

# AMBITIOUS SCRUTINY PANEL

1<sup>st</sup> February 2016

**SEND Review and Framework for education provision 2015 - 2018**



## **Purpose of this report:**

In July 2015 Ambitious Scrutiny Panel received

- Cabinet Report
- Special Educational Needs and Disability (SEND) Review and Framework for education provision 2015 – 2018
- Implementation Plan 2015-18

This report provides a 6 month progress report as requested by Ambitious Scrutiny Panel following discussion.

## **National changes:**

It has been announced that there will be a Local Area Inspection by Ofsted and CQC to review local area's effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs. It is understood that this is a 5 years inspection schedule commencing in the summer 2016.

## **Review outcomes to be achieved:**

In July 2015 Cabinet approval was given to progress with the SEND Review and Framework for education provision. The focus of this review has been to establish need for SEND specialist provision within Plymouth in order to ensure that there is sufficiency in our local offer in future years.

The Implementation Plan 2015-18 set out the work required in key areas to meet the following outcomes:

1. Commissioners will have accurate, up to date and relevant data to inform decision making regarding future demand for specialist support and provision and workforce skills development
2. We will have clear policies in place to ensure children and young people can access the appropriate support and provision
3. Outreach support for mainstream schools is accessed in a transparent way and is available to all schools
4. Support Centres : where appropriate children are included in a mainstream school but with the additional specialist support of a support centre
5. Special Schools - For some children with complex, long-term and enduring SEND, there will be special school provision in place
6. 14-25 provision for young people with SEND meets their needs and supports their progress towards independence and employment

And as a result of this work,

7. Families and young people are confident in the education and support services for children and young people with SEND

## **Progress Report:**

The focus of work during the first six months has been on quality of data, clear policies and procedures, reviewing Support Centre provision and provision for young people post 16.

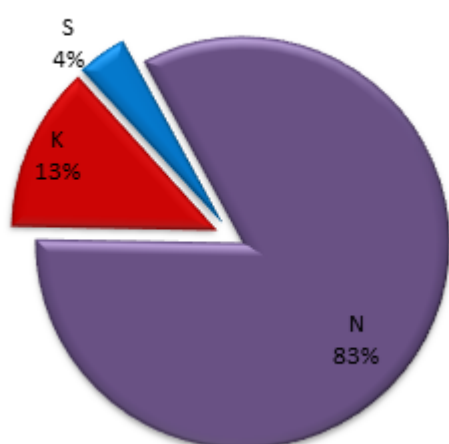
**a. Quality of data:**

Good progress has been made in improving the data available to support with planning for SEND educational provision in Plymouth.

The school census return provides detailed information about SEND need for schools age children. Working in partnership with schools, accuracy of the information has improved and takes account of the new classifications of SEND needs which the Code of Practice 2015 introduced.

The following data provides an overview of our current cohort of school age young people with SEN/D. It uses the School Census data from January 2015. It shows that 4% of the school population are children and young people with SEND who require a statutory plan (Education, Health and Care Plan or Statement of Special Educational Needs). A further 9% of the school population are children who do not require a statutory plan, but they are identified by the school as having SEN Support needs.

**2015 SEN - Plymouth (Simplified)**



Type	Plymouth	Simplified to match National data	%	Comment
School Action	784	4,933 (12.93%)	2.05%	No SEN Type
School Action Plus	411		1.08%	Always SEN type
SEN Support	3,738	1,474 (3.86%)	9.80%	New Combined School Action / School action Plus
EHCP	87		0.23%	Always SEN type
Statement	1,387		3.64%	Always SEN type
No SEN	31,746		83.21%	No SEN Type
Total	38,153		100.00%	-

When considering the type of Special Educational Need that a child or young person has, the following information reports the main SEND need (and the second type of need where relevant) as identified by the school. The information below highlights that social, emotional and mental health needs (SEMH) and speech language and communication needs (SLCN) account for the largest groups with the SEND population.

SEN Need	A SD	HI	M LD	M SI	NSA	OTH	PD	PM LD	SEMH	SLCN	SLD	SPLD	VI	Grand Total	%
1	728	95	977	13	110	140	224	22	1415	1308	180	428	55	5693	80%
2	163	27	227	4	14	81	88	6	350	328	7	82	42	1419	20%
Grand Total	889	122	1204	17	124	221	312	28	1765	1636	187	510	97	7112	
%	12.50%	1.72%	16.93%	0.24%	1.74%	3.11%	4.39%	0.39%	24.82%	23.00%	2.63%	7.17%	1.36%		

We are now developing a clearer data set around the needs of early years children. Public Health are assisting with ensuring that the Health Visitor data will capture information required for SEND planning over the coming year. In addition, there is a new responsibility of health providers to report

information regarding long term conditions and diagnoses. This is new information which will now be available to assist with understanding the needs of young children approaching school age.

## **b. Clear polies and procedures for SEND**

We are working to review all policies and procedures regarding SEND support, including Education, Health and Care Planning and ensuring that these are publicly available online (linked to the Local Offer).

Key developments have been

- Transitions during Early Years, Primary and Secondary phases  
A support tool has been developed for schools to support enhanced transition planning for children at any stage. Consultation with parents is booked to take place and will include work to co-design a parent's guide.
- School improvement support  
We have established a 3 years cycle for SEND Audits in mainstream schools. The first tranche of SEND Audits will be evaluated in order to ensure that they are effectively addressing the priorities within the SEND Code of Practice 2014.

The SENCO conferences have refreshed the programme to allow time for schools to work together with SEND officers to review SEND policy and practice together. The theme for the autumn 2015 conference was social, emotional and mental health (SEMH).

- SEND Local Offer  
The SEND Local Offer through the Plymouth Online Directory has been well received by families, schools and the wider workforce. The first annual review has been completed with families and highlighted that the next area for development would be to create online guided searches for families on themes such as 'support for young people with autism'. In addition, further work was agreed to support the workforce in using the Plymouth Online Directory effectively with families when providing advice.

## **c. Specialist Support Centre provision**

Our initial work has taken stock of the immediate need to ensure there is sufficient provision in Plymouth to meet identified need and that the centres are well supported. Service Level Agreements and contracts have been reviewed with schools to provide a clear framework for provision. Alongside this work, we have developed a Quality Assurance Framework for specialist support centres and a pilot of this quality assurance work has commenced with 5 of the support centres in Plymouth.

The next stage of the work has been to review the Specialist Support Centre offer within Plymouth and plan for future need. The past six months has had focussed review work on our Support Centre provision for children with hearing impairment and children with specific language impairment. These reviews are making good progress, including planned consultation with families and the wider network of professionals.

The next area for review will be support centre provision for children with autism spectrum condition which will commence in Spring 2016. This review will be considering sufficiency and best practice.

#### **d. 14-25 provision for young people with SEND**

There has been good progress in developing a clear understanding of the post 16 provision available for young people with SEND in Plymouth and work to ensure robust arrangements around placement and a quality assurance framework to monitor the provision for young people.

This work is being linked closely to the transition to adulthood planning in order to make sure that support to young people is coordinated across education, training, health and care.

Key developments in this area have been:

- Post 16 Provider Network – this is now a well-established meeting bringing education providers together to develop the offer to young people as well as ensure providers understand their new responsibilities for young people with an Education, Health and Care Plan.
- Quality Assurance Framework for post 16 education has been developed and is being piloted with a group of post 16 providers.
- Capital allocation agreed to extend Cann Bridge School site to provide additional capacity and offering new accommodation for Post 16 students with severe learning difficulties.

#### **Summary:**

The first 6 months following the approval of the SEND Review and Framework for SEND has seen good progress being made against the implementation plan. The quality of data to support planning is improving significantly. In addition, a more robust approach to quality assurance of provision will provide data which will allow us to review the impact that provision is making to improving outcome for children and young people.

Jo Siney

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Learning and Communities

19<sup>th</sup> January 2016

**Glossary of terms**

ASD – Autism Spectrum Condition

HI – Hearing impairment (including Deaf children)

MLD – Moderate Learning Difficulties

MSI – Multi Sensory Impairment (including Deaf Blind)

NSA – No Specific Assessment (need recognised by school but no diagnosis)

OTH – Physical Disability

PD – Physical Disability

PMLD – Profound and multiple learning difficulties

SEMH – Social, Emotional and Mental Health

SLCN – Speech, Language and Communication needs

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties (including dyslexia and dyspraxia)

VI – Visual Impairment