

<b>13 February 2018</b>		<b>ITEM: 10</b>
<b>Children's Services Overview and Scrutiny Committee</b>		
<b>SEND Peer Review Action Plan and Progress Update</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key	
<b>Report of:</b> Malcolm W Taylor, Strategic Lead Inclusion / Principal Educational Psychologist		
<b>Accountable Assistant Director:</b> Sheila Murphy, Assistant Director for Children's Care and Targeted Outcomes		
<b>Accountable Director:</b> Rory Patterson, Corporate Director of Children's Services		
<b>This report is Public</b>		

## **Executive Summary**

This report provides an update on the SEND Peer Review Action Plan and progress on the SEND Reforms including the transfer of Statements of Special Educational Needs to Education Health and Care Plans due to be completed by 31<sup>st</sup> March 2018.

(NOTE For clarity points 2.1- 3.5 are included from O&S Report SEND 10<sup>th</sup> October 2017)

### **1. Recommendation(s)**

**1.1 That Children's Services Overview and Scrutiny Committee consider the progress made on the SEND Peer Review Action Plan and the Transfer of Statements to Education Health and Care Plans.**

### **2. Introduction and Background**

2.1 Thurrock Local Authority commissioned a peer review of SEND support from a team of colleagues from Cambridgeshire, Bedford Borough, Southend and Peterborough Local Authorities. The review consisted of a preview stage which included an analysis of a range of Thurrock Documentation and Data and two days in the Local Authority conducting a series of focus groups and interviews. This was undertaken on 20<sup>th</sup> and 21<sup>st</sup> June 2017.

2.2 The SEND Peer Review was undertaken as part of a regional programme of SEND peer reviews developed through the Regional ADCS group.

- 2.3 The Action Plan was developed from this and has been reviewed by the Children's Services Directorate SEND Development Board
- 2.4 The transfer reviews for Statement of Special Educational Needs to Education Health and Care Plans are due to be completed by 31<sup>st</sup> March 2018. All Local Authorities have been reporting progress on this to the Department for Education on a monthly survey since May 2017. Paragraph 3.9 gives an update on the progress on these transfers.

### **3. Issues, Options and Analysis of Options**

- 3.1 The Local Authority identified an overarching focus for the review:

*How effective are the SEN support arrangements for all children and young people aged 0-25 years in ensuring that their needs are identified and met so that they make sufficient progress within the expectations of the SEND reforms?*

- 3.2 The preview analysis of data identified 4 key themes to be examined through the review process.

1. The prioritisation for improving the SEND cohort outcomes and improving schools' support for this cohort
2. The effectiveness of evaluative analysis to ensure quality of provision
3. The effectiveness of multi-agency working partnerships
4. Parental understanding and confidence in the system

- 3.3 Key Strengths identified in Thurrock

The Local Area has a strong commitment to working with parents moving towards greater co-production of strategic planning and has developed with parents a set of underpinning aspirations to support Thurrock's SEND strategy.

Officers and schools value the potential of the SENCo forums, which are well attended by schools, to identify effective practice and provide school-led support.

The Local Area has built on strong foundations of cross agency working in Early Years to implement the SEND reforms effectively. There is good evidence of effective multi-agency working in Early Years. Relationships between settings and the Local Area developed in early years would appear to be very responsive to need. There are also examples of strong working partnerships between School improvement, Early Years support and the Educational Psychologist Team. There is good representation of Health at Early Years panels.

The LA has historically prioritized support to Early Years to good effect with the majority of children with SEND in Early Years Foundation Stage (EYFS) having their needs met through SEN support.

At post-16 there are some good examples of multi-agency working for targeted work with students, particularly with South Essex College.

The LA has recently worked with parents to develop a set of overarching aspirations for a SEND strategy which is evidence of the LA's commitment to co-production with parents.

Early Years' Parents have a range of opportunities to provide feedback through Portage and Early Support which is impacting on the refining of services and support provided.

#### 3.4 Key Areas of good practice identified in Thurrock to share regionally

The innovative practice in post 16 provision, particularly the joint working between the local authority and South Essex College and sharing of this practice with other providers.

The focused and targeted multiagency work to support children 0 – 5 years with SEND and their families. This includes transition work with primary schools.

Effective practice was noted in relation to outreach services that the borough has set up in Thurrock.

#### 3.5 The recommendations identified in the Peer Review:

##### **Improve the strategic focus to ensure the priority for improving the outcomes for the SEND cohort is met**

- Review current staffing structures to provide more capacity for strategic leadership and planning
- Establish a coherent governance structure that ensures greater accountability for reviewing progress
- Refine the SEF to more clearly demonstrate the identification of strengths, areas for development and key priorities for the Local Area
- Develop a Local Area SEND plan aligned to the SEF
- Clarify accountabilities and responsibilities of all stakeholders for the SEND cohort
- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools, colleges and post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern

- Ensure parents and young peoples' voices are included in strategic planning

### **Increase parental understanding and confidence in the system**

- Improve parental understanding of the Local Offer
- Seek a broader representation of parents on the Parent Carer Forum (CaPa)
- Establish a culture where feedback from all parents with children with SEND is more frequently collected and is used to inform practice
- Clarify for parents the SEN support offer

### **Improve analysis of data to inform planning and practice**

- Establish a clear framework for the collection and analysis of data
- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools and colleges, post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern

### **3.6 Action Plan following the Peer Review**

A high level action plan was developed to address the key issues raised within the peer review. These actions are linked to existing priorities across Children's Services. The Update on this Action Plan dates 17/1/18 is shown as Appendix 1

- 3.7 The Action Plan has been monitored by the SEND Development Board Chaired by the Director of Children's Services on a fortnightly basis and reviewed by the SEND Strategic Group on the 27<sup>th</sup> November 2017.
- 3.8 There has been good progress on the SEND Peer Review Action Plan. The Action Plan has been updated to bring together key actions taking the plan from 14 to 11 key areas. The updated Plan of 11 key areas is showing 6 of these completed , 3 on track with good progress and two areas partially on track and requiring additional support to ensure they have appropriate impact.
- 3.9 **Transfer Reviews of Statements of Special Education reviews to Education Health and Care Plans.**

All Local Authorities in England have a Statutory Duty to review all Statements of Special Educational Needs to enable these to be transferred to an Education Health and Care Plan under the new SEND arrangements set out in the Children and Families Act 2014.

At the commencement of this process in September 2014, there were 1011 Statements of Special Educational Needs maintained by Thurrock Council. As

at 15/1/2018 we have completed 909 of these reviews and are in a good position to complete the remaining 101 reviews for the March 31<sup>st</sup> Deadline. This process has been reviewed with the DfE SEND Regional Adviser who has noted the positive progress in a challenging area of service delivery. The introduction of Education Health and Care Plans has led to an overall increase of approximately 50% in the number of plans as opposed to previous Statements of Special Educational Needs. This has led to significant additional High Needs Funding going into pre-schools, schools and colleges, with consequent pressures on the High Needs Budget. There is a detailed work programme underway with School's Forum to manage this situation.

#### **4. Reasons for Recommendation**

- In report.

#### **5. Consultation (including Overview and Scrutiny, if applicable)**

- None.

#### **6. Impact on corporate policies, priorities, performance and community impact**

- 6.1 This review and action plan contributes directly to the delivery of the Council's statutory duties in relation children and young people with special educational needs and disabilities set out in the Children and Families Act 2014.

#### **7. Implications**

##### **7.1 Financial**

Implications verified by: **Patricia Harvey**  
**Dedicated Schools Grant (DSG) Consultant**

This report covering issues in relation to the support for Children and Young People with SEND includes services which are funded by the Direct School Grant. The effectiveness of this support has a direct impact on the demand for Statutory Assessments of Special Educational Needs , High Needs Support and the consequent financial implications of this.

##### **7.2 Legal**

Implications verified by: **Lindsey Marks**  
**Deputy Head of Legal – Education and Social Care**

The Statutory duties in relation to SEND are covered in the Children and Families Act 2014 and described in the SEND Code of Practice 2015.

### 7.3 **Diversity and Equality**

Implications verified by: **Natalie Warren**  
**Community Development and Equalities  
Manager**

This report covers children and young people with special educational needs and disabilities and therefore there are direct implications relating to the SEND legislation and the Equality Act .

### 8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

### 9. **Appendices to the report**

- Appendix 1 – SEND Peer Review Action Plan

#### **Report Author:**

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Children's Services