



Portsmouth Children's Trust

Children's Trust Plan 2014-2017

Priority G: Improving services for children, young people with special educational needs and disabilities (SEND), and their families

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Date:	June 2014
Version No:	3

A. INTRODUCTION & VISION

We aim to ensure that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This includes enabling children and young people to benefit from education or training, with support, if necessary, to ensure that they can make progress in their learning, build and maintain positive social and family relationships, develop emotional resilience and make successful transitions to employment, higher education and independent living.

The Children and Families Act 2014, introduces significant changes to the ways services are provided for children and young people aged 0 to 25 with SEND, and their families.

Key changes include:

1. Joint commissioning of services required across education, health and social care to meet the needs of children and young people with SEND.
2. Publication of a 'local offer' of services available, as a 'one stop shop' for accessing information, as well as feeding into the commissioning cycle.
3. Implementation of a multi-agency co-ordinated statutory assessment process to identify the education, health and care needs of children and young people aged 0 to 25 and the provision required to meet those needs.
4. For the identified needs and provision to be set out in a statutory 'Education, Health and Care Plan' (EHCP)
5. For all those who have an EHCP in place, to have the option to request a 'Personal Budget' for delivery of identified aspects of the EHCP.
6. Statutory protections currently available to school-age children with special educational needs, through a statement, will be extended from 0 to 25 years, where additional resources are required to enable access to education or training.
7. Independent information and support will be available to parents and to young people about the services available to them and how to access support, where appropriate.
8. The above new duties will apply to all education providers, schools academies, FE colleges, training providers etc.

These changes are underpinned by the principles of:

- Personalisation and person-centred approaches
- Early identification and support

- Holistic, multi-agency, co-ordinated Outcomes-focused assessment and planning
- Key working and family-centred systems
- A skilled and confident multi-agency workforce
- Informed and empowered parents and young people
- More choice and control about the services received
- Planning for transitions
- High aspirations

The aim of introducing these changes is to improve outcomes for children and young people with SEND and their families.

In Portsmouth, we are working hard to successfully implement the reforms in compliance with the new SEN Code of Practice and in the spirit of the reforms. This includes planning for the transition from the current system to the new system over the 3 year conversion period.

Alongside the introduction of a new system for the delivery of SEND services across education, health and care, there are existing pressures on special educational provision within the city, including pressure on the places available to meet some areas of need, as well as pressure on the budget available to resource such provision. The reasons for this are set out below.

This strategy will therefore focus on 3 areas:

1. **Inclusive culture** - promotion of inclusive practice to ensure that professionals providing support and services to children and young people with SEND have the skills and confidence to meet their needs.
2. **SEND place planning** - effective use of data to inform SEND place planning to ensure we can meet the needs of children and young people with SEND, locally, where possible.
3. **SEND reforms** - successful implementation of the SEND Reforms, as set out in the Children and Families Act 2014.

BACKGROUND

Portsmouth currently maintains a higher percentage of pupils with statements than the national average (3.1% compared to 2.8%). Portsmouth is currently experiencing:

- Increasing numbers of requests for statutory assessment,
- Increasing requests for element 3 funding as recommendations from annual reviews of statements,
- Increasing requests to place pupils in specialist provision,
- Increasing numbers of first tier tribunals as a result of managing these pressures.

The numbers of pupils being placed at independent or non-maintained special schools outside of Portsmouth has grown significantly since 2012. This is, in part, due to an increase in the numbers of looked after children (LAC) with statements being placed in foster or other care arrangements outside of the city, and where the LAs in which they are placed have no capacity in any maintained special educational provision suitable to meeting their needs. This has increased the pressure on the SEN budget drawn from the dedicated school grant (DSG).

Speech, language and communication needs (SLCN) and Autistic Spectrum Disorders (ASD) account for more than 40% of all PCC statements. Numbers of children with these areas of needs are increasing nationally, with growing sophistication in assessing and diagnosing these conditions contributing towards increased identification. Prevalence of Severe Learning Difficulties (SLD) and Visual Impairment (VI) are also growing while traditional diagnoses of, for example Moderate Learning Difficulty (MLD), are falling.

Portsmouth mainstream schools are better resourced and enabled than ever to deliver inclusive practice and make provision for pupils with special educational needs & disabilities. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching; since 2009, all school SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools; Portsmouth's SEN funding formula (in line with DfE guidance) now makes resources available to schools in order to make *up* to the first £6,000 of *additional and different* provision; the local authority commissions specialist teaching advice to mainstream schools and academies from the city's maintained and academy special schools which offers a broad menu of specialist teaching advice and training.

Pupils with SEN achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils¹. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more

¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

than half of Portsmouth's pupils with statements are educated in special schools, resourced provisions or units. A local culture has grown among professionals and parents who have an overreliance and expectation of making pupils statements, seeking element 3 funding and to seek placements in resourced provisions, units and special schools.

The aim of this strategy is to improve services in order to improve outcomes for children and young people with SEND, and their families. The specific outcomes we will be monitoring are set out below.

B. OUTCOMES FOR IMPROVEMENT

MAIN INDICATORS

No	Performance Indicator	Trend and Baseline				Current Data	Targets	RAG against Mar 2014 Target	Comments
		31 Mar 2010	31 Mar 2011	31 Mar 2012	31 Mar 2013				
1	School Attendance: % of pupils with statement of SEN or Education, Health and Care Plan who are also persistent absentees at threshold at 2.5 Terms of 15%		8.7* 10/11 (14.5)	13.3 11/12 (13.4)	7.9* 12/13 (12.5)	9.3* 13/14			
2a	Attainment of children with SEND - Educational progress (English): % of pupils with statement of SEN or Education, Health and Care Plan who achieved expected levels of progress in English Key Stage 2 to 4	11.3 2010 (44.1)	12.8 2011 (26.6)	26.4 2012 (25.0)	14.6 2013 (26.2)				
2b	Attainment of children with SEND - Educational progress (Maths): % of pupils with statement of SEN or Education, Health and Care Plan who achieved expected levels of progress in Maths Key Stage 2 to 4	13.2 2010 (30.7)	20.9 2011 (19.9)	27.8 2012 (21.6)	27.0 2013 (21.7)				

3	Participation: % gap between pupils with statement of SEN or Education, Health and Care Plan and total cohort who are in employment, education or training at age 16-19	Awaiting Data	Awaiting Data	Awaiting Data	3.3 (Yr11/12)				
4	Exclusion: % of pupils with statement of SEN or Education, Health and Care Plan who have received a fixed term exclusion	10.8 09/10 (7.6)	12.6 10/11 (7.4)	9.7 11/12 (7.2)	10.3 12/13	15.4 13/14			
5a	Placements in Special Schools: % of pupils with statement of SEN or Education, Health and Care Plan who are in a Special School (including academies)		44.1 Jan 11 (37.6)	42.5 Jan 12 (37.2)	42.2 Jan 13 (38.6)				
5b	Placements in Mainstream Schools: % of pupils with statement of SEN or Education, Health and Care Plan who are in a Mainstream School excluding pupils in SEN Unit or Resourced Provision (including academies)		47.6 Jan 11 (47.4)	48.3 Jan 12 (48.4)	49.5 Jan 13 (47.3)				
5c	Placements in Resourced Provision: % of pupils with statement of SEN or Education, Health and Care Plan who are in a Mainstream SEN Unit or Resourced Provision		6.4 Jan 11 (6.8)	6.3 Jan 12 (6.1)	5.7 Jan 13 (5.8)				

***Does not include academy data**

SECONDARY INDICATORS

No	Performance Indicator	Trend and Baseline				Current Data	2014 Targets	RAG against Mar 2014 Target
		31 Mar 2010	31 Mar 2011	31 Mar 2012	31 Mar 2013			
1	% of pupils with statement of SEN or Education, Health and Care Plan where they attend a school within Portsmouth LA boundary	3.1 Jan 10 (2.8)	3.1 Jan 11 (2.8)	3.1 Jan 12 (2.8)	3.1 Jan 13 (2.8)			
2	Numbers of Portsmouth children/young people with SEND placed out of the city	64	69	74	80	96		
3	% of SEND appeals registered in the academic year	1.9 09/10 (4.0)	2.2 10/11 (4.4)	2.2 11/12 (4.3)	3.0 12/13 (4.4)			
4	% of pupils with statement of SEN or Education, Health and Care Plan where they attend a school within Portsmouth LA boundary that were looked after continuously for at least 12 months	17.9 2010 (28.2)	17.5 2011 (28.2)	17.2 2012 (29.4)	19.7 2013 (28.5)			
5	% of statutory school aged Portsmouth young people that are Youth Offenders and have any SEN need	Awaiting Data	Awaiting Data	Awaiting Data	Awaiting Data	85% (41)		

C. STRATEGIC APPROACH

In order to improve services for children and young people with SEND and their families, we will:

1. **Inclusion** - promote inclusive practice within the city. We aim to support professionals to feel confident and competent to meet the needs of children and young people with SEND.
2. **SEND Place planning** - use the data we have on pupil numbers and pupil needs to effectively plan and shape the continuum of provision we commission to meet the needs of children and young people with SEND.
3. **SEND Reforms** - successfully implement all of the changes set out in the Children and Families Act 2014. This will establish a more person- and family-centred system for assessing the needs of children and young people with SEND and a more co-ordinated approach to planning to meet these needs.

C. IMPLEMENTATION PLAN

1. **Inclusion** - promote inclusive practice within the city. We aim to support professionals to feel confident and competent to meet the needs of children and young people with SEND.
 - 1.1. **Shared ethos** - develop and effectively communicate a shared understanding of Portsmouth Children's Trust principle of inclusion across all services.
 - 1.2. **Promote inclusive practice** - work with service providers to improve school attendance and reduce fixed period exclusions for children with SEND, by ensuring there are clear provision pathways in place to resolve issues of managing inclusion particularly in relation to behaviour.
 - 1.3. **Outreach** - Further develop outreach services to build capacity within schools.
 - 1.4. **Workforce development** - Further develop the training offer to develop, in partnership with the teaching school.
 - 1.5. **Decision-making** - Review and remodel the panels and decision-making processes for children and young people with SEND.
 - 1.6. **Portsmouth Inclusion Conference** - establish an annual inclusion conference to celebrate and promote good practice within the city.
2. **SEND Place planning** - use the data we have on pupil numbers and pupil needs to effectively plan and shape the continuum of provision we commission to meet the needs of children and young people with SEND.
 - 2.1. **SEN Steering group** - Establish a strategic SEN steering group comprising senior leaders from education (early years, schools & further education settings, local authority), health and care to develop an SEN Strategy, identify priorities, monitor and oversee progress.
 - 2.2. **Resourced provision** - Review the eligibility criteria and descriptions of all PCC maintained resourced provisions, units and special schools to better define the continuum of SEND provision in the City.
 - 2.3. **Remodel early years specialist provision** - Review and remodel the provision available in specialist nurseries and Development and Assessment Units across the city to promote a more local, cluster-based approach to meeting the needs of 3-5 year olds and focusing on developing the skills required to enable them to transition to mainstream infant schools, where possible.
 - 2.4. **Increase ASC provision** - Increase the specialist ASC provision in the city to meet identified need.
 - 2.5. **BESD provision** - Review and remodel the BESD and alternative provision at The Harbour School in response to identified changes in need.
 - 2.6. **Post-16 provision** - Continue the development of two new post-16 provisions being developed in partnership with the FE colleges within the city & medical tuition for post-16s.
 - 2.7. **Remodel Sensory provision** - review and remodel specialist provision for sensory impairment (hearing impairment visual impairment) to encourage needs to be met locally, where appropriate and ensure the most effective use of the resources available.

- 3. SEND Reforms** - successfully implement all of the changes set out in the Children and Families Act 2014. This will establish a more person- and family-centred system for assessing the needs of children and young people with SEND and a more co-ordinated approach to planning to meet these needs.
- 3.1. **Local offer** - Publish a local offer of all services available to Portsmouth children and young people with SEND across education, health, care and the voluntary sector.
 - 3.2. **Assessment & planning** - Implement a co-ordinated, multi-agency, outcomes-focused assessment process, compliant with the new SEN Code of Practice, leading to a statutory Education, Health and Care Plan, where additional resources are required to enable access to education or training.
 - 3.3. **0-5s pathway** - Establish an education, health and care pathway for 0-5 year olds with SEND to enable needs to be identified early and support put in place.
 - 3.4. **6-13 pathway** - Establish an education, health and care pathway for 6-13 year olds with SEND,
 - 3.5. **14-25s pathway** - Establish an education, health and care pathway for 14-25 year olds with SEND to enable co-ordinated planning to ensure a smooth and successful transition to adulthood.
 - 3.6. **User engagement** - Embed a culture of 'co-production', with professionals working in partnership with service-users, including parents and young people with SEND, to design, review and improve the services available to them and the way in which these services are delivered.
 - 3.7. **Personal budgets** - Establish processes to deliver personal budgets, as part of the provision specified within an Education, Health and Care Plan.
 - 3.8. **Communication** - Effectively raise awareness of the SEND reforms across the city to ensure that professionals, children, young people and their parents are informed about the implications of the new legislation for them.
 - 3.9. **Workforce development** - Roll out a programme of professional development across the workforce delivering support and services to children and young people with SEND and their families, to ensure that professionals have the knowledge, skills and confidence to work to the new SEN Code of Practice.
 - 3.10. **Joint commissioning** - to jointly commission the services required for children and young people with SEND and their families, based on robust needs assessment data, local offer feedback etc.

D. CHILDREN'S TRUST PLAN CROSS-CUTTING THEMES

How will this strategy clearly, specifically and explicitly help address the six cross-cutting themes of the Children's Trust Plan

1. Reducing demand on high-tier and expensive services	A focus on inclusion and meeting the needs of children and young people locally, where possible, and within the least restrictive environment, will stem the increasing demand for high-tier and expensive, specialist services.
2. Confident parenting and family resilience including addressing child neglect and keeping families together	Where the education, health and care needs of children and young people with SEND are being met, this will reduce the pressure on families.
3. Emotional well-being of children and young people	Where education, health and care needs are being met, this will enhance the emotional well-being of children and young people..
4. Tackling poverty and mitigating the impact of welfare reform <i>[Kate Kennard as tackling Poverty lead can help you with this]</i>	<p>Child poverty is the strongest determinant of poor outcomes for children later on in life - poor children are 4 times more likely to become poor adults and subject to a range of other poorer outcomes e.g. health, education. Families with children who have disabilities are at a higher risk of experiencing poverty than those without disability, and so taking pro-active steps to reduce poverty is important in relation to future outcomes for children.</p> <p>A significant welfare reform program has been implemented over the past couple of years which has hit children and families the hardest. Some large families have been impacted upon by the Benefit Cap. Other families have been impacted upon by the under occupancy penalty (known as the 'bedroom tax'; benefits are now only being uprated by 1% rather than by inflation which in real terms has meant a cut for households on benefits. There are increased rent arrears and council tax arrears in the city, with increased demand at foodbanks and debt advice services.</p> <p>For young people with disabilities, one of the key ways to tackle the impact of the welfare reforms longer term is to ensure they have the education, opportunities and tools they require, for those who are able, to secure adequately paid, sustainable employment when they become adults. (This is because most of the reforms are aimed at working age people and are set up in a way that</p>

	<p>incentivises work/can penalise those financially who don't work depending on their circumstances). For those who are not able to work, it is about ensuring income maximisation, so that financial hardship does not lead to reduced access to the rich tapestry of life opportunities and experiences they should be able to expect.</p> <p>As part of our workforce development we will therefore ensure that frontline staff who work with children with either special educational needs and/or disabilities have the knowledge and tools to be able to advise and support parents to achieve the best possible outcomes longer term for their children, in relation to economic wellbeing, with a focus on:</p> <ul style="list-style-type: none"> • Work with families around the impact of the welfare reforms, signposting to specialist money and benefits advice in the city when needed • Wider money and budgeting skills, for young people as applicable, but also for their parents including helping them to access their entitlements • Parental employability - for some parents they may feel excluded from the workplace due to their caring responsibilities, and/or may not have been able to explore employment options (including accessing 'better off' calculations etc) • Awareness-raising for families around the dangers that can lead to financial hardship such as high-cost credit (e.g. payday loans, home collected credit, gambling, debt etc) and work with families around budgeting skills. • Children's educational attainment and 'employability' - recognising what children can do and what their strengths are, raising expectations and being able to explore their longer term goals and aspirations with them, supporting them in their chosen pathways.
5. Making every contact count	
6. Ensuring services meet the needs of our looked after children and care leavers and children with disabilities (in support of Priorities F and G)	<p>We will closely monitor the outcomes for identified vulnerable groups within the overall cohort of children and young people with SEND, including looked after children and children and young people known to the youth justice system.</p>

E. OUTLINE COMMISSIONING TIMETABLE

Broadly, when do you expect to commission, re-commission or redesign services in support of this strategy. This will help us align commissioning activity across the Partnerships and alongside the Integrated Commissioning Unit.

	Commissioning or Redesign Activity	Beginning	Ending
1	Child Support Services to be restructured and renamed as 'Inclusion' to better reflect the range of services and the 0-25 remit	May 2014	July 2014
2	Fully Implement the Autism Pathway and service model in staged phases and aligned with the SEND Pathway	In progress	December 2016
3	Review commissioning arrangements and pathways for Portsmouth children who have continuing care needs and who need admission to hospital to facilitate consistency of clinical and pastoral arrangements in situ for children being admitted to hospital	In progress	October 2014
4	Establish personal health budgets for people in receipt of continuing health care.	April 2014	March 2015
5	Assess health implications of SEND reforms and make recommendations to CCG, Public Health and NHS England taking into account any implications to service specifications	In progress	August 2014
6	In conjunction with Public Health complete a review of School Nursing service and agree a service model, which compliments the pre-birth to 5 pathway, health visiting model and the city has a seamless healthy child program.	In progress	March 2016
7	Portsmouth Autism Board priorities to be refreshed to support development of: <ul style="list-style-type: none"> • diagnosis pathway • post diagnostic services • bid to Big Lottery to support development of post diagnostic services • autism support in education 	September 2014	June 2016
8			

F. THE PORTSMOUTH KNOWLEDGE PROGRAMME

Please describe any gaps in our knowledge around this strategy that would benefit from more data gathering, data analysis, primary or secondary research or evidence reviews. This will help us align knowledge projects across the Partnerships under the banner of the Joint Strategic Assessment

No.	Gaps in knowledge What we would like to understand better	Current plans to address the gap
1		
2		
3		
4		
5		
6		

G. BUDGET AND SAVINGS PLAN

There are no direct financial implications arising from the proposals in this report.

The report sets out the strategy for redesigning and re-commissioning the Priority G offer to support children and Young people with SEND and their families.

As the various elements of the strategy are implemented in line with the commissioning strategy as in Section E, detailed financial analysis, appraisal and the financial implications of the proposals will need to be undertaken.

Currently the dedicated Schools Grant (DSG) supports High Needs Services to the value of £17m and it is forecast that this is likely to grow by £1.4m due to the service experiencing increased demand, which is creating a need to redirect funding from other areas of the DSG.

To support the reforms the Council has received a £253,000 SEND reform grant, which is currently being used to support the implementation programme with the Inclusion Service. A further £188,000 has been allocated and a further request to Cabinet to use this funding has been submitted.

H. IMPLEMENTATION TIMETABLE

Dates	Milestone	By Whom	Linked Secondary Indicator
2014-15 Quarter 1	Raise awareness of the SEND Reforms (e.g. via newsletter, presentations, events)	JK	
	Establish strategic SEND steering group	JK	
	Establish Co-production group with parent & service users	RH	
	Trial new statutory assessment process and EHC Plan template	TH	
	Implement new home to school transport assistance policy	RH	
2014-15 Quarter 2	Publish Local Offer	RH	
	New statutory assessment process in place for all new assessments	TH	
	Review admissions criteria for all resourced provision	JK	
	Restructure Inclusion service	JK	
	Develop workforce development programme	JK	
2014-15 Quarter 3	Deliver training to SENCos	TH/LR	
	Undertake conversion reviews (in line with published conversion plan)	TH/LR	
	Undertake statutory assessments under new process	TH	
	Deliver Portsmouth Inclusion Conference	JK	
2014-15 Quarter 4	Review panels and decision-making processes	TH/NS	
	Agree model for SEN provision for early years and key stage 1	JK	
	Commission independent information, advice and support for parents/carers and young people	TH	
	Offer Personal Budgets to those with EHC Plans	TH	
2015 – 16 Outline	Local Offer to be further developed to feed into commissioning cycle	RH/EF	
	Rolling programme of workforce development established		
	Complete conversion reviews for all LDAs (in line with published conversion plan)	TH	
2016 – 17 Outline	Convert remaining statements to EHC Plans	TH	
	Complete remodelling of SEN provision	JK	

	Expand remit of Personal Budgets	TH	

I. APPENDICES

If needed...