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NOTICE OF MEETING

Meeting	Children and Young People Select Committee
Date and Time	Wednesday, 8th May, 2019 at 10.00 am
Place	Ashburton Hall, Elizabeth II Court, The Castle, Winchester
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 3 - 12)

To confirm the minutes of the previous meeting

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. CHILD EXPLOITATION UPDATE (Pages 13 - 34)

To receive a presentation from the Director of Children's Services on matters affecting child exploitation across Hampshire.

7. NEW OFSTED EDUCATION INSPECTION FRAMEWORK (Pages 35 - 66)

To consider a report of the Director of Children's Services regarding the new Ofsted Education Inspection Framework.

8. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 REFORMS UPDATE REPORT - SEN PERFORMANCE AND JOINT WORKING (Pages 67 - 108)

To consider a report of the Director of Children's Services giving an update on the Special Educational Needs and Disabilities (SEND) 0-25 Reforms – SEN Performance and Joint Working.

9. WORK PROGRAMME (Pages 109 - 114)

To consider and approve the Children and Young People Select Committee Work Programme.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

Agenda Item 3

AT A MEETING of the Children and Young People Select Committee of
HAMPSHIRE COUNTY COUNCIL held at The Castle, Winchester on Thursday,
17 January 2019

Chairman:
p Councillor Roz Chadd

Vice-Chairman
p Councillor Ray Bolton

p Councillor Jackie Branson
p Councillor Ann Briggs
p Councillor Zilliah Brooks
p Councillor Fran Carpenter
p Councillor Steve Forster
p Councillor Marge Harvey
p Councillor Wayne Irish

p Gavin James
p Kirsty North
p Councillor Neville Penman
p Councillor Jackie Porter
p Councillor Robert Taylor
p Councillor Malcolm Wade
p Councillor Michael Westbrook

Co-opted Members

p Ian Brewerton, Secondary School Parent Governor Representative
a Gareth Davies, Primary School Parent Governor Representative
p Robert Sanders, Church of England Schools Representative
VACANT Special School Parent Governor Representative
VACANT Roman Catholic Schools Representative

In attendance at the invitation of the Chairman:

p Councillor Keith Mans
p Councillor Stephen Reid

82. APOLOGIES FOR ABSENCE

Apologies were received from Gareth Davies, the Primary Schools Parent Governor representative.

83. DECLARATIONS OF INTEREST

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3, Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, considered whether it was appropriate to leave the

meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

No declarations were made at this point in the meeting.

84. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting held on 21 November 2018 were agreed and signed by the Chairman.

85. DEPUTATIONS

The Committee did not receive any deputations.

86. CHAIRMAN'S ANNOUNCEMENTS

The Chairman announced that Jane Longman had resigned as the special schools parent governor, and wished to record her thanks to Jane for her contribution to the work of the Committee.

The Chairman informed Members that nominations had been sought for a special schools parent governor to become a co-opted member of the committee, and one nomination had been received which would be put forward for formal appointment at next month's County Council meeting.

87. ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN HAMPSHIRE SCHOOLS IN 2018

The Committee received a report and presentation (Item 6 in the Minute Book) from representatives of the Director of Children's Services on the attainment of pupils in Hampshire schools.

Members were taken through the presentation slides and the attainment of children when assessed at the end of reception year in Hampshire compared to national results was highlighted to the Committee. It was noted that whilst data from the Department for Education was provisional for 2018, indications showed that Hampshire would continue to score above the national average for this assessment, and continue to perform strongly against its comparator statistical authorities.

Data also showed the strength of educational achievement at the end of key stage 2 in Hampshire schools which also continued to compare favourably with national results, and in light of the introduction of national new tests at the end of key stage 2 in 2016. Officers highlighted that in light of changes to assessments, schools in Hampshire still maintained a strong performance, which could be seen in the quality of education and strength of teaching.

With regard to secondary education GCSE results, it was explained that changes to the government performance matrix in 2017 had resulted in changes to GCSE courses which included an altered grading structure, with a 1 to 9 point scale replacing the A-E grading structure, with 9 being the highest score attainable. It

was noted that the traditional C grade would now equate to a new grade 4, and GCSE's in Maths and English were now more challenging. As a result of these changes, it was difficult to compare 2017/2018 results with previous years results, but Hampshire schools were continuing to perform above the national average. It was noted that a number of schools had reported concerns about the marking of GCSE's under the new grading structure, and some papers were being remarked as a result.

The complexities of calculating Attainment 8 and Progress 8 at secondary level was explained to Members, and it was highlighted that for Attainment 8, Hampshire was above the national average as well as in the top half of comparable statistical neighbours. It was explained that some schools may look to increase Attainment 8 scores by actively restricting curriculum choice in favour of EBacc subjects, to the detriment of subjects such as art and music. Members heard that this had become a cause for concern at a national level. For Progress 8, it was noted that Hampshire schools performed slightly below the national average and its statistical neighbours, resulting in a -0.09 score.

In concluding, Officers highlighted that primary education was outstanding amidst educational changes and financial pressures, and Key Stage 4 and secondary schools were continuing to perform well.

In response to questions, Members heard that:

- Achievement data considered all children in Hampshire Special Schools exactly the same, and the progress that children made was carefully looked at.
- The local authority has been working closely with some underperforming schools in Hampshire to help them secure improvements in standards at Key Stage 2, as outlined in Section 6 of the report.
- Students should have the choice to study non EBacc subjects such as art and music at GCSE level, rather than these being discouraged because they are non EBacc.

RESOLVED:

That the Children and Young People Select Committee noted the update.

88. **RESHAPING SHORT BREAK ACTIVITIES - PROGRESS UPDATE**

The Committee received a report from a representative of the Director of Children's Services updating them on progress made in reshaping the Short Breaks Activities programme (Item 7 in the Minute Book).

Members attention was drawn to the contextual information relating to the decision to reshape the short breaks activities programme as set out at Section 3 of the report, and the changes approved for implementation were highlighted. It was explained that since the decision approving changes to the programme, a letter had been sent to all families who accessed short break activities to provide an overview of the changes. Other communication and engagement with stakeholders and interested parties was also detailed at Section 5 of the report.

The continuing engagement between Hampshire County Council and Hampshire Parent Carer Network (HPCN) was highlighted and Members noted the long standing positive relationship with HPCN, with officers attending monthly meetings to ensure that parents and carers could be kept updated on implementation progress. Feedback had also been received from HPCN on priorities for grant applications as well as the gateway card application form. Officers had also engaged with the Young People's Engagement Group (YPEG) and it was heard that wider feedback had been received and the YPEG had been closely involved in the design of the new Gateway card, the final version of which could be seen at paragraph 5.9 of the report. Members heard that the YPEG had also produced an informative video for young people explaining the changes to the short break activities programme.

Members heard that the short breaks activities programme would be commissioned on the basis of priorities, agreed with a representative parent/carer panel and it was heard that this would take some time to develop but interim arrangements would be put in place during this time. The timeline of activity was explained to Members as detailed in paragraph 7.11 of the report.

Officers explained how the new online Gateway card application worked as set out in Section 8 of the report and it was heard that to date, only 10 applications had been declined due to not meeting the eligibility criteria.

It was highlighted that in relation to proposal six to stop funding short break activities for young people aged 18 and over, half of the 50 families contacted were not accessing short break activities. Members heard that in relation to proposal nine to stop funding swimming as a short break activity, extensive work had been undertaken in looking at how to support Hampshire swimming providers. Officers drew Members attention to opportunities such as Government funding which would have the potential to minimise the effect of the withdrawal of short break activities funding for swimming.

In response to questions, Members heard that:

- A provider forum was held in September 2018 which was attended by short break activity providers, where providers, including swimming providers, had the opportunity to discuss and raise any concerns regarding the redesigned short break activities programme. Members heard that a further provider forum was planned for early 2019.
- A range of priorities set by a representative parent/carer panel would assist in developing a commissioning strategy for the short break activities programme and a priority led approach.
- Information about the Gateway card was readily available on the Council website as well as an information leaflet which could be downloaded and printed.
- Ongoing work with Energise Me had helped to identify a number of opportunities for schools and swimming providers to minimise the effect of funding withdrawal for swimming as part of the short breaks activities programme.
- Officers from Children's Services would attend a meeting of the Autism Partnership Board.

- Payment in advance for short break activities had been introduced to compensate for “no shows”, but at the providers discretion allowances could be made for unforeseen circumstances.

Councillor Chadd proposed and Councillor Bolton seconded an amendment to the recommendation for a further update to be presented to the Committee in 12 months time. This was agreed by Members.

RESOLVED:

That the Children and Young People Select Committee noted the progress of the implementation of the reshaped Short break Activities Programme, and requested a further update in 12 months time.

89. **CHILDREN'S SERVICES CAPITAL PROGRAMME 2019/20 - 2021/22**

The Committee received a report and presentation on the Children’s Services Capital Programme (Item 8 in the Minute Book).

Members were led through the presentation slides, and key issues within the Children’s Services Capital programme were highlighted. These included an increase of 12,691 new school places between 2013 and 2018, investment of £216 million and the role of the local authority in strategically planning school places and capital investment. Members attention was drawn to the graph in the presentation which detailed previous, current and projected figures for primary numbers and movement into the secondary phase at Year 7. A number of new mainstream and planned schools to be completed by September 2022 in Hampshire was also highlighted and Officers drew attention to the issues relating to Special Educational Needs and Disability (SEND) and the amount of SEND national funding which totalled £4.668 million. A number of priority investment areas were highlighted as well as children’s services capital programme spend between 2017/18 to 2019/20.

Pressures on the Capital Programme were explained which included ongoing primary and secondary pressure, as well as inflation in the construction industry and uncertainties surrounding Brexit. Members noted the achievements of successfully delivering lower cost school buildings and the national reputation for quality school buildings whilst recognising the financial climate

Attention was also drawn to the new modular classrooms as listed in appendix 3 of the report.

That in response to questions, Members heard that:

- Where school places were available, then the education authority would seek to fill these before looking to expand capacity at the school.
- In relation to school new builds, the property team would take into account factors such as any ongoing maintenance costs.
- Any design solutions for a school shouldn’t produce high revenue costs to that school’s budget, and the property team would produce detailed life cycles to take into account all factors associated with the design.

- Hampshire County Council has a good reputation with the Department for Education for delivering new Free School projects, and attention was drawn to the new free school in Basingstoke.

RESOLVED:

That the Children and Young People Select Committee supported the recommendations being proposed to the Executive Lead Member for Children's Services in Section 1 of the report.

90. **2019/20 REVENUE BUDGET REPORT FOR CHILDREN'S SERVICES**

The Committee received a report and presentation on the Children's Services Revenue Budget (Item 9 in the Minute Book). The representative of the Director of Children's Services took Members through the presentation slides and highlighted key aspects of the medium term financial strategy (MTFS) position, and it was noted that there was an anticipated delay in some elements of the delivery of cash release for the Tf2019 programme which was factored into the MTFS. Attention was also drawn to the 2.99% increase in council tax which was the maximum amount permitted and in line with the referendum limit. The key aspects of the Chancellor's budget in relation to Children's Services were also highlighted, as well as key aspects of the provisional local government finance settlement for 2019/20. In relation to this, it was noted that the NHB baseline figure was maintained at 0.4%, with the HCC allocation at £4.9m which was built into the MTFS. It was also explained that £2.993m had been allocated for additional funding for each of the next two years for the high needs block.

Key features of the reserves strategy were explained and it was noted that more than half of the total reserves at £338.6 million were committed to existing revenue programmes and capital spend. Members noted the £27.6 million set aside to mitigate risks and the detailed breakdown of available reserves. It was highlighted that an unallocated balance of £29.4 million would prepare for future draws beyond 2020. The key message from children's services in relation to Transforming the Council to 2019 was that there was no new savings proposals to consider as part of the budget setting process as these had all been achieved in advance.

Cllr Steve Forster left the meeting at this point in proceedings.

The Executive Lead Member for Children's Services spoke to this item and stated that the County Council couldn't predict extra funding but would continue to make extra representations.

In response to Member questions it was heard:

- That even though services were stable, there were always immediate risks and structural risks to services. Structural risks were seen as relatively low risk, and transformation to 2019 had helped to address these with £6.5 million spent on front line social work. In relation to risks, it was noted that sudden external factors could be hard to anticipate.

- In relation to unaccompanied asylum seeking children (UASC), there wasn't public funding available for this, but it was a statutory duty to provide care when cases arose, and to have a good amount of monetary reserves to address unexpected pressures. This also remained a significant pressure and had the number of UASC had significantly increased since last year.
- That whilst some risks couldn't be pre-empted, children's safety would never be put in danger.
- That the predicted rate of children being looked after was just under 50 per 10,000, and there was a need to invest to have the right services to meet demand, and to plan this at the earliest possible stage.
- That the number of Education Health and Care Plans (EHCPs) were significantly increasing, something which had also been experienced at a national level.
- That work was being undertaken with independent schools to look to reduce costs incurred by spot purchasing placements, and replace this with block purchasing.
- That in relation to post-16 care, a raft of initiatives designed to reduce higher cost out of county placements for children were underway.
- That in relation to Youth Justice, it was noted that a grant is received from the Youth Justice Board.
- That once a child reaches the age of 18, they could then stay with their foster carers, but this would mean that there would be one less foster place available as a result.
- That in relation to the cost of Tribunal cases, this was a national issue and not Hampshire specific.
- That some parents preferred to keep their children in mainstream school who have an Education, Health and Care plan, and other parents preferred more specialist learning environments when mainstream schools may be appropriate.
- That there were plans in place to mitigate the pressures of increasing demand, but there would be increasing pressures in light of government funding cuts.

With regard to the recommendation in the report, a number of additional recommendations to the Executive Lead Member were proposed by Councillor Jackie Porter and seconded by Councillor Malcolm Wade, who set them out to the Committee:

That the Select Committee:

- *'Notes the pressures on school budgets and urge the Executive Lead Member to lobby Government for more support for schools, especially the High Needs block funding'*.
- *'Recommends that the Executive Lead Member notes the non-schools revised budget for 2018/19 has been increased to meet service needs of young people, as the County Council's statutory duties to meet those needs has risen'*.
- *'Recommends that in the knowledge of that observation, the Executive Lead Member will reconsider that decision to be taken today to cut the 2019/20 non-schools budget which is £10.2 million from the original*

2018/19 budget, and £15.24 million less than the revised budget – which is a cut of 8.8%’.

- *‘Recommends that the budget for 2019/20 reflects the additional needs with realism, and requests that the Executive Lead Member allocates a budget of £167.041 million holding the original 2018/19 budget’.*

A vote was held on all four points collectively, with the outcome:

For: 5
Against: 10
Abstained: 0
(not carried)

Subsequently, Councillor Chadd proposed and Councillor James seconded an addition to the recommendation in the report, that:

The Select Committee:

‘Notes the pressures on school budgets and urge the Executive Lead Member to lobby Government for more support for schools, especially the High Needs block funding’

A vote was held with the outcome

For: 15
Against: 0
Abstained: 0
(carried)

The revised recommendation was considered and agreed. It was

RESOLVED

That the Children and Young People Select Committee:

- support the recommendations being proposed to the Executive Lead Member for Children’s Services in section 1 of the report.
- notes the pressures on school budgets and urges the Executive Lead Member to lobby Government for more support for schools, especially the High Needs block funding.

91. WORK PROGRAMME

The Director of Transformation and Governance presented the Committee’s work programme (see Item 10 in the Minute Book).

It was confirmed that the SEN update due to be presented at the May Select Committee, would include details of Special Education Needs as well as Disabilities (SEND).

Members requested an update on County Lines at a future Select Committee, and it was confirmed that this would be added to the work programme for a future meeting.

RESOLVED:

That the work programme, subject to any amendments made during the meeting, is agreed.

Chairman,

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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	8 May 2019
Title:	Child Exploitation Update
Report From:	Director of Children's Services

Contact name: Sarah Marston/Neil Connolly – neil.connolly@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to update the meeting on issues affecting child exploitation across Hampshire. The format will be a short PowerPoint presentation that will cover:

Hampshire response to child exploitation

Impact of child exploitation

Types of abuse and County picture

County Lines

What makes a difference.

Recommendation

2. That the Children and Young People Select Committee note the update provided.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.

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Child Exploitation Hampshire Perspective

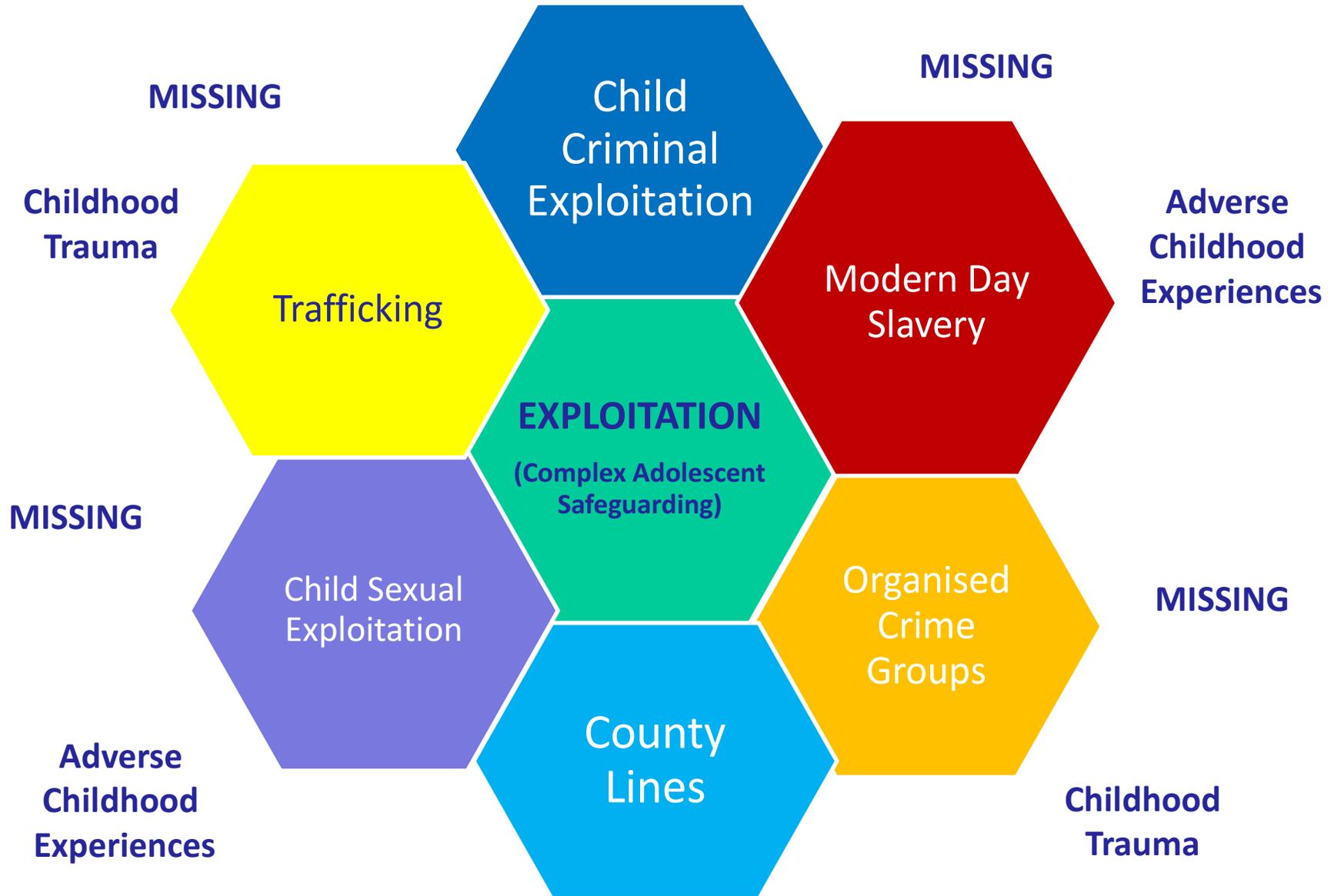


Hampshire Response to Exploitation

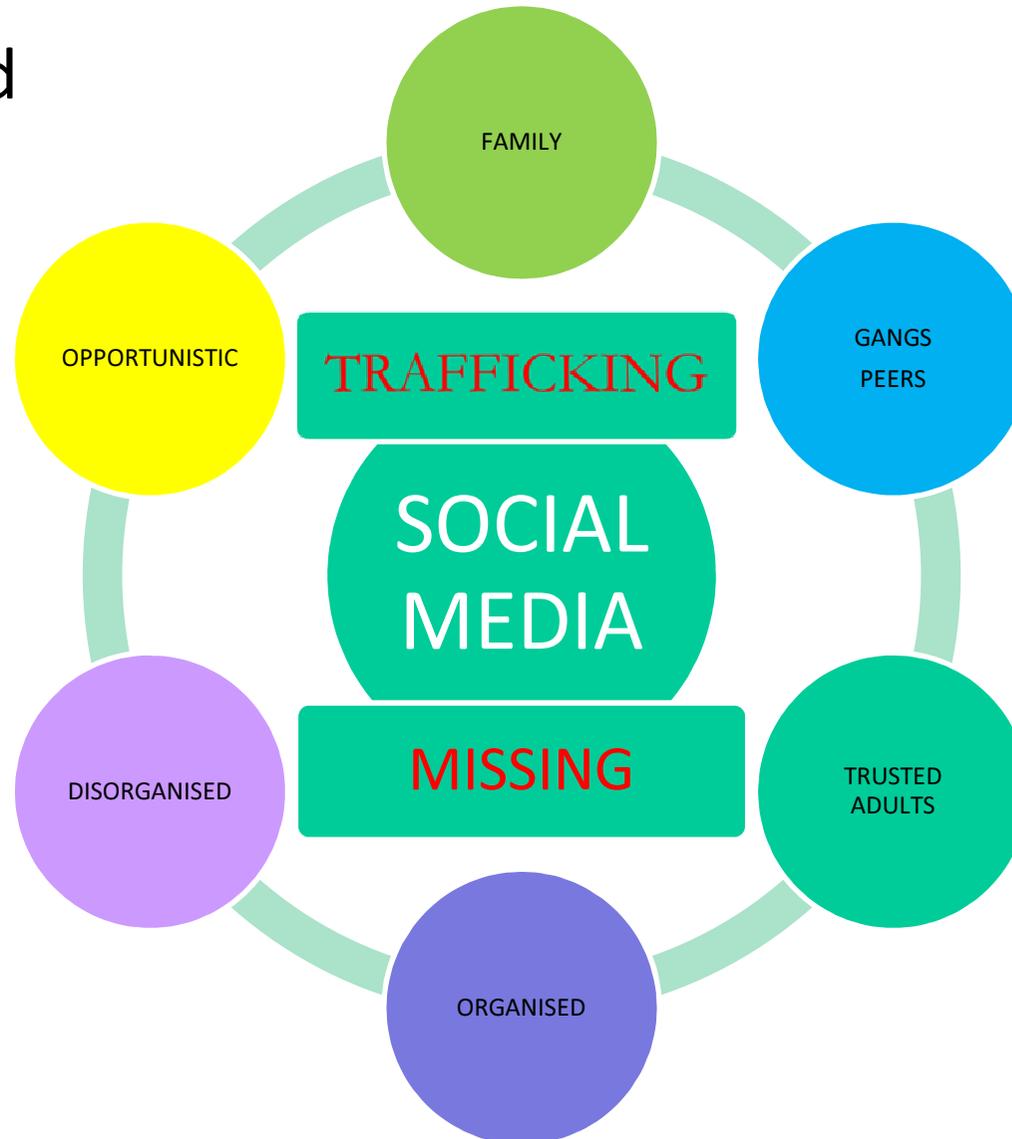
- Higher emphasis on children at risk from being Missing, Exploited or Trafficked
- Strategic response headed through 4 Local Safeguarding Childrens Boards
- Willow Team /MET Police Team - Multi agency response
- Pan Hampshire – Operational Group
- X4 Operational METs – identifies children at risk attended by key agencies

Long Term Impacts of Child Exploitation

- Distorted sexual boundaries
- PTSD - Mental health problems including:
 - Anxiety ~ Depression ~ Self Harm ~ Suicide..
- Poor ability to sustain positive relationships
- Teen Pregnancy/ STIs ~ Prostitution
- Drug and alcohol dependency - Poor physical health
- Failure to secure work
- Unstable adult relationships – separations & divorce – DV
- Next generation of issues - Poor parenting – Care System – children in care
- Criminal behaviours - YOT, YOI, Prison, MSV – Most Serious Violence, Criminal Record



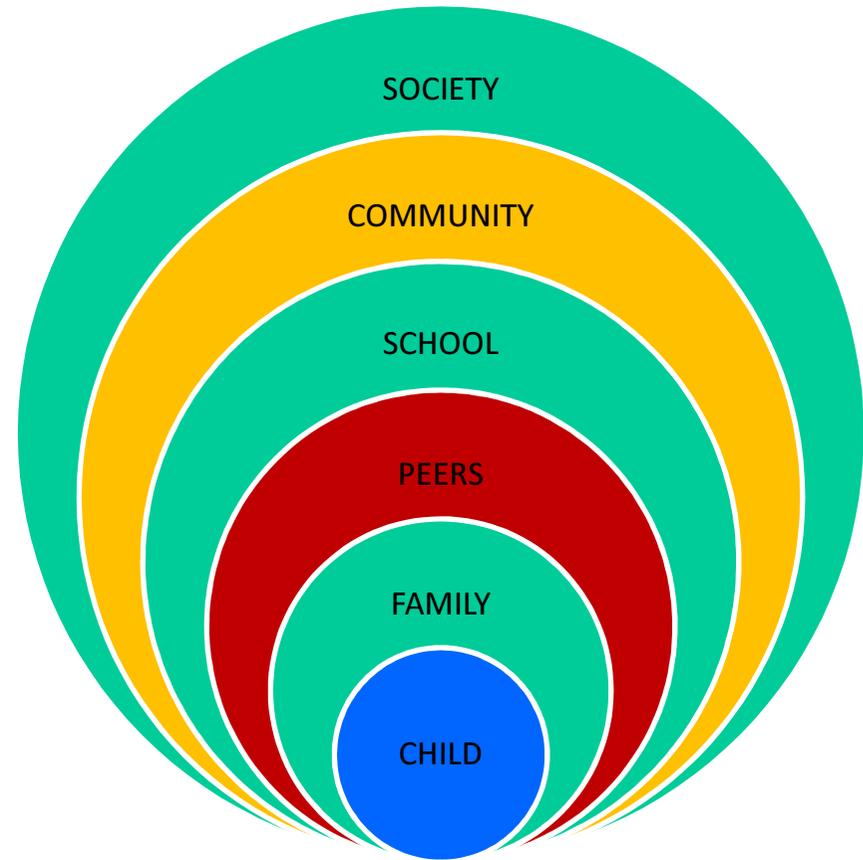
Models of Child Exploitation



Push Factors for Exploitation

Push 

- History of abuse at home
- Domestic abuse at home
- Parental vulnerabilities
- Family breakdown
- Learning difficulties
- Emotional difficulties for the child
- TOXIC TRIO & ACE's**



Social Context Model

Small Minority - Large Impact

- 51% of CSE offenders were linked to drug intelligence and 63% were linked to violent offences.
- 27% increase in children being arrested for drug dealing 2017-2018
- MET say that there are 250 active gangs in London and about 25% of them are responsible for 66% of all gang related crime (age group 18-24)
- Over the last two years there have been 573 CSE incidents in Hampshire. Of which, 65% have been classified as crimes
- Southampton and Portsmouth accounted for 36% of CSE crimes over 2015 - 2017 ~ Havant active high numbers of repeat CSE victims
- NCA reports that the most common reason for missing episodes in children is abuse, neglect and conflict at home

South East – Regional Organised Crime Unit

- Individuals not gangs pose biggest threat
- Victims - mostly white British females aged 15
- Offenders – commonly white British male aged 18
- Online abuse is biggest thematic threat in the region
- Threats to tackling CSE – Poor information sharing, lack of partner working, not seeing children as children, Poor data handling & storing

Serious & Organised Crime - SOC

2014 - Cost to UK – 24 Billion

2015 – 50,000 individuals involved with 6,000 Groups identified

2016 – National Threat

2018 – 37 Billion - 2400 OCGs

National County Lines Coordination Centre (NCLCC)

8 Key Harm Areas

CSAE

Access to Firearms

Trafficking

Local Children linked to CCE

Out of area children linked to trafficking & CCE

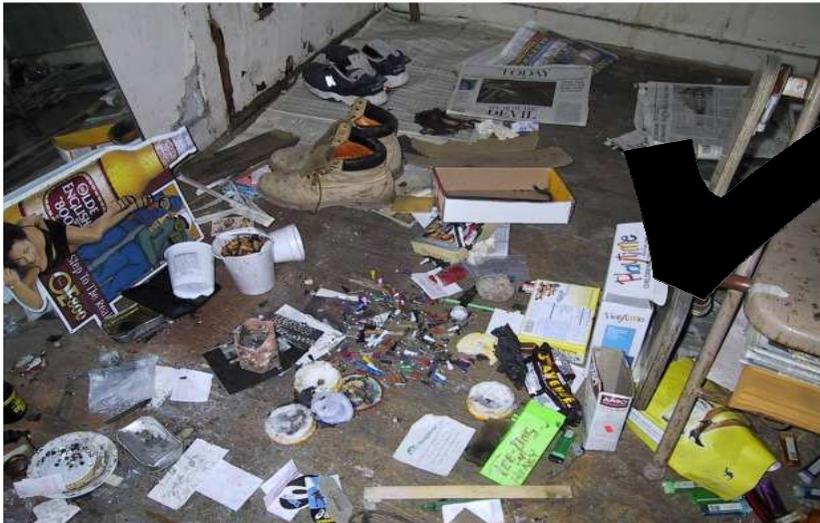
Vulnerable Adults being criminally exploited

Cuckooed Addresses

Serious Physical Violence



Going Country...



Isn't what you think it is...

County lines

- It is a business model for organised criminal gangs
- Expanding their drug selling market
- Target vulnerable children/ adults, enticing them with money, drugs, alcohol, friendship and 'standing'
- Use them as drug mules to move drugs and money from local areas back to inner cities and vice versa
- They then entrap the young person, usually by robbing them of their 'takings', creating long term debt that's never repaid
- National issue but Hampshire is not immune due to its geography /proximity to large cities

Where do they operate?

- Anywhere there is the right market conditions, e.g less police presence, less rival groups, adequate transport links, the right levels for supply and demand
- Lines are found to operate out of London, Birmingham, Manchester, Liverpool and other major towns and cities.
- Manchester lines have been found in Scarborough, Grimsby, Fleetwood, Plymouth, Torquay, Barrow-in-Furness, Aberdeen amongst many others.
- Outlying towns and areas around Manchester linked by the Metrolink network have been subject to County Lines and are considered particularly vulnerable.



The Problem in Hampshire



29 Mapped networks:
3 lines using local youths
6 lines using OOF youths

18 Mapped networks:
- 2 lines using local youths
- 4 lines using OOF youths

25 Mapped networks:
- 6 lines using local youths
- 5 lines using OOF youths

CSD/Police – Safeguarding Approach

- All children in **Red Risk** as S47 CP investigation
 - Willow - Police - ICTA
- **Amber Risk** children being monitored by a professional
- **Green Risk** children – At risk from Grooming By Amber & Red Children
- All children likely to have been trafficked – NRM Process

Windows of Opportunity

Key windows exist which we can use to our advantage:

- Anything that fractures their perception vs reality:
- A situation goes too far (beaten up, threats, debts, stabbed, shot)
- Arrested
- First times going country and not being paid
- Seeing a loved one or friend hurt
- Taking on new responsibility
- New awareness
- Using sanction and support methods – including effective disruption methods
- Using our levels of cultural competency to demystify the reality to young person and parents
- Being social media aware and feeding back concerns
- Being present and approachable so that they can talk about issues



Looking Ahead

- These children very hard to engage
- Takes Months & Months to establish a 'Trusted Relationship'
- Need to tackle 'Social Context' issues
- Need to be 'Culturally Competent'
- Need for better intelligence sharing
- Early intervention in schools to be a priority



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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	8 May 2019
Title:	New Ofsted Education Inspection Framework 2019 An introduction to the intentions and key ideas underpinning the consultation documents
Report From:	Director of Children's Services

Contact name: Eric Halton, County Education Manager (Professional Learning)

Tel: 01962 874820

Email: eric.halton@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to introduce the information contained within the Presentation (PPT) to be presented to the Children and Young People Select Committee Board on 8 May 2019. This presentation is contained within Appendix 1.

Recommendation(s)

2. That the Children and Young People Select Committee note the information contained within the presentation.

Executive Summary

3. This report seeks to set out the background to the proposed 2019 Ofsted Education Inspection Framework. It will highlight the areas of significance to understanding future judgements about school performance made by the Office for Standards in Education (Ofsted). It will explain how the draft framework reflects a change of emphasis in the focus of future inspections and what opportunities and risks are possible.

Contextual information

Background and the intentions of the proposed Framework for Inspection

4. Ofsted has been preparing for a significant change to the Framework for Inspection of education settings for the past two years and have planned the most extensive inspector training programme ever for the commencement of a new framework.
5. The framework has been relatively stable since the last significant change under previous Ofsted Chief Inspector. The proposed Framework has been developed under the leadership influence of Amanda Spielman, Her Majesty's Chief Inspector (HMCI). She has spoken extensively in conferences and media outlets of her intention to place the focus of the new Framework on the real substance of education. It is described by Ofsted as an evolutionary change from the current common inspection framework.
6. "The substance of the curriculum is a matter for government policy. Ofsted has a role in judging how well schools reflect the government's intentions and don't distort the aims that have been set. This is complex and is why this is a long-term investigation for us. It is one that I have no doubt will shape how we inspect in future". (HMCI 2018)
7. The new framework has the intention to address the following three assertions:
 - a) The results that young people achieve are only meaningful if the learning that underpins them is rich and deep
 - b) An accountability system that is over-dependent on performance data is a barrier to further improvement
 - c) Schools have responded to the focus on data and predictions in inspections with workload-intensive management models
8. Ofsted believes that the National Curriculum provides an important benchmark, but beyond it the content and structure of knowledge and how this is delivered is something for school leaders to decide on. Ultimately, the curriculum is the yardstick for what school leaders want their pupils to know and to be able to do by the time they leave school.
9. In short, the primary focus of this draft framework is to evaluate how well the curriculum is implemented through;
 - a) well-taught and appropriately sequenced content,
 - b) thoughtfully designed assessment practice and
 - c) consideration of an appropriate model of progression.
10. Ofsted has published the research basis for their framework to aid transparency.

Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;

What is changing and what remains the same

11. Overall, much of the administration processes for inspection remain the same or have been anticipated. The framework consultation and practice inspections are already affecting further revisions. Care needs to be taken in presenting the current draft framework so as not to invoke unnecessary anxiety, inappropriate preparations and workload.
12. The main elements that are not changing include:
 - a) Overall effectiveness grade remains
 - b) Separate judgements on early years and sixth form provision (Section 5 inspections)
 - c) Same four gradings: Outstanding, Good, RI, Inadequate
 - d) The starting assumption for monitoring of good schools is that they remain good (Section 8 inspections)
 - e) Continued sharp focus on safeguarding
13. The main elements of proposed change include:
 - a) Spend two days instead of current one day for “light touch” monitoring inspections of good schools and include on site preparations the day before.
 - b) On site preparation the half day before the inspection starts.
 - c) Outcomes, teaching, assessment and curriculum are merged into one judgement on the “Quality of Education”.
 - d) The Curriculum is given prominent attention in judging the quality of education
 - e) The priority will be to collect first-hand evidence during inspections, not review internal performance data for current pupils
 - f) Separation of learners’ personal development and learners’ behaviour and attitudes into two judgement areas
 - g) Leaders will be challenged to ensure that they have a focus on teaching and curriculum, do not engage in “gaming” the system through off rolling, curriculum narrowing or offering poor alternative provision. They will be expected to address staff well-being and workload issues including burdensome use of assessment

The consultation process

14. A three phase curriculum research project has been underway for 18 months and each has been used to shape ideas and gain feedback

15. Various expert and invited groupings of professionals have been met with to discuss proposals
16. Ofsted is currently in an open consultation. This consultation closes at 11:45pm on 5 April 2019.
17. Alongside this consultation Ofsted has published the following materials:
 - a) the draft education inspection framework 2019
 - b) the draft inspection handbooks for early years, schools, non-association independent schools and further education and skills
 - c) a commentary setting out the research that has informed the development of the criteria in the framework
18. There is an online consultation at <https://www.smartsurvey.co.uk/s/EIFConsultation>

Finance

19. Not applicable

Performance

20. The proportion of schools judged “good” and “outstanding” by Ofsted is seen as an important indicator of overall performance of the Hampshire and National education systems.
21. Schools judged “requires improvement” are a focus for rapid improvement.
22. Schools judged to have serious weaknesses or requiring special measures are subject to intervention and conversion into an academy on the basis of poor performance.

Consultation and Equalities

23. *Not applicable*

Other Key Issues

24. None

Conclusions

25. There will be changes to this set of published handbooks but the focus on curriculum and desire to address system “gaming” will remain in one form or another

26. The first set of inspections in Autumn 2019 will go some way to establishing how successfully Ofsted are able to translate the intentions of their change, through their implementation of the Framework, into having a positive impact on children, young people and the profession that truly addresses the issues of previous regulatory frameworks.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	no
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

<u>Document</u>	<u>Location</u>
Online consultation	https://www.smartsurvey.co.uk/s/EIFCconsultation
Education inspection framework: overview of research, Ofsted, 2019	www.gov.uk/government/publications/education-inspection-framework-overview-of-research
Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;	www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.

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New Ofsted Education Inspection Framework 2019

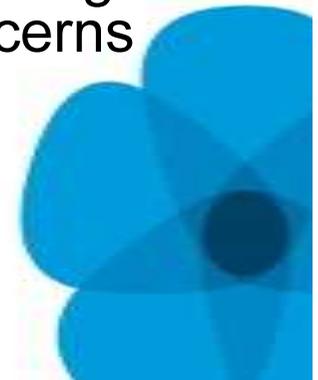
An introduction to the intentions and key ideas underpinning the consultation documents

Eric Halton,
County Education Manager



Background and Intention

- launch of formal consultation for the education inspection framework 2019 (EIF 2019)
- Ofsted believe it is “the best-researched, most thoughtfully developed framework”
- Focuses on what matters educationally, looking at a wide range of evidence with data as a starting point. Performance measures more in the context of the quality of education provided
- Attempts to refocus leadership away from second guessing inspection as the key driver and address workload concerns



Essential Reading

- Education inspection framework: overview of research, Ofsted, 2019
www.gov.uk/government/publications/education-inspection-framework-overview-of-research
- Ofsted inspection handbooks: drafts for consultation, Ofsted, 2019;
www.gov.uk/government/publications/ofsted-inspection-handbooks-drafts-for-consultation



Overall

- **Research** evidence
- Much is **very similar** to existing and changes largely as **anticipated**
- A steady thread throughout of focus on impact of “**curriculum**” as key indicator of the quality of education offered and experienced
- Strong references to **poor leadership practices** in relation to inclusion (**off rolling**) and curriculum narrowing (**gaming**)



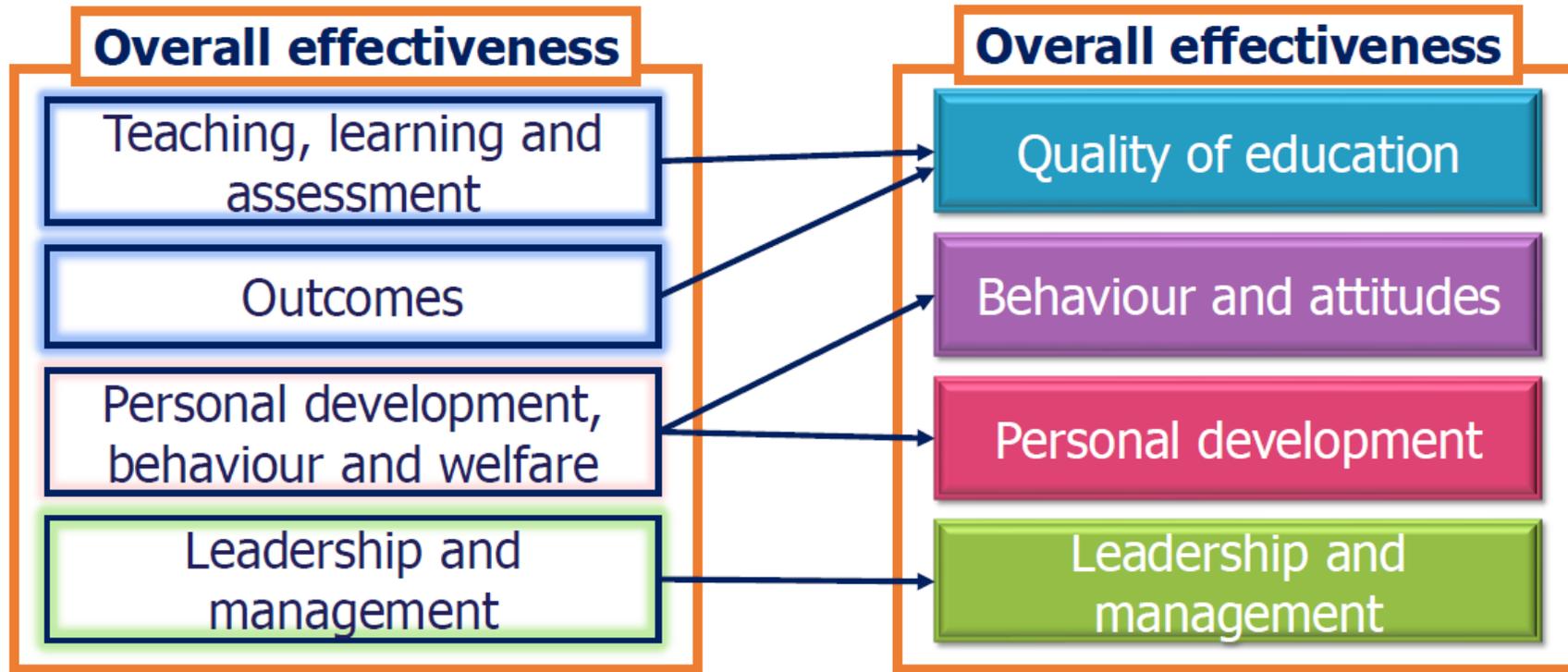
What is staying the same?

- **Overall effectiveness** grade remains
- Separate judgements on **early years** and **sixth form** provision (Section 5 inspections)
- Outstanding, Good, RI, Inadequate **same four gradings**
- Good schools: starting **assumption** is that they remain good (Section 8 inspections)
- Continued sharp focus on **safeguarding**



Key changes to current framework

Judgement areas: evolution, not revolution



Proposed changes to the administration of inspections

Framework

- **Section 8** inspections of good schools will look at specific elements but not grade them separately
- **Two days** instead of current one day “light touch”
- **On site preparation** the half day before the inspection starts

Potential risks

- **Lack of clarity** about how section 8 (Monitoring of good schools) and section 5 (Full Inspection) will differ
- Two days: **light touch?**
- Same day ‘on-site preparation’ afternoon at the school has **major implications for “readiness”**



Early Years element of framework

Framework

- Separate section on Early Years affirms significance
- What children learn (the curriculum) and how children learn (characteristics of effective learning) remain central

Questions

- Greater focus upon curriculum but “knowledge” emphasised
- Greater emphasis on RWM not at expense of holistic areas of learning
- Characteristics of Effective Learning
- ‘Enjoyment’ and ‘Happy’.



Post 16 and other settings

Framework

- School **sixth forms** will retain a separate grade
- **Special schools** focus on meeting needs, ambitiously
- **Education Centres**; recognition of complexity and vulnerability but focus on impact (off site alternative education)

Potential risks

- Could have more focus on **careers and employability?**
- Doesn't highlight importance of **sustained** progression ?
- Legal obligation on schools to promote **technical and work based options** at KS4 is not addressed?
- Sixth forms in 11-16 school inspections may **lack rigor?**



Five key consultation questions

Question 1:

To what extent do you agree or disagree with the **proposal to introduce a 'quality of education' judgement?**

Question 2:

To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners' personal development and learners' behaviour and attitudes?



Question 3

To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why?



Question 4

To what extent do you agree or disagree with the proposed focus of section 8 inspections of good schools and non-exempt outstanding schools and the proposal to increase the length of these inspections from the current one day to two days?



Question 5

To what extent do you agree or disagree with the proposed introduction of on-site preparation for all section 5 inspections, and for section 8 inspections of good schools, on the afternoon prior to the inspection?



The Curriculum is given prominent attention in judging the quality of education:

- **Intent, Implementation, Impact** (outcomes)
- If pupils attain within a well-sequenced, well-constructed curriculum, they are **making progress** (knowledge focused)
- KS1 priority is pupils learn **phonics**, develop into **fluent, confident readers** and gain a secure grasp of **mathematics**
- In key stages 2 and 3 (especially), study a **full curriculum** and have **extra-curricular provisions**: explore talents, take pride in their achievements, and pursue their interests and ambitions not purely skills for future employment



How evidence is gathered

- review a school's overall **curriculum planning**
- priority will be to collect **first-hand evidence** during inspections: acquisition of **knowledge, understanding and skills**
- **not** review **internal** performance data for current pupils
- greater emphasis than before on speaking to **curriculum and subject leaders** within the school
- listen to **pupils read** and look at examples of **pupils' work** for evidence of progression

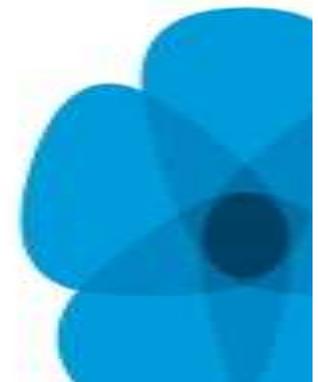


Question 1:

To what extent do you agree or disagree with the **proposal to introduce a 'quality of education' judgement?**



- Compounding outcomes, teaching, assessment and curriculum into **one judgement** is adding considerable weight into one area: is it **practical?**



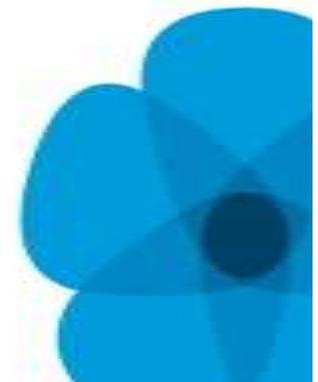
Risks and unintended consequences?

- Is the effective delivery of the National Curriculum (and RE) the **whole curriculum** and the **aim of education**?
- “**Knowledge**“, does good teaching = pupils **remember** the national curriculum? **Chalk and talk** may become overused?
- Re-write (or buy) extensive **schemes of work** and **workload implications**
- Assessment **for** learning may remain assessment **of** learning (using tests)
- Children **recording rather than thinking** (if evidence of progress is to be found in books)
- KS1 **narrow focus on reading** at odds with Early Years and what follows



Question 2:

To what extent do you agree or disagree with the **proposed separation** of inspection judgements about learners' personal development and learners' behaviour and attitudes?



Behaviour and attitudes

Framework covers

- High Expectations
- Consistent and fair
- Attitudes to learning
- Behaviour
- Exclusion
- Attendance
- Bullying

Potential risks

- No mention of **SEMH** “Social Emotional and Mental Health” needs?
- Strong on behaviour management and climate, weak on addressing **where needs stem from**
- **Exclusion** as “last resort” is both “essential” and damaging



Personal Development

Framework covers

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Healthy Living
- Citizenship
- Equality and diversity
- Preparation for next stage

Potential risks

- **Where** does the “personal development” happen in the “curriculum”?
- **Sex, Relationship and Health** education is absent?
- More about desirable characteristics that are taught than growing a **view of self, community and world?**



Leadership: impact, vision and focus on quality of education

- **Hands on focus** on teaching and curriculum
- Off rolling, curriculum narrowing, poor alternative provision: **“gaming” the system will be challenged**
- Addressing staff **well being** and **workload** issues including **burdensome** use of assessment
- **Professional development** recognised as vital so that teachers know how to teach the ‘tricky’ curriculum areas



Risks from changes?

- Ambivalent stance on **how leaders should use internal data** or even what “data” is
- **Evaluation of change to Ebacc** will infuriate some; contradiction in subject profiling to match EBacc slots vs what’s right for every young person?
- Retention of framework grades (e.g. Outstanding) **may continue** to incentivise “gaming”
- Definition of off rolling, exclusion risks still allow for gaming and no mention of



Question 3

To what extent do you agree or disagree with our proposal not to look at non-statutory internal progress and attainment data and our reasons why?



Is it really that big a shift?

Over time frameworks have said:

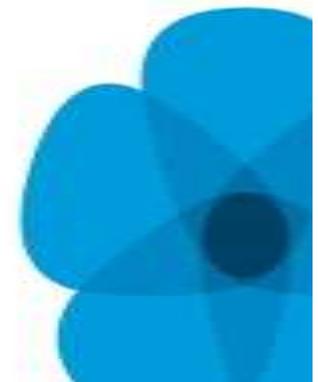
- **Historic results** are the only thing that matters, then
- **Historic and current data** should have balanced weighting, now
- Its not about data, it's about the **curriculum**, however.....



However HMCI has pointed out

The draft framework's shift in focus from pupil "outcomes" towards quality of education overall will **not "take the foot off the pedal"** for standards in schools.

Instead the new framework is about checking pupils are set up to "**succeed for life**", rather than that they are simply able to "hop through a set of exam hoops,"



The big questions?

- How far will schools embrace responsibility and opportunity to focus on **delivering the education Children need** rather than **second guess Ofsted inspections?**
- How will the **initial inspections in Autumn 2019** and what the inspectors comment on in reports impact on how schools respond to the framework? (understanding of the journey schools will be on)
- Will this framework enable Ofsted **to better judge schools in disadvantaged areas** on a level playing field if assessing the curriculum rather than just assessing test or examination results?



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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	8 May 2019
Title:	Special Educational Needs and Disabilities (SEND) 0-25 Reforms update report – SEN performance and joint working
Report From:	Steve Crocker, Director of Children's Services

Contact name: Tracey Sanders, County Education Manager Inclusion, Hampshire County Council

Suzy Dobson, Acting Associate Director – Complex Needs, NHS

Tel: 01962 846418
02380 627599

Email: tracey.sanders@hants.gov.uk
suzanne.dobson@nhs.net

Purpose of this Report

1. The Committee received a Special Educational Needs (SEN) update report, on 09 May 2018, setting out progress following the implementation of the SEND Reforms. The purpose of this report is to provide an annual update on progress.

Recommendations

2. For the Children and Young People Select Committee to note the following update.

Executive Summary

3. This report covers the following:
 - SEN Service performance;
 - Digital Education, Health and Care (EHC) hub;
 - SEN Support and Inclusion within mainstream education settings;
 - SEN out-county placements;
 - SEN Capital Place Planning Strategy (specialist provision);
 - SEND Hampshire Area Post 16 strategy;
 - Education, Health and Care: Integration and Partnerships 0-25;
 - National Health Service (NHS) Maternity and Children's Commissioning (MACH) Collaborative developments;

- First-Tier Tribunal and the Single Route of Redress
- Hampshire Local Offer <https://fish.hants.gov.uk/localoffer>;
- SEND Ofsted Care Quality Commission (CQC) Inspection Readiness;

Background information

4. The SEND Reforms have been implemented from September 2014 as part of the Children and Families Act 2014 [Part 3]. There is an associated statutory SEND Code of Practice 0-25 to provide guidance in relation to the new statutory duties introduced through the reforms. The key changes have been:
 - A strengthened focus on parent carer and children and young people's strategic and individual engagement with all agencies and partners;
 - The introduction of Education, Health and Care Plans (EHCPs) 0-25 for those with the most complex needs replacing statements of SEN and Learning Difficulty Assessments;
 - The introduction of the requirement for a 'SEND Local Offer' and improved impartial information, advice and support.
 - A strengthened focus on SEN Support and the graduated response particularly around early identification of needs and how effectively needs are met to improve outcomes for Children and Young People (CYP) with SEN;
 - A requirement for joint planning and commissioning of services to ensure close co-operation across education, health and social care 0-25;
 - A strong focus from year 9 on preparation for adulthood to ensure that young people can live their lives as an adult as independently as possible within the context of their needs and in line with the preparation for adulthood outcomes. A key element here is raising aspirations around employment.
5. A five year joint Ofsted and CQC SEND Inspection framework was introduced from May 2016. Whilst Hampshire took part in the successful pilot inspection process in November 2015 to help inform the evolving inspection framework, the Hampshire area has yet to receive a formal inspection call. Up to March 2019, 84 local authorities have been inspected, 44% have been required to produce a Written Statement of Action (WSOA).
6. Following the introduction of the reforms there has been a steady rise in the number of EHCPs. This in part is due to a rise in requests. In the academic year 2016/17 there were 1,322 requests for an EHCP; in 2017/18 there were 1,577 (19% increase). Between 01 September 2018 – 31 March 2019 there have been 1,113 requests for an EHCP, which is an 17% increase on the same period last year.

7. There has also been a rise in the number of plans being maintained. As at 31 March 2019 there were 8,337 EHCPs being maintained, an 11% increase on the same time last year. The trend in growth of EHCPs being maintained can be seen in the chart below. The growth in EHCPs across the age ranges is varied, with all age ranges seeing a significant rise in numbers, with particular growth for the post 16 age ranges. Overall, since the reforms took effect in 2015 there has been a 66% increase in the number of EHCPs being maintained.

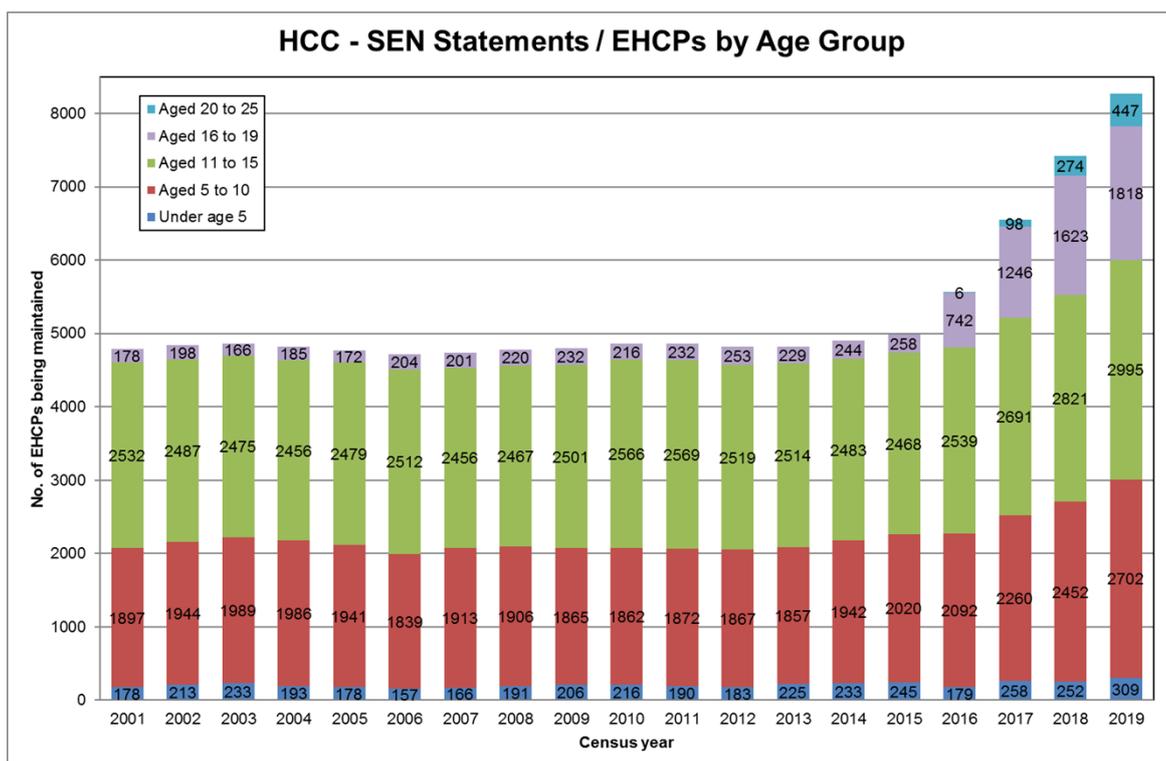


Chart 1: Number of statements/EHCPs being maintained (as at January census date) by age group

8. The large increase in post 19 young people reflects the extension of the age range from 19-25 years. This means that we will see an increase in plans as the 19 year old cohort fully evolves by 2025. Typically, around 90% of post 19 year olds continue with plans year on year. This increase in plans places a pressure on the high needs budget which is part of the dedicated schools grant funding provision for pupils with EHCPs. The budget for 2018/19 was £106 million but has a projected overspend of £9 million. The overspend not only reflected an overall increase in plans, the extension of EHCPs for post 19 young people (which was not additionally funded), but also reflects a growing need to place children and young people in the independent non-maintained sector. Both the rise of the number of EHCPs and the difficulties placing pupils has also placed pressure on the SEN Service.

SEN Service Performance against the SEN reforms

9. Under the SEN reforms, the SEN Service was required to complete the transfer of statements to EHCPs by 31 March 2018. 99.9% of plans were

successfully transferred with the remaining 0.1% being completed by August 2018. This was above the national level of 98.4% (as at 31 March 2018).

10. The SEN Service is also required to complete the EHCPs within a 20 week timescale. The Committee should note that the national SEN2 published data on the 20 weeks statutory performance, due to be published May 2019, will show the Hampshire performance at 55% for 2018, compared to 24% in 2017. This is an average of the performance over the calendar year. The national average for 2017 was 64.9% and the statistical neighbour average was 65.7%.
11. Whilst this is not yet at the national average level, there is clear evidence of the improvement journey during 2018 and in to 2019, with completion rates within the statutory deadline exceeding 65% (up to 82% in August) between August and December and 87.2% of plans completed within 30 weeks. This continues to be a focus of the Director of Children’s Services.

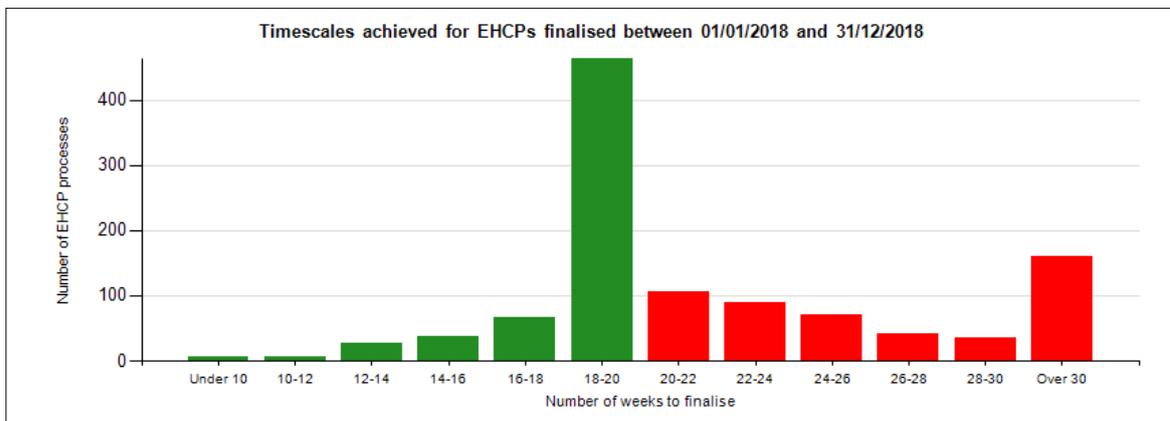


Chart 2: Timescales of EHCPs finalised in calendar year 2018

12. Finally, the SEN Service is required to complete phase transfer reviews for years 2, 6 and 11 to ensure that the appropriate provision is in place ready for the next stage of education. The deadline for transfers for years 2 and 6 is 15 February and for year 11 it is 31 March. 83% of year 2 transfers (98.7% in the previous year) and 78% of year 6 transfers (93.5% in the previous year) were completed by the deadline. 34% of year 11 were transfers completed by the deadline. 60.7% of year 11 transfers were completed by the deadline in 2017/18. The performance for year 2, 6 and 11 transfers has dipped from the previous year which reflects the volume of work that the SEN Service has managed in the Spring term with the rise in the number of EHCPs and new requests. While the deadline has been missed for a minority of plans, work is still underway to finalise these for the new academic year placements. At the end of February 96% of year 2 and 82% of Year 6 phase transfers had been finalised.

13.

Strengths	Phase transfer reviews have been successfully completed in the majority of cases. 20 week EHCP statutory timeframe performance has been following a rising trend across the year.
Areas of focus	Completing the backlog of work where phase transfers and plans are not yet finalised. Improve communication, in-coming and out-going.
What we are doing about it	A key focus of resources from April onwards is aiming to meet national performance level for 20 week EHCP timeframe and to work through the backlog of requests and finalising plans. The service is undergoing a process review to streamline work and improve communications.

Digital EHCP Hub

14. The EHC Hub is a software programme which covers the entire workflow of the statutory SEN processes:
 - Requesting and carrying-out the statutory education, health and care (EHC) assessment;
 - Drafting and finalising the EHC Plan;
 - Conducting and concluding the Annual Review, which all EHC Plans are subject to.
15. The strengths of the digital EHC hub are:
 - Simplify and positively enhance the experience for families undergoing EHC assessment and professionals contributing to it;
 - Increase the openness and transparency in the delivery of the EHC assessment process and help clarify decision making;
 - Automate and speed-up some of the administrative tasks of the statutory EHC assessment process, improving timeliness of process and compliance with the statutory completion measures.
16. The EHC hub has now completed a testing phase from April 2018 involving key stakeholders and has been used by the SEN service since the Autumn term 2018. Special Educational Needs Coordinators (SENCOs) joined the hub in the Spring term 2019 and advice givers will be joining this term. From September 2019, parents will then be able to request an EHCP through the hub. The annual review process will also be completed on the hub and the implementation of this will be confirmed next academic year, following consultation with key stakeholders.
17. To complement the digital EHC hub there will be a focus on person centred approaches. This is a requirement within the SEND Code of Practice which

sets out how professionals should co-ordinate the development of the EHCP with parents, children and young people at the heart of the process from the outset, and as part of the graduated response in education settings.

18. The person centred planning training has been piloted in two areas of the county, Hart and Rushmoor and Winchester and Eastleigh. From April 2019 this training will be delivered across the county by Hampshire's Educational Psychology service who will also facilitate meetings to coach participants. There will be local support groups to ensure sustainability of the approach.
19. The benefits of the person centred approach are anticipated to be greater satisfaction of families evidenced by:
 - Families having more confidence in the system for CYP with SEN;
 - Mutual trust between families, education settings and the SEN Service;
 - Needs being better met at SEN Support stage;
 - A focus on outcomes as opposed to provision;
 - A more person centred and better understood EHCP process;
 - A reduction in requests for statutory assessment;
 - A reduction in the volume of complaints received by the SEN Service;
 - Reduced volume of appeals to the Special Educational Needs and Disability Tribunals (SENDIST).

The last three bullets above are all currently at significantly high levels.

20.

Strengths	Digital EHC hub is now being rolled out and will improve the EHC assessment and plan process, transparency and family experience.
Areas of focus	Greater embedding of person centred ways of working across the SEND workforce and greater satisfaction of families within the process.
What we are doing about it	<p>Finalising the 'roll out' of the EHC hub.</p> <p>Providing person centred planning training, including ongoing support, across the workforce.</p> <p>Monitoring impact over time to triangulate training, person centred working and reductions in requests, complaints and appeals.</p>

SEN Support and Inclusion within mainstream education settings

21. The focus of the SEND Ofsted/CQC inspections is on all children with SEN, not solely those with the most severe and long term educational needs that necessitate an EHC plan. The Attainment 8 outcomes for pupils with EHCPs

in Hampshire is 15.1% (13.5% national). For children at SEN Support it is 31.1% (32.2% national). Therefore, SEN support has been made a focus of the Hampshire Inspection Advisory Service (HIAS) for their annual visits with mainstream schools to ensure that support is made available to the 14% of the Hampshire school/ population who are deemed to be at SEN support.

22. This new focus aims to establish that the provision for these children is both of a good standard and is appropriate to meet their needs within the context of a mainstream school, Children with SEN are kept at the forefront of discussions with schools and decisions about the educational offer available within Hampshire.
23. In 2018, children with SEND out performed the national average in the Early Years Foundation Stage for both SEN Support, 30% (national 28%) and those with an EHCP, 6% (national 5%). Children and Young People with SEND and with an EHCP performed higher than national in all other key stages, however at SEN Support level they did not perform as well as national:
 - Phonics EHCP – 25% (national 19%)
 - Phonics SEN Support – 44% (national 48%)
 - Key Stage 2 EHCP – 11% (national 8%)
 - Key Stage 2 SEN Support – 19% (national 24%)
 - Basics 4 EHCP – 11.1% (national 10.5%)
 - Basics 4 SEN Support – 29.6% (national 31.4%)
 - Attainment 8 EHCP – 15.1% (national 13.5%)
 - Attainment 8 SEN Support – 31.1% (national 32.2%)
24. Specific work has been done with headteachers and SENCOs to ensure that the provision available reflects the graduated response promoted in the 2014 SEND Code of Practice. There has also been work with the SENCOs across Hampshire to ensure they are fully aware of all schools' obligations to make provision for children on SEN support, both with and without an EHCP.
25. Work is ongoing to review the current range of courses pertaining to SEN, for both professionals and governors to determine that this reflects the training needs identified by stakeholders, and through liaison with the SEN service, ensures that SENCOs are up-to-date regarding the statutory processes and legislative changes.
- 26.

Strengths	Knowledge of SEN, both statutory and school based, is being disseminated within HIAS and schools.
Areas of focus	Ensuring that children with SEN are at the forefront of thinking in any future developments.

	Ensure progress tracking is robust and rigorous so that no child or young person, regardless of ability is 'unchallenged' in their learning journey
What we are doing about it	<p>Focus on Inclusion for those on SEN support in Hampshire's mainstream schools.</p> <p>Refreshing current training offer</p> <p>Running area SENCO support groups to facilitate peer support and updates to develop/enhance the SENCO role in Hampshire</p>

SEN out-county placements

27. On 18 March 2019 there were 480 children and young people with SEN placed in independent/non-maintained schools or independent specialist colleges. These placements are generally referred to as out-county placements (even if the placement is located in Hampshire). Most placements are made on a residential basis because of home school distance. All the children and young people concerned have an EHCP.
28. The total annual cost 2018/19 (as at 18 March 2019) to the High Needs Funding Block for the out-county placements was £25.9 million (this excludes any health and social care costs).
29. The total number of children and young people in out-county placements and the total cost of these placements are at the highest levels to date.
30. Out-county placements can be very effective and lead to positive outcomes for the child/young person through specialist provision which might not be available through local maintained special provision. However, educating children away from their local community can lead to the fracturing of the child/young person's support networks. The SEN Service typically has been unable to attend many out of county annual reviews which has meant children and young people remaining in their out-county placement longer than necessary.
31. In October 2017, the SEN team tasked a part-time manager and a full-time caseworker to attend annual reviews for children and young people educated by out-county providers in Year 11 and above and for some pupils in Year 10. The aim was to ensure improved transition planning for young people in out of county placements and, where it was clearly in the interests of the child/young person, to bring them back to Hampshire provision. For Year 10 and above in the 2017/18 academic year annual 118 reviews were attended with the most severe/complex cases prioritised.
- 32.

Strengths	46 cases were identified as ready to move on by the end of the current Academic Year. These placement changes have led to a saving of £2.2m.
Areas of focus	<p>To increase the number of annual reviews attended from year 9 onwards where expectations regarding the long-term plan for the young person are clarified with a view to the out of county placement ceasing and that a properly planned transition plan is in place for when the young person moves into adulthood.</p> <p>Negotiate with out of county providers in respect of more cost effective placements, for example through block purchasing arrangements.</p>
What we are doing about it	<p>The Commissioning Team, Education and Inclusion branch, comprises staff with a specific brief to continue focusing on attendance at annual reviews at out of county placements in partnership with the Independent Futures Team (IFT) in Adult Health and Care Services.</p> <p>Arrangements made for visits to out of county placement providers in the summer term to discuss opportunities for more cost effective placements.</p>

SEN Capital Place Planning Strategy (specialist provision)

33. As part of the statutory duty to ensure sufficiency of school places, including special school places, a comprehensive analysis of school places and forecast numbers has been undertaken. Forecasting for the growth in demand for specialist provision is complex; appropriately incorporating recent trends in EHCP assessments, changes in needs of pupils and how they are best met by an evolving service.
34. The total number of SEND places available in specialist and resourced provision in Hampshire in 2018/18 is 1,480 primary places and 1,981 secondary places. A five year strategic plan is being developed identifying future requirements for specialist school place demand and provision across special and mainstream schools. See Appendix One for a map of Hampshire SEND Provision.
35. The Department for Education (DfE) has allocated Hampshire £6.4m SEND capital grant for three years (2017-2020). Plans for this funding were initially published in March 2018 and will be updated in May 2019 and include a range of projects to increase specialist school places across the County at both primary and secondary level. Hampshire's first Free Special School is

due to open in 2021. This is a 125 place Autism Spectrum Disorder (ASD) school in Basingstoke with Catch 22 being the approved sponsor. A further application was made to the DfE for a SEMH 8-18 age free school to serve the south of the County but the application was unsuccessful. A dialogue is currently taking place with the DfE to understand the reasons for turning the down the bid and to see what other bidding options are available for another submission.

36. As part of the strategy, feasibility work is being undertaken to look at a number of condition issues across the Special Schools estate. As part of this work, a priority project for the remodelling of St Francis School, Fareham, for Severe Learning Difficulties (SLD) and complex needs has been approved. The scheme is costed at £4.5m including fees for which a detailed project appraisal will be brought to a future Decision Day. The works are planned to be completed in 2020.

37.

Strengths	Countywide data available on projected growth and therefore strategic planning possible regarding specialist places.
Areas of focus	To understand the uncertainties in our forecasting model and intelligently apply the daily experience of the service so ensuring our forward strategy is responsive to evolving pressures. Work with key stakeholders to agree and progress the strategy
What we are doing about it	Analysing projected growth data against actual data and building in flexibility to adjust agreed place numbers (APN) to reflect need. Developing a project Board and plan to take forward the priorities agreed and outlined in the SEND Sufficiency Strategy.

SEND Hampshire Area Post 16 strategy

38. A specific multi-agency task and finish group was established early in 2017 to begin to compile a SEND Post 16 strategy informed by the views of children and young people. This strategy and an action plan will be finalised in 2019. This is to align the strategy to the Hampshire skills plan which is due to be published at the same time.

39. The strategy will be based on the four Preparation for Adulthood (PfA) outcome areas which are recognised best practice within the SEND Code of Practice:

- Employment
- Community Inclusion

- Independent Living
 - Health
40. Following consultation with key partners and young people, and with reference to the four PfA outcome areas, the key themes to the strategy are:
- The development of real living and work skills that facilitate the progression of SEND young people to adulthood and supports their future independence, health and wellbeing;
 - A focus on employability and employment with an expectation that young people will progress to a good job in the context of their needs and aspirations;
 - The re-setting of expectations of parents, carers and young people from an earlier age of progression to employment. This will involve a re-focussing of the EHCP Annual Review process and better ensuring all SEND young people have access to good careers guidance;
 - Piloting of outcome based commissioning informed by more systematic performance and progress data;
 - Strategic commissioning of Post 16 high needs provision and clarity of Post 19 pathways with greater emphasis on technical skills and work based learning pathways. This includes a new County-wide Supported Internship offer.
41. Action against these themes has been taken, while the plan is being co-ordinated. One action to note is the development of a new County-wide supported internship offer. This is to be expanded significantly from Autumn 2019 including a proposed pilot for a SLD supported internship programme in collaboration with special school sixth forms (offered as an employment pathway for years 14+ learners).

42.

Strengths	<p>Good multi-agency area collaboration to inform the emerging action plan</p> <p>Clarity of the views of children and young people on what is important to them relating to the four Preparation for Adulthood outcome areas and underpin the key themes and priorities of the strategy</p>
Areas of focus	<p>Finalising the draft strategy for area wide consultation</p> <p>Development of Post 16 and 19 data to inform strategic commissioning</p> <p>Clarity of the Post 19 offer</p>
What we are doing about it	Implementing actions on the plan.

Education, Health and Care: Integration and Partnerships 0-25

43. The Clinical Commissioning Groups (CCGs) and the Local Authority (LA) are committed to joining up services where possible, reducing duplication of effort, and improving the experiences of children and young people with SEND.
44. The five CCGs appointed a Designated Clinical Officer (DCO) in January 2017 who has helped to raise the profile of SEN across the health service. The DCO has initiated quality assurance processes for EHCP health advice and has supported the development of a programme of Integration and Transformation. This aims to simplify the offer to children with SEND, particularly with therapies which are currently delivered by both the LA and by the NHS.
45. Working in partnership:
 - a joint outcomes framework has been developed
 - a set of principles for integrated working
 - aligned specifications
 - identification of areas where alignment could be better delivered through workforce, co-location, joint estate management, shared care records, IT systems
46. The NHS 10-year plan supports the development of closer working relationships between health and social care and between service providers. The establishment of Integrated Care Systems enables us to deliver our vision of joint working quicker with the leadership of services operating closer together at local delivery system levels. The NHS 10-year plan also re-enforces the ambition of services operating across the 0-25 age range, removing the challenging transition stage at 18, where many traditional services ended.
47. Across all our services there are opportunities for improving the way we deliver our services. The CCGs are keen to strengthen our partnership working with the LA and have been working on a number of system transformation programmes:
 - Aligned procurement programme between health, social care and education colleagues, we have been re-designing how services are commissioned, such as Health Visiting, School Nursing, immunisation and vaccinations, therapies and parenting.
 - Health have recently secured funding to invest 3 x Primary Care Mental Health workers within the Primary Behaviour Support Teams across Hampshire, providing support in schools for children with challenging behaviour.
 - Health and Social Care are transforming the way we provide Children's Continuing Care Services, integrating the workforce, improving decision making and governance processes and joint funding of packages of care.

48. The NHS 10-year plan provides us with an opportunity to continue our transformation programme and focus on those children who are most vulnerable:

- Children with learning disability and Autism
- Children with Eating Disorders
- Children with mental health conditions

49.

Strengths	Clear commitment to joint working and a joint outcomes framework has been developed
Areas of focus	Lack of cohesive joint commissioning strategy
What we are doing about it	The NHS 10-year plan, Integrated Care Systems, removing transition stage at 18, and transformation programmes.

National Health Service (NHS) developments

50. The children’s mental health system across Wessex (that is Hampshire, Southampton, Portsmouth, Isle of Wight and Dorset) have developed a New Model of Care for children who need a hospital placement. The aim is to reduce admissions to a Tier 4 hospital by improving out of hospital support to children in mental health crisis, offering in effect a “hospital at home.”
51. The NHS will be inviting CCGs to submit bids to become part of wave two trail blazer sites, to support the roll out of Mental Health Support Teams in schools. The Green Paper has set ambitious targets for improving access to mental health services for children and young people.
52. We know that the quality of service that Child and Adolescent Mental Health Services (CAMHS) provides to our children is high. The challenge is that more children are needing support with their mental and emotional health. Because of this, in some areas of Hampshire children are waiting too long to access specialist CAMHS for the right support. Teaching and support staff in our schools are very familiar with this problem. Commissioners are actively reviewing their funding for CAMHS so that these waiting lists can be improved.
53. A joint programme of work between the NHS and the LA has started looking at how we can improve the support to children with the most complex health needs, whether arising from a learning disability or from a complex physical disability. These children are eligible for extra funding from the NHS due to their “continuing care” needs. The plan is to transform jointly the ways of identifying and meeting need so that their quality of life is improved, and that they are less likely to spend time in hospital and can enjoy being cared for at home and educated at local schools. As part of this work we are planning to jointly look at how we fund children with an EHCP in high cost residential, and residential school placements.

54. The NHS has secured additional non-recurrent funding to reduce demand on CAMHS and will be looking at some Digital Transformation opportunities. Think Ninja App will be piloted across Hampshire, Autism assessments through digital skype technology is being trialled and further safe haven / crisis cafes are opening to support young people if they are in crisis during the evening or weekends.

55.

Strengths	<p>Work on reducing admissions to a Tier 4 hospital by improving out of hospital support to children in mental health crisis, offering in effect a “hospital at home.”</p> <p>Feedback from service users and families shows high quality CAMHS provision</p>
Areas of focus	<p>Continue to develop the work around the New Care Models and the Best Support register to ensure that there are fewer admissions for young people with learning disabilities and autism</p> <p>Continue to work collaboratively with LA partners to agree more joined up decision making processes for children with complex needs</p> <p>In some parts of Hampshire children are waiting too long to access specialist CAMHS for the right support</p>
What we are doing about it	<p>Commissioners are actively reviewing their funding for CAMHS so that these waiting lists can be improved</p> <p>Roll out of Mental Health Support Teams in schools</p> <p>Digital transformation opportunities e.g. Think Ninja App</p>

First-Tier Tribunal and the Single Route of Redress: Two year national trial and implications for Health and Social Care

56. Parents and young people can bring appeals to the SENDIST under the Children and Families Act 2014. Appeals can be made when there is a refusal to undertake an assessment, when an EHCP is issued, or following an annual review of the EHCP. Appeals can be bought but only in relation to special educational needs or the provision specified as necessary to meet those needs. Any decision of the Tribunal is legally binding on the LA.
57. The SENDIST Regulations 2017 came into effect from 3 April 2018 and now allow appeals regarding social care and health needs and provision, but

there must be an educational basis to the appeal. The Tribunal will continue to issue Orders in respect of SEND but from 3 April 2018 is now able to make recommendations in respect of social care and health. These recommendations are not legally binding but it is clear that there is an expectation they will normally be implemented. This trial is for two years.

- 58. Up to March 2019, appeals involving social care and health which have led to a hearing have been equally split between the services. Most social care issues are resolved before the hearing.
- 59. In the financial year 2018/19 there were 234 tribunals open. This is 2.8% of the number of maintained EHCPs. In 2017/18 there were 189 tribunals open which was 2.5% of the number of maintained EHCPs. Around half of the registered appeals do not reach a tribunal hearing because Officers work with parents to resolve the case before hearing.

<p>Strengths</p>	<p>Single route of redress reflects more closely the ambition that the EHCP would include identification and provision of health and care needs as well as special educational needs.</p> <p>SEN have distributed sample position statements for witnesses and guidance on responding to appeals</p> <p>Social care has produced some strong examples of position statements</p> <p>Decisions between social care and education have been faster.</p>
<p>Areas of focus</p>	<p>Colleagues in health and social care will continue to need to familiarise themselves and participate with the Single Route of Redress and its implications for their services as this is not wide spread yet.</p> <p>The health service has limited capacity to support tribunals</p> <p>Systems and processes within each service need to be brought in closer alignment to aid decision making and communication.</p>
<p>What we are doing about it</p>	<p>Key personnel in Children’s Services have already attended training on the single route of redress. Further training is planned.</p> <p>Health colleagues are reviewing their capacity to attend tribunals. Social care colleagues are considering the response to assessment requests with sign posting to support being added to the hub.</p>

	<p>A process review of tribunal work has been undertaken and will be implemented to ensure greater alignment of services.</p> <p>A SEN service review has also taken place to explore options regarding earlier intervention to prevent tribunals</p>
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Hampshire Local Offer <https://fish.hants.gov.uk/localoffer>

- 60. The Hampshire Local Offer provides information and advice about services and support available across education, health and social care for children and young people with special educational needs and/or disabilities (0-25) and their families. It is a statutory local authority responsibility.
- 61. The focus of the Local Offer Development Officer (LODO) is to make sure that the content is up-to-date, accessible and meets the needs of families, children and young people. A key part of this work is to undertake quality assurance of the website and this is through a peer review process with other local authorities.
- 62. The table below provides details of the strengths and areas for development for the Local Offer.
- 63.

Strengths	<p>The breadth and depth of content on the Hampshire Local Offer.</p> <p>The Young Peoples' dedicated section, designed with young people, within the Family Information Services Hub (within which the Local Offer sits).</p> <p>The Family Information Directory has also been migrated into Hampshire's Family Information and Services Hub. This contributes to Hampshire families finding information more easily.</p> <p>Filter options / layout / search results.</p>
Areas of focus	<p>Review and development of Local Offer content – area wide content ownership</p> <p>Awareness raising of the Local Offer</p> <p>Content / accessibility review of content for children and young people</p>
What we are doing about it	<p>Revisit Local Offer lead meeting with key contacts from Adults Services, Early Years, SEN, Children's Social Care, Health, EMTAS. Discuss content review and promotion activities for Local Offer</p>

	<p>Review and develop communications plan for the Local Offer with Local Offer leads and co-ordinate with the Hampshire SENDIAS comms plan.</p> <p>Investigate opportunities for new YP engagement activity</p>
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SEND Ofsted CQC Inspection Readiness

64. A comprehensive inspection ready pack has been compiled by the SEN Service on behalf of the Hampshire area across education, health and social care from birth to age 25. This includes for the SEND Hampshire Area:
- Area Self Evaluation summary;
 - Data book 0-25;
 - Self Evaluation Framework (SEF) developed with all partners;
 - Area Action Plan 0-25.
65. In addition, an inspection timetable, contact list, briefing sheet, meeting briefing and feedback sheets, evidence check list and logistics check list have been compiled in line with the HMI Inspectors Handbook.
66. A review was completed in March 2019 of the published Ofsted CQC inspection outcome letters to identify themes and inform the SEF and highlight areas of particular scrutiny for partners.
- 67.

Strengths	<p>A SEF which focusses clearly on the Inspectors A (early identification of need), B (effectiveness of meeting need), C (evidence of improving outcomes) inspection criteria.</p> <p>Strategic and operational participation and engagement of CYP and their parents/carers - evidenced in the SEF</p> <p>The effectiveness of information, advice, support and communication across the area, including the Local Offer – evidenced in the SEF</p> <p>SEF contains details on outcomes for children and young people in specific circumstances (YOT, EHE, LAC, Travellers, Military etc. per Chapter 10 of the Code of Practice)</p>
Areas of focus	<p>The SEF and Action Plan are live and extensive documents requiring on-going maintenance.</p>

	<p>A number of areas are identified as “areas for further development” as follows across education, health and social care 0-25:</p> <ul style="list-style-type: none"> • Evidence of improving outcomes • Joint commissioning 0-25 • Transition pathways between child and adult health and social care • PfA pathways and strategy.
<p>What we are doing about it</p>	<p>Quarterly updates are sought for the Action Plan and SEF. These are reported on at both the Lead Officers meeting (operational updates) and the SEND Board (strategic updates and accountability)</p>

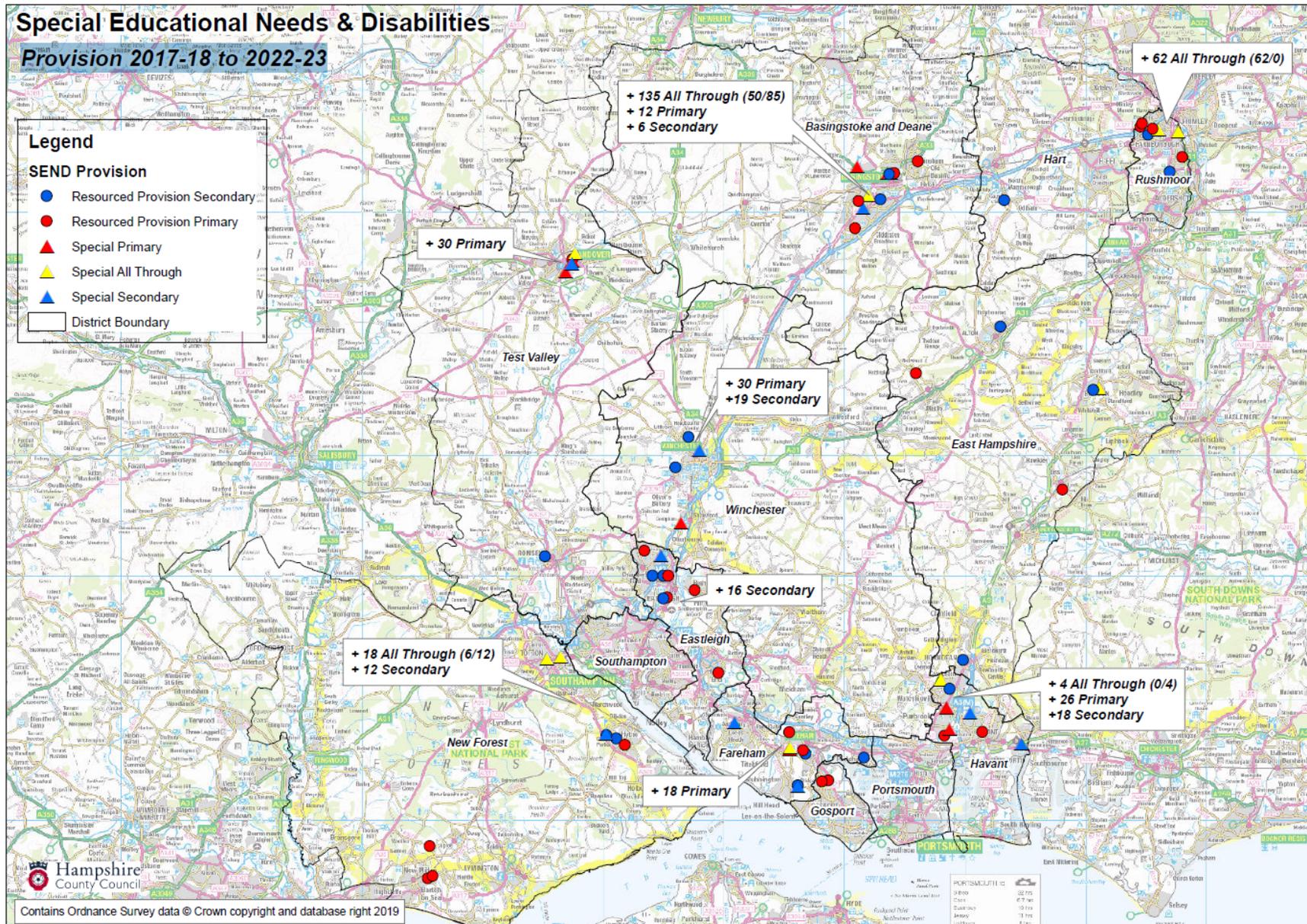
Consultation and Equalities

68. No consultation or equalities impact assessments have been undertaken as this is an information update.

Conclusions

69. There has been good progress with the implementation of the SEND Reforms across the Hampshire area. However, as evidenced in this report, there remains a considerable volume of activity underway to further embed the requirements of the Code of Practice, across education, health and social care 0-25. This work aims to improve how needs are met and outcomes improved for children and young people with SEND 0-25 in Hampshire.

Appendix One - Special Educational Needs & Disabilities Provision 2017-18 to 2022-23



REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	no
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u> SEND Reforms Implementation	<u>Date</u> 16 Sept 2015
Hampshire SEND Reforms Implementation Programme (Ofsted and CQC feedback)	25 May 2016
Special Educational Needs and Disabilities (SEND) Reforms Hampshire area post implementation update	8 Nov 2017
Direct links to specific legislation or Government Directives	
<u>Title</u> Children and Families Act [Part 3 SEND] 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted	<u>Date</u> September 2014
Statutory Guidance: SEND Code of Practice 0-25 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	January 2015
Local area SEND inspection framework (Ofsted and CQC) https://www.gov.uk/government/publications/local-area-send-inspection-framework	April 2016

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.

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CYP Select Committee

SEND Update 8 May 2019

Tracey Sanders, County Education Manager
(Inclusion)

Contents

- SEND Reforms context
- Impact of the Reforms
- SEN Service performance
- Digital Education, Health and Care (EHC) hub
- CYP with SEND outcomes
- SEN Support: managing demand
- SEN out-county placements
- SEN Capital Place Planning Strategy – sufficiency of specialist provision
- SEND Post 16 Preparation for Adulthood strategy
- Designated Clinical Officer
- National Health Service (NHS) Children’s Collaborative
- Appeals
- Ofsted/CQC inspection



SEND Reforms Context

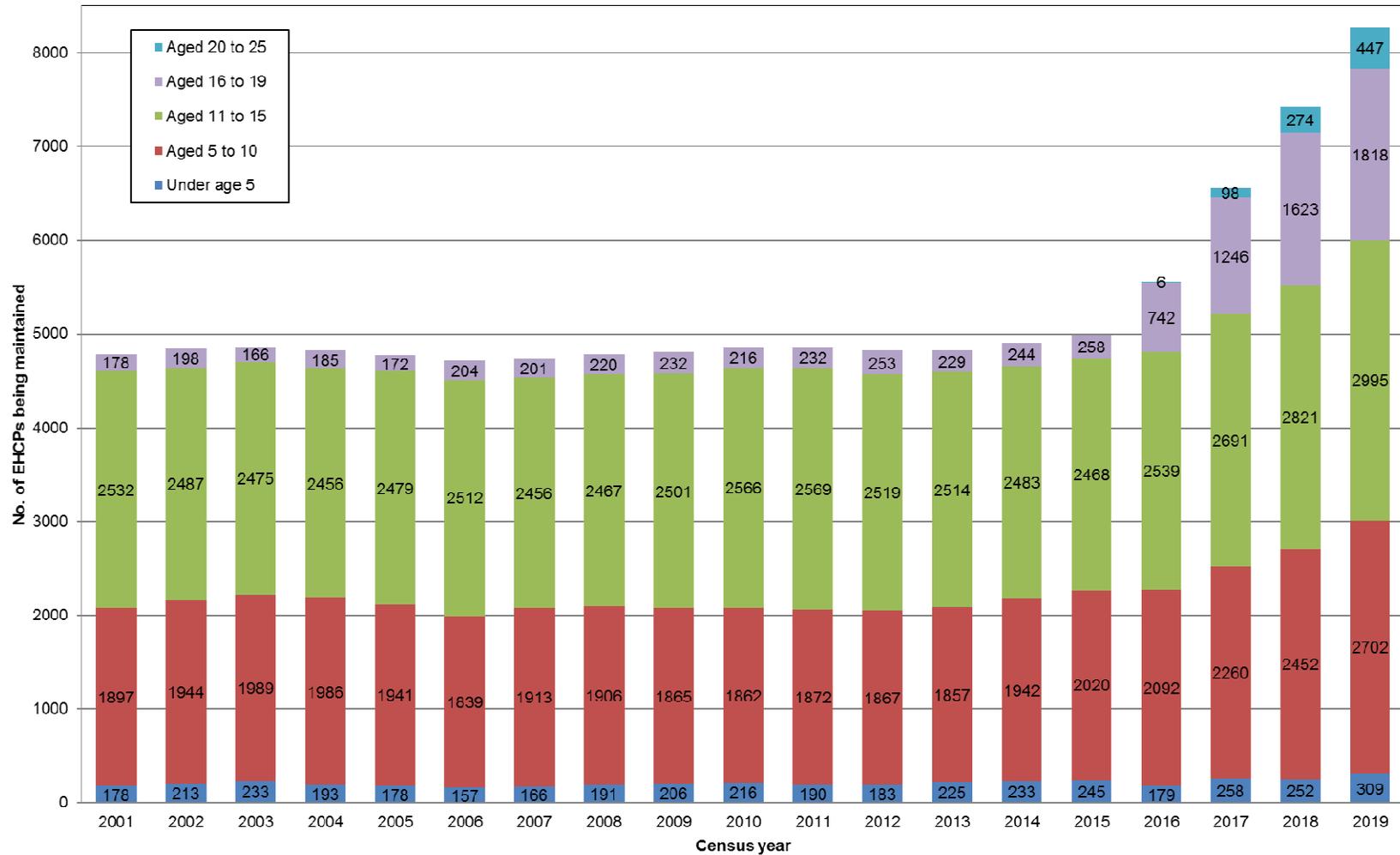
- Children and Families Act [Part 3] September 2014
- Strengthened focus on parent/carers, children and young people collaboration
- Introduced Education, Health and Care Plans (EHCPs) 0-25 for most complex
- Statutory 'Local Offer' <https://fish.hants.gov.uk/localoffer>
- Strengthened the focus on SEN Support and the graduated response
- The need for joint planning and commissioning of services across education, health and care 0-25
- A strong focus from year 9 on preparation for adulthood to build independence and expectation of employment.
- New Ofsted/CQC inspection framework introduced



Impact of the Reforms

- Welcomed by Local Authority and parents
- Significant rise in number of EHCPs of 66% since 2015
- Growth in all age ranges but uneven
- Requests continue to rise with 19% increase in 2017/18 academic year compared to previous academic year

HCC - SEN Statements / EHCPs by Age Group



Snapshot data as at January census

Impact of the Reforms Contd.

Census year	No. of EHCPs	% increase on previous year
2015	4991	1.8%
2016	5558	11.4%
2017	6553	17.9%
2018	7422	13.3%
2019	8271	11.4%

Census year	No. of EHCPs under age 5	% increase on previous year
2015	245	5.2%
2016	179	-26.9%
2017	258	44.1%
2018	252	-2.3%
2019	309	22.6%

Census year	No. of EHCPs age 5-10	% increase on previous year
2015	2020	4.0%
2016	2092	3.6%
2017	2260	8.0%
2018	2452	8.5%
2019	2702	10.2%

Census year	No. of EHCPs age 11-15	% increase on previous year
2015	2468	-0.6%
2016	2539	2.9%
2017	2691	6.0%
2018	2821	4.8%
2019	2995	6.2%

Census year	No. of EHCPs age 16-19	% increase on previous year
2015	258	5.7%
2016	742	187.6%
2017	1246	67.9%
2018	1623	30.3%
2019	1818	12.0%

Census year	No. of EHCPs age 20 - 25	% increase on previous year
2015	0	-
2016	6	-
2017	98	1533.3%
2018	274	179.6%
2019	447	63.1%

SEN Service Performance

- 100% Statutory **transfer** of 5,277 Statements of SEN to Education, Health and Care Plans (EHCPs) **completed** by 31 August 2018
- National 2018 SEN2 data published May 2019 will show 55% EHCPs produced in 20 weeks (24% in 2017).
- Aug – Dec 20 week performance above 2017 national average of 65%
- 87.2% of plans completed within 30 weeks
- Volume of work has limited service's ability to respond to enquiries and team are working on backlog

Digital EHC Hub

- Digital system covers the end to end statutory SEN processes: EHC request, assessment and plan plus annual review.
- Launch EHC Hub in a phased approach – begun September 2018 with SEN Service using and now schools
- Advice givers will join the hub in the summer term 2019, and parents from September 2019
- New way of working in a more person centred way to ensure more confidence of the family in support offer and earlier conversations about provision.

Performance of CYP with SEN

- Early Years GLD EHCP - 6% (national 5%)
- Early Year GLD SEN Support – 30% (national 28%)
- Phonics EHCP – 25% (national 19%)
- Phonics SEN Support – 44% (national 48%)
- Key Stage 2 EHCP – 11% (national 8%)
- Key Stage 2 SEN Support – 19% (national 24%)
- Basics 4 EHCP – 11.1% (national 10.5%)
- Basics 4 SEN Support – 29.6% (national 31.4%)
- Attainment 8 EHCP – 15.1% (national 13.5%)
- Attainment 8 SEN Support – 31.1% (national 32.2%)

SEN Support: managing demand

- Increased capacity within HIAS; SEN Support is focus of all HIAS Annual Visits
- Working with mainstream schools and colleges to ensure support is made available to the 14% of children and young people deemed to be on SEN Support:
 - Ensure those with SEN are at the forefront of future developments
 - Ensure progress tracking is robust and rigorous so no child or young person regardless of ability is ‘unchallenged’ in their learning journey
- Working closely with headteachers and SENCOs to ensure compliance with Chapter 6 of the 2014 Code of Practice for SEND 2014
- Facilitate area peer support groups for SENCOs.
- Champion the revised training offer.

SEN out-county placements

- 480 children and young people with special educational needs (SEN) placed in independent/non-maintained schools or independent specialist colleges (March 2019)
- £25.9 million (purely SEN costs excluding any health and social care costs) in 2018/19 financial year
- 118 annual reviews attended in academic year 2017/18; 46 cases identified as ready to move on
 - £2.2 million savings realised in 2017/18 (academic year)
 - Further £2.2 million projected savings for 2018/19

Capital Place Planning Strategy – sufficiency of specialist provision

- DfE SEND Capital funding of £6.4m over 3 years 2017-2020
- HCC local resources
- Capital funding to support new school places and suitability
- 125 place 4-16 ASD free school, Basingstoke. Catch 22 approved as Academy Sponsor by DfE. Planned opening 2021.
- Plans in place to create over 300 additional special school places
- Significant condition issues remain at a number of Special Schools. £4.5m basic need funding approved for remodelling of St Francis School, Fareham (Special school for children with SLD and complex needs). Planned for 2020.
- Five year strategic plan to further inform Specialist need across the County.
- Prime areas of need requiring the development of additional places are ASD and SEMH.

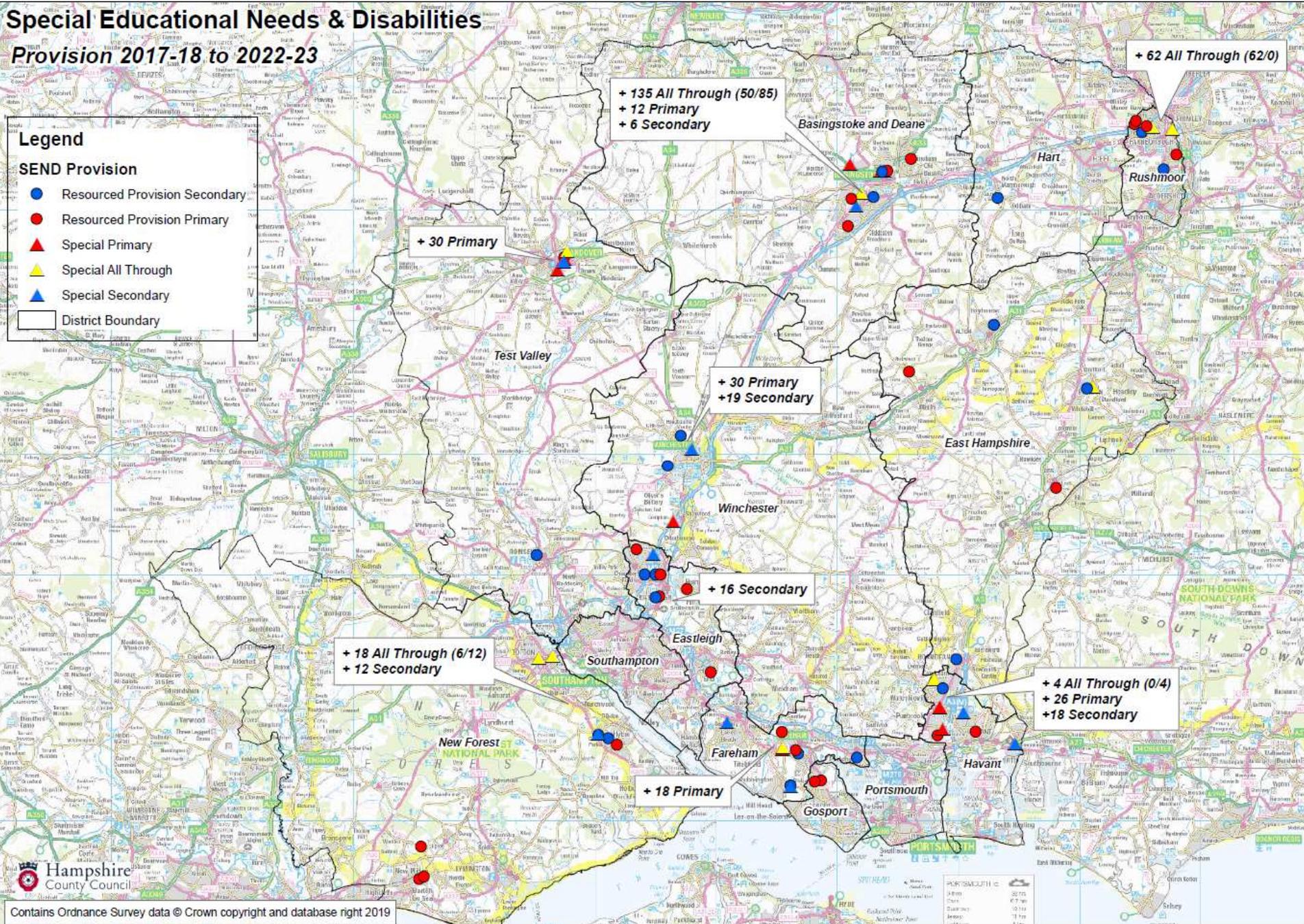
Special Educational Needs & Disabilities

Provision 2017-18 to 2022-23

Legend

SEND Provision

- Resourced Provision Secondary
- Resourced Provision Primary
- ▲ Special Primary
- ▲ Special All Through
- ▲ Special Secondary
- District Boundary



SEND Post 16 Preparation for Adulthood Strategy

Key areas of focus:

- The development of real living and work skills - supporting future independence, health and wellbeing;
- A focus on employability and employment - expectation that young people with SEND will progress to a good job.
- Re-setting expectations of parents, carers and young people from an earlier age of progression to employment.
- A new County-wide Supported Internship offer with job coaches.
- Strategic commissioning of Post 16 high needs provision
- Clarity of Post 19 pathways
- Greater emphasis on technical skills and work based learning pathways.
- Joint work with Adults' Health and Care Department – Independent Living pathway

NHS SEND Designated Clinical Officer 0-25

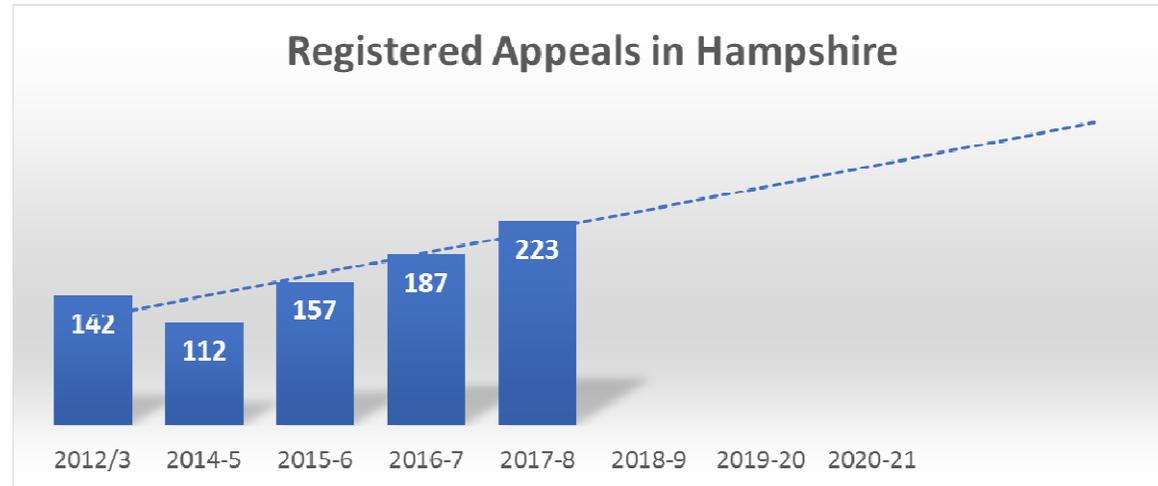
- The Five Hampshire Clinical Commissioning Groups appointed a Designated Clinical Officer (DCO) in January 2017
- Instrumental in raising the profile of SEND across Health and ensuring CCGs clearly understand their statutory obligations
- The DCO has developed a quality assurance process for the health element of the EHCP which has led to an improvement in quality and timeliness of health advice
- Work continues to monitor quality of care for children and ensuring health providers are meeting their statutory obligations providing information within timeframes
- The development of Integrated Care Systems across health and social care serve to strengthen our relationships further and provide the governance and leadership to work in a more joined up way in the future

NHS - Working together

- The CCGs are keen to strengthen partnership working with the Council and have been working on a number of system transformation programmes:
 - Aligned procurement programme between health, social care and education colleagues; Health Visiting, School Nursing, Immunisation and vaccinations, Therapies and Parenting.
 - Identifying joint outcomes framework, opportunities for co-location of the workforce, joint estates, shared care records and joint IT systems
 - Funding secured to invest 3 x Primary Care Mental Health workers within the Behaviour Support Teams across Hampshire
 - Health and Social Care are transforming the way Children's Continuing Care Services are provided, integrating the workforce, improving decision making and governance processes and joint funding of packages of care
- The NHS 10 year plan provides an opportunity to continue the transformation programme and focus on those children who are most vulnerable
 - Children with learning disability and autism
 - Children with Eating Disorders
 - Children with mental health conditions



Appeals in Hampshire



- The number of appeals is 2.8% of the number of EHCPs (March 2019)
- Around half of the registered appeals do not reach a tribunal hearing because the Assistant Education Officers work with parents to resolve the case before hearing.

Ofsted/CQC inspection

- New framework introduced 2016
- Looks at Local Area's ability to identify and meet need and improve outcomes
- Hampshire is well prepared with comprehensive SEF and action plan
- Strengths include:
 - Links with CYP, parents and carers
 - Local Offer
 - Early years outcomes
 - EHCP outcomes
- Areas for development being addressed are:
 - Joint commissioning
 - SEN Support outcomes
 - Transitions between child and adult services
 - Post 16 pathways

Reminder:

Hampshire
LOCAL OFFER

Hampshire Local Offer

<https://fish.hants.gov.uk/localoffer>

Questions?



Hampshire
County Council



www.hants.gov.uk

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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date of meeting:	8 May 2019
Report Title:	Work Programme
Report From:	Director of Transformation & Governance

Contact name: Jackie Taylor

Tel: (01962) 847479

Email: jackie.taylor@hants.gov.uk

Purpose of this Report

1. To consider the Committee's forthcoming work programme.

Recommendation

2. That the Children and Young People Select Committee consider and approve the work programme.

WORK PROGRAMME – CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Topic	Issue	Reason for inclusion	8 May 2019	18 September 2019	20 November 2019	13 January 2020
Pre-scrutiny	Consideration of revenue and capital budgets	To provide the Executive Member with feedback prior to consideration by the Executive Member.				X
Pre-scrutiny	Consideration of Departmental Transformation to 2021 savings Proposals	To provide the Executive Member with feedback prior to consideration by the Executive Member.		X		
Overview	Child Exploitation in Hampshire	To provide an overview of child exploitation in Hampshire. <i>As requested by a Member of the Select Cttee</i>	X			
Overview	Ofsted Schools New Inspection Framework	To provide an update on changes to the schools' inspection framework.	X			

Topic	Issue	Reason for inclusion	8 May 2019	18 September 2019	20 November 2019	13 January 2020
Overview	Special Educational Needs and Disabilities (SEND)	To provide an update and overview of work with children and young people with special educational needs. <i>Last Update – November 2017</i>	X			
Overview	Children in Care	To provide an overview of children in care – to include the role of corporate parents. <i>As requested by a Member of the Select Cttee</i>		X		
Overview	Child and Adolescent Mental Health Service (CAMHS)	To provide an update of CAMHS in Hampshire, to include progress made to reduce waiting times for access to CAMHS treatment. <i>Last Update – November 2018</i>			X	
Overview	Safeguarding children in Hampshire	To provide an update on safeguarding for children and young people in Hampshire. <i>Last Update – November 2018</i>			X	
Overview	Autism Services	To provide an update on the work with children and young people. <i>As requested by a Member of the Select Cttee</i>		X		

Topic	Issue	Reason for inclusion	8 May 2019	18 September 2019	20 November 2019	13 January 2020
Overview	Elected Home Education	To provide an update on elected home education. <i>As requested by the Chairman of the Select Cttee</i>				
Overview	Ethnic Minority and Traveller Achievement Service (EMTAS)	To receive a biannual update on the Hampshire EMTAS <i>Last Update – July 2018</i>				
Monitoring Scrutiny Outcomes	Short Break Activities	To monitor progress made in implementing changes to the Short Break activities programme. <i>Following on from Pre-Scrutiny – July 2018 and Update Report – January 2019</i>				X

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	No

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

Document

Location

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This is a scrutiny review document setting out the work programme of the Committee. It does not therefore make any proposals which will impact on groups with protected characteristics.