

HARINGEY JSNA: FOCUS ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

JUNE 2023

Children and Young People with Special Educational Needs and Disabilities (SEND) are a diverse group. Whereas some children require limited support, others require a more strategic approach across education, social care and health. This needs assessment is shaped around the analysis of the local evidence base to better understand the commissioning based interventions tailored to support children and young people in the borough with SEND. The needs assessment focuses on children and young people with SEND living in Haringey aged 0-25 years. The main objectives of this JSNA are to: i) establish the current and future need in terms of the number of children and young people requiring SEND support in the borough ii) determine the effectiveness of current service provision for children and young people with SEND iii) Provide a series of recommendations based on any gaps or unmet needs identified from the local intelligence.

This JSNA considers the national policy drivers and how these influence the local context and the delivery of services for children and young people with SEND in Haringey.

Facts and figures

- As of May 2023, there were **2,573** children and young adults aged 0-25 with an Education Health Care Plan (EHCP) with Haringey Council.
- In January 2023, there were **6,616** pupils with special educational needs (SEN) in Haringey schools.
- The number of pupils with an EHCP in Haringey schools has been increasing, while the number of pupils requiring SEN support has been decreasing.
- The key support reasons for pupils with SEND in Haringey are: **Speech, Language and Communication Needs, Autism Spectrum Disorder, Social, Emotional and Mental Health, and Specific Learning Difficulty.**

Measures for reducing inequalities

- Improve the quality and robustness of data sharing across multi-agencies and development of a consistent set of outcome measures
- Improve access to health checks for children and young people with SEN and learning disabilities
- Explore further employment and training opportunities for people with SEND
- Increase the availability of residential provision and capacity for young people with SEND

Population groups

- Age group:** A significantly higher rate of boys aged 0 to 25 (**43 per 1,000**) have an Educational Health and Care Plan (EHCP) compared to girls of the same age in Haringey. More boys aged 11-17 are also diagnosed with a learning disability compared to girls of the same age.
- Early Years :** 6% of 2 year olds and 8% of 3-4 year olds who benefited from funded early education places in Haringey have SEN.
- Children in Care –** As of May 2023, **199** children who were in contact with Children's Social Services were also identified as having SEN.
- Ethnicity:** Children from a **Black Other** ethnic group have the highest EHCP rate (a rate of **207 per 1,000** children aged 0-25 which is **significantly higher** than the Haringey average (**31 per 1,000**)).
- Ward:** There is a higher concentration of children who have an EHCP or a learning disability in the **East of the borough** compared to the West of the borough, however the concentration of children with an EHC Plan is highest in **Tottenham Hale** compared to other wards in Haringey.

National & local strategies

- As the Borough Plan sets out, our approach to working alongside children, young people and families with Special Educational Needs and/ or Disabilities is shaped by the wider strategic context.
- Haringey Council has a statutory responsibility under SEND Code of Practice 2015 to keep its special education provision under review
- The national statutory duties relating to SEND support are set out in the Children and Families Act 2014, the Send Code of Practice Guidance 2015 and the Equality Act 2012
- The SEND strategy and the Accessibility Strategy complement the Joint Commissioning Strategy for SEND and help to turn the vision for the education of children and young people with SEND into reality

Introduction to SEN data sources

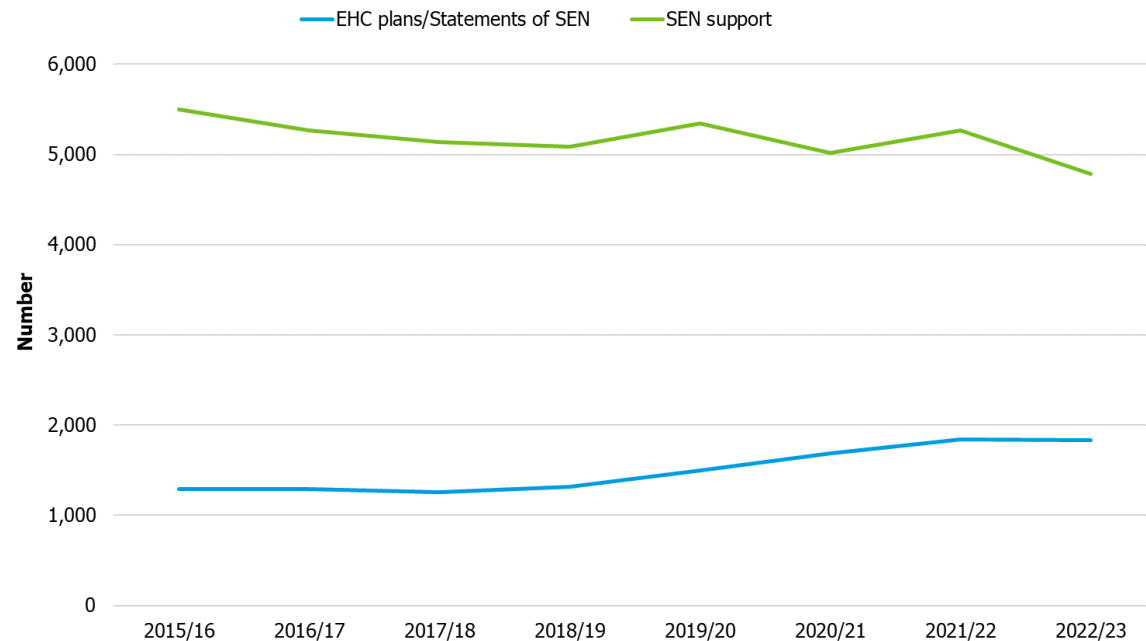
Internal	External	Internal	External
Haringey SEN Database	SEN2 Return	School Census	Special educational needs in England
Maintained by Haringey Council, used to complete the SEN2 return for the Department of Education. The database includes children who live out of borough but under the care of Haringey Council.	SEN2 is an annual required return from all local authorities in England. This survey collects data about children for whom the local authority has responsibility for the management of the SEN processes, children and young people with Education, Health and Care (EHC) plans (formerly statements of SEN).	Conducted three times a year (October, January and May) for all Haringey maintained schools. The January collection also collects information on SEN need in schools, which informs the annual Department for Education special educational needs publication.	This annual publication presents local authority figures derived from school census returns, general hospital school census and school level annual school census (SLASC) returns made to the department in January each year. This publication presents SEN support as well as EHC plans.

Difference: The SEN2 Return presents information on only students with EHC plans, while the Special Educational Needs Report presents additional information on students with SEN support. Further, the SEN2 Return presents information on all children for whom the local authority has responsibility, including out of borough children, while the school census/special educational needs report presents information on children in Haringey schools.

Overview, by data source

Internal	External	Internal	External
Haringey SEN Database	SEN2 Return	School Census	Special educational needs in England
May 2023 (children with EHCP): 2,573¹	January 2023 (children with EHCP): 2,627²	January 2023: 6,616³ Of which, EHCP: 1,833	2021/22: 7,110⁴ Of which, EHCP: 1,839

Number of pupils with an EHCP or in receipt of SEN support, Haringey, 2015/16 - 2022/23



Source: DFES Special educational needs in England; School Census 2023

Education, Health and Care Plans for Haringey children and young people (0-25) maintained by Haringey

EHC Plan by Gender ¹



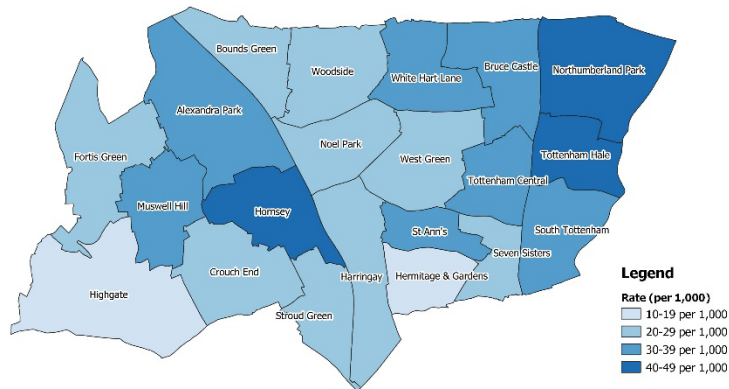
43 per 1,000 boys in Haringey aged 0-25 have an EHC Plan



18 per 1,000 girls in Haringey aged 0-25 have an EHC Plan

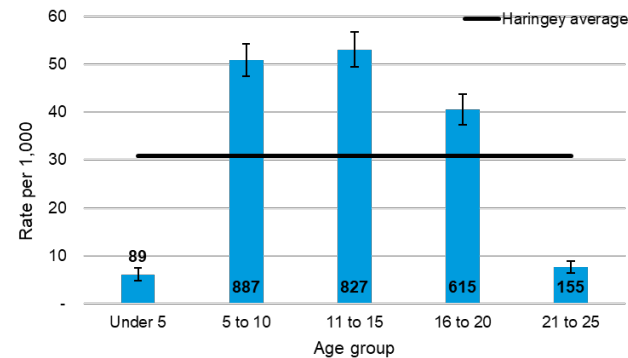
The rate of EHC plan for boys is significantly higher compared to girls and the Haringey average (31 per 1,000 residents aged 0-25).

EHC Plans by Ward ¹



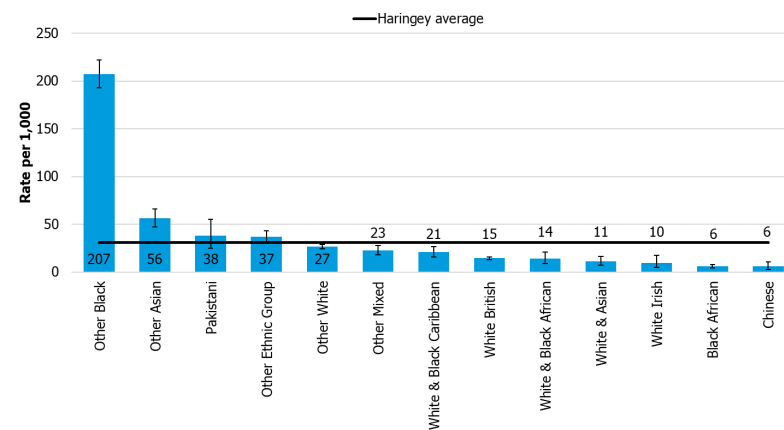
The rate of children with an EHC plan per 1,000 children aged 0-25 in Haringey is highest in Hornsey (**46 per 1,000** children). The number of children with an EHC plan per 1,000 children is also high in Northumberland Park and Tottenham Hale (**40-41 per 1,000**). The most common primary need in all wards in Haringey was Autistic Spectrum Disorder.

Number of children aged 0-25 with an EHC Plan by age group, Haringey resident population ¹



The rate of EHC plans is highest among children and young people aged 11-15 (**53 per 1,000**) and 5-10 (**51 per 1,000**) which is significantly higher than the Haringey average (**31 per 1,000**).

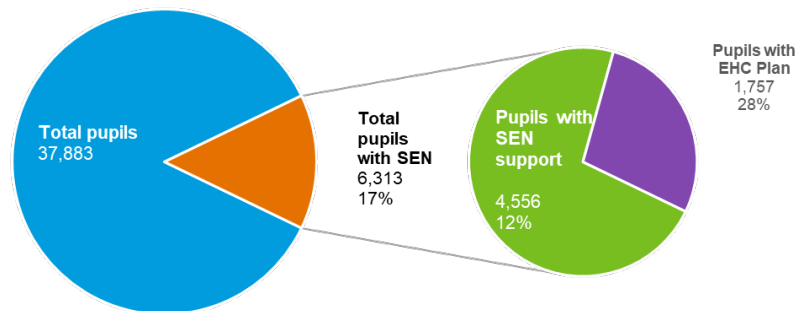
Rate of children aged 0-25 with an EHC plan by ethnicity, Haringey resident population, May 2023 ¹



The number of EHC Plans per 1,000 children aged 0-25 was highest among young people from a Other Black ethnic group (**207 per 1,000**) which was seven times that of the Haringey average (**31 per 1,000**).

Note: 127 children currently live out of the borough but are under the responsibility of Haringey council however they have been excluded from the analysis. 215 children with a EHCP have an unknown ethnicity.

Special Educational Needs (SEN) in Haringey schools⁴



In 2021/22, according to published data, 17% of Haringey pupils (6,313) had special educational needs (SEN) which included 4,556 pupil with SEN support and 1,757 pupils with an Education, Health and Care Plan (EHCP).

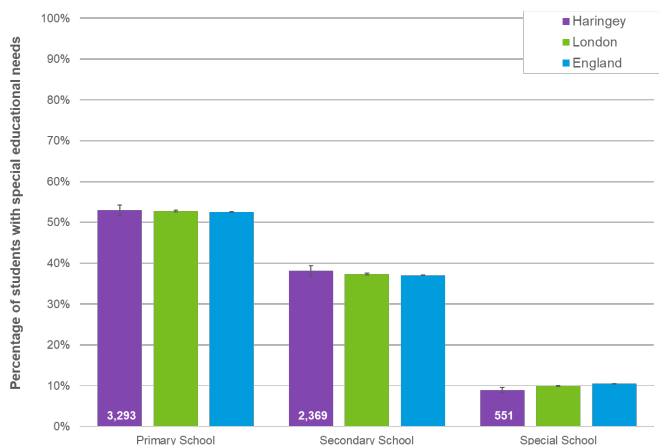
SEN among Children in contact with Children's social services¹

Case type	Number of children (0-25) with SEN
Children in Need	153
CP	15
Looked After Children or Care Leavers	31

As of May 2023, there were 199 children known to Haringey Children's Social Services, as Children In Need, Looked After Children or Care Leavers or with Child Protection, who were also identified as having SEN.

SEN pupils by school type, Haringey, London and England⁴

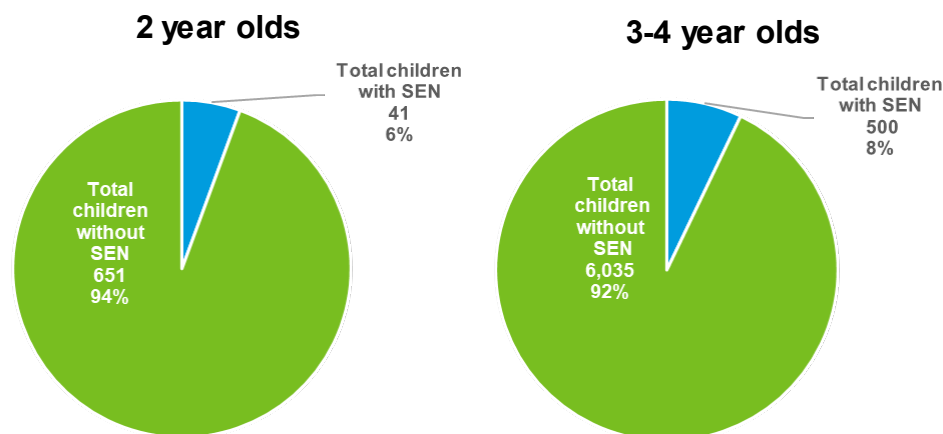
Number of pupils with special educational needs, based on where the pupil attends school, Haringey, London and England, 2021/22



The proportion of Haringey pupils with SEN who are in special schools (8%) is significantly below the London average (9%) and England average (10%).

Out of the total number of pupils with SEN attending a state school in Haringey, 53% are in primary school and 38% are in secondary school. Neither of these differ significantly from the London or England averages.

Early Years Provision⁵

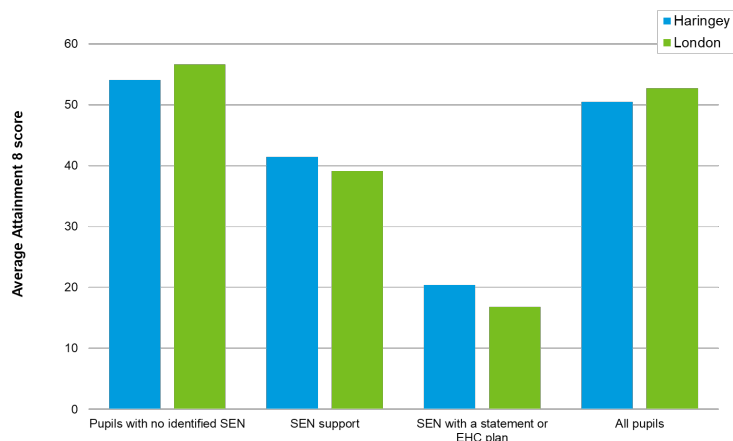


In 2022, 6% of 2 year olds and 8% of 3-4 year olds benefiting from funded early education in Haringey had SEN, a total of 541 children under 5.

Special Educational Needs (SEN) during transition

GCSE attainment among SEN pupils⁶

Attainment 8 score by SEN status, Haringey 2021/22



The average attainment 8 score is the average score achieved by pupils in up to 8 qualifications. Similar to the London picture, pupils with SEN in Haringey scored, on average lower (41 points for pupils with SEN support and 20 points for pupils with an EHC Plan) compared to pupils with no identified SEN (54 points).

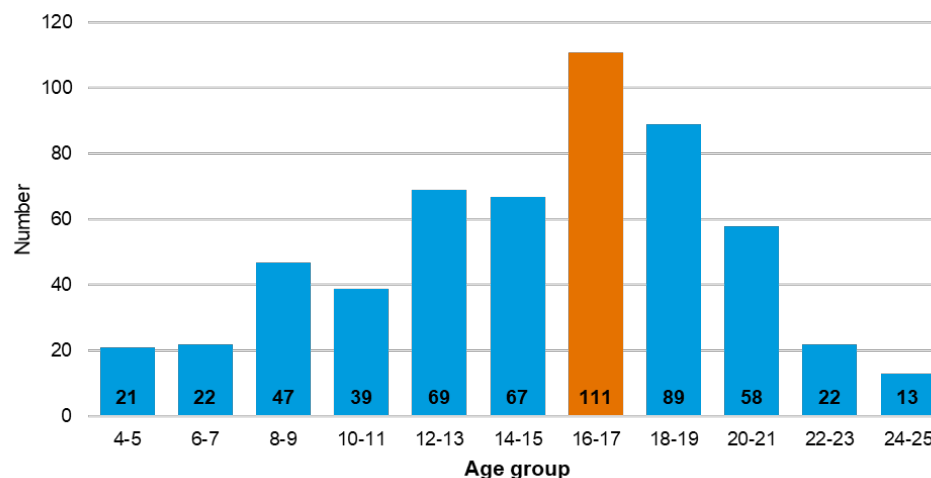
Young people with SEN Not in Education, Employment or Training⁷

In 2022, 7% of 16-17 year with SEN support or a EHC statement were recorded as not in employment education or training (NEET) which is slightly lower compared to the previous year (10%), however this decrease is **not statistically significant**.

Transfer patterns among SEN pupils¹

Children with an EHCP may attend out of borough schools for reasons including parental preference (principally due to school location, religious and cultural factors), looked after children placed outside Haringey and where Haringey schools cannot meet a child's specific needs. Therefore, students attending out of borough schools may indicate an insufficient capacity of in-borough schools to meet needs.

Number of pupils transferring to out of borough schools, by age group, May 2023



As of May 2023, the number of children with an EHC Plan who were placed in out of borough schools were highest among 16-17 and 18-19 year olds.

SETTING THE SCENE: THE HARINGEY PICTURE

SEN pupils by primary type of need and school type, January 2021/22⁴

Primary Need	State-funded primary school	State-funded secondary school	State-funded special school	Total School Census
Speech, Language and Communications needs	1,348	405	11	1,764
Autistic spectrum disorder	552	240	304	1,096
Social, emotional and mental health	420	475	7	902
Moderate learning difficulty	325	385	29	739
Specific learning difficulty	306	567	24	897
SEN support but no specialist assessment of type of need	143	55	0	198
Other Difficulty/Disability	66	127	48	241
Physical disability	52	38	13	103
Hearing impairment	28	35	62	125
Visual impairment	24	27	*	<55
Severe learning difficulty	18	*	28	<50
Multi- Sensory Impairment	<10**	*	0	<15
Profound & multiple learning difficulty	*	<10**	23	<35
Total	3,293	2,369	551	6,213

*Number less than 5

** Number marked as less than 10 to avoid disclosing numbers less than 5 by differencing.

In **Haringey primary schools**⁴, the primary type of needs were:

- Speech, Language and Communications Needs (1,348 students, 41%)
- Autism Spectrum Disorder (552 students, 17%)
- Social, Emotional and Mental Health (420 students, 13%)

In **Haringey secondary schools**⁴, the primary type of needs were:

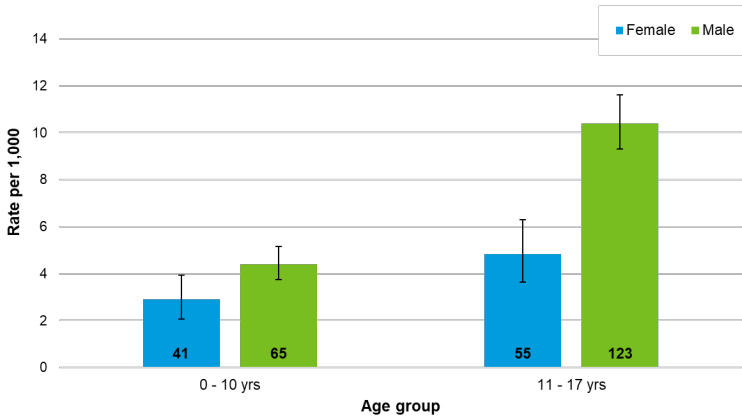
- Specific Learning Difficulty (567 students, 24%)
- Social, Emotional and Mental Health (475 students, 20%)
- Speech, Language and Communications Needs (405 students, 17%)

In **Haringey special schools**⁴, the primary type of needs were:

- Autistic Spectrum Disorder (304 students, 55%)
- Hearing Impairment (62 students, 11%)
- Other Difficulty/Disability (48 students, 9%).

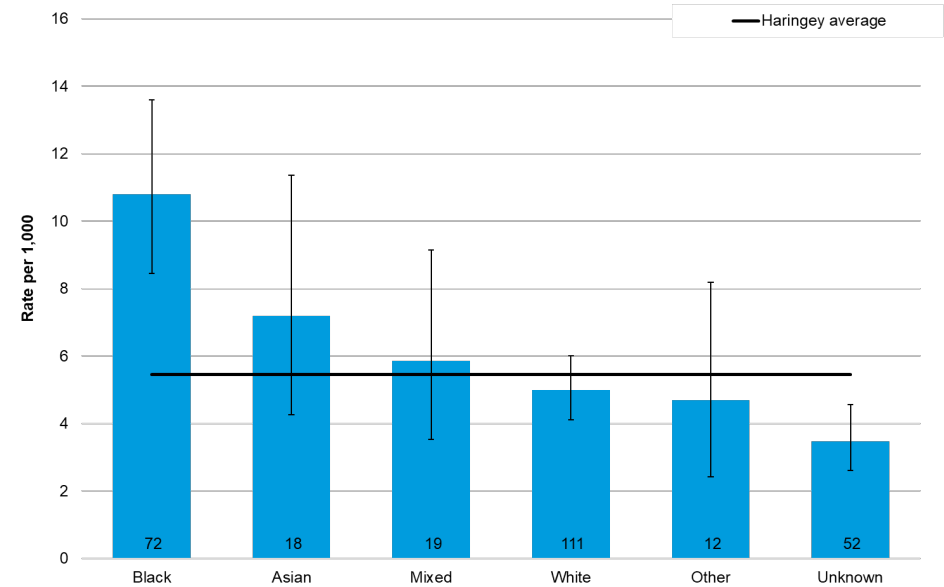
Learning disability among children and young people in Haringey (0-17 years)

Learning Disability by age and sex among GP registered patients aged 0-18 in Haringey, May 2023⁸



The rate of boys diagnosed with a learning disability was highest among 11-17 year olds (**10 per 1,000**), which is **significantly higher** compared to girls from the same age group (**5 per 1,000**).

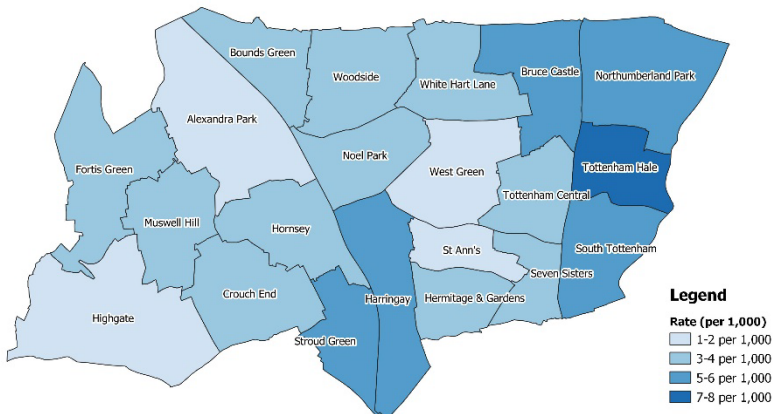
Learning disability by ethnicity of GP patients aged 0-18 in Haringey, May 2023⁸



In May 2023, the rate of learning disability diagnosis was highest among the Haringey GP registered population from Black ethnic groups, (**11 per 1,000** residents aged 0-18) which is significantly higher than the Haringey average (**5 per 1,000**).

52 patients who were diagnosed with learning disability did not have a recorded ethnicity.

Diagnosed Learning disability of GP patients in Haringey by ward, May 2023⁸



In Haringey, the rate of residents aged 0-17 diagnosed with a learning disability is highest in the East of the borough (with the highest rate in Tottenham Hale ward) and in Stroud Green and Harringay.

Accommodation for people with Learning Disabilities and SEN in Haringey

2,823 children and young people in Haringey are on the education, health and care plan (EHCP) (October 2023). The table below shows the number of young people in accommodation separated by care leavers and children looked after. In addition, there are 155 18-25 year olds in semi-independent living and 17 in Supported Lodgings

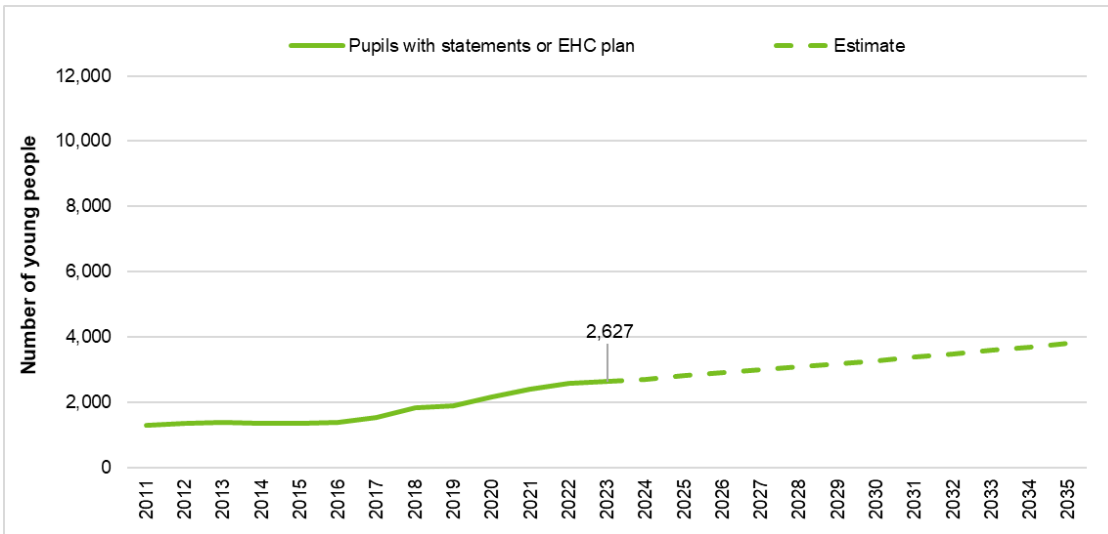
	Care Leavers	Children Looked after
Number living with parents	30	13
Number in foster care	34	248
Number at a 38- or 52-week residential school	0	1
Number of 16-17 year olds living in supported accommodation	0	50
Number of 18-25 year olds in a residential care home	5	30

Projected need of children with Education and Health Care Plans in Haringey

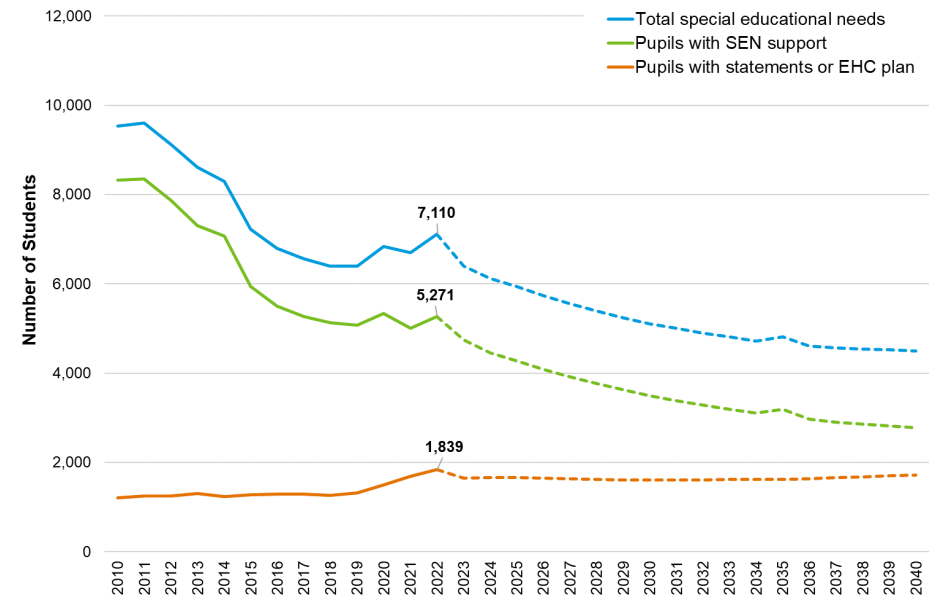
The number of children with an EHCP in Haringey has increased by 44% between 2018 and 2023⁹.

The number of young people with EHC Plans Haringey Council is responsible for is expected to continue to increase. **This results in the projected total number of young people aged 0-25 with EHC to be 3,801 in 2035.**⁹

Number of young people with EHC Plans supported by Haringey Council, 2011-2023, and projections of demand, 2024 – 2035⁹



Number of pupils in Haringey schools with special educational needs, 2010 - 2022, and projections of demand, 2023 - 2040¹¹



Projections of number of pupils in Haringey schools with SEN needs¹¹

Since 2010, there has been a decrease in the percentage of students in Haringey schools receiving SEN support, from 22% to 13%. This has impacted the overall percentage of students with special educational needs in Haringey.

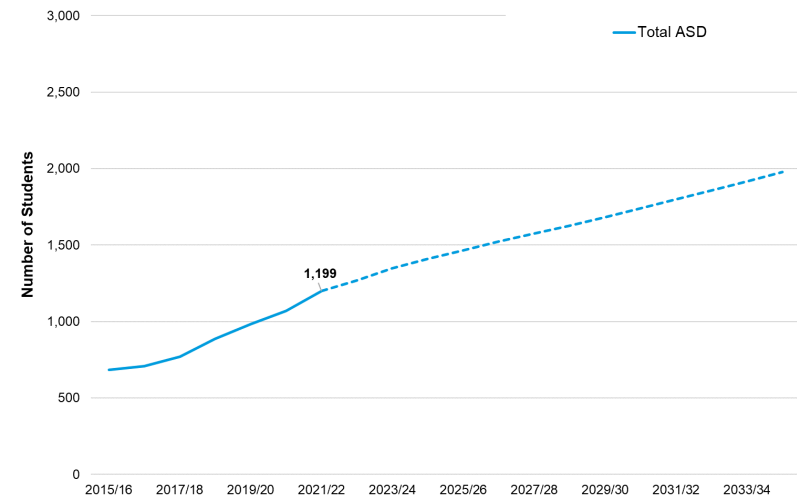
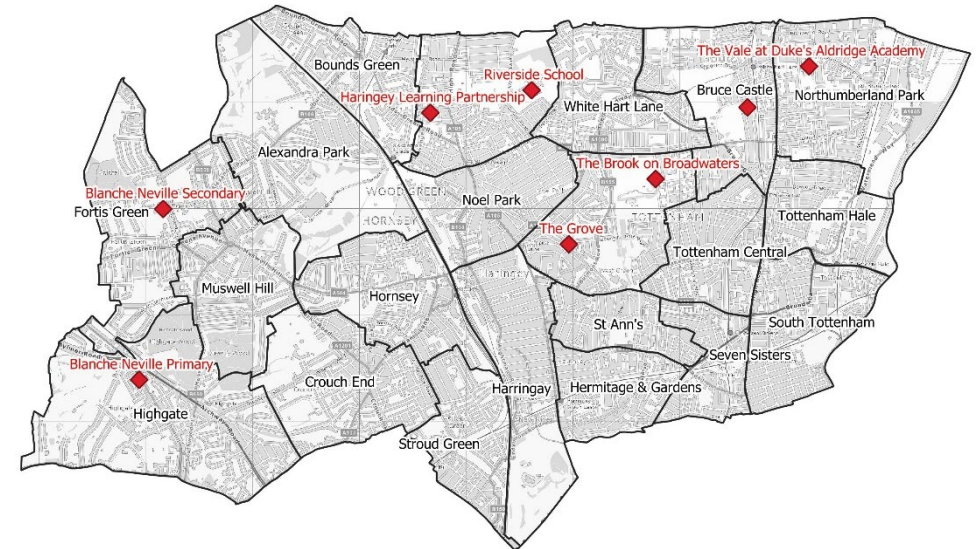
The percentage of students with an EHC plans increased slightly, from 3% to 4% of Haringey students.

If current trends continue, the projected total number of students with special educational needs in Haringey in 2040 is 4,504. This is impacted both by the declining trend in SEN support provision and the projected slow increase in the population of young people in the borough.

Haringey special school provision for Autistic students

In 2021/22, Haringey had 1,774 students with an EHCP. The majority of these children and young people with EHCPs are educated in mainstream schools, with 645 students attending a specialist provision. Of those students attending specialist provision, 104 Haringey children with EHCPs attend out of borough independent special schools.

Across all types of provision, Haringey currently has 1,199 students with Autistic Spectrum Condition (ASC) and a finalised EHC plan. **At a conservative estimate, based on the current rate of increase, we can anticipate having at least 1,979 students with ASC in Haringey by 2034/35.** There are currently 304 Haringey students with ASC in in-borough special schools. In line with the estimated rate of increase, **it is projected that Haringey will require 667 ASC special school places in total by 2027** (263 school places additional to the current offer).⁹



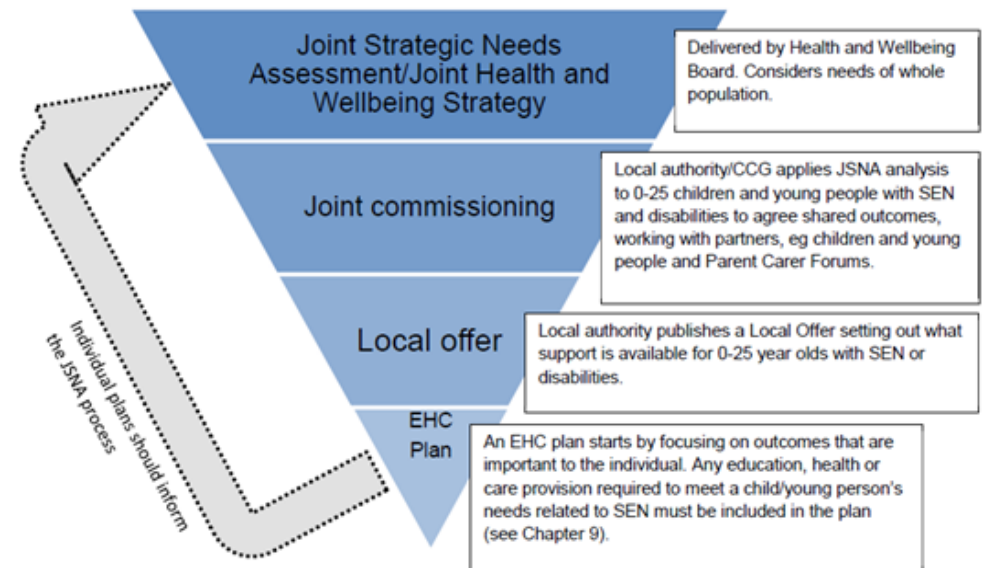
Projected demand for Haringey Special School ASC places by 2027.⁹
The projections above have been modelled using a rate of increase in incidence calculated by the GLA in January 2019.

SEND code of practice

The [SEND Code of Practice 2015](#) and the Children and Families Act 2014 gives guidance relating to health and social care and education to local authorities to ensure that children and young people with SEND are well supported. The statutory Code of Practice identifies that schools need to be aware of how mental health related issues may underpin behaviour related problems to best support pupils effectively. It recognises our duty under the Children Act 2004 to safeguard and promote the welfare of children and young people.

The JSNA plays a key role in understanding the needs of residents with children and young people with learning disabilities and SEN. This allows partners to make informed decisions on local joint commissioning based on the evidence base. This inter-relationship is illustrated opposite and shows how the code of practice represents the relationship between the individual planning in an EHC Plan, the local offer and the joint commissioning undertaken by Haringey Council and NHS Haringey Clinical Commissioning Group (CCG) which develops from the JSNA. Partners can ensure that joint commissioning supports the early identification of needs, intervention and is outcome focused.

In line with the SEND Code of Practice 2015, schools in Haringey recognise the importance of early identification of SEND children and to provide an environment where children can develop an acceptance of ability of need. This is reflected in Haringey's local offer. Partners should consider how they will align support delivered through mechanisms including early help assessment and how SEN support in schools can be aligned strategically and operationally.



From SEND Code of Practice, January 2015 (DfE)

The Thrive Model

Developing a better understanding of NHS commissioning and the referral process has made a marked difference to the quality of provision for children and young people with SEND. **The THRIVE model for children and young people aged 0-25 years**, provides a framework to identify some of the factors which may be influencing a child's behaviour and the approaches which can be adopted to help them address their own behaviour. The model draws a distinction between treatment and support by identifying groups of children and young people and the care that they require. The model provides a basis for collaborative working relationships to be forged between commissioners and SENCOs.

For children with attention deficit hyperactivity disorder (ADHD), access to specialist support, including specialist teachers and support services, is essential in maximising the child's development. The THRIVE model is being implemented across Haringey with involvement from schools, Haringey Council, NHS commissioners and service providers, voluntary community sector and other key partners to ensure that children receive the support they need.

In Haringey, opportunities exist for strengthened multi-agency working, co-production and engagement through the THRIVE model. Whole school approaches to promote resilience and improve emotional wellbeing amongst pupils with SEND can be achieved through THRIVE. Haringey School Improvement Service and Haringey Education Partnership supports the work of Haringey's schools, helping to support teaching and learning for those pupils with additional needs.



Recommended national guidance and frameworks to inform local level commissioning

The following core frameworks and structures are recommended when commissioning an optimal SEND service for children and young people:

1. The Department for Education's 2017 Study of Early Education and Development (SEED): Meeting the needs of children with SEND in the early years. The research report sets out conclusions and recommendations relating to:

1. Early years provision for children with SEND
2. Identification of SEND
3. Communication between parents and providers
4. The introduction of EHC plans
5. Resources and funding

<https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>

2. Education, Health and Care Plans - Examples of Good Practice (2016): this resource has been produced to help practitioners develop good quality EHC plans that meet both the letter and the spirit of the Children and Families Act 2014.

<https://councilfordisabledchildren.org.uk/help-resources/resources/education-health-and-care-plans-examples-good-practice>

3. Decision Making Toolkit: this is a practical guide to support social workers, health practitioners, school and college staff, parent carers, families and anyone working directly with children and young people with SEND. It is designed to be used in partnership with young people to support them to make their own decisions and to participate as fully as possible in decisions made on their behalf.

<https://councilfordisabledchildren.org.uk/help-resources/resources/decision-making-toolkit-0>

4. A Local Authority Audit Tool: the tool draws together in one place the key pieces of evidence that local authorities would wish to assure themselves on in terms of progressing towards implementation of the 2014 Children and Families Act reforms in relation to disabled children and young people and those with SEN.

<https://councilfordisabledchildren.org.uk/help-resources/resources/local-authority-audit-tool>

5. Transition from children's to adults' services NICE quality standard QS140 covers all young people (aged up to 25) using children's health and social care services who are due to make the transition to adults' services.

<https://www.nice.org.uk/guidance/qs140>

WHAT WORKS?

Annual health checks for people with learning disabilities and SEN

The learning disabilities health check scheme is designed to encourage GPs to identify all patients aged 14 and over with learning disabilities to maintain a learning disabilities 'health check' register and offer them an annual health check, which includes producing a health action plan.

People with learning disabilities have lower rates of access to some health services such as screening and immunisation. Annual Health Checks can identify undetected health conditions early. This facilitates ongoing treatment and promotes better health through screening and immunisation.

In Haringey in 2022/23, the proportion of eligible patients with a learning disability who had a GP Health Check was 86.7%, which equates to 1305 patients aged 14 years and above . This is above the NHS Long Term Plan target of 75%. and also, above the 2020/21 national average performance of 71.8% and the London average of 76.8%

The guidance below have been developed and shared across the network to support the improvement of the health and lives of people they are supporting. This guidance is particularly focused on improving identification of people with a learning disability and the toolkit for : guidance for general practice Receive an Annual Health Check



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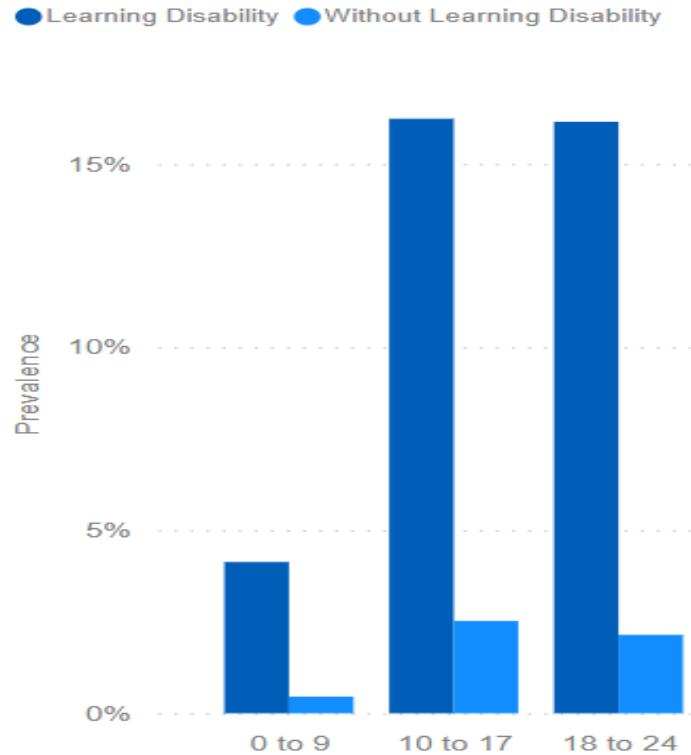


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WHAT WORKS?

Earlier diagnosis of ADHD

Attention deficit hyperactivity disorder (ADHD) a condition that affects people's behaviour. If not diagnosed or appropriately supported this can impact education and employment opportunities. The graphs below highlights most people being diagnosed for ADHD also have a learning disability with the majority children and young people being diagnosed between the ages of 0-25

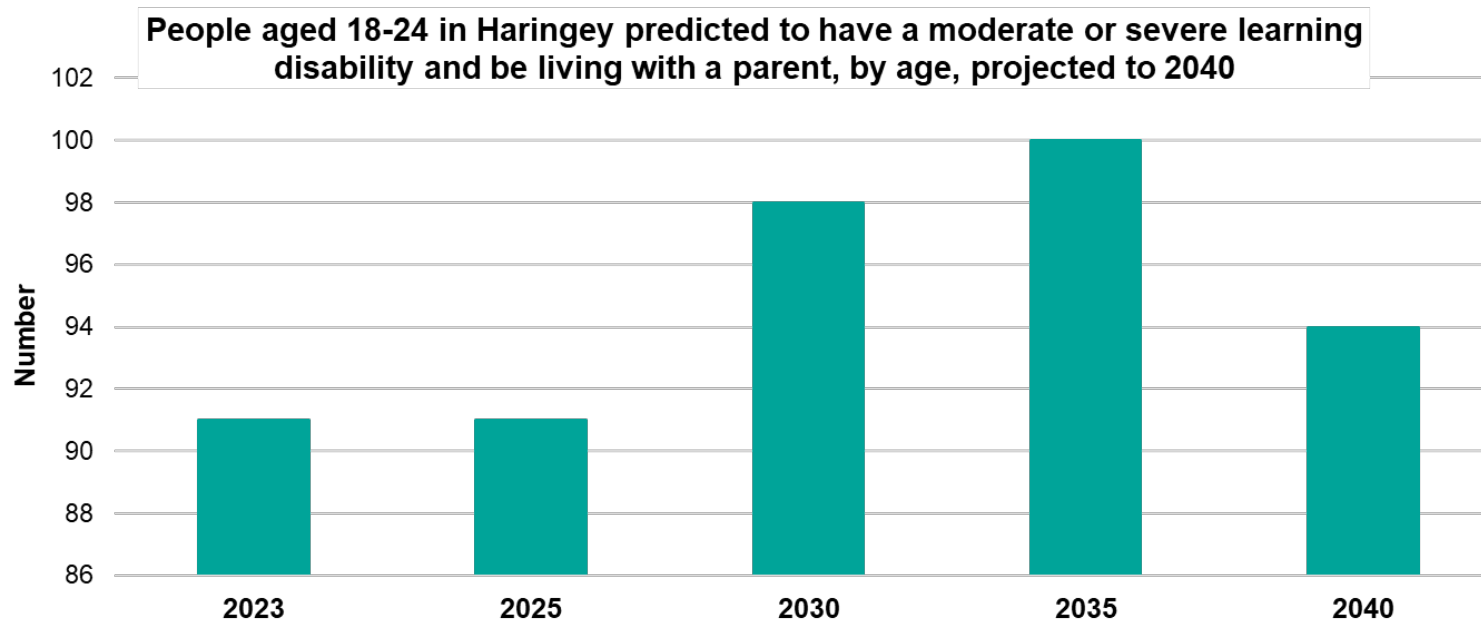


Source: NHS Digital Learning disabilities health check scheme statistics

Accommodation to support people with learning disabilities and SEN

Evidence suggests that local authorities should offer a broad range of accommodation and support for people with learning disabilities. Settled accommodation is regarded as the preferred option for people with learning disabilities and includes the following: **owner occupied, social housing, private rented, settled with family or friends, supported accommodation, shared lives and extra care housing**. In 2023, the proportion of people aged 18 to 24 with learning disability receiving long term support from Haringey social services who are living in stable or appropriate accommodation (in their own home or with family) was **66%**. This was **significantly lower** than the England average of 78.8% and London average of 77.5% .

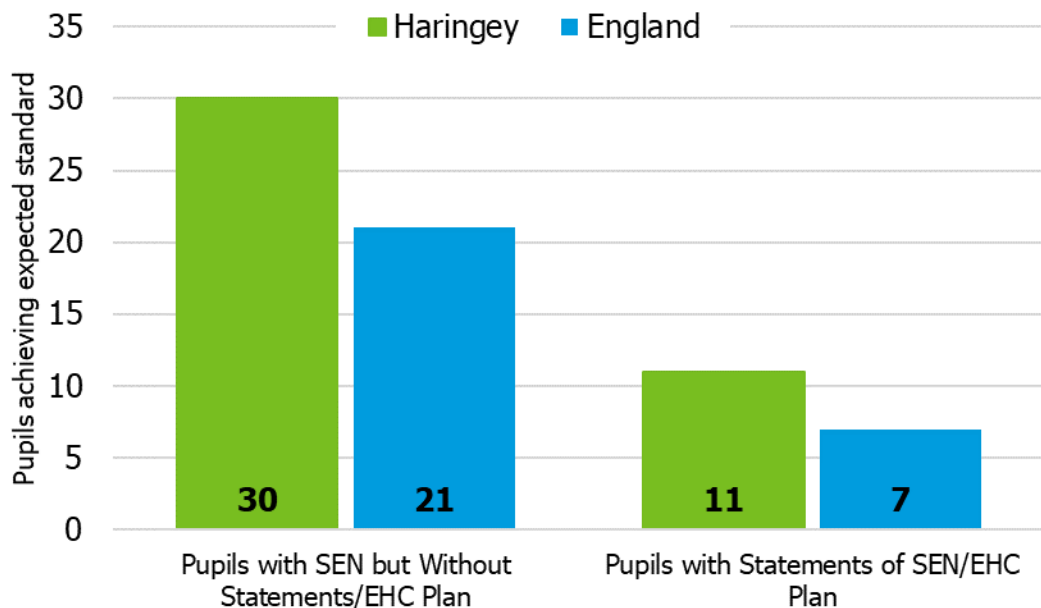
The number of 18-24 years in Haringey with a moderate or severe learning disability who live with a parent is predicted to increase slightly from 91 in 2023 to 94 in 2040, an increase of 3.2%. With increased longevity of people with moderate or severe learning disabilities, there is potentiality of those people outliving their parents. This presents implications in terms of the future care of the individual with learning disabilities.



Source: PANSI

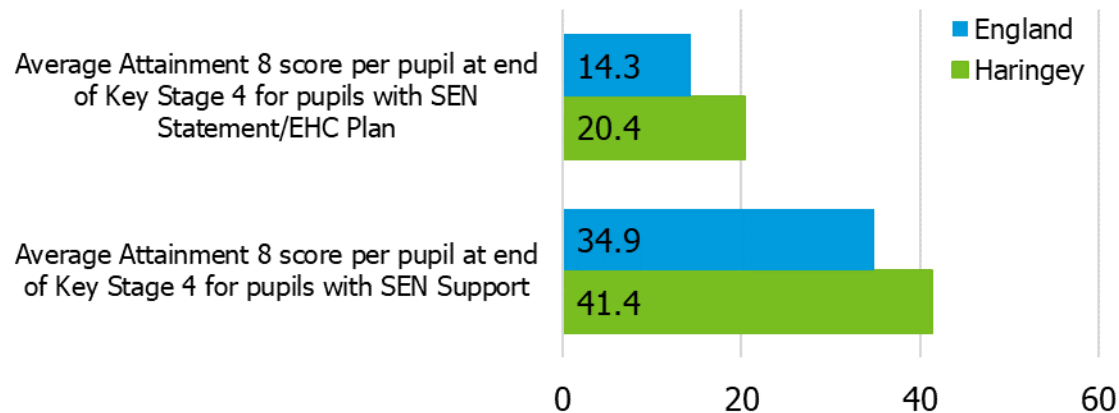
Academic achievement of people with SEND

Pupils achieving Key Stage 2 Reading, Writing and Maths Expected Standard, Haringey and England, 2022

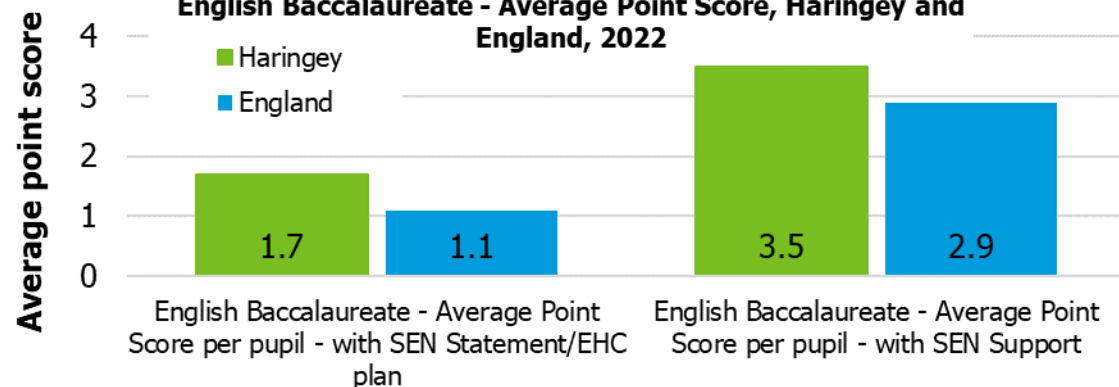


In pupils with SEN but without statements/EHC plan and those with statements of SEN/EHC plan, there are more pupils achieving key stage 2 expected standards in Haringey compared to the England average.

Average Attainment 8 score per pupil, Haringey and England, 2022



English Baccalaureate - Average Point Score, Haringey and England, 2022

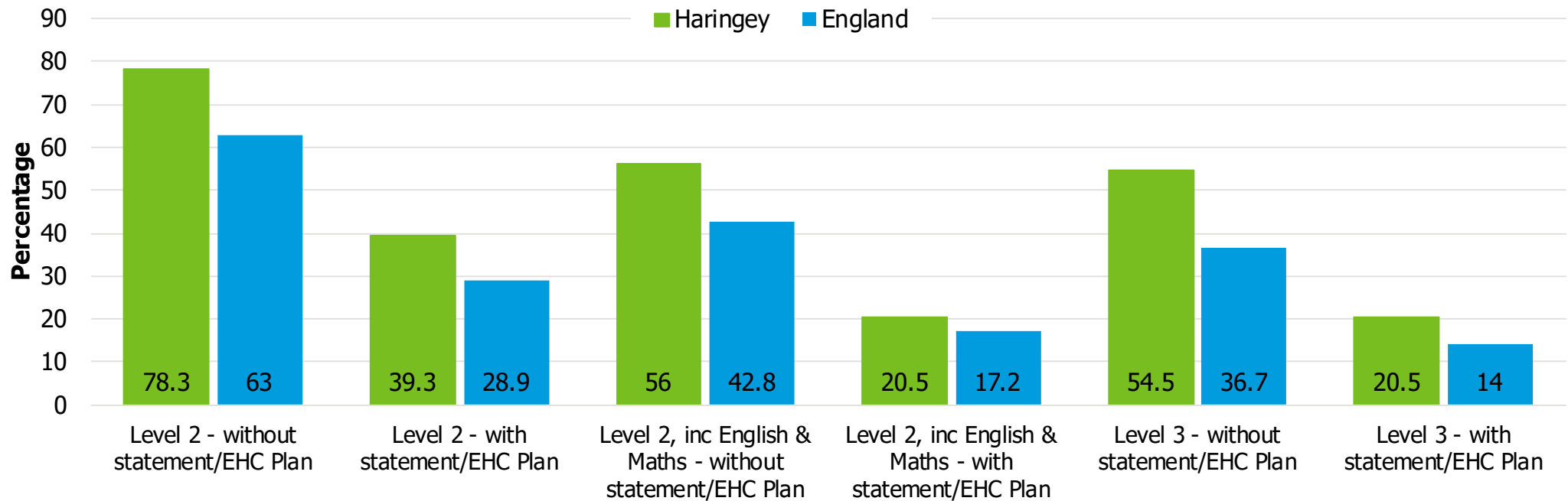


Pupils with SEND in Haringey have higher average scores in the English Baccalaureate and Attainment 8 compared to the England average. Haringey had higher average progress 8 scores compared to England (0 vs -0.5) for pupils with SEN support and with SEN statement/EHC plan (-0.9 vs -1.3)

Academic achievement of people with SEND

The percentage of 19-year-olds qualified to Level 2 or 3 was higher in Haringey compared to England in all categories.

Percentage of 19 year olds qualified to Level 2 or 3, Haringey and England, 2022



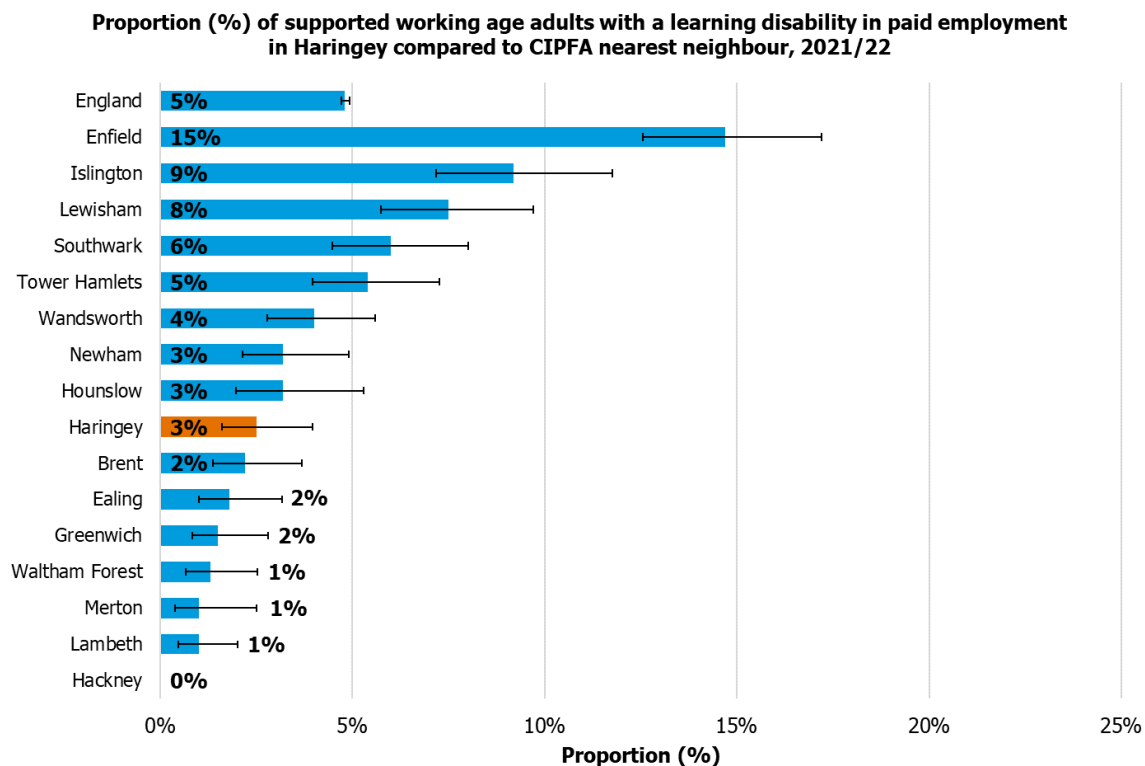
Source: Local Authority Data Matrix, 2023

WHAT WORKS?

Employment opportunities to support people with learning disabilities and SEN

Generally, young people who are NEET are at greater risk of a range of negative outcomes, including poor health, depression, or early parenthood. **Children and young people with SEND are less likely to remain in education, employment or training (EET) than those with no identified SEN.** The proportion of 16 and 17 year olds in Haringey who were NEET or whose activity is not known was 5.7%¹⁴.

This was significantly above the England average of 5% and London average of 3%. In Haringey, the proportion of 16 and 17 year olds who were recorded as being NEET who were SEND (EHCP or statement) was 7%, which was similar to the England average of 8% and London average of 5%. In Haringey, this trend continues into adulthood where the proportion of supported 18-64 year olds with a learning disability in paid employment was only 3% in 2021/22¹⁵. This was lower than the England (5%) average, as shown on the right.



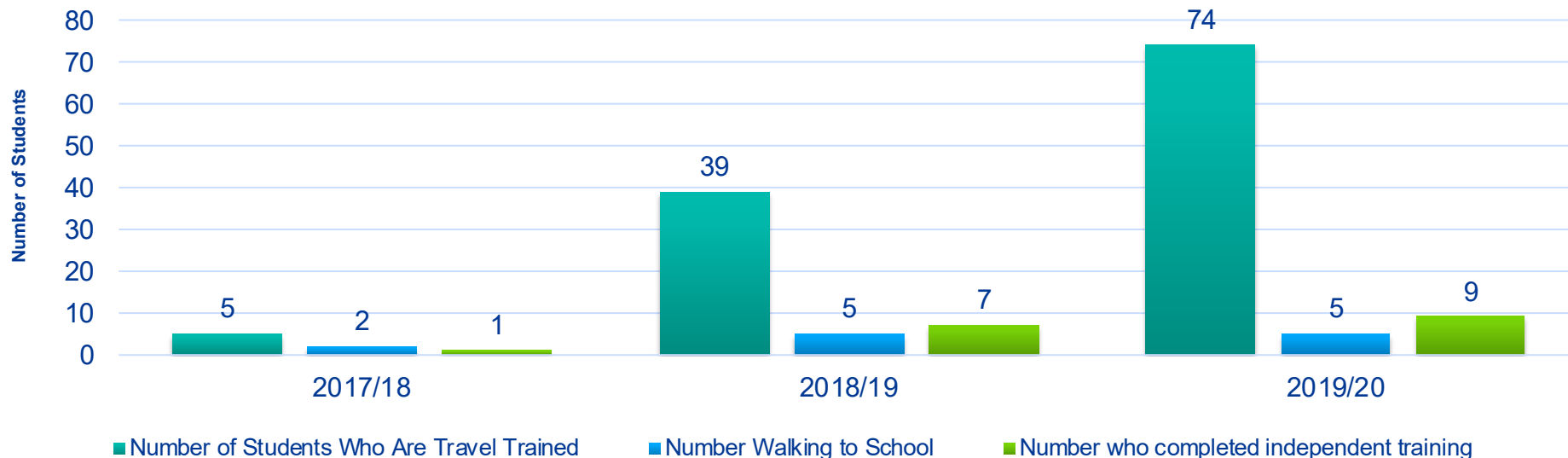
Source: NHS England

Provision of transport for children with SEND

The Council for Disabled Children have developed guidance to support local authorities in relation to sustainable school travel, and school travel arrangements for children and young people: <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/resources/guidance-home-school-transport>

SEND Transport is intended to facilitate attendance at school and improve access to healthcare services. Travel options include independent travel training or travel buddying. Escorts and travel trainers are Haringey employees and are a key part of the SEND integrated service. Training includes Makaton signing, safeguarding disabled children, communicating with children with disabilities.

Transport is often seen as the largest barrier to accessing extended provision. Research shows that 10% of disabled young people believe transport to be the main barrier to participation in sports events. For children and young people in Haringey aged 0-25 years who have SEN, a service users travel needs can be best met through independent travel arrangements or assisted travel services (“travel buddy” scheme). Approximately 80% of students in Haringey are collected from home. **The number of students who are travel trained (‘buddied’) has increased on an annual basis since 2017/18. Between 2018/19 and 2019/20, the percentage of students who were trained increased by 90% from 39 students to 74¹⁶.**



Source: Haringey Council, Transportation Service

Local transport initiatives for young people with learning disabilities

Travel training is for children and young people who have SEND, and adults who have physical or learning difficulties.

People are eligible if:

- Their needs are caused by a physical, learning disability or illness
- They are currently unable to travel independently
- Being able to travel independently will help them to take part in education, training or work placements, or on their general wellbeing

The benefits of the independent or the assisted initiatives for young people with learning disabilities are:

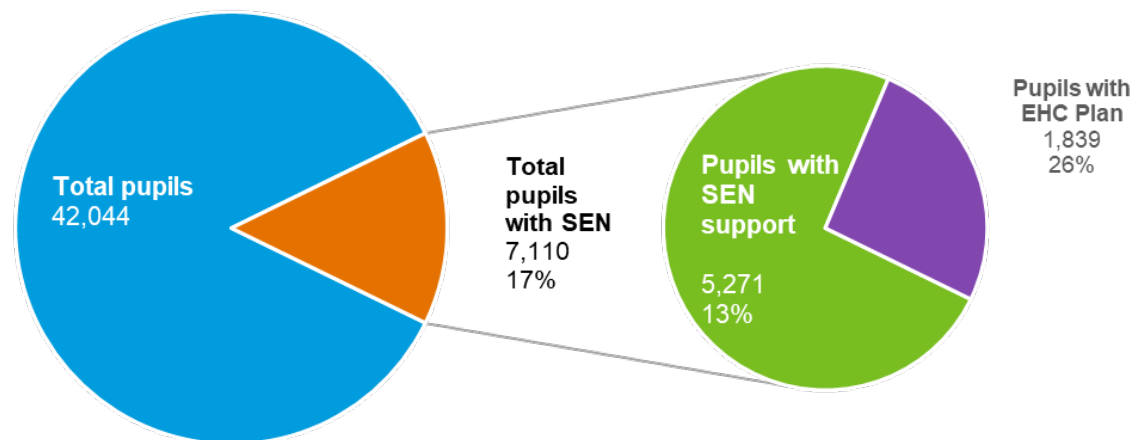
- Shortened journey time
- An travel escort is present on the vehicle at all times
- Increased independence for young people
- Reduced levels of CO2 as only one bus is required
- Improved relationships with parents
- Improved social skills
- Increased confidence
- Better access to education
- Access to leisure services
- Improved access to work and volunteering
- Reduced levels of loneliness and social isolation
- Improved mental well-being

EARLY RECOGNITION AND SUPPORT PYRAMID

When mapping out local services and the local offer for children and young people (CYP) with SEND in Haringey, it is important to acknowledge that there are not clear boundaries dividing needs, instead this is a continuum.

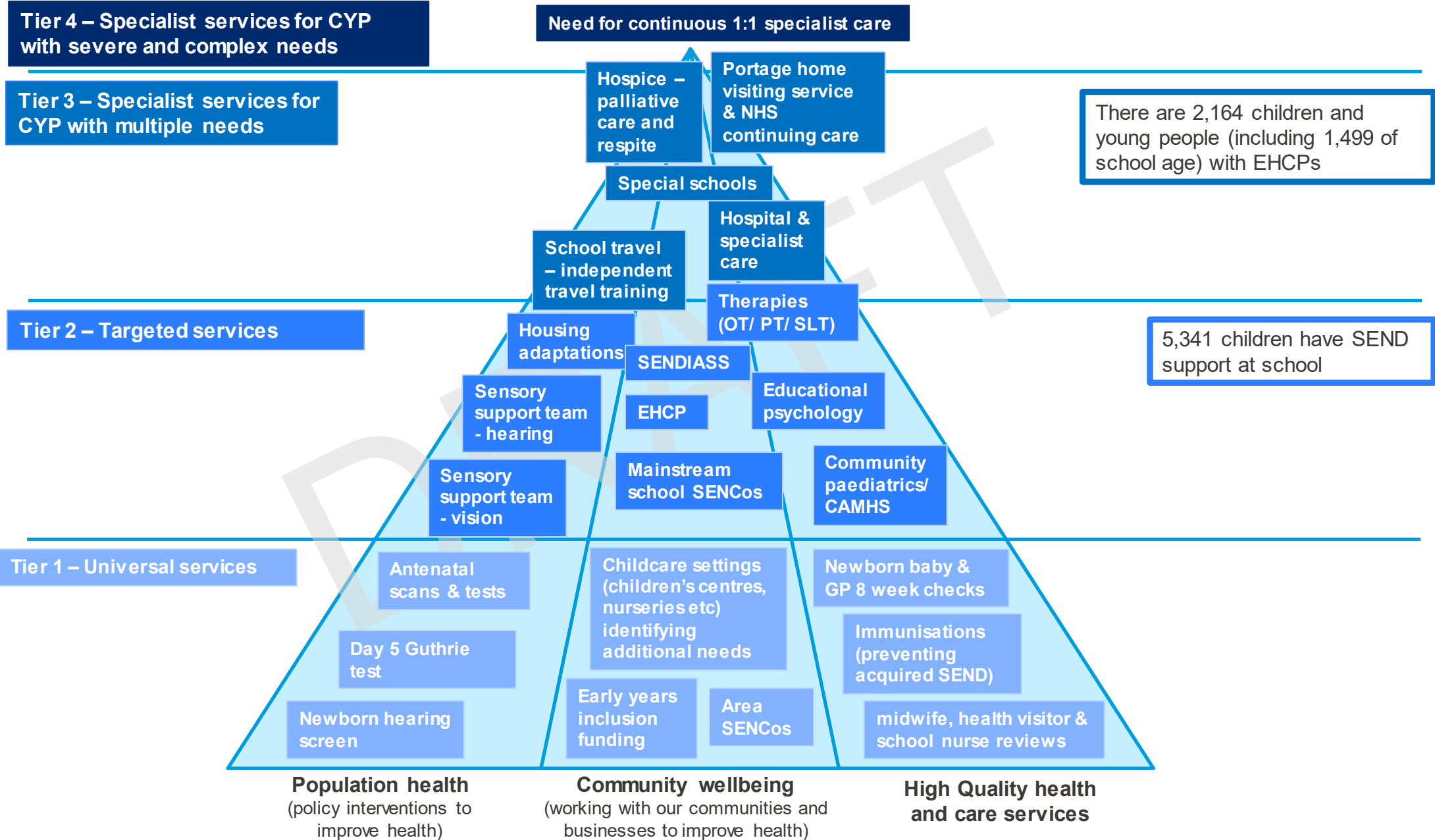
The pyramid structure provides a useful framework for displaying this spectrum, whilst at the same time demonstrating the variability in size and complexity of needs.

The first tier demonstrates population screening for children in the borough and services which seek to identify needs and support them accordingly. Targeted services then aim to support those children and young people with less complex needs, as shown in the second tier, compared with the relatively small number of children with the most complex needs at the top tiers (3 & 4).



The chart above gives the total figures for children and young people in the borough, including those with SEND and support in schools/ EHCPs in 2021/22. The Early Recognition and Support Pyramid on the following slide depicts the range of services and the local offer. There is crossover in terms of the level of support and interventions available between all of the tiers, rather than distinct boundaries.

EARLY RECOGNITION AND SUPPORT PYRAMID



RECOMMENDATIONS

- Adult social care commissioners to continue to work with primary care to improve the uptake of patients with learning disabilities who are eligible for a health check through an action plan which sets out different opportunities to increase uptake, including awareness raising programmes with care providers. (Haringey Strategic PfA Plan)
- Continue work towards increasing the uptake of annual health checks ensuring that there is alignment to EHC Plan and ensuring Health Action plans are developed where required following a health check (Haringey Strategic PfA plan)
- Improve the transition pathway for young people entering adulthood across health and social care (Haringey Strategic PfA plan)
- Continue to increase work with key partners across Haringey, including Job Centre Plus to support young people with SEND who are NEET to engage in suitable employment opportunities and create new Supported Internships in Borough (Haringey Strategic PfA plan)
- Ensure that all relevant frameworks and best practice guidance relating to learning disabilities are embedded across service provision.
- Undertake a review of housing options across Haringey for people with learning disabilities to determine whether the choice and availability of accommodation is meeting current need. (Haringey Strategic PfA plan)
- Continue to identify opportunities to improve in-borough supported and independent living provision to ensure that young people with learning disabilities and additional health needs can remain close to friends and family rather than accessing these services out of borough. (Haringey Strategic PfA plan)
- Continue to ensure that children with SEND are identified at the earliest opportunity to support improved forecasting for school places and planning of future service provision. (Haringey SEND strategy)

RECOMMENDATIONS

- Continue to ensure that professionals and practitioners across Health, Education and Social Care are working together in the co-production of EHC Plans to achieve improved outcomes for children and young people and in meeting specific needs. (WSOA 1)
- Further work with NCL ICB to ascertain the local prevalence rate of children and young people with learning disabilities who have a co-existing health condition e.g. diabetes and epilepsy. This will allow services to be planned accordingly and determine the long-term support requirements to those individuals identified by GP's as having learning disabilities.
- Continue to ensure that suitable provisions and reasonable adjustments for children and young people with SEND across all local authority commissioned services are in place.

GLOSSARY

SEND – Special educational needs and disabilities

Day 5 Guthrie Test – a universal screening programme which detects 9 rare but serious health conditions

SENCOs – special educational needs coordinators: qualified practitioners with specialist experience working with SEND

CAMHS – child and adolescent mental health services

SENDIASS - Haringey's SEND information, advice & support service

EHCP – education, health & care plan

OT – occupational therapy

PT – physiotherapy

SLT – speech & language therapy

Portage home visiting service - portage workers visit children at home with their families and help them to develop their skills.

 Haringey Local Offer website:

<https://www.haringey.gov.uk/children-and-families/local-offer>

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