

MUNICIPAL YEAR 2018/2019 REPORT NO.

ACTION TO BE TAKEN UNDER DELEGATED AUTHORITY

OPERATIONAL DECISION OF:

James Rolfe, Executive
Director of Resources

Agenda – Part: 1	KD Num: 4712
Subject:	
Proposed ICT Service restructure phase 1	
Wards:	

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1. EXECUTIVE SUMMARY

The London Borough of Enfield (LBE) has invested heavily in technology solutions and delivered some innovative and transformational changes. We continue to deliver on a major ICT Transformation Programme to enhance the experience of staff and customers and deliver the modern ICT and digital services that the council and its customers need.

The implementation of the ICT and Digital Strategy being finalised has implications for how we operate going forward. We now have an inherent and compelling need to ensure that our Target Operating Model (TOM) is fit-for-purpose, future proofed and capable of delivering our organisational priorities and objectives.

It is therefore recommended that the ICT Service structure being proposed in this paper is approved and adopted to ensure that the Council is able to deliver its ambitious programme of change as per the strategy document. This report considers the first phase of the changes which focuses on recruiting to the current vacant posts and the creation of new permanent roles that need to be implemented, to achieve the new structure for the service.

2. RECOMMENDATIONS

- 2.1 To approve the proposal to add 13 new permanent posts to the ICT Service structure to make it more fit-for-purpose and cost effective to reduce reliance on external resources, and the necessary revenue budget as per the details incorporated in Part 2 of this report.
- 2.2 Approve a revenue budget to fund market supplements for 8 vacant posts in the structure, and 12 of the 13 new posts, as per the details incorporated in Part 2 of this report.
- 2.3 Approve the initiation of recruitment on this basis to 12 vacant posts (8 with market supplements, and 13 new posts (12 with market supplements).

Table 1: Summary of posts

No. of posts	Vacancy exists in current structure	Graded role exists in current structure	Market supplement requested
12	No	No	Yes
1	No	No	No
8	Yes	Yes	Yes
4	Yes	Yes	No
25			

3. BACKGROUND

Following the insourcing of the ICT service from Serco in June 2016, an immediate restructure of the service took place, creating a centralised Corporate ICT Service. This process involved consolidation of teams from the business, Corporate ICT and staff that transferred back to the Council from Serco into the new service. The structure adopted at the time considered the needs of the service and the Council at that point. The speed at which the assignment was undertaken also determined the scope and outcomes being sought. Having stabilised from the insourcing and the last restructure, it is clearly evident that:

1. There are key technical roles that do not exist in the current structure and therefore the service is dependent on external resources and expertise to deliver these key responsibilities (see key decision 4700),
2. We are not able to do appropriate knowledge transfer and transition from contracted resources to internal staff and reduce our reliance on these experts as the roles are not available within the structure to enable this to happen,

3. The cost of service delivery is significantly higher – on average by 42% - than would be anticipated due to spend on external resources,
4. The service has had multiple failed recruitments because of not being able to offer salaries that are comparable with other London-wide authorities.
5. The service has been missing best practice service management and governance principles, key processes and process owners, and clarity about roles and responsibilities. These specific issues have been the subject of the recent ICT Operating Model audit report and the SOCITM review
6. There are instances of staff appointed to roles in the previous restructure to which they were not appropriately qualified or experienced.

Phase 1 of the restructure detailed in this report will address the first four points above and support the fifth.

Approach to implementing the revised Target Operating Model (TOM) for the ICT Service:

It is acknowledged that we need to contain the cost of delivering the service through the reduction in the number of Work Packages that have been agreed and implemented. It is also apparent that we have a number of key/pivotal roles that are missing from the structure. We intend to move quickly to address these two specific points; the proposed work programme to undertake the restructure will therefore be conducted in a phased way as detailed here:

- (i) Continuation of service delivery has been arranged through the preparation of work packages being fulfilled by SunGard and Venn, until we are able to appoint employees to the roles being covered (see key decision 4700)
- (ii) We have identified key roles that are not formally in the current structure and are required going forwards; these include Project Managers (PMs) and Technical Architects (TAs). We have also identified appropriate market supplements for roles that have remained vacant due to unsuccessful recruitment efforts. Our intent is to recruit to all these roles as quickly as possible, on a permanent basis.
- (iii) Work will also commence in parallel to define the full ICT structure and the needs of the service in line with the wider needs of the Council.

TABLE 2 – Existing vacancies that require a market supplement

The following current 12 vacancies in the structure will be advertised with a market supplement, and awarded subject to the candidate's qualifications and experience and verified current salary:

	Role in Current Structure	Work Package	Previous Recruitment	Previous Salary Offered	Market Salary	Market Supplement
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1	056 - Security manager x1 MM2 Top of salary band £57,525	Currently covered by contractor	Previous recruitment campaign unsuccessful due to salary offering as fed back by Penna recruitment agency campaign	Market supplement sought Previously £5K	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
2	051 - Security officer x2 PO1 Top of salary band £35,991	Currently covered by contractor	As above	Market supplement sought Previously £5K	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
3	015 - Network functional lead x1 MM1 Top of salary band £46,602	Currently covered by contractor	As above	Market supplement sought Previously £5K	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
4	018 - Network senior engineer x3 MM1 Top of salary band £46,602	Currently covered by contractors	As above	Market supplement sought Previously £5K	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
5	042 - Server functional lead x1 MM1 Top of salary band £46,602	Currently covered by contractor	As above	Market supplement sought Previously £5K	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
6	020 - Server senior engineer x3 MM1	Vacant post (s?)	Previously attracted and appointed without market supplement		Commercially Sensitive Information in Part 2	None
7	903 - Application Packager x1	Currently covered by contractor	Previously attracted		Commercially Sensitive	None

PO1		without market supplement.	Information in Part 2	
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TABLE 3 – 12 new permanent posts, to replace contractors with employees

It is requested that the following roles currently undertaken by contractors be created as 12 permanent posts in the structure and be advertised with a market supplement:

	Role and indicative salary	Grade	Market Salary	Market Supplement
1	Test Manager x 1 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
2	Technical Architect x 1 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
3	Solutions Architect x 2 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
4	Data Architect x 1 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
5	SQL applications engineer x 1 Top of salary band £35,991	PO1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
6	Digital Services Solutions Architect x 1 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
7	Web Developer Engineer x 1 Top of salary band £35,991	PO1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2
8	Project Manager x 3 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2

9	Data Protection Officer x 1	MM2		
	Top of salary band £57,524			

TABLE 4 – 1 new permanent post, to enable improvement to the website

It is requested that the following permanent role is created in the structure and advertised with a market supplement if required. Unlike the roles above, this one is not being performed by a contractor, and reflects a need to provide leadership and expertise in managing and improving the council's website:

	Role and indicative salary	Grade	Market Salary	Market Supplement
1	Web Manager x 1 Top of salary band £46,602	MM1	Commercially Sensitive Information in Part 2	Commercially Sensitive Information in Part 2

4. ALTERNATIVE OPTIONS CONSIDERED

The following options have been considered:

4.1 Stop key projects and programmes

This option has been rejected because the projects and programmes underway are important for service sustainability and efficiency, and because many of the individuals in place are also supporting essential day to day service delivery.

4.2 Manage with fewer than 12 additional staff

This option has been rejected would mean that the quality of service delivered to staff and customers would suffer, and the risks and issues identified through the Socitm review and the Internal Audit would not be effectively resolved. The new posts have been kept to a minimum and compares with 32 contractors currently in place. The Head of ICT will keep resourcing levels under review so that we only recruit the number of people that we need.

4.3 Continuing with Work Packages for external resources

Continuing with Work Packages on a long-term basis is more expensive and leads to less sustainable and resilient services.

4.4 Undertake a wider restructure of the service in one phase

The service does need a full restructure, however this is time consuming and requires extensive engagement with a support for staff and engagement with unions. The priority has therefore been to fill major gaps first, before moving to review the rest of the service.

5. REASONS FOR RECOMMENDATIONS

The ICT service does not have a stable staffing structure because of gaps that are filled with external resources. This adds both cost and risk to the smooth and secure running of the service. This report recommends that we recruit to 25 positions at the competitive salaries and market rates identified in the report, which will provide the resources necessary to deliver both essential services and the ambitious ICT transformation programme, will reduce the daily costs of these resources, and give the service greater capacity deliver the improvements recommended by Socitm and Internal Audit.

6. COMMENTS OF THE DIRECTOR OF FINANCE, RESOURCES AND CUSTOMER SERVICES, AND OTHER DEPARTMENTS

6.1 Financial Implications

- 6.1.1 The financial implications for this report are as per Part 2 of the documentation.

The replacement of work package resources with permanent staff will benefit the council both in terms of retention of skills and expertise and saving against cost of service delivery.

6.2 Legal Implications

- 6.2.1 Section 111 of the Local Government Act 1972 permits local authorities to do anything which is calculated to facilitate, or is conducive or incidental to, the discharge of their functions, including their housing functions. Furthermore, the Council has a general power of competence under section 1(1) of the Localism Act 2011 to do anything that individuals may do, provided it is not prohibited by legislation and subject to Public Law principles. The recommendations in this report are consistent with these powers.
- 6.2.2 The Council has a duty to secure continuous improvement in the way its functions are exercised, having regard to a combination of economy, efficiency and effectiveness.
- 6.2.3 Any agency contracts that are terminated as a result of the recommendations in this report must be terminated in accordance with the provisions of those contracts.

6.3 Property Implications

There are no property implications.

6.4 HR Implications

This report requests approval of:

Table 2 – The specified market supplement for 5 roles that were previously advertised unsuccessfully with a lower market supplement. Suggested market supplement is based on Hay data.

Table 3 - The creation of 10 new roles; 13 posts (of which 12 posts are currently undertaken by contractors) have been evaluated and, grades are in the table above. Based on these grades, the report requests authority to advertise with the specified market supplement. As these are new roles there has been no advertising / market testing – the proposed supplements are based on data provided by Hay. These are additional job opportunities. The creation of these roles and recruitment to them will not place existing staff at risk when the restructure is implemented.

This is the first stage of developing Council's internal ICT capacity. The second stage is the review of the current structure, which will be the subject of a separate report.

To ensure the council does not incur cost unnecessarily, the posts will be advertised without market supplements for 1 week, and application volume and quality will determine adding the market supplement.

If the usual place of work will be the Civic Centre floor space, work station availability and remote working will need to be considered.

6.5 ICT Implications

Covered above.

7. KEY RISKS

The risks of proceeding with the recommendations in this report are as follows:

- Replacing contractors with employees will result in a loss of knowledge, as contracted staff have in many cases been working for Enfield for a significant period of time
- There will be a lull in which new staff gain the necessary knowledge to perform their roles effectively
- The recruitment process may not fill all the required posts and mean a different approach is required.

Mitigating actions:

- Ensure a phased handover between contractors and newly appointed staff to address loss of knowledge and strengthen business continuity.
- Seek advice from HR to ensure roles are attractive to candidates and that effective recruitment processes are followed.

8. IMPACT ON COUNCIL PRIORITIES

8.1 Fairness for All

The opportunities being advertised during this current phase will not have any direct impact on the employment of existing staff, or their terms and conditions. The roles are obviously open to existing staff.

8.2 Growth and Sustainability

This phase of the recruitment process will secure additional skills, expertise and experience into the service which will facilitate further stability and business continuity. As well as reducing costs, this will also help address the operational risk where integral information and knowledge can be lost at short notice when external staff terminate their contracts early. Introducing new members of the team that are permanent will enable information and knowledge sharing across the service and help with the personal development and growth of our workforce.

Recruiting to permanent roles will ensure that standard notice periods are applied, and staff turnover can be managed in a more sustainable way, minimising impact on the service and key programmes and projects.

8.3 Strong Communities

The arrangements for resourcing key roles in the service in a more cost effective and sustainable way will support efficient, responsive and robust services for both internal stakeholders and users of the service and therefore, for all its residents. This will be made possible through a combination of process and service improvement, channel shifting and digitalisation opportunities for customers, improved reporting tools, a wider range of functionality better suited to the broad range of services provided.

9. EQUALITY IMPACT IMPLICATIONS

A restructure predictive equalities impact assessment has been undertaken and has confirmed that as a result of this report's resource recommendations, there will be no adverse impact or changes to working hours, work locations or duties on a particular staff group. Nor will there be any particular group of staff adversely impacted more than others in relation to job matching of existing staff against the proposed staff structure.

10. PERFORMANCE MANAGEMENT IMPLICATIONS

A permanent workforce with the appropriate and relevant skills will be necessary to deliver improve ICT service performance and assist with delivering the Power BI project.

11. PUBLIC HEALTH IMPLICATIONS

The ICT Service supports the council's public health function, and will be better able to deliver this, including through better web-based information for the public.

MUNICIPAL YEAR 2017/2018 - REPORT NO.**ACTION TO BE TAKEN UNDER
DELEGATED AUTHORITY**

PORTFOLIO DECISION OF
Cabinet Member for Children's
Services

REPORT OF:

**Tony Theodoulou, Executive
Director of People**

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Agenda - Part:	Item:
Subject:	
SEND Education Strategy	
Wards: All	
Key Decision No: KD 4677	

1. EXECUTIVE SUMMARY

This strategy sets out how we will support our educational settings and increase access to school education, to support children and young people with special educational needs and disabilities to meet their full potential.

We want all our children to be safe, confident and happy, with opportunities to achieve through learning and to reach their full potential as they become adults. We are committed to raising the achievement levels and maximising the potential of young people with Special Educational Needs and Disabilities (SEND) at the earliest opportunity, in line with the DfE Preparing for Adulthood Programme (PfA) outcomes. We want all our young people with SEND to have the opportunity to access paid employment/voluntary work, good health, independent living and community inclusion –Friends, Relationships & Community.

We will work to maximise the potential of all children aged 0 to 25 years who have SEND. We want to help all children and young people with SEND to achieve their full potential by identifying their needs at the earliest opportunity and providing access to inclusive educational provision across all settings and schools, inclusive of academies, in Enfield. Our aim is to provide an inclusive

environment where children and young people with SEND can learn and participate in activities alongside their peers. Our expectation is that, where it is suitable and with the appropriate resource, mainstream schools, including academies, will work to successfully integrate and support children and young people with SEND. We know that all our young people have individual and personal needs and we recognise that some of them will require varying types of provision or more of our attention and support than others. We will do everything possible to ensure that Enfield's children and young people are given every opportunity to make the best progress that they can. It is vital to us that the voice of children and young people with SEND, and their parent/carers are at the heart of developing appropriate support services.

2. RECOMMENDATIONS

To approve the SEN Strategy 2018-21 in the following format and as attached to the report.

- Introduction by Cllr Georgiou & KRATOS
- Our vision
- Relevant Legislation
- Enfield Context
- Our current provision
- Identify and intervene early where children and young people have SEND
- Improve access and participation in early years' settings and schools
- Support a successful transition to adulthood
- Measuring success
- Relevant Enfield Documents

3. BACKGROUND

The strategy has been drafted using national guidance and legislation, a review of our existing strategies, benchmarking with other boroughs, a review of our current performance indicators, and discussion with the project sponsors.

We have held consultation sessions with KRATOS and Our Voice, where we collated views and experiences.

Following agreement from Children's Services DMT, the final draft strategy was presented to the SEND Board and Cllr Orhan for final approval.

4. ALTERNATIVE OPTIONS CONSIDERED
N/A

5. REASONS FOR RECOMMENDATIONS
N/A

6. COMMENTS OF THE DIRECTOR OF FINANCE, RESOURCES AND CUSTOMER SERVICES AND OTHER DEPARTMENTS

6.1 Financial Implications

The costs associated with the implementation of the SEND Strategy are included in 18-19 budget provision and the medium term financial plan. If there are financial implications as a result of the implementation of the strategy these would be reported through the monitoring report and managed through the Medium Term Financial Plan for future years requirements and where required any changes in provision that have an impact on budget provision will be the subject of additional reports.

6.2 Legal Implications

Part 3 of the Children and Families Act 2014 (the Act) and associated regulations places on local authorities a number of duties towards children and young people with SEND. The SEND Code of Practice (0 to 25 years) also provides statutory guidance on duties, policies and procedures relating to Part 3 of the Act and associated regulations.

The Equality Act 2010 sets out legal obligations that organisations, including local authorities, have towards disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty.

The SEND Education Strategy sets out Enfield's vision and objectives for the provision of services and support and how Enfield intends to meet its duties to children and young people with SEND for whom they are responsible.

6.3 Property Implications

No issues

7. KEY RISKS

(for further guidance, please contact Vivian Uzoechi on ext.4615. See also the guidance notes, section 8.2 refers. All reports should be sent to riskmanagement@enfield.gov.uk by e mail for comment)

8. IMPACT ON COUNCIL PRIORITIES

8.1 Fairness for All

8.2 Growth and Sustainability

8.3 Strong Communities

Implementation of the SEND Strategy will ensure that the needs of all children aged 0-25 with SEND are identified and they receive the appropriate educational provision that enables them to achieve their full potential. We want to provide an inclusive environment that ensures that they have every opportunity to progress; make a successful transition to adulthood; and are enabled to play a full part in their communities.

9. EQUALITIES IMPACT IMPLICATIONS

Local authorities have a responsibility to meet the Public Sector Duty of the Equality Act 2010. The Act gives people the right not to be treated less favourably because of any of the protected characteristics. We need to consider the needs of these diverse groups when introducing new Policies and changing services or budgets, so that our decisions do not unduly or disproportionately affect access by some groups more than others.

Corporate Advice has been sought in relation to this and it is recommended that it is good practice to undertake an EQIA on the policy to ensure that any changes do not disproportionality affect any of the protected characteristic groups and also ensures that our services and policies benefit the entire community.

10. PERFORMANCE MANAGEMENT IMPLICATIONS

Success measures are set out in the SEND Strategy and these will form the basis of a robust performance management framework that will be monitored and reported on a regular basis.

11. PUBLIC HEALTH IMPLICATIONS

The SEND strategy includes aspirations that may be anticipated to improve the health of this population. Monitoring of its success measures will help to ensure that this takes place.

SEND Education Strategy (2018 to 2021)

Scope	This strategy sets out how we will support our educational settings and increase access to school education, to support children and young people with special educational needs and disabilities to meet their full potential.
Approved by	
Approval date	
Document Author	Strategy, Partnership, Engagement and Consultation Hub
Document owner – Corporate	Tony Theodoulou- Executive Director of Children's Services
Document owner – Portfolio Holder	Cabinet Member for Children's Services
Governance Board	The SEND Strategy Group will review the progress made against measures of success set out in this strategy and provide regular monitoring reports to the Departmental Management Team and Schools' Forum.
Review	The SEND Strategy Board will review this strategy on an annual basis and develop the strategy as required.

Author	F Abdurahman	Classification	UNCLASSIFIED	Date of First Issue	16.10.17
Owner		Issue Status	Draft	Date of Latest Re-Issue	7.3.18
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Introduction

Welcome to Enfield Council's new Special Education Needs and Disabilities (SEND) Strategy.

As a Councillor, I am determined that we ensure that all our children are safe, confident and happy with the opportunities available to them, to reach their full potential as adults and hopefully contribute positively to life in our borough for many years.

I believe the support offered to our children and young people with SEND, as illustrated in this strategy, is amongst the best available anywhere. Enfield Council constantly seeks to improve our support for children and young people with SEND. It is our duty to ensure that those children, who face additional challenge, receive the highest level of care possible to ensure they are not disadvantaged further.

The new strategy clearly sets out our approach to providing the support children and young people with SEND and their families, need and deserve. We are committed to do all we can to ensure that these children and young people get the best opportunities at the earliest stage. We will continue to listen to children and young people's views, wishes and feelings to create the solutions that work best for them.

We want all our children to be safe, confident and happy, with opportunities to achieve through learning and to reach their full potential. Our offer will ensure that children and young people with SEND have their needs identified at the earliest opportunity, can access inclusive mainstream education and are supported with a smooth transition to adulthood.

Underpinning all of this is a commitment to robust and transparent management and monitoring of performance that will measure our success and inform our continuous journey of improvement.

I believe that this strategy will allow us to build further on our strong track record and deliver the very best support to some of our most vulnerable children and young people.

Cllr Achilleas Georgiou

Cabinet Member Children's Services

Enfield Council

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KRATOS

"Working to get the voices of others in care heard"

"We are Enfield's Children in Care Council who strive to give young people a voice and influence. We are a team of children and young people who are in the care of the Local Authority whom work with social workers, foster carers, councillors and other children in care. We reach out to others in care, supporting them to have a voice and influence others to gain life skills, gain nationally recognised qualification, and become young leaders.

We are very active creating new, fun and educational ways for Enfield's children in care, those on a child protection plan and those leaving care, to get their voices heard. We are trained peer mentors, we meet regularly to do various activities and train new and old social workers. We have contributed our views on the vision and objectives in this strategy. Our input is invaluable and allows us to participate, learn new skills and become young leaders."

Our Vision

We want all our children to be safe, confident and happy, with opportunities to achieve through learning and to reach their full potential as they become adults.

We are committed to raising the achievement levels and maximising the potential of young people with Special Educational Needs and Disabilities (SEND) at the earliest opportunity, in line with the DfE Preparing for Adulthood Programme (PfA) outcomes. We want all our young people with SEND to have the opportunity to access paid employment/voluntary work, good health, independent living and community inclusion - Friends, Relationships & Community.

We will work to maximise the potential of all children aged 0 to 25 years who have SEND. We want to help all children and young people with SEND to achieve their full potential by identifying their needs at the earliest opportunity and providing access to inclusive educational provision across all settings and schools, inclusive of academies, in Enfield.

Our aim is to provide an inclusive environment where children and young people with SEND can learn and participate in activities alongside their peers. Our expectation is that, where it is suitable and with the appropriate resource, mainstream schools, including academies, will work to successfully integrate and support children and young people with SEND.

We know that all our young people have individual and personal needs and we recognise that some of them will require varying types of provision or more of our attention and support than others.

We will do everything possible to ensure that Enfield's children and young people are given every opportunity to make the best progress that they can. It is vital to us that

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the voice of children and young people with SEND, and their parent/carers are at the heart of developing appropriate support services.

To help achieve our vision we have 3 main objectives:

- 1) Identify, assess and intervene early where children and young people have SEND.
- 2) Improve access and participation in early years' settings and schools'.
- 3) Support a successful transition to adulthood.

Our SEND partnership, in line with the SEND Code of Practice includes: the local authority and its partner commissioning bodies across education, health and social care for children and young people with SEND. This includes clinician's commissioning arrangements and NHS England for specialist health provision.

We expect all partners including early years settings, schools, colleges, local authority services, health services and others to adopt this strategy. The term 'schools' is inclusive of academies. In partnership, we will jointly commission SEND services and work towards meeting our aims for all children and young people with SEND.

Our Schools and Children's Services workforce development programme focuses on providing training for professionals to better identify need and offer support at the earliest opportunity to children and young people with SEND. We also deliver parenting programmes for parent/carers and workshops to support children and young people with SEND.

Our well-established partnerships with voluntary and community sector organisations and parent/carer forums are central to the implementation of this policy. We developed this strategy with key stakeholders, incorporating the Ofsted/CQC Local Area SEND Inspection recommendations (July 2016).

Relevant Legislation

This strategy will meet our duties under relevant legislation by demonstrating how Enfield intends to meet its duties for children and young people with special educational needs and disabilities (SEND) as laid down in the **Children and Families Act 2014**. The following additional primary legislation and guidance specifies our duties and governs our practice:

- The SEND Code of Practice (0 to 25 years) 2014/15.
- The Special Educational Needs and Disability Regulations 2014.
- Equality Act (2010) – Section 6 Disability.
- The Education Act 1996/2002/2006.
- The Children Act 1989/2004
- The Mental Health Capacity Act 2010.
- The Care Act 2014.

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Enfield context

The profile of pupils with SEND who attend our schools includes both pupils resident in Enfield and outside of the borough. The highest needs in our primary schools are Speech, Language and Communication Needs and Social, Emotional and Mental Health needs. In our secondary schools, the primary needs are Social, Emotional and Mental Health, Moderate Learning Difficulties and Speech, Language and Communication Needs. In our special schools, the primary SEND needs are Autistic Spectrum Disorder, Severe Learning Difficulties and Speech, Language and Communication Needs.

While national data¹ for January 2017 indicates that our level of SEND pupils was lower than the London and England average, we had higher levels of children and young people with specific types of SEND needs. Our primary schools had a higher level of children with Speech, Language and Communication Needs than the England average and a higher level of children with Social, Emotional and Mental Health needs than the London and England average. Our special schools had higher levels of children and young people with Autistic Spectrum Disorder, compared to the London and England averages.

Our level of pupils who had SEND support, without a statement or EHCP was lower than the London and England average, but higher than the outer London average. The proportion of Enfield children with a statement or EHCP who are being educated out of the borough has significantly increased.

You can access further information on our SEND statistics through our [Joint Strategic Needs Assessment data](#).

Since the SEND reforms were introduced in 2014, the Special Educational Needs (SEN) Panel has received applications for assessments at an earlier stage of a child's development. We have had an increased number of pupils supported with Education, Health and Care Plans and placed into specialist provision.

Our statutory needs assessments in 2016 for SEND pupils identified that Autism, Social, Emotional Mental Health and Speech, Language and Communication Needs were the highest group of primary needs.

The responsibility for delivering appropriate high-quality provision which meets the needs of young people and parent/carers, rests across all providers – particularly schools. All our schools publish a SEN information report, which links to our [local offer](#) and outlines how they meet their duties in identifying and supporting all children with Special Educational Needs and Disabilities. SEND provision is resourced through the Dedicated Schools Grant (DSG) and we are held to account on reaching the agreed outcomes of each provision by the School's Forum.

The Local Authority holds the statutory duty to make sure provision is allocated and to monitor the outcomes of children and young people with SEND who have an Education, Health and Care Plan (EHCP). Where a child or young person has an EHCP and is home educated, it is the local authority's duty to ensure that the child's

¹ [National Statistical First Release](#) to January 2017(Published July 2017)

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needs are met, and annual reviews of the EHCP are carried out. Our Special Educational Needs (SEN) Service, as part of their statutory duty, provides information, advice and guidance on the SEND assessment process. Additionally, they process requests for EHCP needs assessments.

Our SEND Strategy Group is led by the Assistant Director for Education and attended by head teachers, Children and Adult Services local authority officers and health partners. This group in partnership with children, young people and their parent/carers, develops, consults and co-produces our actions against our main SEND Strategy priorities:

- Provision for Autism.
- Provision for Social, Emotional and Mental Health.
- Provision for Specific Learning Difficulties.
- Early Years.
- Education Health and Care Plan quality assurance.
- Communication and training.
- Preparing for Adulthood.

Our current provision

Early years settings

Our Early Years Service provides a wide range of information and advice on free childcare (for some two-year olds and all three to four-year olds), free early years education (the terrific twos scheme) and a family support service. Our Children's Centre Hubs offer opportunities for children under five and their parent/carers to attend free courses, workshops and drop-in sessions for advice and support for a wide variety of family services.

Mainstream schools

The expectation is that all our mainstream schools work to meet the needs of a wide range of pupils who have SEND. Mainstream schools, with the right provision provide, an inclusive learning environment for children and young people with SEND, where they are able to learn and participate alongside their peers. Where it is considered appropriate and is in line with the wishes of parents/carers, children and young people, they are entitled to go to a mainstream school. Providing these pupils with the opportunity to attend a mainstream school helps us to manage an increasing level of need and keep pupils as close as possible to their local community.

Our School Nursing Service (SNS) works in partnership with mainstream schools by providing advice on the health and development of school age children, to ensure they are able to attend school regularly and reach their potential. School nurses provide advice on health matters, contribute to care planning for children with long term conditions and can offer training to school staff.

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Specialist school provision

While most children and young people will have their educational needs well catered for by their main stream school, some may need additional support, intervention or an Education, Health and Care Plan to make progress and meet their potential.

We have funded Additionally Resourced Provision (ARPs) in some of our mainstream schools. ARP is used to provide support for pupils with specific needs such as autism, sensory impairment, complex needs, speech and language.

Both schools and the local authority can access additional support when it is needed from specialist teams and services such as Educational Psychologists (EP), the Emotional Well Being Service, Behaviour Support (BSS), Early Years Social Inclusion (EYSI), School Standards and Support Service (SSSS), Child and Adolescent Mental Health Services (CAMHS), Early Intervention Support Service, Every Parent and Child Service (EPC), Joint Service for Disabled Children (JSDC), and outreach services provided by Special Schools.

Special schools

Our aim is, for mainstream schools, where appropriate, to provide children and young people with SEND with the inclusive provision they need to meet their needs. In instances where this is not possible, they may be considered for a place in a special school if they have a statement or Education, Health and Care Plan. We have six special schools in Enfield. Each school provides educational provision in one or more areas of need such as physical, communication, social, emotional and learning difficulties, autistic spectrum disorders, severe learning difficulties or profound and multiple learning difficulties.

Our Special School Nursing Service provides specialist clinical input for children with specific health needs and similar to the mainstream School Nurse Service, provides advice on health matters, offers training to school staff and contributes to care planning for children with long term conditions.

Post 16 pathways

Further educational settings include school sixth forms, 16-19 academies, colleges, specialist post-16 institutions, and vocational learning and training providers. These settings can support young people with SEND to access further education, vocational qualifications, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Further Educational settings work with the local authority to make arrangements for children and young people with SEND. They have a duty to admit a young person if their institution is named in an EHCP, have regard to the SEND Code of Practice and a duty to endeavour to secure a provision, that will provide the right support to their students with SEND.

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Colleges

The term colleges as defined in the SEND Code of Practice includes further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges. These institutions support young people with SEND to participate in further education by planning a smooth transition with schools. They offer open days, transition information events and annual review meetings. Independent careers advice is provided to young people up until the age of 18 or up until the age of 25 if they have an Education Health and Care Plan. Young people with SEND are supported in preparing for adult life by exploring their options in higher education, further training or employment, independent living, good health and participating in the community. Where a young person's needs emerge after they have joined their college, the college will put in place appropriate specialist support, before requesting an EHCP assessment. Colleges can also, when appropriate, involve external specialist services such as the Educational Psychology Service, specialist teachers, supported employment services and therapists.

Universal services

Schools and families can access universal services through Enfield's Local Offer, as appropriate to the child or young person's needs. Our local offer, accessible through the Council website, describes the full range of support available in Enfield for children and young people aged 0-25 years old. There is a clear pathway between early years, school years and post 16 provision. Our local offer is an actively used resource and was developed in partnership with our parent/carer forum users and children and young people.

Identify and intervene early where children and young people have SEND

Our current practice and successes

We are committed to ensuring that all children with special educational needs and disabilities have an inclusive environment, where they have the opportunity to learn, play and develop alongside their peers, with similar opportunities to maximise their life chances. We recognise the uniqueness of each individual child or young person and our decision making is based on an accurate assessment of their needs. We work to make sure pupils with SEND get the right support at the right time by making sure they are identified and assessed early.

Our early year's settings successfully engage with our families leading to the timely identification of children with SEND and providing access to appropriate support services. We take a multi-agency approach in schools to identify and plan for children with additional needs. Schools routinely build the identification of SEND, into their overall approach to monitoring the progress and development of all pupils.

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We provide early years settings and schools with comprehensive training on SEND and Social, Emotional and Mental Health issues, to support the early identification of pupils with these needs. We also provide support to parent/carers who have children with social emotional and mental health needs through our parenting programmes and parenting groups.

Our Fair Access Panels work to intervene early with primary and secondary aged pupils who are at risk of permanent exclusion. The panel provides schools with supportive guidance, tailored to the individual pupil. A Pastoral Support Plan can be put in place to include external agency support, which can include input from an Educational Psychologist, advice from the School Standards and Support Service, a review of the curriculum or a short-term placement in alternative provision.

In partnership, we want to build on this success by:

- Improving the consistency of identifying children and young people who have SEND.
- Ensuring the outcomes for children and young people with SEND are routinely evaluated.
- Routinely identifying pupils with SEND, who do not have an EHCP, to ensure they have appropriate provision.
- Ensuring educational settings have a named professional who will provide advice on children who may have Social, Emotional and Mental Health (SEMH) needs.
- Identifying secondary aged pupils with SEMH needs earlier to promote engagement and prevent exclusion.
- Improving the identification of school aged pupils who should access the Healthy Child Programme.

Our success measures

- An increased number of children with SEND identified in early years' settings, with clear support plans.
- Pupils with special educational needs, who do not have an EHCP, have clear support plans.
- An increased number of pupils accessing the healthy child programme and evaluation of their outcomes.
- A reduction in exclusions for pupils with Social, Emotional and Mental Health Needs.

SMART outcomes for these success measures are in the SEND Education Strategy Action plan.

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Improve access and participation in early years' settings and schools.

Our current practice and successes

We place every child and young person in an educational setting which meets their needs and gives them access to appropriate and effective learning opportunities. We develop and sustain a continuum of flexible and high-quality provision to respond to a young person's needs as they grow, change and develop.

Schools provide a SEN Information Report outlining how they aim to remove barriers to accessing education and the facilities they provide to enable access to their school. Additionally, their accessibility plan shows how they intend to improve access over time.

We recognise the importance of working in partnership with young people, and their parent/carers, utilising a broad range of support services in health, education, social care and the voluntary sector. We have a comprehensive local offer and want all parents to benefit from accessing it.

We work to support pupils with SEND at an early stage, particularly where they are at risk of exclusion in primary and secondary schools. Our Fair Access Panels meet regularly to ensure early intervention support plans are put in place for pupils to reduce the risk of exclusion.

In partnership, we want to build on this success by ensuring:

- There is a fair school admissions process.
- Pupils with SEND have their needs met as close to their local community as possible, by developing more local specialist provision.
- We increase the specialist provision available in Enfield for pupils who have Autism or Social, Emotional and Mental Health Needs.
- Additionally Resourced Provision (ARP) is fully embedded into the designated schools which provide additional support to pupils and their families.
- All early years settings, schools and colleges are signposting parents to Enfield's Local Offer.
- The voice of children and young people with SEND, and their parent/carers are integral to Education, Health and Care Plans and in all that we do.
- We quality assure EHCPs to monitor parental satisfaction levels and ensure that they are consistent.

Our success measures

- An increase in the number of pupils with SEND whose needs are met as close to their local community as possible.
- An increase in the specialist provision available in Enfield for pupils with SEND who have autism or Social, Emotional and Mental Health Needs.

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- A reduction in the rate of persistent absence for pupils with SEND in state funded primary and secondary schools, special schools and Pupil Referral Units.
- A reduction in exclusion rates for pupils with EHCPs.
- A reduction in exclusion rates for primary and secondary pupils with SEND.
- Children, young people and their parent/carer's voices are at the heart of Education, Health and Care Plans and they are involved in the design and evaluation of the services we deliver.
- The successes of pupils with SEND and EHCPs in schools and other settings will be evidenced by statements and judgements made by Ofsted.

SMART outcomes for these success measures are in the SEND Education Strategy Action plan.

Support a successful transition to adulthood

We want all children and young people with SEND to have the opportunity to access paid employment/voluntary work, to enjoy good health, to have the opportunity to live independently, to have friends, relationships & to be part of their Community. We work to provide an inclusive environment to support children and young people with SEND, so they have the opportunity to realise their ambitions in adulthood, alongside their peers.

Our current practice and successes

Our Local Offer of support for young people preparing for adulthood (14+) has been designed in partnership with parent/carer forums and young people, and is delivered through our partners in our careers services, leisure services, further education providers, voluntary sector and health services.

We work to prepare all children and young people with SEND for adulthood at the earliest opportunity, with the right support at the right time. Clear pathways are developed in partnership with children and young people with SEND and their parent/carers, both when they have an EHCP and in cases when they don't but they do have additional SEND needs. We carefully plan their transition at each phase, from early years to school and post 16 pathways.

We encourage the ambitions of children and young people with SEND, so they have opportunities to find work, live independently, safely, healthily and participate in their community. We develop their support plans based on an understanding of their interests, strengths and motivations.

Our expectation is that schools work to support pupils who have SEND, to have a successful transition to adulthood. Schools hold regular reviews with young people who have additional needs or an EHCP and provide information and advice on accessing community activities, further education, independent travel training, work seeking skills and work-related learning.

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Supporting young people with SEND into adulthood when they are eligible for Adult Social Care

Young people with SEND who are assessed as eligible for support and services from Adult Social Care will be supported into adulthood through the Moving on Pathway; (MOP) this is our transition protocol. Most of these young people will have received a service from the Joint Service for Disabled Children.

This protocol has been developed and delivered by Children's and Adult Social Care teams in partnership with schools, colleges, careers services, social care providers, leisure services, voluntary sector organisations and health services.

In partnership, we want to build on this success by ensuring:

- All young people with SEND are supported to have a smooth transition to adulthood.
- All pupils with SEND are supported to plan their careers from the earliest stage possible.
- All young people with SEND have the opportunity to access education, training and employment pathways.
- We increase the opportunities young people are given to access work experience and supported internships.
- Our Local Offer continues to provide up to date information and any gaps in service are identified through a review process.
- We provide training to all educational settings on the 'Moving On' process to ensure we have robust evaluations of young people with SEND meeting the PfA outcomes.
- We develop a robust monitoring system that demonstrates young people are achieving the PfA outcomes.

Our success measures

- An increase in the number of young people with SEND, aged 16 or over in further education, supported internships, training and paid employment.
- The number of SEND pupils who become NEET will decrease.
- Our Education Health and Care Plan Quality Assurance Group will monitor that young people have smart outcomes in their Education, Health and Care Plans.
- Children and young people with SEND and their parent/carers have the opportunity to give feedback on how accessible our local offer is, to identify any gaps in service and the quality of the service provided.

SMART outcomes for these success measures are in the SEND Education Strategy Action plan.

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Measuring success

The SEND Strategy Board will review the progress made against the success measures set out in this strategy on an annual basis and will provide termly monitoring reports to the Departmental Management Team and Schools' Forum.

All early years settings, schools, colleges, local authority services, health services and other partners will identify their contribution to this strategy. In some cases, this may mean they will produce their own discrete action plans, relevant and appropriate to their own circumstances, in others they will incorporate specific actions into their existing Service or School Development Plans.

Relevant Enfield documents

Context

- Enfield's Children Plan.
- Joint Strategic Needs Assessment.
- Ofsted Report and SEND Action Plan.

Safeguarding

- Safeguarding Children Policy (London Child Protection Procedures).

Education, health and wellbeing

- Health and Wellbeing Strategy.
- SEND Local Offer.
- Joint Protocol for Promoting the Health and Wellbeing of Looked After Children and Young People.

Care Leavers

- Leaving Care Strategy.

Moving On

Enfield's Multi-Agency Transition Protocol for Young People with Disabilities and Complex Needs.

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