

# **Special Educational Needs and Disabilities 0-25**

## **Strategy and Priority Action Plan - Quarter 3 Update**

**8 December 2017**

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# Peer Review Findings – strengths and weaknesses

Strengths	Weaknesses
The strategic participation of the Parent Carer Forum and 'The Unstoppables'	Historic arrangements with schools meaning the number of pupils subject to formal SEN assessment is lower than other areas
Many examples of outstanding practice from schools and specialist services	Partnership capacity to ensure high quality EHCPs are in place
Well resourced specialist support and outreach support to schools	School capacity to improve outcomes for pupils with SEND
Core Standards framework for graduated response	Capacity of the SEND Casework team to meet EHCP assessment needs
Strong partnership between schools and the LA	



# SEND Strategy

The co-produced Somerset SEND Strategy for children and young people aged 0-25: 2016-19 has a shared vision in place:

We want every child and young person to have the greatest possible opportunity to be the best they can be, to be happy and have choice and control over their life

**Outcome 1:** Our families, children and young people report a positive experience of our SEND systems an support, feel empowered and confident to engage and make decisions

**Outcome 2:** Timely and accurate assessment and identification of SEND across education, health and care services

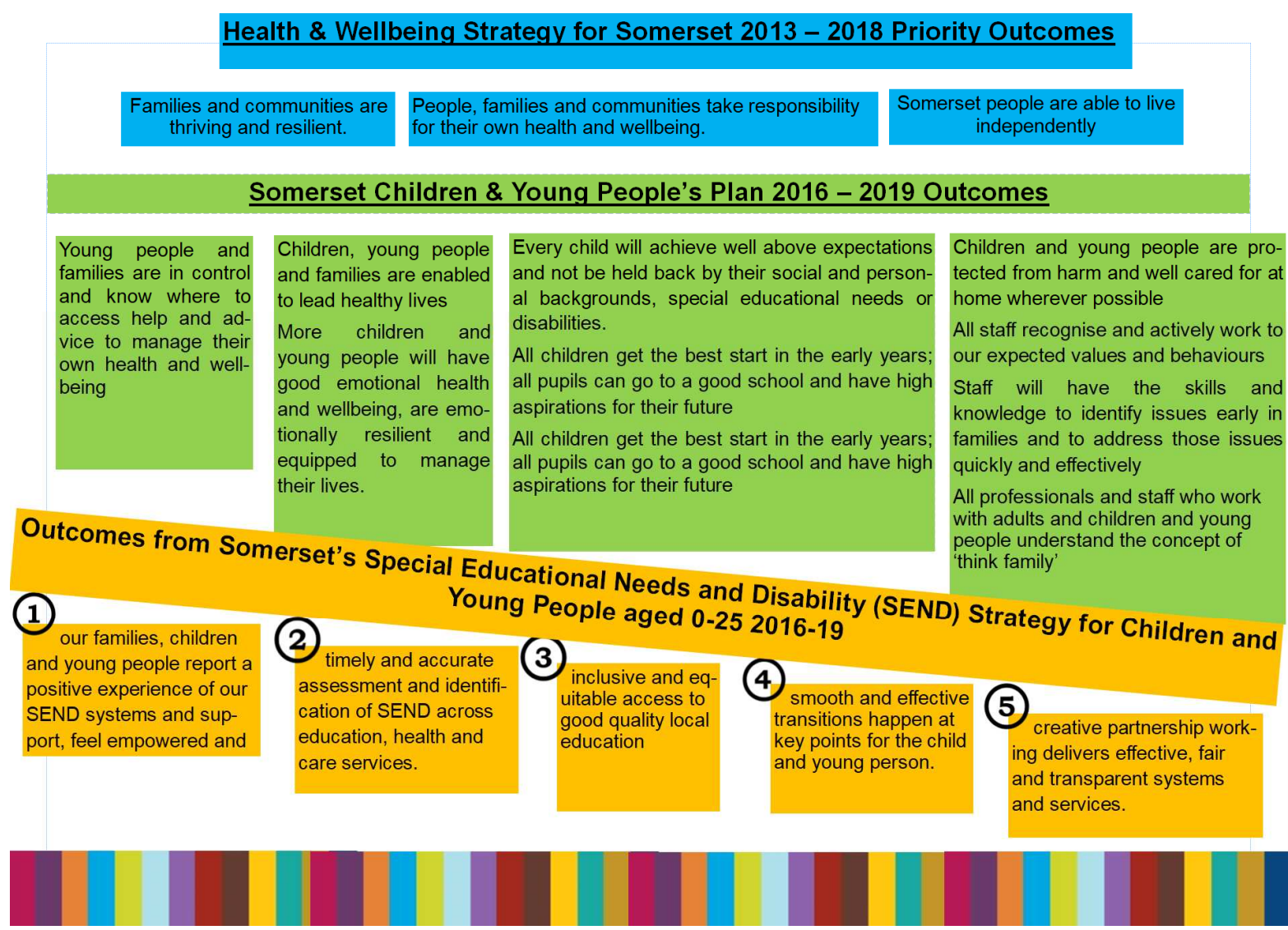
**Outcome 3:** Inclusive and equitable access to good quality local education

**Outcome 4:** Smooth and effective transitions happen at key points for the child and young person

**Outcome 5:** Creative partnership working delivers effective, fair and transparent systems and services



# SEND is firmly embedded into a wider strategic agenda:



# 9 multi-agency priorities

- 1) **Joint Commissioning**
- 2) **Health**
- 3) **Transitions**
- 4) **Participation**
- 5) **Early Help**
- 6) **Statutory Assessment**
- 7) **Complex Cases**
- 8) **School Improvement**
- 9) **Ofsted Preparation & Inspection Readiness**

RCS



# Understanding Somerset's Need

- 15.6% of children in schools schools have identified SEND, which equates to 12,000 children and young people (this is in line with regional average)
- Growing population of children and young people and a significant increase in the secondary school population
- Lower proportion of children with EHCP/Statements than comparator authorities
- Notable difference in SEND Need types in Somerset compared to National averages including:
  - a lower proportion of children with Moderate Learning Disability
  - a higher proportion of children with Social, Emotional and Mental Health needs
  - a lower proportion with Autism Spectrum Disorder
- SEND is more prevalent in boys
- Pupils with SEND are almost three times more likely to be eligible for free school meals
- Approximately 20% of children who are educated at home (EHE) have SEND (as at 23 November 2017, 11 have a Statement or EHCP and 148 were in receipt of SEN Support at the time they became EHE)
- There are a higher number of Children Looked After with SEN Support in Somerset than Nationally, and also for Children in Need (but to lesser extent)
- There are more males than females across all age ranges (0-24) claiming Disability Living Allowance (DLA) and claimant levels are below the south west average
- High number of children and young people attend independent schools and colleges.

NB: some national and regional data is significantly affected by proportionately lower % of pupils with statements or EHCPs.

**SL**



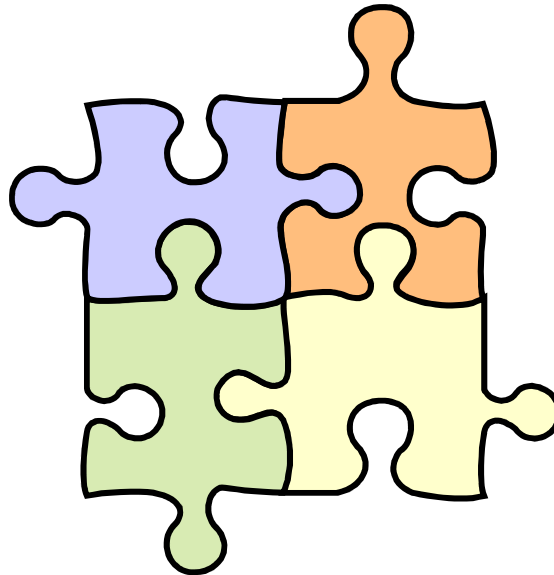
# The SEND System

**Leadership and Governance**

**Education**

**Parent Carers**

**Health**



**Children and Young People**

**Care**

**RCS**



# Education

## Key Outcomes include:

- A clear strategy for the development of specialist placements in all four geographical areas of Somerset to ensure equity of access and clarity of pathways for SEND.
- Realignment of resources to create additional capacity to address need.
- Publication and implementation of core standards in all educational settings across all age groups 0-25 on how to support children with SEN at SEN Support.
- Increased clarity for parents on what they can expect from educational settings in relation to support for SEND.
- Review of High Needs top-up allocation to ensure fair and transparent decision making and sustainability of resources ahead of the national funding formula.





# Education Outcomes

- Absence rates for Somerset's SEN pupils are higher on average than their National peers, and levels of absence are increasing.
- The proportion of Somerset children with SEN Support achieving a good level of development (GLD) at the end of the Early Years Foundation Stage has been increasing, and broadly consistent with the National average.
- KS1 2016 performance for SEND pupils was in line with the National average.
- KS2 2016 performance for SEND pupils was below the National average.
- Key Stage 1 and 2 provisional data 2017 indicates that overall performance of SEN Support pupils has improved, while performance of those with an EHCP/ Statement has lowered.
- GCSE results in 2016 for SEN pupils attaining GCSE English and Mathematics at grades A\*-C remained below the National average.
- Fixed term exclusion rates for Somerset's SEN pupils are higher than the National average, and permanent exclusions rates are broadly in line.
- There has been a significant increase in exclusions (both fixed term and permanent) in 2016/17. The largest increase is in secondary schools. SEND children with a need type of Social, Emotional and Mental Health account for the majority of exclusions.
- NEET figures for young people with SEND in Somerset are in line with latest National data, but levels have increased.



# Statutory Duties

In terms of the percentage of Conversions/Transfers from Statements to EHC Plans:

- As at January (21 January) – 1,014 statements maintained. 268 Final EHC Plans or Cease letters issued. 1282 total conversion processes to complete (conversion Tracker report did not exist at this point and there were data issues) 26.2% Conversion processes completed. Source: SEN2 2017
- As at April (18 April) – 696 Statements maintained. 1149 total conversion processes to complete. 39.4% Conversion processes completed. Source: Conversion Tracker report.
- As at September (14 September) – 577 Statements maintained. 1147 total conversion processes to complete. 49.6% Conversion processes completed. Source: Conversion Tracker report.
- As at November (14 November) – 445 Statements maintained. 1134 total conversion processes to complete. 60.8% Conversion processes completed. Source: Conversion Tracker report.



# Statutory Duties

In terms of the percentage of New EHC Plans completed within 20 weeks:

- As at January (Plans issued in the calendar year 2016 from 1 January to 31 December) – 52.6%. Source: SEN2 2017
- As at April (Plans issued in the academic year 2016/17 from 1 September to 30 April) – 54%. Source: SENNI103 Performance Report.
- As at end of academic year (Plans issued in the academic year 2016/17 from 1 September to 31 August) – 55%. Source: SENNI103 Performance Report.
- This academic year (Plans issued in the academic year 2017/18 from 1 September to 31 October) – 70%. Source: SENNI103 Performance Report.



# Health Developments

## Health engagement in the SEND statutory process

- The Designated Medical Officer (DMO) and CCG Commissioner now regularly attend the SEND Panel to provide medical information and expert professional advice on health needs the impact on learning. This is a new initiative and is having an impact on the quality of panel decisions.
- The Strategic Manager SEND and parent carer forum representatives attended a Joint Health Commissioning event with the outcome that further training events were required. These have been organised for December 2017 with a focus on health contributions to EHCPs outcomes and joint commissioning of services.
- The CCG Commissioner is attending and contributing to the SEND improvement strategy and the EHCP moderation meetings.



# Public Health Survey Outcomes

Somerset children with SEND were:

- significantly more likely to report feeling unhappy, having a lower self-esteem and being the victim of bullying
- significantly more likely to have negative health related behaviours (in relation to healthy eating, smoking, alcohol and drugs) and lower aspirations
- less likely to have the resilience and self determination to look after their emotional and physical health and wellbeing.

Current work on joint data dashboard:

- Use of NHS number
- Linkage across systems and organisations including troubled families
- A local area data set to give a holistic view



# Parent Carers / Participation

## Overview

- Duty in the code of practice to involve parent carers at individual and strategic level
- National recognition for strategic parental involvement
- Insight tells us there is opportunity to improve at an individual level.eg. POET survey results

## Key Focus this period:

- Review of local offer content
- Design of new local offer platform
- Involvement in the nine priorities for SEND in Somerset
- Supporting preparation for inspection



# Multi-Agency Working

A series of SEND 0-25 multi-agency practitioner conferences were delivered across Somerset during October 2017 with the aim of:

- Sharing learning around Education, Health and Care Plans (EHCPs) and the Early Help Assessment (EHA).
- Networking and getting to know other colleagues in localities.
- Sharing case studies and best practice.
- Discussing barriers to joined up/partnership working and the solutions to overcoming these challenges.
- Developing a SEND Charter to establish and embed the principles of **good** partnership working across Somerset. A total of **248** delegates attended:
  - **40%** of attendance came from Education including Early Years, SENCO, Headteachers, PFSA's (Parent and Family Support Advisors)
  - **35%** of attendance came from Care which included Children's Social Care and getset
  - **13%** of attendance came from Health and included SOMPAR, ITS, OT, Ed Psych, Health Visitors and Nurses
  - **10%** of attendance was classed as Other and included some SCC staff, a Governor and Councillor Frances Nicholson.



# Key Aspects of the Plan achieved in Quarter 3:

- Health colleagues have stepped up their engagement with support from the Council for Disabled Children (CDC). The CDC is also assisting in improving joint commissioning between the CCG and the LA
- A series of multi-agency practitioner conferences were delivered across Somerset to improve understanding of the SEND strategy, identify barriers and strengthen partnership working
- Guidance has been improved in relation to early help arrangements
- SEND Casework team capacity is increasing and are on track to complete the transfer of Statements to EHCPs
- A new banding system for pupils with SEN support has been implemented across all schools
- The new banding system combined with improved data matching with CSC systems has improved identification of children to be prioritised for an EHCP
- Plans have been agreed for investing in the sufficiency of Special School and Resource Base places to enable more children's needs to be met within the Somerset state school system







Imagine the possibilities  
if you had the opportunities



# Choices for Life

## *Imagine the possibilities if you had the opportunities*



CMJ/KD

# Kiah.....

The more opportunities we have to make decisions in our lives, the more **confident** we will become. By making our own decisions we can **accept challenges, understand risk** and **learn from mistakes. This is okay!**



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## Choices for Life

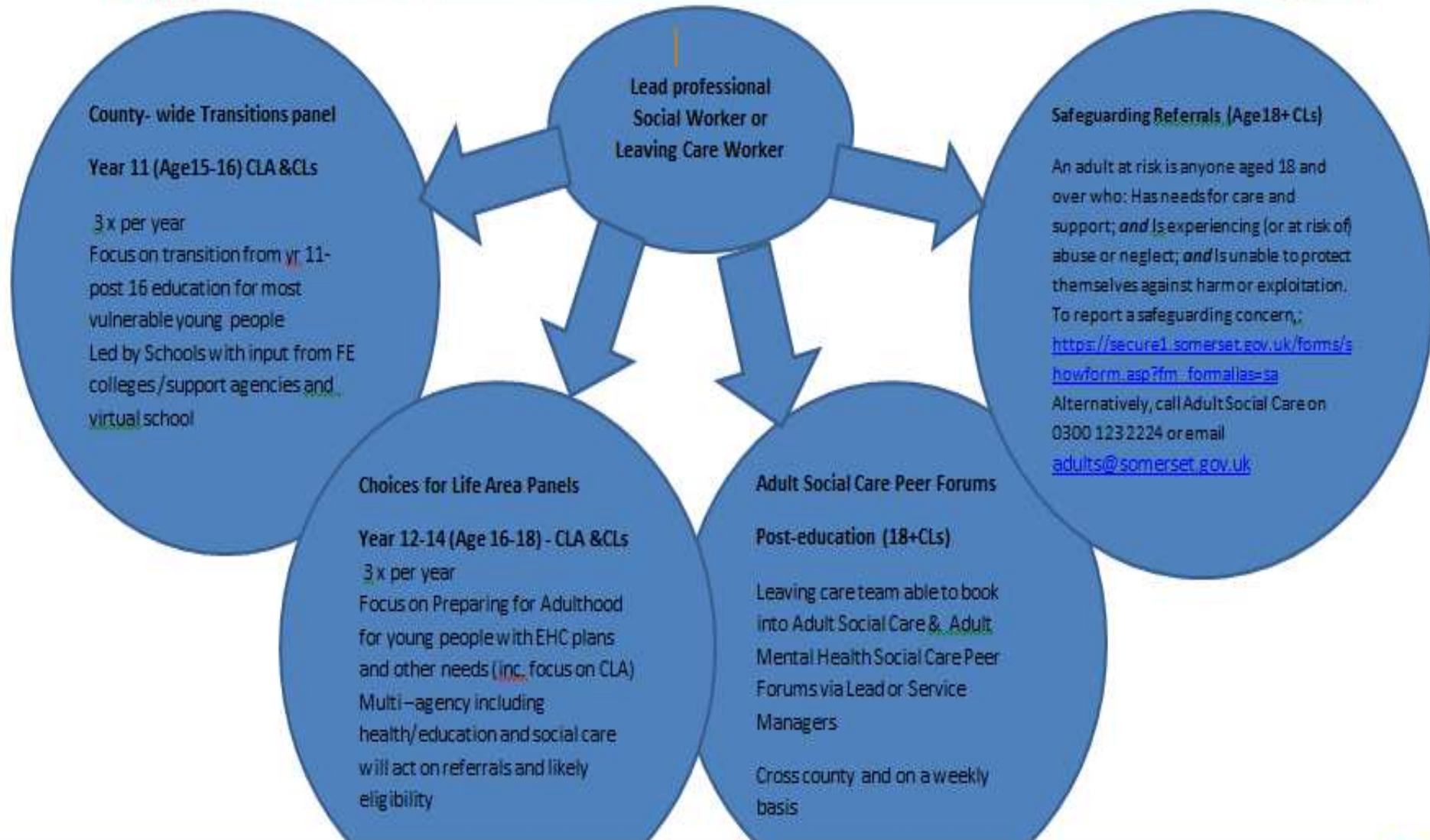
- How can I choose my next school or college?
- How can I find a job and keep a job?
- How can I live more independently?
- How can I find things to do in my spare time?
- How can I stay safe and healthy?

***How can this be meaningful to all young people?***

## Children Looked After and Care Leaver Professional Support Route



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## **Current development plan:**

- **Choices for Life area panels creating accountability**
- **post-16 curriculum developments including post-19 and focus on reduction of out-of-county solutions**
- **Transition for all young people throughout learning**
- **Introduction to Supported Employment through all work experience opportunities**
- **Pathway to Employment development within Somerset County Council with partners**
- **Use of Education Health and Care plans to plan from year 9 and inform commissioning within ASC and health services**
- **Guidance from year 9 available to young people/ parents/carers regarding Choices for Life including transition to adult services developed by parent carers**
- **Work with mainstream and universal providers to encourage inclusive approaches from as early as possible**

**Questions?**

