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Rutland County Council

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Meeting: CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Date and Time: Thursday, 22 June 2017 at 7.00 pm

Venue: COUNCIL CHAMBER, CATMOSE

Clerk to the Panel: Natasha Brown 01572 720991
email: corporatesupport@rutland.gov.uk

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A G E N D A

APOLOGIES FOR ABSENCE

1) RECORD OF MEETING

To confirm the record of the meeting of the People (Children) Scrutiny Panel held on 04 May 2017 (previously circulated).

2) DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are invited to declare any personal or prejudicial interests they may have and the nature of those interests in respect of items on this Agenda and/or indicate if Section 106 of the Local Government Finance Act 1992 applies to them.

3) PETITIONS, DEPUTATIONS AND QUESTIONS

To receive any petitions, deputations and questions received from Members of the Public in accordance with the provisions of Procedure Rule 217.

The total time allowed for this item shall be 30 minutes. Petitions, declarations and questions shall be dealt with in the order in which they are received. Questions may also be submitted at short notice by giving a written copy to the Committee Administrator 15 minutes before the start of the meeting.

The total time allowed for questions at short notice is 15 minutes out of the total time of 30 minutes. Any petitions, deputations and questions that have been

submitted with prior formal notice will take precedence over questions submitted at short notice. Any questions that are not considered within the time limit shall receive a written response after the meeting and be the subject of a report to the next meeting.

4) QUESTIONS WITH NOTICE FROM MEMBERS

To consider any questions with notice from Members received in accordance with the provisions of Procedure Rules No 219 and No. 219A.

5) NOTICES OF MOTION FROM MEMBERS

To consider any Notices of Motion from Members submitted in accordance with the provisions of Procedure Rule No 220.

6) CONSIDERATION OF ANY MATTER REFERRED TO THE PANEL FOR A DECISION IN RELATION TO CALL IN OF A DECISION

To consider any matter referred to the Panel for a decision in relation to call in of a decision in accordance with Procedure Rule 206.

SCRUTINY

Scrutiny provides the appropriate mechanism and forum for members to ask any questions which relate to this Scrutiny Panel's remit and items on this Agenda.

7) QUARTER 4 FINANCE MANAGEMENT REPORT 25 min

To receive Report No. 111/2017 from the Director for Resources.
(Report circulated under separate cover)

8) QUARTER 4 PERFORMANCE MANAGEMENT REPORT 25 min

To receive Report No. 98/2017 from the Chief Executive.
(Report circulated under separate cover)

9) SEND AND INCLUSION TRANSFORMATION UPDATE 30 min

To receive Report No. 120/2017 from the Director for People
(Pages 5 - 34)

PROGRAMME OF MEETINGS AND TOPICS

10) REVIEW OF FORWARD PLAN 2017/18 **10 min**

To consider Scrutiny issues to review.

Copies of the Forward Plan will be available at the meeting.

11) ANY OTHER URGENT BUSINESS **5 min**

To receive any other items of urgent business which have been previously notified to the person presiding

12) DATE AND PREVIEW OF NEXT MEETING **5 min**

Thursday 7 September 2017 at 7 pm

Agenda Items:

1. Future Planning for the Educational Psychology Service
2. Children's Mental Health/CAMHS
3. Q1 Performance Management Report

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TO: ELECTED MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Mr N Begy (Chairman)

Mr E Baines

Mr B Callaghan

Mrs L Stephenson

Mr K Bool

Mr J Dale

Vacancy

TO: CO-OPTED MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

Ms S Gullan-Whur

Mrs L Youngman

Mr A Menzies

OTHER MEMBERS FOR INFORMATION

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CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

22ND JUNE 2017

Special Education Needs and Disability and Inclusion Transformation Update

Report of the Director for People

Strategic Aim:	Special Education Needs and Disability (SEND) and Inclusion	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Education Mr R Foster, Portfolio Holder for Children and Young People (Safeguarding)	
Contact Officer(s):	Bernadette Caffrey, Head of Early Intervention, SEND and Inclusion	01572 752943 bcaffrey@rutland.gov.uk
Ward Councillors	All	

DECISION RECOMMENDATIONS

That the Panel:

1. Comment on the draft Special Education Needs and Disability (SEND) and Inclusion Strategy and the update on the SEND transformation actions
2. Consider how the Panel may provide future oversight and scrutiny of the transformation plan

1 PURPOSE OF THE REPORT

- 1.1 The service has rewritten the SEND and Inclusion Strategy which sets out Rutland's vision for children with SEND and additional needs and which is currently out for consultation, and as part of this exercise to seek comments from the panel.
- 1.2 The presentation provides panel with an update on the transformation activities within the service and across the partnership for children with SEN and disabilities.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 There are statutory obligations placed on Local Authorities, health providers and schools, to support children with additional needs and disabilities, such as the SEND Code of Practice 2015, and the Safeguarding in Schools Guidance (DfE) 2015.

- 2.2 By 1 April 2018, Local Authorities must have transferred all children and young people with statements of Special Educational Need (SEN) and who are eligible for an Education, Health and Care plan, (EHCP) to the new SEND system. An education, health and care (EHC) plan is for children and young people aged up to 25 years who need more support than is available through special educational needs support in school. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- 2.3 The above encompasses the Local Authority's obligation to provide/create sufficient places for all pupils including those with SEND and the requirement for Local Authorities to have a SEND 'Local Offer'.
- 2.4 The demand for services and support for children with SEND in Rutland is growing; currently there are 194 children with Statements/EHC Plans compared to 174 in 2014/15. This reflects a similar picture nationally, there were 175,233 children and young people with statutory Education, Health and Care (EHC) plans and 112,057 children and young people with statements of special educational needs (SEN) maintained by local authorities as at January 2017. This gives a combined total of 287,290 children and young people, an increase of 30,975 (12.1%) from 256,315 as at January 2016. (Source: DfE May 017)
- 2.5 In order to address the demand and the growing expenditure in Rutland and to enhance the Council's and the Partnership's response to children with additional needs, a series of change management activities are taking place. The SEND and Inclusion service was integrated with the Early Intervention services in February 2017 and since then a great deal of activity is underway both within the service and with health commissioners, education providers and families, to review the provision for children with SEN and disabilities, (SEND). This includes a rewrite and an energetic engagement exercise on Rutland's Draft SEND and Inclusion Strategy, which sets out the vision for children with SEND and which is currently with stakeholders to review and contribute to.
- 2.6 There is a culture shift in the service and across the partnership and a change in operational practice to be more customer focused and that EHCPs are clearly articulating the education, health and social care outcomes for children and are preparing young people for adulthood. The service is reviewing its contracted services, such as the education psychology service and its independent advice service. It is undertaking an audit and quality assurance exercise of the Local Authority's commissioned provision, such as its 52 week residential and 38 week education placements for children with SEND and additional needs.
- 2.7 Key to the success of the Fair Access Protocol [its purpose being to ensure that, outside the normal admissions round, unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. Every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools], and the SEND Inclusion Strategy, will be securing the required range of specialist places within Rutland itself, or through utilising close geographical locations where specific provision is required, in addition to a greater focus on school autonomy and sector-driven improvement.
- 2.8 Work is underway with our schools and providers to support them in building their own capacity for the local leadership of SEND that should serve their schools well as the system matures. The programme of work with schools will ensure school

staff has skills, confidence and resilience to meet a greater range of pupil needs, particularly behavioural, social and emotional need, so that those children are retained within the sector and achieve well from their starting points. A roundtable event on the 11th May 2017 with key school's representatives and regional SEND advisors and a further whole school event on the 19th June 2017 have set in train actions to achieve the above.

- 2.9 In addition to this an engagement event took place with 90 parents and carers and with school SEN Co-ordinators (SENCOs) on the 23rd May 2017, to provide them with an update on the developments within the service and the 'Local Offer', as well as the opportunity to meet the team.
- 2.10 The information from all the events mentioned above has been fed into the service Self Evaluation Form (SEF) and the Action Plan that will deliver against the objectives in the SEND and Inclusion Strategy. Head teachers, health representatives and parents have expressed a commitment to forming a SEND Strategic Group to progress the wider transformation of SEND provision in Rutland and to securing the right set of skills and the appropriate provision so that more children are educated and enjoy a healthy family life, closer to home and at lower cost. The additional capital funding being made available to Local Authorities this year, described in Point 3.3 will support the transformation set out above.

3 ORGANISATIONAL IMPLICATIONS

- 3.1 SEND and Inclusion services are subject to a Peer Review (July 2017) and an Ofsted and CQC area inspection.
- 3.2 More Education Health and Care Plans (EHCPs) are being requested. Transition to EHCPs seems to have meant more expensive assessments, coupled with the improved identification of SEN is driving up demand. Schools are applying for funding through EHCPs because there is not adequate funding within budgets to fund additional needs.
- 3.3 SEND staffs including Education Psychology, (EP) services are challenged by the number of statements to EHCP conversions and annual reviews, to the extent that there is a backlog of assessments and case officers are not sufficiently involved in annual reviews. In Rutland there are 14 statutory assessments awaiting an EP assessment (7 transfers and 7 new EHC assessment requests) which will be cleared within 14 weeks, subject to further statutory requests coming in to the system during this period. There are a further 56 non-statutory EP requests outstanding, the length of time to clear this back log depends on the level of EP assessment required which can vary from 1 to 3 days. Increased capacity required within SEND casework due to additional workload from annual reviews, is being funded temporarily by the SEN Reform Grant, but it poses a potential long term funding issue.
- 3.4 In March 2017, the Minister for Vulnerable Children and Families, Edward Timpson, announced a £215m capital fund over three years for Local Authorities. Every local authority will be allocated at least £500,000 over three years from the fund, with more than half receiving at least £1 million. Councils will be free to invest the funding as they see fit to help children and young people with education, health and care plans to get a high quality education. It can be used in mainstream schools, including academies, free schools and grammar schools, special units, special schools, early years settings, further education colleges or other provision

for children and young people aged from 0-25. It could be used for example to build new specialised classrooms for children with emotional, social and mental health difficulties, expand existing classrooms to increase their size to improve access or to purchase mobility equipment.

- 3.5 Rutland County Council's allocation is £500,000 over 3 years and the Council will be expected to consult with local parents, carers, schools, and others on how their funding allocations should be used. The Council will have to publish a short plan showing how they will spend the funding and show how this fits in the wider context of strategic planning for SEND.
- 3.6 Currently the £500k funding for SEND is not ring fenced and would need Council approval. The service will seek approval to create a Project Brief and Project Group to progress the capital project as part of the SEND Transformation Plan and to consider if the proposed SEND Strategic Group described above could comprise a Project Group, together with personnel from both Resources and Places Directorates within agreed governance arrangements.
- 3.7 In addition to the above fund a report to Cabinet December 2016 (Report 219/2016) identified £200k capital as a contingency to support a proposal for increased SEN provision if a viable business case comes forward.

4 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 4.1 The SEND and Inclusion Strategy articulates the direction and vision for an inclusive Rutland and sets out the key objectives to bring about transformation of services for children and young people with special education needs and disabilities
- 4.2 The service has completed a self-evaluation exercise with key stakeholders and has created an SEND Action Plan, (appended to the Strategy document) and a set of performance indicators that will set out action required, how success will be measured and timescale for completion.
- 4.3 The transformation exercise will ensure the Local Authority and its partners, specifically health and education providers are prepared for an Ofsted and CQC area inspection of SEND services and that Rutland can evidence its progress against the key Ofsted/CQC judgement areas which are; how it identifies, assesses and meets needs and achieves outcomes for children and young people with a special educational need or disability.

5 BACKGROUND PAPERS

- 5.1 There are no additional papers

6 APPENDICES

Appendix A – (Draft) SEND and Inclusion Strategy

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.



Rutland County Council



*East Leicestershire and Rutland
Clinical Commissioning Group*

Inclusive Rutland Rutland's SEND and Inclusion Strategy June 2017



EXECUTIVE SUMMARY

Our Vision

“In Rutland we are committed to being a County that promotes inclusion, maximises children’s and young people’s opportunities to be independent and focuses on their abilities not their disabilities. We want the information on support and the way to get support to be understood by our children and families and professionals and that the support will reflect the individual needs of a child. We believe that every child and young person with special educational needs and disabilities from Rutland should, wherever possible, have their needs met locally, so that they can enjoy a family life, be with friends and that they should expect to receive high quality education, health and social care provision that promotes their wellbeing and transition to adulthood. This includes access to universal services as well as targeted and specialist support where required.”

Our Strategy

Our SEND and Inclusion Strategy will turn our vision into actions. Our Strategy provides us with an opportunity to create a shared view of the challenges faced by children and young people and our SEND Action Plan will put actions in place for children and young people with special educational needs and disability. It brings our health, education, and social care partners together and puts children and families at the centre of our services. There is recognition that there is increased demand and growing pressure on the system and that we need to work collaboratively so that we utilise our resources in a way that achieves maximum impact and the best outcomes for children and young people with special educational needs and disabilities (SEND). Our Strategy enables us together to identify the gaps in services, and challenge what needs to change and improve to achieve better outcomes for children and young people.

This document outlines Rutland’s ‘**Local Offer**’ and informs the approach partners take in working with children and families and the design of future services. Our SEND and Inclusion Strategy takes into account national research and reviews, for example, by Frank Field and Graham Allen, with regards to the importance of the early years and early intervention.

Our offer also takes into account key messages from Working Together to Safeguard Children, (DfE 2015), the SEND Code of Practice (DfE/DoH 2015), and the Keeping Children Safe in Education Guidance (DfE 2016).

This Strategy sets out clear expectations of the Council and Clinical Commissioning Groups (CCGs), and other partners specially health and education providers, which reflects the statutory requirement under primary legislation, regulation and case law as set out in the SEND Code of Practice (2015), Section 28 Duty to Co-operate and the Local Safeguarding Board Safeguarding procedures. The expectations of professionals in Rutland as defined in the SEN and Disability Code of Practice (2015) include;

- Participation of and co-production with children and families in decision making about their support
- Services will work together to ensure that EHC Plans will identify not only a child's or young person's education needs and support but address their health and social care needs too. This will be tested through our partnership performance and quality assurance mechanisms
- Special educational provision is made available for those who need it and children with SEN are treated fairly
- Early years providers, schools and colleges know precisely where their children and young people with SEND are in their learning and development and provide suitable stretch and challenge in their education.
- Support children's successful preparation for transition through phases of their education and transition in to adulthood and employment

Where are we now?

The demand for, and the spending on services and support for children with SEND in Rutland have grown significantly in the last three years. Currently there are;

- 353 children living in Rutland with an SEN and /or Disability (LA: June 2017)
- 195 children living in Rutland are on an Education Health and Care (EHC)Plan, including those on a 'Statement ' transferring to an EHCP (LA: June 2017)
- Of the children on a statutory Plan or SEN Support –
 - Primary = 1.6% have a Statement or EHCP. 10.2% of children receive SEN Support (School Census: January 2017)
 - Secondary = 2.3% of secondary pupils have a statement or EHCP. 13.3% receive SEN Support (School Census: January 2017)
- 57 children living in Rutland attend an out of county special school (LA: June 2017)
- 40 young people living in Rutland attend Post-16 out of county colleges (LA: June 2017)
- 133 children with a disability are in receipt of Aiming High short breaks or positive activities (LA: June 2017)
- 23 children with a disability are in receipt of Social Care (CiN) care packages (LA: June 2017)
- In 2016, children who had been identified as requiring additional support or EHCPs/ Statements in Rutland schools, performed less well compared to similar children nationally, and both locally and nationally these children perform less well than children who do not have any identified additional need. Whilst it is worth noting the impact of relatively small numbers of children overall, indications are that performance gaps are wider at primary phases than secondary.
- According to the Labour Force Survey, disabled people are now more likely to be employed than they were in previous years, but still remain significantly less likely to be in employment than non-disabled people. In 2015 77.27% of Rutland 16-17 year olds were in education or training, compared with 87.3% nationally.

- The budget for high level SEND support in Rutland has increased by 31% from £2.7 million in 2012/2013 to £3.57million in 2017/2018.

1. What will we achieve?

1. Identify the needs of our children sooner and put support in place earlier, so we reduce the need for unnecessary assessments and intrusion in families' lives
2. More children will be able to maintain their education and their family life in Rutland when it is in their interest.
3. Children and parents will be encouraged to seek appropriate support and will have more choice and feel more in control of their support plan.

2. What are we going to do?

1. Monitor and review the services for children and young people with SEND and respond to them through evidence-based early support and intervention across our health, social care and education system.
2. Support our early years providers, mainstream schools and post 16 settings with the resources, training and time they need, so that they can provide effective provision for children and young people with emotional and behavioural difficulties and special educational needs and disabilities, so that children can maintain their education and make good progress in their learning.
3. Include children and young people with special educational needs and disabilities and their parents or carers, especially those who find it hard to access our services, in all decisions about their individual support and listen to and act on what they tell us about local education, health and care provision.

This Strategy will be supported by an **SEND Action Plan** containing, a detailed set of actions with timescales, outcome measures, and resource implications.

3. How will we know we have succeeded?

Partners in education, health, and social care through the Children's Trust partnership arrangements, will agree the key performance indicators to measure the impact and effectiveness of our Strategy to test the effectiveness of our '**Local Offer**' and to monitor if the outcomes for children and their families are being achieved.

Our performance indicators will measure key outcomes:

1. That timescales are met in assessing and responding to children's needs and the need for specialist services or unnecessary intrusions in families' lives is reduced.
2. Children and young people achieve their potential and educational standards at least in line with those seen nationally
3. More children retained and succeeding in mainstream educational settings if this is the most appropriate setting for them, through high quality education provision
4. Children and their families report improvements in their life at the end of an intervention.
5. The sustained and meaningful engagement of children and their parents is evidenced in their support plans
6. More young people are in training and employment
7. There is fair access to health and social care services for children, young people and their families across the county and across our geographical boundaries
8. Decisions are robust and can demonstrably evidence best value for money

Having completed a self-evaluation (**SEF**) of our services, we have identified key actions which are set out in our **SEND Action Plan**. We show the specific actions, how we will measure success, and the timescales for completion. We will review the Action Plan regularly over the timescale of the strategy. We will report on an annual basis and publish this on the Council Local Offer website.

See See Appendix 1 Self Evaluation Form (SEF) Summary, Appendix 2 SEND Action Plan

In summary the partnership and children and families, will know the progress we are making and why.

End

What is Inclusion?

Inclusive Rutland describes our positive response to individual needs, differences, abilities and disabilities by striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential. It means putting support in place when it is needed and knowing when to withdraw, adjusting an offer or an intervention to meet health, social care or education needs. In education, inclusion embodies the child's right to participate and the school's duty to accept the child and to take every action to ensure they succeed. This could include providing more accessible and understandable information, adjustment to the delivery of certain curriculum areas or providing one to one support in school or in college.

Being 'inclusive' requires us to meet the needs of children who may experience emotional and behavioural difficulties which challenges their education. It means through our '**early intervention**' support we will meet the needs of children as soon as additional needs start to emerge, or when there is a strong likelihood that an additional need or disability will emerge in the future.

Education settings – early year's settings, schools and colleges – should be able to meet the needs of most children with a learning disability and are required to make '**reasonable adjustments**' to be able to do so through quality differentiated teaching and learning.

SEN Support is the graduated process schools and other settings use to identify and meet the needs of children with SEN. This support should be regularly reviewed, utilising the, 'assess, plan, do, review' model, with support then adjusted where necessary to ensure it is still effective and leading to improved outcomes in line with the SEND Code of Practice (2015).

Some children and young people with SEN may also have a disability which does not affect their ability to learn but might stop them from being able to do certain day-to-day things. In this document the term SEN and Disability is used across the 0 to 25 age range and includes learning difficulties and disabilities.

Rutland is committed to safeguarding disabled children and young people, promoting safer care, and ensuring that children are appropriately protected.

Our '**Local Offer**' is for all children with additional needs that emerge at any point throughout childhood, adolescence and in to adulthood. The '**Local Offer**' includes universal services; such as early year's settings and schools, health visiting and GP services or adult learning, voluntary and community groups, one to one family support in the home, or the Aiming High for disabled children short breaks, and specialist services, such as social care or specialist health services.

Rutland's SEND Local Offer:

<http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>

The financial context is increasingly challenging and will continue to be so, as recognised in the LLR's Sustainability Transformation Plan. Demands and pressures on services are increasing while resources become more constrained. There are likely to be further changes during the life of this Strategy that we will need to take account of.

We will manage and monitor the equitable use of this funding to make sure we get the best outcomes for children and young people with higher level needs and the most value for money. In this context it is more important than ever that all partners work together to share information, expertise and resources to meet needs and ensure positive outcomes for children and young people with SEND.

We will operate our High Needs Panel supported by partners to ensure we have robust decision making and accountability for the decisions we make in assessing and responding to children and young people's needs.

Key Principles

Rutland County Council and East Leicestershire and Rutland Clinical Commissioning Group and its partners' commitment to an Inclusive Rutland is central to the delivery of the Sustainability and Transformation Plan, the Children and Young People's Plan, the Health and Well Being Strategy and the Education Improvement Framework, with inclusion cutting across key priority outcomes which are underpinned by a key set of principles, as set out in the SEND Code of Practice, (2015) and reflect our Leicester, Leicestershire and Rutland (LLR) Thresholds Document (LSCB 2016) <http://lrsb.org.uk/uploads/thresholds-for-access-to-services-for-children-and-families-feb-2015.pdf>

Principles underpinning early intervention and inclusion

- Identify in the early years utilising the **Integrated Development Assessment**, children and young people's needs and put in place early intervention to support them
- Support the participation and co-production of children and their parents in decision making and strive to offer greater choice and control for young people over their support
- Promote inclusive practice and removing barriers to learning and access to health and social care services
- Reduce duplication of assessment so that children, young people and their families do not tell their stories multiple times to health, education and social care professionals
- Support young people to make successful transitions through phases, (e.g. primary to secondary transfer) and/or types of provision and to adulthood and independent living and employment
- Our workforce will be supported to be multi-skilled, to be creative and tenacious and adopt the principle of the Signs of Safety model of working with families to identify strengths and to resolve challenges.
- The services will offer best value for money and utilise shared expertise and resource across partnerships.

Early Intervention

Rutland County Council provides the 'front door' through which parents and professionals can access additional support at any level, including early help advice and support.

All children and families can access universal public health services, such as their midwife, health visitor and GP. **Integrated health assessment** are offered at key developmental points in a child's life, to support early identification of needs and to support access to timely intervention.

Referrals to specialist services may be recommended for further assessment before returning to universal services from General Practitioners, Health Visiting or School Nursing.

The critical features of effective **Early Intervention** which have been identified nationally and on which Rutland's process is founded are:

- a multi-disciplinary approach that brings a range of professional skills and expertise to bear through a "**Team Around The Family**" approach
- a relationship with a trusted **Lead Professional** who can engage the child and their family, and if necessary co-ordinate the support needed from other agencies around a family
- practice that empowers families and helps them to develop the capacity to maintain a family life and fulfil their caring duties
- a holistic approach that addresses children's education, health and social care needs in the wider family and whenever possible in their community
- a published local offer of support, services and provision, how to access it and how to raise concerns or seek redress and a simple and streamlined referral and assessment processes
- Increased integration of services and joint commissioning across the LA and Health services.

Identifying children who would benefit from early intervention

The Children and Families Act 2014 (sections 22 -24), clearly sets out the Local Authority's and the NHS's duties to identify all children and young people in their area who may have special educational need or have or may have a disability. 'Working Together to Safeguard Children (DfE 2013, revised 2015) and Rutland's Early Help Strategy puts the responsibility on all professionals and educators to identify emerging needs and to take professional responsibility to ensure that if a family does not meet the thresholds for specific services, that action is taken to prevent the lower level needs escalating.

Key professionals and educators working in universal services in Rutland are best placed to identify children or their families, who have or may have an SEN or disability and therefore at risk of poor outcomes. Health providers, schools and settings have a duty to ensure that all children achieve well and that those with additional needs have an educational offer which enables them to succeed and reach their potential. Early intervention is essential, with high quality teaching reflecting the need of the child and adjusted to enable the child to access a curriculum through which they develop skills which will improve their life chances. Wherever it is appropriate to do so, children with additional needs should be supported to access a mainstream setting and have support for their health and social care needs.

This is achievable and will be central to the success of the Rutland SEND and Inclusion Strategy.

Alongside this, we will utilise local intelligence such as the Joint Strategic Needs Assessment (JSNA), school's census data, data collated through the 0 to 19 Healthy Child programme and our Children's Centre programme, to understand local need and inform joint commissioning arrangements.

Who can Access Support?

The provision of early help and inclusion services forms part of Rutland's continuum of help and support to respond to the different levels of need of our individual children and families. In Rutland this is described in our LLR LSCB Thresholds document updated September 2016.

Leicester, Leicestershire and Rutland (LLR) Thresholds Document (LSCB 2016) <http://lrsb.org.uk/uploads/thresholds-for-access-to-services-for-children-and-families-feb-2015.pdf>

How to access support

To ensure that the best possible and earliest support is provided to children and families, there needs to be easy and accessible support through the '**Local Offer** and an **Early Help Assessment**, which will consider a child's developmental needs, family and environmental factors and parenting capacity.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (Keeping Children Safe in Education DfE 2016)

In some cases a health, or social care professional or educator will be able to identify a specific need, but may not be able to provide appropriate support. In this instance the Early Help co-ordinator or Inclusion Officer will support the referrer to the appropriate services or intervention.

Where the assessment identifies early help that cannot be met by a single agency or service, there needs to be a coordinated response with local agencies working together to support the family. **The Team**

around the Family (TAF) model is used in Rutland to bring together a range of different practitioners from across the children and young people's workforce and where necessary adult services.

If a child's needs are too complex to be supported successfully through the early help offer, then the child or young person, their parents, school or college can request either an assessment which may lead to an **Education, Health and Care Plan** (EHCP) or a **Single Assessment**. Both assessments should be conducted in a timely way, with all partners providing effective support and provision towards the best outcomes for the child or young person through regular review. Strategies and planning should be in place to promote independence and 'stepping down' of provision if support is no longer needed or appropriate.

DRAFT

Referral Pathway to All Rutland's Children's Services – June 2017

General enquiries and information about services and support for Children and Families

For information about services, organisations, events and activities, please visit the RCC Services Directory at http://www.rutland.gov.uk/education_and_learning/family_information_service.aspx where you will find information relating to services for:

- Families, children and young people aged 0-19 years
- Families with children and young people who have special education needs and disabilities aged 0-25 years (The SEND Local Offer) *

Concern raised about a child or a child in need of support?

Professionals working with children, young people and families
Member of the public
Parents/Carers/Children/Young People

Contact the RAIS (Referral, Assessment & Intervention Service) providing integrated support for children

Telephone – 01572 722577 ext. 8407

Option 1 – Concerns about a child's welfare/ safety

Option 2 – Support services and advice and guidance, such as Early Help/ SEND/ Inclusion

Option 3 – *If you know the extension you require, please dial this now*

Safeguarding Emergencies only - outside office hours and at weekends and bank holidays: Tel: (0116) 305 0005 - OR the police: Tel: (0116) 222 2222

Or email childrensduty@rutland.gcsx.gov.uk

Or earlyhelp@rutland.gcsx.gov.uk – Only if your enquiry is not concerning the welfare or safety of a child

Option 1 – Concern about a child's welfare/ safety

Calls will be screened by the RAIS Social Worker
(Supported by Early Help Coordinator)

Option 2 – Support services and advice and guidance, such as Early Help/ SEND/ Inclusion

Initial screening by an Early Help Coordinator
(Supported by the RAIS Social Worker)

Safeguarding or Child in Need

Safeguarding/ Child in Need

Threshold met for social care intervention
RAIS Social Worker commences Single Assessment
Outcome recorded
Referrer advised
Where s47 this will be completed by RAIS Team
Where s47 and child is known to the CWD Social Worker this will pass to the CWD Social Worker and Manager to complete

Children in Need - with a Disability

Threshold met for social care intervention for Child with a Disability
Child with Disability Social Worker commences Single Assessment
RAIS Team complete Single Assessment when disability not ascertained at point of referral
Outcome recorded
Referrer advised

Early Help Assessment or Targeted Intervention/ Educational Health & Care/Inclusion

Does not meet threshold for Social Care statutory intervention.
Single-agency/Multi-agency response and Early Help Assessment needed
Referral supported by Early Help Coordinator and directed to Early Help services, Targeted Intervention/ Inclusion (SEND) Service
Outcome recorded

Information, Advice and Guidance

Does not meet threshold for any statutory intervention
Can be supported in Universal Services
Referrer advised and information provided
Outcome recorded

Conclusion

The 'Local Offer' for children and families across the partnership in Rutland requires further development and there is now a greater need for ensuring that our offer to children with SEN and disability is progressed and for our actions to be robustly driven forward by the Children's Trust Partnership. Parents and professionals have expressed a real commitment to inclusion development and progressing services and support for children with SEND in Rutland which will be taken forward by our multiagency **SEND Strategic Group**.

DRAFT

References

1. Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children (March 2013, revised 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf
2. Field, F. (2010) The Foundation Years: preventing poor children becoming poor adults
3. Allen, G (2011), Early Intervention: The next steps
4. SEN and Disability Code of Practice 0 to 25 years – statutory guidance for organizations which work with and support children and young people who have a special educational needs or disability (January 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
5. Keeping Children Safe in Education – statutory guidance for schools and colleges (September 2016) Equality Act 2010
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
6. Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
7. Care Act <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>
8. DfE Guidance on Equality Act for Schools May 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
9. SEN and Disability Regulations 2014
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf
10. Transitions Guidance (Statements to EHCs)
<https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014--3>

Useful Contacts:

Rutland County Council
<http://www.rutland.gov.uk/>

Rutland Family Information Service
http://www.rutland.gov.uk/education_and_learning/family_information_service.aspx

Rutland Children's Duty Team
Email: childrensduty@rutland.gcsx.gov.uk

Local Safeguarding Children's Board (LSCB)
www.lrsb.org.uk

Thresholds of Access to Services for Children and Families in Leicester, Leicestershire & Rutland
<http://lrsb.org.uk/uploads/thresholds-for-access-to-services-for-children-and-families-feb-2015.pdf>

Working Together to Safeguarding Children (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

NSPCC
<http://www.nspcc.org.uk/>

Citizens Advice (RIASS)
<https://www.citizensadvice.org.uk/>

Rutland Parent Carer Voice
<https://www.rutlandpcv.com/>

Independent Supporters (RAISS)
<http://www.sendiassleicester.org.uk/about-independent-support-leicester-leicestershire-and-rutland>

East Leicestershire Clinical Commissioning Group
<https://eastleicestershireandrutlandccg.nhs.uk/>

Leicestershire Partnership Trust
<http://www.leicspart.nhs.uk/>

Rutland Local Area SEND Self Evaluation Summary - Apr 2017

SECTION A: How effectively does the local area identify children and young people who have special educational needs and or disabilities?

Strengths: What's working well

- There is good partnership working in place, especially with health services and early years providers, which is helping to improve the identification of the needs of children at the earliest stages (live birth data, SEND toolkit, Inclusion Network, SENCO meetings, Early Years Practitioner training).
- The operation of a single front door to early intervention support is widely promoted and enables co-ordinated responses to families when needs are first identified.
- There are a range of clear assessment processes, utilising national assessment tools, which are undertaken by practitioners to help identify the needs of children at the earliest stages e.g. ASQ, integrated reviews. Assessments for children across early help and statutory services are reviewed routinely and capture the views of practitioners, parents and children to ensure they are relevant to their needs.
- The integration of the SEND and Inclusion service with Early Intervention is helping to join up and support effective identification at the very earliest stages.
- Social care needs are identified quickly through joined up working alongside Early Intervention services.
- A range of tools are in place for supporting the effective transition of children and young people between education providers (tapestry, one page profiles, off to a Flying Start, Transition Operational Group).
- Good working relationships with many of our schools who will request support in early identification of need and in meeting emerging needs including environmental needs through a 'Team around the Family ' approach.

Areas for Improvement: What are we worried about

- The local area has slightly higher levels (3%) of EHCPs compared to mean levels nationally (2.8%) and there are concerns regarding the quality and appropriateness of some requests for EHCs. A higher level of assessment requests at Year 6 suggests that there is low confidence amongst primary schools in the effective transition of children to secondary school; a view supported by SENCOs.
- There is a backlog in non-statutory Educational Psychology assessments and CAMHS assessments meaning the needs of children are not identified as quickly as we would like.
- Although regular health screening checks are in place information is not always shared across the partnership to help join up responses to families. In addition the impact of therapeutic services provided to children following initial referral is not known as they are not yet routinely evaluated, this means we cannot be fully confident the early support is effective in preventing the escalation of needs.
- Although our performance for the completion of statutory EHCPs assessments within the 20 week timescale stands at 77%, compared to 55% nationally, we would like to achieve 100% within timescale.
- Our performance for undertaking annual reviews of EHCPs stands at 78% and our capacity limits the attendance at annual reviews and the quality of reviews undertaken by schools is variable.

- The local area has developed its use of local data and utilises school census, attainment and health information to understand need at case level, however it could be used more effectively to inform the commissioning of services across the partnership.
- Analysis of existing EHC plans has highlighted that the use of SMART action planning and outcome setting in support plans for children could be improved to help monitor the effectiveness of support.
- Evaluation of services is not routine and whilst impact can be demonstrated on a case by case basis broader analysis of support and overall impact of our approach is limited.

SECTION B: How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities?

Strengths: What's working well

- We have a strong child centred approach and the views of children and parents are captured in assessments using a range of mechanisms (Signs of Safety (, My Story) which means the support reflects individual needs. This is reinforced by practitioners and practice standards which involve capturing child voice throughout the period of support.
- The views of parents and children are actively sought (DYF, RPCV) and are influencing service changes at both an operational and strategic level (developing our local offer, Children's Trust representatives, involved in recruitment, service contract reviews, preparing for adulthood consultations, you said we did).
- There are robust independent support services available which are utilised and valued by families. RIASS and SENDIASS are actively engaged in the arena and working to improve services for families.
- Information sharing across partnerships is pursued and is supported by information sharing agreements to support exchange (sharing of live birth and school destination data). Consent is sought for information sharing within early intervention services to improve the co-ordination of agency information in response to child needs.
- Local arrangements for EHC assessments are good with multi-agency oversight at our EHC and high needs funding panel and relevant decision making forums.
- Processes for co-ordinating assessment information pertaining to children are helping to ensure the needs of children are captured, this includes weekly allocation meetings.
- Satisfaction data is captured on services provided to children and families with evidence of high satisfaction in certain areas (Aiming High, Annual EHCP Review process, Children Centre).
- Workforce development across the partnership to support front line staff to recognise need and develop inclusive practice and partner agencies are involved to join LA training events.
- Children with disabilities are safeguarded through the CiN process and robust management oversight and regular supervision.

Areas for Improvement: What are we worried about

- The quality of 'voice' work is contrasting between schools and audits of EHCPS has highlighted that the voice of children does not always influence the support plans that are developed for children and young people.
- Evaluation of services and satisfaction data are not utilised routinely to inform service change.
- Whilst social care input to joint working with early help services is strong their involvement within the statutory EHCP process has been limited meaning the broader social care needs of children have not always been considered or reflected in assessments.
- The information provided in EHC assessment requests received by schools, including information about the needs and the support provided to children to meet needs is not always clear which is undermining decision making and effective responses to children.

- The paperwork and guidance for EHCP requests could be simplified and SENCOs have reported feeling unsure as to what evidence needs to be provided as part of the statutory assessment process.

SECTION C: How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

Strengths: What's working well

- There are some good examples of preparing young people for adulthood which have provided positive outcomes – (TOG, Off to a flying start, independent living programmes).
- Analysis of the achievement of children with SEND at a national level shows that pupils with SEN support, statements or EHCs are achieving a good level of development in the Early Years Foundations Stage profile, with 33% achieving a good level of development opposed to national figure of 26%.
- Rutland has a strong performing educational infrastructure with 11 educational establishments rated as outstanding which includes both in county special school provisions which are utilised for some children with EHCs. 37 Establishments are rated as good with only 4 settings within requires improvement.
- There is a high degree of area senior leadership ownership and oversight of the SEND agenda and the steps required for improving the offer within the local area. This is evidenced within the new SEND and inclusion strategy which sets a clear vision for improvement.
- Robust governance structure including the Children's Trust, Children's Centre Governance Group and Children's Scrutiny Panel.
- Increase investment in early intervention and SEND capacity in the Council is enabling more capacity to improve the quality of our offer to children and young people.
- The Aiming High offer is supporting whole families to care for children with disabilities at home and the 'short breaks' offer is effective in enabling children with disabilities to enjoy a normalised 'family life' and supporting parents to fulfil their caring responsibilities.

Areas for Improvement: What are we worried about

- Information pertaining to the progress and achievement of children and young people with SEND is not routinely analysed to understand impact and drive service delivery. Mechanisms to support this through SMART planning, graduated responses and robust contracting are still in development, to this end the effectiveness of the local area in improving outcomes for children is not easily demonstrated.
- Audits of EHCPs has highlighted that preparing for adulthood is not evident in planning for children and young people at an early stage. Plans are not always aspiring and it is unclear the outcomes which are sought in later life and therefore assessing the effectiveness of support is limited.
- Evidence of the progress children and young people make following support is difficult to establish due to poor baselining during initial assessment.
- The Performance and QA Framework relating to SEND is under developed. Performance across national indicators highlights children and young people with SEND in Rutland achieve below national averages (KS1&2)
- Consistent use of graduated responses in schools to identify and address the needs of children makes it difficult to establish need and impact of support provided by schools.
- There is limited tracking of SEND cohort up to age 25 and their destinations into further education, employment and training and therefore the benefit of support in the long term is unknown.

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Appendix 2

SEND Action Plan 2017 – V2 (01.06.17)								
REF	Key Improvement Action	Expected Outcomes	Lead	Start Date	End Date	Rag	Progress	
Section A: How Effectively does the local area identify children and young people who have SEND								
29	A1: Timeliness	Implement the new front door incorporating SEND services and service requests.	A single mechanism for referral into services is in place for practitioners and families and timely responses enabled.	BC	Mar 17	Sep 17		Process designed and consultation on model undertaken. Go live scheduled for September.
		Introduce response timescales for SEND inclusion and education psychology referrals and assessment.	Clear expectations for families, practitioners and timely responses to need in place.	KQ	Jun 17	Sep 17		EP service currently under review. Inclusion referrals allocated through weekly allocations and aligned to early intervention practice standards.
		Develop process for quantifying impact of inclusion support for settings and families.	Impact of support at early years stages are better evidenced	FD/DG	Jul 17	Sep 17		Not yet started.
		Introduce a level of involvement framework to determine case officer attendance at annual reviews.	Increased involvement and oversight of EHCPs with a focus on the most complex cases.	KQ/ DG	Jun 17	Sep 17		Not yet started. Additional case officer in post June 2017
		Review the SEND annual review process, including post 16 transfer process.	Annual reviews are undertaken within statutory timescales and post 16 transfers are more effective in preparing young people for FE.	SW, CM, KQ	May 17	July 17		Process drafted, new process scheduled for launch in July. 2017
		Develop process for monitoring the Ofsted rating for schools for SEND children.	Ensures changes in status are responded to and children's needs in their provision are being met.	RS	Mar 17	Jun 17		Completed. Changes to school Ofsted grades a school responsibility to inform RCC included in contracts.
		Clear the current back log of non-statutory educational psychology assessment requests from schools.	Children's needs are assessed and understood to inform next steps.	KQ	Sep 17	Jan 18		Additional SEND reform grant allocated to EP, agreed programme to expedite assessment with provider from September to December 2017.
	A2: Quality	Develop a quality assurance process for analysing routinely the involvement of children and parents in services including within initial assessment.	Plans reviewed regularly and improvements identified ensuring effective plans in place for children and young people.	JT/DG	May 17	Jun 17		Case audit tool developed and implemented in June, process to align within existing children's service QA process.




	Utilise Joint Strategic Needs Assessment (JSNA) with increased focus on SEND intelligence.	Needs across local area are known and used to inform commissioning of services.	JA/BC	Jan 18	Jun 18		To be included in next JSNA.
	Develop and deliver a training plan for schools and SENCOs, including SMART Action plan training, identifying ASD.	Quality of EHCPs and support plans are improved and enables service to better measure impact.	GC/ FD	Sep 17	Mar 18		Consultation with SENCOs on potential training completed. Training programme from September 2017
	Review EHC assessment request paperwork to ensure it supports consistent information gathering.	Quality of requests improves supporting decision making.	DG/CM/KQ	Jun 17	Sep 17		Paperwork under review as part of introduction of Liquid Logic.
	Develop/Encourage person centred reviews for EHCP annual reviews.	Parent / child views collected and evidenced within EHCP.	DG	Sep 17	Mar 18		Practitioners and partner agencies receiving SOS training.
A3: Identification	Implement the new front door incorporating SEND service and service requests.	A single mechanism for referral into services is in place for practitioners and families.	BC	Apr 17	Aug 17		Process designed and consultation on model undertaken. Go live scheduled for September.
	Develop a model for supporting transition between primary and secondary schools.	More effective transition of young people in education, reduced need for statutory assessment.	GC	Sep 17	July 18		Action not yet started.
	Review section 23 form and process for sharing with LA and develop training programme for health practitioners to increase uptake in use.	Practitioners screen effectively and needs of children are identified early and information is shared.	DK/SL	Sep 17	Dec 17		Action not yet started.
	Review role of health visitors in supporting attendance at early years settings to improve support for identification.	Settings more confident in raising concerns and discussing needs.	DK/TC	Sep 17	Dec 17		Action not yet started.
	Review the use of data from health visiting 2 year reviews and CAMHS for ensuring timely responses when needs are identified.	Information generated is used effectively for ensuring children receive appropriate support.	DK/SL	Sep 17	Dec 17		Action not yet started.
	Support schools in the development of an effective graduated approach to the identification of and response for children with additional needs.	Responses to needs better understood and impact demonstrated, supporting effective escalation in support where required.	RS/GC	Sep 17	Jul 18		Action not yet started.
	Develop system one template to facilitate reporting of ASQ attendances, outcomes etc within LPT.	Needs identified and understood to inform targeting those who require additional support early.	DK	Jan 18	Mar 18		Action not yet started.
	Deliver awareness training to CAMHS staff re reporting on information on statutory assessment to facilitate decision making and inform EHCs.	Information shared routinely, informing decision making.	DK	Jan 18	Mar 18		Action not yet started.
	Further embed SEND toolkit with follow up awareness training events for schools.	Schools identify the needs of children and provide appropriate responses.	FD	Sep 17	Dec 17		Action not yet started.

Section B: How effectively does the local area assess and meet the needs of children and young people who have SEND

B1: Engagement	Deliver child centred practice training to SENCOs to support annual reviews including One page profiles.	Child centred approaches routinely adopted within assessments and informing plans.	FD/DG	Sep 17	Dec 17		Action not yet started.
	Develop process for capturing social care oversight on development and sign off of EHCPs.	All plans reflect wider social care considerations.	KD/DG	Jun 17	Sep 17		SC now members of EHC and high need funding panel.
	Improve the promotion of SENDiass and RIASS services through leaflets distributed with assessments.	Children and families are aware of and access independent advice and support when required.	LH	May 17	Jun 17		Action complete, new leaflets distributed with letters.
	Introduce information sharing agreement for integrated reviews.	Information from reviews is shared so needs are known and support offered where required.	TC/JS	Jun 17	Sep 17		Initial discussions on ISA have taken place, currently reviewing existing ISA to see if these can be amended for this purpose.
	Review Local Offer website forms and content to ensure they are explicit (who for etc) including the removal of acronyms.	Forms and information on accessing services are clear for families.	LH	03/17	07/17		Underway.
	Develop an easy read EHC and Local offer guide to support children and parents to refer.	Information is more accessible for children and families with SEND.	LH/AP	April 17	July 17		Guides complete, due to be published on the website during June.
B2: Local Arrangements	Undertake review of EHCP plans to ensure they capture partnership accountability and who will do what.	Accountability and ownership improved.	DG	Sep 17	Dec 17		QA testing underway with LA and Health.
	Review the EHC panel format and arrangements including review of EHC panel TOR and group responsibilities.	Processes and decision making clear.	BC	Jun 17	Aug 17		Review underway with initial review meeting undertaken.
	Review the arrangement of use of Higher Needs funding to provide solutions outside of statutory assessment arrangements.	Earlier support provided to prevent escalation and unnecessary lengthy assessments processes.	BC/KQ/CM/GC	Sep 17	Sep 17		Initial discussions have taken place, planned discussions with school forum to formalise local approach.
	Develop clear process for alignment of CLA PEP and EHCP processes.	Duplication of assessment avoided, information joined up.	KD/ KQ/ DG	Jun 17	Sep 17		Initial agreement in place, process to be formalised.
B3: Satisfaction	Review the process for EHCP and annual reviews evaluation and data gathering.	Evaluation of services routine and satisfaction of families is known and acted upon.	LH/SW	Jul 17	Aug17		Survey developed. Process for collation of information in design.
	Develop clear transition to adulthood pathway and year 9 review process.	Preparing for adulthood focus of all plans and clear offer for young people in place.	LH/SW/LT	Jul 17	Dec 17		Integral part of the development post 16 offer under development.
	Commission a revised RIASS service, consulting	RIASS service is effective and meets the needs of	LH/KQ	Jun 17	Dec 17		RFQ process underway.

	with children and families to inform design.	families.					
Section C: How effectively does the local area improve outcomes for children and young people who have SEND.							
C1: Improve Outcomes	Support schools in the development of an effective graduated approach to the identification of and response for children with additional needs.	Responses to needs better understood and impact demonstrated, supporting effective escalation in support where required.	RS/GC	Sep 17	Jul 18		Action not yet started.
	Review EHC panel process and sign off of plans to ensure SMART actions are in place.	Plans are focussed and SMART.	BC/KQDG	Jun 17	Sep 17		Review underway.
	Review tracking arrangements for 18-25 who are SEND with EHCP in place.	Long term impact of support understood and demonstrated.	GC/BS	Sep 17	Mar 17		Action not yet started.
A2: Reporting Outcomes	Develop service performance framework for tracking service impact.	Performance monitored and driving action.	KQ	Jul 17	Jul 17		Draft performance framework established.
	Review contracting arrangements with schools to ensure clear performance indicators are in place, ensuring Individual Education Plan reviews (3 times per annum) are included in the monitoring requirements of EHCPs, including within school contracts.	Enables evidence of progress to be monitored and early intervention when plans are not meeting planned outcomes.	RS/CM	Mar 17	Jun 17		Process for sharing built into school contracts.
A3: Leaders Assessment	Develop multi-agency strategic group supporting the strategic direction of SEND approaches across the local area.	Partners engaged in the strategic design and decision making of SEND services.	BC/GC	Jun 17	Aug 17		Discussions with head teachers and schools forum on membership underway.
	Introduce SEF and annual conversation process to provide annual scrutiny and inform service direction.	Strengths and weaknesses identified and services commissioned effectively.	KQ	Mar 17	May 17		First service SEF completed, involvement of Children's Trust, Parents and Education in contributing. Annual conversation to be held next year.

- Ashley Poulton (AP), Bernadette Caffrey (BC), Bob Shore (BS), Claire McArthur (CM), Darrell Griffin (DG), Dawn Kimberly (DK), Fiona Douglas (FD), Gill Curtis (GC), Joanne Tyler (JT), Kevin Quinn (KQ), Lesley Hawkes (LH), Sharon Williams (SW), Suzanne White (SW)

	Action on target and key milestones met
	Potential risk of delay or missing target
	Off target, milestones not met



Special Educational Needs and Disabilities (SEND) Panel

Terms of Reference

The SEND Panel acts in an advisory capacity for Rutland's decision in the SEND assessment and planning process. Having regard to the SEND Code of Practice 2014 we aim to work together to have a clear and transparent decision making structure.

These terms of reference are designed to be realistic, practical and to promote robust decision making and accountability for the decisions we make in assessing and responding to the needs of children with SEN and disability.

Purpose and Functions of the Panel

- Review each case on an individual basis and reflect on each child's individual needs
- Create a pause to ensure we have considered all the available options and the interests of the child.
- To consider requests from parents and professionals for EHC Needs Assessments
- To consider if an EHC plan is appropriate and should be issued or whether SEN Support provided by a school is applied
- To consider requests to changes in care packages for Children in Need (CiN) with disabilities
- To consider alternative resources for children and young people with SEND to divert the need for an EHCP
- To consider the implications for transport arrangements,

Membership

Core

- Head of Service/ Service Manager (Chair)
- Service Managers EI and SEND
- Service Manager Social Care
- Educational Psychologist
- SEN Senior Practitioner
- SEN Case Officer relevant to the case
- Schools Representative
- Health Representative
- Transport Officer as the need arises
- SEN Operations Office: Minute Taker
- Independent Voice - PCV representative

By request

- Early Years Representative

Panel members and their responsibilities

Panel members are expected to:

- Provide expertise in their own area and offer impartial advice on individual cases
- Use their experience and knowledge to offer views on assessments, outcomes, provision and alternative course of action
- Offer relevant advice about legislation, codes of practice, reforms or priorities
- Advise on the effectiveness of proposed EHC plans, SEND procedures, provision and communication

Frequency

Panel will meet every two weeks to address the business describe above or other related matters.

Confidentiality

Panel members must uphold confidentiality in all cases considered at the panel. They should act in accordance with the Data Protection duties of Rutland and Working Together to Safeguard Children.

Chair

The SEND panel will be chaired by the Head of Service or delegated Manager whose role is to ensure all cases are considered fairly and that there is consistency in decision making. When the Head of Service cannot attend, responsibility for this function will be delegated to the Service Manager.

Panel Procedures

- The Professional presenting the case should ensure that the relevant paperwork is completed fully and to a high quality and sets out a clear rationale and sent to SEN Operations Officer 2 days before the panel date.
- SEND Panel members should read the papers prior to the SEND panel
- Cases are considered individually and questions can be asked to clarify where needed or provide alternative courses of action or resource options
- Following the discussion, the Chair will ask for panel members views and a decision will be made or deferred with agreed timescales if further information or action is needed
- The decisions will be recorded
- The decision will be signed by the Chair and passed to the relevant Chief Officers in due course for approval

Declaration of Interests

Panel members are required to declare any personal interests in a case in advance of the Panel discussions. If a Panel member has a personal interest in a case they will be required to leave the meeting for that case and will play no role in the Panel discussions.

06.06.17 DRAFT