

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
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Report of the Corporate Director of People and Communities		
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SEND REFORMS – UPDATE (SPECIAL EDUCATION NEEDS & DISABILITY)

1. PURPOSE

1.1 To update members on the progress of PCC's implementation of the SEND reforms

2. RECOMMENDATIONS

2.1 The Committee is recommended to note the contents of the report and;

- Agree a schedule for any further updates

3. LINKS TO THE CORPORATE PRIORITIES AND RELEVANT CABINET PORTFOLIO

3.1 The report links to the Council's priority of to '*Improve educational attainment and skills*'.

3.2 This report falls within the portfolio of the Cabinet Member for Education, Skills and Education.

4. BACKGROUND

- 4.1
- The Children and Families Act 2014 introduced a package of measures to reform provision for children with SEND
 - It set a new process for determining whether children and young people had needs that were severe, complex and long term, and could not reasonable be met from the resources that were available to the setting
 - It introduced a requirement for Statements of Special Needs and Learning Disability Assessments to be replaced with Education, Health and Care Plans (EHCPs) in a rolling programme of transfers with authorities required to publish their plans for transfer by September 2015
 - All new requests for assessments were required to be considered under the new arrangement from September 2015
- 4.2
- The Act also made a requirement on local authorities to provide more tailored support to families to provide the assistance they need
 - The authority has responded to this by reorganising the service to add capacity in some areas while reducing it where demand has decreased, and by developing greater outreach provision to develop the capacity of settings to meet needs

- 4.3
 - SEND inspections began in May 2016 and will run on a 5 yearly cycle, conducted jointly by OFSTED and CQC
 - Inspection will be of all provision in the local area, not just the authority
 - The focus will be on effectiveness in three areas:
 - Identification of children and young people with SEND (including those without a plan)
 - Meeting their needs and improving outcomes
 - Local area impact – improving overall outcomes (using data and ‘softer’ measures such as family satisfaction)
 - Evaluation of the success of the implementation of the reforms
 - Strong focus on children and young people’s and parents’ and carers’ views

5. KEY ISSUES

5.1 CHANGES LINKED TO SEND REFORMS

Peterborough has had a growth in requests for EHCPs. National data show we have an above average number of EHCPs.

Data:

- We have issued 652 new EHCPs since September 2014.
- Latest monthly figures indicate that 76% (July figure) were issued within 20 week timescale.
- We have undertaken 453 transfer review conversions of statements to EHCPs.
- We have 358 transfer reviews to complete before the April 2018 deadline.
- A revised 'transfer review' timetable will be published for September 2016 in agreement with Family Voice.
- Transfer reviews have caused immense pressure in LAs and Peterborough is no exception. We have struggled to meet conversion deadlines but our performance is average for the Eastern Region.
- A dedicated transfer review team is being established to improve performance in the new academic year.

5.2 DEVELOPING SPECIALIST PROVISION

Headlines:

- We have developed a new 'Hub' model.
- The model provides specialist places and arrangements to increase support to Peterborough schools.
- There are savings in the DSG high needs block and we propose that these will be reinvested in provision for children with SEN as follows (to be agreed by Schools Forum):
 - Post for 16 plus specialist commissioning
 - Contribution to joint Health/LA SALT contract.
 - Increased contribution to funding for pupils with SEN in mainstream schools
 - increase in top up rate
 - adjustments to formula (potentially to benefit those schools that have a high number of pupils with EHCPs)
 - Additional strategic post for ASD.

We have changed the way that children with HI are supported:

- increased no of specialist provisions from 2 to 3
- created HI hubs (x3)
- disbanded the central TA support service and invested in school based support.

Next steps:

- Further development of hub model
- Establishment of SENCo network through which hubs can work and promote their activity.
- Review of VI service (Spring term)
- Restructure of Inclusion Services (Autumn term)

5.3 EDUCATIONAL PSYCHOLOGY SERVICE

- The EPS continues to struggle to recruit EPs. There is a national shortage.
- A new 'consultation' model has been developed with schools to make the best use of resources.
- We are investing locally by establishing 'Assistant Psychology' posts (x1/2). These are for psychology graduates who will be able to do some basic work to increase service capacity. The experience they gather should help them gain access to a training course and we will then support them as 'trainee psychologists' (3 year course).
- By recruiting locally and supporting locally, the service hopes to build capacity long term that should enable trading.

5.4 OFSTED/CQC LOCAL AREA INSPECTION

- Task limited group established to put together a self-evaluation framework.
- Services have used framework and we have identified strengths and weaknesses.
- An action plan has been prepared to address 'red' areas identified by the SEF.
- Progress is overseen by 0-25 SEND Transformation Board.

6. EXTERNAL MONITORING

6.1 See above for OFSTED/CQC inspection

If areas of concern are identified during the SEND inspection, it will trigger another targeted inspection (such as safeguarding, school or joint targeted area inspection)

7. GOVERNMENT POLICY

7.1 Government policy on SEND was set by the 2014 Children and Families Act. It is not proposed that new proposals to be presented to parliament in the autumn will affect this area of policy and local authority responsibility.

8. OTHER STATUTORY RESPONSIBILITIES

8.1 Local authorities have a range of statutory responsibilities for the provision of sufficient school places for the education of all children. Provision for children with special needs is a part of that responsibility.

9. IMPLICATIONS

9.1 Implementing SEND reforms is a statutory requirement on local authorities and will be assessed through the OFSTED/CQC inspection. Failure to discharge responsibilities may trigger wider inspections. In addition, it could bring reputational damage to the council. It would also mean not providing adequately for vulnerable children and young people.

10. CONSULTATION

10.1 All SEND reforms are carried out through a process of 'joint production' with Family Voice, the local group representing the views of parents and carers.

11. NEXT STEPS

11.1 Implementation of the SEND reforms will continue through the agreed implementation plan.

Preparation for the SEND inspection will continue with partners.

Regular update reports will be provided to the Scrutiny committee.

12. BACKGROUND DOCUMENTS

12.1 Children and Families Act 2014.

White Paper: Educational Excellence Everywhere 2016.

13. APPENDICES

13.1 There are no appendices.