

Joint Local Area SEND Inspection

Children's Health, Social Care and Education

Overview and Scrutiny

29th March 2017

Author:	Head of Education
Wards:	All
Locality Affected:	All
Parishes Affected:	All

1. Purpose and Reasons

- 1.1 This report sets out to update the committee on progress in readiness for the new joint local area SEND inspection.
- 1.2 From May 2016 all local areas in England have been subject to a joint inspection from Ofsted and the Care Quality Commission (CQC) to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

2. Recommendations

The Committee is recommended to:

- 2.1 Note the arrangements for the forthcoming joint local area SEND inspection and monitor progress towards implementing our strategy to deliver better outcomes for children and young people with SEND in Swindon.

3. Detail

Background to the inspection

- 3.1 In April 2016 Ofsted and the Care Quality Commission published the framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities.
 - 3.1.1 The inspection will review how local areas support these children and young people to achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives.
 - 3.1.2 It is important to note that these inspections will evaluate how effectively the local area meets its responsibilities, and not just the local authority. This includes clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.

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- 3.1.3 During the inspection, inspectors will visit a range of providers to gather evidence, including nurseries, schools, colleges and specialist services.
- 3.1.4 If inspectors become aware of concerns of a safeguarding or child protection nature, they will make additional enquiries to satisfy themselves that such matters are being dealt with appropriately. If they remain concerned, this could include inspectors referring individual cases to the local authority or an inspection of the individual service or provider in line with Ofsted or CQC's duties and powers.
- 3.1.5 The starting point for the inspection is the expectation that leaders for the local area should have an understanding of strengths and aspects that require development.
- 3.1.6 To support local areas assess how well arrangements are working and compare delivery across local areas, the Department for Education has produced a local area SEND report which presents the statistics on SEND for Swindon and provides the opportunity to compare our performance with other areas. http://lginform.local.gov.uk/reports/view/send-research/local-area-send-report?mod-area=E06000030&mod-group=ADASSRegions_SouthWestern&modify-report=Apply
- 3.1.7 As of 1st March 2017 a total of 20 letters had been published by Ofsted following inspections throughout England. Of those, five areas (Sefton, Suffolk, Surrey, Rochdale and Hartepool) are required to provide a Written Statement of Action because of significant weaknesses in the local area's practice. The Local Authority (LA) and Clinical Commissioning Group (CCG) are responsible for submitting the Written Statement of Action.

Our Self-assessment

- 3.2 Detailed self-evaluation has been an ongoing process and has recently been updated utilising the recently published tool provided by the Council for Disabled Children. A joint improvement plan will be developed with the CCG.
 - 3.2.1 The CCG governing body oversees the joint arrangements for SEND and the contribution of health. The CCG have also undertaken a detailed self-evaluation and presented this to the SEND Strategic Board in September 2016. The improvement plan for the CCG will be overseen by the Joint Commissioning Group (JCG), reporting to the Health and Well-being Board.
 - 3.2.2 The inspection framework and therefore our self-evaluation is evaluated under three headings as identified below. The areas for development are monitored through the Quality Improvement sub-group of the SEND

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Strategic Board, reporting through JCG to the Health and Wellbeing board. The key strengths and areas for development are as follows under each heading.

3.2.3 Our effectiveness in identification of children and young people who have special educational needs and/or disabilities.

Strengths

- Effective screening processes are in place to identify need in new-born infants
- Advisory teaching staff and educational psychologists help to ensure that children receive the support they need to be able to gain access to pre-school settings, nursery education and the Reception class in school
- Practitioners who identify the need for additional support to help children access early-years settings can seek extra funding
- The Special Education Needs Resource and Assessment Panel (SENRAP) contributes well to identifying and providing for the needs of young people who have special educational needs and/or disabilities
- Assisted speech and language equipment provided to a child or young person travels with them to ensure access to the most appropriate equipment to support learning during their education and transition into adult life
- The local area's 'early help' assessment process is a good example of joint working across the education, health and care workforce. Early help records are used effectively as part of the graduated response before a request is made for a statutory assessment of special educational needs
- Integrated service delivery in early years has ensured timely and effective assessment of need. This helps to identify children who need referral to speech and language support and ensures that children receive in-depth assessment leading to early identification of their needs and health care.

Progress against previously identified areas for development

- In September 2016 we had identified the percentage of pupils with a statement or Early Health Care (EHC) plan was high at 3.8% compared to an average of 2.8% in all English authorities. This was also a

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concern as the % was increasing year on year. We have now stabilised this position and predict a reduction to 3.7% in 2017.

- We now understand why this figure is so high. The % of children with a statement or EHCP is calculated on the school population and does not include children in Further Education (FE) settings. The % of children with a statement or EHCP up to the end of year 11 in Swindon is slightly below the national average, however, for those in post 16 provision it is significantly higher. This is explained by our relatively small mainstream sixth form population and our large special school sixth form population
- We will continue to closely monitor our figures to ensure we remain in line with national averages up to the end of year 11 and develop our post 16 offer to reduce the % of children with a statement or EHCP educated in special schools.
- We have significantly reduced the time that children and young people have to wait for their plan to be finalised. 69.4% were completed within 20 weeks (excluding exceptions) in 2016 compared to 37.6% (Eng 55.5%) in 2015. In October and December 2016 we completed 100% of assessments within 20 weeks.
- A full review of the Autism Spectrum Disorder (ASD) pathway is underway, currently, there are 470 un booked appointments within the GWH community paediatrics clinics and 351 booked first appointments. This totals 821 with an average waiting time of 41.8 weeks. Approximately 25% of children referred to the ASD service are discussed at the complex case meetings
- In response to the increased demand for ASD assessments and to support the required reduction in wait times, the CCG has agreed £330,610 additional funding to procure the following additional resources:
 - **£37,525k** to create an additional **Educational Psychologist Post** to operate from the GWH paediatric department. This will improve access to assessment and help to identify issues with the assessment of attachment or Learning Difficulties by greatly increasing the sensitivity and specificity of the diagnostic process
 - **£100,000k** to fund 1 WTE Paediatric Consultant post within the GWH paediatric department. This will also reduce the

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number of un-booked appointments and average waiting times in the department and increase clinic capacity

- In addition, the CCG has also agreed to invest an additional £65,085 into improving resources for safeguarding processes at GWH. This will release clinician's time to contribute to the ASD diagnostic pathway
- A further £128k will be invested into the Paediatric Therapy Service to recruit 1WTE Occupational Therapist and 1.8 WTE Community Speech and Language Therapists. These posts will provide 26 additional sessions per week for diagnosis and therapy on the ASD pathway
- In order to monitor the effectiveness of these additional resources, the Children's Services Commissioner is developing detailed implementation and monitoring plans in collaboration with GWH and SBC, aimed at achieving and evidencing a sustained reduction in waiting times over the next 12 months

3.2.4 Our effectiveness in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities

Strengths

- Parents, carers and children and young people are involved in regular reviews. Co-produced plans mean that children are at the heart of the education, health and care plan.
- Access to high quality health services is well established within specialist resourced provision and special schools
- Some good examples exist of joined-up working both within health teams and other partners. For example, the multi-agency unit based at Uplands learning campus
- The existence of joint multi-disciplinary health clinics at the Saltway centre assist families understanding of roles and responsibilities and reduced duplication

Areas for development

- Although the annual review process is sound if a re-referral is required, this can mean that needs are met too slowly. The policy, which outlines what happens when health appointments are missed, requires review

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to ensure greater flexibility when dealing with vulnerable children and parents.

- Parents, carers and young people are not sufficiently aware of the role they could play in helping to shape the local offer and the mechanisms to do so. Providers and parent carer groups have a greater role to play in using the local offer as a medium to share information to access specialist services used by the local area
- The local offer is not easy to navigate for some families. Some parents continue to be unaware of its purpose
 - **Action for Improvement**
 - The local authority and CCG are working in partnership with Contact a Family and Swindon Parent Carer Forum to develop and improve co-production with parents which includes improvements to the local offer website and joint strategic needs assessment to support joint commissioning for SEND
- Leaders from education, health and social care do not yet have an agreed strategy for sharing expertise and training staff to benefit children and young people who have special educational needs and/or disabilities. This limits the capacity of leaders to evaluate the impact of this work on pupils' outcomes
 - **Action for Improvement;**
 - We have a strategy for the training of Social Care staff and those within our Community Health/Early Help staff that require it. This involves the commissioning of both direct training and coaching and the development of an e-learning module in relation to their contribution to the EHCP process and the writing of outcome based plans. The development phase has commenced and will include a workshop with all Social Care/ Community Health/Early Help Managers on the 14th March. A mechanism for measuring the impact of training on pupil outcomes is under development.
- A single pathway to develop provision, particularly for young people aged 19-25 is still in development.

New Areas for Development

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- Swindon is currently reviewing its approach to joint commissioning for special educational needs and/or disabilities which requires endorsement by senior leaders across the area
- Very few families have taken up the offer of a personal budget as part of an EHCP

3.2.5 Our effectiveness in improving outcomes for children and young people who have special educational needs and/or disabilities

Strengths

- The % of SEN pupils with a statement or EHC plan achieving a 'good level of development' at foundation stage (2014/15) is above national average
- The impact and visibility of staff in specially commissioned named roles, in education and health, are having a significant positive effect on the progress of the special educational needs and disability reforms. Formal networking across education, health and social care has increased since 2014
- The proportion of schools in the area that are good or better has risen in the last three years
- The proportion of children and young people placed out of area as a result of their special educational needs and/or disability has reduced in the last three years
- The % of children and young people with special educational needs and/or a disability who are permanently excluded from school remains below the national average
- Most staff in education, health and social care accessed training on the special educational needs and disability reforms and understand their roles in implementing these reforms
- Individual providers are aware of their responsibility to monitor children and young people's progress in a range of outcomes. Increasing numbers of children in the early years' foundation stage are meeting their developmental targets
- Robust checks are in place to monitor the pupils who are home educated, who have medical needs and are educated in hospital

○ **Areas for development**

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- Pathways for 19-25 year olds, to support young people into adulthood require further development.
 - **Action for Improvement**
 - Transition is a strategic priority for the local authority and plans are in place to improve outcomes for young people as they prepare for adulthood

Progress against previously identified areas for development

- Fixed term exclusions for children and young people with special educational needs and/or disabilities remain unacceptably high. However, following the inspection of one of our Special Schools, an improvement plan is now in place and we anticipate a significant reduction in fixed term exclusions as a result

New Areas for development

- The percentage of adults with learning disabilities in paid employment has fallen for 2015/16, widening the gap between Swindon (3.7%) and England (6.6%).
 - **Action for Improvement**
 - Swindon is offering supported internships through a number of different providers and have introduced transition link workers in Adult Social Care to work with targeted group of service users with a strong focus on work opportunities.
- The progress of pupils who have statements or education, health and care plans and for those receiving support for special educational needs and/or disabilities is insufficient. In particular, the progress of pupils from key stage 2 to the end of key stage 4 continues to be below national levels for pupils compared with all pupils in English and mathematics
- The % of 19 year olds with SEN support (Swindon 22.6%, Eng 32.1%) or a statement of SEN or EHC plan (Swindon 6.7%, Eng 13.8%) qualified to level 3 has fallen well below national average
 - **Action for Improvement**

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- The Education Challenge board has been established to address a wide range of concerns regarding academic achievement across Swindon

4. Alternative Options

- 4.1 There are no alternative options as all local areas will be inspected at least once during a five-year period.

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 There are no financial or procurement implications arising as a result of this report. Any expenditure arising as a result of an item on the Committee's work programme will be met by the Overview and Scrutiny Support budget, subject to the approval of the Committee.

Legal and Human Rights Implications

- 5.2 There are no legal and human rights implications arising as a result of this report. Any further implications will be identified when a topic is reviewed by the Scrutiny Committee and in any recommendations made by the Scrutiny Committee.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 There are no other direct implications arising as a result of this report. Any further implications will be identified when a topic is reviewed by the Scrutiny Committee and in any recommendations made by the Scrutiny Committee.

Diversity Impact Assessment

- 5.4 No Diversity Impact Assessment is required at this stage, any DIA that is required during review of topics included within the work programme will be identified at the appropriate stage.

Risk Management

- 5.5 No risk management issues have been identified at this stage, any risk management issues will be identified at the appropriate time when a topic is under review by the Scrutiny Committee and if it makes any recommendations.

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6. Consultees

- 6.1 The Board Director, Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer)

7. Background Papers

- 7.1 The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities.
- 7.2 DfE Local Area SEND report