

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
14 JULY 2022	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

PETERBOROUGH SEND UPDATE: HUB PROVISION AND SERVICE PERFORMANCE

RECOMMENDATIONS	
FROM: Jonathan Lewis – Service Director (Education)	Deadline date:
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <p>1. Note the report, comment on the elements of the report and request any further information on the areas outlined</p>	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report provides an update on activity associated with the Peterborough SEND Hub.

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 –

- Corporate priority:
 - Improve educational attainment and skills
 - To drive growth, regeneration and economic development
- Children in Care Pledge: Support children in care to have a good education.

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 present network of Specialist Hubs was established in September 2016 following a detailed review of existing specialist provision, including the previous “Enhanced Resource Provisions” (ERPs). A EPR was a specialist base, on a school site, that was to support children with additional education needs. Whilst the outcomes from these provisions were positive, their offered had not been reviewed from the early 2000’s. The existing budget was maintained and reconfigured, with savings reinvested to open new hubs.

4.2 A service level agreement (SLA) was developed and agreed with the Hub settings, before it was signed by all participants for the 2016-17 academic year. The main body of the SLA was the same for all settings, with the specific arrangements for each specified in a separate schedule. The SLAs and a guaranteed level of funding were put in place for 3 years, i.e. until August 2019. The total budget for all hubs in 2018/19 was £1,909,000.

4.3 The original ERPs were hosted by four primary and four secondary schools. While there were changes at individual schools in the number of funded places and the level of top up funding, all eight schools remained involved. A further three schools (one nursery, one special and two secondary) were also added to the network of Hubs to produce the following configuration:-

Early Years and Primary Phase

	Ages	Type of need
Caverstede Nursery	EYFS	EY SEND
Middleton Primary	4-11	HI (hearing impaired)
Ormiston Meadows Academy	4-11	PD (Physical Disability)
Southfields Primary	4-11	SLCN (Speech Language and Communication Needs)
Welbourne Primary	7-11	Autism
Nene Gate Special School	8-11	SEMH (Social Emotional and Mental Health)

Secondary Phase

	Ages	Type of need
Arthur Meadows Village College	11-16	VI (Visual Impaired)
Jack Hunt	11-16	PD
Jack Hunt	11-16	HI
Nene Park Academy	11-16	Autism
Ormiston Bushfield Academy	11-16	SEMH
Queen Katharine Academy	11-16	SpLD (Specific Learning Difficulties)
St John Fisher	11-16	HI

4.4 The key difference between the new hubs and the previous ERPs was the development of a dual function:

- A Centre of Expertise role to support all mainstream schools to develop greater expertise and confidence (resilience) in meeting the SEND of their pupils locally. This was in the context of Peterborough having a higher proportion of its pupils with an Education Health and Care Plan (EHCP) in special schools, and a correspondingly lower proportion in its mainstream schools, than regional and national averages.

- A specialist provision role for a smaller number of pupils placed on the roll of the Hub School following an EHCP assessment.

- 4.5 The balance between Centre of Expertise work and specialist provision for children placed on the Hub roll through EHCPs has varied from school to school and has changed over time as the expertise of local mainstream schools has developed. A major change of emphasis has been Hub schools' centre of expertise role to support inclusive and whole-school approaches to SEN as well as on the specific type of need in the designation.
- 4.6 DfE national funding requirements meant that it was necessary for Peterborough to finance all Hub schools solely through an agreed number of notional places. This was not helpful because it resulted in some arbitrary allocations and a lack of clarity about the funding for its dual role. Fortunately, the DfE funding methodology has now changed, and from September 2019 it is possible to improve clarity by separately identifying for each school a lump sum for Centre of Expertise work and then funding a specific number of Hub places.
- 4.7 Each Hub has been supported by an identified LA Link Officer to:
- provide support, information and advice
 - facilitate effective two-way communication
 - ensure common approaches between Hubs and consistency of message to schools across the city
- 4.8 Progress over the 3-year span of the project has been evaluated with recommendations about the continuing development of the hub network. The SLA included a requirement for brief standardised termly and annual progress reports. and these have formed the basis of independent yearly evaluations in September 2017 and November 201 shared with Schools Forum.
- 4.9 On-going monitoring and annual reviews of the SLAs have shown a pattern of steady progress in developing expertise both in the Hub schools themselves and the mainstream schools that they support, so that there is increased confidence and willingness to meet the needs of pupils locally. Equally importantly, pupils placed in the Hubs have also made encouraging progress against their individual targets.
- 4.10 A new SLA has been agreed to cover the period from 2019-2024 with an initial 3-year guarantee of funding. This has also provided an opportunity to review the level and range of provision in response to changing patterns of demand. This has resulted in one Hub facility beginning a phasing out process (Jack Hunt's HI Hub) and in two additions to the Hub Network (Ken Stimpson for Autism and Marshfields for Complex Learning Difficulties), plus extension of the age ranges at Welbourne and Nene Gate.
- 4.11 This produces the following configuration (where the age range for commissioned places is different from the hub centre of expertise role, it is indicated in the final column): -

	Age range	Type of need	2019-2022 commissioned places
Caverstede Nursery	EYFS	EY SEND	0
Middleton Primary	4-11	HI	4
Ormiston Meadows Primary	4-11	PD	6
Southfields Primary	4-11	SLCN	6
Welbourne Primary	5-11	Autism	8
Nene Gate Special School	5-14	SEMH	10 (8-11 years)
Marshfields	7-11	LD	6 (9-11 years)
Arthur Meadows Village College	11-16	VI	0
Jack Hunt	11-16	PD	6

Jack Hunt	11-16	HI	3 (0 2020)
Ken Stimpson	11-16	Autism	4 (6 from 2020)
Nene Park Academy	11-16	Autism	10 (8 from 2020)
Ormiston Bushfield Academy	11-16	SEMH	0
Thomas Deacon Academy	11-16	SpLD	2
St John Fisher	11-16	HI	4
Totals	-	-	69 (66)

Table 2: 2019 to 2022 configuration

- 4.12 The SLA now includes a requirement that each school produces an annual Hub Action Plan, which would be developed during the first term of the 2019-20 academic year and could include suggestions from the local area. The school is also required to work in liaison with an LA Link Officer to provide regular data to monitor its impact on mainstream practice and outcomes for individual pupils.
- 4.13 When the Hub Network started operating in September 2016, the schools began their journeys from a variety of different starting points. The Jack Hunt School, for instance, had a long history of knowledge and experience with physical impairments whereas Arthur Mellows Village College Hub became a new hub from September 2017. Consequently, a priority in the first year of operation was to consolidate internal knowledge and practice and develop a coherent network of support across all schools in the city through the “Centre of Excellence” role.
- 4.14 As part of the SLA all Hubs complete an end of year report (“Schedule 2”) to identify: -
- How resources have been used over the previous year.
 - Areas of success to be celebrated
 - Attainments of pupils on roll (where applicable)
 - Achievements in the centre of expertise role
 - Proposed changes and priorities for development during the following academic year
- 4.15 This data, together with ongoing feedback from schools and other service users, has formed the basis for an independent annual evaluation report. This has been consistently positive, highlighting many examples of good practice and innovation.
- 4.16 Achievements in the first year included: -
- Establishing consistent admissions guidance for the LA Provision Panel.
 - Developing an effective working partnership between Link Officers and Hub staff.
 - Delivering a range of targeted training opportunities for specialist teaching and support staff both within the Hubs and their host schools.
 - Offering a wide range of advice and support activities to mainstream schools from both specialist and general SEN perspectives.
 - Creating a sense of belonging and learning from each other within the hub network alongside the already established SENCO network.
 - Ensuring that the children on hub rolls were able to make progress.
 - Using hub resources to develop and extend work with parents/carers and collaboration with Family Voice Peterborough.
- 4.17 The outcomes for pupils placed on the role of Hub schools typically included: -
- higher than average attendance rates
 - at least expected levels of progress in curriculum and achievement
 - high levels of positive behaviour
 - increased confidence and levels of inclusion and independence
 - increased parental involvement and levels of satisfaction.

- 4.18 A growing sense of coherence and collaboration between Hubs was developed through termly hub network half-day events to share expertise and develop common approaches.
- 4.19 As part of this consolidation process, a termly questionnaire was developed and agreed with all Hubs to collect more consistent information on the impact of their work with mainstream schools, children on roll, parents and other stakeholders. This data has been used in subsequent evaluations.
- 4.20 The service continued to develop well during Year 2, building on its initial success and responding to recommendations made in the initial evaluation report. Notable achievements included: -
- Further development of expertise within Hubs
 - Good progress by pupils on roll and positive engagement of parents/carers
 - Increased levels of training and support work in early years settings, mainstream and special schools across the city. These sessions involved both specialist expertise and more general SEND issues (e.g., audits of SEND provision). Some training events were co-produced with national/regional organisations such as the Autism Education Trust and Guide Dogs Association, whilst others involved local specialist services e.g. for hearing impairments and for speech and language.
 - Increased collaboration with SENCO networks and Family Voice Peterborough which independently represents the views of parents and young people.
 - Quality audits within individual Hubs and whole school SEND audits and initiatives across host schools. Hub schools generally have the highest “secure” ratings for whole school SEND provision in City-wide audits.
 - Improved communication through school websites, leaflets, the Local Offer and SENCO networks.
 - Effective support and monitoring of transfers from and into mainstream schools and the FE Sector.

Evaluation of 2018-19 Outcomes

- 4.21 The centre of expertise role has continued to develop well over the final year of the initial Service Level Agreement, and the number of training events and contacts with schools, parents and other educational settings significantly exceeded those recorded in the previous year. Comparison of 2017/18 and 2018/19 impact measures data from each hub is summarised by phase in Appendix B, where the final column shows the overall percentage increase between those two academic years.
- 4.22 It should be noted that this data is likely to underestimate the full extent of Hub activity over the year as it was not always possible to capture this consistently through the termly Impact Questionnaires returned for analysis, given the numbers of staff and settings involved. It is clear from analysis of Schedule 2 Questionnaires that Hubs:
- can justify their use of resources
 - have a range of staff and pupil achievements to celebrate
 - have plans in place to continue and further develop their expertise and influence within the learning community.
- 4.23 All Hubs have conducted internal quality assurance reviews and all host schools have been through at least one whole school SEND audit. Several (e.g., Welbourne, Middleton, Queen Katharine and Jack Hunt) are involved in continuing programmes of peer review. Throughout the Hub network there is clear evidence of high levels of support for both staff and pupils in host-schools from their specialist Hub staff. Importantly this includes induction programmes for newly appointed staff.

4.24 Where recorded, the level of satisfaction expressed by those attending training courses has been consistently high and recent feedback from Ofsted CQC local area inspection on the role and function of Hubs has been very positive. A questionnaire was distributed to all schools and educational settings in September 2019 to gather more detailed information about the impact and perceived value of Hubs.

4.25 50% of questionnaires sent to school settings in September 2019 have been returned: analysis of feedback demonstrates that the Hub Network is valued and is having a positive effect upon inclusion and good practice in the City. Headline messages are that: -

- The majority of responses (70%) were made on behalf of schools by SENCOs. Other contributions included Headteachers (5%), Assistant or Deputy Heads (9%) or Assistant SENCOs (5%).
- 79% of respondents felt that Hubs are helpful or very helpful in meeting children's needs.
- 82% of respondents felt that Hubs are helpful or very helpful in promoting the knowledge and skills of staff.
- The most frequent forms of contact were visits to Hubs (26%), phone calls and emails (26%), training sessions (22%), visits from Hub staff (15%) and provision of resources (12%).
- 27% of respondents had attended one training event and 49% had attended two or more events.
- The number of children judged to have benefitted from Hub services in individual schools was as follows:
 - between 1 and 5: 53% of responses
 - 6 - 10: 18% of responses
 - 10 - 20: 7% of responses
 - 20+: 4% of responses

No casework data is available to back-up these figures.

- The most positive impact of Hubs was reported as sharing information and resources (20%), providing advice (19%), direct pupil support (15%) and training events (15%). Other key functions mentioned included supporting practitioners (11%), supporting assessments (7%), observation/modelling good practice (7%) and networking (6%).
- A number of suggestions for improvement were made. These included training and open events outside school hours (20%), forums and conferences to promote good practice (15%), better awareness and more targeted e-mail information about training events and follow-up (15%), more time and availability of staff to attend training (10%), greater coordination of training across Hubs and SENI Services (10%) and continuing recognition of the work of Hubs (10%).

4.26 An initial aim of the Hub development programme has been to build a robust and self-sustaining professional network that provides a coherent and readily accessible SEND service to school staff, pupils, and parents. This aim has been met in large degree and there have been numerous examples of sharing knowledge, expertise, resources and research across specialisms and the network as a whole. Good links have also been maintained with established SENCO networks who also have a key role to play in promoting inclusion and good practice. A successful one-day conference was held in February 2019, providing an important stimulus for further collaboration and development by Hub staff and SEND practitioners across the city.

4.27 Effective communication is critical for the successful delivery of any service and all Hubs have a presence in some form or another on their school website. However, there is still a great deal of variability in the form that this takes, and no common standards have yet been agreed. Consequently, each Hub has been offered a meeting with an experienced Local Authority Officer to review their website's strengths and areas for improvement.

- 4.28 At the heart of all the work of all Hubs, is the achievement of learners with SEN and/or a disability. Whilst the centre of expertise role has a widespread influence upon this throughout the city, for some pupils the answer lies in a specialist placement within a Hub or in a Hub school with very high levels of support from specialist staff. Whilst the numbers of pupils requiring such placements has reduced in recent years, the progress of those attending Hubs with an EHCP has been carefully monitored. This monitoring has included not only pupil achievement, but also the quality of their learning and social experiences. A regular feature of professional life in Hub schools is the “Learning Walk” where the Hub staff observe and work alongside mainstream colleagues to support and monitor practice. The result of this is that many Hubs report 100% of lessons attended by Hub pupils are good or better.
- 4.29 As in previous years the majority of pupils on Hub rolls are reported to have made progress against EHCP targets and in some cases to have met or exceeded expected progress against national targets. Attendance levels are high in all Hubs, with unavoidable physical difficulties being the main reason for absence. There are very few reports of behaviour difficulty and all pupils have as much inclusive experience as possible - either independently or with support according to individual needs.
- 4.30 The self-confidence and social achievement of pupils benefit from their Hub attendance and a number of significant personal achievements are reported. For instance, individual students have contributed to the Hub Network Conference and a review of the Local Offer, whilst others have acted as school ambassadors, contributed to school-student councils and in one case become Deputy Head boy. Planning and support for successful transition into the FE sector has also improved as the Hubs have become more established. Many examples are also given of participation in fieldtrips and after-school activities.
- 4.31 Numerous examples are given of efforts to engage parents and carers beyond their participation in annual reviews e.g. through coffee mornings, open-evenings, drop-in sessions, transition visits and family days. In at least three instances these have been organised jointly with voluntary organisations such as “Families First” (1) and “Family Voice Peterborough” (2) as was recommended in the September 2017 evaluation.
- 4.32 A Hub Action Plan was compiled following last year’s review. This is attached as Appendix 1 along with a summary of progress. All of the items raised have been addressed to some degree and those that need to be carried forward to next year are included below.

Evaluation Conclusion and Recommendations

- 4.33 The Peterborough Hub Network was launched in September 2016 with the intention to help ensure that the needs of children and young people with complex SEN and disabilities should be effectively met in their local communities.
- 4.34 The available evidence of the last three years indicates that the Hub Network has made a significant contribution by enhancing confidence and expertise in settings across the City, and by providing high-quality targeted support for pupils placed in Hubs. The results of the recent questionnaire indicate that the network is engaged and appreciated across a broad range of school settings. Very specific data from Caverstede also demonstrates an extensive and highly regarded impact across 55 pre-school and early years settings in addition to its work with Infant, Primary and Special Schools
- 4.35 The Hub approach is innovative and continues to evolve, there is still work to do. Now they are consolidated, Hubs should play a key role in the implementation of the Joint Peterborough and Cambridgeshire SEND Strategy.
- 4.36 On the basis of the evidence available to date, the recommendations are that:
- (i) The Local Authority should continue to provide a clear leadership role in the promotion and continuing development of the Hub Network and should continue to monitor demography and demand for future places.

- (ii) Annual evaluations and termly returns of basic operational data should continue. As well as ensuring transparency, these provide an important means of identifying, celebrating and sharing good practice and innovation. They should also provide important information for future development needs.
- (iii) The Link Officer role should continue but with more coordination and moderation of data to ensure greater consistency and accuracy. This will be of particular importance following recent changes to the termly Impact Questionnaire from September 2019.
- (iv) A mechanism should also be agreed to ensure that there are appropriate links between SAMS officers and the work of Hubs with pupils both on and off their rolls.
- (v) Regular meetings of Hub and SENCO networks should continue to be facilitated, with some hubs being represented on the SENCO Network Steering group.
- (vi) Extending the Hub model to more schools should be investigated in relation to emerging demand and available funding.
- (vii) The review of website content should be completed, and a communication strategy (including common minimum standards) should be agreed.
- (viii) An updated Action Plan should be agreed to respond to key messages from schools' responses to the questionnaires and take forward lessons learned from the first three years of operation. This should include issues of communication and coordination across the Hub Network, SEND Support Services and other agencies (including the voluntary sector).
- (ix) There should be close scrutiny of transition in and out of Hub schools to develop and build on good-practice case studies. This should include transition into the FE sector.
- (x) There should be further investigation of the outcomes of Hub interventions in mainstream settings, so that there is better tracking of the impact of those interventions on individual pupils/whole school practice.
- (xi) Engagement with parents and voluntary organisations should be further developed to ensure effective coproduction and partnership working.

Hub review – April 2020- August 2021

4.37 COVID 19 had a significant impact on the development of the SEN Specialist hub approach and for this reason an addition to the earlier paper has been produced below rather than a new report.

- 'Hubs' were able to maintain the delivery of training during this period on a virtual basis. Feedback around training continues to be very positive.
- The hubs organised and delivered a very successful virtual hub conference week in June 2021, with all hubs delivering at least one raining sessions on a board range of subjects to mixed audiences, to include, parents, education staff, governors, health professionals and others.
- The ability to provide support through 'on site visits' or allowing observations to model good practice was, and continues to be, curtailed but there have also been innovations that hubs have been able to share with the support of colleagues from central SENI services.
- The restriction of some usual hub practices allowed for the further development of the hubs own areas of interest and expertise through a variety of virtual training courses.
- Appendix D provides details of training and feedback during this period.
- The number of specialist placements during this period remained steady although the re-designation and extension of the of the age range at Marshfields Special School allowed

for hub placements to be incorporated into school place numbers. Marshfields however remains 'a centre of expertise'.

- New hubs established in 2019 have been successful and the ASD provision at Ken Stimpson was able to expand numbers to 6 as planned. There is the potential to increase this to 8 places but this will only be with the agreement of the school and as circumstances allow.
- An additional hub at St Michael's Church school was introduced in 2020 with an area of interest in SEMH and nurture, the hub has started with a centre of expertise only role, with a view to possible pupil placements at a later stage. St Michaels has had a keen interest in nurture approaches within education and has gained accreditation and developed experience in this field.
- By mutual agreement the specialist hub at OBA will close in March 2022. The hub has enabled the school to promote a model for providing a bespoke curriculum and support for young people with SEMH so that they can be maintained in school as well as delivering training to schools. Our thanks to OBA for all of their support in promoting inclusive practice for children and young people in challenging situations.
- The change to a dual designation at St John Fisher (HI/VI) has proved successful and the growth in the number of CYP with significant needs in these areas now being educated in mainstream schools with the support of the hubs and central LA services is testament to the success of the approach.
- The number of CYP in Peterborough accessing special schools has been traditionally high but the current numbers are more in line with national averages.
- The hubs continue to be at the centre of Peterborough's approach to inclusion. The support and training offered through the hub approach enables the message to be heard more widely and provides a valuable addition to the small specialist SEN core team in the LA. Investing in schools and their expertise, has proved a cost effective and powerful way of promoting an inclusive approach to SEND in Peterborough settings.

Forward planning – 2022/23

4.38

- The main presenting need in Peterborough continues to be ASD. Whilst the city has a specialist ASD school, the LA believes that the majority of CYP with an ASD diagnosis can be taught in mainstream school with appropriate support. A further secondary and primary ASD hub is proposed to support understanding and delivery of best practice and provide placements for CYP who experience difficulties in accessing their mainstream classroom despite the appropriate support on offer. These placements may be short term in some cases and CYP placed in hubs will ultimately spend the majority of their time in mainstream classes. As with previous expansions, expressions of interest will be sought from Peterborough schools to take this forward.
- The LA will appoint a new 'hub coordinator' (funding will be from current staffing budgets) to ensure the development and completion of reports tracking outcomes of the hub approach to inform future developments. The coordinator will also be responsible for maintaining the SLA with schools.
- The number of core specialist staff providing link support to hubs will be extended and their remit will be to support the development of skills and knowledge around the hubs area of specialism. They will work in partnership with schools and ideally provide a number of days 'on site' each term to support hub development. They will have less involvement in the administrative requirements of the SLA which will be covered by the new 'hub coordinator' post.
- A recent review of 2019-2024 SLA agreement, in accordance with the initial 3rd years of guaranteed funding, is near completion, this has provided an opportunity for the LA to identify hubs which are well placed to further support the hub development approach. 4

of the hubs have adopted a hub plus role and as such will work in greater depth with the new Hub co-ordinator to enable all hubs to develop greater practical support to schools through their centre of expertise roles

Service Updates 2022

- 4.39 A new SEND Hub Coordinator and School Support role has been created to support the development of the SEND Hub Network. This is a qualified teacher post and the appointment was made in May 2022, in line with our 'Forward Planning 2022-2023'.
- 4.40 The initial focus of this role will be working with our SEND Hubs and supporting the strategic development of our new SEND Hubs across Peterborough to support children and young people access education within their local community.
- 4.41 The SEND Hub Co-ordinator role will also contribute towards the development of SEND knowledge and resilience within our Peterborough communities and settings so that children and young people with SEND have access to a learning environment that enables them to achieve and prepare for adulthood. This post will also allow for greater depth of tracking impact of our SEND Hubs to inform future developments.

4.42 SEND Hub Numbers

Setting	Type of Need	Number of commissioned places 2021/22	C/YP With a SEND Hub place via SEND Panel 2021/22	Number of commissioned places 2022/23	Notes All Hubs receive £45k for Centre of expertise. £15k for Hub+
Caverstede Nursery School	Early Years	0	0	0	Centre of expertise (CE) only
Marshfield's School (Hub+)	Learning Disability	0	0	0	CE
Jack Hunt School	Physical Disability	6	5	6	CE and offers places
Ken Stimpson Community School	Autism	6	6	8 in September 2022 / (possibly 10 Jan 23)	CE and offers places
Middleton Primary School (Hub+)	Hearing Impairment	4	4	7	CE and offers places
Nenegate Special School KS2 places	Social, Emotional and Mental Health	12	12	10 in September 2022/23	CE and offers places
Nene Park Academy	Autism	8	6	8	CE and offers places
Ormiston Meadows Academy (Hub+)	Physical Disability	6	1	6	CE and offers places
St John Fisher Secondary School (Hub+)	Hearing Impairment	4	3	6	CE and offers places
St Michael's Church School	SEMH/Nurture	0	0	0	CE only but will offer places from Sept 2023

Southfields Primary School (Hub+)	Speech and Language Communication Needs	6	2	6	CE and offers places (reduce places from 2023 to 5)
Thomas Deacon Academy	Specific Learning Difficulties /Dyslexia	2	1	2	CE and offers places
Welbourne Primary School	Autism	8	7	8	CE and offers places
Total Commissioned/ filled places		62 2021/22	47 Filled Places 2021/22	67 2022/23	
Allocated Funding for a Primary ASC SEND Hub from September 2022				6	Still in discussion with settings, to be confirmed
Allocated Funding for a Primary ASC SEND Hub from September 2022				6	No current secondary settings expressed an interest

SEND SERVICE PERFORMANCE

4.43 New Head of SEND & Inclusion Services

Emma Harkin has been recruited into the role of Head of SEND & Inclusion for Peterborough. The interview process included panels from parent carers, young people, head teachers and SENCo's and Emma came through as the strongest candidate from within a very strong field. Emma is an experienced Head of SEND services and started with PCC on 13th June 2022.

4.44 Local Context

Total estimated population in Peterborough
204,500 (mid 2019)
Estimated number of 0-25 year olds
68,645 (2020)
Children & young people requiring SEN Support
6933 10.1%
Children & young people with an Education, Health & Care Plan
2260 3.3% - compared to 3.4% in 2020/21 with the national average being 3.7%

4.45 There are currently 2,260 EHC plans maintained by PCC, all of which are reviewed annually. Between January and May 2022, we communicated an average of 93% review outcomes to parent/carers within two weeks of receiving the review documentation from education providers.

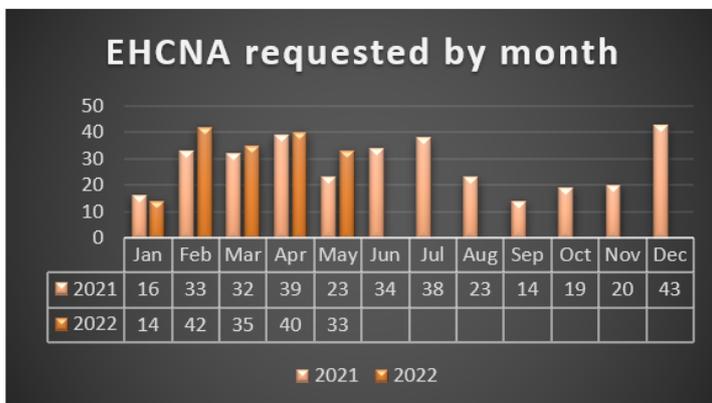
4.46 The 15th February is the national statutory deadline for year 2 leavers & year 6 children to have had their EHC Plans reviewed, updated and finalised naming the September 2022 placement. 31 March is the national statutory deadline for school leavers.

4.47 Phase transfer performance:

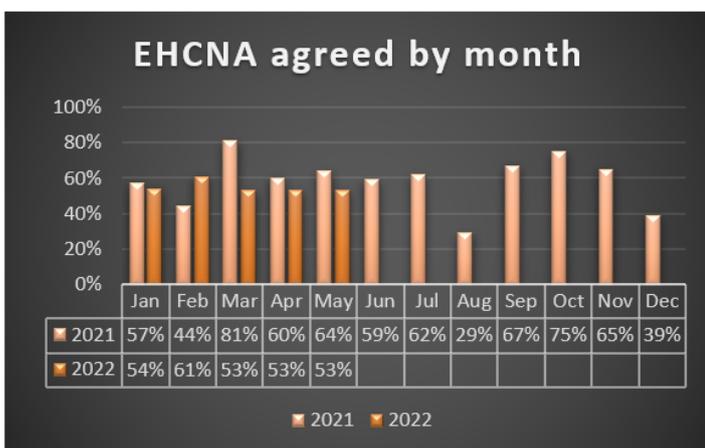
- Year 2 leavers finalised naming primary transfer by deadline = 100%
- Year 6 finalised naming secondary transfer by deadline = 88%
- School leavers finalised naming post 16 provision by deadline = 87%

4.48 Peterborough is experiencing an increase in applications for Education Health and Care Needs Assessments (EHCNA) which is in line with regional and national trends. The following graphics provide a summary of current activity levels:

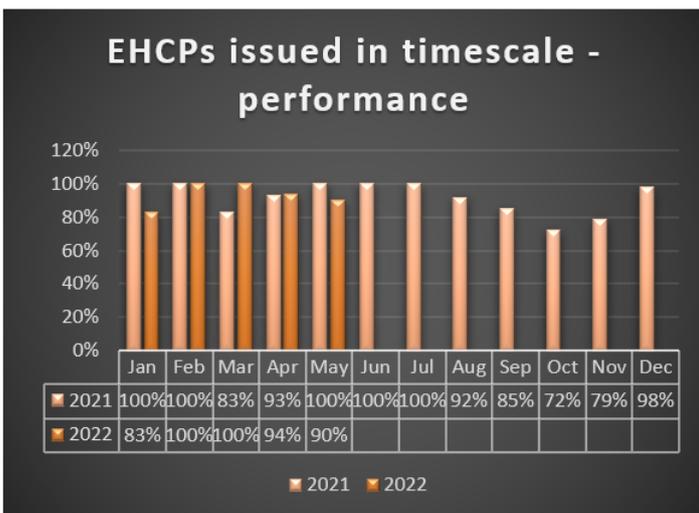
4.49



A total of **164** requests for assessment have been received between January and May 2022, compared to 143 for the same period last year, with a total of 334 for the whole of 2021. This continues to reflect the national long-term trend of increases.



During 2021, PCC agreed to assess an average of 62% following requests for needs assessments.



PCC average during 2022 = 94%

PCC average during 2021 = 92%

National average during 2021 = 60%

Risk: shortage of EPs will affect the timeliness of reports being received which will further impact on timescale performance.

4.50 The SEND Service teams continue to provide a good rate of compliance, which is above the national average and has stayed over 90%. This may be challenging to maintain as we have some vacancies in our Education Psychology Service due to maternity and absence. Recruitment is underway, but as demand rises the pressures on this service increases. Close monitoring of this situation will continue.

Joint SEND Strategy – SEND is Everybody’s Business

- 4.51 Phase One of our Joint SEND strategy is near completion, so the following is a detailed outline of outcomes and progress measures demonstrating how much we have been able to achieve since the introduction of the strategy.
- 4.52 Phase Two focus areas will be agreed following a conference on 12 July 2022 (face to face) and several online events to ensure that we maintain the level of stakeholder co-production and engagement, that has led to such positive outcomes.
- 4.53 Phase Two will change in approach towards strategic action planning. The SEND partnership groups that monitor and support the progress of the strategy agreed that there needs to be an ongoing joint focus for the themes of the SEND strategy, and with this joint focus opportunities for joint working will continue, however, the focus areas and context for Peterborough and Cambridgeshire are different and therefore need individualised strategic action plans. The focus of the conference and virtual forums will be to agree the focus areas and links to the Accelerated Progress Plan will form a key part of Peterborough’s Phase Two approach.
- 4.54 Phase One Overview:
In 2019, Peterborough’s parent carers, young people, and professionals from across health, the local authority, schools and settings, social care, and the voluntary and community sector worked together to agree a shared vision for Cambridgeshire’s children and young people 0-25 years with special educational needs and disability.

Peterborough and Cambridgeshire developed a Joint Cambridgeshire and Peterborough Special Educational Needs and Disability Strategy (2019-2023)

'SEND (Special Educational Needs and Disability) is everybody's business'

We listened to what people said they wanted for children and young people with SEND 0-25 years and identified three main themes.

1. SEND is everybody’s business

- We want the vision of the special educational needs and disability strategy embedded into the practice of everyone who works with children and families in ways that strengthen families.

2. Identify and respond to needs early

- From the earliest point, we want all of a child’s or young person’s needs considered. We want everybody to work together in a joined-up way.

3. Deliver in the right place at the right time

- We want to improve outcomes for children and young people by making best use of resources and a graduated response.
- We want high quality local support and provision

- 4.54 A five-year plan was developed to set out how we will work together to achieve our vision. For Peterborough, the five-year plan also takes account of the Written Statement of Action that followed the Local Area Special Education Needs Inspection by Ofsted and the Care Quality Commission in 2019.

4.55 Phase One plan

Our original intention was to address the agreed priorities over a five-year period. Due to the pandemic, in 2020 we were forced to react quickly to support our communities and keep them safe from the risks of COVID 19. During this period, the rate of change within special educational needs and disability was incredible. It became apparent that a five-year plan was no longer appropriate to meet the speed of change, so we agreed to shift our focus to a phased approach.

The phased approach enables us to maintain our view on all the elements of the co-produced strategy, and on an annual basis select the most relevant areas on which to focus. This ensures we are flexible and meet needs in a fast-changing landscape.

We agreed the Phase One priorities with parent carers and young people reps through our multi-disciplinary special educational needs and disability partnership groups. Phase Two will be launched in Summer 2022.

4.56 **Theme One: SEND is Everybody's Business**

Priority one: The Local Offer (Information about provision)

So far, we have:

- Changed the name of the online Local Offer to the Special Educational Needs and Disability (SEND) Information Hub and people tell us this is clearer
- Clarified the SEND Information Hub landing page and agreed a new icon for 'Getting Help'.
- Moved school facing information to the education LearnTogether pages. It is still accessible to parent carers and young people.
- In co-production with Family Voice, Peterborough's parent carer forum, we reviewed and updated the information on health and the preparing for adulthood good health page
- Ensured that a new 'support, advice and information for carers and parent carers' page was co-produced
- Created a new easy read page about technology and gadgets
- Undertook a full accessibility audit to ensure that the website accessibility legislation is complied with.

So, what measurable difference has it made to children and young people?

- The Local Offer website was renamed the SEND Information Hub on 3 December 2021. There was an increase of 19% website page views when comparing views since inception to 14 March and for the same period last year when the website was still named Local Offer.
- The new landing page icon of 'Getting Help' makes it clearer where to start the journey. There have been 48 views from 23 August 2021 to 14 March 2022. The average time spent looking at the page is 3 minutes.
- Moving information for professionals to a different site means that there is less information to work through and what remains is more targeted.
- The pages on health are now much more comprehensive, and easier to find information on services.
- It is easier for parent and carers to find support for themselves on the new page
- Information on assistive technology is now more accessible for young people.
- The information on the Special Educational Needs and Disability Information Hub is now much more accessible for people with disabilities.

4.57 **Priority two: Communication**

So far, we have:

- Established a SEND communications group to bring people together to influence communication decisions from the start
- Co-produced an all-age autism strategy
- Regularly produce a SEND newsletter
- Regularly publish 'You Said, We Did' on the SEND Information Hub (Local Offer)
- Distributed postcards and posters about the SEND Information Hub to primary and secondary schools, pre-schools, libraries, doctors, dentists, opticians, family centres, youth centres, soft play centres, theatres, and leisure centres
- Developed a suite of SEND Fact Sheets
- The new Education, Health, and Care Plan (EHCP) forms were uploaded including an easy read version of the form to request at education, health, and care plan

- The Local Offer feedback option has been moved to the top of the page to make it more visible and accessible

So, what measurable difference has it made to children and young people

- Children and young people are now more aware of the existence of the SEND Information Hub (Local Offer) through the newsletter, postcards, and posters
- The SEND fact sheets can be easily printed off for parent, carers and young people to use
- The easy read form to request an education health and care plan makes the process more accessible to parent and carers with learning disabilities

4.58 **Theme Two: Identify and respond to needs**

Priority one: Identify and respond to needs early

So far, we have:

- Monitored referrals to Early Support and found no significant reduction during Covid.
- Set up a working group for an employment pathway (under special educational needs and disability preparation for adulthood group)
- Ensured that SEND managers are represented in Best Start in Life Board and that SEND specific targets are included in the outcomes framework. These align with the 5-25 outcomes framework underpinning Strong Families, Strong Communities.
- Ensured that the autism strategy clearly sets out the Local Authority and Health statutory duty and that it has a five-year plan on how it will be achieved
- Delivered 'Steps Train the Trainer' to Education Improvement Officers and Early Help colleagues

So, what measurable difference has it made to children and young people?

- Despite Covid there was no significant reduction in referrals to Early Support at 0-5 years old

4.59 **Priority two: Legal compliance**

So far, we have:

- Ensured that Peterborough is on track with the Education, Health, and Care Plans (EHCP) improvement plan for 2021 -22 which is monitored via fortnightly meetings
- Ensured that 100% of psychological advice captures the child's voice in a developmentally appropriate way
- Put in place audit processes as per the quality assurance framework.
- Level 1 quality assurance of Education, Health and Care advice indicates that the quality assurance process is driving service improvement.
- EHCP audit report July 2021 shows improvements in EHCPs compared with a similar audit in September 2020.
- Recruited a new officer to lead on development of new data systems to improve efficiency and accuracy
- Coproduced forms to request an assessment of need for an ECHP. We have also completed an easy read version.

So, what difference has it made to children and young people?

- Timescales for decision making around statutory reviews are now compliant but the processing of amended plans whilst much improved, is not yet at 75% or above. The review backlog, however, has been removed. The service is likely to have up to 350 reviews 'in process' at any given period and has not exceeded this in the 2021-22 academic year so far.
- Analysis of a termly audit shows improving grades for education, health, and care audits at levels 1 and 2 of the audit frameworks

4.60 **Priority three: Role of the Designated Clinical Officer**

So far, we have:

- Significantly invested in the children’s commissioning team. It now comprises of a special educational needs and disability health lead, commissioning support managers, administrative support, a children’s continuing care nurse assessor, a transforming care engagement support worker and a children’s commissioner.
- Started to improve pathways into the acute hospital to support people with learning difficulties /autism and to support the use of health passports.
- Carried out a successful promotion campaign of annual health check for young people 14- 17 years old with learning difficulties to increase uptake. This included posting accessible information on the local offer website and updating the Education Health and Care Plan (EHCP) annual review template for professionals to include a question on whether the child has had their annual health check

So, what measurable difference has it made to children and young people?

- From April 2021 to December 2021 there was an increase in the uptake of annual health checks for 14–17-year-olds across Cambridgeshire and Peterborough.

Table 1: Uptake of annual health checks for 14-17 years old

Uptake %	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
No. GP Practices	82	82	82	82	82	82	82	82	82
0%	55	60	56	53	50	45	41	40	34
<25%	4	7	7	9	10	9	9	9	8
25-50%	1	2	6	7	9	14	14	13	15
50-75%	1	1	1	1	1	2	6	6	10
>=75%	0	0	0	0	0	1	1	3	4

4.61 **Priority four: Provision and opportunities for young adults 18-25 years**

So far, we have:

- Put in place a multi-agency transitions panel to support at key transition points. There is attendance from health, education, social care, commissioning, special educational needs and disability and finance services.
- Established a Preparation for Adulthood Steering Group to coordinate activities.
- Appointed a senior project manager to support ‘Changing the Conversation’ with families by skilling up social work staff, undertaking monthly Preparation for Adulthood huddle groups. This provides information to share with families about community-based support networks and ensuring all plans include Preparation for Adulthood outcomes.
- Included planning for the future and outcomes related to preparing for adulthood in the Education, Health, and Care Plan (EHCP) audits
- Worked with Family Voice, Caring Together and SEND professionals to pull together in one place useful information, and resources about community facilities that support parents and carers.
- Established a working group with Children’s Social Care, a representative from the Children’s Continuing Care Team and the Adult Continuing Care Team with the remit to improve social workers understanding about the different health processes between children’s and adults, so they in turn can support families with these processes.
- Designed a part time timetable process to improve monitoring and quality assurance of reduced timetables, which are communicated to parents, so they fully understand both the arrangements and the implications. We have reviewed these regularly with a clear aim to returning to a full timetable within the shortest timeframe possible.
- Used the Behaviour Team as gatekeepers to ensure that reduced timetables are seen as a short-term tool and that there is a clear rationale for instigating them.
- Through discussions with senior leaders in schools we have ensured all reduced timetables are appropriate and individualised. All students/pupils on a reduced timetable appear on the alternative provision register for the school and have a detailed Individual

Alternative Education Plan (IAEP) that has clear review dates and targets for each student to resume full time educational provision in the shortest timeframe possible.

- Invested in an adult diagnostic pathway for autism especially for pre and post diagnosis support and transitions.
- Northwest Anglia Foundation Trust have recruited a paediatric transitions co-ordinator to support children and young people aged 11-25 years to access acute children's health services at Peterborough City Hospital with their transition to adult health services.
- Children's' Community Services have recruited to a new post children's community nurse discharge liaison and transitions lead (Sept 21).

So, what measurable difference has it made to children and young people?

- Peterborough fixed-term exclusion rate was 6.01 – over national rate. The permanent exclusions data was 0.19 which was double the national rate. The Department of Education's latest data suggests we have seen a reduction in Peterborough, but action is still required to further improve rates.
- From November 2021 till February 2022, we have heard 403 cases at Behaviour and Inclusion Panel, 90% of these cases have been successful in not being turned to permanent exclusions.
- Due to Covid-19 and work placements not going ahead at our colleges 2020-2021, learners did not gain employment. Subsequently, some returned to the programme and a third of young people have now gained paid employment.

4.62 Theme Three: Deliver at the right time in the right place

Priority one: Joint planning and commissioning

So far, we have

- Developed a range of datasets including sufficiency data and forecasts
- Completed an autism needs assessment for people with autism
- Developed a commissioning sufficiency strategy
- Kept the SEND partnership boards and executives up to date on the extent to which services are meeting needs and commissioning gaps are being closed
- Created a joint commissioning autism toolkit as part of the joint Commissioning workstream of the autism strategy development. The autism toolkit is used when commissioning or recommissioning services.

So, what measurable difference has it made to children and young people?

- Studied what the data tells us about the provision we have across Peterborough and identified any gaps. We have identified what provision we are likely to need in the future as the population of the county grows and changes and developed a SEND Transformation Placement and Sufficiency Strategy plan to address these changes
- Completed an assessment of what we need for children and young people with Autism. In partnership with Cambridgeshire, we have produced an Autism Toolkit which is used to commission or recommission new children's and adult's provision.
- Set up a Complex Needs Board to enable multi-agency discussions on solutions to meet the needs of those with the most significant need and at risk, particularly those in hospital settings.
- Identified flexible packages and jointly commissioned solutions for vulnerable groups.

4.63 Priority two: Quality assurance of special educational needs and disability provision

So far, we have

2. Ensured that the Joint Commission Health and Care Board (JCHCB) brings together commissioners from all agencies, including the Local Authority, Children's Commissioning Group (CCG) and Public Health to ensure that SEND is considered in all joint commissioning arrangements, monitoring, and review. We will include an outcomes framework that demonstrates the performance of all jointly commissioned services.
3. Developed a toolkit for ensuring joint commissioning is seamless and understood by all agencies, including funding, governance, service agreements and principles.

4. Ensured that the SEND pledge encourages and enables the Joint Commissioning Health and Care Board and operational groups to sign up to the principles of the special educational needs and disability strategy and aid inclusion.
5. Ensured that the autism toolkit enables non-special educational needs and disability contracts to self-evaluate their performance for children and young people with autism.
6. Set an expectation that all service plans and reports to show evidence of their monitoring of impact and outcomes for children and young people with special educational needs and disability and their families.

So, what measurable difference has it made to children and young people?

- By November 2021, 375 schools across Cambridgeshire and Peterborough have signed up to the SEND Pledge.
- Children's Commissioning are working with both Peterborough Special Schools and Peterborough Mainstream Schools to facilitate access to the Integrated Community Equipment Service (ICES), ensuring consistent access to specialist equipment following assessments of needs in relation to Occupational Therapy and Physiotherapy in Education Settings. So far, 1 Peterborough Special School has signed up and they have utilised the ICES to ensure several pupils, previously waiting for equipment, now have access and are able to engage with Education. Children's Commissioning are continuing to work with other settings to ensure this arrangement can be extended.

5. CONSULTATION

- 5.1 Reports for the activity of SEND performance and the activity and outcomes from the HUBs are scrutinised by the SEND Partnership Group. This is an operations group that is attended by a multi-disciplinary team of stakeholders from across education, social care, health and parent and young people forums. The Partnership Group feeds into the Joint SEND Strategic Board and the Joint SEND Executive.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 SEND HUBs will increase provision for ASD children and young people and the introduction of a dedicated HUB co-ordinator role will enable the provision to be fully supported and outcomes to be monitored regularly to ensure that provision continues to provide value for money and promote the best outcomes.
- 6.2 SEND Performance is stable and continues to be higher than regional and national performance, however, further improvements still need to be the focus for the service as we support ambitious and continued effectiveness
- 6.3 The Joint SEND Strategy has achieved a great deal during Phase One. Phase Two will provide greater impact for a more targeted framework of support for PCC and will directly support the work being undertaken as part of the Accelerated Progress Plan, while maintaining a key aspect of co-production with children and young people, families and all stakeholder partners.

7. REASON FOR THE RECOMMENDATION

- 7.1 We value the scrutiny committee's feedback on this report to continue to ensure we deliver good outcomes for children and young people with SEND.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 Not applicable as the Local Area is required to submit an Accelerated Progress Plan.

9. IMPLICATIONS

Financial Implications

- 9.1 None

Legal Implications

9.2 None

Equalities Implications

9.3 None

Rural Implications

9.4 None

Carbon Impact Assessment

9.5 There has been no direct impact as a result of this report. Individual projects which may have an environmental impact will be considered through their normal governance arrangements.

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 None

11. APPENDICES

11.1 Appendix 1

[Joint SEND Action Plan Phase 1.pdf](#)

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