

Croydon SEND and Alternative Provision Local Area Strategy 2023-2026

Priority Delivery Groups



Croydon's SEND Priorities 2023-26



Early
identification
and support



Providing the
support needed
by children and
young people
with SEND during
key life
transitions



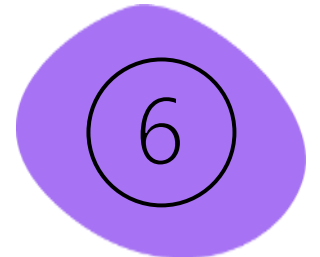
Children, young
people and
families,
co-production
and
collaboration



Partnership delivery
of transparent
robust and
co-produced
processes to deliver
quality plans



Integrated
commissioning
and data
forecasting
across all phases



Workforce
development,
support and
wellbeing

Priority 1: Early identification and support

Early identification of SEND is crucial to support the needs of our Croydon students. We aim to achieve effective and sustainable interventions, accurate assessments and access to local early support.

| Deliverables | Outcomes | Measures of success |
|--|---|--|
| 1. Improve the quality of information and advice, referral pathways and access to Croydon Local Offer and SEND Inclusion. | Children and young people's needs are identified accurately and assessed in a timely and effective way. | Children and young people can access additional support if required through a fair and consistent process where children, young people families and professionals work together to put in place the right value-for-money support to meet their needs. |
| 2. Build awareness of the Early Year stages of development and support. | | Reduction in Special Educational Needs Inclusion Fund (SENIF) and settings more confident in meeting needs. |
| 3. Work as a partnership including the voluntary and faith sectors to create Croydon's Family Hubs approach for all families and children from 0 to 18 and up to 25 years with SEND in Croydon, ensuring that families who need support most can access support in a place/way that suits them best. | | More families able to access groups. Peer on peer support and more children with SEND accessing universal services/activities. |
| 4. Provide an equitable service across all early years settings including school-based provision and childminders. | | Fully embed the graduated response. Reduce in funding and Education, Health and Care Plan (EHCPs). More children to access mainstream nursery provision. |
| 5. Implementation of the new Autism Spectrum Disorder /Attention Deficit Hyperactivity Disorder (ADHD) clinical pathway for Croydon designed to effectively reduce waiting times for formal autism assessment and early access to support services. | | New autism Pathway mobilised and more autism assessments taking place in the borough. |

| Deliverables | Outcomes | Measures of success |
|--|--|--|
| 6. Increase access to Mentoring programmes for children and young people who have adverse childhood experiences and mental ill health. | Children and young people's needs are identified accurately and assessed in a timely and effective way. | Reduced waiting time from initial assessments to start therapeutic intervention where clinically indicated. |
| 7. Reduce the risk of education, health and wellbeing inequalities developing in the early years and beyond. | | Young people are enabled to successfully reintegrate to mainstream school, with a greater understanding of SEND needs and personalised support plan. |
| 8. Increase early access to Educational Psychologist universal services. | | |
| 9. Publish the pathway for children and young people who access sensory support services. | | |
| 10. Build awareness of support available for children and young people with Down syndrome. | | Local Authority will have oversight into the health care needs of all children and young people across Croydon on elective home education. |
| 11. Build awareness on elective home education. | | |
| 12. Update the Local Offer website and Croydon Council website. | Children and young people and their families will access impartial information, advice and support that enable them to make informed choices about their future. | Increased accessibility and site traffic. |
| 13. Identify a pathway to gather support and advice on Welfare and Benefits across all ages up to 25. | | Established pathway, published and shared widely. |

Priority 2: Providing the support needed by children and young people with SEND during key life transitions

All children and young people with SEND and their families need to have a positive experience of going through key transitions in their lives. We want children and young people with SEND to develop the skills, knowledge and confidence to have choice and control at every stage and the support required to succeed.

| Deliverables | Outcomes | Measures of success |
|--|---|---|
| 1. Map planned and not planned transitional points from 0 to age 25, or earlier if appropriate, including managed move, hospital discharged, Child looked After (CLA) and Youth Offending Service (YOS). | Children and young people are well prepared for the next steps and achieve strong outcomes. | Improved long term planning for children and young people transitioning between phases, including preparation for adulthood. |
| 2. Improve Preparation for adulthood for young people from 14 + across education, health and social care. | | |
| 3. Access quality integrated health care to address mental and physical health, particularly when transferring to the next stage of their lives. | | |
| 4. Empower educational settings to support early decision making with regards to identifying children and young people preferred pathway and ensuring transition points are of good quality and meet statutory requirements. | | There is an agreed and widely understood procedure to ensure young people are supported at key transition points. |
| 5. Publish information on SEND local offer and have clear pathways for children moving into Croydon. | | Children and young people will have their healthcare needs met irrespective of where they are educated. Children and young people will have access to equitable support and services. |
| 6. Increase access to supported internships and employment opportunities. | | 1. Increased number of children and young people in education, employment, and training (EET). 2. Established Post 16 pathways such as employment opportunities and other related training courses in Croydon, ensuring inclusivity. |

Priority 3: Children, young people and families, co-production and collaboration

Develop an effective pathway to embed co-production into service development to ease communication for children, young people , their families and professionals.

| Deliverables | Outcomes | Measures of success |
|---|--|--|
| 1. Develop a Communication Strategy for Croydon's SEND Local Area. | Children and young people with SEND are valued, visible and included in their communities. | Increased levels of satisfaction with the SEND team's communication will be reported by parents, carers, and educational settings. |
| 2. Create and support Croydon SEND Youth Voice Forum, with key responsibilities within our SEND governance and service development. | | Parent/carers will report their level of influence around strategic development. |
| 3. Strengthen relationships with SEND Community by arranging regular participation sessions. | | 1. Provision and services for children and young people with SEND are available when and where they are needed. |
| 4. Embed Co-production meetings following the needs assessment process as business as usual, ensuring that Health and social care professionals are involved. | | 2. Children, young people, and their families play an important role in the strategic planning and development of services throughout the Croydon SEND Local Area. |
| 5. Improve equality by monitoring support of children and young people with SEND from ethnic minority backgrounds and LGBTQ+ communities. | | |

Priority 4: Partnership delivery of transparent robust and co-produced processes to deliver quality plans

To utilise skills and resources in the most effective way. Communication and collaboration to ensure the provision agreed upon meets the outcome and has a positive impact on the child or young person and their family's life.

| Deliverables | Outcomes | Measures of success |
|---|--|--|
| 1. Implement a locality-based model to promote and encourage relationships with educational settings and Local Area professionals. | Children and young people and their families will participate in decision-making about their individual plans and support. | Statutory compliance is effective, ensuring that deadlines are met, and quality assessments are undertaken. Processes are child-centred and compliant with legal requirements. Parents who have a thorough awareness of the process and the criteria that underpin decisions report feeling more satisfied and confident. Good quality advice will inform EHC Plans, allowing for the development of robust outcomes that accurately identify needs. |
| 2. Publish an annual schedule of quarterly deep dive audits to ensure that the SEND operations/ EHC Plan process are operating effectively in relation to compliance, quality and experience of the children and young people, their families and stakeholders. | | |
| 3. Implement a multi-agency approach to co-production meetings and annual reviews. | | |
| 4. Update Croydon’s SEND decision making processes and implement any changes required, as well as ensuring that children and young people and their families have a clear understanding on how decision are made across the Local Area. | | |
| 5. Build awareness and understanding of a Personal Budget and financial assessments, including education, health and social care for students with an EHC Plan. | | |
| 6. Streamline the redress process to make it easier to resolve disputes earlier. | | Manage to resolve issues without the need to go to tribunal |

Priority 5: Integrated commissioning and data forecasting across all phases

To understand the various needs of SEND populations so that we can predict and allocate resources required through commissioning and procurement.

| Deliverables | Outcomes | Measures of success |
|--|---|---|
| 1. Establish a SEND Inclusion Dashboard for 0-25 to incorporate the local area context across education, health, and care. | Children and young people receive the right help and support at the right time. | Integrated Commissioning and Data and Information sharing. |
| | | Integrated South West London partnership and Local Area SEND Dashboards. |
| 2. Update the school placement process to ensure appropriate capacity across all ages and implement any changes required. | | More children will access mainstream provision and there will be a reduction in inappropriate referrals to specialist provision. |
| | | Children and young people can access additional support through a fair and consistent process where children, young people, families and professionals work together to put in place the right value-for-money support to meet their needs. |
| 3. Establish local SEND and alternative provision partnerships. | | This should result in a Local Inclusion Plan (LIP) that sets out the provision and services to be commissioned. There is clarity about how the three-tier AP offer will feature within the graduated response. |

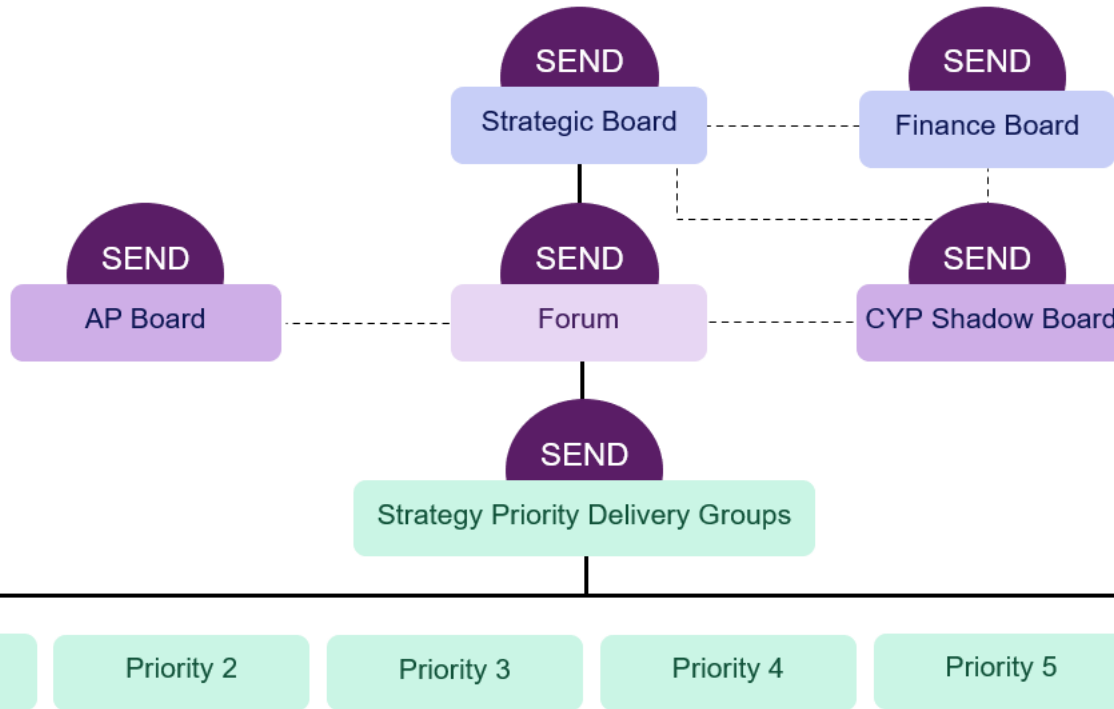
| Deliverables | Outcomes | Measures of success |
|--|---|---|
| 4. Commissioned therapies 0-25, including Speech and Language Therapy (SALT), Occupational Therapy (OT) and Physiotherapy (PT). | Children and young people receive the right help and support at the right time. | Improved joint working across education, health and social care for children and young people with complex needs. |
| 5. System of funding bands and tariffs. | | |
| 6. Update Croydon's specialist care provision for children and young people with complex needs and implement any changes required. | | |
| 7. Establish different approaches to SEND Transport arrangements for children and young people with SEND. | | |
| 8. Identify a designated social care officer (DSCO). | | |
| 9. Information management System to Synergy. | | |

Priority 6: Workforce development, support and wellbeing

We need to upskill the workforce so that they are prepared to meet the needs of children and young people and at the same time we need to support them and balance workloads to ensure their wellbeing and job satisfaction. We need to build a strong, resilient and highly skilled workforce to meet the increasing demands for support.

| Deliverables | Outcomes | Measures |
|---|--|--|
| 1. Provide training and development for all practitioners working with children and young people with SEND within educational settings to support early identification and access to provision at the right time - with the buy in from all agencies, particularly in the delivery of the local offer/ordinarily available provision. | Adaptive environment for effective practice and multi-agency to flourish, creating an Autism friendly borough. | Upskilled workforce across the sector. Reduction in support needs from LA. |
| 2. Continue to expand Croydon's offer and effective implementation of the Autism Education Trust training programme. | | |
| 3. Training on assessment and diagnosis pathways. | | |
| 4. Recruit and retain of staff to increase capacity and job satisfaction. | | Recruit and maintain specialist support staff. |
| 5. Support council policy on employees' mental health. | | |

SEND Local Area Governance



Croydon has a robust high profile governance model, with a well-established structure and clear line of accountability.

The SEND Strategic Board is chaired by the Director of Children's Services and the SEND Forum is chaired by the Director of Education.

The Local Area including Children's Social Care, Health, families and school leaders are represented at all levels of the governance structure. SEND and inclusion is also a feature within the School Improvement governance.

SEND Local Area Governance Meeting Schedule

Quarterly

SEND Strategic Board

Quarterly

SEND Children and Young People Youth Voice Forum

Quarterly

SEND Strategy Priority Delivery Thematic Meeting

Quarterly

Local Area Deep Dive Audit

Monthly

SEND Forum

Monthly

SEND Strategy Priority Delivery Groups

Monthly

SEND Community Meetings

Monthly

Learning and Development Workshops