

<p><u>Meeting</u></p> <p>Barnet Children's Partnership Board</p>
<p><u>Date and time</u></p> <p>Thursday 27th April, 2023</p> <p>At 4.30 pm</p>
<p><u>Venue</u></p> <p>Virtual meeting - Online</p>

Dear Councillors,

Please find enclosed additional papers relating to the following items for the above mentioned meeting which were not available at the time of collation of the agenda.

Item No	Title of Report	Pages
9	SEND & Alternative Provision Action Plan	3 - 30

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Barnet Children's Partnership Board Report

AGENDA ITEM 9

Title: SEND & Alternative Provision Action Plan

Meeting Date: 27 April 2023

Author: Karen Flanagan, Director SEND and Inclusion

Service/ Dept.: Education and Learning

Report to be Presented By: Karen Flanagan

1. Summary

1.1 The Children and Families Act¹ (CFA) was enacted in 2014. Part 3 of the Act relates to children and young people in England with Special Educational Need and/or Disabilities (SEND). The aims of the reforms were for children's needs to be identified earlier; families to be more involved in decisions affecting them; education, health and social care services to be better integrated; and support to remain in place up to the age of 25 where appropriate.

1.2 Since then, there has been much criticism about the system from families, Councils and wider professionals². This has included the National Audit Office report into SEND 2019 and the Inquiry by the House of Commons Select Committee. In the conclusion of the Select Committee report it notes

“The Department for Education set local authorities up to fail by making serious errors both in how it administered money intended for change, and also, until recently, failing to provide extra money when it was needed”.

¹ [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

² National Audit Office report in SEND 2019. <https://www.nao.org.uk/wp-content/uploads/2019/09/Support-for-pupils-with-special-education-needs.pdf>

Local area SEND inspections: one year on', Ofsted and Care Quality Commission, October 2017; <https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

Ofsted Annual Report 2019/20: education, children's services and skills', Ofsted, December 2020 <https://www.gov.uk/government/publications/ofsted-annual-report-201920-education-childrens-services-and-skills>

Inquiry by the House of Commons Select Committee October 2019 <https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/2002.htm>

1.3 In response to the widespread concerns and findings, the DfE published a Green Paper in March 2022 'SEND Review: Right Support, Right Place, Right Time'³. A year later in March 2023 the DfE published its SEND and Alternative Provision (AP) Improvement Plan⁴.

1.4 The Green paper set out its vision with regard how to support children and young people with SEND and improve the system for families. The Improvement Plan sets out how and when it will achieve this.

1.5 Key proposals include the introduction of

- National standards to increase consistency at a national level.
 - These are wide ranging and include what provision should be in place for different need types, identification of need, , casework, communication, complaints, what is ordinarily available for children and young people with SEND but who do not have Education, Health and Care Plans (EHCPs), Alternative Provision, transitions, co-production, as well as standards for which there is already legislation such as decision making, annual reviews and mediation which the DfE proposes to make mandatory.
- Establish SEND and Alternative Provision (AP) Partnerships.
 - To ensure the right people at the right level undertake a needs assessment of the local area and produce a Local Inclusion Plan which clearly sets out what is available and will be commissioned.
- Introduction of a standardised EHCP and Digitise the process.
- Provide tailored lists to parents of suitable placements.
- Improve staff training.
- A three-tiered approach to AP
 - Direct support in mainstream, short term intensive off-site placements in a Pupil Referral Unit (PRU, longer term placement in PRU with the focus on reintegration into mainstream or Further Education (FE).
- Introduction of Inclusion dashboards so parents and professionals can see how the SEND system is performing at local and national level.
- Introduce a new national framework of banding and tariffs for funding matched to levels of need and types of education provision set out in the national standards.

³ [SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/SEND_Review_-_right_support_right_place_right_time.pdf)

⁴ [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Special_Educational_Needs_and_Disabilities_(SEND)_and_Alternative_Provision_(AP)_Improvement_Plan.pdf)

- 1.6** It should be noted that the improvement plan comes with no new funding to Councils or schools over that which has already been announced and that many of the proposals will not come into force until 2025. The DfE have explained this is to take a test and learn approach before making changes, especially where a change in legislation may be required. There is a sense of disappointment from stakeholders about further delay, and frustration that this overcomplicates what could be an enforcement of what is already legislated for, with the addition of sufficient resources to ensure that local areas can comply with their statutory duties. *Please see Appendix 3 for timescales.*
- 1.7** From 2016 Ofsted and the CQC were commissioned to inspect local area SEND arrangements. Following a consultation about the proposals that finished in September 2022, a new inspection framework⁵ has been published and been in use since January 2023.
- 1.8** There is continued concern that the inspection framework focuses on local areas in isolation from national policy with regards funding of schools, the high needs block as well as health, which has a considerable impact on local areas capacity to deliver in full what children and young people with SEND require.
- 1.9** Barnet was last inspected in January 2022. It received an extremely favourable inspection outcome. The feedback letter can be found [here](#).
- 1.10** The purpose of the inspection is to provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND who are educated in Alternative Provision (AP) settings and where appropriate, recommend what the local area partnership should do to improve the arrangements.
- 1.11** There is significantly greater emphasis on the experiences of children and young people with SEND, or who are educated in AP settings and their families in the new framework. The previous framework focussed on local areas progress in implementing the reforms of the CFA 2014. Inspections will be 3 weeks instead of 2, there is significantly more data needed which covers 7 pages (appendix 2) – much of which needs to be within 24 hrs of the inspection notice. It also includes a change of methodology which will utilise sampling and auditing of individual cases. This goes beyond compliance to the legal framework and is the same approach as taken in the Inspecting Local Authorities Children Services (ILACS) framework.

⁵ [Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/area_send_inspection_framework_and_handbook.pdf)

1.12 There is a focus on strategic as well as individual outcomes and AP arrangements are also included in the inspection framework. There will be an overall judgement for each area, alongside the outcome letter that identifies key strengths and areas for improvement.

1.13 There are 3 inspection Judgements:

1: The local area partnership's arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.

2: The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.

3: There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.

1.14 Where a LA receives judgement 1, the next full inspection will be in 5 years; Judgement 2 - three years and in the case of Judgement 3, there will be a further monitoring visit in 18 months as well as a full inspection 3 years after the initial inspection. In all cases the local area partnership will need to update and publish its strategic plan based on the recommendations set out inspection outcome report.

1.15 In addition to the full inspection there will also be annual engagement meetings between Ofsted and the CQC's representatives and representatives of the local area partnership to review their self-evaluation and action plan and discuss what is happening in the area, including any challenges and how leaders are addressing them.

2. Implications and Actions.

2.1 There is substantial additional workload for the Local Authority in terms of developing the expectations as outlined in the SEND and AP Green Paper and Improvement Plan and to ensure readiness for Area SEND Inspections. To date there has been no new burdens assessment for Local Authorities and this is on top of additional requirements that have already been added to Local Authority reporting and activity requirements in terms of attendance, SEN2 reporting which is now at pupil level, and schools place planning to which SEN places have been added (see also data requirement implications in 5.2 below).

2.2 This will include the following:

- **A SEF** will be required in readiness for the Area SEND Inspection as well as the annual engagement meetings. Please see appendix 1 SEF good practice guide sent by our DfE SEND Advisor, Judith Mobbs.
 - *Action: to be completed within 6 months; ahead of the first annual engagement meeting. We expect this to be towards the end of the year.*
 - *A full data mapping exercise is required give the extensive range of data and reporting asks. This will require additional staffing to ensure we are able to collect, store, cleanse, analyse and report on the data and information collected. The process of data mapping has started but is in itself complicated given the range and extent of expectations which go across council services and external health partners. That exercise should inform the capacity needed and any gaps.*

- A **Local Area Needs Assessment** to inform a **Local Inclusion Plan** (LIP) that will set out how the needs of children and young people in the local area will be met in line with **National Standards**. The Department for Education's new Regions Group will then need to see and approve each area's LIPs by end of 2024, but we will be expected to show progress towards this at our annual Ofsted engagement meeting.
 - *Action: Draft LIP to be developed and overseen by the SEND and AP Strategic Partnership Board. Recruitment of data analyst required as part of additional capacity needed described above.*

- Establishment of **SEND and AP Partnership Boards**.
 - *Action: The first SEND and AP Strategic Partnership Board meeting has taken place. Terms of Reference (ToR) for the Board are in the process of being co-produced. This board will have oversight of the local area's actions in terms of its provision and arrangements for children and young people with SEND and AP.*

- **National Standards**. These will be developed over the next two years, the DfE expect to publish "a significant proportion of the National Standards, with a focus on those that are most deliverable in the current system by 2025".
 - *Action: monitor publication of standards. Review data available and identify gaps in data over the next 12 months. Recruit data analyst to support and oversee this additional work.*

- Development of **AP pathways** in line with the expectations set out in the Improvement Plan and to ensure it meets new national standards and inspection Area SEND Inspection requirements.
 - *Action: set up a multi stakeholder task and finish group to map what is already in place for AP and identify changes needed to bring in line with the new expectations. This will include a review of PRU management, processes and referral pathways. To be finalised ready for implementation for new academic year 2024.*
- Strengthen arrangements for wider **feedback from Parents and Carers** and establish route of **feedback as well a strategic co-production for children and young people with SEND**.
 - *Action: coproduce agreed approach and methodology for seeking feedback from parents, carers and children and young people with SEND to be in place from new academic year 2024.*
 - *Liaise with education partners to ensure that pupils with SEND are represented on school councils and are able to have their voices heard within school settings.*
- **Codesign and co-produce a local area SEND Strategy**.
 - *Action. The Council's [SEND Strategy](#) will need to be updated from the start of 2025. Partners will need to codesign and coproduce a new SEND Strategy during 2024.*

2.3 Post 2022 SEND Inspection recommendations for improvement:

- **Gaps in therapy provision** narrow the support available to meet the needs of children and young people.
 - *Action: considerable action has been taken to increase the therapy offer. We have changed to a new provider who has significantly reduced staff vacancies and this is improving access. Therapy provision remains insufficient and additional recurrent funding has been agreed as well as substantial amounts of one-off funding from both the Council and The North Central London (NCL) Integrated Care Board (ICB).*
- **Children and young people in Barnet wait too long for a diagnosis of autism spectrum disorder (ASD)**.
 - *Action: NCL hub developed to manage backlog in ASD diagnosis and HELIOS appointed to complete online ASD assessments.*
- **Not all expectant parents are offered an antenatal contact in Barnet**. This is one of the requirements of the 'healthy child programme'. This means that some early or emerging needs may not be identified and responded to.

- *Action: from September 2022, all expectant mothers to be offered an antenatal appointment. A new Public Health Nursing contract has been let and is being closely monitored.*
- **Some children and young people wait too long for specialist child and adolescent mental health (CAMHS) services.**
 - *Action: Development of patient treatment list across NCL to ensure that patients waiting for treatment can be identified by borough and service line to better target resource. Overseen by NCL Mental Health Oversight Group and NCL MH Programme Board which has developed a new Mental Health Strategy. We will update progress at the meeting.*
- **Some children and young people with complex medical and health needs have to wait for essential home equipment.** There is not a clear pathway for those under 18 who need pressure care equipment. This means that children and young people under 18 experience a delay in receiving essential equipment.
 - *Action: A Task and Finish group was established to review the equipment pathway to expedite provision to patients. We will update progress at the meeting.*
- **Objectives in EHC plans do not typically focus on the steps needed to help children and young people realise their wider hopes and ambitions.**
 - *Action: EHCP Template has been amended to include the Aspirations at the top of Section E (Outcomes, increased focus from professionals in their reports on Transition to Adulthood from Y9, continuation of multi-agency EHCP Audit.*

2.4 It should be noted that the action plan will be added to as learning from new inspection arrangements is shared and further details with regard the proposals outlined in the DfE SEND and AP Improvement Plan emerge such as

- A national system of Bands and Tariffs.
- Introduction of a standardised EHCP and Digitise the process.
- Provision of tailored lists to parents of suitable placements.
- Mandatory Mediation.

3. Impact

3.1 Equalities and Diversity

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.
- Marriage or civil partnership

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after).

The SEND and AP Action Plan is intended to improve outcomes and choice for children and young people with SEN and will therefore positively impact on children and young adults, working age adults who are parents and children and young people with disabilities.

3.2 Corporate Parenting

A disproportionate number of looked after children have special educational needs. Ensuring appropriate arrangements are in place for children and young people with special educational needs and disabilities will thus be of clear benefit to significant numbers of looked after children.

4. Consultation and Engagement.

- 4.1** There is no need to consult on ways forward currently.
- 4.2** Barnet has a strong background in authentic co-design and co-production with parents, carer and young people and this is a core part of the CFA, as well as the DfE SEND and AP Improvement Plan and Area SEND Inspection arrangements.
- 4.3** We will need to codesign and co-produce the LIP.
- 4.4** The Council will need to lead on the formal consultation of the new proposed [SEND Strategy](#) 2025-2028.

5. Conclusion and Recommendations.

- 5.1** Children's Partnership Board to note the contents of this report, including the progress on necessary actions.
- 5.2** The data required to inform and co-produce the local area Needs Assessment, SEF and LIP and to be ready for the Area SEND Inspection is significant and will require mapping to clarify the extent of the additional burdens to ensure we can meet the new expectations and the actions detailed in section 1. We will need to urgently recruit a dedicated data analyst to set up the systems needed to collect, cleanse, report and analyse the data needed and to determine the longer-term data resources to support this ongoing work. This will need to be supported by a data support worker.
- 5.3** A detailed action plan, including timescales and accountability will need to be drafted, discussed and agreed at the next SEND and AP Strategic Board meeting on the 13 June 2023 and brought to a future Children's Partnership Board. Following this task groups will be established, and progress reported back to both Boards.

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Appendix 1

Developing A Self Evaluation Document for Local Area SEND Partnerships

January 2023

Background

In the next round of SEND area inspections the local area self-evaluation is likely to take on a more central role in ongoing quality improvement activity and it will be important for each local SEND partnership to have a regularly reviewed and updated co-produced self-evaluation for SEND services. The key difference going forward is the self-evaluation and supporting action plan will not only be requested ahead of a full inspection, as previously, but will also be required for the new annual engagement meetings with Ofsted and CQC and for any monitoring inspections required. **This means that every Local SEND Partnership needs to have a current self-evaluation and action plan in place from the start of the new inspection programme.**

This extract from the Area SEND Inspection Framework and Handbook published by Ofsted and the Care Quality Commission in November 2022 explains the role of the self-evaluation within the annual engagement meeting.

Self-evaluation in advance of engagement meetings

182. Local area partnerships will be asked to provide a self-evaluation before the engagement meeting. This should draw on existing documentation and activity. It should reflect the local area partnership's business as usual. We do not expect local areas to carry out additional work specifically for the purpose of the meeting. We will ask the local area partnership to provide the self-evaluation early enough for us to analyse its content, but not so far in advance that the information becomes out of date by the time of the engagement meeting.

183. There is no prescribed format for the self-evaluation, but it should be kept concise and include information about recent developments to the local SEND system. It should also include any improvements to areas of weakness identified by Ofsted and the CQC (for example, at a previous inspection) or by the local area partnership. The local area partnership's self-evaluation should:

- *address the 3 questions set out below*
- *make sense as a stand-alone document (appendices can be included, but should be kept to a minimum)*
- *be succinct, focused and evaluative*

184. The 3 questions for local area partnerships to cover in their self-evaluations are:

- 1. What do you know about the impact of your arrangements for children and young people with SEND?*
- 2. How do you know what impact your arrangements for children and young people with SEND are having?*
- 3. What are your plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?*

185. During engagement meetings, Ofsted and the CQC will explore how the local area partnership evaluates the SEND system and what evidence it has used to make its assessment, particularly in relation to the experiences and outcomes of children and young people with SEND.

Evaluation Criteria

In addition to the three questions the handbook advises the self-evaluation should cover, it also sets out eleven evaluation criteria (paragraphs 50-60) that will be used by inspectors to assess the effectiveness of the Local Area SEND system and Alternative Provision. These

evaluation criteria apply across education, health and care, and to all children and young people with SEND aged 0 to 25 covered by the SEND code of practice, including those receiving SEN support, those with EHC plans, **and those children attending alternative provision in placements directly commissioned by the Local Authority**. Please remember that the inspection coverage will include pupils who live in the local area but attend a setting or receive services outside the area. A full summary of the criteria with supporting statements taken from the handbook is included as Appendix 1.

The eleven criteria:

1. Children and young people's needs are identified accurately and assessed in a timely and effective way
2. CYP and their families participate in decision-making about their individual plans/support
3. Children and young people receive the right help and support at the right time
4. Children and young people are well prepared for their next steps and achieve strong outcomes
5. Children and young people with SEND are valued, visible and included in their communities
6. Leaders are ambitious for children and young people with SEND
7. Leaders actively engage and work with CYP and families
8. Leaders have an accurate, shared understanding of the needs of CYP in their local area
9. Leaders commission services and provision to meet the needs and aspirations of children and young people
10. Leaders evaluate services and make improvements
11. Leaders create an environment for effective practice and multi-agency working to flourish

Creating a Self-Evaluation

The Self-Evaluation is a chance for the SEND partnership to reflect on provision and services in the local area and their impact. This means shared development and ownership of the SEF across all key education, health and care partners, including provider representatives and service user representatives. It should be an honest account of what the area does well, what impact this has had, and what needs to be improved, as well as plans for further development to build on strengths and address weaknesses. It is essential to focus on how actions have impacted outcomes for children and young people.

There is no set format or approach to developing a self-evaluation document, but the following pointers may help:

- **Co-produce the content** – the process of evaluation is as important as the end result, some areas have workshops or surveys to help gather a wide range of views to inform the self-evaluation
- **Keep the document concise** – aim for a maximum of 20 pages – 10 is even better. If it is too long it will not be read widely and it will be very challenging to keep up to date
- **Keep the introduction / context sections to a minimum** – what are the most important things that need to be communicated about your area? There are other documents that can provide more detail/ context. This is not the place to give an account of all your services.
- **The document should stand alone** – but you can hyperlink to other documents where you want to provide the reader with an opportunity to access more detail

- **Cover all eleven of the evaluation themes** that make up the new inspection framework and use the evaluation criteria to ensure all aspects are covered for children with SEN support needs, those with EHC plans and those attending alternative provision. (see above and Appendix A)
- **Consider using tables or bullet points** to help present your information with greater clarity
- **Avoid descriptions** of services and provision – the focus should be on evaluation – *judgement* -> *evidence* -> *impact* (see below). Make sure that all your sentences are evaluative, and none are purely descriptive. Keep in mind the purpose of the document is a summary of what the area does well and what needs to be improved – make sure this stands out clearly to the reader and does not become buried amongst lengthy description.
- **Use plain language and avoid abbreviations**, the document should be co-produced with and accessible to service users.
- **Focus on impact ...use the following questions to help you demonstrate impact**
 - How has your local area/service/provision changed because of the action taken?
 - How have the experiences of children and young people and their families changed?
 - What do children/young people/families/staff do differently now?
 - What does success look like?
 - Who has benefited from this?

Writing evaluative statements

The main part of your document should be the evaluation statements you have made, supported by evidence to back them up. Ideally each evaluative statement whether a strength or an area for improvement should be structured as follows:

Judgement Evidence Impact

Examples of evaluative statements are provided below demonstrating this approach:

The current SEND governance arrangements are not effective, this has meant that the priorities set by the SEND Partnership Board have not been delivered. While there is an established SEND Partnership Board, with commitment from all key partners, members have identified that its operation and the area's strategy need to be refreshed to enable it to provide effective governance.

The Local Authority and its partners provide a broad range of services that provide good support to children and their families in their early years enabling children to make a good start in life. Service user feedback indicates high levels of satisfaction with children's centres and early years services (x%); parents say "xxxxx" and the proportion of children achieving a GLD in reception is above national averages at x%.

This model can be adapted for either a narrative style of document or a tabular format.

Further Advice and Support

Ask your SEND Adviser for further help and advice as you develop your SEF.

APPENDIX A: Summary of the Evaluation Framework Set Out in the Draft Local Area SEND Inspection Framework and Handbook – June 2022	
Aspect	Inspectors will take account of the extent to which:
Children and young people’s needs are identified accurately and assessed in a timely and effective way	<ul style="list-style-type: none"> • children and young people are accurately identified as having special educational needs and/or disabilities • children and young people’s needs are identified in a timely way, so as to prevent needs from escalating • practitioners assess the strengths and determine the aspirations of the child or young person alongside their individual needs • the criteria for carrying out assessments of need and for accessing services and support are understood, and the application of these criteria improves outcomes • timely referrals are made to other services and agencies, where necessary.
CYP and their families participate in decision-making about their individual plans/support	<ul style="list-style-type: none"> • children/young people access impartial information, advice and support that enable them to make informed choices about their future • children/young people/families are supported to understand their rights, make choices and contribute to decision-making about their plans and support • children/young people understand their plans and support, including intended outcomes, and why some changes are not possible.
Children and young people receive the right help and support at the right time	<ul style="list-style-type: none"> • plans are developed and support is provided in a timely way, and meet children and young people’s needs • children and young people receive support based on their identified needs when they are awaiting assessment • plans and support are coordinated within and, where necessary, across providers and services, and are based on a shared understanding of the child or young person. • plans and support are regularly reviewed and updated to reflect changes in children and young people’s skills, independence, understanding and other factors in their lives, including reduced support in line with reduced need where appropriate • the wider needs of the child or young person’s family are considered, and barriers to learning and participation are addressed.
Children and young people are well prepared for their next steps and achieve strong outcomes	<ul style="list-style-type: none"> • the outcomes that are the most important to children, young people and their parents and carers are understood and planned for • support and plans reflect children and young people’s ambitions, and extend beyond required levels of support (such as the number of hours of support from a particular service) to focus on the planned outcome • children/young people are supported before & during any point of transition, including when they will no longer be eligible for a service • from an early age, children and young people develop the knowledge, skills and behaviours necessary to prepare for greater independence and adulthood, including in the areas of further and higher education, employment, more independent living, good health, positive relationships and participation in society.
Children and young people with SEND are valued, visible and included in their communities	<ul style="list-style-type: none"> • children/young people and parents/carers understand what community activities are available • children/young people are supported to participate, where appropriate, in activities, and to make friends/ develop positive relationships • children and young people are supported to develop their confidence, resilience, and knowledge, so that they can participate in universal and specialist activities as appropriate.
Leaders are ambitious for children and young people with SEND	<ul style="list-style-type: none"> • leaders have an ambitious strategy that defines the shared outcomes they will work collectively to achieve for all children and young people with SEND, and they embed an aspirational culture of high expectations and quality across services and provision. • leaders understand their responsibilities and accountabilities, including their statutory duties and their individual responsibilities in the wider area strategy • responsibilities are delegated in line with leaders’ legal duties and there is strong oversight of these resulting activities • processes for making decisions are structured so that the leaders responsible can swiftly agree to the changes that are required to improve services • leaders challenge themselves and each other to improve experiences and outcomes for children and young people with SEND
Leaders actively engage and work with CYP and families	<ul style="list-style-type: none"> • leaders consider the specific needs of groups of children and young people with SEND, and how best to engage them in co-production • leaders ensure that decisions relating to services are appropriately shaped by children and young people’s needs, experiences, ambitions and outcomes

	<ul style="list-style-type: none"> • leaders give feedback to children, young people and parents on changes they have made to their area's services, and explain where change is not possible and why
Leaders have an accurate, shared understanding of the needs of CYP in their local area	<ul style="list-style-type: none"> • leaders gather accurate, timely information about children and young people with SEND in their local area and monitor the changing needs of the population, including using the perspectives of children, young people and families • leaders understand the experiences and outcomes of children and young people with SEND in their area; their backgrounds and identities, including any barriers to them accessing support; and their needs and strengths • leaders share information across education, care and health services so they can learn from different perspectives and approaches
Leaders commission services and provision to meet the needs and aspirations of children and young people	<ul style="list-style-type: none"> • services and systems have been designed around the needs of children and young people, and are informed by evidence of what works in achieving good outcomes • joint commissioning arrangements enable partners to make best use of all the resources available to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way • joint commissioning arrangements meet the local area's statutory responsibilities for identifying, assessing and meeting needs • leaders understand that children and young people with SEND may be more vulnerable to abuse, and ensure that this is carefully considered when commissioning and evaluating services • the local authority identifies children and young people's needs accurately and arranges suitable full-time educational provision to meet the needs of children or young people who require alternative provision as early as possible, for example, ensuring that full-time education for children and young people who have been excluded begins no later than the sixth day of the exclusion • the local authority ensures that there are intervention plans for each child and young person in alternative provision, including clear objectives and plans for their next steps, such as returning to mainstream education
Leaders evaluate services and make improvements	<ul style="list-style-type: none"> • leaders jointly evaluate whether their services and provision are improving outcomes for children and young people with SEND, not only whether children and young people have received the services • leaders monitor whether there are sufficient services and provision to meet the needs and aspirations of the children and young people in their area and take appropriate action as a result • leaders use information from a range of sources in their evaluation, including feedback from representative groups, children and young people using services and data relating to outcomes to improve their services and provision • leaders have established clear processes to enable services and providers to evaluate and improve their provision regularly • the local authority evaluates how well the alternative provision it commissions is improving outcomes for children and young people, and takes action if needed • the local authority maintains strong oversight arrangements for alternative provision it commissions, including oversight of each alternative provision's safety and suitability, and in particular of alternative providers that are not registered as schools
Leaders create an environment for effective practice and multi-agency working to flourish	<ul style="list-style-type: none"> • processes and systems are set up to support practitioners to work together and share appropriate information in a timely manner, including strong systems for identifying and responding to risks to children and young people with SEND • leaders ensure that practitioners are clear on their individual roles and how they can best work together to improve outcomes for children and young people • leaders ensure that practitioners have the appropriate skills to understand children and young people's needs and aspirations, and to create an inclusive environment • leaders encourage practitioners working together to focus on the child or young person, identifying alternative solutions when existing options do not meet needs and aspirations effectively • leaders ensure that practitioners working with children and young people with SEND have the right knowledge and skills to reduce the risk of harm, and understand that children and young people with SEND may be more vulnerable to abuse, neglect and exploitation

Appendix 2: Local Area SEND Inspection; Annex A: information requested to support inspections.

192. This annex sets out the information that inspectors request when they notify the local area partnership of an area SEND full inspection. It also sets out the information that the inspectors will request to assist them in selecting children and young people’s cases for tracking, and the further information they will request about those selected. Inspectors may request some or all of the Annex A information for monitoring inspections. The table below sets out the high-level timeline for sharing this information.

Day/time	Activity
Week 1, Monday	Inspectors request the information set out in Annex A
Week 1, Tuesday, by 11am	<ul style="list-style-type: none"> • Local area partnership provides person-level data to assist inspectors in selecting children and young people to track. • Local area partnership provides list of providers and settings to assist inspectors in selecting which providers will have sampling visits. • Local area partnership provides requested information about SEND arrangements.
Week 1, Tuesday, by 5pm	<ul style="list-style-type: none"> • Inspectors select children and young people’s cases to be tracked
Week 1, Friday, by 5pm	<ul style="list-style-type: none"> • Local area partnership provides additional information about children and young people selected for tracking • Local area partnership provides additional information about SEND arrangements

193. Inspectors will provide details for accessing an online system that the local area partnership can use to share the information.

194. Inspectors will gather personal information, including some sensitive personal data, that is necessary to help them evaluate local arrangements for children and young people with SEND. [Ofsted’s privacy notice](#) and [the CQC’s privacy notice](#) set out what data we collect, what we do with it, how long we keep it for and people’s rights under the Data Protection Act 2018.

195. If information is shared that is relevant to more than one of the requests, it does not need to be replicated in each section, but the lead inspector should be made aware of it.

Week 1: person-level data

196. When the lead inspector contacts the local area partnership, they will ask for lists containing person-level data. The local area partnership should provide the person-level data lists by 11am on the day following notification. The person-level data lists should be as up to date as possible. However, if the most recent available data is a historic snapshot, such as from the [special educational needs survey \(SEN2\)](#) or the [alternative provision census](#), this will be acceptable. Please provide these lists in Excel.

List number Description

-
- List 1
- All children and young people with an EHC plan for whom your local authority is responsible.
-

- List 2
- All children and young people who are in receipt of SEN support educated in settings within your local area.
-

197. Below is an outline of the broad contents of each list. Detailed guidance about the fields for each list is available in the person-level data guidance and template. Included in the spreadsheet is a template for each person-level list.

198. Where possible, we have aligned the information in the person-level lists with DfE guidance on SEN2 and the school/alternative provision census. The spreadsheet template includes an overview of the codes to use, sourced from the SEN2 or school/alternative provision census guidance.

199. The person-level data lists should represent the local area partnership's most recent available data at the point of notification. When the local area partnership shares the lists, they should indicate what date(s) the data in each list represents as far as possible.

200. If certain data is unavailable, the lead inspector may wish to discuss how the local area partnership monitors those areas.

201. In the future, we may request different information, but this will always happen following engagement with local area partnerships.

202. Queries about the person-level data should be sent to data.areasend@ofsted.gov.uk. However, if you have any queries after you have been notified that an inspection is to take place, please contact the lead inspector.

Week 1: information about the local area partnership's SEND arrangements

203. In the first week of inspection, the local area partnership should provide the information set out below.

204. The local area partnership should not provide all of the information that it holds on each subject. The inspectors will want only the local area partnership's best and most recent information that relates to the scope of the inspection. Inspectors will not review information that they deem to fall outside the scope of the inspection.

Information to be provided by the local area partnership following notification.

<i>Number</i>	<i>Item</i>	<i>Description</i>
1.1	Local area partnership structure	<ul style="list-style-type: none"> • The education, health and care partners involved in the local area partnership; the governance arrangements, decision-making structures, how partners work together and who is responsible for delivering what
1.2	Assessment of needs	<ul style="list-style-type: none"> • The local area partnership's assessment of the needs of children and young people with SEND in the local area; this will include

<i>Number</i>	<i>Item</i>	<i>Description</i>
		<i>the Joint Strategic Needs Assessment and any further assessment of needs</i>
1.3	<i>Self-evaluation</i>	<ul style="list-style-type: none"> <i>The local area partnership’s self-evaluation of its effectiveness in improving the experiences and outcomes of children and young people with SEND</i>
1.4	<i>Strategic planning</i>	<ul style="list-style-type: none"> <i>The local area partnership’s strategic planning for children and young people with SEND; this may include parts of the joint health and well-being strategy</i>
1.5	<i>Representative and support groups</i>	<ul style="list-style-type: none"> <i>Contact information for established representative and/or support groups for children and young people with SEND, and parents and carers</i>
1.6	<i>Dynamic support register</i>	<ul style="list-style-type: none"> <i>List of all children and young people aged 0 to 25 on the dynamic support register.</i>
1.7	<i>Health system overview and commissioning arrangements</i>	<ul style="list-style-type: none"> <i>The structure of the local health services, which includes who commissions the service and who provides the service (the CQC will provide a template at notification); and information on commissioning specifications for local health services, including for young people aged 16–25 years; this also includes any significant changes planned for the services and/or services where there are recovery plans needed</i>

Additional information to be provided by the local area partnership at the end of week 1.

<i>Number</i>	<i>Item</i>	<i>Description</i>
2.1	<i>Engagement plans and impact</i>	<ul style="list-style-type: none"> <i>Information about the local area partnership’s strategy and approach for engaging with children, young people and their families in planning and evaluating SEND arrangements; information on the impact this engagement has had on local SEND arrangements</i>
2.2	<i>Approach to EHC plans</i>	<ul style="list-style-type: none"> <i>The local area partnership’s approach to the development, oversight and quality assurance of EHC plans, including the services involved; this may include documents relating to the processes and internal policies.</i>

<i>Number</i>	<i>Item</i>	<i>Description</i>
2.3	<i>Personal budgets</i>	<ul style="list-style-type: none"> • <i>Data on the number of personal budget applications and acceptances across education, health and care</i>
2.4	<i>Tribunals and single route of redress</i>	<ul style="list-style-type: none"> • <i>Data on appeals to the First-tier Tribunal (Special Educational Needs and Disability), including cases resolved before tribunal hearing; data about appeals through the single route of redress</i>
2.5	<i>Information about specific cohorts</i>	<ul style="list-style-type: none"> • <i>The numbers of children and young people with SEND who are: not attending an education setting, including those who receive home education; attending alternative provision; known to youth justice services; eligible to receive adult care services; on part-time timetables for their education</i>
2.6	<i>Outcomes</i>	<ul style="list-style-type: none"> • <i>Information on the local area partnership's measures of outcomes for children and young people in their area, including outcomes relating to their preparation for adulthood</i>
2.7	<i>Employment</i>	<ul style="list-style-type: none"> • <i>Data on current employment of 18 to 25 year olds with SEND</i>
2.8	<i>Multi-agency audits</i>	<ul style="list-style-type: none"> • <i>The results of any multi-agency audits of support for individual children and young people with SEND that have been carried out in the 12 months prior to inspection</i>

Information about education at the end of week 1

<i>Number</i>	<i>Item</i>	<i>Description</i>
3.1	<i>Education system overview</i>	<ul style="list-style-type: none"> • <i>The structure of the local education system, including the types of education setting, and which settings have specialist provision available</i>
3.2	<i>Residential special schools</i>	<ul style="list-style-type: none"> • <i>Information about the commissioning and oversight of placements of children and young people in residential special schools</i>
3.3	<i>Out-of-area placements</i>	<ul style="list-style-type: none"> • <i>Information about the commissioning and oversight of education settings outside the local area that provide education for the area's children and young people with EHC plans; data on the number of children and young people with SEND who are placed out of area, and the reasons for this</i>

<i>Number</i>	<i>Item</i>	<i>Description</i>
3.4	<i>Destinations</i>	<ul style="list-style-type: none"> • <i>Data about destinations after leaving school, including data # about young people not in education, employment and training</i>
3.5	<i>Part-time education timetables</i>	<ul style="list-style-type: none"> • <i>Data about children and young people who have EHC plans, or are in alternative provision on part-time timetables; to include the numbers of children and the timescales</i>
3.6	<i>Home-to-school transport</i>	<ul style="list-style-type: none"> • <i>Information about the strategy for home-to-school transport, and any consultation outcomes; data on the number of children and young people with SEND who are supported, and who has requested support</i>
3.8	<i>Attendance</i>	<ul style="list-style-type: none"> • <i>The most recent evaluation of attendance of children and young people with SEND in the local area</i>

Information about care at the end of week 1

<i>Number</i>	<i>Item</i>	<i>Description</i>
4.1	<i>Care services overview</i>	<ul style="list-style-type: none"> • <i>The structure of local care services, provision and teams, including details of any services in the area that have been commissioned from the community or voluntary sector for children and young people with SEND</i>
4.2	<i>Short breaks</i>	<ul style="list-style-type: none"> • <i>The local authority short-break statement, and information on the current provision and uptake</i>
4.3	<i>Thresholds, assessments and provision</i>	<ul style="list-style-type: none"> • <i>Information about thresholds, assessments and provision for children and young people with SEND, including early help and services for disabled children</i>
4.4	<i>ILACS lists</i>	<ul style="list-style-type: none"> • <i>ILACS person-level data lists 2, 6, 7, 8, 9 as described in ILACS Annex A</i>
4.5	<i>Virtual schools</i>	<ul style="list-style-type: none"> • <i>Information about the virtual school arrangements in the local area</i>

Information about health at the end of week 1

<i>Number</i>	<i>Item</i>	<i>Description</i>
5.1	<i>Performance data</i>	<ul style="list-style-type: none"><i>Performance data (including current waiting times) on delivery of: the healthy child programme, spanning early years and school-age children (previous 12 months); children and young people’s mental health services 0–25 years; speech and language therapy; occupational therapy; and physiotherapy</i>
5.2	<i>Pathways</i>	<ul style="list-style-type: none"><i>Pathways for referrals to health services for assessment and outcomes information or data as related to those pathways, including children and young people’s mental health, therapies and child development centres</i>

Information from the local authority about alternative provision at the end of week 1

<i>Number</i>	<i>Item</i>	<i>Description</i>
6.1	<i>Strategy and commissioning arrangements</i>	<ul style="list-style-type: none"><i>Information about the local authority’s strategy and commissioning arrangements for alternative provision</i>
6.2	<i>Needs of children and young people</i>	<ul style="list-style-type: none"><i>Information about the needs of the children and young people in the area who are in alternative provision; information about how the local authority monitors likely future need for placements, and maintains sufficient provision</i>
6.3	<i>Settings and attendees</i>	<ul style="list-style-type: none"><i>Information about the alternative provision settings used by the local authority and the children or young people attending, including where these are part-time placements; this should include a record of all individual intervention plans for children and young people</i>
6.4	<i>Monitoring and oversight information</i>	<ul style="list-style-type: none"><i>The most recent information about the quality and performance of alternative provision settings, including outcomes for children and young people, such as destinations following alternative provision; information on how the local authority quality assures alternative provision, including relevant frameworks</i>

Week 1: selecting providers and settings for sampling visits

205. The lead inspector will ask the LANO and ICB representative to identify a list of providers and services where inspectors can sample the records of individual children and young people. The inspection team will then select the providers and services where it will carry out sampling, and will ask the LANO to inform the providers and services.

Week 1: additional information about children and young people selected for tracking

206. The lead inspector will ask the LANO to coordinate the sharing of information with the inspection team about the children and young people who are being tracked. For each child or young person, this information will include:

<i>Number</i>	<i>Item</i>	<i>Description</i>
<i>7.1</i>	<i>Multi-agency audit</i>	<ul style="list-style-type: none"><i>A multi-agency audit of the child or young person's programme and support, including an evaluation of the impact of plans and support, and learning for the providers and services involved</i>
<i>7.2</i>	<i>Chronology</i>	<ul style="list-style-type: none"><i>A chronology of significant events in the 2 years before the inspection</i>
<i>7.3</i>	<i>Pen portrait</i>	<ul style="list-style-type: none"><i>A pen portrait of the child or young person, including information about their needs, aspirations and support</i>
<i>7.4</i>	<i>Assessments</i>	<ul style="list-style-type: none"><i>The most recent assessments, including an early help assessment, if applicable</i>
<i>7.5</i>	<i>Plans</i>	<ul style="list-style-type: none"><i>The most recent plans including an EHC plan, personal education plan or care plan, where relevant</i>
<i>7.6</i>	<i>Discussion notes</i>	<ul style="list-style-type: none"><i>Notes of any key multi-agency discussions or equivalent</i>
<i>7.7</i>	<i>Commissioning agreements</i>	<ul style="list-style-type: none"><i>The current commissioning agreement, when the child or young person is in alternative provision</i>

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Appendix 3. Timescales or the 'Roadmap'. [SEND and alternative provision roadmap - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/SEND_and_alternative_provision_roadmap_-_GOV.UK.pdf)
(www.gov.uk).

National Standards.

This year (2023)

By the end of 2025

Set up engagement across education, health and care during spring 2023 to develop national standards.

Invest £2.6 billion between 2022 and 2025 to fund new places and improve existing provision for children and young people with SEND or who require alternative provision.

Establish the change programme's regional expert partnerships to test out proposals.

Publish a significant proportion of the national standards.

Start testing elements of the national standards with regional expert partnerships.

Work with partners to develop reformed templates and guidance to deliver a nationally consistent education, health and care plan process which makes greater use of digital technology.

Introduce local SEND and alternative provision partnerships that bring together partners to plan and commission support for children and young people with SEND and in alternative provision.

Set out initial plans for our approach to updating the SEND Code of Practice.

Work with areas, through the change programme, to create evidence-based local inclusion plans.

Develop innovative approaches for short breaks through £30 million of funding.

Start testing an approach to improve information available to families by providing them with a tailored list of suitable settings. This will be co-produced with children, young people and their families.

Receive a final report from the Law Commission following their review of the social care legislation relating to disabled children.

Announce the successful schools which will be opened as part of the new special and alternative provision free schools.

Create a 3-tier alternative provision system.

Successful transitions and preparation for adulthood.

This year (2023)

By the end of 2025

Launch a pilot to consider the evidence required to access flexibilities to standard English and mathematics requirements for apprenticeships.

Publish guidance to support effective transitions between all stages of education, and into employment and adult services.

Support the Department for Work and Pensions' Adjustment Passport pilot.

Invest £18 million to double the capacity of the supported internships programme.

Start to build capacity and strengthen the quality of the supported internship programme. This includes training job coaches and making sure all local authorities have access to a supported employment forum.

Improve the Disabled Students' Allowance process.

A skilled workforce and excellent leadership.

This year (2023)

By the end of 2025

Undertake a review of the initial teacher training and early career frameworks.

Take a joint Department for Education and Department of Health and Social Care approach to SEND workforce planning.

Fund up to 5,000 early years staff to gain an accredited level 3 early years special educational needs co-ordinator qualification.

Launch a new leadership level special educational needs co-ordinator national professional qualification.

Launch a research project to develop our evidence base on current school approaches for teaching assistants.

Begin to invest a further £21 million to train 2 more cohorts of educational psychologists in 2024 and 2025.

Improve access to speech and language therapists through ELSEC pathfinders.

Embed specialists like therapists and youth workers into 22 alternative provision schools through funding

This year (2023)

By the end of 2025

the AP specialist taskforces pilot programme until the end of March 2025.

Publish the first 3 practice guides for frontline professionals.

Strengthened accountabilities and clear routes of redress.

This year (2023)

By the end of 2025

Publish local and national inclusion dashboards.

Facilitate a more joined up response between Department for Education and NHS England.

Deliver updated Ofsted and Care Quality Commission area SEND inspections.

Put robust processes in place to take action where there are breaches of statutory duties.

Give the Secretary of State for Health greater powers through the Health and Care Act 2022.

Create a ladder of intervention for local areas.

Require every integrated care board to have a named executive board member lead accountable for SEND.

Improve the quality of mediation services.

Set up an expert group to support the development of a bespoke national alternative provision performance framework.

Develop a bespoke national alternative provision performance framework.

Improve advice and guidance for families on mediation and update the professional standards for SEND mediators.

Develop options for ensuring transparent and effective movement of pupils without education, health and care plans.

A financially sustainable system delivering improved outcomes.

This year (2023)

By the end of 2025

Increase core school funding by £3.5 billion in 2023 to 2024. Almost £1 billion of that increase will go towards high needs.

Make significant progress towards the development and implementation of a system of funding bands and tariffs to back the national standards.

Support local authorities through the delivering better value and safety valve programmes.

Publish a response to the consultation on the schools national funding formula.

Make significant progress in developing new approaches to funding alternative provision.

Re-examine the state's relationship with independent special schools.
