



Enfield Virtual School Special Educational Needs and Disabilities Policy - Practice and Procedures

In collaboration with Enfield Virtual School and Children's Social Care

Updated: October 2022

Next review: October 2023

Introduction

This Policy supports Looked After Children (LAC) by the London Borough of Enfield who have been identified as requiring an Education, Health and Care Plan (EHCP).

We know that as a group, Looked After Children are more vulnerable than their counterparts and are nine times more likely to have an EHCP than the general pupil population. Due to the nature of LAC, who often experience trauma and interrupted attachments, both at home and in school, it is imperative that early identification of Special Educational Needs (SEN) takes place so that the right education and support is available.

Children who are looked after by Enfield but placed out of borough often do not have their needs met in a timely manner due to experiencing frequent transitions and changes of placement, often across local authority boundaries. Difficulties can occur in terms of understanding who holds administrative and financial responsibility for these LAC, resulting in a lack of consistency and continuity for the child/ young person. This Policy hopes to ensure that Assess-Plan-Do-Review processes (see Appendix 5), EHC needs assessments and Annual Reviews progress without unnecessary delay.

This Policy is in line with the following relevant legislation:

- *Children and Social Work Act 2017 - established a duty on local authorities to provide a Personal Advisor (PA).*
- *Promoting the Education of Looked After Children and Previously Looked After Children (2018) for Local Authorities - provides statutory guidance for the role and responsibilities of the Designated Teacher for looked after children and previously looked after children.*
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) – established the duty to support to all care leavers up to 25 years old.*
- *Children and Families Act 2014*
- *Guidance on Looked After Children with SEN placed out of authority (2009)*
- *Education Act 1996*
- *The Education (Areas to which Pupils and Students Belong) Regulations (1996)*
- *The Care Act 2014*
- *Children Act 1989*
- *The handbook for inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have SEND (April 2019)*

Background

The term 'looked after child' is defined in law under the Children Act 1989. A child is 'looked after' if he or she is in the care of their local authority for more than 24 hours.

Looked after children fall into four main groups:

- Children who are accommodated under voluntary agreement with their parents (section 20).
- Children who are the subject of a care order (section 31) or interim care order (section 38).
- Children who are the subject of emergency orders for their protection (section 44 and 46).
- Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

Virtual School Head

The Virtual School Head (VSH) has a statutory role within the local authority to ensure that looked after children's education is promoted and carefully monitored. This is a strategic leadership role to champion the educational attendance, attainment, and progress of all children with a social worker, especially LAC. This means that they should be:

- Making visible the disadvantages that children with a social worker can experience, and enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.
- Promoting practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
- Levelling up children's outcomes and narrowing the attainment gap so every child has the opportunity to reach their potential.
- Ensuring local education providers are aware when they have an Enfield LAC in their borough/school.
- Ensuring that education providers are meeting the educational needs of their LAC.
- Co-ordinating early identification of SEN needs and implementing the Assess-Plan-Do-Review process (Please see Appendix 5).
- Ensuring that EHC Needs assessment requests are made in a timely manner and that the assessments are completed within the statutory time scale (Please see Appendix 1).
- Ensuring that the provisions outlined in an EHCP are met and that EHCPs are reviewed at least annually.
- Providing support alongside the professional network when there is a risk of placement breakdown.

Social Care

When a child/ young person up to the age of 18 comes into care, social workers must carry out a Child and Family assessment, or Care Act Assessment. This assessment should take account of the views, wishes and feelings of the child/young person and their family, as well as the views of allied professionals. The subsequent care plan should reflect all these views and needs to be regularly reviewed to ensure it reflects the best interests of the child/young person.

As part of the care the plan, the social worker must ensure that all SEN processes are adhered to, including writing social care advice to contribute to EHC needs assessments; contributing to Annual Reviews; and alerting the administrative SEN team when a LAC with an EHCP moves out of borough (see Appendix 7).

Child/Young Person – Views, Wishes and Feelings

Current SEN legislation states that, when assessing needs and issuing an EHCP, the views, wishes, and feelings of the child/young person must be considered. Legislation states that a child under the age of 16 may need to be supported by their parents, or their corporate parent, in this process. Young people aged 16, who have the capacity to do so, should be central to the decision-making process, including the EHC needs assessment (see Appendix 5), annual reviews, and maintenance of the EHCP. Where there is a concern that the young person may lack capacity, the social worker must complete a mental capacity assessment to for each specific issue such as, a change of education setting. This should assess their ability to make specific decisions, and identify a responsible person/advocate to support the decision-making, applying best interest principles. [MCA: Best interests principle | SCIE, Contents \(antser.com\)](#).

Special Educational Provision

All schools have a statutory responsibility to provide additional support to their most vulnerable children (SEND Code of Practice 2015). Schools should provide a graduated individualised response to meeting the child/young person's needs through curriculum modifications and/or adaptations, differentiation of work, targeted interventions, and additional adult support. This graduated response must be carefully monitored using the 'assess-plan-do-review' process (see Appendix 2 and 5).

A request should be made to the Local Authority for an assessment of the child/young person's Education, Health and Care needs when it is felt that they need a higher level of

support than can be reasonably provided using the school's resources (see Enfield's [Ordinarily Available Provision](#) document - appendix 1).

All LAC have a termly Personal Education Plan (PEP), which includes setting and reviewing targets and identifying additional support required via Pupil Premium Plus funding. The PEPs can be used as part of the 'assess-plan-do-review' process (see Appendix 5). All PEPs are audited termly by the Virtual School Advisory teacher/ SENDCo, who will identify children/ young people who are a cause for concern or are making minimal progress. The Virtual school will collaborate with the school's DT and SENDCo, as well with as the Educational Psychologist (EP) and Speech and Language Therapist (SaLT), to consider next steps. The Virtual School will maintain a record of children progressing through 'assess-plan-do-review' process (see appendix 5). These children may need an individual assessment from other professionals (e.g. EP or SaLT) and/or a EHC needs assessment request.

Each school will have a process for supporting children with Special Educational needs, set out in their SEN Information Report, and Inclusion Strategy.

Where a child or young person is looked after by the Local Authority, the school will follow the same early identification process. They should liaise with the Virtual School to identify any initial needs before applying for an Education, Health and Care plan. The Virtual School can additionally offer:

- Trauma informed practice training for social workers, HEART colleagues, designated teachers, foster carers (see appendix 4).
- Annual Training for Social Workers.
- Monthly liaison with SEN in Enfield to ensure all EHCPs up to 18 are with the appropriate local authority
- Termly meetings with SEN in Enfield and the Virtual School to discuss any issues and share updates.
- Close monitoring of academic outcomes, attendance and suspensions/exclusions for those with SEND.
- Support for termly statutory PEPs which are part of the 'assess, plan, do, review' process (see Appendix 5) for all LAC.
- Quality assurance all PEP targets by the VS Advisory teacher/ SENDCo to monitor appropriate use of pupil premium spend.
- Attendance by the VS PEP Champion, where needed, at multi-agency reviews with EP and/or SaLT, scheduled with the named school.
- Specialist EP Assessments (see Appendix 13: Local Offer for EP work with LAC).
- Speech and Language Therapy (SaLT) Screening Tool, overseen by SaLT (see Appendix 14: Local Offer for Speech and Language Therapy work with LAC).
- Specialist Speech and Language Therapy Assessments.

- Additional Maths and English Tuition (10 x hours) to those in Year 6 and Year 11.
- Laptops
- Summer School (Maths and English)
- ESOL tuition for 6 weeks
- Monitoring of the development of children under 5 years, and referral to appropriate agencies as required.
- A database to monitor the needs of LAC who have an EHCP, or may require one, to ensure timely access to multi-agency support including EHC needs assessments.
- Support for social workers to apply for EHC needs assessments for children / young people, as their corporate parent
- Referrals to CAMHS HEART (see Appendix 15) team as required.
- Monthly Enfield Health, Education and Access to Resources team (HEART) liaison meetings to discuss complex cases and ensure children's needs are being met.
- Careers advice for all young people to support preparation for adulthood, specifically tailored to those with SEND.
- NEET panel meetings (now STARR panel chaired by Head of the Virtual School) to support young people aged 16+.
- SEN and the Virtual School's participation in the EHCP review process for those who are LAC, are care leavers, or those who have care leavers' rights. For LACs who are remanded and sentenced, the Virtual School will review the EHCP three months before the young person is due to be released.
- Presentation by the VSH of reports and CYP outcomes to the Corporate Parenting Board.

Alternative provision

Following suspensions, short-term intervention programmes allow pupils to access support that enables them to re-engage in their learning, using alternative provisions.

In the case of a looked after child or child with a social worker, the school and the LA should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

For a suspension of more than five school days, the governing board (or local authority for a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. The provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purpose of this duty. This means that if a child has more than five consecutive school days of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several days in a row, this duty is applicable. Please refer to Enfield VS Suspensions and Permanent Exclusions Policy.

Strengths and Difficulties Questionnaires (SDQs) are carried out annually for all LAC and targeted children with a SW (CIN/ CP). The SDQ is a clinically validated brief behavioural screening

questionnaire for use with 4–17-year-olds or 2–4-year-olds. The SDQ can help social workers and other professionals form a view about a looked after child's emotional well-being.

(see **Appendix 2: LAC with SEN – graduated response - EYFS to adulthood**, for further information about support offered to LAC in Enfield at different stages of the SEN process)

Looked After Children with an EHCP

Any child issued with an EHCP in Enfield, or where Enfield holds financial responsibility, will be allocated to the SEN Looked After and Vulnerable Children's Team. This SEN team will be responsible for liaising with the Virtual School (VS) and involve allied professionals to:

- Have an overview of the annual review process and ensure that each LAC's school holds an annual review within 12 months of the previous review (see Appendix 6, 9, 10 and 11), ensuring that Key stage transition reviews are held on time.
- Have an overview of the emergency and placement reviews held when placements are at risk of breakdown (see Appendix 12).
- Liaise with the SEN Team in the authority the LAC resides (if out of Enfield) for access to annual review documentation.
- Co-ordinate attendance of annual reviews with the Virtual School for LAC out of education or awaiting a school placement.
- Ensure the annual review paperwork is shared with the Virtual School.
- Ensure that all EHCPs are uploaded to the SEN allocation system and forwarded to the Virtual School, allocated social worker and team manager.
- Ensure the Annual Review incorporates the Personal Education Plan (PEP).
- Discuss concerns about EHCPs for out of borough looked after children to enable the Virtual School to make appropriate corporate parenting decisions, and support complaints processes if required.
- Attend monthly Complex Issues Panels (see Appendix 16), representing education, and participate in decision making regarding joint funding for complex care, health and education packages.
- Give advice on the suitability of a placement to meet needs (including OFSTED rating), and expedite responses to placement concerns to prevent placement break-down. Where Enfield SEN are only financially responsible, the SEN Team in the borough the LAC resides will lead on this and Enfield SEN will support.
- Ensure access to education within 20 days as per the statutory guidance. Where the LAC lives out of the borough, the SEN team in the borough where they live will lead on this, and Enfield SEN will support.
- Provide appropriate SEN legal advice and champion the rights of the child or young person.

- Ensure all financial payments are forwarded to the SEN finance officer for payment in order that payments are made in a timely manner to prevent delays.
- Liaise with out of borough and in borough transport teams to ensure transport is put in place where needed in a timely manner.
- Ensure all reports of incidents or concerns are shared to ensure that appropriate action is taken.

In addition, the Virtual School will ensure the following:

- Collate and provide any information to support a request for an EHC needs assessment.
- Notify SEN where any child or young person is placed into care with an EHCP.
- Invite a SEND Advisory Coordinator to any Team around the Child (TAC) or Team around the Family (TAF) reviews to provide updates on the education placement and Education, Health and Care Plan status.
- Monitor attendance and suspensions for LAC with an EHCP in line with School suspensions and permanent exclusions (2022) and School attendance guidance (2022).

Social Care are responsible for:

- The child and family assessment and care plan. This plan is integral to any EHC needs assessment or subsequent EHCP and must make sure that the child or young person is educationally challenged with aspirational outcomes to support them to have the best life chances available. The statutory guidance *Promoting the Education of Looked after and Previously Looked after Children (2018)* makes it clear that, when formulating a child's social care plan and making decisions about a child or young person, the social worker must consider the likely impact on the child's education and must consult the Virtual School Head, and SEN Advisor.
- Initiating referrals and co-ordinating assessments by other agencies (in conjunction with school) which support an EHC Needs assessment; ensuring an EHCP is implemented and followed; and that Annual Reviews are carried out in statutory time frames making sure that the voice of the child and (corporate) parent are heard. Social Workers together with schools are responsible for ensuring children's and birth parents' wishes and feelings (if appropriate from a safeguarding perspective) are gathered and made known during the SEN process.
- Ensuring the child's Personal Education Plan (which is reviewed termly) is linked to, but does not duplicate or conflict with, information in their care plan or Education, Health and Care Plan.
- Independent Reviewing Officers (IRO) ensure that the effectiveness of Personal Education Plans is scrutinised in sufficient detail to feed into the statutory LAC review and as part of other statutory processes (e.g. care proceedings). If a child also has an Education and

Health Care (EHC) plan, where possible, the IRO should review the care plan, including the PEP to make sure it is appropriately linked with the statutory review of the EHC plan. The VSH should work with the IRO and child's social worker to enable this if required.

Looked After Children with an EHCP known to Youth Justice Services

- For SEND policies referring to Looked after children, care leavers and other vulnerable young people in contact with Youth Justice Services (Please see Appendix 3: Enfield Working Protocol for SEND – EHCP and YOS revised 11th March 2022).
- In line with the code of practice when a young person with an EHCP is remanded in custody, the EHCP returns to the home LA.
- YP with EHCPs who have LAC status solely due to being on remand will have their plan reviewed by Enfield SEN.
- LAC with an EHCP (up until the age of 25 years) who are on remand, will have an initial review of their education, and an annual review thereafter, carried out by an Enfield SEN Officer and a member of the Youth Justice Service.
- When a LAC (who was in care prior to going into custody) is due for release, the HT of the Virtual School will carry out a review of their education 3 months prior, with an Enfield SEN Officer, to plan for their education.
- The Virtual School EP will assess LAC/Care Leavers in the criminal justice system when needed and the social worker, supported by the Virtual School will request an EHC needs assessment if required.

Looked After Children with an EHCP known to the Joint Service for Disabled Children (Cheviots)

- The Joint Service for Disabled Children (JSDC) comprises a specialist social work team, specialist short breaks services and the Early Intervention Support Service (EISS).
- The JSDC are committed to working in partnership with families and all professionals and services involved to build positive, supportive relationships which achieve the best possible outcomes and have high expectations and aspirations for our children and young people with SEND.
- The JSDC supports children and young people from birth to 17 years who reside within Enfield. Information about what is available for children and young people with disabilities in the Borough of Enfield can be found on the Local Offer website:
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

- EISS provides family support and early education to families of babies and children with special educational needs and disabilities aged 0-3 who are not yet attending early education settings. The service has two teams, Early Support and Pre-school Support, staffed by experienced teachers, specialist Early Years Practitioners and Early Support Keyworkers.

The Pre School support team:

- *Work with children and their families/carers both in the home and within specialist early education groups run by the team*
- *Undertake developmental assessment, setting goals and monitoring progress*
- *Promote learning through play*
- *Support families to build on child's abilities and strengths*
- *Provide advice and support about educational options*
- *Provide statutory advice reports to contribute to EHCP needs assessment*
- *Support transition into child's first educational placement and advising settings on access to funding and training*
- *Run specialist training for parents and children*
- *Progress referrals, support and signposting to other services, for example accessing specialist benefits like DLA and Carers Allowance.*

Early Support Team:

- *A team of designated key workers provide a specialist support service to families with very young disabled children with complex needs including children with life-limiting and palliative conditions.*
- *The team undertake assessment of need, and provide advice, support, intervention, and coordination of services.*

To meet referral criteria, children must be aged 0 to 3 and:

- meet the criteria for access to JSDC services
- have significant delay in three or more areas of their development, or a diagnosis which gives an indication of future significant delay
- live in the London Borough of Enfield
- not claiming their entitlement of up to 15 hours free early education in any setting

Referrals to the service need to be made by a professional via the Local Authority Children's Portal. Referrals are considered at ESRAP (Early Support Resource Allocation Panel) which sits fortnightly during term-time.

Role of Complex Issues Panel

The Complex Issues Panel (Please see Appendix 16) for Children and Young People is a multi-agency panel that considers referrals and makes decisions on joint funding applications from practitioners for complex care, health, and education packages.

The primary purpose of the Panel is to:

- Ensure consistent application of criteria to meet the needs of all vulnerable and Looked After children/young people for whom the Local Authority and NHS Enfield/ NCL Clinical Commissioning Group are responsible.
- Ensure best use of available resources.
- Promote effective decision-making and the avoidance of unnecessary disputes.
- Reach agreement on joint funding for complex care, health, and education packages.
- Advise the Children's Trust and the Health and Well Being Board on any issues arising from complex care processes.

The main functions of the panel are:

- To authorise complex provision and agree expenditure. This includes complex care in the community, residential homes, day, and residential special schools, and within a specialist health care setting.
- To monitor relevant information about the referred group, outcomes, and expenditure.
- To monitor the overall effectiveness of provision for children with complex needs and make any necessary recommendations for changes.
- To review, within the OFSTED framework, placement provision and commissioning intentions of all partners, and to identify trends.
- To monitor Tier 4 inpatient mental health admissions and ensure that there is an individual education plan in place and effective multi agency discharge planning.

Ordinary Residency Status

A child has Ordinary Residency status when they are residing in a borough for 52 weeks of the year. This means that the borough where they live has responsibility for reviewing and updating the Education, Health and Care Plan as part of the Annual Review process. This is known as having administrative responsibility.

Enfield SEN team retain financial responsibility for Enfield LAC, even when they are placed within a 52-week placement out of borough. This includes travel assistance costs. All decisions about education and travel are the responsibility of the corporate parent, in this instance, the Head of the Virtual School in conjunction with the administrative local authority. The administrative local authority can provide the Virtual school with advice based on the EHCP and educational establishments but are unable to make any administrative decisions unless

the Virtual School agree to the placement and the SEN team make the decision that they will take financial responsibility for the Education, Health and Care Plan.

For illustrative purposes:

Example 1:

Jeremiah Brown is received into care by the London Borough of Enfield and placed in a 52-week residential school by Enfield in Kent. Enfield Local Authority are responsible for the administration of the EHCP and the Annual review and for financial responsibility. VS are responsible for any concerns about the placement or the delivery of the EHCP outcomes in section F.

Example 2:

Peter Smith is received into care in Enfield and placed with Foster Carers in Enfield. He goes to school in Enfield. Enfield Local Authority are responsible for the administration of the EHCP and the Annual review and for financial responsibility.

Example 3:

Cane Able, is received into care by Kent Local Authority and placed in Enfield Local Authority. Enfield Local Authority are administratively responsible, and Kent LA are financially responsible. (Discussions are held with Kent Social Care and Virtual school, to agree the decisions about the plan).

Example 4:

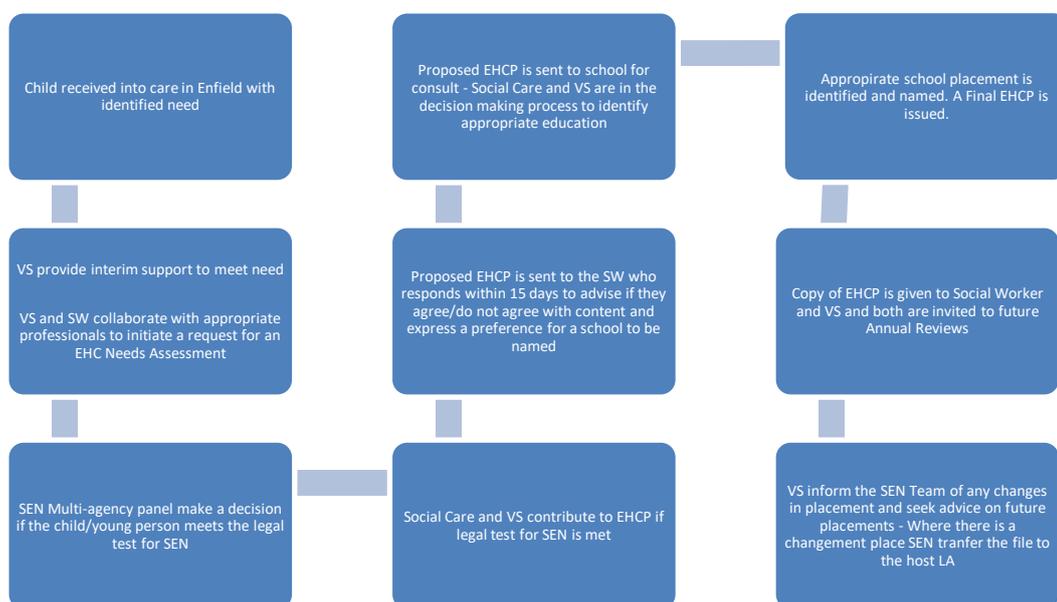
Kaiden Smith, is received into care by Enfield Local Authority and is placed in a 38-week residential school placement in Hertfordshire. Kaiden's foster carer resides in Romford and he lives with her during school holidays and whenever he is not at school. This makes him an ordinary resident of Essex. Enfield are financially responsible for the placement. Essex is administratively responsible for his placement. VS are responsible for any concerns about the placement or the delivery of the EHCP outcomes in section F.

Outside the UK

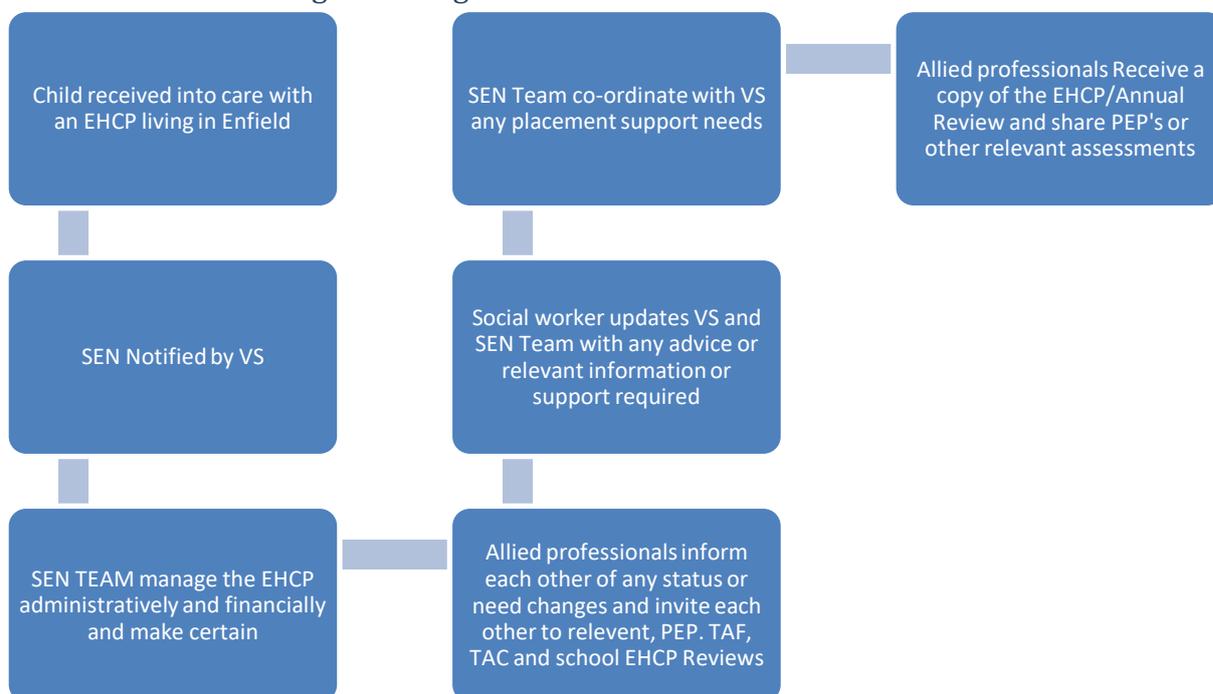
For children placed outside of England the SEN team will have no responsibility for education. Scotland, Ireland, and Wales do not adhere to the Children and Families Act 2015 and therefore there is no transference of the Education, Health and Care Plan to any of these countries (Please see Appendix 8). Each country adopts its own system for supporting children with identified additional support needs.

It is advisable that children are placed in England for ease of administration of their special needs, however if Social Care have placed a LAC in Wales, the SEN team will retain financial and administrative responsibility for the EHCP.

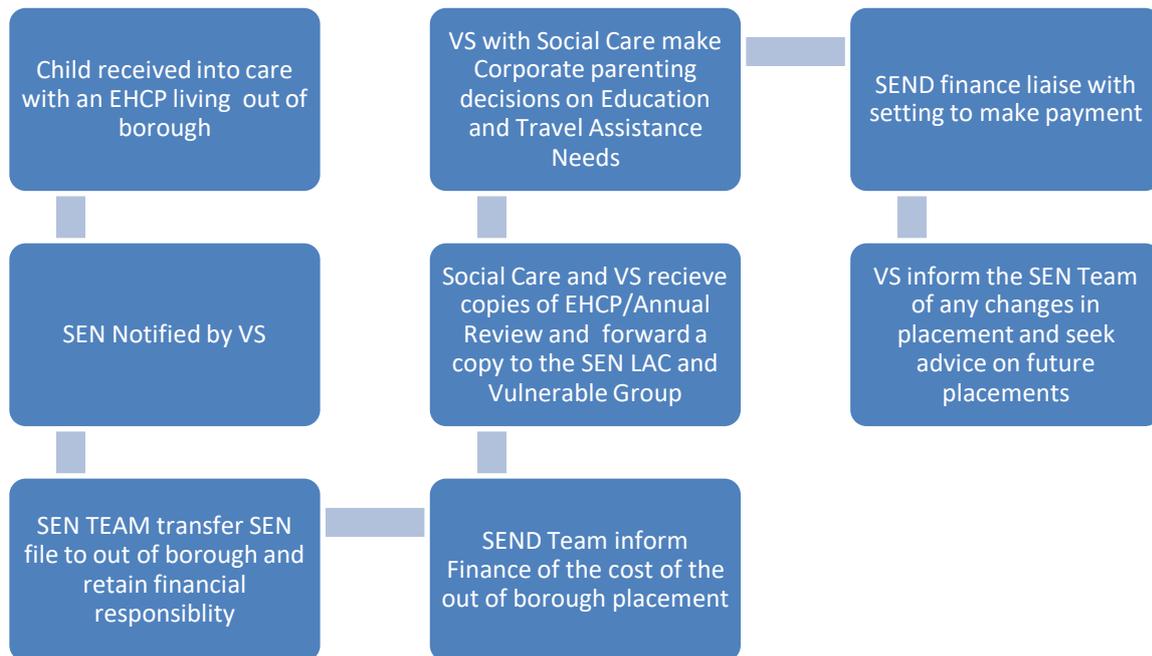
Child/Young person identified with potential SEN



Child Looked After Living in Borough with an EHCP



Child Looked After – Ordinary resident out of borough with an EHCP



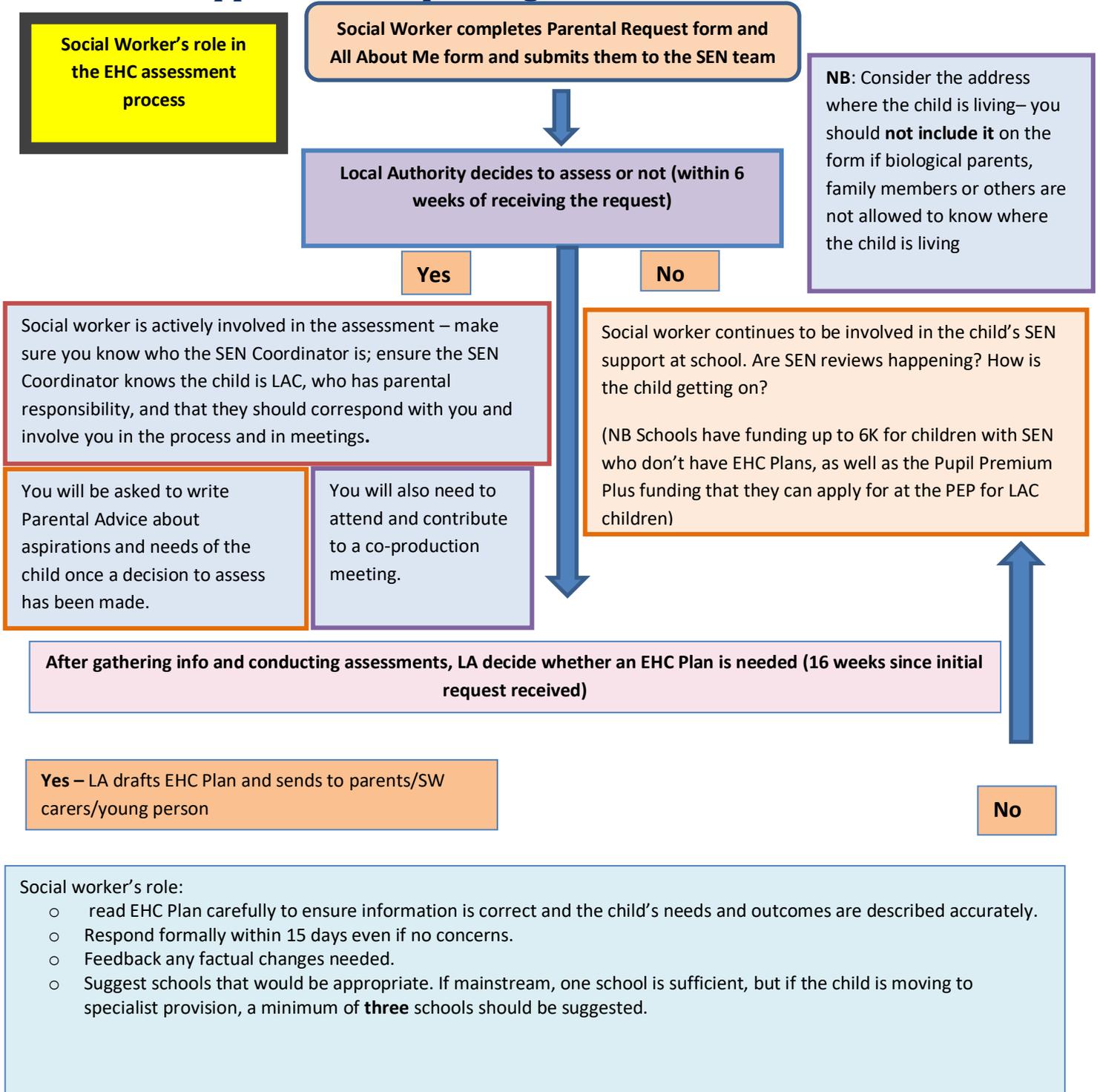
Careers

- All schools and academies are required to provide opportunities for a range of education and training providers to give careers advice about approved technical education qualifications and apprenticeships to all year 8 to 13 pupils, including those with an EHCP.
- Young people with SEND in Enfield can access [the range of different opportunities](#) that are available to help them into employment.
- The VS monitor attendance for all children in Year 12 and 13, including those with EHCP, weekly and write monthly NEET and EET reports
- All maintained schools and academies must provide careers advice for year 8 to 13 pupils. The VS captures future planning: careers and aspirations for all LAC, including those with EHCP, through PEP.

Appendices

- Appendix 1 – Requesting an EHCP needs assessment
- Appendix 2 - LAC with SEN – graduated response – EYFS to adulthood
- Appendix 3 - Enfield Working Protocol for SEND – EHCP and YOS (YJS) revised 11th March 2022
- Appendix 4: Enfield Virtual School for Looked After Children E-TIPSS Policy
- Appendix 5 – The assess – plan – do – review process
- Appendix 6 – Virtual School and Enfield SEND joint annual review and EHCP update process
- Appendix 7 – Role of the social worker when children with EHCPs move out of borough or between boroughs
- Appendix 8 – Guidance for SEN and Virtual School involvement for children placed in Wales
- Appendix 9 – Annual Reviews Year 5, Year 9, Year 11 (Post 16)
- Appendix 10 – Year 5 Annual Review
- Appendix 11 – Arrangements for leaving school and 6th form for children with an EHCP
- Appendix 12 – Emergency Reviews
- Appendix 13 – Virtual School Local Offer for EPs for LAC
- Appendix 14 – Local offer Speech & Language Therapy for LAC
- Appendix 15 – HEART CAMHS
- Appendix 16 – Complex Issues Panel Terms of Reference

Appendix 1: Requesting an EHC needs Assessment



Appendix 2: LAC with SEN – graduated response –

EYFS to adulthood

<p>Post-16 and PFA up to 21 years (25 years with an EHCP and still in Education)</p>	<p>Attendance Monitoring</p> <p>Pathway planning Y12 and Y13</p> <p>Personal Advisor (Post 18)</p> <p>STAH panel (NEET / EET)</p> <p>ESOL support – see policy</p> <p>KRATOS – fortnightly group (term time only)</p> <p>Summer University (Youth Service)</p>	<p>Involve SENCo at College alongside DSL.</p> <p>College completes additional learning assessments to determine needs.</p> <p>Referral to 18+ CAMHS service (Please see Appendix 15)</p> <p>VS EP and VS SaLT join consultation with the network (at the discretion of the VS HT) to gather further information and determine next steps.</p> <p>Youth Justice Service Involvement.</p> <p>PREVENT</p>	<p>18+ CAMHS involved (read EHCP for all children before becoming involved) (Please see Appendix 15).</p> <p>SAFE CAMHS also offers support to adolescents in crisis (Please see Appendix 15).</p> <p>VS EP and VS SENCo contribute information for SEN Panel about any children to be discussed regarding possible EHC needs assessment. VS EP to be invited to attend SEN panel to discuss these cases if required.</p> <p>SW attends Annual Review of EHCP with other professionals from VS (e.g. EP, SaLT, SENCo) as required especially if placement is at risk of breaking down and Emergency Annual Review or Placement Review has been called.</p> <p>Individualised Careers advice provided.</p> <p>Staying Put considered.</p> <p>Referrals made to TOG to consider adult services support.</p>	<p>Residential Therapeutic Placements provided.</p> <p>Staying Put Placements.</p> <p>Transition Support to Adult Services between 16-18 years.</p>
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<p>Secondary</p>	<p>PEP – Quality Assured– monitor academic progress</p> <p>Monitoring of attendance to ensure regular access to education and exclusions.</p> <p>SaLT Screening completed by school, overviewed by SaLT</p> <p>ESOL Support (14+) – see policy</p> <p>Annual SDQ KRATOS – fortnightly group (term time only)</p> <p>Chef school</p> <p>Science Workshop (Up to KS3)</p> <p>Destination Plan (Careers advice) Y8 onwards (linked to PEP)</p> <p>Summer University (Youth Service)</p> <p>HT VS and SENCo VS visit Schools to champion the particular needs of LAC</p> <p>Youth Justice Service liaison via HT VS and SaLT VS</p> <p>ECAS (school focused)</p>	<p>Targeted Tuition – booster / Intervention support (use of PP+)</p> <p>Reading Recovery support</p> <p>ECAS (child focused)</p> <p>Precious Moments / Mentoring (concerns re attendance and exclusions)</p> <p>PEP – attended by VS Champion or VS SENCo, VS EP or VS SaLT</p> <p>Referral to HEART CAMHS (Please see Appendix 15).</p> <p>Involve Secondary Behaviour Support Service.</p> <p>Youth Justice Service Involvement</p> <p>Invited to Summer School for additional Maths and English Support.</p> <p>PREVENT</p>	<p>HEART CAMHS involved (read EHCP for all children before becoming involved) (Please see Appendix 15).</p> <p>VS EP and VS SENCo contribute information for SEN Panel about any children to be discussed regarding possible EHC needs assessment. VS EP to be invited to attend SEN panel to discuss these cases if required.</p> <p>SAFE CAMHS also offers support to adolescents in crisis(Please see Appendix 15).</p> <p>PEP outcomes and EHCP outcomes aligned.</p> <p>Individualised Careers advice provided.</p> <p>Referral to HEART CAMHS for neurodevelopmental assessment (Please see Appendix 15).</p> <p>Signpost to Enfield Advisory Service for Autism (EASA)</p> <p>Cheviots – Joint Service for Children with disabilities can offer support to children / YP who meet their criteria.</p>	<p>Residential Therapeutic Placements provided (with / without education onsite). HT VS / CAMHS manager visit to quality assure therapeutic component.</p> <p>Secure Placements</p> <p>Crisis Intervention Placements</p> <p>Youth Offending Institutions – progress monitored and planning for release.</p> <p>Regular monitoring of LAC in these settings via CEO brief and HT report.</p> <p>Specialist EP and SaLT assessments and consultation offered as required to support placement and planning for next steps.</p> <p>Discussions in Complex Issues Panel (Please</p>
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	Tuition routinely offered to children in Y11.		<p>Targeted Tuition provided by National Tuition Agency (NTA) for children from Y7-Y11.</p> <p>SW attends Annual Review of EHCP with other professionals from VS (e.g. EP, SaLT, SENCo) as required especially if placement is at risk of breaking down and Emergency Annual Review or Placement Review has been called.</p>	<p>see Appendix 16) where needed to monitor progress, and plan in a multi-agency forum for next steps.</p> <p>Bespoke packages of education and care constructed to meet the needs of LAC with the most complex needs, who need a multi-agency approach, or provision which is different to or beyond that typically provided.</p>
Primary	<p>PEP – Quality Assured– monitor academic progress</p> <p>Monitoring of attendance to ensure regular access to education and exclusions.</p> <p>Annual SDQ</p> <p>SaLT Screening completed by school, overviewed by SaLT</p> <p>KRATOS swimming (Y5/6)</p> <p>Letterbox book bags (R-Y6)</p> <p>Phonics support (Reception)</p>	<p>Phonics (Y1 and Y2)</p> <p>Targeted Tuition – booster / Intervention support (use of PP+)</p> <p>Reading Recovery Support</p> <p>Numicon</p> <p>ECAS (child focused)</p> <p>Precious Moments / Mentoring (concerns re attendance and exclusions)</p>	<p>HEART CAMHS involved (read EHCP for all children before becoming involved) (Please see Appendix 15).</p> <p>VS EP and VS SENCo contribute information for SEN Panel about any children to be discussed regarding possible EHC needs assessment. VS EP to be invited to attend SEN panel to discuss these cases if required.</p> <p>PEP outcomes and EHCP outcomes aligned.</p> <p>Referral to HEART CAMHS for</p>	<p>Residential Therapeutic Placements provided (with / without education onsite). HT VS / CAMHS manager visit to quality assure therapeutic component.</p> <p>Regular monitoring of LAC in these settings via CEO brief and HT report.</p> <p>Specialist EP and SaLT assessments and</p>

	<p>Science Workshop</p> <p>Summer University (Youth Service)</p> <p>HT VS and SENCo VS visits to Schools to champion LAC</p> <p>Youth Justice Service liaison via HT VS and SaLT VS</p> <p>ECAS (school focused)</p> <p>Tuition routinely offered to children in Y2 and 6.</p>	<p>PEP – attended by VS Champion or VS SENCo, VS EP or VS SaLT</p> <p>Referral to HEART CAMHS (Please see Appendix 15).</p> <p>Involve SWERRL with supporting school (Primary TIP / behaviour support service)</p> <p>Youth Justice Service involvement.</p> <p>Invited to Summer School for additional Maths and English Support.</p> <p>PREVENT</p>	<p>neurodevelopmental assessment(Please see Appendix 15).</p> <p>Signpost to Enfield Advisory Service for Autism (EASA)</p> <p>Cheviots – Joint Service for Children with disabilities can offer support to children / YP who meet their criteria.</p> <p>Targeted Tuition provided by National Tuition Agency (NTA) for children from R-Y6.</p> <p>SW attends Annual Review of EHCP with other professionals from VS (e.g. EP, SaLT, SENCo) as required especially if placement is at risk of breaking down and Emergency Annual Review or Placement Review has been called.</p>	<p>consultation offered as required to support placement and planning for next steps.</p> <p>Discussions in Complex Issues Panel (Please see Appendix 16) where needed to monitor progress, and plan in a multi-agency forum for next steps.</p> <p>Bespoke packages of education and care constructed to meet the needs of LAC with the most complex needs, who need a multi-agency approach, or provision which is different to or beyond that typically provided.</p>
Nursery and Early Years	<p>Recommendation that children under 4 years do not enter nursery until they are securely established and attached to their FC.</p> <p>PEP (Nursery) – Quality Assured – monitor academic progress</p>	<p>Access to Enfield EYS Services from Health (e.g. CDT, Audiology, SaLT, OT, Physiotherapy, Dysphagia); Education (e.g. EPS, EISS); and Social Care (Early Support) Services.</p>	<p>Referral to Social Communication Clinic for ASD assessment up to 6 years.</p> <p>VS EP and VS SENCo contribute information for SEN Panel about any children to be discussed regarding possible EHC needs assessment. VS EP to be invited to attend SEN panel to discuss</p>	

	<p>Children’s Centre Support for FCs and Children.</p> <p>Science Workshops</p> <p>Early Year Support Group for FCs of LAC who are in R / Y1.</p>	<p>Liaison between VS EP and main EPS; and VS SaLT and main SaLT Service.</p> <p>PEP – attended by VS Champion or SENCo, EP or or SaLT to offer APDR support.</p> <p>Referral to CDT or HEART CAMHS (Please see Appendix 15).</p> <p>Involve EYs SENCo to support PVI setting (from EYs School Improvement Service).</p> <p>VS EP and VS SaLT begin complex assessments (at the request of the VS HT) as per the Local Offer for EP / SaLT involvement with LAC.</p>	<p>these cases if required.</p> <p>SW attends Annual Review of EHCP with other professionals from VS (e.g. EP, SaLT, SENCo) as required especially if placement is at risk of breaking down and Emergency Annual Review or Placement Review has been called.</p>	
<p>Available to all</p>	<p>Enfield Local Offer Enfield's Local Offer for SEND Enfield Council</p> <p>Discussion and monitoring via fortnightly Virtual School Team Meeting</p> <p>Placement Panel</p> <p>Training for Educational Provisions, FC, SW,</p>	<p>Discussion and monitoring via fortnightly Virtual School Team Meeting</p> <p>Monthly HEART meetings to discuss children causing concern</p> <p>VS EP / VS SaLT / VS SENCo consultation to DTs / SWs / LAC Nurses / and other</p>	<p>VS SENCo liaises with SEN Vulnerable Children’s Team regarding Annual Reviews of EHCP due, and monitors that these take place in a timely manner.</p> <p>Progress monitored via PEP and concerns flagged in VS Team Meeting, HEART meeting, or with appropriate Team Members and / or SEN.</p>	

	<p>other professionals (see Training offer)</p> <p>Initial Health Assessment / Review Health Assessment (including monitoring of vision, hearing and dental visits)</p> <p>E-TIP Training for Educational Settings, SWs, FCs, Partner Agencies including Youth Justice Service (Please see Appendix 4)</p> <p>Transition Support provided – focus on Key Stages; children changing schools mid-year.</p> <p>KRATOS – trips and activities (various)</p> <p>Summer School</p> <p>Laptop provided</p> <p>Achievement Day</p>	<p>Professionals, in borough or out borough and try to mobilise local network to progress support.</p> <p>Included on VS Database to monitor LAC who may have SEN and need EP involvement or EHC needs assessment – reviewed by VS EP and VS HT monthly, and shared with partner agencies.</p> <p>SaLT screening – overview by SaLT and signposting to interventions based on outcomes.</p> <p>Refer to Voluntary Third Sector and community services for support such as COMPASS, ENABLE, DAZU, Family Based Solutions.</p>	<p>VS SENCo / Attendance Officer monitor that EHCPs are following LAC and moved between LA's as appropriate.</p> <p>VS EP and DSCO support SWs to write advice for EHC needs assessment.</p> <p>PEP to monitor whether LAC with EHCP are able to access community activities and clubs.</p> <p>Signposting to community groups especially set up to support Children / YP with SEN e.g. Chickenshed.</p>	
	<p>Universal Support for LAC Assess-Plan-Do-Review via PEP</p>	<p>Targeted Support for LAC Intensify Assess-Plan-Do-Review</p>	<p>Specialist Support for LAC Working towards Statutory EHC needs assessment or implementing an EHCP.</p>	<p>Highly Specialist Support for LAC Secure, Crisis, Residential, Therapeutic or Complex SEN Provision</p>

Appendix 3 - Enfield Working Protocol for SEND – EHCP and YOS revised 11th March 2022

Working protocol between Enfield SEND Services and Youth Offending Services in Enfield

1. Context

This protocol has been developed to ensure that children and young people within youth justice system are supported through effective information sharing and coordination of support of children special education needs and disabilities by the Youth Offending and Special Education Needs services.

This protocol of joined working covers arrangements for joined up working and support to be provided to young people with special education needs and disabilities* serving a sentence in the community and those in custody. The protocol outlines professional responsibilities and accountabilities for ensuring that all children and young people with special educational needs and/or disability (SEND) that enter the youth justice have their needs appropriately assessed and met by all agencies working in a coordinated way to:

- promote the welfare and well-being of children with SEND within youth justice;
- ensure that children with SEND can access support they need to meet their needs and to successfully serve their sentence either in the community or in custody to help them to rehabilitate and achieve good outcomes
- effectively safeguard children and young people with SEND whilst in youth justice in a considered way accounting for the SEND support they need
- ensure timely and joined up approach to the annual review of the EHCP for children and young people in youth justice to ensure their needs continue to be effectively met to help them to achieve positive outcomes

This protocol is underpinned by the Enfield Council’s behaviors and specifically ethos that we all take responsibility for children with SEND and work in partnership to help these children and their families to help them thrive and achieve their best potential whilst preventing further re-offending and protecting these children from harm or causing harm to others.

This protocol is informed by the following relevant legislation:

- Children and Families Act (2014), (s70-75, 28,31, & 77)
- Crime and Disorder Act 1989
- Section 39A, Section 52B of the Education Act 1996,
- Section 17 of the Children’s Act 1989
- SEND Code of Practice 2015

*(including those with an existing Education Health Care Plan as well as those where there is a requirement for one)

Note: We recognise that children with SEND often have mental health needs and therefore required mental health support which must be integral within the provision of support and reflected within the EHC plans.

2. Local practice guidance framework

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
<p>Assessment of need</p>	<p>The YOS Supervising Case Officer will be responsible for liaising with SEN services to support the rights, needs, wishes and feelings for children and young people with SEND.</p> <p>Upon entry to the Youth Justice system, all children and young people, including those with SEND (with or without an EHCP), will be assessed by the YJB stipulated assessment (ASSET plus for post court and OOCDC assessment for pre court) that will need to take into consideration any special educational needs or EHCP.</p> <p>It is the responsibility of the YOS supervising case officer to research if the child or young person (CYP) has identified SEND either at SEN support or through EHCP. This needs to happen via the SEN dedicated inbox.</p> <p>The YOS supervising case worker needs to ensure that the assessed needs noted in the EHCP are reflected within the Asset Plus and that the EHCP plan is placed on the case file recorded on the Childview (YOS case management system)</p>	<p>SEN@enfield.gov.uk</p> <p>Key liaison officers' details:</p> <p>Meghi Stavrinou - Senior SEND Advisory Officer meghi.stavrinou@enfield.gov.uk</p> <p>Tanzila Aziz – SEND Advisory Officer tanzila.aziz@enfield.gov.uk</p> <p>Ceyda Ahmet – Business Support Officer Ceyda.ahmet@enfield.gov.uk</p> <p>All YOS requests for conformation if the young person is known to the SEND service will be treated by</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	<p>If the child/young person does not have an EHCP the YOS supervising case officer is expected to liaise with the young person's parent and contact the school/college/YOS EP and ask specific questions in order to ascertain if the young person has SEND that is being supported via SEN Support.</p> <p>Specifically:</p> <ul style="list-style-type: none"> a) Has the CYP been identified as having SEN? b) Which of the 4 SEN categories apply to the child/young person: <ul style="list-style-type: none"> 1. Communication and Interaction; 2. Cognition and Learning; 3. Social, Emotional and Mental Health Difficulties; 4. Sensory and/or Physical Needs) apply to the CYP? c) How are the needs described within the categories? d) Is there any evidence of SEN support or other assessment documentation that would suggest there are additional needs. Are there any other planning documents? Is there evidence of a review? e) Does the child/young person have a learning support or equivalent plan (if so to obtain this) <p>It is the responsibility of the YOS supervising case officer to inform the C the SEND service via the notification to the SEN inbox requesting the information on SEN/EHCP, this will be</p>	<p>default by the SEND service as formal notification that these children have entered criminal justice.</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	treated by default by SEN service as a formal notification the child is known to the youth justice. ...	
Pre-sentence report	<p>YOS case officer preparing the Pre-Sentence report will need to ensure the report considers diversity issues, including any SEND support required to effectively engage with court proceedings and their sentence. They may wish to consult in house YOS EP to help them to reflect the impact of the need on the child.</p> <p>For the purpose of the pre-sentence report information, this will have to be requested via telephone contact to the designated SEN officer.</p> <p>Note: the production of the PSR requires a quick turnaround (3 weeks)</p>	<p>Designated SEND officer to expedite information sharing for the purpose of the pre-sentence report:</p> <p>meghi.stavrinis@enfield.gov.uk</p> <p>tanzila.aziz@enfield.gov.uk</p>
Intervention plan of support to serve the sentence in community	<p>When developing a plan of support (intervention plan) and group work programs, YOS supervising case officer will need to consider the suitability and child/young person's ability to effectively engage with the intervention.</p> <p>Consider if any bespoke support is required if the existing interventions may not be suitable or working.</p> <p>YOS supervising case officer may need to consult and access support from YOS in house Education Psychologist, SALT therapist or clinical psychologist to help tailor any interventions required to support the young person to effectively engage with their order.</p>	<p>SEND and EP services may provide support with the decision making for any further assessments that the child/young person may require to support their SEND needs.</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	<p>It is the responsibility of the YOS supervising case officer that the YOS intervention plan for the child/young person is dovetailed with the existing EHCP.</p>	
<p>Young people remanded and sentenced to custody-serving custodial sentence</p>	<p>Education health and care provision for children in custody or remand</p> <p>For a detained child/young person with an EHC plan, appropriate special educational, health and care provision specified in the plan should be made available. If it is not practicable to arrange, the provision specified in the EHC plan - educational and health provision corresponding as closely as possible to that in the EHC plan must be arranged.</p> <p>If it appears to the health care commissioner for the relevant youth accommodation that the health care provision in the EHC plan is no longer appropriate, that commissioner must arrange health care provision that appears appropriate to it.</p> <p>The YOS supervising case officer in consultation with the Designated Clinical Officer and SEN service, should satisfy themselves that the young person is not at a detriment as a result of the recommended changes to the health provision.</p> <p><i>(Note NHS England is the commissioner of healthcare services in prisons and custodial establishment and manages contracts with healthcare providers to ensure the delivery of agreed services for detained persons)</i></p>	
	<p>Child/young person with EHC plan entering to Custody/Remand</p>	<p>Meghi</p> <p>SEND service is responsible for ensuring that the SEN service attends the initial custody planning meeting for those children and young people</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	<p>If the young person is under age 18 with EHCP is remanded or sentenced to custody, the YOS supervising case officer must:</p> <ul style="list-style-type: none"> ● Court officer will be responsible to include in the custody/remand notifications ● Need to Know alert needs to be forwarded to the Virtual Head, Head of CLA (for those who are CLA) and Head of SEN/SPOC for those with EHCP ● Ensure the copy of EHCP and latest annual review documentation is included with the documents bundle to be sent to the remand placement or custody establishment within 10 working days of becoming aware of the detention. ● Liaise with the SEN service and ensure that the EHC plan coordinator is invited to the placement planning meeting that must take place within 10 working days of young person entering the custody in line with the Youth Justice National Standards. ● Ensure jointly with the EHC plan Senior that the provision of support noted within the EHC plan is maintained for the young person whilst in custody ● For those children who are looked after at the point of the entry to custody and have EHCP plan, the YOS supervising case officer also needs to notify the CLA team and Virtual Head 	<p>that have EHCP to ensure that the needs of the young people identified within their EHC plan continue to be met whilst in custody. .</p> <p>If the child/young person has health provision in their EHC plan to ensure that Designated Clinical Officer (DCO) is notified by the SEND also to attend the planning meeting where possible.</p> <p>If it is not possible for the EHCP coordinator and or the DCO to attend the planning meeting consideration should be given to involve them virtually in the meeting.</p> <p>Health provision needs</p> <p>The SEND team will notify the SEN panel that there has been a change in circumstances to the needs of the child or young person and make appropriate recommendations to support the child or young person.</p> <p>The DCO will liaise with the health services commissioner for the relevant youth</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
		<p>accommodation who must arrange appropriate health care provision for the detained person.</p> <p>This should be discussed at the initial custody planning attended and supported by the SEND coordinator and the DCO.</p>
<p>Young people remanded and sentenced to custody-serving</p>	<p>Annual EHCP review whilst child/young person is in custody:</p>	<p>EHC plan coordinator will lead the annual review meeting/discussion</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
<p>custodial sentence</p>	<ul style="list-style-type: none"> ● The YOS supervising case officer will liaise with the EHCP coordinator to agree a date for the annual review meeting which will be held in custody. ● The YOS supervising case officer will inform custody of this date. ● YOS supervising case officer ensures that custody has the latest version of the EHC plan, and it is also attached to the case file on the YJ case management system 	<p>EHC plan coordinator will forward to the YJ case worker the updated EHC plan following the annual review. SEND team will involve virtual school in the review where applicable.</p> <p>EHC plan coordinator/senior will attend and lead the annual review meeting. (note the annual reviews for children who are looked after will be led by the Virtual Head)</p> <p>EHCP coordinator will forward the YOS supervising case officer the updated EHC plan following the annual review.</p> <p>If the child/young person has health provision in their EHC plan. Designated Clinical Officer (DCO) should also attend the review meeting where possible.</p> <p>If it is not possible for the EHCP coordinator and or the DCO to attend the review meeting consideration should be given to them conference calling in or arranging an alternative meeting.</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	<p>Child/young person with SEND needs (without EHCP) entering Custody/Remand</p> <p>Where a detained child/young person does not have an EHC plan, but it is considered they have SEND needs, the appropriate person (this can be the YOS Supervising Case Officer or the person in charge of the relevant youth accommodation) can request an EHC needs assessment for the detained child young person from their local authority.</p> <p>It is the YOS Supervising Case Officer to direct this request to the SEND service and contact the SPOC.</p>	<p>SEN SPOC will be responsible for invoking the SEN process in response to the request for the EHC needs assessment.</p> <p>The SEND service will consider the request for the EHC needs assessment in line with the legal framework and local EHCP process and practice.</p>
<p>Note: for those children entering custody as CLA/leaving care, YOS supervising case officer should also notify the Virtual Head who will liaise with the SEND service and agree who will convene the annual review.</p>		
<p>Transfers to another custody establishment whilst juvenile</p>	<p>The YOS supervising case officer must notify the SEN service via the SEN inbox when a detained person with an EHC plan has been transferred from one place of relevant youth accommodation to another.</p> <p>The YOS supervising case officer must ensure that the existing EHC plan is forwarded to the relevant person in charge of the new relevant youth accommodation within 5 working days of the transfer.</p>	<p>SEN@enfield.gov.uk</p>
<p>Information sharing/ management</p>	<p>YOS Deputy Head will ensure that the YOS shares with the designated SEND management SPOC on a monthly basis the current list of YJ</p>	<p>SEND Manager Stephanie Baiardo</p>

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
<p>oversight between SEN and YOS</p>	<p>cohort, noting name, disposal service, duration served, SEND/EHCP status to ensure there is coordinated approach to the planning and delivery of support and annual reviews.</p> <p>List to be shared on first week of each month and will be sent to SEN Manager</p>	<p>Stephanie.bajardo@enfield.gov.uk</p> <p>SEND Manager will ensure that the list is reviewed and cross referenced with SEN children and return to:</p> <p>the Deputy Head of YOS Nicholas Cordwell</p> <p>Head of YOS Linda Crawford; and</p> <p>-Head of SEN.</p>
<p>Workforce development, practice and training to effectively support</p>	<p>YOS Deputy Head/Practice lead is responsible for:</p> <ul style="list-style-type: none"> • ensuring that all YOS supervising case officers and their managers understand their responsibilities in relation to young offenders with SEND needs and have accessed relevant training • Ensuring there are appropriate quality assurance arrangements in place for effective practice in line with this protocol. • Reviewing and maintaining this protocol up to date 	<p>Head of SEND service is responsible for:</p> <ul style="list-style-type: none"> • Dissemination of the protocol to the workforce • ensuring that SEND staff are working to the agreed local working practice under this protocol. • Reviewing and maintaining this protocol up to date from the SEND perspective
<p>Escalation protocol</p>	<p>For operational issues or barriers preventing practice adhering to the joined working protocol, these must be escalated to:</p> <p>Head of YOS and Head of SEN</p>	

Area of work/support	Youth Offending Service role and responsibilities	Special Education Needs and Disability Service role and responsibilities
	<p>If the Head of YOS and Head of SEN cannot agree or resolve, this should be escalated to:</p> <p>Head of YP and Community Safety</p> <p>Director of Education</p> <p>For concerns about youth custody practice that may have a detrimental impact on child's welfare and safety, escalations should be made by YOS management in the first instance to the respective Governor. If not resolved, issue must be escalated by the Head/Deputy Head of YOS to the YJB.</p>	

February 2021

[To be reviewed annually]

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Appendix 4: Enfield Virtual School for Looked After Children E-TIPSS Policy

Looked After Children: What does National data tell us?

The NSPCC ‘Learning’ Statistics briefing looked after children (March 2021)¹ states that:

The number and rate of children in care in the UK are increasing overall. In England, the number of looked after children has increased every year since 2008.

The majority of looked after children are in care because of abuse or neglect. In England 63% of looked after children were looked after due to abuse or neglect in 2018/19. Other reasons for being in care include: (DfE, 2019c)².

- family dysfunction (England: 14%)
- family in acute stress (England: 8%)
- child’s disability (England: 3%)
- parent’s illness or disability (England: 3%)
- socially unacceptable behaviour (England: 1%).
- family dysfunction - Children whose needs arise mainly out of their living with families where the parenting capacity is chronically inadequate.
- family in acute stress - Children whose needs arise from living in a family going through a temporary crisis such that parenting capacity is diminished and some of the children’s needs are not being adequately met.

These measures highlight that:

- (1) Looked After Children have experienced many adverse childhood experiences (ACES) defined as *“highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity”*³.
- (2) Pre-care experiences continue to affect them long after they become looked after (Rahilly and Hendry, 2014)⁴.

¹ [Statistics briefing: looked after children \(nspcc.org.uk\)](https://www.nspcc.org.uk)

² Department for Education (DfE) (2019c) Children looked after by local authorities in England: technical specification to the 2017-2018 data collection (PDF). London: Department for Education (DfE).

³ Young Minds, 2018

⁴ Rahilly, T. and Hendry, E. (eds.) (2014) Promoting the wellbeing of children in care: messages from research. London: NSPCC.



A significant minority of looked after children experience multiple care placements in a year.

In England the majority of looked after children remained in the same placement last year (68-80%). However, a significant minority (around 5-10%) had three or more placements in the last year. This measure is important because multiple care placements have been shown to have a significant impact on looked after children’s wellbeing (Hannon et al, 2010)⁵ and are associated with poor behavioural outcomes (Rubin et al, 2007)⁶ and ability to form attachments.

Children in care have below average outcomes across a range of measures. Children in care tend to have poorer outcomes in terms of educational attainment and mental and physical health (Rahilly and Hendry, 2014).

Looked after children are more likely to have a mental health needs. In 2001/2 the Office of National Statistics conducted a survey of the mental health of looked after young people aged 5-17 in Great Britain. This research found that in Great Britain, 45% of looked after children aged 5-17 had a mental health disorder as defined by the International Statistical Classification of Diseases and Related Health Problems 10th Revision, compared to 10% of the general population (Meltzer et al., 2003)⁷.

- The average SDQ score for LAC in England was 14.2, which is classified as “borderline cause for concern”⁸.
- Behavioural and mental/emotional health problems were the most common health issues suffered by looked after children
- 40% having been diagnosed with behavioural problems
- 35% with emotional problems

⁵ Hannon C., Wood, C. and Bazalgette, L. (2010) In Loco Parentis. London: Demos
⁶ Rubin, D.M. et al. (2007). The impact of placement stability on behavioural well-being for children in foster care. Pediatrics (119, 2) pp 336-344
⁷ Meltzer, H. et al. (2003) The mental health of young people looked after by local authorities in England (PDF). London: The Stationery Office (TSO).
⁸ McSherry, D. et al. (2015) Mind Your Health: The physical and mental health of looked after children and young people in Northern Ireland (PDF). Belfast: Queen's University Belfast.

- 21% with depression or anxiety.

This highlights the need for mental health support for looked after children. If mental health needs are unmet, it can increase risk of a variety of poor outcomes, including placement instability and poor educational attainment.

Looked after children are more likely to have additional or special educational needs. As of 31.03.19, 27% of LAC had an EHCP compared to 3.1% of the general population.

Looked after children are less likely to do well at school. In 2019, the average Attainment 8 score for looked after children in England was 19.1, compared to 44.6 for non looked after children⁹.

Care leavers are less likely to be in education, training or employment. In England in 2019, 35% of care leavers aged 19 were not in education, training or employment. This compares to 11% of 18-year-olds (2019) and 13% of 19-24-year-olds in the general population (October - December 2019).

Looked after children, or children who were previously looked after, are more likely than children who have never been in care to be the subject of case reviews. A case review is conducted when a child dies, or is seriously harmed, as a result of abuse or neglect. Children who are currently in care or who have previous experience of being in care are over-represented as a group among the very small number of children who are the subject of a case review. In England, an analysis of 278 serious case reviews (SCRs) from 2014-17 found that 16% of the children were or had previously been looked after.

Why Trauma Informed Practice?¹⁰

Trauma Informed Practice aims to minimise the impact of Adverse Childhood Experiences (ACEs) and Adverse Community Environments on children's social, emotional development, thinking and problem-solving abilities (cognitive development).

Research tells us that when children / young people are placed in stressful environments, they are likely to exhibit abnormally raised levels of the stress hormone cortisol. The role of cortisol in the body is to deal with threat and mobilise survival responses, also known as the fight, flight, freeze, fawn or flop responses (The 5 F's).

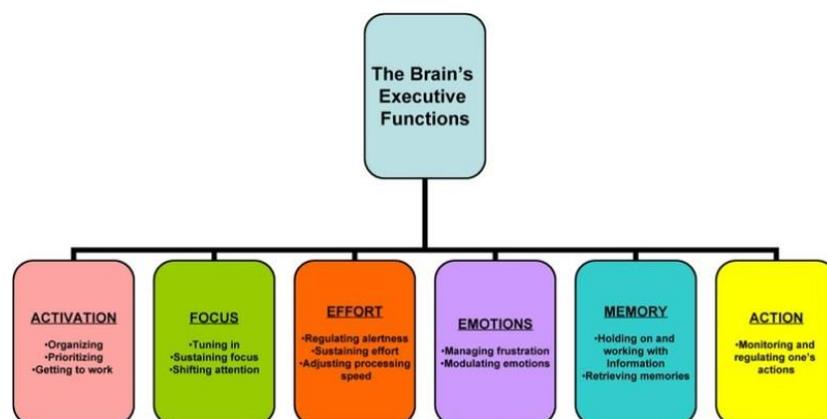
⁹ Department for Education (DfE) (2020a) Outcomes for children looked after by LAs: 31 March 2019. London: Department for Education (DfE).

¹⁰ Enfield Trauma Informed Practice in Schools & Settings (E-TIPSS) A Partnership Programme 2021-2025 Brochure for Schools.

Cortisol disturbances can impact on brain development and the way they manage perceived threat in the future, e.g. if there is an event in school that the child experiences as threat, this adds to the anxiety and the child’s survival instincts will come into force.

An experience of some amount of stress is a normal feature of human life but constant stress and high cortisol levels can negatively impact various cognitive functions including memory, emotional regulation and executive functioning, an umbrella term for a number of essential life skills that are interconnected, for example:

- Working memory – an ability to retain and manipulate information over short periods of time;
- Self-control – enables us to pause and think before acting;
- Mental flexibility – helps us to shift attention in response to different demands or to apply different rules in different settings.
- Metacognition – the ability to reflect on one’s own thoughts.
- Emotional regulation – an ability to effectively manage and respond to an emotional experience.



High levels of cortisol within the brain, increase cognitive load as resources are drained by a constant state of hypervigilance and a need to continually scan for evidence of threat. The brain is in a “survival state” and therefore has reduced capacity for other, less biologically important functions such as maintaining focus on school-based activities. Hence, until emotional regulation is improved, learning competence can be significantly affected.

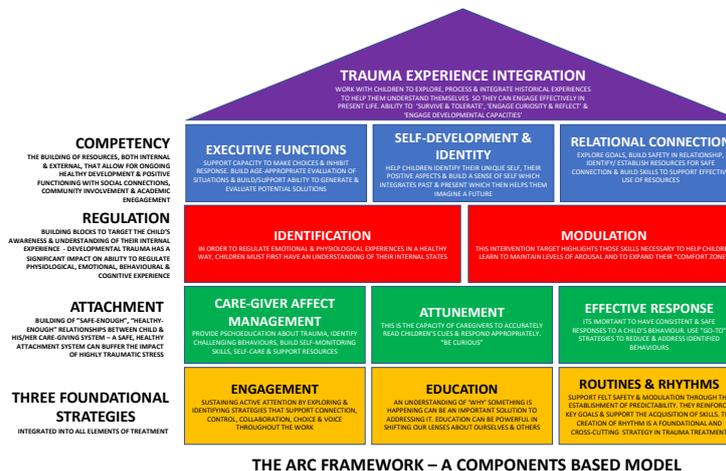
Those who have experienced trauma can be helped through being provided with proactive and sensitive caring experiences and encountering positive community environments that foster growth and hope. Experiencing positive and supportive relationships across contexts is essential to development and provides the opportunities for second chance learning. This is the basic premise of Trauma Informed Practice.

The ARC Framework

The ARC Framework provides a staged and clear model for schools and settings, to intervene and address CYP’s need for:

- a sense of relational and physical safety (ATTACHMENT)
- skills to regulate their emotional/physical experience (REGULATION)
- to address gaps in competencies needed for healthy development (COMPETENCE)

ARC is organised around three primary domains of intervention and identifies 8 key intervention areas (illustrated below).



Please see attached documents for further information:

- *Enfield Ordinarily Available Provision September 2022 to 2025 Social, Emotional and Mental Health Section.*
- *Enfield Trauma Informed Practice in Schools & Settings (E-TIPSS) A Partnership Programme 2021-2025 Brochure for Schools.*

HEART Trauma Informed Practice Project

Aim: For all professionals working with Looked After Children to become ARC aligned, so that a shared understanding of our children / young people can be developed and a consistent vocabulary which signposts to their particular needs.

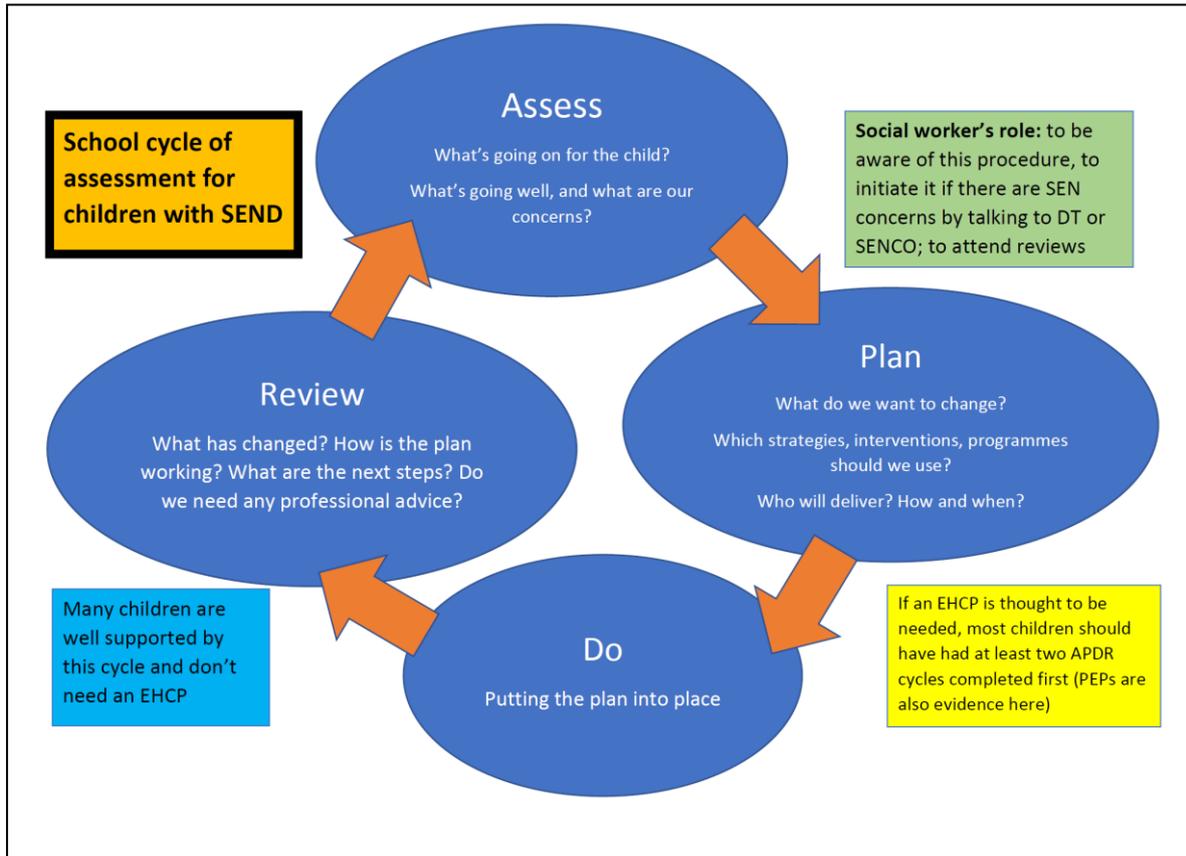
	What?	Who for?
8 th April 2023	2 x 2 hour Early Years network meetings (am / pm) Kati Taunt	All EY settings (childminders, PVI setting managers, school EY Team Leads) EY Team EY SEND Team EPIP and under 5s CAMHS

	<p>Sally Maidens (EP attached to HEART / Virtual School for LAC)</p> <p>Liz Jones (Interim Senior Lead for Early Years)</p>	<p>Enfield Children’s Centre – FSW and EIW</p> <p>EY SLT</p> <p>EISS</p> <p>SEN EY</p> <p>Family Hubs</p>
	HTs Briefings - TBC	<p>Primary HTs</p> <p>Secondary HTs</p> <p>Suzanne (VS HT)</p>
26 th April 2023	<p>E-TIPSS Day 1 – ARC aligned TIP for all professionals working with LAC (Team building, integration and developing a shared language).</p> <p>Kati Taunt</p> <p>Sally Maidens (EP attached to HEART / Virtual School for LAC)</p>	<p>Virtual School</p> <p>Social Workers (LAC / LCT / Cheviots)</p> <p>HEART CAMHS Team</p> <p>LAC Health Team</p> <p>Fostering / SSW</p> <p>DTs (who haven’t already accessed two-day training)</p>
17 th May 2023	<p>E-TIPSS Day 2 - ARC aligned TIP for all professionals working with LAC (Team building, integration and developing a shared language).</p>	<p>Virtual School</p> <p>Social Workers (LAC / LCT / Cheviots)</p> <p>HEART CAMHS Team</p> <p>LAC Health Team</p>

	<p>Kati Taunt</p> <p>Sally VS (EP attached to HEART / Virtual School for LAC)</p>	<p>Fostering / SSW</p> <p>DTs (who haven't already accessed the two-day training)</p>
5 th July 2023	E-TIPSS Workshop follow up 1- TBC	<p>TBC</p> <p>Primary</p> <p>Secondary</p> <p>SWs</p> <p>Other LAC Professionals</p>
20 th September 2023	E-TIPSS Workshop follow up 2- TBC	<p>TBC</p> <p>Primary</p> <p>Secondary</p> <p>SWs</p> <p>Other LAC Professionals</p>
11 th October 2023	E-TIPSS Workshop follow up 3- TBC	<p>TBC</p> <p>Primary</p> <p>Secondary</p> <p>SWs</p> <p>Other LAC Professionals</p>
8 th November 2023	<p>E-TIPSS Training for Foster Carers</p> <p>Kati Taunt</p>	Foster Carers

	Sally Maidens (EP attached to HEART / Virtual School for LAC)	
Half termly HEART / Virtual School led reflective practice group to support professionals working with LAC.	Sally Maidens (EP attached to HEART / Virtual School for LAC)	Any professionals who want to reflect about work with LAC – dates TBC

Appendix 5: Assess-plan-do-review



LA issues Final EHC Plan naming the school (20 weeks since initial request received)

Social worker: Upload the EHC Plan to Liquid Logic and tick the box to say the child has an EHC Plan; send the Plan to Education Coordinator so that the VS has a copy

*PEP have a section on SEND and this is an appropriate vehicle to raise any concerns in relation to SEND concerns

Appendix 6 - Annual review & EHCP update process

- ❖ SEND to forward the Annual review list for each academic year
- ❖ SEND to forward a monthly list for the Annual reviews to the VS
- ❖ The VS to monthly send the Annual review list to the SW managers in case of any changes, SW managers to share it with SW in their team
- ❖ Social worker's role – for both in-borough and out of borough children:
 - Ensure the school/setting Senco knows that they should invite you to the Annual Review (they should give 6 weeks' notice)
 - Attend the Annual Review meeting and provide input about the child's educational progress and any issues that are affecting their education
 - Follow up any actions with the school/SEN Team
- ❖ SEND to forward the Annual review documents to Virtual School & SW
- ❖ SW to upload the Annual review documents to LL
- ❖ SEND to forward either updated EHCP or letter to inform of no change to EHCP to the VS and SW
- ❖ SW to upload either the updated EHCP or no change letter to documents to LL
- ❖ The Vs to save the Annual review and EHCP documents to the case files
- ❖ The VS to check if all updated EHCP documents were uploaded to LL once a term

SEN team involvement in AR's as follows:

- In Borough LACs in Education: The school will hold AR. Ceyda will chase the school 4 weeks ahead of due date.
- In Borough LACs not in Education: 8 weeks in advance – Tanzila to begin arranging AR to ensure all professionals have availability.
- Out of Borough LACs: Ceyda will chase Local Authority SEND team (the relevant borough the child/YP lives in) requesting up to date AR and EHCP. Escalation process to be agreed with Meghi for when the Local Authority does not provide us with AR paperwork & EHCP.
- If 2 weeks after the AR is due, we have not received AR documents from School, Ceyda will chase.

○ Appendix 7 : Role of the SW

Role of the social worker when children with Education Health and Care (EHC) Plans move out of borough, or between boroughs

When LAC with an EHC Plan move to a new placement in a different Local Authority (LA), The child's SEN file alongside the EHC Plan will need to be transferred to the receiving LA up to age 18.

NOTE: We can't find a school for the child until this has happened, so it is really important that we act on this quickly.

Some children will be moving from Enfield to a different LA. Others will be moving from one out-of-borough authority to another.

NOTE: If the child is LAC to Enfield, Enfield will always be the 'home LA' (will be financially responsible). If the child also lives in Enfield, then Enfield will also retain administrative responsibility of the child's EHC Plan. However, if the child is LAC to Enfield but does not reside in Enfield, the LA in which they reside in will become the 'host LA' (will be administratively responsible for the child's EHC Plan).

1. As soon as you know that the child is moving, contact the Virtual School Education Caseworker (VSEC) to inform them. If needed, the VSEC can organise up to two weeks of tuition while the receiving LA identifies a suitable school.

2. If the child is LAC to Enfield, contact Enfield's SEN team via email SEN@enfield.gov.uk and copy in Tanzila.aziz@enfield.gov.uk and Ceyda.ahmet@enfield.gov.uk and state 'LAC change of address' in the subject box and then include the child's full name, date of birth, LAC status, social care number, previous address and new address, and current school (if not in school, previous school) in the email.

Enfield's SEN Team will then either transfer administrative responsibility to the new LA so they become the host LA, or contact the former host LA and ask them to transfer the EHCP file to the borough in which the child resides in.

Whilst the file is in transfer, Enfield's SEN Team will send the most up to date EHC Plan with a covering email.

3. Contact the new host LA and let them know the EHC Plan is on its way.

4. Once the host LA has accepted administrative responsibility of the child's EHC Plan, they can begin consulting with appropriate schools who will indicate whether they can or cannot meet needs within 15 calendar days.

5. The host LA should liaise with you and the new foster care to discuss appropriate placements in the new area based on the child's needs, ensuring the child's voice is included. When engaging in discussions with the host LA, ensure you focus on schools that best meet the child's needs.

As the corporate parent, you will remain in contact with the host LA to ensure that a placement is found and may need to check the progress of this regularly as there are often delays.

Appendix 8 – Guidance for SEN and Virtual School involvement for children placed in Wales

- Enfield SEND will keep administrative responsibility of the EHCP and fund the education they access. Enfield SEND must however be in agreement that the education offered is able to meet their SEND and that they can offer appropriate provision as identified in the EHCP.
- Enfield SEND will hold ARs virtually with the social worker, education staff, care home staff and any other professionals involved in Wales. Enfield SEND will invite the Virtual School PEP Coordinator; Azra to the Annual Review.
- The Virtual School will accommodate any EP or SLT assessments that may be required whilst the child/yp is living in Wales. This will include a report with recommended provision. Enfield SEND will then use the assessment and report provided to commission therapy in the local area that the child/yp resides in. If private health therapy is agreed and commissioned whilst the child/yp is living in Wales, the case will be presented at CIP to request a 3-way split of funding across education, social care, and health.

Appendix 9: Annual Reviews – Y5, Y9, Y11 (post-16)

Annual Reviews of Education Health and Care Plans: role of the social worker

Enfield SEN Team hold all the EHC Plans for children resident in the borough.

EHC Plans for children placed out of borough in foster care or residential provision are transferred to and held by the Local Authority the child now lives in under the ordinary residency status.

Annual Reviews **must** take place at least every six months for children under 5, and at least every year for children and young people over 5. The **school or setting** is responsible for calling the Annual Review. Parents, carers or professionals can request an early Annual Review if needs have changed or there are issues to do with the EHCP and its implementation.

For Looked After Children, the targets in their PEPs should reflect and be consistent with the outcomes in their EHC Plans.

Social worker's role – for both in-borough and out of borough children:

- Ensure the school/setting SENCo knows that they should invite you to the Annual Review (they should give you 6 weeks' notice)
- Attend the Annual Review meeting and provide input about the child's educational progress and any issues that are affecting their education
- Follow up any actions with the school/SEN Team
- Know who the named SEN officer is and communicate with them regularly regarding SEN issues.

Appendix 10: Year 5 Annual Review

Year 5 Annual Review

- children with EHC Plans

The Year 5 Annual review is really important, because the secondary schools that the child is applying for will be consulted using the paperwork from the updated information provided by this review

Social worker's role – for both in-borough and out of borough children:

- Plan early: start thinking about options for secondary school in Year 4
- Ensure visits to secondary schools take place in Year 5 – consider which schools may be best placed to meet the child's needs (you won't need to state your preferences until early in Year 6 – but the time goes quickly, best to be prepared!)
- Re-read the child's EHC Plan carefully. Does it reflect the child's current needs? What needs to change? Is the level of support appropriate?
- Attend and contribute to the Annual Review in the Summer term. Follow up on any actions. Ensure you receive a copy of the updated EHC Plan following the review– this is the document the SEN Team will use to consult secondary schools with in Year 6. Check that you are happy with the revised content and respond with any suggested changes within the timescale.

Appendix 11 – Arrangements for leaving school and 6th form for children with an EHCP

Arrangements for leaving school and 6th Form - children with EHC

Planning for post 16 should start at the Year 9 Annual Review

From year 9 onwards, a young person's EHC plan must focus on the Preparing for Adulthood key objectives of:

- Employment/Training and skills for work
- Housing
- Independence and Independent living
- Community Inclusion
- Health

Young people with EHC Plans and their families will be asked by the SEN Team to express preferences for 6th Form early in Year 11

The SEN Team will consult with the suggested settings

A setting for year 12 must be named by 31st March of the year that the young person will be starting

Social worker's role – in-borough and out of borough children:

- Be aware of the processes
- Attend important meetings and discuss with young person and foster carer
- Ensure young people are aware of the different options available to them and support they can receive
- Liaise with the Virtual School
- Ensure visits are made to possible post 16 provision
- Ensure preferences for post 16 provision are expressed in writing to the SEN Team within the timescale

Appendix 12 – Emergency Reviews

Emergency Review / Emergency Placement Review (children with EHC Plans)

For some children with EHC Plans, urgent issues about their schooling may come up that need to be discussed and acted on. This may include children at risk of permanent exclusion, or where the relationship between the school and family has badly broken down, and the placement is at risk.

Emergency Review

This is a meeting in school with parents/professionals when a child with an EHC Plan may be at risk of a permanent exclusion. This is **NOT** an Annual Review meeting. Please also see the document “Exclusion from maintained schools, academies and pupil referral units in England” (Sept 2017) (para 25)

Emergency Placement Review

This is a meeting in school due to some difficulties which may be impacting on the security of the pupil’s placement, e.g.

- the relationship between the school and the family may have broken down, or
- the school have concerns about meeting needs.

This is **NOT** an Annual Review meeting.

Please note – the only meeting that can be defined as an Annual Review is when the Annual Review process is completed and the EHCP is considered in full detail. This is because the Annual Review is part of a legal process. It is possible to conduct an early Annual Review meeting (i.e. less than 12 months from the previous Annual Review or inception of the Plan) should this be required but it should follow the format of the Annual Review meeting.

Two types of Review meeting that DO NOT constitute Annual Reviews.

Instead, they are local Enfield processes, designed to deal with a particular presenting issue, rather than being a holistic review of the whole of a child’s EHC Plan.

1. **Emergency Review** (previously been referred to as “Emergency Annual Review”)
2. **Emergency Placement Review** (may have been called “Emergency Annual Review”)

When to use the Annual Review Process

If the concern is about the child’s needs as a whole, and there are concerns about whether the current school is able to meet needs, or where the child’s needs have significantly changed, it is better to wait for the Annual Review meeting (or call an early Annual Review) to explore all these issues in some depth.

Appendix 13: Virtual School Local Offer for EPS for LAC

1. Schools to follow universal process for children with SEN as depicted in the Enfield Local Offer and implement a graduated response i.e., 'Assess, Plan, Do, Review' (APDR) involving their School EP as necessary. This will create a sense of belonging for the young person, and establish a positive, sustainable supportive network around the young person.

However,

2. If LAC have experienced high mobility which means that APDR process has been interrupted or not possible, the virtual school EP may offer some support to the initial assessment process by gathering historical information from Social Care colleagues and liaising with the schools to enable the APDR process to begin / continue, or in exceptional cases, if very high mobility, to carry out a fuller piece of work (at the discretion of the HT of the virtual school and / or Head of Social Care).
3. If difficulties / potential breakdown within a care placement are deemed to be directly exacerbated by education related issues and a care placement is imminently at risk of breakdown as a result, the Virtual School EP will offer support to schools if this can be achieved more quickly than could happen through typical school processes (at the discretion of the HT of the virtual school and / or Head of Social Care) to try to support stabilisation of the care placement.
4. If a school placement is at risk of breakdown, especially if complicated by social care related issues e.g. placement moves, contact issues etc which are known about and held within the virtual school, the Virtual school EP may offer direct support to a school, especially if this can be achieved more quickly than could happen through typical school processes (at the discretion of the HT of the virtual school and / or Head of Social Care) to try to support stabilisation of the educational placement.
5. We are increasingly aware as a virtual school, that many of our looked after children will experience attachment trauma, and this may result in challenges in settling and performing in their schoolwork and making sense of the difference in rules in different settings. As a result, the virtual school will identify as early as possible any children who require an EHCP to be in place before crucial transition phases.
6. The Virtual School EP may also become involved if concerns are picked up either through the PEP process, or LAC reviews chaired by Independent Reviewing Officers (IRO's) and this will be (at the discretion of the HT of the virtual school and / or Head of Social Care).
7. Virtual School EP involvement may also be requested to consider the immediate needs of children new to the care process to ensure that they are placed in the right

educational setting, with the right support, and to facilitate as smooth a transition as possible (at the discretion of the HT of the virtual school and / or Head of Social Care).

8. Virtual School EP may also become involved in assessments of LAC where there is sufficient concern about their development for a neuro-developmental assessment to be requested, especially if there has been no previous EP involvement, at the discretion of the HT of the virtual school.
9. The HT of the Virtual School and / or Head of Social Care might ask the Virtual School EP to offer additional support to an individual pupil, or a school / network around a child, in other exceptional circumstances, dependent upon the capacity of the team.

Appendix 14: Local Offer for Speech and Language Therapy for LAC

Speech and Language Therapy offer for LAC in-borough from November 2018:

- 1.** Looked after children will be identified by Schools to follow universal processes for children with SEN and implement a graduated response – Assess, Plan, Do, Review (APDR) involving so that there is within school screening, attendance at targeted interventions and support from SLT. There will be ongoing dialogue between carers, school and other professionals caring for the young person.

However,

- 2.** If LAC has experienced high mobility which means that APDR process has been interrupted or not possible, the virtual school SLT may carry out specialist SLT assessment. In exceptional cases, if the child or young person has had very high mobility then the SLT can be directed to carry out an urgent piece of work (at the discretion of the HT of the virtual school and / or Head of Social Care).
- 3.** If a school placement is at risk of breakdown, especially if complicated by the child's communication and language related issues e.g., inability to express clearly or articulate needs and wishes the Virtual school SLT may offer direct support to a school, especially if this can be achieved more quickly than could happen through typical school processes (at the discretion of the HT of the virtual school and / or Head of Social Care) to try to support stabilisation of the educational placement.
- 4.** We are increasingly aware as a virtual school, that many of our children and young people struggle to manage the complexities of the Secondary school learning environment. This can arise even where they were successful in the Primary setting with adult support. As a result, we are keen for all CYP, with identified needs to have an EHCP in place by the time they have reached the end of primary education (ideally the end of Y5) to allow careful transition planning for secondary transfer.
- 5.** The virtual school SLT may join schools to think about the needs of CYP approaching secondary transfer. This is to ensure that their needs have been fully identified if that has not happened through the ordinary graduated response processes in school (at the discretion of the HT of the virtual school and / or Head of Social Care).
- 6.** The Virtual School SLT may also become involved if particular concerns are picked up either through the PEP process, or LAC reviews chaired by Independent Reviewing Officers (IRO's) as the post if Social Care funded (at the discretion of the HT of the virtual school and / or Head of Social Care).

7. If there is any other exceptional circumstance as deemed necessary by the HT of the virtual school and / or Head of Social Care, the Virtual School SLT may offer support to a school as part of a collaborative multi- disciplinary approach, dependent upon the capacity of the team.

Appendix 15 - Introduction to HEART CAMHS – November 2020

Recognising that looked after children are particularly vulnerable and present with five times higher mental health difficulties than children who are not looked after., Enfield CAMHS has a specialist provision for children who are aged 0-18 and in care. This currently consists of the following staff:

- Senior Clinical Psychologist / Team co-ordinator
- Consultant Child and Adolescent Psychiatrist
- Child and Adolescent Psychotherapist
- INSTEP Psychological Therapist
- Assistant Psychologist (fixed term 1 year)
- 18+ Psychological Therapist

Referrals are accepted from young people’s social workers or foster carers’ and supervising social workers. There is close liaison with the wider HEART team, which includes educational specialists in the Virtual School, physical health services and KRATOS, the young people in care council, and with other NHS services within Enfield CAMHS. All CAMHS clinicians as part of their protocol read the EHCP which they have access to on the Education shared drive.

As CAMHS clinicians, we all have generic skills in common as well as our own areas of expertise and specialism. We work as a multi-disciplinary team. This means that all referrals are discussed together, so that ideas from different disciplines can be considered. As far as possible, we allocate cases according to the best fit between the needs and the skills of the team member. We also can offer joint work where necessary.

In CAMHS we always “think family” and all of us have the skills to work with both parents/foster carers and children. Emerging research shows that often the best way to help

looked after children with emotional and behavioural problems is to work with the adults around them to help them feel safe and secure. This is much broader than providing individual therapy for young people.

HEART CAMHS provides services at all levels of the THRIVE model of mental health:

Getting advice and signposting: Some looked after children do not get referred to CAMHS, but their wellbeing may be indirectly benefitted as their carers, social workers and teachers may access training and consultation from CAMHS HEART.

Getting help: Referred children can be provided with a consultation only service (e.g., psychological advice to the network), or direct psychological and therapy interventions, which may be brief.

Getting more help: Some referred children require specialist mental health assessments, neurodevelopmental assessments, or longer term psychological and therapeutic interventions. We currently provide psychodynamic psychotherapy, trauma-focused CBT, and NET, DDP-based therapeutic parenting training and are developing other NICE guideline approved evidence-based interventions for looked after children.

Getting risk support: We can offer consultation to the network where there are risk issues, and have some capacity to conduct emergency risk assessments. In highly complex cases, we can join the professional network to offer consultation and a mental health perspective on decision making and formulation.

What is unique about the HEART team within the wider Enfield CAMHS is that we are working alongside local authority colleagues on a day-to-day basis in a multi-agency approach, and our CAMHS clinicians have specialist expertise in the particular needs of looked after children, informed by an understanding of developmental trauma and attachment theory. When fully staffed, we are also able to provide a more timely and responsive service than most CAMHS services nationally, with all referrals being accepted and typical waiting times of 4-6 weeks. The service is jointly funded by the Local Authority and Barnet, Enfield, and Haringey Mental Health Trust, and we follow NHS clinical governance.

HEART CAMHS values

We are trauma-informed:

- We are committed to helping people understand the meaning of children's behaviours in the context of their early developmental trauma
- We are alert to the potential for our systems to retraumatise children (e.g., repeated placement breakdown, unplanned endings)

We think systemically:

- We always work with the adults and systems around the child (foster carers, social workers, schools)
- The most important interventions for looked after children are those that support stable foster placements and attachment aware school environments
- Individual therapy for children is rarely a sufficient intervention on its own

We are multi-disciplinary:

- Our team has skills in common and individual areas of specialty
- We match interventions to our assessments of children's / carers' needs

We strive to be accessible and responsive:

- We are available for consultation even if children or families are not referred to us
- We are now able to reach those 18-25 to continue to support through with transition to adulthood.

Appendix 16 – Complex Issues Panel Terms of Reference

TERMS OF REFERENCE AND AUTHORISATION PROCESS

1. Introduction

The Complex Issues Panel for Children and Young People operates under the auspices of the Children's Trust Board and the Health and Well Being Board. It is a multi-agency panel that considers and makes decisions on cross agency issues & joint funding applications from practitioners for complex care, health and education packages.

The primary purpose of the Panel is to:

- Ensure consistent application of the criteria to the needs of all children and young people for whom the Local Authority and NHS Enfield/ NHS Enfield Clinical Commissioning Group are responsible.
- Ensure best use of available resources.
- Promote effective decision-making and the avoidance of unnecessary disputes.
- Reach agreement on joint funding for complex care, health and education packages.
- Advise the Children's Trust and the Health and Well Being Board on any issues arising from the complex care process.

2. The main functions of the panel are:

- To authorise complex provision and agree expenditure. This includes complex care in the community, residential homes, day and residential special schools, and within a specialist health care setting
- To monitor relevant information about the referred group, outcomes and expenditure.
- To monitor the overall effectiveness of provision for children with complex needs and make any necessary recommendations for changes.
- To review, within the OFSTED requirement framework, placement provision and commissioning intentions of all partners, and to identify trends.
- To monitor Tier 4 inpatient mental health admissions and ensure that there is an individual education plan in place and effective multi agency discharge planning.

3. Authorisation

Decisions will be on the following basis:

- Authorisation of funding will be from individual agencies base budgets. Expenditure will be monitored by the panel.
- Complex Issues placement agreements will be agreed for a defined period of time. Circumstances and needs change and appropriate monitoring and reviewing mechanisms will need to be followed.
- The panel will identify a review date for the cases to come back.

Continuation of the funding is unlikely to be agreed unless the Care Plan and/or statutory Annual Review for the child / young person have been actively progressed.

- Ensuring services, / placements demonstrate efficient and effective use of resources and continue to meet the needs of individual children and young people.
- In the event of a disagreement or dispute regarding funding responsibilities, which cannot be resolved by panel members, each agency will nominate a senior officer empowered to make a decision.
- The decisions made take account of the current policies and practices of all member agencies

4. Panel Membership

The membership of the panel includes senior managers with a designated commissioning responsibility from NHS Enfield/ NHS Enfield Clinical Commissioning Group and the Local Authority as well as representatives from these organisations to advise and assist the Panel on relevant issues. Other professionals may be requested to attend a Panel to assist with specific cases. The Assistant Director, Commissioning and Community Engagement will ordinarily chair the panel.

5. Membership

- Assistant Director- Safeguarding
- Head of Children's Commissioning - NHS Enfield/ NHS Enfield Clinical Commissioning Group
- Head of Integrated Commissioning Service, Schools and Children's Services

- Head of Special Educational Needs (SEN)
- Principal Educational Psychologist / Head of CAMHS
- Child and Adolescent Psychiatrist
- Panel Co-ordinator
- Other Panel Members co-opted as required.

6. Outcome of the Panel

Once a decision has been made at the Panel this will be formally recorded in the minutes and the decision sheet, and the financial addendum will be updated.

Decision sheets on each case to be completed and signed off by The Chair and given to the presenting social worker to ensure speed of action and prevent waiting for the full minutes.

7. Appeals

7.1 Appeals from staff

Any professional who is eligible to make an application to the Complex Issues Panel can also appeal its decisions. Appeals should be in writing and should state the basis of the appeal with reasons for the dissatisfaction. Appeals should be sent to the Director, Schools and Children's Services, within 7 working days of the date of receipt of decision.

The Director will consider the appeal, in consultation with the Borough Director/Chief Officer, NHS Enfield/ NHS Enfield Clinical Commissioning Group and make his/her decision known to the member of staff, in writing, within 7 working days.

7.2 Appeals from Service Users.

Service users may make appeals within 7 working days of the date of the panel decision being notified to them, although the panel is not itself, responsible for such notification. Appeals must be in writing and reasons given for dissatisfaction, and addressed to the Director, Schools and Children's Services.

The Director will consider the appeal, in consultation with the Borough Director/Chief Officer, NHS Enfield/ NHS Enfield Clinical Commissioning Group, and make his/her decision known to the service user within 7 days.

If the service user remains dissatisfied, they have further right of appeal through the Council or NHS complaints process and right of appeal to the SEN Tribunal.

8. Transition to Adult Services

The transition of young people with Complex Care Needs who will require continuing care services must have their cases discussed with colleagues in the relevant Adult services in line with current protocols. This is particularly important for young people aged 18+, placed in educational or other settings, whose placements may continue until they are 19 or until they complete the school year following their 19th birthday, whichever is the later. These protocols will be subject to regular review by the relevant transition working groups to ensure that they remain effective and that where necessary; the required funding arrangements remain in place.

9. Definition of the Client Group

The children and young people whose cases are eligible for referral to the Complex Issues Panel are those up to the age of 18 years (or 19 for those with a Statement of Special Education Needs) whose complex requirements cannot be met by one agency. They will have a combination of significant needs which encompass at least two areas of health, education and/or social care.

10. When Considering the Provision of Health, Education and Social Care Services for Children & Young People the following principles should be noted

- Children and young people normally live at home with parents and carers and should be supported to do so if at all possible.
- Parents/carers often carry out procedures in the home on their own children, which in any other setting would require nursing or therapeutic input.
- All children and young people of statutory school age should be in full time education or an appropriate alternative.
- Some forms of health care may be carried out on school premises.
- In the case of some children and young people in 52-week residential provision, health, education and social care may be an integral part of the placement.
- All children and young people are eligible for universal health, education and care services such as those provided by General Practice, health visiting, school health services, and schools.

The children and young people covered by the criteria will present a wide range of health, education and social care needs which will be complex and may change over time, making it essential that regular reviews by the multi- disciplinary team takes place. Whether the Local Authority or NHS Enfield/ NHS Enfield Clinical Commissioning Group is the lead agency for jointly funded provision, professionals from the other relevant agencies must be involved in this process.

Before a case is brought to the Complex Issues Panel the following steps should have been taken by the relevant agencies:

- Social care led cases must have been presented to the Safeguarding Placements Panel for approval to refer to the Complex Issues Panel. A Core Assessment must have been undertaken by appropriate professionals and have involved the child/young person and their parents/carers.
- Cases led by the SEN service should usually have been presented to SEN Panel prior to being referred to Complex Issues Panel
- A recommended Complex Care Plan must be included in the referral documents and this should incorporate reports from any other agencies involved.
- It should be made clear which agencies are proposing/supporting the Complex Care Plan

Funding arrangements for Complex Care

Care for most children and young people in Enfield will be provided by local services and will not need to come to the Complex Issues Panel. When cases do meet the criteria for joint planning and resourcing, a number of different funding solutions are possible

Three Way Funding

- Where there is a combination of health, educational and social care needs identified, the funding split between agencies will be 33.3%. This only applies if the agreed package incorporates all three of these components. This will be agreed via the CIP panel process, meaning that the three elements of support are required to meet the holistic needs of the child/young person. Therefore, a placement is required which provides all three elements either through direct provision or through an integrated service offer. This could include residential school provision supported by a foster placement for weekends and holidays. In such an instance the cost of the total package would be split three ways. This will form the basis of a cooperative commissioning approach for the representatives of each of these organisations/areas.

Two Way Funding

- Where one of the children/young person's needs is met through provision outside the agreed placement then funding may be split between the two remaining agencies. Examples could include those who require a residential placement for educational and social care reasons but who do not require any therapeutic input and those with specialist health and social care needs but who attend local authority maintained

mainstream or special educational provision including other educational provision funded directly /separately by education

Single Agency Funding

- All children/young people presented at the panel will have complex needs and care plans which require multi agency input. However, there will be occasions when the funding of the provision agreed will be the responsibility of one agency in the discharge of their statutory duty.

This could include in-patient hospital care, secure welfare placements and specialist educational provision for children whose health and care needs are already being successfully met. When a child/young person is in an inpatient health resource, timely discharge planning must be undertaken by all agencies involved to ensure that an appropriate step-down placement is available as soon as they are ready for discharge. Written risk assessments must be completed by lead clinicians to ensure that the transition to community-based provision can be managed safely

District of Residence

Children/Young People with complex care needs may need to be placed outside the Borough in order to access the specialist resources they require. On-going financial responsibilities for out of Borough placements is set out below

Social Care

The Local Authority retains all responsibility for Enfield Looked After Children who are placed outside the Borough. Arrangements for monitoring the well-being of children/young people in these placements are the same as those for Looked After Children placed locally and a robust quality assurance framework is in place.

Health

'Establishing the Responsible Commissioner' (2007) sets out the framework for establishing responsibility for commissioning an individual's care within the NHS. This will be used to determine which PCT, or successor organisation will be responsible for NHS funding. The following principles will generally apply:

- Where the child is registered on the list of NHS patients of a General practitioner (GP), the responsible commissioner will be the PCT holding the contract with that GP practice
- If a child is not registered with a GP practice, then the responsible commissioner will be the PCT in whose geographic area the child is usually resident

- If a child/family is unable to give an address then the responsible commissioner will be determined in accordance with the Function Regulations, as the PCT in which the child is present will usually be the PCT where the unit providing treatment is located

The guidance contains specific advice in relation to Looked After Children, out of area placements and children with Special Educational Needs

Education

Where a young person for whom LB Enfield is responsible is placed outside the Borough, the following normally applies:

- LB Enfield SEN is responsible for funding the education provision
- The Borough in which the child/young person is resident has responsibility for the day to day administration of the statement including the annual review process and keeping LB Enfield informed and updated as appropriate
- The child/young person's file is sent to the resident Borough and LB Enfield maintains a satellite file for auditing purposes
- The monitoring of placements follows the same practice as the ones that apply for Looked After Children, in addition to any other statutory requirement, particularly in respect of children and young people with statements of Special Educational Needs

Under Belonging Regulations, the Local Authority is deemed to be responsible for the child/young person if the person who has Parental Responsibility for them is ordinarily and habitually resident in the Local Authority. The child/young person shall be treated as belonging to that area

COMPLEX ISSUES PANEL PROCEDURE

The Agenda will be completed and circulated to Panel members at least one week before the panel

Applications to the Panel should be completed and received by the Complex Issues Panel Coordinator at least 10 days before the panel date.

Late applications will not be considered at the Panel. They will be held until the following month's Complex Issues Panel.

Incomplete applications will not be considered by the Complex Issues Panel and will be returned to referrers.

Minutes of the Panel will be circulated to all Panel Members and Heads of Service 7 days after the Panel meeting.

Decision sheets to be completed after each case by Panel Chair to inform referrers immediately of the decision

Referrers will be informed of the Panel's decision after the Panel (as soon as possible)

Referrers should have read the information/document intended to assist referrers in completing the application and be able to responsibly complete the referral form as appropriate.

In between Panels, a request for an urgent decision can be referred to the Panel Chair.

Documents submitted to include SEN Statement; Chronology; Specialist report from CAMHS and other agencies; School reports; Annual Review; any other supporting evidence.

