Appendix 1 - Joint Local Area Self-Evaluation of the effectiveness of provision for Special Educational Needs and Disability (SEND)

SEND Self-Evaluation and action plan review
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

SEND Inclusion Policy Principles underpinning action plan (2016 – 2017):

1. Children and young people first
Aspirational outcome: Regular surveys of children and young people show that at least 90% say that their views were listened to and can identify action taken as a result

2. Coproduction
Aspirational outcome: Children young people and their families are satisfied with the quality of the advice and support that they receive at least 90% of the time.

3. Effective early identification, assessment and support
Aspirational outcome: An integrated multiagency assessment planning and review process that is outcomes focused involves children young people and their families and which is seamless quick and simple is provided for all.

4. Prepared for adult life
Aspirational outcome: The process of preparation for adulthood is flexible and responsive to the changing needs and life experiences particularly at transition points. All 19 year olds complete school, college or an apprenticeship with the skills and confidence to contribute to and take part in society and are able to access high quality work or study options.

5. High expectations for every child and young person
Aspirational outcome: All children and young people achieve or exceed their planned outcomes – the negative impact of poverty on positive outcomes has been eradicated.

AREAS OF STRENGTH

- Practitioners and managers know where the areas for improvement are and are exploring how to address the gaps or know what action is being taken to address them
- Accountability, decision making and strategic governance arrangements are clear e.g. Multi - Agency Support Group (MASG) panels, SEND Transformation Board
- Service redesign has been planned to facilitate improved coordination of and targeting of support to the most vulnerable groups
- Shared ethos of inclusion and supporting children, young people and their families locally
- Well established early help and early support process with strong engagement from stakeholders
- Co– production with parents/carers at a strategic and individual level
- Person centred approaches to planning

AREAS WHERE IMPROVEMENTS HAVE BEEN MADE

- Collaborative agency approach to 2 year integrated checks and early help
- Improved strategic engagement with schools through cross phase Special Educational Needs Coordinator (SENCO) network improving capacity and confidence of all educational settings to support a wide range of special educational needs
- Processes have been agreed with the local Further Education (FE) colleges to support the placement of high needs students
- Key new posts will enhance ability to support education settings
- Increasing collaboration across specialist education services
- Improved social, emotional development assessment process - reduced waiting times for parents/carers
- Improving access to services through joint "drop in" sessions
- Local offer publication is thoroughly audited and content well managed – new platform will enhance the flexibility of the website
- Improved timeliness of new statutory Education Health and Care (EHC) needs assessments
- Broader range of specialist provisions through creation of the "hub" resource bases including in early years

KEY AREAS FOR FURTHER IMPROVEMENT

Priority areas for action plan 2017 – 18:

- Effective identification, assessment and support: Expectations of roles and responsibilities in relation to the requirements of legislation relevant to SEND
- Preparation for Adulthood: Transitions into health and social care and housing adult services
- High Expectations**:** Performance management data and analysis of outcomes to inform future commissioning and support with a focus on vulnerable groups

Recommendations of areas for action plan

1. Children and young people first

1.1   Strategic Recommendation: Confirm and publish the arrangements that are in place to enable children and young people and their parents/carers to provide feedback about their experiences and how this is used to inform the cycle of joint commissioning of education, health and social care SEND provision, leisure activities and support services

1.2 Strategic Recommendation: That all service plans include SMART outcomes relevant to enabling and embedding the participation of young people in providing feedback that is used to inform service planning and recorded on the local offer as a "you said, we did" report, at least once a year

1.3 Provide a clear briefing for all stakeholders including educational settings on the description of personal budgets in education, health and social care and the local access and monitoring arrangements.

1.4 Set up a cross agency task and finish group to review the protocol for monitoring and review of Out of City placements for looked after children with SEND and children and young people with highly complex needs in independent placements to include analysis of:

▪   consistency of practice
▪   the way in which the child's views and experiences are captured
▪   to whom views are reported
▪   how follow up is determined and action recorded

1.5 Coproduce a SEND strategy together with Cambridgeshire partners that is carried out in a timely and focused way and use the approach and process of agreeing the strategy as an opportunity to reinforce the area expectations of inclusive and holistic approaches to identification, assessment and planning e.g. through the process of drafting the strategy and cross agency briefing and training

2. Co-production

2.1 Develop a process in order to track and ensure continuing improvements in the quality of co – production with parents/carers and young people e.g. a six monthly review with parents/carers

3. Effective early identification, assessment and support

3.1 Coproduce with parents/carers, educational settings and other agencies guidance on what the expectations are for early identification, the graduated approach to assessment and support and planning for those with exceptional needs.

3.2 That all services (including schools) review and ensure that the ways in which their services can be accessed are clear for parents/carers and young people and in communications a "think family" approach is in place to ensure that the way in which messages are passed on is accessible to the family i.e. not always written, and clearly explains any decision making.

3.3 Strategic recommendation: That the success of the use of a key worker (assessment coordinator or lead professional) role and the single "front door" process is reviewed in the early help and Education Health and Care needs assessment processes in order to determine whether the role is effective in achieving a positive experience for parents/carers who may be working with many different practitioners e.g. tell it once, supporting transitions between services and across phases of education

3.4 Strategic recommendation: That the process of assessment, planning and sharing information for children and young people moving into and out of hospital is reviewed and a clear multi agency protocol put into place.

3.5 In order to improve collaborative working and reduce repetition for parents/carers review the effective practices in this area across the City e.g. early help, and to consider how those practices may be embedded across the 0 – 25 age range. This might include reviewing with senior managers whether the prioritising of work activity needs to be specified differently in order to achieve this.

3.6 Review the interface between the MASG and specialist support services to include knowledge amongst professionals about the access routes to different services e.g. Inclusion services.

3.7 Strategic recommendation: That an accessibility strategy is co-produced and published.

4. Prepared for adult life

4.1 Review and have agreed by the Transformation Board, the role and terms of reference of the Preparation for Adulthood (PfA) group to ensure it has a clear mandate for the scope and range of activity it can undertake and relevant resourcing e.g. is its role to coordinate and monitor the actions of others or to provide key leads for certain development work

4.2 Update the PfA action plan to ensure that the work undertaken will enable the requirements outlined in the SEND Code of Practice to be addressed and to ensure that the right representatives from across the agencies are attendees.

4.3 Include action relevant to transition planning for young people who will be using adult health, and social care services and housing including those with the most exceptional needs as a key action in the revised plan e.g. review of available resources, review of progression routes

5. High expectations for every child and young person

5.1 Develop a relevant multi agency "data dashboard" for the 0 -25 age range to provide a set of criteria against which progress and change may be monitored and that is reported on an annual basis. This should include performance data that covers identifying needs, judging the timeliness of meeting needs, quality of processes and outcomes. That a proposal for the development and resourcing of this work is provided for the consideration of the Transformation board.

5.2 All services build into their annual review of service or evaluation of the outcomes of their work against an improvement action plan, clear measures of impact and outcomes of their work including measures of the child/young person's achievement e.g. attendance, involvement in social activity and that

> these achievements and outcomes are clear on the child/young person's record. (5.2 revised)

Proposed core areas for action for all services

1.2 That all service plans include goals relevant to increasing the participation of young people in providing feedback that is used to inform service planning and recorded on the local offer as a "you said, we did" report, at least once a year

3.2 That all services review and ensure that the ways in which their services can be accessed are clear for parents/carers and young people and in communications a "think family" approach is in place to ensure that the way in which messages are passed on is accessible to the family i.e. not always written, and clearly explains any decision making.

5.2 That all services build into their annual review of service or evaluation of the outcomes of their work against an improvement action plan, clear measures of impact and outcomes of their work including measures of the child/young person's achievement e.g. attendance, involvement in social activity and that these achievements and outcomes are clear on the child/young person's record. (5.2 revised)

INTRODUCTION

The first local area SEND Self Evaluation was completed in June 2016. It involved considerable input from across agencies including Family Voice. A SEND action plan was developed from the areas RAG rated red and in discussion with the SEND Reforms Partnership Board. The board has been engaged in the monitoring and updating of the work associated with the action plan.

This review has been undertaken in order to assess the current progress, strengths and issues for the area in relation to:
- the current action plan
- the areas that have been most frequently identified in Ofsted and Care Quality Commission SEND inspections as a cause for concern
- implementation of the requirements of the SEND Code of Practice

The outcomes of this review will be used to determine whether the key areas identified in the action plan remain appropriate and which areas for should be a priority for action in the next plan.

The process of the review has involved scrutiny of documentation, individual semi structured interviews with the key lead managers responsible for the action plan outcomes, discussion with other senior managers and Family Voice.

This included:
Louise Ravenscroft, Sara O'Rourke, Matt Oliver, Janet Dullaghan, Karen Moody, Phil Hammond, Trevor Cozens, Graham Puckering, Gary Perkins, Sheelagh Sullivan, Kobie Botha, Katy Blessett, Teresa Quail, Karen Hingston, Jacky Cozens, Julie Bennett, Dee Glover, Ryan Blackburn

The focus of the semi-structured interviews were on areas of strength and for improvement. The questions were informed by the first discussion with Family Voice and the participation

manager, reference to the areas of concern noted in the most recent SEND area inspections where a statement of action has been required and the Peterborough SEND action plan. A rating scale was used to generate a collaborative RAG rating of the areas being noted as a concern from other inspections.

AREAS OF STRENGTH

Since the first local area self-evaluation completed in August 2016 there have been a number of areas where focused work and attention to detail have enabled positive improvements in the experiences for families and in enabling the area to achieve compliance with the requirements of the SEND Code of Practice. These are illustrated by reference to the updated SEND action plan.**(Please see Appendix 2)** and in the summary of the areas of strength identified by service managers through the current review.

It has also been recognised that in some areas limited resources have been mitigating against the success for achievement of the aims of the action plan and embedding of the reforms. A number of additional targeted posts have been recently recruited to within the local authority and service structures realigned in order to optimise the opportunity for success. These initiatives are new. It is expected that a positive impact from their introduction will begin to be apparent by December 2018.

In general, interviewees indicated that people are more aware of where the areas for improvement lie and are either exploring how best to address the gaps or know what action is being taken to address them.

Many areas of work and development are underway that will help to achieve high quality services and fully embed the requirements of the SEND reforms. These are taking place within the context of organisational change and service redesign to maximise the use of resources within a reduced budget.

Several references were made by the lead managers interviewed to the improvement in integrated working and planning within and across agencies.

The areas of strength noted in relation to the areas prioritised in the SEND action plan 2016 – 17, are summarised below.

1. Children and young people first

- Focus on inclusion of the child/young person's voice during assessment is valued by parents/carers
- Youth Access Champions/ Big Youth Shout Out project and review of the local offer website – film of their findings of the views of other young people with be presented in October 2017.
- Young person representation on PfA work stream
- Person centred planning meetings
- Expectation that all including very young children and those with complex needs are supported to express their views e.g. by making choices or using a camera/video to show things they like
- Inclusive ethos that underpins the aim to support children and young people within the local community

- Divisional restructure designed to have strong family facing ethos and focus on more vulnerable groups – emphasis on building resilience

2. Co-production

This is an area of considerable strength. Co - production with the parent/carer forum is embedded at a strategic and individual level. For example,
- ability to produce parent feedback that has an influence on practice e.g. training programme input
- parent/carer forum active in seeking as wide a range of views as possible to inform their comments
- representation on all working groups and strategic boards
- involvement in the development of the local offer website

3. Effective early identification, assessment and support

- Parents report that waiting times for diagnosis have decreased e.g. a robust assessment process for social and emotional development is now in place and clearly described on the local offer website; access to Child and Adolescent Mental Health Services (CAMHS) improved
- Better integration of work between early years and health visitors e.g. 2 year reviews; health input to early help described as excellent
- Increased collaborative work between early years settings and schools - early support pathway
- A well-established early support process with strong engagement of stakeholders
- The multi-agency early help decision making panels (MASG) are well embedded
- Majority (70 – 80%) new Education Health and Care Plans (EHCP) completed within 20 weeks. Parents say that they feel more included in the process.
- Data related to statutory assessment suggests an improving picture e.g. in relation to SEN2 records
- Clear strategy and policy regarding decision making about statutory assessments. The rate of agreement to new Education Health and Care (EHC) needs assessments is down from a level that was higher than the national average and nearest neighbour authorities.
- Quality and expectations panel addresses resource allocation requests for care and education planning (and other joint funding panels) Shared ownership of need for solutions to complex situations
- Service redesign e.g. sensory and physical need – forward looking and supports other initiatives underway including the use of sound fields in primary schools; Speech and Language Therapy input to secondary schools
- Increasingly collaborative and integrated working across teams within education inclusion services
- Development of the specialist resource hubs including that in the early years provide a network of support that will build the resilience and confidence of mainstream educational settings
- Improved school engagement through the development of the Special Educational Needs Coordinators (SENCO) network with steering group partnership between the Local Authority, Family Voice and SENCO members provides opportunities for sector led agendas, workforce support and development and peer review
- Processes have been agreed with the local Further Education (FE) colleges to support the placement of high needs students

- New posts to support effective assessment, support, monitoring and reporting
  Training coordinator – efficacy of input - building capacity for SEN support
  Area SENCO
  Systems manager Statutory Assessment and Monitoring Service
- 0 – 25 Transformation Board ensures communication with senior leaders and their sign up to addressing areas identified as gaps
- Role of the Joint Commissioning Unit
- The local offer publication has been subject of audit and review and as a result will be hosted on a more interactive platform. Clear management of the publication and representation on strategic groups
- The Early Help process is described clearly on the local offer website

4. Prepared for adult life (PfA)

- A planned social care restructure (0 – 25 team) to focus on 0 – 18 years and post 14 in order to align with SEND reforms and Care Act regulations
- Effective PfA working group now established with cross agency representation including parents and young people
- Research projects underway to establish parents views of transitions and also to seek young people's views to inform future focus of the work
- Focus on employment issues over the year has been effective in securing opportunities for young people leaving education
- A young person friendly leaflet covering the issues about moving into adult services has been coproduced

5. High expectations for every child and young person

- Improved data gathering on impact of interventions put into place by specialist support services
- The English as an Additional Language Academy has been funded for 3 years
- Success for All programme is offered to all schools
- A mechanism on the database, ARCUS, is in place to ensure that the review of EHCP outcomes can be measured and progress tracked
- Quality assurance and compliance check of EHC plans including the outcome descriptions is routinely undertaken
- Termly Personal Education Plans meetings for Looked After Children – positive relationships with designated teachers. Work being done to identify numbers of primary aged children who are Looked After Children and identified at SEN support.
- Educational Psychologist input to Virtual School
- Family Voice provide an annual review and report of schools published SEN Information Reports
- A SEND newsletter is now regularly published

The current gaps and areas requiring improvement that have been highlighted from this review should inform the approaches to service delivery and team action planning for 2017 – 18.

The areas for improvement and gaps are outlined against the key principles identified in the Inclusion policy in line with the current action plan. Where a target continued to be identified as a risk it has been retained in the draft new action plan, but not repeated below. Within that they are divided into those that may require a strategic response and those that may form goals for individual teams and services. Recommendations for future action are proposed. These may form the action/outcomes for the new action plan once agreed by the Board.

1. Children and young people first

A positive start has been made over the year with regard to seeking the views of young people and further exploration is planned. There is a need to ensure that the views provided by young people are seen to be listened to and that they can see changes in activity as a result and also that this becomes routine practice used to inform team and service developments.

> 1.1 Strategic Recommendation:
> Confirm and publish the arrangements that are in place to enable children and young people and their parents/carers to provide feedback about their experiences and how this is used to inform the cycle of joint commissioning of education, health and social care SEND provision, leisure activities and support services
> 1.2 Strategic Recommendation:
> That all service plans include SMART outcomes relevant to enabling and embedding the participation of young people in providing feedback that is used to inform service planning and recorded on the local offer as a "you said, we did" report, at least once a year

There is ongoing work in place to address some of the issues regarding the description of personal budgets however it appears from this review that there is considerable lack of clarity amongst professionals about the differences across agencies and use of direct payments is considered relatively low within social care. In addition to retaining target 1.4 of the current action plan there may be a need provide additional workforce development in this area.

> 1.3 Strategic Recommendation:
> Provide a clear briefing for all stakeholders including educational settings on the description of personal budgets in education, health and social care and the local access and monitoring arrangements

With increasing scrutiny of the outcomes for more vulnerable groups it is important to be able to demonstrate how the work of the local area assists in promoting the chance

of positive life outcomes for all including those who are looked after in placements outside of the City.

1.4 Strategic Recommendation:

Set up a cross agency task and finish group to review the protocol for monitoring and review of Out of City placements for looked after children with SEND and children and young people with highly complex needs in independent placements to include analysis of:

- consistency of practice
- the way in which the child's views and experiences are captured
- to whom views are reported
- how follow up is determined and action recorded

There is a need for a well defined strategy to embrace and provide a steer for all the work relevant to supporting children and young people with SEND and their families.

1.5 Strategic recommendation:

Coproduce a SEND strategy together with Cambridgeshire partners that is carried out in a timely and focused way and use the approach and process of agreeing the strategy as an opportunity to reinforce the area expectations of inclusive and holistic approaches to identification, assessment and planning e.g. through the process of drafting the strategy and cross agency briefing and training.

Operational recommendations identified for specific service level action Include:

- To encourage all settings to embed the involvement of children and young people in their own assessments
- To progress the roll out of MOMO express to health and others and evaluate its use across the City
- To encourage all settings to ensure that the voice of the child/young person is recorded and to ensure that it is clear how the views of the child/young persons have been taken into account when completing section A of an EHC needs assessment
- To consider how open objects may be used to support capturing the voice of the child/young person as part of an Education, Health and Care needs assessment
- To ensure that the sharing of relevant information between local authority services and across agencies is routine and information and communication protocols are consistently followed

2. Co-production

> 2.1 Strategic recommendation:
> Develop a process in order to track and ensure continuing improvements in the quality of co – production with parents/carers and young people e.g. a six monthly review with parents/carers

3. Effective early identification, assessment and support

There are strong governance and leadership arrangements in place through the Board structures to support the integration and coordination of multiagency working across the City. In spite of this, and individual services attempts to increase collaborative working, it is clear from the review that there are some key areas of concern for parents/carers, services and leaders regarding the continuing levels of fragmentation. It does not yet appear that SEND is considered in an inclusive way and is thought of as "everybody's business". This applies to the expectations in schools and settings as well as across agencies where typically responsibility for the issues relating to progress and outcomes for children and young people with SEND are seen to be located within one person, department or service.

The impact of this is was reflected in the areas for improvement that were highlighted by the interviewees in the review:-

Understanding of roles and responsibilities. As outlined above there still appears to be a lack of clear understanding of the expectations of a holistic approach to the assessment and planning for children and young people with SEND and their families and the duties set out in the Children and Family Act 2014. For example; requests from the statutory assessment and monitoring team for professional advice are still sometimes not replied to by health or social care colleagues despite work having been done to facilitate this; assessments such as early help are not routinely used to inform an education, health and care needs assessment; social care assessments are not always carried out and there is little attempt to ensure that there is one Plan rather than many Plans for children and young people, some schools retain high expectations that the local authority should provide all support.

> 3.1.Strategic recommendation:
> Coproduce with parents/carers, educational settings and other agencies guidance on what the expectations are for early identification, the graduated approach to assessment and support and planning for those with exceptional needs.

Communication and transparency. There appears to continue to be a need to develop improved communication between services and between services and parents/carers and young people. Interviewees welcomed the advantage that being collocated in one building provides for sharing information with colleagues. It was reported that there is a lack of clarity for families about decision making; who to approach and how to access some services.

3.2 Strategic recommendation:
That all services (including schools) review and ensure that the ways in which their services can be accessed are clear for parents/carers and young people and in communications a "think family" approach is in place to ensure that the way in which messages are passed on is accessible to the family i.e. not always written, and clearly explains any decision making.

3.3 Strategic recommendation:
That the success of the use of a key worker (assessment coordinator or lead professional) role and the single "front door" process is reviewed in the early help and EHC needs assessment processes in order to determine whether the role is effective in achieving a positive experience for parents/carers who may be working with many different practitioners e.g. tell it once, supporting transitions between services and across phases of education

3.4 Strategic recommendation:
That the process of assessment, planning and sharing information for children and young people moving into and out of hospital is reviewed and a clear multi agency protocol put into place.

Joint working. There are examples of good collaborative working on the ground e.g. through joint "drop in surgeries", training and some joint assessment work. In relation to both effective long term planning (see below) and improving the experience for families, particularly those who may be described as more vulnerable this is an area where improvements are needed. Some of the central issues that practitioners report as impeding the ability to collaborate for example, in joint assessment and planning or TAC strategy and review meetings in schools are the differing assessment deadlines or lack of capacity - there is sometimes a dilemma between engaging in direct therapeutic input for example or using the time for problem solving. It was noted that multi agency support for early help was working well.

3.5 Strategic recommendation:
In order to improve collaborative working and reduce repetition for parents/carers review the effective practices in this area across the City e.g. early help, and to consider how those practices may be embedded across the 0 – 25 age range. This might include reviewing with senior managers whether the prioritising of work activity needs to be specified differently in order to achieve this.

3.6 Strategic recommendation:
Review the interface between the MASG and specialist support services to include knowledge amongst professionals about the access routes to different services e.g. Inclusion services.

3.7 Strategic recommendation:
That an accessibility strategy is co produced and published.

Operational recommendations identified for specific service level action include:

Education, Health and Care needs assessment and planning

- To review the effectiveness of the system in place for health coordination of production of professional advice and submission in a timely way, providers need to prioritise consultation/assessment for those where an EHC needs assessment is underway
- To review the effectiveness of the process in social care for coordination and completion of professional advice and submission in a timely way, providers need to prioritise consultation/assessment for those where an EHC needs assessment is underway
- To work with all contributing agencies to ensure the quality of reports is consistently high, that they include a clear description of proposed outcomes and that the language used both in reports and the final Plan is accessible to the vast majority of parents/carers.
- All EHC plans should consistently include reference to targeted services provided by health and social care e.g. support for social activities, independence at home
- To review the planned action for the completion of Transfer reviews to ensure that the proposed strategy will enable the authority to meet the March 31st 2018 deadline
- To ensure that the expectations of the annual review process are made clear to all during the Autumn term and that the completion of reviews, including the progress made towards the achievement of outcomes is being recorded on the database

Local offer publication

- To develop regular monitoring arrangements to record how often and by whom the new (Open Objects) local offer website is used

<u>Capacity of partner agencies</u>

> ▪ That Health identify an interim position for Designated Clinical Officer and recruit as swiftly as possible to the vacant post

4. Prepared for adult life

The work of the preparation for adulthood group has significantly progressed over the year with particular positive impact in the areas of employability. This remains an area that requires collaborative input from a wide range of organisations in order to ensure the best possible start for young adults as they move through school, to college and/or employment. The group reports directly to the Transformation board and this appears appropriate to maintain at this point. In addition to the targets identified in the current action plan the following recommendations are made for additional action.

> 4.1 Strategic recommendation:
> Review, and have agreed by the Transformation Board, the role and terms of reference of the PfA group to ensure it has a clear mandate for the scope and range of activity it can undertake and relevant resourcing e.g. is its role to coordinate and monitor the actions of others or to provide key leads for certain development work
> 4.2 Strategic recommendation:
> Update the PfA action plan to ensure that the work undertaken will enable the requirements outlined in the SEND Code of Practice to be addressed and to ensure that the right representatives from across the agencies are attendees.
> 4.3 Strategic recommendation:
> Include target areas relevant to transition planning for young people who will be using adult health, and social care services and housing including those with the most exceptional needs as a key action in the revised plan e.g. review of available resources, review of progression routes

5. High expectations for every child and young person

It is agreed in principle and reflected in policy documentation that there are high expectations for every child and young person in Peterborough. It is noted however that in order to be successful in this a stronger long term view /ethos to inform collaborative planning across 0 – 25 will be needed. The process of the development of the SEND strategy mentioned will in part address this.

There is general agreement across the managers interviewed that the availability and use of relevant data in this area is not good enough to support highly effective planning or the tracking of progress.

Data is not routinely shared or used effectively e.g. SEND progress in schools, numbers of children who have an early help assessment who have complex needs, children in need or with a Care plan who receive SEN support. The joint commissioning unit has acknowledged this and will be engaging in an analysis of needs using available data as part of its work plan. It is also acknowledged that the ability to access available data is in part dependent on the resources available in the performance management team. Improvement in the collection and use of data will enable more effective planning for the best use of statutory services.

5.1 Strategic recommendation:

Develop a relevant multi agency "data dashboard" for the 0 -25 age range to provide a set of criteria against which progress and change may be monitored and that is reported on an annual basis. This should include performance data that covers identifying needs, judging the timeliness of meeting needs, quality of processes and outcomes. **(Sample of content attached - Please see Appendix 3).**

That a proposal for the development and resourcing of this work is provided for the consideration of the Transformation board.

The evidence suggests that at a service and team level the measurement of impact and evidence for progress towards meeting outcomes of the support provided is not fully embedded.
It is suggested that the current goal in 5.2 is retained and strengthened.

5.2 Strategic Recommendation:

All services build into their annual review of service or evaluation of the outcomes of their work against an improvement action plan, clear measures of impact and outcomes of their work including measures of the child/young person's achievement e.g. attendance, involvement in social activity and that these achievements and outcomes are clear on the child/young person's record. (5.2 revised)

Operational recommendations identified for specific service level action Include:

EHC needs assessment database
The difficulties with maintaining an accurate database relevant to the education, health and care needs assessment process are being addressed but there are a couple of areas that may undermine its success if not followed through.

- That the resource/budget required to ensure the successful completion of the changes and their implementation in ARCUS Educate is quantified and fully provided to mitigate against future difficulties.
- That the workforce responsible for the administration of the database are fully updated and trained in its operation and confident in its use.

Social care database – Liquid logic

At the moment it is possible to identify when a child or young person has an EHC Plan as a marker is tagged to the record to flag this for professionals. It is not however possible to know whether a child in need or with a Care plan has identified additional needs and may be in receipt of SEN support.

- That the education section in Liquid logic is developed to include a drop down field that would enable the identification of a child/young person in receipt of additional SEN support

School SEND data

The progress and attainment data is utilised when there is a school causing concern. However, as the progress data for children and young people with SEND in Peterborough is according to the data, poor - there is a need for the local authority to be able to track progress, exclusions and outcomes data and consider support for schools as appropriate.

- That the SEND progress data is annually reported to the SEND partnership board and where appropriate followed up by the area SENCo, through the SENCO network or with the school advisor.

- That as part of the proposed work on the expectations of what happens through early identification, assessment and support across settings there is

consideration given to the descriptions in use to define SEND in order to increase the level of consistency of understanding and recording in the school census data.

FURTHER ANALYSIS OF PROGRESS

In addition to the semi structured interviews, this review has been informed from two other sources of data.

ASPIRE toolkit
Reference against the "must do" requirements of the SEND Code of Practice as listed in the ASPIRE toolkit. This highlighted the following as potential gaps: -

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.

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.

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.

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.

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.

3.9 The Local Authority and their partners have set out in their joint commissioning arrangements, the arrangements for agreeing Personal Budgets.

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.

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

8.5 The Local Authority has a clear strategy for supporting young people to prepare them to make their own decisions.

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.

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

9.5 The Local Authority has a transparent system in place for making decisions not to issue an EHC plan

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 (Please see Appendix 4)

RAG rated scale

Rating by key action plan leads and a small sample of schools against the key areas of concern that have been raised in inspections of local areas that have already been completed. It is interesting to note that the schools responses suggest a greater degree of confidence with regard to the areas relevant to meeting the needs of more vulnerable groups and to the attainment of children and young people with SEND. Given the lack of time to broaden this enquiry to all schools it is not possible to draw any firm conclusions from this. It may be useful to consider using the rating scale to seek a much bigger range of views that would either confirm this perspective or provide a different view. **(Please see Appendix 5 and Appendix 6).**

The areas identified through these activities have been referred to within the recommendations outlined above and include as a priority for action:
- Effective identification, assessment and support: Expectations of roles and responsibilities in relation to the requirements of legislation relevant to SEND
- Preparation for Adulthood: Transitions into health and social care and housing adult services
- High Expectations**:** Performance management data and analysis of outcomes to inform future commissioning and support with a focus on vulnerable groups

It is proposed, given their importance with regard to the requirements of the legislation, that there are three core areas for action that should be common to all service and team plans. These are as follows:
- Children and young people voice
- Measuring impact and evidence for progress towards meeting outcomes
- Communication and transparency – "think family" and more vulnerable groups

NEXT STEPS
- Discuss and agree with SEND Partnership Board this review and proposed content for next action plan – 29.08.17
- Discuss and agree with the SEND Transformation Board
- Confirm content of action plan and key leads
- Agree consistent format for action plans
- Run a focus group with Family Voice to seek parents/carers views of the ASPIRE checklist.