

SCRUTINY COMMITTEE

SEND UPDATE

REPORT OF THE DIRECTOR OF EDUCATION, TOGETHER FOR CHILDREN

1. Purpose of the report

1.1 The purpose of this report is to provide the Children, Education and Skills Scrutiny Committee with an update on preparation for SEND inspection.

2. Summary

2.1 The following report identifies the progress made in the preparations for the SEND inspection. The RAG rating has been compiled in conjunction with partners and reflects the rapid improvement made as part of the action planning process.

3. RAG rating

Red	Substantial work to be carried out across all service areas
Amber	Work started but not embedded
Green	Work started strengths identified in the area

Q1. How effectively does the local area identify children and young people who have special educational needs and or disabilities?

Area	Feb 18	Mar 18
A1 When potential needs were raised with the local area by the young person, parents and carers or teachers or other staff working with the young person, and the efficiency and appropriateness of the response		
A2 appropriate monitoring arrangements to ensure assessment information remains up to date		
A3 the effectiveness of routine assessment of educational attainment and progress, including the application of national assessment arrangements		
A4 how social care needs of children and young people are identified and assessed		
A5 the effectiveness of the use of information from early health checks and health screening programmes		
A6 performance towards meeting expected timescales for EHC needs assessments, including for conversion of existing statements of special educational needs to EHC plans		
A7 the timing of assessments in preparation for a child or young person's move from one provider to another, or into adult services		
A8 how school census data is used to identify possible inconsistencies in Identification of needs.		

Quality of identification - In order to assess the quality of identification and assessment information, inspectors should take into account evidence that the information has been used for:

A9 establishing a baseline for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs		
A10 informing joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people		
A11 informing planning for effective teaching and other education, health and social care support or therapy		
A12 evaluating the effectiveness of the teaching and other education, health and social care support or therapy provided		

Reporting on the effectiveness of identification of need

In arriving at the judgement about how effectively the local area identifies children and young people who have special educational needs and/or disabilities, inspectors will report on key aspects of effective identification as they relate to:

A13 children and young people being considered or assessed for, or having, EHC plans		
A14 children and young people being considered or assessed for, or in receipt of, special educational needs and disability support		
A15 the thoroughness of the area's understanding of the views of children and young people who have special educational needs and/or disabilities, and their parents and carers		
A16 the thoroughness of the area's understanding of the views of parents, carers and young people as part of the identification process		
A17 the extent to which the needs of children and young people who have special educational needs and/or disabilities in the whole local area are identified, irrespective of individuals' characteristics and circumstances, and that this identification is rigorously and routinely reviewed.		
A18 This evaluation will also report on the quality and sufficiency of the information on which the local area has evaluated its own effectiveness in identifying children and young people who have special educational needs and/or disabilities.		

Q 2. How does the local area assess and meet the needs of children and young people who have special educational needs or disability?

In order to evaluate how effectively the local area assesses and meets needs, inspectors should take account of the following aspects:

B1 engagement and co-production with children and young people, and their parents and carers		
B2 effectiveness of coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountability of partners in assessing and meeting needs		
B3 the suitability of EHC plan, (including where relevant alignment with child in		

need and child protection plans)		
B4 satisfaction of parents and carers/satisfaction of children and young people		
B5 the local offer, including its development, accessibility and currency		
B6 that planning is appropriate to meet the needs of children and young people receiving special educational needs and/or disability support.		

Q 3. How does the local area improves outcomes for children and young people who have special educational needs or disability?

C1 the rigour of the assessment of individual starting points		
C2 the thoroughness of understanding of the young person's special educational need and/or disability		
C3 the impact of teaching and other education, health and social care support or therapy		
C4 the use of national assessment comparative data, where available, to set targets and evaluate outcomes, and that the data shows progress at or above expected levels for the young person's age and starting point		
C5 the rigour of moderation in the evaluation of progress made		
C6 the regularity and effectiveness of reviews of progress		
C7 whether the young person, and their parent/carers, as appropriate, is involved in the co-production of targets and reviews of progress		
C8 whether destinations match aspirations and achievements		
C9 the extent to which the range of outcomes matches the diversity of children and young people who have special educational needs and/or disabilities		
C10 the application of thresholds and eligibility criteria and their clarity and consistency to ensure equity and transparency of service delivery		
C11 availability of services at universal, targeted and specialist levels as identified in the early help and local offer		
C11 commissioning of education for students who have high levels of need.		

Inspectors should review information about the effectiveness of the local area's approaches to improving outcomes. Inspectors should review evidence about:

C12 early intervention		
C13 personal budgets		
C 14 short-break care		
C15 out-of-area placements		
C16 transition arrangements between services and providers		
C17 jointly commissioned specialist educational, medical and therapeutic services		
C18 the use of advisory and advocacy services to support children and young people who have special educational needs and/or disabilities, and their parents and carers		
C19 the thoroughness of the local area's understanding of the views of children and young people who have special educational needs and/or disabilities, and their parents and carers.		

4. Progress to date

These are the key areas that have been the focus of activity since the last report and demonstrate the progress made and the next steps required.

4.1 Reds

A9. Establishing a baseline for setting targets for progress and improvement towards meeting education, health and social care support or therapy needs.

Challenge remains around establishing joint working protocols and structures

- Baseline targets established by education settings
- Social care support – needs further consideration
- Therapy needs – discussions underway with health

4.2 Reds – turned to amber

A4 How social care needs of children and young people are identified and assessed

- There has been an acceptance by children's social care of the need to ensure that all children and young people have a CIN assessment as part of the process. There are issues with capacity of social workers to be more responsive to requests
- Review of transitions protocols – need to ensure that all colleagues are aware of responsibilities – adult services
- Further training to be carried out to ensure that all staff have a clear understanding of their responsibilities

A10 Informing joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people

- SEND analysis carried out using existing PLASC data
- Public health needs analysis carried out – Lorraine Hughes
- Waiting for CCG analysis to inform broader issues
- Strategic groups agreed – see policy and terms of reference
- Current framework for commissioning of services agreed
- Process map agreed for future commissioning approaches
- Commissioning process agreed between education, social care, public health and CCG

B2 Effectiveness of coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountability of partners in assessing and meeting needs

- See above – JSNA being co-ordinated
- Strategic groups in place
- Roles and responsibilities shared with colleagues – common understanding but need to ensure that needs assessments inform strategic planning

4.3 Amber Rating

A6 Performance towards meeting expected timescales for EHC needs assessments, including for conversion of existing statements of special educational needs to EHC plans

- All conversions from statements to EHC plans have been met in the agreed timescale
- % of plans being completed within the 20 week timescale has been improved from 69% in January 2018 to 86% in February 2018

C3 The effectiveness of the teaching and other education, health and social care support or therapy provided

- Performance analysis carried out by SIO SEN
- Shared intelligence meeting (focus SEND) to highlight impact of teaching on outcomes
- Annual review process to identify progress on impact on all outcomes

Next steps to achieve a green rating:

- Need feedback from those who have accessed Disability Matters and teaching from the community children's nurse specialists
- Need to establish quality assurance mechanisms in health and social care with a clear focus on outcomes
- Work with schools to ensure that the graduated response is robust and schools make more consistent use of SEN support plan format to meet identified need.
- Implement measures for achievement of outcomes identified in individual (EHC) plans.
- Capture the agreed progress of every child and young person towards the following outcomes through annual review, using a consistent 'measuring' framework:
 - Higher education/employment
 - Independent living
 - Participation in society
 - Being as healthy as possible in adult life.
- Consistently apply a quality assurance framework across the Local Area that systematically embeds feedback from children and young people and their families about their experiences of services, processes and progress towards their outcomes alongside performance management and self-review.
- Reporting on the effectiveness of identification of need
 - JSNA in development
 - SEND analysis using PLASC data has been completed
 - Sunderland University research – emphasis on next phase of the research – SEMH identified in initial research as a key area for development
- Development of a data sharing protocol between health and education/social care to ensure effective identification leading to robust commissioning arrangements

4.4 Green rating – steps to further strengthen aspects of work

A14 Children and young people being considered or assessed for, or in receipt of, special educational needs and disability support

- Need to ensure that all professionals strengthen person centred approaches across all aspects of work

A15 The thoroughness of the understanding of the views of children and young people who have special educational needs and/or disabilities, and their parents and carers

- Need to strengthen mechanisms to receive feedback from children and young people. Need to appoint a participation lead to facilitate this work with young people.

5 Recommendation

5.1 That the Committee consider and comment on the progress being made.

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