



Children's Trust Board		
Date:	26 September 2016	
Subject:	Local area inspections of arrangements for children and young people with special educational needs and/or disabilities	
Report of:	Ken Harvey, Head of Service, Children with Disabilities Claire Harvey, Head of SEND/Principal Psychologist.	
Final report to:	Executive	NO
	Scrutiny	NO
	Other	CBSCB
	If yes please state date of meeting	
Which Officers/Members have seen this report?		

Purpose of report

To ensure that the Children's Trust Board is:

1. well informed of the framework for the Local area inspection of Special Educational Needs and/or Disabilities.
2. understands the implications for the service and planning with the relevant agencies.
3. understands the handbook for the inspection of the local areas effectiveness in identifying and meeting the needs of young people who have special educational need and /or disabilities.

Recommendations:-

1. Preparation for the forthcoming inspection is agreed and implemented with the relevant agencies.

Children's Trust Board is asked to:-

1. Note the need, the emphasis on joint working in the inspection framework and reinforce this in joint working arrangements.

2. Background information

- a. Local area inspections of arrangements for children and young people with special educational needs and / or disabilities (SEND) are live from May 2016 onwards. The framework for inspection of local areas was published in April 2016. All local areas will be inspected at least once during a five-year period.
- b. The inspection team will be led by an HMI from Ofsted and will include a Children's Services Inspector from the CQC, and an Ofsted Inspector (OI) usually recruited from a local authority but without connection to the local area being inspected.
- c. The OI will have: specialist knowledge of disability and special educational needs; a thorough understanding of local area structures and strategic delivery of services; and a health, social care or education background. CQC may, on occasion, allocate more than one inspector to the inspection of the local area. The complexity of the local health economy will be an important consideration.
- d. The inspection will evaluate how effectively the local area meets its responsibilities and not just the local authority. The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.
- e. Each local area will be asked to nominate a representative – a 'local area nominated officer' – who will act as a single point of contact on behalf of all local agencies throughout the inspection and until the publication of the inspection report. Their role will be to liaise with the lead Her Majesty's Inspector (HMI) throughout the inspection so that inspection activities can be coordinated effectively of NHS providers, the geographical area and the number of CCGs operating in that area.

3. The inspection leads to a published report that:

- a. provides children and young people, parents, elected council members, local providers and those who lead and manage the delivery of services at local level with an assessment of how well the local area is meeting the needs of children and young people with special educational needs and/or disabilities, and how well service providers work together to deliver positive outcomes
- b. provides information for the Secretary of State for Education about how well the local area is performing its role in line with its statutory responsibilities and the Code of Practice
- c. promotes improvement in the local area, its education, health and social care provision

- d. where relevant, requires the local area to consider the actions that it should take in light of the report and prepare a written statement that sets out those actions and the timetable for them.

4. Inspection Framework

- a. The local area is the geographical area of the local authority. However, the responsibility of the local area for children and young people who have special educational needs and/or disabilities extends to those who are residents of the local area but attend educational establishments or receive services outside the local authority's boundaries.
- b. The starting point for inspection is the expectation that the local area should have a good understanding of how effective it is. Leaders for the local area should be able to accurately assess how well the local area meets its responsibilities.
- c. Leaders should have an understanding of strengths and aspects that require further development. Inspectors will test out the accuracy of this understanding during the inspection as they make their evaluation.
- d. Inspectors will consider how effectively the local area identifies, meets the needs of and improves the outcomes of the wide range of different groups of children and young people who have special educational needs and/or disabilities as defined in the Act and described in the Code of Practice.
- e. The inspection will focus on the contribution of education, social care and health services to children and young people with special educational needs and/or disabilities, as set out in the Children and Families Act 2014, the Regulations and the Code of Practice.
- f. The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:
 - the effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
 - the effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
 - the effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities
 - In reaching their judgements, inspectors, in line with the requirements of the Code of Practice, will pay particular attention to:

- the accuracy and rigour of the local area's self-evaluation, the extent to which the local area knows its strengths and weaknesses, and what it needs to do further to improve the life chances of children and young people with special educational needs and/or disabilities
 - to what extent the outcomes for children and young people are improving as a result of the collective actions and support of local agencies and bodies
 - the efficiency of identification of special educational needs and disabilities
 - the timeliness and usefulness of assessment
 - how well local agencies and bodies plan and coordinate their work to assess need and provide necessary effective support
 - how well the local area engages with children and young people, and their parents and carers, to inform decisions about the strategic commissioning of services (joint strategic needs assessment)
 - how well the local area involves the individual child or young person, and their parents and carers, in the process of assessing their needs
 - how well the local area communicates with children and young people, and their parents or carers, to ensure that these primary users are clear about the identification and assessment processes and the criteria used to make decisions
 - the extent to which the local area gives due regard to its duties under the Equality Act 2010 to children and young people with special educational needs and/or disabilities.
- g. The handbook for the inspection of the local areas effectiveness in identifying and meeting the needs of young people who have special educational need and /or disabilities provides further detailed information on the work that will be undertaken by the inspection team (see appendix 1). This includes the information that will be analysed by the lead HMI and the CQC inspector to develop the hypotheses and key lines of enquiry contained in Part 1 (5).

5. Key points to consider

Once it is confirmed that the inspection will take place, the lead HMI will make an extended telephone call to the local area's nominated officer. The purpose of the lead HMI's extended call is to:

- a. confirm who is the local area nominated officer for the inspection, with whom the inspection team will liaise regularly and who will arrange meetings and ensure that the inspection team can access the evidence they need
- b. invite the nominated officer to share a summary of any self-evaluation, if available, that the local area has undertaken, which may include peer reviews
- c. discuss the suitability of the early years settings, schools and colleges selected by Ofsted for visits during the inspection and confirm their contact details; the lead HMI will include the local authority's nominated officer as the named point of contact in the notification letters to be sent by the local area to these providers to set up the visits for the inspection
- d. identify key education, health and social care officers who will be interviewed by inspectors
- e. identify key representatives from strategic and operational groups who will be interviewed by inspectors
- f. identify key sources of evidence that will need to be available to help inspectors to make their evaluations; this information should be made available from the start of the inspection
- g. identify and make necessary arrangements for inspectors to hold meetings with relevant children and young people, and parent and carer groups
- h. request contact information for established young people and parent and carer groups so that the lead HMI can inform them of the inspection and invite them to contribute their views by taking part in meetings, including, where practicable, webinars; the lead HMI and CQC inspector will determine who inspectors will gather views from; this will not be solely determined by the local area
- i. make available information gathered by the local authority from children and young people, and parent and carer groups, about their engagement in the area's planning and review, including their satisfaction with how needs have been identified, the extent to which these needs are met and how, if at all, outcomes have improved
- j. request that the local authority ensures that providers within the local area, and those outside of this area but within the local offer, are made aware of the inspection and how they can contribute their views. Ofsted and CQC will provide a draft letter for this purpose, which may be adapted as necessary by the local area

- k. request that the local authority informs parents and carers of children and young people who have special educational needs and/or disabilities who are resident in the local area of the inspection and how they can contribute their views; Ofsted and CQC will provide a draft letter for this purpose that may be adapted as necessary
- l. request information about early years settings, schools and colleges outside the local area that provide education for the area's children and young people who have special educational needs and/or disabilities
- m. request information about any of the local area's children and young people who have special educational needs and/or disabilities needs who are not attending school, including those who receive home education
- n. establish how the files for children and young people who are being considered for, or assessed for, or who have an EHC plan can be accessed
- o. request information about those children and young people who have special educational needs and/or disabilities who are:
 - children in need
 - children who have a child protection plan
 - children looked after and care leavers
 - subject to youth justice services
 - eligible to receive adult care services.

6. Local response to date

- a. A SEND Vision and Strategy has been co-produced with partner agencies and parents/young people setting out the Council's vision and strategy to deliver this. The vision was considered by Overview and Scrutiny Committee in September and recommended for approval by the Council's Executive in October.
- b. The Support and Aspiration Board, which has to date overseen the SEND reforms, will be refocussed to drive forward the SEND vision and the local area inspection, including the self assessment. The membership will be reviewed to reflect the revised terms of reference.
- c. The Board will keep under review the outcomes from the SEND inspections currently taking place and give regard to them in their discussion and planning.
- d. A joint agency review of out of area children and young people with SEND has been undertaken to ensure that we work towards compliance in the Children and Families Act 2014 and the Care Act 2016 and commission for those children who meet the requirements of the legislation.

- e. The Assistant Director Education and School Improvement will be participating in a Peer Review of another Local Authority in the region and has put Central Bedfordshire forward for a Peer Review.
- f. The SEND Chapter of the JSNA is being redrafted
- g. The Local Offer pages of the website have been reviewed and are being amended to ensure compliance and ease of access to information.

7. Risks

- a. The Council and partners use a number of data collection processes which result in a fragmented approach to information sharing and planning. The JSNA process is supporting resolution to this and will inform service planning
- b. Capacity within the SEND teams to manage the growing population/caseloads and growing number of EHC assessment requests remains a challenge. A review of SEND service is being undertaken to inform changes to roles and responsibilities. Service contracts are being reviewed where required.
- c. The current knowledge of the SEND framework and its implications for children and young people with SEND is limited across all universal services. Delivery of the SEND Strategy will support required communication.
- d. There are some outstanding issues regarding easy access to the children's electronic files. Meetings are taking place to resolve these. Case audits were undertaken over August to inform required improvements.

Appendices:

- 1. The handbook for the inspection of the local areas effectiveness in identifying and meeting the needs of young people who have special educational needs and /or disabilities.

Available at <https://www.gov.uk/government/.../local-area-send-inspection-guidance-for-inspector>.