Portsmouth Implementation of the SEND Reforms:
Progress Report April 2018
PURPOSE OF THIS REPORT

The purpose of this report is to provide a summary of the actions achieved in implementing the SEND Reforms in Portsmouth, as set out in the Children and Families Act 2014, during the initial implementation phase from September 2014 to March 2018.

These achievements were celebrated at a SEND Stakeholder Conference on 19th March 2018. The conference was an opportunity to recognise the progress so far and to mark the move from the implementation phase to embedding the SEND reforms as business as usual.

INTRODUCTION

The SEND Reforms refer to the changes to the way support is provided for children and young people with special educational needs and disabilities (SEND) that were introduced in September 2014 as part of the Children and Families Act. These reforms have been described as the ‘biggest education reforms in a generation for children and young people with special educational needs’ (Department for Education press release, 1st September 2014).

Key changes include:

1. Co-production with children, young people and their parents/carers in order to increase parental confidence and improve outcomes.
2. Publication of a Local Offer of services and support available in the local area for children and young people with SEND and their families.
3. Focus on early identification of SEND and provision of SEN Support.
4. Introduction of co-ordinated multi-agency Education Health and Care needs assessment process and statutory Education Health and Care Plan for those with the most complex needs.
5. Entitlement for those with an EHC Plan to request a Personal Budget and in some cases a Direct Payment to increase choice and control in the way services are delivered.
6. Extension of statutory protections up to the age of 25 for those who need it.
7. Joint commissioning of services to support children and young people with SEND and their families in order to improve outcomes.
8. Transfer of all statements to EHC Plans by 31st March 2018.
CO-PRODUCTION WITH PARENTS AND CARERS
Barbara McDougall, Portsmouth Parent Voice Coordinator and Kara Jewell, Parent Engagement Officer

KEY ACHIEVEMENTS

The Local Offer Website: co-produced and co-designed

The Shaping Better Futures Together meeting is attended by parent carers and the Local Offer Office. During the meetings, the website is reviewed and tested using case studies. Key words are added as tags to ensure that parent carers can search using a variety of words and phrases.

Future in Mind- the U Matter Service was commissioned in response to parent carers’ feedback, co-designed, co-produced and reviewed with parents

Since June 2016, a group of parents worked in partnership with the Portsmouth Clinical Commissioning Group.

Future in Mind: Guide and Poster for parent carers

Parents reviewed and amended the guide and poster to ensure that the information was usable and in an easy read format.

EVIDENCE OF IMPACT

Parent carers have access to information in an easy format on the Local Offer Website evidenced by numbers of hits.

U Matter service: Accessed by Number of parent carers and YP

The service was originally commissioned for 1350 counselling sessions with 240 young people seen per annum. The service has been accessed by 373 young people 1204 counselling sessions delivered between January to December 2017 demonstrating the need for this particular type of support

U Matter service: Accessed by Number of parent carers and YP

Statements from parent cares and professionals from survey.
NEXT STEPS

A Portsmouth Co-production Framework

A toolkit available to professionals with key documents and videos explaining what true co-production is and the benefit it has for services looking at new projects.

Projects for 2018/19

- A Portsmouth Co-production Framework
- Projects for 2018/19: Co-produce a one page profile, transition guide and transport policy
- Wessex Healthier Together Website
CO-PRODUCTION WITH YOUNG PEOPLE

Joe McLeish, Young People’s Engagement Officer and Matthew Grenney, Dynamite Rep

KEY ACHIEVEMENTS

Surveys, coproduced with young people reaching hundreds of young people with SEND.

Monthly core group meetings attended by 7 young people and a representative from PCC.

Bimonthly Pizza/Buffet evenings designed by the core group and attended by on average 15 young people.

A team of 13 Young Inspectors who have visited over 20 local offer services.

Training events and sessions run by young people for professionals.

Visiting events for young people and meeting with services for young people.

EVIDENCE OF IMPACT

Raising issues important to young people. For example employment, and access to a broad ranges of work experiences which is now being reflected in commissioning.

Dynamite being led by young people in the core group, linking with other groups, meeting services, reviewing information and tools used by services.

Pizza/buffet evening reports are fed into commissioners, and were a part of the SEND review, they also recruit young people to other Dynamite work.

Services acting on recommendations from Young Inspectors, improving local offer information which is often highlighted as weak.

Professionals who attend training report that they change how they work with young people.

Supporting services to work with and listen to young people. Better systems for transition.
NEXT STEPS

Work more with other areas.
Inspecting a wider range of services (e.g. supported living, care homes).
Employ a young person.
Make sure that changes are happening everywhere.
Dynamite to be more young person led.
PREPARING FOR ADULTHOOD

Mark Stables, Service Manager, Integrated Learning Disability Service, Adult Services and
Amanda Percy, Post 16 Commissioning Manager, Children’s Services and Education

KEY ACHIEVEMENTS

Change to EHCP format (Education) to reflect PfA outcomes.

Introduction of Profile of Need tool which will indicate young people who may be eligible for Adult Social Care Support.

Local Offer development - development of tools and information to supplement details of services.

Market events held annually that inform stakeholders of what is available.

Partners in Planning: a course facilitated by In Control to support and empower families.

EVIDENCE OF IMPACT

Better identification of PfA outcomes as evidenced through audit.

Greater awareness of resources.

Participation at post-16.

NEXT STEPS

Greater involvement of Health and Social Care in EHCPs.

Support for young people with autism - a bid to the Transformation Fund.

Consideration of shared assessment and planning tools across Children’s and Adults’ Services.

The ‘Big Tent’ Event - a market event 10th October that will include workshops and activities based around the 4 PfA outcomes.

Tri-work experience.

Development of Supported Internships.
Development and review of protocols.

Further Development of Local Offer PfA.
INCLUSION
Nys Hardingham, Headteacher, Admiral Lord Nelson School and Sarah Christopher, PEP Strategy Manager, Children’s Services and Education

KEY ACHIEVEMENTS

An Inclusion Group has been established this has developed a collaborative approach to inclusive practice.

The Inclusion group is chaired by a secondary head teacher and has wide representation including parents and young people representatives, health, school head teachers and SENCOs (primary, secondary and special schools), the virtual school, education psychology, outreach services and the director of children’s services. There are two sub groups with clear action plans to ensure that progress is made towards the objectives.

Links with specialist MH Services:
CAMHS clinics have now been established in all of the secondary schools in the city, these are highly values by the schools. The clinics provide direct work with young people and professional advice and consultation with school staff. All schools are able to get advice from CAMHS via the single point of access (SPA)

Expectations for ordinarily available provision (OAP):
The guidance for schools on what constitutes OAP has been revised and is currently published in draft. This outlines the provision that the LA expects to be made available in education settings according to the ages and stages of the child or young person. There is an emphasis within this document that Portsmouth is a needs led city and any provision or support should be provided in line with the needs of the child or young person and is not dependant on any formal diagnosis.

Development and implementation of a Wellbeing and Resilience in Education Strategy:
This strategy was published in April 2017 progress is being made against all of the recommendations. In particular:

- **Named wellbeing leads in schools**: Communication with school has been significantly improved by establishing name leads in each school and college

- **Restorative approaches**: Schools are actively engaged in the roll out of restorative approaches and there is an ongoing programme of training, support and network meetings

- **Anti-bullying**: Our anti-bullying guidance and resource pack has been updated and circulated to all schools. Specific guidance to support trans inclusion is being developed and training on gender identity has been provide in partnership with Stonewall.
Inclusion Conferences (2014-2017):
Our Inclusion Conference is established as part of the annual calendar of events. This has been very well received by delegates and receives very positive evaluations.

EVIDENCE OF IMPACT

There is strong buy-in from professionals and a wide range of stakeholders, evidenced by increasing representation at meetings.

There was a highly successful co-production event to consult on the Green Paper recommendations. The voice of young people was a key part of this event and is now influencing the plans for further developments locally.

Schools have provided positive feedback on the communications received via the named wellbeing lead.

Secondary schools have seen improved access to CAMHS advice and support.

There has been an increase in the uptake of training from specialist services. Some courses now have a short waiting list whereas there had previously been cancellations due to low numbers.

NEXT STEPS

- Further development of effective inclusive practice across Portsmouth
- Developing the range of effective alternative provision within mainstream education
- Children and young people have early access to guidance / support for SEMH.
- Improved access to SEMH advice and support in primary schools
Improving Outcomes for Pupils with SEND in Mainstream Schools

We have been successful in bidding for strategic school improvement funding for a SEN Support project thought the Portsmouth Teaching School Alliance. There are 21 schools involved in this project; the schedule for this is below.

There will be opportunities to share the learning from this at CPD at networking events, including a regional CPD event on 8th November 2018

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<tr>
<th>Term</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td><strong>Half Term 1</strong></td>
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<td></td>
<td>Wednesday, 26th Jan</td>
<td>Breakfast Briefing for Headteachers, SENCOs and Chairs of Governors</td>
<td>Led by David Bartram, Project Lead and Alison Beane</td>
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<td>8.00am – 9.00am</td>
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<td>Wednesday, 26th Jan</td>
<td>SENCO Training for participating schools - follows briefing</td>
<td>Led by David Bartram</td>
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<td>8.00am – 12.00pm</td>
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<td>29th Jan to 9th Feb</td>
<td>Schools conduct self-evaluation: SEN audit</td>
<td>Completed by SENCO + SLT. An opportunity for school staff, pupils, parents to input</td>
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<td><strong>Half Term 2</strong></td>
<td>By 28th Feb</td>
<td>Schools will be contacted by SEN Leaders to arrange dates of visits</td>
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<td>Between 12th - 23rd March</td>
<td>Schools visit one (full day). Coaches visit each school separately to review self-evaluation and create a shared vision of planned long term outcomes by the end of the visit. To include identification of any CPD needs, additional support (SLE/PSESP)</td>
<td>Coaches complete visit log by 30th March: summary and impact of visit, future actions/intended outcomes</td>
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<td><strong>Half Term 3</strong></td>
<td>First half of Summer Term</td>
<td>QA activity commences (Lesley Cox/David Bartram)</td>
<td>Contact with each school for contribution. Includes input from Headteacher/SLT</td>
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<td>Between 8th May - 24th May</td>
<td>Schools visit two (half day). Coaches visit each school separately to review progress and agree short term actions/identify any CPD needs</td>
<td>Coaches complete visit log; summary and impact of visit, key actions the school will address. CPD as required</td>
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<td>23rd April 3pm – 4pm</td>
<td>Networking for SEN and SENCOs</td>
<td>Coaches problem solve together. SENCO session to focus on sharing/planning</td>
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### Contributors to the Project:

- David Bartram OBE, Project Lead Specialist SEND Consultant
- Alison Robb-Webb, Ofsted inspector and coach, DfE and Oxford University
- Alison Beane OBE, SEND specialist, Portsmouth Teaching School Alliance
- Lesley Cox, HMI, National Lead for SEND with Ofsted ex Headteacher
- Professor Philip Garner, Professor of Education, University Northampton
- SEN Leaders/SLEs (both external and from Portsmouth), track record of outstanding practice in SEND.
- Trained specifically for the project
- Portsmouth Teaching School Alliance
- Springwell School and Teaching School
- Challenge Partners

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<tr>
<th>Half Term 4</th>
<th>11th June – 22nd June</th>
<th>Schools visit three (half day). Coaches visit each school separately to review progress and agree short term actions/identify any CPD needs</th>
<th>Coaches visit each school separately to review progress and agree short term actions/identify any CPD needs</th>
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<tr>
<td>Second half of Summer Term</td>
<td>QA visits to schools (Lesley Cox/David Bartram)</td>
<td>Contact with each school with SENCO + SLT member</td>
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<tr>
<th>Half Term 5</th>
<th>17th Sept - 28th Sept</th>
<th>Schools visit four (full day) Coaches visit each school separately to review progress and agree short term actions/identify any CPD needs</th>
<th>Coaches visit each school separately to review progress and agree short term actions/identify any CPD needs and making arrangements for CPD/additional support for the term.</th>
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<td>3rd Sept – 20th Oct</td>
<td>Project Evaluator Professor Philip Garner, visiting each school</td>
<td>Involves school staff, pupils, parents, other relevant agencies as appropriate</td>
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<tr>
<th>Half Term 6</th>
<th>Thursday 8th Nov all day</th>
<th>Regional SEND CPD Event. Compulsory for all participating schools and SEN Leaders</th>
<th>Participating schools presenting in carousel format</th>
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<tr>
<td>19th Nov – 30th Nov</td>
<td>Schools visit five (full day) Coaches visit each school separately to review and evaluate progress and identify next steps</td>
<td>Coaches visit each school separately to review progress and agree next steps and long term plans to enable sustainability</td>
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<tr>
<td>Second half of Autumn Term</td>
<td>QA visits to schools (Lesley Cox/David Bartram)</td>
<td>Contact with each school with SENCO + SLT member minimum</td>
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EDUCATION HEALTH AND CARE PLANS
Karen Spencer, SEN Service Manager, Children's Services and Education
and Neil Smith, Designated Clinical Officer

KEY ACHIEVEMENTS

Person centred planning / Co-production
Parents and young people are more involved in the EHC needs assessment process by meeting to discuss the Education, Health and Care Plan and Annual Review to incorporate the child / young person's aspirations into the outcomes.

Quality of Education, Health and Care Plans
The SEN Team have worked closely with Education, Health and Care partners and evidence writers to ensure that consistent outcome focussed, specific and quantified advice is received, alongside regular workshops for EHC plan writers and continued reviewing and refining of the EHCP template.

The Designated Clinical Officer has implemented a number of processes including a template and process for a combined health report, has developed and delivered training for health professionals on what is a need, what is an outcome and specificity of health provision, and has introduced a rigorous quality assurance / sign off process for health evidence.

Timeliness of EHC needs assessments (reduced timescales from 26 to 20 weeks)
Despite a significant increase in requests for EHC needs assessments, the SEN Team has been able to complete 98.45% of assessments within the 20 week timescales. This has been due to a revised and clearly set out process which is reviewed termly; the introduction of a new EHC needs assessment request template in liaison with SEN Co-ordinators, and good communication and liaison with evidence writers.

EVIDENCE OF IMPACT

Parent's and young people are more involved in the EHC needs assessment process by meeting to discuss the suggested content of the EHCP and incorporate the aspirations into the outcomes at a 'co-production meeting' which takes place at week 12 of the assessment process. Person Centred Annual Reviews have been implemented, including the attendance of the child / young person to ensure a holistic approach when reviewing the EHCP.

Termly EHCP audits / feedback, and feedback from the Department for Education indicate that EHCP’s are consistently of high quality.
DFE SEN2 Return figures (Jan 18) = **98.45%** of EHC needs assessments completed within 20 weeks.

**NEXT STEPS**

Consideration to be given to how younger children can be involved in the co-production meeting to ensure that they are involved in producing their EHCP, appropriate to their age and level of need.

Liaison with education, health and care partners & evidence writers to consider specific provision for each phase of education i.e. nursery into school, primary into secondary and secondary into Post-16, as provisions can be different in each setting.

Continued close monitoring of timescales throughout the EHC needs assessment process to ensure the high percentage of assessments completed within 20 weeks is maintained.