



Our Journey  
to Excellence



# SEND Strategic Vision and Priorities 2018 - 2019

*Delivering better outcomes for children and young people  
who have Special Educational Needs and/or Disabilities*

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# Introduction

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**The London Borough of Bromley and Bromley Clinical Commissioning Group (CCG) are committed to improving the education, health and wellbeing outcomes for children and young people who have special educational needs and/or disabilities (SEND).**

The *Children and Families Act 2014* introduced some of the most far reaching reforms in a generation for children and young people aged 0 to 25 years who have special educational needs and/or disabilities. The reforms are designed to focus on aspirations, what is important to children, young people and their families and to place them at the heart of the system. The aim is to deliver improved learning and life outcomes through a new system of joined up working across education, health and social care.

**It is three years since the introduction of the reforms and the London Borough of Bromley has now taken the opportunity to review its arrangements for SEND in the borough.**

The review formed two parts over the period July 2017 to December 2017:

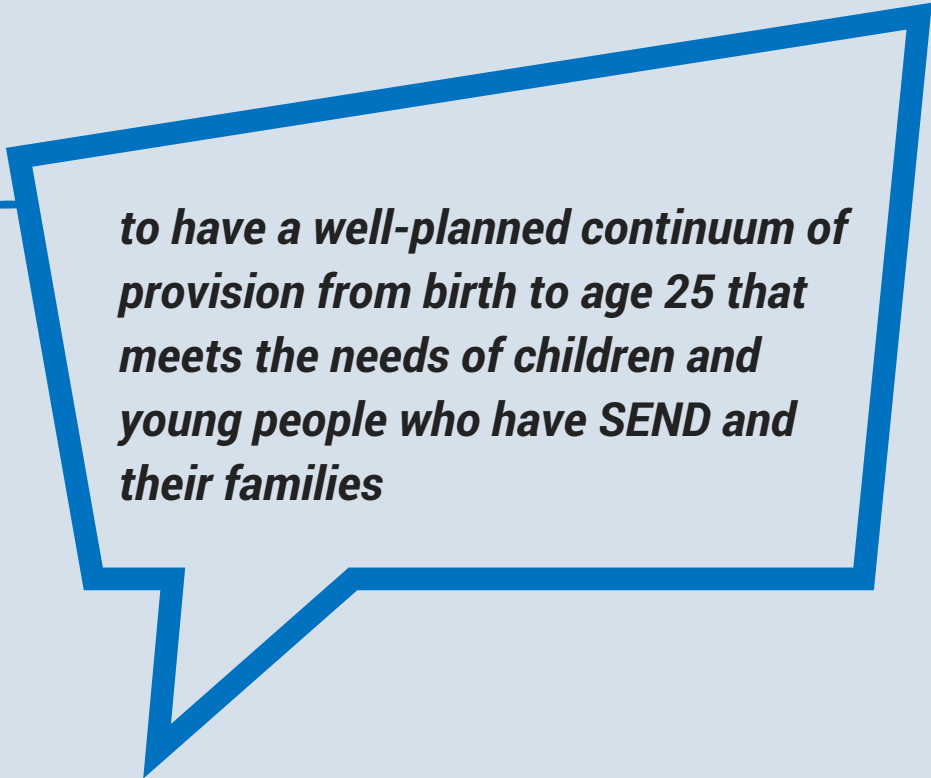
- 1) a review of SEND arrangements
- 2) a review of existing provision for children and young people who have social emotional or mental health (SEMH) needs

An external organisation, *SEND4Change* facilitated both reviews and engaged with an extensive range of stakeholders, in particular and most significantly with Bromley's parents and carers.

Simultaneously the CCG carried out an internal self-evaluation of SEND provision commissioning arrangements. The findings of the Self Evaluation (SEF) have provided the framework SEND Health development programme.

## Our vision

Our vision in Bromley is:



*to have a well-planned continuum of provision from birth to age 25 that meets the needs of children and young people who have SEND and their families*

This means services across education, health and social care **work closely with parents and carers** to ensure that individual needs are met without unnecessary bureaucracy or delay. It also means a **strong commitment to early intervention and prevention** so that help is provided in a timely way and children and young people's needs do not increase unnecessarily.

We believe that Bromley children and young people should have their **needs met, as far as possible within their local community**. We expect all education settings (early years, schools and further education colleges), supported by their partners, to make available the right provision and support for children and young people who have SEND so that they **make good progress and achieve good outcomes**.

Our vision is for all education, health and care providers to have the **capacity, skills and confidence** to deliver **high quality provision** for children and young people who have SEND, which results in **improved outcomes**.

We recognise the importance of providing **good training** to staff in our services, settings and providers. We aim to achieve this by using the **expertise and knowledge** across our provider base (education, health and care), to increase capacity throughout the local area by sharing best practice and by promoting a model of **collaborative partnership working** and **shared responsibility**.

**All providers, partners, parents and services have duties and responsibilities to support our most vulnerable children and young people.**

The local authority and its health partners will ensure that children and young people aged 0 to 25 years, who have special educational needs and/or disabilities, are well supported and empowered to lead full and rewarding lives.

All parties in Bromley have a shared and collective responsibility and must play their part.

We will work together and challenge each other to allow us to meet our moral and legal obligations.

# Developing a more consistent graduated range of SEND provision in Bromley

## *In relation to arrangements for children and young People 0-25 years who have SEND*

During the SEND review, the London Borough of Bromley took the opportunity to examine how we:

- Organise ourselves in order to meet the needs of our children and young people who have SEND
- Spend our resources
- Understand and know what strengths and challenges exist in the borough and what families think of the current arrangements
- Improve the arrangements for children and young people who have SEND

Families throughout the review have reported that, based on their experience, Bromley needs a more graduated range of support and provision that is offered consistently to children, young people and their families across education, health and care providers in the borough.

This model of provision needs to be underpinned by a set of shared beliefs and principles which ensures that there is a robust inclusive offer in Bromley. We need to be confident, able and committed to supporting and challenging providers to meet their legal duties. Education settings have a shared responsibility to use their best endeavours to meet the needs of children and young people who have SEND.

Bromley needs to articulate clearly what a good SEN support offer looks like and work in partnership with all education settings to improve the offer. This will be a multi-faceted approach which relies on developing a culture of strong partnership working and collective responsibility amongst all partners.

A key delivery mechanism will involve the development of SEND partnerships. These partnerships will serve as a provider led system of improvement. The partnerships will focus on key elements of the SEN support offer. Local authority specialist services will reconfigure their offer to ensure that all education providers are supported in their endeavours.

Bromley needs to develop a more graduated specialist offer across all types of education settings, early years, mainstream school provision, additionally resourced provision, special school provision and further education. It will include the concept of local partnerships, where providers and stakeholders collaborate, pool resources and create local options.

Bromley must ensure that there is a sufficient supply of the right provision and places to meet needs locally. Over time, we will reduce our reliance on out of borough placements, enabling children and young people to live, learn and work in their local communities.

## *In relation to arrangements for children and young people who have SEMH needs*

During the SEMH review, Bromley held two parallel conversations. One conversation focused on arrangements for pupils in primary schools and a further series of conversations took place about arrangements for young people in secondary schools.

Discussions took place with head teachers, Local Authority officers, health colleagues, providers (including third sector) and parents.

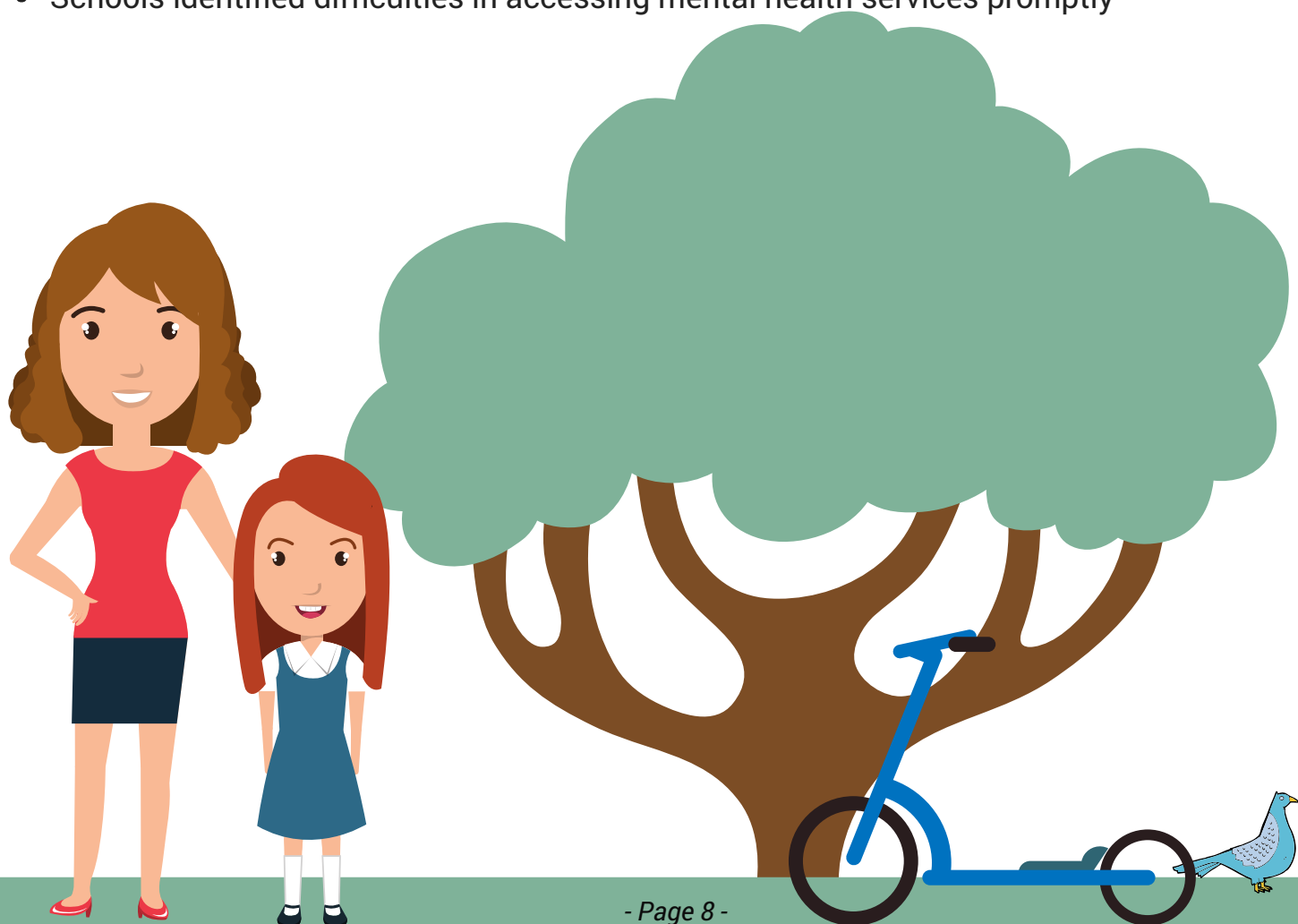
The SEMH review revealed that:

- There is a high level of permanent exclusion in Bromley when compared to other Local Authorities
- Partnership working between schools needs to be strengthened
- There is a high level of spend on out of borough and independent non-maintained specialist provision
- There is not a consistent approach or common strategy across education, health and care which binds partners together to achieve better outcomes for young people who have SEMH needs
- There is a perception of increasing difficulty in accessing mental health services

## Primary aged pupils

Stakeholders identified the following key issues:

- Families would like to be positively involved at an earlier stage before issues escalate
- There is not a consistent understanding of what good SEMH support looks like, particularly for those receiving SEN support in education settings
- In 2016/17 there were high levels of exclusion for primary aged pupils
- There is a perception that children who have SEMH difficulties are becoming more challenging and presenting with increasingly complex needs
- There needs to be a more co-ordinated joined up approach and a strategy which binds partners together
- There needs to be better transition arrangements from primary to secondary school
- There is a belief that early intervention is a way of preventing escalation at a later stage
- Many children present with challenging needs but have underlying SEN
- Permanent exclusion for primary pupils is a traumatic experience
- There are national examples of good practice involving groups of schools working together in collaboration
- There are concerns that local authority services have been discontinued and that this has resulted in the removal of positive mechanisms of support for schools
- Schools identified difficulties in accessing mental health services promptly







## Secondary aged pupils

Secondary schools and partners identified the following key issues:

- There is a strength in the support which the Emotional Health & Wellbeing Forum offers to staff and pupils which should be further enhanced
- Some schools were keen to work in collaboration through the development of partnership approaches
- There is an increased demand for mental health interventions
- The provision for children and young people with mental health needs is not perceived as being adequate
- There is a need for more flexible curriculum provision and placements for young people who have SEMH needs
- There are weaknesses in arrangements for transition from primary to secondary schools for pupils who are at risk of permanent exclusion
- There are different thresholds for access to services and referral routes are not always understood



# Our priorities

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As a result of the discussions and debates which took place, a number of priority areas have emerged.

This document describes how we intend to significantly improve our offer to children and young people who have SEND. It also describes how we intend to engage with families in order to shape this new approach.

We are focusing on five key priority areas:

1

**Priority 1:**

Good SEN support arrangements are in place in all Bromley mainstream education settings, so that children and young people with SEND are able to learn successfully in their local community

2

**Priority 2:**

Outcomes for young people who have SEMH needs are improved.

3

**Priority 3:**

A suitable range of local specialist provision is available to meet the needs of children and young people with more complex needs.

4

**Priority 4:**

Children, young people and families are actively engaged in planning, commissioning and evaluating the services that they need.

5

**Priority 5:**

Bromley local authority and CCG deliver high quality services to all its families and stakeholders, which are equitable, clear and transparent.

In order to address the areas, an improvement plan has been developed to facilitate implementation. This plan is owned by the local area and the actions identified are accountable through the SEND Governance Board.

Bromley will make the best use of the financial resources available. In order to offer a more graduated response across local provision, it will be necessary to realign resources. These will be used to ensure that support is available to mainstream education settings to deliver the best outcomes for Bromley's most vulnerable children and young people. This will result in positive change and benefits for children and young people and their families.

The improvement plan is set out over the following pages:



## **PRIORITY 1:**

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**Good SEN support arrangements are in place in all Bromley mainstream education settings, so that children and young people with SEND are able to learn successfully in their local community**

### **Mainstream education settings will:**

- Describe what good SEN support looks like in their education settings, publishing a statutory compliant SEN information report on their website
- Aspire to achieve a good SEN support offer
- Be able to demonstrate how any additional funding has been used and the impact it has had on outcomes for children and young people

### **The Local Authority and CCG will:**

- Review and refocus the support available to settings and partnerships that promotes our shared vision of an inclusive agenda
- Develop a robust set of SEN Support standards and expectations for all mainstream education settings
- Provide advice, guidance and information to support education settings in arranging and delivering their SEN Support offer
- Re-focus how additional funding for mainstream education settings is allocated and hold providers to account for the difference it is making

### **We know we will have been successful when:**

- Parents feel confident that their local education settings has suitable arrangements in place to meet their child or young person's needs
- Education settings have an SEN toolkit and have a clear understanding of their roles and responsibilities
- Education settings have access to specialist SEN support, advice and guidance
- Children and young people who have SEND make good progress in mainstream education schools from their starting points

## PRIORITY 1

Good SEN support arrangements are in place in all Bromley mainstream education settings, so that children and young people with SEND are able to learn successfully in their local community

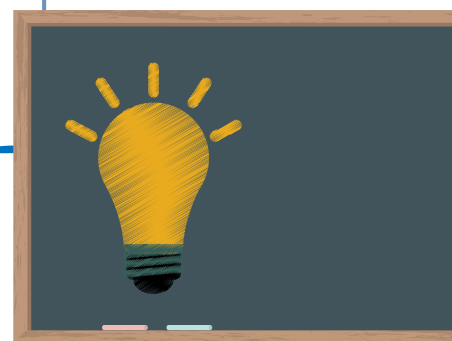
**Governance Board Sponsor:** James Turvey, *Headteacher, Tubbenden School*

**Officer Lead:** Jacob Pereira, *Lead SEN Advisory Teacher, London Borough of Bromley*

| Success Criteria  | Key Milestones  |  |   |
|---|---|--|---|
|   | September 2018  | March 2019   | September 2019  |
| Parents feel confident that their local education provider has suitable arrangements in place to meet their child or young person's needs | <i>All education settings can describe what good SEN support look like, publishing a statutory compliant SEN information report on their website</i><br><br><i>Review and refocus the support available to settings that promotes our shared vision of an inclusive agenda.</i> | <i>A robust and consistent system is in place to ensure that all education settings can demonstrate how additional funding has been used and the impact it has had on outcomes for children and young people</i> | <i>More CYP who have SEND are supported in their local mainstream education settings and are achieving good outcomes from their different starting points</i> |
| Education settings have an SEN toolkit and have a clear understanding of their roles and responsibilities                                 | <i>Develop a robust set of SEN Support standards and expectations in the form of a procedure manual, that is published on the local offer</i>   | <i>Requests for additional support funding are consistent and in line with the published guidance, based on agreed levels of interventions</i>   | <i>Improved capacity and inclusion reduces the number of specialist and out of borough placements required</i>  |

## PRIORITY 1 cont'd

| Success Criteria   | Key Milestones  |  |   |
|--|---|--|---|
|  | September 2018  | March 2019   | September 2019  |
| Education settings have access to specialist SEN support, advice and guidance advice                                   | <i>Skills audit that shows expertise available in the local area and partnerships established to share and develop best practice. SENCO forums are further developed to share good practice across partnerships and the local area</i>                                    | <i>A graduated approach from SEN Support to Education, Health and Care Plans is established across the local area that supports schools and settings in arranging and delivering their SEN Support offer</i> | <i>More CYP who have SEND are supported in their local mainstream education setting and are achieving good outcomes from their different starting points</i>  |
| Children and young people who have SEND make good progress in mainstream education settings from their starting points | <i>All education settings have a clear understanding of progress measures and how to evidence good progress for CYP who have SEND</i><br><br><i>There is robust evidence to demonstrate that good progress is being made within their partnerships and the local area</i> | <i>Re-focus how additional funding for mainstream education settings is allocated and hold providers to account for the difference it is making</i>  | <i>Statutory electronic case recording system is being used consistently across the local area and is used to track and monitor quality outcomes, including outcomes evidenced through annual reviews</i> |





## PRIORITY 2:

### Outcomes for young people who have SEMH needs are improved

#### Education settings will:

- Develop primary school local SEN/SEMH partnership clusters with support from the newly established outreach team
- Develop a better understanding of what good SEMH provision looks like, to be shared and replicated by schools
- Enhance the secondary schools' multi agency collaborations in order to develop better support arrangements for children with mental health needs

#### The Local Authority and CCG will:

- Establish an outreach support service for primary aged children and young people who have SEMH needs
- Support the development of effective partnerships and collaborations between education settings
- Reconfigure provision to increase capacity to support children and young people with identified mental health needs

#### We know we will have been successful when:

- Staff in education settings have access to a local support network which helps to develop solutions, training events and resources
- Staff have access to the skills, advice and services provided by health providers and early help
- Staff in secondary schools have an increased understanding of the needs of young people with mental health difficulties
- The service for children and young people with identified mental health needs allows them to make good progress towards aspirational targets

## PRIORITY 2

Good SEN support arrangements are in place in all Bromley mainstream education settings, so that children and young people with SEND are able to learn successfully in their local community

**Governance Board Sponsor:** Neil Miller, *Executive Headteacher, London South East Academies Trust*

**Officer Lead:** Pip Hesketh, *Head of Access and Inclusion, London Borough of Bromley*

| Success Criteria   | Key Milestones  |   |  |
|--|---|---|--|
|  | September 2018  | March 2019  | September 2019   |
| Staff in education settings have access to a local support network which helps to develop solutions, training events and resources | <i>Support the development of effective partnerships and collaborations between education settings</i>  | <i>Develop a better understanding of what good SEMH provision looks like, to be shared and replicated by education settings</i>   | <i>Reduction of CYP who are excluded, persistently absent or CME</i>   |
| Staff have access to the skills advice and services from health providers and early help   | <i>Establish an outreach support service for primary aged children and young people who have SEMH needs</i>   | <i>Develop primary school local SEN/ SEMH partnership clusters with support from the newly established outreach team</i>  | <i>Reduction of CYP who are excluded, persistently absent or CME</i>   |
| Staff in secondary schools have an increased understanding of the needs of young people with mental health difficulties            | <i>Enhance the secondary schools' multi agency collaborations in order to develop better support arrangements for children with mental health needs</i> | <i>Training programme in place and all education settings are aware of the support available as part of the Local Offer</i>   | <i>Provision and support in education settings for CYP with identified mental health needs is appropriate to meet identified needs</i> |
| The service for children and young people with identified mental health needs is leading to better outcomes                        | <i>Reconfigure provision to increase capacity to support children and young people with identified mental health needs</i>                              | <i>Education settings are able to demonstrate an accurate understanding of the mental health needs of their pupils and targeted support is leading to improved outcomes</i> | <i>Academic and SEAL outcomes for CYP with identified mental health needs are improved from established baselines</i>                  |





## **PRIORITY 3:**

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**A suitable range of local specialist provision is available to meet the needs of children and young people with more complex needs**

### **Education settings will:**

- Develop nurture groups and inclusive provision

### **The Local Authority and CCG will:**

- Complete an urgent special school sufficiency exercise which identifies the borough's future requirements for special school provision
- Implement an effective quality assurance process for all placements, with a key focus on out of borough placements

### **We know we will have been successful when:**

- Children and young people can attend a suitable education provision near to their home
- There is an increase in the number of nurture groups available in mainstream schools
- There is a reduction in spend on out of borough placements and funds are reinvested into more local provision, which is quality assured

### PRIORITY 3

A suitable range of local specialist provision is available to meet the needs of children and young people with more complex needs

**Governance Board Sponsor:** Steve Solomons, *Headteacher, Riverside School*

**Officer Lead:** Helen Norris, *Head of Specialist Support & Disability, London Borough of Bromley*

| Success Criteria  | Key Milestones   |   |   |
|---|--|---|---|
|   | September 2018   | March 2019  | September 2019  |
| Children and young people can attend a suitable education setting near to their home  | <i>Complete an urgent special school sufficiency exercise which identifies the borough's future requirements for school places, including specialist provision</i>                     | <i>A graduated approach from SEN Support through to statutory support is established across the local area that supports education settings in arranging and delivering an inclusive SEN offer at a range of levels</i> | <i>There is an increase in children and young people who have SEND supported in their local mainstream education setting</i>                      |
| There is an increase in the number of nurture groups available in mainstream education settings   | <i>There is an accurate understanding of the type of nurture provision needed and how well this meets the identified needs across the area</i>   | <i>Further provision is commissioned having taken account of rising needs and the geographic distribution of existing provision</i>   | <i>Short-term focused interventions are in place for children with additional needs that allows them to achieve well</i>                          |
| There is a reduction in spend on out of borough placements and funds are reinvested into more local provision, which is quality assured | <i>Quality assurance process is formalised for all placements, with a key focus on out of borough placements to ensure high quality provision, strong outcomes and value for money</i> | <i>Quality outcomes are being achieved by all CYP and when this is not the case, alternatives are considered</i>  | <i>More CYP are being supported within borough alongside their peers. The quality of this provision and the outcomes achieved by CYP, is good</i> |



## PRIORITY 4:

### **Children, young people and families are actively engaged in planning, commissioning and evaluating the services that they need**

#### **Education settings, the Local Authority, the CCG and providers will:**

Establish guidance and training for education settings, partners and providers so they understand the benefits of engaging with families when planning support for their children

Routinely engage with families when making plans for their children

- Establish a system for effectively engaging with families and young people in shaping the local offer and evaluating outcomes
- Develop a joint commissioning strategy

#### **We know we will have been successful when:**

- Parents are routinely engaged in planning support for their children
- Commissioners have a joint commissioning strategy that guides their work
- Commissioners routinely engage with families, children and young people when reviewing, planning and evaluating services

## PRIORITY 4

Children, young people and families are actively engaged in planning, commissioning and evaluating the services that they need

**Governance Board Sponsor:** Ros Luff, *Director of Participation, Bromley Parent Voice*

**Officer Lead:** Kay Moore, *Children, Young Person & Parent SEND Lead, London Borough of Bromley*

| Success Criteria   | Key Milestones   |  |  |
|--|--|--|--|
|  | September 2018   | March 2019   | September 2019   |
| Parents are routinely engaged in planning support for their children and young people                          | <i>Publish an Engagement Strategy and establish guidance and training for settings and schools so they understand the benefits of engaging with families when planning support for children and young people</i> | <i>Establish a system for effectively engaging with a wide range of families and young people in shaping the local offer and evaluating outcomes</i> | <i>Feedback from service users is regularly and formally sought and acted upon. There is an increase in positive responses to satisfaction surveys</i> |
| Commissioners across the Local Authority and CCG have a joint commissioning strategy that guides their work    | <i>A joint commissioning strategy is established, where engagement with families is routine</i>  | <i>There is evidence to demonstrate how families have positively influenced commissioning arrangements</i>   | <i>Families regularly report that they feel listened to and the services they receive are of good quality</i>  |
| Commissioners routinely engage with families and young people when reviewing, planning and evaluating services | <i>A joint commissioning strategy is established, where engagement with families is routine</i>  | <i>There is evidence to demonstrate how families have engaged positively with commissioners to ensure appropriate services are in place</i>          | <i>Formalised tracking of CYP and parent/carer input demonstrates increased and more consistent engagement in the commissioning cycle</i>              |



## PRIORITY 5:

**Bromley local authority and Clinical Commissioning Group (CCG) deliver high quality services to all its customers, which are equitable, clear and transparent**

### The Local Authority and CCG will:

- Provide strong leadership, management and governance arrangements to ensure the SEND Reform Programme is on track and can demonstrate a positive impact
- Provide workforce development opportunities across the local area so that partners, providers and stakeholders receive the support they need to deliver high quality services
- Develop clear and transparent processes, to guide partners, providers and stakeholders
- Develop and implement strong joint commissioning arrangements
- Embed robust quality assurance frameworks to ensure high quality provision, value for money and good outcomes for children and young people
- Provide support to schools and settings and providers to improve their offer to children and young people who have SEND
- Provide strong independent advice and support services to ensure children, young people and families are able to access help and support when they need to

### We know we will have been successful when:

- Systems, procedures and processes within the LA and CCG are consistently applied and lead to better outcomes for children and young people who have SEND
- The local offer is the central communication method, which is routinely used for partners, providers and stakeholders to access information about the SEND Reform Programme
- Joint commissioning arrangements enable effective commissioning to address gaps in services and across transition phases

## PRIORITY 5

Bromley local authority and CCG deliver an excellent service to all its families and stakeholders, which are equitable, clear and transparent

**Governance Board Sponsor:** Gillian Palmer, *Interim Director of Education, London Borough of Bromley*  
Graham McKenzie, *Director of Transformation & Integration, Bromley Clinical Commissioning Group*

**Officer Lead:** Debi Christie, *SEN Operations Manager: Services, London Borough of Bromley*  
Hilary Rogers, *Lead Commissioner for SEN Reforms, Bromley Clinical Commissioning Group*  
David Dare, *Head of Service Safeguarding & Care Planning (West) and Children with Disabilities Team, London Borough of Bromley*

| Success Criteria  | Key Milestones   |  |  |
|---|--|--|--|
|   | September 2018   | March 2019   | September 2019   |
| Systems, procedures and processes within the LA and CCG are consistently applied and lead to better outcomes for children and young people who have SEND                    | <p><i>Roles and responsibilities of post holders are well defined and understood</i></p> <p><i>Information advice and guidance offered by staff is consistent and valued by stakeholders</i></p> | <p><i>Using effective IT and communications systems, provision and support is quality assured and leading to improved outcomes from established starting points</i></p>  | <p><i>Effective working practices and partnership working across the local area is resulting in smooth transitions, with children and young people being prepared well for successful adult life</i></p> |
| The Local Offer is the central communication method, which is routinely used for partners, providers and stakeholders to access information about the SEND Reform Programme | <p><i>Develop a communications strategy to identify the actions needed to raise awareness of the local offer with the key audiences</i></p>  | <p><i>All providers have their details regularly updated on the Local Offer and is fully accessible to families</i></p> <p><i>The Local Offer includes the eligibility and thresholds for all services</i></p> | <p><i>The usage of the Local Offer increases every quarter</i></p> <p><i>Families and professionals feel more supported by the information they are able to access</i></p>                               |

## PRIORITY 5 cont'd

| Success Criteria   | Key Milestones  |  |   |
|--|---|--|---|
|  | September 2018  | March 2019   | September 2019  |
| Joint commissioning arrangements enable effective commissioning to address gaps in services and across transition phases | <i>Improved systems for joint commissioning are in place and any gaps in provision are identified and addressed quickly</i> | <i>The LA and CCG are actively co-commissioning with families to ensure services and support are sufficient to meet the identified needs for children and young people who have SEND</i> | <i>Services are quality assured and sufficient to meet the identified needs of children and young people who have SEND and outcomes are improving</i> |



*Produced by:*

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