

It's Everybody's Business To Be Inclusive

***Lewisham's Partnership Local Area
Special Educational Needs and Disabilities
Strategy
2020-2023***



Project Plan:

- Undertake an exercise to review the current position and gaps
- Consult wider key stakeholders, including parents, children and young people and professionals to gather plan, ideas and thoughts
- Draft New Strategy
- Consult on New Draft Strategy
- **Sign off and Publish new Strategy**
- Establish new governance to monitor and implement new Strategy
- Promote new Strategy

We are

Key Data

There are approximately **43,537 pupils** attending **Lewisham's 90 schools**, with approximately **6,621 children and young people with special educational needs** (SEN support and EHCPs).

Speech, Language or Communication Needs (SLCN) is the **highest incidence of all special education needs** (SEN support and EHCPs).

Since **January 2015 to January 2019**, **Education, Health and Care Plans** in Lewisham has **increased by 66.5%** from **1408 to 2344**.

In **May 2019**, Lewisham maintained **2450 Education, Health & Care Plans**. Of the 2450, **725 (29.6%) of placements were in out-of-borough provisions**, which is an increase from of 7.25% compared to 2017 (634).

It is predicted that based on current pattern of growth **Lewisham could maintain as many as 3046 EHCPs by January 2022**.

Autism, not SLCN, accounts for the largest proportion of primary special educational needs among the children and young people with EHCPs in Lewisham.

Children and young people with a diagnosis of **Social, Emotional or Mental Health Issues (SEMH)** account for **10.2% of Lewisham EHCPs (249)**, making it the **third largest SEN cohort**. 43.8% of these CYP attend out-of-borough provisions (109).

Key Data

In May 2019, **Lewisham completed 76.5% of EHCPs within 20 weeks in 2018**. This is below our target of 100% but this is a significant improvement compared to 48.2% in 2017. Lewisham is 5th best performing borough in London for meeting our 20 week timescale.

In January 2018, **60 (3.5%) children with SEND were accessing the Early Entitlement of 30 hours (3 & 4 years old)**. There are **22 (2.7%) with SEND taking up the Early Year Entitlement of 15 hours (2 years old)**.

In October 2018, there were **481 Looked After Children** within the London Borough of Lewisham. Of these, **141 (29.3%) have been assessed as needing an EHC plan**.

In March 2019, there were **35 children and young people who receive Continuing Care support, 17 had an EHC plan**.

In February 2019, there were **477 children and young people with disabilities who were receiving a social care service, 368 had an EHC plan**.

The financial impact of increased numbers of EHCPs is likely to be significant, with total spend linked to top-up funding and placements having **increased by 15% between September 2016 and September 2018**.

Based on the average increase there is a potential **cost increase of approximately £900,000 to £1,500,000 per year** (based on average placement costs). This does not include resource base provisions.

Key Data

33% of pupils with SEN support achieve a 'good level of development' at foundation stage, compared to 31% in Inner London and 27% Nationally.

Lewisham is in line with the National average Attainment 8 Score for pupils with SEN Support (36.2) but below that of Inner London and Statistical Neighbours (40.40 & 38.96, respectively).

The Lewisham Attainment 8 Score for pupils with an EHCP or Statement (13.9) is below the National, Inner London and Statistical Neighbour scores (17, 17.7, & 18.39, respectively).

35.9% of 19 year olds with SEN Support were qualified to Level 2 (including English & Maths) in 2016. This is below the National average (37%) and that of Statistical Neighbours (45.57%) and this figure has fallen by 4.2% compared to 2015. 36.2% of 19 year olds with SEN Support are qualified to Level 3 (excluding English and Maths). This is above the National average (31.2%) but below Statistical Neighbours average (45.57%) and has reduced by 3.2% since 2015.

13.5% of 19 year olds with an EHCP or Statement were qualified to Level 2 (including English & Maths) in 2016. This is below the National (15.3%) and Statistical Neighbour (16.5%) averages and is an reduction of 5.2% compared to 2015. 15.3% of 19 year olds with an EHCP or Statement were qualified to Level 3 (excluding English & Maths) in 2016. This is above the National average (13.7%) but below Statistical Neighbour average (18.8%) and reflects a reduction of 5.3% compared to 2015.

In March 2019, there were 10 Lewisham young people with EHC plan who were on Supported Internships.

In 2016-2017, 8.8% of adults with learning disabilities in Lewisham were in paid employment, compared to 10.3% in 2015-2016.

As of March 2019, 40 children and young people with an EHC plan that were previously on SEN transport have been trained to travel independently.

Vision & Impact

Lewisham is an inclusive community that is welcoming of all and has the knowledge and skills to meet the needs of children and young people (0-25 years) with Special Educational Needs and/ or Disabilities to enable them to play, learn and work.

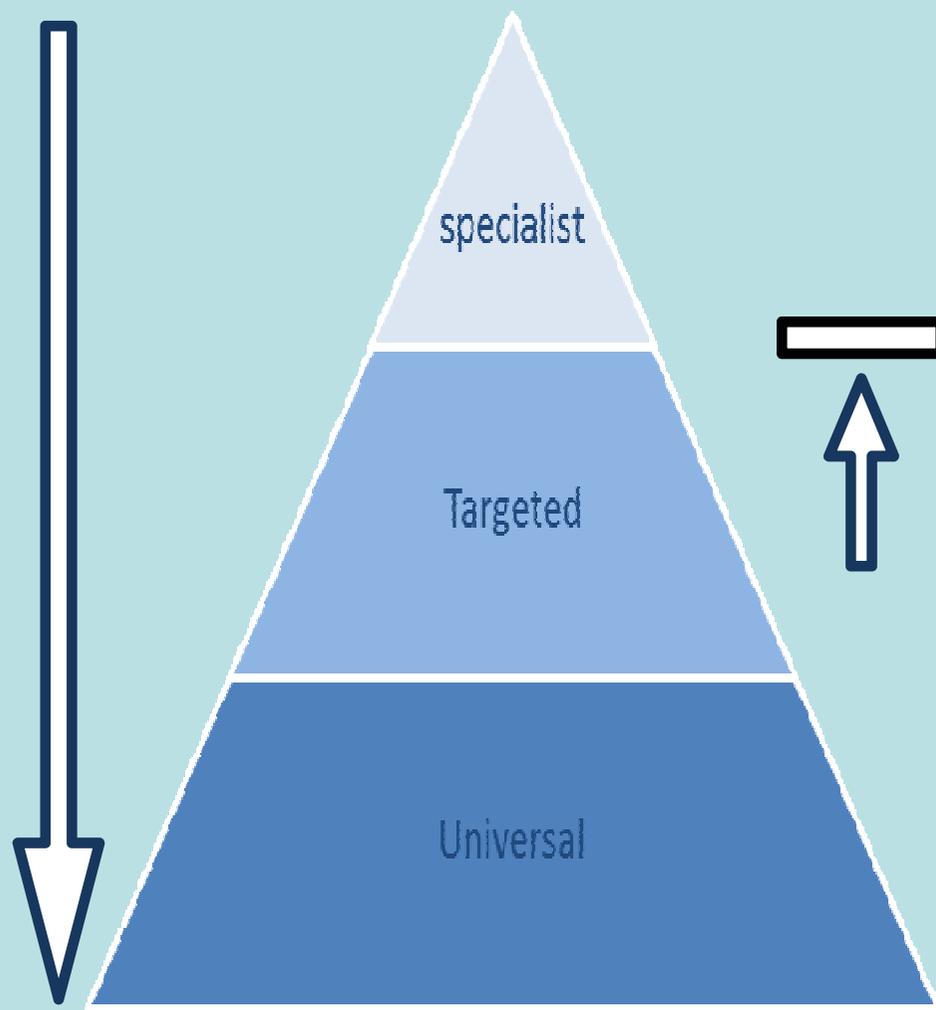
Priority Areas for Change

The Partnership's vision is underpinned by three key priority areas for change:

1. Children and young people with SEND (0-25 years) and their families who have high levels of complex need that have been assessed as requiring **specialist services and support** across health, social care and education receive the **right support at the right time** by the most appropriate person and/or service, so they can become as independent as possible.
2. Children and young people with SEND (0-25 years) and their families are provided with **targeted services and support** to meet their needs so that they can receive **early help which will prevent their needs escalating** and enable them to achieve their full potential.
3. Children and young people with SEND (0-25 years) and their families have access to good **universal services (available to all)** that can **inform and help children and young people and parent/ carers to be more resilient and independent** within their local communities.

The way we work – Graduated Response

Children and young people with SEND can have their needs met through mainstream education, activities and services. However, for a number of children and young people with SEND, different levels of targeted support are required at different times to meet their needs. For a small number with the most complex needs, there is a need for access to specialist ongoing support and advice.



Our specialist services are for those children and young people with SEND, who have the most complex needs.

Our targeted services are in place to identify and provide early intervention and to put in place strategies that can meet the needs of children and young people with SEND to prevent the escalation of need. They will also work to support children and young people with SEND to access universal services.

We continue to build excellent and inclusive universal services that have the knowledge, skills and understanding of children and young people with SEND to meet need and prevent the escalation of need.

Outcome Areas

Informed, empowered and more resilient

Prevention of needs escalating

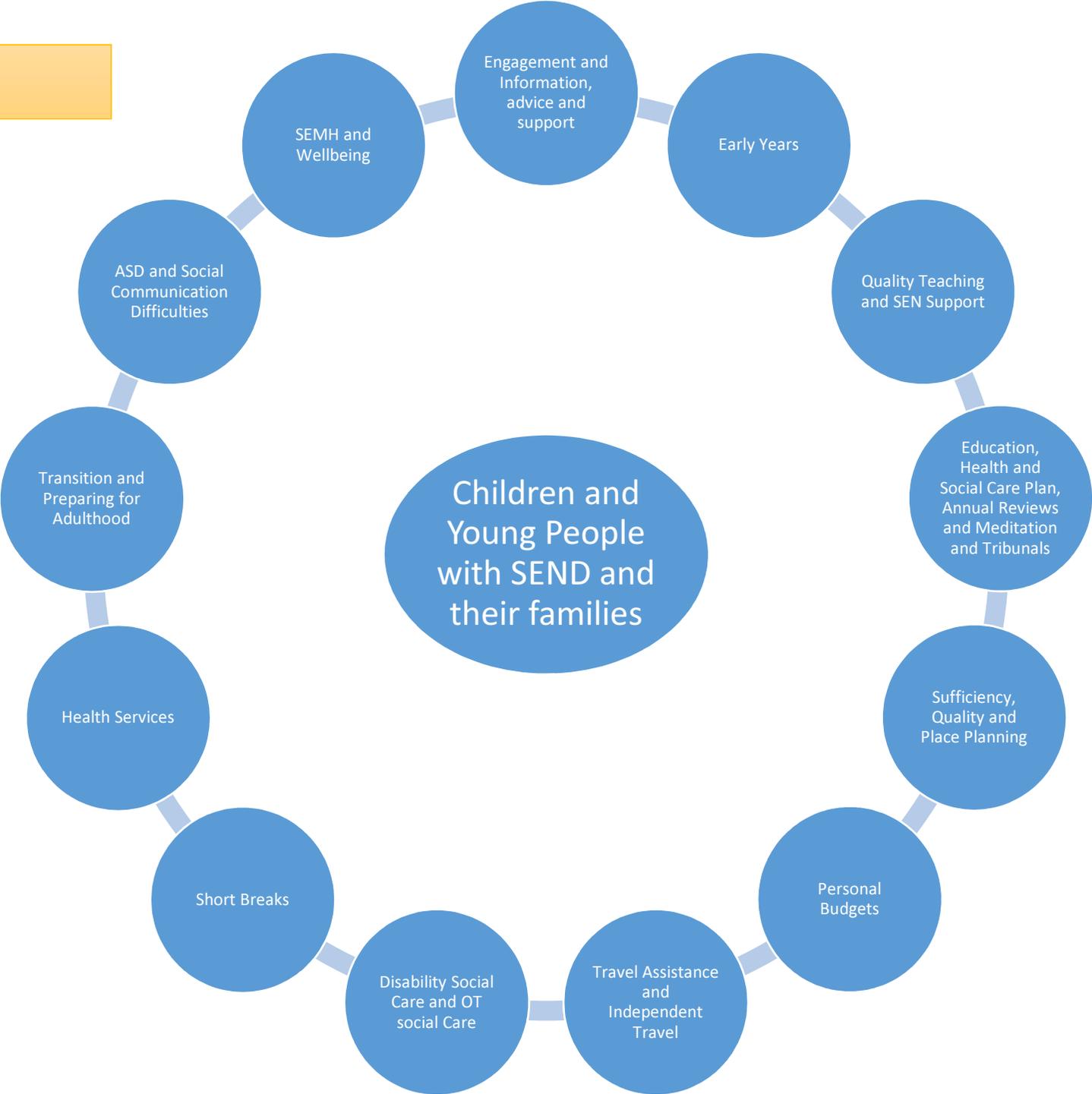
Healthy, Active and Emotionally Resilient

Raised Achievement and Attainment

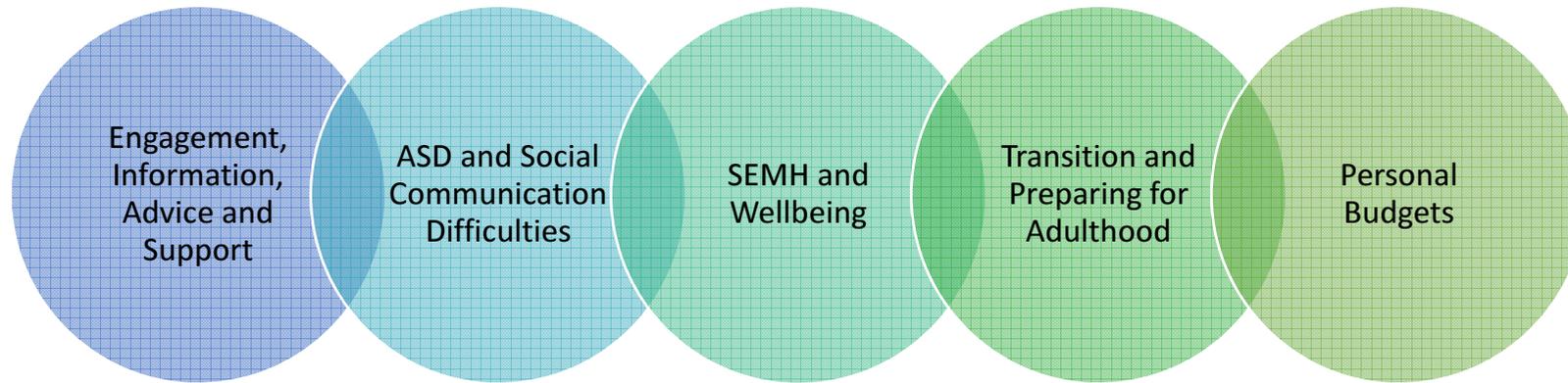
Right support received at the right time

Achieved potential in Independence and transition to a successful adult life

Work Strands



Cross Cutting Work Strands



Education Work Strands

- Early Years
- Quality Teaching and SEN Support
- EHCP, annual reviews and tribunals
- Sufficiency Planning
- Travel Assistance and Independent Travel Training

Social Care Work Strands

- Disability Social Care and OT Social Care
- Short Breaks

Health Work Strands

- Health Services

Partnership Local Area SEND Strategy

Education

Health

Social Care

Lewisham's SEND Strategy
'Governance'

LA and CCG Members



SEND Programme Board



SEND Working Group

Cross Cutting Work Strands

High Level Objectives

Engagement and Information, Advice and Support (Including the Local Offer)

What we will achieve:

An increased range and accessibility of information, advice and support provision and services for parents, carers of CYP with SEND and young people with SEND to meet their identified issues.

All parent/ carers of CYP with SEND and young people with SEND have knowledge, and awareness of the information, advice and support provision and services for CYP with SEND and a good understanding of what support they offer and how to access them.

All professionals within Lewisham have knowledge, and awareness of the information, advice and support provision and services for parents of CYP with SEND and young people with SEND and a good understanding of what support they offer and how to access them and actively promote these to families.

Establishing SEND young people ambassadors who will work alongside the Young Mayor and champion SEND issues.

Establishing community fun events for families of children and young people with SEND to bring families together to socialise and create long lasting friendship support networks.

An effective Lewisham Local Offer that provides parent/ carers, young people and professionals with relevant and up to date information and advice that can meet their needs.

All parent/ carers, young people and professionals have knowledge and awareness of Lewisham's Local Offer and have a good understanding of how to access the information that they are looking for.

Establish a new Voluntary and Community sector forum to bring together information advice and support organisations for parent/ carers of CYP with SEND and Young People with SEND to share learning and agree how they could work more effectively together.

ASD and Social Communication Difficulties

Whether we will achieve:

Greater intelligence on the number of CYP within Lewisham diagnosed with an autism diagnosis and social communication difficulties diagnosis to be able to plan services and commission effectively.

Greater intelligence on the barriers and challenges that CYP with autism and social communication difficulties face in particular the impact when they are going through adolescence and what support they need to build their resilience and enable them to be independent and lead successful adult life's.

Greater intelligence on the progress of CYP with autism and social communication difficulties to enable more effective planning of services and identification of gaps.

Greater intelligence on and communication of the services across the partnership within Lewisham that can meet the needs of CYP with autism and social communication difficulties diagnosis and pre-diagnosis support.

Establishment of a multi-agency ASD strategy group to bring together key stakeholders across the partnership to further develop the partnerships ASD plan and support the implementation.

Parents/carers, young people and professionals having knowledge and awareness of autism and social communication difficulties to support early identification and have a good understanding of how to access support.

Parents/carers, young people and professionals having knowledge and awareness of the services and provision available in Lewisham for CYP with autism and social communication difficulties and have a good understanding of what they provide and how to access them.

CYP with autism and social communication difficulties having access to appropriate education provision within Lewisham.

Increased provision and services for CYP with autism and social communication difficulties within Lewisham, including pre-diagnosis support.

Further development of Lewisham's ASD Outreach Service for CYP in partnership with Drumbeat and the Local Authority to build on the current improvement and development programme.

Together we will achieve:

Redesign of the ASD clinical pathway to reduce the waiting times and improve service user experience.

Equip parent/ carers, young people and professionals having knowledge and awareness of the ASD clinical pathway and a good understanding of how it works and how to refer CYP for a diagnosis assessments.

Make the voice, needs and interests of CYP visibly at the centre of individual assessments and plans.

Make the voice, needs and interest of CYP with autism and social communication difficulties considered as part of the continuous development of support services for CYP with autism and social communication difficulties.

Establishment of a care pathway to prevent children with Tier 4 mental health and ASD being admitted to hospital.

Equip relevant professionals across the partnership and within Lewisham schools having the knowledge and skills to support CYP with autism and social communication difficulties diagnosis and have a good understanding of how to access additional support if needed.

Establishment of formal links between Lewisham's ASD Outreach Service and the ASD specialist education resource provision to improve learning, pool resources and share expertise.

Developing a community based model of support for parents with children and young people with autism and social communication difficulties but fall below the thresholds of specialist support.

Improvement of Lewisham's local communities' awareness of autism and social communication difficulties and engage with them on how they can improve community support for CYP with autism and social communication difficulties.

Personal Budgets

Other we will achieve:

Greater intelligence on good practice in personal budgets across other London boroughs and nationally to inform the development of personal budgets within Lewisham.

Refreshed publication of Lewisham Council's and Commissioning Care Groups (CCG) policy and procedure on personal budgets for education, health and social care as part of the Local Offer.

Strengthened systems and processes across education, health, and social care to support personal budgets.

All parent/ carers, young people and professionals having knowledge and awareness of personal budgets across education, health and social care and have a good understanding of how personal budgets work and how to access it.

All relevant professionals in education, health and social care having knowledge and skills to be able to inform parents/ carers, young people and professionals about personal budgets and be able to explore a personal budget request.

Establishment of a more effective joined up working relationship between the SEN team and Lewisham Education Setting to explore the possibility of parent/ carers and/ or young people being able to use personal budgets as part of their EHCPs.

Transition and Preparing for Adulthood

What we will achieve:

Production of a new Partnership Transition and Preparing for Adulthood strategy and improvement plan to establish a whole system approach to transition and preparing for adulthood across education, social care and health.

Establishment of a new social care Transition and Preparing for Adulthood team, for young people with complex disabilities and learning disabilities from 16 – 25 years.

Production and publication of a new Transition pathway between Children's social care and Adult's social care as part of the Local Offer .

Increase in the range of services and provision to meet the identified needs of young people from 16 – 25 years, to support with transition and preparing for adulthood.

Development of a robust system for recording and monitoring social care outcomes for young people within the Transition and Preparing for Adulthood service.

Increase in the range of the education, training and supported employment options for young people with SEND (SEN support and EHCP).

Development of a education banding system for post 16 to support with appropriate commissioning of support.

Young people with SEND, their parent/ carers and education professionals having knowledge and awareness of the different education, training and supported employment options from year 9 and have a good understanding of what they offer and how to access them.

Young people are actively involved in decision making to inform their future pathway choices.

Production and publication of a new careers guidance document for all Lewisham's schools to support with a consistent approach to career advice and support for young people with SEND (SEN support and EHCP) as part of the Local Offer.

Lewisham schools have the knowledge and skills to be able to provide quality career guidance to young people with SEND (SEN support and EHCP) and have a good understanding of the different pathways options in relation to education, training and employment.

What we will achieve:

All Lewisham schools having the knowledge and skills to communicate with children and young people with complex needs and to ensure that the voice, needs and interests of young people with SEND are actively involved in decision making to inform their future pathway choices.

All professionals, parents/ carers and young people have knowledge, awareness of services and provision within Lewisham across education, health, and social care for young people with special education needs and disabilities and a good understanding of how to access support to inform transition to adult services and preparing for adulthood in the community.

Establishment of an outreach Disability Advisor service within the Department for Work and Pensions (DWP) to provide information on DWP for adults with learning disabilities.

Establishment of links and formal joint working partnership with Greenwich, Bexley, Bromley and Southwark Preparing for Adulthood teams to build common links and look at best practice.

All professionals, parent/ carers and young people with SEND having knowledge and awareness of Transition and Preparing for Adulthood, across education, health and social care and a good understanding of what transition is and how to access support.

All employment providers having knowledge, awareness and confident to be able to employ adults with learning difficulties and have a good understanding of how to make reasonable adjustment to meet their additional needs.

Establishment of a formal commissioning agreement for health services to be able to undertake EHC needs assessment for young people from 18 years and to be able to meet the agreed provision within the final ICP.

Establishment of a new SEND Preparing for Adulthood Hub to provide careers advice and guidance in partnership with local Supported Employment providers, Local Authority and Local Colleges.

Social, Emotional and Mental Health (SEMH) and Wellbeing

Together we will achieve:

Greater intelligence on the overall number of CYP with SEND and SEMH within Lewisham to be able to plan services and commission effectively.

Greater intelligence on the number of CYP with SEND and SEMH who meet the thresholds for CAMHS and those who are below CAMHS thresholds.

Greater intelligence of the services within Lewisham that can meet the needs of CYP with SEND and SEMH, in particular for those who do not meet the threshold for CAMHS.

Establishment of a system to identify those at risk of hospital admission at the earliest point to prevent unnecessary hospital admissions for those with Learning Disabilities, ASD and mental health presentation.

Lewisham education settings having knowledge, awareness and skills to be able to identify CYP with SEMH and have a good understanding of how to meet need where appropriate and to access support if required.

Parent/ carers, young people and professional having knowledge and awareness of the support services for CYP with SEND and SEMH and a good understanding of what they offer and how to access them.

Increased specialist provision for CYP with SEND and SEMH within Lewisham.

Further development of the SEN education banding descriptor in relation to SEMH to provide greater detail on the different levels need, strategies of support and banding cost to commission appropriate support service/ and or provision.

Refreshment of the CAMHS transformation plan to improve service for CYP with SEND and SEMH.

Further development of the provision at New Woodlands special school in partnership with the Local Authority to meet the needs of CYP with SEND and SEMH.

Further development of Lewisham's Outreach Inclusion Service for CYP with SEND and SEMH in partnership Lewisham schools and the Local Authority to support continuous improvement.

ther we will achieve:

the voice, needs and interests of CYP with SEND being demonstrably at the centre of individual assessments and plans.

the voice, needs and interest of CYP with SEND being considered as part of the continuous development of support services for CYP with mental health and wellbeing.

reduction in the CAMHS waiting times so that support is timely and needs are responded to effectively.

Full implementation of the Improvement Plan to improve outcomes for CYP across the mental health and emotional wellbeing pathway.

More effective joined up working between Lewisham schools, Children with Complex Needs Service and CAMHS to support continuous improvement in the Mental Health and Emotional Wellbeing pathway.

Embedding the new multi-agency CYP Mental Health and Emotional Wellbeing Board and Delivery Group to support implementation of continuous improvement.

Establishment of a new multi-agency steering group which will identify and implement targeted approaches for CYP with mild to moderate mental health needs.

Develop evidence based pathways for CYP with mental health and wellbeing needs with consideration for the SEND cohort.

Education Work Strands

High Level Objectives

Early Years

er we will achieve:

ter intelligence on the numbers of children in long term stays in hospital that are not accessing early education.

ter intelligence of the number of children and young people with additional needs who are not accessing early education.

ter intelligence of the children who have been identified by health who potentially needs support to access early education.

ter intelligence on the benefits and costs of having a key person approach for children with SEND in early years settings.

reased specialist early years provision for children with complex needs.

Early Years providers being inclusive and have the knowledge and skills to be able to identify and meet the needs of children with SEND (including complex medial needs) and a good understanding of how to access support.

professionals and parent/ carers having knowledge, awareness of Early Years support provision and services and a good understanding of what they offer.

e voice, needs and interests of children demonstrably at the centre of early years planning and inform individual support plans.

establishment of a formal governance structure that will bring relevant Early Years key stakeholders to produce a joined up Early Years work programme for children with SEND.

Early Years providers having the knowledge, awareness and a good understanding of how to write quality EHCP referrals and what is required to be submitted to ensure timely assessments for those who need them.

standing matrix for children from 0 – 5 years with SEND to ensure the allocation of appropriate funding to meet different profiles of need within Early Years settings.

parent/ carers and professionals within Lewisham having knowledge and awareness of Lewisham 'cause of concern' policy and procedure to raise issues about Lewisham's education settings practice in regards to SEND.

'causes of concerns' in relation to Lewisham's education setting practices in regards to SEND being addressed in partnership with education settings and relevant professionals.

establishment of a transition programme of support to identified children within Early Years settings to support with the transition to school.

establishment of a new early years information, advice and training offer for parents of CYP with speech and communication needs.

Children's Centres having the knowledge, awareness and skills to be support families with CYP with SEND.

establishment of a 0-5 early help pathway for SEND.

Quality Teaching and SEN Support

Together we will achieve:

All Lewisham education settings having the knowledge and skills to write quality Education Health and Care referrals with supporting evidence to ensure that those who need additional support above what a school can offer receive this at the right time.

All Lewisham education settings having a consistent understanding and knowledge of quality teaching and is able to apply this to meet the needs of CYP with SEND.

All relevant professionals working together to ensure that all children that arrive new to the country are in an appropriate placement within half term of making the application for a school placement.

All Children and Young People with SEND who are at risk of permanent exclusion are identified and that all relevant professionals are working together to prevent this from happening.

All Lewisham education settings having received training on 'Signs of Safety' and are using this approach to identify potential risks of exclusion.

All Lewisham education settings and parent/ carers having knowledge and awareness of the Local Authorities education support services and a good understanding of the support this service offers to schools to support CYP with SEND.

All Lewisham education settings having the knowledge and awareness of the SEN devolved funding for CYP with SEND and are effectively using this funding to support their access to education.

All Lewisham education settings having a consistent knowledge, understanding and skills to identify and support the needs of CYP with SEND to enable them to access education.

Other we will achieve:

Lewisham education settings accessing appropriate support services to meet the needs of their CYP with SEND.

Lewisham schools being graded as good or better by Ofsted in their teaching and learning.

Establishment of a new Primary Heads' working group to focus on improving SEN support with all Lewisham's schools.

Parent/ carers and professionals within Lewisham having knowledge and awareness of Lewisham 'cause of concern' policy and procedure to raise issues about Lewisham's school practice in regards to SEND and these issues are being addressed in a timely and effective manner.

Lewisham education settings having knowledge and awareness of the SEND Code of practice and are adhering to it.

SENCOs are qualified with a good understanding of their role and responsibilities in line with the SEND code of practice.

Lewisham schools able to support young people with SEND to make informed career choices to prepare them for adulthood.

Establishment of a new programme to share and promote good practice in Lewisham schools and to celebrate achievements of our CYP with SEND.

Parent/ carers and SEN Governors having knowledge and understanding of quality teaching and know how to access support within schools.

Establishment a review of Out of Borough provision to look at the best approach to ensure good quality and value for money placements for our CYP who are placed in out of borough education settings.

Education, Health and Social Care Plans, Annual Reviews, Mediation and Tribunals

What we will achieve:

Greater intelligence on the growing demand for EHCP to support continuous future development.

Greater intelligence on the key trends in Lewisham schools that trigger the need to submit an EHCP request to determine whether any Early Help measures can be put in place.

Greater intelligence on understanding dual diagnosis and different presenting needs to support more effective decision making and timely support.

Greater intelligence of support and provisions across health, social care and education that is recorded within EHCPs to inform future commissioning.

Lewisham's education settings having knowledge, awareness and a good understanding of how to write quality EHCP referrals and what is required to be submitted to ensure timely assessments for those who need them.

Establishment of a new system to identify high risk CYP with EHCP and track them to ensure timely support is provided to prevent escalation into crisis.

Establishment of a new system between Portage and the SEN team to identify and be responsive to children who potentially require an EHCP to access education.

A more effective and transparent process in place for EHCPs.

Senior SEN Care Officer having the knowledge and skills to co-ordinate and write quality and effective EHCPs.

Lewisham's education settings having the knowledge and skills to be able to undertake effective annual reviews for CYP with EHCPs and measure progress against outcomes and set new quality outcomes as required.

Health, education and social care professionals who contribute to EHCPs having the knowledge and skills to write quality statutory advice, outcomes and provision.

er we will achieve:

relevant professionals having knowledge and awareness of the SEND code of practice and a good understanding of using this to inform their practice.

relevant professionals who contribute to EHCPs having knowledge and awareness of the signs of safety model and it is embedded in practice.

professionals, parents/ carers and universal services having knowledge and awareness of the EHCP process.

ers guidance for young people with EHCP, which will also include the education, employment and adulthood pathways options available.

increased range of education and employment options for young people with EHCPs.

establishment of a new information, advice and support offer for parents/ carers from the SEN team to address concerns more effectively and timely to prevent escalation.

plementation of the national trials for Tribunals and any ongoing statutory requirements in relation to this.

review of the SEN panel system and process to make it more effective and timely to meet the growing demand for EHCPs.

establishment of a new multi-agency professionals team within the SEN team as a dedicated resource in relation to EHC needs assessments support it to be more effective and timely.

ore effective transition pathways for CYP with EHCPs at all transition points.

opping and identification of an IT system that would make the EHCP process more effective, timely and transparent.

establishment of a feedback system including a parent/ carer forum to gain regular feedback from parent/ carers and professionals to support continuous development of EHCPs.

parent/ carers and professionals receiving regular updates on the development and changes to the SEN team and the EHCP process.

SEN staff having the knowledge, awareness and skills in effective customer service and data protection.

SEN staff having the knowledge, understanding and skills to be able to communicate with children and young people with SEND to ensure that the voice, needs and interests of children are at the centre of assessments.

the voice, needs and interests of children with young people with SEND are considered as part of continuous development of the SEN service and inform individual assessments.

ther we will achieve:

All young people with SEND having knowledge, awareness and a good understanding of the EHCP process and what it means to them.

Establishment of a system to ensure relevant assessments from health and social care are being routinely added to EHCPs and the EHCPs are being shared with the relevant professionals at draft and final stage.

Establishment of a system to ensure that all schools are undertaking annual reviews and assessment updates from health and social care are being updated in EHCPs and shared with all relevant professionals.

More effective joined up working arrangement between key services including Youth Offending Service, Children Social Care, Fair Access and Inclusion, Admissions, Attendance and Welfare and Virtual Schools to consider how the teams could be more effective at supporting and improving outcomes for CYP within these services with EHCPs.

Development of a robust system for partner agencies involved with Tribunal processes.

More effective joined up working relationship with the Elective Home Education team to have a greater understanding of the reasons for families choosing to home educate CYP with EHCPs and improve support to these families.

Sufficiency, Quality and Place Planning

Other we will achieve:

Better intelligence on the number and profile of CYP with SEND that needs specialist education provision and the cost associated with this.

More transparent, clearer and fairer admissions criteria across Lewisham's special schools that meet the different profiles of CYP with SEND within Lewisham.

New SEND Sufficiency and Place Planning Strategy.

Increased specialist education provision within Lewisham to meet the growing demand for places and the different profiles of need.

All professionals and parent/ carers having knowledge and awareness of the specialist education provision within Lewisham and a good understanding of admissions criteria and what they offer.

Production of a new SEND banding matrix for post 16 years to enable the commissioning of appropriate services to support transition and preparing for adulthood.

More effective joined up working between the Local Authority and Lewisham's specialist education provision to strengthen provision, share learning and improve practice.

Increased education outreach provision to support Lewisham's education provision to support them to meet the needs of CYP with SEND and improve school practice.

All Lewisham schools having knowledge and awareness of Lewisham's education outreach provision and a good understanding of the support they offer.

More effective joined up working between the Local Authority and Lewisham's education outreach provision to strengthen provision , share learning and improve practice.

Travel Assistance and Independent Travel Training

What we will achieve:

Refreshed Lewisham's Travel Assistance policy and procedure for Children and Adults within Lewisham, published as part of the Local Offer

Establishment of a new system to identify children and young people who raise concerns while travelling on Lewisham's transport and notify appropriate services of these concerns.

Further development of the Travel Assistance criteria to ensure that those children and young people who are eligible under the 'exceptional circumstances' for travel assistance receive it.

Further development of the direct payment offer for those eligible for travel assistance, to increase the uptake of direct payments.

Establishment of an appropriate annual review system for all service users to take into account changes within the last year and ensure that those who are eligible continue to receive travel assistance.

Establishment of a new Travel Assistance panel to make decisions on new applications and review relevant cases.

Further development of the contract monitoring of Lewisham transport providers to ensure meeting the service standards expected of Lewisham.

Establishment of an annual provider forum for all Lewisham transport providers to promote better joined up working, improved communication and shared learning.

Introducing a new Travel Buddy scheme to provide young people on travel assistance with peer support to promote independent.

All Lewisham schools, parent/ carers and young people having knowledge and awareness of Lewisham Travel Assistance and the Independent Travel Training service and have a good understanding of what the service provides and how to access it.

Other we will achieve:

Further development of the Independent Travel Training service and increase in the opportunities for more children and young people with Special Educational Needs and Disabilities to be offered the programme.

Establishment of more effective joined up working between the Travel Assistance service and Adult Services to explore the development of a process to ensure independent travel continues in adult services for those who have completed the independent travel training programme.

Exploration of the use of IT to support children and young people with Independent Travel Training.

Celebration of the achievements of the children and young people who complete the independent travel training programme

All Lewisham schools and parent/ carers having the knowledge and skills to be able to carry out certain aspects of travel training with children and young people with special educational needs and disabilities.

Establishment of a feedback system to receive regular feedback from children and young people, parent/ carers and professionals to inform the continuous development of the Travel Assistance and the Independent Travel Training service.

The voice, needs and interest of children and young people considered as part of the continuous development of the Travel Assistance and Independent Travel Training service and inform individual plans.

Improvement in the understanding of Lewisham's local transport providers about the barriers and challenges that different CYP with SEND have and agree a plan with them to support CYP with SEND within Lewisham.

Establishment joint training sessions for year 6 pupils to link road safety and independent travel training safety curriculum in partnership with Lewisham schools and the Council's Road Safety Team

Health Work Strands High Level Objectives

Health

What we will achieve:

• Better intelligence on the numbers of CYP with EHCPs receiving health support within school.

• Better intelligence on how technology can support therapeutic support and training interventions.

• Better intelligence on the current support for sleep for CYP with SEND and how this can be improved.

• Better intelligence on the current support on continence for CYP with SEND and how this can be improved.

• Establishment of a new Designated Clinical Officer post who can take on the roles and responsibilities of the Designated Medical Officer.

• An appropriate level of health support and services to meet the increasing numbers of students at Watergate and Greenvale Special Schools.

• Review and evaluation of care co-ordination for children and young people with multiple health needs.

• Development of a multi-agency transition pathway to support young people in special schools with transition into adult health services.

• Formally commissioned health services to undertake EHC needs assessment and provide the assessed support for young people over 19 years with an EHCP.

• Identification, through review, of areas for development in the continuing care pathway to meet the growing demand and ensure effective case management.

• Health professionals having the knowledge and skills to write quality and effective outcomes within EHCPs.

• Health professionals having the knowledge, awareness and skills to identify children and young people with SEND needs and how to access support across the Local Area of Lewisham.

• Parent/ carers and young people having knowledge and awareness of the health services in Lewisham for CYP with SEND and a good understanding of what support they provide and how to access them.

Other we will achieve:

Development of a more robust system between the SEN Team and Health services to ensure that all health assessments are routinely and accurately added to EHCPs and any changes made to the health assessment are made in EHCPs during the annual review process. Also to ensure that draft EHCP and final EHCPs are shared with relevant health professionals.

Development of a robust system between Social Care and Continuing Care to undertake joint assessment on all continuing care cases.

Partnership approach across Lewisham to raise awareness, regarding the identification and management of children and young people at risk of or with speech, language and communication needs.

Establishment of a more effective pathway to make referrals for CYP who have been identified during the EHC needs assessment process who needs Physio.

Establishment of better identification of Looked After Children during medical assessment with or potentially with SEND and pathways to ensure that the relevant services are notified.

Establishment of an appropriate model for Early Years health checks and early identification of SEND, taking into account the findings from the pilot of the integrated Early Years and Health visitors 2 ½ years checks.

Establishment of a new targeted support offer for families with CYP with at least two therapy needs to improve care co-ordination support and quality of care.

Development of a system wide approach to improving outcomes for children in the early years with speech, language and communication needs.

er we will achieve:

D and MAKATON friendly status for the Kaleidoscope Centre.

Development of integrated care pathways between Lewisham's Children Disability Social Care Occupational Therapy Team and Lewisham's and Greenwich Children's Health Occupational Therapy Team to reduce duplication and develop more effective joined up working.

Health Visitors and associated practitioners having the knowledge, awareness and skills to identify speech, language and communication needs and have a good understanding of what to do to meet this need or access the support required.

Robust system in place for all health professionals to notify the SEN Team of children under compulsory school age having, or probably having a disability or SEN to ensure that their needs are identified early and responded to effectively.

Children and young people with Lewisham's special schools being included as appropriate in the child hood measurement programme to identify potential health needs early and these are responded to effectively.

Sexual health services in Lewisham having knowledge, awareness and skills to identify young people with or potentially with SEND and have a good understanding of their different needs and how to provide appropriate services and advice accordingly.

Children and Young People with Learning Difficulties have their annual health check by their GP????

Health professionals in Lewisham schools, relevant support services and parents having a consistent understanding and knowledge of CYP therapies and a good understanding of what the services provide and how to access them.

Establishment of new links between health services and the voluntary and community sector information, advice and support organisations to develop both formal and informal effective joined up working arrangement to inform the development of health services.

Health professionals having knowledge and awareness of EHCP and a good understanding of the EHCP process and health's role and responsibilities in this process.

Health professionals having knowledge and awareness of all the support services available for CYP with SEND and a good understanding of what they provide and how to access them.

ther we will achieve:

Establishment of a new website for Kaleidoscope with up to date information on health services in Lewisham, which will link to Lewisham's Local Offer.

Updated Lewisham Health Visitors website with relevant information on SEND and direct link to the Lewisham Local Offer.

Establishment of a new multi-agency partnership drop in health clinic for students in transition at Kaleidoscope.

All health professionals having the knowledge and skills to be able to communicate effectively with children and young people with SEND to ensure that their views and wishes are considered during their care and inform the development of health services.

Establishment of a new local offer of Speech and Language Therapy and Occupational Therapy to all Children Centre's in Lewisham to strengthen their work with families of YP with physical, daily occupational and speech, language and communication needs.

Social Care Work Strands

High Level Objectives

Disability Social Care and Social Care Occupational Therapy

What we will achieve:

relevant professionals and parent/ carers having knowledge and awareness of disability social care service and the OT Social Care service, their eligibility criteria and what support they offer.

Principles of safety approach embedded into social workers and occupational therapists practice.

Social workers and occupational therapists having knowledge and skills to be able to write quality and consistent assessments and plans.

Social workers and occupational therapists having the knowledge, awareness and skills to be able to identify areas of concerns for the child/ young person and families such as domestic abuse, addiction, risk of criminal activity, sexual exploitation, female genital mutilation and radicalisation and that they are able to respond effectively in a timely manner.

Social work management and occupational therapists management having the knowledge and skills to be able to provide high quality supervision and reflective practice.

Development of a system between Children's Disability Social Care and Continuing Care to support joint assessments for all continuing care cases.

Establishment of a system with the SEN team to ensure all social care assessment and OT assessments are being routinely added to EHC Plans and all changes in the assessments are being made to the EHCP during the annual review process.

Establishment of a more effective joined up working relationship between Lewisham's disability social care team and Early Help service.

Establishment of a feedback system with the social care service and OT social care service to receive regular feedback from parent/ carers and professionals to support the development of services.

Social workers and occupational therapists having the knowledge and skills to be able to communicate with all disabled children and young people to ensure that the voice, needs and interests of children and young people are at the centre of individual assessments and plans.

ther we will achieve:

voice, needs and interest of children and young people being considered as part of the continuous development of the social care service and OT Social care service.

Establishment of an information sharing agreement between Children's social care and OT social Care and Adult's social care and OT social care to enable the sharing of relevant information to improve transition planning.

Establishment of a pathway plan to support families in crisis to prevent the children and young people becoming Looked After.

Establishment of a more effective working relationship between the disability social care services, OT social care and placement team, to support better planning and sourcing of appropriate placements for Looked After Care with disabilities.

Establishment of a new transition pathway to support transition case's from Children's to Adult's Social Care and OT social care.

Development of a robust system to record and monitor social care and OT social care outcomes.

Establishment of a pathway of support for service users known to social care and OT social care with ASD and behaviours that are challenging.

Development of integrated care pathways between Lewisham's Children Disability Social Care Occupational Therapy Team and Lewisham's and Greenwich Children's Health Occupational Therapy Team to reduce duplication and develop more effective joined up working.

Establishment of a more effective joined up working relationship between Drs and social care OT to support early intervention.

Reduction in the waiting times for Occupational Therapy support.

Short Breaks

er we will achieve:

ter intelligence on impact of the Targeted Short Breaks support provided to families below children's social care threshold a
ntify areas for development.

reased range of Short Breaks services and provision to meet the identified needs of children and young people with comple
ds and that of their families.

parents/ carers having the knowledge and skills to be able to meet the needs of their children and young people with comp
ds and have a good understanding of the impact of adolescence.

establishment of a system to be able to measure the outcomes of children and young people receiving Short Breaks packages.

establishment of a system to be able to measure the support provided by Short Breaks providers.

relevant professionals and parent/ carers having knowledge and awareness of the Short Breaks service and a good
nderstanding of what support they offer and how to access them.

rt Breaks staff having the knowledge and skills to be able to communicate and support parents/ carers of children with con
ds.

rt Breaks staff having the knowledge and skills to be able to communicate with children and young people with complex ne
to ensure that the voice, needs and interests of children and young people are at the centre of individual assessments and
ns.

ystem within the SEN team to ensure all Short Breaks plans are being routinely added to EHCPs and all changes in the plans
ng made to the EHCP during the annual review process.

oser, more joined up working relationship between children's Short Breaks team and Adult's direct payment team, to estab
ntegrated approach to support service users in the Transition team.

ther development of the provider forum across all Short Breaks provider to have more effective joined working relationship
ween providers, social workers, short break workers and commissioning.

plementation of a new Short Breaks programme to support the universal activities becoming more inclusive of children and
ng people with SEND.