

Central Bedfordshire Council

EXECUTIVE

Tuesday, 11 October 2016

Shared Vision (Education, Health and Social Care) for Children and Young People (0-25) from Central Bedfordshire with Special Educational Needs and Disabilities (SEND)

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Purpose of this report

1. This report provides a summary of the new duties under the SEND Reforms, and the work undertaken to co-produce the draft SEND Vision and Strategy which are appended to the report.

RECOMMENDATIONS

The Executive is asked to:

1. **approve the SEND Vision and Strategy.**

Overview and Scrutiny Comments/Recommendations

2. The SEND Vision and Strategy were considered by the Overview and Scrutiny Committee at their meeting on 6 September 2016.
3. The Committee asked that the Vision incorporates a stronger message around consistency of services across Central Bedfordshire. This has been added and agreed with the Parent Carer Forum.
4. The Committee suggested that the bullet point in the Strategy document that referred to colocation of services be extended to reflect that this should be where this is in the best interests of the child and family. This has been included and agreed with the Parent Carer Forum.
5. The Committee asked for a paragraph on context and future landscape of provision to be included in the report. This has been added.

6. The Committee welcomed the SEND vision and the new ways of working with parent groups.

Background

7. The SEND Vision has developed from the work undertaken by the Support and Aspiration Board which was set up to oversee the implementation of the SEND Reforms over 2 years ago.
8. The work of the Support and Aspiration Board has been reported to Overview and Scrutiny Committees for both Children's Services and Adult Services during that period.
9. Key to the implementation of the SEND Reforms has been the work with the Special Needs Action Panel (SNAP) which is Central Bedfordshire's Parent Carer Forum, mainstream and special school providers, and services from across education, health and social care, both in Children's and Adults' Services.
10. The involvement of parents/carers from the start in developing and then implementing plans and strategies that may impact on children and young people with additional needs is essential to its success. The impact of working with SNAP has been very positive at every level, and has fed through into a number of different elements of work.
11. SNAP are now involved as co-professionals in many strands of work which impact on children and young people, both with the Council and with its partners.

Context

12. As at July 2016 Central Bedfordshire maintained 1358 statements of SEND and Education, Health and Care (EHC) Plans. Based on the percentage of the population this represents, we would anticipate that there is likely to be in the region of 1645 children with EHC Plans by 2021.
13. As at July 2016 there were 35 Central Bedfordshire pupils with statements or EHC Plans attending mainstream schools, mainly across our surrounding borders. There were 44 pupils from other Local Authorities attending Central Bedfordshire mainstream schools, mainly close to the borders.
14. There were 87 pupils in Further Education provision, with 15 at Central Bedfordshire College, and the rest attending colleges of further education provision outside of Central Bedfordshire, mainly in Bedford College (including Shuttleworth), North Herts College and Milton Keynes College.

15. 583 pupils were in Central Bedfordshire Special Schools in July 2016, although this figure includes 64 pupils from other Local Authorities. Based on the percentage of population growth, by 2021 we expect to require 759 places in our special schools. All of our special schools are at capacity. This demonstrates the need for an accommodation plan as set out in the attached Vision and Strategy to prepare for this growth.
16. We have 70 pupils attending special schools outside of Central Bedfordshire, with the majority in Bedford Borough. Many of these pupils attended these schools prior to Central Bedfordshire being formed, and these are their closest schools.
17. There are currently 18 pre 16 pupils in Out of Authority specialist placements, and 8 post 16. Investment in highly specialised local provision which includes health and social care elements would support the aspiration to provide the right integrated education, health and care support for children with very high needs locally. This will be considered in the development of the accommodation plan.

Co-production of the SEND Vision and Strategy

18. An external consultant was commissioned for 10 days to support partner engagement in developing the SEND Vision and implementation Plan.
19. From February 2016 until July 2016 the consultant met and/or had telephone meetings with the following partners and Council staff:
 - SNAP representatives
 - children and young people in the 4 special schools as well as their parents/carers where possible.
 - Special School leaders (at a number of different points in the work)
 - Jigsaw Centre
 - A number of head teachers and lead teachers from mainstream schools with specialist provisions.
 - Representative from Clinical Commissioning Group (CCG)
 - Assistant Director Operations
 - Head of SEND
 - Head of Virtual School for Looked After Children
 - Head of Children with Disabilities Team
 - School Organisation, Admissions and Capital Planning staff
 - Children's Services Commissioning staff
 - A Central Bedfordshire Councillor.
20. The consultant regularly updated the Assistant Director Education and School Improvement.

21. The Support and Aspiration Board monitored progress of the Development of the Vision and input regularly into its further development.
22. A workshop was held in the summer term with members of the Support and Aspiration Board to progress the work and refine the document to a sharper vision.
23. The Board agreed the definition of co-production that could be used in the Vision and as a definition for all future work.
24. At each stage the amended drafts were circulated for further comment and feedback from the workstreams, all of which include parent representatives from SNAP.
25. SNAP's Participation Manager circulated versions for input from other members of SNAP.
26. SNAP's Participation Manager and the AD Education and School Improvement met with senior leaders from the CCG to ensure that the joint accountabilities were understood and that the Draft Vision would be signed off by the appropriate Boards.

Integration with other key projects

27. The delivery of the SEND Vision forms an integral part of the Children's Services Transformation Programme, the refresh of the Partnership Vision for Education and the developing Locality/Quadrant Plans.
28. This integration is key to maximising opportunities for collective planning across Council and Health services both locally and regionally.

Duties

29. The Children and Families Act (2014) placed a **duty** on Local Authorities to **ensure integration between educational provision and training provision, health and social care provision.**
30. Local Authorities and Clinical Commissioning Groups (CCGs) **must** make joint commissioning arrangements for education, health and care provision for children and young people with SEND, both with and without Education, Health and Care Plans.
31. The Care Act (2014) **requires** Local Authorities to ensure co-operation between children's and adults' services to plan for meeting the future needs of young people as they move into adulthood and become more independent, along with achieving continuity of support between services to enable young people to access timely and appropriate support.

32. The Equalities Act (2010) defines our equality duties and includes SEN and Disability
33. In carrying out our functions in the Children and Families Act, all agencies **must** have regard to:
- the views, wishes and feelings of children, their parents and young people
 - the importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
 - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child and young person and to help them achieve the best possible educational, health and broader outcomes, preparing them effectively for adulthood.

Children and Families Act (2014)

34. Our shared Vision will deliver the principles of the Children and Families Act (2014) through:
- the **participation** of children, their parents and young people in decision making
 - the **early identification** of children and young people's needs and joined up early intervention across education, health (universal and specialist) early help and social care services as appropriate to need to support them
 - **greater choice and control for young people and parents** over support
 - **collaboration** between education, health and social care services to provide support, including development of jointly commissioned services.
 - **high quality provision** to meet the needs of children and young people with SEN
 - a focus on **inclusive practice** and removing barriers to learning
 - successful **preparation for adulthood, including independent living and employment**

(SEND Code of Practice, 2015, sections 1.1 and 1.2)

Transforming Care Programme (TCP)

35. The Transforming Care Programme (TCP) will support delivery of our vision and will have a significant impact on the planning and delivery of support services to children and young people with learning disabilities and /or autism, including those with mental health conditions.
36. The Transforming Care Programme (TCP) will develop and strengthen local service provision for children, young people and adults in:
 - Health care
 - Preventative services
 - Advocacy
 - Carer Support Universal Welfare
 - Education and Training

Council Priorities

37. The delivery of the SEND Vision and Strategy will support the following Council priorities:
 - Great resident services
 - Improving education and skills
 - Protecting the vulnerable; improving wellbeing

Corporate Implications

Legal Implications

38. The Council's duties and those of partners are outlined in this report. There are legal implications of those duties not being met, including escalation to the SEND Tribunal and possible High Court action.

Financial and Risk Implications

39. There will be financial implications of delivering the accommodation element once this has been defined in more detail. The development of the accommodation plan alongside strategic locality plans both within the Council, and with colleagues representing Health Services is key to delivering an efficient and effective accommodation plan.

Equalities Implications

40. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
41. All elements of the work involved in the delivery of this vision and strategy will support improving outcomes for children and young people with special educational needs and disabilities (SEND) and their families.
42. The work streams identified in the Vision and Strategy all have the potential to impact positively in terms of advancing equality of opportunity for vulnerable groups.
43. Outcome data is analysed to ensure that children from vulnerable groups, including those with special educational needs and disability (SEND), to ensure that actions lead to improvement in all outcomes. We are taking a new approach to the Joint Strategic needs Assessment that supports this work and help us in planning for the future.
44. Involving children, young people and their families in the development of services and support is key to meeting our equality duties.

Implications for Work Programming

45. The Overview and Scrutiny Committee have asked to be kept updated on delivery of the programme.

Conclusion and next Steps

46. The Vision and Implementation Plan are a good example of co-production in action. This work has demonstrated the importance of true stakeholder engagement from the start, and the time required to get this right. It is anticipated that the benefits will also be seen in shared ownership and accountability for its delivery.
47. The Workstreams of the Support and Aspiration Board will refocus their work programme and develop more detailed delivery plans on the agreed strands of the Vision.
48. A 1 page Executive Summary of the Plan will be developed to support ownership of delivery.

49. The AD Education and School Improvement and the Participation Manager from SNAP have planned half termly meetings with senior colleagues from the CCG to ensure join up of delivery.
50. An accommodation plan taking into account feasibility studies will be developed setting out the costed options for delivering sufficient places in special schools and specialist provision to meet future demand as identified in the School Organisation Plan.
51. The implementation plans will have clear timelines for delivery.

Appendices

Appendix 1: SEND Vision

Appendix 2: SEND Strategy