

The National SEND Position - Updates



In Control Residential Workshop for our Community of Change
6th and 7th November 2018, Sheffield



Moving forward - Key DfE messages and priorities

- The 2014 reforms remain the right ones; we are committed to seeing them through.
- We are encouraged by the early evidence of the impact of their implementation in improving the lives of children and young people with SEND.
- The completion of the statutory transition to EHC plans is an important milestone, but we know there is much more to do to embed the changes and achieve consistency across the country.
- We want to focus on improving the quality of provision at SEN Support (as well as for those with EHC plans), and to improve the quality of EHC plans themselves – to improve outcomes for children and young people



SEND policy and priorities

- **Important challenges still remain, as highlighted by several recent reports**
 - Ofsted / CQC's report after Year One of inspections; the Lenehan report into residential special schools; the APPG on autism; the Bercow review 10 years on report
- **Common themes include:**
 - significant variability in delivery between areas;
 - importance of high quality strategic leadership, especially for effective assessment processes and joint working between education, health and care services;
 - concerns over the way in which mainstream schools support pupils with SEN;
 - Increasing pressure on resource, including for schools, high needs budgets, and health / social care;



What successful implementation of the SEND reforms looks like

1. **Co-production**
with children, young
people and parents

2. All parties meet their
statutory duties

3. Increased satisfaction
with access to **local
services**

8. Improved **parental
confidence**



4. **Accurate and
timely identification**
of SEN and disability

7. More YP go on to
**post-16 education,
training & employment**

5. **Improved attainment
and narrowing of gap**
for CYP with SEND

6. Strong focus on
those at **SEN Support**



1. **Co-production** with children, young people and parents–

- **Cambridgeshire (2017)** - Leaders consult with, and work alongside, parents and carers to co-produce a range of services, advice and guidance.
- **Wigan (2018)** - The local parent carer forum is a valued partner. Engagement and co-production is a strength of Wigan. The local PCF has been instrumental in putting together the new local offer and the co-production of the planned neuro-developmental pathway. Children and young people also play an important role.

2. All parties meet their **statutory duties** –

- **St Helens (2018)** - Across the local area, leaders and managers ensure that the statutory duties, as set out in the code of practice, are at the heart of the work of services working with children and young people who have SEN and/or disabilities.
- **Redbridge** - The links between the SEN team and social care services are becoming stronger....leading to a greater focus on joint working that is now feeding through to improved quality of EHC plans



3. Increased satisfaction with access to local services (I)

- **Hackney** - The visual impairment service is well regarded.
- **Leeds (2016)** - Parents and young people describe the benefits of school-based resourced provision. Children and young people access specialist support, including support provided by health services, while being included in all aspects of school life with other children.
- **Lewisham** - The special needs nursing team offers a strong service for children with complex needs in special schools and for those who attend mainstream schools and have an EHCP. As a result, these children receive well-coordinated support for their health needs.



3. Increased satisfaction with access to local services (II)

- **Cornwall** - The Portage provision for children and families of pre-school children is effective and a significant strength of the local area. Parents value the emotional support and ability of Portage workers to gain access to other professionals or services. Their timely support is helping children play a greater part in family life through play and improve their early communication skills.
- **Greenwich** - High-quality support from Greenwich services specialising in hearing impairment, visual impairment and autistic spectrum disorders is consistently described as being of high quality by education settings and parents.



4. Accurate and timely identification of SEN and disability

- **Cornwall** - Overall, 84% of EHC plans have been issued within 20 weeks. EHC plans are increasingly tailored to individual needs as a result of improved contributions from the professionals and agencies involved.....a very high proportion of health advice submitted within the required timescales. Health advice to inform EHC plans is child-centred, clear and comprehensive.
- **West Berkshire (2018)** EHC plans are of good quality and completed on time. Professionals and members of the parent carer forum regularly check the quality of EHC plans. EHC plans include precise and relevant educational outcomes. Suitable provision is clearly identified.
- **Wigan** - Leaders know what a good EHC plan looks like. They have ensured that education, health and social care staff all contribute meaningfully to plans and that the voices of the child and family are evident.



5. Improved attainment and narrowing of gap for CYP with SEND

- **Solihull** - Academic outcomes for children and young people who have SEND are improving. The attainment gap at KS4 between pupils who have SEND and all pupils nationally is smaller than the average for all local areas. Academic outcomes at KS5 are also a relative strength.
- **Greenwich** - Pupils in school who have SEND make substantial progress, including those without EHC plans.
- **Southwark**- The educational outcomes achieved at the end of all key stages for children and young people who have SEND compare favourably with those of other pupils nationally.



6. Strong focus on those at **SEN Support** - All **Bexley** schools have been provided with detailed guidance to help them identify the needs of children and young people with SEND accurately. SENCOs within early years and primary settings apply the guidance in a consistent manner.

7. More YP go on to **post-16 education, training & employment** – **West Sussex** – The number of young people who have SEND who are NEET is on the decline. An excellent example of joint working that has led to an improvement in this area was seen in the work between a special school and a FE, supported by the LA, resulting in improved outcomes for some young people post-16.

8. Improved **parental confidence** – **Leeds (2016)** - Most parents are confident that their child's needs are being met, particularly relating to personal development, and as a result, are fulsome in their praise for individual staff across the services' workforce.



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SEN Data - 2018



The SEN system – more....

- Change in total number of EHCPs held – Increase of 11.3% from 2016 to 2017
- LAs agreed to more EHC needs assessments following requests (78% agreed).
- 16.8% more new EHC plans issued in 2017 than in 2016
- 93.3% of all EHC needs assessments led to a EHC plan
- 2017 has the highest number of EHC plans held by LAs – 319,819 (2.9% of 5-16 pop)
- Improvement in 20 week timeliness of assessments – from 59% in 2016 to 65% in 2017.
- Exclusions – permanent, fixed-term (and illegal?)



20 week – key data

- 64.9% - England average
- Range – 1.4% - 100%
- 8 LAs achieved 100% (4 for second year running)

100% in 20 weeks in 2016 and 2017	100% in 20 weeks in 2017
Bournemouth	Windsor and Maidenhead
Bury	Cheshire West and Chester
Doncaster	Northumberland
Gloucestershire	Stockton-on-Tees

- 38 LAs over 90%
- 10 LAs under 20%



Placements for those with EHC plans

- Increase in special school placements
- Increase in independent and non-maintained special school placements
- Reduction in placements in mainstream units and resourced provisions
- One consequence of these increases is current pressure on the high needs budget.



The Secretary of State has made a clear statement on the importance of SEND in the mainstream

ADCS conference speech – 5 July 2018:

“SEND pupils are not someone else’s problem. Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils.

And all schools and colleges – alongside central and local government – have a level of responsibility here, it cannot just be left to a few.

Children, young people and parents should – and do – have a strong say in all of this, and I am clear that specialist provision can be the right choice for those with more complex needs.

But mainstream schools and colleges – with the right support and training – should also be able to offer strong support for many more children and young people with EHC plans, as well as high quality SEN Support for those without plans.”

And we want to focus on improving quality and outcomes...



Tribunal Appeals – New Appealable Rate

- England rate 2017 – 1.5% (up from 1.2% in 2015)
- Range in 2017 – 0.0% - 4.1%
- Over past two years, 48 LAs have seen a reduction.
- 65% of LAs (98) are at or below the national average.
- 6 LAs had a rate of 0.0% in 2017



Single Route of Redress – National Trial

- Until recently, any complaint about health or social care aspects of EHC plans needed to be dealt with through separate complaints processes.
- Since April 2018, parents and young people can ask the SEND Tribunal to make **non-binding recommendations** on the health and social care sections of the EHC plan.
- The aim is to create a more holistic, person-centred view of the child or young person's needs, bring appeal rights in line with wider remit of EHC plans, and encourage joint working.
- Trial running for 2 years **across all 152 LAs/CCGs** in England.

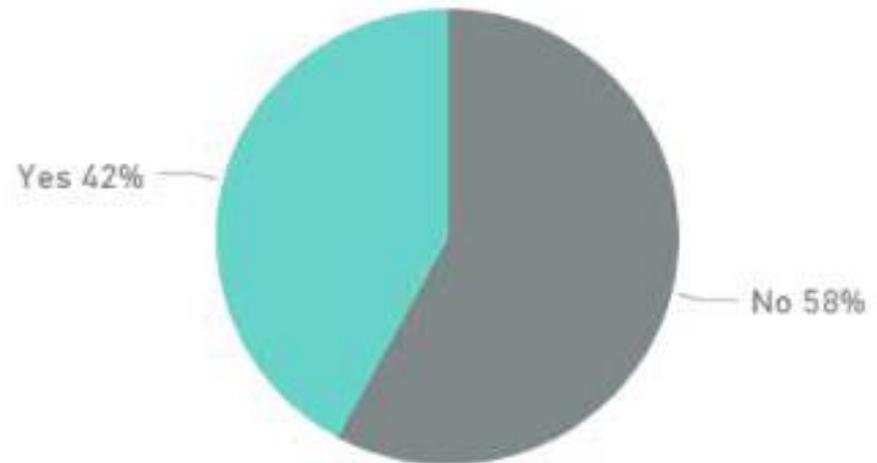


Local area SEND inspections are a key part of holding areas to account

As at August 2018:

- 64 local areas inspected and letters published
- 28 local areas require Written Statement of Action (WSOA)

Inspected Local Authorities (%)

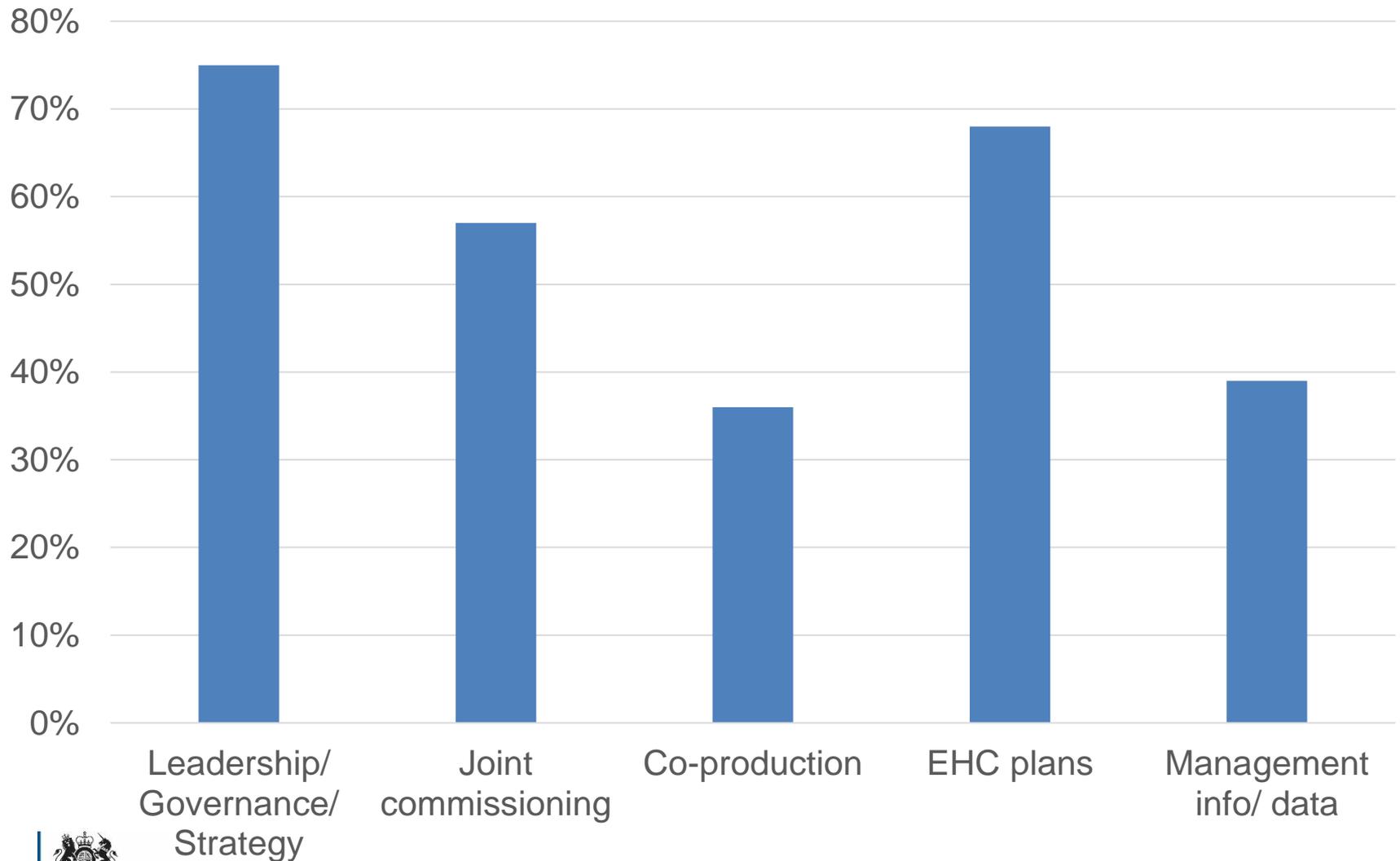


SEND Inspections – Common areas of strength

- Strong strategic leadership that has led to established joint working between education, health and care services.
- Early Years services – good levels of parental satisfaction
- Co-production - parents, professionals, children and young people are working effectively together to devise and implement improvements
- Strong health engagement, inc DCO/ DMO in place



28 WSoAs - Common areas of serious weaknesses



Personal Budgets (PBs) – Inspection findings

- **Telford and Wrekin (2017)** - The number of PBs taken up by families for education and care is above national figures. The local area uses ‘pooled’ budgets to provide specialised provision for pupils educated out of the local area that would not be available otherwise. The vast majority of parents stated satisfaction with this process.
- **Halton (2017)** - There are 122 PBs in place for short breaks which give families greater choice and control.
- **Redbridge (2018)** - PBs are provided where appropriate, these relate mostly to direct payments for social care provision. As a result, they are nearly always used to purchase short breaks.
- **Southampton (2017)** - The take-up of PBs is a strength. Parents report favourably on the difference that is made to their lives because of the autonomy they are given in how to use the money by the LA.



Future of inspections

“I will be asking Ofsted and the Care Quality Commission to design a programme of further local area SEND inspections to follow the current round, due to conclude in 2021; and for their advice on further inspection or monitoring of those areas required to produce a ‘Written Statement of Action’.”

Secretary of State, July 2018



SEN delivery priorities moving forward

- Ensuring that SEND covers the '14.4%', not just the '2.8%' – Focus on SEN Support
- Mainstreaming SEND
- Funding and value for money – high needs funding challenges
- Working with partners:
 - health and social care partners
 - parents and YP – strengthening co-production
 - Regional collaboration – strategy, capital, peer reviews
- Improving quality of EHC plans, and annual reviews
- Improving quality of, and outcomes from, providers
- Celebrating success, and learning from good practice



Thank you for what has been delivered so far - Moving forward together

- The 2014 reforms remain the right ones; we are committed to seeing them through, and want parents, young people and children's voices to continue to be at the heart of services.
- We want to focus on improving the quality of provision at SEN Support, and to improve the quality of EHC plans themselves – to improve outcomes for children and young people.
- We also want to ensure that all schools and colleges – alongside central and local government – share the responsibility for SEND, it can't just be left to a few.
- Full engagement of health and social care is essential.
- We are aware of high needs budget pressures and rising exclusions
- The focus of our collective delivery support is on addressing the highlighted challenges and embedding the spirit of the reforms



