

Portsmouth local area services for SEND 0-25: Self-evaluation



PORTSMOUTH LOCAL AREA SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SUMMARY SELF-EVALUATION

Updated November 2016

Summary of key strengths and areas for further development

KEY STRENGTHS

Early identification and SEN support

Portsmouth has effective processes in place for early identification of children with SEND. This is evidenced by:

- Good information-sharing across agencies via the Early Years Panel.
- Use of SEN Support Plan by SENCos to evidence impact of SEN Support before requesting EHC needs assessment.
- Robust decision-making via Inclusion Support Panel (highlighted by the DfE as an example of good practice).

Co-production

There is a commitment to co-production as the way that we work with families in Portsmouth. This is evidenced by:

- Co-production group of parents/carers meets monthly to work strategically with the LA and partners on SEND e.g. Local Offer website.
- Dynamite (young people's co-production group) have launched 'Big Bang' survey and young inspectors programme.
- Trained parent/carer representatives are members of the decision-making panel for SEND, Inclusion Support Panel.
- Evidence that this approach has been taken in relation to Future in Mind, Short Breaks etc.

Leadership, governance and accountability

There is strong leadership, clear governance and shared accountability for improving outcomes for children and young people with SEND in Portsmouth. This is evidenced by:

- Clear reporting lines to the Children's Trust Board, Health and Wellbeing Board (and via the Portsmouth Blueprint for Health and Care) linking to the Transforming Care Partnership.
- SEND Strategy, identified as a priority within the Children's Trust Plan since 2007, refreshed in 2016.

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- An agreed Joint Commissioning Plan in place.
- Detailed SEND reforms implementation plan in place and monitored quarterly.

Outcomes for CYP with Statements/EHCPs

The outcomes for children and young people with statements or EHCPs are in line with national or better. This is evidenced by the SEND Strategy quarterly reports for 2015-6, which include measures of attendance, attainment and participation.

Quality and timeliness of EHCPs

Portsmouth deliver a person centred EHC needs assessment process that results in high quality EHC Plans. This is evidenced by:

- 86% of new assessments and transfers are being completed within 20 week statutory timescales.
- Low level of complaints and appeals to the first tier tribunal.
- Parent/carer feedback via User Journey Mapping and POET.
- Continual improvement of EHCPs via ongoing multi-agency workforce development and termly multi-agency EHCP audit.

AREAS FOR FURTHER DEVELOPMENT

Educational outcomes for those on SEN Support

Educational outcomes for those with SEND follow the pattern for all children in Portsmouth i.e. outcomes are above national for Key Stage 1 but below national for Key stages 2, 3 and 4. There is evidence that good and outstanding schools in the city achieve above national average progress for pupils on SEN Support (e.g. St Edmunds). The newly formed Portsmouth Education Partnership, has identified school improvement as one of the agreed key areas of focus. Challenge and support is provided to schools via the partnership, including support to develop SEND provision and improve outcomes for those on SEN Support.

Transition

Transition arrangements to Adult Services for those with physical disabilities, complex learning difficulties and who attend a special school are good. The pathway is, however, less clear for those who do not meet the criteria for Adults Learning Disability Services, including some young people with autism spectrum difficulties, or those with SEND who are in mainstream schools. Further work is underway to provide clear

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information and guidance in order to clarify the pathway from the Annual Review at age 14 onwards. Whilst participation rates for young people with SEND are above national, there is also a need to increase the numbers of young people with SEND in paid employment.

Exclusions

Children with SEND are 4 times more likely to receive a fixed period exclusion from school than those without SEND. The majority of children who are subject to fixed period exclusions, however, are those whose SEND fall into the social emotional and mental health difficulties (SEMH) category. Exclusions rates and trends are monitored by the Behaviour and Attendance Group (BAG). Support and challenge is provided to schools where fixed period exclusions are high via the Portsmouth Education Partnership.

Further developing SEND provision

Support and provision for children and young people with social emotional and mental health difficulties (SEMH)

There is joint work underway to further develop and enhance the range of provision available for children and young people with SEMH needs. This work is aligned with the Future in Mind and Stronger Futures (Early Help) developments in the city and includes:

- Development of a whole school emotional health and wellbeing strategy
- Remodelling the SEMH pupil and curriculum pathway for both SEN and Alternative provision within the city
- Commissioning an early help (pre-CAMHS) community based service

Support and provision for children and young people with social communication needs and autism

There is joint work underway to further develop and enhance the range of provision available for children and young people with social communication needs and autism. This work is aligned with the Portsmouth Autism Strategy and includes:

- Increasing the number of Inclusion Centre (resourced provision) places available for pupils with social communication needs and autism in the city by opening new Inclusion Centres at Trafalgar school (Sept 2016) Devonshire Infants (Sept 2017) and Portsdown Primary (Sept 2017).

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- Submitting a bid for a special free school for pupils with social communication needs/Autism and associated challenging behaviour and/or sensory needs.

Support and provision for children and young people with cognition and learning needs

There is work underway to further develop and enhance the range of provision available for children and young people with cognition and learning needs. This includes remodelling the accommodation at Cliffdale Primary Academy and Redwood Park special schools and undertaking statutory consultation to redesignate both schools as special schools for children with severe and complex learning needs and autism. The capital investment allocated to these projects is in the region of £3.2 million.