



# Focus on SEND Health and Wellbeing Board

17<sup>th</sup> July 2024

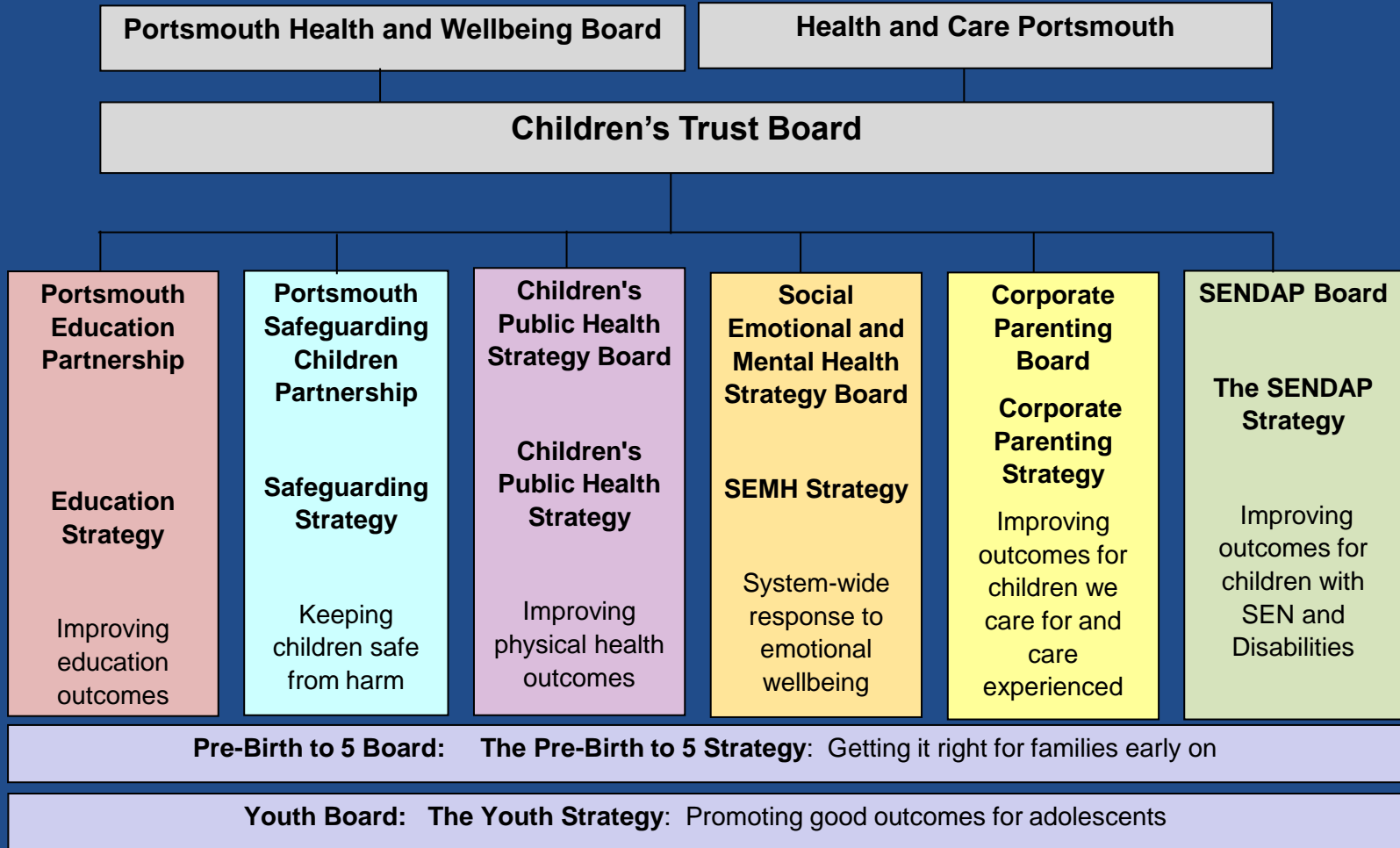
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# Agenda

- How SEND fits in with the Children's Trust structure
- Our strategy
- Preparing for inspection
- SENDAP Change Programme
- Current SEND strengths and challenges
- The role of the wider network and our local area approach



# Children's Trust Structure



# SENDAP DRAFT Strategic Objectives for 2024 - 2029

New(ish)

Existing

Strategic Objective 1: Meeting children's needs through universal services and Ordinarily Available Provision

Strategic Objective 2: Timely and high-quality education and support for children with EHCPs

Strategic Objective 3: Developing the Workforce to meet children's SEND needs

Strategic Objective 4: Neurodiversity

Strategic Objective 5: Social and Emotional Wellbeing in Education

Strategic Objective 6: Preparing for Adulthood

Strategic Objective 7: Alternative Provision

# SENDAP Change Programme

The SENDAP Change Programme is a national programme to test some of the changes the Government wants to make to the system for supporting children and young people with SEND.

- **Updates:**

- Jo Hill appointed as **Senior Manager** for the Change Programme (3 days a week).
- **EHCP Standardisation** - new template being tested for new EHC needs assessments. Work taking place on proposed changes to the templates for professional contributions to EHC needs assessments.
- **ELSEC** – Early Language Support for Every Child pilot underway. Early years settings and schools engaged in a process aimed at achieving early identification and intervention for pre-school children with speech and language needs.
- **Local Area Inclusion Plan (LAIP)** – being drafted in consultation with key partners.
- Revised the Membership of our **local SENDAP Board**
- **Alternative Provision** – AP Commissioner appointed, work focused on commissioning and monitoring to strengthen our existing tiered model.
- **Multi-Agency Panels** – work taking place to consider how we strengthen our decision-making panels, initially focused on key decision points associated with EHC needs assessment.
- **Some areas delayed** – due to the pre-election restrictions - primarily national standards, mediation guidance and publication of the data dashboard.
- **Future focus** – we anticipate focus away from ‘standardisation’ of processes and templates and greater focus on more transformative approaches; particularly on what is ordinarily available to children and young people with SEND and how do we know it is effective/having an impact/deliverable?

# An overview of the inspection

- This is a joint inspection by Ofsted and the Care Quality Commission
- An inspection of the 'Area' and not just the council or NHS services – it is about the SEND Partnership
- We were last inspected in July 2019 – with a positive outcome
- We also helped Ofsted and CQC pilot the new framework in Autumn 2023
- We could receive an inspection anytime in 2024 or 2025
- The Inspection lasts 3 weeks – two weeks remote working, but Week 3 is 'on site'
- There is a real shift from the Inspection Framework we experienced in 2019
- Shift from 'compliance' with the 2014 SEND legislation, to now focussing on the 'experience and outcomes' for children with SEND
- SEND includes those children and young people 0 – 25 with EHCPs and those on SEN Support (over 5,000 children in Portsmouth)
- Included within the Framework is the local authorities commissioning and oversight of Alternative Provision

# SEND Inspection Framework

- Three potential outcomes\;
  - The local area partnerships arrangements **typically lead to positive experiences and outcomes** for children and young people with SEND. The local area is taking action where improvements are needed
  - The local area partnerships arrangements **lead to inconsistent experiences and outcomes** for children and young people with SEND. The local area partnership must work jointly to make improvements
  - There are **widespread and/or systemic failings leading to significant concerns about the experiences and outcomes** for children and young people with SEND which the local area must address urgently

# Preparing for inspection

## In the SEND Partnership we are...

- Maintaining our Self-Evaluation of the SEND System
- Compiling the 50+ documents and quality assuring them
- Developing our 'Time to Shine's' - the things we are proud of
- Determining potential 'Key Lines of Enquiry' and preparing mitigation/response
- Testing that we can produce the list of children required
- Briefing and communicating
- 'An Inspector Calls' - Guidance for meeting inspectors



# Our SEND self-evaluation - strengths

- SEND governance, strategy, performance oversight and partnership working
- Engagement, participation and co-production
- Early identification and intervention
- Quality of specialist education provision
- Innovation and impact of Portsmouth ND Model and profiling tool
- Ordinarily Available Provision – nationally recognised as good practice
- Joint LA/ICB Commissioning
- Supported internships

# Current SEND challenges

- Attainment and progress
- School attendance
- Early years settings, schools, post-16 providers are all reporting difficulties in meeting the needs of SEND children (and the impact this is having on other children) due to increasing numbers of children with SEND, increasing complexity of need and insufficient resources
- Growth in EHC needs assessments and EHCPs

# Current SEND challenges

- Sufficiency:
  - Mainstream – ability of schools to provide education for children who have an EHCP
  - Specialist school places
  - Early years places for children with SEND – exacerbated by closure of specialist nursery setting at Cliffdale in order to meet provide places for school aged children; SENDIF + children increasing year on year
  - Post-16 places
- Funding pressures – forecast deficit High Needs Block
- Timeliness in issuing EHCPs

# Sufficiency of specialist school places

- Since 2020 we've continued to expand our specialist school provision:
  - Opening of The Wymering School
  - Opening of Inclusion Centres at Arundel Court Primary and Penbridge Primary
  - Expansion of Cliffdale Primary
  - Expansion of Mary Rose Academy satellites – The Lantern and Craneswater Annex
  - Expansion of the Hewett-Dale Inclusion Centre at Flying Bull Academy (primary AP places)
- Some further expansion of our specialist school places will be necessary and there are plans for another specialist school facility and two more inclusion centres within the next 2-3 years
- The challenge is getting the balance right between investing in more specialist school places (costly both in terms of capital and revenue) and putting the right investment into mainstream to support schools. Inclusion capital grants are a good example of how investing in mainstream can really make a difference.
- The DSG / HNB working group is bringing forward proposals to address the pressure – this will include an investment in early intervention measures to better support early years settings and schools and reduce the number of EHCNAs

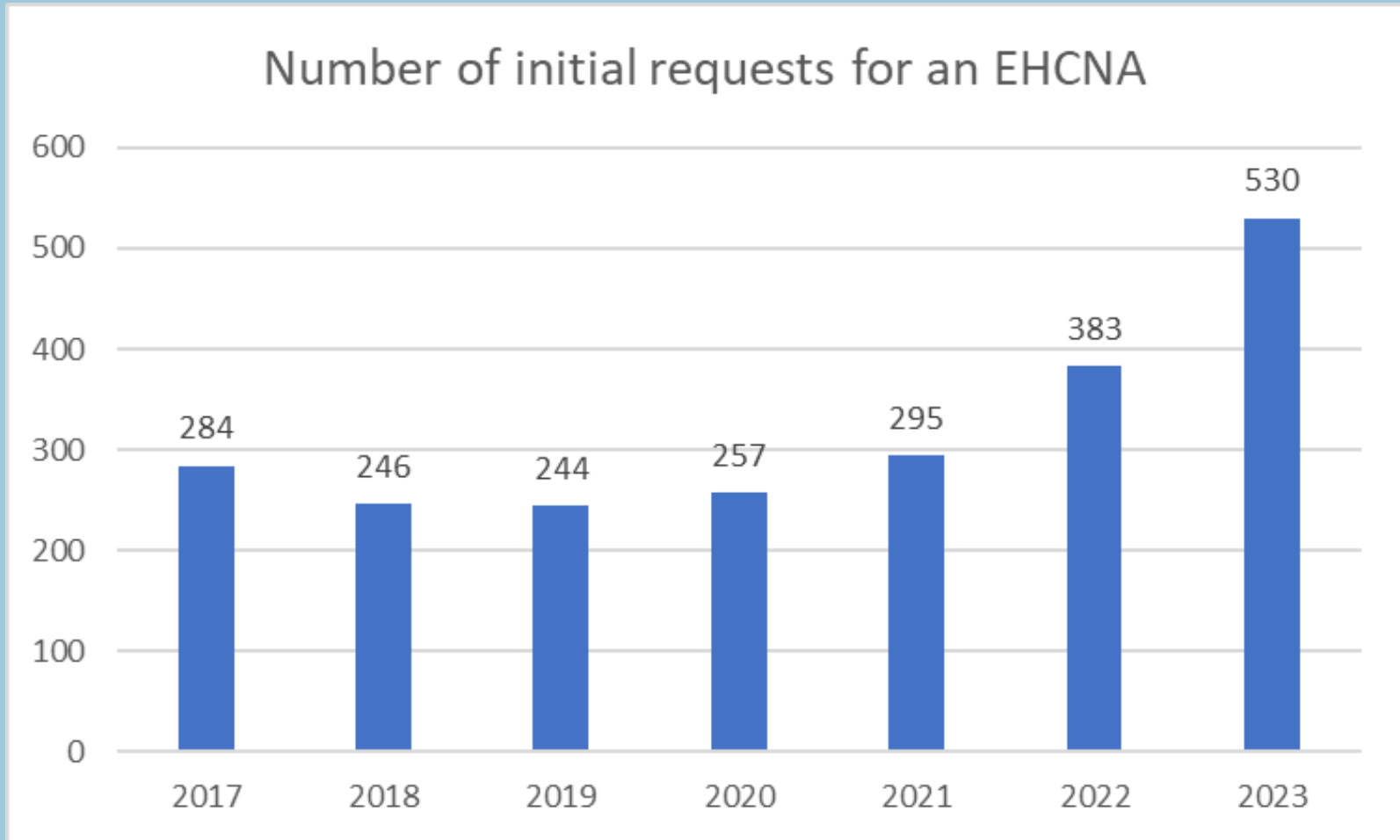
# Funding pressures

- Forecast overspend of approximately £2.5m on the High Needs Block (HNB) of the Dedicated Schools Grant (DSG) for 2024/25 with further pressures identified in 2025-26
- Reasons for the projected deficit and ongoing pressure on the HNB can be summarised as follows:
  - Significant increase in requests for EHC assessments and associated growth in the number of EHCPs (noting the largest increase for requests was for 3 & 4 year olds)
  - Increasing complexity of need
  - Rising costs
- DSG carry forward provides some protection, but the projections suggest this is not sustainable

# Managing the pressure on the HNB

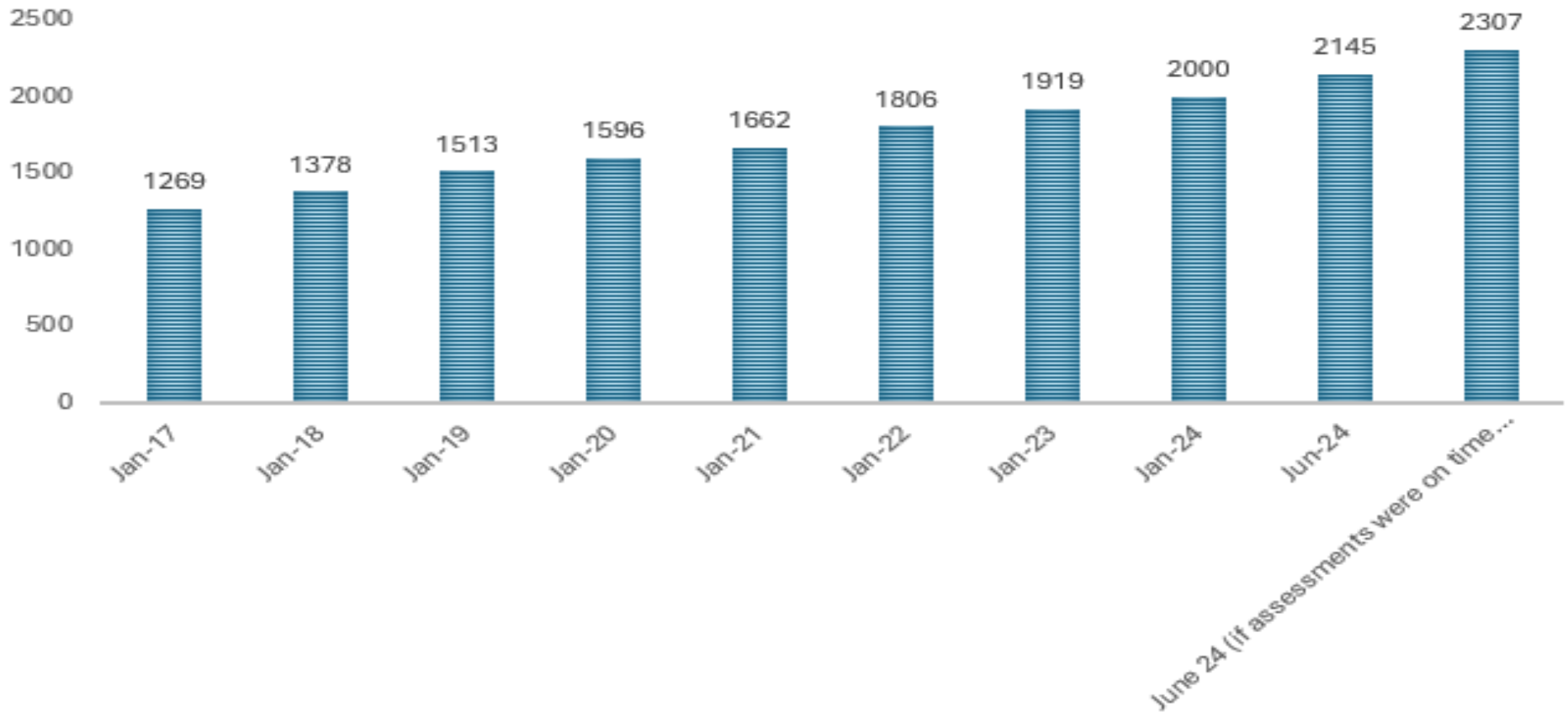
- On 7<sup>th</sup> February 2024 Schools Forum members endorsed the proposal to establish a working group to agree how best to manage the pressure on the HNB setting out what we can afford going forward and what actions (and investment) we will need to make in order to avoid a future deficit position.
- An outcome of this will be a 5-year DSG management plan which will be reviewed annually.
- Schools Forum and Headteachers to be consulted in the Autumn on the proposals
- The work will build on previous work that has already been undertaken including the work of the SMiLE (Supporting Mainstream Inclusion in Local Education) Group and the Early Years transition meetings.
- Early decision already taken in terms of the funding of Year R pupils from Sept 24 who will be going through an EHCNA.

# Growth in requests for an EHCNA



# EHCP Growth in Portsmouth

## EHCPS MAINTAINED - SEN2 AND LIVE DATA





# Timeliness of issuing EHCPs

- The council is currently not meeting the statutory 20 weeks target for the majority of requests that are taken to assessment
- The reasons for this include a significant increase in EHC needs assessment requests and associated growth in EHC Plans, coupled with a lack of capacity in the SEND and EP services to respond to the increase in demand
- Recovery Plan in place - Project Manager appointed, additional resources secured including an expanded SEND team (*note pause in co-production meetings*)

# A reminder about the support that is currently available for mainstream schools

- Ordinarily Available Provision
- Inclusion Outreach Service
- Inclusion capital grants
- Mental Health Support Teams
- Neuro-diversity Team 0-19
- MABSS (traded service offered by THS)
- EPS (traded service)
- SENCo Network
- Relational Practice
- LA Link Co-ordinators
- Focus on improving attendance including the targeted support that is in place e.g. severely absence meetings

# The role of the wider network

- **Continuation** of 'first principles' approach: identifying SEND needs early to support appropriately, education in the least restrictive environment, included in local community of children and young people
- **Identifying** shared opportunities across all age phases: what works best for parent / carers of very young children? How can we join up information and services? How do we support our older young people access meaningful experiences in the world of work?
- **Supporting** each other and taking a local area approach to the challenges that we face in relation to SEND