

HAMPSHIRE COUNTY COUNCIL

Report

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| Committee: | Children and Young People Select Committee |
| Date: | 17 October 2022 |
| Title: | Special Educational Needs and Disabilities (SEND) 0-25 Update Report – SEN Performance and Joint Working |
| Report From: | Director of Children’s Services |

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Purpose of this Report

1. The purpose of this report is to provide an annual update on progress against the Special Educational Needs and Disabilities (SEND) Reforms Implemented in 2014. The Select Committee received the last SEND update report on 10 November 2021.

Recommendations

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

Executive Summary

3. This report covers the updates on:
 - Special Educational Needs (SEN) Service, Education Health and Care assessments and reviews.
 - Development of the digital Education, Health and Care (EHC) Hub.
 - The work of Hampshire Parent Carer Network.
 - SEN Support and Inclusion within mainstream education settings.
 - SEN out-of-county placements.
 - The SEN Capital Place Planning Strategy (specialist provision).
 - SEND Hampshire Area Preparation for Adulthood work.
 - The work of the Independent Futures Team.

- The role of Designated Clinical Officer and Health Services.
- The First-Tier Tribunal and the Single Route of Redress.
- The Hampshire Local Offer <https://fish.hants.gov.uk/localoffer>;
- The outcome of the SEND Ofsted / Care Quality Commission (CQC) Inspection.
- Delivering Better Value Programme
- High Needs Performance Oversight Programme

Background information

4. The SEND Reforms have been undergoing implementation since September 2014 following the Children and Families Act 2014. This has been a journey for all Local Authorities and in Hampshire the key changes have been:
 - A strengthened focus on parents, carers and children and young people's strategic and individual engagement with all agencies and partners.
 - The introduction of Education, Health and Care Plans (EHC Plans) 0-25 for those with the most complex needs, replacing statements of SEN and Learning Difficulty Assessments.
 - The establishment of a 'SEND Local Offer' and improved impartial information, advice, and support.
 - A strengthened focus on SEN Support and the graduated response particularly around the early identification of needs and how effectively needs are met to improve outcomes for Children and Young People (CYP) with SEN.
 - Increased 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. A key element here is raising aspirations around employment.
5. A five-year joint Ofsted and Care Quality Commission (CQC) SEND Inspection framework was introduced from May 2016 to assess how well Local Authorities have responded to the new statutory duties. Hampshire was inspected in March 2020 under this inspection framework. The inspection highlighted numerous areas where the Local Authority has been successful in meeting the needs of children and young people with SEND and noted that the Local Authority knows itself well and has robust plans in place to progress and improve our work further. The inspection report can be found in Appendix 1. The DfE is currently working on a new Ofsted framework which is being tested with a few authorities.
6. While the reforms have been welcomed in many ways, they have led to a steady rise in the number of EHC Plans maintained within the Local

Authority.

7. Between 1 January 2022 – 31 August 2022 there have been 2,024 requests for an EHC Needs Assessment. The same period in the previous year was 1,505 which is a 34.5% increase. The graph below shows demand across the year for several years.

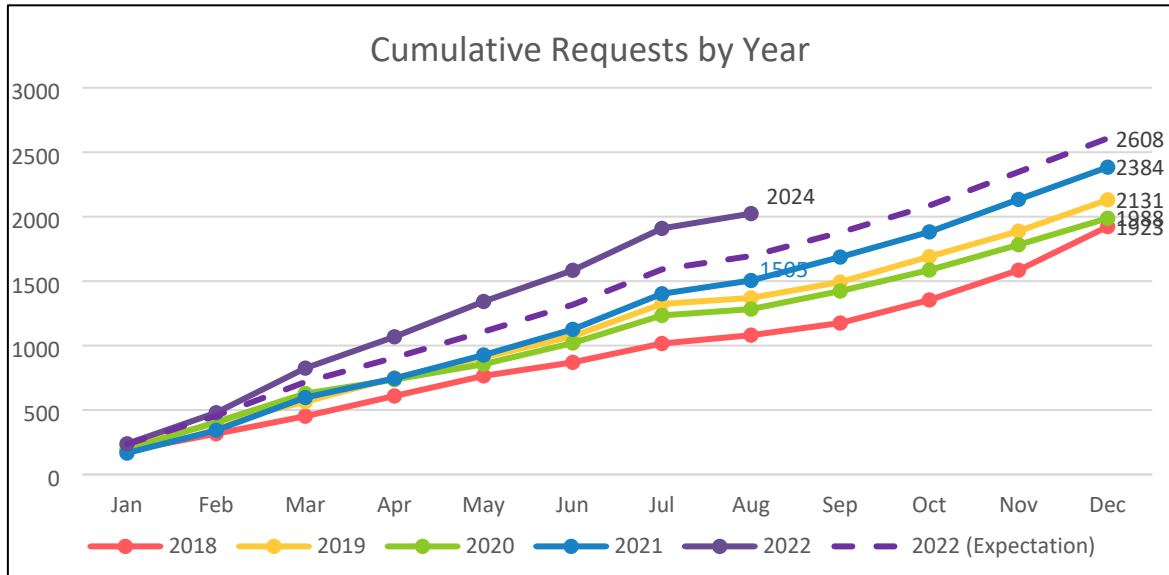


Chart 1: No. of requests received across the calendar year 2018 – 2022 including forecast

8. There has also been a rise in the number of plans being maintained. As of 31 August 2022, there were 14,174 EHC Plans being maintained, a 21% increase on the same time last year. The growth in EHC Plans across the age ranges is varied, with all age ranges seeing a rise in numbers and particular growth in the post 16 age ranges. Overall, since the reforms took effect in 2015 there has been a 155% increase in the number of EHC Plans being maintained (as at January 2022).

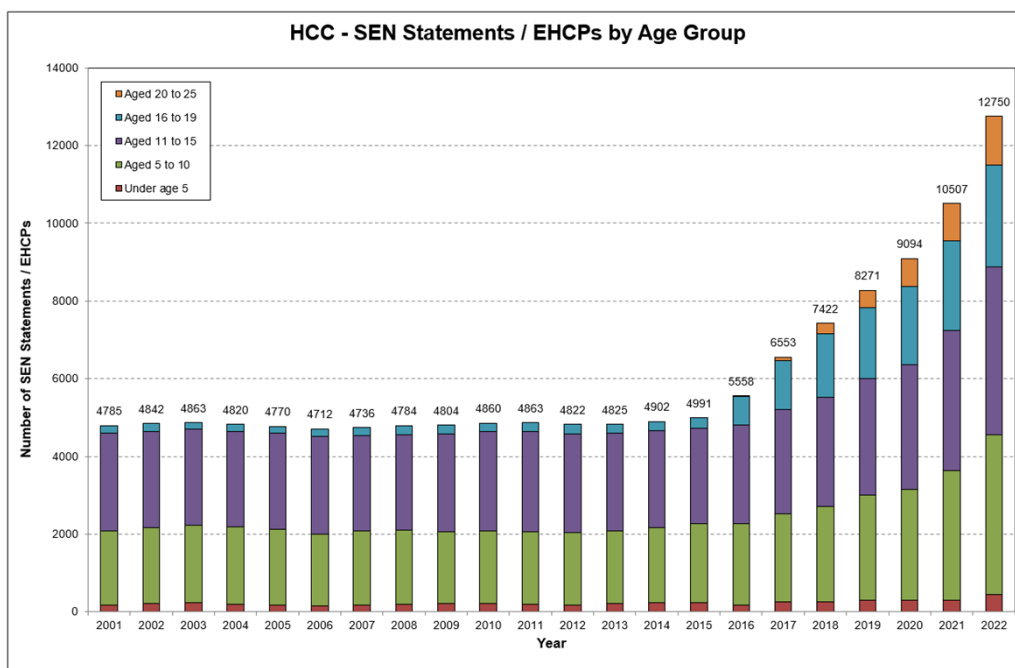
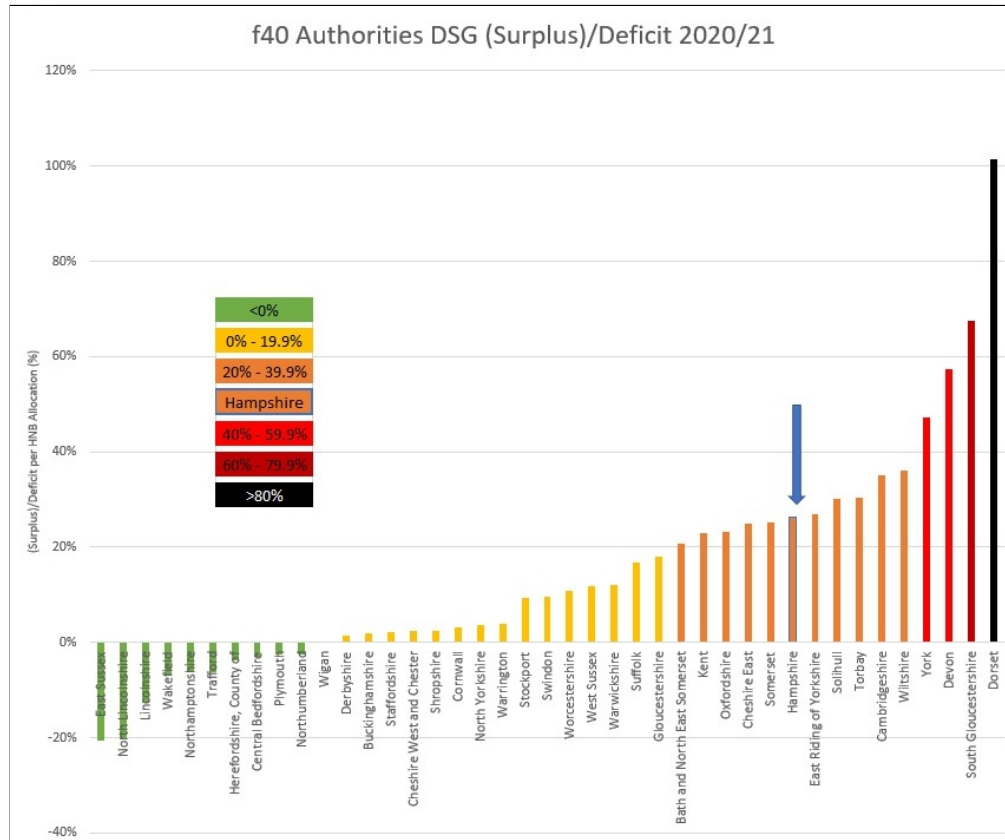


Chart 2: Number of statements/EHC Plans being maintained (as at January 2022 census date) by age group

9. The large increase in post 19 young people reflects the extension of the age range from 19 to 25 years implemented through the 2014 reforms. This means that we will see an increase in plans as the 19-year-old cohort fully evolves by 2025. Typically, around 90% of this cohort stays in education year on year.
10. The increase in plans places a pressure on the high needs budget which is part of the dedicated schools grant funding provision for pupils with special educational needs and disabilities. The budget for 2021/22 was £143.1 million but there was an overspend of £27.7 million. The overspend reflects the overall increase in plans, which includes post 19 young people (which have never been additionally funded by the government). The expenditure also relates to the need to place more children and young people in the independent non-maintained sector due to lack of places in the state funded sector.
11. The graph below shows the level of High Needs deficit as a proportion of the LA's High Needs Block based on the S251 return for the LAs in the f40 group. The calculation of the high needs block is done by national formula and includes a significant historical spend element. As a council that had been able to manage SEN rates effectively for many years this has meant a relatively low level of funding going into the High Needs Block relative to some other authorities. As you can see, Hampshire is (at this point) not an outlier in terms of deficit, however we are at the top end of the following group. Just to note, several of the outliers have been subject to DfE

intervention regarding the size and management of their High Needs Budget. Hampshire is currently under the Delivering Better Value program, further information on this is detailed later in the report.



SEN Service Education Health and Care Assessments and reviews

12. The SEN Service should complete all EHC Needs Assessments within a 20-week timescale. The Hampshire performance for 2021 was 15.8% which was much higher than that in 2020 (1.6%). This is an average of the performance over the calendar year. The national average for 2020 was 58.0% and for 2021 the national average was 59.9%.
13. As of the 31 August 2022, the 20-week performance has increased to 64.4%, in month, which is above national average. The rolling cumulative average is projected to being in line with the national average by the end of the next academic year. The rolling cumulative average is projected to be in line or above the national average by the end of the next academic year.

14. The following graphs show the number of EHC plans issued each month this year.

| Month | Number of plans issued |
|--------------|-------------------------------|
| Jan-22 | 181 |
| Feb-22 | 173 |
| Mar-22 | 219 |
| Apr-22 | 208 |
| May-22 | 293 |
| Jun-22 | 288 |
| Jul-22 | 230 |
| Aug-22 | 191 |

Table 1: Number of EHC Plans issued per month

15. The staffing capacity across the SEN Service has been increased through a £1.6m investment in additional staff to cope with the increased level of assessment work but also to ensure that business as usual work is completed in line with statutory deadlines set out in the Code of Practice.
16. The increase in requests for specialist placements for children and young people is a concern across the service. Increasingly, mainstream schools are more frequently saying that they are unable to meet the needs of pupils, citing concerns with funding, difficulties with recruiting support staff or specially trained teachers and limited flexibility in their ability to adapt the curriculum or environment.
17. More specialist provision has and is still being developed. Hampshire Children's Services opened Austen Academy in April 2021 and in September 2022 opened Cody Oaks, which is attached to Samuel Cody in Farnborough. However, it is not possible to build additional school places at the rate at which EHCPs are increasing, meaning that there is a rise in requests for placements in the independent sector as a high number of pupils have not been able to access a specialist provision in their local community. This means that the service is constantly dealing with high levels of casework, which needs problem solving.
18. The phase transfer deadlines are the 15 February (for Years -1, 2 & 6) and the 31 March (for Years 11, 12, 13 & 14). 98% of the Year -1, 2 and 6 plans were finalised by the deadline and the remaining 2% were finalised the following day. This is a huge improvement compared to the previous year where 68% were finalised by the deadline.
19. 72% of all post-16 phase transfers were met by the statutory deadline of the 31 March including 91.4% of the Year 11 cohort. This represents an

improvement on last year, where 14.6% of Year 11 phase transfers were finalised by the deadline.

20. The proportion of SEND young people who are NEET (Not in Education or Training) is 6%, below both the regional and national averages of 7%.
21. The DfE will start to monitor the processing of Annual Reviews as part of the SEN2 data collection process from 2022, although the submission of data will not be mandatory until 2023. Therefore, it is a clear priority for the SEN service moving forward to ensure that annual reviews are processed in line with the timeline set out in the Code of Practice.
22. In each section we will summarise our position in a table as follows:

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| Strengths | <p>the improvement in processing more EHC requests in 20-weeks has made a big difference in moral across the service but has also reduced the number of complaints from parents and schools.</p> <p>A growing workforce, which has access to senior staff who are knowledgeable about the Code of Practice and who are able to support them with their decision making.</p> <p>Additional capacity both at management and casework level is continuing to make a difference for the service.</p> <p>Closer working relationships are starting to develop with linked services, schools, and parents due to greater capacity.</p> <p>Virtual meetings have aided capacity in the service which has enabled staff to attend more meetings.</p> <p>Moving to being a data driven service with clear targets and expectations has had a very strong positive impact.</p> |
| Areas of focus | <p>To continue to recruit staff who have experience in SEND.</p> <p>To have regular training sessions for all SEND service staff with 'drop in sessions' for those who need further support.</p> <p>Working with colleagues across education to provide support for children to enable them to remain in their local mainstream school, where appropriate.</p> <p>Continued development of additional specialist provision.</p> <p>Continued drive to meet statutory deadlines, including the improvement of the annual review process.</p> |
| What we are doing about it | <p>Rolling programmes of recruitment for key roles and proactive use of agency staff to fill service gaps.</p> <p>SEN Dashboard is being used to continue to drive service improvements, which includes 20-week, annual review and helpdesk contact information. To continue to develop the</p> |

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| | SEN Digital Hub, so that moving forward all placement consultations can be sent to schools via this method. |
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Digital EHC Plan Hub

23. The EHC Hub is a software programme which covers the key elements for the workflow of the statutory SEN processes which include:
- Requesting and carrying-out the statutory Education, Health, and Care (EHC) needs assessments.
 - Drafting and finalising the EHC Plan.
 - Conducting and concluding the EHC Plan Annual Review.
 - Consulting with education settings for a potential placement.
24. The following progress has been made with the Hub in the past year:
- The number of partner agencies using the Hub to provide their advice has increased. An implementation programme has just been agreed with Health services to bring them online over the autumn and spring terms.
 - Education setting contact information is being updated within the EHC Hub. We will be rolling out training to settings during the autumn and spring terms to allow Hampshire settings to be consulted for placements directly within the EHC Hub. This will begin with maintained and academy special schools (27 settings) before expanding to mainstream settings and finally independent schools both in and outside of Hampshire.
 - 7,000 older cases (pre-EHC Hub) were imported into the Hub during the 2021/22 academic year, with the remaining 2,000 being imported by the end of 2022.
25. To complement the digital EHC Hub there is 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 EHC plan with parents, children and young people being at the heart of the process from the outset as part of the graduated response in education settings.

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| Strengths | The EHC Hub is providing efficiencies within the SEN Service, almost all children and young people now have their EHCP hosted within the Hub. An increasing number of education settings are using the Hub to conduct annual reviews. |
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| Areas of Focus | Completing the onboarding of partner agencies to provide their assessment and review advice directly within the EHC Hub. |
| What we are doing about it | Providing guidance and training to partner agencies on using the EHC Hub. |

Hampshire Parent Carer Network

27. Hampshire Parent Carer Network (HPCN) is a parent / carer forum working throughout Hampshire. Members of the organisation are parent / carers of children and young people with special educational needs and/or disabilities aged 0-25 years, associated professionals, and affiliated groups. The organisation offers participation training to parent / carers to enable them to become representatives and work alongside the professionals who provide health, education, adult and social services to children and young adults. HPCN representatives sit on many of the groups and boards associated with work within SEND services - across Education, Health and Social Care.

28. HPCN sends a monthly newsletter to all its members to keep them updated with what the parent / carer forum has been doing and what meetings have been attended. The newsletter also enables HPCN to share any surveys or consultations that have been shared with them from partner agencies in Education, Health and Social Care. HPCN also shares updates on its main Facebook page and its local area Facebook pages. There is a steering group of parent / carers and paid staff who support the forum strategically, they meet once a month, they are a wide range of parents and carers that have received training on co-production and attend meetings on behalf of the wider voice of parent / carers in Hampshire.

29. HPCN facilitates three different workshops; 'Meet the SEN Team' meetings three times per year. The sessions are recorded for parents who cannot attend and uploaded to the HPCN YouTube channel. These sessions give parent / carers of children and young people with SEND, the opportunity to meet in an informal way with their local SEN Teams, Health Leaders, and other Professionals. From these sessions, it was identified that there was a need for a more open session, so we set up online 'Parent Led Engagement' sessions three times a term alongside Hampshire Special Education Needs & Disability Information Advice and Support Service (SENDIASS) and a SEN Manager. Finally, the SENDIASS Workshop is a monthly workshop run alongside Hampshire SENDIASS on a range of topics such as Annual Reviews and Transitions. All these sessions were moved online via Zoom due to COVID 19; however, it was found that being online allowed a wider

reach across Hampshire, so they are remaining online.

30. HPCN holds 'Get Together' sessions across Hampshire each month, these sessions bring parent / carers together to chat and share information, HPCN can signpost families for further support. The sessions are hosted by a trained parent carer representative who will record anonymised information of patterns and trends we can share with professionals at workstream meetings. During COVID these sessions moved to Zoom, they have returned to face to face with the addition of a daytime and evening session to support parents that are unable to attend face to face.
31. Future in Mind sessions runs in each of the CAMHS centres in Hampshire to provide vital mental health peer support, these sessions have an hour for parent / carers to chat and share information and then have a 60-minute presentation from a CAMHS practitioner on a pre advertised subject. These sessions run across Hampshire and there is one daytime and one evening zoom session a month to enable parents that are unable to attend in person to join.
32. Ask about Autism is a new service designed to help families of children with Autism. This service has been developed in collaboration with BRAAIN and Parent Voice, Isle of Wight. This service is for parent / carers of children and at any stage of an autism journey, from suspected traits to diagnosis and beyond. No diagnosis is needed to access this service and if a diagnosis is not given the service can still be accessed. Ask About Autism offers; workshops, Share and Support sessions across Hampshire and a helpline that offers signposting.

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| Strengths | <p>HPCN continued to provide vital peer support by continuing to facilitate Get Togethers, Future in Mind and workshops during lockdown and attended a record number of workstream meetings with professionals in Education. Health and Social Care to ensure continued participation during lockdown. HPCN has expanded their Get Together offer with new peer support sessions for under 5's and online only sessions. HPCN have also been successful in starting a Get Together in Havant with a consistent attendance in Havant which is a known seldom heard area of Hampshire.</p> <p>The 'Future in Mind' sessions have continued to be successful and provide key support as mental health services reach unseen pressures. At these sessions parent / carers of children and young people who are on the waiting list for a service or intervention from CAMHS are invited to join each month, with</p> |
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| | <p>regular talks on subjects such as Anxiety, self-harm, ASD/ADHD pathway.</p> <p>The Ask about Autism service launched in May and has proven to be a vital offer for parent / carers with children and young people that are showing signs of Autism or are waiting on the Autism pathway. The workshops and share and support sessions have been welcomed across Hampshire.</p> <p>HPCN, feel they offer peer support and empower parent / carers with knowledge and resilience so they can get the best outcomes for their children and young people.</p> <p>HPCN is working in collaboration with Hampshire CAMHS to provide a parent / carer led training session for all staff. It is hoped that this will improve communication between parent / carers and professionals by sharing the challenges and lived experience of parent / carers with children and young people accessing CAMHS.</p> <p>HPCN has strengthened their relationships with partners particularly in Education and Health to ensure co production is embedded throughout Hampshire.</p> |
| Areas of focus | <p>HPCN wants to increase their reach in lesser heard areas such as, ethnic minority families or where English is the second language. It has been hard to engage in some areas of Hampshire, namely the New Forest.</p> <p>HPCN would like to relaunch the Meet the SEN Team workshops to increase the number of parents that attend these sessions.</p> <p>HPCN would like to recruit more parent / carer representatives to ensure we have enough trained reps to meet the demand of the work we do.</p> |
| What are we doing about it? | <p>HPCN has completed some work with contact and NHSE on Seldom Heard voices to include our knowledge of this subject area and has developed an action plan to implement over the next 12 months.</p> <p>HPCN and the Local Authority have discussed ways to relaunch the service and will ensure parent / carers fully participate in selecting the topics for these sessions.</p> <p>HPCN are now providing participation training each term so new reps can receive participation training without a long wait and have arranged a rep recruitment day for parent carers to come and hear the opportunities available at HPCN.</p> |

SEN Support within mainstream education settings

34. The SEND Code of Practice is clear in its expectation of services to meet need at two defined 'levels' along the SEND pathway; firstly, SEN Support

and secondly, with an EHCP (Education, Health and Care Plan). The latter is for those children and young people whose needs are more significant and often longer term, requiring intervention at a deeper and often more complex level. For most children and young people with SEND, however, additionality and/or adjustments to provision at the SEN Support level can be sufficient to meet their needs very effectively.

35. Provision and outcomes at the level of SEN Support is a priority identified by the Local Authority. There is recognition, supported by data, that provision at the level of SEN Support needs strengthening, to secure consistently strong attainment and broader outcomes relative to the national picture for this group of children and young people. Additionally, stronger, and more effective provision at an earlier stage on the SEND pathway can and should reduce the need for an EHCP for some children and young people and therefore help manage demand down.
36. All local authorities are required to have guidance relating to ordinarily available provision, which is a term that applies to SEN Support. Following extensive stakeholder engagement including school leaders and staff, children and young people, parents/carers, and a range of professionals, the SEN Support Guidance for Schools underwent a significant revision and was re-launched in February 2021. The document can be found here: <https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf>
37. A SEN Support strategy which identifies various workstreams through which the local authority intends to strengthen provision at this level has been in the first phase of implementation since the re-launch of the SEN Support guidance. The focus of a range of activities within the strategy is to influence practice in the classroom and inclusive cultures across education settings.
38. All maintained schools receive an annual one-day visit from HIAS (Hampshire Inspection and Advisory Service). In the academic year 2021-22, SEN Support was a key area of focus, whereby current provision, and ways to promote further developments and improvements were explored. Undoubtedly, by having SEN Support as a focus area for the annual visit, there has been a greater level of both support and challenge to schools in relation to this area. This is evidenced both in the annual reports and increasingly in schools' plans for improvement.
39. A comprehensive professional learning programme is available through HIAS and wider teams such as HIEP (Hampshire and Isle of Wight Education Psychology) and STAS (Specialist Teacher Advisor Service), to raise the profile of SEN Support and strengthen the skills and knowledge of school leaders and their staff. This includes development opportunities

targeted at teachers in the early stages of their careers, SENCos (special educational needs co-ordinators), new and experienced headteachers, and governors. We are also liaising with local teacher training providers to influence thinking and deepen knowledge as part of the learning towards gaining a teaching qualification. This work is on-going and is part of a longer-term strategy, with discernible impact likely to be seen through the quality of provision from the academic year 2023 to 2024 and beyond.

40. In March 2022, schools and early years providers were offered the opportunity to come together in collaborative groups of no less than six, to bid for funding to support research-based, sector-led projects designed to build capacity in meeting need at the SEN Support level. There were 13 successful bids spanning around 80 settings in total. From September 2022, these bids have been developed into project action plans which are now being implemented. Projects are due to run until March 2024, with the intended impact being a more skilled workforce and therefore greater capacity to improve provision and outcomes at the level of SEN Support. An evaluation framework is in place.

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| Strengths | <p>A clear focus on SEN Support through the work of the Education and Inclusion Branch and across education settings of all ages.</p> <p>Revised SEN Support guidance now being implemented across school settings.</p> <p>A clear strategy to implement our intentions and achieve our goals.</p> <p>A wide-ranging professional development offer to all education settings.</p> <p>Engagement of settings in a sector-led initiative.</p> |
| Areas of focus | <p>Reaching and influencing all settings and frontline practitioners across a large and complex education system; there are over 10,000 teachers alone (700 joining this year) that we wish to reach, plus support staff.</p> <p>Reaching settings that may traditionally not have engaged with the professional development offer.</p> <p>Realising, embedding, and sustaining changes in both practice and culture across multiple settings.</p> <p>Supporting settings in overcoming the additional challenges of the Covid period and recovery work, in order to maintain a sharp focus on this area; the negative impact of Covid has been greater for particular groups of children and young people, including those with SEND.</p> |

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| <p>What are we doing about it?</p> | <p>Delivery of the strategy. Working in close partnership with education settings and using existing strong, professional relationships to influence the system. Using the limited levers of the local authority, for example the annual school visit, to effect change. Using a sector-led approach to give settings greater ownership of the issue and also the strategies to effect change.</p> |
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SEN Out-County Placements

42. As of September 2022, there were 813 children and young people with SEN placed in independent/non-maintained schools (INMSS) or specialist Post 16 institutions (SPI). This was 645 at the same point last year, which is a 26% increase (double that of the increase of 13% from September 2020 to September 2021). Many placements are made on a residential basis because of home school distance and all the children and young people concerned have an EHC Plan.
43. The total annual cost 2021/22 to the High Needs Funding Block for the out-county placements was £59.6m (this includes the SEN funded element of placements joint funded with health and social care). This is £22.5m (61%) more than the academic year annual costs for 2020/21.
44. The total number of children and young people in independent non maintained out-county placements and the average cost of these placements remains at the highest levels to date.
45. Independent 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 and the monitoring through annual reviews can be more difficult.
46. Since October 2017, SEN staff have been tasked specifically to attend annual reviews for children and young people educated in independent placements, focusing specifically on Year 9 and above. The aim was to ensure improved transition planning for young people in independent placements and, where it was clearly in the interests of the child/young person, to bring them back to Hampshire provision.
47. Cumulative bring back values are demonstrated in the table below:

| Academic Year | 2018/19 | | 2019/20 | | 2020/21 | | 2021/22 | | 2022/23 | |
|---------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|------------------|
| | FTE | Cost (£) | FTE | Cost (£) | FTE | Cost (£) | FTE | Cost (£) | FTE | Cost (£) |
| 2018/19 | 25 | 1,393,310 | 17 | 839,622 | 6 | 280,880 | 1 | 33,046 | - | - |
| 2019/20 | - | - | 25 | 1,266,645 | 17 | 763,292 | 6 | 255,345 | 1 | 30,042 |
| 2020/21 | - | - | - | - | 26 | 1,446,980 | 17 | 857,426 | 6 | 284,617 |
| 2021/22 | - | - | - | - | - | - | 32 | 2,281,277 | 22 | 1,396,185 |
| 2022/23 | - | - | - | - | - | - | - | - | 21 | 1,549,674 |
| Total | 25 | 1,393,310 | 42 | 2,106,267 | 49 | 2,491,152 | 56 | 3,427,094 | 50 | 3,260,518 |

Table 2: Bring back values 2018-23

48. 416 CYP were identified as a priority for review in 2020/21 within INMSS and SPI (348 INMS and 68 SPI). Total of 77 annual reviews attended, which is an increase on the previous year. A total of 26 placements have been identified as ceasing because of the annual review. Four placements would have ceased naturally at the end of the academic year.

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| Strengths | Continued attendance at annual reviews to bring young people back into their local community. Appointment of Senior Commissioning Manager to the Inclusion Commissioning Team, responsible for INMSS and contract management of the Discretionary Payments Open Framework. |
| Areas of focus | To develop relationships with suppliers and negotiate discounts. Assess and utilise the availability of spaces within the independent market to support internal planning and forecasting. Contract monitoring to support the Quality Assurance provided by HIAS. |
| What are we doing about it? | Negotiate with out of county providers in respect of more cost-effective placements, for example through volume discount arrangements. |

SEN Capital Place Planning (specialist provision)

50. 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 EHC Plan assessments, changes in needs of pupils and how they are best met by an evolving service. A new sufficiency strategy is currently in draft and expected to be published in January 2023.
51. The total number of maintained SEND places available in specialist and resourced provision in Hampshire, at the end of the last academic year, 2021/22, is 76 places in maintained nurseries and an additional 90 hours per Early Learning Group, of which there are 3 (this figure doesn't include special schools that take children from 2 years old); 1745 primary places; 2040 secondary places and 936 places in colleges. For college students, these range from foundation level (in small bespoke classes) to Level 3 students. This figure doesn't include pupils, aged 16-19, in our maintained schools.
52. Hampshire's capital allocation from Department for Education for the financial year 2022-23 to support the creation of new High Needs places or the improvement of existing provision (for pupils with SEND or requiring Alternative Provision (AP)) is £16,960,661. For 2023-24 it is £14,376,225, making a total across the two years over £31million.
53. Hampshire's first Free Special School, Austen Academy, opened in April 2021. This is a 125-place school in Basingstoke for pupils with Autism Spectrum (AS) and social/communication difficulties, with Catch 22 being the approved sponsor. In September 2022, Hampshire has also opened a 90-place co-educational provision for pupils aged 10-16 years with Social, Emotional and Mental Health Needs at Samuel Cody School in Farnborough.
54. Specialist places currently being developed are as follows:

| Provision | By when | Number of places |
|---------------------|-------------|------------------|
| Special Schools | 2022/23 | 110 minimum |
| | 2023/24 | 67 minimum |
| Resource Provisions | 2022/23 | 8 minimum |
| | 2023/24 | 16 minimum |
| INMSS | 2023 - 2025 | 130 |

Table 3: Planned development of specialist places 2022-25

55. This work will help strengthen our provision offer for the growing number of children with EHC Plans in our local area.

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| Strengths | Countywide data available on projected growth and therefore strategic planning possible regarding specialist places. Sufficiency Strategy due to be published January 2023 |
| Areas of focus | To understand the uncertainties in our forecasting model and intelligently apply the daily experience of the SEN service and schools to ensure our forward strategy is responsive to evolving pressures. |
| What are we doing about it? | Analysing projected growth data against actual data and building in flexibility to adjust agreed place numbers (APN) to reflect need. Joining sufficiency requirements with overall SEN strategy. |

SEND Hampshire Area Preparation for Adulthood

57. It is our ambition to ensure that all young people have the aspiration, opportunity, and support to live fulfilling and independent lives, placing a clear emphasis on a strong education and training offer that provides a pathway to future employment. Applying a person-centred, strength-based approach, young people with SEND in Hampshire can – and do - access a broad range of services and provisions that support their successful transition to adulthood. We are making good progress against the following preparation for adulthood themes.

58. **Employment** - We have developed a county wide, joined up and high performing employability offer for SEND young people which focuses on maximising progression into sustained and paid employment. 'All our Talents' is the name given to the Hampshire SEND employability plan. It has been developed following direct consultation with young people and reflects what they told us was important to them to lead a fulfilling life. The underlining premise of the plan is that accessing employment ('a good job') supports strong outcomes across the remaining three elements of the PfA framework – independent living, good health and wellbeing, and community inclusion.

59. As part of the All our Talents action plan, four SEND Employability Hubs became operational in Autumn 2020. Designed around a strong employment

pathway, and premised on employer engagement, the first four hubs commenced in Eastleigh, Farnborough, Gosport and Havant/Waterlooville. Eighty places were made available from September 2020, and 55 learners started. This is regarded as a strong start in the context of the global pandemic and the impact it has had – and continues to have – on employer-based work placements, a core aspect of the offer. Nonetheless, confident in the model, a further four Hubs were operational by Autumn 2022 in Basingstoke, Totton, Fareham, and Andover. A supported employment provider, Ways into Work, has been appointed to support the pilot including employer engagement and Tutor professional development.

60. **Independent Living** – The primary enabler of independent living for young people with SEND is to secure paid employment (a ‘good job’). In addition to the employment hubs the offer includes (but is not limited to):
- Embedded support of life skills within post 16 provision.
 - Person-centred travel training, supporting individuals to access and use public transport, included to access work-placements and employment.
 - Care Leaving team’s PROJECT-I initiative, supporting individuals to explore and address practical barriers that is preventing their transition to independence.
 - Independent Futures key workers attached to each schools/college to support transition to independent living.
61. In Autumn 2022, we opened the first of four planned Independence Hubs in Alton. Located at FE colleges (post 16 resource provision), each Hub will support the needs of young people with SLD and/or complex needs, helping them develop independence skills within the communities where they will live and work. The provision will be an alternative to high-cost independent placements, and the network will be extended to six or eight Hubs by 2025, funding allowing. Each Hub will provide up to 40 places across five-year groups each. Further Hubs are planned for Andover, Brockenhurst, and Farnborough (opening 2023).
62. **Community Inclusion** – Young people with SEND have the same aspiration as their peers. Again, in the context of supporting them to develop the skills, knowledge, and experiences to live fulfilling and independent lives, we work with a range of organisations to ensure they the same opportunities and experiences as everyone else.
63. **Health and Well Being** – The offer in Hampshire is broad against this theme and includes (but is not limited to):
- Hampshire Child Adolescent Mental Health Service (CAMHS) outreach services and Fit-Fest, a festival-style event for children, young people, parents, and professionals.

- NHS ‘ready, steady, go’ programme
- No Limits - targeted emotional health and wellbeing courses, Inc. culture/knife crime, cyber safety, child sexual exploitation and drug/alcohol misuse. LGBTQ+ children and young people will be able to access Breakout Youth.

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| Strengths | Established a strong employability pathway, post 16, for young people with SEND. Significant expansion of the young adult Extra Care supported living accommodation. This has facilitated an increase in supported living placements from 45 in 2017 to 91 in 2019. Further development ongoing. |
| Areas of focus | Further development of post 16 and post 19 data to inform strategic commissioning. Clarity of the Post 19 offer, which includes identifying any gaps in provision locally to ensure any development aids keeping more children local. |
| What are we doing about it? | The ‘All our Talents’ plan has so far: Implemented Eight Employability Hubs providing 120 additional places per year, with plans to increase number of sites and capacity per sites in 23/24. Supported the direct HCC delivery (Hampshire Achieves) Supported Internship programme, with plans for a county-wide Supported Apprenticeship offer from 2023 (part funded by the HCC levy transfer) Opened the first Independence Hub, offering 8 places SLD and complex needs Year 12’s learners in mainstream settings, a further three are in development opening Autumn 2023. The four Independence Hubs will be offering 36 places each year, with each site having a capacity of 40 learners over 3-5 years. |

Independent Futures Team (IFT)

65. Adult Social Care provide statutory services to young adults aged 18 – 25. The Independent Futures Team (IFT) support young people and their families who are transitioning to adulthood. Adult Social Care and IFT are responsible for assessing Care Act Eligibility, providing Support plans for those who are eligible and supporting them to transition from Children’s to Adult Services. Adult Social Care and IFT provide signposting, information, and advice to those who do not meet eligibility criteria, both through face-to-face meetings and online advice and information service through our

dedicated websites Connect to Support Hampshire and The Local Offer.

- 66. The IFT work with people from age 14 depending on need until they are 25 or settled. Settled is defined as a young person who has a support plan which has been in place for at least three months and that the person is not in residential educational and will not need alternative accommodation in the next 12 months.
- 67. Hampshire Adult Social Care operates a Hampshire first policy, to ensure that young people maintain links with their networks and communities. This includes a focus on reduction of young people being educated out of county and on ensuring young people are supported to return to their local communities when education has ceased.
- 68. There has been a significant increase of younger people being supported by IFT with significant mental health needs. These young people are often not known to services at year 9, when most people with a learning disability are. This means that there is more limited time to work with them making effective post 18 support planning challenging. As a result, stronger working between IFT and the adult mental health social work team has been established. This is in addition to specialist mental health practitioners within IFT.

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| Strengths | Improved join up between for those turning 18 who require mental health support. This includes monthly senior management oversight of those most at risk. Consistently ensuring most 17.5 years olds have a support plan in place for when they turn 18. |
| Areas of focus | There has been more timely joint work between education and IFT in the last year. This will require continued focus to ensure that the increased demand for EHCPs is met for this age group. Those with the most complex needs turning 18, are being accommodated in residential care. Departmentally our strategy is to decrease the use of residential care in learning disability services. This is happening because of pressures in the market which has slowed the opening of new support living services |
| What are we doing about it? | A new referral form has been developed making best use of O365 technology. This will enable earlier awareness as well as greater tracking and oversight. Continue to develop a greater understanding between teams via link workers and other strategies. |

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| | <p>A new five-year strategy is being developed for supported living, with one key focus ensuring we have sufficient pipeline of placements for those turning 18. In addition, a number of short-term residential services are being opened. This will ensure those who must move into residential care at 18, do so for the minimum period possible.</p> |
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Role of the Designated Clinical Officer and Health Services

70. The Integrated Care Board's (ICBs) 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.
71. Historically, the then five Clinical Commissioning Groups appointed a Designated Clinical Officer (DCO) in November 2019, following a period of no DCO. The post holder is also the Associate Director for SEND. Following the Ofsted/CQC inspection on the Isle of Wight, the capacity of the DCO role has been increased to include a part time Deputy DCO and a SEND Transformation Officer.
72. The DCO team is employed by the Hampshire and Isle of Wight ICB, the roles geographically cover Hampshire and Isle of Wight local authority areas and includes North East Hampshire within the Frimley ICB.
73. The role of the DCO is a core leadership position within the ICBs and carries significant responsibility for the delivery of the position portfolio. The areas of responsibility currently include the following:
 - Fulfil the Designated Clinical Officer function across Hampshire and the Isle of Wight
 - Quality assures the health element of Education, Health & Care Plans (EHC Plans)
 - Work with health providers and the Local Authority to ensure statutory timeframes are adhered to in relation to EHC advice requests
 - Ensure that health providers are commensurate with their duties in early identification of SEND
 - Manage the interface between the NHS and the Local Authority to ensure a timely response for Tribunals requests and attend court as directed to represent the ICBs
 - Develop and maintain the Self Evaluation framework and commensurate improvement plans and ensure compliance for Ofsted/ CQC inspections

- Support the delivery of S117 care plans and Care Education Treatment Reviews
 - Lead on the service review and re-procurement of paediatric therapies across Hampshire
 - Lead on the Joint Commissioning Boards for both Hampshire and Isle of Wight Local Authorities
 - Ensure local placed based commissioning activity is delivered within designated Integrated Care Partnership area
74. The NHS Long Term Plan (2019) 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 effective joint working, with the leadership of services operating closer together at local delivery system levels. The 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.
75. Across all the commissioned services there are opportunities for improving the way they are delivered. The ICBs are keen to strengthen partnership working with the local authorities and have been working on several system transformation programmes:
- Redesign and procurement of existing and new services have been in conjunction with health, social care and education. Services that have been included in the review are health visiting, (mainstream) school nursing, immunisation and vaccinations, paediatric therapies, and parenting/family support
 - Health and Social Care are transforming the way we provide Children's Continuing Care services, integrating the workforce, improving decision making, governance processes and joint funding of care packages.
76. The NHS Long Term Plan provides us with an opportunity to continue our transformation programme and focus on those children & young people who are most vulnerable:
- Children with Learning Disabilities and Autism
 - Children with Eating Disorders
 - Children with Mental Health conditions
77. During the Covid-19 pandemic, the DCO team continued to deliver a full service and worked with partner agencies to ensure all children and young people with EHCP's were able to access education. This included rolling out mask-fit training for education staff performing Aerosol Generating Procedures for children and young people with tracheostomies etc.

78. The DCO team successfully re-procured the children and young people’s Autism diagnostic service. There were successful bids for NHS England funding to support the following autism projects:
- Autism in Schools Project: To reduce inappropriate educational exclusions and hospital admissions for children and young people with learning disabilities, autism spectrum conditions (ASC) and/or challenging behaviour. To raise awareness of the needs of young people with autism, to listen to the voice of young people and their families, and to model and implement practical ways schools could improve the experience for young autistic people. This involves bringing together health and education expertise to take steps to support children who are finding school a challenge due to their disability.
 - Peer Support Project: To enhance the parent / carer networks current offer, to include place-based peer support, system advice, navigation of the SEND Local Offer, pathway guidance and information regarding Autism, reaching to include seldom heard groups, sharing learning and best practice with each other.
79. Funding has been identified and secured for a fixed term senior role to conduct a full-service review across Hampshire, Southampton, Portsmouth and Isle of Wight in relation to special and mainstream school nursing offers. Working collaboratively with local authorities and education colleagues to ensure an equitable and robust service is secured and delivered.

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| Strengths | <p>Multi Agency Resource and Special Education Needs Panel in place and jointly attended by NHS and Local Authority.</p> <p>Joint Hampshire and Isle of Wight Local Transformation Plan - priorities of the plan are governed and delivered through joint strategic priorities (Emotional Wellbeing and Mental Health Strategy for Children and Young People in Hampshire 2019-22).</p> <p>The County Council Primary Behaviour Service is jointly commissioned with the ICB to identify and support children with distressed behaviour and neurodevelopmental presentations.</p> <p>Established EHCP quality assurance panels within ICB to monitor and improve standards and consistency.</p> <p>Implementation and roll out of mental health support teams within education settings to improve support for emotionally vulnerable children and young people.</p> |
| Areas of focus | Autism diagnosis waiting times and referral rates. |

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| | Pre and post diagnostic support offer for Autism. CAMHS waiting times. |
| What are we doing about it? | <p>Introduction of ASC/ADHD provider framework, allowing procurement additional activity within procurement legislation to increase capacity.</p> <p>Plan to implement multi-disciplinary Autism triage panels across Hampshire, to review each referral on a needs led basis to identify and signpost to early intervention support services when appropriate. Panels will also reduce inappropriate referrals to Autism diagnostic services.</p> <p>Live re-procurement of evidence-based family support across Hampshire to increase access to support programmes for parents with children and young people who have or are at high risk of developing conduct disorder and families with teenagers, particularly those who exhibit anti-social behaviours, including interpersonal violence from children to parents and/or their siblings in a household.</p> <p>Over the last 12 months, the ICB has confirmed recurring investment into Hampshire CAMHS, this will result in over 100 additional full-time staff recruited to support the needs of children and young people earlier and to deal with historic waiting lists within the service. Once fully mobilised, this additional capacity will reduce waiting times and improve access for all areas of children and young people's mental health services.</p> |

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

81. Parents and young people can bring appeals to SENDIST under the Children and Families Act 2014.
82. The SEND Regulations enable the Tribunal to make non-binding recommendations about health and social care needs or provision as part of an appeal by a parent or young person relating to:
 - a decision by the LA not to issue an EHC plan
 - a decision by the LA not to carry out a re-assessment for a child/young person who has an EHC plan
 - a decision by the LA not to amend an EHC plan following a review or reassessment
 - a decision by the LA to cease to maintain an EHC plan
 - the description of the child/young person's special educational needs in an EHC plan

- the special educational provision specified in an EHC plan
 - the school or other educational institution named in an EHC plan
83. On 20 July 2021, the Department for Education (DfE) confirmed the extended powers given to the SEND Tribunal to hear appeals and make non-binding recommendations about health and social care aspects of Education, Health and Care (EHC) plans, will continue provided those appeals also include education elements. The decision was taken following the conclusion of the independent evaluation of the National Trial.
84. These appeals will be known as 'Extended Appeals'. The independent evaluation considered the impact of the trial on value for money on the public purse; the experiences and outcomes of families; and impacts on Local Authorities (LAs) and Clinical Commissioning Groups (CCGs).
85. The policy aims of the extended powers remain as they were throughout the National Trial, i.e., to:
- create a more holistic, person-centred view of the child or young person's needs at the Tribunal
 - bring appeal rights in line with the wider remit of EHC plans
 - to encourage joint working between education, health, and social care commissioners and to bring about positive benefits to children, young people, and parents.
86. The Tribunal continued to operate throughout the COVID-19 pandemic. Hearings were moved to video or telephone hearings, or (if parties' consent) on the papers. There was an increased availability from the Judiciary to attend hearings due to not having to travel to a physical court. Feedback from parties, LA's and settings indicated that attending a hearing from their own home or a school setting was far less daunting. For now, hearings will remain as remote hearings and there is an anticipation of a transition period for hybrid hearings.
87. As a result of the Tribunal continuing to operate there was no delay to hearings due to Judicial availability /capacity.
88. Since the reforms, the number of appeals to the Tribunal has continued to increase significantly linked to a rise in the demand on the statutory SEND system. The Number of Appeals Registered in 2020 was 188. In 2021 there were 215 registered appeals.
89. Since January 2022, 367 appeals have been registered to date. 253 appeals were received in the Spring and Summer term 2022, 114% above the same period last year. The increase in EHC Plans and timely decision making, has

resulted in more rights of appeal and therefore Tribunals being lodged. This increase in appeals has related mainly to decisions for secondary phase transfers for the new academic year in line with the national picture. Most recently there has been an increase in no to assess and no to plan appeals being registered.

90. Tribunals are time intensive. The complexity of some cases has increased with a resulting impact on staffing resources.

91. Due to the increase in appeals being registered, the Tribunal has vacated many hearings due to lack of judicial availability. Since June 2021 certain types of appeals have been listed for judicial alternative dispute resolution (JADR) hearings to support parties to resolve their disputes by agreement before the date of the final hearing. Certain types of appeals, usually involving extended appeals and appeals against the content of the EHC Plan, are also listed for a Case Review Hearing (CRH) to consider whether these are ready to be heard.

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| Strengths | Tribunal knowledge has improved, and case management is firmly embedded across the SEN Team. Caseworkers are trying to resolve appeals ahead of hearing where possible as indicated by the number of appeals resolved by consent. |
| Areas of focus | Ensuring that all staff within the SEND team and wider support family (Social care, CCG etc) have a thorough understanding and ability to apply the legislation found in the Children and Families Act(CfA) 2014 in their work accurately, alongside other legislation such as the Children Act 1989. This ensures processes are followed, decision making is robust, and less challenge brought at SENDIST, JR or otherwise. Systems and processes within each service need to be brought in closer alignment to aid decision making and communication. |
| What are we doing about it? | Supporting colleagues in education and social care with their duties in relation to the Extended Powers. Ongoing training has been delivered by the Legal and Tribunal Team and resources have been made available. Weekly Tribunal surgeries support more robust decision making. |

Hampshire Local Offer

93. 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.
94. Part of the Contact and Engagement Manager role is to ensure 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. This is through a peer review process with other local authorities, as well as receiving feedback directly from users (including parents and young people).

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| Strengths | <p>The breadth and depth of content on the Hampshire Local Offer, providing a central source of information from across Children’s Services and our partner organisations, with newly refreshed information on Health and Short Breaks. Engaged Steering Group driving improvements to the Local Offer, comprising of staff from across the Local Authority, partner organisations, parents, and a young person. An established feedback mechanism, whereby feedback from users is received, acted upon, and used to identify gaps or concerns. Feedback is transparent through the Local Offer Annual Report and new information page on the Offer.</p> <p>Accessible information through filter options / search results. Categories and sections of the Local Offer were originally chosen by parents and young people through co-production to highlight the key areas of support they wanted to see.</p> |
| Areas of focus | <p>Re-building networks and re-establishing co-productive groups with partners, parents/carers and young people that have been harder to maintain during the COVID-19 pandemic. These groups can then be utilised when making changes and improvements.</p> <p>Establishing a clearer customer journey through the pages, including mapping out pathways of support, to ensure parents and young people can easily find the resources or services they need. Improving accessibility of the pages, particularly for use on mobile devices.</p> <p>Review and development of content on the Local Offer – ensure directory is up to date and that there is useful information available for parents and young people.</p> |

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| | <p>Continuing to raise awareness and build trust in the Local Offer following a decrease in web hits during the period of the COVID-19 pandemic.</p> <p>Ensuring continued buy-in from Local Authority teams and partners and ownership over their information for the Local Offer.</p> <p>Bring the governance and administration of the Local Offer and Family Information and Services Hub (FISH) into line with the wider Children’s Services Contact and Engagement Strategy.</p> |
| <p>What are we doing about it?</p> | <p>Undertaking an in-depth review and revamp of the Local Offer pages with teams across the Local Authority, partner organisations, parents, and young people. This will include focus groups and virtual engagement. The overall outcomes from the revamp will include:</p> <ul style="list-style-type: none"> • a review of all content from all services • enhancing the customer journey through the webpages so parents and young people can easily find the key information to them • overhaul of the layout, look and feel of the pages to enhance navigation and usability • Increasing accessibility, including better use on mobile devices. <p>This process is being actively undertaken with our platform provider with a planned implementation of January 2023. Supporting Hampshire schools and settings in reviewing and publishing details about their inclusive offer and their SEN Information Reports, whilst continuing to promote self-service.</p> <p>Seeking approval to establish a dedicated social media presence on Facebook and Instagram for our Offer in Hampshire to promote services for families and young people, as well as the pages themselves.</p> <p>Creating new documentation for staff and providers to ensure that all are aware of how to use the platform, what the process is, and their responsibilities.</p> <p>Ensuring teams across the Council and are partners are aware of what information they hold on the Local Offer so it can be kept up to date.</p> <p>Improving monitoring data around the Local Offer and setting clear KPIs.</p> |

SEND Ofsted and Care Quality Commission Inspection

96. The DfE, Ofsted and the Care Quality Commission (CQC) have drafted a new Local Area Inspection Framework based on the Green Paper “SEND Review: right support, right place, right time”. Hampshire has responded to the consultation using feedback from colleagues across Children’s Services. The new inspection cycle is expected to start in Spring 2023. The Self Evaluation Form will be re-drafted to meet the criteria in the new framework and preparations for the new inspection regime have begun.

Delivering Better Value Programme

97. The Delivering Better Value Programme (DBV) is commissioned by the Department for Education and will support 55 local authorities to identify the highest impact, sustainable changes that the Local Authority can make to better support local children and young people with SEND. Hampshire has been selected to participate in the programme and is one of the local authorities in tranche one.
98. Newton and The Chartered Institute of Public Finance and Accountancy (CIPFA) have been appointed to work with the local authorities involved. The programme will be underpinned by comprehensive data-driven and evidence-led baselining and diagnostic phases which are currently underway. Once complete, local authorities will be supported to create an implementation plan. Local partners and front-line staff will be engaged when designing the plans and local authorities involved will be given the opportunity to apply for an implementation grant offered by DfE.
99. DBV Implementation plans will build on the High Needs Performance and Oversight Programme already in place in Hampshire and will address the underlying challenges in the high needs system.

High Needs, Performance and Oversight Programme

100. The High Needs, Performance and Oversight Programme draws together the Local Authority’s improvement workstreams across the SEND system. It is comprised of three sub-programmes. The first, Right Support, ‘Right Time’ focusses on early identification of need and interventions to meet need effectively at the earlier stages of the SEND pathway. The second, ‘Improve Outcomes, Control Costs’ maximises strengths based, person centred approaches to achieve improved outcomes for children and young people with an EHCP while controlling high needs costs. The third, ‘Continuous Improvement’ is focussed on improving Local Authority performance against its SEND statutory obligations. The programme has been in place in its current format since January 2022 and the board meets monthly to monitor

progress.

Consultation and Equalities

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

Conclusions

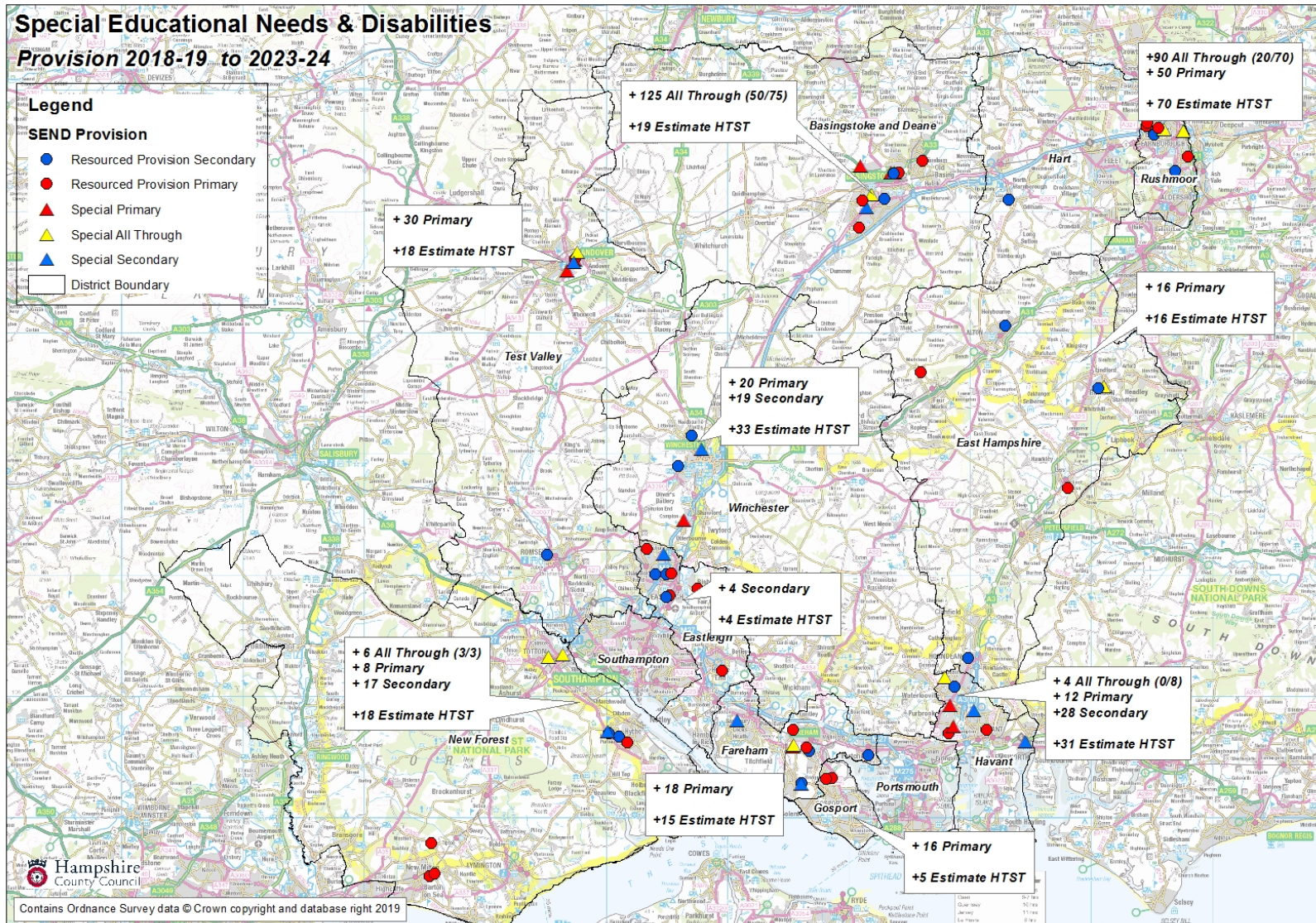
102. The SEND service has made significant improvements over the last year, especially in relation to the 20-week and Phase Transfer processes. There remains a challenge around Annual Reviews and meeting the timeline stated in the Code of Practice. It is hoped that the work the LA is doing in relation to Delivering Better Value (DBV) will support us to improve performance in this area.

103. There has been a further improvement this year with teams working together closely to ensure young people have the educational and health provision they require as quickly as possible.

104. Whilst the demand for specialist placements is still high, work has been started on upskilling mainstream school staff to be able to meet the needs of more children with SEN and to try to prevent, where possible, needs escalating.

Appendix One – [Local Area SEND Ofsted Inspection Final Report](#)

Appendix Two - Special Educational Needs & Disabilities Provision 2018-19 to 2023-24



REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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| 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: | |
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| <u>Title</u> | <u>Date</u> |
| SEND Reforms Implementation | 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> | <u>Date</u> |
| Children and Families Act [Part 3 SEND] 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted | 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

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.

3. Impact on Crime and Disorder:

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

4. Climate Change:

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