

KIRKLEES HEALTH & WELLBEING BOARD
MEETING DATE: 28th April 2016
TITLE OF PAPER: Area Special Education Needs & Disability OFSTED Inspections
<p>1. Purpose of paper</p> <p>From May 1st 2016, OFSTED will begin their timetable to carry out an area Special Education Needs & Disability (SEND) inspection. The purpose of this paper is to inform Board members about the focus and remit of these inspections.</p>
<p>2. Background</p> <p>The area SEND inspections follow on from the implementation of the Children and Families Act, part 3, and are intended to measure progress against the reforms. The Board has received previous reports about implementation.</p>
<p>3. Proposal</p> <p>In order for Kirklees to respond strongly to this inspection, all key partners must understand what is required of them during the process. It should be noted that, as yet, the OFSTED handbook and framework for this inspection has not been published. However we have received strong indicators through the consultation documents that have been circulated.</p> <p>The inspection will focus on two areas:</p> <ul style="list-style-type: none"> • How effectively does the local area identify children and young people who are disabled and/or have special educational needs? • How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs? <p>Although the framework and handbook have not yet been published, we understand that the inspection team will meet with a broad range of people including:</p> <ul style="list-style-type: none"> • Key Managers from education, health and social care services • Visits to Early Years, School and Post 16 providers to talk to leaders and governors, and to study a sample of student files/information about their progress • Visits to health settings for a discussion with managers and practitioners, with a review of health files and information about how health practitioners contribute to assessments and Education Health and Care Plans (EHCPs) • Meetings with children and young people, and their parents/carers to gain their view of how effectively the area fulfils its responsibilities. <p>Any recent inspection outcomes for the local area carried out by OFSTED and CQC will be taken into account. In addition, the following information will be used to inform the inspection:</p> <ul style="list-style-type: none"> • Outcomes for children and young people in national assessments, and their destinations when leaving school • Performance towards meeting statutory timescales for statutory assessment • Any information about the use of disagreement resolution services, mediations, and appeals to First Tier Tribunal (SEND) • Complaints made to OFSTED or CQC relating to SEND.

OFSTED will publish an inspection report in the form of an outcome letter. This will be shared with schools and settings, and any service involved in meeting the needs of children with SEND. It will also be sent to the Chief Executive of the CCG with a request that it be circulated to healthcare services and settings as appropriate.

The report will outline what inspectors looked at and give a summary of findings based on strengths and areas for development. Due to the breadth and complexity of the aspects of the area's accountability, there will not be a graded judgement.

We are working with colleagues across Learning, Social Care and Health to develop our joint response to this inspection. There has been a detailed implementation plan in place since 2014 and this incorporates our evidence for OFSTED. We have also developed a brief, overarching self – evaluation.

4. Financial Implications

Kirklees has received an SEN Reform Grant for the past 3 years, and this has been used to implement the Children and Families Act. Part of this funding has been used to second colleagues from Learning, Health and Social Care into temporary posts to support reform development, in particular the alignment of systems to support the EHCP process, and the development of the Local Offer.

5. Sign off

Sarah Callaghan, Director for Children & Young People

6. Next Steps

During 2014, there were a number of whole service briefings and more bespoke development sessions to help colleagues understand their responsibilities and duties in relation to the Children and Families Act. Our priority now is to ensure that all relevant teams across Learning, Health and Social Care are aware of their responsibilities in relation to this inspection, and we are developing a communications plan to support this.

7. Recommendations

That the Health and Wellbeing Board:

- share this information within their respective organisations
- encourage and support teams across Learning, Health and Social Care to prepare themselves for the inspection by taking note of briefings, information sessions, etc.

8. Contact Officer

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Additional Information: SEND Area Inspection

Context

The Children and Families Act was introduced in September 2014, and the implementation of part 3 of the Act has been progressing since then. The Children and Families Project Board has overseen implementation and includes representation from Learning and Skills, Children's Social Care, Adult's Social Care, Health, and Commissioning. The Project Board reports to the SEND Strategy Group. In addition to these representatives, this Group also includes parent/carer representatives, and colleagues from the Voluntary Sector.

The Implementation Plan is linked to the SEND Code of Practice 2014, and details all activity so far, its impact, and areas for development. Work streams have focused on specific areas of development work:

- The Child and Family Centred Approach
- Education Health and Care Plans (EHCPs), and statutory process
- Preparing for Adulthood (14 – 25)
- The Local Offer.

SEND Area Inspection

From May 2016, and over the next five years, all Local Authorities will be subject to an area inspection. This inspection will focus on:

- An evaluation of how effectively the local area identifies disabled children and young people and those who have special educational needs
- An evaluation of how effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs.

Early guidance suggests that a wide range of information will be used in this evaluation process, alongside methods to gather the views of identified children and young people, parents and carers, leaders within the local area, and then providers (through visits).

Proposed Inspection Arrangements

Inspection teams will include an HMI (lead), a CQC inspector and a Local Authority inspector. Inspectors will review available national data as part of their preparation, including within area inspection outcomes from CQC and Ofsted. There will be a narrative evaluation report following the inspection, but not an overall effectiveness grade. Local areas may need to produce an action plan following the inspection, and there may be follow up inspection activity. The findings of the area inspection may be considered as part of other CQC and Ofsted inspection activity.

The fieldwork will include discussions with elected members, key local area officers from health, education and social care, and meetings with leaders of Early Years settings, schools and colleges, and specialist services. Visits will be made to a range of providers and services. These visits will not inspect the provision, but focus on their understanding of and

participation in meeting the areas' responsibilities. Inspectors will look at children and young people's files to contribute to their evaluations. There will be a strong emphasis on gathering the views of young people, and parents and carers, including meetings during visits to Early Years settings, schools and colleges, meeting with established parent and carer groups, meeting with any reference groups established in the area, a webinar for parents and carers during the inspection.

Evidence of Successful Implementation

Inspectors will be looking for the following:

- How we work in partnership with children and young people, and their parents and carers to understand their needs so that outcomes can improve
- How Early Years providers, schools and colleges work in partnership with the local authority and social care and health services to identify and meet these needs effectively
- How education, health and social care services work together to jointly commission the support and services their children and young people require, including out of area support
- That focusing on the needs of children and young people who have an EHCP is not at the expense of providing for those others who require support but do not need a plan
- Evidence of early intervention and support activities that prevent some children and young people from needing an EHCP at a later stage
- An accessible Local Offer that sets out the support it expects to be available.

Above all, local areas must know whether their provision is improving outcomes for children and young people or not. They must agree aspirational yet realistic targets for young people and monitor their progress towards achieving them. The setting and reviewing of goals or targets must involve children and young people, and their parents and carers.