

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
9 NOVEMBER 2017	PUBLIC REPORT

Report of:	Terry Reynolds, Service Director Education	
Cabinet Member responsible:	Lynne Ayres, Cabinet Member for Education and Skills and University.	
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SEND REFORMS AND PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL AND ADDITIONAL NEEDS

R E C O M M E N D A T I O N S	
FROM: Service Director Education	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> Note the content of the report detailing the evaluation of progress towards implementation of SEND reforms. 	

1. ORIGIN OF REPORT

- The report is submitted to the Children and Education Scrutiny Committee following sign off by the 0-25 SEND Transformation Board in August 2017.

2. PURPOSE AND REASON FOR REPORT

- The 2014 revised Code of Practice for children and young people with special educational needs placed duties on Local Authority services (education and social care) and health providers to change practices by the end of March 2018 . The new code set out revised ways of assessing and providing for the special educational needs of children aged 0-25. It encourages a graduated approach to the identification of SEND as part of a holistic, multi- agency approach and sets out a new framework for assessing and meeting the needs of children and young people with the most severe needs (EHC needs assessment).

The report evaluates the progress made towards implementing the reforms between September 2016 and August 2017.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and Higher Education;
- b) Youth Service;
- c) Careers; and
- d) Special Needs and Inclusion.

2.3 This report links to the following Corporate Priorities:

- Improve Educational Attainment and Skills
- Safeguard Vulnerable Children and Adults

2.4 The activity detailed in this report takes into account the Children in Care Pledge. In particular, work in this area supports the voice of the child and young person and aims to help them prepare for adulthood from the earliest years.

3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. **BACKGROUND AND KEY ISSUES**

4.1 The annual report provides an evaluation of the work undertaken by services in education, health and social care towards the implementation of the SEND Code of Practice 2014 between September 2016 - August 2017.

Members are requested to note the content of the report.

5. **CONSULTATION**

5.1 Partner agencies, including educational settings and parents (via Family Voice) contributed to the report.

The report was shared with the 0-25 SEND Transformation Board and subsequently published on the Local Offer. Links have been circulated to schools via the SEND in Peterborough newsletter as well as the regular newsletter to Peterborough schools.

6. **ANTICIPATED OUTCOMES OR IMPACT**

6.1 The report evaluates the progress made towards implementation of SEND reforms. It identifies areas of strength and weakness, and will be used as a basis for a revised SEND reforms action plan that will cover the remaining reform implementation period. A copy of the draft version of the new action plan accompanies this report.

The report has been brought to the Children and Education Scrutiny Committee for information purposes.

7. **REASON FOR THE RECOMMENDATION**

7.1 The report is for information only and there are no recommendations for the Committee to consider.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 There are no alternative options - implementation of the 2014 SEND Code of Practice is a statutory requirement.

9. IMPLICATIONS

Financial Implications

- 9.1 There are no financial implications

Legal Implications

- 9.2 The Council is required to implement the reforms by March 2018.

Equalities Implications

- 9.3 There are no equalities implications

Rural Implications

- 9.4 There are no rural implications

10. BACKGROUND DOCUMENTS

- 10.1 The data and information contained within the report were provided by SEND reform partners including our designated parent/carer forum, Family Voice.

Information also came from a series of structured interviews with key members of staff and other partners with responsibility, or interest in, different aspects of SEND reforms implementation.

11. APPENDICES

- 11.1 Appendix 1: Joint Local Area Self-evaluation of the effectiveness of provision for Special Educational Needs and Disability (SEND). Appendix 1 references all appendices 2-6.
- 11.2 Appendix 2: SEND Action Plan review August 2017.
- 11.3 Appendix 3: SEND self-evaluation
- 11.4 Appendix 4: SEND Draft Dashboard template
- 11.5 Appendix 5: Analysis of issues raised in SEND inspections requiring a statement of action.
- 11.6 Appendix 6: Analysis of available information and evidence against issues raised in SEND inspections where a statement of action is required

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