

SOUTHEND SEND PARTNERSHIP

QUALITY & OUTCOMES FRAMEWORK

**PROVIDING EVIDENCE, CHALLENGE AND SUPPORT TO IMPROVE THE LIVED
EXPERIENCE OF CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL
NEEDS AND/OR DISABILITIES**



April 2021

(Final for sign off by SEND Partnership Board)

1 Introduction

The Southend-On-Sea SEND (Special Educational Needs and Disability) Strategic Partnership brings together all the agencies which provide support and services for children, young people with special educational needs and/or disabilities, their parents and carers. Their role is to enable children and young people with SEND to make good progress and achieve outcomes that prepare them for adulthood from the earliest possible opportunity. The terms of reference of the Strategic Partnership Board state that it will do so through:

- Monitoring and taking appropriate action where required to ensure legal responsibilities are met.
- Making sure the right information is available in the right place at the right time, to be used for commissioning, service effectiveness and understanding outcomes for children and families. We will receive information from the sub-groups, task and finish groups and other routes to inform and conduct strategic decision making and commissioning across the local area, in line with any agreed decision-making protocols.

This means that we must understand our communities, the needs of children and their lived experiences and be clear about good outcomes for them. We must plan, commission, monitor and improve the effectiveness and quality of services to be the best that we can be and that we are focussed on improving outcomes for Children and young people and their families.

Research in Practice (2018) *Quality assurance of practice in child and family services* states that “*At the highest level the statement that ‘quality matters’ is unarguable:*

- *Children and young people deserve good quality services. In children’s services, this means knowing you are doing things well to make a positive difference, changing and improving lives.*
- *Making that difference motivates staff and managers and the organisational culture likely to support strengths-based working and quality of practice, can help with recruitment and retention.*
- *It is important to be accountable for spending public money well. Making the best use of the available resources to provide the most cost-effective services at the right quality, especially when need is high and resources are scarce is essential”*

This Quality and Outcomes Framework for the SEND Partnership helps us to achieve this on two levels: At a high ‘oversight’ level across the partnership, and to gather assurance that the services and settings within the local area are effective in monitoring and improving their own quality and outcomes for children and their families.

The framework will be reviewed in March 2022 or when new legislation and key changes come into being. Documents and tools that sit within this framework, including a glossary, will be further developed and updated as required.

2 Our Approach

2.1 Objectives and Scope

This framework sets out how we will systematically assess, identify, understand and improve SEND across the local area of Southend-on-Sea at a partnership level:

- the impact on the lived experience and outcomes of children and families with SEND;
- how well services are led and work effectively;
- the quality of practice, including areas of strength and areas of potential risk to practice – what is working well and where we need to do better.

The collection and analysis of evidence in itself will not improve services or outcomes. We will support continuous improvement through:

- clear guidance on how we plan and develop services for children and their families, including resourcing, setting standards of good practice, expectations and goals;
- a timely and accurate evidence base to provide a strategic line of sight for leaders and enable all managers to have oversight of and to understand ‘what is going on’ in their area and are able to intervene at service or individual child levels if appropriate or required;
- systematically bringing together information from a number of sources in order to provide a whole view across the partnership. This will include putting children and their families as a core part of our evidence base – they are best placed to tell us how well we are doing and what we can do better;
- comparison of how we are doing against previous performance, against regional and national benchmarks, and take account of emerging trends and forecasts;
- an ethos of ‘how can we do it better, together’ to help us to develop our workforce into a learning, a ‘no blame’ culture, where there are ways to challenge, support, and shared accountability. All managers engage with, and take responsibility for the elements of the framework as part of their day-to-day routine;
- guidance and assurance that commissioners are commissioning effectively to achieve the best outcomes, and providers are delivering effectively to meet these requirements.
- being aware of, and making links with other strategies and priorities, such as Southend 2050, to consider how these help us, and how we contribute to them;
- keeping up to date. Services are constantly developing, and legislative requirements change. To prepare for and meet these, we will undertake ‘horizon scanning’ and to identify what, outside of the Southend SEND Partnership, may have an impact on what we do and the outcomes we collectively achieve for children and young people.

2.2 Values and Behaviours

Everybody has a responsibility to contribute to the framework and apply the following best practice in gathering, analysing, understanding and improving how we are doing:

- **Participative and responsible** – everyone should be encouraged to participate and share what works well, and when they are worried about things at an early stage. Measuring quality and impact is something done with and by professionals and parents/carers rather than done to them;
- **Outcome focussed** - consistently focussing on the lived experiences of children and young people, and the impact of what outcomes they achieve;
- **Respectful** - Each piece of information represents a child and/or a family, and we must demonstrate our respect in the manner in which we present, analyse and discuss this information. We have a duty to report with accuracy as inaccurate information in any form is detrimental to outcomes for children and families;
- **Recognise diversity** - disability comes in many forms and children and young people with special educational needs and/or disabilities could be aged from 0 to 25; live in different circumstances or localities, have different needs and receive different support or education depending on those needs. Our information should reflect this, and should be representative of the diversity there is within the Borough;
- **Transparent** – delivering clear messages about the purpose of monitoring activity, with honest constructive feedback regarding how this benefits the organisation and individuals. The aim is to encourage openness and engagement with understanding the agreed outcomes and standards, and progress towards these;
- **Strengths Based** - we are committed to a culture of high challenge and high support so that we learn from what is not working well and equally build on what is working well. This will be supported by open and honest discussions characterised by joined up reflection and analysis.

2.3 Assumptions

- Services are never perfect and scrutiny is required to ensure the right outcomes and standards are met or exceeded and that continuous improvement is evident across all parts of the local area;
- Professionals generally act from good intentions and try to act in the best interests of children and families, but organisations' systems, process, culture and other factors can lead to poor decision making and practice. These organisational elements also therefore need to be a focus for review and improvement;
- We will take care that information is not presented subjectively. We will regularly review the information we are using to ensure it remains relevant, is proving what we need and that it provides appropriate controls;

- We will be proportionate about the collection and analysis of information across the partnership and how we will use this wisely. We will ensure our processes and reporting are as efficient as possible and that the partnership uses existing information where possible;
- Measuring outcomes for children are clearly the most important, but we will also measure the effectiveness of the system;
- The framework must result in providing learning across the partnership about how we can do better, and one of the purposes is to develop our workforce and improve service provision, and not simply describe or criticise it.

2.4 Compliance to legislative requirements

The partnership will be assured that there is compliance to legislation through the quality and outcomes framework. The key legislation is:

- Children and Families Act 2014 (specifically Sections 36 – 50).
- The Care Act 2014 Section 2 of the Chronically Sick and Disabled Persons Act 1970.
- The Children Act 1989 (Sections 17, 20 and 47) and associated statutory regulations.
- SEND Code of Practice (2015).
- The Childcare Act 2006.

3 The framework

3.1 Overview

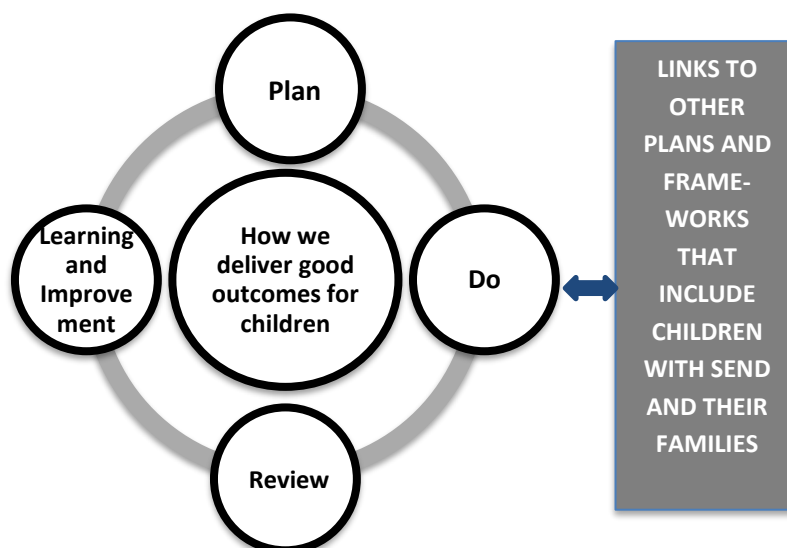
At a simple level, our 'plan, do, review' framework puts outcomes for children and young people at the centre (see figure below). Page 11 illustrates a more detailed diagram of how this will work in practice. Organisations and services within the partnership may have their own frameworks, which are likely to be similar to this model. For example, Ofsted's 'Intent, Implementation, Impact' for schools.

PLAN (INTENT): Strategies, Improvement Plan or WSOA and delivery plans where links between them is evident. Clear standards and expectations set.

DO (IMPLEMENTATION): Delivering on our plans and also 'business as usual' to required standards, within budget, achieve outcomes.

REVIEW (IMPACT): Routine collection and scrutiny of a range of evidence, summarise how we are doing, impact.

IMPROVE: Take learning and identify where improvement needed as well as what is working well. Share widely.



3.2 Plan

The SEND partnership will develop and monitor a local area plan and priorities for SEND based on our SEND strategy, inspection and evidence of where improvements are required. It will be managed by SENDOPs.

Planning will include clarity about standards and goals expected. Setting goals, standards and priorities will be based on:

- what children, families and our staff tell us.
- identified needs of children, young people and families.
- minimum national/legislative standards and requirements.
- best practice.
- historic performance and trends.
- performance of similar/other organisations or services (benchmarking).
- forecasting or 'horizon scanning' what is likely to happen in the organisation or local area that may affect future performance (e.g. changes in resources, economy, population, legislation).
- available resources.

3.3 Review

3.3.1 Outcomes and Impact

We will take an "outcomes based" approach and focus on the difference we are making to the lives of children and young people with SEND. This means considering the relevant condition of wellbeing for children, families or communities that we want, such as 'children and young people reach their full potential'. Current outcomes will be set and reviewed as part of the planning and priority-setting process.

In order to achieve these, we will need to capture a range of evidence about:

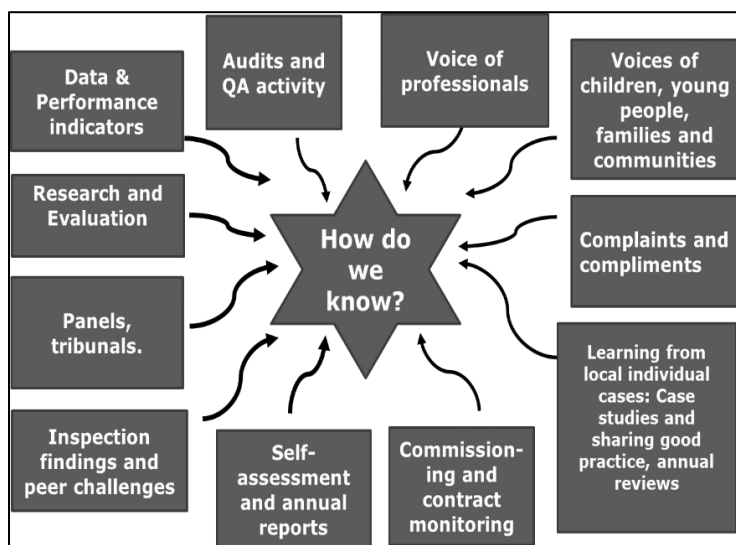
- The **effort** we are putting in:
 - How much
 - How well
- The **effect** of our effort in having an impact on outcomes for children and their families (did we make a difference?)
- The **change** that we need to make to be the best that we can be.

	QUANTITY	QUALITY
EFFORT	How much did we do? (number of children and young people, EHCPs, reviews, participants, etc.)	How well did we do it? (Did we treat them well? Did we achieve the right quality?)
EFFECT	Is Anyone better off?	
	Number and feedback (How many reached the goal, is life better?)	% of total and feedback (what did they think? Is it sustainable?)
CHANGE	Action planning: (What do we do next to improve and when will we know we have?)	

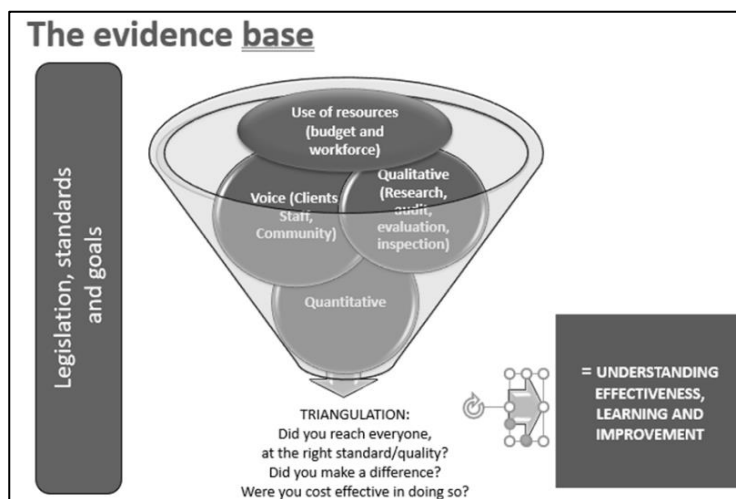
This Outcomes Based Accountability approach is illustrated in the figure above.

3.2.2 The evidence base

The sources we use to monitor and manage quality and outcomes are provided in the **evidence base** that accompanies this framework document. The diagram illustrates the different types of sources that may provide this evidence.



We will look at all the evidence available together (triangulate it) to get the best view of how we are doing. This will include looking at compliance against legislation and standards; effectiveness of services; and importantly outcomes for children and young people with SEND. In doing this, we will apply the values and assumptions in 2.2 and 2.3 above.

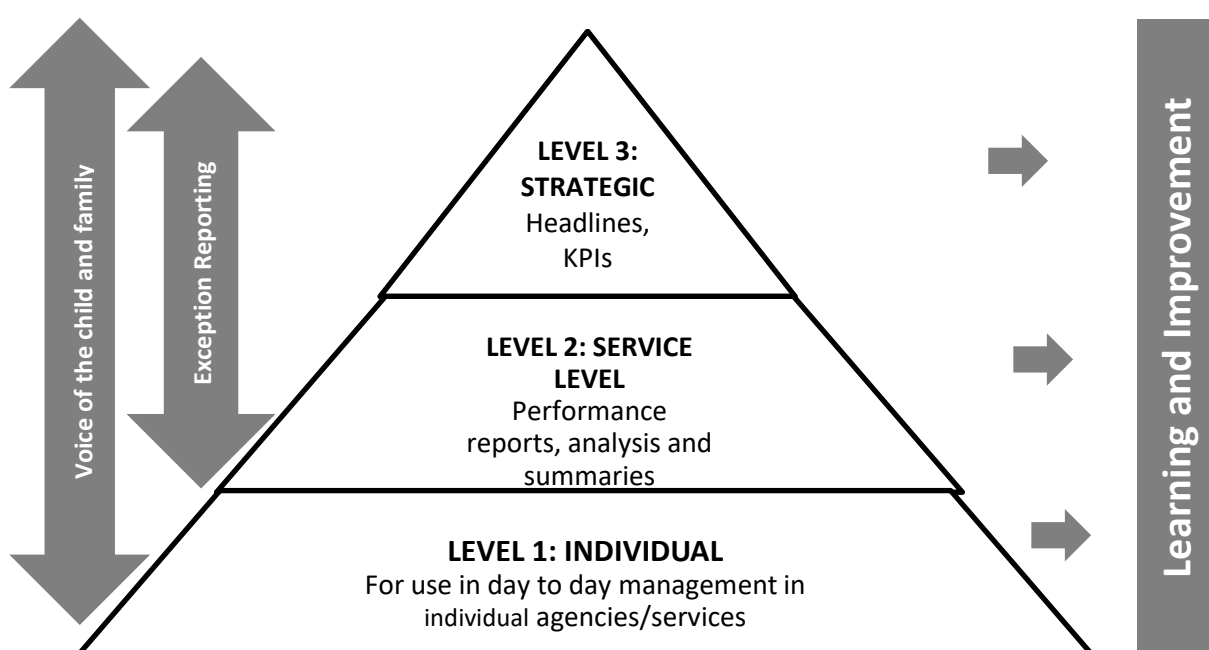


We will ensure the emphasis is more on qualitative sources, hearing views and experiences, learning from good practice and creating a narrative and less on single key performance indicators, compliance checks, and looking at what is inconsistent or has gone wrong.

More	Less
Triangulation of information using different methods.	Using single methods to look at quality.
Conversations.	Scoring and making written judgments.
Learning from good practice.	Only considering cases when things go wrong.
Free-form narrative in audits.	Audit checklists.
Bespoke formats depending on the issue or question/s.	Using one audit format for everything.
Crafting a practice story from considering a number of indicators.	Focus on single indicators.

3.2.3 A whole local area system approach – being proportionate

Each service or organisation in the partnership will have their own methods of monitoring consistency in achieving good quality and outcomes. This will include, as illustrated in the diagram below, understanding and monitoring quality and outcomes for individual children and young people; at the next level, information about all, or groups of children and young people for monitoring performance; and finally strategic information that the SEND partnership will collate to provide a whole local area view across services. The views and experiences of children and their families must be a strong thread throughout this, and a culture of honesty in exception reporting (what is going really well, as well as what is not going well, risks or issues) will help the Partnership know what needs to happen in terms of learning and improvement. The diagram below illustrates this.



3.4 Learning and Improvement

We will promote a culture of continuous learning and improvement across the local area. This will include remedial actions for individual services or settings, agree opportunities for learning and workforce development through:

- feedback to partnership members through the *summary quality and outcomes report* how we are doing;
- encourage feedback through services, events and newsletters. This will include celebrating success as well as information about what can be improved;
- planning more in-depth audits or discussions to collectively work through any issues and solutions;
- workforce development activities and training;
- the Partnership SEND strategy and action plan, and inclusion in other plans as appropriate.

4 Roles and Responsibilities

Broad responsibilities are outlined below.

Performance and quality assurance officers / those producing data and other evidence	<p>Staff who have roles in providing performance information including audits and analysis will:</p> <ul style="list-style-type: none"> • provide advice and guidance in the development and management of data systems and data collection. • provide expertise and advice in performance management, audit and interpretation or analysis of information as appropriate. • provide timely robust information (qualitative or quantitative) gathering and including operational supporting commentary as agreed. • ensure any changes to performance reporting are clearly communicated in good time, to allow any necessary changes to be made.
Individual services	<p>The responsibility of all individual services/settings and their partnership representatives to:</p> <ul style="list-style-type: none"> • monitor their performance and be assured of the quality of practice routinely. • Where required, ensure provision of good quality information in a timely manner, including any narrative required to explain the story behind the data. • undertake any actions agreed.
SEND Operations Group (SENDOPS)	<p>Key Discussion: How are we doing?</p> <ul style="list-style-type: none"> • responsible for implementing this framework. • monitor progress of the SEND action plan (such as WSoA or strategy action plan). Discuss and decide on intervention where there are identified delays in, or barriers to, the implementation of agreed actions; agree any escalation or examples of good practice to be taken to the SEND Strategic Partnership • receive a range of evidence, discuss and analyse performance across the SEND Partnership including areas of strength and areas of risk to performance and agree actions. • participate in discussions in the meeting in a manner which provides appropriate challenge and support without blame. • Complete the summary report for the Partnership Board and agree the key messages to be cascaded to other groups/places, including the Joint Commissioning Group, children and families.

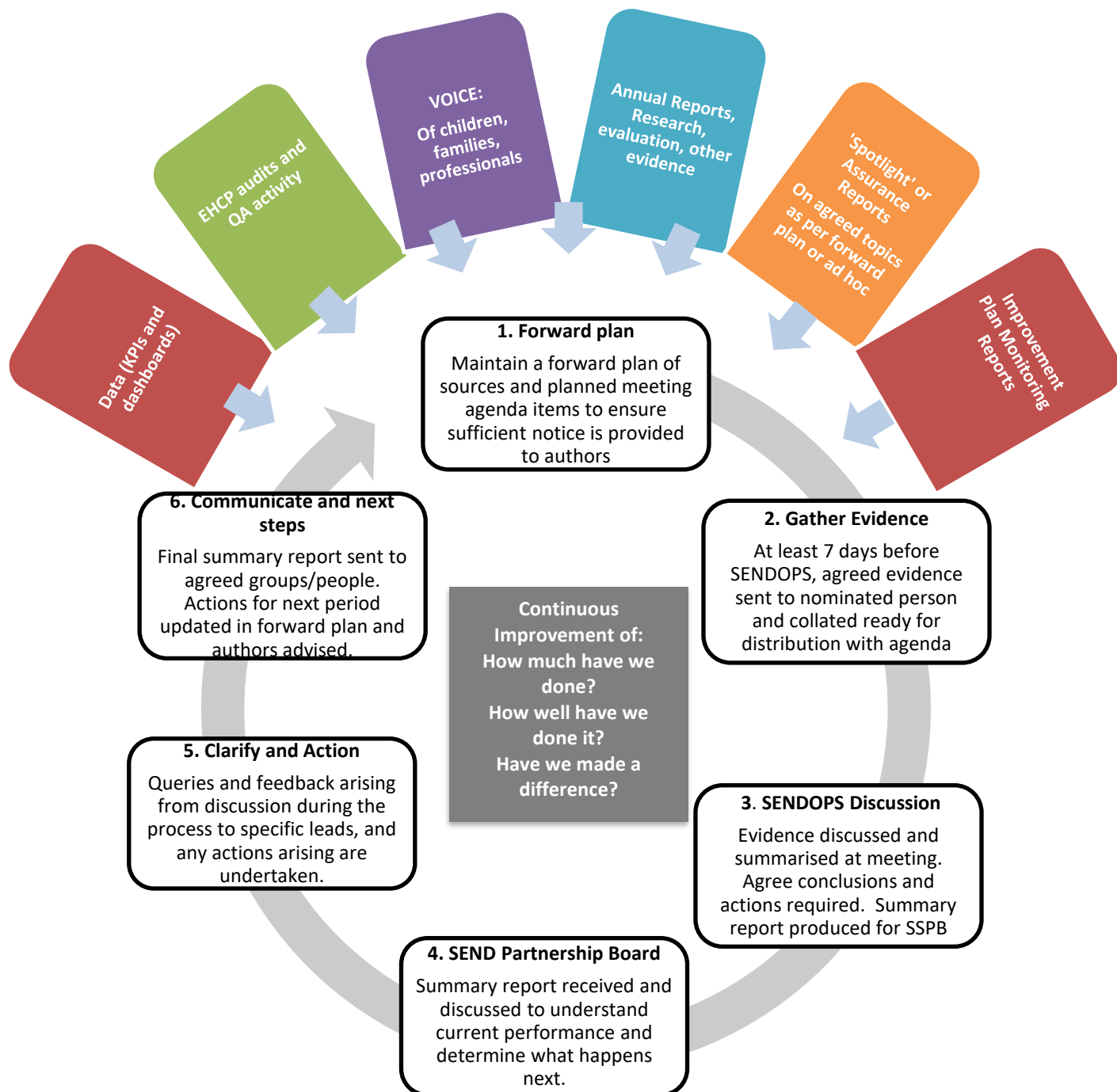
Joint Commissioning Group	<p>Key discussion: How is a range of evidence telling us what we need to commission, and how effective commissioned services are?</p> <ul style="list-style-type: none"> • Utilise evidence within the framework to monitor and influence commissioning priorities and contracts. • At the early stages of commissioning projects, set out, gather and use the right evidence to inform commissioning and monitoring.
SEND Partnership Board	<p>Key discussion: “what are we going to do about it? (remedial action, learning or celebration)”</p> <ul style="list-style-type: none"> • The SEND Strategic Partnership will receive a summary performance report from SENDOPS and monitor the progress of the plans to ensure plans are progressed in a timely manner, resources are appropriate and non-achievement of actions is challenged and understood.
Scrutiny and other governance arrangements	<p>Key discussion for HWBB, scrutiny committee, CCG Governing Body etc. “are we assured”</p> <ul style="list-style-type: none"> • Health and Wellbeing Board have a duty to promote greater integration and partnership working, including through joint commissioning, integrated provision and pooled budgets.

5 Risk and Control

We will maintain a risk register across the local area so that there is a whole local area view of where the risks are in achieving our desired outcomes for children and young people, and how we are mitigating these.

6 Processes

Processes, which will fall within the Board cycle and which are informed by the forward plan and evidence base document, are illustrated in the diagram below.



SOUTHEND ON SEA SEND EVIDENCE BASE

This document provides a list of the types of evidence and their sources. It is not exhaustive. As well as individual sections, there is an overarching list of key performance indicators (KPIs) for regular monitoring by the Partnership Board.

Contents:

Summary and main evidence sources

Key Performance Indicators

1. Children and young people in Southend and their characteristics

2. Identification and diagnosis

3. Assessment, planning and review

4. The local offer website and communications

5. Provision of services and support

6. Transition to adulthood

7. Positive outcomes: Education, employment and training

8. Workforce

9. Finance

10. Engagement

Data Notes

Our evidence base should be inclusive of all children and young people with SEND and families:

AGE | NEED/DISABILITY | EDUCATIONAL PROVISION | FAMILY CIRCUMSTANCES

Our evidence base should provide evidence of quantity, quality and outcomes:

- **Quantity:** How much have we done? how many children, activities: is there an increase/decrease and is this appropriate? Breakdown of those? Are resources effectively deployed?
not meeting the standards/timescales; how much has it cost and workforce available (use of resources).
- **Quality:** How well have we done it? results of audits and evaluations, timeliness and standards, softer intelligence.
- **Outcomes:** What difference did it make? Measuring the impact and effectiveness, has there been improvement or sustainability of positive outcomes.

SUMMARY OF MAIN EVIDENCE SOURCES

Link to main evidence source in use which includes some of the data elements:

[SEND PROFILE](#)

Method	More detail and what does it tell us	Source	Frequency
QUANTITATIVE			
NATIONAL			
Department for Education (DfE) statutory returns	Range of education and social care information reported to DfE such as: - Children in Need census - Section 251 finance return - SEN2 return - School Census	DfE	Most are annual. Census is termly
Learning disability profiles	7 measures of children and adults with learning disabilities	Public Health England (PHE)	Latest 2020
LOCAL			
Child level and aggregated EHCPs from Open Objects system/EHCP dashboards (service only)	A range of case-related data by child, worker or team for each team who uses the system - operational information to help run the service and not widely available. There are likely to be many client record management systems in place	Local Authority SEND service	Ongoing
QUALITY OF PRACTICE AND QUALITY ASSURANCE			
Audits and statutory reviews: including Multi-agency EHCP Audits and summary audit reports, SEND Support Advisory Team	Audit and review is a crucial assessment of quality of practice, individual worker performance, and a lens on the lived experience and outcomes for individual children with SEND, help us to check our policies and procedures remain effective. In relation to EHCP audits, a termly report will be provided to SENDOPS as part of the evidence base. To judge the quality of practice, impact the work undertaken has had on the lives and outcomes of the child with SEND, and identify learning for improving practice. The SEND Support Advisory team are responsible for carrying out statutory reviews of SEND provision in schools. This focuses on 4 identified themes that include SEN Support, EHCP, Children Missing	Various	Various

	Education or at risk of and early/correct identification. 'Voice' is captured as part of this process. improving practice. Advisory SENCo team provide audits of SEND provision in schools		
Spotlight sessions and deep dives	Either in meetings or as a separate learning event, bring together a range of evidence and professionals to discuss a topic or service in more detail. This could be an area of concern that has been identified or to shine a spotlight generally on that area to improve partnership understanding or to inform commissioning on that topic.		Ad hoc
Child/case discussions - what is happening with THIS child or young person? How are we working together to identify, meet and review their needs to move from 'coping' to 'thriving'. E.g. CME Case Discussion Group	Case discussion as a group of professionals providing a lens on a child/family or group of children. Understand how everybody involved is working together to meet the needs of the child and family, what their journey has been and what the learning is.		Planned or Ad Hoc
VOICE			
Feedback from children, young people and families	From a variety of methods. The Voice of the child sub group is taking this forward and conducting a mapping to highlight the different methods. To understand views, experiences, wishes and ideas for improvement from children, families and professionals.		Termly
Feedback from Southend SEND Independent Forum			
Surveys, such as the POET survey, Local Offer Survey, views and experiences captured by the Parent Carer Forum			
Multi Schools Council			Termly
Professionals Feedback			Termly
RESOURCES			
Budget and spend			

SEND spend summary document	Document which provides an overview of budgets and spend across the partnership. This is currently a work in progress (February 2021) and will be cornerstone of the Joint Commissioning Group. This will help understand current spend (ringfenced and available) and budget management to inform commissioning decisions		TBA
SUMMATIVE EVIDENCE AND REPORTS			
KPIS/Dashboard	Specific SEND partnership key performance indicators that measure priorities and key areas. Understand current performance on agreed, key measures in the context of the SEND Partnership system.		Termly
SEND Health Dashboard	Performance and risk management system report used to record key performance measures and commentary from Health partners.		
Service Annual Reviews and Annual Reports	The forward plan lists those annual reports which are part of the evidence base for the partnership		Annual
'How are we doing?' Summary performance report	Narrative summary report based on the KPIs and other evidence from SENDOPS to SEND Partnership Board		
Improvement Plan monitoring reports	WSOA and/or improvement plan update. Ensure actions are achieved, progress understood and impact visible.		Termly
SE7 Evaluation Tool (Local Offer)	Framework for evaluating the local offer		Annual

Appendix B: Draft Summary Report to Partnership

HOW ARE WE DOING?

SEND QUALITY & OUTCOMES REPORT

Report to SEND Strategic Partnership Board on (date):	
Report author:	
Purpose of report:	To provide the Board and Partnership with a summary of current performance
Period covered:	March 2021

5 INTRODUCTION

This outcomes summary provides the Southend SEND Operations Group with a range of evidence captured during the period and agreed key performance indicators. One of the purposes of the report is to consider the evidence within the SEND system and what can be done together to address, or improve, where indicated. In some instances, narrative from the responsible lead prior to the meeting will be helpful and this is being requested for the new arrangements.

7 OUR PRIORITIES

Strategic Priorities: <ul style="list-style-type: none">• xxx	Commissioning Priorities: <ul style="list-style-type: none">• xxxx• xxxx
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6 SUMMARY OF EVIDENCE AVAILABLE IN THE PERIOD

Evidence available for scrutiny in this period:

- SEND key performance indicators (Appendix A)
- SEND Profile updates:
 -
- SEND Health Dashboard
- Other

The Partnership Forward Plan provides information about when other key information is available throughout the year.

7 REVIEW OF PERFORMANCE

4.1 What is working well?

4.2 What are we worried about?

4.3 Voices (children, families, professionals)

- a) POET survey task and finish group met.
- b) E.G. A development session with parents to inform the self-evaluation was held on 18th February 2021, attended by 8 parents. It included discussion about 'what good looks like' and standards, and what is working well/not working so well (positives and negatives) across: identification and diagnosis; assessment and planning; provision, including schools, and xxx. There were plans to talk about experiences during the Covid-19 pandemic but unfortunately not enough time to do so. These are now informing both the self-evaluation and other areas. Some of the headline information from parents (there was a lot, this is a quick headline only):

8 OTHER INFORMATION AND EMERGING ISSUES FOR NEXT PERIOD (HORIZON SCANNING)

9 RECOMMENDATIONS

Recommendations from SEND Operations Group to SEND Partnership this period:	1. Note current performance and agree any feedback as a result 2. 3.
Commentary from the Southend Strategic Partnership Board meeting	<i>To be inserted after the partnership board meeting before version 3 is circulated wider</i>

Circulation:

Version 1 to SEND Operations Group
Version 2 to SSSPB
Version 3 Circulated widely