

# CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

4<sup>TH</sup> October 2021

## Special Educational Needs and or Disabilities

### Caroline Cannon: Strategic Lead for Inclusion and Specialist Support Services

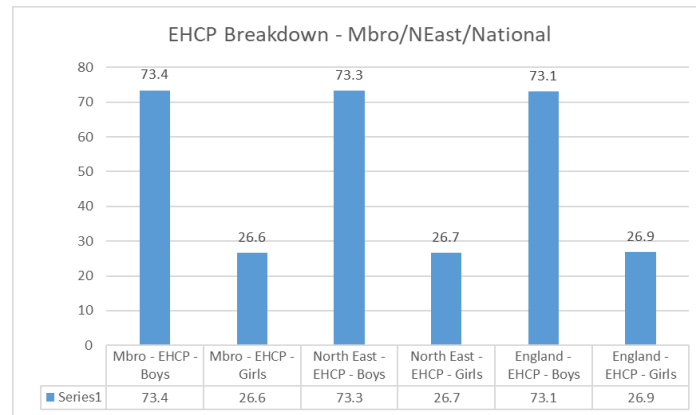
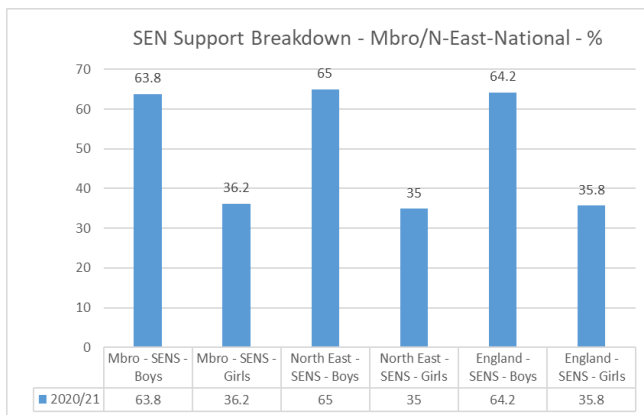
#### SUMMARY

1. The purpose of the paper is to provide:
  - a) Key data in respect of special educational needs and disabilities in Middlesbrough, specifically data on type of needs and pupil characteristics and how these compare regionally and nationally: and
  - a) A detailed overview of how Education, Social Care and Health work collectively to deliver SEND provision at a local level, including information on the SEND Strategy and the SEND Strategic Group.

#### INTRODUCTION

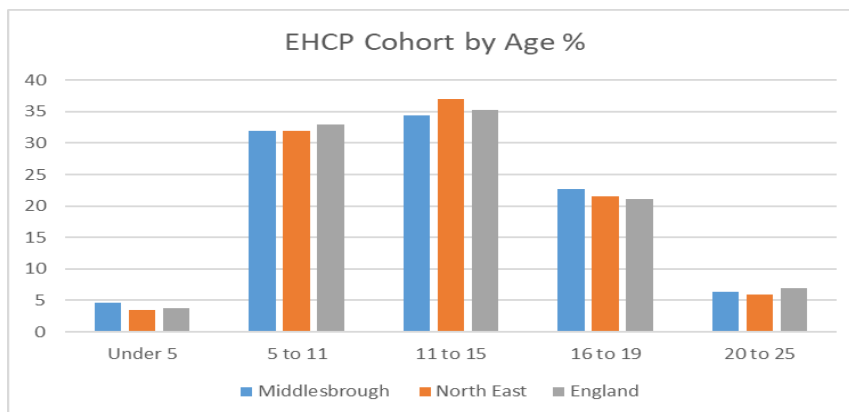
2. The Children and Families Act and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014 (updated 2015) pushed forward the Government's commitment to improve services and support for children, young people and their families and to help them achieve the best possible outcomes.
3. The SEND Code of practice introduced a coordinated single assessment across Education, Health and Care named the Education, Health and Care Assessment.
4. Nationally there are approximately 431,000 children and young people across the whole 0-25 age range with an Education Health and Care Plan (EHCP). Within Middlesbrough, there are approx. 4800 children and young people classed as SEND, of this figure, approximately 1300 have an EHCP.
5. From these national figures there are approximately 325,000 children and young people with an EHCP who attend state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools. This represents 3.7% of the population. In Middlesbrough, this figure is 3.7% which is on par with the national figure, and slightly lower than the regional figure of 3.81%.
6. Further analysis of the individual characteristics of the children and young people with an EHCP and those in the SEN Support Cohort shows that:

## 7 Gender



In Middlesbrough, the SEN Support cohort is split into 63.8% male and 36.2% female. The EHCP cohort split is 73.4% male and 26.6% female. These levels are comparable to national and regional data.

## 8 Age

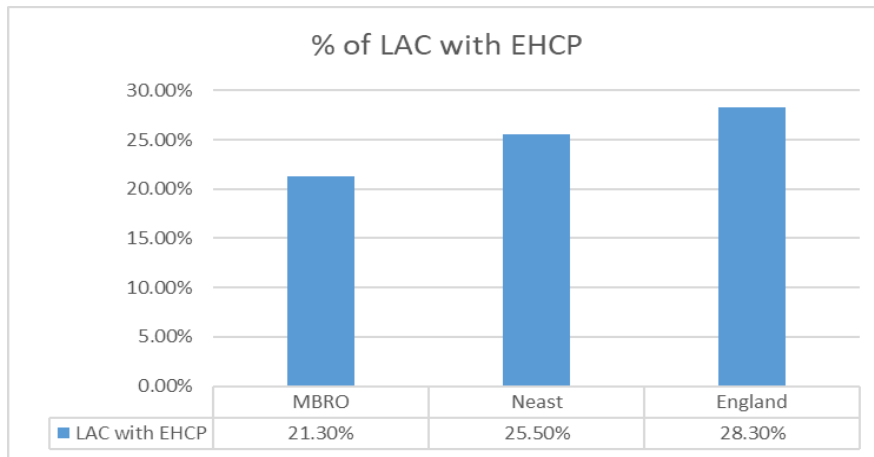


The majority of children with an EHCP are of primary and secondary age in Middlesbrough. Middlesbrough is broadly comparable to regional and national levels for the ages of children and young people with an EHCP.

## 9 Ethnicity

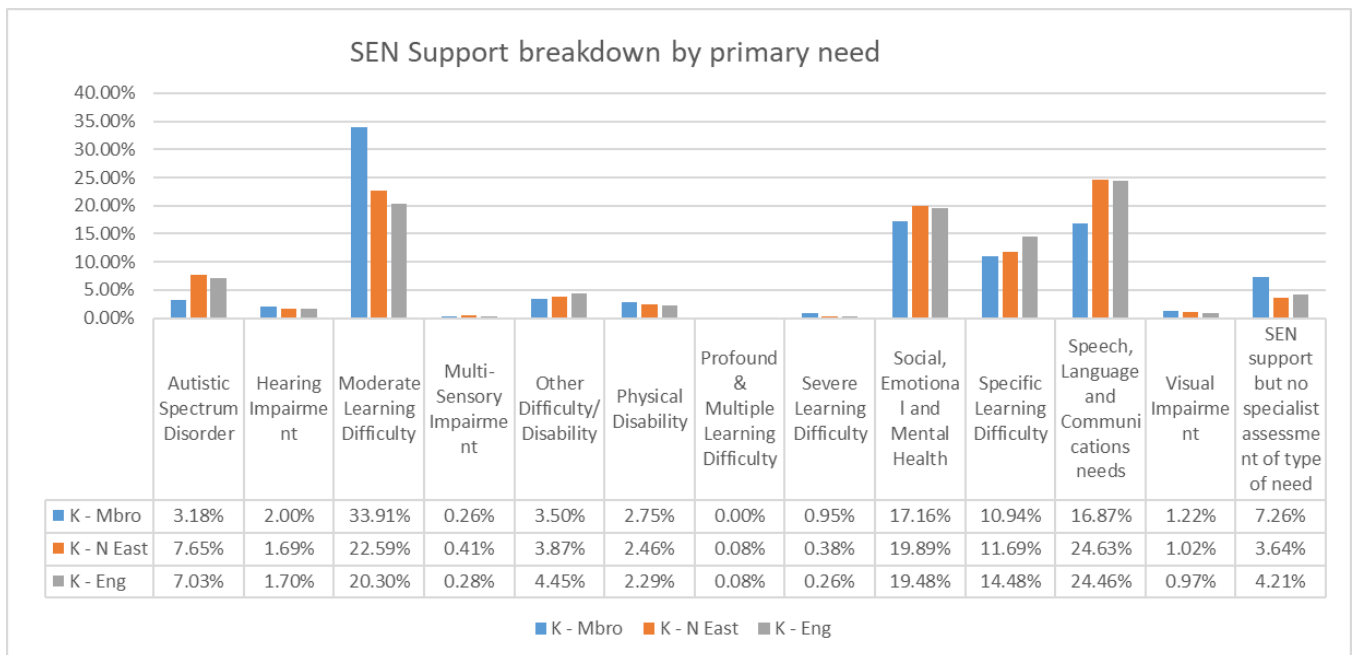
The majority of children with an EHCP in Middlesbrough are White, in particular White British (73.5%), this is broadly comparable to national but slightly less than regional levels. 7.8% of children and young people with an EHCP are Asian Pakistani, this is higher than national and regional levels. Just over 1% are Black African which is comparable to regional but less than national levels. All other ethnicities (including those of mixed heritage) account for less than 1% each of the EHCP population; when totalled this accounts for 14.5% of children with an EHCP.

## 10 Children Looked After



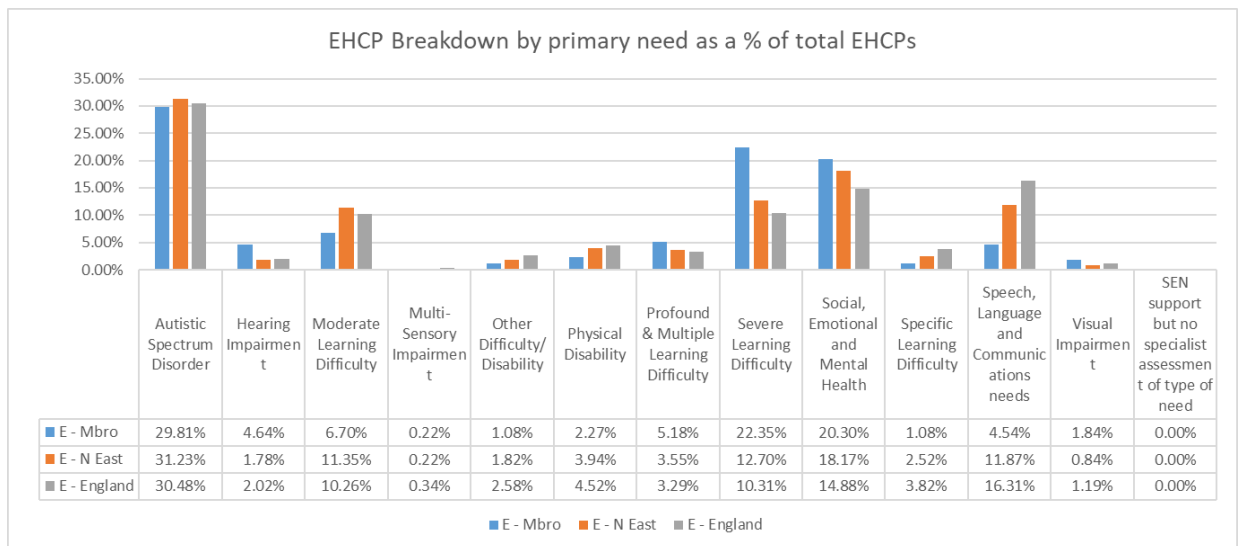
At present, 21% of children in Middlesbrough who are looked after have an EHCP. This is lower than regional and national levels.

## 11 Primary Needs



The Primary Needs breakdown for the cohort of children and young people at SEN Support in Middlesbrough shows that:

- There are less children with autism than regional and national levels
- There are more children with a moderate learning difficulty than regional and national levels
- There are slightly less children with social and emotional needs, specific learning difficulties and speech and language needs in Middlesbrough than regional and national levels.
- Middlesbrough is broadly comparable to regional and national levels for children and young people with a hearing impairment, visual impairment, physical disability, profound and multiple difficulty and other difficulty/disability.



The Primary needs breakdown for children and young people with an EHCP shows that:

- There are more children with a Hearing impairment, Severe Learning Difficulties, Profound and multiple learning difficulties and Social and Emotional Difficulties compared to regional and national levels.
- There are fewer children with moderate learning difficulties, speech language and communication needs and specific learning difficulties compared to regional and national levels.
- The levels of children and young people with Autism with an EHCP is broadly comparable to regional and national levels.

- 12 The majority of statutory duties in relation to Special Educational Needs and or Disabilities rest at a local area level, predominantly with local authorities but since the implementation of the SEND Code of Practice this now also places duties on Clinical Commissioning Groups. The Children and Families Act 2014 strengthens local authorities' key duties in respect of children and young people with Special Educational Needs and or Disabilities across the 0-25 age range, regardless of where they are educated. It places duties on health and education settings to use their best endeavours to meet the needs of children and young people with Special Educational Needs and or Disabilities; and requires local authorities and other listed bodies to have regard to the statutory guidance set out in the Special Educational Needs and or Disabilities Code of Practice: 0-25 years.
- 13 As mentioned above the SEND Code of Practice was introduced to ensure that children and young people receive the support that they require through a single assessment process across Education, Health and Social Care. It is important to note that through the implementation of the SEND Code of Practice came the creation of a new Local Area Inspection framework. This is a joint inspection across Education, Health and Social Care.
- 14 In March 2017 Middlesbrough Local Area was inspected by Ofsted and the Care Quality Commission as part of a new Local Area SEND inspection process. The inspection included scrutiny of the contribution of Education, Social Care and Health in ensuring that children and young people with Special Educational Needs and Disabilities made good progress and had their needs met in a timely manner. The outcome of the inspection in 2017 resulted in a Written Statement of Action to address significant concerns. These concerns identified that:
- a) There was a weakness in the strategic leadership, governance and implementation of the disability and special educational needs reforms in the local area.
  - b) Strategic planning was weak and there was no strategy for jointly commissioning services across Education, Health and Social Care.
  - c) Children, young people and families had too little involvement in discussion and decision-making about the services and support they needed. The local offer was poor and, as a result, children, young people and families had a weak understanding of the resources and support available in Middlesbrough.
  - d) Leaders had an inaccurate view of the local area's effectiveness. They did not gather, analyse and use information and data to drive improvement in provision and outcomes for children and young people who have special educational needs and/or disabilities in the local area.
- 15 As a result of this outcome a SEND Improvement Board was implemented with a number of work streams to address the required areas for improvement. Both the SEND Improvement Board and the work streams had representation from our local

parent's forum Parents4change, Education, Health and Social Care. The SEND Improvement Board developed into the SEND Strategic Group which was co-chaired by the Director of Education and the Director Lead for Children's Services, South Tees CCG. The Local Area was also supported by Special SEND Advisors from the Department for Education and from Health during this time. Our Parents forum began to find it difficult to attend all work streams so they focused on key areas such as the Local Offer and Preparing for Adulthood. They also set up meetings with the Strategic Lead for Inclusion and Specialist Support Services and the Designated Clinical Officer from Health on a regular basis to discuss developments within the local area, share feedback and plan engagement sessions.

- 16 In July 2019 the same Ofsted and CQC inspection team revisited the local area to inspect the sustained progress since the inspection in March 2017 and to identify if sufficient progress had been made on each of the four areas for development. The Lead HMI Inspector identified that the inspection team observed sufficient progress in each of the four areas and that Middlesbrough (LA and Health) no longer needed formal monitoring.
- 17 The Local Area SEND Inspection Framework is currently being updated and it is anticipated that the new framework will include children and young people accessing Alternative Provision. It is also anticipated that further news of the framework will be shared later this year.
- 18 To ensure that the local area continues to meet its requirements as outlined within the SEND Code there remains in place the SEND Strategic Group. This group has been further developed in terms of membership and has representation from the LA, Health, Educational Settings and Parents. The group is now chaired by the Executive Director for Children's Services. There continues to be a number of work streams focusing on areas linked to our key priorities as identified within the SEND Strategy (See appendix 1: SEND Strategy). The SEND Strategic group reports to the Children's Trust.
- 19 Since the inspection in March 2017, the revisit in July 2019 we continue to develop a range of services and support to meet the needs of our children and young people with SEND. Through working together across the SEND Strategic Leadership Group, key work streams, various task groups and engagement sessions we have:
  - Further improved how we work with our families and capture the voice of children and young people. This work includes engagement with our parents forum Parents4change, parents, carers and young people through regular meetings, drop in sessions, training sessions, membership of key tasks

groups, work streams, key engagement sessions, surveys, young people's Preparing for Adulthood conference, celebration events etc.

- Worked together across Education, Health and Social Care during COVID to ensure that children and young people with SEND have been supported. This has been through regular multi agency meetings to address any concerns and put in place required support from relevant agencies. Alongside this we worked together to ensure that all young people with an Education Health and Care Plan had their plan risk assessed at the height of the pandemic in line with national requirements.
- Developed a Single Point of Contact in partnership with families, this will be further reviewed with families in early 2022 to analyse impact and identify further areas for development.
- Continued to deliver a range of training to staff (staff who have completed key training have shared that they feel more confident in their role and understanding the needs of children and young people with SEND). This training has included undertaking SEND Peer Reviews across early years, schools and settings.
- A Designated Clinical Officer in post (Health) to support with key developments, deliver training and provide support for Health Colleagues. The Designated Clinical Officer is also the point of contact within Health across Education and Social Care.
- Developed our data systems through our Data, Quality and Outcomes work stream across Education, Health and Care to ensure all agencies understand the needs and changing needs of children and young people with special educational needs and / or disabilities. We have used and continue to use this information to develop local provision where gaps are identified. This has included the:
  - Development of a new integrated Early Years model which has increased the number of children with special needs able to access mainstream provision getting the health and education support they need.
  - Increase in the number of local specialist education placements including the development of a secondary autism base within a mainstream setting resulting in more children and young people accessing the support they need within the local area.
  - Continued to work closely with Post-16 providers to develop a range of provision which fully supports our young people as they move into adulthood. By doing so we have increased the range of Post 16 opportunities for young people with special needs. Feedback from young people has identified that they feel listened too and are accessing the provision which they feel meets their needs and prepares them for adulthood.
  - Development of Health Data dashboard to monitor the number of children accessing A&E and therapy services with an Education Health and Care

- Plan. This information will improve monitoring of incidents, involvement and inform future commissioning.
- Development and implementation of our new Outcomes Framework which was developed through our regional data group to collect data on progress for children and young people around softer outcomes across Education, Health and Social Care. This is now embedded within our Annual Review paperwork and is seen as an example of good practice. Further analysis and validation of the data is required, but through the initial evaluation we can see that:
    - 94.4% of children and young people with an EHCP are making progress towards their education outcomes
    - 95.2% of children and young people with an EHCP are making progress towards their health outcomes
    - 90.1% of children and young people are making progress towards their social care outcomes
  - Used our data to support schools and settings meet needs and we can see from the wider Middlesbrough Children Matter Education Strategy that the gap between non SEND and SEND pupils achieving good level of development at the end of early years **continues to close**. This was a 5% improvement compared to the national average. Other areas of **significant improvement** and where local scores **outperform national** are: KS2 Reading and Mathematics where there is a **10% improvement**; KS4 English and Maths level 4 and 5 where there is also a **10% difference of closing the gap** compared to national.
  - Improved the quality of Education, Health and Care Plans through developing a robust quality assurance process which continues to include or SEND Advisor from the Department for Education. We can also see from the feedback from parents and young people that 90% of families are satisfied with their experience and feel that their voice was heard during the process.
  - Improved and maintained good completion rate of Education Health and Care Plans during COVID which ensures that children and young people with SEND are assessed within the required timeframe. In the recently published data it should that Middlesbrough's completion rate was **99% which was 9<sup>th</sup> nationally**. This is a significant achievement considering the increased pressures as a result of COVID.
  - Used our data, feedback from families and partners to develop a new Inclusion model in 2020 which supports early identification of need to ensure children and young people with SEND receive the support they require in a timely and coordinated way. This model has been further developed and is in the process of a phased implementation as from September 2021.
  - We have further developed the Local Offer in partnership with families and increased the number of people using the Local Offer. This was achieved



through setting up initially a dedicated work stream with a key focus of ensuring the Local Offer was accessible and in a format families wanted. The impact of this work has supported more families and professionals to understand what support is available within the local area and to identify gaps in provision.

- Through feedback with families and the work of the Local Offer work stream we have also developed at the request of families a Facebook page and an email network.
- Through work of the Joint Commissioning work stream we developed a Joint Commissioning Strategy in partnership with children, young people and their families. This work stream has also supported the development of:
  - A jointly commissioned Speech and Language therapy service. This service is currently being further reviewed with a new and further improved model to be in place by April 2022.
  - Developed a children's equipment service to ensure children received the equipment they require in a timely way.
  - The CAMHS model was further revised which has resulted in the development of a needs-led neurodevelopmental pathway throughout South Tees. This was achieved through analysing key data, feedback from families, engagement sessions and the establishment of key partnerships. The new model was launched in September 2021.
  - Completed a review of Occupational Therapy support for 0-25, this review ensured continuity of provision for young people and their parents.
  - Ensured regular contract review of joint service provision through the Joint commissioning panel with South Tees authorities and clinical commissioning group representatives, exploring future opportunities of joint working.

20 Alongside the points raised above the SEND Strategic group, professionals, feedback from families and representation from our Parents Forum supported the completion of the local area SEND Strategy which has been further updated (see appendix 1: SEND Strategy)

21 Through the work of the SEND Strategic Group we continue to move forward with key developments to ensure that the needs of children and young people with SEND 0-25 in Middlesbrough are met. This work is linked to our strategic priorities and identified areas of development as outlined within our SEND Strategy. These are:

- a. To further develop **strategic leadership** across Education, Health and Social Care and identify and remove barriers to learning and support which have been a result of COVID.
- b. To ensure **greater involvement of children, young people and families** to support coproduction and ensure that their voice is heard regarding the services and support they need.
- c. To ensure greater analysis and use of information to ensure that there is sufficient **local educational provision** and to drive improvement in provision through the use of **data** and improve systems for capturing **softer outcomes** for children and young people who have special educational needs and/or disabilities
- d. To further improve strategic planning to support **jointly commissioning** services across Education, Health and Social Care.
- e. To improve processes and opportunities for children and young people in **preparation for adulthood**.
- f. To have a **trained and competent** workforce in understanding how to meet the needs of children and young people with SEND

22 We are currently awaiting the National SEND Review which should be published later this year. This review will provide feedback regarding the impact of the SEND Code of Practice since implementation and propose some further changes.

## **CONCLUSIONS**

23 Through the ongoing improved local area strategic governance and oversight from our SEND Strategic Group which reports to the Children's Trust we can see that provision, opportunities and outcomes for children and young people with SEND continue to improve across the local area. There are a greater range of opportunities for children and young people and our improved data systems are supporting strategic planning arrangements to ensure that there is sufficient local provision and support.

24 We can also see from the work of the SEND Strategic Group key areas for development which link into our strategic priorities and work stream action plans which are monitored by the SEND Strategic Group

25 As a local area we continue to work together to ensure that the needs of our children and young people are met and we continue to develop our services in partnership with our families to meet needs and improve outcomes.

## **BACKGROUND PAPERS**

26 SEND Strategy Appendix 1

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