

Camden Local Area SEND Strategy Executive Summary



To read a summary of the Local Area SEND Strategy and for an easy-read version of this document, please visit camden.gov.uk/sendstrategy



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Camden's Local Area SEND Strategy 2022-2027

Our overall ambition:

Children and young people with SEND lead happy, fulfilled and rewarding lives

Our priorities:

Make life easier for families of children or young people with SEND

- Families feel that they are listened to, supported and included
- Clearer communication and information sharing
- Developing a more inclusive borough
- Increased support for home-life and parenting



Support children and young people with SEND to thrive in learning, health and wellbeing

- Outstanding practice in supporting learning
- Good mental health and wellbeing
- Keeping children and young people with SEND safe
- More joined up support for children and young people moving between phases of education and between services
- Enabling better access to health and therapeutic support
- Local provision for local children

Enable young adults with SEND to build a good life locally

- Continuing to learn and routes into employment
- Creating opportunities for independent living
- Starting the preparation for adulthood earlier

Introduction

In Camden we are determined to give all our children and young people the opportunities to thrive, helping them grow as good citizens, be ambitious for change, and able to contribute positively to their communities and society. We are committed to creating an education system that delivers both excellence and equity. This is the vision that we set out recently in our education strategy, [Building Back Stronger 2022-2030](#). As a partnership between education, health, social care, and our local communities, arguably our most important task is equipping children and young people with the values, skills and good health they need to flourish in their adult lives. Our ambitions, and our duty of care, for children and young people with special educational needs and disabilities (SEND), form an essential part of our commitment to delivering the best for all our children.

Over the course of their lives, children and young people with SEND may need a little, or a lot, more support than their peers to reach their goals. It is therefore imperative that, as a local partnership, we work effectively with each other and with the families of children and young people with SEND to ensure that they receive the right support, in the right place, at the right time. Only in doing so can we be confident that children and young people with SEND will be able to live the fulfilling and rewarding lives that they deserve.

This strategy sets out our key priorities for supporting children and young people with SEND over the next five years, and how we will work together to deliver these. Although it is a five-year strategy, we will be reviewing our progress and updating our key priorities on an annual cycle. This will ensure it is a living document. Furthermore, our work and efforts to improve do not stop after five years. This strategy sets the foundations for an ongoing and long-term commitment to improving outcomes for children and young people with SEND.

This strategy has been co-designed with children and young people with SEND, their parents and carers. This is a local area strategy, which means that it involves all the key partners in Camden who have a contribution to make to supporting children and young people with SEND including children, young people and their families, council services, Camden Learning, schools, settings and colleges, health and mental health providers, the voluntary and community sector and employers. We are also committed to developing a refreshed, all-age Autism Plan in the near future, which will complement and build on this SEND strategy.

The development of the strategy was guided by a multi-agency operational group of service leaders and overseen by the partnership-wide SEND Strategy and Improvement Board, chaired by the Director of Children's Services. Throughout this process we were supported and advised by Camden's Parent Carer Forum and Camden Special Education Needs and Disabilities Information Advice Support Service (SENDIASS) both of whom sit on our board. A 12-week public consultation on the draft strategy took place between June and September 2022.

The voices of children and young people

In February and March 2022 we worked with 59 children and young people with special education needs and/or disabilities (SEND) from across Camden schools and youth clubs to help develop our next Camden Local Area SEND strategy 2022.

Their ideas have had a big impact on the key aims and priorities in our new draft Local Area SEND Strategy. **Here is what they said...**

When you **listen and adapt to our needs**, it helps us feel more comfortable and relaxed

Build in the time and spaces where we can take a break - or even provide some toys that can help

Sometimes we get really stressed, especially if something is difficult for us

Celebrating our achievements makes us feel good and included

We want to know what other options are available after our GCSEs

We really like **creative and hands-on ways of learning**

Teach us about the practical skills that will help us in life, like financial literacy, healthy relationships, sexual health and independent living

Make sure that spaces are accessible, and that **communication is adapted** so that we can understand and participate

We don't always know what else is available or where to find helpful information

Be kind and understanding and don't be quick to judge

Friendships are really important - but for some of us **making friends can be hard**. We'd like some help from our schools and teachers

Having someone at school **who we can talk to one to one and who is a good listener** really helps us

We don't want to feel different. We want to be **treated with respect** and treated as individuals

There may be other things that are affecting us that we don't always know how to share

We'd like activities to be adapted so that we can take part too

Sometimes our **parents need extra support** so that they can help us

We enjoy **after school activities** - it helps us make friends and have new experiences

If there are barriers to us participating, we have lots of ideas and can help you think of solutions!

The context of SEND in Camden schools

- Camden is responsible for around 4,500 children and young people with SEND
- This includes 1,440 pupils with Education Health and Care Plans (EHCPs) who are resident in Camden

- The majority of the pupils that receive SEN Support, including those with EHCPs, identify as male
- This includes 71.6% of those with EHCPs and 58.8% of those with SEN support

- 32.4% of the pupils with EHCPs identify as White.
- 21.8% identify as Black or Black British
20.4% identify as Asian or Asian British

- 41.7% of pupils receiving SEN Support identify as White
- 17.6% identify as Asian or Asian British
17.5% identify as Black or Black British

- 41% of pupils with EHCPs are identified as having Autism Spectrum Disorder (ASD) as their primary need.
- This has increased from less than 30% five years ago. This trend is mirrored nationally, it is not unique to Camden, and the underlying causes are not fully understood.

- 12.8% of children and young people in Camden schools receive SEN support
- This is similar to the national trends

- The most common primary need amongst SEN Support pupils in Camden Schools is Speech, Language and Communication Needs (SLCN) at 29.4% of all SEN Support pupils

[Special educational needs in England: January 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Education, health and care plans, Reporting Year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Our Foundations for Success

To deliver better outcomes for children and young people with SEND we have identified five key foundations for success – essential ways of working that must underpin our approach to working together.

1. Participation and co-production as the basis for our work

We will continue to work with our Parent Carer Forum and Special Education Needs and Disability Information and Advice Support Service (SENDIASS) as key strategic partners and invite them to work alongside us as members of the SEND Partnership Board that will oversee the delivery of this strategy. In addition, we will use the commitments set out in this strategy as a platform for extending our reach out to more parents and carers, looking for opportunities to engage those who do not typically access existing forms of communication, consultation and co-production, for example through our early years and school networks. We will build on the co-production approach taken to develop this strategy and develop innovative ways for young people to feed into strategic and individual decision making. This will help to ensure that the authentic voice of parents, carers, children and young people informs all our key decisions and enables us to honestly measure our progress.

2. Continuous focus on early intervention and prevention

As a partnership, we strongly believe that we will deliver better outcomes for our children and young people with SEND if we intervene early to prevent difficulties becoming rooted and further needs arising. Early intervention and prevention is a key theme that underlies all our priorities set out in this and wider Council strategies and determines our approach to funding schools and services.

3. Releasing expertise and using research to support improvement

In our education strategy, Building Back Stronger 2022-2030, we set out a principle of “Think, Test and Learn” to identifying challenges, experimenting with solutions and rolling out what we know works. As part of our SEND strategy, we want to use the same principle to problem-solve some of our most challenging issues for example how we work and communicate with families so that they can navigate and access the support on offer, or how further to assist mainstream settings in meeting the needs of children and young people with increasingly complex needs.

4. Working as an inclusive partnership

We will continue the existing close strategic partnership that exists in Camden across education, health and social care that has enabled a joined-up approach to planning and commissioning provision for SEND. We will further embed systemic partnership working with a focus on projecting future needs, simplifying communications, measuring and reporting progress and establishing ‘fast feedback’ loops so that we collectively understand the effectiveness of the system.

5. Developing and supporting our workforce

Our workforce – the professionals in health services, social care, schools and settings, colleges, social care and within the SEND service – are our greatest asset in delivering high-quality support to children and young people with SEND and their families. A key focus over the next five years, therefore,

Our overall ambition in Camden is that

Children and young people with SEND lead happy, fulfilled and rewarding lives

We recognise that for individual children and young people this will mean different things. For some, it might be realising a dream to go to university; for others it might be securing a job and living independently; for others it might be making secure friendships or contributing to their local community.

Our priority areas are to:

1

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

2

Support children and young people with SEND to thrive in learning, health and wellbeing

3

Enable young adults with SEND 'to build a good life locally'

1

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

We know that many parents and carers whose children have SEND still feel that it can be a struggle to get the support that their child needs. Parents have also told us that they can find it difficult or confusing to navigate the range of services on offer, and don't always understand where to find the support they need or what type of support their children are eligible for.

Some parents feel that their views are not respected compared with the views of professionals and that sometimes they are not treated with empathy. Some parents felt that they had to reach crisis point before they got the help they needed. Parents have been voicing these same frustrations and anxieties for many years, and we know these difficulties are not confined to Camden but are an issue of national concern.

We are therefore committed to using this strategy as a vehicle to make a tangible positive difference to the lives of families of children with SEND, to build trust with families who feel let down by past experiences, and to gathering feedback more frequently to know whether we are having an impact. In a complex system, we know that we need to join the dots more effectively for parents and develop much clearer communications. Furthermore, in an environment in which there are financial limitations on what can be provided, we need to make sure that access to support is fair, streamlined, clear and consistent.

Our priorities

Our priority area breaks down into the following goals:

Our Goals:

Families feel that they are listened to, supported and included

Our Commitments

1. **Publish clear service standards** on what can be expected from professionals working with families and children with SEND across education, health and children's social care – to establish a standard of working with families and with providers that is timely, clear, honest, respectful, empathetic and involved.
2. **Work together with families and young people to develop a co-production charter** that will make clear what coproduction is in different contexts.
3. **Provide annual training for all SEND staff** focusing on the quality of relationships between professionals and children and young people with SEND and their families in order to improve the experience of how families receive support and advice. We will quality assure our work using local and national data as well as measuring the quality of relationships.
4. **Establish a regular survey, or other means of gathering feedback**, from parents and carers.
5. For children and young people going through the EHC needs assessment process, we will review the information and advice we offer. We will further embed the participation of children, young people and parents in the process and improve the timeliness of EHCP annual reviews, as well as the way that outcomes for children and young people are reviewed

Our Goals:

Clearer communication and information sharing

Our Commitments

1. **Co-produce clear 'Guides To'** designed to support a parent, carer or young person's understanding of services, processes and contacts, covering key points on a child or young person's journey such as diagnosis or transition between settings or services.
2. **Produce an annual SEND information document** that will report on key measures, progress and actions towards achieving the aims of our strategy.
3. **Develop a clear 'map' of available services and support** for children and young people with SEND, so that families understand what they can expect and when.
4. **Review and improve the way we capture information** on our forms and systems to allow information to be more easily shared between services reinforcing the 'tell it once' principle.
5. **Embed the local offer into the Family Information Service** so that it is not just a website – with a knowledgeable practitioner available on the phone to help families navigate the system.

Our priorities

- 6. Increase the opportunities to seek face-to-face advice**, by ensuring staff are available in community spaces to answer concerns or questions that families or young people may have at regular surgeries or drop-ins.
- 7. Increase the visibility of our SEND provision** across 0-25 age group through attendance by social care, health and education staff at Parents Forums, Parents Drop ins at Swiss Cottage School and running regular Preparing for Adulthood Drop ins for parent carers of children from Year 9 onwards.

Our Goals:

Developing a more inclusive borough

Our Commitments

- 1. Co-produce a borough-wide statement of inclusion** that is meaningful to all services, to families and to young people.
- 2. Develop more opportunities for public celebration** of the achievements and contributions of children and young people with SEND, and the individuals and organisations who contribute to making Camden inclusive.
- 3. Adopt a Disability Friendly Places and Spaces kitemark** for businesses and organisations in Camden.
- 4. We will train children-, youth- and family-focused** staff to increase their confidence and capabilities to work with a range of disabilities and SEND.
- 5. Make training available to increase understanding of hidden and visible disabilities** to professionals across the range of places and activities which parents and children frequent. This could include public transport, parks, libraries, sports and leisure activities and housing.
- 6. Work through and pilot how young people with SEND will be able to benefit from Camden's new Opportunity Centres.** These are spaces for after-school learning and social development that are being rolled out following a commitment in [Building Back Stronger: Camden's Education Strategy to 2030](#).
- 7. Building on our Youth Review, we will set out a new offer for young people- which covers things to do and places to go in their spare time** across a whole range of organisations and spaces. This will include a focus what the offer is for children and young people with SEND up to the age of 25 with information and support to help young people aged 21+ move to other suitable activities.
- 8. Improve the local offer website** with more up to date information on places to go and things to do and include a feedback loop button so parents/ children can feedback on whether things are inclusive.
- 9. Learn from the best that is happening in our schools** to support children with social skills and friendships- learning from schemes such as "Circle of Friends" and build on these initiatives.

Our priorities

- 10. Continue our work to make Camden's public realm, in all its forms, more inclusive** to children and young people with SEND by finding ways to make whole neighbourhoods inclusive and accessible and removing any unnecessary barriers that will prevent this from being achieved.
- 11. Continue to build on the good work being done across the council to make Camden an inclusive borough**, including the Camden Disability Sport and Physical Activity Network, the Parks for Health initiative, and Camden's Accessibility Strategy and Diversity in the Public Realm Strategy.

Our Goals:

Increased support for home life and parenting

Our Commitments

1. We will work with families to redesign what 'good help' looks like for those with SEND and pilot how we can intervene earlier to support families with children with SEND, including making it easier for families to self-refer.
2. **Increase the access to respite opportunities** to ensure that children and young people and their families already eligible for respite receive the support to which they are entitled.
3. In line with our test and learn approach, we will deliver the Rebuilding Bridges pilot project during 2022/23 and seek further funding to extend this for future years. The programme works with a pilot group of 38 children with complex needs (including SEMH, ASD, ADHD, challenging behaviour), who are not engaging with school or are at risk of exclusion. They will have support in and out of school through mentoring during school hours to maintain school placement, and respite sessions after school and during holidays covering activities and workshops on topics such as mental health, sexual and relationships education and substance misuse. **Review our universal services in early years**, including through the development of Family Hubs, to increase the range of stay and play sessions that are welcoming and accessible for young children with SEND and their families.
4. **Build on and extend the more flexible opportunities for use of direct payments** that were introduced during the Covid-19 pandemic.
5. **Build on the existing range of high-quality parent / carer training programmes** which are currently delivered in our services. Where there are gaps identified, we will develop a range of individual, bespoke parenting support programmes designed specifically to support families of children and young people with SEND address the issues that are of concern to them, in coproduction with parent and carers.
6. **Develop and increase the range of SEND parent support groups**, run in schools and local communities, and establish links, where helpful, between parent support groups and the Parent Carer Forum to share good practice. We will build on learning from those schools who are offering support groups for parents and share good practice widely for all schools to build on.

2

Support children and young people with SEND to thrive in learning health and wellbeing

Despite the overall high quality of teaching and learning, and the improvements in educational outcomes for children and young people with SEND in recent years, we know that many still do not reach their potential. The majority of parents who responded to our survey felt that their child's school understood their child's needs, but a significant minority did not. This feeling seemed to be particularly prevalent among parents of autistic children or young people or those who had an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis.

Furthermore, while many of the children we spoke to commented on how they enjoy their school environment, they also noted that there could be small improvements made to help them thrive even more. Additionally, many parents who had accessed therapeutic or health support for their child were also impressed by the quality of the support they received, but the frustrations felt by parents who had been waiting a long time to receive the health or therapeutic support that they felt their children needed, were acute.

Feedback from those working in schools, health services and mental health paints a picture of a system under increasing pressure both in terms of funding and human capacity. Although 42% of parents surveyed were positive about the progress their child is making now (compared with 36% who were not positive), they were anxious about the future with only 25% agreeing that their child will get the support they need over the next five years.

Our priorities

Our Goals:

Outstanding practice in supporting learning

Our Commitments

1. **Continue to pilot the cluster approach** to agreeing top up funding and Exceptional Needs Grant (ENG), for children and young people in Camden mainstream schools where their needs have been well identified and they are eligible.
2. We will **co-design, with schools, a standard of excellent practice in supporting children and young people with SEND** and support them to work together in pairs or small groups, through a school-to-school peer learning approach, towards this standard. This could include sharing good practice on how to make best use of LA-commissioned services and their own SEND budget, and good-practice approaches to parent engagement.
3. Work with our special schools and additional resourced provisions to **further develop expertise in mainstream schools to serve pupils with complex needs** who work differently than their peers.
4. **More clearly map and draw together the available resources and support for** schools so that they know what is on offer for children with SEND and how to access it.
5. **Provide funded training, in partnership with the Autism Education Trust, to all mainstream early years settings, schools and post-16 providers in Camden** to ensure that staff have both the skills and confidence to support and educate autistic children and young people, and better engage with parents who are autistic themselves
6. **Align and co-ordinate the resources available, including the significant resources and training to support positive mental health in schools**, to help support the understanding of behaviour and develop positive relationships, reducing the need for exclusions.

Our Goals:

Good mental health and wellbeing

Our Commitments

1. Continue to **engage more schools in Trauma-Informed Practice, embed Emotional Literacy Support Assistants, and further develop mental health training for schools, supporting whole school approaches**, including staff wellbeing, so that schools review and strengthen their mental health provision and approach.
2. Work with schools to **embed the Emotional-Based School Avoidance (EBSA) framework** to increase understanding and support for young people missing out on education due to anxiety.

Our priorities

3. Work with voluntary and community sector providers to **increase the range of community-based support for mental health and emotional resilience** for young people with SEND and their families, learning from our young people social prescribing pilot.
4. **Create an easy-to-navigate map of the large range of mental health and emotional well-being support available before the CAMHS threshold** including Tavistock outreach, and Mental Health practitioners in schools and ensure families and schools know how to access these.
5. **Identify and recruit a group of peer mentors for young people with SEND** who have experience of successfully managing their mental health.
6. **Build on the learning from rolling out Parent Child Psychological Support (PCPS) programme in the first 1,001 days** to understand the potential positive impact of this approach on families with children with SEND.
7. Work with our family support workers in our Early Help service, to **increase access to emotional wellbeing support for parents of children with SEND and develop peer support networks of parents** who have experienced similar emotional challenges, for example through Parent Support Groups which are run in some schools.

Our Goals:

Keeping children and young people with SEND safe

Our Commitments

1. Strengthen work with Designated Safeguarding Leads at schools to **improve how we identify and respond to any specific safeguarding concerns** related to children with SEND. This will include ensuring that appropriate and timely action is taken and that the necessary support is provided.
2. Our Youth Early Help teams will **strengthen work with partners to identify and support children with SEND, who are at risk of exploitation and/or entering the criminal justice system, earlier.**
3. We will explore the strategies that are currently in place in schools, settings and colleges to address bullying, such as restorative justice, assertive strategies, self-esteem, self-efficacy and conflict resolution skills, so as to be better able to **share good practice on what is working well.**
4. Through Camden Youth Justice Services, we are committed to **adopting the SEND Youth Safety quality mark** to ensure that youth justice services offer strong support for young people with SEND and are working closely with other key partners to address young people's special needs.

Our priorities

Our Goals:

More joined-up support for children and young people moving between phases of education and between services

Our Commitments

- 1. Create a clearer map for parents around key ages and stages, and core information about what to expect at common transition points.** This will include videos and accessible accounts of what the next stage of education, health or social care support looks like.
- 2. Build on the current Year 6 to Year 7 common transition programme** (which aims to embed a smooth and positive experience for all children moving from primary school to secondary school in Camden), by evaluating the impact of the work with vulnerable groups and drawing out the learning for other key transition points.
- 3. Explore the use electronic media as an easy way to disseminate information** so that so that those with learning disabilities can more easily understand the support that is available.
- 4. Support early years settings in identifying emerging need and ensuring that children with SEND have the right support and funding in place to ensure a smooth step up into primary school,** including making sure that EHCP assessments have been initiated or that Exceptional Needs Grant (ENG) is in place, where these are needed.
- 5. Work with parents to describe and communicate key health pathways** so that there is understanding from the start about how support and services will change over the course of a child's life.

Our Goals:

Enabling better access to health and therapeutic support

Our Commitments

- 1. Further develop and communicate the holistic therapy offer** for all children and young people with SEND, including clear guidance on eligibility.
- 2. Improve the quality and consistency of communications with families and other providers,** to make it clear that children and young people can access therapy to improve understanding of therapeutic provision within the community, including how this can be accessed and by whom.
- 3. We will be more transparent about how staff and resources are allocated, how therapy services are commissioned and how these are prioritised.** Where there are identified pressures, we will work flexibly to deploy the workforce and all available resources to address the highest priority areas.

Our priorities

4. **Strengthen, clarify and promote our Universal Service Offer** to schools and settings to ensure that all settings and staff are inclusive and confident to meet the needs of the children in their schools and are preparing them for adulthood and a life beyond school.
5. We will **learn from and expand on the co-produced work in health on 'waiting well'**, which is about how to provide beneficial support for families on a waiting list
6. **Work collaboratively with the North Central London therapy teams across, Islington, Haringey, Enfield and Barnet** to ensure that the Camden therapy offer is aligned, that there is continuity of support, shared learning and resources, and so that access to therapy is not dependent on where you live.

Our Goals:

Local provision for local children

Our Commitments

1. **Set up an annual process for reviewing our forecasts and projections** of children and young people with SEND, considering our capacity to meet needs as a borough and evaluating the quantum and quality of support and provision available.
2. **Continue to work proactively with our Parent Carer Forum and with SENDIASS** to support parents to feel confident in the offer available in every Camden school for children and young people with SEND.
3. **Use the Family Information Service to provide support** for parents of children with SEND in understanding the local school options and making an informed choice for their child.
4. For those undergoing Statutory EHC needs assessment or who have an EHCP, we will **ensure we consider all appropriate schools and consult in line with parent preference** as well as consulting appropriate schools with lower-than average levels of pupils with SEND and who therefore have greater capacity to meet their needs.
5. We will **maximise the use of short breaks provision in Camden**, with a focus on early support and prevention, parental participation, services for siblings, targeted overnight respite for children and young people with complex needs and preparing for adulthood through fun and enjoyable activities.
6. **Implement our Closer to Camden Commissioning strategy** to put in place the services or support which would enable more children or young people's needs to be met more effectively locally in future and prevent the need for residential placements out of Camden.
7. We know that children with SEND can thrive in suitable housing with space to play and develop and to accommodate their physical needs. We will **continue to work actively with developers to improve the stock of family sized homes** in the borough through our [Community Investment Programme](#). A review of our Housing Strategy is also planned to enable the delivery of a housing system that incorporates the principles of early help and prevention and is easier to navigate.

3

Enable young adults with SEND to 'build a good life locally'

We know that at a national level, there are more 16- and 17-year-olds with SEND who are not in education employment or training (NEET) compared to their peers without SEND. Whilst Camden has lower rates of NEET than the London and national averages, we know that there is still improvement to be made. Therefore, we have had a strong focus on preparing children and young people with SEND earlier for adulthood as well as continuing to build on our routes to employment such as Supported Internships.

We also need to get better at understanding what young people with SEND end up pursuing after their formal education ends, in terms of how many secure sustained employment and move into a more independent future. We know from parents, and from young people themselves, approaching adulthood is a time of significant anxiety. At present the pathways available to young people, and the careful person-centred planning that enables young people to approach this stage of their lives with confidence, are not always clear. Some parents and professionals perceive there to be a particular gap in provision for young adults with ASD.

Our priorities

Our Goals:

Continuing to Learn and routes into employment

Our Commitments

- 1. Clearly identify and map out the types of interventions, resources and pathways that are available to our young people and communicate this effectively** to parent, carers and young people at the right time so that they are clear about their options.
- 2. Work with colleges to identify the range of training opportunities available** that could help support children and young people with SEND into employment, and further develop the career advice and pathways beyond college.
- 3. Better coordinate our work with local employers, including small and large employers, public sector employers, voluntary sector employers and social enterprises to create more work experience, supported internships or career opportunities for young people with SEND.**
- 4. Increase awareness of our supported internship offer** and further strengthen the relationship between the SEND and Inclusive Economy Teams.
- 5. Build on Good Work Camden's supported employment initiative** and ensure that young people with SEND can benefit from this offer. As part of this we will do more to support the transition from education into a supported employment pathway, including working with young people as they move from a supported internship into employment.
- 6. Develop a SEND employment forum**, which includes schools/colleges, employment services and employers.
- 7. Ensure that suitable progression routes into post-16 education continue to grow** in variety and range for pupils with SEND.
- 8. Build on and embed learning from the "Living a Good Life" pilot work** delivered by the integrated learning disability service and our children and young people's disability services in Camden, in partnership with specialist local providers. The pilot looks creatively at weekly activities available based on the young person's interests, likes and dislikes, and helps them explore and develop those as they as they leave education and move into adulthood. The pilot will help us identify needs that are not being met and develop services which may not currently be available.
- 9. Make the Camden community learning offer more accessible to young adults with SEND** – developing better opportunities for lifelong learning.
- 10. Promote and grow creative daytime opportunities** for those with the most complex needs to lead purposeful lives within their communities.

Our priorities

Our Goals:

Creating opportunities for independent living

Our Commitments

1. **Carry out long-term planning of accommodation requirements** to feed into our accommodation strategy. This will enable us to utilise all accommodation options and, where necessary, work with housing and health, and parents/carers, to create opportunities for sustainable independent or semi-independent living.
2. Work with housing colleagues to ensure that young people with SEND, whatever the complexity of their needs, **are able to access clear, simple and useful advice about their housing choices.**
3. **Invest in our housing programme to offer young adults with SEND more local choice and flexibility**, with one of our goals being to create additional accessible properties.
4. **Raise awareness of the expanded [Shared Lives](#) scheme** which provides small, family-based support to adults with a variety of support needs and encourage greater take up of the scheme by young people with complex needs.
5. **Explore the feasibility of the Council's housing allocation scheme** being made available to younger adults with complex needs or their families.
6. **Work with special schools and colleges to ensure that young adults with SEND are developing the skills for life** that they will need to live more independently.
7. As a corporate parent, Camden will **continue to support care leavers with EHCP and/ or SEND as they move towards independence and independent living** so they can be successful in adult life, healthy and happy.

Our Goals:

Starting the preparation for adulthood earlier

Our Commitments

1. We will work with special schools, primary and secondary schools, colleges and health colleagues to ensure young people with SEND receive practical and person-centred advice around financial management, sexual health, relationships, gender and identity. **Develop stronger pathways** between children's CAMHS service and Adults Camden Learning Disability Service, Mental Health and Adults Social care services at time of transition.
2. Work across education, social care and health to develop a clearer pathway for autistic young adults, so that they will be supported into adulthood, there is advice and information available and if statutory intervention is required, staff have the knowledge and skills to work with autistic young people. Build on existing good practice so that **all care leavers aged 16-25 with EHCP and SEND in Camden will receive information, advice and will be supported** as they move towards independence.

Our priorities

- 3. Work with families and young people to consider how to support them better through the transition to adulthood**, including exploring the potential for identifying a named worker to work with a family and young person through the transition process.
- 4. Engage with young people and families at all levels**, from individual care planning process to parents receiving specialist short breaks, every month to **share what works well for them and what needs to change**.
- 5. Hold an annual Preparing for Adulthood event** aimed at families and young people aged 13 to 18 who are supported by services in Camden. The event will provide everyone the opportunity to hear about what works well in Camden and what we need to improve.
- 6. Build on existing good practice to ensure that young people aged 14+ are aware of the importance of annual health checks** and are supported to take up the offer of annual health checks with their GP.

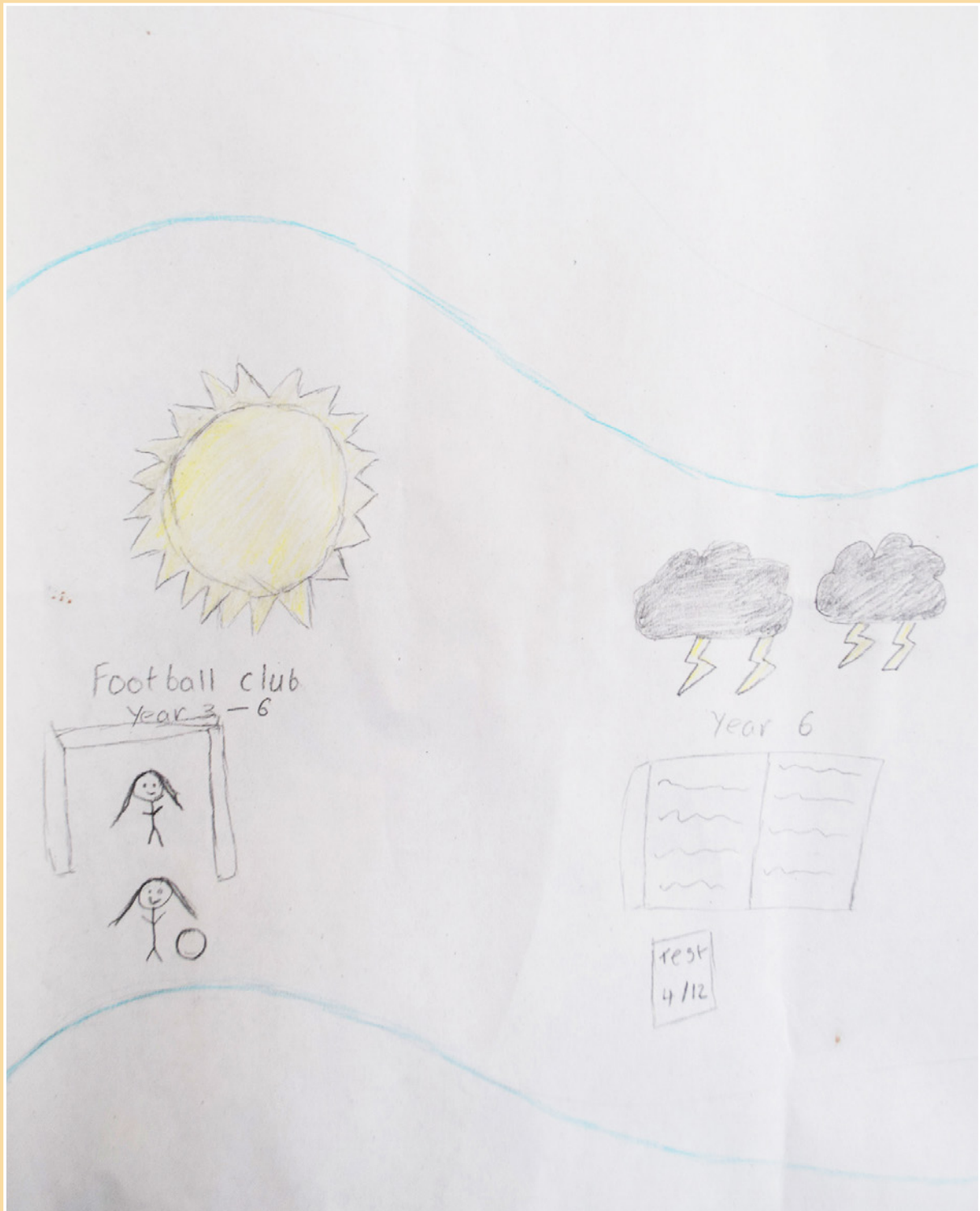
Measuring what we have achieved

To ensure that we are making progress in delivering on the ambitions set out in this strategy we have agreed a set of measures of success which will be regularly monitored. These align with our three priority areas. This list of measures of success may evolve over time, in response to regular monitoring of our progress in delivering this strategy. For many of these measures

Delivering on the ambitions set out in this strategy will be the responsibility of our local area SEND partnership which includes: the Parent Carer Forum; SENDIASS; Camden Council; our local health partners; early years settings, schools and colleges; and Camden Learning. We will also work closely with our partners in the voluntary and community sector to help deliver this strategy.

Progress in implementing the strategy will be overseen by our multi-agency SEND Improvement Board which is chaired by the Director of Children's Services. Operational delivery will be governed by the partnership-based SEND Improvement and Operational group (SIOG). Both bodies include parent representatives. Overall progress will be reported to Camden's Children's Trust Partnership Board which is chaired by Camden Council's Cabinet Member for Best Start in Life.

You can find the full strategy document here: camden.gov.uk/sendstrategy





If you have any questions about the strategy, please email
sendstrategy@camden.gov.uk

To read a summary of the Local Area SEND Strategy and for an
easy-read version of this document, please visit
camden.gov.uk/sendstrategy

