move hurriedly. **87.** to run or move hurriedly. **88.** to run or move hurriedly. **89.** to run or move hurriedly. **90.** to run or move hurriedly. **91.** to run or move hurriedly. **92.** to run or move hurriedly. **93.** to run or move hurriedly. **94.** to run or move hurriedly. **95.** to run or move hurriedly. **96.** to run or move hurriedly. **97.** to run or move hurriedly. **98.** to run or move hurriedly. **99.** to run or move hurriedly. **100.** to run or move hurriedly.

SEN
Scrutiny Task Group
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Final Report

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INTRODUCTION



The London Borough of Richmond upon Thames (LBRuT) is under a duty to ensure that all Children and Young People receive high standards of education, including those with special educational needs. It is vitally important that the Council does everything it can to offer the best possible service. I am therefore very pleased to introduce this report, whose focus is to identify issues that impact on meeting the needs of young people up to the age of 25 with SEN, which looks at the quality of the borough's special schools and makes a number of recommendations intended to bring about positive and effective improvements to what is already an excellent service.

The Task Group has been fortunate in having the input of parents, Health and Social Care professionals as well as a number of Schools and young people. We have gathered a significant amount of evidence over the course of the review. We are indebted to all those who gave up their time to contribute to this review.

On behalf of the Task Group I would like to give particular thanks to the members of RPCAG who came and spoke to the task group and to Keith Tysoe Lead Inspector for SEN & Inclusion and Collin Herrick, SEN Project Manager for their help, expertise and advice throughout the review.

Cllr Lisa Blakemore
Chair of the SEN Scrutiny Task Group



LIST OF ABBREVIATIONS

ABA	Applied behaviour analysis
AEN	Additional Educational Needs
ALS	Additional Learner Support
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
BESD / SEBD	Behavioural, emotional and social difficulties / Social emotional behavioural development
CAF	Common Assessment Framework
CWLDD	Children and Young People with Learning Difficulties and Disabilities
CYP	Children and Young People
DfE	Department for Education
DWP	Department for Work and Pensions
ECaT	Every Child a Talker
EP/ EPs	Educational Psychologist / Educational Psychologists
EYFS	Early Years Foundation Stage
FE	Further Education
Fte	Full time equivalent
HI	Hearing Impairment
IEP	Individual Education Plan
ISP	Independent Specialist Providers
KS	Key Stage
LA / LAs	Local Authority / Local Authorities.
LB	London Borough of
LBRuT	London Borough of Richmond upon Thames
LLDD	Learners with Learning Difficulties or Disabilities
LSA	Learning Support Assistant
NEET	Not in Education Employment or Training
MLD	Mild Learning Difficulties / Moderate Learning Difficulties
MSI	Multi-sensory impairment
OT	Occupational Therapy
O&S	Overview and Scrutiny
Pd	Physical disability
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Units
SA	School Action



SA+	School Action Plus
SALT /SLT	Speech and language therapists / Speech and Language Therapy
SEN /SEND	Special educational needs / Special educational needs and disabilities.
SENDIST	SEN and Disability Tribunal
SpLD	Specific learning difficulties
SLD	Severe learning difficulties
SpCL	Specific Communication and Language difficulties
SLCN`	Speech and language communication needs
TA	Teaching Assistant
VI	Visual Impairment
YOT	Youth Offending Service



EXECUTIVE SUMMARY AND RECOMMENDATIONS

Information collected by the Department for Education on the education of Children and Young People with Special Educational Needs (SEN) associated with learning disabilities indicates that over 200,000 Children and Young People in England have a primary SEN associated with learning disabilities and approximately 75,000 Children and Young People in England have a Statement of SEN.

The London Borough of Richmond upon Thames has a duty to provide high standards of education for all Children and Young People and Young People, including those with Special Educational Needs (SEN). The task group began on 24 May 2011 with a remit of reviewing the quality of the borough's special schools, responding to the government's consultation paper *Support and Aspiration: A new approach to special educational needs and disability – a consultation*; compare current SEN Service provision in the London Borough of Richmond upon Thames with other London Local Authorities and make suggestions on ways to improve provisions.

The Task Group interviewed Council Officers, Clarendon and Strathmore Special Schools, mainstream and independent specialist provisions, students at the provisions, the Parent Partnership Team, representatives from RPCAG, a representative from the London Borough of Merton and representatives from the Primary Care Trust and a healthcare provider. .

Throughout the course of the review, the task group has found LBRuT's provisions to be good. There is however room for further development and improvement of the already good existing provisions. The task group recommends that consideration be given to the further development of LBRuT's 2 specialist provisions Strathmore and Clarendon. This consideration should include both provisions catering up to the age of 19, Strathmore already does this.

The review's other major findings are as follows:

- i) The best model is where healthcare providers and Education work in unison to provide services
- ii) Parents and young people are not fully aware of all the resources available to them.
- iii) There is a lack of effective communication about what an organisation is able to provide and the reasons behind this



- iv) LBRuT has a greater role to play in effectively ensuring parents have a clear understanding of what Local Authority presence at review meetings means and entails.
- v) There is a need for a cultural change – teachers should be more aware of the importance of sharing information amongst themselves and with parents. Independent schools are very good at sharing information with parents. By sharing this information schools would diffuse situations before they become full blown issues.
- vi) The transport costing for going out of the borough are much higher than it would be if the child remained in borough: For a child to have individual transport, it can cost the LA approximately £22,000 p.a. The cost of transport can in some cases be as much as the cost of the placement.
- vii) If perceptions about in-borough provisions were more positive, the majority of parents said they would not seek for their Children and Young People to go out-of-the-borough
- viii) The challenge for the borough is to change parent's perceptions about the level of service offered compared to independent schools.
- ix) There are fewer opportunities for those with SEN to meet the entry requirements to attend sixth-form college in the borough as a result a large number of young people go out of the borough.

Suggestions for change have been put forward in all areas and it is hoped that they will be taken forward by all stakeholders. The task group believe that the following recommendations should be given priority status:

1. Costings and feasibility to be undertaken to ascertain if Clarendon and /or Strathmore Schools can be rebuilt so as to ensure purpose built buildings for children with special educational needs. If this is feasible for either or both, this should go ahead. **Recommendation 2.**
2. The cost of ensuring Clarendon's provision is expanded to cater for pupils up to the age of 19 be explored **Recommendation 2a.**
3. Better access to and more information for parents on how the system operates, what SEN provisions are in place and how they can be accessed - **Recommendation 4.**
4. Better communication by LBRuT and Schools with parents: more transparency and explanations for reasons why certain options may or may not be available and better management of parental expectations. This will help to further improve relationships



with parents. Parental satisfaction should be monitored and recorded in relation to this - **Recommendation 5.**

5. The cost and feasibility of supported employment being opened to a wider range of people who do not fit the eligibility criteria including those on the autism spectrum to be looked into and considered – **Recommendation 21.**
6. The cost and feasibility of apprenticeships (including within the council) specifically designed for people with learning disabilities and those with ASC to be investigated. This could be done via job carving and should be for all those seeking employment not just those applying for apprenticeships - **Recommendation 23.**



PART I – ROLE AND FUNCTION OF THE TASK GROUP

BACKGROUND TO THE TASK GROUP

7. In April 2011, the Education and Children and Young People's Services Overview and Scrutiny Committee decided to establish a task group with the aim of considering the implications of the SEN and disabilities Green Paper and reviewing the quality of LBRuT's SEN provisions.
8. On the 9th March the government published the SEN and Disabilities Green Paper *Support and Aspiration: A New Approach to Special Educational Needs and Disabilities* – a consultation. The Green Paper put forward proposals which would mean the biggest reform to health and educational support for Children and Young People with SEN and disabilities in 30 years.
9. This review was commissioned to build upon the previous work of the Special Educational Needs Statements Scrutiny Task Group and as part of the third phase of the SEN Review. A cross-party scrutiny task group was, therefore, set up comprising of:

TASK GROUP MEMBERSHIP

- Cllr Lisa Blakemore (Conservative) – Chair
- Cllr Susan Chappell (Conservative)
- Cllr Ellen Day (Liberal Democrat)
- Mr Nicholas Lait (Co-opted Member)

In addition 2 Officers from Education, Children and Young People and Cultural Services acted as specialist advisors to the task group. These officers were:

- Colin Herrick, SEN Project Manager, London Borough of Richmond upon Thames.
 - Keith Tysoe, Lead Inspector - Special Educational Needs and Inclusion, London Borough of Richmond upon Thames.
11. The Group first met on 24 May 2011 where a draft terms of reference was formulated. The terms of reference, were agreed at a subsequent meeting held in June 2011.

TERMS OF REFERENCE

- I. To make recommendations on the Borough's response to the SEN Green Paper by the 30th June 2011 and make recommendations on changes arising from it



- II. To identify ways of protecting the quality of the borough's special educational needs provision as part of the third phase of the SEN review
- III. To ascertain the views of young people, parents, carers, education & health professionals on the development of services for Children and Young People with special educational needs in the borough.
- IV. To compare current SEN Service provision in the London Borough of Richmond upon Thames with other London Local Authorities and make suggestions on ways to improve provisions.
- V. To look, via a challenge session, at Transport: the emotional and developmental impact travel has on the SEN child; the financial / budgetary implications for the council; and to make suggestions for future savings which should feed into the SEN Transport Review that is due to go to Overview and Scrutiny in October.
- VI. To compare current SEN Service provision in the London Borough of Richmond upon Thames with those in the Royal London Borough of Kingston upon Thames and to make suggestions to be included in any proposed merger /sharing /amalgamation of services.
- VII. To identify issues that have an impact on meeting the needs of young people up to 25 with special educational needs.
- VIII. To report back to the Education & Children and Young People's Services Overview and Scrutiny Committee on the progress of the Task Group on a regular basis.
- IX. To produce a final report for the Education & Children and Young People's Services Overview and Scrutiny Committee for the 8th February 2012, with recommendations including recommendations for future work to the committee on longer term projects.

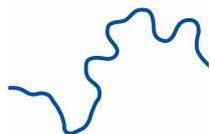
VARIATIONS TO SCOPE

12. It has not been possible to fulfil all the aspects of the scope, in particular VI as at the time of the review, this had not progressed far enough for there to be available information for the task group to act as a critical friend or provide effective scrutiny. Similarly with V, the Transport review which was due to go to Overview and Scrutiny in October has been rescheduled to a later date. We hope that the recommendations arising from the challenge session will be taken on board by the appropriate department and its officers.



METHODOLOGY

13. In order to conduct the review, the task group agreed that it was important to gather evidence from a wide range of sources. Members also decided it would be best to split the review up into sections in accordance with the areas of focus contained in the terms of reference. These areas The list of meetings and witnesses who gave evidence is set out fully in **Appendix A**.
14. The task group used a mixture of methodologies ranging from primary research via a focus group meeting with parents of Children and Young People with Special Education Needs, speaking with students with SEN visiting a number of specialist and mainstream provisions (**Appendix A**), meeting with professionals (including health and education) and speaking to a number of students with special educational needs.
15. Desktop research was also used to provide context and to evidence approaches, issues, and best practice regarding various aspects of Special Educational Needs provision. This was done via the use of policy documentation, previous surveys, benchmarking data, online resources, submissions from Richmond Parent Action Group and attending the London Councils Children and Young People' summer Conference. The provenance of all submissions received is listed in **Appendix B**.



PART II – CONTEXT

What is Special Educational Need?

16. Children and Young People have a Special Educational Need (SEN) if they require special educational provision, either because they have a disability that prevents or hinders access to ordinary educational facilities or because they have significantly greater difficulty in learning than Children and Young People of the same age¹. The term SEN therefore encompasses a wide range of conditions and needs.

What are the Local Authority's key responsibilities²?

17. Local Authorities are under a general overarching duty to identify and assess Children and Young People who are in their area who have or who may have special educational needs regardless of whether such Children and Young People receive school-based education, alternative education or no education at all.
- LBRuT has listed its responsibilities in its Special Educational Needs Policy: They are:
- To promote high standards of education for Children and Young People with special educational needs.
 - To encourage children and young people with special educational needs to participate fully in their school and community and to take part in decisions about their education.
 - Dissemination of good practice within the authority relating to the arrangements for Children and Young People with special educational needs.
 - To work with other statutory and voluntary bodies to provide support for Children and Young People with special educational needs.
 - To identify Children and Young People with special educational needs.
 - To monitor the admission of Children and Young People with special educational needs (whether or not those Children and Young People have a statement) to maintained schools in their area.
 - To organise the assessment of Children and Young People's educational needs relating to section 323 of the Education Act 1996.
 - To organising the making and maintaining of statements.

¹ Taken from Page 6 of the SEN Code of Practice 2001

² LBRuT's SEN Policy (revised November 2010) Section 6.



- To provide support to schools with regard to making special educational provision for Children and Young People with special educational needs
 - To audit, plan, monitor and review arrangements for Children and Young People with special educational needs in their areas, both generally and for individual Children and Young People.
 - Secure training, advice and support for staff working in their area with Children and Young People with special educational needs.
 - Reviewing and updating the arrangements.
18. LBRuT believes that it can improve educational outcomes of Children and Young People with special educational needs even further. This is a key priority in its Children and Young People's Plan and its SEN strategic vision is guided by the following principles³:
- a) Children and Young People with SEN will have their needs met in mainstream schools whenever possible.
 - b) Richmond borough special schools should be maintained and valued as resources of expertise, supporting mainstream schools where possible;
 - c) If provision in a special setting is necessary, it should be as local as possible;
 - d) There should be as much choice for parents as possible.

School Action and School Action Plus

19. Children and Young People who have been identified as having a special educational need are initially supported through a process known as School Action (SA). Under this process, a child's teachers will identify and provide interventions that are additional to, or different from, a school's usual differentiated curriculum. Any strategies employed to assist the child are recorded in an Individual Education Plan (IEP), which is shared with pupils and parents and schools should make sure pupils are involved whenever these targets are discussed or reviewed⁴.
20. If a child continues to encounter difficulties despite the support provided under School Action, schools may seek intervention through School Action Plus (SA+). At this stage, external support services would normally be involved. Intervention at School Action Plus may involve providing more specialist assessments, strategies, materials or support. The expectation is that the large majority of Children and Young People with special educational needs will have their needs met at SA or SA+.

³ Ibid.

⁴ LBRuT's SEN Policy (revised November 2010). Section 6.2 page 11.



Statutory Assessment and the Statement of Special Educational Need.

21. If a child with SEN does not demonstrate continuing progress and there is significant cause for concern, then the school or setting⁵ may make a referral to the Local Authority requesting a statutory assessment⁶. Referrals can also come from parents or other agencies such as the health service. The statutory assessment must be carried out before a child can be issued with an SEN Statement.
22. When a statement is issued, schools are given separate funding to pay for any provision recommended in the statement, which is additional to that which they would ordinarily make available to a pupil with SEN.
23. When a referral is received, the Local Authority's first decision is whether or not to undertake a statutory assessment. It will look for convincing evidence that, despite the school and external specialists taking relevant and purposeful action, a child's learning difficulties have not been remedied sufficiently. This evidence will include the school's assessment of a child's needs, the views of other professionals and the action taken by the school. SEN statements are normally issued when a Local Authority considers that a child needs a level of special educational provision that could not reasonably be made available from a mainstream school's usual resources. All such decisions should be based on Children and Young People's individual circumstances. Guidance is provided to Local Authorities in *Chapter 7 of the SEN Code of Practice 2001*.
24. The Local Authority has six weeks from the date of receiving the referral (or notifying the parents of the referral) to decide whether or not to undertake an assessment. This includes a 29-day period within which parents can make representations to the authority.
25. If the Local Authority decides to turn down the assessment request, it must write to parents with its reasons. It must also state what special educational provision it feels the child needs. Parents have a right of appeal against this decision to the SEN and Disability Tribunal (SENDIST).

The Statutory Assessment Process

26. If the Local Authority decides to undertake an assessment, it must obtain parental, educational, medical, psychological and advice from Children and Young People's Social Care. The Local Authority should also gather advice from any other relevant

⁵ Setting is taken to mean a provision such as a nursery or playgroup

⁶ Under section 323 of the Education Act 1996



source. All advice must be in writing. Wherever possible, Children and Young People's views should also be sought.

27. Normally, the Local Authority should receive the advice it seeks within six-weeks, and it must decide whether or not to issue a statement within ten weeks of the decision to assess. The Local Authority then has a further two weeks to send parents either:
 - a proposed statement; or
 - written reasons for not issuing a statement.
28. It is at this point, 18 weeks after the referral, which forms the time limit for completing a statutory assessment. This time limit is used as a performance indicator.
29. Once a proposed statement has been issued, the authority has a further eight weeks to send parents a final statement. Parents should therefore receive their child's final statement by 26 weeks – six months after the referral date. LBRuT is 100% compliant in meeting the 26 week target.
30. There are situations in which the authority can legitimately exceed the time limit at some stages of the process (these are known as exceptions). However, as soon as an exception has been overcome, normal time limits apply again.

The Significance of a Statement of SEN

31. Under section 324 of the Education Act 1996, the Local Authority is responsible for arranging the special educational provision set out in part 3 of a child's statement. Local Authorities have the power to intervene when a child is not receiving the provision set out in the statement and charge any costs to the school's budget.
32. A SEN statement should provide parents and all relevant professionals with a clear and unambiguous description of a child's needs, the support required to meet them and the arrangements for providing that support. The advice gathered during the assessment process must be appended to the statement.

The National Picture

33. Information collected by the Department for Education on the education of Children and Young People with Special Educational Needs (SEN) associated with learning disabilities indicates that over 200,000 Children and Young People in England have a primary SEN associated with learning disabilities. Of these, four out of five have a moderate learning difficulty and one in twenty have profound multiple learning difficulties.
34. Approximately 75,000 Children and Young People in England have a Statement of SEN and a primary SEN associated with learning disabilities. Of these, just over half



have a moderate learning difficulty, one third has a severe learning difficulty and just over one in ten has a profound multiple learning difficulty.). The identification of SEN associated with learning disabilities is most stable in the age range 7-15.

35. SEN associated with learning disabilities is more common amongst boys, Children and Young People from poorer families and among some minority ethnic groups. Overall, 90% of Children and Young People with moderate learning difficulty, 27% of Children and Young People with severe learning difficulty and 18% of Children and Young People with profound multiple learning difficulty are educated in mainstream schools. These rates are lower among Children and Young People with Statements of SEN (moderate learning difficulty 56%, severe learning difficulty 18%, profound multiple learning difficulty 14%)⁷. This is illustrated in Table 1 below:

Table 1: Rate of Education of Children and Young People with SEN associated with Learning Disabilities in Mainstream Schools⁸.

	Moderate Learning Difficulty		
	Stat	SA+	Total
Primary School	72%	100%	97%
Secondary School	51%	100%	83%
Total	56	100	90
	Severe Learning Difficulty		
	Stat	SA+	Total
Primary School	26%	90%	38%
Secondary School	12%	99%	17%
Total	18%	92%	27%
	Profound and Multiple Learning Difficulty		
	Stat	SA+	Total
Primary School	21%	60%	25%
Secondary School	7%	100%	8%
Total	14%	65%	18%

36. Children and Young People with SEN associated with learning disabilities have poorer educational attainment than their peers. There is, however, considerable variation in attainment *among* Children and Young People with SEN associated with learning disabilities. Boys have better attainment than girls. Children and Young People from

⁷ All subsequent information is taken from Emerson, E., Hatton, C., Robertson, J., Roberts, H., Baines, S., & Glover, G. (2011) *People with Learning Disabilities in England 2010: Services & Supports*, Learning Disabilities Observatory (2010), p.ii.

⁸ All subsequent information is taken from Emerson, E., Hatton, C., Robertson, J., Roberts, H., Baines, S., & Glover, G. (2011) *People with Learning Disabilities in England 2010: Services & Supports*, Learning Disabilities Observatory (2010), p.25



more affluent households have better attainment than Children and Young People from poorer households⁹.

THE SITUATION IN LBRuT

37. In LBRuT, 14% of 2-15+ yr olds living in the borough and attending Richmond schools (borough resident pupils) have SEN¹⁰. Compared to the national average, LBRuT has a slightly lower percentage of pupils with a statement of SEN but the percentage of secondary pupils with or without a statement is higher than the national average¹¹.
38. Broken down further, this equates in primary schools to 9% of Children and Young People who have SEN without a statement compared to 2% who have a statement. In secondary schools the percentages are higher with 16% of Children and Young People with SEN who do not have a statement and 6% who have a statement of SEN¹². As of September 2011 there were a total of 828 SEN statements in LBRuT¹³ For a full break down of baseline data please see **Appendix C**
39. There are two special schools in the Borough, Clarendon School – a special day school for 120 pupils aged 7 to 16 with moderate learning difficulties and autistic spectrum conditions and Strathmore School, a co-educational special day school for 47 pupils aged 7 to 19 who have severe learning difficulties and complex needs, including autistic spectrum conditions. These two schools only cater for Children and Young People with statements.
40. The vast majority of Children and Young People with statements are educated in mainstream schools, or resourced provisions attached to schools. This is also the case for Children and Young People who are at School Action (SA) and School Action Plus (SA+). To deal effectively with meeting the needs of Children and Young People with SEN, LBRuT has introduced a number of new and resourced provisions. These are listed in the table below¹⁴:

Table 2: LBRuT Resourced Provisions.

Primary School	Provision	Places
Darell Primary School	Gathered provision for moderate and severe learning difficulties at Reception and Key Stage 1	8
The Russell Primary School	Gathered provision for severe and complex learning difficulties including children with ASC at Key Stage 1.	5

⁹ All subsequent information is taken from Emerson, E., Hatton, C., Robertson, J., Roberts, H., Baines, S., & Glover, G.(2011) *People with Learning Disabilities in England 2010: Services & Supports*, Learning Disabilities Observatory (2010), p.ii.

¹⁰ This data is taken from Short Breaks Services for Children and Young People with Disabilities and additional needs. Needs assessment 2011. p.33

¹¹ JSNA school population summary. LBRuT and NHS Richmond.

¹² This data is taken from Short Breaks Services for Children and Young People with Disabilities and additional needs. Needs assessment 2011. p.33

¹³ Information provided by Finance & Statistics Officer, Finance, Non schools, Children and Young People's & Cultural Services.

¹⁴ Taken directly from LBRuT' SEN Policy, pages 3-5.



Holy Trinity And East Sheen Primary Schools and Hampton Hill Juniors	Enhanced primary specialist provision BESD for Key Stage 2.	9 (3 each school)
Jigsaw (Windham)	ASC gathered provision	8 Part-time
Buckingham Primary School	Gathered provision to meet severe and complex needs at Key Stage 1.	8
George Tancred Centre (St James Primary School)	ASC gathered provision at Key Stages 1 and 2	10
Heathfield Junior School	Key Stage 2 gathered provision for communication and interaction.	10
Heathfield Infant School	Key Stage 1 gathered provision for communication and interaction	10
St Mary's Primary School	Key Stages 1 and 2 gathered provision for communication and interaction	10
Stanley Primary School	ASC gathered provision	22
Secondary School		
Orleans Park School	Enhanced secondary specialist teaching arrangement, specific learning difficulties.	6
Grey Court School	Enhanced secondary specialist teaching arrangement for speech language and communication needs.	8
The Gateway	ASC gathered provision for Key Stages 3 and 4.	20
Hampton Academy	Enhanced secondary specialist teaching arrangement for speech language and communication needs – ASC focus.	6
Richmond Park Academy	Enhanced secondary specialist teaching arrangement for speech language and communication needs – ASC focus.	6
Waldegrave School(Girls)	Enhanced secondary specialist teaching arrangement for speech language and communication needs – ASC focus.	6
Christ's School	Enhanced secondary specialist teaching arrangement for Specific learning difficulties.	6
Teddington School	Enhanced secondary specialist teaching arrangement for Specific learning difficulties.	6
Strathmore	Severe or profound and multiple learning difficulties including ASC	47
Clarendon	Moderate learning difficulties and ASC	100

41. There are 156 pupils (aged 5 to 16) with a Statement issued by the LBRuT who are educated outside the authority. However, since 2007, the number of Children and Young People moving into independent sector placements has either slowed down or reduced. The table below shows the changes in placements for the categories of need covered by the review. In all areas there has either been a slow down in the growth or an absolute reduction of independent placements although this is not solely due to the establishment of the new provisions. Officers believe that part of this reduction also includes better working relationships with parents and the increasing expertise of schools in meeting a range of needs.



Table 3: changes in placements for the categories of need covered by the review

Category	2007	2009	2011	% change 2007-2009	%change 2009-2011
ASD	36	47	55	+30.5%	+17.0%
SpLD	18	24	27	+33.3%	+12.5%
BESD	21	23	22	+9.5%	-4.3%
SLCN	16	24	21	+50.0%	-12.5%
MLD	10	14	12	+40.0%	-14.2%
Totals	101	132	137	+30.7%	+3.8%

Source: the Schools Forum Report

LBRuT's SEN Panel

42. Decisions on whether to undertake a statutory assessment, and on the outcomes of assessments, are made by the LBRuT's SEN Panel. The Panel is chaired by the Head of SEN. Other members include the Head of Protective and Preventative Services, the Principal Educational Psychologist, the Lead Inspector for SEN and Inclusion, Head Teachers, other senior officers and some representation from Health. The SEN Panel is also responsible for determining whether amendments should be made to statements as a result of annual reviews.

LBRuT's SEN Funding Arrangements

43. There are 6 elements in the Schools Funding Formula which are allocated under the heading Special Educational Needs (SEN) and Social Priority.
- The first component, Social Deprivation is based on the number of pupils in the school who are entitled to a free school meal. This indicator has been shown nationally to be a reliable guide to the overall level of social deprivation in a school.
 - The second component, Pockets of Deprivation is given only to those schools where the percentage of pupils eligible for free school meals exceeds 15%.
 - The third component, a Flat Rate, (funding approximately the cost of a teacher for secondary schools and 0.3 of a teacher for primary schools) is to cover the cost of a special educational needs coordinator (SENCO). Since 2009 this post has been a statutory requirement. All SENCOs must now be qualified teachers and if newly appointed, have attended nationally recognised training.
 - The fourth component, Learning Support Units (secondary only) is distributed on a flat rate and the funding is earmarked to support a range of appropriate provision in relation to pupils with behaviour difficulties.



- The fifth component, Social Inclusion has two elements. One is based on the number of pupils in the school who are entitled to a free school meal and the other part is based on the number of year 7 pupils achieving below Level 4 in English.
 - The sixth type of funding schools receive is allocated through individual Children and Young People's statements of SEN. It is the total sum of the banding levels (see below) of all pupils in the school with a statement.
44. Additionally, schools with resourced provisions receive funds for this purpose: The Local Authority holds some funding centrally for special educational provision. However, LBRuT delegates the majority of funds for Children and Young People with special educational needs to schools. This helps schools to use the funding flexibly, taking account of the Children and Young People's needs; the legal provisions of the statement, and the staffing and other resources at their disposal.
45. The funding covers pupils whose needs are addressed at School Action and School Action Plus, and those who have statements of special educational needs, with the exception of those who have a sensory impairment requiring specialist teaching. Schools' delegated funds can be used to purchase support from a specialist team of peripatetic learning support assistants (PLSA) that support Children and Young People with significant physical disabilities or with severe visual impairment. Schools' governing bodies must manage their delegated budget to provide the best possible provision for all pupils, including those with SEN. None of schools' budgets, apart from specific grant funding, is ring-fenced. Governors and head teachers can make their own spending decisions on their budget so that they can meet their legal responsibilities regarding SEN¹⁵.
46. School governing bodies are obligated by section 317 of the Education Act 1996 to use their best endeavours to ensure that Children and Young People with SEN receive the help necessary to meet their needs. The governing body of every maintained school is obliged to publish information about how resources are allocated to and amongst pupils with SEN.¹⁶

¹⁵ See LBRuT's SEN Policy

¹⁶ See Education [SEN] Regulations 1999.



Funds available through Early Years for Children and Young People with SEN 2011 -12¹⁷

47. Children aged 0-5 years old fall under Early Years Foundation Stage (EYFS). This has its own funding but in addition to this, for EYFS children who have what is termed additional needs which include complex needs there is an Additional Needs Grant. For 2011-2012 there is a total of total £182,000. This is allocated as follows, £95,000 for pre-schoolers in nursery settings; £75,000 for children in out of school clubs (made up from £30,000 from Early Intervention Grant, £10,000 from Council, £35,000 from Hampton Fuel Allotment); and £12,000 for children with childminders.
48. This funding is made available to private, voluntary and independent settings who have children attending where it can be shown that the setting needs additional support to include children over and above the reasonable adjustments that could be required by the equality legislation. One aim of the Early Years element to the scheme is to avoid the need for children to access support in these settings via statements. The system only currently provides support to children in the private, voluntary and independent pre-school settings.

Recommendation 1: Children's Services to explore the feasibility and ways in which to address the needs of children – who have high levels of need but are not statemented and can not access this funding – to access Maintained Nursery provision.

49. The scheme also provides support for children to access mainstream holiday schemes and out of school clubs in the borough age 0-16 years providing support workers to allow additional access to sessions for children and respite breaks for parents and supporting families' access to work.
50. While the Early Years Additional Needs Grant is not represented in the current SEN policy there is a link between this funding and the relatively low number of early years statements currently issued in the borough.
51. In addition to this, funding is available to enable vulnerable Children and Young People and those from low income families to have access to 10 hours of free nursery education each week term time (2 Year Old Programme). Total budget for this financial year is £172,000.

¹⁷ Information provided by Early Years Foundation Stage Strategy Manager



Post-16 funding arrangements:

52. Post -16, young people with special educational needs are referred to as Learners with Learning Difficulties or Disabilities (LLDD). This term is broader than SEN. As of April 2010, education is provided and secured for anyone with learning difficulties from ages 16-25.
53. **For those in 'mainstream' Further Education (FE) colleges or school sixth forms¹⁸**: The 2010/2011 national funding rate per learner, of £2,920 for FE and £3,007 for school sixth forms, has been equalised in 2011/2012 for all post-16 provision, to £2,920, which is then uplifted by a 'provider factor' based upon a range of factors including: success; programmes delivered; and disadvantage¹⁹ Additional Learner Support (ALS), allocated at the discretion of the individual providers, is available for those students with additional educational needs. The ALS fund is designed to enable providers to respond flexibly so that, in line with Government policy, individualised support arrangements that meet the specific needs of the young person can be put in place. The mainstream post-16 funding formula is currently subject to consultation on possible change to a more simplified and less variable formula.
54. The expectation in LBRuT is that LLDD learners should continue within the mainstream setting. There is additional support for LLDD learners either to access education or more general support such as escorts – the funding for this is flexible. The idea is that needs *can be met* with additional support *within* the mainstream.
55. There are however situations, where mainstream settings cannot meet the needs of learners. In those instances learners, who qualify, go to a specialist placement.
56. **For those in independent specialist providers (ISPs)²⁰**: Funding of a placement in an ISP is determined by the learner's home Local Authority. The Young People's Learning Agency pays the tuition fees and associated costs and the Local Authority invariably pays living costs in accordance with the Section 139a Learning Difficulty Assessment. In LBRuT, an ISP placement is only agreed to be appropriate if the learner is subject to a Section 139a assessment and there is evidence that a placement in a local or sub-regional mainstream provider would not be in the learner's best interests.

¹⁸ Information provided by Head of Schools Commissioning, Children and Young People's & Cultural Services

¹⁹ This is not the exhaustive list there are other factors in addition to those mentioned.

²⁰ Information provided by Head of Schools Commissioning, Children and Young People's & Cultural Services



The Special Educational Needs and Disabilities Green Paper:

57. The SEN and Disabilities (SEND) Green Paper *Support and aspiration: A new approach to special educational needs and disability – A consultation*, was published in March 2011 by the Department for Education (DfE). As a Green Paper it is consultative, seeking views on the various proposals contained within it. Consultation came to an end at the end of June and Local Authorities nationwide are awaiting the government's response. The proposals set out in the Green Paper are specified under 5 main themes and these are set out, briefly, below.

Early identification of need

58. The Green Paper states that SEN and impairments should be identified early on and a broad range of stimulating learning experiences should be provided. Early assessment should focus on areas essential to Children and Young People's good development. Parents also have a right to request a statutory assessment and Local Authorities must draw up a statement of SEN where necessary. It proposes to reduce the time limit for current statutory assessment process from 26 to 20 weeks.
59. The Green Paper calls for the replacement of statements of SEN with 'Education, Health and Care Plans', which would be determined through a single assessment. These are meant to provide the same statutory protection to parents as statements and these plans will be for Children and Young People with SEN or a disability from birth until the age of 25.

Giving parents control

60. The Paper proposes that Local Authorities should detail the support they will provide and it must describe what additional or different provision schools make for Children and Young People with SEN in the curriculum, teaching, assessment and pastoral support. Under the new set of proposals the government intends to introduce legislation to ensure that parents of Children and Young People with a statement of SEN or 'Education, Health and Care Plan' have equivalent rights to express a preference for any state-funded school – whether that is a special school, mainstream school, Academy or Free School²¹. By 2014, all families with the proposed 'Education, Health and Care Plan' will be entitled to a personal budget.

²¹ SEN Green Paper (2010). Chapter 2, page 52



Learning and achieving

61. The Paper stresses the importance of challenging the low expectations many people have for Children and Young People with SEN and providing Children and Young People with SEN support aimed specifically at them. An example of which is in how schools tackle '*difficult behaviour*'. The government will recommend in exclusion guidance that Children and Young People are assessed for any underlying causal factors and that schools trigger this assessment in instances where a pupil displays poor behaviour that does not improve despite effective behaviour management by the school. It also calls for better identification of and dealing with the reasons behind '*difficult behaviour*' as well as better access to behaviour support.
62. The Green Paper also calls for schools to be more accountable for helping all pupils (including those with SEN) to prepare for success post-16 and post-18. This will be evaluated by a new set of measures. In the most serious cases of long-term underperformance, Special Schools will be converted into Academies and partnered with a strong sponsor. Following on from this, the government will provide funding for more trainee teachers to be given placements in special school settings, SEN and disability training and online training materials for teachers are also to be provided.

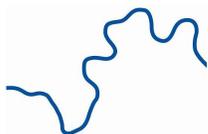
Preparing for adulthood

63. At the heart of the proposed reforms is a single assessment process and 'Education, Health and Care Plan' bringing together support for Children and Young People from birth to 25 focusing on outcomes beyond school or college. From 2013 all young people will continue in education or training to age 17 and from 2015 they will continue to age 18. Full participation in education or training will mean that schools, colleges and training providers will have to adapt to the demands of more young people with SEN or disabilities remaining in education or training post-16.
64. Vocational education and vocational and work-related learning options for young people aged 14 to 25 with SEN or disabilities are to be improved. The paper places more responsibility on universities and other higher education facilities to allow more people with SEN to take part. There are a number of proposals to ensure young people with SEN and disabilities make a smooth transition from learning to work these include supported internships for those who may not realistically be able to undertake an apprenticeship and a bespoke approach to return to work for disabled young people.



Services working together for families

65. Under the Green Paper, Local Authorities and local health services will be the main deliverers of SEN provision. Therefore the Green Paper stresses more and better collaboration between local areas, local professionals and proposes that the SEN Code of Practice is simplified to make it clearer, more accessible and helpful to professionals and parents. It also proposes freeing up how funding is used; allowing the voluntary and community sector to take on a greater role in delivering services, a national banded funding framework; and greater alignment of pre-16 and post-16 funding arrangements.



PART III – FINDINGS

Issues that impact on SEN Provision for Children and Young People up to the age of 25 years.

Provision – A Comparison.

66. Throughout this review the task group looked at specialist and enhanced mainstream provisions both in and out of the borough. At present, LBRuT has 91 Children and Young People placed in out borough provisions and 151 in independent placements²². This section describes LBRUT's provisions and a number of out of borough independent placement in order to draw out a number of practices and issues the task group feels would be beneficial to learn from moving forward.

LBRUT's Specialist Provision: Clarendon and Strathmore Schools:

67. **Clarendon school (Clarendon)** was opened in 1969. Prior to this it had been on the Heathfield site. Clarendon also manages the Oldfield House Provision for junior age children with behavioural, emotional and social development needs, and the Gateway Centre, a 20 place provision for secondary age pupils with Autism Spectrum Conditions, attached to Twickenham Academy. Clarendon is a designated school for Children and Young People with moderate learning difficulties and has a mixed economy of students. Over the last few years Clarendon has been receiving more and more Children and Young People with a wide range of SEN and abilities. It has a 'Good' overall rating from Ofsted²³.
68. There are currently 100 pupils aged between 7 & 16 years old attending Clarendon, the school was originally build to accommodate 88 pupils but the number has remained around 100 since 1995. There has been a shift in the age groups attending. In the early 1990s Children and Young People stayed until the age of 16. In the space of 10 years there are fewer pupils entering at junior level and more entering in the first two years of secondary school level (aged 11-13 years old). The average class has 10-12 pupils. Pupils come from LBRuT and neighbouring Local Authorities. At present 76-77% of pupils come from LBRuT. Hounslow also send a significant number of students to Clarendon.

²² Information provided by Finance & Statistics Officer, Finance, Non schools, Children and Young People's & Cultural Services.

²³ <http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102952>



69. Pupils who attend Clarendon and are considered to have the most complex additional needs account for approximately 10-15% of the school population. Some of these are also amongst the 10-15% of the school population who have autism. Over the last 5 years, the number of students with ASC has increased. At Clarendon, there is a significant minority of Children and Young People with physical disabilities or complex medical conditions. Informally Ofsted has noted that the range of pupils that attend Clarendon is wide and that this reflects a change in the school population.
70. There are 19 teachers in total. 15 at Clarendon and 4 in other settings. Clarendon also offers school to school support across the Local Authority where they provide advice for mainstream schools and have an outreach programme supporting other schools.
71. Clarendon has OT, physiotherapy, SALT and Art therapy provision, a family support worker as well as a group work area. Clarendon also buys back one day per week of additional Educational Psychology support. There are 2 rooms for Children and Young People with challenging behaviour to have 'time out'. All the senior students have the option to go on a week long residential placement.
72. In addition to the National Curriculum, Clarendon teaches life skills which is very popular. Pupils regularly participate in drama, music and dance and sporting activities with other schools. All the pupils in the primary department take part in integration projects with mainstream schools and the pupils take a full part in local events. Pupils are prepared for their next steps through their involvement in mini-enterprise activities and in basic skills. Clarendon has very good partnerships with Connexions and the Richmond Business Education Partnership, who support the pupils at transition to further education or training.
73. Clarendon currently offers a limited range of GCSE courses, though this is likely to decrease as fewer of the pupils who now attend the school would reach that level – and because of the move away from coursework to controlled assessments. Students with SEN struggle in exam settings and this type of assessment adversely impacts on those who *would* have been able to access GCSE qualifications. Even with access arrangements it is not viable to enter candidates for many GCSE qualifications. However, pupils are able to access a very broad range of other qualifications, including ASDAN, Unit Awards and Entry Level Certificates.
74. There is a challenge in terms of post-16 provision: Clarendon has often had to flag the fact that Children and Young People from their school are not able at 16 to go to college and require suitable provisions. Some Children and Young People with SEN benefit from a longer period of time in a school setting. When asked about post-16 provision in an ideal world, Clarendon said that 3-4 pupils remaining at Clarendon per



year would be self-sustainable. The Head teacher told the task group that there is an increasing need for this. Another challenge is that many colleges are restrictive in who they let in making it harder for Children and Young People with SEN to enter as they do not meet the requirements. As a result other options such as residential colleges are often sought

75. The layout of the school follows that of a primary school model; the school is single storey, though it is very difficult for wheelchair users to access. Three classrooms and the senior toilets can only be reached internally by walking through the gym which is not permitted during lesson times as this would be a Health and Safety risk. The doors from the gym are narrower than standard doorways. On visiting the school the task group saw and were told by the Head teacher that there were challenges for wheelchair users or students requiring a walking frame: The Hall is a thoroughfare to get to classes, especially for the older students whose classes are situated at the back of the hall. The Head teacher told the task group that this is extremely disruptive for the classes taking place in the hall at that time; the only other form of access to those classrooms is externally. Lunch is served in 2 sittings as there is not enough space for all pupils to dine at once.
76. Nearly all of the rooms are south facing with flat roof and low ceilings. As a result, in winter the rooms get very cold and in summer very hot which acts as a further disruptive element to Children and Young People with SEN. The only room with air-conditioning is the sensory room as that is placed near the boiler.
77. The view of the task group is backed up by a recent LBRuT's Sustainability Survey which states:

"The flat felt roof and roof fascia coverings to the main building, weights room, drama store, science lab and the premises managers store are in very poor condition and should be replaced as a priority. It also recommended that this building's door, window and cladding also need replacement within 2 years".²⁴

78. LBRuT's conditional data rank the work required by priority²⁵. These surveys are non-intrusive and their non-intrusive nature may underestimate works required. The condition survey for Clarendon School indicates approximately £550,000 of work

²⁴ LBRuT suitability survey from September 2011 and covering letter.

²⁵ **Priority 1** is urgent works that will prevent immediate closure of the premises and/or address an immediate high risk and/or remedy a serious breach of current legislation

Priority 2 is essential works, to be carried out within 2 years to prevent serious deterioration, medium risk to health & safety or to remedy a less serious breach of legislation

Priority 3 is desirable works, to arrest the deterioration to fabric and services.



(across Priorities 1-3) is required. In addition to the above, Clarendon has suitability issues²⁶ such as insufficient break-out spaces and small group rooms.

Finding 1: Clarendon school building was not built to accommodate the needs of the current school population. The school is located in a building which, though purpose built, was designed solely for pupils with MLD, rather than those with complex additional needs and autism. This causes a number of challenges that would likely not exist in a building that was fit for purpose.

79. Parents are very impressed by Clarendon and have said that the school cannot be expected to meet the needs of all Children and Young People who have a diagnosis of MLD. Parents think Clarendon has much to offer and many are very impressed by the curriculum. As already stated, the cohort at Clarendon has become increasingly complex. RPCAG told the task group that whilst parents are impressed with Clarendon School many parents of Children and Young People with ASC would prefer that there was an ASC specific school in the borough.
80. **Strathmore School (Strathmore)** has been rated as outstanding by Ofsted²⁷ and is working towards recognition by UNICEF as a Rights Respecting School. It caters for Children and Young People aged 7-19. The students are grouped chronologically and the school tries to group according to Key Stage with exceptions based on needs and age appropriate curriculum. 50% of pupils that attend Strathmore are SLD and ASC dual diagnosis – for specific lessons pupils learn in ‘needs-led’ groups which facilitates the use of resources and strategies. The task group found that there has been an increase in the numbers of ASC students coming to Strathmore.
81. The school already has curriculum links with Russell, Vineyard and Christ’s schools and other projects are planned with Grey Court School. Strathmore is developing pathways in-borough through collaborative working with Richmond College – there has been joint planning of foundation learning and there is now joint moderation regarding foundation learning. The Head teacher told the task group that his proactivity has led to better pathways.
82. Strathmore School has an ongoing programme of Continual Professional Development for its staff which is open to and attended by colleagues from other schools too.
83. On walking into the school it was immediately clear to the task group that Strathmore is extremely limited in terms of space. The task group felt that purpose built schools, for children with special educational needs are essential as it eliminates some of the

²⁶ These are things which impact on delivery of the curriculum

²⁷ Inspection date: 12 Feb 2009: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102954>



challenges faced by specialist provisions placed in non-purpose built buildings. The building at Strathmore was not built for students with complex needs and the needs of the Children and Young People who now attend are not the same as those that the building was originally designed for. There is one changing room for both sexes for the full age range (7-19). The changing facilities are particularly poor and this compromises the pupils' rights. The WC and many of the hall ways including the one leading to the medical room are difficult to access for Children and Young People in wheelchairs – a wheelchair designed for an 8 year old was too wide to enter the Head's office. The age range at the school is 7 -19 years.

84. There is a hall that is used for a number of purposes: drama, assembly and lunch. Not everyone can fit into the hall at lunch time so some Children and Young People have to sit in the food technology room.
85. There is also a small bungalow that the post-16 students use to develop life skills. The play and music therapists also use the bungalow as does Richmond College for life skills classes. Wheelchair access to the bungalow can be challenging. The bungalow helps students prepare for residential school journeys so a number of students stay over night. Post-16 students are provided with work related learning including work experience organised in partnership with Power Employment. For example, one of the student's at Strathmore has undertaken work experience at Starbucks.
86. A number of parents have expressed concerns about the state of the building at Strathmore School. Feedback to the Parent Partnership team has been positive about Strathmore aside from this.
87. The task group's findings are also borne out by LBRuT's conditional data surveys which identify work that needs to be carried out to a building, such as roof repairs, boiler replacements. The surveys rank the work required by priority²⁸. These surveys are non-intrusive and their non-intrusive nature may underestimate works required. The condition survey for Strathmore indicates that approximately £400,000 of work (graded Priorities 1-3 inclusive) is required. In addition to the above Strathmore School, buildings were not designed for the Children and Young People who now use it: doorways and corridors are too narrow for wheelchair users, there is a lack of small group/individual work rooms which means that pupils who have Speech and Language programmes are competing to work in quiet areas, and the height of ceilings means that Sensory Integration equipment cannot be installed.

²⁸ **Priority 1** is urgent works that will prevent immediate closure of the premises and/or address an immediate high risk and/or remedy a serious breach of current legislation

Priority 2 is essential works, to be carried out within 2 years to prevent serious deterioration, medium risk to health & safety or to remedy a less serious breach of legislation

Priority 3 is desirable works, to arrest the deterioration to fabric and services.



88. The Head teacher stressed the need for the school to be purposely built for children with special educational needs. The school does the best with the resources and the building that it has.
89. Parents feel there is a lack of adequate provision of SEN schools in borough including secondary school provision – they feel that existing provision are good but a great deal of work still needs to be done. RPCAG told the task group that they feel there is little investment in the specialist provisions within the borough and the strategy has been pro-inclusion with investment in inclusion in mainstream provision and not to support specialist provisions which are needed. Parents told the task group that they would rather keep their Children and Young People within the borough but do not do so as they do not feel the provisions are there.

Recommendation 2: Costings and feasibility to be undertaken to ascertain if Clarendon and /or Strathmore Schools can be rebuilt so as to ensure purpose built buildings for children with special educational needs. If this is feasible for either or both, this should go ahead.

Recommendation 2a: The cost of ensuring Clarendon's provision is expanded to cater for pupils up to the age of 19 be explored

Out of borough specialist provision: Penn School and More House School:

Penn School:

90. Penn School is a school for communication difficulties and a charitable trust. It was originally a school for hearing impaired Children and Young People but in the 1990s it opened up a unit for Children and Young People with speech and language difficulties. SALT is *the* significant part of what the school now provides. The school also has established a third unit for ASC, which has 4 classes in a quiet wing of the school. The school's focus remains on communication and speech and language.
91. There are 84 pupils in total at Penn it services 22 different Local Authorities and charges its fees to the education authorities. Penn has recently been receiving pupils from mainstream provision. As a result 5 GCSEs and 12 Entry Level qualifications have been introduced. Penn is a pilot school for research into the 14-19 curriculum and has an emphasis on vocational learning.



92. There are currently 3 pupils placed by the London Borough of Richmond upon Thames at the school. Penn's Ofsted rating is outstanding²⁹.
93. Speech, language and communications provisions are very integrated to the school – class teachers and the SALTs are involved in planning lessons. This is reinforced in class. Some pupils are also worked with individually but this depends on the pupil's need and history.
94. There is an on-site SALT team that provide assessments for all the pupils. There are specialists for the hearing impaired who also have SALT training, there are 4 speech, language and communication specialists including for post-16 and one works in the ASC department. There are 16 classes in total and each class has a specialist teacher. SALT is an integral part of curriculum delivery. They are located at the front of the class with the teacher and are used when required. There are also SALT assistants, who support 2-3 pupils.
95. The OT team has additional training in sensory integration. The school has a physio and a physio assistant. There is also a general school nurse and a mental health nurse who are at the school full time. The school does not have a psychologist on site but employs one when and if needed. They also use the Local Authorities' Educational Psychologists.
96. There is intensive staff input into the students. The school has a full compliment of care staff and in terms of Pastoral Care; meetings take place every morning with the main meeting held on Monday mornings.

Finding 2: The most striking thing about the Penn School was the very caring family environment and the clear and visible beneficial impact it has on students.

More House:

97. More House is an independent Catholic boys school that is a specialist in language processing. The school caters for those 'above average ability; with Aspergers' Dyslexia, ADHA, Dyspraxia and processing difficulties or a combination of them. They do not cater for pupils with BESD. The level of complexity that is catered for is much lower than in schools such as Strathmore or Clarendon. The school has 405 pupils in total. School rated Outstanding by Ofsted³⁰.
98. There are 30 LEAs that send students to More House. 21 pupils are sent by LBRuT LEA to More House. Students are not just funded from LEAs of the 405 only 150 are

²⁹ <http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/SC042644>

³⁰ <http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/SC013927>



funded by the LEA, the rest are fee paying parents. The church does not fund the school and boys of all faiths are welcome to attend. In order for a student to be accepted, the pupil has to undertake an assessment. The assessment day is to ascertain the level of need, whether the school would be suitable and whether the child would be happy there.

99. There is an extremely large compliment of staff for 405 students – there are 10 SALTs, 3 OTs, 8 literacy tutors. Where more intervention is required, students attend the language and learning centre and the school timetable is moved to meet every student's needs. Students are offered 2 sessions (1 session is ½ hour) per day and up to 4 hours per week depending on need. OTs provide mainly 1 to 2 or 1 to 3 support. SALT is usually 1 to 2 or 1 to 4 maximum. The neediest are offered 1 to 1 and numeracy support tends to be undertaken on a 1 to 2 basis. All staff contracts have 5 days training per holiday period which is used every holiday to keep the training and level of understanding going.
100. More House has its own learning 'programme' for each student which (not an IEP) is electronic – all information about the student and their targets is stored there. All teachers have access to this information. Students are actively involved in the process. This system is set across the whole school.
101. All students undertake 8 or 9 GCSEs. Students are also given taster course of the 15 options from approximately 6 weeks so students can choose GCSE options in addition to the core GCSEs of Maths (IGCSE), English (GCSE) and Science (IGCSE). Approximately 80% of students achieve grades A-C³¹. The school has a 6th Form and BTECH is offered. There are 54 students in the 6th Form. The whole year is taught a subject at the same time but the year will be split up into small groups with a maximum of 10 students per class. There is pastoral care after the students leave the school – there is a 'hotline' for those who have left and a mentor to help them.

Mainstream Primary and Secondary:

Hampton Hill Junior School:

102. Hampton Hill Junior School is a SEB facility which is committed to inclusion. The School was given an "outstanding" rating by OFSTED³². The school has experienced teaching staff LSAs, a part-time counsellor and access to a range of additional support and therapies. The School has experience of supporting pupils with a wide range of additional needs.

³¹ This does not include core subjects when they are included it goes down to 60%.

³² Ofsted Inspection Report 2011 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102886>



103. All requests for a placement at Hampton Hill enhanced provision must come via the LA (Local Authority) SEN Panel. The school has three spaces available and there will be no more than one placement within any specific year group at the same time³³. Once a child has been referred, the relevant staff will visit the child's school and form an integration plan with parents and other staff.

Grey Court School

104. is committed to inclusion. The school has strong links with the local primary schools and is part of the Ham and Richmond quindrat. The majority of the students come from the local area. Historically students came from further afield. Grey Court has been rated as 'good' overall by Ofsted³⁴.

105. The school is currently having development work done to physically link Newman House and Additional Educational Needs (AEN) to the rest of the school and help to remove the idea that Newman House is somehow different / separate to the rest of the school. Historically the SENCO was seen as separate from the teaching staff and pupils with SEN were removed from the rest of the school as they were taught mainly at Newman House. This has now changed: All teachers at Grey Court have been provided with training and are aware of the needs of each student. Moreover, teaching staff have a good relationship with the SENCO.

106. The school is able to pick up issues and put in place provisions as needed. This is done via a number of assessments. The Individual Education Plan (IEP) is based or updated on the results. Teachers are accountable for the IEP being updated and used. IEPs are ready before the pupil starts the year. There are various levels of daily contact within the system for pupils with SEN. Learning support teachers have more frequent contact and conversations about a pupil and their IEP. Parents also have an opportunity to feedback into the IEP. Grey Court has also introduced a LSA agreement which formalises their roles and what the strategies for learning are.

107. Each faculty looks at what is already in place to meet the student's needs. The work done to help students with SEN is multimodal, as part of this, there are learning forums and learning mats which are used to aid students, these contain bite size bits of information to help the student learn and remember.

108. There are 'Pre-teaching classes' for students with SEN. There they are told about upcoming topics in advance and the topic is then explained to them. This puts them on

³³ Hampton Hill Junior School BESD Enhanced Provision – Draft Protocol For Admission

³⁴ According to the OFSTED review conducted 11-12 February 2010 (available at <http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/results/all/all/grey%20court%20school/any>)



a more equal footing with the rest of the class. It provides the students with confidence, reduces their fear and is done during lunch time in an informal setting.

109. Grey Court has a Student Support Centre located in Newman House which covers a wide range of needs not just SEN. The centre comprises of a number of learning mentors, connexions advisers, careers advisers, a counsellor, education psychologist and speech, language and communication provision. When students are referred to the Centre the reasons for referral are discussed. The amount of time spent at the Centre is dependent on the needs of the student. Older students who attend the Centre act as peers to younger students to help them build up their confidence. Grey Court has recognised that Children and Young People with SEN can often lack confidence. For students experiencing difficulties in managing their own behaviour, a time out card has been introduced and can be shown to the teacher in class. The student is then allowed to leave class and go to the Student Support Centre their work is then sent over and they continue with their studies there. The card cannot be used as way of not attending lesson. If the card is over used, the matter is investigated. The reasons why a student requests 'time-out' are also monitored. The Student Support Centre looks to see if there is a pattern and if there is what can be done about it.
110. Each week there is a 'teaching-around-the-child' meeting where discussions take place about a student and what has been going well for them that week. The discussions focus on task allocation. Weekly meetings are also held which include the pastoral team and discuss support needs.

Mainstream: Further Education Colleges

Richmond College:

111. Richmond upon Thames College is a tertiary college based in Richmond upon Thames. It takes SEN students from LBRuT and from a number of Local Authorities. Historically and to date Richmond College takes a large number of students from Clarendon and the number of students it takes from Strathmore is increasing. Transition arrangements for LBRuT students are made in conjunction with the Borough and local schools these include a range of school link programmes. For SEN students applying directly to the mainstream provision transition is arranged by a full-time Disability Officer. Unlike many Colleges that access funding from LBRuT, Richmond College's funding is in house.
112. The college's Supported Learning Section provides discrete provision for students requiring entry level support. There are 10 specialist teachers and 16 specialist teaching assistants who have undergone additional training in supporting students with



SEN. Support is available in lessons, during structured breaks and on a 1:1 basis, where appropriate. There are 4-day-a-week programmes for students with MLD, who gain Foundation Learning qualifications in vocational and life skills, with students progressing either onto mainstream provision or work. There is a 5-day-a-week SLD life skills course that prepares students for independent living and supported employment. There is also a NEET programme, offering discrete provision with support, to reintegrate students into an education setting. Supported Learning has a dedicated IT room with assisted technologies. It also runs a retail enterprise and a cafe, offering students supported work experience opportunities and on the job training.

113. Richmond College has a drop in facility which is open to everyone. The facility picks up the needs of those who have not previously been identified and is a quiet study area where students with already diagnosed needs can get support. There is a self-referral mechanism and a teacher referral mechanism. There are 4 part time members of staff for the facility; one-to-one support offered, and teachers also go into classes. The facility screens for dyslexia and undertakes 100-150 screenings per year. There is access to 4 educational psychologists. A full-time disability officer is also available for support and advice, a college nurse and a college counselling service. A support teacher who specialises in challenging behaviour is available one day a week. There is also a 0.8 SpLD teacher specialising in autism. Training is provided during the summer term to teachers and a bulletin goes out weekly with tips on how to manage students' needs. There is good liaison with mainstream teachers who also receive training. Information on the students is collected and disseminated throughout the year.
114. Richmond College told the task group that where they can they try to collect information on a student to ensure their needs are met but there have been issues regarding information sharing which have not always made this possible. The college told the task group that it explains to parents the purpose of receiving the information but many parents remain unhappy about providing it and the college cannot insist. Multiple opportunities throughout the year are available for disclosure.
115. Richmond College provides a gradual introduction into the college for students with SEN: Pupils with ASD are shown around the college during busy periods to get a true flavour of the institution to help them get acclimatised and support is provided to help them from place to place if needed. There have been discussions about virtual reality tours of the college to help them prior to starting college but this has not taken place due to funding constraints. The college plans the transitions stage from the start of a SEN student's time there. For many of the students who come from Clarendon there is



a concern that they need specialist help on leaving college in finding employment but are not eligible for Adult Social Care.

116. A wide range of courses from entry 1 through to A level and International Baccalaureate are available at Richmond College. One of the biggest challenges for SEN students is the ability to meet the competency criteria for certain courses. The college provides preparatory classes for those who do not meet the competency criteria. If the student is able to complete the intensive English and Mathematics courses to satisfactory standard, the college will offer them a place on that course. Students from Clarendon do not tend to access GCSE courses as skill wise they do not meet the criteria.
117. The task group noted that amongst the SEN students who attend, there is a certain level of frustration they do not want to be in the 'preparatory classes'; they want to be in the classes doing the subjects of their choice. In the college's view this is probably to be expected as students are course based on academic ability.
118. The task group felt that whilst a number of staff at Richmond College have an understanding of students with SEN, (further) training for all college staff would enhance the services provided by the College to those with SEN.
119. **West Thames College:** is a mainstream Further Education based out of the borough in Isleworth and Feltham. (London Borough of Hounslow). It offers cross-college support, one-to-one support, discrete support, entry and pre-entry support, disability support, English support and learning support which enables students to make good progression throughout college life. West Thames College has a reputation for supporting students with additional learning needs and a number of PRUs, YOTs and other such units refer students there. The student population is not predominantly from LB Hounslow. Historically West Thames College was a specialist in Complex and Profound Needs. Its Foundations for Life Learning has been awarded a grade 2 (good) by Ofsted³⁵.
120. The College has a wide pool of students and a school links programme – which is mainly with schools within LB Hounslow. Link courses are held once a week and student progression is very good. The college also has a number of external borough links. West Thames College already works well with Whitton and Orleans and has links with LB Ealing and LB Southwark.
121. The college offers a number of courses, which also has a high success rates for students at KS1 and 2 who were statemented. In all these courses, students are

³⁵ <http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130447>



entered for certificates such as BTEC and City and Guilds. There are also a wide range of entry courses including Edexcel, personal and social skills, independent life skills and functional skills. Courses depend on the starting point for each student and many LLDD undertake 'taster' courses. These are non-qualification based. The students undertake supported projects and they are assessed for progression.

122. Each student has a profile literature about their conditions, needs and on how to help them. This is attached on their file. There are electronic and hard copies for each student. To help staff support students there is literature on a number of areas including ADHD and Assistive Technologies. Teachers know about each student and their needs *before* they start classes and support staff stay with a student throughout their time at the college which gives added continuity, support and build confidence. There are clear roles for each member of staff so it is clear what is expected of them Support staff told the task group that they have good relationships with the teachers and speak to them about a student on a daily basis; they feel well supported by the College and encouraged to challenge practices and bring about change.
123. The majority of SEN students are housed in the newly built supported learning building. Students are able to go into the mainstream section of the college to use the cafeteria and other resources, support is provided for them if they so require. These students also tap into the college community which is encouraged and promoted as is interaction with mainstream students: mainstream students have shown an interest in understanding how the sensory room is used to help those with SEN which is being encouraged and promoted.

Finding 3: The level of confidence of students both in the class room but also outside is very marked. The students feel supported and that the place is a warm caring environment. The task group was particularly impressed at the high levels of confidence the students attending had and their feeling of being encouraged and supported.

Lessons to be learnt:

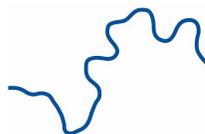
124. The task group found that in many of the provisions it visited there were a number of examples of good practice and outstanding work. For example Grey Court and More House's use of the 'IEP', its integration throughout the student's curriculum. Grey Court's '*Pre-teaching Classes*' and Penn and West Thames College's warm and caring environment which built confidence and this had a knock on positive effect on the aspirations of the students who attended and their ability to achieve.



125. The task group confirmed its suspicion that it would be impossible for LBRuT to match the provisions available at independent provisions due to the higher levels of staffing particularly of therapists. Within the borough, provisions do not always match facilities provided by the independent sector. However, this does not mean the borough's provisions are not providing a good level of service. Moreover, Schools such as Strathmore and Clarendon are sharing their wealth of expertise and knowledge with other schools which will help to further strengthen LBRuT's current solid provision base.
126. The task group has found LBRuT's provisions to be good. There is however room for further development and enhancement of the already good existing provisions an example of which would be the consideration of and, if feasible, the further development of LBRuT's 2 specialist provisions Strathmore and Clarendon so that Clarendon in line with Strathmore caters up to the age of 19.
127. The task group noted that there is need for a unit for ASC in primary schools and that there should be more work done regarding LBRuT's provision for ASC generally.
128. The task group found that whilst there were adequate provisions within LBRuT for a number of Children and Young People to remain in borough, there were a number of barriers including the fact that sixth-form courses in the borough are not tailored to the needs of the students with significant learning difficulties and the level of LBRuT's influence in this is limited.

Finding 4: There are fewer opportunities for those with SEN to meet the entry requirements to attend sixth-form college in the borough as a result a large number of young people go out of the borough.

129. The task group felt that whilst a number of staff at Richmond College have an understanding of students with SEN's needs, (further) training for all college staff would enhance the services provided by the College to those with SEN.
130. The task group also found that there is a significant lack of respite for many CYP with SEN and their families. This in turn has a negative effect on the young person's development and the well being of those who care for them.
131. From visiting a number of independent specialist placements it was apparent that if in-borough specialist provision is built up there are a number of LBRuT residents whose parents could choose, instead of placing their children in out-of-borough placements, for them to attend in-borough provisions and receive the same quality of teaching and care. In 2010 LBRuT spent £5,579,861.00 on independent placements and as of



September 2011, it has spent £6,764,304.00 on independent placements³⁶. If the amount spent on independent placements were reduced this money could be used to ensure high quality provision more locally.

132. Whilst the task group would like to see as many Children and Young People and young people with SEN remain in the borough it recognises and accepts that this is not always possible. Having visited a number of provisions, the task group felt that LBRuT needs to be more fully aware of resources that lie outside its boundaries and where appropriate form effective links. Links with places such West Thames College would be a very good compliment to existing provisions. It would be advantageous geographically as it would cut travelling times, costs and negative quality of life impacts on students. The level of care and support offered by West Thames College is evident in the confidence exhibited by all the LLDD students there.
133. From speaking to parents and the parent partnership team about provisions, the task group found that parents feel there is a lack of contact between staff and parents and lack of parental input. Many would be happy with regular 10 minute telephone conversations to discuss their child and to receive feedback – There may be things in the home environment that parents do not realise affect their child's performance / behaviour at school, the reverse could also be the case. Being informed could help alleviate some of these issues and without this things could be missed and ultimately affect the child's development.
134. A major concern for parents is the lack of continuity and retention of key workers for the child. According to RPCAG the high turn-over / constant changing of staff in particular OTs, SALTs and Social Workers, in their opinion, is disruptive as consistency and continuity are considered important to the child's progression.
135. Parents feel that there *is* room and need for inclusion into mainstream provisions but that inclusion would be better and more effective if specialist units were attached to mainstream schools and colleges. Parents also felt that there is a better representation for Children and Young People with physical disabilities in mainstream schools as they are easier to integrate.
136. RCPAG said that many of their parents feel mainstream schools try to make the child fit around what works for the school rather than a bespoke learning process to meet the needs of the individual child. The task group did not generally find this to be the case. In their opinion behavioural support is not properly addressed in the borough, particularly by mainstream schools and that proper measures and support needs to be

³⁶ Information provided by Finance & Statistics Officer, Finance, Non schools, Children and Young People's & Cultural Services.



put in place. In their experience, Children and Young People with Aspergers' syndrome tend to be excluded from mainstream provision as mainstream schools do not take this into account. They also felt there is a lack of effective diagnosis and appropriate planning for Children and Young People with ASC with many ASC Children and Young People unable to remain in the borough unless they are high functioning.

137. As a borough, LBRuT makes a lot of provision available for parents but there is a lack of clarity and understanding of their designation. Schools have a large amount of autonomy once they have a special provision. Witnesses told the task group that it is frequently the case that many parents have gone to provisions suggested by LBRuT and when they visit the school says that the child would not be suitable to attend as they do not meet the criteria. This is perceived as a rejection of the child by the school which is very upsetting for parents and causes dissatisfaction. Parents would welcome clearer and more accessible information.

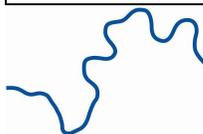
138. The task group has made recommendations which it believes highlights learning that could result from their enquiry.

Recommendation 3: Campaigns to promote existing SEN provision and raise awareness of what is currently available: an easy to read map of the borough which highlights where specialist provisions are located across the borough and what they provide, particularly but not solely for ASC, which is created by the LBRuT and distributed by LBRuT and its partners. An online version of this should also be made available.

Recommendation 4: Better access to and more information for parents on how the system operates and what SEN provisions are in place

Recommendation 5: Better communication by LBRuT and Schools with parents: more transparency and explanations for reasons why certain options may or may not be available, better management of parental expectations. This will help to further improve relationships with parents. Parental satisfaction should be recorded (for example by surveys and continuing feedback) and monitored by the Parent's Partnership.

Recommendation 6: Capture what happens to all SEN learners particularly those aged 14-19 who are placed in in-borough provisions, via feedback loops, outcome monitoring and user feedback so as to gain evidence and a more in-depth understanding of how effective in-borough provision is. This information should then



be used to persuade parents whose children could stay in the borough to do so
Recommendation 7: Need for <u>all</u> staff, particularly in mainstream settings to continue to be SEN trained and continue to have that training topped up so that they have an understanding of the pupils' needs. Schools are strongly encouraged, if they have not already done so, to undertake the online Inclusion Development Training.
Recommendation 8: SEN should be a focus for inset training for all staff including TAs and LSAs at least once a year and updates from the SENCO on at least a termly basis.
Recommendation 9: LBRuT to reassess whether The Gateway's current designation meets the needs of ASC students in the borough.

Health, Educational Psychology and Learning Support:

Health:

139. In April 2011 Hounslow and Richmond merged to become a provider organisation – Hounslow and Richmond Community Healthcare NHS Trust (HRCH). Services have not been fully integrated yet and there still remain areas that are separate. Professionals told the task group that whilst there has been some integration of services, Occupational Therapy (OT) in Hounslow and Richmond have very different levels of service commissioned. The Primary Care Trust commissions HRCH to provide most of the therapy provision.
140. The Task Group heard that for many parents, the deciding factor as to whether their Children and Young People remain in the borough is therapy provision (parents would prefer continuous input so that their Children and Young People continue to make the gains they achieved under therapeutic care).
141. The Parents' Partnership told the Task Group that parents do not like the 'consultative model' – where the therapists provided training for the staff but do not work with the child. Professionals told the task group there is evidence which suggests that the consultative method is effective and efficient.
142. The Parent Partnership team told the task group that parents want the therapists to see their child for an initial assessment and in an ongoing capacity. They perceive the consultative model as a cost saving exercise. Moreover, parents are unhappy it is not a professional who has the main responsibility of providing this support.



143. Parents also told the task group they would like greater involvement by GPs and their input in decisions relating to SEN Children and Young People and Young People, particularly those with severe and multiple needs.

Finding 5: Reasons and methodology for the consultative model need to be explained clearly and fully to parents as would provide parents with members of staff's qualifications and training so as to alleviate concerns.

144. Professionals felt, as has been echoed throughout this report, that parents do not always understand this difference between commissioning and providing or the fact that provider organisation are not always in a position to provide what parents feel their Children and Young People need. This is borne out in the statementing process: Health professionals, when writing a Statement of Special Educational Need write what the child *needs* in accordance with the SEN code of Practice. This may not always be in alignment with what parents feel their child requires. Health professionals felt that this is something which needs to be explained to parents and is, in their experience, a constant cause for contention which leads to parental dissatisfaction.

145. The NHS has moved more into a commissioning/provider model. This means that the Primary Care Trust is responsible for commissioning health services such as therapy service. This is done through a contract which also contains service specifications that set out the services to be delivered and include activity levels and quality measures. The contract and these service specifications are then monitored a monthly basis. The current provider for most therapy services is Hounslow and Richmond Community Healthcare NHS Trust. This operates as a standalone NHS Trust with its own board and governance structure. It is important to note that Health operates under a model which is very different to the one LBRuT operates under.

Finding 6: there is a lack of effective communication about what an organisation is able to provide and the reasons behind this.

Recommendation 10: LBRuT and Partners to ensure a clear universal standard of information is provided to parents about the Statementing process and associated issues.

146. In LBRuT, Education assigns physiotherapists, OTs and a small percentage of SALT (they have 3.5 ftes); the majority are assigned by Health. Richmond has 14 full time equivalents (fte). Hounslow, in comparison, has 22fte – it has a bank of SALTs who are used. Transferring a number of the 22 Hounslow ftes to Richmond is not possible



due to the difference in commissioning structure between the two Local Authorities. The ratio of Children and Young People to SALTs compared to the national picture places Richmond very low on the scale. Compared to the rest of London, it places Richmond in the bottom half.

Finding / task group opinion 7: The best model is where Health and Education work in unison to provide services

147. Professionals told the task group that there is, in Richmond, a greater demand for SLT but the *actual* need is not as great, in statistical terms compared with Hounslow. Professionals thought that one of the reasons for this demand is because parents are more aware of the benefits of Speech and Language Therapy.
148. The task group discovered during the course of their investigation that the only viable way to increase the number of SALTs in the borough is through additional funding. Given the current climate doing so would have significant cost and resources implications for the Local Authority.
149. In addition to the traditional clinical model which Health use, SALTs are also working in Children and Young People's centres around the prevention and early intervention agenda. The intention is for more of the work to be carried out in these settings. Health professionals are of the view that everyone has a role to play and if there is effective early intervention there will be fewer referrals to speech and language.
150. The task group learned that Ham has the lowest levels of attendance at clinic but health professionals believe that this can be overcome by SALTs going into Children and Young People's centres. The task group also learned that hard to reach areas in the borough are Ham and Barnes and as part of a Children and Young People's centre funded project, SALTs go into the family home and eventually persuade families to attend Children and Young People's centres. The task group were informed that screening, in Hounslow, takes place in Children and Young People's centres before the child goes to clinic and that the service is looking to do something similar in Richmond. Hounslow also has a number of projects which are currently being undertaken to achieve effective early intervention such as
 - **Hounslow Speech, Language & Communication Data website**³⁷ which aims to show all relevant and easily available data regarding speech, language and communication needs among CYP in Hounslow arranged by school cluster level showing trends over the last three years. Its main purpose is to provide

³⁷ <http://www.hlcd.co.uk/>



key information for people who need to purchase services to meet the speech, language and communication needs of CYP in the borough; and aims to show the basic levels of need, the inputs in terms of resources in schools and the outcomes/outputs.

- **Hounslow’s Speech and Language Project**³⁸ which focuses on support for speech, language and communication needs in mainstream and special schools and support for parents and carers of Children and Young People with speech, language and communication needs

151. In addition, Hounslow and Richmond has the **Every Child a Talker (EcaT)** where work is being done to improve communication skills of the population at a universal level in children’s centres (see above point 150)

152. HRCH provided a summary of EcaT monitoring data collected since June 2010. The data (and summary)³⁹ comes from 20 settings with a range of demographics e.g. some in areas of deprivation, some not.

Table 4: Summary of monitoring data collected since June 2010

Total number of Children and Young People monitored = 1573

	% At risk of delay			% As expected			% Ahead		
	Jun 10	Oct 10	Feb 11	Jun 10	Oct 10	Feb 11	Jun 10	Oct 10	Feb 11
Attention and Listening	9%	10%	5%	71%	71%	72%	20%	19%	23%
Receptive Language	8%	10%	7%	68%	69%	66%	24%	21%	27%
Expressive Language	16%	15%	11%	62%	68%	66%	22%	17%	23%
Social Communication	14%	17%	10%	61%	64%	68%	25%	19%	22%

153. From the figures provided above, the general trend is that most children who were monitored are in the ‘as expected’ category. However the service had expected that more children in the ‘ahead’ category than figures show. The service expected the biggest shift between these two categories because it is thought that this is where the potential for improvement is not being reached.

³⁸http://www.hounslow.gov.uk/index/education_and_learning/schools_and_colleges/speech_and_language/speech_language_project.htm

³⁹ Vanessa Gordon’s (EcaT SLT) Summary Richmond and Hounslow PCT



154. From the early stages of the children's Centre's work, it is clear that in some areas children are not being identified before entering the school system – these are children not accessing early year's provision where they may be picked up.
155. Health professionals provided anecdotal evidence that there are doubts that the EcaT figures are a true picture of the numbers of children 'at risk of delay'. However, this percentage in Richmond is generally lower than the national average⁴⁰.

Educational Psychology:

156. The Educational Psychology Service provides assessments, intervention, training, projects, research and evaluation. The Educational Psychologist's (EP's) role is divided between statutory requirements – statementing, and preventative elements such as early identification. Statementing is sourced to an independent organisation that prepares the bundle and this cost £6,000-7,000 a year.
157. There are 11.5 Educational Psychologists; each has a specific group of schools (secondary and primary schools). Children and Young People from LBRuT with statements who attend out of borough provisions will have reviews by LBRuT psychologists. Time allocated to a school by the educational psychologist is calculated by how many CYP are on the school roll and the number of CYP on free school meals. At present, EPs spend 75% of their time at school.
158. Historically Educational Psychology had a culture of conducting assessments and an insufficient time spent on preventative. This service is growing due to demand and need. It works in a number of multi-disciplinary teams and is moving towards a more consultative method of delivery via the "plan-do-review" model which is considered by the principal educational psychologist to be the most effective method of delivery. Another change that has been introduced is the use of the buy back model – there are 2 ways to buy back. Either via a number of packages (bronze, silver, gold or platinum) some schools share a package between them. The other option is to buy a proportion of a day a week. The service also offers additionality. 90% of schools buy back at different levels.
159. Parental views gathered by the task group indicate that many parents feel that there is a lack of EP involvement in the child's care. Parents feel that EPs are not present at reviews because they do not regard it as being necessary. The Educational Psychology Service told the task group that EPs are involved and that they prioritise transition reviews and reviews where the input of a psychologist is specifically required.

⁴⁰ Vanessa Gordon's (ECaT SLT) Summary Richmond and Hounslow PCT



160. Parents told the task group that they see the EP once at the beginning but not after that. RPCAG told the task group that parents view the child not being seen by the EP as being detrimental. They also told the task group they would like them to be brought in at an earlier stage and for them to be attached to specialist units.
161. Professionals told the task group that there are certain reviews that are considered a priority for example KS1-2 and transition and these tend to be the meetings EPs attend. Nevertheless, EPs liaise closely with the SEN team and either an EP or a member of the SEN team aims to attend the review.
162. Richmond Parent Carer's Action Group (RPCAG) representatives told the task group that parents do not feel they are provided with enough information from LBRuT about the statementing process. They also expressed concerns about diminishing provisions including Portage at the Croft Centre, which they consider a very important especially for the under 5s and feel this needs to be built up. When LBRuT officers were asked about the Portage Service, the task group was told that this service has not diminished: service delivery has remained constant.
163. Professionals told the task group that there are a large number of resources available but parents are not fully aware of all of them.
164. RPCAG told the task group there is a need for more information, better communication of what the process is and how to access help and resources: Parents said that they would like information about services and provisions to be in one accessible location rather than spread out. Many felt that LBRuT's website is not a helpful or easy tool to access information (the lay out and ease of finding information).

Given the evidence presented before them, the task group found that:

Finding 8: LBRuT has a greater role to play in effectively ensuring parents have a clear understanding of what Local Authority presence at review meetings means and entails.

Recommendation 11: LBRuT to re-visit its SEN web-pages to ensure, where necessary, information is clear and easy to access.

Recommendation 12: LBRuT to design a fact sheet that provides information and signposts parents to contact points within LBRuT, its partners and other relevant organisations and groups regarding the process that is sent to parents along with the



statement and is also available on the website.

165. For almost a decade there have been more enquiries to Parent Partnership Service from parents of Children and Young People with ASC than any other need. Professionals told the review that they are aware of the increase in numbers in ASC and that there are plans to increase the number of places available.
166. Witnesses told the task group parents prefer schools that cater specifically for ASC and are unhappy about placing their children in provisions that cater for a wide range of needs. This is why many prefer independent provision.
167. The task group learned that consideration is being given for an autism resource unit in the borough to use an ABA approach. If approval is given, this will have resource implications because current funding cannot meet this need. However, the use of the programme could create savings for the borough of approximately £750, 000 - £800,000. In addition the potential monetary saving to the council, such a unit would be beneficial to individuals and families as Children and Young People would be closer to home, educated in borough thus allowing them to have an improved quality of life.

Learning Support:

168. LBRuT's Learning Needs Team which comprises of a learning needs advisory teacher, 5 leading teachers for inclusion with specialisms in autism, physical education and severe leaning difficulties who are seconded from their schools for a few days each term and 3 support teachers who have specialist qualifications in dyslexia. The advisory teacher trains and advises mainstream colleagues and with the support teachers provides 114 hours training centrally; 64 hours school based training; 15 hours group reading teaching; 105 hours consultation in schools; and 55 hours dedicated to special projects including SEN mathematics.
169. The Learning Needs Team is part of the learning support service which is an amalgamation of 3 teams to provide a more effective resource (due to the number of staff in each team has diminished). The Learning Needs Team's remit is to advise and support schools around issues relating to SEN and inclusion. The service is highly regarded.
170. The learning needs support teacher's expertise is used via a bidding system. Under the system, CYP with the greatest literacy needs are allocated a term's worth of support from the support teacher. The support teachers set up training programmes in schools so that teachers and teaching assistants are trained, able and better equipped to provide the required support.



171. Witnesses told the task group that whilst the learning needs support teachers allocate a term's worth of support most schools require them for longer than a term. On the other hand, the system is fairer because it allows more people to access the resource.
172. The service provided can be partially bought back. Over 90% of primary schools have done so. There are differing levels of intervention that the support teachers could provide. The standard amount provided is 20 minutes 3 times a week (equivalent to 1 hour per week).
173. RCPAG told the task group that parents feel there should be more training for Learning Support Assistants (LSA) in mainstream settings so that LSAs are more focused on the needs of Children and Young People with SEN and that they receive the care they need. Parents expressed concern about the criteria used to select LSAs and that the overall standard needs to be raised.
174. At present, extra capacity in the Learning Needs Team can only be created by reorganising priorities. In order to expand the service, more staff and resources are required which has financial implications especially given the current economic climate.

Finding 9: There is a need for a cultural change – teachers should be more aware of the importance of sharing information amongst themselves and with parents. Independent schools are very good at sharing information with parents. By sharing this information schools would diffuse situations before they become full blown issues.

Finding 10: there are insufficient resources to meet the needs of those who require the expertise of the learning needs support teachers.

Recommendation 13: Work undertaken to ascertain the cost and whether it would be feasible to make funds available to expand the Learning Needs Team so that they can continue to effectively meet the needs of Children and Young People with literacy and numeracy issues at the earliest stage possible thereby reducing future costs. If there are funds available this to be invested in the Learning Needs Team.

175. The Learning Needs Team test a number of programmes to assess their suitability to be used. For a resource to be successful, the ratio is 2:1 in terms of progress to chronological age.



Transport:

176. Over 300 Children and Young People (approximately 333 CYP) use transport provided by the council and over half go out of the borough. 80% of provision is outsourced (usually taxis / mini-cabs) and 20% is provided by the council. In spite of this, LBRuT has more passengers than the outsourced provision. Cabinet has made a decision that all transport to be outsourced by 2014 at the latest.
177. Providing transport for a child who is at boarding school is not viable through in-house provision so providers are picked from a selected list of tenders (EU tenders). The tendering process was undertaken in conjunction with Kingston, Merton and Sutton. There are 54 contractors that have been approved by the Council, however only 27 have been awarded contracts following the bidding process. Those who tender the lowest price are awarded the contract. Most of the time, however, the providers are cost effective charging £2.50 per mile. If the price per route is cheaper for the council to provide itself it does so.
178. All transport is organised via an email request system. Each August, the Transport Service receives information about the number of Children and Young People going to SEN provisions. This sets the usage for the following year. The routes, mapped from clusters, are static and the financial forecast is based on the routes and the number of Children and Young People transport is provided for.
179. The current costing for the SEN transport budget is £2.7m, £700, 000 of which goes on escort / chaperones. There are times when an escort is required for example when a child is exhibiting challenging behaviour. If SEN Team states that an escort is needed for any child then there is one escort provided per vehicle that has been trained to deal with particular needs. There have been a number of instances of challenging behaviour. A book about incidents of challenging behaviour has been commissioned for parents to make them more aware of this as there may be something they can do to help alleviate it. Some Children and Young People exhibit very challenging behaviour. Transport costs increase if more escorts are required which is often the case when a child has more complex needs. Of late there has been a trend in Children and Young People presenting with more complex needs. There are approximately 72 escorts used by LBRuT in total.

Finding 11: One of the biggest concerns parents have about transport is the change of escorts.



180. LBRuT policy is to gently phase in new escorts – there is cross-over between the incoming and out-going escorts. Escorts meet the Children and Young People at their front door so that they feel comfortable.
181. Coupled with this, the transport service has to manage requests such as removing certain Children and Young People from the mini-van with the requirement to transport them to school.
182. The council tries to maximise efficiency by filling transport to its capacity. In addition, a further £164,000 has been spent on Ad Hoc provision from other Children’s Services (e.g. Looked After Children). As of September 2011, LBRuT has spent £2,916,974.00 on transport⁴¹. The amount that LBRuT spends on SEN Transport is compared with the amount other Local Authorities spend to show that its spend is in the middle range. This is detailed below in Table 5

⁴¹ Information provided by Finance & Statistics Officer, Finance, Non schools, Children and Young People's & Cultural Services.



Table (5) London Borough of Richmond upon Thames' SEN spend in figures⁴²:

SEN Transport	2008/09 £000's	2009/10 £000's	2010/11 £000's	2011/12 £000's	
Richmond					
Budget	2,424	2,599	2,699	2,749	
Actual	2,517	2,730	2,916		
Projected Spend				2,900	Based on 10-11 as contract % increase & number of routes as yet unknown

**CIPFA
Benchmarking**

Actuals

Hounslow	3,409	3,279
Kingston	2,196	2,228
Merton	2,413	2,489
Sutton	3,037	3,877

Budget

Hounslow	3,329
Kingston	2,403
Merton	2,579
Sutton	4,187

Section 52/251 budgeted cost per pupil

	£'s	£'s	£'s
Hounslow	86	91	89
Kingston	96	100	106
Merton	96	102	106
Richmond	120	127	130
Sutton	114	123	130

183. 'In borough' routes are scheduled and journey times are mapped to ensure that **no child is in a vehicle for more than 75mins**. The majority of transport within the borough is done via mini-bus. If there are 2 schools that are in close proximity the journeys are, wherever practicable, combined **provided they fall within the 75 minute cut-off point**. Richmond regularly consults with Kingston and Hounslow Councils about combining routes. This is done more frequently with Hounslow and is a regular occurrence and not an extra-ordinary process. In terms of efficiencies,

⁴² Principal Finance Manager, Education, Children and Young People and Young People's and Cultural Services



combining routes has meant the council has been able to identify in excess of £40,000 in potential savings.

Finding 12: The transport costing for going out of the borough are much higher than it would be if the child remained in borough: For a child to have individual transport, it can cost the LA approximately £22,000 p.a. The cost of transport can in some cases be as much as the cost of the placement.

184. In terms of 'out-of-borough' travel, there is no restriction on journey times but LBRuT policy states that the journey should be stress free with scheduled and suitable rest stops, if needed, on long journeys.

185. The furthest distances travelled out of the borough are to the Penn School near Beaconsfield, Moore House in Farnham and Meath in Guildford. The longest travel time for out of the is usually 2 hours (there and back) but can go up to 4 hours travelling time per day. A child who attends Moore House School in Farnham will be picked up at 7:15am and the latest return time is about 6pm. In effect this means that a child with SEN will be away from home for up to 11 hour day. Combined transport with other Local Authorities happens where possible.

Finding 13: An 11 hour day / **long out of borough journeys have a detrimental impact on the child's quality of life:** their home life, their ability to take part in activities and form meaningful relationships in the community they reside in and may not provide the best outcome for them. **It would be better overall if they could, where possible, remain in borough.**

186. In the majority of cases where out-of-borough transport is for a child who needs to be taken to a specific provision, this is done via contracted providers. There are exceptional cases where the council will provide transport. For example when a child is terminally ill.

187. From discussions with RPCAG, the task group discovered that many parents regard contact with the school to be an issue, particularly if the child uses the transport service as parents have very little or no day to day contact with the school. Other witnesses pointed out that parents are a step further removed when they choose out of borough specialist schools and use the transport service which in turn places a level of distance between the school and the parent.



Finding 14: If perceptions about in-borough provisions were more positive, the majority of parents said they would not seek for their Children and Young People to go out-of-the-borough.

188. Transport Services and the SEN team have jointly looked at a centralised collection point where parents would have to ensure that their Children are at the central meeting place at a specific time for the child to be taken to school and additionally collect them from the same point and take them home at the end of the day. The savings generated from this would be in the excess of £100,000's.

189. When asked why parents were against collection points various reasons were given such concerns about safety when their children would have to wait in a queue and their day being longer. In contrast, many professionals are keen for the pupils, where possible, to be more independent and use public transport.

Recommendation 14: The SEN Team and SEN Transport should reconsider the use of collection points for new service users. If collection points are to be used they should be looked at on an individual basis as it is recognised that it cannot be used for every child.

Recommendation 15: Central Collection point for students from LBRuT and neighbouring Local Authorities going to an of borough provision to be investigated including the cost of LAs jointly organise a big bus to take all the students there – this would be cheaper than the varying taxis and the money saved could be used for other resources. If this is to be used, it will have to be looked at on an individual basis.

190. The council has a scheme for parents to take their Children and Young People to school instead of using the transport service it offers £0.43 per mile. However, this tends to be used by parents who are unhappy with transport. LBRuT has undertaken a pilot where parents are required to take their Children and Young People. Where a pilot has been tested savings and huge levels of satisfaction have been reported.

Recommendation 16: Following Cabinet's decision on the 24th November 2011, the SEN Team and SEN Transport should consider the following options:

- LBRuT to consider the feasibility of using volunteer escorts as is currently being looked into by the London Borough of Merton.
- Parents are paid per mile via direct payment, in accordance with the existing



mileage scheme. However, the direct payment should reflect the use of an escort as a proportion of the overall amount paid. The escort component is intended to be used to encourage other family members to undertake this role; or

- Parents are encouraged to take up payment in accordance with the existing scheme *unless* there are exceptional circumstances as to why transport is needed.

Whilst continuing to monitor the effects of the procurement exercise.

191. The task group heard that given prior attempts to implement these sorts of ideas, there were concerns about the level of up take and the implications of this: if only half the parents on a specific route agreed, LBRuT would have to pay twice as they would still have to provide transport. The Task Group heard that this scheme has been tested in the Royal London Borough of Kingston upon Thames but uptake had not been high. This was due to the fact that there had not been a big marketing drive for the scheme.

Recommendation 17: Any transport policy amendment or method of operating SEN transport should include a robust marketing drive to inform parents and increase uptake.

192. The task group found that many officers and professionals believe that the current transport policy has created an expectation and dependency by parents that the LBRuT will take Children and Young People to school. This lead the Task Group to conclude that the system needed to be radically altered and so they propose the following recommendation.

Transitions:

193. Transition is a term used to describe the process of moving from childhood into adult life. If a child is statemented the school must carry out a formal transition process. The school must inform other agencies, such as social care and health. This process starts when a child is in year 9 (13 or 14 years old) and will continue until they leave school. Transition support from other agencies may continue until the young person is 25 years old. If a child is not statemented, it is good practice for those on School Action or School Action Plus to have a transition plan but it is not compulsory.
194. In LBRuT transition is person-centred. Each person who uses the transitions service has a personalised budget which is based on an indicative budget and level of need.



195. Only 15% of Children and Young People who have LBRuT statements are eligible for social care provision with only 10-15 of Young People transitioning into adult social care services. The criteria for eligibility used by LBRuT are the nationally set *Fair Access to Care Services* criteria. There are four bandings: low, moderate, substantial and critical. LBRuT made the decision that they would only provide for those who fall under substantial or critical bandings. Due to this decision a number of people are excluded and given the population base is not large in LBRuT, this exclusion takes on a greater significance.
196. The task group discovered that having a statement of SEN does not automatically mean a young person is eligible for support. As a result, there are many, for example, with ASC who do not have other needs and therefore do not qualify. By contrast, the Royal Borough of Kingston upon Thames has a service for people with Aspergers' who do not qualify for social care that provides targeted support.
197. Parents' partnership told the task group that Transition periods are *the* biggest challenge as they have the biggest impact. Parents cope from day to day and these times bring home the enormity and complexity of their child's situation. The issues for many parents relate to what the person can access for example, there are Young People who qualify but once they are considered to be 'adults' they do not meet the criteria and are cut off completely or post-19, if the person qualifies but is not on certain benefits this can affect funding for some FE placements.

Recommendation 18: LBRuT to have specific policies and procedures for the transition of Children and Young People – particularly those with ASC as many of these children do not meet the eligibility criteria for transition to adult social care – covering pre-school to school, home based provision, to school, transition between phases of schooling and from school to post school provision.

198. One of the challenges of the transition process is ensuring suitability for each individual. At present, 16 year olds are engaged and treated as though they are adults which may not always be the most effective method in assessing and meeting their needs. In line with national legislation, every young person who is 18 in the next financial year will have a plan and final costing.
199. Another barrier is the ability to find work: Many do not expect to find employment or believe that they will. As a result, many young people with SEN tend to remain in school until the age of 19. There are many young people with ASD who wish to be in paid employment but require more support than mainstream services can offer.



Moreover, those offering the support may not have the level of expertise to be able to do so effectively in a mainstream setting. In light of the above, parents are concerned about their children's future post school in terms of finding work, receiving care and support. The task group found there is a need to raise the expectations and aspirations of this group and of how others view them.

Finding 15: Parents and young people are not fully aware of all the resources available to them.

200. This finding and the fact that this has been a recurring issue throughout the course of the task group's enquiry has prompted the task group to make the following recommendation.

Recommendation 19: More effective campaigns to promote existing provision and raise awareness of resources which are currently available so that those who need them / are entitled to them are able to access them.

201. There is also a need for more effective partnership working to provide opportunities for those aged 16 plus. This is starting to happen as there has been an increase in work experience opportunities at Strathmore School and the early signs are positive. Similar work is also underway at Richmond College, West Thames College and at Kingston College where many Richmond residents attend.
202. Historically, Connexions services supported all young people aged 13-19 to plan for their future adult life. Their personal advisers provide information, advice and guidance on education, training and work. Connexions personal advisers would help up to the age of 25 if a person had a disability. If a child is statemented, Connexions were involved in the formal transition and would attend review meetings. However, this service is being cut nationally. Connexions will no longer conduct the s.139 Assessments and the overall impact will be effectively meeting the needs of this group.
203. Of the 420 residents in LBRuT who are eligible to social care provision (this does not include those with a disability) Power Employment was set up to help them find work. It has approximately 59 people in paid employment, a number in voluntary work placements, 22 undertaking work experience and 41 are seeking work but may already be in employment. A significant number, approximately 100, are placed out of the borough. This highlights another barrier: the willingness of employers to do hire this group. An associated barrier is that it is hard to find employment for more than 16 hours per week and working more than 16 hours can affect benefits entitlement



204. There are a number of programmes that exist nationally and locally for example the Department for Work and Pension's (DWP) *Access to Work* and Mencap's *Work Step* programme. Work Step is professionals in LBRuT to being the most supportive of job centre plus programmes. The group also found that whilst a number of programmes such as *Prospects* still exist for people with autism, it is based in central London. This would require commuting which may be challenging and therefore not a viable option for those in the borough who need it.
205. Professionals highlighted to the task group that Learners with disabilities find it hard to generalise as a result, there is an over emphasis on 'work preparation' in many programmes. Whilst work preparation *is* important, professionals thought it would be more beneficial if LLDD people were placed *and then* trained by people who have specific expertise in working with people with such needs. The *Supported Employment Model* provides support but also job customisation – the job is designed *around* the person. A successful example of this is Project Search⁴³ which originated in the Unites States. It helps place people with learning disabilities in a hospital in Cincinnati they were placed for a term in one job and moved to the next job within the hospital the following term. There they were also taught for 1 hour per day and supported whilst at work by a job coach. There was a 75% success rate with the project. There have similar success stories in the UK with Project Search.

Recommendation 20: *Project Search* model to be used in the placement, and in-house training and apprenticeship opportunities of LDD learners

Recommendation 21: The cost and feasibility of supported employment being opened to a wider range of people who do not fit the eligibility criteria including those on the autism spectrum to be looked into and considered.

206. In terms of the council's own performance in employing people with learning difficulties, LBRuT employs 24 people through Café Sunshine, recycling and The Garden Gang. There is also an employee with learning difficulties who is employed by 3 different council departments to do administration work. Efforts are being made to encourage departments to employ people with learning disabilities but given the current financial climate, uptake is low.

⁴³ <http://www.projectsearch.us/>



Finding 16: As a whole, the council is not doing enough to promote the employment of people with learning difficulties.

Recommendation 22: Council wide campaign to promote managers to employ more people with learning disabilities

207. In order to progress this type of opportunity for people with learning disabilities, employers had to be more creative and focus on what works for the potential employee.

Recommendation 23: The cost and feasibility of apprenticeships (including within the council) specifically designed for people with learning disabilities and those with ASC to be investigated. This could be done via job carving and should be for all those seeking employment not just those applying for apprenticeships.

208. Another barrier the task group found is housing. This is a complex issue due to the aspiration to move out and become more independent and that this group may be / are unable to cope living independently. At present there is no adequate provision or support for this to take place.

Recommendation 24: Building on existing work that is currently being undertaken on suitable accommodation for people known to social care with learning disabilities an assessment to be conducted by the appropriate representatives from:

- Education, Children's and Cultural Services;
- Adult Social Care;
- Housing; and
- Other appropriate external Stakeholders / Partners.

as to the viability of more suitable housing (including sheltered accommodation) being provided within the borough for those with SEN so that where practicable and reasonable many will not have to move out of borough to go to residential settings, and in turn will be able to live more fulfilling and independent lives and integrate into their community.

Commissioning

221. Commissioning is essentially a structured way of deciding how and on whom public money should be spent. Commissioning is a cycle that involves:



- Assessment (or reassessment) of need Identifying resources
 - Planning how to use the resources
 - Arranging service delivery through a procurement process
 - Monitoring and reviewing service delivery
222. The task group heard from witnesses about LBRuT's joint commissioning arrangements with the PCT and commissioning arrangements for Young people aged 14-19.
223. Historically provision within the borough has not been consistent. This was due to the provider being unable to cope with the demand. There had also been gaps in service. Officers recognised and accepted that there are a number of challenges including the need to change parental perception of the provisions offered and the reputation those provisions have. LBRuT's commissioning process is looking for consistency in provision and continuity in service from its tenders/ providers.
224. The task group found that many parents feel there is not enough SALT provision, the consistency is varied and care pathways are not always clear. Provisions made by the health service do not always meet those provided by independent schools that have a greater deal of funding and are therefore able to frequently offer higher levels of service.

Finding 17: The lack of continuity is an important issue and whilst work is being done on this, ensuring continuity should be a top priority.

225. Witnesses told the task group the service cannot always meet parental expectations. Evidence suggests that both individual and in-class support is the most effective model but parents frequently want one-to-one support. Witnesses accepted that work needs to be done to better explain to parents their child's level of need and why certain methods are the most appropriate.
226. Officer witnesses have found, in their experience that, the issue of where the child should be placed depends on the level of care needed *and* parental perception. There may be parents that would like to keep their children within the borough but do not feel that services are appropriate to meet their child's needs.

Finding 18: The challenge for the borough is to change parents' perceptions about the level of service offered compared to the independent sector.

The task group felt that looking at individual outcomes and reporting on them would go a substantial way to changing perception about in-borough provisions.



Recommendation 25: Individual outcomes to be looked at and the information be used in a marketing drive and / or in analysis to assist in substantially changing parental perception about the value of the service.

227. Through commissioning, the Local Authority and the PCT want to match some of the provisions offered outside of the borough. The overall aim is to improve services and provision.

14-19 Education Commissioning:

228. Historically, the Learning and Skills Council used to fund a placement for its duration but since responsibility has shifted to the Local Authority, Local Authorities now make a distinction between funding for 16 year old learners and for post-19 'older learners'. Funding arrangements have been set out in the section entitled *LBRuT's funding arrangements*.
229. The decision as to whether a post-16 student can be placed in an out of Borough Independent Specialist Provision (ISP) is decided by the ISP Panel and signed off by the Principal Educational Psychologist. In LBRuT the 14-19 Commissioning Manager advises parents of the decision and advises the panel on the suitability of the placement.
230. The number of LLDD in the borough going into ISPs is very small – this academic year 2011/12 it is 10 learners for the entire borough. 7 are continuing learners, 2 have been approved and 1 is still being considered. The numbers are low because there is an expectation that the majority of needs will be in mainstream provision. There is no national or LBRuT data to show how ISPs benefits a child.

Finding 19: It is important to demonstrate to parents the benefits of local settings.

231. Through the witness sessions, the task group identified a number of challenges:
- Lack of sufficient ASC provision (nationally and) in the borough given the national increase in ASC diagnoses, the current economic climate and resource constraints.
 - A lack of parental awareness of the criteria and level of provision that CYP can receive pre and post-16.
 - Lack of joined up in borough provision that can offer all the services the individual needs. At present, services that can be provided in LBRuT are done so in a fragmented .manner.



Recommendation 6: Capture what happens to all SEN learners particularly those aged 14-19 who are placed in in-borough provisions, via feedback loops, outcome monitoring and user feedback so as to gain evidence and a more in-depth understanding of how effective in-borough provision is. This information should then be used to persuade parents whose children could stay in the borough to do so.

Parents and the Parents' Partnership

Parents:

232. RPCAG was established in 2007 and facilitated by [Contact a Family](#). It was established by parents of Children and Young People with additional needs due to concerns about the lack of support they received and in order to help influence the development of services provided by LBRuT for their children. RPCAG is affiliated to [Me Too & Co](#) which supports RPCAG with their administration facilities and expertise.
233. It is *the* official forum for additional needs. The task Group heard that RCPAG and LBRuT have a good relationship due to the work of council officers. RCPAG has a multi-media presence where it shares information and provides support to parents of Children and Young People with additional needs.
234. Many of the views expressed by RCPAG parent representatives and the Parent Partnership Team have been included throughout the report. Those that have not are represented below:
235. **Lack of effective communication** was another major concerns expressed by parents and identified by the task group as an ongoing issue. RPCAG said that effective communication and support particularly at the beginning stages of dealing with Children's Services is essential as it makes a huge difference to parents and their ability to cope.
236. RPCAG told the Task Group that parents feel **distanced by professionals from their child's care**, have to fight to see professionals and for resources for their children which make many feel unsupported and isolated
237. Parents stated that they want more input in how services are provided not to manage a personalised budget.
238. Concerns were expressed by parent representatives about the **future of the current in borough provisions given cuts to funding and the councils move to become a**



commissioning council. In particular **quality of service, accountability, ability of the LA to monitor and parental concerns and views being taken on board.**

239. Parents told the task group more needs to be done to raise awareness and understanding of ADHD and would like a training package for teachers and schools.

Parent Partnership:

240. The parent partnership team provides information; support and independent advice to parents of CYP with SEN.
241. **Making SEN equal for all.** There are many parents who are not vocal or literate and their understanding of the entire process (from initial dealings with Children's Services onwards) is not large enough to be able to articulate their views: certain sections of the community are not being heard and their views are not being taken on board.

Special Educational Needs: a comparison with the London Borough of Merton.

242. The London Borough of Merton (Merton) is of a similar size to LBRuT. Merton has a school population of 21,892. In Merton the number of pupils with SEN was 8,968 in 2010 and the projections for 2015 are for it to rise to 9,214. The percentage of those who are statemented is 3.1%.
243. Historically in Merton, if a mainstream school did not agree to take the pupil, the pupil could be sent out of borough to a specialist provision. This has now changed with Merton enhancing provisions within the borough. Like Merton, LBRuT is building up its enhanced provision within the borough. Between 2005 and 2010 the level of independent provision in Merton has been stable and Merton has built up its maintained provision and maintained special provisions.
244. Unlike LBRuT, Merton's SEN, Inclusion and disabilities team is multi-disciplinary, integrated and comprises of Education, Social Care and Health. The ethos of the SEN Integrated Service is to provide cohesive and consistent support for Children and Young People with SEND and their families. This service uses the Common Assessment Framework (CAF). The following services come under one management strand with an overall service manager:
- SEN Team
 - Language & Learning Service
 - Sensory Impairment Team
 - Educational Psychology Service
 - Parent Partnership Service (unlike LBRuT this is in-house but also arm's-length).



- Connexions (SEN/LDD)
- Portage, Early Support & Targeted Inclusion from the former education SEN & Inclusion Service

Together with the following Social Care teams:

- Social Work Team (formerly Children and Young People with Disabilities)
- Brightwell Respite Care Home
- Short Breaks Service

245. Safeguarding is key for all teams within the SEND Integrated Service. Social Care thresholds are high but social care can intervene and provide, for example, short breaks to a family without the need to undertake an additional assessment and without the need of direct support from a social worker. Cases do not have to be re-referred if they become active as it kept with the team.
246. The Integrated Service has a 'Core' team comprising of:
- Portage, Early Support & Targeted Inclusion
 - Social Work Team
 - Short Breaks (Commissioning).
247. The service is built on the '*Early Support*' model. The benefits of this type of service are that parents only have to tell their story once and that child is looked at holistically. This approach has made a big difference to how parents perceive the care their child receives and Merton encourages parents to work closely with the school and the Local Authority.
248. For Children and Young People, Merton uses a 'Well-being model' which consolidates and develops on the broad cross agency ownership of responsibilities already introduced in *Merton's Child and Young Person Concern Model (CCM)2004*. The Well-being model introduces a shift in focus towards including considerations of complex disability, youth offending or public protection, in addition to the former CYP Concern Model's focus on safeguarding considerations. It clarifies *Common Assessment Framework (CAF)* interfaces with specialist and statutory Children and Young People's services to ensure consistency across agencies and across borders; and ensures alignment with the new *Pan London CAF Protocol* in order to ensure that their experience of CAF processes and standards will be the same as for those where all services are delivered within the same authority⁴⁴.
249. In Merton, schools buy back language and learning services and have done so for a number of years. LBRuT has something similar but the structure is different. In Merton Educational Psychology operates under a buy back system. It has done so since 2008. Schools also buy back the service. In LBRuT Educational Psychology also operates a

⁴⁴ Taken directly from <http://www.merton.gov.uk/health-social-care/Children and Young People and Young People-family-health-social-care/isa/mwbn.htm>



buy back system: either via a number of packages (bronze, silver, gold or platinum), or by buying a proportion of a day a week. In LBRuT, 90% of schools buy back. In Merton, if a school wishes to buy back they can only do so within the capacity the service has otherwise it cannot be done. Unlike Merton, LBRuT offers additionality. In Merton the number of CYP with sensory difficulties who have statements is very low in the population of statemented pupils. In Merton 14 out of 300 pupils with sensory impairment are statemented and parents do not automatically expect them to be statemented.

250. Merton's policy requires parents to apply for transport on an annual basis. Transport is door to door. The transport system in Merton is the same as LBRuT's but unlike LBRuT, Merton's escorts are approved through the SEN, Inclusion and Disabilities team rather than through transport.

Response to the SEND Green Paper

251. At the start of the review, the Task Group examined the proposals set out in *Support and Aspiration: A new approach to special educational needs and disability – a consultation* and provided input which formed part of LBRuT's official response to the Government consultation which ended on 30 June 2011.
252. The Task Group welcomes the proposals set out in the Green Paper finding them to be holistic in their approach and laudable as it seeks to place Children and Young People with SEND and their families at the heart of the proposals and the system.
253. The task group also found that the Green Paper highlighted a number of challenges and issues which need to be addressed: These are set out below:
- The Green Paper takes a holistic approach, it is inclusionist but many parents do not want inclusion they want specialist provision.
 - As yet, it is not clear how these proposals will be put into practice –the paper has not provided guidance on implementation.
 - There will be operational challenges which will require structural change: Provision will need to be extended to 25. This in turn creates a challenge in terms of resources given the current climate – professionals are trained to 19 not 25, there will need to be retraining to meet the extension in provision.
 - It is currently unclear what the tensions between pre and post-16 provision will be and how the local offer provided by the LA will fit with independent living. Furthermore, no direction or information about level 1 apprenticeships and work for those with SEN is provided.



- GP consortia will be responsible for commissioning. There may well be instances where needs are not identified and the Any Approved Provider legislation could lead to further fragmentation of services.
 - The proposed single assessment is meant to be less bureaucratic but is the reduced timeframe for completion realistic?
 - Will the proposals be implemented in a fair way for all? – What will the proposals mean for Children and Young People who have SEN but who do not meet the statementing criteria?
254. The Green Paper provides more choice for parents and will create expectations that will be very difficult to meet due to the lack of resources in the current climate. It will also create an increased need for support and advice. Many of the proposals contained within the Green Paper will be beneficial if the right amount of support is there to help parents to navigate the system. This will require the Parent Partnership team and others to be trained in order to effectively provide that advice. The future of the Parent Partnership team is unclear as Green Paper does not mention it.
255. At the time of writing this report, the government has not yet published its response to the Green Paper consultation. LBRuT provided a full response to the consultation. The Task Group looks forward to its publication and hopes it will provide clarity and guidance for both parents and professionals in how to move the proposals contained in Support and aspiration: A new approach to special educational needs and disability forward

CONCLUSION

Through out the course of the review, the task group has found LBRuT's provisions to be good and would like to congratulate Education, Children's Services and Culture and thank the Parents Partnership team, LBRuT's Partners as well as the members of RPCAG and parents who continue to voice their feedback and provide ideas on the work done to build up this provision and its continuing development. It would be impossible for LBRuT to match the provisions available at independent provisions due to the higher levels of staffing particularly of therapists. Within the borough, provisions do not always match facilities provided by the independent sector. However, this does not mean the borough's provisions are not providing a good level of service.

The task group recognises and accepts that whilst it would like to see as many Children and Young People with SEN remain in the borough this is not always possible.

Whilst we, the task group, found LBRuT's provisions to be good there is room for further refinement, development and enhancement of the already existing provisions. The task



group wishes to stress that our observations are not meant as criticisms but hopefully as comments that will help support the ongoing development of SEN provision. Where we have made suggestions for a more robust process to be put in place, we hope they are helpful.



TABLE OF RECOMMENDATIONS

No	Recommendation
LBRUT Provision	
1	Education, Children's and Cultural Services to explore ways to address the need of children who access Maintained Nursery provision who have high levels of need and don't have statements and can not access this funding.
2	Costings and feasibility to be undertaken to ascertain if Clarendon and /or Strathmore Schools can be rebuilt so as to ensure purpose built buildings for children with special educational needs. If this is feasible for either or both, this should go ahead.
2a	The cost of ensuring Clarendon's provision is expanded to cater for pupils up to the age of 19 be explored.
6	Capture what happens to all SEN learners particularly those aged 14-19 who are placed in in-borough provisions, via feedback loops, outcome monitoring and user feedback so as to gain evidence and a more in-depth understanding of how effective in-borough provision is. This information should then be used to persuade parents whose children could stay in the borough to do so.
7	Need for <u>all</u> staff, particularly in mainstream settings to continue to be SEN trained and continue to have that training topped up so that they have an understanding of the pupils' needs. Schools are strongly encouraged, if they have not already done so, to undertake the online Inclusion Development Training.
8	SEN should be a focus for inset training for all staff including TAs and LSAs at least once a year and updates from the SENCO on at least a termly basis.
9	LBRuT to reassess whether The Gateway's current designation meets the needs of ASC students in the borough.
13	Work undertaken to ascertain the cost and whether it would be feasible to make funds available to expand the Learning Needs Team so that they can continue to effectively meet the needs of Children and Young People with literacy and numeracy issues at the earliest stage possible thereby reducing future costs. If there are funds available this to be invested in the Learning Needs Team.
Transport	
14	The SEN Team and SEN Transport should reconsider the use of collection points for new service users. If collection points are to be used they should be looked at on an individual basis as it is recognised that it cannot be used for every child.
15	Central Collection point for students from LBRuT and neighbouring Local Authorities going to an of borough provision to be investigated including the cost of LAs jointly organising a big bus to take all the students there – this would be cheaper than the varying taxis and the money saved could be used for other resources. If this is to be used, it will have to be looked at on an individual basis.
16	<p>The SEN Team and SEN Transport should consider the following options:</p> <ul style="list-style-type: none"> • LBRuT to consider the feasibility of using volunteer escorts as is currently being looked into by the London Borough of Merton. • Parents are paid per mile via direct payment, in accordance with the existing mileage scheme. However, the direct payment should reflect the use of an escort as a proportion of the overall amount paid. The escort component is intended to be used to encourage other family members to undertake this role; or • Parents to be encouraged to take up payment in accordance with the existing scheme

	<i>unless there are exceptional circumstances as to why transport is needed.</i>
Transitions	
18	LBRuT to have specific policies and procedures for the transition of Children and Young People – particularly those with ASC as many of these children do not meet the eligibility criteria for transition to adult social care – covering pre-school to school, home based provision, to school, transition between phases of schooling and from school to post school provision.
20	<i>Project Search</i> model to be used in the placement, and in-house training and apprenticeship opportunities of LDD learners
21	The cost and feasibility of supported employment being opened to a wider range of people who do not fit the eligibility criteria including those on the autism spectrum to be looked into and considered.
23	The cost and feasibility of apprenticeships (including within the council) specifically designed for people with learning disabilities and those with ASC to be investigated. This could be done via job carving and should be for all those seeking employment not just those applying for apprenticeships.
24	Building on existing work that is currently being undertaken on suitable accommodation for people known to social care with learning disabilities an assessment to be conducted by the appropriate representatives from: <ul style="list-style-type: none"> • Education, Children’s and Cultural Services; • Adult Social Care; • Housing; and • Other appropriate external Stakeholders / Partners. as to the viability of more suitable housing (including sheltered accommodation) being provided within the borough for those with SEN so that where practicable and reasonable many will not have to move out of borough to go to residential settings, and in turn will be able to live more fulfilling and independent lives and integrate into their community.
Communication and Information	
17	Any transport policy amendment or method of operating SEN transport should include a robust marketing drive to inform parents and increase uptake.
3	Campaigns to promote existing SEN provision and raise awareness of what is currently available: an easy to read map of the borough which highlights where specialist provisions are located across the borough and what they provide, particularly but not solely for ASC, which is created by the LBRuT and distributed by LBRuT and its partners. An online version of this should also be made available.
4	Better access to and more information for parents on how the system operates and what SEN provisions are in place and how they can be accessed.
5	Better communication by LBRuT and Schools with parents: more transparency and explanations for reasons why certain options may or may not be available, better management of parental expectations. This will help to further improve relationships with parents. Parental satisfaction should be recorded (for example by surveys and continuing feedback) and monitored by the Parent’s Partnership.
10	LBRuT and Partners to ensure a clear universal standard of information is provided to parents about the Statementing process and associated issues.
11	LBRuT to re-visit its SEN web-pages to ensure, where necessary, information is clear and easy to access.
12	LBRuT to design a fact sheet that provides information and signposts parents to contact points within LBRuT, its partners and other relevant organisations and groups regarding the process that is sent to parents along with the statement and is also available on the website.
19	More effective campaigns to promote existing provision and raise awareness of resources which are currently available so that those who need them / are entitled to them are able to access them.



22	Council wide campaign to promote managers to employ people with learning disabilities
25	Individual outcomes to be looked at and the information be used in a marketing drive and / or in analysis to assist in substantially changing parental perception about the value of the service

TABLE OF FINDINGS

No	Findings
1	Clarendon school building was not built to accommodate the needs of the current school population. The school is located in a building which, though purpose built, was designed solely for pupils with MLD, rather than those with complex additional needs and autism. This causes a number of challenges that would likely not exist in a building that was fit for purpose.
2	The most striking thing about the Penn School was the very caring family environment and the clear and visible beneficial impact it has on students.
3	<u>West Thames College:</u> The level of confidence of students both in the class room but also outside is very marked. The students feel supported and that the place is a warm caring environment. The task group was particularly impressed at the high levels of confidence the students attending had and their feeling of being encouraged and supported.
4	There are fewer opportunities for those with SEN to meet the entry requirements to attend sixth-form college in the borough as a result a large number of young people go out of the borough.
5	Reasons and methodology for the consultative model need to be explained clearly and fully to parents as would provide parents with members of staff's qualifications and training so as to alleviate concerns.
6	There is a lack of effective communication about what an organisation is able to provide and the reasons behind this.
7	The best model is where Health and Education work in unison to provide services.
8	LBRuT has a greater role to play in effectively ensuring parents have a clear understanding of what Local Authority presence at review meetings means and entails.
9	There is a need for a cultural change – teachers should be more aware of the importance of sharing information amongst themselves <u>and</u> with parents. Independent schools are very good at sharing information with parents. By sharing this information schools would diffuse situations before they become full blown issues
10	There are insufficient resources to meet the needs of those who require the expertise of the learning needs support teachers.
11	One of the biggest concerns parents have about transport is the change of escorts.
12	The transport costing for going out of the borough are much higher than it would be if the child remained in borough: For a child to have individual transport, it can cost the LA approximately £22,000 p.a. The cost of transport can in some cases be as much as the cost of the placement.
13	An 11 hour day / long out of borough journeys have a detrimental impact on the child's quality of life: their home life, their ability to take part in activities and form meaningful relationships in the community they reside in and may not provide the best outcome for them. It would be better overall if they could, where possible, remain in borough.
14	If perceptions about in-borough provisions were more positive, the majority of parents said they would not seek for their Children and Young People to go out-of-the-borough.
15	Parents and young people are not fully aware of all the resources available to them.
16	As a whole, the council is not doing enough to promote the employment of people with learning difficulties.
17	The lack of continuity is an important issue and whilst work is being done on this, ensuring



	continuity should be a top priority.
18	The challenge for the borough is to change parents' perceptions about the level of service offered compared to the independent sector.
19	It is important to demonstrate to parents the benefits of local settings.



SELECTED READING

- Emerson, E., Hatton, C., Robertson, J., Roberts, H., Baines, S., & Glover, G.(2011) *People with Learning Disabilities in England 2010: Services & Supports*, Learning Disabilities Observatory (2010)
- LBRuT: *Short Breaks Services for Children and Young People with Disabilities and additional needs. Needs Assessment 2011*
- LBRuT *Special Educational Needs Policy*
- LBRuT Special Educational Needs pages:
http://www.richmond.gov.uk/home/education_and_learning/schools_and_colleges/education_special_educational_needs.htm
- DfE pages on Special Educational Needs:
<http://www.education.gov.uk/schools/pupilsupport/sen>
- DfE: *Support and aspiration: A new approach to special educational needs and disability – A consultation (2010)*
- Ofsted School reports: www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/
- Project Search: <http://www.projectsearch.us/>
- Mencap: <http://www.mencap.org.uk/>
- Joint Strategic Needs Assessment:
http://www.richmond.gov.uk/home/council_government_and_democracy/council/civic-offices/departments/adult_and_community_services_directorate/jsna.htm



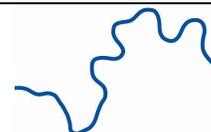
APPENDICES

Appendix A	Timetable of meetings and visits.
Appendix B	Evidence & information submitted to the task Group
Appendix C	School Registered Population & Baseline Data



Appendix A – TIMETABLE OF MEETINGS

Meeting	Date	Attendees
1	24 th May 2011	<ul style="list-style-type: none"> o SEN Task Group o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Bernadette Lee, Health Scrutiny Adviser o Gary Lelliott, Senior Democratic Services Officer
2	7 th June 2011	<ul style="list-style-type: none"> o Michelle Williams – <i>Disabled Children Service and Centre Manager</i> o Stewart Jones – <i>Service Manager SEN</i> o SEN Task Group o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Bernadette Lee, Health Scrutiny Adviser
3	14 th June 2011	<ul style="list-style-type: none"> o Judith Bowler – <i>Joint Commissioning Manager</i> o Cllr Blakemore o Cllr Chappell o Nick Lait o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Bernadette Lee, Health Scrutiny Adviser o Ofordi Nabokei, Scrutiny Officer
4	12 th July 2011	<ul style="list-style-type: none"> o Karl Burgess - <i>Transitions Development Officer</i> o Caroline Barrett - <i>Head of Care Provision</i> o Cllr Blakemore o Cllr Chappell o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
5	15 th July 2011	<ul style="list-style-type: none"> o Richmond Parent's Action Group o Cllr Blakemore o Cllr Chappell o Cllr Day o Ofordi Nabokei, Scrutiny Officer
6	19 th July 2011	<ul style="list-style-type: none"> o Simon James – <i>Principal Educational Psychologist</i> o Linda McPhee – <i>14-19 Adviser</i> o Sarah Herbert – <i>Learning Needs Advisory Teacher</i> o Cllr Blakemore o Cllr Chappell o Cllr Day o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
7	9 th August 2011	<ul style="list-style-type: none"> o Stewart Jones – <i>Service Manager SEN</i> o Brian Castle - <i>Assistant Director Community Service Operations</i> o <i>Robert Flower</i> o Cllr Blakemore



		<ul style="list-style-type: none"> o Cllr Chappell o Nick Lait o Keith Tysoe, Inspector for SEN & Inclusion o Ofordi Nabokei, Scrutiny Officer
8	23 rd August 2011	<ul style="list-style-type: none"> o Claire Dimmer – <i>14 – 19 Commissioner</i> o Kaye Beeson Manager, SEN & Inclusion, SEN & Inclusion Service, London Borough of Merton o Cllr Blakemore o Cllr Day o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
9	6 th September 2011	<ul style="list-style-type: none"> o Meeting with Nick Whitfield Director of Children’s Services. o Cllr Blakemore o Cllr Chappell o Cllr Day o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
10	13 th September 2011	<ul style="list-style-type: none"> o Robert Henderson, Head of Protective and Preventative Services o Cllr Chappell o Cllr Day o Nick Lait o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
11	27 th September 2011	<ul style="list-style-type: none"> o Emma Maffre, Parent Partnership Team o Rachel Robinson, Parent partnership Team o Nicola Parry, Personal Advisor to Young People with Learning Difficulties & Disabilities o Cllr Blakemore o Cllr Chappell o Cllr Day o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer
12	17 th October 2011	<ul style="list-style-type: none"> o Anne Breaks, Head of Integrated Paediatric Therapy Services, NHS o Cllr Blakemore o Cllr Chappell o Cllr Day o Keith Tysoe, Inspector for SEN & Inclusion o Colin Herrick, SEN Project Manager o Ofordi Nabokei, Scrutiny Officer

TIMETABLE OF VISITS



Date	Venue
4 th July 2011	Hampton Hill Junior School
11 th July	Clarendon School
12 th of July	Children's Summer Conference
15 th July 2011	Grey Court School
18 th July 2011	Penn School
17 th October 2011	Richmond Upon Thames College
19 th October 2011	Strathmore School
8 th November 2011	W. Thames College
14 th November 2011	More House School



Appendix B EVIDENCE & INFORMATION SUBMITTED TO THE TASK GROUP

Submitted by	Issues
Richmond Parents Action Group	<ul style="list-style-type: none"> ◦ Parental views
London Borough of Richmond Upon Thames Officers	<ul style="list-style-type: none"> ◦ Ofsted reports ◦ Educational psychology service information ◦ Benchmarking data ◦ Slowdown in growth of independent sector placements ◦ Needs assessments ◦ School registered population ◦ Access to able (Richmond council of volunteer services) ◦ Richmond Aid ◦ Conservation project in Richmond organised by BTCV ◦ Mencap's supported employment services ◦ Blank S. 139 Assessment.
London Borough of Merton	<ul style="list-style-type: none"> ◦ SEN & Inclusion Strategy ◦ Additionally Resourced provision in Merton Schools ◦ Merton Portage Service ◦ Merton SEN Panel –Guidance for Schools, Parents and settings ◦ Merton Language Behaviour and Learning Support Team Revised information for Schools ◦ Support for Children and Young People with Dyslexia and Literacy Difficulties ◦ Richmond Borough Diploma and vocational course options 2010-2012 ◦ Work Related learning Opportunities in the London Borough of Richmond upon Thames.
Grey Court School	<ul style="list-style-type: none"> ◦ Learning Mentor Framework ◦ Writing and grammar tools ◦ Process and areas covered under Additional Educational Needs (AEN).
Hampton Hill Junior School	<ul style="list-style-type: none"> ◦ BESD enhanced provision – draft protocol for admission
Strathmore School	<ul style="list-style-type: none"> ◦ Prospectus
Penn School	<ul style="list-style-type: none"> ◦ Prospectus ◦ Post 16 Course Handbook
More House School	<ul style="list-style-type: none"> ◦ Information Booklet ◦ More House School Review 2011 ◦ Copy of More House Schools CReSTeD Report.
W. Thames College	<ul style="list-style-type: none"> ◦ Prospectus 2011-12 ◦ Learning Support Assistant Role ◦ Tips for Tutors Supporting students with: ADHD. Autism, Dyslexia; and mental health problems. ◦ Disability Matters ◦ Assistive Technology Equipment ◦ Easy Guide to making electronic documents more accessible



Appendix C

SCHOOL REGISTERED POPULATION & BASELINE DATA⁴⁵

The baseline data has limitations this is because the council and its partners only collect certain information about children with disabilities and additional needs. Therefore only a basic profile is presented here.

Table 1: School age population January 2010⁴⁶

	Primary 4+ to 10+	Secondary 11+ to 15+	Total 4+ to 15+
Borough population	16,200	10,590	26,790

The table above shows Richmond's school age population as at January 2010.

Table 2: Richmond Council maintained school rolls

	Primary 4+ to 10+	Secondary 11+ to 15+	Total 4+ to 15+
Maintained school rolls in Richmond borough	13,110	6,750	19,860
In-borough pupils (%)	11,500 (88%)	4,360 (65%)	15,860 (80%)
Out-borough pupils (%)	1610 (12%)	2,390 (35%)	4,000 (20%)

School census Jan 2010

From this information the key points are that:

- 88% (11,500) of Richmond resident pupils attend a primary school in-borough;
- 65% (4,360) of Richmond resident pupils attend a secondary school in borough;
- 12% (1,610) of children from the primary school rolls maintained by Richmond come from other boroughs; and
- 35% (2,390) of children from the secondary school rolls maintained by Richmond come from other boroughs.
- 20% (4,000) of pupils attending Richmond schools do not live in Richmond.

Table 3 Estimate of pupils likely to be attending independent schools⁴⁷

Home educated pupils and estimate of the number of Borough resident pupils attending independent schools		
Home educated pupils	30	30
Estimate of Borough resident pupils attending independent schools	4,350	4,780

It is important to note that the accuracy of the GLA population estimate is not known, however, based on this there are approximately 4,350 pupils aged 4+ to 10+ (27% of the estimated school age population 2011) attending independent primary schools.

- Approximately 4,780 pupils aged 11+ to 15+ (46% of the estimated school age population 2011) attend independent schools.

⁴⁵ This data is taken from Short Breaks Services for Children with Disabilities and additional needs. Needs assessment 2011.

⁴⁶ GLA 2010 Round 'Strategic Housing Land Availability Assessment' (SHLAA) Projections.

⁴⁷ GLA 2010 Round SHLAA Projections Jan 2010

- Approximately 60 young people are home educated, some of these children could have disabilities or additional needs, these families will receive annual monitoring visits from the local authority.

Table 4 Borough resident pupils Special Educational Needs (SEN)

	Primary 2+ to 10+	Secondary 11+ to 15+	Total 2+ to 15+ *
Borough resident school rolls (attending Richmond Maintained Schools)	12,330	4,360	16,690
No. of pupils with SEN (school action, school action plus, statemented)	1,430	970	2,400
% of pupil roll with SEN	12%	22%	14%
No. of pupil roll with SEN without statements (school action and school action plus)	1,150	710	1,860
% of pupil roll with SEN without statements	9%	16%	11%
No. of pupil roll with statements of SEN	280	250	530
% of pupil roll with statements of SEN	2%	6%	3%

*rounded to nearest 10

In terms of children with SEN:

- 14% (2,400) of 2-15+ yr olds living in Richmond and attending Richmond schools have SEN
- 22% (970) attend secondary schools and 12% (1,430) attend primary schools
- In secondary schools, 16% (710) have SEN without a statement compared to 6% (250) who have a statement of SEN
- In primary schools, 9% (1,150) have SEN without a statement compared to 2% (280) who have a statement of SEN

Table 5 Statements of Special Educational Need by main presenting Need (female)/

MPN Female	0-4 yrs	5-10 yrs	5-10 yrs	5-10 yrs	Total
ASD		6	12	3	21
BESD		4	15	1	20
HI	1	3	3	1	8
MLD	2	26	24	4	56
OTH		6	5		11
Pd		14	6	2	22
PMLD		3	1		4
SCLN		13	14	2	29
SLD	1	3	6	1	11
SpCL		2			2



SPLD	1	10	22	1	34
VI		2	4		6
MSI			1	1	1
Blanks			1		1
Total	5	92	114	15	226

Table 6 Statements of Special Educational Need by main presenting Need (Male).

MPN (male)	0-4 yrs	5-10 yrs	5-10 yrs	5-10 yrs	Total
ASD	5	47	57	18	127
BESD		28	59	11	98
HI	1	2	4	2	9
MLD	2	36	47	8	93
OTH		6	6	1	13
Pd	2	13	10	1	26
PMLD	1	6	3	1	11
SCLN	2	22	41	6	71
SLD	1	10	7	4	22
SpCL	1	9	3		13
SPLD		26	64	6	96
VI	1	6	5		12
MSI					0
Blanks					0
Total	16	211	306	58	591

In terms of Children who have a statement of SEN:

- There are a total of 817 pupils with statements of special educational need in Richmond
- A total of 226 girls have a statement of special educational need
- 591 boys have a statement of SEN which is more than double that of girls
- The main presenting needs for females are Moderate Learning Difficulties (56) 25%, Specific Learning Difficulties (34) 15% and Speech Language and Communication Needs (29) 13%.
- The main presenting needs for males are Autistic Spectrum Disorder (127) 21%, Behavioural, Emotional and Social Difficulties (98) 17%, Specific Learning Difficulties (96) 16% and Moderate Learning Difficulties (93) 16%.
- Autistic Spectrum Disorder is the highest presenting need in males (127) compared to females (21).
- Males have more statements for behaviour and emotional needs (98), compared to females (20).
- Although not shown in the tables above, most children record themselves as White British⁴⁸.

⁴⁸ Short Breaks Services for Children with Disabilities and additional needs. Needs assessment 2011, page 37.

