

## HEALTH AND WELLBEING BOARD

<b>Subject Heading:</b>	Local Area Inspection of Support for Children with Special Educational Needs and Disabilities (SEND)
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<b>Policy context:</b>	
<b>Financial summary:</b>	

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

Communities making Havering	[X]
Places making Havering	[X]
Opportunities making Havering	[X]
Connections making Havering	[X]

### SUMMARY

This report highlights the outcome of the Local Area Inspection of support for children with special educational needs and disabilities (SEND). The inspection took place between 26<sup>th</sup> February and 2<sup>nd</sup> March 2018. Throughout the week a team of six inspectors from Ofsted and the Care Quality Commission (CQC) met with staff teams, children and parents, and also visited schools and health settings. Their task was to gather evidence about the effectiveness of local area partnership in improving the lives of children and young people who have special educational needs and/or disabilities. They came to assess how well we, in Havering identify, meet the needs, and improve outcomes for children with SEND.

The inspection identified that we have increased our pace on the reforms to put children and young people at the centre of planning for their future. Inspectors recognised that our own evaluation of our strengths and areas for development was broadly accurate.

The inspection served as a very useful exercise which reinforced our approach to co-produce more, to engage and involve all partners when planning support, including parents and young people. Our changes to systems and processes have started to have an impact on outcomes for children but there is more work to do.

## RECOMMENDATIONS

That the Health and Wellbeing Board notes the comments of the report.

## REPORT DETAIL

1. Ofsted and the Care Quality Commission (CQC) have a programme to inspect every area's Special Educational Needs and Disabilities (SEND) services over a five-year period. In late February, early March inspectors visited the borough to undertake their inspection.
2. **The inspection process** - The inspection checks how well we have implemented government reforms, outlined in the Children and Families Act 2014, which put children and young people at the centre of our work. Unlike other Inspections there is no grading given as an outcome of the Local Area SEND Inspection. It is a narrative judgement identifying the local areas strengths and areas for development. Where the inspectors have serious concerns about progress being made, they request a written statement of action. Currently there have been 59 inspections, 25 resulting in written statements of action. No serious concerns were identified in Havering.
3. A team of six inspectors met with staff, children and parents, and also visited schools and health settings. The purpose of the inspection was to assess how well we identify needs, meet the needs and improve outcomes for children with SEND *across the local authority, schools and health services* i.e. not just Children's Services.
4. The Inspectors looked at three key areas:
  - a. The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities.
  - b. The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and /or disabilities.
  - c. The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

**5. What the Inspectors found:**

6. We have an accurate view of ourselves (and where we need to improve) and Ofsted/CQC recognised our journey and reinforced that we are on the right track. Our service to children with the most complex needs has improved and we work well across agencies to meet their needs.
7. The young people spoken to during the inspection were mostly positive about the support they get, especially from their schools or colleges. For example children and young people who need CAMHS are able to access assessment and treatment in a timely way.
8. Teaching staff in schools report that they and their pupils get helpful advice, guidance and care. We have seen a reduction in the number of exclusions of five-year-olds and the small proportion of young people not in education, employment or training (NEET).
9. Parents are positive about those schools where provision for pupils who have SEN and/or disabilities is effective. Parent groups recognise that there are some good services in the local area.
10. Our work with young people to co-produce developments is strong, but not as strong with parents.
11. We are not aspirational enough about the future outcomes of children and young people with SEND. We were slow to implement the SEND reforms when they were first introduced.
12. New systems and more rigorous self-evaluation are resulting in strong improvement.
13. A significant number of parents are concerned about the support their children receive. They say that there are delays in receiving reports, including Education Health and Care (EHC) plans. The contribution that social care professionals make to EHC plans is often limited. Some children have to wait too long to access services, for example occupational therapy and access to speech and language therapy is inconsistent across the borough.
14. The process for producing EHC plans has improved. Outcomes are more incisive and the plans identify more clearly what support is to be put in place.
15. Not all infants receive the integrated two-and-a-half-year check or the ante-natal visit and the six-week baby health checks, a part of the Healthy Child Programme, are only available to those families where vulnerability has been identified.
16. The overall effectiveness of nearly one third of secondary schools requires improvement or is inadequate. This means that too many children and young people who have SEN and/or disabilities go to schools where the quality of education is not good.
17. We have a secure understanding in schools where teaching is weak, resulting in fragile

provision for children and young people who have SEND. Our school improvement visits to schools are beginning to improve this provision.

18. **How we are responding** - Ofsted and CQC reinforced the need to continually improve our SEND services and we already had a plan of action in place which inspectors ratified. The inspection team also reminded us of where else we need to improve, faster. Following the work to convert all "SEN statements" into EHC plans and we now turn to improving reviews of children who have had a plan for a while.
19. We have also investing in technology, and are one of the few areas in England implementing the EHC Hub. This is an online digital platform where parents, young people and professionals can input information to co-produce EHC plans more quickly and effectively.
20. We acknowledge that our engagement with parents has been too narrow, and we are looking for innovative ways to reach more children, young people and parents / carers of SEND children.
21. **Next Steps** - the SEND Executive Board, who provide strategic oversight and decision-making ability, to ensure that Havering is meeting the needs of service users and their families, consistent with the Children and Families Act 2014, is in the process of refreshing our improvement plan of the key areas for development.
22. Once the improvement plan has been finalised it will be submitted to the Health and Well-Being Board for their information and agreement as the governance of the SEND Executive Board. They will then be responsible for holding the board to account in achieving the outcomes identified.

## IMPLICATIONS AND RISKS

### **Financial implications and risks:**

There are no direct implications arising from the report, however, as each agency and school will be responsible for completing their own actions in the improvement plan, some financial implications may become apparent for Havering upon completion of the actions.

### **Legal implications and risks:**

There are no direct implications arising from the report.

### **Human Resources implications and risks:**

There are no direct implications arising from the report.

### **Equalities implications and risks:**

There are no direct implications arising from the report.