

# Governors Meeting 20.01.25

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ASSISTANT DIRECTOR SEND

## Discussion points:

- **Partnership Board:**  
Update in timeliness and data
- **Quality assurances**  
process
- **Strategic planning**
- **Banding (Top Up review)**
- **SEND provisions –**  
curiosity

Send  
is  
Everyone's  
Bussiness

# National context and London context

**140% increase** in the number of children with an education, health and care (EHC) plan, or equivalent statement of special educational needs, from 240,000 in **January 2015** to 576,000 in January 2024

**50%** of children waiting for an EHC plan for longer than 20 weeks (the statutory expectation) in 2023

**31%** of 35 local area SEND inspections that Ofsted and the Care Quality Commission found had '**widespread and/or systemic failings**' between January 2023 and March 2024

**£4.6 billion** DfE's central estimate, as at October 2024, of the **cumulative deficit in the dedicated schools** grant at the end of 2025-26

**£3.4 billion** central estimate of the gap between DfE's forecast high-needs costs and the current level of high-needs funding, adjusted for forecast inflation, in 2027-28

# Integrated working – the foundations

Although **organisations** have clear **responsibilities**, misaligned priorities and incentives create **challenges to a whole-system approach**.

As set out in **legislation** schools, local health service commissioners and providers, and local authorities **have responsibilities across the SEN system**.

Although there are some cross-government arrangements, the system design creates challenges. For example, **local authorities are held to account for provision but have limited levers to encourage changes within schools and health services**.

Health organisations undertake assessments to identify needs and provide healthcare support. Each NHS integrated care board must have a SEN executive lead, **but two of 32 competing priorities relate to SEN**.

**Schools can be incentivised to seek EHC plans** to access additional high-needs funding, or exclude pupils with SEN, which conflicts with local authorities' duties to find children school

# Partnership Board: challenge and evolution

- Partnership Board has been established and is now offering strategic direction and challenge.
- A Senior Responsible Officer Health for SEND has been appointed, Rebecca Jarvis. This is adding much needed oversight and direction and works closely with the AD SEND.

## **Data and timeliness:**

- 61% of all Education, Health and Care Plan assessments are within 20 weeks.
- 38% of all the total assessment, including those over 20 weeks, are within time frame.
- The average length of time to complete an assessment for those that are late is 26 weeks.
- The advice that consistently remains late is Paediatric, Educational Psychology and Speech and Language

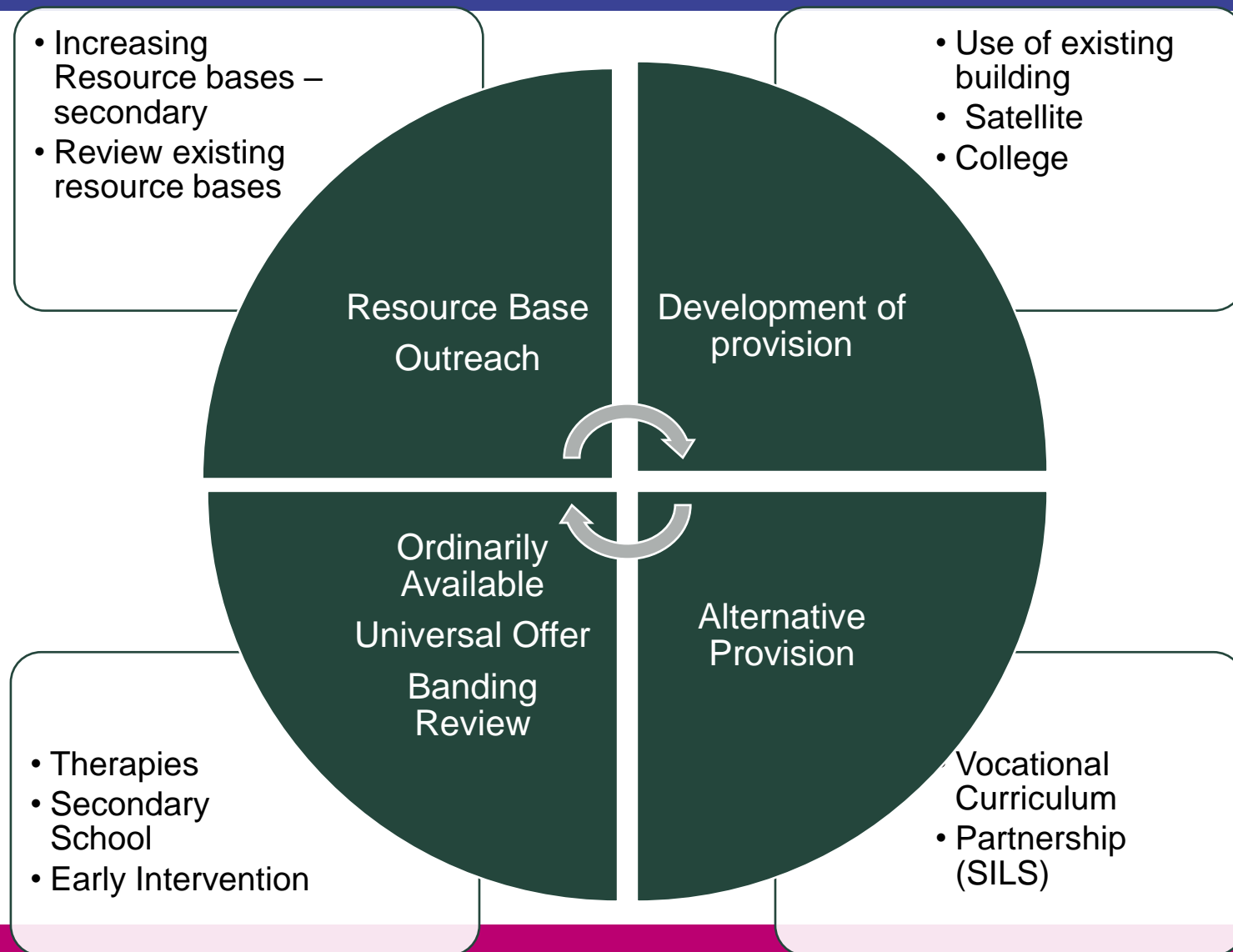
# Quality Assurance

We can celebrate that we have now moved a number of initiatives forward, these are:

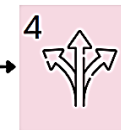
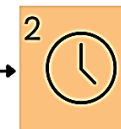
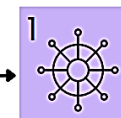
- Establishing a QA process within SEND and have employed personnel to drive this forward.
- Establishing a multi-agency Audit Management Group (MAAMG )
- Established programme for the QA of EHCPs and Annual Reviews
- Completed multi-agency audit of lived experiences and are now in the process of collating the feedback to share with stakeholders.

The focus for the Autumn 'LearningFest' was SEND and Inclusion, over 200 colleagues from across CSC and SEND service. We provided a range of workshops across the week including input from our parent partnership forum (Southwark Independent Voice). We are now developing our learning and development programme to ensure that we have a comprehensive SEND training package in place.

# Sufficiency Planning and building capacity



Engagement and working together



## PRIORITY 1

Improving provision for complex/multiple needs, including Autism Spectrum Disorder/Condition (ASD/C)

## PRIORITY 2

Provision of more timely, high-quality identification and provision.

## PRIORITY 3

Development of greater confidence skills and competencies in all settings

## PRIORITY 4

Development of pathways into adulthood for young people with SEND

# Aims of the Banding Review

- Ensure system is needs-led, i.e. focussed on the child/ young person
- Deliver an appropriate and evidence-based level of funding for schools to meet need
- Implement a fair and transparent system that works across all age groups from early years, through school, up to post-16 to support good transitions
- Allow more effective forecasting and profiling of current and future spend
- Balance sufficient input to schools (in terms of funding as well as outreach support) with good High Needs Budget-management



# Intended review outcomes

## Supporting and informing:

- a shared understanding of the range and levels of needs across Southwark schools and how that compares with other areas.
- a transparent and equitable system of resource allocation across Southwark with clear co-produced matrices of need, provision and then matching this to funding.
- identification of potential changes to the current funding system.
- improvement in the quality and clarity of EHCPs.
- evidencing the impact of resourcing on children and young people's outcomes.

# Review approach

- Meet with all relevant stakeholders (PCF, Headteachers, SENCOs, early years leaders, LA staff, Health and other partners) to inform and share progress; AND:
- Develop Task & Finish groups of representative stakeholders to support and inform the development of the new system:
  - Strategic (Heads and leaders)
  - School-age operational group (SENCOs and others)
  - Early Years operational group (SENCOs and others)
- Undertake cost analysis to understand impact on schools and settings as well as HNB, including future forecast/ projection data
- Plan for implementation (phased or full, to be agreed) from September 2025

# Next steps – Phase 1

Independent capacity with extensive experience of delivering new Banding Systems across London has been recruited to deliver the review.

The main next steps for the review are:

- September - October: Set up of Task & Finish Groups
- October – January - Task & Finish Groups to:
  - Review and feedback on options for banding models
  - Review initial descriptors for banding (meetings w/c 27/1)
  - March 2025: Initial report to Schools Forum



**Phase 2 (April 2025+):** testing the selected model & cost modelling

# Curiosity

**We know that a number of schools are using their budgets to support children with additional needs as a group, which is an effective way to support increasing needs.**

**These groups often have children with a range of needs, but it is felt that young people would be better supported outside of the classroom. Some of these groups are supported by Teaching Assistants rather than Teachers.**

**It would be helpful as a Governor to link with your Head Teacher and sense check**

- **How long are these young people in the group based provision**
- **Is this part of the assess, plan , do, review cycle**
- **Is there Teaching provided to these children and young people.**
- **Do the children have individual learning plans**
- **On part time time-tables**



## References:

1) Inclusion in London's Schools: A review of inclusion of young people with SEND in London  
Inclusion-in-Londons-Schools-Report-Mime-London-Councils-20241104.pdf

2) National Audit Report – SEND  
Support for children and young people with special educational needs

3) Education Endowment Fund

Special Educational Needs in Mainstream Schools | EEF

Special Educational Needs in Mainstream Schools—Recommendations



# Addendum

- Mainstream Presumption – Case Law
- Examples of case studies from the SEDNIST appeal 2023/24 (these are real examples)