

Southend Health & Wellbeing Board

Agenda

Item No.

Joint Report of
Simon Leftley, Deputy Chief Executive (People), SBC

to
Health & Wellbeing Board
on
19th September 2018

Report prepared by:
Brin Martin

	For discussion	X	For information only	Approval required
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Position paper for Health and Wellbeing Board on Special Educational Needs and/or Disabilities

Part 1 (Public Agenda Item)

1 Purpose of Report

The purpose of this report is to;

- 1.1 To update members of HWBB of the progress made in the SEND Three Year Journey (S3YJ)
- 1.2 To raise awareness of the SEND area inspection
- 1.3 To check forward regarding the Strategy refresh due to Cabinet in November 2018 (HWBB December meeting)

2 Recommendations

2.1 Next Steps:

- Continue to strengthen collective multi-agency working, including commissioning;
- Fully implement year one of the S3YJ, and evaluate the impact upon learner outcomes;
- Greater and systematic use of learner voice and coproduction;
- Working with stakeholders, including schools, to ensure inclusive, equitable and quality first learning;

- Raising awareness and acceptance of our respective responsibilities;
- Secure and strengthen further specialist assets, including place planning;
- Undertake Paediatric Review ;
- Implement Neurological Pathways Plan;
- Ensure transparency of funding to drive down pressure on the High Needs Block.

2.2 Demonstrated by:

- Aligning the previous Council SEND Strategy (2016-19) with the inspection framework and with the S3YJ;
- Presenting the refreshed strategy to Council in November, HWBB in December;
- Robust inspection preparation;
- “Just getting on with the S3YJ”.

3 Background

- SEND by far the largest area and reach of statutory duties remaining with the LA for all learners and all schools;
- Five special schools in SOS, 4 attached to SEND Trust, all rated good or above, the fifth attached to PLT (Sutton House, previously Seabrook) rated (inadequate). All are academies;
- Five other resource bases attached to schools;
- Over 3500 learners identified as having SEND (11%), 1300 having an EHCP (3.6%) and 2500 (8%) on SEN support;
- Numbers pro rata to school phase, but 75% SEND male;
- Greatest primary need Speech, Language and Communication (25%), followed by Moderate Learning Difficulty (20%);
- Relative performance gap of SEND learners to their peers in other authorities and to those without SEND greater than the national figures.

4 Reasons for Recommendations

4.1 SEND Area inspection:

- Inspection of the area provision ability to identify, assess, meet and ultimately improve outcomes for learners;
- Partnership between the LA, CCG **and** schools/settings;
- Five year programme, half way through inspection of all areas;
- Five inspectors four days, intensive attention to service user voice;
- Non-judgemental report, although can be required to produce a written statement of action to address weaknesses;
- Current SEF indicates:
 - Q1 The effectiveness of leadership to embed the reforms is **Good**;
 - Q2 The effects of integration and partnership working is **Good**;
 - Q3 The involvement of young people and their parents/carers **Requires Improvement**;
- A How well we identify C&YP who have SEN and/or D is **Good**;
- B How effectively does the Local Area assess and meet the needs of C&YP who have SEN and/or Disabilities is **Good**
- C How effectively do we improve outcomes for C&YP who have SEN and/or D **Requires Improvement**.

4.2 Context facing SEND:

- Demographic pressures significant within SOS, all special schools above Pupil Admission Number, indicative growth of an additional 50 learners (specialist places) by 2023;
- Mainstream “inclusion” likely to create even greater pressures;
- Recent changes in leadership will strengthen our SEND offer;
- Increasingly working as an **area** SEND, Education, Health and Care, more to do;
- Budget (DSG) overspend £800K reflects demographic and inclusion pressures, commensurate with all other LAs;
- A SEND area inspection is imminent.

4.3 Progress in the last year:

- Significantly strengthened senior leadership and partnership working;
- Real operational traction against S3YJ plan, including:
 - Articulating clearly respective statutory roles and responsibilities of LA and schools;
 - Framing “a day in the life of”;
 - Mapping our processes to ensure lean management;
 - In year savings on DSG.
- Strong political, officer and stakeholder subscription;
- Clear and accountable governance routes;
- A refreshed strategic focus on SEND, including **S3YJ**;
- Robust monitoring of performance resulting in significant improvements in timeliness of production (5% to 100% within the year) and conversion to EHCPs (all completed by 31.3);
- Better self-assessment, based upon intelligent data and followed by strategic action.

5 Financial / Resource Implications

5.1 None at this stage

6 Legal Implications

6.1 None at this stage

7 Equality & Diversity

7.1 None at this stage.

8 Appendices

8.1 None