

**Appendix 5**  
**Analysis of available information and evidence against issues raised in SEND inspections where a statement of action required**

The perspectives used to inform the Peterborough review of the local area progress in relation to the themes identified by inspectors in areas where there has been a need for a statement of action have been drawn from interviews with Family Voice, strategic managers from across agencies, key leads of the SEND action plan and a view from a small number of schools.

The local areas referenced to identify the areas being noted as a cause of concern were: Dorset, Hartlepool, Middlesbrough, Rochdale, Sefton, Suffolk, Surrey, Waltham Forest. The areas listed are listed in order of number of mentions in the areas where a concern was noted. From the most frequently mentioned area to the least mentioned of the top 14.

<b>Key area</b>	<b>Peterborough review</b>	<b>Evidence</b>	<b>RAG 1 - 5</b>
1a). Timeliness - new EHC needs assts	Much improved for new EHC needs assessments	<ul style="list-style-type: none"> <li>Initial discussions</li> <li>Monthly reports show 70 – 80% within 20 weeks</li> </ul>	<b>3 Amber</b>
1b) Timeliness - transfers	Transfer reviews out of time but retaining person centred approach Reportedly on track to complete all by April 2018	<ul style="list-style-type: none"> <li>Monthly reports</li> <li>Feedback from meetings</li> </ul>	<b>2 Red</b>
1c) Timeliness – receipt of professional input to EHC needs assts	Lack of timely and consistent advice from health and social care colleagues Systems and process in theory in place to facilitate but not clear these are working efficiently	<ul style="list-style-type: none"> <li>SAMS reports</li> <li>EHC plans</li> </ul>	<b>2 Red</b>
2. SEN support (e.g. review and update of SEN Information Report)	Mixed practices - good prompts from FV reviews. Expectations of whole school responsibilities not clearly understood or embedded	<ul style="list-style-type: none"> <li>Family Voice Peterborough reviews</li> <li>SENCO network</li> <li>Local offer website</li> </ul>	<b>3 Amber</b>
3. Monitoring and evaluation of practices to inform improvements, planning and commissioning - use of data	Consistent and embedded practice not in place however services committed to audit and feedback. Some positive examples. Some service user feedback systems need review.  Data and its use a risk due to IT infrastructures	<ul style="list-style-type: none"> <li>Service quality assurance practices</li> <li>Use of case study audits</li> <li>SEND action plan and SEF</li> </ul>	<b>3 Amber</b>
4. Quality and impact of strategic planning - leadership driving SEND policy and practices	Clear accountability through boards structures, SEF review and action plan  SEND and Accessibility strategies required.	<ul style="list-style-type: none"> <li>SEND Partnership Board; 0 – 25 Transformation Board</li> </ul>	<b>3 Amber</b>

Key area	Peterborough review	Evidence	RAG 1 - 5
5. Local offer publication – getting advice and help	<p>Dedicated management team. Regular audit of compliance and actions Proposed improvements in accessibility through transfer to alternative host (open objects)</p> <p>Extent of use unclear - development of version attractive to young people in train. Concerns re accessibility for wider community</p>	<ul style="list-style-type: none"> <li>Local offer quarterly updates</li> <li>Website</li> <li>Youth Access Champions research and film</li> </ul>	3 Amber
6. Roles, responsibilities and understanding of health professionals including DMO and CAMHS	<p>Increased collaboration in early years System for coordination of health advice and contribution to EHC needs assessment not currently effective DMO post at time of reporting vacant</p>	<ul style="list-style-type: none"> <li>2 year old integrated check, Early Help pathway</li> </ul>	2 Red
7. Family involvement and co-production	<p>Fully embedded at several levels. FV able to challenge and prompt improvements</p>	<ul style="list-style-type: none"> <li>Family Voice Peterborough feedback and reports</li> <li>Board membership</li> </ul>	5 Green
8. Young Person Voice and involvement	<p>Strong initiatives (Youth Shout Out) but participation not embedded Individual views routinely sought for assessments Mixed confidence of schools in enabling this MOMO wiki made available but not rolled out</p>	<ul style="list-style-type: none"> <li>Participation officer</li> <li>Youth Access Champions research and film</li> <li>Representation on Preparing for Adulthood Group</li> </ul>	3 Amber
9. Safeguarding	<p>No tie up of assessments and inconsistent input to EHC needs assessments - requests for statutory advices not completed Good multiagency planning through MASG etc Improved data sharing where EHCP and young person is CiN</p>	<ul style="list-style-type: none"> <li>Database</li> <li>Monthly reports – SAMS data</li> </ul>	3 Amber
10. Meeting needs of LAC	<p>Termly PEP reviews with schools is routine – combine with annual review of Plan where possible Work being done to improve knowledge of LAC on SEN support and develop info</p>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Plans</li> </ul>	3 Amber

Key area	Peterborough review	Evidence	RAG 1 - 5
	sharing protocol. EP in Virtual school		
11. Meeting needs and path way for Autism	Some lack of clarity for parents about whether there is a “pathway” or what the expectations are at different stages but range of support, training and provisions Waiting times for diagnostic assessment improved	<ul style="list-style-type: none"> <li>TBC</li> </ul>	3 Amber
12. Educational and life outcomes – attainment and inclusion	Data not routinely reported or shared so not used. System and resource not in place. Where school a cause for concern SEN progress data may be referred to. DfE SFR data indicates poor progress for Peterborough youngsters (esp at KS2) relative to nearest neighbour authorities.	<ul style="list-style-type: none"> <li>Statistical First Release (School Census) data</li> <li>Performance management data</li> </ul>	Red 2
13. Rates of exclusion and attendance	As above	<ul style="list-style-type: none"> <li>Statistical First Release (School Census) data</li> <li>Performance management data</li> </ul>	Red 2
14. Transition/pathway into adult services	Action plan and PfA board now appropriate membership – terms of reference to be determined Housing and health not fully engaged Coordinated service planning not in place Lack of clarity about processes of annual review and Year 9 review of EHC plan and impact on planning for life outcomes – also not clear now many are taking place in a timely way Some work in place to address the above	<ul style="list-style-type: none"> <li>Preparing for Adulthood Group minutes and action plan</li> </ul>	2 Red

This page is intentionally left blank