

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 27 NOVEMBER 2018

Subject Heading:

SEND Action Plan Update

SLT Lead:

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Policy context:

Financial summary:

There are no direct financial implications
arising from this report which is for
information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input checked="" type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

This report provides an update on the actions required following the Ofsted/Care Quality Commission inspection of SEND in the local area, earlier this year.

RECOMMENDATIONS

The Committee is recommended to note the progress made to implement the detailed SEND action plan following the CQC/Ofsted inspection of March 2018, including the establishment of the Executive Special Educational Needs and Disabilities Board (comprising of health, local authority and partner agencies including schools and parents) .

REPORT DETAIL

A report of the Local Area Inspection of support for children with special educational needs and disabilities (SEND) was published on 23rd July 2018. The report followed inspection by Ofsted and the Care Quality Commission (CQC) in March 2018. The inspection assessed how well we identify, meet the needs, and improve outcomes for children with SEND.

Following the inspection a detailed action plan was produced and has been monitored by a SEND Executive Board, comprising of partners, parent representatives, schools in addition to local health and local council representation.

A draft SEND Strategy was in place prior to inspection and once findings were known, the final strategy was signed off by the Health and Wellbeing Board in September 2018. This incorporated all of the priorities not only from inspection but also areas of improvement already identified by LB Havering and its partners. In summary, our headline priorities, areas for improvement and progress on implementation are as follows:

- Establish a SEND Executive Board (referred to above) to manage and monitor implementation of SEND reforms, putting children and young people at the centre of planning and to develop “co-production”. This Board is fully operational, including parents and partners on the board and all are fully engaged.
- Implement Havering’s High Needs Review and Strategy. This strategy has been approved and details how we will make all Havering provision the first choice for children, young people and their families. It also details how we will ensure there is sufficient provision (appropriately resourced) that can adapt to meet changing needs and demands.
- Conduct a Therapy Review – to review and identify the therapy services on offer to those children and young people with SEND, ensuring they are fit for purpose, properly resourced and identify any gaps.
- Local Offer – to continue to develop, maintain and keep the local offer up to date, including children, young people and their families to ensure it is responsive to their needs. This work is in progress, with further development planned for late 2018 which involves parents and young people.

- EHC Hub - establish an EHC hub, which is an interactive web-based platform to make our EHC assessment and planning process more efficient and transparent, supporting inclusion of all partners including children/young people and parents. The hub has concluded a pilot phase and has been introduced across all schools from September 2018.
- Jointly Commissioned Services – develop a single joint commissioning process which will inform the commissioning of services for those children and young people with SEND. This work is ongoing; a complex needs panel has been established to ensure children with the most complex health and educational needs are considered earlier in the process.
- Developing new provision - Commission a new free school which will meet the needs of children and young people in the borough. The provider and site have been located and initial planning is underway. The target time to have the school open is September 2021. The school will provide 60 places for children and young people from 3-16 with Autistic Spectrum disorder and/or Social Emotional and Mental Health issues.
- Additional Resourced Provision - Deliver a programme of new provision to see a better distribution across the borough and throughout both primary and secondary schools. One new Primary ARP is planned to open at Easter 2019 with planning underway for a further Primary ARP in Sept 2020. Consultations are taking place with two secondary schools to explore having ARPs in their schools.
- Review of EHC Processes – Improve the quality of Education, Health and Care needs assessments and plans, ensuring that they paint an accurate picture and are produced in a timely way to ensure need is met at the earliest opportunity. Along with the EHC hub developments (see above) the EHC Panel has been refined to become more efficient and focussed. From the latest published data 84% of EHCPs in the borough meet statutory timescales, compared with 64.9% in England.
- Excellent transition into adulthood - Provide an excellent transition to ensure that every young person with SEND (age 13 up to age 25) and their parents/carers have a smooth and positive experience of transition has been made by the establishment of two preparations for adulthood workers within Local Authority disability services. They are working with parents and young people to assess eligibility for Adult Social Care support. They work with education providers to ensure a co-ordinated support plan is in place that builds upon the aspirations of the young person. The new post 16 education provision at Corbets Tey at the Avalon continues to be popular and the new post 19 provision at Routes for Life took its first group of 10 students in September.

In addition to the above a SEND co-production event took place in late October 2018. The purpose of the event was to plan how and when the local area can better 'co-produce' services together. The event was attended by parents, school representative in addition to statutory and voluntary partners. It is anticipated that there will be further similar events in the future and in the long-term for services to be commissioned using co-production principles.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no new financial implications or risks arising from this report, which is for information purposes. It is anticipated that planned actions for further improvements will be delivered within existing resources however any risks that arise will be communicated and managed as part of the regular Financial Management reporting arrangements.

Legal implications and risks:

There are no apparent legal implications in noting the content of this Report. However, as stated, action appears necessary to ensure that EHC Plans are finalised within statutory timescales and that the local offer is updated for publication as required by legislation.

Human Resources implications and risks:

Equalities implications and risks:

This report is largely for information only, to recommend that the SEND Executive Board continues to monitor and manage the action plan which is the subject of this report. Hence no specific Equalities Assessment is required in preparation of this report.

Background Documents

CQC/ Ofsted Report July 2018