A Quick Guide to the SEND Local Area Inspection Preparation

Victor Roman

1. Focus of the Inspection

- This framework will inspect the Local Area (a Partnership Inspection), concentrating on **3 questions**:
  - Question A: How effectively does the local area **identify children** and young people who have special educational needs and/or disabilities?
  - Question B: How effectively does the local area **assess and meet the needs** of children and young people who have special educational needs and/or disabilities?
  - Question C: How effectively does the local area **improve outcomes** for children and young people who have special educational needs and/or disabilities?

2. Inspection Preparation

A. Having the data easily available

B. Having the Policies and Procedures easily available

C. Self-reflection and improvement plans (Self Evaluation Framework)

D. Working with Partners ("SEND is everybody's business")

E. Inspection Team and Roles

A. Data

- The Ofsted and CQC Inspection Guidance Document notifies us of the data sets the Local Area need to make available (pages 6 and 7 of the Guidance).

- The Data needs to be **easily available**, so that when the Local Area receives the call it can be easily produced.

- A meeting occurred on the 17.01.2018 with the purpose of identifying the data that we require and who will be best place to collate it. The aim is to understand:
  - where all the data sits
  - who has responsibility for it
  - how quickly can the data be extracted and presented.

- The Local Area will have to submit around 30 different sets of data (please see in Appendix 1)

B. Policies, Procedures and Other

Policies and Strategies:

1. Short Breaks statement (including Personal Budgets Policy)
2. The Joint Strategic Needs Assessment (JSNA)
3. The Joint Health and Well-being Strategy
4. SEND Strategic Plans devised and used by the local area (this should include Access and Inclusion Policy, SEN Commissioning Strategy, Travel Policy, Transition Protocol, etc.)

Procedures:

1. Eligibility Criteria Documentation
2. Terms of Reference for Panels (SEN Panel, Complex Care Panel, Transitions Panel, 14+ Panel, etc.)
3. Panel Minutes (as above)

Other:

1. Schools' and nurseries' published special educational needs information reports (to make sure all settings have one)
2. Any Relevant SCRs
3. Structure Charts of the departments

Evidence of Co-Production

C. SEF – Part 1

- The Local Area needs to have a co-produced Self Evaluation Framework.

- This should lead to an **Action Plan** to address any gaps within services and to promote improvements to the partnership.

- This is also a good opportunity for leaders in the organisation to **reflect on their practice and identify areas for improvement**.

C. SEF – Part 2

Sub Area	Lead
A. Impartial information, advice & support	Jackie Wright
B. Local Offer	Jo Baty / Bi-borough HoS Local Offer
C. Early Year's Providers	Jayne Vertkin (W)/ Natasha Bishopp (RBKC)
D. Schools	Richard Stanley
E. Further Education	Richard Stanley
F. Identification, assessments & plans	Jackie Wright
G. Education, Health & Care needs assessments & plans	Jackie Wright
H. Personal Budgets	Tracy Beard
I. Children & Young People in specific circumstances	Lauren Fernback (LAC), Wendy Anthony (EHE), Kay Stammers (YOS/SEN)
J. Preparation for Adulthood	Jo Baty / Bi-borough HoS Local Offer
K. Resolving disagreements	Jackie Wright
L. Focus on Effective Local Partnerships	Annabel Saunders
M. Local area plans and evaluation to support local accountability	Jackie Wright/ Alison Markwell
N. Effectiveness in meeting needs	Richard Stanley/ Jackie Wright
O. Share and use effective practice to support delivery	Jo Baty / Bi-borough HoS Local Offer

NB:

1. Quite detailed – helps with identifying gaps
2. Evidenced based
3. RAGed – helps with prioritising work
4. Includes the partnership view and the CYP and families view.
5. After completion it needs to be focused into an Area Action Plan (based on RAG)

Areas of Local Roles and Responsibilities: **F: Identification, Assessment & Plans**

SEND Local Area
Ofsted May 2016 v 1.0

TO CONFIRM THE LA'S POSITION UNDER TO ITS STATUTORY DUTIES UNDER THE CHILDREN AND FAMILIES ACT 2014, IN RESPONSE TO THE QUESTION
"WHAT IS THE POSITION AND HOW DO YOU KNOW?"

Areas of Local Roles and Responsibilities	Areas of focus for success measures	Key areas for measuring success
Implement statutory responsibilities	Collecting feedback form children, young people and their families and using this to improve services and delivery;	Positive experience of the SEND system for C & YP and their families;
Focus on effective local partnerships	Using data and intelligence to measure progress and success;	Positive outcomes for C & YP and their families;
Share and use effective practice to support delivery	Working with other local areas to identify issues or trends and to learn from each other.	Effective preparation for adulthood.
Local area plans and evaluation to support local accountability	Training / Learning	Transistion plan, Need Action Plan, Training plan, Work Plan

Sub areas		Responsible officer	Areas of Good Practice		Areas To Improve		Plans in Place		Supporting Evidence	
Area F	Identification Assessments and Plans	Responsible officer	Partnership View	C&YP/ Parents &Carers Views	Partnership View	C&YP/ Parents &Carers Views	Actions to Do	By When	Documents to hold in a central evidence file?	Summary and risk rating (Red / Amber/ Green)
F1	Identification of SEND is effective									
F2	Identification of SEND is timely & useful. Differentiates between SEN Support and EHCP. Engagement evident									
F3	Strengths and weaknesses identified to show improvements and deterioration									
F4	Sharing information to support transitions									
F5	Effectiveness in meeting needs & improving SEND CYP outcomes									
F6	SEND needs identified									
F7	Understanding of Good progress									
F8	Detailed planning at transition									
F9	SEND Support Plans focus on good educational, health & care outcomes.									

D. Working with Partners

- Partners need to own this inspection as much as the Local Authorities.

- We need to demonstrate that **we work effectively with partners** and families on BAU (such as Assessments) and Policies and Strategies (please see section B).

- **Evidence** of these can be consultation documentation (and responses), CFA Executive Board minutes, "We said, We did" Documents, emails from partners and families regarding a CYP's assessment and/ or plan, thank you notes, comments on the Local Offer, etc.

E. Inspection Team and Roles

- It is important that the **logistics run** smoothly (keeps the HMIs happy)
- Lead Officer: TBC (someone who has management responsibility over the area of focus)
- Link Officer: Victor Roman (the role is to organise the logistics of the Inspection)
- Inspection Team:
  - o Runners
  - o Time Table Masters
  - o Data Gurus
  - o IT Support
- Logistics: List of Staff that they would meet, Consent Forms, Venues, ID Badges, Different Colour Lanyards, Teas and Coffee, etc.

Appendix 1 – Data Sets Requirements

- Updated numbers of children with SEN Support cohort (ethnicity/ age/ primary need) 0-25
- Number of EHC Plans (age/ ethnicity/ primary need) 0-25
- Where they are educated (in borough / out of borough / residential 38 weeks and 52 weeks / mainstream / special)
- Academic achievement over time of this cohorts
- Attendance data and exclusions data for this cohort
- Destination of school leavers who were in this cohort
- NEETs with SEND
- Numbers of complaints about SEND service (LA relevant) and themes arising
- Performance data already available on EHCs in 20 weeks and transfers (assuming that is still relevant)
- Data on referrals for an EHC Assessment by age and outcome of referral/assessment
- Rates of appeal to first tier tribunal and mediation (cases resolved before going to First Tier Tribunal)
- Data about initial and health review assessments for children looked after who have or who may have special educational needs and/or disabilities
- List of LAC and care leavers who have SEND
- List of children in need (social care and early help) who have SEND
- List of children on child protection plans who have SEND
- List of children open to YOT who have SEND including those in custody or secure units
- List of children who are home educated and those missing education who have SEND
- List of children in transition to adult services
- List of children in AP with SEND
- List of children in hospital with SEND
- List of Young Carers
- LD Clients in Employment
- SEND Young People (up to 25) in Supported Accommodation
- Statistics on health attendance and input into EHC assessment and review meetings

- commissioning and performance data on delivery:
    - of healthy child programme (previous 12 months)
    - of school nursing service (previous 12 months)
    - on neonatal screening programme
    - on 0–25 services for child and adolescent mental health services (CAMHS), speech and language therapy, occupational therapy, physiotherapy (to include commissioned care pathways and specialist arrangements for children with SEND).