

SEND SEF 2019

Executive Summary

Summary

Operational relationships between education, health and care teams are good. Many **specialist and targeted services, schools and provisions** are of a high quality. **Service leadership is well established.**

Collaborative work in the **early years is good** and is setting a blueprint for collaboration across the system. There has been a **rapid and significant improvement in the timeliness** of statutory planning. **Data is increasingly well used** to target priorities for improvement and to **monitor performance.**

Implementation of the **SEND Reforms has been inconsistent.** Families experiences of assessment aren't positive enough, **waiting times are too long** and although much improved too many Education, Health and Care Plans aren't **completed in a timely manner and their quality is inconsistent.**

Too many **children with special educational needs are excluded from school**, multi-agency support is not always provided swiftly enough to support young people and their families. Too many of the **most vulnerable children special educational needs are not identified early enough.**

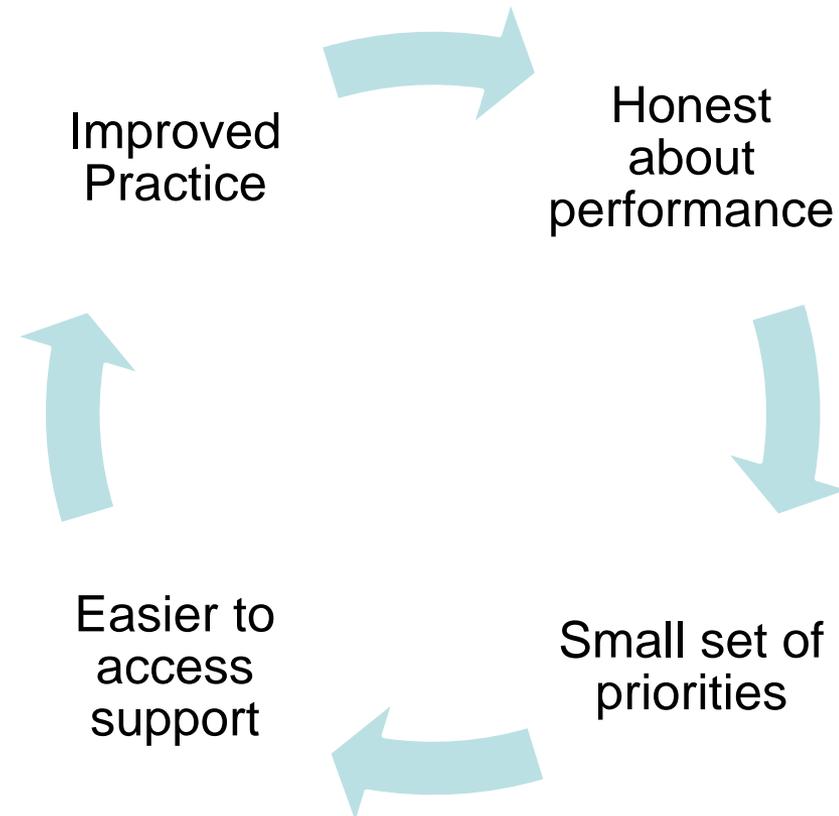
More needs to be done to ensure the **joint commissioning of services is consistent** and that young people and families are engaged in coproduction.

What does the data tell us?

1. The **timeliness of plans has improved** significantly.
2. The % of pupils with at **SEN Support and with an EHCP is increasing, and is now *broadly in line* with statistical neighbours.**
3. There have been **improvements in the identification** of Special Educational Needs for **Looked After Children.**
4. The **identification of need is becoming more accurate**, however MLD is still *over identified*.
5. Mental health services are in demand, and **demand (and waiting times) for the neuro-disability pathway are rising.**
6. **Outcomes** for children with special educational needs and disabilities are **improving.**
7. Despite *significant* improvements the number of children with special educational needs **excluded from school remains too high.**
8. Need to **improve Transition** to improve the individuals and families experience and to better inform future planning and design of services.

What is our approach to improvement?

- Improved use of data to inform performance management and improvement action plans.
- Focus on key priorities.
- Deeper engagement with partners.
- Focus on forward planning, improving practice and strengthening SEN support services.
- External challenge.



What has been the impact of our work? (1)

The timeliness of plans has improved significantly.

- The number of EHC plans has increased significantly since between SEN2 day January 2018 and SEN2 day January 2019 and this will be reflected in the published data in May.
- The rate of completed plans within 20 weeks has actually increased to 26.3% despite the increase in number of plans.
- When looking at the rates of completion of plans which were started and completed in 2018 the figure increased to 35.5%

Indicator	SEN2 Jan 19	SEN2 Jan 18	Plans started and completed in 2018
Number of new education, health and care issued including exception cases	348	168	214
Number of new education, health and care issued excluding exception cases	281	117	176
% of new education, health and care plans (EHCP) completed within 20 weeks - including exceptions	23.60%	21.40%	35.5%
% of new education, health and care plans (EHCP) completed within 20 weeks - excluding exceptions	26.30%	22.20%	38.6%

	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Total
Completed EHCs	40	38	20	28	36	29	46	9	246
Completed without exceptions	30	32	16	27	29	27	44	6	211
% completed within 20 weeks - cumulative figures	25%	31%	35%	41%	44%	44%	43%	42%	-
% completed within 20 weeks excluding exceptions - cumulative figures	30%	37%	42%	49%	52%	52%	49%	48%	-

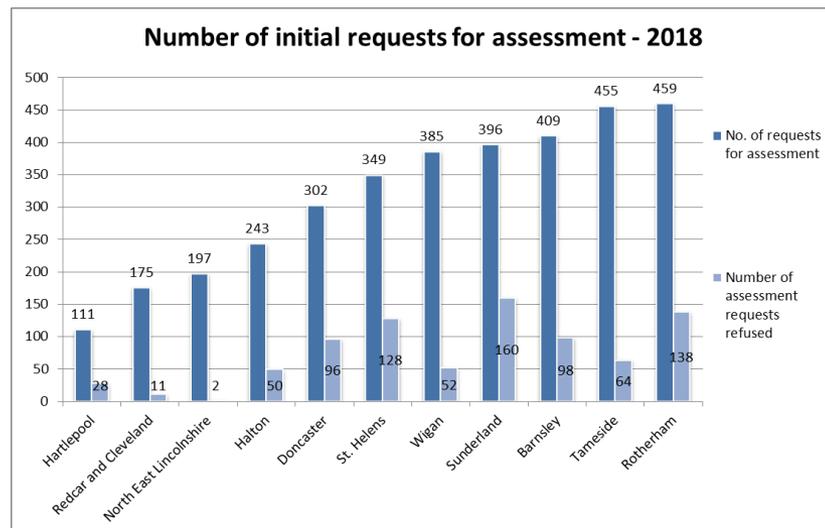
In year figures show that, on average, there has been an increase of nearly 20% in plans being completed within 20 weeks including exceptions, and an increase of more than 20% for plans being completed within 20 weeks excluding exceptions.

However, despite this improvement, families experiences of assessment aren't positive enough, **waiting times are too long** and although much improved too many Education, Health and Care Plans aren't **completed in a timely manner and their quality is inconsistent**.

What has been the impact of our work? (2)

The % of pupils with at SEN Support and with an EHCP is increasing, and is now *broadly in line* with statistical neighbours.

- In 18/19 Tameside's SEN Support figure has increased from 11.9% to 12.7%. Tameside now has a higher percentage of SEN support pupils than the England (11.9%).
- In 17/18 Tameside, at 1.8%, had the lowest proportion of statements or EHC plans amongst stat neighbours. In 18/19 this has increased to 2.4%.
- In 2018 the number of requests received for an education health care needs assessment was high in relation to our statistical neighbours, having been average in 2017.
- In 2018 only 14.1% of Tameside's initial requests for assessment were refused which, whilst up from 4.2% in 2017, is still well below the England average of 24.9%.



Number of children whom the LA maintains a Statement of SEN or an EHC plan – academic year

2015	2015/16	2016/17	2017/18	2018/19
662	699	828	977	1344

What has been the impact of our work? (3)

There have been improvements in the identification of Special Educational Needs for Looked After Children.

The impact of this can be seen as an increase in the number of Looked After Children who have an EHCP.

Year	SEMH	MLD	SLD	ASC	PMLD	SLCN	PD	SpLD
19/20	40	20	<3	6	4	<3	4	<3
17/18	32	17	5	<3	<3	<3	<3	<3

This is due to a drive from Virtual School and College to promote the early assessment of needs through SEN Support providing appropriate evidence for an EHCP if necessary. Clear communication and more dynamic actions are being driven through Head of Virtual School and College weekly meetings with Head of Tameside SEN. Training for social workers around the process of applying for an EHCP has been provided and will continue to be promoted as on-going training alongside training for Foster Carers and Residential home staff.

The number of LAC with an EHCP remains low, compared to statistical neighbours.

What has been the impact of our work? (4)

The identification of need is becoming more accurate, however MLD is still *over identified*

- There has also been a 3% rise in the number of CYP with an EHCP with a recorded primary need of SLCN.
- SEMH is now the second biggest primary need of CYP with an EHCP: 20.5% of CYP with an EHCP have a primary need of SEMH compared to 15.7% in 2018.
- The proportion of secondary pupils with an EHCP with a primary need of MLD has dropped by nearly 5% (33.6% in 2019 compared to 38.5% in 2018).
- Numbers of EHCPs in early years is up to 77 having been 38 in 2018 . The largest primary need at early years is SLCN (35%)
- Of the children and young people (CYP) with an EHCP maintained by the LA, MLD remains the primary need that is most recorded, though the proportion of children and young people with MLD has reduced from 32.5% to 29.9%.

What has been the impact of our work? (5)

Mental health services are in demand, and demand (and waiting times) for the neuro-disability pathway are rising

Action	Impact
The local transformation plan has increased access to specialist mental health services	There are three drop in sessions across Tameside and Glossop where young people can see a mental health professional on the same day.
	In June 2018, the 18.1% of children with a diagnosed Mental Health condition were accessing services. By September 2019, this has increased to 32.4%.
A full review of the neuro-developmental pathway	A revised pathway was launched in Sept 2019 with a greater emphasis on plan, do review and support at the earliest opportunity.
	Waiting times between each stage of the assessment has reduced.
	Parents and/or school staff can telephone for specialist help and support whilst waiting on the pathway.
	Additional consultant and nurse sessions for ADHD clinics has meant that 74 new children and young people have been seen between 1 st May 2019 and 31 st October 2019.

What has been the impact of our work? (6)

Outcomes for children with special educational needs and disabilities are improving

At both KS1 (below) and KS2 (right) outcomes for children at SEN Support are improved and gaps to national are narrowing.

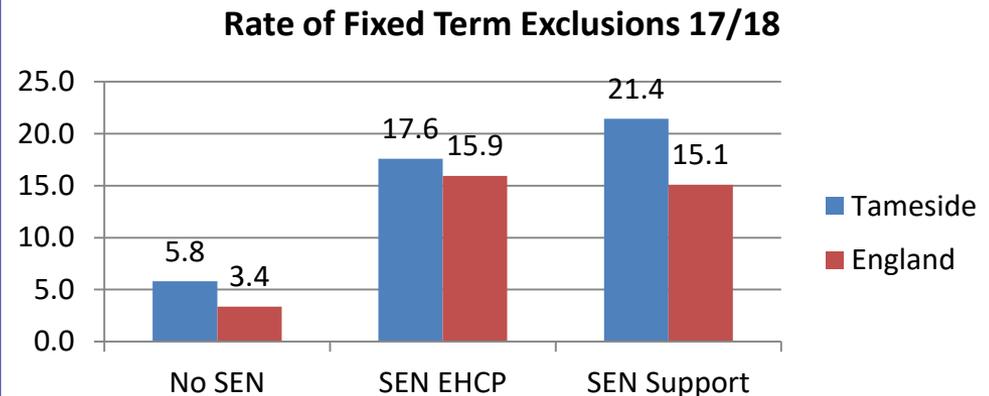
SEN support outcomes				
INDICATOR	LA/Nat	2017	2018	2019
Reading EXS+	Tameside	21%	26%	29%
	National	33%	33%	33%
Writing EXS+	Tameside	15%	18%	22%
	National	23%	25%	24%
Maths EXS+	Tameside	24%	29%	34%
	National	35%	36%	36%

SEN Support				
Indicator	Group	2017	2018	2019
Reading EXS+	Tameside	31.5%	35.3%	40.1%
	National	36.8%	42.8%	40.4%
Indicator	Group	2017	2018	2019
Writing EXS+	Tameside	29.2%	33.5%	37.4%
	National	33.2%	37.4%	38.4%
Indicator	Group	2017	2018	2019
Maths EXS+	Tameside	32.8%	36.9%	46.4%
	National	40.0%	41.6%	45.8%
Indicator	Group	2017	2018	2019
RWM EXS+	Tameside	15.7%	18.0%	22.7%
	National	20.0%	23.7%	24.9%
Indicator	Group	2017	2018	2019
Reading Progress	Tameside	-0.9	-1.0	-0.1
	National	-1.3	-1.0	-1.0
Indicator	Group	2017	2018	2019
Writing Progress	Tameside	-2.4	-1.0	-1.5
	National	-2.4	-1.9	-1.8
Indicator	Group	2017	2018	2019
Maths Progress	Tameside	-1.0	-0.2	-0.3
	National	-1.3	-1.0	-1.1

What has been the impact of our work? (7)

Despite *significant* improvements the number of children with special educational needs excluded from school remains too high

Internal data shows that permanent exclusions reduced significantly during 2018/19 from 97 to 67. Provisionally, the permanent exclusion rate has reduced to 0.18. Provisionally internal data also suggests fixed term exclusions have reduced overall too. In addition, this data shows that the number of pupils with 1+ fixed term exclusions has reduced for each phase, with 110 less pupils receiving a fixed term exclusion.



What has been the impact of our work? (8)

Preparation for adulthood is a key area for development to help young people achieve future aspirations and reduce projected increased demand on the care system. To address this a number of initiatives are underway to address these issues. These include:

- **Improving our information on future predicted demand** (Transition) to inform decision making and future service development.
- A new Adult Services **Transition Worker** whose role will be to liaise with all key stakeholders and assist in gathering information and intelligence on future demand, and facilitate work with young people, families and carers to assist in co-producing future service offers.
- The formation of a **multi-disciplinary transition group** to provide oversight of young peoples needs and future service developments and the development of a pathway to **Adults Accommodation Options Group** to inform future housing and support demand.
- The development of a **Joint Commissioning Transition Strategy** with Children's, Health, Education and Adult Services.
- Progress work on the Oxford Park development to provide services to young people and adults focused on assisting people to develop **independent living skills** and expand **Supported Internships** to improve access to employment

What are our priorities for next year?

The following changes are required:

- Improve **experiences of assessment** for young people and their families
- Improve the consistency of practice ensuring **need is identified at the earliest possible opportunity**
- Improve the oversight and management of **joint decision making** and the impact of **joint commissioning arrangements**
- Improve the quality of the **Local Offer** and **the impact of co-production**
- Improve outcomes and preparation to adulthood for **the most vulnerable children**

Enabled by:

- Coordinated **Early Help, Neighbourhood working and team around the school** approaches
- **Early intervention** multi agency approaches to support the **earliest identification of need** and reduce exclusions
- **Transition entitlements** for all vulnerable young people
- **Improved practice, pedagogy** and technical understanding

What are our priorities for next year? (1)

Improve experiences of assessment for young people and their families

This will be measured in the following way:

- % EHCP completed in 20 weeks
- Reduction in waiting times in the neuro-disability pathway
- Reduction in rates of mediation and tribunal
- Increased parental and professional satisfaction (annual survey from 2019 baseline)
- % of EHCPs assessed as at least good in QA

What are our priorities for next year? (2)

Improve the consistency of practice ensuring need is identified at the earliest possible opportunity

This will be measured in the following way:

- Evidence that matching provision to need tool is used to inform planning and requests for statutory assessment
- Reduction in fixed term exclusions for all and vulnerable groups (SEN Support, EHCP, CIN, CP, LAC)
- Improved support for schools leading to reduction in requests for statutory assessment
- % of SEN pupils achieving RWM combined and progress at KS2 and % of SEN pupils achieving standard/strong passes E&M at KS4 are either in line with or above national averages
- Increased confidence scales used to measure impact of identification training for SENCoS
- Parental/ pupil satisfaction feedback at SEN support/ survey on the local offer

What are our priorities for next year? (3)

Improve the oversight and management of joint decision making and the impact of joint commissioning arrangements

This will be measured in the following way:

- Reduction in numbers of pupils placed out of borough with independent providers
- % of parents that feel involved & able to share their views in developing the local offer & evaluating impact.
- Increase in the number of children with SEND in mainstream settings/number of children appropriately placed in settings
- Increased satisfaction in support to children and their families

What are our priorities for next year? (4)

Improve the quality of the Local Offer and the impact of co-production

This will be measured in the following way:

- Increased parental satisfaction with local offer website (2019 baseline survey)
- Feedback on co-production for individuals through satisfaction measures described above
- Feedback from our Voice of the child strategy group/ parental voice groups through satisfaction surveys and test events

What are our priorities for next year? (5)

Improve outcomes and preparation to adulthood for the most vulnerable children (EHCP, SEN, CIN, CP, LAC)

This will be measured in the following way:

- % of vulnerable pupils achieving RWM combined and progress at KS2 and % of vulnerable pupils A8 at KS4 are either in line with or above national averages
- Number of adults with LD engaged in training and / or volunteering
- % of adults with LD in employment
- Number of young people accessing Supported Internships
- % of young people have accessed employment following supported internship
- % of adults with LD living as independently as possible