

Cabinet

12 July 2017



Self Evaluation of Local Area Special Education Needs and Disability Reforms

Report of Corporate Management Team

Margaret Whellans, Corporate Director of Children & Young People's Services

Councillor Olwyn Gunn, Cabinet Portfolio Holder for Children and Young People's Services

Purpose of the Report

- 1 The purpose of this report is to provide Cabinet with an overview of the Self Evaluation of the implementation of the Special Education Needs and Disabilities (SEND) Reforms.

Background

- 2 The Children and Families Act 2014 placed new duties on the local area education health and social care services that provide for children with SEND. The SEND Code of Practice 2015 was updated to reflect these new duties.
- 3 It is expected that Durham as a local area will have a thorough understanding of its effectiveness in fulfilling its duties. Self-evaluation is considered an important part of the local area's understanding of its own effectiveness in implementing the SEND reforms.
- 4 In May 2016 the two inspectorates Ofsted and the Care Quality Commission (CQC), started a new type of joint inspection. The aim of the inspection is to hold local areas to account and champion the rights of children and young people.
- 5 Inspectors will look for evidence of how children and young people (0-25) with Special Educational Needs and/or Disabilities (SEND) are identified, how their needs are assessed and met, and how they are supported to move on to their next stage of education, the world of work and wider preparation for adulthood.
- 6 The inspection will focus on three core areas:
 - How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
 - How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

- How does the Local Area improve the outcomes of disabled children and young people who have special educational needs?
- 7 The Self Evaluation is written as both a reflection of progress in embedding the reforms in County Durham and as response to the SEND reforms and the Ofsted / CQC inspection framework. The Self Evaluation has been informed through a range of different inputs as identified in diagram 1 (appendix 2).
- 8 Key strengths:
- Level of parent/child/young person satisfaction with the ECHP process is positive.
 - From undertaking the self-evaluation our strengths emerge as having a comprehensive transition plan in place and is on track to transfer all Learning Difficulty Assessments to Education, Health and Care Plans by the 2018 deadline.
 - There is a good system in place for assessing needs within the 20 week time frame.
 - Ensuring providers in the early years are aware of SEND and support early identification.
- 9 Key areas for continued development:
- Embed joint commissioning across Education, Health and Care.
 - Continue to promote workforce development opportunities.
 - Continue to embed quality assurance to ensure best practice in case work.
- 10 The full self-evaluation summary is at Appendix 3 and a full summary of outcomes for children with SEND is at Appendix 4.

Recommendations

- 11 Cabinet is recommended to note the content of this report.

Contact: Paul Shadforth

Tel: 03000 261 684

Appendix 1: Implications

Finance – None

Staffing – None

Risk - None

Equality and Diversity / Public Sector Equality Duty - The Local Authority under Equalities Legislation and the Children's Act have a duty to provide access to services for Children and Young People with SEND.

Accommodation - None

Crime and Disorder - None

Human Rights – This work contributes to the right to family life.

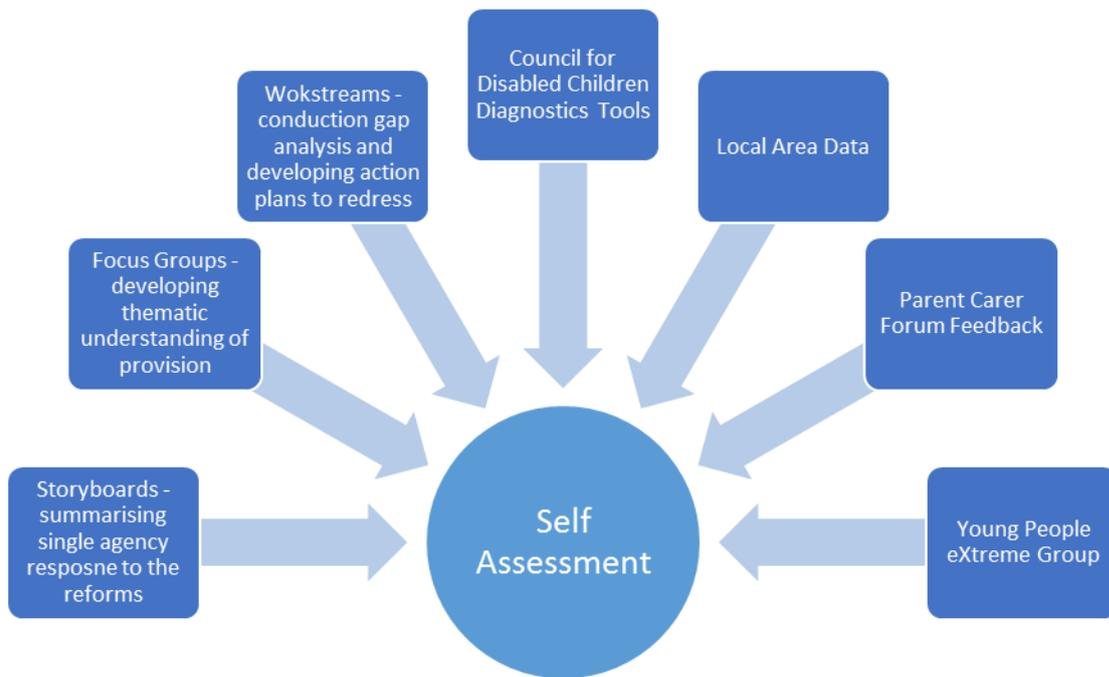
Consultation - None

Procurement - None

Disability Issues – The recommendations from the Strategic Review of High Needs Provision will inform the resourcing of education provision for children with high needs disabilities

Legal Implications - None

Appendix 2: Diagram 1



Appendix 3: Self Evaluation Key Findings

How effectively does the local area identify children and young people who have special educational needs and/or disabilities?

- 1 A comprehensive graduated approach providing high quality early identification, challenge and support across all partners ensures that SEND is identified early. Appropriate adaptations are identified to meet identified need and as young people develop provision can be flexible in response to developing need.
- 2 In the early years coordinated identification and provision has seen the early years phase develop into the most prevalent area for newly identified SEND. This has been achieved through:
 - ensuring providers in the early years are aware of SEND, are able to identify needs and are supported to make adaptation to include children and best develop their early year foundation skills;
 - integrating practice by aligning pathways including joint 2½ year check between Healthy Child Programme and Foundation Stage Profile. Ensuring learning and development needs are considered together and thus identifying SEND.
- 3 A key feature of the (2014) SEND reforms is the use of Education Health and Care Plans (EHCP) to take a holistic approach to identifying the needs of Children and Young People with high need SEND. Performance is a reporting requirement of Local Authorities. Local Authorities are expected to:
 - transition all existing Statements of Special Education Needs and Learning Difficulty Assessments (LDAs) to Education Health Care Plans by 2018;
 - complete all new EHCPs within a 20 week time scale.
- 4 Durham has a comprehensive Transition Plan in place which has reported progress to CASSMT and CYPST over time. There are 607 Statements outstanding to transfer to EHCPs, all LDAs, have transferred to EHCPs. Durham is on track to transfer all remaining Statements by the 2018 deadline.
- 5 Durham has good systems in place for assessing needs within the 20 week time frame. The Local Area SEND report (August 2016) shows the percentage of new EHC plans issued within 20 weeks, excluding exceptions for (2015) in County Durham as being 64.5% against an England average 59.7 %. The January (2017) the SEND return to DfE shows a significant improvement with 88% of all new EHCP's being issued within a 20 week period.

Areas of Focus

- 6 Despite good early identification and timely assessment processes, as a Local Area, Durham recognises that a more consistent contribution from Health and Care and a greater alignment of Early Help partners into the EHCP process would improve the quality of assessments and plans. The following action has been taken since the Self Evaluation to embed improvement:

Leadership

- Nominated service lead officers.
- Resourcing of an improvement programme.

Workforce Development

- SEND toolkit training for all front line practitioners in Education, Health and Care.
- Level 2 training for all SEND lead officers.
- SEND e-learning package produced and accessible on the Local Offer. Mandatory expectation across Children's Services.

Quality Assurance

- Case Work Team quality assurance exercises – best practice and areas of development will be reported to the SEND Strategic Management Team.
- Multi-disciplinary joint quality assurance exercise between education, health, care and parents.
- Regional EHCP peer review quality assurance across the 12 North East Local Authorities.

How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

- 7 The Durham Self Evaluation breaks this criteria down 4 into parts:

- Co-production
- Joint Commissioning
- Satisfaction
- Provision.

Co-production

- 8 The input of parents, particularly through the Parent Carer Forum, Making Changes Together (MCT), and Children and Young People through the Investing in Children supported eXtreme group is recognised, valued and resourced in County Durham which has resulted in a range of co-produced provision across all age phases. The recent DfE Parent Carer Forum Spring 2017 survey reports that MCT considers the Durham Local Area to have

improved from **mostly** co-producing its services to **fully** co-producing. This represents good improvement for Durham and should influence the inspection team's judgement of the Local Area at time of inspection.

Joint Commissioning

- 9 Work is ongoing to jointly develop service provision in critical areas for Durham. This includes Strategic Reviews of High Needs Provision, Autism Services, Short Breaks and Therapeutic Services. All of these reviews are co-ordinated through a SEND Joint Commissioning Plan which is managed by a representative steering group of Education, Health, Care and Commissioning partners.

Satisfaction

- 10 The level of parent/child/young person satisfaction with the EHCP process is positive and reflects well on the Local Area, at 72%, compared to 66% nationally (source DfE 9th March 2017, Experiences of Education, Health and Care plans).
- 11 If parents feel the EHCP is flawed they have the right to legal appeal which is promoted during every EHCP assessment. Parents are supported through the SEND Information and Advice Support Service (SENDIASS) and have access to mediation resourced by the Local Authority but provided independently by Unite. Appeals have reduced from 45 in the 2012/13 academic year to 11 in the 2015/16 academic year.
- 12 The DfE Parent Carer Forum SEND Implementation Survey has seen Durham improve in MCT's estimation of progressing the reforms into implementation. Across all areas MCT consider the Local Area to have **mostly** or **fully** implemented the reforms.

Provision

- 13 Another key aspect of the SEND reforms is for Local Authorities to publish a Local Offer. The local offer should be a mapping of all provision for children and young people with SEND and their families. The Durham Local Offer can be found at:

www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0
- 14 The Local Offer has been reviewed by County Durham parents annually and has made improvements following each review. At the start of 2017 Durham took part in a regional peer review of Local Offers and has been held up as an exemplar of good practice.

Areas of Focus

15 Durham has a broad range of Education provision for Children and Young People with SEND across all age phases. This includes the graduated approach in Mainstream Education, Enhanced Mainstream provision and Special Schools. Despite this, a significant number of Durham children and young people are educated out of county (101 in May 2107) because 'in county' provision does not meet their need entirely. To address this, the following strategic reviews are taking place:

- High Needs Provision
- Sensory and Communication needs (including Autism)
- Therapeutic Services.

How does the Local Area improve the outcomes of disabled children and young people who have special educational needs?

16 It is our aim for all Children in County Durham to achieve outcomes which are in line or better than their peers nationally. This is shared by our children and young people who, in co-producing the EHCP, identify the top two outcomes as:

- To make progress against all areas of the National Curriculum;
- To develop skills that will enable me to maximise my independence.

Summary information of outcomes can be seen in table 1 (appendix 4).

Areas of Focus

17 To ensure all schools are challenged and supported to improve outcomes for children with SEND, Education Development Partners provide challenge to school leaders by making individual school comparisons with the Durham average in the following areas:

- Number of Pupils with SEND Support
- Number of Pupils with EHCP
- Attainment – Early Years, KS2, KS4 and Progress
- Attendance
- Exclusion – Fixed Term and Permanent
- Managed Moves.

Appendix 4 (table 1): Summary of Outcomes

Summary of Outcomes for County Durham Children and Young People with SEND			Statement or EHCP	Trend	SEN Support	Trend	No SEN
Early Years	% of Pupils with a Statement or EHC plan achieving a 'good level of development' at Foundation Stage (15/16)	Durham	18.1	↓	26.7	↑	35.2
		National	19.3		27		35.4
Key Stage 2	% of Pupils with SEN support and % pupils with a Statement or EHC plan meetign the expected standard of phonic decoding (15/16)	Durham	24		49		89
		National	20		46		86
Key Stage 2	% with level 4 or above at KS2 (incl E&M)	Durham	12	↓	49	↑	93
		National	16		42		90
Key Stage 4	% achieving 5 or more A*-C GCSEs (incl. E&M)	Durham	6.3		24		63.4
		National	8.9		22.5		63.4
Key Stage 4	% achieving 5 or more A*-C GCSEs	Durham	35		88.5		
		National	41.3		85.7		
Further Education	% Children in Education Employment or Training	Durham	83.8	↑			
		National					
Further Education	% KS4 students who have a Statement / EHCP have a sustained Education, Employment or Training destination 2014-2015	Durham	94	↑	86		93
		National	91		87		95
Further Education	% KS5 students from mainstream schools who have SEN have a sustained Education, Employment or Training destination	Durham	90	↑			91
		National	84				91