

Camden Local Area Special Educational Needs & Disabilities (SEND) Strategy 2022 - 2027

Progress Report 2024



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1. Foreword from Cllr Boyland, Lead Member for Best Start in Life

Welcome to Camden's SEND Annual Report for 2024, detailing the work that has happened over Year 2 of the SEND Strategy. This is the second annual report on progress on delivery.

Camden's Local Area SEND Strategy was published in November 2022. Since then, we have developed strong governance and delivery arrangements, including progress reports to our bimonthly SEND Inclusion Board (which I chair), publishing annual progress reports, and developing and publishing our implementation plan. Our implementation plan for years 3-5 will be published later this month, and progress reports and implementation plans for previous years can be found here: [SEND Strategies - Camden Council](#).

This year we are publishing an implementation plan that spans across the next three years, reflecting the scale of our ambition of delivery. We are working to deliver full system change locally so that we are set up to meet the needs and aspirations of all children and young people with SEND locally. That level of change cannot be achieved quickly but we are committed to work at pace over the long term to achieve the changes that are needed. We know that we still have significant work ahead of us to build the system, services and support that enables every child with SEND to thrive.

In line with national trends, we have seen an increase in the number of children and young people with SEND in Camden. Between January 2024 and January 2025, the number of children and young people with Education, Health and Care Plans (EHCPs) has increased from 1,532 to 1,609 and the number receiving Exceptional Needs Grants (ENG) has increased from 200 to 288. We know that this is placing pressure on services and schools, and we are working closely in partnership with them to be able to meet these challenges.

Over the past year, we have drawn on emerging national and local evidence to inform our work, including locally commissioning a SEND Joint Strategic Needs Assessment (JSNA), review of high needs block and review of clusters and learning from the time limited investigation by the SEND Provision Scrutiny Panel, which was established by the Children, Schools and Families Scrutiny Committee.

There is also a growing body of evidence on the challenges the SEND system is facing locally, including reports from the Public Accounts Committee, National Audit Office and ISOS, highlighting the pressures on the system, particularly around funding. While these challenges are felt acutely locally as well as nationally, we still have reason for optimism. The changes to Ofsted inspection, the Curriculum and Assessment Review and work of the Change Programme all suggest a direction of travel that prioritises and strengthens mainstream inclusion.

We have been responsive to the growing and changing profile of need locally. Across the partnership, there has been increased investment in SEND, including £2.5 million on capital grants to adapt school buildings, £1.3 million additional funding for the SEND and Inclusion team and over £600k per annum in the neurodiversity diagnostic pathway.

We are proud of what we have achieved over the last year and the progress we have made in the reform needed to support children and young people with SEND to achieve their goals. But we know that we still have work to our own and local families' expectations. We are committed to continue to work at pace to push forward this work.

2. Introduction: Parent Carer Forum

The Camden Special Parents Forum is an inclusive community that welcomes any parent or carer in Camden with a child aged 0-25 with Special Educational Needs and Disabilities (SEND). It has three forum workers, all of whom are Camden residents and who have children with SEND. The forum is part of the National Network of Parent Carer Forums (NNPCF) and applies for an annual grant from the DfE, to further participation. The grant is made available through CONTACT.

The Forum runs a busy termly calendar of events, including workshops, coffee mornings, training sessions, formal and informational meetings. These gatherings provide a safe and supportive space for parents and carers to connect, share experiences, get their voices heard and to access valuable resources. In addition we send out a regular email bulletin with lots of useful information. Our outreach effort includes dissemination of our information through the SENDCO network, through a mailing list of professionals in Camden, word of mouth, leaflets in schools and in MOSAIC, information sharing through Family hubs, social workers, the SEN department, Short breaks services and the local offer. Additionally, our online presence on Facebook and X helps us connect with a broader audience. The diverse range of activities is helping our Camden families to better navigate some of the challenges of raising children and young people with SEND.

We are proud to be highly regarded within the Local Authority (LA) and actively participate in various boards, providing a crucial parental voice. Notably, our collaboration with Camden resulted in the co-production of the SEND strategy (2022-2027).

We are also engaging with the shaping of Camden's Autism Plan. In addition, we are frequently called upon to review documents, guides, policies and parent carer letters, indicating the trust placed in our insights. We also work closely with social care to co-design an annual PfA event as well as having co-produced a local PfA booklet for Camden, which is now thoroughly embedded in Annual Reviews from year 9 onwards. Our influence extends to involvement in significant initiatives such as short breaks innovation, participation in the Integrated Care Board (ICB) and contributions to the Change Programme Partnership. Currently we are involved in the delivery of the PINS (Project Inclusion of Neurodiversity in Schools) as well as the Rebuilding Bridges Short breaks innovations project, where we presented at a Learning event, bringing the parental voice into the room. We stay up to date with SEND developments for forums nationally through our affiliation with the National Network for Parent Carer Forums (NNPCF) and attend the annual conference.

3. Executive summary

We are working in a challenging context:

The number of children with SEND is rising locally. In 2024, the number of children with an EHCP increased from 1532 to 1609 and number receiving ENG increased from 200 to 288

Nationally, there is growing evidence of the challenges facing the SEND system, most crucially that funding does not meet needs

And so we have:

Built our **evidence base** through gathering new evidence and insight to enable us to address issues and build on strengths

Built a **strong and wide partnership** including schools, health professionals and therapists, commissioners, youth services, Adult Community Learning, Family Hubs, nurseries, colleges, therapists, libraries, leisure centres and more in order to meet needs across the borough

Prioritised **early intervention** through:

- early years initiatives to identify and address needs, including Kids Talk and Best Start for Baby
- Focused on getting funding to schools quickly to enable early and whole school approaches through Exceptional Needs Grants and higher level of devolved funding

Increased investment in key areas to improve services including:

- £2.5m in capital grants for improve accessibility and inclusion in schools
- £1.3m per year on SEND and Inclusion restructure to bring the services closer to the community
- £625k per year on neurodiversity diagnosis pathway

And next we will:

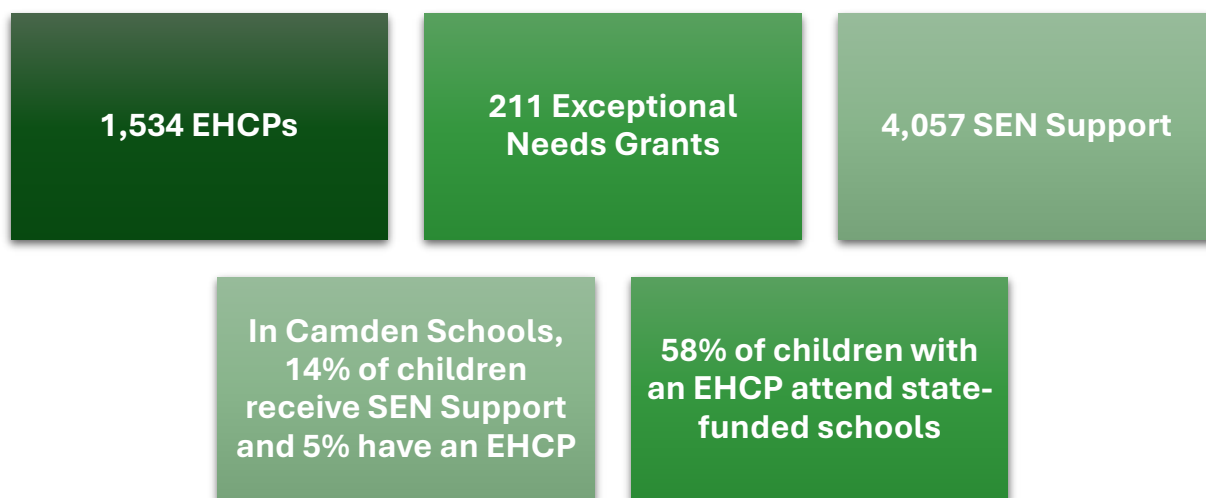
Strengthen inclusion in settings

Develop excellent provision and services

Empower families through collaborative support

Achieve excellence in SEND

4. Camden Context



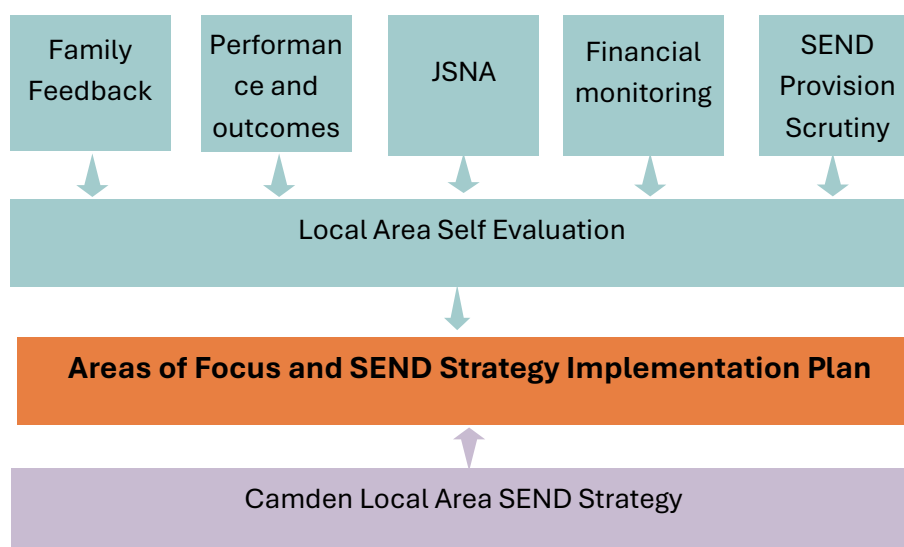
Our SEND JSNA was published in September 2024 and provided an insight into the local population of children and young people with SEND. At the time of the analysis, Camden were maintaining 1,534 EHCPs and a further 211 children were in receipt of an Exceptional Needs Grant, our non-statutory funding route. There are 4,057 pupils with SEN Support in Camden schools. Children receiving EHCPs or ENG have higher, exceptional needs, whereas children receiving SEN Support have predictable needs that can be met without additional funding for schools. In Camden schools (attended by both Camden and non-Camden residents), 14% of children receive SEN Support and 5% have an EHCP. The proportion of pupils with some form of SEN support increased by around 17% between 2018 and 2023. Fifty-eight percent of children with an EHCP attend state-funded primary or secondary school.

The percentage of school pupils with any kind of support for SEN is forecast to increase to 21% by 2027, in both primary and secondary schools. This represents a steeper growth among secondary school pupils. In secondary school, the number of pupils with any support for SEN is also forecast to grow by around 248 between 2024 and 2027, to 2,091. In primary school, the number of pupils with any SEN support is forecast to decrease slightly, owing to a decrease in the school roll projections over the period. However, likely continuation of changes in the mix of needs within the classroom are significant for inclusive teaching and learning in mainstream schools.

The most often-identified Primary Needs on EHCPs are Autism Spectrum Disorder (ASD) (42%), Social, Emotional and Mental Health (16%), Speech, Language and Communication Needs (15%) and Moderate Learning Difficulty (14%). Since 2019, the numbers of EHCPs with Autistic Spectrum Disorder (ASD) listed as Primary Need has increased by 57% (233 children). This increase is partially offset by a decrease in listings of Moderate Learning Difficulty (55 fewer children), and Speech Language and Communication Needs (62 fewer children), but there is still an estimated increase of 116 children that is not offset by shifts to categorisation.

5. Our local area Self Evaluation Framework (SEF)

The evidence that we have gathered over the past year has informed the development of our Self Evaluation Form (SEF). This is a document that sets out the partnership's strengths and areas of focus. Our work on the self-evaluation has clearly pinpointed the areas that need to particular focus on going forward in our strategy delivery as well as the areas where we are proud of our innovative approach to meeting needs early and effectively. Along with our five year strategy, this self evaluation informs our areas of focus and how we are planning out activity in our strategy implementation plan.



Our SEF evidences the following strengths:

- **Mature, collaborative partnership** with strong engagement from education partners, facilitated by Camden Learning, embedded Designated Clinical Officer and Designated Social Care Officer roles. Our parent carer forum play a key role in decision-making and governance structures, with strong political engagement, including through our Lead Member chairing our partnership board.
- **Evidence based approach** with a focus on gathering evidence to inform our work and priorities. This includes commissioning a Joint Strategic Needs Assessment and the development of a cross-partnership data dashboard.
- **Research and innovation** through trialling new approaches to meeting needs more effectively including new approaches to improving school attendance, Camden Kids Talk and alternative high needs funding through Exceptional Needs Grants.
- **Timely intervention** through prioritising early identification and intervention including through a strong early years and enhanced health visiting offer and devolving increased funding for schools.
- **Quality provision** including all Camden schools rated good or outstanding by Ofsted, including special schools and alternative provision, good educational outcomes and outstanding social care and youth justice services.

We know that there is still significant work to do to provide the support and services that we enable our ambitions for children and young people with SEND in Camden. While we are proud of our inclusive schools, further support is needed for mainstream schools to support inclusion

and ensure that children and young people can thrive at all schools across the borough. When mainstream school is not the right option, we need to ensure that we have the right special school and additionally resourced provision to match the needs in the borough. We have heard families' feedback that they do not feel like partners with professionals and that services are not always as responsive as they would like. We will work to build trust and stronger relationships with local families and put relational practice at the centre of our approach and workforce development. We need to be smarter in how we use data to target our activity, focusing on where improvements are needed and matching services to needs.

In order to achieve these, we will continue to be innovative and ambitious in how we work. In 2024/2025, our High Needs Block funding has fallen into deficit. We will need to work differently and smarter to meet needs and aspirations with our fixed funding envelop.

Areas of focus

To achieve our goals, we need to focus our efforts on the following areas:

- **Strengthening inclusion in settings:** Our ambition is for families to feel welcomed and supported in mainstream services and schools.

We are committed to:

- Support mainstream schools to strengthen inclusion and enable them to meet a wide range of needs
- Enable a wide range of family services to provide inclusive environments for children and young people with SEND

By achieving this ambition, we envision a SEND support system where:

- Children and young people with SEND thrive in mainstream education settings
 - Children and young people with SEND are able to participate in activities and support across the borough
- **Developing excellent provision and services:** Our ambition is to ensure the needs of children and young people are met within their communities

We are committed to:

- Reviewing the services we commission and strengthening the focus on impact for young people
- Review the specialist education places commissioned to ensure there are sufficient places to meet needs
- Strong oversight of high needs block funding to make sure that we are achieving the greatest positive impact with the funding available
- Considering different ways of working to achieve impact

By achieving this ambition, we envision a SEND support system where:

- Families experience high quality services that help them to achieve their aspirations and meet their needs
- Children and young people attend education settings that match their needs and preferences

- **Empowering Families Through Collaborative Support:** Our ambition is to enhance our partnership approach, developing stronger connections at both individual case and strategic levels, while cultivating trusting relationships with local parent carers, children and young people.

We are committed to:

- Amplify family voices in decision-making processes
- Ensure seamless collaboration among support services
- Deliver tailored, comprehensive support to meet each family's unique needs

By achieving this ambition, we envision a SEND support system where:

- Children, young people, and families feel genuinely heard and valued
 - Families actively participate in shaping the support they receive
 - Services work together, providing integrated and effective support
 - Families experience a cohesive support network that responds efficiently to their needs
- **Achieving Excellence in SEND and AP:** Our ambition is to create a SEND and AP system that delivers excellent support, ensuring children, young people, and their families achieve the best possible outcomes.

By achieving this ambition, we envision a SEND and AP support system where:

- Strengthening the quality and impact of Education, Health and Care Plans (EHCPs) to better meet individual needs and aspirations.
- Embedding data-driven performance monitoring to drive continuous improvement and accountability.
- Investing in our workforce to develop the expertise needed to provide exceptional support and guidance.

By achieving this ambition, we envision a SEND support system where:

- Children and young people receive person-centred, high-quality EHCPs that accurately reflect their needs and aspirations.
- Families experience more responsive and effective services, tailored to their evolving requirements.
- Data-informed decisions lead to timely interventions and improved outcomes for children and young people with SEND.
- A highly skilled and knowledgeable workforce provides expert support, guidance, and care to families.
- Children, young people, and families feel confident in the quality and reliability of the SEND support they receive.

6. Priority one: Making Life Easier for families of children with SEND

Work under this priority has focused on making it easier for families to get the information they need and building strong relationships with local families. We have heard feedback that services do not always live up to families' expectations and we are working to rectify this. The SEND and Inclusion team has been restructured to increase capacity and to bring the service closer to the community. Once the restructure is fully embedded with all vacancies filled by April 2025, the increase in capacity will result in reduced caseload of children and young people

SEND and Inclusion restructure:

- £1.3m additional investment
- 5.5 additional officers
- Officers closer to the community

with EHCPs assigned to each officer which means that they will oversee children and young people accessing ENG through clusters and will play an active role within the communities across the borough. This includes much more engagement with schools and settings. Case Officers are linked to local schools and will visit their schools at least once every term. The restructure included new roles that will focus on the partnership with families, including an Engagement Lead, Participation Officer and Local Offer Officer. The service

is working to make it easier for families to be able to get queries answered and to work in partnership together. They have introduced a Duty Line that is open 9am to 5pm Monday to Friday where families can speak to a Case Officer to get updates on their case. The SEND and Inclusion service have also started to run drop-in SEN Surgeries where families can speak to a range of multi-disciplinary professionals to get information and advice.

This restructure is underpinned by the introduction of service standards setting out exactly what families can expect from the service. These are available as a document on the Local Offer website as well as being integrated into the content of all the pages on EHCP process. On these pages, families can find information on what they can expect locally rather than just the national standard process.

This approach is made possible through the refreshed [Local Offer](#) website which was published in the autumn of 2024. This now provides easy to access information to help families navigate the SEND system. The team worked with children, young people and their parent carers to understand how to present information in the most accessible way. The team ran a marketplace event in November 2024 where families could come to find out about the website and the services included on it. There has also been an awareness raising campaign to help make more families aware of the website. Over time, this will help families to be able to get the information they need more easily, supporting them to be able to get the right support at the right time. The development of the Local Offer website is ongoing and will continue to improve and be used as a tool to effectively communicate with families. Professionals and families are encouraged to provide feedback to enable continual improvement. The partnership will also work to publish more information on the Local Offer to increase transparency and enable families to get the information they need.

This is part of our work to strengthen the partnership between families and services and to make sure that services are responding to needs and preferences of children and young people with SEND. As part of our Local Offer launch, the team worked with young people to design a new logo for the partnership. This was initially started as a contest, but the young people

decided that instead they wanted to work as a team to design the logo, along with the strapline: 'We are creative. We are independent. We are aspirational.' The logo is now being designed into a format that can be used on the website and documents going forward. The logo design acted as a kick off for focused work with young people that will work to build on existing engagement with young people that is already happening in the borough and understand how that can be built on and added to so that children and young people's voices are amplified in decision making.

As part of the coproduction of the autism strategy, children with autism at Primrose Hill Primary School took part in an art project focusing what they liked in their local community and what they wanted to see more of. The children shared lots of ideas, including more opportunities to participate in theatre, cinema, art and leisure activities. The school then helped the children to express their ideas through creative arts and turned it into an amazing art installation. Our Lead Member for Best Start for Children and Families, Cllr Boyland, collected the artwork from the school and thanked the teachers and pupils for their work. The artwork is now displayed in St Pancras Library so that as many people as possible could see the children's hard work. This was an important learning activity as we increase our work with young people, and the officers leading the work reflected on how the school supported the children to have voice and influence, in a safe and inclusive way on the children's terms and promoted their right to express a view.

"I know the students will be proud to see their work on display... this work has been incredibly empowering for all of us."

Primrose Hill School Autism Lead

Camden Learning are working in partnership with schools, parents and the Council to make it easier for families to understand the local schools offer through School Reports. The School Reports seek to give a rounded and nuanced picture of each school beyond the limitations of Ofsted reports. They are more accessible than a school website and can be easily viewed on a phone. Each one contains information about wider aspects of life at the school, such as approaches to inclusion, the wider curriculum offer and the things that are special to the school. They include the most recent Ofsted inspection report and a range of national data about the school's performance, including tests and examinations. The target audience is parents who are looking to send their child to a Camden school, but also existing parents. They will also be useful for external bodies such as the LA and Ofsted. They are verified by Camden Learning school improvement consultants. School Reports will be shared via the Camden Admissions page as well as directly by schools.

The partnership has continued to work to reach communities that services are less likely to reach. Just one example of this is our work with the Somali community. In September, the partnership came together with the British Somali community to organise our first Somali Marketplace Event at the Crowndale Centre. The event was co-produced in response to the community’s request for more tailored information. It provided a welcoming space for families to engage with service providers and gain insights into the support systems available. Next year, SENDIASS will lead the organisation of a similar event for the Bengali community.



SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) have continued to provide information, advice and support to families in Camden, including through this event and regular Somali outreach sessions. Over a hundred parents have attended their coffee mornings and 43 have attended one of their parent training sessions. Their support has been able to make a significant impact for the families they work with, as shown by feedback from parents including “I didn’t feel alone anymore” and “I was able to finally be heard by my child’s school. I feel it made a

“I was able to finally be heard by my child’s school. I feel it made a massive difference in the outcome achieved.”
Parent working with SENDIASS

- SENDIASS Outreach**
- 105 parents attending coffee mornings
 - 43 parents attended training
 - 105 professionals attended training

massive difference in the outcome achieved.” Alongside their outreach, they have provided training to professionals so that a wider range of services are able to provide basic support to families before referring for specialist support when needed.

There has been a lot of work to make local libraries more inclusive in Camden. Swiss Cottage Library has worked closely with Swiss Cottage School, including working with them on the redesign of the children’s library and running coffee mornings for the parents at the school. Across the borough, sensory elements are being added into the libraries as they are being designed, including at Swiss Cottage, Holborn and Kilburn. The Reading Strategy, Camden Reading Together, a Camden wide all age reading strategy, has had input from colleagues who work with families of SEND children. Camden Town Library is running LEGO robotics sessions which have made great connections with home educators and good attendance from children with SEND.

The Holiday Activities and Food programme continues to provide a range of positive activities for children and young people to take part in during school holidays. Camden topped up the Department for Education funding for this again in 2024 to increase the number of places available for children with SEND. From summer 2023 to summer 2024 (including summer holidays in both 2023 and 2024), Camden invested an additional £188k to create an additional

573 places, 232 of which were for children and young people with SEND. This included supporting places with 1:1 or 2:1 ratios between professionals and children, and at universal and specialist providers.

Children with SEND have been identified as being less active than other groups and so there is ongoing work to remove barriers to participation. Pro-Active Camden (PAC) is Camden's voluntary strategic body responsible for the development of sport and physical activity and is currently working towards developing a 5 year strategy for children and young people, and has plan identified children with SEND as a priority. There are a wide range of activities already underway including both specialist SEND sessions and work to make universal provision inclusive, including:

- Increased promotion of the Greater London Leisure (GLL) SEND swim lesson offer and mainstream swimming opportunities for disabled children
- Weekly Saturday gymnastic and Sunday trampoline sessions for children with SEND
- Saturday SEND football sessions for young people, transitioning into adult football sessions
- Adapted bikes in Regents Park on Saturdays
- Fully inclusive Sports Education and Training Programme
- Fully inclusive school holiday and after school sessions
- Quiet soft play sessions for children with extra sensory needs at Swiss Cottage Leisure Centre

Workforce development has continued to be a key priority to make sure that professionals across the borough have the right skills and knowledge to meet needs. This includes the Autism Education Trust (AET) training, with 29 sessions delivered in 2024 for schools and settings to 226 delegates. The training receives positive feedback, with an overall rating from delegates of 4.76 out of 5. Some of the key points of feedback include:

- **Content and Delivery:** The training provided a comprehensive overview of autism, emphasising understanding children's behaviours as communication rather than problems to fix. It was seen as a helpful recap, even for those with prior experience, and included useful strategies and resources to implement in settings.
- **Trainer and Resources:** The trainers were highly praised for their knowledge and engaging delivery. Visual resources, choice boards, and sensory strategies were recommended as helpful tools. Some suggested breaking up sessions into smaller chunks to avoid overwhelm.
- **Practical Application:** Participants felt more confident in supporting autistic children, with many noting the importance of being patient, observing, and adapting environments to avoid sensory overload. Specific tools like visual cues, emotion thermometers, and movement breaks were cited as particularly useful.
- **Personal Reflections:** Several individuals appreciated the training's ability to help them reflect on their practices and improve communication with autistic children. It also fostered a greater understanding of autism as a spectrum, encouraging a more empathetic and tailored approach.

29 Autism Education Trust
training sessions
delivered to 226
professionals

The Autism Education Trust offer has now been broadened to offer modules to parents via virtual delivery. This started in November 2024 and three sessions have run so far: Making Sense of Autism; Developing Play in the Early Years; and Understanding Autism and Anxiety. All sessions have been fully booked and well received by parent carers.

Two schools have received grants to support them to apply for the National Autistic Society (NAS) Autism Inclusion Award. It is the UK's only autism-specific quality assurance programme of support and development for all those providing services to autistic people. Kentish Town Primary School successfully achieved the award in Summer 2024. Regent High School have their assessment in April 2025 and are expected to be successful in achieving the award.

Case study: support starting school

C started nursery in September 2021 aged 3. He found it difficult to settle in nursery and was significantly behind in many areas of development, particularly his social and communication skills. C was supported by a specialist educator in the Early Years Inclusion Team and allocated Camden Local Inclusion Funds (CLIF) and a highly individualised timetable was created.

Before, during and after C's transition to reception, the specialist attended transition and team around the child meetings to support a complete transition package. He was awarded an Exceptional Needs Grant and an 'all about me' profile was developed to help staff at C's new school get to know him. A home-school link page was set up to help C's parents and the school share information. The educator also visited the school and modelled and observed different aspects of C's support programme in the new setting.

Following support, C's attendance improved due to eating and sleeping better. He was able to use simple sentences to make requests to adults and peers, and to engage in whole class and adult led activities. He showed more interest in interacting with others and initiated play by taking other children's hands.

7. Priority 2: Supporting children and young people to thrive in education, health and wellbeing

There have been a number of areas of increased investment in 2024 to make sure that children and young people can get the right support. This includes around £2.5 million being awarded to 29 schools in capital grants to make improvements to school buildings to support inclusion and accessibility. These grants were mainly used for sensory rooms and hygiene facilities. All projects have already started delivery and 8 have completed the works and are fully functional. Capital Grants have been made to the following schools:



Rhyl Community Primary, Edith Neville Primary, Netley Primary, Emmanuel Primary, Primrose Hill, Fleet Primary, Christ Church Primary (NW1), Holy Trinity Primary, Heath, Harmood, Brookfield Primary, King's Cross Academy, Hampstead Parochial, Gospel Oak Primary, West Hampstead Primary, Kingsgate Primary, St Mary and St Pancras Primary, William Ellis, LSU, Christ Church Primary (NW3), Holy Trinity and St Silas Primary, Parliament Hill, Maria Fidelis, Acland Burghley, Torriano Primary, Brecknock Primary, Richard Cobden Primary, Langtry Nursery and St Albans Primary.

There has also been additional investment to make sure children and young people get the health support they need. There has been additional funding for Occupational Therapists (OT) and

Speech and Language Therapists (SLT) to rebalance school teams so that children with significant levels of need as identified by either ENG or EHCP could access therapy services, as well as the universal offer that was available to all. This has also been supported by focused work to support recruitment to vacancies in Occupational Therapy and Speech and Language Therapy with almost all vacancies now filled. Retention remains an area of focus for these services, particularly in roles that can be harder to fill. OT have taken an innovative approach to tackling this with staff working across service areas to develop skills in multiple areas.

We know that too often families are waiting too long for diagnosis for autism and ADHD. For this reason, the Integrated Care Board (ICB) have made a recurrent increased investment in the neurodiversity diagnostic pathway. They will invest an additional £625,000 per annum to increase diagnostic capacity in Camden. The structure of the pathway is currently being redesigned to explore options for a shorter pathway for more simple diagnosis, with additional resource allocated to more complex diagnosis. The investment will also support provision of psychoeducational support families pre and post assessment.

The National Health Service England (NHSE) and Department for Education (DfE) funded Partnerships in Neurodiversity in Schools Pilot (PINS) has worked with schools to identify areas for development and provide interventions from specialists from both health and education workforces to upskill schools and build their capacity to identify and meet the needs of neurodivergent children and strengthen relationships with parents and carers. It has worked in seven schools in Camden and has generated valuable information about how to create neurodiverse friendly environments and started to implement these locally.

There has also been work to strengthen case level decision making so that we are making fair and equitable decisions in allocating resources. The weekly multi-disciplinary EHCP panel is now fully established, with regular representation from across the partnership. There is a guide for panel members which helps to support consistent decision making. Clusters continue to act as the key decision-making forum for Exceptional Needs Grants, with groups of Special Educational Needs Coordinator (SENCOs) coming together to review applications and make funding decisions. A Special Schools Admissions Panel started running in the autumn, supported by a special schools' admissions policy, to make sure that places are awarded to the children and young people who will benefit the most from the available resources.



We have also strengthened the offer from universal services to better meet the needs of children and young people with SEND. The development of Family Hubs has prioritised inclusion and created spaces that work for a wide range of children and young people. They run regular SENDIASS drop ins, have revamped sensory rooms, run parent carer coffee mornings and employed a SEND Lead to improve inclusion across services. The Best Start for Baby offer was introduced in March 2028 which includes an enhanced health visiting offer. This is an evidence-based framework for the delivery of public health services to

families with a child from conception to age 5. Families are offered eight health visitor contacts during this period, which is three additional contacts beyond the statutory health visiting offer. This approach is based on a growing body of evidence that has shown that early childhood interventions can generate significant and long-lasting benefits of their participants, including in the early identification of SEND to enable early intervention.

Camden Kids Talk is now fully embedded in early years services, enabling communication concerns to be picked up in the first year of a child's life for a greater proportion of children (8% using the Kids Talk screening tool, compared to 1% using previous tool). The proportion of children within the expected range of development at nursery has also increased from 28% to 49%. This approach is a fully embedded partnership across health and family services in the early years to assessing and addressing developmental differences. The Camden Kids Talk initiative demonstrates how the joining up of systems across Health, Education and the Voluntary

sector can have a significant impact on identification and prevention of speech, language and communication needs.

Young children with SEND are also supported by the Early Years Inclusion Team, including their transition into school. They provided training and support to early years educators in maintained nurseries, school nurseries and private, voluntary and independent settings. The team supported 103 children starting at a Camden school in September 2024. Parent feedback on the team has been positive, including one parent saying: '<The Inclusion Teacher> has been very helpful, demonstrating a deep understanding of my child's difficulties as well as his strengths. She has provided practical advice with professionalism, enthusiasm, and passion.'

There are currently a number of peer-led SEND initiatives being facilitated by Camden Learning. Parliament Hill School and the North London Alliance Research School have led secondary pedagogy hubs for school practitioners focussed on evidence-informed pedagogical development in Inclusion, and Cognitive Science. Teachers have been trained in practical strategies to use and apply in their own classrooms to support the progress of all students, particularly those with SEND or who are disadvantaged, as well as the research underpinning these. Twenty schools are members of the Camden SEND Hub, run from Kentish Town School which offers structured opportunities for schools to learn from each other and develop best practice in classroom provision for pupils with SEND. Camden Learning also ran five well-attended 'Removing Barriers to Reading' sessions at the British Library over the last year which brought together SENDCOS, Reading Leads, and teachers to explore barriers to progress and share evidence-informed interventions in improving reading for younger pupils, particularly those with SEND.

"It's very accessible and its got loads of different things to help disabled people in their needs"

Ben, pupil at Kentish Town School

Camden Learning's efforts to support schools on the ground have been focused on practical action, providing bespoke assistance to schools through advisory visits, collaborative work with teachers and staff, and delivering tailored professional development. In response to increasing SEND needs, Camden Learning introduced additional resources and activities. These included a vocational pathways subject network for KS4 and online peer surgeries for new SENDCos. Camden Council also funded schools with membership of the National Association of Special Educational Needs (NASEN) 'On Demand SEND CPD, providing them with access to a range of quality training opportunities. Reflecting the commitment of Camden schools to inclusion in all activities, there was strong presence from Camden learners with SEND at Central St Martin's prestigious Schools Art Biennale across Camden, including representation from the Royal Free, Great Ormond Street & UCH Hospital Schools.

The Rebuilding Bridges programme continued to work to enable children and young people with SEND's needs to be met more effectively in mainstream education and universal services and to reduce the risk of placement breakdown. The 3-year pilot enabled Camden to innovate and try different ways of working with children and young people with social, emotional and mental health needs (SEMH) and/or Emotionally Based School Avoidance (EBSA). Of the 120 young people who were supported in Year 2 (April 2023 to March 2024) of the DfE-funded project:

50% of CYP who were persistently absent at referral showed improved school attendance.

84% achieved positive outcomes in relation to personalised goals
90% had reduced behaviours of concern.
58% of service users reported improved emotional wellbeing
48% of parents reported being better equipped to meet their child's needs
41% stepped down CP threshold categories, 73% didn't escalate

Learning from the work has been that a community-based, multi-agency approach for children and young people with SEMH, autism and/or anxiety is effective, with the non-statutory local voluntary and community services playing a key role in engaging families who are not engaging with the local authority using a relational approach. Understanding of the underlying family issues has also been key, this involved working with Child and Adolescent Mental Health Service (CAMHS) in providing therapeutic interventions from project psychologists and with an educational psychologist working directly with CYP who are not attending school and act as a link to schools to enable a return to school. Funding for this programme ends in March 2025 and work is ongoing to embed the learning in ongoing work.

Case Study: moving into employment

Jason is a 22 year old with OCD and other disabilities which impacted his ability to work and created a lot of anxiety for him. Jason was lacking in confidence due to struggling to find work and not being accepted or understood in the workplace. The collaborative approach between Disability Job Hub, Good Work Camden, the employer and Jason's family enabled Jason to secure a job at Waitrose. They worked together to make reasonable adjustments in the interview process, including a 'working interview' and providing information about the task in advance. This allowed Jason to prepare effectively and build his confidence before the interview. Jason secured the job and is now thriving in his role.

Waitrose benefited from a streamlined, simple recruitment process saving them time, money and resources. They now feel confident in conducted working interviews for disabled people and benefited from the reasonable adjustments passport and in-work support.

Change Programme Partnership

Camden are part of the London Change Programme Partnership (CPP), along with Enfield, Islington and Barnet. This programme formally began in September 2023, with implementation beginning in January 2024, with the aim of testing the reforms set out in the SEND and AP Improvement Plan. We joined this programme in order to be ready for any national reforms that are implemented and to have the opportunity to influence the direction of change nationally. Through the programme, we have been able to work with other boroughs across the country in other regional Change Programme Partnerships to identify and share best practice that can inform national decision making. The new Government has changed the direction of the programme and has used the local partnership to gather insight to help inform next steps.

Through the programme, we tested a national EHCP template and have decided to continue with a standardised template between the four London boroughs in the Change Programme. This will support partnership working between services and across borough boundaries, and learning from this can inform whether a national template is rolled out. We have also worked with consultants to understand and strengthen our alternative provision offer, in line with the national direction of travel.

The focus of the CPP is now mainstream inclusion, providing the opportunity for us to work with civil servants and other local areas to define and shape this policy area, drawing on existing good practice in Camden.

Priority 3: Enable young adults to build a good life locally

Work has continued to make sure that young people with SEND in Camden receive the support they need to build a life that meets their own aspirations. A key part of this is starting preparations early so that young people are thinking about what they want from their adulthood and working towards this. For young people with EHCPs, this discussion forms part of their annual review from year 9 onwards. Camden's Children and Young People's Disability Service (CYPDS) conduct preparing for adulthood assessments in year 9 and in year 11, aligning these to EHCP annual reviews and outcomes to create a 'single conversation'. Support is ongoing with multiagency preparing for adulthood drop-ins taking place monthly for parents and an annual preparing for adulthood event with workshops around health, care and support, independent living and decision making. Planning takes place early so that services are in place prior to someone turning 18 or shortly after that. There are strong multi agency arrangements in place to manage risk safely and at the same time maintain young people independence, with a focus on children and young people living local to Camden. CYPDS also run an annual preparing for adulthood event to enable parent carers to plan for next steps. This year's event focused on health, decision-making and autism. It was well attended and launched the Preparation for Adulthood booklet which provides families with the key information on how the steps in the journey and the support they can expect along the way.

"I enjoyed thinking about my identity and learning more about job opportunities"

Young person attending the preparing for adulthood event

In February 2024, the council worked with the charity Kids to run a consultation event with local young people around preparing for adulthood. It provided the opportunity for young people to provide feedback on their aspirations and produce a video that captured the authentic voices heard at the event that could be used to increase awareness of young people's views. Sixty young people attended the event and took part in activities to help capture their views.

Camden Learning have published a [Camden Post 16 Prospectus](#) outlining the post 16 educational routes and pathways available for local young people with SEND.

Supported internships can provide a stepping stone to permanent employment for young people with SEND. Twenty-one young people started accredited supported internships in 24/25 that meet the quality framework principles and a further 7 are undertaking alternative supported internship programmes.

The Disability Job Hub has continued to provide employment support for disabled adults to support them to move closer to good work and into employment. The Disability Job Hub is now moving from a pilot to a permanent service offer. During the pilot period, the service has worked with 25 young people aged 16-24, including 5 who have moved in employment. During 2024, the service has launched larger projects including Camden Autism Pathways to Employment, an 8-week Skills for Work training programme and travel training sessions. As well as working directly with disabled adults, the Disability Job

"It's really given me an insight into what work life is. I wasn't very confident in talking to strangers and people before, but now if someone asks for help to find something, I can help them"

Era, Supported Intern

Hub works with employers. This includes providing Disability Equality Training from Purple Tuesday, a disabled person-led organisation to employers and organisations who are registered with the Inclusive Business Network. The team also published a [video showcasing real employers and disabled residents](#) they have worked to engage and inspire employers.

Case study: impact of supported internships

JB was an intern who joined the DFN Project SEARCH programme at Moorfields Eye Hospital in September 2023 -July 2024. JB was 17 years old at the time and had just finished secondary school at Samuel Rhodes. All interns complete an enhanced induction process which includes completing an enhanced DBS check, Moorfields Eye Hospital NHS induction and the DFN Project SEARCH induction.

Upon joining the programme JB was interviewed and assessed to find his interests, strengths and areas to develop. We used vocational and training profile techniques including VocFit and the Discovery process to assess JB's skills, interests and qualities and were able to match his strengths to jobs in the labour market currently. We discovered that JB had a strong interest in science and biology. Interns rotate between different teams, and this enabled JB to work with teams that matched his strengths and interests including the Data Quality department and pharmacy. He received excellent feedback from the teams he worked with.

JB continued to be supported to look for permanent paid employment, including supporting with an application for a bank role at the Francis Crick Institute as BFI – Research Officer. When he was offered an interview, the team supported him to prepare, including matching his skills and experiences to the requirements of the role and practicing interviewing. JB's job coach from Kaleidoscope Social Enterprise LTD attended the interview with him to offer support. He was offered the role and continued to receive support during the fixed term employment.

9. Next Steps

Delivery against implementation plan

While we have made significant progress through 2024, there are areas of our implementation plan where delivery was slower than hoped. There were delays to the restructure of the SEND and Inclusion service which has delayed the planned increase in capacity. This meant that key pieces of work around quality improvement and commissioning have been delayed until the relevant roles are in place. We have also delayed some work on mainstream inclusion because of limited capacity and waiting for clearer direction from central Government. Full reporting against our implementation plan is in appendix 3. Our plans for 2025 have carefully considered the capacity we have to deliver in order to ensure that we deliver everything we commit to.

Future work

The partnership is proud of the work they have done over the last year to improve experiences and outcomes for children and young people with SEND – but there is still work to be done to achieve our own and our families’ ambitions and expectations. Alongside this progress report, we will be publishing our implementation plan for the rest of the strategy period, up to 2027. Whereas previously we have published single year implementation plans, this year we are publishing a three year plan. The scale of our planned work cannot be delivered in a single year and so we are mapping out how it will be delivered over a longer period.

We will work towards four clear priorities:

- **Strengthening inclusion in settings:** Our ambition is for families to feel welcomed and supported in a mainstream services and schools.
- **Developing excellent provision and services:** Our ambition is to ensure the needs of children and young people are met within their communities
- **Empowering Families Through Collaborative Support:** Our ambition is to enhance our partnership approach, developing stronger connections at both individual case and strategic levels, while cultivating trusting relationships with local parent carers, children and young people.
- **Achieving Excellence in SEND and AP:** Our ambition is to create a SEND and AP system that delivers excellent support, ensuring children, young people, and their families achieve the best possible outcomes.

Specifically, we will:

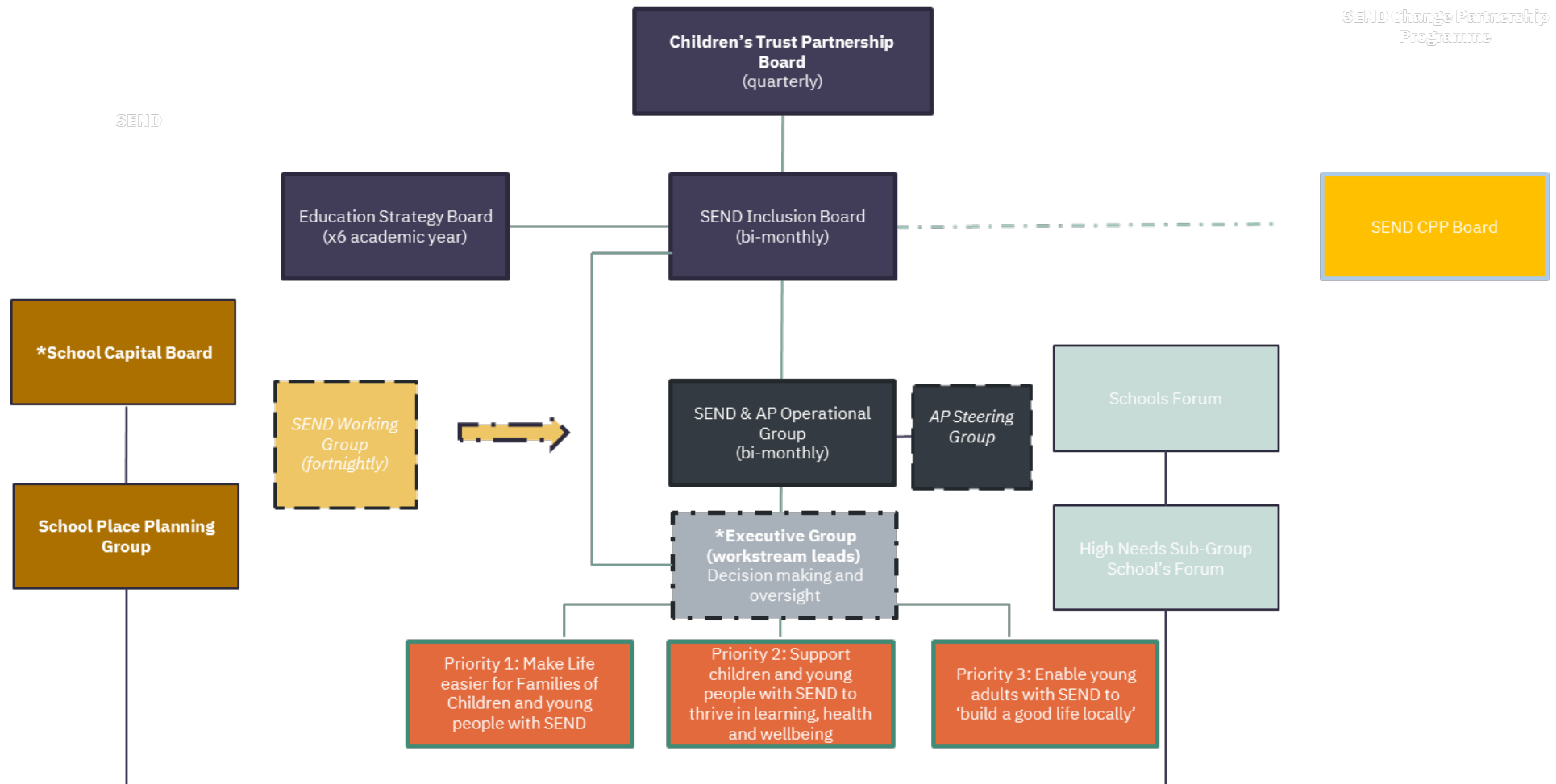
- Strengthen relationships with children and young people with SEND and their families, through amplifying their voice in decision-making and consistently meeting the standards they expect of us. This will include setting up structures to regularly engage with young people to build understanding of what they want from services.
- Improve the quality of Education, Health and Care Plans (EHCPs) and using a regular audit cycle to inform workforce development and process improvements.
- Improve how we monitor performance and use this to target where improvements are most urgently needed. This includes developing a data dashboard and reviewing performance at SEND Inclusion Board to be used to identify any areas of concern early.
- Review use of our High Needs Block to ensure that resources are being deployed mostly effectively. This will include developing a moderation tool for notional funding to schools, reviewing banding descriptors for EHCP and ENG and moderating funding decisions between different forums, as well as reviewing how funding is allocated between different areas.

- Review our advisory and support services to improve the support offered to schools and children and young people and strengthening commissioning arrangements.
- Support mainstream schools to strengthen inclusion, supported by a co-designed Ordinarily Available Provision document, increasing consistency across the borough.

The SEND Inclusion Board continues to oversee delivery of the SEND Strategy, including this implementation plan.

Appendix A: Governance of delivery

Through 2024 we have reviewed and tightened governance arrangements to support the partnership to work together to agree priorities and deliver at pace. The SEND Inclusion Board meets six times per year and oversees the delivery of the strategy. Progress reports on strategy implementation are brought to every board, as well as reports from the key partners: education, health, council, SENDIASS and the Camden Special Parent Forum. The reports are discussion are structured to support the different partners to identify opportunities for strengthening work together in partnership, with families a key part of this partnership.



Appendix B: Performance

We are currently developing a partnership data dashboard that will allow us to track performance and address any issues as they arise.

The performance data provided below draws on our SEN2 data return. Local authorities provide this data to the Department for Education who then publish it, benchmarked nationally and regionally. Through the Change Programme, we have also been able to benchmark this data with statistical neighbours. The latest validated data is from 2023.

The full data is below, but some key findings include:

- 96.7% of EHCPs were issued within 20 weeks, significantly above national average (50.3%) and statistical neighbours (85.4%).
- Camden ranked above the England averages for almost all SEND pupil performance indicators for primary attainment:
 - 11th highest in England for the % of SEN Support pupils meeting year 1 phonics standard
 - Ranked 5th in England for the % of EHCP pupils achieving the expected or higher standard in KS2 RWM
- KS4 EHCP pupil performance was higher than the England averages, but Camden's SEN Support cohort ranked less well
 - Ranked 8th in England for the % of EHCP pupils achieving 9-4 in English and maths
 - 10th (out of 11) among statistical neighbours for the % of SEN Support pupils achieving 9-4 in English and maths
- KS5 SEN Support student performance was lower than average but qualification rates by 19 were in the top quartile in England:
 - Ranked 11th (out of 11) among statistical neighbours for the academic APS per entry for SEN Support students
 - 51.7% of EHCP students qualified to Level 2 by age 19, the highest performance among statistical neighbours and 4th highest nationally
 - Ranked 9th in England for the % of EHCP students qualified to Level 3 by age 19

C. Outcomes: Primary attainment

Camden (December 2024)

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	Camden					Statistical Neighbours			England							Note	
	2019	2022^	2023	2024	Trend	Latest Avg.	LA vs Stat. Neigh.		2019	2022^	2023	2024	LA vs England				
							Rank	Latest Diff.					Rank	Latest Diff.	Trend		
EYFS	EYFSP Good level of development - EHCP	0%	9%	8%	7%	6%	4th	+1%	5%	4%	4%	4%	16th	+3%		13	
	EYFSP Good level of development - SEN Support	28%	23%	26%	25%	29%	9th	-4%	29%	23%	24%	25%	76th	-			
Pho.	Meeting year 1 phonics standard - EHCP	26%	21%	12%	16%	25%	11th	-9%	20%	19%	20%	20%	114th	-4%		14	
	Meeting year 1 phonics standard - SEN Support	58%	52%	52%	63%	61%	5th	+2%	48%	44%	48%	52%	11th	+11%			
Key Stage 1	KS1 reading expected or higher - EHCP	10%	14%	14%	-	17%	8th	-3%	13%	12%	12%	-	50th	+2%		15	
	KS1 reading expected or higher - SEN Support	43%	40%	42%	-	40%	4th	+2%	33%	30%	32%	-	9th	+10%			
	KS1 writing expected or higher - EHCP	8%	6%	9%	-	11%	8th	-2%	9%	7%	8%	-	36th	-1%			
	KS1 writing expected or higher - SEN Support	34%	29%	31%	-	29%	4th	+2%	25%	20%	22%	-	15th	+9%			
	KS1 maths expected or higher - EHCP	14%	14%	15%	-	19%	8th	-4%	14%	14%	15%	-	66th	-			
KS1 maths expected or higher - SEN Support	43%	43%	43%	-	44%	8th	-1%	36%	33%	37%	-	25th	+6%				
KS2	Attainment	KS2 RWM expected or higher - EHCP	16.7%	10.5%	10.8%	17.2%	14.2%	3rd	+3.0%	9.1%	7.0%	8.2%	8.6%	5th	+3.6%		16
		KS2 RWM expected or higher - SEN Support	38.3%	42.3%	37.9%	38.3%	38.2%	7th	+0.1%	25.4%	21.2%	23.6%	25.5%	15th	+12.8%		
	KS2 reading expected or higher - EHCP	25.0%	15.8%	18.9%	22.6%	24.0%	6th	-1.4%	16.4%	16.2%	18.2%	19.2%	33rd	+3.4%			
	KS2 reading expected or higher - SEN Support	55.7%	70.4%	62.5%	62.1%	60.2%	5th	+1.9%	41.0%	43.9%	45.0%	47.7%	12th	+14.4%			
	KS2 writing expected or higher - EHCP	21.4%	13.2%	17.6%	20.4%	18.9%	5th	+1.5%	13.5%	10.4%	11.8%	12.2%	9th	+3.2%			
	KS2 writing expected or higher - SEN Support	48.9%	50.0%	46.0%	47.6%	48.7%	9th	-1.1%	38.9%	30.4%	33.9%	36.0%	23rd	+11.6%			
	KS2 maths expected or higher - EHCP	29.8%	22.4%	20.3%	21.5%	24.3%	7th	-2.8%	17.0%	14.8%	16.5%	17.3%	35th	+4.2%			
	KS2 maths expected or higher - SEN Support	63.6%	67.8%	56.5%	59.1%	56.4%	5th	+2.7%	46.3%	39.9%	42.5%	44.0%	14th	+15.1%			
Progress	KS2 reading progress score - EHCP	-0.4	-2.9	-3.2	-	-3.4	6th	+0.2	-3.6	-4.5	-4.4	-	34th	+1.2			
	KS2 reading progress score - SEN Support	+1.8	+3.4	+2.1	-	+0.8	2nd	+1.3	-1.0	-1.2	-0.6	-	2nd	+2.7			
	KS2 writing progress score - EHCP	-1.7	-2.2	-2.2	-	-3.0	3rd	+0.8	-4.3	-4.1	-4.4	-	12th	+2.2			
	KS2 writing progress score - SEN Support	+0.1	+1.2	+0.6	-	-0.0	3rd	+0.6	-1.7	-1.6	-1.5	-	5th	+2.1			
	KS2 maths progress score - EHCP	-1.0	-1.3	-3.2	-	-2.9	7th	-0.3	-4.0	-3.9	-4.1	-	38th	+0.9			
	KS2 maths progress score - SEN Support	+1.7	+2.8	+0.8	-	+0.6	4th	+0.2	-1.0	-0.9	-0.8	-	15th	+1.6			

	Camden					Statistical Neighbours			England							Note		
	2021 [^]	2022	2023	2024	Trend	Latest Avg.	LA vs Stat. Neigh.		2021 [^]	2022	2023	2024	LA vs England					
							Rank	Latest Diff.					Rank	Latest Diff.	Trend			
KS4	Attain. and Prog.	Attainment 8 - EHCP	19.5	17.7	15.0	18.9	17.6	4th	+7.4%	15.7	14.3	14.0	14.2	19th	+33.1%			17
		Attainment 8 - SEN Support	41.3	38.4	36.0	36.3	39.7	8th	-8.6%	36.7	34.9	33.3	33.1	34th	+9.6%			
		Progress 8 - EHCP	-	-1.29	-1.20	-1.13	-0.82	9th	-0.31	-	-1.33	-1.12	-1.13	78th	-			
		Progress 8 - SEN Support	-	-0.40	-0.40	-0.72	-0.17	11th	-0.55	-	-0.47	-0.45	-0.45	131st	-0.27			
	9-4 English & maths - EHCP	22%	20%	16%	22%	17%	2nd	+5%	16%	14%	13%	13%	8th	+9%				
	9-4 English & maths - SEN Support	51%	49%	42%	42%	50%	10th	-8%	42%	39%	37%	38%	47th	+4%				
	9-5 English & maths - EHCP	7%	15%	9%	13%	10%	2nd	+3%	8%	7%	7%	7%	9th	+6%				
	9-5 English & maths - SEN Support	23%	30%	27%	27%	33%	9th	-6%	22%	23%	21%	22%	34th	+5%				
EBacc	English Baccalaureate APS - EHCP	1.5	1.5	1.3	1.7	1.5	4th	+13.3%	1.2	1.1	1.1	1.1	14th	+43.5%				
	English Baccalaureate APS - SEN Support	3.5	3.4	3.1	3.1	3.5	8th	-11.4%	3.0	2.9	2.8	2.8	32nd	+11.0%				
	English Baccalaureate Entries - EHCP	7%	9%	12%	9%	9%	7th	-	4%	4%	4%	5%	21st	+4%				
	English Baccalaureate Entries - SEN Support	33%	30%	28%	24%	33%	11th	-9%	17%	18%	19%	20%	45th	+4%				
	English Baccalaureate (9-4) - EHCP	3%	7%	6%	4%	4%	5th	-	2%	2%	2%	2%	15th	+2%				
	English Baccalaureate (9-4) - SEN Support	15%	15%	14%	12%	15%	8th	-3%	9%	9%	8%	8%	31st	+4%				
	English Baccalaureate (9-5) - EHCP	1%	5%	5%	2%	3%	7th	-1%	1%	1%	1%	1%	31st	+1%				
	English Baccalaureate (9-5) - SEN Support	10%	11%	8%	10%	10%	6th	-	6%	6%	5%	5%	18th	+5%				
KS5	Academic APS per Entry - EHCP	39.9	35.2	19.1	34.3	31.4	4th	+9.3%	37.8	35.8	32.3	32.0	47th	+7.1%			18	
	Academic APS per Entry - SEN Support	35.3	32.1	29.9	32.1	34.9	11th	-7.9%	38.1	35.7	32.1	32.8	80th	-2.1%				
	Applied General APS per Entry - EHCP	24.9	28.5	23.0	-	26.3	7th	-12.5%	28.6	28.9	26.9	-	111th	-14.4%				
	Applied General APS per Entry - SEN Support	24.7	25.3	21.7	-	26.2	10th	-17.1%	30.6	29.1	26.9	-	142nd	-19.3%				
Qualifications By age 19	Qualified to Level 2 by 19 - EHCP	36.8%	35.6%	51.7%	-	36.4%	1st	+15.3%	28.8%	28.9%	30.0%	-	4th	+21.7%			19	
	Qualified to Level 2 by 19 - SEN Support	74.3%	75.7%	72.1%	-	74.7%	8th	-2.6%	62.1%	63.0%	66.0%	-	36th	+5.1%				
	Level 2 including Eng & maths by 19 - EHCP	18.4%	17.8%	26.4%	-	24.2%	5th	+2.2%	16.1%	17.2%	18.3%	-	19th	+3.1%				
	Level 2 including Eng & maths by 19 - SEN Support	47.1%	57.1%	53.2%	-	58.5%	8th	-5.3%	40.2%	42.8%	47.0%	-	39th	+5.2%				
	Qualified to Level 3 by 19 - EHCP	25.0%	23.3%	25.3%	-	20.5%	3rd	+4.8%	14.0%	14.0%	13.7%	-	9th	+11.6%				
	Qualified to Level 3 by 19 - SEN Support	50.7%	53.7%	50.0%	-	48.2%	6th	+1.8%	35.4%	36.7%	35.9%	-	19th	+14.1%				

C. Outcomes: Pupil destinations

Camden (December 2024)

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Destinations		Camden					Statistical Neighbours			England							Note
		2020	2021	2022	2023	Trend	Latest Avg.	LA vs Stat. Neigh.		2020	2021	2022	2023	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
KS4 (all state-funded)	Education, employment or training after KS4 - EHCP	82.6%	90.8%	87.7%	93.3%		89.6%	1st	+3.7%	90.0%	90.5%	90.2%	88.2%	16th	+5.1%		20
	Education, employment or training after KS4 - SEN Support	90.3%	92.0%	94.0%	92.2%		87.8%	1st	+4.4%	89.1%	89.3%	88.7%	87.1%	9th	+5.1%		
	FE college or other FE provider - EHCP	40.6%	44.8%	39.7%	48.0%		32.8%	1st	+5.2%	43.8%	43.8%	42.0%	41.9%	37th	+5.1%		
	FE college or other FE provider - SEN Support	42.9%	35.3%	33.9%	36.4%		35.8%	6th	+0.6%	52.9%	53.2%	50.3%	49.9%	133rd	-3.5%		
	School sixth form or sixth form college - EHCP	23.2%	26.4%	23.3%	25.3%		25.2%	6th	+0.1%	11.6%	11.9%	11.6%	10.8%	12th	+4.5%		
	School sixth form or sixth form college - SEN Support	43.4%	53.3%	56.0%	52.5%		47.5%	5th	+5.0%	26.8%	29.2%	28.2%	27.4%	9th	+25.1%		
	Special/AP/independent/other provision - EHCP	17.4%	19.5%	21.9%	17.3%		29.9%	9th	-2.6%	31.7%	32.7%	33.3%	32.3%	133rd	-5.0%		
	Special/AP/independent/other provision - SEN Support	0.6%	0.7%	1.8%	0.0%		0.6%	9th	-0.6%	1.0%	0.9%	0.9%	0.7%	127th	-0.7%		
	Apprenticeships - EHCP	0.0%	0.0%	1.4%	0.0%		0.3%	5th	-0.3%	0.8%	0.6%	0.9%	0.9%	87th	-0.9%		
	Apprenticeships - SEN Support	1.1%	1.3%	0.5%	0.0%		1.0%	10th	-1.0%	3.9%	2.5%	3.7%	3.4%	148th	-3.4%		
	Destination not sustained - EHCP	14.5%	8.0%	9.6%	5.3%		6.7%	3rd	-1.4%	8.5%	7.6%	7.9%	9.6%	23rd	-4.3%		
	Destination not sustained - SEN Support	9.7%	4.0%	4.1%	5.5%		9.2%	1st	-3.7%	9.4%	9.0%	9.8%	11.1%	7th	-5.6%		
KS5 (mainstream, Level 3)	Education, employment or training after KSS school - SEN	74.7%	77.8%	87.7%	80.2%		81.5%	7th	-1.3%	86.2%	83.7%	86.6%	84.8%	117th	-4.6%		21
	Education, employment or training after KSS college - LLDD	83.0%	80.4%	81.6%	75.9%		78.9%	6th	-3.0%	84.2%	81.7%	85.1%	80.9%	102nd	-5.0%		
	FE college or other FE provider - SEN	5.3%	6.2%	5.3%	11.2%		4.2%	1st	+7.0%	5.3%	5.0%	4.4%	4.0%	6th	+7.2%		
	FE college or other FE provider - LLDD	20.4%	21.1%	10.6%	14.2%		7.9%	2nd	+6.3%	14.0%	17.6%	12.8%	8.5%	19th	+5.7%		
	Apprenticeships - SEN	0.0%	1.2%	0.0%	0.9%		2.6%	8th	-1.7%	4.6%	3.0%	4.1%	4.2%	117th	-3.3%		
	Apprenticeships - LLDD	2.3%	1.4%	1.9%	2.0%		2.3%	4th	-0.3%	5.5%	4.0%	4.7%	4.9%	119th	-2.9%		
	UK higher education institution - SEN	41.3%	45.7%	63.2%	49.1%		54.4%	8th	-5.3%	54.3%	57.0%	56.6%	54.5%	97th	-5.4%		
	UK higher education institution - LLDD	39.4%	45.5%	49.2%	40.4%		47.4%	7th	-7.0%	37.3%	37.0%	40.2%	35.5%	32nd	-4.9%		
	Sustained employment - SEN	24.0%	13.6%	15.8%	12.9%		16.4%	9th	-3.5%	18.5%	14.1%	19.0%	20.6%	125th	-7.7%		
	Sustained employment - LLDD	17.5%	11.5%	19.1%	18.6%		20.9%	6th	-2.3%	25.1%	21.4%	26.5%	31.5%	123rd	-2.9%		
	Destination not sustained - SEN	14.7%	17.3%	7.0%	11.2%		12.0%	7th	-0.8%	9.1%	11.4%	9.3%	10.5%	82nd	+0.7%		
	Destination not sustained - LLDD	13.8%	16.3%	14.9%	17.4%		14.3%	7th	+3.1%	12.3%	14.6%	11.5%	14.9%	80th	+2.5%		
NEET	16/17 year olds in education & training - EHCP	85.2%	92.8%	91.6%	91.0%		92.6%	8th	-1.6%	88.5%	89.2%	88.7%	87.2%	42nd	+3.8%		22
	16/17 year olds in education & training - SEN Support	88.2%	89.7%	92.5%	92.2%		90.6%	5th	+1.6%	87.1%	87.7%	86.9%	85.9%	31st	+5.3%		
	16/17 year olds NEET or Not Known activity - EHCP	7.3%	3.7%	4.0%	5.4%		6.1%	4th	-0.7%	9.4%	9.3%	8.5%	10.1%	28th	-4.7%		23
	16/17 year olds NEET or Not Known activity - SEN Support	8.1%	6.4%	5.6%	5.1%		6.9%	2nd	-1.8%	9.2%	9.6%	8.4%	9.3%	27th	-4.2%		

		Camden					Statistical Neighbours			England							Note	
		2021 [^]	2022	2023	2024	Trend	Latest Avg.	LA vs Stat. Neigh.		2021 [^]	2022	2023	2024	LA vs England				
								Rank	Latest Diff.					Rank	Latest Diff.	Trend		
Overall	Overall absence - EHCP	12.7%	14.3%	13.9%	12.0%		11.2%	9th	+3.8%	13.1%	12.1%	12.3%	12.5%	75th	-0.5%			
	Overall absence - SEN Support	6.4%	9.2%	10.0%	9.3%		8.9%	7th	+0.4%	6.5%	10.0%	10.2%	10.0%	48th	+0.7%			
	Unauthorised absence - EHCP	3.8%	4.9%	4.7%	3.8%		3.5%	7th	+0.3%	2.0%	3.0%	3.5%	3.6%	101st	+0.2%			
	Unauthorised absence - SEN Support	1.6%	2.7%	3.1%	3.2%		3.5%	5th	-0.3%	2.0%	3.2%	3.8%	3.6%	59th	-0.4%			
	Persistent absentees - EHCP	41.4%	46.2%	43.6%	36.4%		33.3%	9th	+3.1%	42.3%	36.9%	36.0%	34.8%	114th	-1.5%			
	Persistent absentees - SEN Support	18.4%	31.4%	34.6%	31.0%		27.0%	11th	+8.0%	18.9%	32.0%	31.1%	28.9%	126th	+2.1%			
	Severe absentees - EHCP	3.6%	6.0%	6.0%	4.6%		4.6%	8th	-	4.5%	5.2%	5.9%	6.6%	37th	-2.0%			
	Severe absentees - SEN Support	0.8%	1.7%	2.4%	2.3%		2.8%	5th	-0.5%	1.7%	3.0%	3.8%	4.1%	17th	-1.8%			
Primary	Overall absence - EHCP	11.8%	9.9%	10.4%	10.2%		9.2%	9th	-1.0%	9.8%	9.7%	9.9%	10.0%	102nd	-0.2%			
	Overall absence - SEN Support	5.5%	7.6%	8.3%	7.0%		7.0%	6th	-	5.2%	8.0%	7.8%	7.4%	65th	-0.4%			
	Unauthorised absence - EHCP	1.9%	2.5%	2.8%	3.1%		2.4%	10th	+0.7%	1.4%	2.1%	2.4%	2.3%	140th	-0.8%			
	Unauthorised absence - SEN Support	1.1%	1.6%	1.9%	1.9%		2.1%	4th	-0.2%	1.4%	2.1%	2.3%	2.1%	60th	-0.2%			
	Persistent absentees - EHCP	41.6%	33.9%	37.1%	33.1%		29.1%	9th	+4.0%	32.3%	31.3%	31.0%	29.9%	128th	-3.2%		24	
	Persistent absentees - SEN Support	15.2%	26.5%	29.3%	24.4%		22.1%	10th	+2.3%	14.6%	26.2%	24.8%	22.5%	125th	-1.9%			
Secondary	Overall absence - EHCP	12.2%	13.9%	12.4%	10.2%		12.0%	4th	-1.8%	13.9%	13.7%	14.7%	15.5%	14th	-5.3%			
	Overall absence - SEN Support	7.7%	11.7%	12.2%	12.0%		11.4%	9th	+0.6%	8.3%	12.7%	13.4%	13.3%	44th	-1.3%			
	Unauthorised absence - EHCP	4.2%	4.9%	4.2%	3.4%		5.4%	3rd	-2.0%	2.9%	4.7%	5.7%	6.0%	14th	-2.6%			
	Unauthorised absence - SEN Support	2.4%	4.3%	4.5%	4.7%		5.4%	5th	-0.7%	2.9%	4.8%	5.7%	5.6%	52nd	-0.9%			
	Persistent absentees - EHCP	40.4%	46.5%	36.9%	32.3%		33.1%	6th	-0.8%	43.7%	38.8%	39.1%	38.7%	35th	-5.4%			
	Persistent absentees - SEN Support	22.7%	38.6%	40.8%	38.7%		33.4%	10th	-5.3%	24.5%	39.5%	39.0%	36.7%	104th	-2.0%			
Special	Overall absence - All pupils	14.3%	19.4%	19.4%	16.0%		13.2%	10th	+2.8%	15.2%	13.2%	13.0%	13.0%	138th	-3.0%			
	Unauthorised absence - All pupils	5.4%	7.4%	7.4%	5.0%		3.3%	9th	+1.7%	2.1%	2.9%	3.2%	3.1%	137th	-1.9%			
	Persistent absentees - All pupils	42.5%	58.7%	57.5%	44.9%		38.5%	11th	+5.4%	48.9%	40.4%	38.3%	36.8%	143rd	-3.1%			
	Severe absentees - All pupils	7.3%	10.6%	12.0%	9.1%		6.1%	10th	+3.0%	5.6%	5.8%	6.2%	6.4%	132nd	-2.7%			

		Camden					Statistical Neighbours			England							Note
		2020^	2021^	2022	2023	Trend	Latest Avg.	LA vs Stat. Neigh.		2020^	2021^	2022	2023	LA vs England			
								Rank	Latest Diff.					Rank	Latest Diff.	Trend	
								-5% 0% +5%							-5% 0% +5%		
Overall	Suspension/fixed term exclusion rate - EHCP	10.4%	10.9%	14.0%	17.7%		15.3%	9th	+2.4%	11.7%	13.0%	17.6%	21.6%	64th	-3.9%		25
	Suspension/fixed term exclusion rate - SEN Support	5.0%	6.0%	8.7%	9.2%		16.1%	2nd	-5.9%	11.0%	11.9%	18.6%	24.4%	10th	-5.2%		
	At least one suspension/fixed term exclusion - EHCP	5.1%	4.9%	6.2%	7.2%		6.9%	9th	+0.3%	5.4%	5.9%	7.2%	8.2%	60th	-1.0%		
	At least one suspension/fixed term exclusion - SEN Support	3.2%	3.9%	4.7%	5.1%		7.2%	2nd	-2.1%	4.9%	5.4%	7.1%	8.2%	13th	-3.1%		
	Permanent exclusion rate - EHCP	0.00%	0.20%	0.00%	0.20%		0.08%	10th	+0.12%	0.10%	0.08%	0.13%	0.20%	93rd	-		
	Permanent exclusion rate - SEN Support	0.14%	0.07%	0.13%	0.23%		0.17%	7th	+0.06%	0.20%	0.15%	0.25%	0.37%	48th	-0.14%		
Primary	Suspension/fixed term exclusion rate - EHCP	4.5%	1.4%	4.7%	3.5%		9.0%	2nd	-5.5%	10.0%	11.0%	13.8%	16.4%	8th	-2.9%		
	Suspension/fixed term exclusion rate - SEN Support	1.7%	1.6%	2.3%	1.1%		5.1%	1st	-4.0%	4.8%	4.4%	6.3%	7.7%	4th	-5.6%		
	At least one suspension/fixed term exclusion - EHCP	2.8%	0.8%	2.0%	2.6%		4.4%	2nd	-1.8%	4.6%	5.1%	6.0%	6.9%	14th	-4.3%		
	At least one suspension/fixed term exclusion - SEN Support	1.2%	1.2%	1.2%	0.9%		2.3%	1st	-1.4%	2.3%	2.2%	2.8%	3.3%	5th	-2.4%		
	Permanent exclusion rate - EHCP	0.00%	0.00%	0.00%	0.29%		0.08%	11th	+0.21%	0.13%	0.08%	0.13%	0.20%	116th	+0.09%		
	Permanent exclusion rate - SEN Support	0.00%	0.00%	0.00%	0.00%		0.06%	1st	-0.06%	0.09%	0.04%	0.08%	0.13%	1st	-0.13%		
Secondary	Suspension/fixed term exclusion rate - EHCP	16.9%	20.1%	26.4%	25.2%		30.9%	6th	-5.7%	22.7%	27.2%	38.0%	47.2%	26th	-2.0%		
	Suspension/fixed term exclusion rate - SEN Support	10.1%	11.6%	16.5%	18.6%		31.2%	2nd	-2.6%	20.8%	22.8%	36.2%	47.8%	10th	-29.2%		
	At least one suspension/fixed term exclusion - EHCP	8.1%	8.5%	11.6%	11.2%		13.5%	4th	-2.3%	9.9%	11.6%	14.0%	15.8%	20th	-4.6%		
	At least one suspension/fixed term exclusion - SEN Support	6.3%	7.4%	8.9%	10.1%		13.8%	2nd	-3.7%	9.0%	10.1%	13.2%	15.2%	15th	-5.1%		
	Permanent exclusion rate - EHCP	0.00%	0.63%	0.00%	0.31%		0.08%	10th	+0.23%	0.19%	0.17%	0.27%	0.41%	77th	-0.10%		
	Permanent exclusion rate - SEN Support	0.36%	0.15%	0.28%	0.51%		0.33%	8th	+0.18%	0.39%	0.31%	0.50%	0.71%	58th	-0.20%		
Special	Suspension/fixed term exclusion rate - All pupils	10.9%	12.3%	11.0%	27.1%		10.6%	10th	+5.5%	7.8%	7.3%	9.6%	11.0%	140th	+6.1%		
	At least one suspension/fixed term exclusion - All pupils	4.7%	5.8%	4.9%	8.5%		4.8%	10th	+3.7%	3.8%	3.7%	4.4%	4.8%	132nd	+3.7%		
	Permanent exclusion rate - All pupils	0.00%	0.00%	0.00%	0.00%		0.11%	1st	-0.11%	0.04%	0.03%	0.05%	0.08%	1st	-0.08%		

Appendix C: Implementation plan Year 2 (2024)

Priority One: Make life easier for families of children and young people with SEND

	Year 2 activity	End of year update	Year 2 Actions	By when?	Outcomes	Success criteria	Impact
1.1	Agree and publish service standards so families are clear on what they can expect from the services they are working with	Draft service standards are agreed	Using CNWL service statement for neurodiversity as a starting point, draft standards (comms strategy, EHCNA and AR, phase transfers), draft service standard for the SEN and Inclusive service, setting out clear quality and communication commitments relating to EHCNA and Annual Reviews.	Oct-24	Families and settings have a clear understanding of service standards and what they can expect from local services.	Clear standards and expectations are published for partners across the system. Over 75% of parent/carers report satisfaction on the services that they receive.	Families will receive a higher quality of services and will know what they can expect from services, with the result that they will feel more satisfied with the services they receive.
			Work with parents and young people and schools to to agree Standards	Nov-24		Published on Local Offer Draft agreed.	
			Publish standards on Local offer, ensuring standards are measurable and easily accessible and intelligible for families.	Dec-24			
			Develop plan to embed in practice sustainably	Dec-24		Children, young people and parent surveys in place. SEND & Inclusion CPD programme in place	
			Gather existing service standards from across the partnership to add to Local Offer	Dec-24			
			Work to align service standards across the partnership	Year 3			
1.2	LBC to develop and start implementing Engagement & Participation Strategy	Permanent Engagement Lead in place to take forward strengthening engagement with children and young people and their families	Develop Engagement & Participation Strategy for Children & Young People with SEND.	Dec-24	Families and young people actively participate in shaping the services that affect them.	Initial meetings with children & young people in ARPs and special schools. Programme of engagement & participation agreed	Families benefit from services that better meet their needs.
			Recruit Engagement Lead. Develop parent/carer termly newsletter Map out engagement activities that are currently in place (i.e. PCF, All Age Autism Plan)	Dec-24		Vacancy filled News letter published Engagement & Participation activities published on local offer	
			Plan and implement routes for engaging parent carers beyond parent carer forum to have a wider range of voices informing delivery	Year 3			
			Revisit Special Parent Forum commission to consider how we can better engage a wide group of parents	Year 3		Revised MoU in place	

1.3	Strengthen co-production with young people to ensure that they contribute to the way services are delivered and commissioned	Plan for engagement with children and young people is now in place including SEND Local Area logo design contest	Develop Engagement & Participation plan for Children & Young People with SEND, including key engagement activities to take place through the winter	Dec-24	Services are shaped by the voices of young people and meet their needs effectively.	Engagement plan in place	Families benefit from services that better meet their needs. New logo demonstrates commitment to children and young people at the centre of our work
			Run SEND Local Area logo design competition for children & young people with SEND	Dec-24		New logo widely used to demonstrate the partnership's commitment to children and young people	
			Develop SEND Young People panels	Dec-24		Initial meetings with children & young people in ARPs and special schools. Programme of engagement & participation agreed	
1.4	Feedback routinely gathered from families on a range of activities	Work to effectively gather feedback from families to inform performance reporting will sit with the new Quality Assurance Lead and will continue in 2025	Survey families after completing new EHC plan or annual review. Satisfaction feedback from communicating with SEND Team via email or calls. Explore possibility of logging all calls with reference numbers - tracked and audited, 48 hour reply if intended person not available. Ref number closed when done	Oct-24	Continuous improvement in services based on regular feedback.	Over 75% of parent/carers report satisfaction on the services that they receive.	Families benefit from services that better meet their needs.
			Identify other opportunities for post-engagement feedback and start implementing	Year 3			
			Create a feedback log within SEN and Inclusion team to record ad hoc feedback	Year 3			
			Build findings into performance review structures	Dec-24		Finalise performance review structures	
1.5	Produce higher quality EHC plans, coproduced with children and young people and their families	Newly recruited Quality Assurance Lead will take this work forward in year 3, linking into wider council quality assurance structures.	Recruit QA Lead	Dec-24	EHC plans reflect the aspirations and needs of young people and the appropriate support to work towards this.	Invision 360 performance	CYP have the support they need to work towards their goals
			Develop performance monitoring framework that prioritises the quality and coproduction of EHC plans	Year 3			
			Gather feedback on whether to roll out CPP EHCP template	Year 3			
			Develop workforce development plan across the partnership to produce high quality EHCPs	Year 3			
			Develop clear process between SEND and social care for assessments	Year 3		Clear process in place. 100% of EHCNAs secure relevant and appropriate social care advice.	

1.6	Improve the quality of advices for EHCPs	As above	Develop QA framework	Year 3	High-quality advice is provided, resulting in well-informed EHC plans.	Invision 360 performance	CYP have the support they need to work towards their goals
			Design and implement workforce development plan and skills framework for team for EHCP advices	Year 3		Training programme in place from January 2025 to support new structure in SEND & Inclusion	
1.7	High quality Local Offer published that includes accessible information on all the key areas families want and need to know about	Refreshed Local Offer is published and launch event ran on 25 November	Publish new LO	Oct-24	Families can easily access accurate and relevant information to support decision-making.	Site visits; analytics on whether visitors getting queries answered	Families access the support and information that best meets their needs. Positive feedback on new site
			Ensure all key information areas are covered	Jul-24		Content signed off by Local Offer Steering Group	
			Wide promotion of new LO website to celebrate the success				
			Develop plan for making content accessible (e.g. multi lingual videos)	Dec-24		Content signed off by Local Offer Steering Group	
			Change culture so that all new policies, procedures and documents are published on LO	Dec-24		Termly audit by Local Offer Officer and signed off by Local Offer Steering Group	
1.8	Shared CPD plan for the Local Area SEND Partnership	Mapping has taken place with some further information to be added	Develop core capabilities framework and map training available against these core capabilities	Dec-24	Professionals across the SEND partnership have consistent training and development.		Families work with professionals with up to date skills and knowledge
			Develop a training pack, promoting current training available and identifying gaps	Nov-24			
			Develop an ambitious and comprehensive approach to skills development across the borough, following example of Hertfordshire	Year 3			
1.9	A number of changes are identified and implemented across the partnership so that support is outcome and strength focused rather than problem	Work carried forward to year 3	Quality Assurance board and workstream to identify opportunities making sure all plans are aspirational	Year 3	Services focus on strengths and positive outcomes for children and young people.	Agreed actions from Quality Assurance Board monitored and reported to SEND Inclusion Board	Raise the aspirations and ambitions of CYP
1.10	Multi agency SEND performance dashboard implemented	First draft of dashboard produced and work will continue to refine it	Agree plan for how dashboard will be used to drive performance improvement	Dec-24	Data is shared and used effectively to improve SEND services.	No of actions taken in response to performance monitoring	Families benefit from services that better meet their needs as issues with performance are identified and addressed
			Develop multi agency dashboard and publish on Local Offer	Dec-24			

1.11	Better collection of and use of qualitative and quantitative data on protected characteristics and deprivation so we ensure services meet need and aspirations of different communities of CYP.	JSNA provided insight into protected characteristics and intersectionality	Ensure that data collection captures disproportionality and intersectionality within SEND Cohort	Dec-24	Services meet the needs of all communities, ensuring inclusivity.	Provide report to SEND Inclusion Board with recommendations to inform practice to secure improved outcomes for groups of children & young people with protected characteristics.	Families receive equitable services that are responsive to their context
			Where possible, analyse feedback by protected characteristics				
			Camden Integrated Children's Services to work with digital innovation partners in CNWL to identify better ways to collect and analyse data, in particular around improving our ethnicity data. The services will also learn from other partner services who have worked hard to improve this.				
			Camden Integrated Children's Services to utilise technology such as heat maps to show the spread of service users across the Borough, which we are using to plan the physical location of some of our services, with the aim of improving access				
1.12	Regular SEND roadshow programme to share, engage and build partnership approach and understanding of practice	Local Offer launch event running on 25 Nov and running roadshows on inspection	Run roadshows to launch new Local Offer and help prepare workforce for inspection	Dec-24	Families, professionals, and communities are engaged and informed about SEND practices.	Roadshows delivered across Education, Health and Social Care	Families benefit from a wider range of services being informed about SEND
1.13	Agree definitions for key words and phrases to use across the partnership so that we are using consistent language, and this is strength based	Glossary of key words and phrases published on Local Offer.	Draft definitions, work with parents, agree with partnership. Include these definitions in our service standards	Dec-24	Consistent language used across all communications, focusing on strengths.	Agreed definitions circulated across SEND Local Area.	Families are able to understand and navigate support

	Year 2 activity	End of year update	Year 2 actions	By when	Outcomes	Success criteria	Impact
2.1	Small number of test and learn pilots providing support to a cluster of schools and individual schools	Ran EOI process but have not identified a pilot site	Run EOI process for schools Agree approach with schools and multidisciplinary partners Develop evaluation framework Start implementation	Dec-24	Improved support models tested for SEND provision in clusters of schools to enable the needs of children with additional needs to be met locally within their schools	Increased number of children directly benefitting from inclusive approaches in mainstream settings Learning shared widely with sustainable	Children's SEND needs are better met in mainstream schools
2.2	Review of the High Needs Block to ensure there is sustainable funding for initiatives to improve outcomes for children and young people	Ongoing work to strengthen use and governance of the High Needs Block	Review proportionality funding	Nov-24	Funding allocations support sustainable and impactful SEND initiatives.	Efficient Management of the HNB. Reduce number of children without school place (receiving tuition) by 50%. Reduce number of children receiving EOTAS packages by 40%. Reduce number of placement changes from mainstream to special provision following an Annual Review by 50%	Children's SEND needs are better met in mainstream and special schools
			Review of the funding methodology for notional £11,000 Camden mainstream	Nov-24	Papers on all reviews to High Needs Sub Group in Feb.		
			Review of banding methodology for top-up funding	Nov-24			
			Review funding assigned to clusters to promote inclusive practice, peer support and timely intervention	Nov-24	Continued increase in number of children and young people receiving ENG funding		
			Review commissioning arrangements of advisory services and explore gaps in advisory services that may need to be commissioned	Nov-24	Launch Phase 2 consultation proposals		
			Review commissioning arrangements for ARPs, special schools, local post 16 specialist provision, post 16 places and AP	Nov-24	Launch Phase 2 consultation proposals		
2.4	Provide capital funding for schools to adapt their accessibility and intervention spaces	Capital projects continue to progress, with grants agreed for 29 schools and 8 projects completed	Run bidding process for awarding capital grants to adapt accessibility and intervention spaces within mainstream schools Successful schools awarded funding and make adaptations	Jul-24	Schools are better equipped to support SEND pupils with improved accessibility and intervention spaces.	Increase in number of children benefitting from inclusive mainstream education provision	Children's SEND needs are better met in mainstream schools

2.4	Provide capital funding for schools to adapt their accessibility and intervention spaces	Capital projects continue to progress, with grants agreed for 29 schools and 8 projects completed	Run bidding process for awarding capital grants to adapt accessibility and intervention spaces within mainstream schools Successful schools awarded funding and make adaptations	Jul-24	Schools are better equipped to support SEND pupils with improved accessibility and intervention spaces.	Increase in number of children benefitting from inclusive mainstream education provision	Children's SEND needs are better met in mainstream schools
2.5	Clarify the support offer and expectations of schools in providing high quality inclusive mainstream provision / ordinarily available provision	Work delayed in part through lack of clarity from Change Programme, but will be priority activity for year 3.	Setup working group to developing our OAP offer to families	Nov-24	Schools understand their role in providing high-quality inclusive SEND provision.		Consistent inclusion across Camden schools
Improve school admissions booklet and online information on applying for primary school, including considering multi lingual videos explaining the process and webinars	Mar-25						
Through working group, develop the policies and procedures to clarify support offer and expectations of schools	Dec-24	All relevant documentation published on Local Offer					
2.6	Develop an alternative provision strategy	AP Governance Group is established and strategy is in draft	Make use of DfE support through CPP	Jul-24	A clear, effective alternative provision strategy that meets the needs of pupils unable to attend mainstream schools.	Learning shared with all AP providers to inform strategy and practice.	Decreased suspensions and permanent exclusions
Draft strategy	Oct-24	Strategy agreed with All AP providers Strategy published on Local Offer.					
Consult with schools and other stakeholders	Nov-24	Finalise agreed Strategy					
Finalise strategy	Dec-24	Publish final Strategy on Local Offer Website					

2.8	Improved phase transfer processes and practice	More children supported through transition into primary school and gathered feedback from parent carers on phase transfers. Work to improve phase transfers will continue into year 3.	Change annual review process so that all children with EHCPs have an annual review in summer term of yr 5 which starts planning for transfer to secondary school, with SEN Officer attendance	Oct-24	Smoother transitions between phases of education for SEND pupils.	Schedule of year 5 annual reviews for summer term 2025 completed	Needs do not increase when children move between phases of education Families feel confident that their new school will meet child's needs Schools feel confident that they will be able to meet needs of new cohort
			Review guides for yr 9 annual review conversations around preparing for adulthood	Nov-24		Revised Annual Review Template launch. Training officer for relevant professionals	
			Run post 16 events for parents and young people	Dec-24		One face to face event delivered One virtual event delivered. Webinar on Local Offer.	
			Work to improve the transfer to primary school to mirror transfer on to secondary school. This would include using health information to provide targeted information in the autumn term before school applications	Dec-24		Consultation with schools for secondary transfer children includes up to date information in relation to education, health and social care	
			Improve school admissions booklet and online information on applying for primary school, including considering multi lingual videos explaining the process and webinars	Jul-24		Schools feel confident to Booklet widely available to parents through Camden Website	
2.9	School place planning strategy developed	Annual report on school place planning published; further work needed on places for children with SEND to continue in year 3	In partnership with the school place planning group, develop strategy for meeting need for school places across the borough, including for children with SEND. Strategy will go to Children and Families Scrutiny Committee in November	Nov-24	Schools have adequate places and resources to meet the needs of all pupils, including those with SEND.	Sufficient school places	Every child attends a school place which meets their needs

2.10	Develop SEND Admissions Policy for special schools and ARPs	Policy is drafted and first admissions panel ran in early Dec. Final policy will be published early in the new year.	Draft policy and share with partners for comments	Oct-24	Clear, consistent admissions process for special schools and ARPs that meets the needs of SEND pupils, resulting in improved transitions across phases of education	Transparent & equitable placement of children with SEND Reilable waiting list produced to support and assist place planning	Children who benefit the most specialist provision are able to access it
			Consult with partnership and pilot with Autism ARPs	Nov-24		Transparent & equitable placement of children with SEND Reilable waiting list produced to support and assist place planning	
			Publish	Dec-24		Policy on Local Offer website	
2.11	Create a SEND Panel guide and drive consistency in the attendance of multi-disciplinary representatives.	SEND Panel Guidance is included within the Service Standards document which is being consulted on	Review the new MDT panel	Oct-24	Strong and consistent decision making at SEND Panels	Meetings with Local Area representatives completed	Children who are entitled to an EHCP have onw
			Make any changes needed to improve performance	Oct-24		Relaunch MDP Guidance and publish on Local Offer Website	
			Relaunch panel	Oct-24		Range of SEND Local Area professionals in attendance at meetings	
2.12	Use the SEND JSNA to strengthen commissioning arrangements across the local area partnership including setting up additional specialist education provision through additionally resourced provision and/or satellite sites within the mainstream school estate.	SEND JSNA has been published and socialised but further work is needed for it to be embedded within strengthened commissioning arrangements - work to continue in year 3	Widely share findings from the JSNA	Jul-24	Enhanced commissioning decisions that meet the identified needs of SEND pupils.	JSNA socialised with all SEND Local Area Partners	Support and services are available to meet CYP's needs
			Use information to understand needs for special education places and broader	Nov-24		Contribution to the development of Place Planning	
			Consider the needs for additional provision and utilisation of vacant space			Contribution to the development of Place Planning Strategy	
			Review therapies commissioning around both capacity and take a partnership approach to ensure that therapies meet need				

Priority Three: Enable young adults with SEND to build a good life locally							
	Year 2 activity	End of year update	Year 2 actions	By when?	Outcome	Success criteria	Impact
Employment							
3.1	Increase number of young people take up a supported internship to 25 for 24/25 academic year	Work to increase the update of supported internships continues and opportunities have been widely promoted with families	<p>Increasing awareness of supported internship offers through mail out and school engagement</p> <p>Create leaflet on supported internships to be used as part of annual reviews</p> <p>Ensure that employment pathways are included in the EHCP annual review template</p> <p>Increase variation in placements on offer through supported internships offer</p>	<p>Dec-24</p> <p>Dec-24</p> <p>Dec-24</p> <p>Dec-24</p>	More young people in supported internships	Number of young people starting work after a supported internship / taking up a	Improved long term employment prospects for young people with SEND
3.2	Young people with SEND supported into employment or improved their employability through working with Disability Job Hub	The SEND Employment Forum continues to coordinate employment opportunities across the borough for young people. Work continues to ensure the sustainability of the forum beyond the end of funding in March 2025.	Continue ongoing work to support people with disabilities into work.		More young people in employment	Young people with SEND starting employment after working with Disability Job Hub	Improved long term employment prospects for young people with SEND
3.5	Maximise the opportunities from the Youth Mission to build opportunities for good quality employment.	Work is all in progress and will be delivered early in 2025	<p>Develop outcomes framework and implementation plan for Youth Mission.</p> <p>Work with Good Life Locally working group to develop activities for two of the priority cohorts - children and young people with EHCP and disabled CYP.</p> <p>Youth Mission implementation plan to inform year 3 SEND Strategy implementation plan</p> <p>Set up a community of practice / forum on post 16 options for young people locally</p>	<p>Dec-24</p> <p>Dec-24</p> <p>Dec-24</p> <p>Dec-24</p>	Improved collaborative working across the council and with partners	<p>Outcomes framework and implementation plan developed.</p> <p>Key professionals engaged in community of practice</p>	Strengthened pathways to adulthood for young people

Housing/ Accomodation							
3.7	Support people with SEND and their families to take part in the consultation on housing allocation transformation	Consultation has not yet started	Camden Council Housing Directorate to develop proposals on allocation transformation and run consultation with residents		Greater awareness of the needs and preferences for families with SEND on housing allocation	Number of families with children or young people with SEND who respond to consultation.	Housing allocation policy fully considers needs and preferences of families with SEND
			SEND partnership to broker opportunities for families with children and young people with SEND to contribute to the consultation				
			Engage parent groups so that they are able to contribute to consultation, including through meetings				
Preparing for adulthood outcomes							
3.8	Revisit annual review process from year 9 onwards to improve skills and knowledge to make sure that employment and independent living outcomes are being effectively included	Limited capacity and competing priorities has meant that this work has been paused.	Review learning from the tools developed for Swiss Cottage and Alexandra Centre as part of the single plan project (DfE funded)	Aug-24	Better quality of conversation with a young people and their family about future goals as they approach adulthood	% of young people participating in their AR % of young people with EHCP starting PFA planning in Year 9	Services are better supporting YP to meet their aspirations
			Audit annual reviews from year 9 onwards to understand the extent to which annual reviews are meeting PFA outcomes - 50 reviews Year 9, Year 11, Year 13, Year 14 and College leavers	Dec-24		% of EHCPs including PFA outcomes	
			Gather feedback from partnership and families about annual review process in mainstream services	Oct-24		% of young people with SEN Support starting PFA planning in year 9	
			Propose changes for content and process, including quality assurance framework that is shared across partnership and makes sure learning objectives match life outcomes	Feb-25		Improvement in feedback/outcomes from young people and their parents on the process	
			QA board approve process	Mar-25		Mainstream schools feel confident to include PFA outcomes in annual review process	
			Work with schools to embed use of tools to be able to meet PFA outcomes	Apr-25			
			Run annual PFA engagement event with parent carers. Consider widening to families not working with social care for future years				

Access to respite and short breaks								
3.11	Help families understand how to access respite and short breaks services	The refreshed short breaks statement is now published on Local Offer.	Publish short breaks statement to provide clarity on the offer	Aug-24	Families are able to understand the short breaks offer	Take up of targeted and specialist short breaks and universal offer	Families are able to access the short breaks they are entitled to in the way that best meets their needs and preferences	
			Plan engagement activities to inform re-commissioning of short breaks in 2025	Dec-24				
			Promote Shared Lives as part of the short breaks offer as part of annual review process	Oct-24				
			Support parents to understand direct payments, including hourly rates and how funding can be used	Sep-24				
			Run annual Local Offer market place event to help families understand the offer. Use learning to plan future events.	May-24				
3.13	New Local Offer website launched providing easily accessible information on the universal and specialist services and activities in the borough. Run annual events to present the offer	Post 16 prospectus published on refreshed Local Offer	Relaunch the post 16 prospectus booklet, including information on activities, opportunities to socialise and post school education and training, and bring it on to the new Local Offer website	Sep-24	Families are able to easily access information on local support and services	Local Offer site visits and time spent on site	Families are able to access the support and services that best meets their needs and preferences	
			Use Local Offer to host guidance and information providing support to children and young people	Ongoing				
Health								
3.12	Continue to increase the proportion of 14+ having annual health checks	Health Checks continue to be widely promoted to 14+	Coproduced workshop at Preparing for adulthood annual event on health checks to help build understanding	May-24	YP are having their annual health check and health issues are identified earlier	% of 14+ having annual health checks	YP lead healthier lives	
			Review pathway following health check to make sure that any issues are effectively addressed, including raising awareness with schools					% of health checks with actions identified
			Health facilitator to continue to work with GPs to improve take up of health checks; Role of schools during Annual Reviews - to clarify					
Participation								
3.14	Clear plan for how young person voice is informing service delivery and strategy	Engagement plan for children and young people is now in place	Map out existing ways that we are engaging with young people with SEND. Assess whether we can build on these or whether we need to set up a new forum as part of the development of engagement and participation strategy		Services are better able to understand how to meet YP's needs and preferences	Number of changes made as a result of YP feedback	Services better meet YP needs and preferences	
			Identify how we will respond to young people's feedback, and how we will feedback to them on our activity.			New approach to systematically hearing CYP voice is up and running		