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| AGENDA ITEM 5 |

**Title of report: SEMH Schooling Review**

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**Details on who has been consulted with on this paper to date:**

**SEND Progress Group, members of the SEMH Review Group**

## Executive Summary

**The report sets out:**

The SEMH schooling review was commissioned by LBTH following the recommendations of the High Needs Funding block Review in January 2018. The review was completed over Autumn 2018 and provides information on the current arrangements for children and young people with special Educational Needs and Disabilities (SEND) with a high level of SEMH need.

## Details of recommendations and timescales for decisions:

Schools Forum is asked to:

Feedback on the recommendations of the review

Support the next steps, including the plans to implement the recommendations as part of an overarching approach to supporting children and young people with social, emotional and mental health needs.

Support colleagues to participate in the working group and in the SEMH Summit planned for the second half of the Summer term.

### Background

* 1. In 2017-18 the LA working with HT undertook a review of the use of the HNFB and a number of actions were agreed with Schools Forum (report attached as an appendix) which are being implemented between 2018-2020. The actions agreed are:
  2. To reduce the size of the budget retained by the LBTH (through a review of the Support for Learning Service including the Behaviour Support Team).
  3. To expand the number of special school places to accommodate an additional 120 students by 2021 in areas of identified special need (through specialist pupil place planning)
  4. To undertake a review of the specialist SEMH schools and places in order to establish a sustainable provision.
  5. To review the resource bases in school and ensure more equitable top-up funding and a greater responsiveness to future SEND need.
  6. For the FAP Review to report on ways to reduce the proportion of pupils and their length of stay in AP as well as the size of the allocation for AP from the HNFB.
  7. In line with recommendation (c.) above, the schooling review was commissioned by LBTH and carried out in the 2018 Autumn term. A review group including senior leaders from a range of school settings, officers of the council and health providers, chaired by an independent consultant with experience in both SEMH and Alternative Provision carried out the review. Local SEMH providers and AP providers were asked to make a presentation to the panel, and to provide information on the current arrangements for children and young people with special Educational Needs and Disabilities (SEND) with a high level of SEMH need in Tower Hamlets.
  8. The review group had the following scope:
* To review the outcomes currently being sought for children and young people with significant SEMH needs up to age 19 and to age 25; to consider how these are reported and monitored and to make recommendations.
* To identify where students with significant SEMH needs are at school or college, the progress they are making, and partnership work that is supporting them.
* To better understand the routes into requiring an EHC needs assessment and alternative provision as a result of SEMH need.
* To consider the financial sustainability of current education provision for children and young people with significant SEMH needs, and make recommendations.
  1. The group met three times during the Autumn term, focusing on:
* the Review’s challenges and enquiry hypotheses,
* presentations from special schools and an alternative provider, and,
* the themes emerging from the evidence.

### The key findings

2.1 In planning the review, three initial hypotheses about arrangements for those with SEMH needs were considered, to guide enquiries and the analysis of information. These were informed by current knowledge of provision for pupils in LBTH and from experience in other parts of the country.

2.2 The three hypotheses were:

* there may be limited agreed, comparative approach in Tower Hamlets to measuring outcomes and costs, hence cost-effectiveness, for children and young people with substantial SEMH needs;
* there may be limited comprehensive profiles of children and young people with substantial SEMH needs and their schooling, achievements and future lives;
* the offer, organisational relationships and accountabilities may be unclear and based on what has been available historically, rather than SEMH need.

2.3 The key conclusions of the review were;

* There is a limited overarching vision for children and young people with SEMH needs or articulation of Tower Hamlets’ ambitions and model of support.
* Local provision and support is historic: largely driven by a behaviour management approach, rather than by SEMH need, and with little focus beyond compulsory school age.
* Arrangements are driven by a limited number of outcomes, particularly place availability and prevention of exclusion. There are not systems in place to monitor progress and cost-effectiveness.
* There is an absence of consistent shared descriptors of SEMH and types of need, informing consistent baseline assessment.

2.4 Over the course of the review it also became apparent that any recommendations made would need to be considered in the light of two other key pieces of work; the second phase of the Fair Access Protocol Review and the successful bid for Tower Hamlets to be a part of the NHS Mental Health Trailblazer pilot scheme looking at mental health awareness and support in schools.

**3.** The recommendations

3.1 The review included the following recommendations:

**a. A TH vision for SEMH agreed across all stakeholders**

* Develop a dedicated SEMH vision and principles
* Describe and implement more flexible pathways for children and young people with SEMH needs
* Establish a stronger focus on harnessing the parent and carer voice.

**b. Develop a TH system to meet SEMH needs that effectively reflects the SEND Code of Practice**

* Map local provision against a TH continuum of SEMH provision
* Commission special schools and alternative provision, together with support services, through service level agreements, led by LBTH.
* A project to develop best practice in supporting students with SEMH needs into employment
* Clearer, better coordinated planning of multi-agency decisions and responses to SEMH needs
* An in-depth appraisal of individual tuition, to improve the education offer and opportunities for CYP with SEMH needs

**c. Agree TH criteria for SEMH needs and an approach to baseline assessment**

* Develop local criteria and descriptors of SEMH need across children’s services, schools, and the NHS
* Agree a core suite of tools across special schools, AP, and mainstream schools in order to baseline SEMH and learning needs.

**d. Develop a comparative outcomes framework for SEMH, which focuses on cost-effectiveness and mainstream education and employability.**

* Develop a progress and outcomes framework for SEMH
* Continue to report to Schools Forum about progress to implement recommendations and to improve cost effectiveness
* Coordinate the discussion of the SEMH review recommendations, and their implementation, with discussion of the recommendations of the FAP Panel review.

### Next Steps

4.1 The final report was delivered in January 2019. With the second phase of the Fair Access Protocol Review due to report and the start of the Mental Health Trailblazer project plan, Tower Hamlets has seconded, John Bradshaw, the Headteacher of London East AP, to work with colleagues in schools, professionals across all services, parents and young people officers from the Support for Learning Service, Educational Psychology and Special Educational Needs to support the work in delivering a clear SEMH strategy for all pupils in Tower Hamlets.

4.2 The development of an overarching vision for meeting SEMH need in Tower Hamlets and advise on the implementation of recommendations and actions from both reviews and the trailblazer. The vision will cover the full range of SEMH need, supporting all children and young people in a setting, including, though not exclusively those at SEND Support and with an EHCP. An SEMH summit is planned to take place in the second half of the Summer term.

4.3 This group will develop an action plan to drive all recommendations forward in a timely way and to work with all settings to re-affirm the commitment of Tower Hamlets’ settings to inclusive education.

Appendix A – SEMH Schooling Review

Appendix B – SEMH Review Summary Recommendations