

Local Area SEND Inspection Staffordshire

Written Statement of Action

April 2019

Introduction

Staffordshire was inspected by OFSTED and CQC in November 2018 to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014.

This action plan sets out how Staffordshire County Council and the Clinical Commissioning Group (CCG) will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and or disabilities (SEND). It is expected that this plan will support the collective drive for improvement.

Co-production across the system, with all partners and stakeholders, needs to be the norm and the collective ambition is that this will be achieved at all levels across the system. Leaders in education, health and care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively to drive improvement or share what works well. Indeed, parents feel that the local area does not listen to them or their child and they feel that the 'tell it once' approach is not embedded. There is a sense that aspirations and expectations for children and young people are not high enough and there is little confidence in the local area's relationships with schools and families which are fragile.

The quality of Education Health and Care plans (EHCP) is poor and practitioners do not contribute to the process effectively. The annual reviews of EHCP's are often not completed on time or do not contribute effectively to reassess the child's support or needs. Similarly transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.

A wide range of leaders and families raised concerns about the quality of the graduated response and the spirit of inclusion across Staffordshire's education system. The oversight to drive further improvements in schools, alternative provision and the independent sector is weak. Children, young people and their families do not yet have access to the right help and support and arrangements for accessing some services are confusing and complicated.

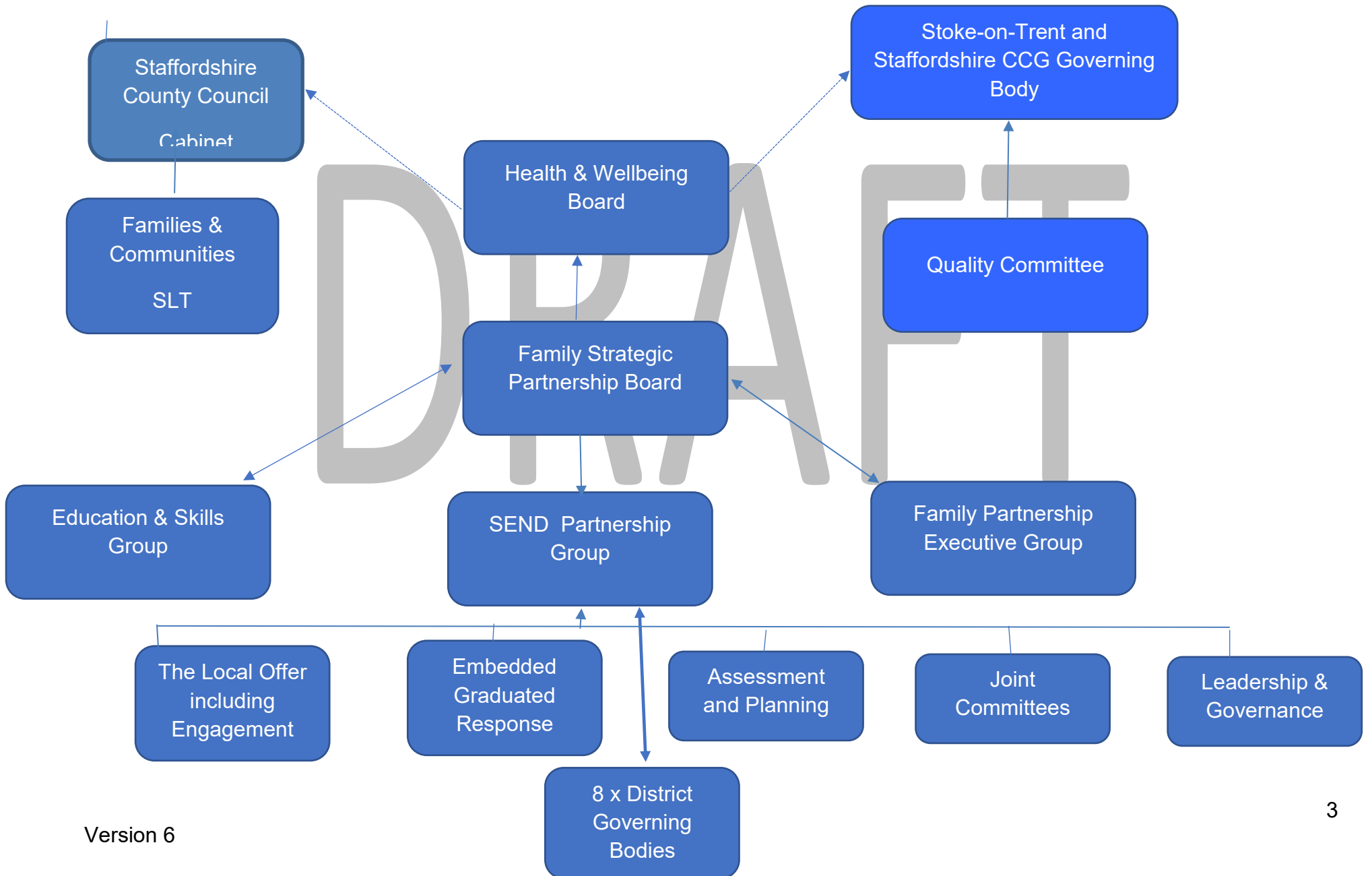
This action plan sets out how our local area will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and/or disabilities (SEND). It is the document for driving forward the improvement.

DRAFT

Helen Riley
Deputy CEO SCC

Marcus Warnes
Accountable Officer CCG

SEND Governance Model



The developments have been structured into four key phases of development to ensure that improvements and impact are delivered at pace as well as developing an accountable and self-sustaining improvement system.

Assess - Confirm through consultation with those key stakeholders how coproduction and partnership working will be achieved

Plan - Jointly develop a case for change

Do - Implementation

Review - continuous cycle of improvement and evaluation of our new delivery model.

The governance diagram sets out the structures for reporting and monitoring of the progress of the Written Statement of Action.

The SEND Partnership Group will ensure the timely production of reports from subgroups that will highlight progress, barriers and potential risks. The SEND Partnership Group will review the reports and will be able to seek clarification from subgroup leads on specific issues.

The Family Strategic Partnership Board (FSPB) includes senior representatives from Staffordshire Commissioner's Office, Police, Fire, Voluntary and Community Sector (VCS), Local Authorities (including County/District/Boroughs), NHS England, Clinical Commissioning Groups and Education colleagues. The Partnership works on behalf of the Health and Wellbeing Board and closely with the Children's Safeguarding Board.

Through the Children's Improvement Board, the Lead Elected Member for Children's Services will meet to interrogate progress in the Written Statement of Action and explore any specific issues of concern. Update reports will be taken to scrutiny and cabinet following a quarterly cycle for the first 12 months.

CCG Governing Bodies meet XX monthly and progress reports will be prepared and presented by executive officers who attend the FSPB.

Termly reports will be prepared by the Director of Families and Communities and the Accountable Officer for the CCGs, for publication on the Local Offer web-site, and for Local Area Partners' own web-sites.

Confirm through consultation, with those key stakeholders, a collective view of what co-production means and what partnership working will achieve

Priority 1
Leaders in education, health and social care have not worked together to organise roles and responsibilities, establish a united vision and strategic plan, communicate effectively, drive improvement or share what works well.

Milestone
Develop a clear, transparent and compelling Governance Structure which ensures active collaboration within strategy and operation issues from Health, Care and Education, schools, children, young people and their families

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress Red Amber Green
1.1 Roles and responsibilities to drive improvement	<ul style="list-style-type: none"> To have co-produced and clearly defined accountability and responsibility descriptors for each layer of the governance structure. To co-produce a comprehensive performance framework to ensure that strategic governance can be effective and accountabilities are clear Formulate sub groups of SEND partnership group as appropriate to ensure accelerated pace of change Establish appropriate resources and capacity across the partnership to include: LA permanent Lead for Education LA permanent Head of Vulnerable Learners CCG defined increase strategic capacity Local area continues to explore areas of good practice and national research to influence developments 	DCS/ CCG lead	<p>SEND partnership board/ FSPB ToRs. Minutes demonstrate a culture of challenge Performance reports produced at least termly.</p> <p>Sub groups in place and agreed reporting structures are in place and clearly linked to</p>	<p>Aug 19</p> <p>Aug 19</p>	

			<p>service development plans</p> <p>SEND partnership board minutes and feedback from service areas</p> <p>Report back to SEND partnership board</p>	Sept 19	
1.2 United vision and strategic planning to drive improvement	<ul style="list-style-type: none"> • Coproduce a SEND Strategy • Coproduce a Special Schools Strategy • Develop joint commissioning protocols, especially around children in educational settings with complex health needs • Intelligently use our needs analysis to inform commissioning, policy and practice 		Strategy is endorsed and implemented	Jan 2020	
1.3 Effective communication to drive improvement	<ul style="list-style-type: none"> • Coproduce a communication strategy 		Strategy is approved	July 19	

Priority 2

Aspirations and expectations for children and young people are not routinely high enough.

Milestone

To provide mechanisms that help providers to implement the CoP/ Staffordshire SEND Strategy. This priority is embedded within each of the other priority areas.

DRAFT

Priority 3
Co-production is weak. Parents feel that the local area does not listen to them or their child. The ‘tell it once’ approach is not embedded. The local area’s relationships with schools and families are fragile.

Milestone
Parents state that the local area listens to them or their child. The ‘tell it once’ approach is embedded. The local area’s relationships with schools and families are productive and meaningful which results in strong coproduction.

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
3.1 Co-production is strong across the local area	<ul style="list-style-type: none"> Explore how the Integrated Care Programme includes SEND to enhance coproduction. Transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks like. Embed the NASEN SEND review standards to provide peer to peer challenge. The relaunch of the Local Offer provides clear signposting of provision. A systemic review of processes through graduated response through to EHCP assessment and review. LAC Initial and Review Health Assessments are consistently integrated within the SEND assessment process. Through a team around the child principle all stakeholders are engaged in the development and review of plans. 	HoE/ CCG commissioner/ CSC lead	<p>The Graduated Response is developed with stakeholders, parents and young people, and available on the Local Offer</p> <p>Reduction in complaints in the number of SEND tribunals</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	July 19	

<p>3.2 Parents/ carers and families state that the local area listens to them or their child. The 'tell it once' approach is embedded.</p>	<ul style="list-style-type: none"> • The graduated response provides access to information from different providers • Confirm the terms of reference for the existing parent groups and how they effectively support the coproduction of SEND systems and processes • Fully engage with existing CYP forums and how they effectively support the coproduction of SEND systems and processes. • Through a team around the child principle all stakeholders are engaged in the development and review of plans. 		<p>Improved satisfaction rates and reduction in complaints and tribunals</p> <p>EHCPs establish and record the views, interests and aspirations of the CYP and parent/carer</p>	<p>Sept 19</p> <p>Oct 19</p> <p>Jan 2020</p>	
<p>3.3 The local area's relationships with education providers are productive and meaningful.</p>	<ul style="list-style-type: none"> • Education providers are fully engaged in the development and roll out of the SEND system • Implement district governance arrangements to devolve decision making and accountability. • Embed the NASEN SEND review standards to provide peer to peer support. 		<p>New SEND system and local governance arrangements are operational</p> <p>provider level data for SEND is used by schools and partners in providing support and challenge to local area schools and settings</p>	<p>April 19 – April 2020</p>	

<p>Priority 4 The quality of EHC plans is poor. Health and social care workers do not contribute to the process effectively. The targets and outcomes in the plans are not aspirational enough. The annual reviews of EHC plans are often not completed on time or do not contribute effectively to the review of the children and young people’s needs and the support and help they receive.</p>
<p>Milestone EHC plans are effective in identifying and addressing the holistic needs of CYP. The targets and outcomes in the plans are aspirational and have high expectations</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
4 EHC plans are effective in identifying and addressing the holistic needs of CYP	<ul style="list-style-type: none"> • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually. • Support the increased uptake of annual health checks by inclusion within the CCG Universal Offer to GPs. • Provide CPD opportunities for multi-agency professionals (including education providers) focused on effective person-centred planning and outcomes. • Through a team around the child principle agree the relationship between TACAF/ PEP / EHCP record keeping and meetings. • Review resources and capacity of specialist services as part of the graduated response and the EHCP process 	HoVL/ DCOs	<p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care.</p> <p>Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p>	<p>Apr 19- Jul 19</p> <p>Jan 2020</p> <p>May 19</p>	

<p>Priority 5 The review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another is weak. As a result, children and young people are often not prepared for the next stage of learning, training or adulthood.</p>
<p>Milestone Arrangements for the review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another are effective.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>Arrangements for the review of the children and young people’s needs at transition points between key stages in education and from one phase of education to another are effective.</p>	<ul style="list-style-type: none"> • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually and at the points of transition • Implement recommendations of PFA work stream • Coproduce an agreed protocol of bringing forward annual reviews. 		<p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care</p> <p>All parents whose CYP EHCP will be reviewed pending Transition, receive clear information that explains the process and how decisions are made about their child's next phase of education.</p>	<p>Apr 19- Jul 19</p> <p>From Sept 19</p>	

<p>Priority 6 A wide range of leaders and families raised concerns about the quality of the graduated response and spirit of inclusion in Staffordshire.</p>
<p>Milestone A transparent, informative and effective Graduate Response supports, challenges and develops an understanding of inclusive practice.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>A transparent, informative and effective Graduate Response supports, challenges and develops an understanding of inclusive practice.</p>	<ul style="list-style-type: none"> Implement a transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks like. Further develop the Graduated Response platform to provide guidance for Early Years and Post 16 education. Embed the NASEN SEND review standards to provide peer to peer challenge including reference to attendance and exclusion of SEND CYP Review expectations in attendance and inclusion policy, with reference to permanent exclusion, and adapt if necessary Education providers are fully engaged in the development and roll out of the SEND system. Implement district governance arrangements to devolve decision making and accountability. 	<p>HoVL</p>	<p>The Graduated Response is developed with stakeholders, parents and young people, and available to all on the Local Offer web-site</p>	<p>Mar 19 onwards</p>	
			<p>There has been a reduction in the numbers of requests for EHCNAs</p>	<p>Apr 19 – Apr 20</p>	
			<p>The number of fixed term and permanent exclusions of CYP with SEND is reducing and is lower than all pupils nationally</p>		

<p>Priority 7 The oversight of improvement work in schools, alternative provision and the independent sector is weak.</p>					
<p>Milestone There is effective oversight of improvement work in schools, alternative provision and the independent sector</p>					
Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>There is effective oversight of improvement work in schools, alternative provision and the independent sector</p>	<ul style="list-style-type: none"> • Education providers are fully engaged in the development and roll out of the SEND system. • Implement district governance arrangements to devolve decision making and accountability. • Implement a transparent, informative and effective Graduate Response to support, challenge and develop an understanding of what good looks. • Embed the NASEN SEND review standards to provide peer to peer challenge and support. • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually 	<p>HoE</p>	<p>New SEND system and local governance arrangements are operational</p> <p>Improved educational, health and social care outcomes for CYP with EHCPs</p> <p>EHCP assessments use child centred approaches, transparent decision making processes with clear lines of governance involving education, health and care</p>	<p>Apr 19 – Apr 20</p>	

<p>Priority 8 Children and young people and their families do not yet have access to the right help and support. Arrangements for accessing some services are confusing and complicated.</p>
<p>Milestone Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.</p>

Focus Area (Intent)	Actions (Implementation)	Lead	Evidence (Impact)	Date	Progress
<p>Children and young people and their families have access to the right help and support. Arrangements for accessing some services are clear and transparent.</p>	<ul style="list-style-type: none"> • The relaunch of the Local Offer provides clear signposting of provision. • Fully engage with existing CYP forums and how they effectively support the coproduction of SEND systems and processes. • Through a team around the child principle all stakeholders are engaged in the development and review of plans • Agree a joint multi-agency standards and quality assurance framework for EHCPs, to ensure that plans are thorough, comprehensive and detailed, and coproduced within agreed timeframes, and reviewed annually • Review the opportunities for redesigning pathways for CAMHS and ASD services post 18 	<p>CCG commissioner/ CSC lead</p>	<p>Parents/carers report increasing levels of satisfaction with the SEND services in the local area.</p> <p>EHCPs reflect a full description of the CYP SEN and any health and social care needs</p>	<p>Mar 19</p>	