

Health and well Being Board Paper a)

Self-Assessment Summary for Kirklees Local Area Response to SEND reforms

Introduction

Ofsted and the Care Quality Commission (CQC) undertake an unannounced joint inspection programme to assess the quality of support for children with special educational needs and disabilities (SEND) in all English local authority areas. They are 4 years into a 5 year programme and Kirklees has still to be inspected. Given that many areas in Yorkshire have already been inspected, it is highly likely that Kirklees will soon be visited. This could happen at any time on or after 21st June.

The term 'Special Educational Needs and Disability' is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with SEND are likely to need extra or different help from that given to other children their age. This support can be provide through a SEN Support or if they have a greater need through an Education, Health and Care plan (EHC) the age range for SEND is 0 – 25 covering both Children and Adult Services.

What will the SEND inspection look at?

The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:

- the effectiveness of the local area in **identifying** children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in **assessing and meeting the needs** of children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in **improving outcomes** for children and young people who have special educational needs and/or disabilities.

This inspection will be an area inspection and will involve the local authority, schools and colleges and health partners. It will seek the views of both young people and their carers.

Our Vision

The partnership vision for Children and Young People is that they have the best start in life. We want our young people to be proud to come from Kirklees and its localities. We want confident children ready to do well throughout their schooling and in life. We want to see our children making good progress and achieving the best outcome, with improved life chances for everyone. We also recognise that partnership working is key to success as there are a number of agencies involved in working with families and young people.

Our aspirations for children and young people with SEND are not different to all children and this receives the highest priority from the key partners. We recognise that delivering the best outcomes for all our children with SEND is a significant challenge which many authorities and partners face. We are proud of our workforce across the partnership and we have demonstrated in a number of areas both innovation and highest quality provision. We

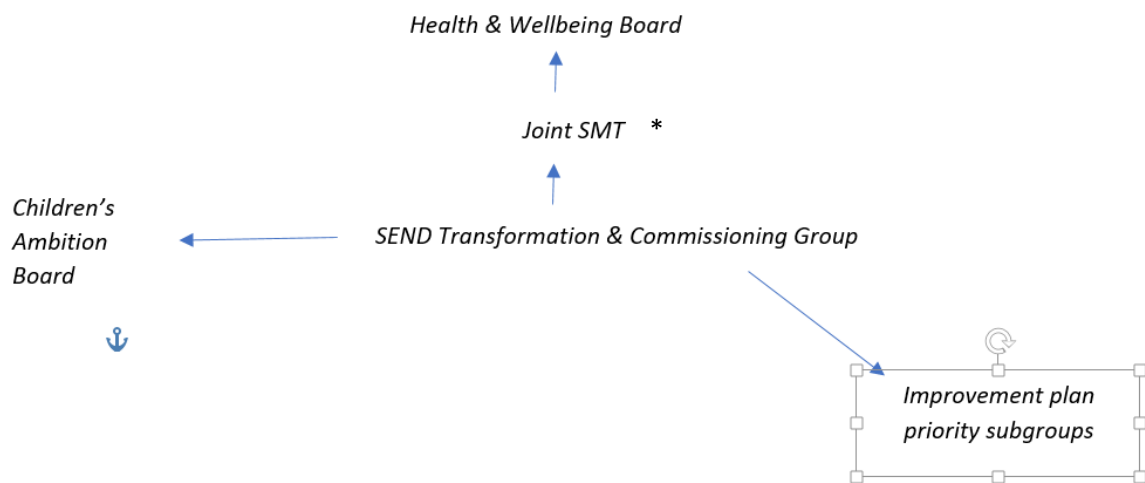
also recognise however that not all of our provision and outcomes are consistently good and we recognise there is more to be done to achieve our aspirations.

We have recently developed as a partnership a set of Inclusive ambitions which outlines our aspirations for Kirklees. Our aim is to develop an approach to SEND from 0 to 25 that:

- Responsive and holistic early intervention
- Culture of trust between parents and families
- Inclusive practice in the community and within education settings
- CYP thriving in education setting and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity and holistic skills and knowledge
- Supporting children to have clear aspirations, with a focus on independence and preparing for adulthood

How does the Partnership work?

A key part of the 2014 reforms was to create a joined up approach across health, educational and social care partners. In Kirklees we currently organise ourselves as a strategic partnership as follows:



*Joint SMT is made up of Senior Health and Local Authority Leaders in Adults and Children's

What do we say about our progress?

Across the partnership we have taken an open and honest approach in relation to the progress made. We know the SEND reforms were introduced in 2014 and therefore by 2021 these should be embedded. Like many areas, and this is a national trend, we have found the SEND reforms challenging for a variety of factors including, most recently, the impact of Covid-19. It is our assessment that in Kirklees there is much good practice and improvement since 2014. There are areas, however, where there is more to be done and therefore there will be some inconsistency in children's and family's experiences of SEND related services.

Data and Pressures

The percentage of pupils with a statement or EHCP from 2016/17 to 2019/20 has increased in line with the national average (England: from 2.8 to 3.3/Kirklees: from 2.6 to 3.1)

The percentage of children and young people at SEN support from 2016/17 to 2019/20 has increased above the national average (England: from 11.6 to 12.0/Kirklees: from 9.7 to 10.8)

We have fundamentally reviewed all aspects of our SEND activity in the past year and developed individual action plans for our priorities and started implementation on these. Our approach is modelled on the successful Social Care improvement model and approach. This has provided the focus for our improvement agenda throughout the year and allows us to measure our progress.

Our analysis of the pressures in relation to SEND shows an increasing demand. We have developed a strategic partnership with Impower, a nationally recognised SEND improvement partner. We have developed a single improvement plan to address areas where we feel there are gaps or services can be improved with a particular focus on strengthening our early identification and support for families to address these pressures. We are also concentrating on building sustainability across the SEND partnership to address the issue of increasing financial pressures.

The initial focus was developing our understanding of the pressures and trends within the SEND system to engage with partners to develop an agreed, strategic approach to deliver improvements in outcomes and consistency. This has for example seen a significant improvement in the proportion of all new EHC plans issued within 20 weeks at over 70% placing Kirklees in the 2nd quartile on the DfE LA Matrix. Our current performance stands at over 80%.

Our Achievements and Areas for Development

There is a shared commitment across our partnership to improve the outcomes for children and young people with SEND. We have some really good examples of services making an impact to change lives and support families and young people. We know that consistency is major priority for all parties and we have developed a comprehensive action plan for the next year. We know that some of assessment processes can be improved and we are addressing this. We are also aware that some services have capacity issues and this will require us to better identify issues at an earlier stage to ensure that appropriate support is available sooner to families.

Whilst the inspection will look at our services in a number ways, it is important we demonstrate our impact in three ways; *Identification of Needs, Assessing and Meeting Needs and Effectiveness in Improving Outcomes*. The following examples identify where we have made a difference. It is not a comprehensive list but gives a flavour of what we are developing and tackling. We also identify areas where more progress is needed

Identification of Children and Young People

We have made improvements by

- Developing our focus on the early identification and support, working with families in a restorative manner to identify and co-produce agreed plans and strategies
- Our Mental Health Support Teams developing a whole school approach Learning and Development offer across 80 schools helping the identification of priorities around SEMH with a model regarded as good practice and shared across the region
- Reviewing the Graduated Approach Guidance for mainstream schools incorporating a focus on current guidance to support identification and provision of children and young people with SEMH and Communication and Interaction needs culminating in recommendations for development.
- The development of a local group of Lead SENCOs incorporating training to undertake activities such as local SEND peer reviews of schools, leading local support for schools including SENCOs new to role, feeding in local best practice guidance to SENCO Network aimed at building the capacity of mainstream schools to identify and meet needs as early as possible.
- By adopting a partnership approach to two year assessments whereby if a 2 year old is attending an Early Years setting the setting will complete the health assessment as part of the Early Years Foundation Stage (EYFS) progress check.
- Throughout the Covid pandemic maintaining and adapting our support to families. We have also continued to make significant progress for example in relation to our Local Offer.

We can get better by

- Developing our Model(s) of Practice - Our research into our cases show we could have intervened earlier (73%) to provide more early and timely support
- Whilst our Local Offer has been refreshed, there is further development been undertaken in relation to its ease of use and impact
- Working to ensure the voice of the child is heard consistently throughout our SEND activity developing a model of co-production with parents and families too.
- Ensuring our whole workforce is appropriately aware of SEND issues and how to work with families and young people.
- Getting better at identifying ways to ensure that sufficiency of provisions is created in adult commissioning through earlier communication between children and adult services.
- Through Locala improving its identification and reporting processes in relation to children with EHC plans to ensure timely reports for development plans.

Assessing and Meeting Needs

We have made improvements by

- Aiming to support more young people to remain in mainstream settings and we are providing schools with additional resources to achieve this.
- Consulting on a new funding model for mainstream schools phase 1, Phase 2 will look at Specialist provision;

- Making sure our Designated Medical Officer / Designated Clinical Officer play a key part in implementing the SEND reforms and in supporting joined up working between health services and local authorities.
- Commissioning and developing some innovative arrangements to bring partners and provision together such as Thriving Kirklees, Sensory Occupational Therapies
- Ensuring our statutory compliance in relation the EHC is improving and above the national average.
- Responding to referrals across all Specialist Provision settings in a timely manner
- Wellbeing for Education Return commencing November 2020 with specific focus on anxiety, stress, loss and bereavement as a consequence of the pandemic
- Having Special Schools for Children with SEND that are rated good or outstanding
- Developing a Young Peoples Activity Team, which provides sessional leisure and recreational activities for disabled children and young people aged 5 to 18, is well regarded by parents and children and has adapted to respond to Covid-19
- Creating a range of provision and services that offer high quality support and advice ,e.g., Portage, Intensive Family Support, Education Psychology
- conversations feed into the LA knowledge of best practice & areas for development
- Committing to investing significantly to develop our capacity to support young people to remain in Kirklees rather than be educated elsewhere.
- Our CAMHS provision in relation to the COVID impact being committed to offer SEND support utilising a creative and flexible approach to intervention including a continuation of offering face-to-face appointments where required.

Some examples of our Innovation include

- Locala's Children's Expert Team Services works effectively across a number of disciplines and with partners in an integrated way to support children's physical, learning, communication needs.
- Through Locala establishing a new Sensory Occupational Therapy service for children in Kirklees, including training of parents and professionals providing an improved knowledge base of those supporting children with sensory difficulties; 1 to 1 assessment provision for children with significant sensory requirements
- Starting an Inclusion team with school inclusion partners to work on SEND reviews, peer to peer development, targeted training and support.
- Our commissioning arrangements are integrated across health and the local authority partners helping to co-ordinate activities and provision more effectively

We can get better by

- Developing our Model(s) of Practice - Our research into our cases show we could have intervened earlier (73%) to provide more early and timely support
- Improving Sufficiency – there is insufficient capacity in all settings and placements across our SEND system to meet individual needs
- Reducing Exclusions – too many of our young people with SEND needs are excluded from their settings

- Moving towards adulthood requires a more holistic approach from a younger age and more consistent co-production
- Having more local options and choices for young people across Kirklees which mean that young people don't have leave Kirklees to live or for education.
- Tackling the waiting times for some services such Speech and Language, Autism and Children's Mental Health referrals are too long at present
- Addressing the increasing demand and the impact has led to pressures in SENDACT and other areas
- Improving in Adult Social Care the transitional arrangements/pathways for those young people who do not have a Learning Disability need to be improved.

Effectiveness in Improving Outcomes

We have made improvements by

- Having a major, single transformation plan and programme which has clear timescales and success measures in place. The first stage include the refreshed Local Offer, the Inclusion Support Offer and our additional investment in mainstream schools.
- Re-commissioning the Local Offer and co-designing and produced this with parents and carers and with plans for children and young people to further improve its accessibility;
- Launching our Inclusion and Support Offer which is developing our support to practitioners such as SENCOs to support families and young people.
- Having a good and effective relation with Parents of Children with Additional Needs (PCAN). We actively seek to co-produce our improvement priorities.
- The transition pathways for young people into adulthood have been reviewed with key stakeholders and the support and service enhanced.
- The *My Life* project improving the adult social care offer of information, advice, and guidance available to young people within specialist educational settings.
- **MY Project SEARCH** Dewsbury Hospital is a unique pre-employment program which helps young people with learning disabilities gain the skills they need to get meaningful paid jobs. A similar scheme will be introduced by Kirklees Council
- Delivering in Kirklees a high overall Education, Employment and Training (EET) performance level which our SEND EET figures reflect with 92.7% in education, employment or training (March 2021)
- By investing in our systems in a number of key ways to capture our impact included a SEND data dashboard where key trends are captured along with a refreshed approach to quality assurance.

We can get better by

- Being aware that we have not always been able to assess the impact of our services. Our first steps across all partners will be to capture what is working well and the effectiveness of our provisions.
- Ensuring that all of young people receive consistent, high quality and timely services.

- Implementing our new Quality Assurance framework (as part of practise across Children's Services) which will help to identify good practice and ensure the standard of practice is more strengths based and restorative.
- Assessing our impact – We need to develop a better understanding of what is making an impact to outcomes and to commission the right services across both children and adult settings education and social care.
- Improving Educational outcomes for children with SEND across a range of educational outcomes across Key Stages 2 to 4
- Whilst understanding our NEET data is strong, we still need to broaden and improve the employment and education/training choices for post our post 16 teenagers and young people
- Locala recognising the need to review and embed the use of outcome measures in relation to a number of therapies.

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