

Meeting: Children, Education and Skills Sub-committee

Date: 20 June 2016

Title: Special Educational Needs and Disability (SEND) – Accountability Framework

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Service: Disability & Additional Needs Management & Support

Wards affected: All

1. Purpose of Report

The purpose of this report is to summarise the new accountability framework in relation to Special Educational Needs and Disability (SEND), and to provide information on its implementation within North Tyneside

2. Recommendations

2.1 The sub-committee is recommended to note the information provided and make any recommendations as appropriate.

3. Information

3.1 The new accountability framework has been established to ensure partners are Working together to enable

- A person centred and joined up approach to identifying and meeting the needs of children young people and their families.
- A clear understanding of what support services and provision are available and how to raise concerns or seek redress when there are concerns.
- Use of effective practice, data and wider intelligence and independent assessment to drive improvement.
- Clearly defined and understood roles responsibilities and accountability.
- Engagement and participation of young people and families so that they have greater choice feel that they are in control and are being listened to and their concerns are resolved quickly.

3.2 The Special Educational Needs and Disability framework has three elements –

1. Local roles and responsibilities

- Implement the statutory responsibilities
- Focus on effective local partnerships
- Share and use effective practice to support delivery

- Local area plans and evaluation to support local accountability

2. National roles and responsibilities

- Set and oversee the statutory framework and guidance
- Monitor the health and success of the system
- Support the development of good practice
- Publish data including using experience
- Intervene in cases of failure

3. Independent assessment

- Ofsted /CQC inspection of LA and CCGS
- Independent assessment such as peer challenge

3.3 **North Tyneside implementation of local accountability.**

In North Tyneside we have introduced a SEND and Whole Life Disability Board which will ensure

- Early identification ensuring that parent children and young people get right support at the right time inclusive of planned and well managed transitions
- Effective use of current resources to ensure a joined up transparent and accountable system.
- Ensure that as a result of the above we are able to provide data to demonstrate improved progression and attainment at all ages ,clear and appropriate expectations and more resilient families

3.4 The SEND and Whole Life Disability board will ensure a single strategic group to have oversight of all elements of the SEN and Disability agenda.

3.5 The whole Life Disability Board will report to the Health and Well Being Board and the Children and Young People Partnership Board to provide information on our engagement with wider partners and detail the steps to improve integrated working.

3.6 The Whole Life Board has established three groups

- The Pathways and Assessment group
- The local offer and commissioning group
- The impact and performance group

3.7 **Group one –The Pathways and Assessment group**

The pathways and assessment group will review the child's pathway 0-25 to ensure early identification and support for children with Special Educational Needs and Disability.

3.8 Initial analysis through self assessment has identified that our future work programme should include:

- Review of the pathway for Children 0-3 years with medical needs
- Transition into education employment and training for young people with SEND
- The development of a whole life social care team to support Young people and adults with SEND

3.9 **Group two –The local offer and commissioning group**

The Commissioning group will understand the Strategic needs of the SEND population, be clear the resources we currently commission to meet the assessed needs and identify our readiness to jointly commission resources.

3.10 Self assessment has identified that our future work programme will

- Look at how detailed and accurate data on the disabled children young people and their families living in our areas and use the information to support our JSNA
- Ensure full analysis and understanding of the multiagency resources available to meet the needs (the local offer)
- Carry out a self evaluation of our ability to jointly commission resources and identify an action plan to effect change

3.11 **Group three - The impact and performance group.**

The group will have input from young people and parents.

3.12 It will ensure analysis of data to monitor impact .It will support providers to carry out a self assessment and provide evidence of good practice. To support self evaluation, the group have used the Aspire Quality Assurance Toolkit.

3.13 Self assessment has identified the following audits

- Effectiveness of outcomes within EHC plans
- Effectiveness of parent training courses in meeting the needs of parents with SEND

3.14 The group will undertake audits to provide evidence that we are meeting the needs of Children Young People and their families.

3.15 **Information on external scrutiny/CQC Ofsted and action planning**

All local areas will be inspected, with an inspection interval of up to five years. Inspection will look at effective identification of needs, effectiveness in meeting needs, and local arrangements to achieve better identification and outcomes. A three person team will visit inclusive of an Ofsted HMI, CQC inspector and a trained local authority inspector. They will review “national data” and “within area inspection CQC/Ofsted outcomes” as well as local area self assessment.

3.16 The field work will include visits and discussion with a wide range of people including Elected members, key local authority officers from health education and care, education and health providers including leaders of early years setting schools and colleges.

- 3.17 The views of children and young people and their parents and carers are an important contribution to inspectors' judgements
- 3.18 Visits are made to a range of providers and services. From pilot inspections, the inspectors met with 60 people over 20 sessions. The inspectors are not inspecting the provision but will focus on the understanding of the SEND agenda .There is a strong emphasis on gathering the views of young people and parents and carers.
- 3.19 The handbook which provides guidance about how the inspectors will inspect the types of data they will use and the range of information was published at the end of April 2016,with Inspections starting in May 2016.
- 3.20 Inspectors will take account of needs, provision and outcomes for children in the early years and for older students who are post 16 or post 19.The local offer will be inspected for the full age range from 0 -25 years.
- 3.21 In preparation for the Ofsted Inspection the following actions are ongoing / have been achieved
- The development of a briefings schedule for Senior leaders ,the SEND workforce and all partners .
 - The implementation of the Whole Life Disability Board and associated Boards .
 - A self assessment supported by the SEND quality assurance Toolkit . As a result Story Boards have been developed to evidence the current status ,impact and next steps. The Story Boards cover the following areas
 - Working across Education Health and Care for joint outcomes
 - The Local offer
 - Early Years Providers
 - Schools
 - Further Education
 - Preparing for adulthood
 - Education Health and Care needs assessments and plans
 - Children and Young people in Specific Circumstances
 - Evidence to demonstrate impact to date
 - A timetable of events during the 5 day visit to be assured that the work in the above areas has been covered.

4. Appendices

None