

Peterborough Local Area Self-Evaluation of the effectiveness of provision for Special Educational Needs and Disability (SEND)

Aspire SEND Self-Evaluation Framework – compliance check summary

August 2017

Vision:

That all children and young people, including those with special needs or a disability achieve well in their early years, at school and in college; lead happy and fulfilled lives and have choice and control.

Core aims:

- Enhance the life chances of children and young people with special educational needs
- Enable families and young people to have increased control over the support that they need
- Improve cooperation between education, health and care services that support children and their families
- Involve children, young people and their families in reviewing and developing provision

The check has been completed to enable the SEND partnership board to cross reference to other information emerging from self evaluation activity and ensure that the requirements listed in the SEND Code of Practice have been addressed or are identified as needing to be addressed. It is not an evaluative measure of success or judgement of good practice. The outcomes of the check will help to inform the identification of the priority areas for action in the next cycle of the SEND action plan 2017 – 18.

Where a criteria is noted as being “in place” this assumes that there are at least systems or the building blocks for those in place and that meeting the criteria is mainly a maintenance activity with a focus on improving quality of practice. Coded – green.

Where a criteria is identified as needing development this assumes that either it is a gap area that has still to be addressed or that work in that area is not yet perceived to be established enough to ensure that the criteria is being adequately addressed. Coded – red.

Section 1: The Principles

Criteria	In place	Development needed
<p>1.1 The Local Authority, in carrying out its functions under Section 19 of the Children and Families Act has full regard to disabled children and young people and those with special educational needs (SEN). In particular:</p> <ul style="list-style-type: none"> • The views, wishes and feelings of children and their parents and young people. • The importance of them participating as fully as possible in decision-making and providing the information and support to enable them to do so; and • supporting children and young people’s development and helping them to achieve the best possible educational and other outcomes. <p>Parent carers are represented on decision making boards and workgroups. Person-centred planning which emphasises the importance of responding to the views, wishes and feelings of children, young people and their parents is established as an essential part of the new approach to Education, Health and Care assessments and plans.</p>		
<p>1.2 The Local Authority has mechanisms in place to enable children, their parents and young people to be involved in discussions and decisions about their individual support and about local provision.</p> <p>This happens both through person centred planning meetings and representation on strategic boards. There is not yet representation on all resource allocation panels and a consistent approach that involves seeking views to inform the development of local provision is not in place (although individual reviews do ensure this e.g. short breaks, Youth Shout Out review of young people’s views on Local offer website)</p>		<p>Clear and consistent mechanism enabling young people and parents to inform commissioning of provision needed</p>
<p>1.3 The Local Authority provides young people and parents with the information, advice and support necessary to enable them to participate in discussions and decisions about their support.</p> <p>This is in place in a number of ways including the local offer publication, parent partnership and independent support. Schools and educational psychologists also offer a range of support to enable views and ideas to be discussed.</p>		

Criteria	In place	Development needed
<p>1.4 The Local Authority has established effective models of participation for consulting and involving children with SEN or disabilities and their parents and young people with SEN or disabilities in the planning, commissioning and reviewing of services.</p> <p>This is partially achieved through the strong participation of Family Voice and work in progress with the Youth participation team.</p>		
<p>1.5 The Local Authority has a system in place to identify all the children and young people in their area who have or may have SEN or who have or may have a disability.</p> <p>Work will be progressed through the JCU to address this in a coordinated way. Currently data is held in several different places and needs are identified through different pathways e.g. early help; SEN support. A system that enables effective gathering of relevant data in this area, its sharing, reporting and use is an area that still requires input.</p>		
<p>1.6 The Local Authority's Local Offer reflects the services that are available as a result of strategic assessments of local needs and reviews of local education and care provision and of health provision.</p> <p>Recent individually commissioned pieces of work have led to the development of a range of specialist provisions.</p>		
<p>1.7 The Local Authority works across the area to support children and young people with SEND to achieve their ambitions and best educational and other outcomes.</p> <p>The agreed principles that underpin the SEND action plan an Inclusion policy each have an aspirational outcome associated wit them. These are the high level drivers for the work in this area</p>		
<p>1.8 Schools and colleges in the Local Authority area use their best endeavours to ensure that special educational provision is made for those who need it.</p> <p>All settings endeavour to do their best. Training and professional development support from the local authority and Family Voice supports this. The recent appointment of an Area SEN o will further enable schools and colleges to increase their capacity to meet the widest range of SEND.</p>		

Criteria	In place	Development needed
<p>1.9 The Local Authority is committed to the inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.</p> <p>Yes – as above. Increasing capacity within Inclusion services to address this and evidenced through policy and practice that has a focus on supporting children and young people within their own community.</p>		
<p>1.10 The Local Authority is ambitious about the potential for children and young people with SEND in their area to achieve long term successful outcomes.</p> <p>The LA has clear statements and policy regarding ambition for all young people however this is an area that requires coordinated action. Partly begun through the Preparation for Adulthood group but at early stages.</p>		<p>Stronger long term view /ethos to inform collaborative planning across 0 – 25 needed</p>

Section 2: Impartial Information Advice and Support

Criteria	In place	Development needed
<p>2.1 The Local Authority provides information, advice and support for children, young people and parents in their area covering special educational needs (SEN), disability, health and social care.</p> <p>All of the criteria in this section are met through the work of the Peterborough SENDIASS (parent partnership) service, use of Independent Support and the LA Inclusion services. Work with families with additional needs or where an interpreter may be needed is routine within the community of the area.</p>		
<p>2.2 The Local Authority has designed and developed an Information, Advice and Support Service (SENDIASS) for our area.</p>		
<p>2.3 The Local Authority is aware of the different needs of children, young people and parents in their area and provides information, advice and support relating to their SEND.</p>		
<p>2.4 The information advice and support service covers initial concerns or identification of potential SEN or disabilities, through to on-going support and provision, which may include an EHC plan.</p>		
<p>2.5 The Local Authority has developed locally based provision to provide additional support for children, young people and their parents who have SEND, particularly those who are moving through the new Special Educational Needs and Disability system.</p>		

Section 3: Working together to improve outcomes

Criteria	In place	Development needed
<p>3.1 The Local Authority and their partner commissioning bodies have (fully) met their duties under Section 25 of the Children and Families Act 2014 and have joint arrangements in place for commissioning services to improve outcomes for 0 – 25 year old children and young people who have special educational needs (SEN) or disabilities, including those with Education, Health and Care (EHC) plans.</p> <p>Joint Commissioning Unit established with responsibility for joint commissioning that improves health outcomes for children and young people. The board leads on emotional health and wellbeing and SEND commissioning, that is focused on by a dedicated subgroup. Membership of the board include representatives from the CCG, Cambridgeshire and Peterborough Foundation Trust, both Councils and parent/carers.</p>		
<p>3.2 The Local Authority has established joint commissioning arrangements which cover the services for 0-25 year old children and young people with SEND, both with and without Education Health Care (EHC) plans.</p> <p>Early Help and Early Support protocol and pathways are in place. Multi – agency decision making panels about resource allocation and provision. Work of the JCU. Improved neurodevelopmental pathway and range of specialist provisions e.g. hubs.</p>		
<p>3.3 The Local Authority has established partnerships across education, health and care and with parents' groups, children and young people. Regular strategic events held with partners across services in the Local Authority, health, schools and settings, voluntary sector and parents to review and plan for improved outcomes.</p> <p>Representation from Family Voice on all strategic boards including Health and Wellbeing and 0 – 25 SEND Transformation board. Youth access champion on PfA group.</p>		
<p>3.4 The Local Authority and partners have a full understanding between population needs, what is procured for children and young people with SEN and disabilities, and EHC plans.</p> <p>Work is underway through the JCU to pull together relevant information in this area to inform the development of a more coordinated approach. There is a need to ensure effective use of available data and to improve the systems that support the data collection.</p>		<p>Strategic overview and plan needed to prevent fragmented commissioning from a variety of places. Need to improve ability to use data</p>

Criteria	In place	Development needed
<p>3.5 The Local Authority and CCG have established local governance arrangements to ensure clear accountability for commissioning services for children and young people with SEN and disabilities from birth to the age of 25.</p>		
<p>3.6 The Local Authority and partners have informed commissioning decisions using the wide range of local data sets as well as qualitative information about the likely education, health and social care needs of children and young people with SEN or disabilities. As above in 3.4 – this is an area requiring work</p>		See 3.4
<p>3.7 The Local Authority and partners have identified the outcomes that matter to children and young people with SEN or disabilities and used these to inform the planning and delivery of services and the monitoring of how well these services have secured those outcomes.</p> <p>Work is underway through the research carried out by the Big Youth Shout Out research to ascertain the views of young people about their experiences of moving into use of adult services. Family Voice provide regular reports and survey results to appropriate forums. Beginning stages of exploration and sustainable approach needs to be developed</p>		Use of feedback from experiences of children and young people to inform development of services needs to be embedded into all service practices
<p>3.8 The Local Authority has joint commissioning arrangements which fully identify the scope for working together more effectively. Information on how partners work together to commission and deliver provision is published on the Local Offer.</p> <p>MASGs and JCU. JSNA and Health and Wellbeing strategy. Further improvements in relation to collaborative commissioning for children and young people with SEND part of JCU work plan.</p>		
<p>3.9 The Local Authority and their partners have set out in their joint commissioning arrangements, the arrangements for agreeing Personal Budgets.</p> <p>Work in progress – not yet clear enough how these are defined or accessed. Low numbers of direct payments for in disabled children’s social care.</p>		A clear co-produced approach to the arrangements for personal budgets across EHC is needed

Criteria	In place	Development needed
<p>3.10 Strategic arrangements are partly in place for considering combined service delivery, training or a common set of key skills to help professionals and providers adapt to meeting the needs of children and young people in a more personalised way.</p> <p>Annual report of range of training provided. Focus of training is identified through specific bespoke requests, strategic areas relevant to development of effective interventions and support and in order to improve practice in relation to implementation of the SEND reforms e.g. training on outcomes, input to SENCO network on expectations of whole school activity in SEN support. New post will enhance ability to evaluate efficacy of training programmes delivered in improving confidence and competency of attendees.</p>		
<p>3.11 The Local Authority and partners operate their joint commissioning arrangements as part of an on-going cycle of improvement.</p>		
<p>3.12 The Local Authority and partners have named key people at the appropriate level who fulfil the role and responsibilities around Education, Health and Care</p>		
<p>3.13 The Local Authority and partners work within the region to ensure arrangements in place for regional commissioning to meet the needs of children and young people with highly specialised and/or low incidence needs.</p> <p>Area for future development e.g. "tier 4 services/provision"</p>		<p>Collaborative strategy across region should be considered for key areas</p>
<p>3.14 The Local Authority and partners have made arrangements for effective local accountability with clear distinctions of the roles and responsibilities that support this.</p>		

Section 4: The Local Offer

Criteria Strengths and Gaps	In place	Development needed
<p>4.1 We have published a Local Offer, setting out in one place information about provision we expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.</p> <p>Local offer website</p>		
<p>4.2 The Local Authority and their partner bodies and agencies have fully cooperated with each other in the development and review of the Local Offer.</p> <p>Developed through engagement with all agencies and Family Voice</p>		
<p>4.3 The Local Authority publishes comments received in the Local Offer (3 times a year) and uses this information to review the educational and training provision for children and young people with SEN or disabilities.</p> <p>Comments received are published routinely through “you said we did” reviews. There is not yet a systematic follow up to enable a review of education and training provision for young people but the recruitment to the new Systems support post in Inclusion Services may facilitate this through links to the PfA working group.</p>		
<p>4.4 The Local Authority publishes comments about the Local Offer received from or on behalf of children with SEN or disabilities and their parents and young people with SEN or disabilities.</p> <p>Yes – reports and survey feedback are published.</p>		
<p>4.5 The Local Authority publishes responses to comments received within the Local Offer and includes details of the action they intend to take.</p> <p>As above</p>		
<p>4.6 The Local Authority includes information about all the areas specified in the Special Educational Needs and Disability Regulations 2014.</p> <p>Yes</p>		
<p>4.7 The Local Authority has set out in it is Local Offer an authority-wide description of the special educational and training provision it expects to be available in its area and outside its area for children and young people in its area who have SEN or disabilities.</p> <p>Regularly updated on the website and also available in the send newsletter</p>		

Criteria Strengths and Gaps	In place	Development needed
<p>4.8 The Local Authority publishes information in the Local Offer about schools responsibility to provide more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN. Information about the expected content and process of developing an SEN Information Report is published</p>		
<p>4.9 The Local Authority promotes equality and inclusion for disabled children when securing funded early education for two, three and four year olds. Yes – and through allocation of new funding regime – SEND Inclusion fund</p>		
<p>4.10 The Local Offer provides information about where to find the list of non-maintained special schools and Independent schools catering wholly or mainly for children with SEN, and Independent Colleges in England.</p>		
<p>4.11 The Local Offer has built on the Joint Strategic Needs Assessment (JSNA) and includes information about health care provision for children and young people with SEN.</p>		
<p>4.12 The Local Offer includes information about social care services and other provision supporting children and young people with SEN.</p>		
<p>4.13 The Local Offer provides information about the arrangements for transport, including for those up to the age of 25 with an EHC plan.</p>		
<p>4.14 The Local Offer sets out the support available to help children and young people with SEN prepare for adulthood including information about finding employment, finding somewhere to live and participating in the community. An Easy Read version of this information is in final draft stages.</p>		
<p>4.15 The Local Offer includes information about how to request an assessment for an EHC plan.</p>		
<p>4.16 The Local Offer provides information for parents and young people about where to get advice, information and support.</p>		
<p>4.17 The Local Offer is made widely accessible and published on a website. The local offer is published on a website. There is further attention to be given to enabling its accessibility to a wider audience e.g. incorporation of further video explanations. Work is underway to ensure that young people's views are included in further redesign. There is no current additional resource for the use of alternative media for the publication but the move to a more interactive host web site will enable greater ease of navigation and access to links to other services.</p>		

Section 5: Early Years

Criteria	In place	Development needed
<p>5.1 Providers of Early Years education provide high quality provision that is outcomes focused and demonstrate high aspirations and expectations for improving outcomes for children with SEND</p> <p>The EYFS sets out clear expectation of the early years and childcare providers. As of the last ofsted statistical data release 94% of all early years and childcare provision in Peterborough is graded good or above by ofsted.</p>		
<p>5.2 Early Years providers, settings and practitioners reflect the Equality Act 2010 in their education offer and focus on inclusive practice and removing barriers to learning.</p> <p>As per their legal requirement set out in the EYFS. Settings receive at least an annual visit to ensure they are continuing to meet and maintain the requirements of the EYFS</p>		
<p>5.3 Early Years providers demonstrate that they take steps to ensure that children with medical conditions get the support required to meet those needs.</p> <p>Disability Access Fund. SEN Inclusion Fund available to provide settings support to meet the needs of children who require additional support</p>		
<p>5.4 Early Years providers have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.</p> <p>Early Support via the Early Help Assessment is in place. Access to Area Senco for advice support and training. Two Year Integrated Review. Information sharing with health visitors. This area although developed needs embedding further</p>		
<p>5.5 Settings provide early year provision that ensures children learn and develop well and are kept healthy and safe. A comprehensive range of resources and guidance is available.</p> <p>Specialist resources available for providers to borrow.</p>		
<p>5.6 Early Years practitioners working with children monitor and review the progress and development of all children throughout the Early Years.</p> <p>Sample paperwork and templates provided. Senco Surgeries to offer advice and support in place</p>		
<p>5.7 The Local Authority makes arrangements for early identification and support.</p> <p>Early Identification Officer in post working with children and families from the earliest point. Birth – 3 for SEN in post working with settings to identify and support children in settings from the earliest point</p>		

Criteria	In place	Development needed
<p>5.8 The Local Authority makes arrangements for securing sufficient expertise and experience amongst local Early Years providers to support children with SEN. 3 day Setting Senco Training offered twice annually. Senco Refresher day offered annually. Specialist training for early years providers aspects of SEND</p>		
<p>5.9 The Local Authority makes arrangements for ensuring that all providers delivering funded Early Years education places meet the needs of children with SEN and disabled children. Settings have access to an Early Childhood Specialist for Inclusion (Area Senco) who provides advice support and training in a variety of ways, on meeting the needs of children in their care who require additional support.</p>		

Section 6: Schools

Criteria	In place	Development needed
<p>6.1 Schools are outcome focused and have high aspirations and expectations for children and young people with SEN. The majority of schools and the two colleges in Peterborough are strong in this area but variable practices do exist across the City. This applies to all of the criteria in this section. Where there is a cause for concern, Advisers will provide challenge to schools with regard to their practices and the progress made by children and young people with SEND. The recent appointment of an Area SENCo and the Systems support manager with the Inclusion Services will facilitate closer working with schools to develop training and support where needed. The SENCO network partnership between the local authority and schools enables opportunities for specific areas where support is needed to be identified and addressed and also enables opportunities for peer support and review. For example, some schools have used the London Leadership Strategy Peer Review framework to look at and assess their SEN support practices. The progress made by pupils with SEND is not as good as for statistical nearest neighbour authorities, especially at KS2 however it is reportedly in line with the rate of progress of pupils in Peterborough without an identified SEND. Family Voice provide an annual review of the information that has been provided by all schools in their SEN Information reports published on the local offer. This audit enables a check to determine which schools may not be completing their requirement in this area. There is positive school and college engagement on relevant strategic boards within the local authority e.g. SEND partnership board; preparation for adulthood group, resource allocation and decision making panels.</p>		

Criteria	In place	Development needed
6.2 Schools meet their duties under the Equality Act 2010 towards individual disabled children and young people and have regard to the general duties to promote disability equality.		
6.3 School are equipped to provide support across the four broad areas of need.		
6.4 Schools provide high quality teaching, differentiated for individual pupils who may have SEN.		
6.5 Schools make arrangements to remove barriers to learning and put in place effective special educational provision when a pupil is identified as having SEN.		
6.6 Schools fully involve parents and pupils in the planning and reviewing process.		
6.7 The school makes effective use of data and is fully compliant with the Data Protection Act 1998.		
6.8 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have published information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.		
6.9 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) ensure that there is a qualified teacher designated as SENCO for the school.		
6.10 Schools have taken a strategic approach to meeting SEN in the context of the total resources available.		

Section 7: Further Education (FE)

Criteria	In place	Development needed
<p>7.1 Colleges are working towards meeting their statutory duties in order to support young people with SEND to achieve the best possible outcomes.</p> <p>This is good with regard to education and employment in the city colleges. Appropriate representation on the PfA group</p>		
<p>7.2 We will be supporting colleges to monitor their duty to prevent discrimination, to promote equality of opportunity and to foster good relations.</p> <p>Through college policies</p>		
<p>7.3 We are finding ways to work with colleges to help them use their best endeavours to put in appropriate support for a student who has a learning difficulty or disability that calls for special educational provision.</p> <p>Through EHC Plans, positive links with social care, independent support needs – both city colleges have specialist departments. Post 14 high needs provisions at City College and includes an independent living flat. Also discussion of progression activities through person centred planning</p>		
<p>7.4 To ensure colleges have a clear understanding of the resources available to them.</p> <p>Colleges aware – provide resources for an EHC Plan</p>		

Section 8: Preparation for Adulthood

Criteria	In place	Development needed
<p>8.1 The Local Authority and partners are ambitious for young people with SEN or disabilities to prepare them for adult life, and help them to achieve the best outcomes in employment, independent living, health and community participation.</p> <p>Intention of the work of the PfA group – action around employability funded by the LA. Additional coordinated action needed and participation of other key organisations e.g. housing</p>		<p>As per 1.10 Participation of all relevant agencies needed to ethos and coordinated strategy</p>

Criteria	In place	Development needed
<p>8.2 The Local Authority is fully aware of the range of duties which support young people with SEN or disabilities to achieve better life outcomes.</p> <p>Yes – through social care and cross agency input. Reference to relevant regulations e.g. Care Act – Equality Act, C and F Act</p>		
<p>8.3 The Local Authority, health workers, Early Years workers and schools encourage ambitions right from the start and seek to understand the interests, strengths and motivations of children and young people and use these as a basis for planning support around them.</p> <p>Ambitious from the start and strengths based planning a focus. Investigating through research project looking into experiences of young people from school into college and from children’s to adult services. Support may be needed for parents/carers of young adults in “structured risk taking” – possible area for training</p>		
<p>8.4 The Local Authority actively promotes a focus on preparing for adulthood at EHC plan review at Year 9, and every review thereafter.</p> <p>Identified through EHC Plans</p>		
<p>8.5 The Local Authority has a clear strategy for supporting young people to prepare them to make their own decisions.</p> <p>Supporting young people to support them to make their own decisions – Use of research project to develop a strategy (need participation of housing and health)</p>		Should be part of PfA strategy
<p>8.6 The Local Authority ensures that young people entering post-16 education and training access provision which supports them to build on their achievements at school which helps them to progress.</p> <p>Through strengths based planning in colleges</p>		
<p>8.7 We are developing clear pathways for supporting young people with SEND into employment and preparing them for work.</p> <p>In development – good outcomes in work on employability so far and involvement of Stagecoach in promoting independent travel</p>		
<p>8.8 The Local Authority provides full information and support for those young people who have ambitions to access higher education.</p> <p>Yes – through schools and colleges</p>		

Criteria	In place	Development needed
<p>8.9 The Local Authority is ambitious for children and young people with SEND, raising their aspirations and promoting high expectations about what they can achieve in school, college and beyond. In principle – yes but see 1.10</p>		<p>See 1.10 expectations need to be embedded supported by rigorous use of progress data and measurement of achievement towards outcomes</p>
<p>8.10 The Local Authority and partners have clear pathways in place for young people who are transitioning to adult health and social care services. Individual organisations have a clear view of their own activity and planning – not coordinated – not clear to all what happens re Health or Social care. Need for cross agency transition planning pathway and improved use of Year 9 EHC review. Big Youth Shout Out and research into parent and young people’s views and experiences will inform next steps.</p>		<p>Cross agency transition planning pathway and approach needed</p>

Section 9: Education Health and Care Needs Assessments and Care Plans

Criteria	In place	Development needed
<p>9.1 The Local Authority accepts requests for an EHC assessment for a child or young person between 0 – 25 from a range of sources.</p>		
<p>9.2 The Local Authority notifies the parent or young person <u>and</u> representatives from health, social care and the child or young person’s educational institution when it is considering whether an EHC needs assessment is necessary. System in place but may need review as appears unreliable</p>		
<p>9.3 The Local Authority fully meets the timescales for an EHC needs assessment and preparation of an EHC plan. An improving picture – about 70 – 80% new EHCPs issued within 20 weeks. Transfer plans data suggest this is only 11% but on track to meet overall deadline of April 2018.</p>		
<p>9.4 The Local Authority has sought the appropriate advice and information for an EHC assessment from relevant professionals about the child or young person’s education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve the desired outcomes. Ongoing – person centred process, advices are requested</p>		
<p>9.5 The Local Authority has a transparent system in place for making decisions not to issue an EHC plan Clear guidelines on whether to go ahead with an assessment. Not always clear why decision is made not to issue a Plan.</p>		Need for guideline in this area
<p>9.6 The Local Authority co-produces with young people and parents EHC plans which meet the statutory guidelines. Person centred meeting process strong and involve parents and young people’s views. Need to engage school to work with young people earlier – roll out of MOMO express may assist</p>		
<p>9.7 to 9.19 relate to content of sections of the Plan All addressed in the template</p>		

Criteria	In place	Development needed
<p>9.20 The Local Authority has a clear strategy in place for supporting personalisation and makes the child or young person fully aware of the option to request a personal budget. A leaflet is sent with sign post for support from Independent Support with the draft Plan. Request has to be put into writing. Further clarity on process and description of what it is work in progress. Not yet clear enough to enable all professionals involved to explain to parents/young people. No clear cross agency strategy</p>		Work on arrangements and descriptions for personal budgets
<p>9.21 The Local Authority has systems in place for finalising and maintaining the EHC plan. Yes – review will take place to inform revised database and confirm systems. System and process manager post recruited to.</p>		
<p>9.22 The Local Authority has arrangements in place for carrying out an EHC needs assessment for a child or young person who fall within specific age ranges.</p>		
<p>9.23 The Local Authority and CCG has robust arrangements in place for the transfer EHC plans between other local authorities and CCGs. Guidance in CoP is followed.</p>		
<p>9.24 The Local Authority has arrangements in place to ensure that EHC plans are reviewed in a timely manner. Arrangements in place as per CoP – not clear that all are being reviewed in time. Data suggests that dates are out of line or not entered so database will not be able to accurately alert for following year. Annual review record under review to ensure clarity for SENCOs and ability to measure progress towards achieving outcomes on an annual basis</p>		
<p>9.25 The Local Authority has robust systems and processes in place for the decision making and completion of re-assessments of EHC plans. Follow guidelines. A few ceased with involvement of parents and young person</p>		
<p>9.26 The Local Authority has robust and transparent decision making procedures in place when it is considering ceasing an EHC plan. As above</p>		
<p>9.27 The Local Authority has arrangements in place to ensure that the child or young person’s EHC plan is kept securely and no unauthorised person has access to it. No paper copies kept. Electronic and password protected storage – sent out through Box</p>		
<p>9.28 The Local Authority has a robust and transparent transport policy in place which is reviewed on a regular basis. Recent review – revised transport policy in place</p>		

Criteria	In place	Development needed
<p>9.29 The Local Authority has arrangements in place for making the effective transition to the new system.</p> <p>There is a published plan for transfer reviews to be completed by 31 March 2018. Year 2 and 4 to complete (110). Other reviews carried out and awaiting drafting (157) .</p>		
<p>9.30 The Local Authority strives to meet the statutory deadlines for transferring children and young people with statements of SEN to the new SEN and Disability system.</p> <p>As above</p>		
<p>9.31 The Local Authority has full arrangements in place for children and young people entering; detained in or transferring relevant youth accommodation with a statement of SEN.</p> <p>Deputy in SAMS nominated lead role in this area</p>		

Section 10: Children and Young People in Specific Circumstances

Children and young people in specific circumstances refers to: Looked After Children (LAC); care leavers; children and young people with SEN and social care needs, including children in need; children and young people educated out of the area; children and young people with SEN who are educated at home; children and young people in alternative provision; children and young people who have SEN and are in hospital; children of service personnel; children and young people in youth custody

Criteria	In place	Development needed
<p>10.1 The Local Authority has arrangements in place for acting as a ‘corporate parent’ and safeguarding and promoting the welfare of all children they are looking after.</p> <p>MASH; MASG; Virtual School , PLSCB</p>		
<p>10.2 The Local Authority safeguards and promotes the welfare of children in need in their area, including disabled children, by providing appropriate services to them.</p> <p>0 – 25 transformation board work; restructure of 0 – 25 children and young people with disabilities team; short breaks offer</p>		
<p>10.3 Arrangements are in place to support children of service personnel who have SEND.</p> <p>The children of service personnel with SEND have the same opportunities to benefit from support and assessment as other children and young people with SEND. Once known, the family can be signposted to CEAS and within the local authority to the Parent partnership service for additional support and advice.</p>		
<p>10.4 -10.16 The Local Authority has arrangements in place for supporting children and young people with SEN who are in youth custody. Arrangements are in place to accept requests for an EHC assessment; seek appropriate advice and information; produces and maintains an EHC plan that fully meets statutory guidelines</p> <p>Deputy manager in SAMS team has responsibility for working with Youth Offending Service to ensure that this is in place. Monthly review meetings take place.</p>		
<p>10.14 – 10.16 The Local Authority has arrangements in place when a detained person is moving to a new Local Authority on release. The Local Authority has robust arrangements in place when the detained person is transitioning from youth justice to a custodial establishment for adults. The Local Authority has robust arrangements in place when cross - border detention is required.</p> <p>Deputy manager in SAMS team has responsibility for working with Youth Offending Service to ensure that this is in place. Monthly review meetings take place.</p>		

Criteria	In place	Development needed
<p>10.17 Arrangements are in place to support LOOKED AFTER CHILDREN who have SEND. Secondment of EP to Virtual school. Work in progress to improve identification of children in primary school who may be in receipt of SEN support. PEP meetings and annual reviews coordinated to ensure one set of outcomes Work on information sharing in place to ensure that all relevant support services become aware when a child/young person with an EHC Plan becomes “looked after”</p>		

Section 11: Resolving Disagreements

Criteria	In place	Development needed
<p>11.1 The Local Authority has (robust) arrangements in place for resolving disagreements across education, health and social care and makes this information fully available to parents and young people. It is the intention of the local authority to resolve any disagreement as early as possible. A joint meeting is called where issues relate to more than one agency. Leaflets describing the disagreement resolution process are available on the local offer and sent out to parents/carers who are engaged in an EHC needs assessment.</p>		
<p>11.2 The Local Authority has made the necessary arrangements for contracting disagreement resolution services. Through KIDS</p>		
<p>11.3 The Local Authority has made the necessary arrangements for contracting and delivering Mediation services. Through KIDS</p>		
<p>11.4 The Local Authority ensures that parents and young people are fully aware of their rights to appeal to the Tribunal about EHC needs assessments and plans and the process and timescales for doing so. Informed as per CoP guidelines</p>		
<p>11.5 The Local Authority ensures that complaints procedures are made available to parents and young people. There is a central complaints procedure published on the local offer website and made available to parents/carers. Recent work to improve the system for parents/carers e.g. identifying who best to contact, has been carried out with Family Voice.</p>		