

10 January 2017

**Special Educational Needs Review – including Education, Health
and Care Plans Progress**

Ward(s) All

Portfolios: Councillor Rose Burley – Portfolio Holder for Education and Children's Services

Executive Summary:

The report outlines the progress made in relation to the introduction of Education, Health and Care Plans (EHCPs) and the implementation of the Special Educational Needs and Disabilities (SEND) reforms from September 2014. The Children and Families Act 2014 introduced a new national system for the identification and assessment of children and young people aged 0 to 25 years who may have special educational needs, together with social care and health needs. The old statements of Special Educational Needs focused on the assessment of educational needs while the new EHCPs extend this to identify care and health needs which impact on the learning and achievement of children and young people. The EHCPs are owned by the Local Authority. However, the Local Authority is reliant on other partner agencies to contribute to the planning process and delivery of the actions.

The statutory timescale to be taken to complete the EHCPs, from first request for assessment to final agreement of the plan is 20 weeks. The process, when agreement is reached by the Local Authority to assess will involve assessments by educational psychologists and in many cases assessment by social workers and health services. This report provides an account of how Walsall is performing in relation to the delivery of new assessments since 2014 and the transfer of statements to EHCPs.

Reason for Scrutiny:

Performance data shows that children and young people in Walsall with special educational needs are performing below the national average and below our statistical neighbours. In order to address this and to improve outcomes for pupils, a new Special Educational Needs and Inclusion Challenge Board was established on the 13th July 2016. The Board is chaired by an independent person and comprised of partners across Children's Services, schools, education and health.

The Board has met so far on four occasions. It has identified that the time taken for the completion of EHCPs does not meet the time scale of twenty weeks that is required by the Special Educational Needs and Disability Code of Practice: 0 to 25 years. This Code supports part 3 of the Children and Families Act 2014 in relation to special educational needs. The Board has also noted other areas which need

further work.

The Board has requested that action is taken to rectify this position and to report back to the Board at its January 2017 meeting to show how the Local Authority is performing in relation to the management of EHCPs and what action it is taking to improve performance.

This purpose of this report is to inform Members of the current position in relation to the management of EHCPs and the implementation of the SEND Reforms and to show what actions are being taken to improve performance so as to comply with the Code of Practice. Further, to provide an update on other aspects of the Special Educational Needs review.

Recommendations:

That:

1. Members use the content of the report to scrutinise, challenge and monitor the improvements in EHCP completion rates, transfer of statements to EHCPs and outcomes for children with Special Educational Needs and Disabilities.
2. A further report is made to the Scrutiny and Performance Panel in 3 months on progress made.
3. The chair of the SENDI challenge Board reports to the Scrutiny Board on its challenge, monitoring of improvements and priorities.

Background papers:

Special educational needs and disability code of practice: 0 to 25 years, January 2015.

Resource and legal considerations:

It is a requirement under the Children and Families Act 2014 and is detailed in the accompanying Code of Practice that EHCPs are to be completed within 20 weeks, and that all current statements of special educational needs and learning disability assessments are to be transferred to EHCPs by 31st March 2018.

The Council has been provided with £195k funding to help fund the transfer of Statements of EHCP's. The Government has recently confirmed £218k funding for Walsall in 2017/18. This resource has been 'ring fenced' in Walsall and used to increase staffing capacity to undertake the work

Citizen impact:

Failure to comply with timescale may increase anxiety in children and young people and their parents/carers and will likely lead to failure to deliver assessed support in a timely manner and may result in unnecessary appeals to the First-tier Tribunal (SEN and Disability).

Environmental impact:

None

Performance management:

The Council's performance in relation to the delivery of EHCPs is monitored annually by the Department for Education (DfE). Failure to deliver EHCPs in a timely manner will likely cause the DfE to challenge the Council's performance. Walsall, has a nominated DfE adviser who regularly reviews Walsall's performance. Walsall's advisor meets regularly with Senior Manager's to review performance and practice.

Improved performance management systems are in place within the service to track and monitor key performance indicators, including the timescales for assessments and transfers.

A SENDI performance scorecard with key performance indicators has been prepared and is monitored by the SENDI Challenge Board. The data and management information is used within the service to challenge and deliver improvements. This is having an impact on improving timelines and outcomes.

Equality Implications:

Delays in agreeing to assess and issue EHC Plans within timescales may in some cases result in Children and Young People not receiving identified provision and opens challenge to SEND tribunal.

Consultation:

A full consultation process takes place with parents/carers, children and young people and professionals throughout the EHCP process. This ensures that all views are represented and the needs of children are met.

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1. Report

- 1.1 It is now two years since the implementation of the SEND reforms and Walsall, like other Local Authorities, is in a position where it is reviewing its implementation to date.
- 1.2 By March 31st 2018 Walsall will transfer all Statements of Special Educational Needs to Educational Health and Care Plans. This process started in September 2014 but because of the volume of transfers, the complexity and demands of the process there are still significant numbers to transfer. Additional staff have been appointed to the Statutory Assessment team to ensure that we can fulfil these statutory duties and meet statutory timescales.
- 1.3 Data has been collected and was reported to the November SENDI Challenge Board. This showed both the percentage of assessments agreed and not agreed within the six week deadline from request; and those assessments completed within the statutory twenty week deadline.
- 1.4 Local Authorities must give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received. In Walsall, we are now fulfilling our statutory requirement to agree whether or not to assess within the six week timescale for all cases.
- 1.5 The whole process of EHC needs assessment and EHC plan development must take no longer than 20 weeks – although there are a number of exemptions to this, such as children being absent from the area, institutions being closed and exceptional circumstances.

In Walsall 36% of EHCP plans are now completed within 20 weeks. This has improved from 11% in Summer 2016 and the upward trajectory is good. The target is to reach the national average plan completion rate of 58% by February 2017 and then to exceed it until all plans are completed within the 20 week deadline, from September 2017.
- 1.6 The current format of the EHCP is being reviewed. Consultation has taken place with parents/ carers groups and with Special Educational Needs Coordinators (SENCOs) in schools to see how we can simplify the process and reduce the paperwork. The service will move forward with a more streamlined Plan in the Spring Term 2017. A copy of the current plan template is attached (Appendix 1).
- 1.7 The suite of paperwork that is included in a Plan includes the range of advice that is received from social care, health and other partners. This will also be reviewed and new streamlined processes implemented.
- 1.8 The Children and Families Act 2014 gave new duties around 16-25 Year olds. All young people with a Learning Difficulties Assessment had to be transferred to an EHC Plan in the first instance by August 31st 2016. This was extended to December 31st 2016. Walsall is on track to complete these for all young people that require them and will meet this statutory deadline.

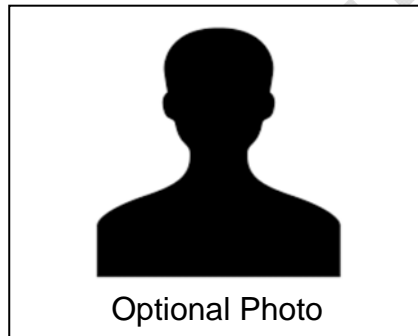
- 1.9 Ofsted now undertake joint inspections of the quality of SENDI provision across Local Authorities and CCG's. This is called an Area Inspection of special educational needs provision. A Ofsted preparation group including Health has been set up and the first meeting has occurred. Meetings are now set up monthly. This group is multi agency and partners from across the Local Area are involved.
- 1.10 A first draft of the Self Evaluation has been prepared and partners are contributing to it. The format follows the Ofsted Handbook questions and is clearly identifying areas for development which are being actioned.
- 1.11 The Local Authority has a statutory duty to publish a Local Offer of services and provisions for children and families with disabilities. The Local Offer group has been re-established and a clear action plan is being implemented to revise and update Walsall's Local Offer. Clear accountable leads are being identified to ensure that all information on the Local Offer is up to date and accurate. The Local Offer will be compliant once both a Personal Budget Policy and an Accessibility Strategy are published. This will happen in the Spring Term.
- 1.12 The commissioning of special school and specialist places review is well underway. Clear data is available which shows the increasing number of children and young people who require a place in a Special School or Additional Resourced Provision attached to mainstream schools. Walsall is showing a year on year increase in children and young people who require a specialist place. The overall school age population in Walsall is projected to increase by 9% over the next 10 years, with a *pro rata* increase in the number of children requiring specialist places. Nationally, the proportion of children and young people with statements or plans is falling by just under 1% a year while the Department for Education is forecasting a 31% increase in the number of special school places between 2015 and 2024. In a 5 year period in Walsall, we have seen the numbers of school pupils with SEN and/or a disability increase by 16%, with significant increase in the numbers with ASD (Autistic Spectrum Disorder). We also have local information about the numbers of very young children identified as having some form of special educational need or disability – just under 50 possibly requiring a special school place in Walsall 2016-18. As part of the review, all Special Schools have been visited and Head Teachers have shared their ideas and views. Further meetings are arranged with all Special School Heads in January.



This plan belongs to:

Also known as :

Date of Birth: Gender:





Home Address / contact numbers:

.....

Ethnicity:

Religion:

.....

First Language:

.....

Current school / setting:

(incl. phone / email)

.....

Unique Pupil Number (UPN)

.....

Child in Need

Yes / No

Looked After Child

Yes / No

Legal Status :

Social Worker Name and contact number :

.....

Accommodation Type if Looked After (e.g. supported living, residential)

.....

Parents /Carers / Next of kin address:

.....

Contact numbers:

Home:

Mobile:

.....

Young person's email:

.....

Parents/carers/ next of Kin email:

.....

GP (name and contact details)

.....

Primary Special Need is:

Other Special Needs:

.....



What people like and admire about me :

What I can do well :

My likes and dislikes :

What I need help with :

<NAME>

The best way to support me (including communication) :

What is important to me in the future :



(Taken from Family Conversation)

<NAME's> story so far:

-

Our views about what's working well, what needs to stay the same, and what needs to change:

-

Our hopes for <child> now and in the future:

-

Other important things to know about our family :

-

The Child or Young Person's Learning Profile (Refer to Section F)

A 'One Page Learning Profile' that outlines what is needed and works to support the young person's needs. This details the optimum learning conditions, methods of communication, preferred teaching and learning styles, facilities and resources required to inform class and subject teachers' planning, and ensure all interventions are conducted appropriately.

Adult support to :

-
-

Curriculum planning and delivery :

-
-

Facilities and Resources :

-
-

Including Health & Social Care Needs that impact on Learning and Training)
The description of <NAME>'s Special Educational Needs has been gathered from assessments by his family and education, health and care services. These assessments are listed in the appendix.

Summary of needs

-
-
-
-
-

<NAME> has been supported by:

Speech and Language Therapy (SaLT)		Child and Adolescent Mental Health (CAMHS)		Early Years Team	
Occupational Therapy (OT)		Physiotherapy		Sensory Team	
Community Paediatrics		Educational Psychology		SpLD Advisory Teacher	
Social Services		Other, please specify			

Things to take into account when working with <Name> :

-
-
-

B1. Cognition and Learning Needs

Strengths and Skills:

-

Needs (difficulties) if any:

-

Assessment data:

B2. Social, Emotional and Mental Health Needs

Strengths and Skills:

-

Needs (difficulties) if any:

-

B3. Sensory and/or Physical Needs

Strengths and Skills:

-

Needs (difficulties) if any:

-

B4. Speech / Language / Communication and Interaction Needs

Strengths and Skills:

-

Needs (difficulties) if any:

-

Assessment data (If applicable) :

B5. Independence and personal care, including 'Preparation for Adulthood'

Strengths and Skills:

-

Needs (difficulties) if any;

-

B6. Preparing for Key Transitions (including Key Stage, Phased transfer)

Strengths and Skills:

-

Needs (difficulties) if any;

-

Health Care needs related to SEN (including diagnosis)

Health and /or medical needs :

-

Social Care needs related to SEN

Social Care Needs:

-

DRAFT

Sections E - F (Outcomes and Provision)

Description of the recommended learning environment for <NAME>:

-
- All curriculum planning to take account of <Name>'s 'Personal Learning Profile' (Page 5), and mindful of aspirations.

1. Cognition and Learning

E1. Outcomes to be achieved	F1. Provision actions/interventions to achieve the outcome	How / When will we Review ?
will : •		Ongoing monitoring of progress through internal and external assessment and evaluation, including meetings with staff and Annual EHCP Review.

2. Social, Emotional and Mental Health

E2. Outcomes to be achieved	F2. Provision actions / interventions to achieve the outcome	How / When will we Review ?
will : •		Ongoing monitoring of progress through internal assessment and evaluation, including meetings with staff and Annual EHCP Review.

3. Sensory and/or Physical Needs		
E3. Outcomes to be achieved	F3. Provision actions / interventions to achieve the outcome	How / When will we Review ?
will : <ul style="list-style-type: none"> • 		Ongoing monitoring of progress through internal assessment and evaluation, including meetings with staff and Annual EHCP Review.

4. Speech / Language / Communication and Interaction Needs		
E4. Outcomes to be achieved	F4. Provision actions / interventions to achieve the outcome	How / When will we Review ?
will : <ul style="list-style-type: none"> • 		Ongoing monitoring of progress through internal assessment and evaluation, including meetings with staff and Annual EHCP Review.

5. Independence and personal care, including 'Preparation for Adulthood'

E4. Outcomes to be achieved	F4. Provision actions / interventions to achieve the outcome	How / When will we Review ?
will : <ul style="list-style-type: none"> • 		Ongoing monitoring of progress through internal assessment and evaluation, including meetings with staff and Annual EHCP Review.

6. Preparing for Key Transitions (including Key Stage, Phased transfer)		
E4. Outcomes to be achieved	F4. Provision actions / interventions to achieve the outcome	How / When will we Review ?
will : <ul style="list-style-type: none"> • 		Ongoing monitoring of progress through internal assessment and evaluation, including meetings with staff and Annual EHCP Review.

Section G: Health Provision reasonably required by the learning difficulties or disabilities :

The Health Provision :	Provided by whom – and funding source where appropriate

Section H1 : Statutory Social Care Provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 :

The Social Care Provision :	Provided by whom – and funding source where appropriate

Section H2 : Any other Social Care Provision reasonably required by the learning difficulties or disabilities :

The Social Care Provision :	Provided by whom – and funding source where appropriate

6a

The type of School / Academy / College / other setting / maintained nursery school / Post-16 institution or other institution considered appropriate for the child or young person.

-

Name of Educational Setting :

-

6b

Blank area for notes or additional information.

6c

What information was used?	Who wrote it?	When was it written?



This plan will be reviewed every year.

The next review of this plan will take place by:

	Name	Signature	Date
Local Authority Representative			