

HAMPSHIRE COUNTY COUNCIL

Report

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| 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 |

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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.

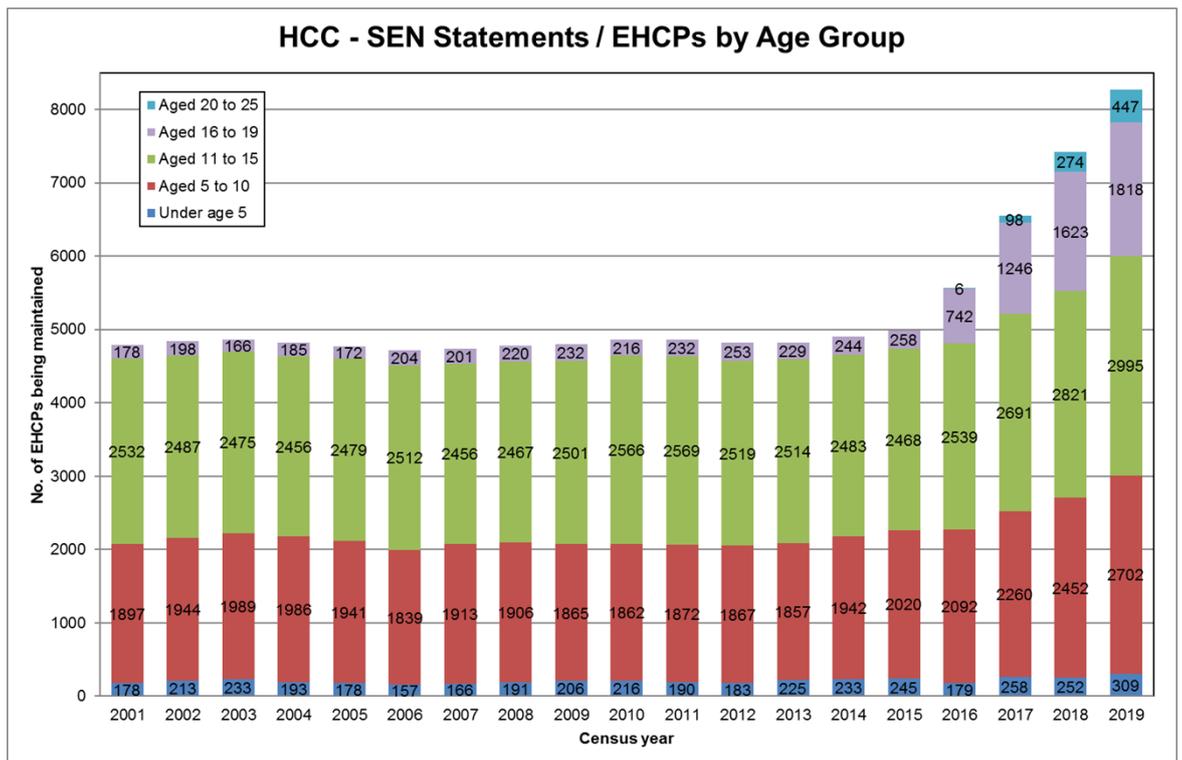


Chart 1: Number of statements/EHCPs being maintained (as at January census date) by age group

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.

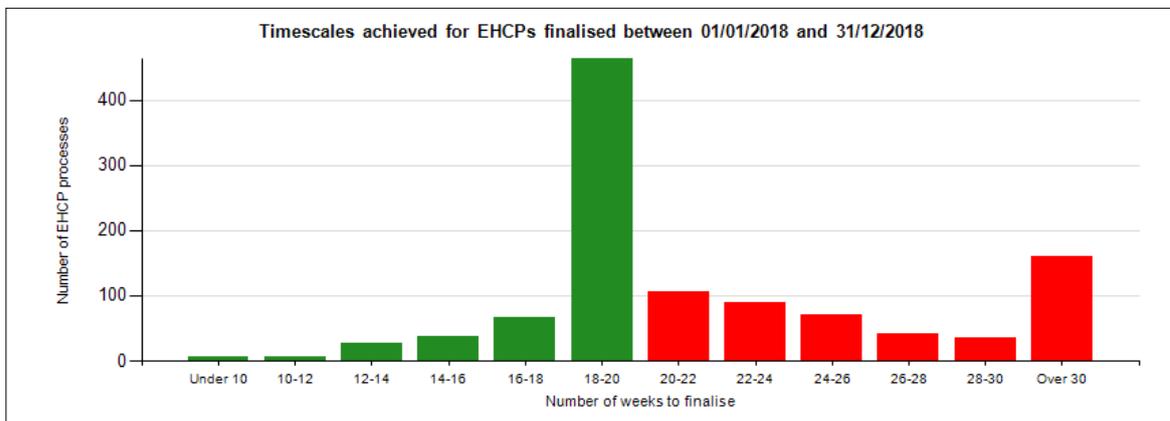


Chart 2: Timescales of EHCPs finalised in calendar year 2018

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.

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| 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.

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| 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.
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| 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. |

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| | 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.

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| 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.

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| 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).

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| 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

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| 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.
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| 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.

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| <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> |

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| | <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.
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| 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> |

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| | <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> |

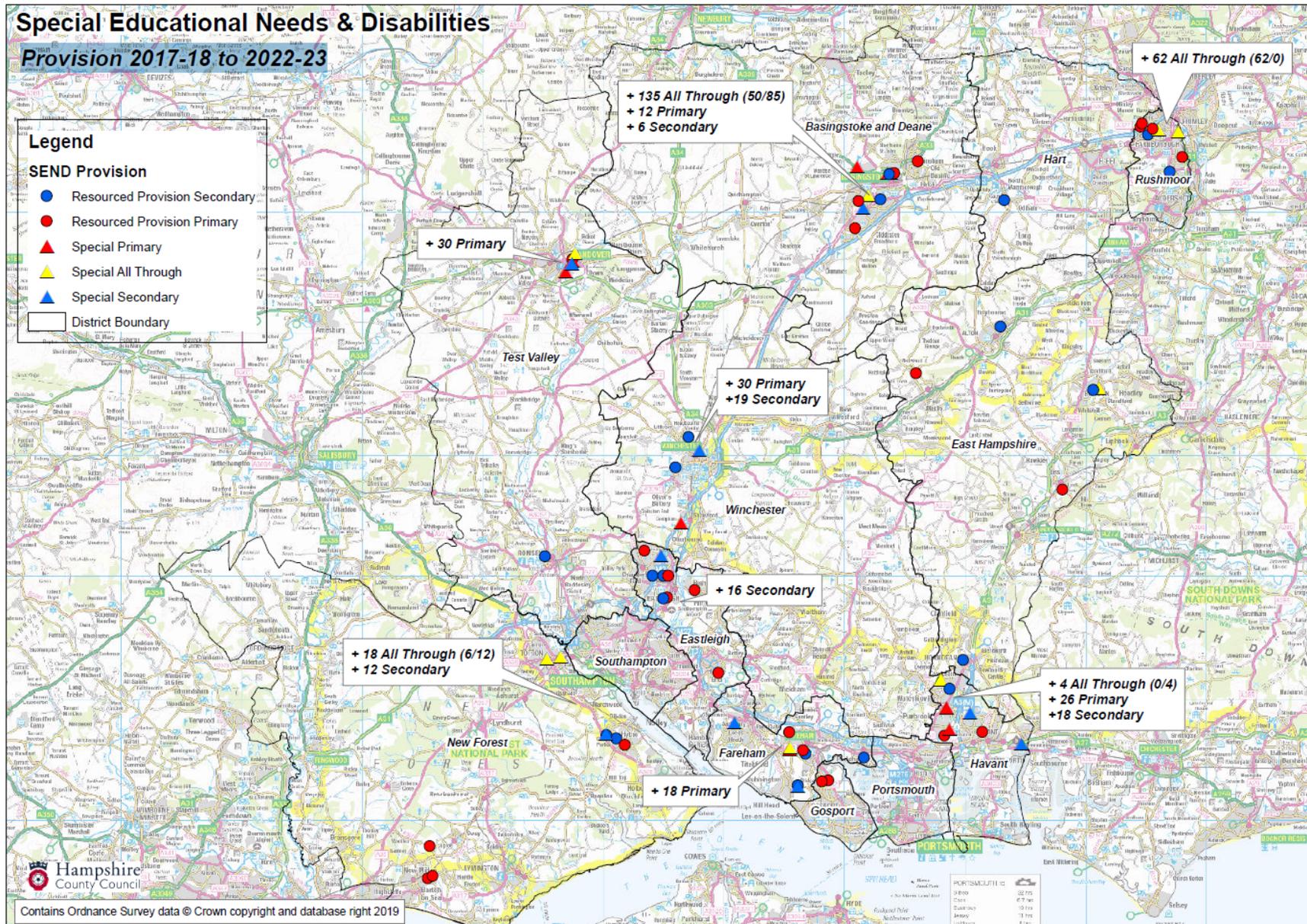
Consultation and Equalities

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> | <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.)

| <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.