

**THIS ITEM IS FOR INFORMATION ONLY**  
(Please note that "Information Only" reports do not require Equality Impact Assessments, Legal or Finance Comments as no decision is being taken)

**Title of meeting:** Health and Wellbeing Board

**Subject:** SEND Strategy

**Date of meeting:** 21<sup>st</sup> June 2017

**Report by:** Alison Jeffery, Director of Children's Services, PCC  
Julia Katherine, Head of Inclusion, PCC

**Wards affected:** All

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### **1. Requested by**

- 1.1. A 6-monthly update on the SEND Strategy has been requested by the Health and Wellbeing Board.

### **2. Purpose**

- 2.1. To update the Health and Wellbeing Board on progress against the Special Educational Needs and Disability (SEND) Strategy.

### **3. Information Requested**

#### **3.1. SEND Strategy**

- 3.1.1. The SEND Strategy was agreed at the Health and Wellbeing Board on 22<sup>nd</sup> June 2016.
- 3.1.2. The SEND Strategy is Priority 4 of the Children's Trust Plan.
- 3.1.3. The aim of the SEND strategy is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0-25 years with SEND and their families.

- 3.2. The Strategy has six work strands:

#### **3.2.1. Strand A - Inclusion**

This strand seeks to ensure more children with SEND are educated in mainstream school settings by developing a shared ethos across the city, promoting and celebrating good inclusive practice, building capacity in mainstream schools and developing the workforce.

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### **3.2.2. Strand B: Implementation of the SEND Reforms**

This Strand of work ensures the effective implementation of the national SEND Reforms introduced in 2014. This includes the publication of the Local Offer, clear support for children at 'SEN Support', the introduction of Education Health and Care assessments and plans to replace 'statements', implementing personal budgets, offering short breaks and providing independent advice and support

### **3.2.3. Strand C: Joint Commissioning**

The Joint Commissioning Group has overseen the development of an SEND Needs Analysis leading to a Joint Commissioning Plan for SEND. The Plan has eight sections, the first four reflecting the new SEN Code of Practice areas of need: Cognition and learning; Communication and interaction; Sensory and physical and Social Emotional and Mental Health

### **3.2.4. Strand D: Co-production**

Co-production with children, young people and parents and carers has long been established as key to designing services that best meet needs. We have established a vibrant forum for young people (Dynamite) and Portsmouth Parent Voice continues to engage large numbers of parents and carers in helping shape services.

### **3.2.5. Strand E: Early identification and early support**

Early identification and assessment of children with SEND to ensure that the right support and education is put in place at the earliest opportunity to secure good outcomes for children.

### **3.2.6. Strand F: Preparation for Adulthood**

The SEND Reforms place responsibilities on local areas to provide support for young people up to the age of 25. There is a range of work under this strand to improve engagement in post-16 learning, secure employment and make effective and smooth transitions into adult health and care services.

## **4. SEND Local Area Inspection**

4.1. How effectively local areas are providing for the needs of children and young people with SEND under the Children and Families Act 2014 will be monitored via a local area inspection carried out by Ofsted and the Care Quality Commission.

4.2. This inspection will focus on:

- How effectively are children and young people's needs identified
- How effectively are their needs met, and
- How effectively is this improving outcomes

4.3. All local areas will be inspected over the next 4 years. Inspections will take place with a week's notice and involve 3 inspectors on site for 5 days testing out key lines of enquiry.

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- 4.4. The Health and Wellbeing Board has a key role in overseeing the effectiveness of the system for supporting children and young people with SEND. The Board, alongside leaders across the system will be expected to demonstrate that they have a thorough understanding of how effectively Portsmouth is fulfilling its responsibilities for children and young people with SEND under the Children and Families Act 2014.
- 4.5. As part of the process for monitoring progress against the SEND strategy and the effectiveness of the system, a self-evaluation has been developed in collaboration with stakeholders. The summary of this self-assessment is attached.
- 4.6. The key strengths identified include:
  - 4.6.1. Leadership, governance and accountability, through the Children's Trust Board to the Health and Wellbeing Board
  - 4.6.2. Coproduction with parents/carers and young people
  - 4.6.3. Early identification and support
  - 4.6.4. Outcomes for children with Education Health and Care Plans (EHCPs)
  - 4.6.5. Quality and timeliness of EHCPs
- 4.7. Areas for further development have been identified as:
  - 4.7.1. Educational outcomes for children on SEN Support
  - 4.7.2. Transition
  - 4.7.3. Exclusions

## **5. Progress to Date**

- 5.1. A SEND Board Away Day was held on 12<sup>th</sup> May to consider in detail the progress made over the past 12 months against the SEND Strategy and to identify the priorities for the next 12 months.
- 5.2. Some of the key achievements have been:
  - a) Developing a new performance framework which links the national SEND dataset to local data on outcomes for children
- 5.2.1. Strand A: Inclusion**
  - b) Extending the 'Ordinarily Available Provision' suite of documents to cover Early Years and Post-16
  - c) Workforce Development, including via the SENCo Network, Restorative Schools, Inclusion Conference etc
  - d) Developing a Well-being in education strategy, linked to Future in Mind
- 5.2.2. Strand B: Implementation of the SEND Reforms**
  - e) A well-received and well-used Local Offer website
  - f) Significant improvement in the timescales for completion of Education Health and Care Plans
  - g) Quality of EHCPs has continued to improve

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- h) Transfers from statements to EHCPs on track to be completed by March 2018
- i) Increased use of Personal Budgets

**5.2.3. Strand C: Joint Commissioning**

- j) Completion of the SEND Needs Assessment, as part of the JSNA
- k) Development of the SEND Joint Commissioning Plan
- l) Developing educational provision, including new Inclusion Centres at St Edmunds and Trafalgar Schools

**5.2.4. Strand D: Co-production**

m) Significant coproduction activity with young people including:

- Annual Dynamite 'Big Bang' survey to gain young people's views on services for SEND
- Dynamite Young People's Co-production group - core group meets monthly and works in co-production with education, social care and health partners on a range of issues
- Dynamite have provided training to professionals from a range of agencies on how to work with young people
- Dynamite hosts regular 'pizza evenings' to engage a broader range of young people on a variety of issues
- The young inspectors programme is carrying out inspections on all services for young people within the local offer
- A Future in Mind young people's coproduction group has been established
- Young people have coproduced, and are currently redesigning and refreshing sections of the local offer
- Young people's representative sits on the SEND Board and all subgroups

n) Significant coproduction activity with parents/carers including:

- Parents co-production and local offer steering group
- Monthly monitoring and 'mystery shopping' of the local offer
- SEN champions programme in schools
- Parents' appreciation award for professionals and services within the local offer
- Regular coffee mornings to engage a wide range of parents
- Monthly 'what's trending' on social media report

**5.2.5. Strand E: Early Identification and support**

- o) Early Years SENCo Network re-established
- p) Early Years Panel has taken on allocation of Early Years Inclusion Fund

**5.2.6. Strand F: Preparing for Adulthood**

- q) New format for Post-16 EHCPs has been introduced to focus on PfA outcomes
- r) Development of tools and guidance to ensure that PfA reviews are focused and effective
- s) Improvements in the post-16 education offer for young people with SEND, notably for young people with Social Emotional and Mental Health needs.

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## **6. The SEND Strategy - Looking Forward**

- 6.1. In September 2017, we will be bringing a refreshed SEND Strategy to the Health and Wellbeing Board for approval. The SEND Board Away Day has started to highlight some of the key areas of focus for improvement activity. These include:
- 6.1.1. **SEN Support** - The attainment and progress of children at the 'SEN Support' level of need continues to be a major challenge. Strategic alignment between the SEND Strategy and the new Education Strategy led by the Portsmouth Education Partnership will place greater emphasis on securing better educational outcomes for children in receipt of SEN Support. Development of monitoring systems via the Partnership and a comprehensive offer of support for schools to improve outcomes for those on SEN Support.
  - 6.1.2. **Specialist provision** for children with complex needs and autism - Re-designate Cliffdale and Redwood Park as special schools for children with complex needs and autism and begin phased remodelling of the accommodation at Cliffdale and Redwood Park in order to enable these schools to provide effectively for children with more complex needs and autism.
  - 6.1.3. **Special free school** - plan for the opening of a new special free school for children with autism/social communications needs, following a successful bid to the ESFA for capital funding.
  - 6.1.4. **Autism Strategy** - Developing an Autism Strategy for children and young people. There is widespread consensus that the all-age Autism Strategy has not been effective at driving improvement in services for children and young people with Autism and that a 'standalone but strongly linked' strategy for children and young people would be helpful.
  - 6.1.5. **Reshaping health services** to ensure there is equitable support for children, based in need, in mainstream as well as specialist education settings with SEND.
  - 6.1.6. **High Support Needs** - Reviewing the demand on high-cost education provision and out of city placements for children and young people with complex needs, both of which are placing significant pressures on public sector budgets.
  - 6.1.7. **Inclusion Centres** - Opening further Inclusion Centres at Devonshire Infant School and Portsdown Primary School (for communication and interaction needs).

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6.1.8. **SEMH** - Developing greater clarity on services and pathways for children with Social, Emotional and Mental Health (SEMH) needs - ensuring clear strategic join-up between the SEND agenda, Future in Mind and Stronger Futures.

6.1.9. **Wheelchairs** - Addressing unacceptably long waiting times for wheelchairs

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Signed by (Director)

**Appendices:**

Appendix 1 - Summary Self-evaluation

**Background list of documents: Section 100D of the Local Government Act 1972**

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location