

Somerset Health and Wellbeing Board

12 July 2018

Special educational needs and disability (SEND); An update of implementation activity and progress against Somerset SEND strategic outcomes and the recommendations of the Gloucestershire SEND peer review.

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	Seen by:	Name	Date
Report Sign off	Relevant Senior Manager / Lead Office (Director Level)	Julian Wooster	
	Cabinet Member / Portfolio Holder (if applicable)	Frances Nicholson	10.07.18
	Monitoring Officer (Somerset County Council)	Scott Wooldridge	
Summary:	<p>Somerset SEND Strategy 2016-2019 sets out 5 key strategic outcomes;</p> <ul style="list-style-type: none">• Our families, children and young people report a positive experience of our SEND systems, and feel empowered and confident to engage and make decisions• Timely and accurate identification and assessment of SEND across education, health and care• Inclusive and equitable access to good quality local education• Smooth and effective transitions happen at key points• Creative partnership working delivers effective, fair and transparent systems and services <p><i>Our vision: 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.</i></p> <p>The Gloucestershire Peer review added additional “points to consider”;</p> <ul style="list-style-type: none">• Develop clear key messages which demonstrate the local areas response to the SEND reforms and the outcomes expected.• Create multi-agency forums to build on the local SEND strategy and ensure consistent and cohesive messages are embedded across the local area, and at all levels.		

	<ul style="list-style-type: none"> • Create a communication strategy to present and embed key messages across and within services across the whole local area and to develop a more comprehensive scene setting approach to provide clarity on the local areas response to the reform. • Partnership working across health agencies needs to be further developed in order to gain buy in from all areas of health provision. • Address information management systems to underpin development, inform strategy and track outcomes achieved.
Recommendations:	<p>That the Health and Wellbeing Board note</p> <ul style="list-style-type: none"> • the progress made against the 5 strategic outcomes and recommendations from the Gloucestershire SEND peer review. • the risks to pace of improvement for partners • that the overarching SEND Governance sits with the HWB
Reasons for Recommendations:	To strengthen the SEND strategic oversight by the HWB and support the inclusion of SEND within the HWB strategic refresh
Links to Somerset Health and Wellbeing Strategy:	See Appendix 2(current Strategy)
Risks:	<p>Performance; The sharp increase in statutory assessment requests and move from funding only to EHCP planned to take place over the next 24 months places additional capacity pressures on partner/ internal advice givers and the SEND casework team. Statutory assessment requests have almost doubled since January. Current timeliness performance stands at 51%¹. The transfer from funding only to EHCP is due for completion by April 2020 and timeliness performance is likely to remain low until that date whilst National performance is expected to steadily improve. The gap of Somerset performance against National and Statistical neighbours is therefore likely to grow.</p> <p>Parental confidence: There are 22 Tribunals currently in action with a 2016/17 registration of 6.18 per 10,000 school population². This is higher than national average and in conjunction with the growing evidence suggesting poor inclusion indicates significant parental dissatisfaction and a loss of confidence in the SEND partners to support their children and young people. The focus of performance must also address the quality of EHCP's and</p>

¹ Stat neighbours at 48% , National 55% and South West 59%.

² South west 5.55, statistical neighbours 5.40 and National 5.45

	<p>reviews.</p> <p>Purposeful data sharing: The sharing and analysis of statistical information across key partners remains problematic and isn't routine. Data across partners is used for different purposes and is not easily matched at individual level. Joint commissioning therefore remains at an early development stage and will be addressed through the LAIN programme group.</p> <p>Financial pressures on all key partners; Historical structures which are not matched to need, staff vacancies and the need for additional savings continue to pose significant risk to the pace of transformation across the Local Area. Restructures and holding vacancies are commonly used across key partners to meet the financial challenges, and have resulted in a loss of expertise and capacity to support the heightened legislative duties under the Children and Families Act 2014 and Code of Practice 2015.</p> <p>Schools funding: The introduction of the Schools National funding formula for schools resulted in a net 3% rise in school budgets conversely the high needs block budget has an in year overspend of £2.3m and a cumulative pressure of £5.6m. A review of historical and complex budgeting needs to be undertaken to understand the push and pull factors of pressures between school budgets, partner practice and impact.</p> <p>Inclusive schools and parental choice: Higher than average placements in the independent sector and a shortage of provision in the short-term realises into extra cost pressures on travel budgets, with the SEND travel budget showing a £1.3m overspend.</p> <p>Additional pressures to achieve attainment targets and financial constraints compound school's ability to support all children with SEND at mainstream school, with resulting increases in parental requests for specialist provision, increased moves into EHE and increasing numbers of Children missing education with SEND.</p> <p>Permanent and fixed term exclusions continue to rise, high levels of EHE children and lower than national attendance³ signal continued difficulties for some schools to focus on inclusion.</p>
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Recent activity and progress; Partnership activity

The Local Area Improvement Network(LAIN) has reshaped the 9 priorities to 6 programmes. Each programme has a committed SEND champion who leads the

programme and works collaboratively across multi- agency partners to increase the pace of transformation across the Local Area. Collectively each programme addresses the peer review “points to consider” as key themes in each programme.

The LAIN also undertakes SEND inspection preparation and communications to partners.

The programme groups are;

- **Participation and engagement** which includes the Local Offer
- **Early years 0-5**
- **Inclusive schools** which includes children EHE, attendance, exclusions
- **Preparing for adulthood** which includes transitions post 16 and 19 education
- **Assessment, planning and review** which includes all statutory functions
- **Joint commissioning and partnership**

Leadership, accountability and Governance:

- Health colleagues have continued to increase their participation and visibility both at operational and strategic level with a further post of Designated Clinical Officer (DCO) joining the lead CCG commissioner and the Designated Medical officer (DMO). The DMO attends weekly SEND panel and provides oversight on the health contribution and quality of advice.
- The Assistant Director Inclusion has been appointed to focus on supporting Inclusion and the further development of the SEND Local area systems for children and young people with SEND and their families.
- Two SEND officers have been accepted on the National Development team for inclusion (NDTi) SEND leaders course which starts in July. This will increase the capacity of Strategic and operational leadership and management.
- The DCS continues to oversee Educational outcomes, sufficiency and school improvement and is bringing together key school partners to strengthen the school led partnerships and has introduced QPRM which includes SEND reporting.

Performance, Provision and Financial sustainability

- The timeliness of issuing EHCP’s within the 20 weeks statutory requirement improved to 69% in January 2018, reduced to 64% in March and is currently 51%. This reflects the steep increase in statutory assessment requests and the transfer from funding only to EHCP.⁴
- 99% of all statements were converted by the required deadline 31st March 2018. Those remaining have specific circumstances and continue to be a focus for completion.
- ~~The agreed capital investment programme to redistribute places, support geographical equity and increase capacity in line with projected population~~

³ Please refer to the appendix for further details

growth has started with transfer of bases to mainstream schools or closure where appropriate. Increased capacity at 3 special school sites are on track to deliver additional places in September 2019 and 2020.

- The SEND intervention board now receives QPRM style reporting with the LAIN group overseeing this process. Officers and partners are becoming more accustomed to this and 2 reporting cycles have been completed to date. The SEND intervention board continues to be chaired by the Director of Children's Services (DCS).
- The High needs funding system has been implemented across mainstream schools from April and will be implemented in FE colleges and Early years settings from September 2018. From this point the universal banding system will cover 0-25 and any educational setting which is subject to Dedicated schools grant (DSG) regulations. The universal funding alongside the core standards will support clearer identification of need and support assessment.

Participation and engagement

- The parent carer forum and "Unstoppables" young people group continue to be strongly visible in both operational and strategic forums. Parent/ carers attend Statutory panel each week, lead on the LAIN participation and engagement programme and recent activity includes the co-ordination of the development of the New Local Offer platform. They continue to provide support to individual families and groups such as PIMs parents when required.
- The "Unstoppables" continue to actively campaign for greater participation and represent young people at relevant activities. Last week they attended an event looking at transitions across the 0-25 age group.
- SEND school information packs were sent out in March and a new style weekly newsletter has been published, which are cross Local Area and represent the full age range.

Emerging/ new developments

- The new Local Offer has been launched and will be fully operational by September. This arose from the initial parent/ carer survey.
- A new Statutory assessment portal is being piloted. This will make communication between professionals easier and support performance.

Appendix 1: Local Need

15.6% of all children in schools, including free and independent schools have identified SEND, which equates to 12,000 children and young people⁵ This is above National average.

⁴ Statutory assessment requests January 242/March 353/ May 473

⁵ Regional 15.2%, National 14.4%

Broken down into age groups

- 0-4 there are 247 children (less than 1% of all pupils 2017 Jan census)
- 5-16 there are 10376 children (13% of all pupils as above)
- 17-25 there are 956 (1% of all pupils as above)

There are some notable difference in the SEND Need types in Somerset compared to National averages and this suggests that a focus on accurate identification is needed; a lower proportion of children with Moderate Learning Disability and Autistic spectrum condition and a higher proportion of children with Social, Emotional and Mental Health needs. SEND is more prevalent in boys and a higher than national average attend independent schools.

Children in care are over represented compared to statistical neighbours (277 Somerset, 181 Statistical neighbours) and 77 of our care leavers have SEND.

Education attainment outcomes remain consistent and are broadly in line with statistical neighbours, with children achieving above with National averages at Early years foundation stage (local 30%/National 25%). The expected levels of Maths and English at Key stage 2 are below National average for all pupils with SEND (Local 24% / National 27%) and Progress 8 remains below National average.

Both permanent and fixed period exclusions are high and rising. In 2016/17 there were 64 permanent exclusions, there are currently 55 year to date, with projections indicating a 20% rise on the previous year. In 2016/17 there were 2878 fixed period exclusions, there are currently 1927 year to date. This indicates there are 35 more periods of FTE each month.

Attendance in 2016/2017 for pupils with an EHCP was 87.9%, on SEND support 92.1% and no SEN 95.5%. In 2017/18 to date it has risen slightly to 88% for children with an EHCP, declined to 90.8% on SEN support and remained the same for non SEN. Children being educated at home has increased for the 3rd month, with 921 children reported in April. Of these 297(32%) have SEND. There are 11 children educated at home who have Education, health and care plans.

Appendix 2:

THE SOMERSET SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 CHARTER

HOW WE WORK TOGETHER TO DELIVER SEND PROVISION

OUR VISION

All SEND practitioners become leaders of SEND, working together to ensure that we consider and involve children and young people with SEND and their families in everything that we do and deliver excellent child and family centred provision across Somerset.

The SEND Charter is not about creating new structures or services, but establishing a cohesive, collaborative SEND provision delivered jointly by all partners. We will commit to providing high quality SEND provision by:

- ◆ Ensuring our services and staff are **accessible** and **approachable**, supporting the use of universal language wherever possible
- ◆ Working **collaboratively** in an **open, honest** and **transparent** way
- ◆ Nurturing and encouraging **positive, flexible** and **solution focused** attitudes
- ◆ Working and thinking **creatively** in a **structured** and **organised** way

OUR PRINCIPLES

Our approach to providing excellent SEND provision is based on a set of shared principles:

- ◆ First and foremost, ensuring that provision is **child and family centred** and that they are at the heart of everything we do and **involved in processes**
- ◆ All practitioners will be treated **respectfully** and **professionally** by one another in a blame-free, **supportive** environment offering **positive challenge** where appropriate
- ◆ Help will be provided **early and effectively** reducing the need for statutory or specialist intervention, **empowering families** to work towards independence
- ◆ Communication will be **clear and open**, ensuring **information is shared** effectively, helpful **signposting** is in place and clarity given over **roles and responsibilities**

OUR IMPACT

- ◆ The child's voice is heard and acted upon
- ◆ Stronger and more efficient partnerships
- ◆ Coherent service that meets the needs of families
- ◆ Clear and meaningful planning and guidance
- ◆ Consistent use and understanding of language
- ◆ Better experiences and increased confidence in services
- ◆ Holistic approach to achieve outcomes quickly
- ◆ Improved engagement with service users
- ◆ Empowered families with increased resilience

CHILDREN AND YOUNG PEOPLE WITH SEND HAVE THE SAME RIGHTS AND CHOICES AS ALL OTHER CHILDREN IN SOMERSET

Health and Wellbeing Strategy for Somerset 2013 – 2018 Priorities

Families and communities are thriving and resilient.

People, families and communities take responsibility for their own health and wellbeing.

Somerset people are able to live independently

Somerset Children & Young People's Plan 2016 – 2019 Outcomes

Young people and families are in control and know where to access help and advice to manage their own health and wellbeing

Children, young people and families are enabled to lead healthy lives
More children and young people will have good emotional health and wellbeing, are emotionally resilient and equipped to manage their lives.

Every child will achieve well above expectations and not be held back by their social and personal backgrounds, special educational needs or disabilities.

All children get the best start in the early years; all pupils can go to a good school and have high aspirations for their future

All children get the best start in the early years; all pupils can go to a good school and have high aspirations for their future.

Children and young people are protected from harm and well cared for at home wherever possible

All staff recognise and actively work to our expected values and behaviours

Staff will have the skills and knowledge to identify issues early in families and to address those issues quickly and effectively

All professionals and staff who work with adults and children and young people understand the concept of 'think family'

Outcomes from Somerset's Special Educational Needs and Disability (SEND) Strategy for Children and Young People aged 0-25 2016-19

1 our families, children and young people report a positive experience of our SEND systems and support, feel empowered and confident to engage and to make decisions.

2 timely and accurate assessment and identification of SEND across education, health and care services.

3 inclusive and equitable access to good quality local education

4 smooth and effective transitions happen at key points for the child and young person.

5 creative partnership working delivers effective, fair and transparent systems and services.

