

Enfield's Special Educational Needs and Disabilities Partnership Strategy 2023-2027



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In partnership with

North Central London
Integrated Care System



Our Voice



ENFIELD
Council



Document Control

Scope	Enfield's Special Educational Needs and Disabilities (SEND) Partnership Strategy sets out our shared vision, principles and priorities as we work together over the next four years to support our children and young people with SEND (up to the age of 25) and their families.
Approved by	Full Council on 12 October 2022
Cabinet Member	Cllr Abdul Abdullahi , Cabinet Member for Children's Services
Director	Peter Nathan, Director of Education
Document Author	Corporate Strategy Service
Review	<p>Enfield's SEND Partnership Board are responsible for monitoring and reviewing this strategy.</p> <p>This strategy will be reviewed every 2 years and where necessary, updated to respond to local and national change.</p> <p>The associated joint Action Plan will be kept up to date and will be regularly reviewed throughout the lifecycle of the strategy. Individual actions are the responsibility of the named partner, who is required to report on progress through their internal governance structures, as well as to the SEND Partnership Board.</p>

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Foreword

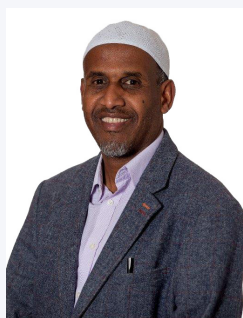
Our vision is for all our children and young people with Special Educational Needs and Disabilities to have high aspirations and to achieve positive lifelong outcomes.

The Special Education Needs and Disabilities (SEND) Partnership has high aspirations for every child and young person with SEND in Enfield. We want them to achieve their best in the early years and throughout their education; in their social development, health and wellbeing; and as they take their next step towards independence and adulthood.

This strategy sets out our commitment to making sure our children, young people and families can access what they need locally to thrive in all areas of their lives – the right services and support, at the right time and in the right place. At the heart of our work is also a commitment across our partnership to champion inclusion, and to recognise the strength of our community as we work together with our children, young people and families to drive forward our ambitious SEND agenda in Enfield.

As a SEND Partnership, we recognise that there are an increasing number of children and young people being identified with SEND, and across the national and local systems there are financial pressures and challenges. Through efficient monitoring, joint commissioning, and service improvements we are working hard to make sure we continue to meet the changing needs of our children, young people and families in Enfield.

This strategy has been developed with the hard work and dedication of local stakeholders, drawing on their lived experience and expertise. We would like to take this opportunity to formally thank all who have contributed and given their time.



A handwritten signature in black ink that reads "Abdullahi".

Cllr Abdul Abdullahi

Cabinet Member for Children's Services

Introduction

Enfield's Special Educational Needs and Disabilities (SEND) Partnership Strategy 2023-27 replaces the SEND Education Strategy published in 2018. The new strategy is for our children and young people with SEND up to the age of 25, and sets out:

“Our vision” for what we want life to be like for our children and young people with SEND.

“Our four principles” that guide our actions and our decisions across the SEND Partnership and workforce.

“Our five priorities” that set out what we will be working together to deliver over the next four years.

“Our governance structure” that sets out who is responsible for delivering; monitoring and reviewing this strategy and how we will track our progress.

The role of our SEND Partnership Board

The SEND Partnership Board are responsible for overseeing and delivering this strategy and our action plan. The SEND Partnership brings together representatives from our parent and carer groups and expertise from education, health, social care and the voluntary and community sector. The partnership is chaired by Enfield Council's Director of Education.

How we developed the SEND Partnership Strategy

In 2021, the SEND Partnership Strategy Development Group was established to help share experiences, provide context and give guidance on this strategy and future action plan. The multi-agency group included expertise from education, health, social care and the voluntary sector. Members worked closely with the Council's Corporate Strategy Service and met regularly to shape the strategy. The expertise and experience of our Strategy Development Group was brought together with research, local evidence of need and benchmarking of other local authorities to inform our first draft.

We then carried out engagement with members of the SEND Partnership and local stakeholders. We used a variety of different methods to gain feedback from colleagues, local practitioners, parents, carers and individuals with lived experience. This included focus groups, questionnaires, engaging through existing forums and attending the annual Our Voice conference (attended by over 80 parents and carers).

All About Us, our local network of child and young person SEND participation groups shared their views on being safe, healthy, happy, included and prepared for their independence and adulthood. We also met with the VIPs SEND Youth Groups on three occasions at our youth centres to hear their experiences of being included at school and in their communities.

The views and ideas shared with us during our engagement have helped us to better understand experiences locally; what is working well and what needs to be improved. Our SEND Partnership Strategy is a stronger document because of their contributions.

The National SEND System

A great deal has changed in the national SEND system, since the Lamb inquiry called for a “radical overhaul” in 2009.¹ This included the introduction of the [Children and Families Act \(2014\)](#), the [SEND Code of Practice: 0 to 25 years \(2014/15\)](#) and the [Care Act \(2014\)](#).

At the centre of the reforms was a call for earlier identification of SEND, joined up working between education, health and social care services, and an emphasis on a child-centred approach, which placed the voice of the child, young person and their family at the heart of decision making. The Care Act (2014) also set out that young people at the age of 18 with care and support needs would undergo an assessment in line with any existing plans such as their Education Health and Care Plan (EHCP). This would set out their care and support needs and the resources allocated.

We are now over eight years on from the introduction of the 2014 reforms and 13 years on from the Lamb Inquiry. While important progress has been made, the Government acknowledges that there are ongoing challenges across the SEND system, and many of the issues and inequalities faced by our children, young people and their families have been exacerbated by the effects of the COVID-19 pandemic and the resulting lockdowns.²

As part of the Government’s work to support children and young people with SEND they have recently published a new [National Disability Strategy](#) (2021), which is committed to improving the experience of disabled children and young people at school and while accessing education. The Government has also published a [national strategy](#) for improving the lives of autistic people and their families and carers in England. Most recently Ofsted and the Care Quality Commission (CQC) has consulted on proposals for a new joint framework for inspecting local provision for children and young people with SEND, with new inspections to be introduced in 2023.

Additionally, an Independent Review of Children’s Social Care and the Government’s ‘[SEND Review: Right Support, right place, right time](#)’, have also been published. The SEND Review importantly has identified three key challenges facing our children, young people and families across the country at present.³ These are:

- | | |
|----|--|
| 1. | Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families. |
| 2. | Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure. |
| 3. | Despite the continuing and unprecedented investment, the system is not financially sustainable. |

The SEND Review has set out the Government’s plans to respond to these challenges. They intend to strengthen the SEND system, including through: early and consistent identification of SEN in the early years; improved workforce development; a standardised and digitised EHCP process and template; clearer systems, roles, accountability, and funding reforms.

The SEND Partnership welcome the Government’s recent review and commitment to strengthening the SEND system. We support a more inclusive, easier to navigate and sustainably funded SEND system with clear accountabilities and roles, which places the needs and aspirations of our children and young people at its heart. This strategy enables us to deliver this commitment.

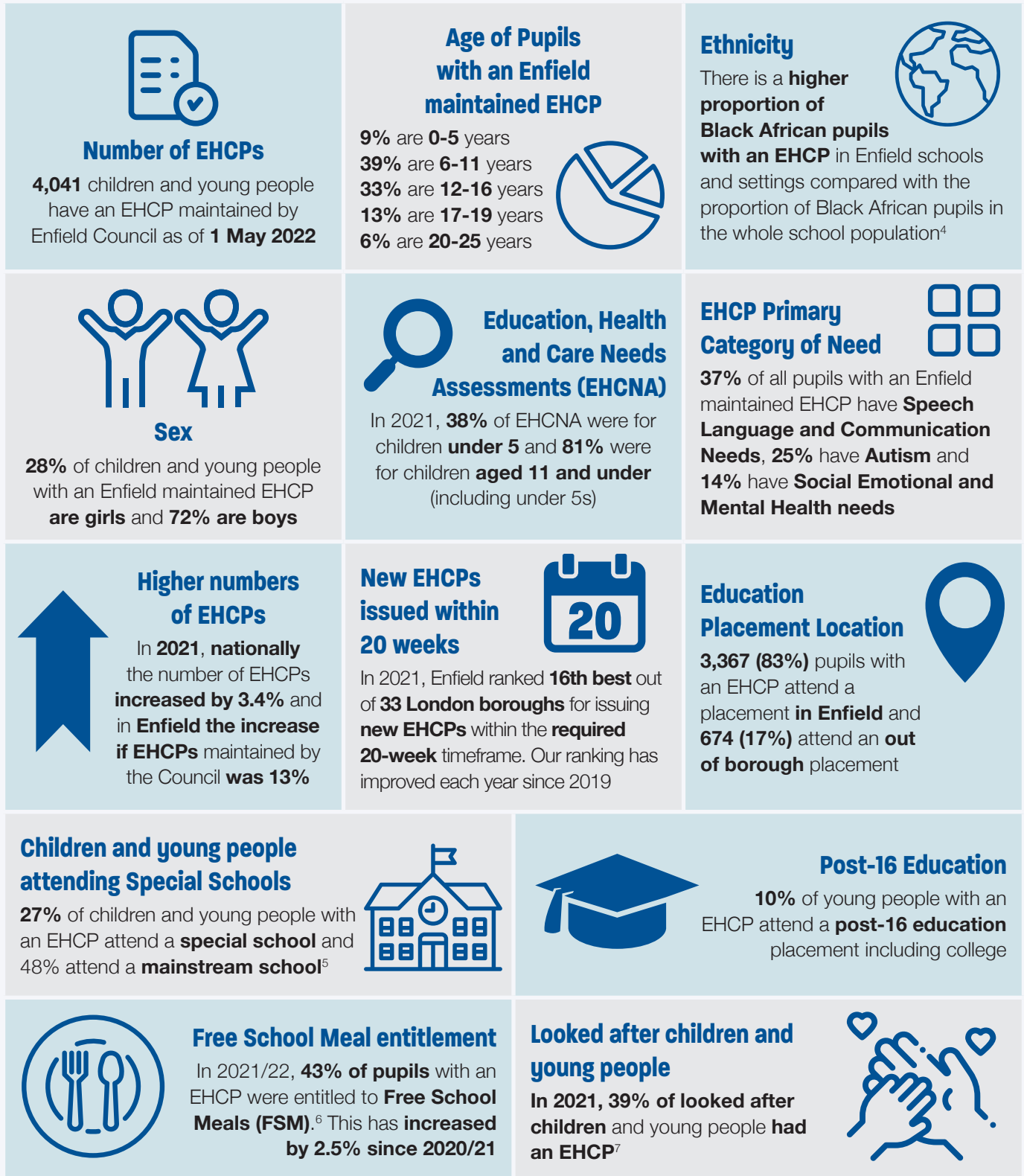
¹ Department for Children, Schools and Families, Lamb Inquiry (2009) ‘Special educational needs and parental confidence’ cited in Ofsted, (2021) [SEND: old issues, new issues, next steps](#).

² Council for Disabled Children (2022) [Investing in early intervention](#)

³ [SEND Review: Right Support, right place, right time](#)

The Local Picture

About our Children and Young People with Education, Health and Care Plans



4 Include state-funded nursery, primary, secondary, and special schools, non-maintained special schools and pupil referral units.

5 A further 10% of pupils attend a post-16 setting or college and our remaining pupils attend a range of settings including independent schools and elective home education. Just over 1% of pupils are not in Education, Employment or Training (NEET), and 2.5% of pupils are awaiting an education placement.

6 Totals include Enfield state-funded nursery, primary, secondary and special schools, non-maintained special schools and pupil referral units.

7 All provision included in school and alternative provision census.



Absences

Overall, children and young people with EHCPs on average missed **11.8% of available sessions** in the 2020/21 academic year.⁸ Overall Pupils without SEND missed 5.1% of available sessions



Exclusions

In 2019/20, just under **4% of all pupils had an EHCP**, however they represented **11% of pupils with a fixed term exclusion**. **Zero pupils with an EHCP were permanently excluded** from Enfield schools.



Supported Internships

From the 2020/21 cohort, **80% of students** (25 people) **were offered a job** at the end of their supported internship programme

About our Children and Young People receiving Special Educational Needs (SEN) Support at their Enfield school or setting



Number of pupils receiving SEN Support

In 2022, around **10.6% or 5,896 pupils** were receiving **SEN support** at Enfield mainstream schools



Age of pupils receiving SEN Support

In 2022, **10.5%** of children attending Enfield mainstream **primary schools** and **10.7%** young people attending **Enfield secondary schools** receive **SEN Support**



Ethnicity

Black African, Black Caribbean, White British and White Turkish pupils are **overrepresented** in the proportion of children and young people receiving SEN Support⁹



Sex

In 2021/22, **38%** of children and young people receiving SEN Support were **girls** and **62%** were **boys**

SEN Support Primary Category of Need



In 2021/22, **30%** of pupils receiving SEN Support had **Speech Language and Communication Needs**, **22%** had **Social Emotional and Mental Health** needs and almost **21%** had a **Moderate Learning Difficulty**



Free School Meal entitlement

In 2021/22, almost **37%** of pupils who received **SEN support** were entitled to **Free School Meals (FSM)**. This has **increased by 4%** since **2020/21**



Looked after children and young people

In 2021, **25%** of looked after children and young people received **SEN Support**



Exclusions

In 2019/20, just under **4% of all pupils had an EHCP**, however they represented **11% of pupils with a fixed term exclusion**. **Zero pupils with an EHCP were permanently excluded** from Enfield schools



Absences

Overall, children and young people who received SEN support on average **missed 7% of available sessions** in the 2020/21 academic year

8 A session refers to a school half day either in the morning or afternoon. Includes both authorised and unauthorised absences.

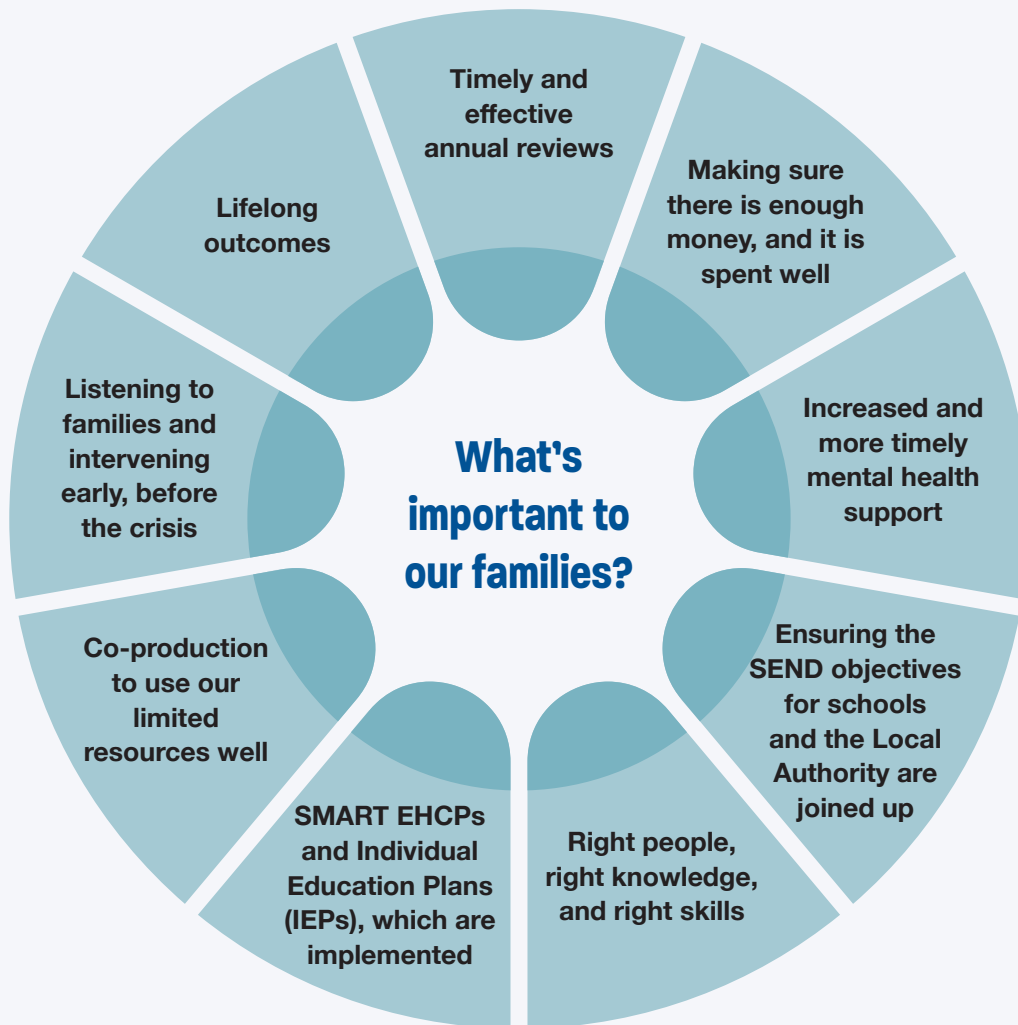
9 Compared with the proportion of Black African, Black Caribbean, White British and White Turkish pupils in the whole school population.

Successes and Challenges

The new SEND Partnership Strategy builds on the crucial progress made since the publication of our [SEND Education Strategy in July 2018](#). Our previous Strategy focused on three important priorities, including: early identification of need; improving access and participation in schools and settings; and supporting a successful transition to adulthood. These are some of our key successes:

- The Council's SEN Service has received additional funding and have increased their workforce from 8 to 15 SEN Officers.
- The Council has recruited a Designated Social Care Officer (DSCO) who is tripartite funded by Children's Social Care, Adult's Social Care and the SEN Service.
- Area SENCo support in the Early Years SEND Team has increased by the equivalent of 1 full time member of staff to support Private, Voluntary and Independent (PVI) settings, to be more inclusive in their SEND Offer and to support the transition to reception.
- £1,000,000 was invested from the Designated Schools Grant, to develop Early Intervention Services to support speech, language and communication needs (SLCN) through the new Enfield Communication and Support Service (ECASS); Autism and neurodiversity through the expansion of the Enfield Advisory Service for Autism (EASA); and Social Emotional and Mental Health needs, through Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS).
- An application process for new [Special \(Additional\) Resourced Provisions \(ARPs\)](#) was created and 6 new ARPs have been approved. ARPs provide placements for children and young people who can access a mainstream curriculum for parts of the school day. The ARP facilities can be in an allocated space within the school or could be virtual where the resources are provided to children and young people within their mainstream lessons. We now offer 180 ARP places across 17 schools and settings.
- The first designated unit was developed in a mainstream school to make sure children have the right to mainstream education – we currently have 40 places in 3 units and we have plans to offer a further 80 places in 8 units across primary and secondary schools in Enfield. [Designated units](#) provide placements for children and young people with complex needs who will find it challenging to access a full mainstream curriculum. They access specialist support and attend mainstream classes where they can participate, including lessons and activities such as Physical Education (PE), assembly or lunch.
- A new special school has been built opened in September 2022. The opening of Salmons Brook School means that by September 2025, 70 pupils with Social, Emotional and Mental Health (SEMH) needs will be educated locally in a school that meets their needs.
- Mental Health Support Teams (MHSTs) have been in Enfield since 2019 and 49 education sites have been offered support.
- The Educational Psychology Service has provided the Emotional Literacy Support Assistants (ELSAs) programme since 2020. There are now 52 ELSAs working across 29 schools, providing interventions to support children's social and emotional development.
- The number and range of local play and leisure opportunities and activities for children and young people with SEND has increased, including through Enfield's [Summer University programme](#). This programme offers a diverse range of learning courses and fun activities during the summer holidays. The 2021 Summer University included courses and activities for young people with SEND, including Drama for All, Strike Back Martial Arts, and Dance 4 Fun. 78 young people with SEND participated in the 2021 programme.
- The statutory assessment process has been simplified in collaboration with schools and parent/carers. We have also set up a new annual review quality assurance process to help us make sure EHCPs are of a consistently high standard. So far in 2022, we have on average produced 79.4% (excluding exceptions) of EHCPs within 20 weeks.
- A network of "All About Us" participation groups have been established in 5 settings so far. All About Us is collaboratively delivered by the Council, schools, local youth groups, as well as parent/carers. All About Us supports children and young people with SEND to shape services and support in Enfield.
- The existing, successful Nurture Group offer has been reviewed to allow more schools to host a group and to provide support through a Nurture Group Outreach offer. The number of Nurture Groups has now increased from 14 to 20, with over 200 children supported each year.

Similar to the national picture, the SEND Partnership recognises that there are ongoing challenges and frustrations for our children, young people and their families. Importantly, our parent and carer forum, Our Voice has raised nine crucial areas on behalf of our local families. These are:



Over the next four years, the SEND Partnership are committed to reducing parental frustration, upskilling our early years settings, schools and colleges around inclusion, enhancing the annual review process, delivering effective early intervention, and improving outcomes for children and young people.



Our Vision

Our vision is for all our children and young people with Special Educational Needs and Disabilities to have high aspirations and to achieve positive lifelong outcomes.

In practice, this means making sure all our children and young people with SEND are safe, healthy, happy and included in their educational setting and communities. We want our children and young people to discover and achieve their goals and we want to empower them to be at the heart of decision making, so that they can make positive choices about their lives and futures.

As our children and young people grow up, we want them to feel confident and prepared for adulthood and their independence, with the skills and opportunities they need to thrive. Together, our collective ambition is to make Enfield an inclusive borough where “SEND is everyone’s business”. An inclusive Enfield is a place where diversity and difference are understood and celebrated, and where barriers are minimised or removed.

Our Principles

Principle 1: Listen to our children, young people and families and make sure they are at the heart of decisions about themselves and their borough

The SEND Partnership will work in a way that recognises, promotes and respects the views of the child [or young person] and their family.¹⁰ This important principle is crucial to making sure we take the right steps to better understand their lived experiences and how this affects them every day. We can better know how to support the needs of our children, young people and families, by building trusting relationships and making sure they have an active and collaborative role in shaping the decisions that affect their lives.

Principle 2: Empower and enable our children, young people and families to be as independent as they can be

The SEND Partnership will work together with our children, young people and families to utilise and build on their strengths to help them live independent and fulfilling lives.¹¹ Focusing on the strengths of our families is not about less support and services.¹² Instead, it’s about working together with our children, young people and families to find solutions, and helping them to recognise the strengths, skills, assets and the capability they have to effect positive outcomes in their own lives.¹³ This includes providing the right help to support our children and young people to acquire and develop the knowledge and skills they need to learn and for day to day life.

Principle 3: Work together to deliver the right support, in the right place and at the right time

The workforce across the SEND Partnership will work together to meet the needs of our families. When we talk about the ‘right time’ this means identifying needs at the earliest possible opportunity. The ‘right support’ might include universal services that are available for all our children and young people, or where appropriate it will be targeted or specialist services and placements. The ‘right place’ is where their need can best be met. This might be at a children’s centre, school, youth centre, a local community hub, family hub, a clinic or hospital setting, a virtual platform or through a group that meets in the community. Wherever possible, the right place should be available locally in Enfield.

Principle 4: Work with all families in a fair and sensitive way

The workforce across the SEND Partnership will treat everyone with dignity and respect, and we will make sure that all our families receive fair and sensitive access to services and support. [Equality, diversity and inclusion](#) is central to the decisions we make on how to deliver the best possible outcomes for our families, with the resources that we have available.

10 [UN Convention on the Rights of the Child: Article 12](#): (respect for the views of the child)

11 Enfield Council (2021) [Early Help for All Strategy 2021-25](#)

12 Department of Health and Social Care (2019) [Strength-based approach: Practice Framework and Practice Handbook](#), pp.24

13 Social Care Institute of Excellence (2018) [Strength-based social care for children, young people, and their families](#)

Priority 1

Know our local area and effectively plan for the needs of our children, young people and families

Across the SEND Partnership we collect and use data to better understand our SEND community, including who they are what they need from local services and support. This information is used to understand how well the local area is performing and to help us make decisions about our local offer.

Enfield Council works together with the NHS North Central London Integrated Care Board (ICB)¹⁴ to make sure services supporting the health, education and care of our children and young people are providing the best possible outcomes.

Some of the services we commission are available to all our families and are not specific to a need – these are universal services. Other services are there for families that require more specialist support for an identified need – these are targeted services. We commission a range of services that support children and young people with SEND, such as educational psychology, speech and language therapy, health visiting, school nursing, hearing and visual impairment support, and short breaks for children and young people with disabilities and their families. Data also helps us to effectively make decisions about provision such as school places, and how to meet immediate needs and longer-term demand. For example, 17% of our children and young people with SEND attend a school or setting that is outside of Enfield.

We are using our data and knowledge to increase provision to meet the needs of more children and young people in-borough. To strengthen how we manage, share and analyse high quality data and insights from across our SEND Partnership, we need to explore opportunities to further build and utilise our joint data dashboard, and improve the way we track long-term outcomes such as the destinations of our young people as they transition to adulthood. This will help us plan and enhance the services and support that children, young people and their families need both now and in the future.

However, we know that data is one part of the picture, and alone cannot provide us with a full understanding of our community's needs and their experiences. Therefore, we will continue to strengthen our approach to working in partnership with children, young people and their families to make sure they have the power to influence and shape services and support in Enfield. This includes the introduction of a new Council-wide Youth Participation Policy to support our workforce to include children, young people and families in service design, commissioning, delivery, and evaluation, in a way that is meaningful to them. One of the important networks we will be doing this through is our new 'All About Us' SEND youth participation groups.



¹⁴ ICB formerly called North Central London Clinical Commissioning Group

Looking ahead, we will:

- Develop our services based on high quality data and knowledge, that respond to the changing needs of our diverse community, their lived experiences, and the performance of our local area.
- Carry out ongoing analysis to identify local trends to help us to better plan and secure services and support for the future.
- Extend the range of opportunities to work in partnership with children, young people and their families to influence and shape services and support in Enfield. This includes consultation, engagement and co-production that is meaningful to our children, young people and families.
- Continually evaluate the impact and performance of our services, to make sure we effectively use our resources to have the greatest impact. This includes services we provide ourselves across the SEND Partnership, and services we commission other organisations to deliver.
- Develop and agree a shared SEND Partnership outcome framework. The outcome framework will link the work and the impact of services and support across education, health and social care with the everyday and life outcomes we want for our children and young people.



Priority 2

Identify needs early and provide the right support, in the right place, at the right time

The SEND Partnership are committed to making sure that our children, young people and their families get the right support at the right time, by identifying and assessing their needs early. For some of our children and young people, their needs may be identified before they are born or at birth, for others their needs may emerge or change as they grow up. Early identification is an important first step to making sure children and young people benefit from the right services and support that they need to help them thrive, throughout all stages of their childhood and as they transition into adulthood.

We know that the first 1,001 days of a child's life (from conception up until the age of 2), can have a significant impact on their development and their life chances; including how well they build relationships, achieve at school and their future job prospects, to their overall health and wellbeing.¹⁵ However, a child's development and their life chances can also be impacted by lots of different factors, such as their early relationships and the care they receive, living in poverty or becoming looked after.¹⁶

Our children and young people with SEND, are more likely to experience poorer life outcomes and have less

opportunities than their peers.¹⁷ We are committed to tackling the inequalities experienced by our children and young people with SEND and over the next four years we are continuing to strengthen our early identification and early intervention services. This includes making sure we have high quality early years provision, which we know can reduce the likelihood of a child or young person being identified with SEN later on.¹⁸ As a partnership, we are continuing to develop our services and workforce skills to identify, assess and meet needs, and we have invested in early intervention services to support our children and young people's Speech, Language and Communication Needs; Social, Emotional and Mental Health; and Autism and other neurodiverse needs.

We will also be working together to support the delivery of the [early help services](#) that wrap around our families to make sure they can access the right information, advice and support for their child's individual needs and their family circumstances, in a timely way. This includes supporting our families to give their child the best start in life, through services such as midwifery, health visiting and parenting support; and enabling families to access early help including housing, debt and income advice.

We talked about the things that worry me and I now feel safe and supported by my teacher, which will help me in class



¹⁵ HM Government (2021) [The Best Start for Life: The Early Years Healthy Development Review Report](#) (A Vision for the 1,001 Critical Days)

¹⁶ *ibid*

¹⁷ SEND [Review: Right Support, right place, right time](#) pp.20

¹⁸ SEND [Review: Right Support, right place, right time](#) pp.39

Looking ahead, we will:

- Identify SEND early by effectively developing our services, to ensure robust processes and the right workforce skills and knowledge are in place across education, health and social care.
- Work together as a partnership to make sure families have access to appropriate information, advice and support for their child's individual needs and their family circumstances. This includes a well-publicised, up-to-date, easy to understand and navigate [Local Offer for SEND](#), developed in partnership with our parents and carers.
- Make sure all our children and young people receive an excellent education, and their needs are effectively met in an education setting or environment that is right for them. Wherever possible, this should be in a local mainstream setting. To support this, we are using our data and knowledge to accurately plan the right number of places, this includes increasing the number of [Special Resourced Provisions \(SRPs\)](#), and [designated units](#) in mainstream schools.
- Continue to develop an effective and sustainable needs-based approach to reducing wait times for children and young people with neurodiverse differences, making sure they can access support whilst awaiting a diagnosis, based upon their presenting needs.
- Work together with our schools and settings to introduce a Preparing for Adulthood (PFA) enriched curriculum from the earliest opportunity. This includes advice and support provided through the East London Careers Hub and network.



Priority 3

Make sure inclusion is at the heart of our services and communities

We all share a responsibility for working together to make Enfield an inclusive borough for our children and young people with SEND and their families – “SEND is everyone’s business.”

We asked children, young people and young adults¹⁹ with SEND about their experience of inclusion in their school or educational setting and in their community, and these are some of the things they told us:

“I really like my teachers; they listen to what I say”

(Young person, member of VIPs)

“Sometimes people don’t listen to what I have to say”

(Young person, member of VIPs)

“I sometimes sit there doing nothing and then they know something is up”

(Young person, member of VIPs)

“I’m treated like everyone else. But I don’t feel I’m like everyone else – how I interact is different”

(Young person, member of VIPs)

“Social workers listen to me and write down what I say”

(Young adult, VIPs)

“I am very ambitious. I know what I want and need, but don’t know how to achieve it...I want a well-paid job, a home of my own, my own family...A job is the first step in achieving my ideal future”

(Young adult, VIPs)

“I want to make money. I can work in a food shop and get married.”

(Young adult, VIPs)

Our local “All About Us” SEND participation groups at Durants School and West Lea School also shared their experiences of inclusion with us. We heard that trips out, being at school and playing online with their friends make them feel included, as well as attending youth clubs near to home and extra-curricular activities. Importantly, we heard that many of our children and young people feel included at school and at college. However, this is not always the case for everyone and one of our children said that their opinions and ideas were not always heard.²⁰

¹⁹ Young adults who took part were aged between 23 to 26 and were not in education.

²⁰ Discussions were held with groups of children and young people including those in Key Stages 1 through to 4 (age 5-16) at West Lea School and Key Stages 3 through to 5 (ages 12-18) at Durants School.

We believe that an inclusive borough is one where Council services work together with our community, schools and educational settings, health partners, service providers and local employers to support children and young people to thrive in all areas of their lives. At the heart of this is developing a culture where we all embrace difference; minimise or remove barriers; and where we better understand and address the interests and needs of our SEND community in local decision-making.

There is lots of important work already underway across our partnership to improve equality, diversity and inclusion. However, we recognise that there is a great deal more to be done in the years ahead. This includes making sure our local schools and settings are inclusive from the early years through to further education.

The Government's recent SEND Review found that parents and carers aren't always confident that their child's needs can be met in a mainstream school.²¹ Our new [Enfield School Inclusion Charter](#) is one of the important ways we are working together to deliver an inclusive Education, to help local mainstream schools to meet the needs of children and young people with SEND wherever possible. The Charter has eight principles that have been developed by young people, school staff, parents and carers, council officers, health partners and voluntary sector organisations. By signing up, our early years settings, schools and colleges are committing to delivering

an inclusive education, by embedding the principles in their every-day practices. Looking ahead Enfield's Youth Development Service are also planning to adopt the Inclusion Charter, making sure all our young people feel included across our wider community offer.

We want our young people to have a lifetime of opportunity as they grow up and this includes access to paid employment and living as independently as possible. In 2020/21, 16.8% of adults with a learning disability in Enfield who received long-term support during the year were in paid employment. Although this is the highest figure in London (London average of 6.1%) and the 4th highest nationally (the England average was 5.1%), the Council and partners are continuing to work hard to increase the number of local residents with SEND who are in paid employment. This is crucial to making sure that Enfield is a fairer and more inclusive place for everyone.²²

The Council is also committed to delivering inclusive and accessible homes that meet the changing needs of children and young people with SEND and their families. This includes considering the proximity of the right schools or settings when housing a family. We are also working hard to better understand and map current and future housing needs, to make sure we develop the right variety of housing supply in Enfield. This includes housing for young people with SEND who are transitioning to adulthood, to enable them to live as independently as possible.²³

Looking ahead, we will:

- Build our network of inclusive early year settings, schools and colleges that have signed up to and are living by the principles of the Inclusion Charter.
- Continue to further develop the range of play, leisure and social opportunities available in the community. This supports children and young people with SEND to maintain a healthy lifestyle and to make healthy and informed choices about their physical and mental health and emotional wellbeing, and provides parent/carers with a break from caring responsibilities.
- Support early years settings, schools, colleges and our partners to implement and embed trauma-informed practice in their day-to-day work. We are delivering this through our Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS) initiative, which is helping our workforce to understand the importance of having the capacity to observe and make sense of the emotional needs underlying children's behaviours and to respond appropriately.
- Continue to support our early years settings, schools, colleges and our community to understand and embed good communication and autism practices. This will be delivered through universal and targeted services, provided by health services, Enfield Council, and multi-agency teams such as the Enfield Communication and Support Service (ECASS) and the Enfield Advisory Service for Autism (EASA).
- Provide a range of fair and inclusive travel assistance options for children and young people getting to and from school or college, so that young people are as independent as they can be, as early as possible.
- Support young people with SEND to be ambitious; active and included members of their communities and to further their independence as they prepare for adulthood. This includes good quality work experience, apprenticeship opportunities and supported internships tailored to their personal interests and goals.
- Continue to deliver on our commitments as community leader and champion for children, employer, service provider and commissioner to create an inclusive Enfield as set out in our [Fairer Enfield Policy](#).

21 [SEND Review: Right Support, right place, right time](#) pp.10

22 As set out in our [Fairer Enfield Policy](#)

23 This work forms part of the Council's ongoing delivery of the [Housing and Good Growth Strategy](#)

Priority 4

Deliver high quality, effective and timely Education, Health and Care Needs Assessments (EHCNA) and Plans (EHCPs)

An [Education, Health and Care Plan \(EHCP\)](#) is a legal document, which sets out how a child or young person's needs will be supported through education, health and social care services and support. Importantly, the EHCP also includes a dedicated focus on a child and young person's aspirations and the support they need to [prepare for adulthood](#) and their independence. An EHCP can remain in place up until the age of 25.

Not all children and young people with SEND will have or need an EHCP. This is determined by the Education, Health and Care Needs Assessment (also called a 'statutory assessment'). Enfield currently maintains EHCPs for 3.5% of 0–25-year-olds in Enfield. Although this is below the national average of 3.75%,²⁴ the local area has experienced a much higher growth in the number of EHCPs each year since 2018, when compared with the national average.

Children and young people who do not need an EHCP, but still require extra or different support, will receive this at school. This is called SEN Support and it is tailored to the individual needs of the child or young person and is met through the school's notional budget.²⁵ As of January 2022, 10.6% of pupils attending Enfield schools and settings receive SEN Support.

Each year an Annual Review will take place, where the Local Authority works together with the family to determine if the EHCP should continue to be maintained, amended or ceased. We start to think about their preparing for adulthood objectives from an early age, making sure the right care and support is in place by the time they reach the age of 18. We call this '[Moving On](#)' and when a young person reaches 18, the responsibility for providing their health and social care support transfers from Children's Services to Adult Social Care, if they are eligible.

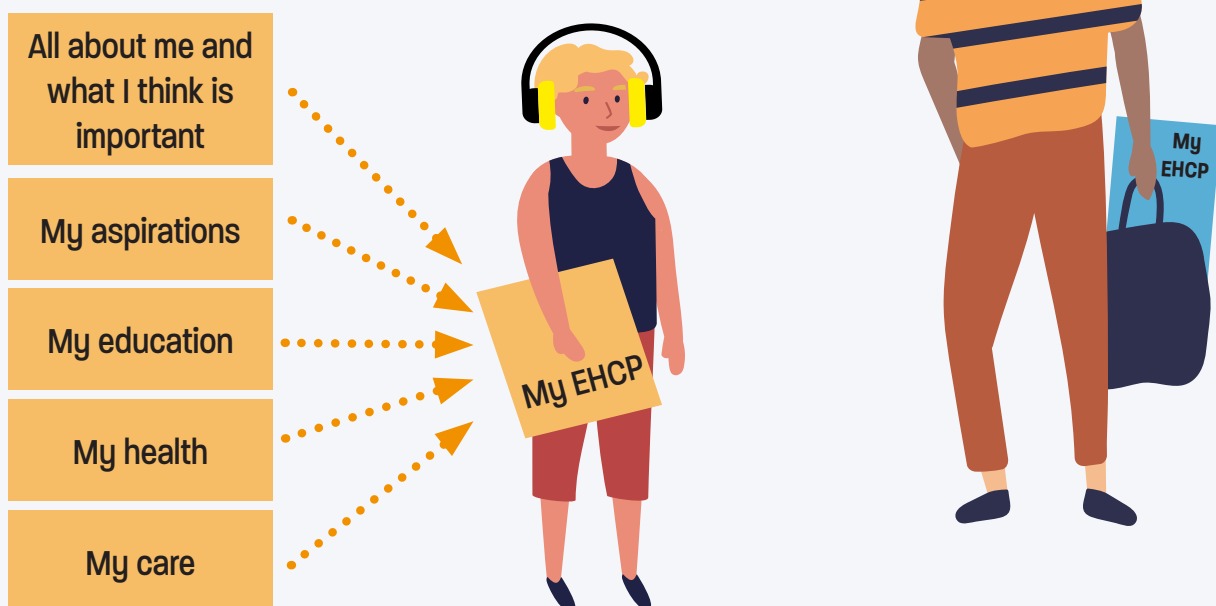
The SEND Partnership recognises and understands the frustrations felt, and the challenges experienced by our families, local practitioners, schools and educational settings around EHCPs. Notably, during our engagement there were concerns about the effectiveness of the Annual Review process. Looking ahead, we are committed to continuing to improve the time it takes us to complete EHC needs assessments and EHCPs. We are also working hard to make sure EHCPs are of a consistently high standard and that our workforce across the partnership have the skills they need to confidently develop plans, which include high quality professional advice. Crucially, work is already underway to strengthen the Annual Review process, and this is a key area of focus for us over the next four years.

²⁴ Number of Enfield council Maintained EHCPs at 31 March 2022

²⁵ An amount of money paid directly to the school to help make special educational provision meet the needs of children with SEND.

Looking ahead, we will:

- Complete 95% or more of statutory EHC needs assessments on time.
- Produce 95% or more of EHCPs within the statutory 20-week timeframe without exceptions.
- Make sure every EHCP is meaningfully co-produced with the family; and the plan is easy to understand with a clear account of the child or young person's needs and aspirations, linked to the right services and support.
- Make sure every child and young person's EHCP is of a high standard by continually reviewing and strengthening our quality assurance processes.
- Improve our Annual Review process in line with statutory timeframes and guidance.
- Make sure all outcomes in the Annual Review are actioned and decisions to maintain, amend or cease an EHCP are made in a timely way.
- Develop our workforce skills to make sure they are fully trained and confident in EHCP processes and procedures.
- Have mechanisms in place to make sure health practitioners and clinicians fully support the integrated EHC needs assessment process, providing information, advice, support and interventions to meet identified need within statutory/stated timescales



Priority 5

Develop opportunities for children and young people with complex needs to have high aspirations, participate and thrive

Children and young people with complex needs may require a lot of additional support in their day to day lives. This provision might be for complex SEND, medical and/or mental health needs. The nature of the support provided is shaped by the individual needs of the child or young person and their family and this will be provided as early as possible.

The SEND Partnership aims to provide the right support, at the right time and within Enfield, through an integrated offer that is responsive and personalised to their identified and changing needs. An integrated offer means the services and support available across education, health and social care are joined up and work well together.

Across our offer, it's vital that we involve children and young people with complex needs in the decision-making and planning of their care and education, and in shaping the services and support they need and use. Working together with our children and young people is an important part of our current work, but we are committed to continuing to strengthen our approach to meaningful participation with children and young people across the partnership.

As our young people with complex needs grow up, we recognise that each of them will have their own personal milestones as they work towards their independence. The table below sets out some of the key areas we think are important to supporting our young people after they leave school:

Young People with Profound and Multiple Learning Difficulties (PMLD)	Young People with Severe Learning Difficulties (SLD)
<p>We want our young people with the most complex needs to be safe, to feel comfortable and to have a life that is meaningful. We want our young people to have their health and social care needs met and to live in the environment that best suits their needs. This environment will support our young people to live as independently as possible and be included in their local community.</p> <p>To achieve this, we need to make sure we have appropriate housing provisions that respond to their current and changing needs, and relevant day opportunities to support our young people to further the skills they have gained at school, including time to socialise and build relationships, learn and develop independent living skills.</p>	<p>We want our young people with Severe Learning Difficulties to be able to access specialist further education provisions and day opportunities, that include time to learn, build independent living skills and socialise. Where it's right for our young people, we want them to access a supported pathway into employment or meaningful volunteering tailored to their interests and aspirations.</p> <p>To achieve this, we need to make sure our young people have access to the right health (including physical, mental health and emotional wellbeing) and social care; discrete and specialist learning pathways, and relevant day opportunities. The opportunities available should support our young people to build on their educational passport and achieve their PfA aspirations, including employment.</p> <p>We also need to make sure we have the right variety of housing opportunities available to support young people to live as independently as possible in their local community. This might include through specialist housing or support while living at home with their family.</p>

Looking ahead, we will:

- Work together to make sure that our children and young people with learning disabilities and/or autism can grow up and remain living in their local community and close to their families. This includes:
 - Effectively coordinating the Local Area Emergency Protocol, and Care and Education Treatment Reviews (CETRs). CETRs consider the child or young person's care, education or treatment and are focused on helping them get better, avoid hospital admission or supporting them be discharged from hospital. CETRs bring together the child/young person and their family, the commissioners and the professionals that provide the services, with an independent clinical advisor and an expert advisor who is someone with a lived experience. CETRs check that children and young people are safe, are getting the right care and they have a good plan for the future through ensuring any problems with their health, safety or care gets sorted out.
 - Maintaining a Dynamic Support Register (DSR) to make sure that as a multiagency team, children and young people are provided with the right early support so they can stay living at home with their families and in school, and that the right interventions are in place for those children at risk.
 - Making sure that our workforce across the SEND Partnership is equipped with the knowledge, skills and approaches they need to provide the right help for our children and young people with the most complex needs. This includes training and ongoing practice guidance in the areas of trauma informed practice, [Positive Behaviour Support](#) and effective responses to [behaviours of concern that meet Restraint Reduction Network Standards](#).
 - Continuing our work to identify and develop local provision for our children and young people with complex needs who require placements with therapeutic intervention. This includes exploring opportunities to develop children's homes in Enfield to meet the needs of our children and young people with complex health needs and behaviours of concern.
- Support our young people to access the right discrete and specialist learning pathway that meets their medical, learning, and social needs.
- Further develop our approach to inclusively and meaningfully involving children and young people with complex needs in the decision-making and planning of their care, and in shaping the services and support they need and use.



Governance and tracking our progress

Enfield's SEND Partnership Board is responsible for overseeing the delivery, monitoring and review of this strategy. The progress of our strategy will be reviewed every two years, and where necessary updated to respond to local and national change; this includes because of the:

- The Independent Review of Children's Social Care
- SEND White Paper
- Updated Ofsted frameworks
- Refreshed NHS Long Term Plan
- Mental Health Act Review

Our Governance Framework sets out our relationships and importantly, how we will work together to deliver on our SEND Partnership Strategy. This is set out in the table below:

SEND Partnership Strategy Governance Framework	
Strategic Leadership:	<p>The SEND Partnership Board are responsible for providing strategic direction and leadership to deliver our Vision, Principles and Priorities. The Board also agree and monitor our Action Plan.</p> <p>The associated joint Action Plan will be kept up to date and will be regularly reviewed throughout the lifecycle of the strategy. Individual actions are the responsibility of the named partner who are required to report on progress through their relevant internal governance structures as well as to the SEND Partnership Board.</p>
Supported by:	<p>The SEND Inclusion Group (formerly our Strategy Development Group), which is made up of Heads of Service from across the Partnership. This group meets monthly and helps drive forward the Action Plan.</p>
Shaped by:	<p>Our work is informed and shaped by the discussion and decisions made through our SEND Partnership workstreams, which include members of Our Voice Parent/Carer Forum and practitioners from different areas of the partnership.</p> <p>Our work is also informed by All About Us, our child and youth participation groups, the SENCo Inclusion Briefing and coffee mornings, Early Years Forum, Schools Forum, Headteachers Briefings; Our Voice Monthly Catch up; and wider boards and groups such as the Assurance Board and the Education Excellence Board.</p>
Delivered by:	<p>Our workforce across the Local Authority, early years settings, schools and colleges, Health and Social Care and partners including commissioned services and the Voluntary and Community Sector.</p>
Accountable to:	<p>The SEND Partnership are accountable to Enfield's Joint Health and Wellbeing Board; NHS North Central London Integrated Care Board; and Senior Leadership across the Partnership who are kept up to date and contribute to the SEND Agenda. This includes the Council's Executive Management Team.</p>

How do we keep track of our progress?

To ensure that we are making a positive difference, we will keep track of our progress towards achieving our priorities through our SEND Partnership Action Plan. This important document helps us to recognise and understand the impact we are making on outcomes, and where necessary sets out any areas that might need to be improved.

The SEND Partnership Action Plan, includes:

- What we need to do to deliver on our priorities and what success looks like.
- The services and lead individuals responsible for overseeing and delivering the work.
- When the actions need to be completed (and any important milestones along the way).
- What progress we are making and any other considerations like funding or other potential risks that might impact when an action could be completed.

Other local strategies and policies that should be considered alongside this document:

- [A lifetime of Opportunity – Enfield's Council Plan – 2020-2022](#)
- [Empowering Young Enfield \(Enfield's Children and Young People's Plan\) 2021-2025](#)
- [Fairer Enfield, \(Equality, Diversity and Inclusion Policy\) 2021-25](#)
- [The Enfield Poverty and Inequality Commission report](#)
- [Early Help for All Strategy 2021-2025](#)
- [Looked After Children Plan 2018-2021](#)
- [Tackling Child Neglect Strategy 2022-2025](#)
- Autism Strategy (Expected 2023)
- [Enfield School Inclusion Charter](#)
- [Safeguarding Adolescents from Exploitation and Abuse \(SAFE\) Strategy 2019-2022](#)
- Joint [Health and Wellbeing Strategy](#)
- [Enfield Housing Allocations Scheme](#)
- [Enfield Council Tenancy Strategy 2022-2025](#)
- [Housing and Growth Strategy 2020-2030](#)
- [Culture Strategy 2020-2025](#)
- [Sustainable and Ethical Procurement Policy 2022-2026](#)

Acknowledgements

The SEND Partnership Board would like to recognise and thank all the individuals, groups and organisations who have provided us with their thoughts, feedback and lived experience during the development of this strategy.

- All About Us – Youth Participation Groups
- Barnet, Enfield and Haringey Mental Health NHS Trust
- Enfield Division, North Central London Integrated Care Partnership
- Enfield Headteachers and Principals
- Enfield Thrives Together
- Enfield Voluntary Sector Strategy Group (VSSG)
- Enfield’s Special Educational Needs Coordinators (SENCOs)
- LBE Access to Resources and Integrated Services
- LBE Children and Family Services Operational Management Group
- LBE Children, Young People and Education Scrutiny
- LBE Early Help and Community Safety
- LBE Education Resourcing Service
- LBE Educational Psychology Service
- LBE Integrated Learning Disabilities Service
- LBE Joint Service for Disabled Children
- LBE Schools Admissions Service
- LBE Schools and Early years Improvement Service
- LBE SEN and Curriculum Inclusion Service
- LBE Strategic Service Development & Procurement Board
- LBE Youth Development Service
- Our Voice Parent and Carer Group and their members
- The SEND Strategy Development Group
- VIPs Youth Group