SEND Reforms
A Local Authority perspective

Association of Colleges London Regional event
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Bromley in context

- 20 11-18yrs schools (all but one Academy status)
- 4 special schools, 3 with post-16 provision
- 1 GFE college
- 1 Independent Specialist College
- High statementing borough – high levels of delegated funding
- High number of placements at independent specialist providers (ISP)
- 14-19yrs cohort with Statement of SEN – 773 (3.53% of 14-19yrs population)
- 2013/14 FE cohort with high needs – 93 (48% in 7 FE mainstream colleges and 52% in 14 ISPs, both day and residential)
- Increase in the general population by 20% over the last 7 years & proportion of young people with SEND also increasing
- Additional 280 pupils with SEND in the next 10 years – increase in complexity of need
- SEND Pathfinder awarded Sept’11 - Preparing for Adulthood pathfinder borough
Areas progressing well

• Shared vision & formal policy

• Partnership working
  ➢ Young people and families
  ➢ Education, social care & health, including SEN, Looked After Children, Leaving Care, Mental Health, Youth Offending, Councillors
  ➢ Schools, colleges (mainstream, specialist, adult), voluntary sector

• Preparing for Adulthood team

• Nash College – destination led approach, highly commended by Ofsted

• New facilities at Bromley College

• A better understanding of the whole pathway - impact of decisions

• Testing of locally developed Education, Health & Care Plans

• Ability to influence national policy

• Learning from other boroughs through pathfinder work
Areas for further development

- An offer which enables the shared vision to be realised
  - Mixed educational packages across specialist and mainstream
  - Meaningful day opportunities for young people with direct payments
  - Better use of short breaks locally
  - Housing options
  - Link courses to minimise placement breakdown
  - Curriculum gap for young people more cognitively able with complex physical difficulties

- Use of personal budgets

- Understanding the links between the Care Act and the Children & Families Act

- 0-25yrs internal processes, system and structures

- Meaningful parental engagement and confidence

- Outcomes within the EHC Plan
  - Local authority – medium term outcomes (phase of education)
  - Education providers – short term outcomes
Key learning points

• Effective partnership working takes time and effort

• The local offer is complex – education is just one part of the jigsaw

• Long term outcomes (for many) is a new way of thinking - provision is not an outcome

• The local authority’s role is to meet unmet needs – responsibility is wider than statutory services

• Good commissioning in FE:
  - High quality placement that meets an individual’s assessed needs
  - Provides a strong foundation enabling learning in context through living and working following formal education
  - Ensures a balance between value for money and outcomes to maximise progression and independence

• Encourage grit and resilience within young people and families, enabling ‘controlled risks’ to be part of their lives

• Managing the ‘fight’ out of the system – SEN can be a litigious environment

• Political dimension? – Good services attract more people into the borough
Suggestions for effective partnership working

• A shared vision and a common language

• A good understanding of the statutory duties

• Jointly developed assessment and review paperwork – EHC Plans reviewed annually

• Be mindful of each parties constraints & individual planning cycles

• A strong local partnership that includes young people, families, the local authority, schools, voluntary sector, colleges

• Finding shared solutions

• Knowing the key contacts – from commissioning and curriculum planning to data and finance

• Local authority teams (SEN, LAC, YOT, Youth Services & CAMHS etc) understand the local education offer

• A good understanding of the education funding system (HNS) and how to deliver effective study programmes

• Talk about money & be willing to break costs down