

Ofsted & CQC SEND Inspection November 2019 Feedback

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Background

- Purpose of the inspection is to judge how effectively the Local Area has implemented the SEND reforms
- Local Area is Education, Health and Care providers including the voluntary sector supporting CYP aged 0-25 years
- Inspection took place over a week
- Consisted of scrutiny of evidence, meetings and visits to provision
- Over 150 people (including young people involved)
- Considered 3 areas, how well do we identify needs, how well do we assess and meet needs and do we improve outcomes for CYP with SEND?
- Findings communicated in a letter
- Workshop then took place with representatives from participants who suggested actions to address areas for development



Inspection outcome

- Was very positive with many areas of strength identified and few areas for development
- We did not receive a Written Statement of Action
- Over 50% of Local Authorities have received a Written Statement of Action to date



Main Findings – Strengths

- CYP with SEND receiving an improving deal on the IOW
- Leaders work well together and have a good understanding of the needs of CYP with SEND on the island
- Effective self-evaluation
- Improving school system for all children
- Vulnerable CYP with SEND are supported well



Main Findings – areas for development

- Communication of strategic direction
- Co-production with parents/carers and children and young people at all levels
- EHC Plans – need updating following annual reviews and specificity of targets/outcomes needed for health and social care



Identification - Strengths

- Strong early identification and support in early years
- Early help offer is strong
- Improving school offer
- Joint working supporting early identification
- Increasingly effective in identifying and supporting CYP who may have ASD
- Well informed EHC Plans



Identification – Areas for development

- Co-production with parents/carers/CYP not routine
- Older EHCPs not always kept up-to-date – this does not mean children are not receiving the support they need



Identification – Suggested Actions

- Develop an Engagement Strategy to ensure that all opportunities are maximised for parents/carers and children and young people to be involved in developing SEND related strategies/policies.
- Ensure that information is disseminated to parent/carers, children and young people, and other professionals about work going on across the board to support children and young people with SEND.
- Include a KPI of co-production in all commissioning activities
- Review processes for EHCP annual review updates to ensure these completed in line with statutory guidance



Assessing and meeting needs - Strengths

- Babies with lifelong disability supported well by education, health and care
- Early years settings support children well and training is a strong feature
- 'Hot topics' sessions at the Family Centres positive
- Good range of short breaks
- Most education leaders work closely with other area leaders
- Vulnerable children and young people with SEND are well supported
- Good Speech and Language Therapy offer – jointly NHS and LA
- Children and young people have good access to a wide range of emotional and mental health services
- Most parents are happy with the current support their child receives in school
- EHC plans are providing sufficient detail to enable needs to be met



Assessing and meeting needs – Areas for development

- The way that children and young people move between different health providers at points of transition needs to improve
- Joint commissioning – slow to plan and deliver services in a joined-up way but progress now being made
- Some parents of children and young people with SEND lack confidence in the system – not well informed by services about how support for their children works



Assessing and meeting needs – Suggested Actions

- Consideration of a transition co-ordinator role split across education, health and care – link to joint commissioning
- Guidance for parents so they know what they should expect to receive for their child based on their needs – SEN support and banding projects will support this
- Decision making processes clarified on Local Offer
- Monitoring quality of implementing EHCPs in schools
- Transition Partnership Agreements at all transition phases not just early years to school



Improving outcomes - strengths

- Most children and young people with SEND feel happy and are making progress
- 'Because school is now more interesting, behaviour and attendance had improved' – pupil's feedback
- Academic results remain below average for most pupils with SEND, but they are steadily improving in all areas
- Outcomes for older young people are strong – well supported, access to good range of vocational courses that closely match the employment opportunities available
- Outcomes of vulnerable children and young people with SEND are improving – combined efforts of schools and virtual school
- Good attendance, absence reducing and lower than national
- Leaders in the area work closely and cooperatively with SENDIASS to improve provision for children and young people



Improving outcomes – Areas for development

- Targets in EHC plans are not always clear enough to focus the support a child or young person receives
- Exclusion rates decreasing but still too high
- Educational attainment for children and young people with SEND is getting better but needs to continue to improve
- Some parents chose to educate their children at home as they did not feel right provision available – EOTAS packages improving the situation but still work to do



Improving outcomes – Suggested Actions

- Support with writing specific targets for EHCPs as part of hub roll out and style guide
- Share good practice with target writing
- Affordable Alternative Provision – grow this to support with reducing exclusions and improving attendance
- HIEP to co-ordinate and facilitate a person-centred approach to gaining views/experiences of CYP who have been excluded (video) and use in training input to stimulate consideration of alternative strategies



Next Steps.....

- Feasibility of suggested actions to be assessed
- Action plan drawn up
- Ratified and then monitored by SEND Board
- No return visit from Ofsted during this inspection period