Local Area Partnership of Haringey:

SEND and Alternative Provision Draft Strategy 2026-2029

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Introduction

There are approximately 54,000 children living in Haringey. Of these, almost 3,100 children and young people are supported through an Education, Health and Care Plan (EHCP), and over 5,000 receive Special Educational Needs (SEN) support.

Haringey also offers excellent Alternative Provision (AP), including our outstanding Pupil Referral Unit (PRU), Haringey Learning Partnership, which supports over 100 children, as well as AP at South Grove primary school and The Finch at Fortismere Secondary School.

We are committed to working in partnership to coordinate education, health and care for children and young people with SEND, or those educated in AP, and their families - so they can succeed and thrive.

Our SEND and Alternative Provision Area Partnership includes:

- Children and young people with SEND or in AP, and their families, carers and support networks.
- Elevated Youth Council
- SEND Power – our Parent Carer Forum
- London Borough of Haringey elected councillors
- London Borough of Haringey officers from education, care and health
- The North Central London (NCL) Integrated Care Board (ICB)
- Health providers
- Early years providers, schools and post-16 establishments
- Charitable or commissioned providers supporting this group and their families, such as SEND Independent Advice and Support Services (SENDIASS)

Inspection.
The local area of Haringey was last inspected in 2024 and received the highest possible rating under the Area SEND inspection framework introduced in 2023.

Inspectors recognised the strength of partnership working, including co-production and strong multi-agency collaboration, which led to positive outcomes and experiences for children and young people with SEND and those educated in AP.

We know there is more to do to improve outcomes and experiences for children, young people and their families, wherever they are educated. We will continue our approach of continuous improvement, based on regular feedback—such as our biannual Voices Day—good practice and learning from evidence-based research.

Partnership Draft Priorities.
This strategy sets out how we will achieve this over the next three years through our **five strategic priorities:**

Priority 1

We will continue to embed or develop early intervention approaches, so children and young people with SEND and/or who are educated in Alternative Provision make progress from their individual starting points.

Priority 2

High quality local provision for local children - wherever possible, we will meet the needs of Haringey's children who require support to meet their SEND needs or who are educated in Alternative Provision within or close to our own borough.

Priority 3

We will continue to keep our Local Offer under review to maintain the quality of our provision and support and respond to emerging or changing needs.

Priority 4

We will continue to listen and act on the lived experiences of children and young people with SEND and/or who are educated in Alternative Provision and their families or carers through authentic co-production

Priority 5

We will embed independence and preparation for adulthood throughout every phase of education and strengthen support at the point of transfer to their lifelong adult pathway.

Development of the draft SEND and AP Partnership Strategy.

This refreshed SEND and Alternative Provision Partnership Strategy has been developed with representatives from our key stakeholders and is based on their feedback, as well as our Self-Evaluation (SEF), SEND Joint Strategic Needs Assessment (JSNA), quality assurance information, annual SEND and Inclusion action plans, our SEND Transformation Programme (which incorporates our Safety Valve Programme), and recommendations from our last Area SEND Ofsted and CQC inspection.

Governance.

We hold ourselves and each other to account through our governance structure; progress towards our priorities is reported to and monitored by the Haringey SEND Executive Board.
As a partnership, we have high ambitions for all our children with SEND and those educated in AP.

Together—with them, their families and carers, professionals and communities—we will maintain the actions that are working well and make changes where needed to secure improvement. This will ensure we make the best use of our collective resources to remove barriers and address challenges, working cooperatively and creatively so our children and young people are empowered to thrive, belong and succeed.

National Context

The Children and Families Act (CFA) 2014, along with its associated regulations and Code of Practice, was described as the biggest change in support for children and young people with special educational needs and/or disabilities (SEND) in 30 years.

Education, Health and Care Plans (EHCPs) replaced Statements of Special Educational Needs (SSEN). The timescale for issuing a plan, if agreed, was reduced from 26 weeks to 20 weeks, and the presumption of mainstream education was strengthened. New duties were introduced to ensure closer collaboration between partners—both operationally and strategically—as well as with children and young people with SEND and their families and carers.

More than a decade later, there are many positives to celebrate from these changes. For example, it is now hard to imagine working in isolation without the benefits of co-production and learning from the lived experiences of children, young people and their families.

As a local area, we strongly support the presumption in law of mainstream education. This is reflected in our above-national and London rates of children supported through EHCPs in high-quality mainstream settings. We greatly value the work of all early years providers, schools and post-16 settings in supporting children and young people with SEND or those educated in AP, helping them make progress from their starting points and preparing them for adulthood.

The legal framework of the CFA 2014 and its associated regulations and Code of Practice sets out the duties of partners to work together to support children and young people with SEND. This later extended to include those educated in Alternative Provision (AP), following the inclusion of AP in Area SEND joint inspections by Ofsted and the Care Quality Commission (CQC) from 2023.

Alongside these positive aspects of the reforms, some challenges remain deeply embedded in the national system. While we recognise the national increase in funding for this group, resources across education, health and care remain stretched, and the system is still too adversarial.

These concerns have been widely reported at a national level, including:

- House of Commons Education Committee report (2019)
- SEND Review: “Right support, right place, right time” (March 2022)
- SEND and AP Improvement Plan (March 2023)
- Public Accounts Committee report: “Support for children and young people with special educational needs” (January 2025), followed by the Government response (April 2025)
- Education Select Committee report: “Solving the SEND Crisis” (September 2025)

A SEND White Paper is expected in Spring 2026 in response to these concerns, which include:

- Delays in identifying and supporting children and young people with SEND and/or those educated in AP.
- Inequity across geographical areas.
- Workforce shortages, including therapists and educational psychologists.
- The persistent adversarial nature of the system.
- Accountability gaps.
- Lack of clarity on national standards for what should be ordinarily available for all pupils with SEND, regardless of EHCP status.

- Financial sustainability.

The DfE held a series of SEND National Conversations in December 2025 and also a short formal consultation. Both centred around 5 themes for change:

- *"Early intervention, including earlier in children's lives when this can have most impact.*
- *Local provision, so young people can learn at a school close to their home, alongside their peers, as well as the vital role of special provision for complex needs.*
- *Fairness, so every school has the resources and capability to meet changing needs – stopping parents fighting for support and ensuring clear legal safeguards for children and parents.*
- *Effective practice, grounded in evidence to ensure excellent long-term outcomes.*
- *Shared working that means education, health and care services working in partnership with local government, families, teachers, experts and representative bodies"*.

We are committed to working across our local SEND partnership—at every level, as individuals, teams, services and organisations—to implement these reforms in a way that is co-produced and, most importantly, keeps children and young people with SEND and those educated in AP at the heart of everything we do.

Local Context

Area SEND Inspection

The Haringey SEND Partnership was last inspected in 2024 and achieved a Grade 1, the highest possible rating under the Area SEND inspection framework. This means:

> *"The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND, and action is being taken where improvements are needed".*

The inspection outcome letter highlighted the following:

Culture of listening and cooperation:

> *"Children and young people with SEND and their families benefit from a culture of listening, flexibility and cooperation professionals who support their best interests".*

Timely identification of needs:

> *"Most needs are identified quickly and the voice of the child or young person rings clearly in EHC Plans".*

Representation at a strategic level:

> *"Children and young people and their families are represented at a strategic level, so their voices and opinions are heard and acted upon".*

Elevated Youth Council:

"Elevated Youth, a forum for young people with SEND, is visible and valued".

Ambitious leadership:

"Leaders are ambitious and focused on improvement".

Areas for Improvement

Inspectors identified three areas for development:

1. Ensure aspirations and plans for adulthood are discussed earlier and clearly reflected in EHC plans.
2. Ensure recent changes, such as reducing waiting times and improving EHC plan quality, benefit more children and young people.
3. Maintain progress on timely access to health services for children and young people with SEND.

Actions Taken

Since the inspection, the partnership has:

- Established a dedicated adult transitions team to support timely Care Act assessments.
- Introduced routine co-production meetings with families and feedback processes.
- Held Voices Day events, launching the Working Together Charter in March 2025.
- Implemented a quality assurance system for EHC plans.
- Reduced waiting times for physiotherapy and occupational therapy to less than half the 18-week target; speech and language therapy waits are also below target.
- Added dedicated speech and language support in the Youth Justice Service, which achieved Youth Justice SEND Quality Lead Status with a Child First Commendation.
- Created a parent/carer speech and language advice phone service.
- Developed four Family Hubs and a new digital offer, including a Family Hub website.
- Relaunched the London support site, The Waiting Room.
- Secured capital funding and a site (Conway House) for a residential building offering overnight short breaks expected to open summer 2026.
- Developed the Partnership for the Inclusion of Neurodiversity in Schools (PINS) offer.

Safety Valve Programme

Haringey joined the Department for Education's (DfE) Safety Valve Programme in March 2023, which runs until March 2028. The programme provides additional funding and supports analysis of SEND and AP needs.

So far, 10 of 18 projects have been completed, including:

- Early intervention services to prevent escalation and placement breakdown.
- Development of in-borough additionally resourced provisions (ARPs) and additional special school places.
- Increased supported internships to improve employability.
- Further details on the Safety Valve Programme and its impact are available here.

Wider Area Strategies and Policies

This strategy aligns with and is supported by:

- Haringey's Health and Wellbeing Strategy (2024–2029)
- Joint Strategic Needs Assessment (JSNA) – SEND focus
- Early Help Strategy (2024–2027)
- SEND and Alternative Provision Sufficiency Strategy Review (2025–2028)
- Autism All-Age Strategy (2021–2031)
- Early Years Strategy (2023–2026)
- Thriving Learners Education Strategy (2025–2028)
- North Central London (NCL) Population Health and Integrated Care Strategy (2023)

It is underpinned by national policy, including the SEND and Alternative Provision Improvement Plan (March 2023).

Demographics and Population

London is made up of 32 boroughs – 12 inner and 20 outer. Haringey is one of the outer boroughs. Although it's the 9th smallest by area, it is home to around 293,500 people, making it the 18th most populated borough and the 12th most densely populated in London.

Population trends:
The population has grown by 3.6% since 2011, rising from about 254,900 to 264,200 in 2021.

Haringey's population is ageing, with a 24% increase in residents aged 65+ since 2011. Children under 15 have decreased by 8% since 2011.

Diversity

Haringey is one of the most diverse boroughs in London:

- 38% of residents identify as part of the global majority.
- 26% identify as 'White Other'.
- Over 180 languages are spoken, reflecting our rich multicultural community.

Our neighbouring Boroughs

We share our borders with 6 other London boroughs: Enfield, Waltham Forest, Hackney, Islington, Camden and Barnet.

Integrated Care Board (ICB)

Haringey is part of the North Central London (NCL) Integrated Care Board, which also includes Barnet, Camden, Enfield and Islington.

Deprivation

Haringey is among the more deprived local authorities in England, ranking 49 out of 317. In Haringey, 21.5% of children live in relative poverty, compared to 20% across London

Housing

The number of households living in temporary accommodation remains high, and significant work is underway to reduce this.

Free School Meals (FSM)

Haringey has a higher percentage of children eligible for Free School Meals (FSM) compared to London and England:

Year	Haringey	London	England
2023/2024	31.0	29.9	27.0
2022/2023	31.1	30.0	26.9
2021/2022	31.0	29.9	26.6

Source: Step 6: Explore data - Create your own tables

SEND Support Data

Similar to the national trend, while the overall number of pupils is decreasing, the number of children receiving SEN support has continued to rise each year. For Haringey children and young people in 2024:

- 5.5% of pupils in all schools were supported through an Education, Health and Care (EHC) plan
- 13.9% received SEN support.

Comparison:

	EHC Plans	SEN Support
Haringey	5.5%	13.9%
London	5.4%	13.2%
England	5.3%	14.2 %

Haringey 2035: Our Vision

Our vision: **"A place where we can all belong and thrive."**

This vision is about tackling inequality. By creating greater equity of experience, we aim to ensure that everyone in Haringey can share more equally in all that life here has to offer—both now and in the future.

Haringey 2035: Our Vision sets out six Calls to Action. Call to Action 3 is:

Supporting children and young peoples' experiences and skills

The initial priorities for Action 3 are:

1. Working together to ensure every child gets a great start in life, with a focus on tackling inequalities linked to child poverty, childhood obesity and mental ill health.
2. Driving opportunities and bridging skills gaps by identifying needs and providing training, apprenticeships, work experience and clear information about opportunities.
3. Facilitating high-quality activities and spaces for young people to meet their diverse interests and needs.
4. Hearing young people's voices by encouraging participation in decision-making, civic and democratic life in the borough.

Haringey's Corporate Delivery Plan

The Corporate Delivery Plan (April 2024 – April 2026) sets out how we will build a fairer, greener Haringey.

Our three core outcomes for children and young people are:

- Best start in life
- Happy childhoods
- Successful futures

Our vision is that all children and young people are equipped, supported and able to achieve their full potential. For the Council, this means providing high-quality, joined-up services that offer holistic care and support throughout childhood and adolescence.

We have developed four Family Hubs as part of this plan. These hubs aim to improve services for children and young people with SEND or who are educated in AP, ensuring that all children and young people have access to high-quality education and positive activities that prepare them for the future.

You said, we did

This section shows how we have acted on your feedback.

- "You said, we did" highlights what we have completed.
- "We are" shows what we are currently working on or developing.

Your voices—children, young people, parents, carers and partners—shape our priorities and actions. Here's what you told us and how we responded:

Improving Co-Production and Communication

You said:
"Continue to work to improve co-production, in particular to develop and promote the Working Together Charter across schools and services in Haringey".

"All services and providers need to improve their communication with us".

Source: SEND Power Survey

We are:
Embedding the Working Together Charter as one of our commitments:

- Feel welcomed and cared for
- Feel valued and included
- Communicate together
- Work in partnership

Creating Safe Spaces

You said:
"I want safe spaces to regulate and return to learning: there are places and people I can turn to when I need a break".

Source: Child's voice at Haringey Learning Partnership

We did:

- Developed a funding stream for schools to bid for contributions towards adaptations to mainstream schools.

Inclusion and Belonging

You said:
"Belonging and respect are central to inclusion: every child should feel safe, valued, and accepted regardless of background, identity, or need".
"We want to feel included. Inclusion isn't about fitting in – it's about schools changing so everyone belongs".

Source: Children's voices at Haringey Learning Partnership

We are:
- Working together to develop a Haringey Schools Inclusion Charter.

Speech and Language Support

You said:
"We need to improve support for speech and language".

Source: Safety Valve Programme

We did:
- Developed our approach to supporting children with speech and language needs through our Speech, Language and Communication Pathway for primary-aged children.

Preparing for Adulthood and Transitions

You said:
"We need to have more information, particularly about transition and preparing for adulthood – including the role of our newly formed adult transitions team".

Source: SEND Power Forum Meeting, September 2025

We are:
- Co-producing a summary document to explain transitions, Preparing for Adulthood (PfA), and the roles and responsibilities of different teams.

Annual Reviews

You said:
"*It is important that more annual reviews are processed on time".*

Source: SEND Power Forum Meeting, September 2025 & SEND Power Survey 2025

We did:
Recruited additional staff so we can complete more Annual Reviews on time.

Pathways to Work

You said:
"We would like more opportunities for pathways to work and work experience".

Source: SEND Power Forum Meeting, September 2025 & SEND Power Survey 2025

We did:
Expanded the range of our Supported Internship programmes and increased the number of young people enrolled. (Read Romeo's story here.)

Short Breaks

You said:
"We would like to understand the short breaks pathway more clearly".

Source: SEND Power Survey 2025

We are:
Engaging in meetings with SEND Power to better understand parent and carer concerns and agree actions.

You said:
"We need to access to overnight short breaks".

We are:
Building an overnight short breaks provision, Conway House, expected to open in summer 2026.

Published statistics and local feedback surveys

This section combines published statistics and local feedback to show what we know about the outcomes, experiences and needs of children and young people with SEND and those educated in Alternative Provision in Haringey

SEND Power, Parent Carer Forums Annual Survey 2025

SEND Power runs a survey every year to understand the needs of parents and carers of children and young people with SEND in Haringey.

- Read the 2025 survey here

70% of the 80 parents and carers who responded to the 2025 annual parent survey strongly agreed or agreed their child was receiving good support at their place of mainstream education (SEND Power Survey 2025). In relation to their phase of education this meant:

- 66% of parents of pre-school children attending an early years setting strongly agreed or agreed that their child was receiving the right support

- For children attending primary school, 55% of parents strongly agreed or agreed that their child was getting the right support.

- 50% of parents of secondary aged children agree or strongly agree that their child is getting the right support.

- 78% of parents of 16–25-year-olds in education agreed that their young person was receiving the right support (for context this was a smaller cohort of respondents)

- 85% of parents or carers with children in special schools or resourced provisions strongly agreed or agreed that their child is getting the right support

Inclusion

83% of all parent/carers who completed the survey agreed or strongly agreed that their school or setting was welcoming and inclusive of children and young people with SEND. In relation to their phase of education this meant:

- For children attending an early years setting, 57% of parents strongly agreed or agreed that their child's school was welcoming and inclusive of children with SEND.

- For children attending a primary school, 89% of parents strongly agreed or agreed their child's school was welcoming and inclusive of children with SEND.

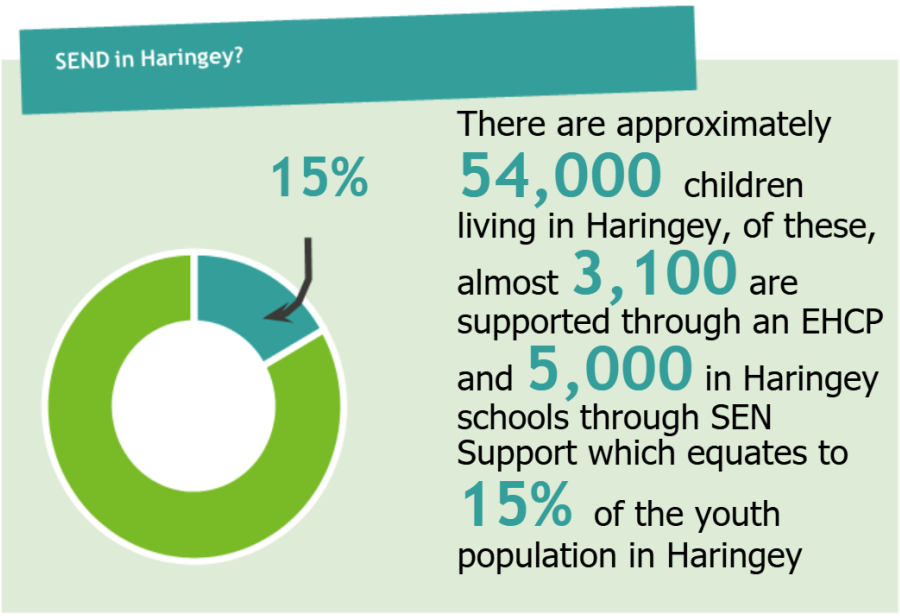
- For children attending secondary school, 77% of parents strongly agreed or agreed their child's school was welcoming and inclusive of children with SEND.

- For children attending college, 91% of parents strongly agreed or agreed their child's college was welcoming and inclusive of young people with SEND.

- For children attending special school, 94% of parents strongly agreed or agreed their child's schools was welcoming and inclusive of children and young people with SEND.

Local SEND and Alternative Provision Statistics

There are approximately **54,000 children living in Haringey**, of these, almost **3,100 are supported through an EHCP** and **5,000 in Haringey schools through SEN Support** which equates to **15% of the youth population in Haringey.**

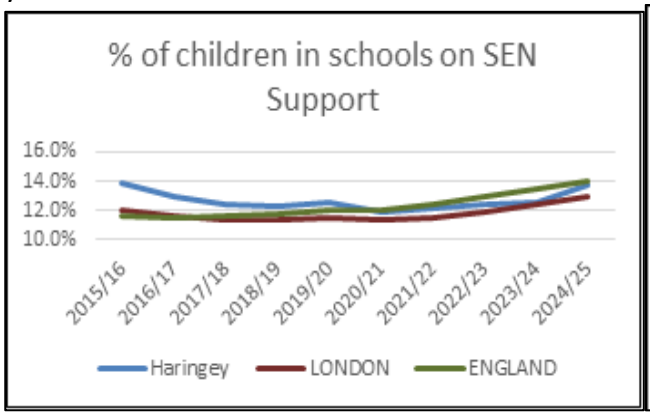


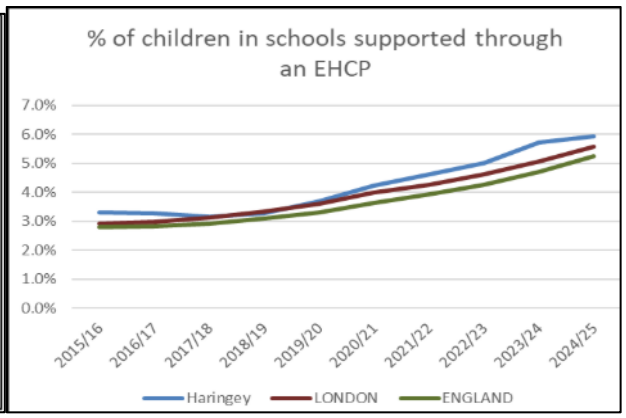
In 2024/2025, 5.5% of pupils were supported through an EHCP, compared to the London rate of 5.4% and the national rate of 5.3%.

In 2024/2025 13.9% of pupils were identified as requiring SEN support, compared to the London rate of 13.2% and the national rate of 14.2%.

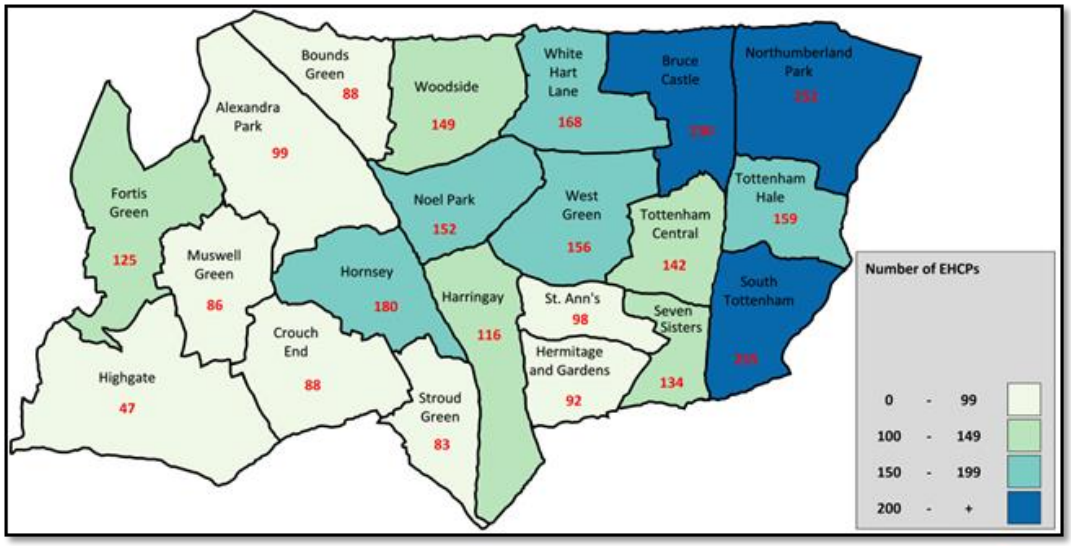
	2024/25	%
Haringey	EHC plans %	5.50%
	SEN support %	13.90%
England	EHC plans %	5.30%
	SEN support %	14.20%
London	EHC plans %	5.40%
	SEN support %	13.20%

As with the national and regional trends, the numbers of pupils identified as requiring SEN Support or accessing support through an Education, Health and Care Plan in Haringey has increased every year since 2015.





Within Haringey, we know some wards and communities have higher numbers of children and young people with SEND:



The number of children supported through an EHCP living in each Haringey ward is shown below.

	2023	2024	2025	% change from 2023 to 2025
Alexandra Park	82	92	99	**20.7%**
Bounds Green	89	91	88	**-1.1%**
Bruce Castle	198	206	230	**16.2%**
Crouch End	72	72	88	**22.2%**
Fortis Green	108	122	125	**15.7%**
Harringay	102	110	116	**13.7%**
Hermitage & Gardens	79	84	92	**16.5%**
Highgate	43	42	47	**9.3%**
Hornsey	171	176	180	**5.3%**
Muswell Hill	69	84	86	**24.6%**
Noel Park	117	135	152	**29.9%**
Northumberland Park	212	254	252	**18.9%**
Seven Sisters	97	121	134	**38.1%**
South Tottenham	202	231	255	**26.2%**
St Ann's	111	111	98	**-11.7%**
Stroud Green	81	75	83	**2.5%**
Tottenham Central	141	144	142	**0.7%**
Tottenham Hale	157	163	159	**1.3%**
West Green	130	155	156	**20.0%**
White Hart Lane	184	166	168	**-8.7%**
Woodside	127	140	149	**17.3%**

Attainment

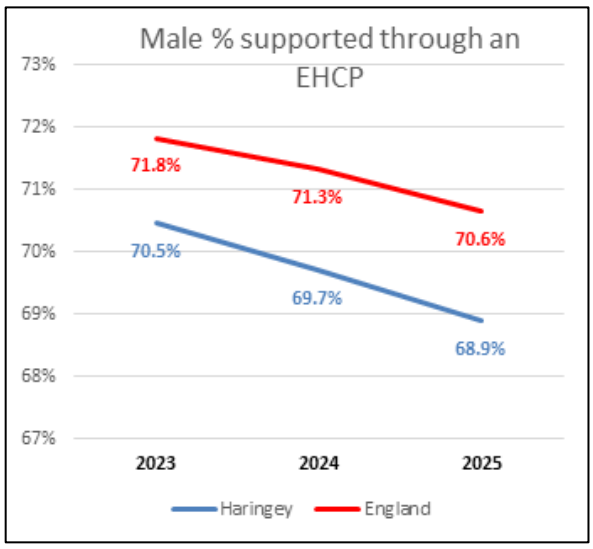
We know that attainment is good for children and young people with SEND in Haringey for both those identified as requiring SEN Support and those supported through EHCPs. In 2025, Haringey pupils at SEN Support or those supported through EHC plans did better than their peers nationally for every measure.

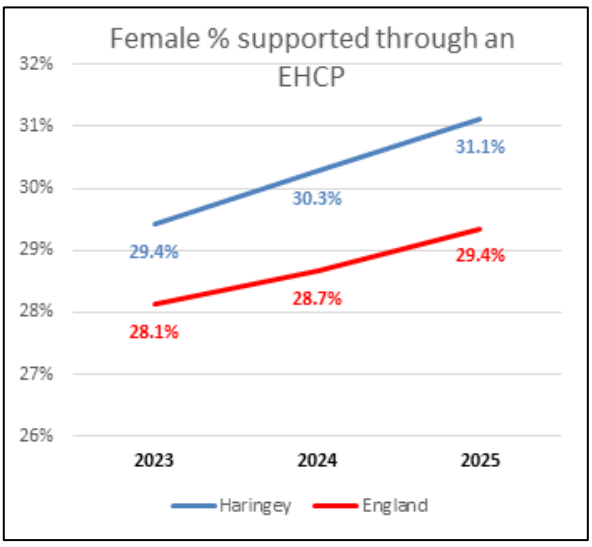
Children with Special Educational Needs (SEN)								
Attainment	**2021**	**2022**	**2023**	**2024**	**2025**	Rank	**Quartile**	**Latest England Average**
Foundation Stage - % Good level of Development SEN without Statement/EHCP		**34.4**	**36.0**	**31.9**		**9**	**A**	**24.9**
Foundation Stage - % Good level of Development SEN with Statement/EHCP		**9.1**	**10.7**	**8.6**		**3**	**A**	**3.8**
Key Stage 2 Reading, Writing and Maths Expected Standard - Pupils with SEN but Without Statements/EHC Plan		**30.0**	**39.0**	**42.0**	**44.0**	**8**	**A**	**28.0**
Key Stage 2 Reading, Writing and Maths Expected Standard - Pupils with Statements of SEN/EHC Plan		**11.0**	**15.0**	**9.0**	**17.0**	**3**	**A**	**9.0**
	2021	**2022**	**2023**	**2024**	**2025**	Rank	**Quartile**	**Latest England Average**
Average Attainment 8 score per pupil at end of Key Stage 4 for pupils with SEN Support	**40.7**	**41.4**	**41.6**	**41.2**	**42.6**	**8**	**A**	**33.7**
Average Attainment 8 score per pupil at end of Key Stage 4 for pupils with SEN Statement/EHC Plan	**17.5**	**20.4**	**18.3**	**17.9**	**17.2**	**35**	**A**	**14.8**
Average Progress 8 score per pupil at end of Key Stage 4 for pupils with SEN Support		**0.0**	**0.0**	**0.1**		**12**	**A**	**-0.5**
Average Progress 8 score per pupil at end of Key Stage 4 for pupils with SEN Statement/EHC Plan		**-0.9**	**-0.8**	**-0.6**		**15**	**A**	**-1.1**
English Baccalaureate - Average Point Score per pupil - with SEN Statement/EHC plan	**1.4**	**1.7**	**1.5**	**1.5**	**1.4**	**40**	**B**	**1.2**
English Baccalaureate - Average Point Score per pupil - with SEN Support	**3.4**	**3.5**	**3.6**	**3.6**	**3.7**	**11**	**A**	**2.9**

	2020	2021	2022	2023	2024	Rank	Quartile	Latest England Average
%19 year olds qualified to Level 2 - without statement/EHC Plan	74.9	72.7	78.1	79.9	77.7	11	A	64.9
%19 year olds qualified to Level 2 - with statement/EHC Plan	32.7	31.5	37.6	43.7	38.3	24	A	29.8
%19 year olds qualified to Level 2, inc English & Maths - without statement/EHC Plan	46.0	53.0	55.9	61.2	54.2	21	A	44.5
%19 year olds qualified to Level 2, inc English & Maths - with statement/EHC Plan	15.0	15.3	20.5	26.1	19.2	58	B	18.2
%19 year olds qualified to Level 3 - without statement/EHC Plan	46.8	55.3	55.0	51.5	51.6	13	A	35.1
%19 year olds qualified to Level 3 - with statement/EHC Plan	14.0	23.4	21.4	25.2	22.5	18	A	14.2
% KS4 SEN Pupils With SEN Support going to, or remaining in education & employment/training overall (inc special schools)	91.3	90.1	87.8	87.3		35	A	84.3
% KS4 SEN Pupils With EHCP going to, or remaining in education & employment/training overall (inc special schools)	95.8	95.8	86.8	89.6		54	B	86.9

Within Haringey we have a good understanding of our cohort of children and young people with SEND.

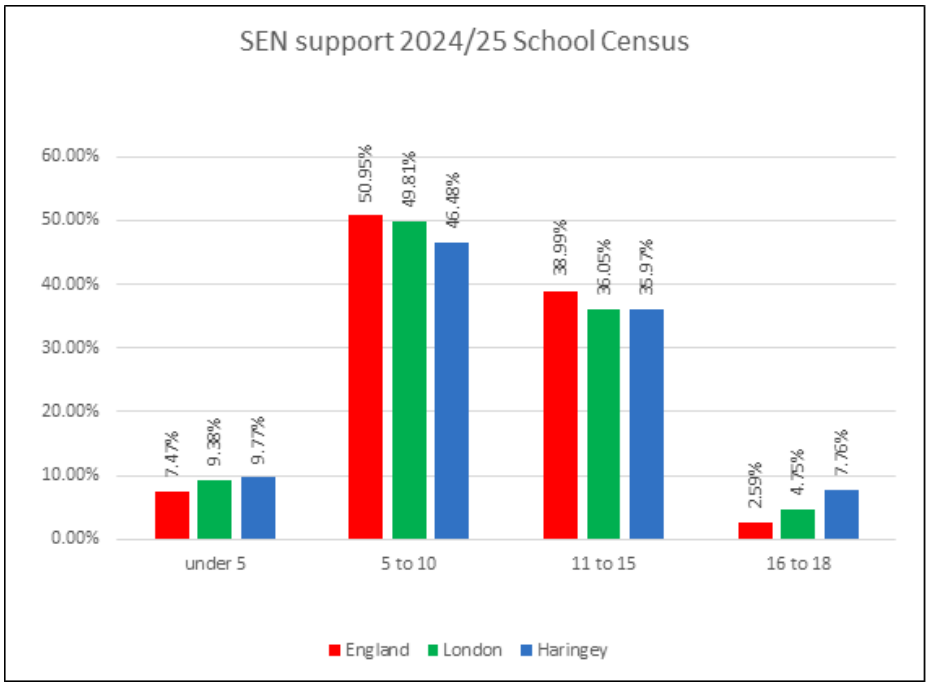
We know that we have more boys with identified SEND needs which correlates with national trends.





Percentage of SEN Support by age

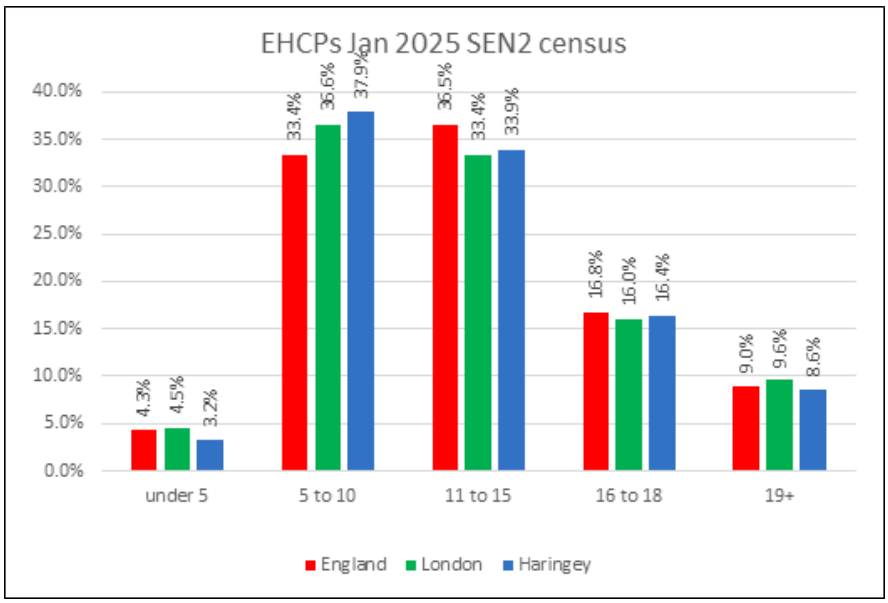
The age group with the highest number of children identified as requiring SEN Support is those aged 5-10, followed by those aged 11-15.



% are out of all children included in the school census

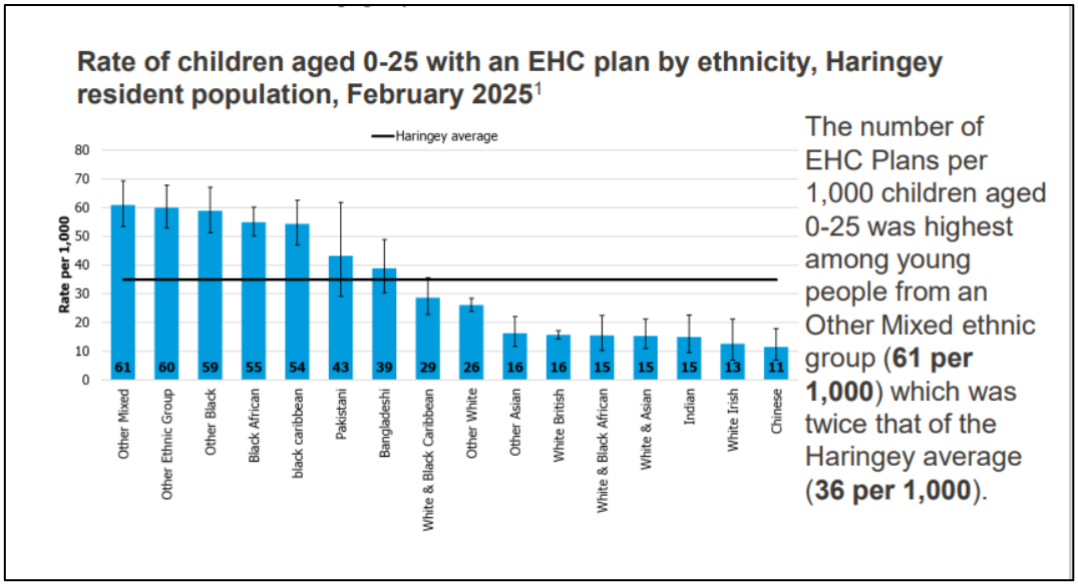
This is broadly reflected for children supported through an EHCP, in Haringey we have higher numbers of children in primary schools who are supported through an EHCP (37.9%) than London (36.6%) or national (33.4%), indicating our identification of needs is effective.

Percentage of pupils supported through an EHCP by age



Ethnicity

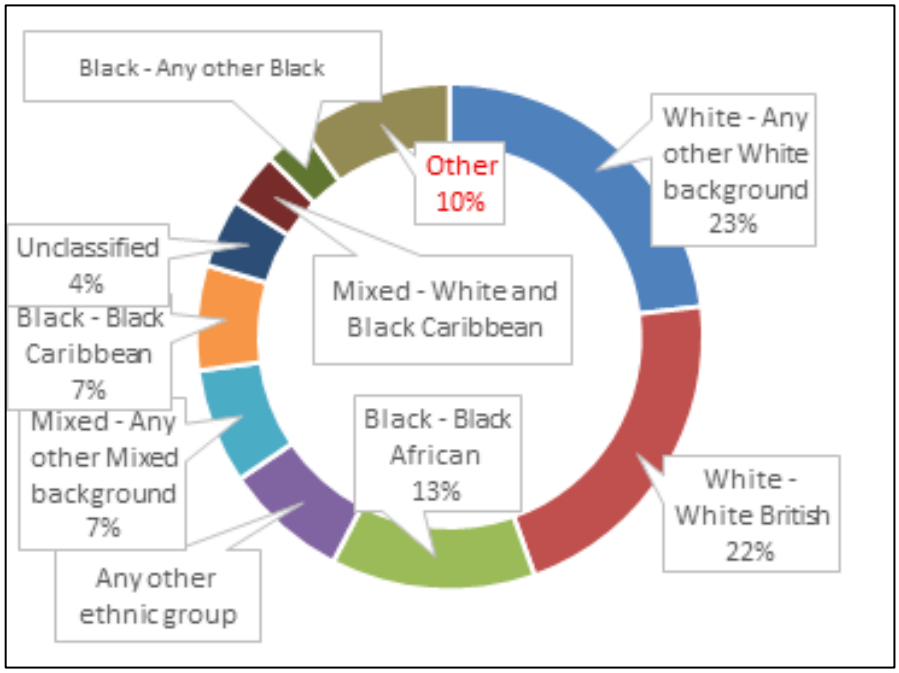
We are proud of our wonderfully diverse communities, but know there is more work to be done to reduce disproportionality - children from our 'other mixed' ethnic groups are higher than the Haringey average.



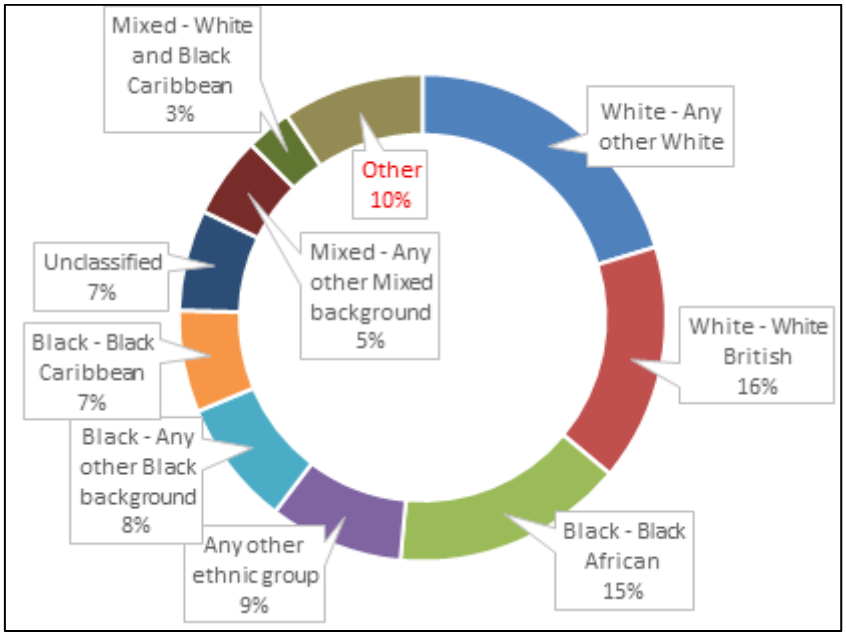
Special Educational Needs and Disabilities (SEND) JSNA

The breakdown by ethnicity for children identified as requiring SEN Support and those who are supported through an EHCP is as follows:

Children identified as requiring SEN Support



Children supported through an EHCP



Placement of Haringey Pupils placed supported through EHCPs by type of provision across all phases and comparison to London and England.

Haringey schools are inclusive - at 54.9%, Haringey has a higher percentage of children placed in mainstream than London (51.6%) or England (45.3%)

	Mainstream	Special	Further Education	Alternative Provision/Pupil Referral Unit	Educated elsewhere
Haringey	54.90%	24%	10.90%	0.60%	9.60%
London	51.60%	27.90%	13.30%	0.80%	6.40%
England	45.30%	31.50%	14.30%	0.80%	8.10%

We know there has been an increase in the numbers of children and young people with social, emotional and mental health needs (SEMH) and Autism Spectrum Conditions supported through EHC plans. Speech, language and communication difficulties are also increasing in Haringey

Primary SEND Need

As of January 2025, the area of highest need in Haringey is Autism, followed by speech, language and communication needs and then children and young people experiencing Social, Emotional and Mental Health difficulties.

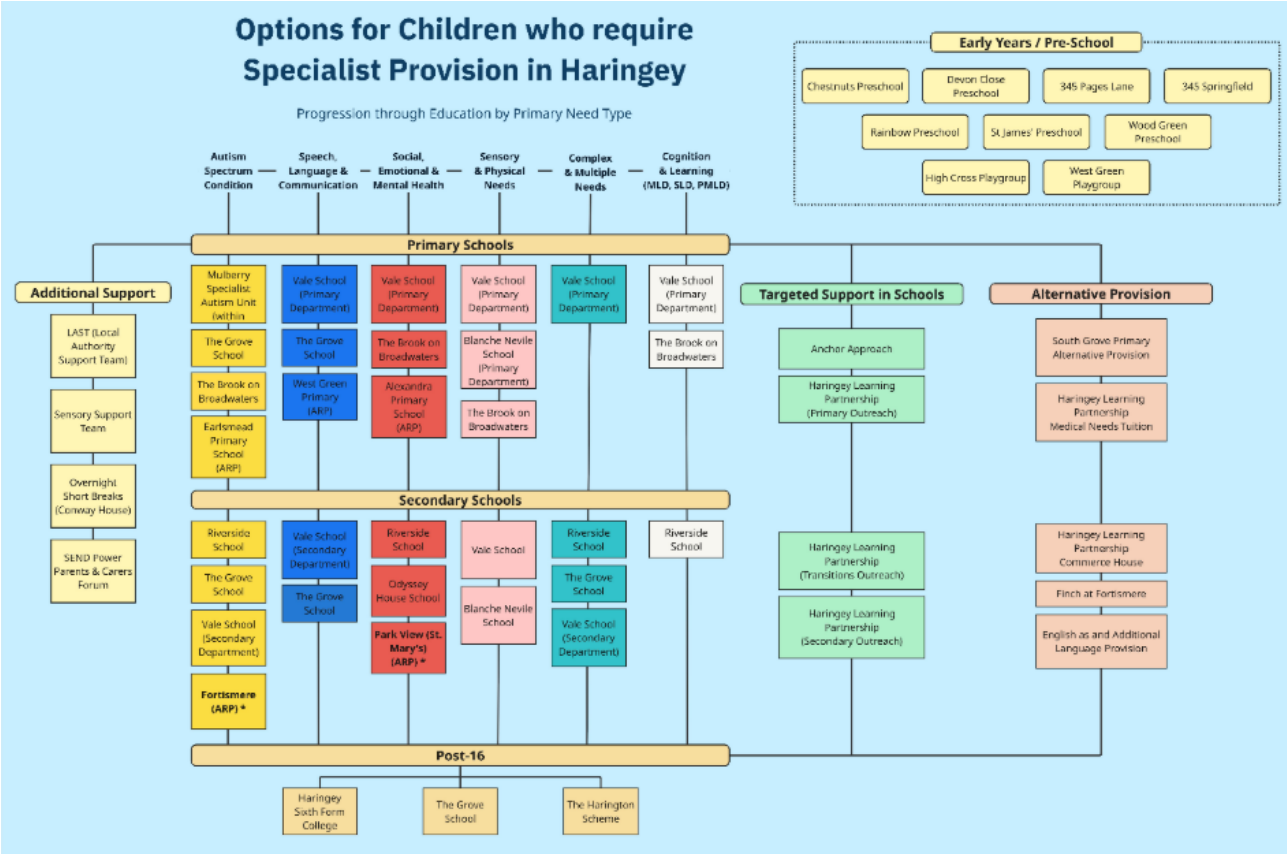
Please refer to our glossary on page 39 for a description of the abbreviations used below.

	ASC	SLCN	SEMH	MLD	PD	HI	PMLD	SPLD	SLD	Oth	VI	MSI
Camden	43%	16%	15%	13%	4%	2%	2%	1%	3%	1%	0%	0%
Hackney	36%	24%	19%	9%	3%	2%	2%	0%	2%	1%	1%	0%
Islington	56%	12%	14%	9%	2%	2%	2%	2%	1%	0%	0%	0%
Barnet	42%	20%	17%	8%	4%	1%	1%	3%	2%	1%	1%	0%
Enfield	26%	38%	13%	9%	4%	2%	1%	3%	3%	0%	1%	0%
Haringey	47%	18%	13%	11%	3%	2%	2%	1%	1%	1%	1%	0%
Waltham Forest	33%	23%	22%	5%	6%	2%	1%	2%	2%	1%	1%	1%
LONDON	37%	25%	15%	9%	3%	2%	2%	2%	3%	1%	1%	0%
ENGLAND	32%	21%	21%	11%	4%	1%	1%	2%	4%	1%	1%	0%

Haringey's proportions of primary needs follow local, regional and national patters with autism being the largest area of need, followed by Speech, Language and Communication Needs (SLCN) and then Social, Emotional, Mental Health Needs (SEMH).
A comparison of Haringey's overall portions of primary needs compared to new plans in 2024, is shown in the chart below. This shows the increase in children and young people being issued with a new EHCP with a primary need of SEMH.

	ASC	SLCN	SEMH	MLD	PD	HI	PMLD	SPLD	SLD	Oth	VI	MSI
Haringey all	47%	18%	13%	11%	3%	2%	2%	1%	1%	1%	1%	0%
Haringey new 24	33%	23%	25%	8%	1%	1%	0%	0%	0%	5%	2%	0%

Whilst a large proportion of new plans continue to support children with Autism Spectrum Condition (ASC), the number of plans to support children with SEMH and SLCN needs is increasing.

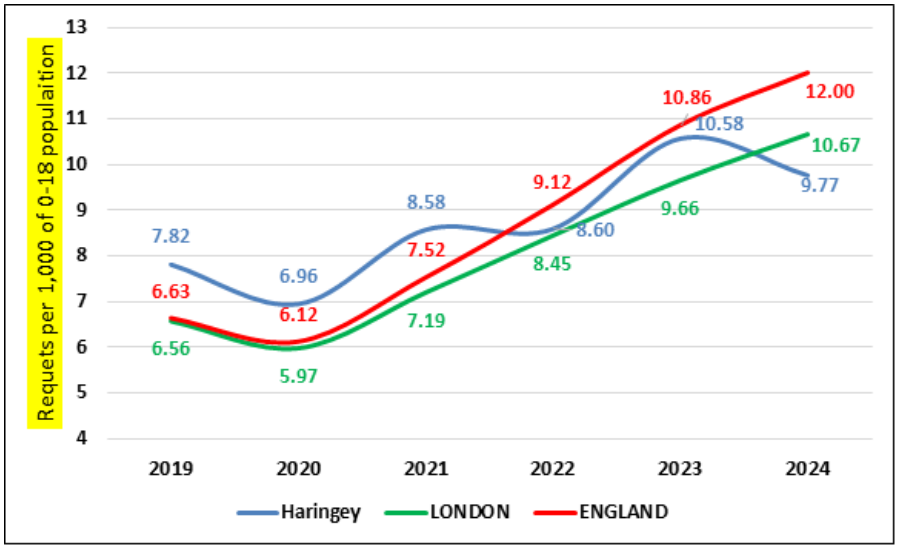


Requests for Education, Health, Care Needs Assessments (EHCNAs) 2019-2024

The table below shows the number of requests per 1,000 of the 0-18 population over between 2019 and 2024.

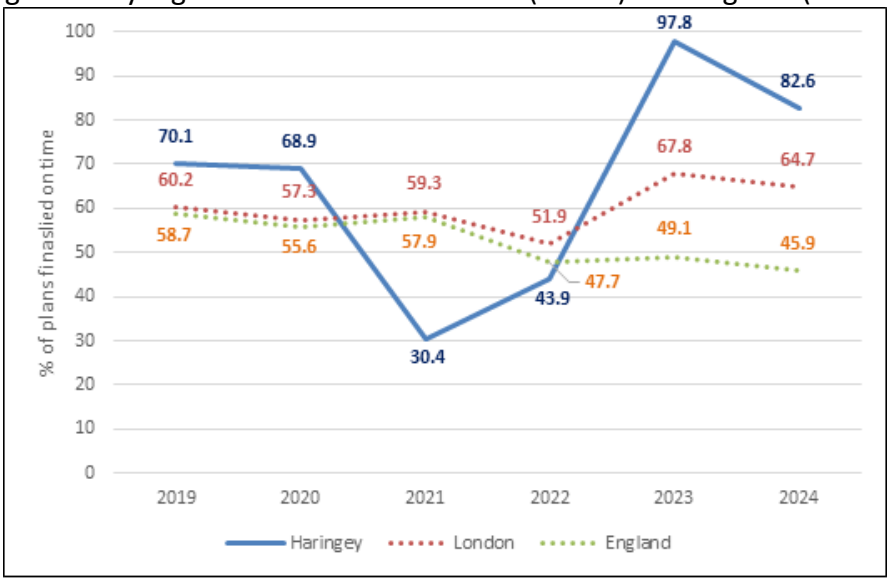
This show that Haringey's rates of requests fell between 2023 and 2024 from 10.58 per 1,000 to 9.77 per 1,000 of the 0-18 population and for the first time fallen below both the national and regional (London) rates.

This can be largely attributed to the lower number of requests received by children below the age of 5 as a result of early intervention funding for children in the Early years.



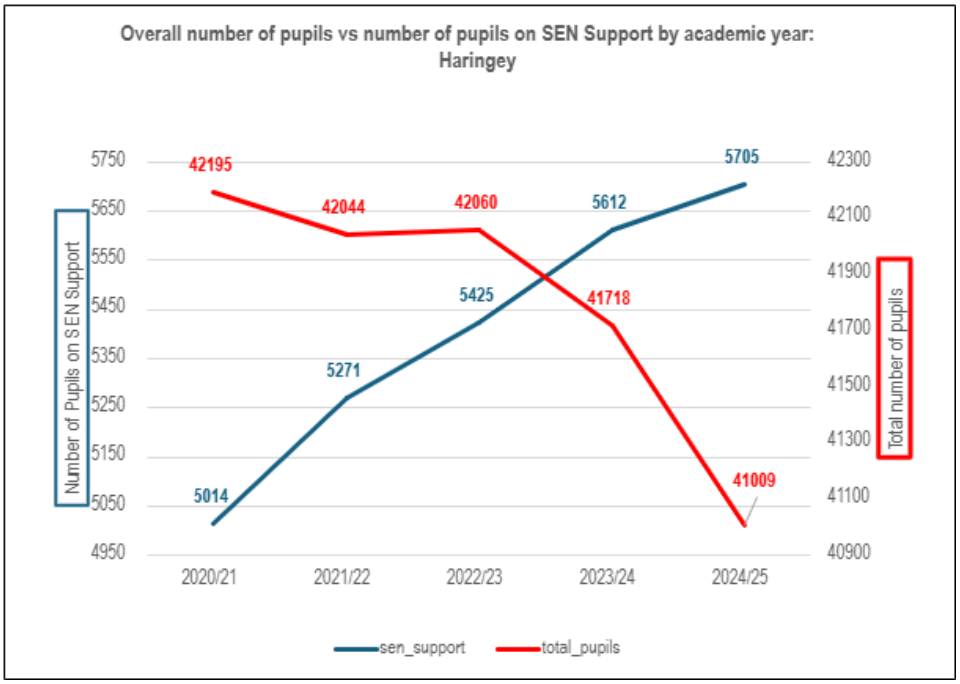
20-Week timeliness

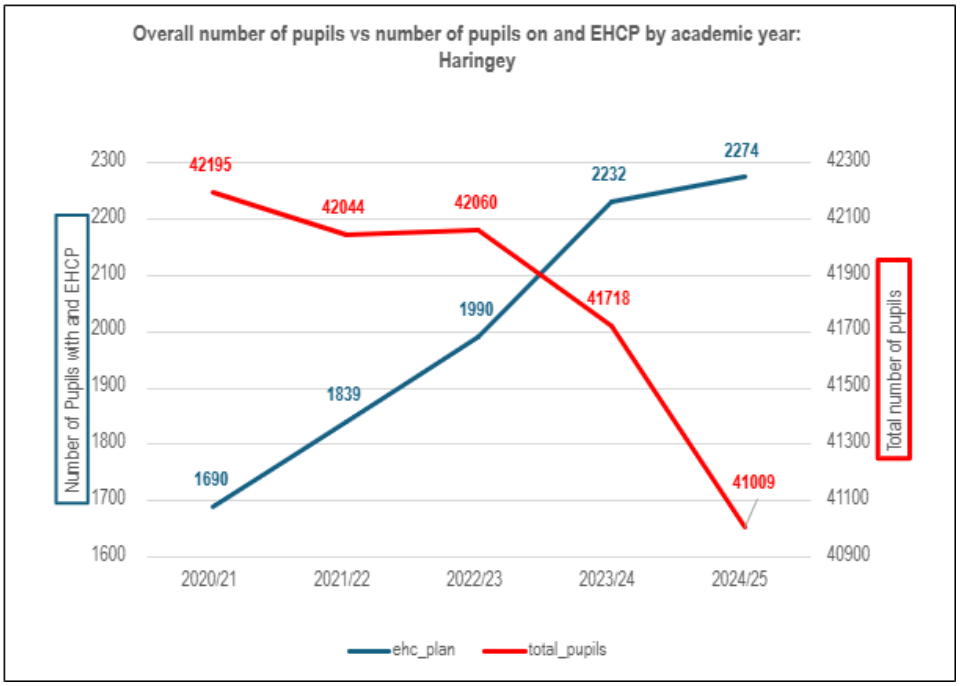
The percentage of new plans being finalised within the 20-week deadline for Haringey including exceptions, is significantly higher at 82.6% than London (64.7%) and England (45.9%).



Number of pupils in school and number of pupils who are identified as requiring SEN Support.

The proportion of the total pupil population has fallen since 2021/2022. During the same time the proportion of pupils requiring SEN Support or who are supported through an EHCP has increased.





Capital developments

As part of its Safety Valve agreement, Haringey has invested over £12.4m in its phase 1 capital build programme to expand the number of specialist placements in borough either in our special schools or through the development of our Additionally Resourced Provisions (ARPs) in our mainstream schools.

Outcomes: Phase 1 achievements

- 126 new school places being created for children with special needs. These places are in 4 new additional resource provisions inside mainstream schools and 2 expanded community special schools

Schools involved:

- Earlsmead Primary: 15 places for children with autism by 2028/29
- Alexandra Primary: 10 places for children with social, emotional and mental health needs by 2028/29
- Fortismere Secondary: 34 places for children with secondary autism by 2028/29
- Park View Secondary: 34 places for children with social, emotional and mental health needs by 2028/29
- Riverside Secondary: + 15 special school places for children with severe learning difficulties by 2024/25
- The Brook Primary: + 18 special school places by September 2026

Phase 2 of our capital programme will see a further investment of £7.4m so we can:

- Develop a small all age special school for pupils experiencing Social, Emotional and Mental Health (SEMH) Difficulties
- Develop a post 16 hub for pupils experiencing Social, Emotional and Mental Health (SEMH) Difficulties
- Develop two new tuition hubs in the East and West of the borough
- Adapt and improve our mainstream environments to support the needs of children with SEND

Area Partnership of Haringey's five priorities

Priority 1: We will continue to embed or develop early intervention approaches, so children and young people with SEND and/or who are educated in Alternative Provision make progress from their individual starting points.

Why is this a priority?

- We know early intervention and support is important to prevent needs from escalating or becoming more complex and harder to resolve.

What has already been done?

Haringey is part of the national programme for Partnerships for inclusion of neurodiversity in schools (PINS). This brings health and education professionals and expert parent carers into mainstream primary schools to support training and inclusion at a whole school level

- Coproduced and updated our SEND Core standards and SEND Support guide for schools as part of our ordinarily available offer
- Developed our SEMH Pathway
- Developed our EBSA guidance
- Developed our SLCN pathway for under 11's.
- Invested in additional staff across our statutory assessment, educational psychology and specialist teaching teams so we can
    - Issue more newly issued EHCPs on time that are of high quality
    - Complete more annual reviews within the statutory time frames

How will we know whether these approaches are having an impact?

- The number of Newly issued EHC plans completed in 20 weeks will remain above national averages.

- The percentage of annual reviews completed on time will continue to increase form its baseline, and accurately reflect children's changing needs and support as they move into adulthood.

- Our audits and checks will tell us that our EHC plans are high quality, co-produced, and which demonstrate the voice of children, young people, parents and carers with advice that is deemed to be of good quality.

- Our rates of exclusion will remain in line or below national.

Priority 2: High quality local provision for local children - wherever possible, we will meet the needs of Haringey's children who require support to meet their SEND needs or who are educated in Alternative Provision within or close to our own Borough.

Why is this a priority?

We want children and young people to be supported in their own communities because this:

- Promotes belonging and inclusion.

- Fosters friendships and social connections in their local area.
- Reduces travel time and related challenges for children, and young people, and their families, as well as lowering costs.
- Provides better access to local health, social care, and community services.
- Supports smoother transitions between settings and phases, particularly into adulthood.

What has already been done?

- We have embedded personal travel budgets, as well as independent travel training and there is a greater focus on independence.
- Reviewed our early years funding.
- Developed local special ARPs and expanded local special school provision.
- Funding agreed and Site identified 'Conway House' so eligible families can access overnight short break.
- Reviewed Descriptors of Need and implemented a New Banding Descriptors model
- Developed an Alternative Provision framework.
- Embedded trauma informed approaches such as the Anchor approach: https://schoolsbulletin.haringey.gov.uk/anchor

How will we know whether these approaches are having an impact?

- The number of pupils being educated out of borough in independent schools will be reduced because we have developed local enhanced resourced provisions as well as special school places.
- We will have embedded our new neurodevelopment diagnostic pathway and wait times will remain the same or lower despite increasing demand.
- Our ambition is that all Haringey schools will be judged to be of high quality and inclusive by Ofsted.
- The outcomes for children and young people at our outstanding PRU – Haringey Learning Partnership, will continue to be above that of national comparators
- Our Alternative Provision pathways will be clear.

Priority 3: We will continue to keep our Local Offer under review to maintain the quality of our provision and support and respond to emerging or changing needs.

Why is this a priority?

We need strong oversight, with regular review and robust analysis of our local offer to ensure provision and support for children and young people with SEND, and or who are educated in AP, remains appropriate and is responsive to changing needs.

What is our Local Offer?

Our Local Offer is the full range of support and provision we provide for children and young people with SEND and those educated in Alternative Provision. It includes education, health, and social care services, as well as information to help families understand what is available.

What has already been done?

- Opened accessible play spaces in Finsbury Park
- Redesigned our local offer website.
- Developed a young person's section on our Local Offer: https://haringey.gov.uk/children-young-people-families/send-local-offer/send-youth-space
- Published our SEND and Alternative Provision Sufficiency Strategy 2025-2028: https://haringey.gov.uk/sites/default/files/2025-10/send-and-alternative-provision-sufficiency-strategy-review-2025-2028-compressed.pdf
- Developed the NCL waiting room so families can access support when their child has been referred to a diagnostic pathway: https://londonwaitingroom.nhs.uk/autism-adhd-support-ncl

How will we know whether these approaches are having an impact?

- Parents and carers know about, and can easily find and access the information they need on the local offer website and the number of people accessing the website increases.
- Eligible families are able to access residential short breaks and our wider short break offer is maintained.
- We will have reviewed the therapies offer in Haringey and across NCL and made improvements.
- We will review our information and advice in relation to preparing for adulthood as well as transitions and coproduced clear summary guidance.

- We will have improved spaces to support pupils in mainstream Haringey schools over the next three years by allocating capital funds to support greater inclusion and support.

- We will have expanded further the number of Additionally Resourced Provisions (ARPs) and special school places in our Borough.

- We recognise the critical role that high quality alternative Provision plays as part of our local offer and will improve this further with the development of tuition hubs as well as greater clarity of pathways in and out.

- We will continue to review and improve our wider early help offer to ensure it is inclusive and accessible for all children and young people.

- Reintegration rates remain high for our children and young people who are educated at HLP.

- We continue to support children and young people experiencing mental health difficulties via Haringey Guided Emotional and Mental Health Support (GEMHS) and Kooth.

Priority 4: We will continue to listen and act on the lived experiences of children and young people with SEND and/or who are educated in Alternative Provision and their families or carers through authentic co-production.

Why is this a priority?

- The partnership has worked hard to achieve authentic co-production at both a strategic and operational level. We are committed to maintaining this and ensuring it remains one of our key priorities.

- Co-production fosters transparency, respect, and shared responsibility. It gives children and young people with SEND, or those educated in AP, and their families a real opportunity to influence change and shape services.

What has already been done?

- We continue to work with SEND Power who now have over 500 members.

- We now schedule coproduction meetings to increase the number of coproduction meetings held.

- We arrange 'next steps' meetings to try and resolve disagreements early.

- Elevated Youth feedback to the partnership as part of the SEND Executive.

- We take action based on the feedback from our annual survey.

- We have coproduced the SEND working together charter.

- There is parent carer representation on our key governance and strategic meetings where they influence strategic decisions.

How will we know whether these approaches are having an impact?

- Our Parent Carers Forum, SEND Power tell us they feel recognised as equal partners, and they are involved in developing and shaping services through their annual survey and Voices Day.

- Our children and young people will feel celebrated, seen and valued for who they are as part of coproduction as well as events such as Takeover Day.

- Our children and young people will be heard "adults listen to my ideas and take them seriously".

- We will coproduce an inclusion charter for our schools

"Inclusion isn't about fitting in – it's about schools changing so everyone belongs"

- Source: Quote from a Haringey young person

Priority 5: We will embed independence and preparation for adulthood throughout every phase of education and strengthen support at the point of transfer to their lifelong adult pathway.

Why is this a priority?

Preparing for adulthood begins early, with a consistent focus on developing independence. This includes making choices, managing routines, and engaging in self-care and independent travel. These skills are essential for later life stages, such as school transitions, participation in community activities, supported living, employment, or higher education.

What has already been done?

- We have reviewed our home school transport to ensure steps towards independence are recognised at every phase. We know the importance of independent travel and have developed our own independent travel training.

- Developed our Supported Internship offer to prepare young people for employment – Harvey was one of our first supported interns and he is now working, read about Harvey's success here.

- Embedded a dedicated transitions team to ensure we can carry out timely Care Act Assessments for young people transitioning to adult services

- Reviewed and updated our PfA guide.

How will we know whether these approaches are having an impact?

- We will have reviewed our advice and guidance and coproduce changes where needed and appropriate.

- Young people and their parents and carers will tell us that they are receiving timely advice and guidance as they move into adulthood.

- There will be more young people engaging in Supported Internship Programmes.

- We will have reduced the number of young people who are Not in Education, Employment or Training (NEET)

- We will have reviewed our 16-19 offer to ensure sufficiency of a range of programmes and pathways.

Local Area Partnership commitments

- We will continue to keep our children and young people with SEND and/or who are educated in AP at the heart of everything we do.

- We will continue to work across our partnership to embed Haringey SEND Working Together charter, as well as improve communication (principle 4 of the charter) which we know through the SEND Power annual Survey 2025, is an area that parents and carers would like to see improved

- We will continue to embed a learning and improvement culture, where we keep services under review and collaboratively identify and embed actions for improvement.

- We will work cross our partnership to develop our response to changes in national policy and or legislation in a way that is coproduced.

- We will continue to keep our High Needs Budget under review to ensure our local offer meets needs and is value for money, so we make every penny count.

Governance, Structures and Accountability

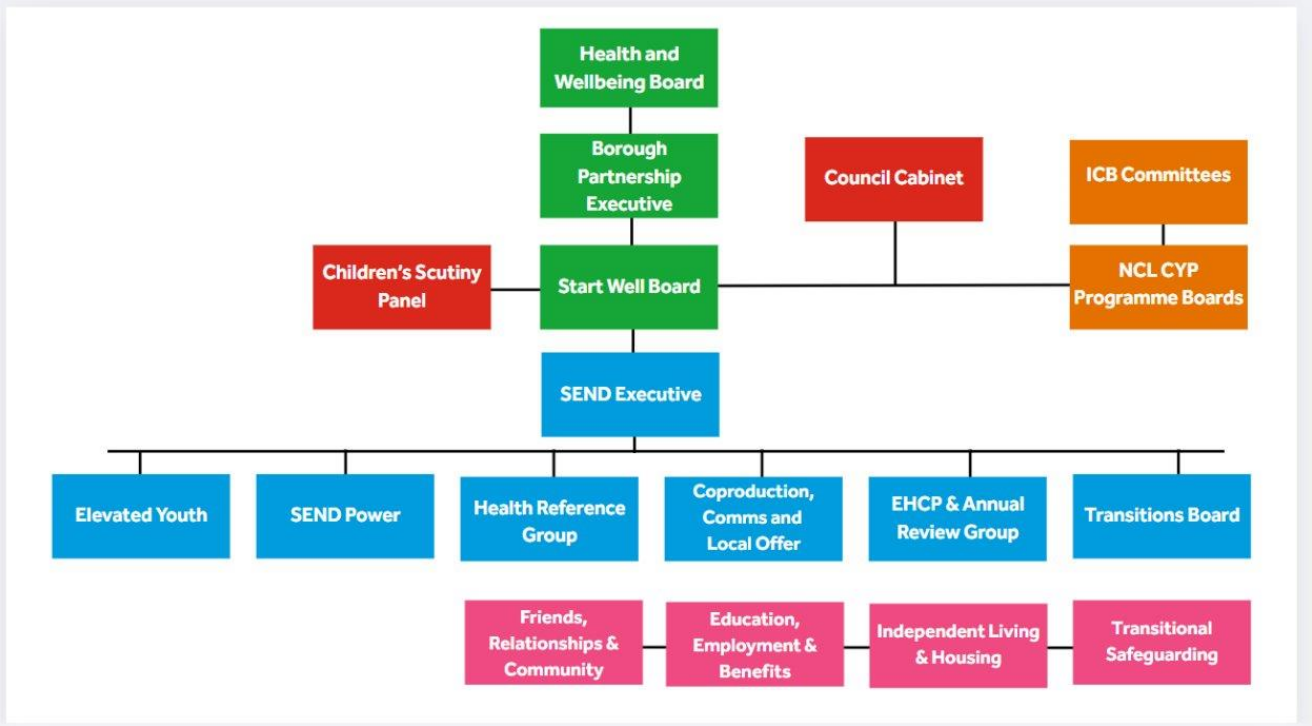
The accountability for implementation of the Haringey SEND strategy is with the SEND Executive Board.

The SEND Executive Board has senior leadership representation from a range of agencies which include Commissioning, Health and Social Care services, the elected member with responsibility for Early Years and parents, carers and young people.

The SEND Executive Board provides oversight and holds partners to account in relation to our local area arrangements for children and young people with special educational needs and/or disabilities (SEND) or who are educated in Alternative Provision (AP).

- The governance is well embedded and assured by SEND Improvement Advisors and the NHSE regional team.
- Performance and progress against delivery plans are reported to the Board.
- Sub-groups meet regularly and deliver actions in the plans.
- Our Parent Carer Forum, SEND Power, supports and challenges the Partnership to improve, address issues, communicate and co-produce.'
- Our SEND Youth Forum, Elevated Youth Haringey, advises the partners on what services young people want to see in the Local Offer for Children and Young People.

Our area partnership Governance arrangements are:



Glossary

General SEND Terms

- SEND – Special Education Needs and Disabilities
- SENDCo's – Special Education Needs and Disabilities Coordinators; qualified practitioners with specialist experience working with SEND
- CAMHS – Child and Adolescent Mental Health Services
- SENDIASS – Haringey's SEND Information, Advice and Support Service
- EHCP – Education, Health and Care Plan
- OT – Occupational Therapy
- PT – Physiotherapy
- SLT – Speech and Language Therapy
- Portage Home Visiting Service – Portage workers visit children at home with their families and help them develop their skills

Health Screening

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

Types of Special Educational Needs

- ASC – Autism Spectrum Condition
- SLCN – Speech, Language and Communication Needs
- SEMH – Social, Emotional and Mental Health
- MLD – Moderate Learning Difficulties
- PD – Physical Disability
- HI – Hearing Impairment
- LD – Learning Disability
- PMLD – Profound and Multiple Learning Difficulties
- SPLD – Specific Learning Difficulties (e.g., dyslexia, dyspraxia)
- SLD – Severe Learning Difficulties
- Oth – Other (used for needs not covered by the listed categories)
- VI – Visual Impairment
- MSI – Multi-Sensory Impairment