

SEND Matters Live

This document outlines the key questions and points raised by parent carers at the SEND Matter Live event held on 18th April 2024 and provides narrative on the progress the SEND Partnership is making on the priorities set out within the [SEND Strategic Priorities 2023-24](#).

Priority 1	
Embed effective engagement with parents, children and young people and all partners as central to the delivery of better outcomes	
Parent/carers said that they welcome timely communications from EHC Co-ordinators and building relationships remains important.	<p>The SEN Service strives to have good and timely communication with parents/carers and this will remain as part of our on-going staff Continued Professional Development (CPD). The service is currently reviewing its allocations process to support the building of stakeholder relationships and ensure responses are received in a timely way.</p> <p>The SEN Service is contactable via telephone or email and seeks to respond to all enquiries within 3-5 working days.</p> <p>The SEN service aims to avoid the need for formal complaints wherever possible. For more information on the complaints process you can visit - Complaints about children's services (bromley.gov.uk)</p>
Parent/carers would like someone to help them navigate the SEND system, providing information and support in a timely way.	<p>The SEN advisory teams provide support and advice about children and young people aged 0 to 25 years for early years settings, schools and families.</p> <p>IASS Bromley provides free, impartial, and confidential information and advice about special educational needs and disabilities (SEND).</p>

<p>Parents would like everyone to use and understand the Local Offer more, including children and young people.</p>	<p>We continue to have a dedicated Local Offer Development Officer, with a remit to maintain and continually develop the Local Offer website and ensure that it is promoted across the community and with professionals in the Local Area.</p> <p>We are currently redesigning the Local Offer logo and website in partnership with our Parent Carer Forum and Your Voice in Health and Social Care. We hope to launch the new website by September 2024</p> <p>We have codesigned a Local Offer website with our children and young people with SEND which includes resources for and contributions from children and young people.</p> <p>Young people are invited to a SEND Matters Live event with senior leaders on 1st July.</p>
<p>Priority 2</p>	
<p>Children and young people receive early support through universal and targeted provision, reducing reliance on specialist provision</p>	
<p>Parent/carers would like to have a better understanding of what can be expected of mainstream schools in supporting all children and young people with SEND.</p>	<p>Bromley has a graduated approach to identification, assessment and provision for children and young people with special educational needs and disabilities (SEND).</p> <p>The Council published an updated Ordinarily Available Provision guidance for mainstream schools in May 2023.</p> <p>The Local Offer has been developed to provide a better understanding of what can be expected of mainstream school.</p>

<p>What funding do they receive and how they are held accountable for the funds they can access for children and young people with special educational needs?</p>	<p>An extensive training is provided to schools through the SEND Training Collaborative. This includes Autism in Girls and Emotional Based School Avoidance.</p> <p>The Inclusion Support Advisory Team (ISAT) facilitated a new Dyslexia Continuing Professional Development (CPD) and program for SENCOs. The program coaches SENCOs to improve staff awareness of dyslexia and inclusive practice in their schools.</p> <p>In deciding whether to make special educational provision, the teacher and SENCO should consider all the information gathered from within the school about the pupil's progress, alongside national data, and expectations of progress. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.</p> <p>Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place through their notional SEN budget. This SEN support should take the form of the Assess, Plan, Do, Review cycle.</p> <p>In Bromley, we use the term 'ordinarily available provision' to describe what pupils can typically expect to access in mainstream schools to support their special educational needs/disabilities (SEND). Ordinarily available provision consists of three key parts:</p> <ul style="list-style-type: none"> • high quality teaching • reasonable adjustments
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	<ul style="list-style-type: none"> • targeted interventions <p>Where there are concerns that a child's needs are not being met, or the child needs additional support above what is ordinarily available this should be raised with the school or education setting.</p>
<p>Parent/carers would like to better understand what speech, language and communication support including therapy they can expect from different settings and as their child moves through key stages.</p>	<p>Commissioning efforts have focused on Speech and Language Therapy and Occupational Therapy waiting times and the development of a 'balanced model' for the delivery of therapies.</p> <p>The codesign of the B-Hive website with schools, parent carers and young people provide therapy advice, support and services for children, teenagers, and young adults in Bromley.</p>
<p>Parent/carers would like increased support from CAMHS and other stakeholders supporting schools with children who are experiencing social emotional mental health difficulties including high levels of anxiety and behaviours that challenge.</p>	<p>We will continue to develop and enhance the emotional wellbeing and mental health support offer available in the borough and develop clearer and better communicated pathways, including Mental Health and Wellbeing Leads in schools, developing the Individual Single Point of Access (ISPA) through Bromley Y and work with CAMHS.</p> <p>We continue to work with Bromley Y to offer a Parent Carer Peer Support role for families whose children and young people are experiencing mental health and wellbeing difficulties, offering peer to peer support to other families and signposting to information and resources.</p> <p>We have developed a toolkit and training offer for Education settings to use to support children and young people who are</p>

	experiencing significant difficulty in attending school due to emotional factors.
Priority 3	
Increase local capacity across education health and social care for children and young people with more complex needs	
Parent/carers asked what does the Bromley SEND Partnership's plan to do to ensure that all EHCPs are updated and finalised within statutory timescales?	<p>The timeliness of Education, Health, and Care Plans (EHCPs) produced within statutory timescales is improving and has been over the last 6 months. This is now broadly in line with national figures.</p> <p>Our EHCP quality assurance framework is driving up the quality of plans. The oversight and drive provided by senior leaders has led to improvements in case management and quality.</p>
Parent/carers would like to see all EHCPs move onto the digital portal. This would improve information sharing and record accountability.	The service is actively working to transfer EHCPs to the digital portal.
Parent/carers asked how we ensure that you have sufficient specialist placements for those children who need one?	<p>The Council has recently created a sufficiency team in education, including a Sufficiency Strategy & Development Manager and an SEN/AP Commissioning Manager. The team's role will be to identify the specialist placements needed in the short and long term and develop a sufficiency strategy on how these places will be delivered. This strategy will be published on our website.</p> <p>Place planning work has led to funding of SEN capital initiatives to meet local need. This includes the development of new additional resourced provision within mainstream schools and a new special free school is scheduled to open in September 2025 in Chislehurst.</p>

<p>Parent/carers asked why Additional Resource SEN Classes (ARPs) can not be named in Section I of an Education, Health and Care Plan (EHCP)?</p>	<p>The Tribunals and Mediation service report an increase in enquires by parents seeking to mediate or appeal to gain a place at one of the borough's Additionally Resourced (ARP) SEN classes that are within some of Bromley's mainstream schools.</p> <p>It has become apparent that parents may have been given incorrect advice which has led them to believe that the SEND tribunal can name an ARP class in Section I of an EHCP. Whilst some SEN units in other local authorities may have a separate legal designation capable of being named in Section I of an EHCP, all ARPs within the London Borough of Bromley do not have their own legal designations. It is therefore not permissible to name the ARP in Section I of an EHCP.</p> <p>A child's need for enhanced support should be adequately and explicitly described within Section B and Section F of the EHCP, and Section I will only contain the name of the mainstream school.</p> <p>Further advice can be obtained by contacting the SEN Tribunals Team or by contacting IASS who can provide support and advice regarding Bromley ARPs.</p>
<p>Parent/carers of children and young people with 'hidden disabilities' would like to access short breaks activities and holiday clubs for their children.</p>	<p>We have developed our short breaks offer to meet the increased demand for more specialist support for children and young people with complex needs and to introduce a more graduated offer. This includes working closely with the Holiday and Food programme which offers a SEND offer for children and young people with additional needs who are eligible for free school meals.</p>

Priority 4	
Ensure robust multi-agency decision making processes are embedded across the SEND Partnership enabling sustainable, timely integrated quality support for children and young people with more complex needs and their families	
Parent/carers would like to know what the Bromley SEND partnership feel that they should be doing better and what timescale do they envisage implementing these changes in?	<p>Our local area SEND Self Evaluation Framework (SEF) is used to ensure that strategic leaders from across Education, Health and Social Care are continually evaluating the performance of services to support the outcomes of children and young people with special educational needs and/or disabilities and holding local leaders to account in their plans for continual improvement.</p> <p>The Local Area has a clear governance structure and reporting mechanisms in place that cover all aspects of SEND support and joint commissioning. The SEND Governance Board includes parent representatives, senior leaders from the Council and Southeast London Integrated Health System (Health).</p>
Some parent/carers report that waiting times for Autism diagnosis could be improved.	We continue to work to reduce the waiting times for ASD diagnosis and review the support in place for families pre and post diagnosis.
How does the SEND Partnership measure, monitor and understand the impact /outcomes schools and services are having for children with SEND?	<p>There are several ways that we do this. A performance report is presented to the SEND Governance Board at each meeting for scrutiny. This sets out data and performance against a range of indicators.</p> <p>We have codesigned a set of qualitative indicators with parent carers and young people.</p> <p>We are now working with both the quantitative and qualitative indicators to develop a joint SEND Accountability framework in partnership with the Council for Disabled Children.</p>

	Quality Assurance and Practice Improvement Framework and audits.
Priority 5 Enable all our children and young people to transfer successfully to the next stage of their education or into employment and to transfer to an independent adult life in their local community	
Parent/carers have indicated that transition to adult services requires improvement.	<p>Work is underway through a preparing for adulthood workstream to strengthen the pathway across health, education and social care so that preparation for adulthood and transition to adult services works better.</p> <p>This work includes community participation, employment and independent living.</p>
Parent/carers would like to see strengthened post 16 outcomes, building on consistent Year 9 reviews and Preparation for Adulthood .	<p>The SEN Service has worked closely with our SEND Programme Team to review the planning that takes place from Year 9 for children and young people with EHCPs. This has resulted in specific training for the service in setting outcomes linked to preparing for adulthood so that PFA Outcomes are considered at all age phases.</p> <p>A Preparing for Adulthood Network has been established, linking schools and local colleges to share best practice and to ensure that the post-16 opportunities are designed on the aspirations of Bromley's children and young people.</p>
Parents and young people would welcome further employment opportunities including the Supported Internships.	We have established a dedicated post to improve the pathways to employment for young people with SEND.

	<p>Our local Supported Internship Programmes delivered by London Southeast Colleges continues to go from strength to strength.</p> <p>Through the Internships Work programme we are developing a Supported Internship programme within the Council and actively working with colleagues in the Economic Development Team to explore further employment opportunities for young people with SEND.</p>
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