

Issue	Evidence
<p>Overview of SEND</p> <p>- Children and Families Act / SEND Code of Practice</p>	<p>The issues across this agenda are multi-faceted and complex. These range from the effectiveness of identification, and overall needs assessment, to the provision of support (which includes roles for the Council, schools, the Clinical Commissioning Group (CCG), NHS providers, early years providers, the VCSE, and families) and in seeking to ensure better outcomes.</p> <p>The types of need across the cohort of children and young people with SEND varies widely. Some students may be academically very able but have high levels of need in relation to socialisation skills, for example. Others may have complex and additional needs.</p> <p>The four broad areas of need that make up SEND are as follows:</p> <ol style="list-style-type: none"> 1 Communication and interaction 2 Cognition and learning 3 Social, emotional and mental health 4 Sensory and/or physical needs <p>Children and Families Act (2014) reformed legislation relating to children and young people with SEND:</p> <ul style="list-style-type: none"> -There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels. - There is a stronger focus on high aspirations and on improving outcomes for CYP - There is guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care. - It includes guidance on publishing a 'local offer' of support for children and young people with SEND. <p>There is new guidance for education and training settings on taking a 'graduated approach' to identifying and supporting</p>

<p>- New Inspection Process</p>	<p>pupils and students with SEND (replacing School Action and School Action plus).</p> <p>Pupils and students may be provided with SEN Support while in school or college, for example speech therapy. For children and young people with more complex needs, a coordinated assessment process and the new 0–25 education, health and care (EHC) plan replace statements and learning difficulty assessments (LDAs).</p> <p>There is greater focus on support that enables those with SEND to succeed in education and make a successful transition to adulthood.</p> <p>Definition of SEND provision - ‘Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age, ie provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.’</p> <p>The full SEND Code of Practice is available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 The summary by Nasen is included at Appendix 1.</p> <p>SEND services are now subject to a joint Ofsted/CQC inspection process, and Stockton will undergo inspection at some point between now and 2020. The inspection will look at the ‘Local Area’ as a whole, including relevant Council services as well as health.</p> <p>The inspection will look at three main questions: Question A – How effectively does the local area identify children and young people who have special educational needs and/or disabilities? Question B – How effectively does the local area assess and meet the needs of children and young people who have special educational needs or disabilities? Question C – How effectively does the local area improve outcomes for children and young people who have special educational needs and disabilities?</p> <p>In order to evaluate how effectively the local area assesses and meets needs of children and young people with SEND inspectors will take account of:</p> <ul style="list-style-type: none"> • Engagement and co-production with CYP, and their parents and carers. • Effectiveness of coordination of assessment between agencies in joint commissioning • Satisfaction of parents and carers and CYP
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<p>- Self Assessment of Stockton’s position</p>	<ul style="list-style-type: none"> • The suitability of EHC plans • The Local Offer • That planning is appropriate to meet the needs of children and young people receiving SEN support (i.e. those without an Education, Health and Care (EHC) plan) <p>In order to assess how well the local area improves outcomes inspectors will take account of:</p> <ul style="list-style-type: none"> • Outcomes across education, health and social care • Leaders’ assessment of the effectiveness of the local area in improving outcomes for children and young people. <p>A number of Local Area inspection reports were available to consider during the review, including Hartlepool and Middlesbrough. Hartlepool’s inspection report is attached as Appendix 2.</p> <p>The Local Area Inspections for Hartlepool and Middlesbrough identified areas of weakness, and Ofsted/CQC will expect that Stockton will have acted on learning points from other inspections. This is particularly important given the shared CCG in Hartlepool’s case.</p> <p>A range of work is ongoing to further develop SEND services in Stockton, following the completion of a self-evaluation of local services.</p> <p>An Action Plan has been produced to address areas for improvement, and the SEN Development Group has been established in order to oversee this work, and it provides challenge across partner agencies in respect of their duties and responsibilities.</p> <p>The Action Plan covers a range of issues including development of Local Area SEND Strategy; Engagement and co-production with parent/carer/children/young people; Development of the Local Offer; Development of joined up and multi agency approaches in the early years; and Development of the SEN Support Offer.</p>
<p>- Key priorities for Stockton-on-Tees</p>	<p>Overall the identified key priorities for Stockton were:</p> <ul style="list-style-type: none"> • Understanding our SEND population now and in the future • Developing quality, co-produced Education. Health and Care Plans linked to personal budget where appropriate and a robust annual review procedure • Improving outcomes for children and young people with SEND • Establishing robust joint commissioning for children and young people with SEND

	<ul style="list-style-type: none"> • Understanding the views of parent/carers and children/young people and using these to improve provision for children and young people with SEND • Ensuring appropriate and sufficient specialist provision for children and young people with SEND • Developing a coordinated approach to preparing for adulthood, and development of strategy <p>The work includes the commissioning of a new model for Additionally Resourced Provision in schools. The new model has Enhanced Schools meeting all four of the needs in the Code of Practice in each of the three areas of the Borough: North, Central and South. These enhanced schools will offer progression across the key stages and host more support for schools to access in outreach. Details of this process were provided to the Committee during the review.</p> <p>Wok in relation specifically to preparation for adulthood is outlined in more detail below.</p>
<p>Preparation for Adulthood (PfA)</p> <p>- SEND Code of Practice</p>	<p>Preparation for Adulthood supports young people with SEN and disabilities to achieve life outcomes of paid work, independent living, good health and community inclusion as they move into adulthood.</p> <p>Effective work on Preparation for Adulthood is underpinned by the following characteristics:</p> <p>Taking a personalised approach - Development of a shared vision - Improved post-16 options and support – Raising aspirations - Planning services together</p> <p>Preparing for Adulthood starts from year 9 onwards, and from earlier where possible. For example, this includes ensuring that when a child is very young and/or SEND are first identified, professionals inform parents and carers that with the right support the great majority children with SEND are able to live independently, work, and contribute to the community.</p> <p>Young people with SEN and disabilities should have equal life chances as they move into adulthood. This should include:</p> <ul style="list-style-type: none"> • Paid supported/employment, further or higher education, housing options and independent living, good health, friends, relationships, community inclusion and choice including control over their lives and support. • Young people and their families should be involved in strategic planning and service design and able to engage on their own terms, in order to support commissioners in the design and development of future services. <p>The SEND Code of Practice contains a chapter on Preparation for Adulthood and can be accessed via</p>

	<p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 . An extract from ‘SEND – A guide for parents and carers’ is attached at Appendix 3.</p> <p>There are clear duties for the Local Authority to undertake, in conjunction with partners (see page 123 in the Code).</p> <p>Education Health and Care plans should support positive outcomes for young people into adulthood.</p> <p>After compulsory school age (depending on capacity) the right to make requests and decisions under the Children’s and Families Act applies to the young person directly rather than to their parents, to enable them to Prepare for Adulthood. Parents/carers and other family members can support providing the young person is happy for this.</p> <p>Services that have a statutory responsibility should focus on how they can support people to progress towards PfA outcomes and mainstream agencies should be more inclusive and engage in this process. Within Stockton there is scope for agencies to become involved at an earlier stage.</p> <p>The Local Offer provides children, young people and their families with up to date and clear information on what is available locally through the Local Offer. The Local Offer will also have a feedback and review mechanism for commissioners to capture information on where the gaps are for families.</p>
<p>Stockton Progress on Preparation for Adulthood (to date)</p>	<p>The Self-Assessment identified a lack of strategic approach to the PfA agenda. PfA Manager, Operational, and Employability Sub Groups have been established in order to take forward this work, reporting in to the overarching Development Group.</p> <p>A range of work is therefore ongoing across this agenda. Examples include:</p> <p>a) Education Health and Care Plans (EHCPs) are being revised in order to better reflect identified PfA outcomes. EHCPs will also in future be RAG rated in order to improve the level of quality assurance. This reflects learning from the Hartlepool inspection report</p> <p>b) Draft guidance has been prepared in order to provide clarity and information regarding what should be expected at each stage of the transition process, and should be a key driver of consistent practice. Versions are being produced for young people, parents and carers, and schools/professionals. The Committee has considered drafts during the review (<u>The latest versions will be shared at this meeting</u>). The different versions are being developed in consultation with their respective</p>

	<p>intended audiences.</p> <p>c) The Moving Forward approach to transition is to be taken forward for Secondary into Post 16 (already adopted for Primary to Secondary transition, and from Early Years into Primary);</p> <p>d) The Development Group/sub-groups are working in partnership to improve services, with good engagement from Stockton Riverside College and Abbey Hill, and representatives of secondary schools;</p> <p>e) PfA self-assessment documentation has been circulated to partners including schools, in order for local services to benchmark themselves against the standards required;</p> <p>f) Following a staffing restructure in the SEN Team, there is to be greater emphasis from the Council on ensuring the quality of the provision of SEN Support at school (ie. for those who do not have EHCPs),including how this supports transition.</p> <p>g) SEN Officers are undertaking Careers Information, Advice and Guidance (CIAG) qualifications in order to be able to advise during the review process;</p> <p>h) Independent Travel Training is offered by the authority, and a dedicated post has been created, with partners increasingly aware of this provision.</p> <p>i) The local Parent Carer Forum now has a refreshed membership and chair, and this will need to be fully engaged with the SEN improvement agenda as it moves forward.</p> <p>j) Stockton’s Local Offer website has been peer reviewed by Redcar, and feedback is to be acted upon.</p> <p>In terms of improvements needed, overall the review has identified a recognised need to bring forward the provision of support to prepare for adulthood to Year 9, and to earlier wherever possible. There is a wide range of good practice/existing work on the PfA agenda but this needs to be more consistently implemented and formalised.</p> <p>Supporting information is attached to this summary.</p>
<p>Support Planning,</p>	<p>Feedback from professionals and parents suggests that attendance at annual reviews needed to be reviewed to ensure the</p>

<p>Voice of Young Person, and Aspirations</p>	<p>right services were represented, and that attendance was more consistent. Parents/carers also fed back that input into EHCPs needed to be more relevant and personalised in some cases. For example physiotherapy input was reported as often being the same each year which was not viewed as helpful.</p> <p>The review has identified a recognised need to improve Children and Young People’s voice / advocacy in relation to SEN services. Mapping has identified current opportunities across children and adults, with future options including potential work with ARC.</p> <p>In terms of levels of aspiration and actual outcomes, the cohort of young people with SEND cohort is varied. A range of outcomes can be demonstrated including vocational success and attendance at university.</p> <p>There is some evidence that professionals identify there continues to be a disparity between parent/carer views and expectations of long term goals compared to the young person involved. Conversely, the Parent Carer Forum requested case study examples in order to be able to share with young people the potential opportunities that were available to them (the request for good quality case studies was repeated elsewhere), and Egglecliffe School reported very high level of aspiration and careers awareness amongst its SEN cohort (made up primarily of pupils on SEN Support).</p> <p>Within service providers themselves, it was felt important for all agencies/stakeholders to have a good appreciation of the options for people within adulthood, for example the greater focus on personalisation and independence in adult care and the shift away from more traditional forms of service provision.</p>
<p>Education and employment</p>	<p>Members visited a range of school, college and charitable provision as part of the review, in addition to and the notes from these visits are attached at Appendix 4.</p> <p>Progress in secondary schools (for pupils with SEN) was not as strong as primaries, and comparative analysis of learning outcomes of young people in the 16-25 phase needed to be improved.</p> <p>The review noted that it was important to maintain the overall school improvement framework through which the Council maintains links with schools. Although all schools will need to abide by their statutory duties in relation to SEND, effective relationships at the local level are necessary to ensure this is done in a meaningful way that adds value.</p>

<p>- Support in the college environment</p>	<p>Work was ongoing/needed to improve the range of accredited courses available at school age (for those not in mainstream), the range of courses available at post-16, and supported employment opportunities. Review has identified a need to ensure young people were able to access meaningful courses, and demonstrate progression when moving between courses, and when onto employment programmes/employment.</p> <p>An identified area for development was the provision of careers guidance to the SEND cohort.</p> <p>A range of development work had taken place with and by colleges to make them more accessible and this is continuing.</p> <p>Information was gathered from Stockton Riverside College (SRC) as a key provider. SRC has students within its Foundation Skills base, as well as students with SEND attending its mainstream provision. In-reach was provided by community health workers and social workers.</p> <p>Students on Foundation Skills courses were able to study Entry Level/Level 1 Courses focussing on employability, which covered independent living skills training and vocational elements. Following the end of a Foundation Skills programme, depending on a student’s needs, onward progression may either be to:</p> <ul style="list-style-type: none"> - supported internship, provided by College; - potential social care referral; - vocational courses, after using the Foundation Stage to settle in to college life. <p>For those in mainstream, work to increase accessibility has included taster days, dedicated SEND support rooms, and modified timetables (for example, greater routine and supervision was included in the timetable of a student with autism).</p> <p>As the college-type environment is different to schools, particularly Abbey Hill, SRC reported that students are often able to make progression in a range of areas due to their increased independence. There were potentially some students who may stay in a special school environment up until the age of 19 whereas with the appropriate support they may have been able to progress to alternative provision at an earlier stage.</p> <p>Across the local picture, although there was widespread agreement that improved pathways needed to be developed, there should also be recognition of the options available locally. These are mainly vocational, and include the Skills Academy at SRC. It is important that schools and young people are aware of what exists and is available, in a consistent manner.</p> <p>Development of options including animal care was being progressed locally, as an example of work between SRC and Daisy</p>
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<p>- Destinations following school and college</p>	<p>Chain.</p> <p>Although some information was gathered as part of the review, it was identified that the information held by the Council regarding the destinations of young people with SEN post-school and college, needed to be improved. Colleges are now aware of the need to gather destination data for their leavers, including for those who leave education and move into employment or adult care. Youth Direction will be working to improve this information with the SEN Team.</p> <p>Some information was gathered as part of the review. To give an <u>example</u> of destinations of those with an EHCP or High Needs Funding into / within post 16 education:</p> <ul style="list-style-type: none"> - in 2016-17, 54 young people in Year 11 will be transferring into mainstream provision, and 48 will be transferring into specialist (47 of whom were already in specialist) - at the post-16 stage, within special schools, the majority of students continue within the school moving up their pathways. Between 2015-16 and 2016-17, 47 young people moved from special school into Further Education provision (generally at either Year 13 or 14). 32 went to Stockton Riverside College, 10 to Middlesbrough College, with the remainder attending East Durham and Houghall, Percy Hedley, or bespoke provision. - in 2016-17, of those young people who moved beyond Further Education, two students attended University (one with an EHCP, and another with Higher Needs funding). Data on other destinations is to be gathered as outlined above.
<p>- Employability / employment options</p>	<p>To improve employment options, there is widespread agreement on the need for greater engagement with employers, in order to develop approaches such as Supported Internships, and support and guidance for employers themselves. Work has begun to take place with Stockton Riverside College, and Daisy Chain, to develop accredited Supported Internship programmes.</p> <p>Aftercare and appropriate support should a particular placement/programme not prove suitable for a young person, was recognised as being important.</p> <p>As an example of support, the STEPS Supported Employment and Community Bridge Building service is highly regarded but access is only available to people with Adult Social Care assessed needs which not all young people with SEND will have as they move into adulthood. There is an appetite to develop better employment/inclusion support services for people with SEND as a whole.</p>

	<p>It is important to maximise job and learning opportunities when they arise. For example, the SEN Team has been working with Health Education North East on its Project Choice programme, which is aimed at providing work experience and internships for people with learning disabilities, difficulties, and/or autism, within NHS settings.</p>
<p>Health</p> <p>- Identified improvements for CCG</p>	<p>NHS Clinical Commissioning Groups (CCGs) have a number of statutory duties in relation to SEND (attached at Appendix 5). From the CCG’s perspective, these cut across all age groups, and so work is not necessarily defined as contributing to ‘preparation for adulthood’ in their plans. However one specific point to note in relation to PfA is the requirement to have transition plans in place to facilitate the smooth movement into adult services (including physical and mental health services).</p> <p>Following the results of the Hartlepool Local Area inspection, the CCG has been engaged in improvement work at Hartlepool, and is part of the Development Group within Stockton.</p> <p>The transition point for most NHS children and young people services is 18 years. An area which the CCG is reviewing is in relation to identifying any services that could be commissioned differently to cover the 0-25yrs which would reduce the number of transitions a young person makes at that stage in their lives.</p> <p>Following the Hartlepool inspection the CCG is aware of a number of areas for improvement, with a focus on:</p> <ul style="list-style-type: none"> - the importance of early identification of needs; - data analysis and sharing to improve analysis of specific cohorts of children (for example, those with autism) and development of an overall need assessment; – ensuring staff roles and responsibilities were clear; – provision of clearer information on the Local Offer and Personal Budgets; - ensuring voice of child always heard in plan production; - joint commissioning of services with SBC; – ensuring the identification of a Designated Medical Officer (DMO)/Clinical Officer (DCO). <p>Work is ongoing across the identified improvement areas, and for example, the CCGs has since arranged for the recruitment of a DCO, and this role will contribute to assessing the quality of ECHPs from a health perspective, provide a point of contact for services, and ensure transition processes are in place.</p>

<p>- Feedback from health providers</p>	<p>A priority has been placed on joint commissioning of speech and language, and occupational therapy services. This is identified in the Action Plan for achievement by April 2018.</p> <p>Health provider services also undertook the self-assessment in relation to PfA and this identified a number of potential issues, including:</p> <ul style="list-style-type: none"> - need for greater consistency in care planning, including giving greater thought to the longer term aspirations of children and young people; - better co-ordination of health professionals and their input into support planning; - recognising that young people with learning disabilities do not always have a formal diagnosis at the point of entering adulthood, and this can create a delay to entering services; - the level of NHS provision that someone receives at childhood can be different compared to adulthood (as with social care); - transition from the North Tees Trust Children’s Therapy Team (for example) occurs at a different point (age 19) to other services.
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Consultation and Engagement

The review has been supported and informed by officers from Schools and SEN.

The Committee has considered information from Children’s Services, local schools and colleges, and the Clinical Commissioning Group.

Members have visited a range of educational provision including: Abbey Hill Sixth Form, Egglecliffe Secondary School, and Stockton Riverside College. Other visits included to Daisy Chain, and to the Stockton Parent Carer Forum.

Members were also able to attend a range of officer-led multi-agency meetings, including the SEN Development Group’s development day.