

REPORT ON THE PILOT PEER SEND REVIEW AND PERFORMANCE UPDATE

Report of the Head of Education and Learning

Recommendation:

To note the findings from the Peer Review (initial feedback only) along with the latest performance data and discuss.

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#### 1. Background/Introduction

Further to the new framework for inspection of local areas effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities, the multi-agency SEND improvement board requested a bespoke Local Government Association (LGA) peer review to assess the effectiveness and impact of implementing their SEND reforms in Devon.

The review took place in November and a Peer Review was carried out to provide independent feedback on Devon's progress (LA and CCGs, Schools and settings) and to inform preparation for a formal local area inspection. The review provided the council with an independent assessment of the following areas:

- An overview of the council's progress with the implementation of the SEND reforms;
- An assessment of the council's own self-evaluation against the Code of Practice (0-25 years);
- An assessment of how Devon as an area:
  - i. identifies children and young people who have special educational needs and/or disabilities
  - ii. assesses and meets the needs of children and young people who have special educational needs and/or disabilities
  - iii. improves outcomes for these children and young people.
- The quality of strategic leadership across the partnership with regard to strategic planning, operational delivery and meeting the needs of children and young people with SEND.
- An assessment of the accessibility of Early Help including the signposting arrangements for universal services and a review of the website.
- The effectiveness of the graduated response framework and the level of understanding in schools of this approach.
- The effectiveness of Joint commissioning arrangements between partners, including through the local strategic needs assessment and well-being strategies.

The Peer team who visited us were as follows:

- **Lead peer** – Chris Baird, Assistant Director, Education & Commissioning, Herefordshire Council
- **Operational Peer SEND** – Andy Lawrence, Head of 0-25 Together; Residential & ARC Services, Hertfordshire County Council

- **Operational Peer Education** – Margaret Mulholland, Teaching School Director, Swiss Cottage School, Camden
- **Health Peer** – Linda Williams, Independent Consultant
- **Review Manager** – Jill Emery , LGA

The team met with a wide variety of officers, professionals and focus groups including providers, the Devon Parent Carer Voice, SEN leads from Schools (SENCOs), Commissioners etc. In addition the team visited settings across the 0 to 25 age range in North, Central and South Devon.

## 2. **Main Text**

The peer team will provide a full written report the draft of which is expected to arrive before Christmas. However at this time the feedback which is available is that provided informally to the Head of Education and the Chief Officer of Children’s Services and a presentation to a large multi-agency group at the end of the visit. A copy of this presentation is included with this document and the Head of Education and Learning will be able to talk through this presentation in the meeting. A copy of the full final draft report will be provided to scrutiny when it becomes available.

Initial feedback from the peer review team indicates that they found a strong commitment to children with Special Educational Needs and Disabilities (SEND) and to improving the implementation of SEND reforms in Devon. They were able to validate the view held by the SEND improvement board in terms of our strengths and weaknesses and, following the lead peers own recent Ofsted SEND Review, also provided valuable insights into the inspection process. Whilst there is still much work to be undertaken the report indicated that the structures are now in place to deliver this improvement and the review team felt the composition of the SEND Improvement Board strongly reflected the range of partners needed to achieve this. The review team also identified areas of significant strength including inspiring work with children with SEND to enable their development and strong local examples of multi-agency work. Further strengths and areas for improvement are detailed in the presentation.

### **Next Steps**

The new SEND strategy will go out to consultation on January 15<sup>th</sup> 2017. This strategy aims to set out Devon’s priorities in order to improve outcomes for children and young people with SEND and their families; this directly aligns with the [Devon Children, Young People and Families Plan 2015–2020: My Life, My Journey](#)

The strategic priorities have been informed by Devon parents and carers ‘burning issues’, the most recent local area self-evaluation, feedback from groups and individuals and the findings of the Peer Review in November 2016.

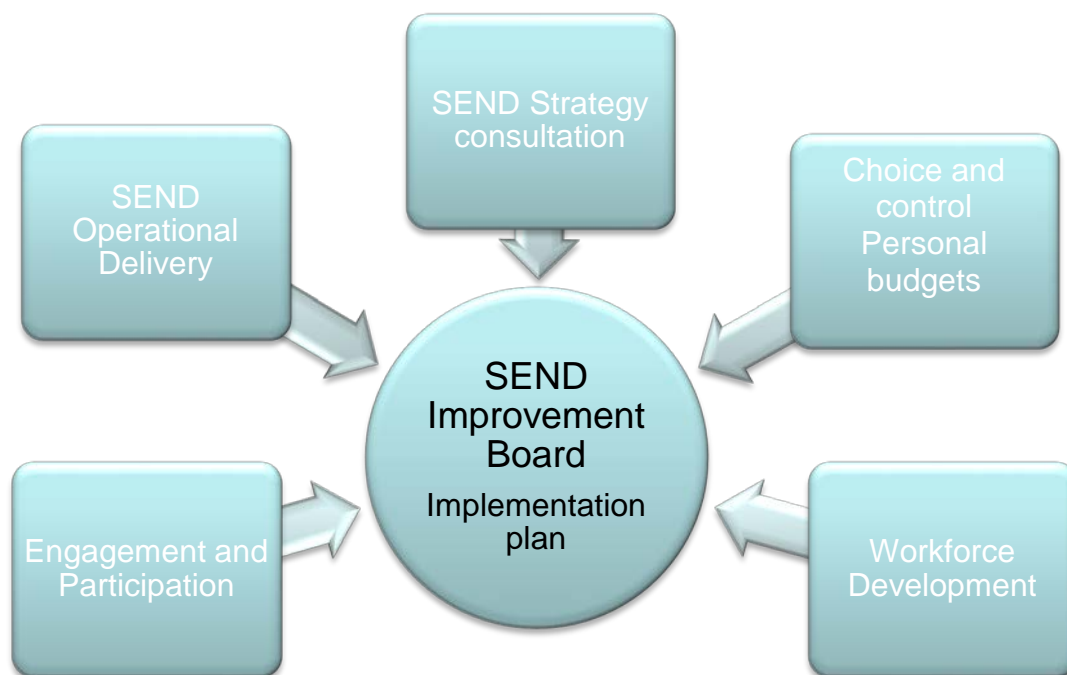
The Strategy will identify six key priority areas. Achieving these priorities will require all partners to commit to new ways of working. The SEND Implementation Plan will specify the detailed actions and performance measures to evaluate our success. The priority areas are -

- **Working Together:** To improve joint working and the coordination and timeliness of services for children and young people with special educational needs and disabilities

- **Inclusive Education:** To ensure we have an inclusive education culture and remove barriers to learning for every Devon child
- **Preparation for Adulthood :** To support young people to plan and prepare as they move into adulthood, and to raise aspirations and expectations for fulfilling lives
- **Choice and Control:** To enable children, young people and families to make informed choices and have control over the support they receive
- **Engagement:** To improve the engagement and involvement of children, young people and their families in the planning, delivery and monitoring of services
- **Health:** To ensure we consistently identify and meet the health needs of children and young people with special educational needs and disabilities, including those without an EHCP

## Implementation of the Strategic Vision and Monitoring

Implementation of the SEND Strategy is the responsibility of the multi-agency SEND Improvement Board. At the SEND Improvement Board monthly meeting in January a full review of our self-evaluation document will be undertaken and following this an updated implementation plan will be put in place. This plan will be owned by all partners responsible for delivering the code of practice and will be strategically monitored by the SEND Improvement Board, using either qualitative or quantitative measures, so that we will know if the strategic vision has made an impact and led to improved outcomes. Work will be led by revised work streams as outlined below.

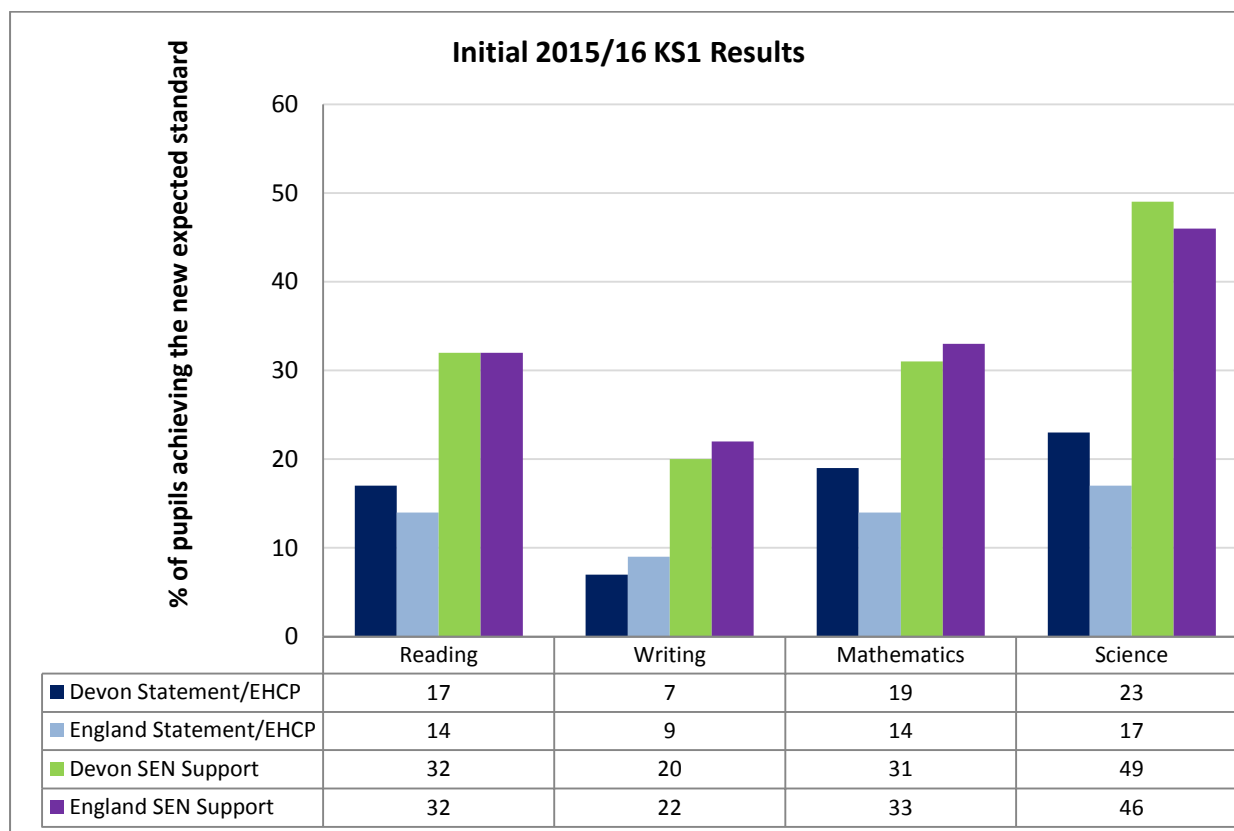


## Latest SEND Performance Data

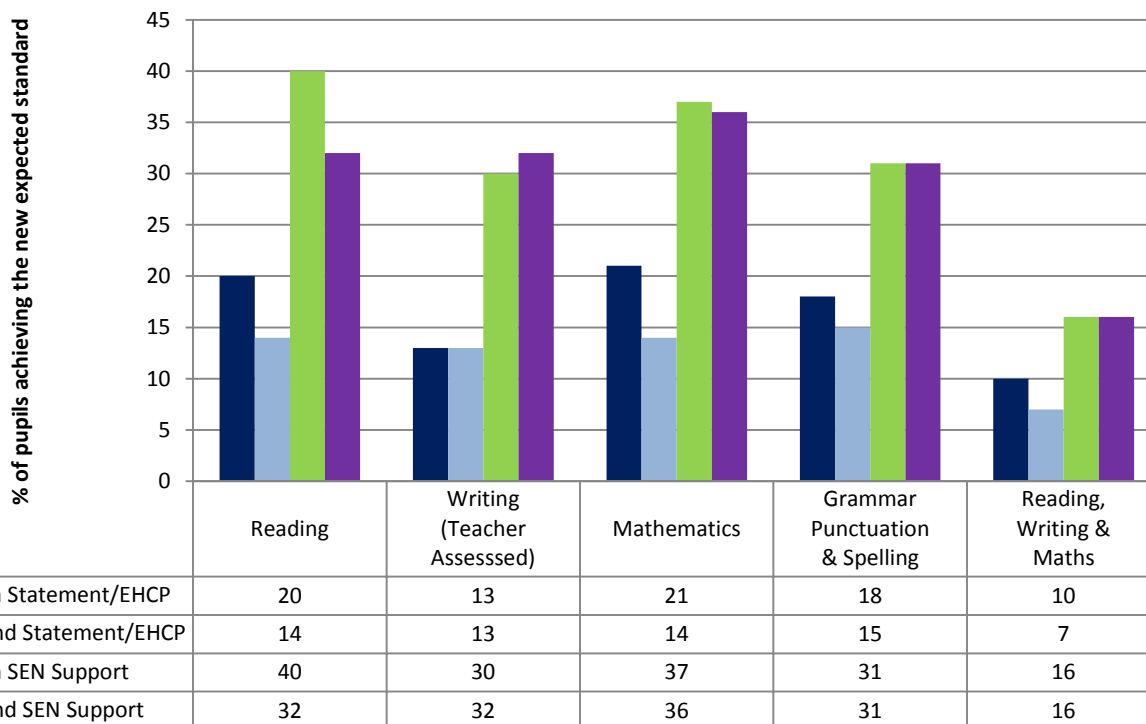
### Educational Outcomes

Educational outcomes for children and young people with an Education Health and Care plan and those who receive other types of SEN support has just been published by Ofsted. The results indicates that whilst there is still as significant gap between the education attainment of Children with SEN and those without, young people with SEN in Devon continue to achieve well compared to their peers nationally.

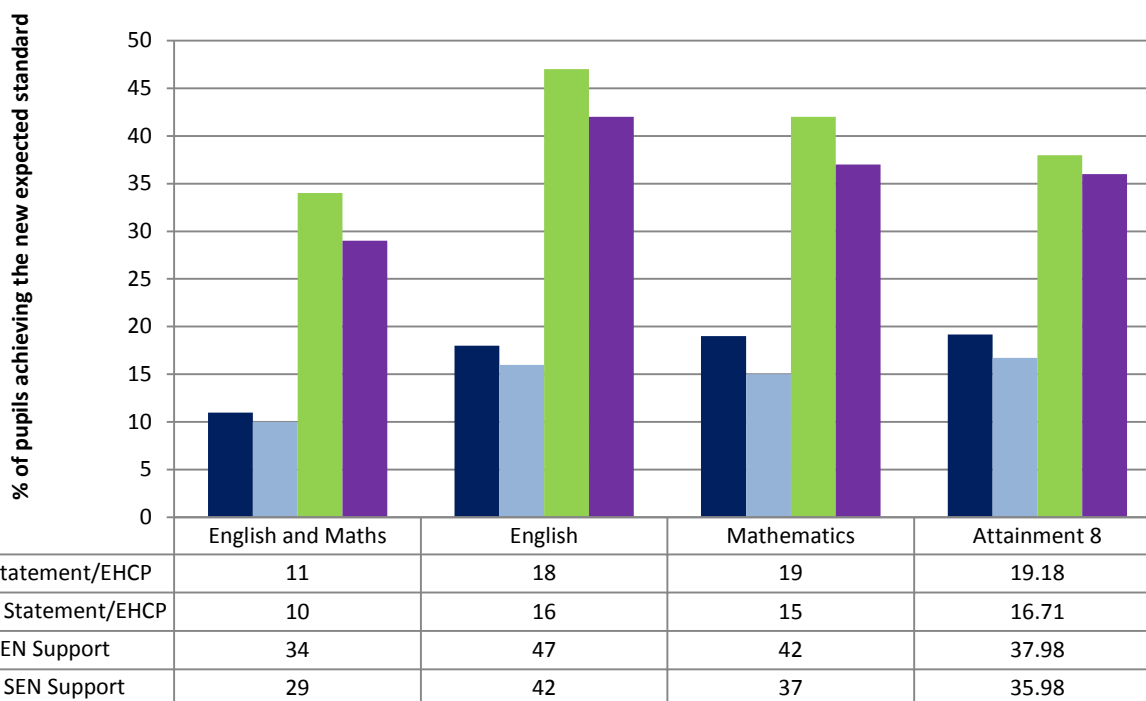
Progress at Key Stage 4 was slightly below the National Average with Devon pupils with an EHCP scoring -1.04 compared to a National average of – 0.35 and Devon children with SEN support achieving -0.34 compared to a National of -0.38. However nearly all other measures were above the National Average and the graphs below provide information relating to these main performance measures. (Devon figures are shown in dark blue for pupils with an EHCP or Statement and green for those who receive SEN support. The national figures are shown just to the right of each Devon figure.)



### Initial 2015/16 KS2 Results



### Initial 2015/16 KS4 Results



## Current position on Statements transitioning to EHCPs

The table below shows the current position as at December 2016. There is now 15 months left to transfer the remaining 2,523 statements.

| <b>TABLE 1</b>                                                           | NCY 11 | NCY 9 | NCY 5 | NCY -2<br>to NCY 3 | Post 16 | Total |
|--------------------------------------------------------------------------|--------|-------|-------|--------------------|---------|-------|
| No. of statements due for transfer when cohort is in relevant year group | 1106   | 1006  | 721   | 485                | 246     | 3564  |
| No. of final EHCPs issued                                                | 462    | 120   | 185   | 0                  | 64      | 831   |
| No. of final EHCPs issued on time                                        | 0      | 85    | 2     | 0                  | 0       | 87    |
| % of final EHCPs issued on time                                          | 0%     | 71%   | 1%    | 0%                 | 0%      | 10.5% |
| No. of statements stopped                                                | 151    | 10    | 17    | 0                  | 32      | 210   |
| In progression or yet to be started                                      | 493    | 876   | 519   | 485                | 150     | 2523  |

To be noted:

- NCY -2 (Early Years) to NCY 3 are not due to be transitioned until 2017/18
- Post 16 are transferred where appropriate i.e. if the young person continues in Education so the above number yet to be started may reduce

The most recent cohort to be transitioned is year nine and as you will see from the table above percentage of these completed within statutory time scales ( 71%) has significantly improved and reflects changes in working practice.

Of the existing 2,523 plans due to transition, 1044 have been started and the remainder do not have to be completed until the following deadlines:

- 245 – 15/02/2017 ( We are on track to meet this deadline)
- 358 – 31/03/2017
- 349 – 31/08/2017
- 215 – 31/12/2017
- 195 – 15/02/2018
- 558 – 31/03/2018

This leaves 603 statements which are still outstanding (some of which may no longer be required)

The percentage of plans currently converted stands at 23%, this is better than the most recently published National data.


## New Assessments

The below table shows the position for new assessments since September 2014 to date

| <b>TABLE 2</b>                                        | No. of assessments |
|-------------------------------------------------------|--------------------|
| No. of new EHCP requests                              | 1,053              |
| EHCP's refused to assess or stopped during assessment | 383                |
| No. of final EHCP's issued                            | 443                |
| No. of final EHCP's issued on time                    | 114                |
| % of final EHCP's issued on time                      | 26%                |
| No. of assessments progressing                        | 227                |

Of the above 227 assessments progressing, 57% are currently on time. If this timeline continues it is likely that the percentage completed within the 20 weeks will represent a significant improvement on previous reports as 15% in quarter 1 and 29% in quarter 2 were finalised on time.

Dawn Stabb



**Devon County Council  
SEND Peer Review Pilot**

22- 25 November 2016

www.local.gov.uk

## The peer team

- **Lead peer** – Chris Baird, Assistant Director, Education & Commissioning, Herefordshire Council
- **Operational Peer SEND** – Andy Lawrence, Head of 0-25 Together; Residential & ARC Services, Hertfordshire County Council
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## Themes:

Effectiveness of the local area in:

- identification of children and young people who have special educational needs and/or disabilities
- assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- improving outcomes for children & young people who have special educational needs and/or disabilities

## Themes:

In addition the team were asked to give:

- An overview of the council's progress with the implementation of the SEND reforms
- A view on the quality of strategic leadership across the partnership with regard to strategic planning, operational delivery and meeting the needs of children and young people with SEND
- An assessment of the accessibility of Early Help including the signposting arrangements for universal services
- A view on the effectiveness of the graduated response framework and the level of understanding in schools
- Joint commissioning arrangements between partners including how it works and practices and improves outcomes



### Leadership of SEND reforms

#### Strengths:

- SEND Improvement Board
- Confidence in leaders
- Parent forum believes there is a revived commitment to shared outcomes
- Recognition of the need to accelerate implementation of reforms
- Relaunch of the Children, Young People and Families Alliance
- Enthusiasm and motivation of early years, schools and college settings we visited is tangible
- Schools want to be held to account and take a role in delivering the solution

### Leadership of SEND reforms

#### Areas for consideration:

- How do you ensure that the child, young person, young adult is at the centre of everything you do?
- Cultural shift in thinking, processes and language
- Communication is clear, simple and values based
- Shared language & understanding across partners of SEND
- Evaluate & clarify funding arrangements
- Limited evidence that outcomes are being monitored
- Building capacity

### Identification of children & young people with SEN and/or Disabilities

#### Strengths:

- Schools, colleges & early years settings we visited are identifying need through committed and professional SENCOs and leaders
- Graduated response framework is welcomed by SENCOs and education leaders
- Two year old checks identifying need promptly
- 'Every teacher a teacher of SEND'

### Identification of children & young people with SEN and/or Disabilities

#### Areas for Consideration

- Understanding of thresholds
- SENCOs to play a full part in the implementation of the SEND reforms
- Communication & training for Graduated Response & other initiatives
- Too many different strands of assessment impacting on families – 'Tell us once'
- Delays in Adult Social Work service leading to carer dissatisfaction

### Assessing and meeting the needs of children and young people who have SEN and/or disabilities

#### Strengths

- Strong focus on child and person centred planning in schools, colleges & early years settings
- Recognition that current processes are inhibiting progress in meeting need
- Building capacity through redesign and skill mix e.g. Thrive
- Some clinical diagnostics carried out in schools
- Designated Medical Officer in both CCGs who are committed and enthusiastic in their role
- Early years settings & schools good/outstanding

### Assessing and meeting the needs of children and young people who have SEN and/or disabilities

#### Areas for consideration

- Put in place clear & simple processes to access provision locally
- Person-centred planning
- Timeliness of process (ECHP's & Transfers)
- New ways of working in 0-25 team
- Local offer
- Information sharing
- Transition between stages

### Improving outcomes for children and young people with SEN and/or Disabilities

#### Strengths:

- Strong range of education performance
- Successful practitioner interventions
- Integrated working at a local level
- Public Health initiative around early help for emotional health and wellbeing including on-line counselling service
- Pre school and Early Years know where to go for help
- Specialist SaLT input for Young Offenders
- EHCPs are becoming more outcome-focussed

### Improving outcomes for children and young people with SEN and/or Disabilities

#### Areas for further consideration:

- Joint commissioning
- Addressing inequality of service provision across Devon
- Widening the understanding of 16+ provision & funding
- Evaluation of impact and outcomes
- How is the vision supported by the performance framework?

### Improving outcomes for children and young people with SEN and/or Disabilities

#### Areas for further consideration:

- Increasing trend of exclusions
- Attainment of SEND pupils versus pupils without
- SaLT, CAMHS timescales and waiting lists
- Lack of shared accountability across agencies

### Key Messages

- Ensure that the child, young person, young adult is at the centre of everything you do – 'do with'
- Sense of renewed energy and purpose to get it right
- Identify the key priorities that you can realistically deliver over a clear timescale
- Be clear about the actions and make sure they are co-ordinated
- Communication needs to be clear, timely and targeted appropriately
- Greater focus on integrated and local delivery