



Scrutiny Commission

Tuesday 28 February 2023

Agenda Item 7

Special Educational Needs and Disabilities (SEND)

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North Northamptonshire SEND Improvement Programme



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Northamptonshire
Children's Trust

Integrated Care
Northamptonshire



NPFG

Northants Parent Forum Group

We will be our best, so every child can be their best.

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**Making SEND
everyone's
business**

**Making good
practice
common
practice**

**Identifying and
meeting the
right needs at
the right time**

**Co-Production
at the heart of
strategic and
operational
practices**

Vison and Strategy

The outcomes we are looking to achieve through the co-produced SEND Vision and Strategy are:

- Improving the lived experience of the child and family
- Improving outcomes for children and young people with SEND.
- Improving families' confidence in local services identifying and meeting their children's SEND needs.
- Reducing local variation in the lived experience of the child and family
- Parents / carers feel that local services and systems are better informed by the views, needs and wishes of their local community.

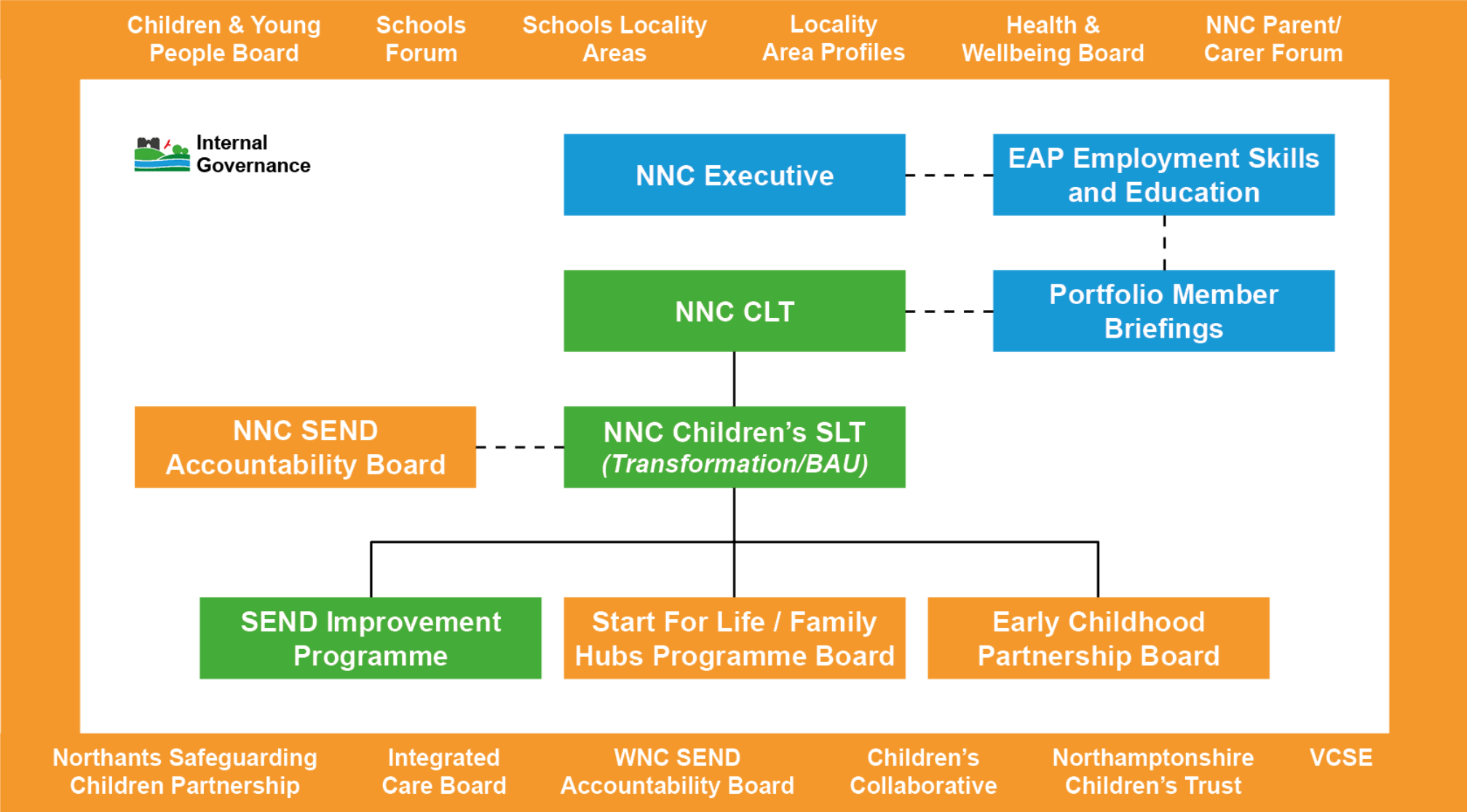
By:

- Working as a local partnership and taking collective responsibility for implementing the required changes (Partnership approach to strategic leadership of SEND improvement)
- Parents / carers and young people being actively involved in service planning / delivery and decision-making that leads to improved services (co-production at the heart of operational and strategic practices).
- Ensuring we all play our part in understanding and implementing the key principles of co-production at individual, operational and strategic levels in all aspects of SEND work (SEND – everyone's business).
- Ensuring the workforce have the right knowledge and skills to identify needs early and meet needs quickly and locally (right support right place right time)
- Identifying and sharing best practice and putting in place measures to make it common practice (making the best practice common practice and improving the lived experience of the child and family).



Programme Governance

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Key - Attendance

	Member		Officer		Officers & Partners
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Our Challenges: Where we were

- Special school provision unable to meet the increased number of children and young people referred
- Budget under pressure as local special school demand and use of external independent providers increased
- Lack of strategic and operational oversight for the allocation and quality of specialist provision and resources
- SEND early help offer not joined with gaps in parts of the specialist support services

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Our Challenges: Where we were

- Processes for statutory assessment **wieldy** and not working and **performance variable**
- A **backlog of over 140 out of time assessments and 900 annual reviews that had not been processed in July 2022**
- **No specific allocation of specialist teams** for children with an **EHCP or with identified complex needs** - all SEN case officer led.
- **Tribunal cases** were at a critical level with **37 tribunal cases**, the majority having missed the deadline for submission
- **Broken relationships between the LA and** with families and schools

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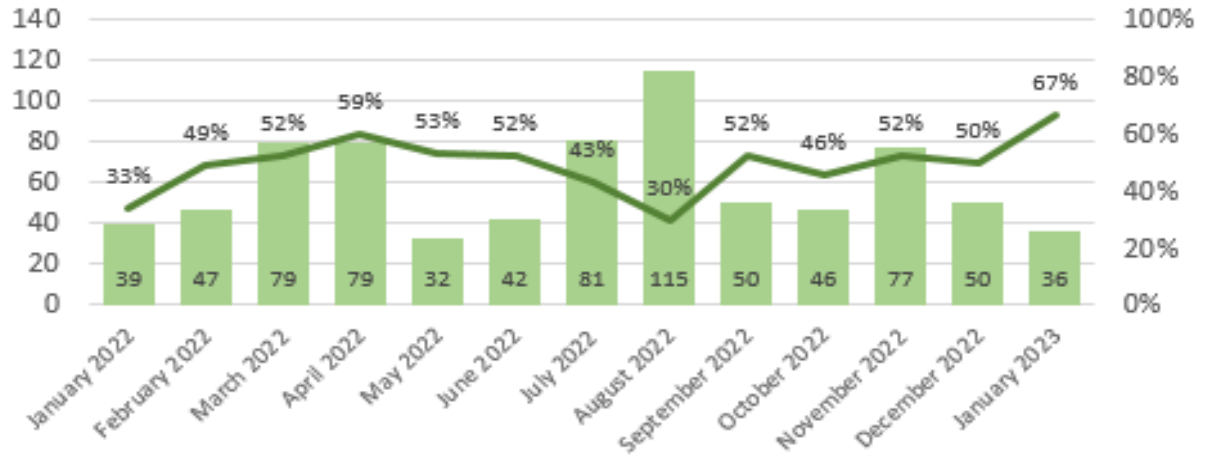
SEND Baseline Data

No of EHC assessment and timeliness

EHC Plans (including exceptions) & % EHC Plans on time (including exceptions)

EHC Plans

% on time

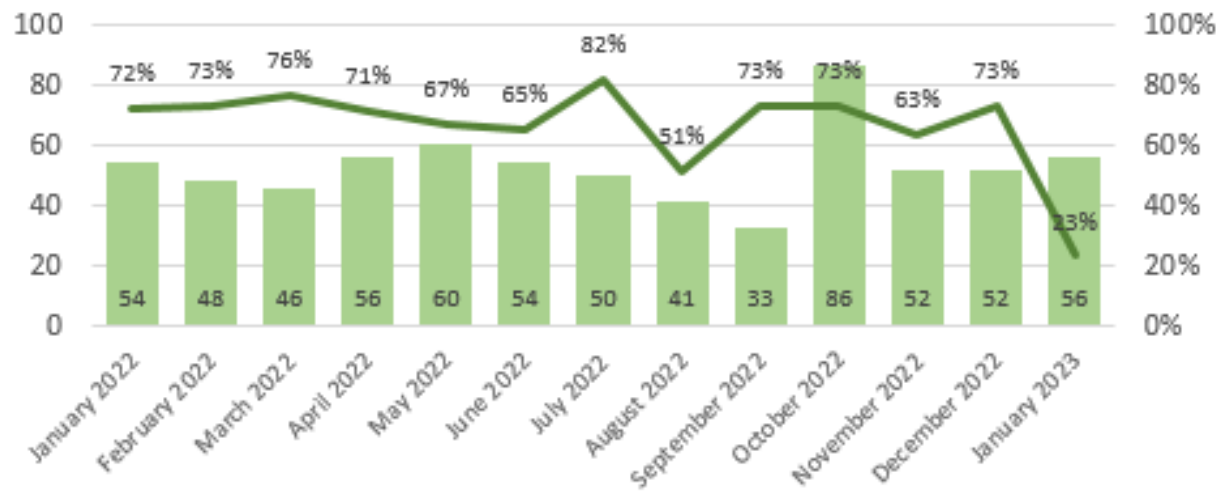


Page 6 Educational Psychology Service

Educational Psychology Advices issued & % Educational Psychology Advices issued on time

Advices issued

% on time

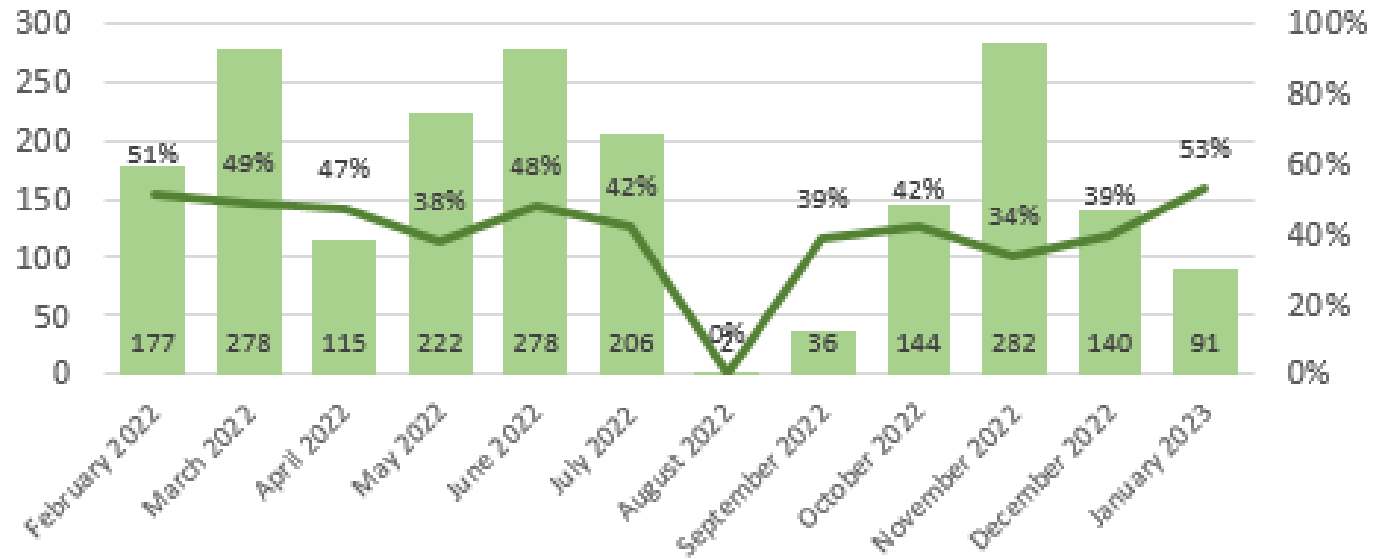
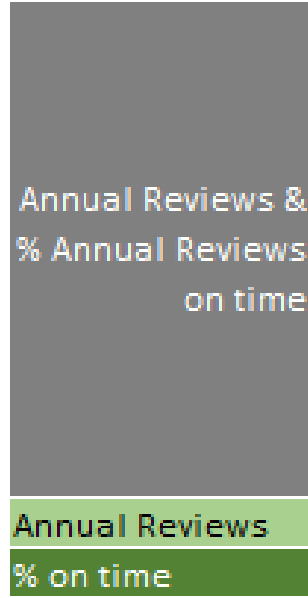


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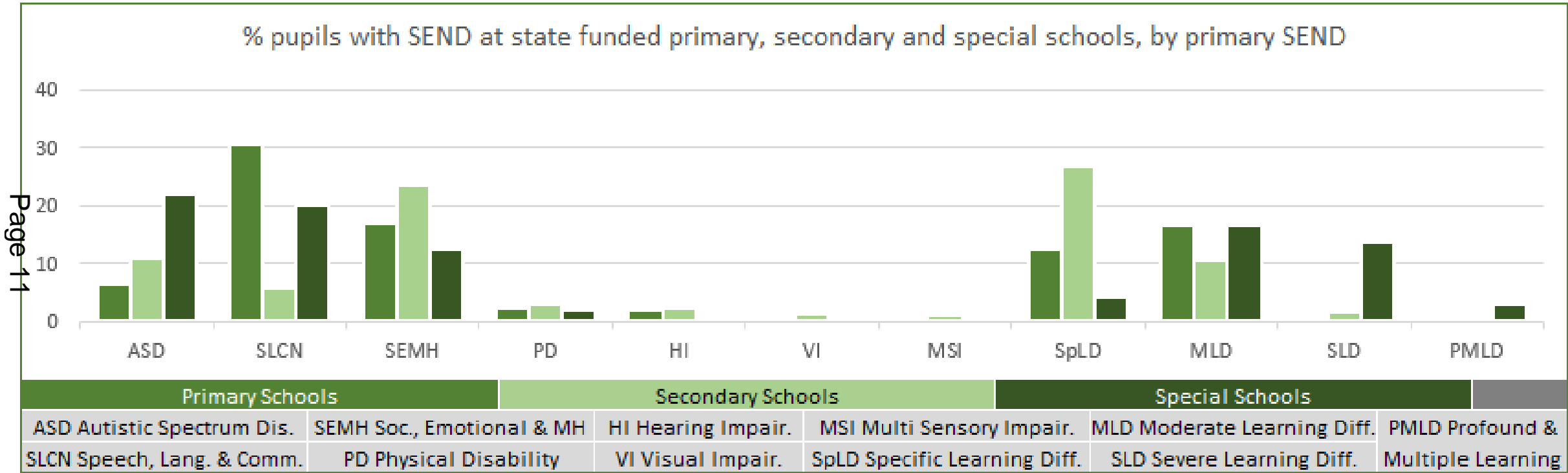
SEND Baseline Data

Annual Reviews
Timeliness

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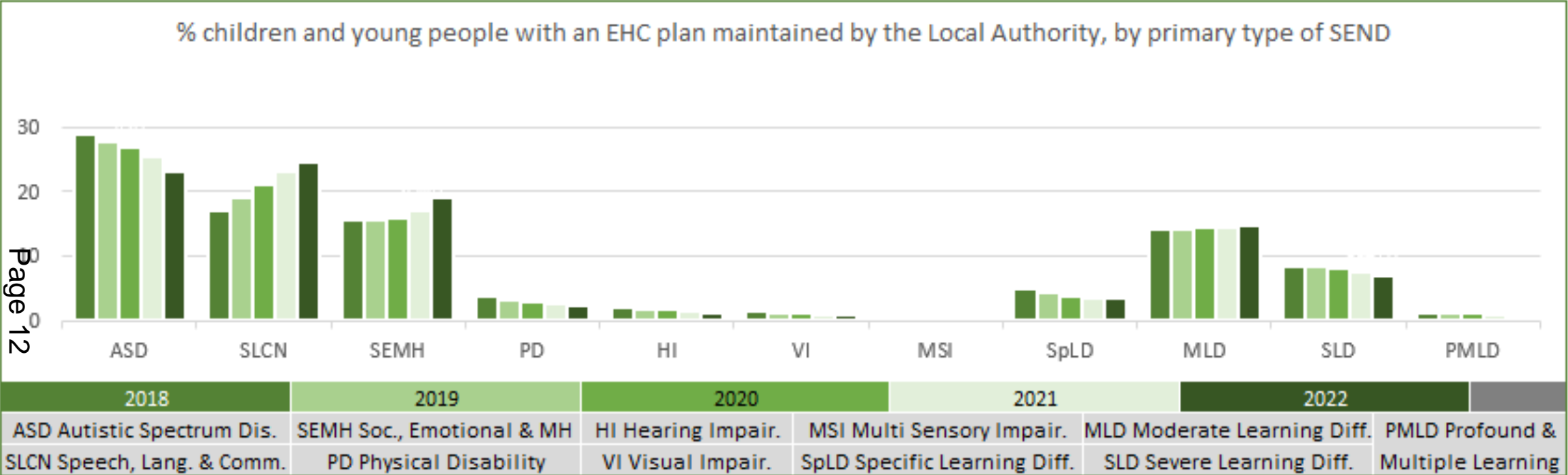
SEND Support by Primary Need



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EHCs by Primary Need



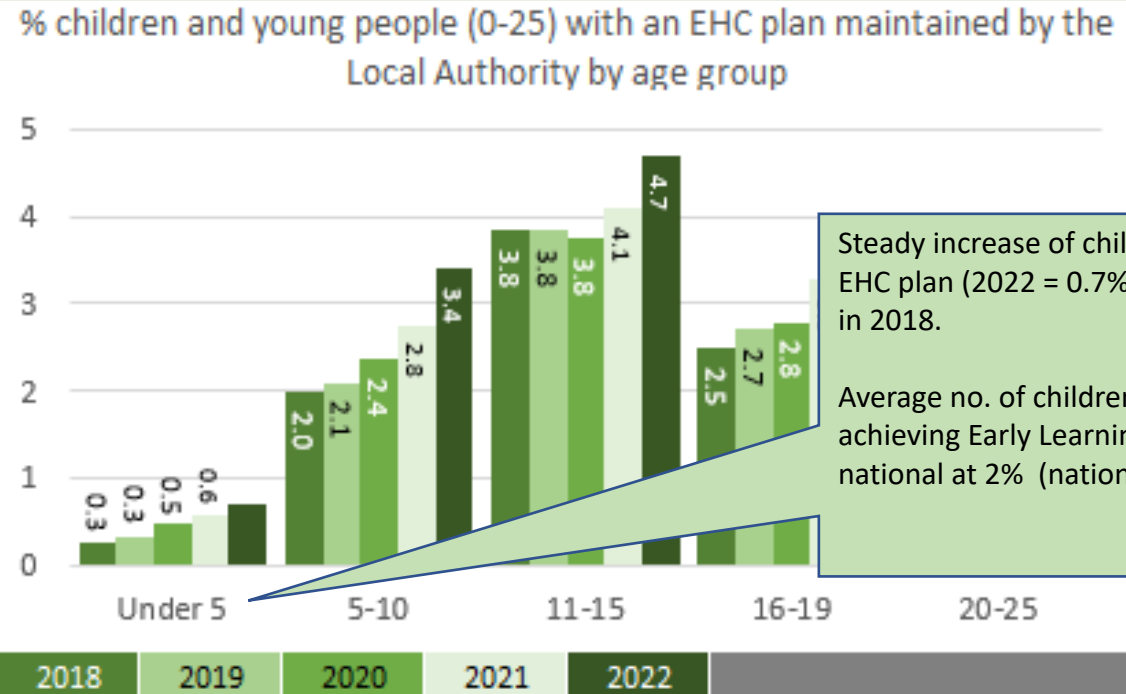
Social, Emotional and Mental Health (SEMH) needs are increasing therefore the joint commissioning workstream has commissioned a review of this which will be completed in May 2023 and will help inform commissioning need.

Early Years

Number of EY children with special educational needs and disabilities / EHCP

Age	Number of children
Under 5	181

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Steady increase of children under 5 with an EHC plan (2022 = 0.7%) compared with 0.3% in 2018.

Average no. of children with an EHCP achieving Early Learning Goals slightly below national at 2% (national = 2.1%)



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Early Years SENIF

In September 2022 new SENIF funding process was introduced and very well received

A separate Early Years Panel was introduced to ensure that there was a focus on children under the age of 5 (before they start attending year reception). This has enabled us to have a clearer picture of what needs are being highlighted in early years and to ensure the funding is being spent in the correct manner.

The introduction of SENIF means there is now a comprehensive graduated funding approach available to the sector to

support children including:

- Notional SEND: Additional 3p per hour for every 3 & 4 year old funded child
- SENIF: Funding to support children in setting with low and emerging SEND needs
- SENIFPlus: Funding to support children with more complex needs but not on an EHCP, those who may be awaiting a diagnosis
- EHCP: Funding to support settings with children with an EHCP

SENIF and SENIF Plus						
	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Total
Number of accepted SENIF application	2	13	36	5	12	68
SENIF paid	£2,583.47	£6,975.00	£21,512.00	£3,883.00	£7,783.00	£42,736.44
SENIF Plus applications sent to SSS		1	10	10	8	29

Early Years Provider Overview

Total Number of EY Providers

Type of provision	Number of providers
Childminders	236
Nursery classes in schools	31
Maintained nursery places	4
Private, Voluntary, and independent nurseries (PVI)	139

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OFSTED

Provider Type	Number of settings with Good or outstanding	Percentage of settings Good or Outstanding
Childminders	172	99%
Nursery classes in schools	18	78.0%
Maintained nursery schools	2	50%
Private voluntary & independent	99	99%
Grand Total	291	96%

According to the Local Authority Interactive tool updated on the 24th January 2023, **93% of 2 Year olds** and **85% 3 and 4 year olds** accessing some free early education are attending settings rated Good or Outstanding.

Open and Closed settings

Newly Registered EY Provisions 01.01.2023- 20.02.2023

Shannon Taylor – Little Harrowden

April Jones – Finedon

Coral Oldham – Burton Seagrave

Natasha Walpole – Kettering

Michelle Vauz – Little Harrowden

Jessica Farmer - Desborough

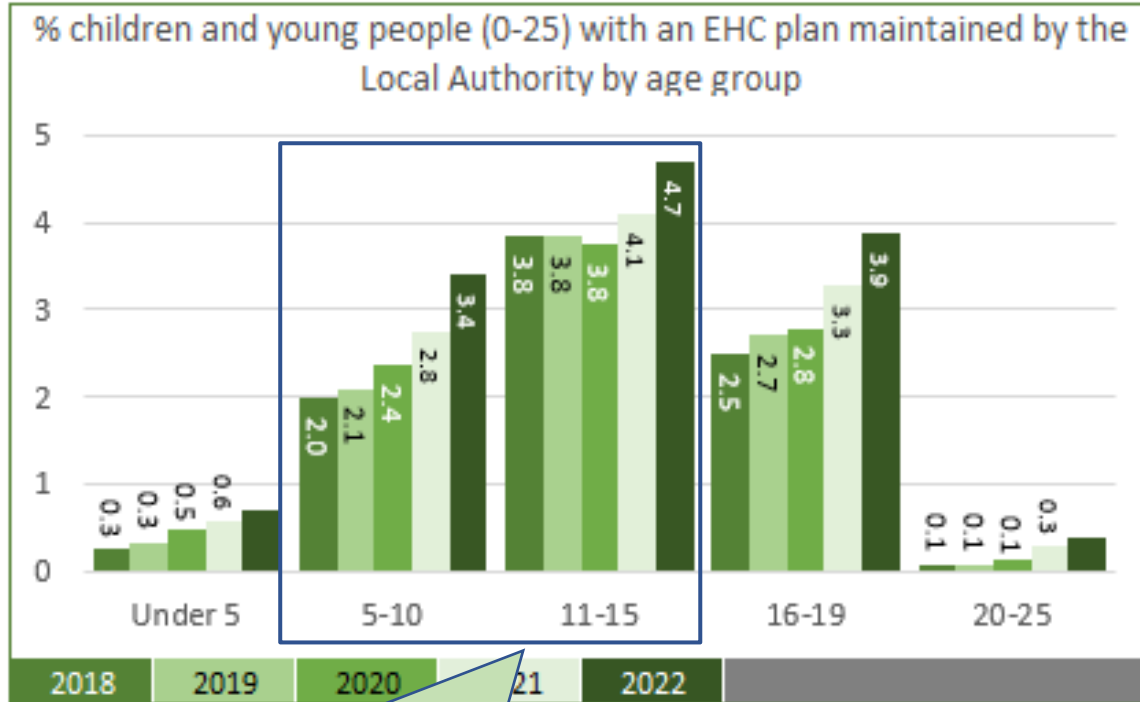
Resigned EY Provisions 01.01.2023- 20.02.2023

Harriet Marzec – Kettering

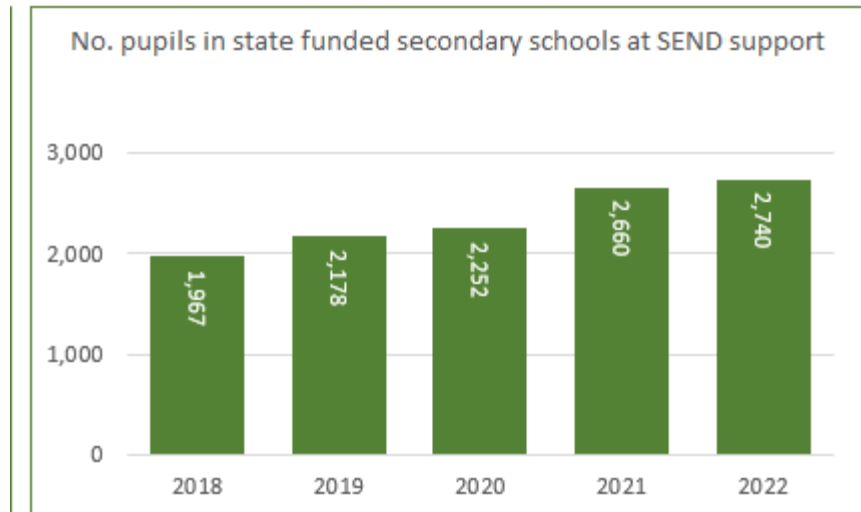
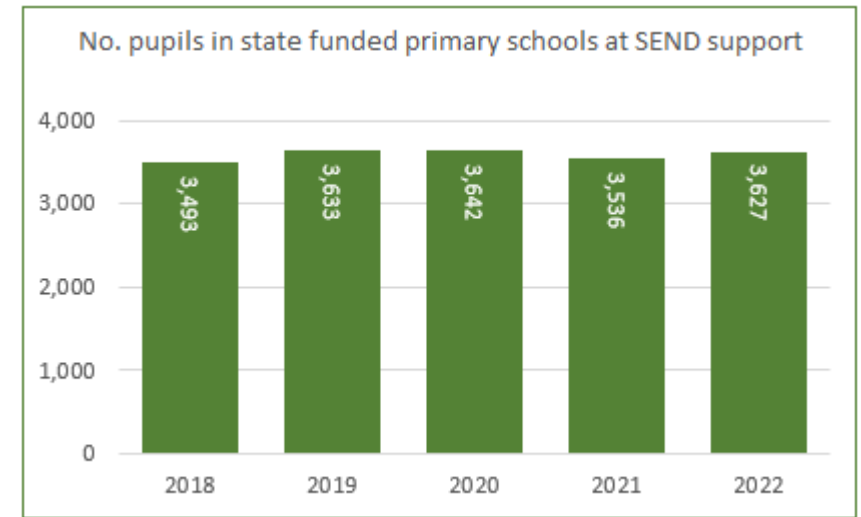
Mawsley Day Nursery - Mawsley



School Age



Increase in % of children and young people with an EHC plan in primary and secondary education .



SEND Services priorities for improvement based on initial challenges

3 key operational priorities identified for improvement

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Priority One

To support schools in developing local provision by strengthening an early help offer of a **SEND education local team** around our four localities of mainstream schools

Priority Two

Reviewing and developing **responsive, flexible and effective local specialist provision** as part of an annual cycle

Priority Three

Ensuring the governance arrangements for specialist resources are effectively managing demand and need as well as **responsive to assessing and reviewing need**

Priority One: What we have done

Developing Local Provision / Early Help Offer

- Locality team delivered fourth roll out SENCO forums in January. Key theme: delivery model for the teacher advisory service for SEMH/SLCD/C&L/sensory impairment
- Worked with mainstream school sector to deliver first half day teacher conference in February with the Whole School SEND national team
- Locality team delivered first parent locality network in December and planning undertaken for full roll out in February 2023
- Launched the second advisory teacher specialist team for Communication and Cognition and Learning Difficulties, building on the success of the SEMH special school outreach team which was launched in November 2022
- Paper outlining realignment of the HNB funding to ringfence mainstream resource for early help funding presented at schools forum in January 2023
- Early help funding into fourth cycle, working closely with the outreach team, ensuring allocation of resources are established through a graduated approach.



Priority Two: What we have done

Reviewing and Realigning our Current Provision and Processes

- Work has continued to develop and implement 170 mainstream unit places as part of a phased programme and the wider sufficiency programme to ensure specialist provision across the four localities.
- Service level agreements for commissioned services for units and independent schools are still being finalized with schools and services; new funding formulas unit provision have been agreed with all existing unit provision.
- The second roll out of monitoring is currently underway for independent sector and two site monitoring visits completed. Awaiting sign off of independent sector contracts. 500,000k of funding recouped following the introduction of new processes.

Area	School	Status	No of places	Proposed funding 2024/25
Wellingborough	Stanton Cross primary	Academy	8	£24,000
	Wollaston Secondary	Academy	12	£36,000
East Northants	Thrapston Primary	Converter	12	£36,000
Kettering	Mawsley Primary	Converter	12	£36,000
TOTAL				£132,000

Priority Three: What we have done

Reviewing our governance for allocation and reviewing specialist resources

- New performance management system has resulted in further improvement in timeliness of assessments, with 85% of assessments that were due in month achieved on time for January.
- A backlog of over 140 out of time assessment now reduced to under 10.
- Annual review backlog of 900 plus cleared and new process introduced for monitoring service and school timeliness is demonstrating performance improvement with 75% service timeliness for processing annual reviews and 54% timeliness from schools in undertaking the annual review within the annual statutory framework
- The team have amended 570 plans in preparation for Phase Transfer, and liaised with a number of stakeholders in preparation for the February and March statutory deadline
- The team are currently in the process of ceasing a potential of 186 EHCPs as part of the capita cleansing work which commenced in December
- Personal budget policy and payment arrangements are currently being disaggregated and finalised and new monitoring and review arrangements implemented.



SEND: Getting the basics right

A range of projects started in 2022 to address the challenges as well as create a stable foundation on which to build the improvement journey.....

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Distance Travelled....

Qtr 4 2021/22

Qtr 1 2022/23

Qtr 2 2022/23

Qtr 3 2022/23

Qtr 4 2022/23

Joint SEND Accountability Board (SAB)

- Joint SAB setup and chaired by NNC DCS, from April 2023 the Las will run their own SAB with partners, the NNC SAB started in shadow form in Feb 2023.
- Engagement from all partners and well attended to ensure Local Area
- Partnership roles are clear
- Workstreams setup to give focus to priority areas

SEND Workshops with professionals and parents

- Co-production charter created through workshops
- SEND strategy shared through workshops and feedback incorporated
- Positive feedback from workshop attendees

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Distance Travelled....

Qtr 4 2021/22

Qtr 1 2022/23

Qtr 2 2022/23

Qtr 3 2022/23

Qtr 4 2022/23

EHCP Improvement

- Increase in EHCP completion rate
- Multi-agency quality assurance framework and tool has been developed to quality assure EHCP

EHCP QA

- Audit tool procurement and implementation

SEND Data Improvement

- Multi-agency SEND dashboard that informs leaders about the current profile and of SEND across the local area

Transformation of SEND Support and Administration Team

Building four locality teams

- Reconfigure SEND specialised teams to work across four localities to maximise integrated working.
- To develop individual and network meetings with all school leaders and SENCOs and the SEND cluster team.



Young people in specialist provisions are optimistic about their current provision and their preparation for adulthood (Peer Challenge Review Oct 22)

Generally, CYP at SEN Support achieving better than those with EHCPs

SEN Support L3 qualifications achieved by CYP has improved over the last year and this seems to be an upward trend

SENDIAS is working with schools to engage more young people in this work - feedback is influencing the co-development of our Charter and SEND Strategy

Progress

The development of Family Hubs has been codesigned with families, and the Hub will have a parent-carer coordinator within it (Peer Challenge review Oct 22)

Range of YP participation groups are being developed: Children educated outside LA: Regional Young Researchers have been asked to support development in this area; Plans for engagement in Transport Improvement

Parents told us about some schools which offer a 'gold standard' of inclusion and support, identifying needs at an early stage and making appropriate adjustments, whilst communicating effectively with families - this hugely improves lived experiences and outcomes (Peer Challenge Review Oct 22)

By August 2022 we have reduced the number of out-of-time statutory assessments currently awaiting completion from over 100 to 12. An improvement of over 88%, which translates to fewer CYP and families experiencing delays in the ECHNA process and the issuing of a CYP's EHCP.

We are making progress with the timeliness of our assessments, with an average of 56% completed on time for January-July 2022 (only 3% below national 59.9%), compared with an average of 20% between August and December 2021

We have reduced the number of children not in school and receiving home tuition from 22 in March to 4 from Sept 2022, an 82% reduction

Progress

There are currently just over 200 annual reviews returned from 2021/22 academic year that have not been processed compared to 850 in August. The Annual Review Team are ensuring the backlog of all out of time EHCP reviews are completed and issued. This has now reduced significantly from over 900 cases at the beginning of September 22 to 276 in the second week of November 22. 70% reduction in number of overdue Annual Reviews

Multi Agency QA Action Plan: Work taking place with special schools, the new Annual Review team and locality teams to ensure progress is closely monitored.

The Co-Production Charter, near completion, and the workshops/processes which have developed it, as they have been equally important in sharing thinking and values

SEND: What next...

- Achieve a shared understanding of the issues and challenges that then informs our priorities and actions
- Listening to what we have heard and ensuring that we focus on the things that are most important to our service users
- Take the necessary actions together to identify and meet local needs and secure improvement and confidence in local provision and services

Collective commitment to improving SEND across North Northamptonshire

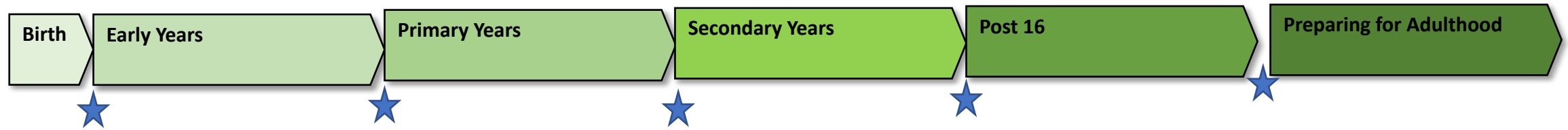
Secure local accountability for improvement

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SEND Improvement: Journey of the Child



SEND data dashboard/ Analysis of data

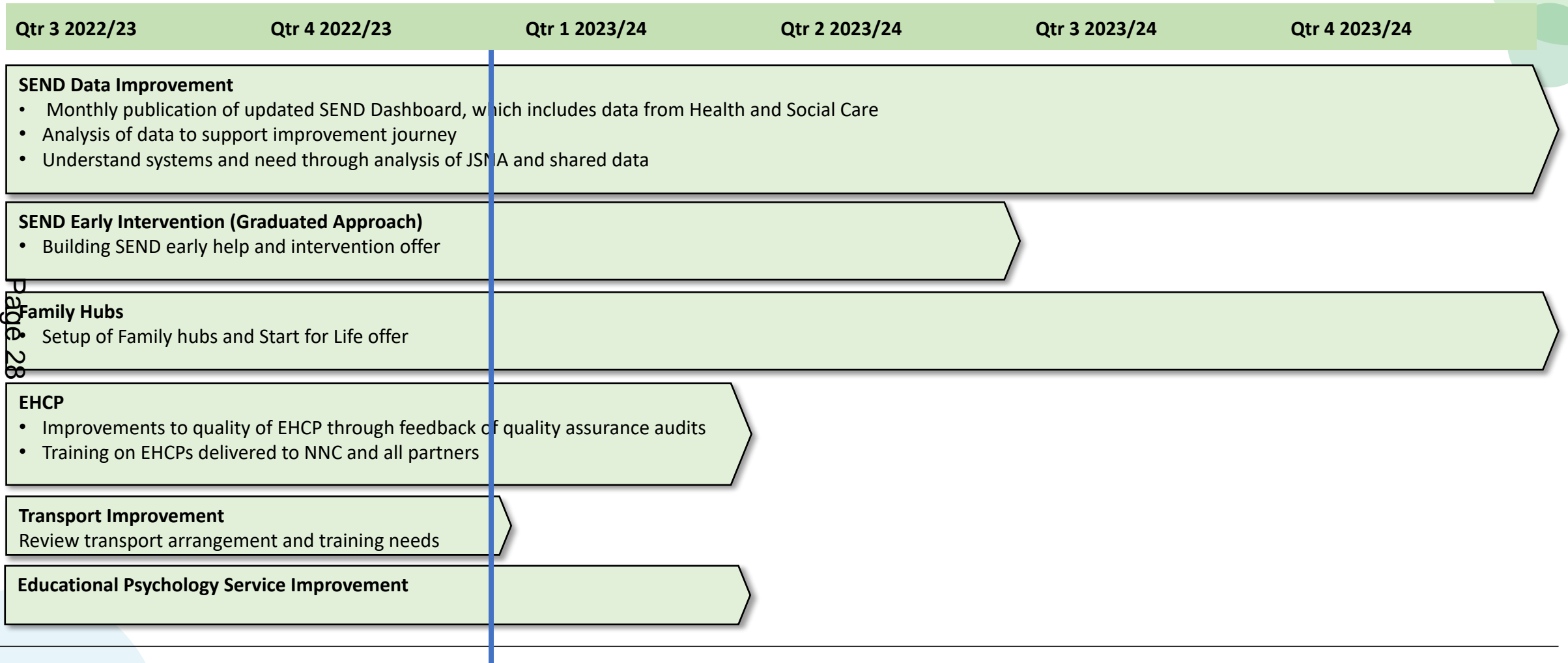
Introduction of Family Hubs

SEND health and education local teams in mainstream schools

Developing responsive, flexible, and effective local specialist provision including through joint commissioning, alternative provision

Improvement in Education, Health, Care Plans (EHCP), education psychology service

SEND Improvement Journey

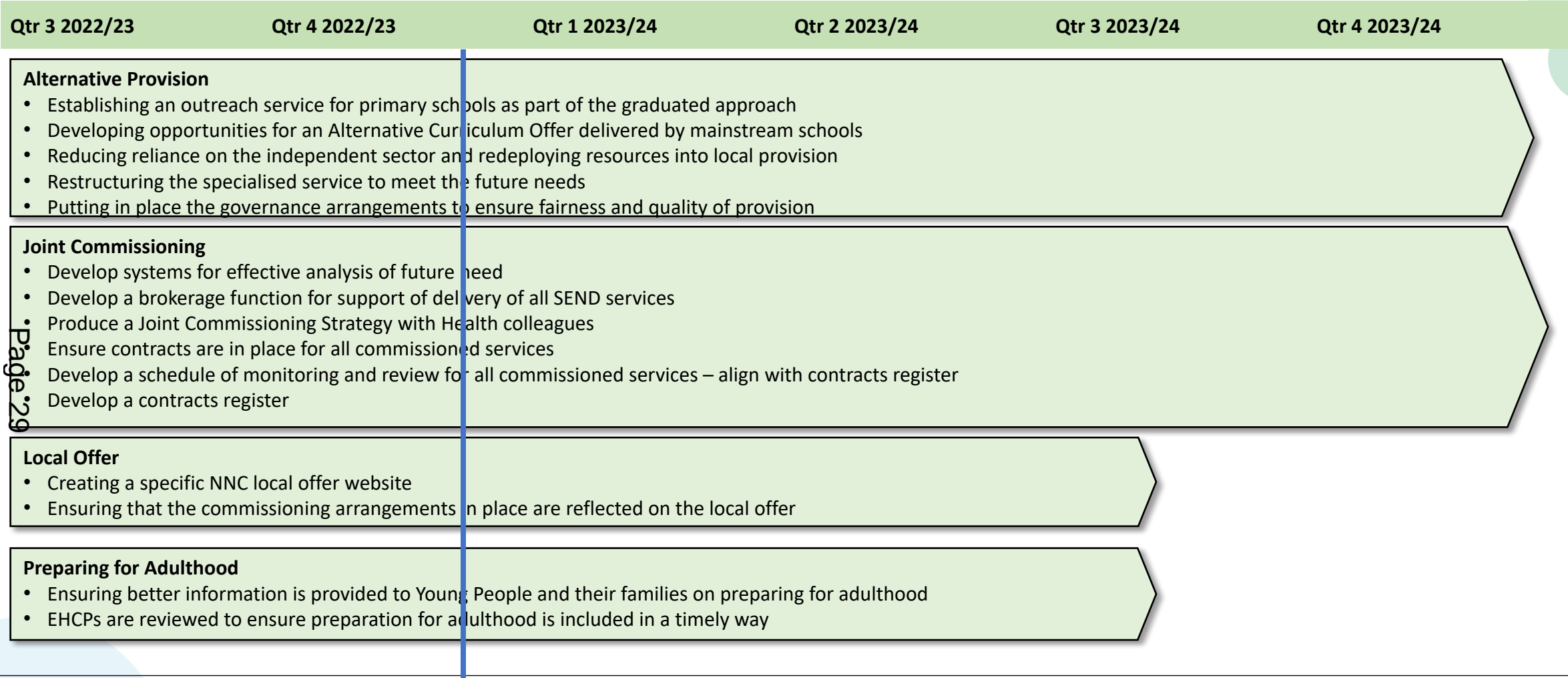


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SEND Improvement Journey



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Improvement Journey: Strengthening Co-Production

We have worked with partners to co-produce a Co-Production Charter which articulates our shared values and commitments. Conversations and workshops, listening to and learning from the experiences of parents / carers, services, schools and partners from other agencies provides valuable feedback which identified following key themes:

- Training
- Communication
- Local Offer and Support
- Resource issues
- Process, Outcomes, Monitoring and Accountability

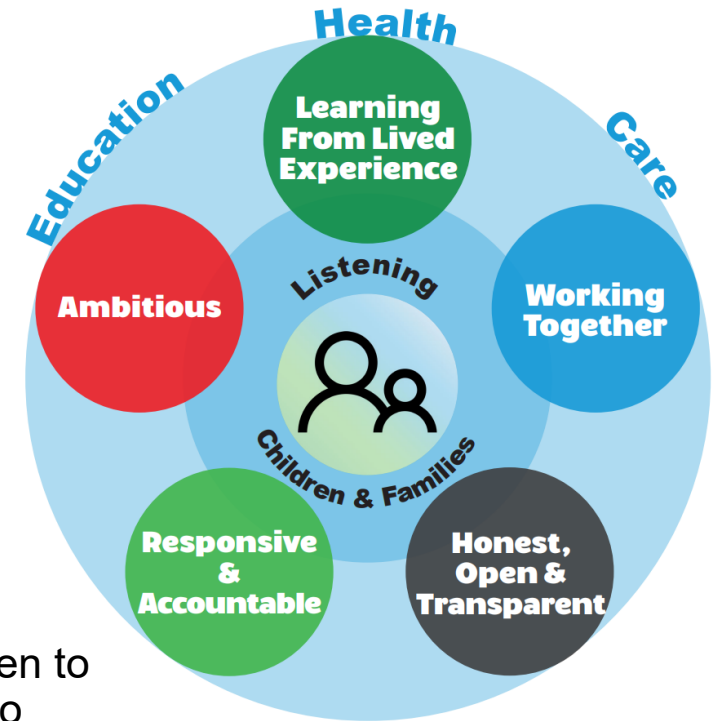
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Children and Young People

We are working with the SENDIAS Young People's Advisory Group to collect and listen to their views and agree on how we can get more young people involved in helping us to improve their experience.

SENDIAS is working with schools to engage more young people in this work. Their feedback is influencing the co-development of our Charter and SEND Strategy.

Our Co-Production Charter Values



SEND Commissioning Delivery Programme

Our key priorities

- To support schools in developing local provision by strengthening an early help offer of SEND advisory teams around our mainstream schools
- Working closely with the SEND team to review and develop responsive, flexible, and effective local specialist provision
- Ensuring the special educational needs of our children are responded to quickly and effectively through development of a brokerage service.
- Supporting schools to improve their offer to our children through robust quality assurance programmes
- Ensuring value for money through contract monitoring, reviewing and evaluation of our commissioned services
- Robust accountability and governance of both spending and quality assurance through comprehensive reporting mechanisms
- Transition for children young people is improved across all areas of operation



SEND Commissioning Key Metrics

- Greater inclusion of children educated in their local community school
- Fewer pupils in segregated independent provision
- Reduction in complaints, mediations, appeals and tribunals
- Reduction in exclusions
- Less demand and pressure on high-cost provision
- Confidence in the fidelity of data internal and external stakeholders
- Parent/Carer/Child feedback



SEND Commissioning Delivery Impact

- Increased confidence, expertise, and inclusion within each of the cluster of schools, through a more highly trained workforce, enhanced support and realignment of resources that are equitably distributed, of high quality and value for money.
- A local offer that enables all children and young people to have access to services and support according to individual need and to be educated with pupils of their own age, in their local community school, which is appropriately equipped and fit for purpose.
- A system that has capacity for early intervention as well as providing for those young people with the most complex/significant needs
- A system and brokerage service which is flexible and responsive to needs, with minimum levels of bureaucracy.
- Higher achievement, improved life chances and better outcomes among pupils who have special educational needs and disabilities.
- Accurate data and reporting
- Improved system and process does not impede progress

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How will we know we are making a difference?

Increased confidence, expertise, and inclusion within each of the locality of schools, through a more highly trained workforce, enhanced support and realignment of resources that are equitably distributed, of high quality and value for money.

A local offer that enables the majority of children and young people to have the same offer as each other and to be educated with pupils of their own age, in their local community school, which is appropriately equipped and fit for purpose.

A system that has capacity for prevention as well as providing for those young people with the most complex/significant needs and is flexible and responsive to needs, with minimum levels of bureaucracy.

Higher achievement among pupils who have special educational needs and disabilities.

Embracing our Future

**We will do our best, so every
child can be their best.**



“The clear commitment and honesty of the Director of Children’s Services, appointed April 2022, sets an ambitious standard and a high expectation of the codesign and coproduction values of the area. These values are evidenced by the prevailing commitment to take time to genuinely improve coproduction, which can take more time but deliver a longer lasting improvement in culture and relationships between families and practitioners and between agencies.”

“Highly valued and secure representation of local parents and carers at strategic level; SEND Accountability Board and activities such as ongoing locality workshops to meet parents and carers;

The focus on developing further the voice and role of young people, and the codesigned Key Working service, indicate the authentic desire of local leadership to work together and recognise that SEND is everyone’s business in North Northamptonshire.”

(Peer Challenge Review Oct 22)

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