



SPECIAL EDUCATIONAL NEEDS AND DISABILITY REFORMS

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Tony Birch (Assistant Director, Education and Learning)
Sue Cornwell (Head of SEN and Principal Educational
Psychologist)

Bolton
Council



SEND Local Area Inspection

- In October 2015 Ofsted and CQC launched a consultation regarding the inspection arrangements for judging how effectively local areas fulfil their responsibilities to children and young people who have special educational needs and/or disabilities (SEND). This consultation concluded on January 4th 2016.
- On 27th April Ofsted and CQC published the SEND Local Area Inspection Handbook and Framework.
- On 16th May Bolton received a phone call to inform us that we would be inspected the following week (23rd-27th May 2016).
- We were the first in the country to be inspected (at the same time as Brighton)



Purpose of inspection

- To provide an external evaluation of how well a local area carries out its duties in relation to CYP with SEND (those with an EHCP, those at SEN Support and those on the cusp of being identified as SEND).
- To review how local areas support CYP with SEND to achieve the best possible educational or other outcomes e.g. being able to live independently, secure meaningful employment and be well prepared for their adult lives.
- To determine how well service providers work together to deliver positive outcomes.



3 key questions

- **Question A:** How effectively does the local area identify CYP who have SEND?
- **Question B:** How effectively does the Local Area assess and meet the needs of CYP who have SEND?
- **Question C:** How effectively does the local area improve outcomes for CYP who have SEND?



What did the inspection involve?

- A presentation detailing the Bolton Story’.
- Focus groups with key managers and staff from education, health and social care
- Visits to 12 providers: 2 nurseries, 1 infant school, 3 primary schools, 2 secondary schools, 2 special schools and 2 FE providers.
- Visits to health settings and discussions with managers and practitioners about how the local area fulfils its responsibilities and how they contribute to this.
- Meetings CYP and parents to elicit their views of how effectively the area fulfils its responsibilities



MAIN FINDINGS FROM THE INSPECTION

- The views of parents are taken into account at all stages (identification, SEN Support and in the development of EHCPs)
- Parents feel that their views are listened to and their children's needs are identified well.
- Single pathway to education, health and care needs, and onward referral to agencies, is streamlined and effective.
- Agreements to pool budgets is a positive step towards improving joint commissioning arrangements
- The vast majority of specialist provision in mainstream and special schools is of high quality.
- Joint commissioning arrangements are not fully established. The pace and timescales for this needs to be brought forward.
- A wide gap exists in the academic progress of CYP at both primary and secondary level compared to those who do not have SEND



Other strengths noted

- Satisfaction of CYP that their needs are being met and outcomes are improving is generally high.
- Early Help is a good example of joined up working, supported by a high quality SENCO handbook and training.
- The EYNDM has ensured timely and effective assessment of need.
- Some good examples of joined up working identified e.g. TaCH meetings.
- Access to high quality health services is well established in special schools and RPs.
- Staff in education, health and care have accessed training on the SEND reforms and understand their roles in implementing these reforms.
- Increasing numbers of children in EYFS are meeting their development targets.
- Attendance of pupils with SEND is improving and their progress is accelerating.
- Robust checks are in place to monitor pupils who are EHE or INAs and demonstrates that they are responding well to targeted support.
- The local area is listening to feedback from parents and tackling issues identified.



Other areas for development noted

- Timeliness of EHCPs and conversions
- Timeliness of ASD diagnosis.
- Process for referring children to new services following an Annual Review.
- Reviewing the policy outlining what happens when health appointments are missed to ensure greater flexibility when dealing with vulnerable CYP.
- Local area partners have not done enough to ensure that providers, parents, carers and young people are aware of the role that they could play in helping to shape the local offer.
- More work to do to fully inform partners of how health teams are structured and the services they provide.
- Pathways for 19-25 year olds.



Key tasks for the next 12 months

- Developing an SEND data pack and analysing this regularly.
- Narrowing the gap between CYP with SEND and those who do not have SEND.
- Reducing exclusions for CYP with SEND.
- Post 19 policies, pathways and funding.



Post Inspection Action Plan

- Short term pieces of work
- Work with SENCOs re health – how structured, services provided, ways of working etc.
- Develop a process for following up missed health appointments for those with SEND
- Revise the process for addressing/making referrals for those CYP for whom additional needs re-emerge from an Annual review (links with EHA process)
- Training plan for schools re info, guidance and support for dealing with behaviour concerns (?)



6 key themes/workstreams

- Accountability
- Joint Commissioning
- Quality Assurance
- Preparing for Adulthood
- Parental Engagement
- Personalisation



Questions