

SEND STRATEGY: Executive Summary

Context and challenges

- A bold corporate agenda for growth and improvement in Rutland.
- There is strong social capital in Rutland to build on - and a developing sense of the value of collaboration.
- Outcomes for SEND children are rising but need to be improved.
- Voice of the child needs to be heard more clearly.
- EHC process robust but not widely understood.
- Need to ensure parents are better informed, understand and are heard.
- Need to identify more children earlier for “school support”.
- Need to raise the capability of schools to educate “school support” children.
- Some good delivery of services but need to improve planning, coordination, accountability across services.
- Large numbers of children on EHC plans/statements.
- Create local specialist placements and alternative solutions.
- Manage budgets better.
- An OFSTED area inspection of SEND is likely; at present RI is likely.

Priorities

- Improve **outcomes**, including preparation for adulthood.
- Give prominence to the **child’s voice** and engage and **support parents**.
- Be more **inclusive** in local schools.

Outcomes

- Improved **development and standards** for learners with SEND.
- SEND children **learn locally**, without travelling away to specialist settings.
- Parents and children feel **engaged** in special education in Rutland, have real **choice** within it and are **proud** of it.

Key Actions

- **Increase child’s and parents’ involvement** via guidance, procedures and approach.
- **Identify and succeed with more “schools support” children (and thereby reduce EHC)** via tools, training, ambition, “one team” operation in all services.
- **Increase use and availability of local specialist places** via schools offering specialist places, developing local specialist skill-sets, new specialist places.
- **Control and reduce SEND costs** via efficiency, personal budgets, voluntary involvement.

A. INTRODUCTION

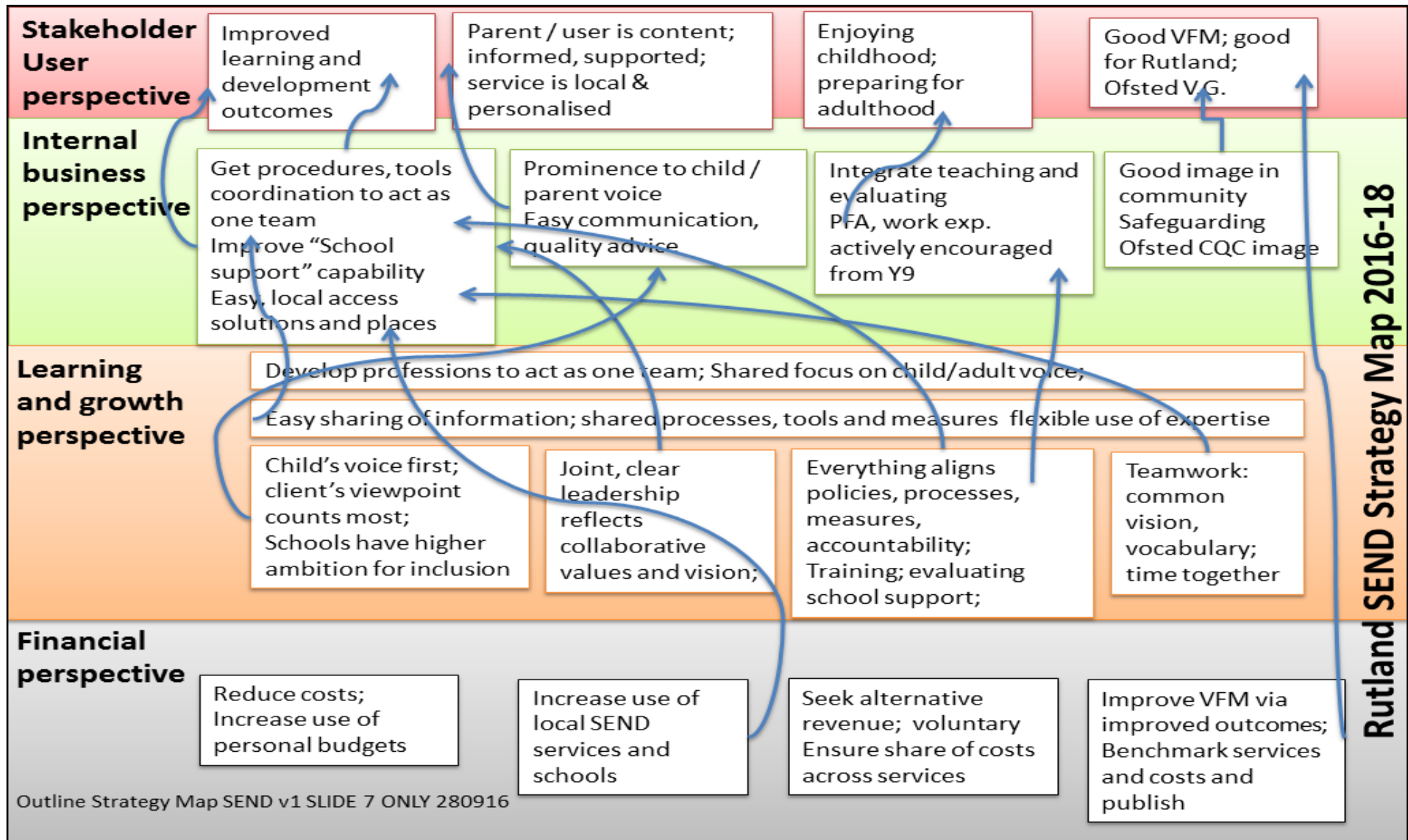
The SEND strategy comprises:

- a) Introduction and priorities (one side A4);
- b) Strategy Map - shows on one page what will be achieved (one side A4);
- c) Strategy Summary - which links to the objectives of the strategy map showing; objective; current performance; target; possible actions (4 sides A4);
- d) Balanced score card – the targets of the strategy allowing monitoring (one side A4).

How to read the strategy

1. Begin with the strategy map and work down through each layer.
 - **Stakeholder / user perspective**: the top row (red) shows what **benefits** we want for the stakeholders and users, i.e. above all, parents, children, also councillors, government.
 - **Internal business perspective**: (green) i.e. **what we all need to do well** to achieve the ambitions for stakeholders and users in the section above.
 - **Learning and growth perspective**: (yellow) the longer-term, deeper **capabilities of providers needed to achieve the ambitions** for stakeholders and sustain the internal business processes.
 - **Financial perspective**, (grey) i.e. what the **financial implications** are of the ambitions for stakeholders and users.
2. Consider the Strategy Summary. This contains more detail, though still at a relatively strategic level. It shows the objectives of the strategy map, current performance, targets and possible actions. An action plan will be built on this.
3. The Balanced Score Card shows current performance and all the targets.

B. SEND STRATEGY MAP



C. STRATEGY SUMMARY

Stakeholder/User Perspective

ref		Current Perf	Target	Possible Actions
S1	Improved learning and development outcomes	Improving results in “support” and “EHC” KS1. Level at KS2. Improvement at KS4 “support, not “EHC”. See I3	2017: Children show PROGRESS that is appropriate to them with VOC included; 2017: improving at all KS both “support” and “EHC” 2018: 15% identified “school support”; 2.5% EHC	I: 1,2, 3, 4, 8 L:4, 5
S2	Parent / user is content; informed, supported;	Satisfaction; estimated 50% satisfied Tribunals 2015-16: 3	SEND satisfaction targets: 65% 2017; 80% 2018 50% reduction complaints 0 tribunals 2017-18	S: all I: 5, 6 L: 1, 2, 3
S3	Service is local & personalised	See I4	2018: 80% Parents “satisfied” at localness of provision	I: 4, 5 F: 2, 3
S4	Enjoying childhood; preparing for adulthood		See I10 VOC: % transition mtgs attended by parents	I: 10, 8
S5	Good VFM;	SEND Budget increasing currently at 20% per annum.	2017: 5% reduced EHC budget (education) 2017: 15% EHC use personal budget 20% reduced incidental costs 2017 25% cost shared across services 2020: yearly saving 15% (NPV) Costs per placement at	F: 1, 3, 5
S6	Good for Rutland; Ofsted/ CQC V good	Ofsted/ CQC 2016 (predicted) RI	Ofsted/ CQC: 2017 GOOD; Ofsted/ CQC: 2018 - OUTSTANDING	S: 2 I: 11

Internal Business Perspective

ref		Current Perf	Target	Possible Actions
I1	Early identification with joint, shared assessment tools		Joint processes by 12/16; Tools: 7/17 training SENCos* 3/17;	Create identification and assessment tools with school and all staff; train staff in use
I2	Planning and coordination of all professionals and providers & joint MIS		SLT operational 10/16	Internal MIS & management processes common to all. Joint training* Health & Wellbeing Board fully informed*
I3	Improve “School support”	8.5% identified; Progress: 1 local	15% (nat ave) identified 2018; ?% progress 2019: 10 local	W/party with schools Training and staff development (c.f. L&G) Create local specialist skills – in

		specialist ASD	specialists ASD	schools and elsewhere
I4	Easy, local access to specialist provision; more stay mainstream*	43% (81) out of county 32% (specialist)	30%: 2017/18 2019: 80% new EHC placements in e.g. ASD within 20 miles of home 2018: 40% new EHC placements 20% specialist 2019	Create more specialist places locally – in schools and other providers.
I5	Prominence to child / YP /parent voice Forum for parents / YP / children. Tool / process to gather views.	Rutland Parent Carer Voice – 4 active members Rutland Disabled Youth Forum – 8.	Specified joint SOP 12/16 Training on SOP 3/17 Monitoring 6/17 RCPF: 8 by 3/17 RDYF: 8 & increased decision-making	Training; client management, feedback procedures. Forum. Foster parent to parent support* Standardised tool for gathering views and regular audit. EHCP more person-centred*
	Treat parents/CYP as clients; value feedback	N/A	Training on client relationships 7/17	Calendar for reporting; means to gather and report non-planned feedback. Publish feedback and respond “you said-we did”
I5	Prominence to child / parent voice Forum for parents / children. Tool to gather views.	? CoP RCPF: x number	Specified SOP 12/16 Training SOP 3/17 Monitoring 6/17 RCPF: Y number 11/16	Training; Client management procedures. Forum. Foster parent to parent support* Standardised tool for gathering views. EHCP more person-centred*
	Treat parents/users as clients; value feedback	Complaints: 14 p.a.	Training on client relationships 7/17	Calendar for reporting; means to gather and report non-planned feedback
	Openly communicate with parents	Ad hoc	Dialogue and calendar 100% “Accessible information standard”	Defined structured calendar of contacts and dialogue
I6	Give quality advice; good local offer w/site	Website incomplete ? guidance?	Fully operational 9/16 Guidance materials 12/16 Guidelines for staff 3/17	Website. Test and QA RIAS. Review/develop forms of guidance to parents.
I7	Personal budgets*	47 Early Help/ Social care 1 education 0 Health	25% EHC have PB by 2018/19 10% reduction in equivalent cost by 12/2018 (educ)	Market personal budgets; training, consultation Standardised, agreed processes in all areas. Expectations/flowcharts/support for C and YP/ parents as part of a contingency plan.
I8	Teaching and evaluating are integrated	Uncertain; no common assessment tool available	Tools Training: RTA start 3/17 – complete all schools 3/18.	Use of identification and assessment procedures Training Develop local specialisms via training (c.f. L&G)
I9	Co-creating processes	0	100% front-line personnel 12/17	Train staff (together*)
I10	PFA*, work exp. actively encouraged		Inclusion w/gp; 12/16 SENCOs training: 12/16	Work with schools/ colleges RCC take work exp students

	from Y9			RCC offer for young people Local Business offers
I11	Good image in community Ofsted CQC image Safeguarding	Poor marketing SEND: likely R.I. CH SERV: likely good	Satisfaction targets above Good by 2/2017 Outstanding by 2/2018 Good 10/16; Outstanding 12/17	10/16 Short term actions for inspection alongside strategy SIB action plan

Learning and Growth Perspective: Culture

ref		Current Perf	Target	Possible Actions
L1	Child's voice first	Child / YP / satisfaction figure	Child satisfaction figure: measured by CYP-designed tool	Forums as in Int Bus All procedures require child / YP / input / consultation
L2	Client's viewpoint counts most			See I5 All procedures require parent view / consultation
L3	Yes, we can find a way	Current complaints: 14 p.a.	50% reduction in complaints	Client management training Policy on risk taking*
L4	Schools have higher ambition for inclusion	4 secondary permanent exclusions, 1 primary; 135 secondary fixed term exclusions, 16 primary	2017 2 secondary perm; 0 primary 70 secondary fixed; 8 primary	See I1, I3. Provide data; challenge Schools commission behaviour leader Head's strategic events RTA training W/group with schools to agree new entitlement/inclusion arrangements SEND forum for renewed commitment to inclusion

Leadership

ref		Current Perf	Target	Possible Actions
L5	<i>Joint, clear leadership reflects collaborative values and vision accountability;</i>	<i>Exclusions: SEND inclusion SEND performance</i>	<i>2016: 3 champions</i>	<i>Identify system champions: entrepreneurs Engage leaders and partners in strategy SEND and inclusion monitoring group of head teachers and LA. Control budget for High Needs; accountability also</i>
L6	School leaders set vision for SEND	SEND performance	SEND target	As in L4

Financial Perspective

ref		Current Perf	Target	Possible Actions
F1	Reduce costs:	2016 High	2018/19 High needs: £?	As in I4

	<ul style="list-style-type: none"> placements 	Needs: £?	c.f. I4 targets	SEND cost review: schools; Local provision; more mainstream
	incidental costs; admin; improve tendering	Travel: £? Admin cost/case	Travel: 5% reduction 2020: 20% saving transport/ contracted service Admin cost target Maintain current contract budget to 2018	SEND cost review: internal; contracts; Use of external review; regional review;
F2	Increase use of personal budgets	0	25% EHC have PB by 2018/19 10% reduction in equivalent cost by 12/2018	Review use and economies expected Ensure marketing procedures (I7) reflect this financial target
F3	Increase use of local SEND services & schools; collaboration		As in F1	
F4	Seek alternative revenues: use voluntary work/ resource ensure share of costs across services	£x funding to "schoolsupport" £x	10% reduction 2018 2020: 10 % (ASD) budget = charity £x	Seek alternative business models with schools/ providers: "support" costs and strategies; Contract voluntary/charity services and goods Ensure proper charging
F5	Improve VFM via improved outcomes and cost reduction			Achieve targets of F1, I3 and S1
	Benchmark and publish services and costs	£?	2020: yearly saving 15% (NPV) Costs per placement at 5% < benchmark 2020: 20% saving transport/ contracted service	Benchmark all major categories of cost

- Recommendations from April 2016 NDTi report

D. BALANCED SCORE CARD

STAKEHOLDER / USER PERSPECTIVE TARGETS

SEN make “appropriate” progress; Improving “support” and “EHC” at all KS - 2017
50% SEN (EHC) travel over 25 miles 2019
2018: 15% identified as “school support”; 2.5% as EHC
Ofsted Sch Imp: Good; SEND: RI 2016; Good 2017; outstanding 2018; 2018 schools: 11 good; 10 outstanding; 0 RI or inadequate
2017: EHC budget reduced 5%
2017: 20% EHC reduced incidental costs, e.g. travel; 25% cost shared across services
2017: 15% EHC use personal budget; 20% by 2018/19
2020: EHC yearly saving 15% NPV 2016 cost per placement
SEN targets / Inclusion targets: SEN figures; reduce exclusions 50% of 2015 by 2017
2017: 50% fewer complaints; 2018 0 complaints
0 tribunals 2017
65% SEND parent satisfaction 2017; 80% 2018

INTERNAL BUSINESS PERSPECTIVE TARGETS

Identify common SEND processes 12/16
Training SENCOS 3/17
SLT operational 11/16
2018: 15% identified as “school support”; 2.5% as EHC
2019: 10 local specialists SEND, e.g., ASD?
2019: 50% new EHC placements within 25 miles of home. 2020: 60%.
Child/parent voice: specified SOP 12/16; training SOP 3/17; monitoring 6/17; RCPF: Y number 11/1. Training on client relationships 7/17
SEND Communication: dialogue SoP and calendar carried out 100% 2018
SEND local offer: operational 9/16; guidance materials 12/16; staff guidelines for 3/17
25% EHC have Personal Budget by 2018/19. 10% reduction in equivalent cost by 12/2018
Train staff together on co-creating processes: 100% front-line personnel 12/17
PfA: Inclusion w/gp; 12/16 SENCOS training: 12/16
Ofsted SEND: Good by 7/2017. Outstanding by 2/2018

LEARNING AND GROWTH PERSPECTIVE TARGETS

10/16: 3 champions for integrated services
2017: 50% fewer complaints; 2018 0 complaints SEND
12/16 Joint vision, (SEND) strategy, policies (SEND),
4/17 Accountability process in operation
4/18 all systems and processes aligned. Parents’ children’s views built into systems
2016-2018 – 75% fall in system-related complaints

FINANCIAL PERSPECTIVE TARGETS

TARGETS
2017: 5% reduced EHC budget
15% EHC use personal budget; 20% by 2018/19; 10% reduction in equiv. cost by 12/2019
20% reduced incidental costs; 10% reduced contracted services.
2020: 20% saving transport/ contracted service.
0.3 FTE voluntary 2017; 1 FTE voluntary 2018; 3 FTE voluntary 2020. 10% specialist budget (e.g. ASD) voluntary
2017: 15% EHC use personal budget; 20% by 2018/19
2020: EHC yearly saving 15% NPV 2016 cost per placement

Document control

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