

NOTICE OF MEETING

Meeting	Children and Young People Select Committee
Date and Time	Monday, 28th September, 2020 at 10.00 am
Place	Remote Meeting
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting is being held remotely and will be recorded and broadcast live via the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 5 - 16)

To confirm the minutes of the previous meeting.

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. COVID-19 UPDATE

For the Select Committee to receive a presentation from the Director of Children's Services, providing a further update on the impact and response to the Covid-19 pandemic on children and young people. *(to follow)*

7. AUTISM ASSESSMENT SERVICES FOR CHILDREN AND YOUNG PEOPLE (Pages 17 - 28)

For the Select Committee to receive a presentation from the Hampshire and Isle of Wight Partnership of Clinical Commissioning Groups on Autism Assessment Services for Children and Young People.

8. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 REFORMS UPDATE REPORT - SEN PERFORMANCE AND JOINT WORKING (Pages 29 - 90)

For the Select Committee to receive a report and presentation from the Director of Children's Services providing a further update on progress following the implementation of the SEND reforms.

9. WORK PROGRAMME (Pages 91 - 98)

To consider and approve the Children and Young People Select Committee Work Programme.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting via the webcast.

Agenda Item 3

AT A MEETING of the Children and Young People Select Committee of
HAMPSHIRE COUNTY COUNCIL held on Wednesday, 8th July, 2020

Chairman:

* Councillor Kirsty North

Vice- Chairman:

* Councillor Ray Bolton

* Councillor Jackie Branson
* Councillor Ann Briggs
* Councillor Zilliah Brooks
* Councillor Fran Carpenter
* Councillor Peter Edgar MBE
* Councillor Pal Hayre
* Councillor Wayne Irish

* Councillor Gavin James
* Councillor Neville Penman
* Councillor Robert Taylor
* Councillor Bill Withers Lt Col (Retd)
* Councillor Jackie Porter
* Councillor Michael Westbrook
* Councillor Malcolm Wade

*Present

Co-opted Members:

* Ian Brewerton, Secondary School Parent Governor Representative
* Gareth Davies, Primary School Parent Governor Representative
Robert Sanders, Church of England Schools Representative
Kate Watson, Special School Parent Governor Representative
VACANT Roman Catholic Schools Representative

Also present with the agreement of the Chairman:

Councillor Patricia Stallard, Executive Lead Member for Children's Services and Young People
Councillor Roz Chadd, Executive Member for Education and Skills
Councillor Judith Grajewski, Executive Member for Public Health
Councillor Jonathan Glen, Chairman of Policy and Resources Select Committee

129. APOLOGIES FOR ABSENCE

Apologies were received from Kate Watson, the Parent Governor Representative for Special Schools, and Robert Sanders, the Church of England Schools Representative.

The Chairman noted that Councillor Neville Penman would be late joining the Committee meeting.

130. **DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3, Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Personal interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

No declarations were made at this point in the meeting.

131. **MINUTES OF PREVIOUS MEETING**

The Minutes of the meeting held on 10 January 2020 were agreed by the Committee as a correct record of the meeting.

132. **DEPUTATIONS**

The Committee received two deputations in relation to Item 6 'Childcare Sufficiency Assessment and Covid-19 Impact and Response for the Childcare Sector'.

Councillor Jackie Porter declared a personal interest at this point in proceedings as a trustee at Kings Worthy pre-school.

The first deputation was from Mandy Adams, manager of Compton and Shawford pre-school. Mandy addressed the Committee and Members heard that Compton and Shawford pre-school was semi-rural, and over the last 3/4 years, the pre-school had operated at a loss, and as a result there was uncertainty over its future. Mandy highlighted that the current funding system from Government wasn't enough as all settings were different, and the 'one size fits all' approach wasn't viable. Members heard concerns in relation to the layout of the pre-school and numbers of staff/child ratio to ensure safeguarding, and it was heard that there would be more flexibility if the pre-school had larger premises.

Mandy highlighted that the pre-school was hugely important to the local community, and was also reliant on fund raising from the community. Members also heard that there was more pressure on staffing in relation to pay and pensions. As a local community pre-school, it was highlighted that the current early years funding wasn't viable, and as a result of Covid, there were now increased costs in relation to areas such as cleaning, which would continue into and beyond September.

The second deputation was from Joanne Meharg, Chair of Kings Worthy pre-school. It was heard that Kings Worthy pre-school has seven members of staff, looking after 49 children in term time. Joanne highlighted the difficulties between a viable fee structure and being affordable for all, and she explained that early years funding had not kept pace with the rise in costs, and notably wages. Members also heard that the 30 hours funding has been restrictive on settings to control their overall income generation from hourly fees with restrictions on what can be charged for. It was heard that few grants fund existing projects, cover staffing and core costs for pre-schools and these are regarded as being covered by statutory early years funding. Concerns about time taken up on safeguarding cases was highlighted, with every safeguarding scenario adding pressure to already overstretched early years funding.

Members heard that at the start of Covid, vulnerable and key worker families chose not to take up places offered and the pre-school setting had to close, with families being supported at home. There was also clarification that the early years sector would not receive 80% of furlough funding, and Joanne highlighted the 26% for her setting based on figures for the spring term. To re-open would mean operating at a loss, with increased costs in cleaning as a result of Covid.

It was heard Covid had also brought additional needs, used up reserves and highlighted flaws in the current funding system. Concerns over vulnerable children were highlighted, as well as children with additional needs, and it was heard that Covid had delayed the application for funds such as the Inclusion Fund. Joanne highlighted the uncertainty as to whether the pre-school would be able to open in September, and the immense stress for staff and also parents, who may be reluctant to send their child to a childcare setting as a result of Covid.

The Chairman thanked the deputees for their deputations.

133. **CHAIRMAN'S ANNOUNCEMENTS**

On behalf of the Committee, the Chairman thanked Councillor Marge Harvey for her contribution as a Member of the Committee, and congratulated her on her new role as Vice-Chairman of the County Council. The Chairman also welcomed Councillor Bill Withers to his first meeting as a Member of the Committee.

The Chairman also reminded Members of the new poll voting method for recommendations, which could be accessed in the meeting chat facility.

134. **CHILDCARE SUFFICIENCY ASSESSMENT AND COVID-19 IMPACT AND RESPONSE FOR THE CHILDCARE SECTOR**

The Committee received a report and presentation from the Director of Children's Services on Childcare Sufficiency Assessment and Covid-19 Impact and Response for the Childcare Sector (Item 6 in the Minute Book).

The item was introduced and Members heard that the purpose of the report was to update Members on the Childcare Sufficiency Assessment, and the statutory

duty to ensure sufficient childcare places in Hampshire, the priority actions identified and also progress made on these as a result of the Covid-19 pandemic. Members were taken through the presentation slides and an overview of the context of childcare in Hampshire pre-pandemic was set out. Members attention was drawn to page 3 of the presentation slides for Item 6 which detailed the numbers of children accessing childcare through universal entitlement of 15 hours centrally funded childcare, extended entitlement of 30 hours childcare and eligible two year olds accessing childcare in Hampshire. As mentioned by the deputees, it is seen as a diverse market place with many different provisions and settings which can make it challenging to provide support.

Funding for the sector was outlined on page 4 of the presentation slides, and it was heard that most funding was received from private fees rather than Early Years Education (EYE) funding, and as a result of the Covid pandemic, this has had a significant impact on the sector. It was noted that there are concerns that EYE funding isn't enough to sustain the sector. Members were taken through the action plan priorities as set out on page 5 of the presentation slides and pages 16-18 of the report, and the progress made with these was explained. It was heard that because of Covid, some reviews into action plan priorities such as rural childcare, and childcare for under twos and two year olds had been delayed.

Page 6 of the presentation slides highlighted the Covid impact on attendance and provision for the early years sector and it was noted that in January 2020, there were 34,000 children attending early years providers, which dropped to 300 at the start of lockdown, and this reflected children of key workers and vulnerable children. May and June did see rises in figures, but Government guidance for the sector asked providers to supply early years provision in bubbles of no more than 8, which also reduced capacity for how providers could operate. Further guidance encouraging parents to only use one provider could affect sector places moving forward.

The out of school sector was explained and it was heard that this sector was unable to open from the 20 March, but from the 1 July there was wider opening to support school holidays. Officers have outreached to this sector by webinar and to pass any concerns from this sector to the Department for Education (DfE), primarily in terms of maintaining bubbles and ambiguity in the guidance. It was heard that work was continuing to support this sector with ensuring holiday provision for children of parents who needed to work, but to also balance with future issues such as economic downturn which could affect demand for places.

Support to the sector throughout the Covid pandemic was explained through communication with webinars, one to one support, brokerage service, financial support to struggling providers as well as engagement with central Government. Members noted the issues to the sector with the loss of parental income, capacity restrictions, concerns for the future and difficulties in planning for the future because of current uncertainties. In conclusion, it was heard that during lockdown, provision was provided to all children that required it, support was continued to be provided to the sector and progression with the sufficiency

assessment where possible, but it was anticipated that this would present challenges in the coming months.

In response to questions, Members heard:

- That a different structural solution to EYE funding was needed, and also better ways of organising money to reach providers, and officers noted some Member's wishes to lobby Government for more funding for this sector.
- In relation to the graph detailed on page 21 of the agenda report pack, it was explained that there was a link between new Government guidance being released and peaks in contact from both providers and families. It was heard that these peaks in queries were mostly in relation to furlough guidance and year groups returning.
- That double funding was a decision made locally in Hampshire, which ensured providers who were unable to open were not penalised financially, and also providers who took on new children. It was noted that assistance with these costs had been sought from Government but this has not yet been confirmed.
- That there was concern for community settings due to them being largely voluntary in nature and now having to navigate areas such as risk assessment and infection control procedures as a result of Covid. It was noted that officers would look to contact this sector and do some targeted work to link them with other providers who could share their knowledge and expertise, and also ensure guidance was easy to understand.
- In relation to funding for vulnerable two year olds, it was noted that the Government sets the funding rates for these and the ratio per child is less, compared to three or four years olds. Changes to funding would need to be made by Government.
- That recently returned data to the DfE, which was currently submitted on a weekly basis, indicated that the number of childminders now open was up to about 75%, and officers highlighted that this was a promising figure.
- That it was recognised that many parents have children in different learning settings which included early-years, primary, junior and secondary schools. Officers emphasised the importance of clear messages from Government so all settings and parents could plan accordingly for September, and the return to these settings for children.
- In relation to paragraph 64, page 25 of the agenda pack, officers explained that as a result of Covid, there may be an increase in schools exploring ways in which they could deliver 2-11 years provision. It was noted that the private sector was already working alongside schools in some areas, and this work would continue to be facilitated where necessary to fulfil sufficiency duty.
- That officers would continue to work and ensure information and guidance is understood, create self-sustaining networks in the sector, help with cash flow, identify providers who could be at risk and monitor closely, and continue to provide support where needed.
- That recent guidance in relation to after-school club and carer/child ratio has changed recently which should help with providing more capacity for providers.

An additional recommendation was proposed by Councillor Ray Bolton and seconded by Councillor Gavin James:

'That the Children and Young People Select Committee asks the Executive Member for Education and Skills and Executive Lead Member for Children's Services and Young People to write to the Secretary of State for Education highlighting the particular difficulties in the Childcare Sector in Hampshire and to try and establish a scheme that will provide payments to support the viability of childcare providers to retain spaces during the pandemic and recovery period.'

A vote was held, and this recommendation was agreed by the majority of Members.

A vote was held on the recommendations detailed in the report and these were agreed by the majority of Members.

RESOLVED:

- i) That the Children and Young People Select Committee asks the Executive Member for Education and Skills and Executive Lead Member for Children's Services and Young People to write to the Secretary of State for Education highlighting the particular difficulties in the Childcare Sector in Hampshire and to try and establish a scheme that will provide payments to support the viability of childcare providers to retain spaces during the pandemic and recovery period.
- ii) That the Children and Young People Select Committee noted the content of the Childcare Sufficiency Assessment 2019 and the associated action plan together with the updated position in response to the Covid-19 pandemic.
- iii) That the Children and Young People Select Committee noted the impact of the Covid-19 pandemic upon the childcare sector and the County Council's support to the sector during this time.

135. **CHILDREN'S SERVICES UPDATE ON COVID RESPONSE**

The Committee received a presentation from the Director of Children's Services, outlining the department's response to Covid-19 (Item 7 in the Minute Book).

The presentation was introduced and the Director invited Assistant Directors within the service to present their specific service areas to the Committee. Members heard first about the department's work with children and families during lockdown. Page 38 of the agenda pack set out the planning through a phased approach for managing with fewer staff throughout the pandemic, whilst also identifying key priority services which had to be kept operational throughout all three phases. It was highlighted that the service maintained the position in phase one throughout, and all statutory services and timescales were kept in place. Members noted the new guidance which was issued to staff very early

on, and constant engagement between senior managers and teams, with an emphasis on maintaining a good audit trail on decisions made during this time. The data slide as set out on page 40 of the agenda pack detailed the number of referrals in March and April compared to the same period last year. It was explained that an increase in demand had been experienced in June this year as some families had not received services from other agencies and had gone into crisis, and more emergency steps had been implemented. However it was noted that even with the move out of lockdown, officers were expecting the increased numbers to remain due to other factors such as unemployment and increased mental health issues.

The different ways of working with children and families during lockdown were explained, and whilst there had been visits by staff wearing full PPE, 90% of work involved the use of technology, which included virtual meetings with older children and assessments for virtual court hearings. The outstanding work undertaken by all staff to maintain support and commitment to children in care during lockdown was also highlighted to the Committee, and attention was drawn to page 42 and page 43 of the agenda pack which detailed the breadth of this work. Members also noted the continued strong partnership working in Hampshire during lockdown in the sharing of information and a responsive approach. The Committee heard that whilst staff had adapted quickly to a new way of working over the last few months, managers continued to be mindful to individual staff wellbeing, and the importance of frequent contact and support.

Page 48 of the agenda pack highlighted areas of working during lockdown which had been positively received, worked well and would continue, as well as areas of improvement. It was noted that whilst resource planning was underway for an anticipated spike in demand, work was also underway to explore the transition of staff to office based working whilst maintaining some of the identified new positive ways of working within the service.

The impact of Covid-19 in relation to education was explained to the Committee and the background to the closure of schools for all children other than those of key workers and vulnerable children was set out. It was noted that Hampshire extended the definition of vulnerable children to include early help children in their assessments. The Committee heard that close working with headteachers and social care to ensure vulnerable children attended school was prioritised, and it was noted that Hampshire achieved a higher proportion of vulnerable children attending school than seen nationally. For those children with an EHCP, each school put in place individual risk assessments and children with an EHCP only attended school if safe to do so.

The implementation of home learning was set out, and it was heard that all schools had adapted rapidly to this, and the focus was quality of learning over quantity, with a mixture of online tasks as well as practical tasks which could be conducted inside and outside the home with an emphasis on enjoyment alongside learning. Support from the DfE was also highlighted and also the department's advice on English and Maths lessons to primary schools. Members heard that regular communication and support had been provided to schools by the department, and these were highlighted at page 57 of the agenda pack. The focus on wellbeing and mental health was also highlighted and

signposting to appropriate support. The wider reopening of primary schools on the 1 June was explained, and also the challenging circumstances around this in relation to individual schools and numbers of key worker children and vulnerable children attending each school which could limit other year groups being able to be brought back in. It was heard that at the end of that week, more than 25,000 pupils had returned in Hampshire. The Committee heard that the wider reopening of secondary schools to Year 10 only on the 15 June resulted in more than 37,000 pupils returning in Hampshire at the end of that week, and the support to schools in relation to the awarding of GCSE grades to Year 11 was also highlighted.

Members noted that in relation to education, it was very much business as usual but doing things differently, and the special educational needs team had worked hard to ensure those children in need of an EHCP continued to have these processed, and had secured 98% of year 6 EHCP's and places to go into year 7. The online work of the music service, inclusion team and specialist teaching advisors was also highlighted as well as the work of the careers service. Members also noted the primary behaviour service work in ensuring children received continued education. An additional slide was presented as set out on page 30 of the updated presentation. The next steps in working closely with schools to support opening in September were explained, and tensions in relation to bubble sizes, zoning and limiting access to specialist space were highlighted. Members also noted that in the event of any future lockdowns, schools would need to be able to adapt to remote learning rapidly, which was particularly important at Year 11.

The Committee heard that in relation to the Children's Services Capital Programme, property colleagues and contractors had adapted well to the challenges of Covid and major construction projects were progressing well and adhering to Government guidance. It was explained that some construction sites had initially closed as a result of Covid to review health and safety plans, but were now operational again. In relation to non-essential school repair and maintenance work, all schemes would continue to be reviewed on a case by case basis, with work commencing when appropriate and safe to do so, and in consultation with headteachers and governing bodies.

Attention was also drawn to projects relating to Austen Academy and Deer Park schools as outlined on page 65 of the agenda pack, and it was heard that productivity would inevitably be slower as a result of Covid, but officers were currently managing budgets and timelines within the contingencies initially set for these schemes. However, it was noted that a second lockdown could have implications for achieving these timelines. Officers also highlighted that all new school places schemes would be available for September.

The final area of work presented to the Committee was in relation to access, resources and business development. It was heard that it was very much business as usual, and very little activity was stopped, but some statutory data deadlines were suspended by the DfE, and some tender processes were paused. Some of the earlier work undertaken at the start of lockdown focussed on payments to providers, as well as protection of council funding where necessary. It was explained that some of the work most significantly affected

was in relation to Early Years and Home to School Transport (HtST), and as the Committee had already received an item on Early Years earlier in the agenda, this would not be presented in depth. In relation to HtST, numbers were down significantly as a result of lockdown, and the financial support to the sector was explained. As a result of guidance around social distancing, it was heard that capacity on vehicles would be significantly reduced, and this would inevitably present challenges in September. It was noted that guidance around this was still being awaited from Government, but officers would be working closely with schools in how best to support them. The Assistant Director explained that more parental mileage allowance would be offered instead of transport, and all eligible SEN families would be written to with an offer of this from September. Members noted that during lockdown, a successful primary admissions round had been completed as set out on page 71 of the agenda reports pack, and temporary legislation had enabled school admission appeals to continue.

Page 73 of the agenda report pack highlighted the Early Years work and attention was drawn to the brokerage service which was set up within 24 hours for families and providers to ensure no one who needed childcare went without. Page 74 of the agenda pack highlighted the DfE return for Early Years Recovery as of the 11 June 2020, and updated figures were verbally provided to the Committee. It was heard that as of 2 July 2020, 576 group providers were open and 65 closed, with all school based providers open. 616 childminders were now operating with 106 remaining closed, and a total of over 9000 children were now back in childcare.

In response to questions, Members heard:

- That the number of requests for consideration to become foster carers had increased over the last few months, and assessment processes for prospective foster carers were continuing.
- That to ensure enough resilience to keep Swanwick Lodge and other children's home open, two children's homes housing three children in total were temporarily closed, and those children were moved to other appropriate homes. Officers were looking to re-open the homes later in the year.
- In relation to looked after children, it was heard that the majority had coped well, and lockdown had enabled the strengthening of relationships between some children and their foster carers/social workers during this time.
- CAMHS workers have been able to offer therapy sessions to children where needed, and work has continued in supporting children's emotional wellbeing. It was noted that some older teenagers with challenging behaviour have found lockdown difficult, but officers were working hard with partner agencies to keep these young people safe.

Councillor Malcolm Wade declared a personal interest at this point in proceedings as a governor at a school.

- That schools have reported that vulnerable children attending school have had access to small group work which has benefited them, and stands these children in good stead ahead of September.

- That primary schools and secondary schools can claim additional costs from the government in respect to Covid, but there were limits to what could be claimed. Officers were working closely with schools on this before the deadline to submit first claims by 21 July.
- That the Government have announced funding of £1 billion for catch up funding, which would be split into various streams but officers were not sure yet how much each school would receive, and how this would be distributed.
- That from September, some teachers at secondary level may have to move from bubble to bubble to teach some specialist subjects, due to the smaller numbers of specialist teaching staff.

Councillor Jackie Branson declared a personal interest at this point in proceedings as a chairman of governors at a secondary school.

- That letters have been sent to schools to be shared with school staff in recognition of their hard work during the Covid pandemic, from both the Director and Executive Member for Education and Skills.
- That work was ongoing in examining practices which have worked well during Covid, and some of the virtual meetings may remain in place to maintain ongoing relationships with some older children who often don't enjoy face to face meetings.
- That if technology wasn't available to some vulnerable families because of issues such as affording broadband, then visits during lockdown were made ensuring appropriate health procedures were followed.
- That Government advice had to be followed in keeping schools closed based on scientific advice.
- That in relation to GCSE grades for this year, teachers' judgements would only play a small part in the awarding of predicted grades. It was heard that an algorithm would be used based on Key Stage 2 results, and the progress of their current school in recent years.
- That it was difficult to determine at this stage whether there would be an upward trend for elective home education as the cohort changes rapidly, with an average length of 3/4 months before returning to mainstream school.
- That the referral numbers for children have increased in relation to the previous year's numbers, and there has been an increase in the complexity of cases coming into child social care with higher level child protection work. It was heard that the number of children on a child protection plan has risen, as well as the number of children in care which could be as a result of the Covid pandemic and issues arising from this.
- That in terms of free school meals during the pandemic, these have continued at school, and during the summer each family entitled to free school meals will be provided with a voucher to access free school meals as a result of the Marcus Rashford campaign.
- That further guidance is awaited from the DfE in relation to HtST and how this will be implemented in September.

Individual Members of the Committee thanked all officers within the department for their hard work and achievements during the Covid pandemic, and the Chairman reiterated this on behalf of the Committee.

RESOLVED:

That the Children and Young People Select Committee noted the impact and response of the Children's Services Department to the Covid-19 pandemic.

136. **PROPOSED CHANGES TO POST 16 TRANSPORT POLICY STATEMENT 2020**

The Committee received, for pre-scrutiny, a report on proposed changes to the Post-16 Transport Policy Statement 2020 (Item 8 in the Minute Book). These proposed changes were due to be considered by the Executive Lead Member for Children's Services and Young People at her Decision Day that afternoon.

A personal interest was declared by Councillor Wayne Irish at this point in proceedings as a school governor.

The report was introduced by the Director of Children's Services and the statutory duty of Home to School Transport and the post-16 policy was explained. It was noted that due to legal challenges to the post-16 policy, this had been amended and was now being brought back for a decision. The Director highlighted that the policy had been through a consultation process, as well as examination by legal advisors and QC and amended accordingly.

The Director also drew Members attention to the savings target which was now significantly reduced, primarily due to the way that young people over 18 years are considered, having previously been in the remit of adult social care.

In response to questions, Members heard:

- That legally, the Council had to have a current policy in place to meet statutory requirements.
- That the Government position would need to be followed, but there could be issues in September in terms of transport timings and 'bubbles'.
- That further guidance would be announced from the Government in terms of Covid and Home to School Transport, and adaptations would be made in accordance with this guidance.
- That legal advisors to the Council were satisfied that the policy had addressed all legal points.
- That the policy could not be delayed because of Covid, as it was a legal requirement to ensure a current policy was in place.

An additional recommendation was proposed by Councillor Jackie Porter and seconded by Councillor Gavin James:

'That the Children and Young People Select Committee receive an update on the effects of the new Policy within six months.'

A vote was held, and this recommendation was agreed by the majority of Members.

A vote was held on the recommendation to the Executive Lead Member as detailed on Page 1 of the front cover report to Item 8, and this was agreed by the majority of Members.

RESOLVED:

- a) That the Children and Young People Select Committee receive an update on the effects of the new Policy within six months.
- b) That the Children and Young People Select Committee consider and support the recommendations being proposed to the Executive Lead Member for Children's Services and Young People in Paragraphs two and three of the attached report.

137. **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 0-25 REFORMS UPDATE REPORT - SEN PERFORMANCE AND JOINT WORKING**

Due to the length of time spent on earlier items, this item was deferred to a future meeting of the Committee.

138. **WORK PROGRAMME**

The Director of Transformation and Governance presented the Committee's work programme (Item 10 in the Minute Book).

The Chairman drew Members attention to the changes to the work programme since the last meeting which were highlighted in red. The Chairman also proposed that in light of the cancellation of the 14 May 2020 meeting because of Covid, that an additional meeting of the Committee be scheduled for September 2020. Members were in agreement with this.

RESOLVED:

That the work programme, subject to the additions set out above, was agreed.

Chairman,

HAMPSHIRE COUNTY COUNCIL

Front Cover Report

Committee:	Children and Young People Select Committee
Date:	28 September 2020
Title:	Autism Assessment Services for Children and Young People
Report/Presentation From:	Hampshire & Isle of Wight Partnership of Clinical Commissioning Groups

Contact name: Matt Powell **Email:** Matthew.powell7@nhs.net

Purpose of this Presentation

1. The Select Committee received an update on Autism Assessment Services for Children and Young People at their meeting on the 18 September 2019, and at this meeting the Select Committee agreed an additional recommendation for a further update in 12 month's time.
2. The purpose of this presentation is for the Hampshire and Isle of Wight Partnership of Clinical Commissioning Groups to further update the Children and Young People Select Committee on Autism Assessment Services for Children and Young People, and our future plans for developing the service into a more preventative service to better support meet the needs of Children, Young People and their families, lessening the current reliance on diagnosis in order to access support services.

Recommendation

3. That the Children and Young People Select Committee receive and note the overview provided in the presentation.

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Hampshire and Isle of Wight
Sustainability and Transformation Partnership

Hampshire Autism Update

September 2020



Autism Pathway – key issues and challenges

There is currently a significant delay for children being referred for autism assessments.

- Currently there is a waiting list of circa 1,750 assessments outstanding in Hampshire with a mean average waiting time of 35 months
- Waiting lists are significantly outside of the current National Institute of Clinical Excellence (NICE) guidance of an assessment commencing within 13 weeks of referral
- On top of this growing waiting list an average of 90 children are referred to services for assessment each month in Hampshire and 30 on the Isle of Wight which equates to 1,068 children referred per year
- In Hampshire, piecemeal investment over the last 2 years has poorly managed this waiting list with a total of circa 50 assessments per month currently commissioned (602 per annum)
- There is no recognised treatment pathway following a diagnosis of Autism in the NHS. However early identification of needs and corresponding support not only provides richer evidence towards a diagnosis but also rules out other 'treatable' conditions before a lifelong diagnosis of Autism is obtained
- There needs to be a culture shift in schools, that moves away from being diagnosis reliant and focuses much on interventions such as sensory support, emotional regulation and anxiety management at the earliest stage possible in order for children to receive the greatest gains. Once these interventions have been provided a diagnosis can be sought if necessary, helpful and useful to families and individuals

A brief history of Autism assessment diagnosis in Hampshire

- In 2018 a decision was made by the then 5 Hampshire CCGs to transfer a cohort of 824 children waiting for an Autism assessment from Hampshire Child and Adolescent Mental Health Services (CAMHS) to an interim service in order to clear the backlog. £989k was identified over a 10 month contract
- The decision was taken as part of a wider CAMHS improvement plan, however it was acknowledged that the removal of these children would not generate additional capacity within Hampshire CAMHS. Instead it would guarantee that this cohort of children (who were not deemed as a priority in terms of risk) would at least be seen after waiting a number of years at the bottom of the CAMHS waiting list
- In late 2019 a deep dive was performed by the then Deputy Director and the CAMHS Associate Director and presented for investment. This investment was not agreed due to competing demands at that time, then Purdah relating to the General Election and subsequently the impact of COVID-19 further disrupted commissioning plans. In consequence Autism Spectrum Conditions (ASC) diagnosis commissioning has been maintained at similar levels to 2019-20 during this year. A plan to address longer term needs is under development.
- Due to interim solutions to the commissioning of ASC assessments, plans for a longer term procurement of ASC assessments have been delayed.

Progress since November 2019

- Changes in senior management leadership during November and December 2019 interrupted procurement planning in relation to Autism assessments meaning that short term commissioning arrangements for Autism Assessments needed to be extended into 2020-21
- The lockdown associated with COVID-19 further introduced a level of complexity to the model for delivery of Autism Assessments using non-face to face methodologies that needed to be tested before they could be incorporated into service specifications as part of future proof commissioning intentions
- With this in mind NHS commissioners directly awarded Autism Assessment activity for Hampshire CCGs to two providers of such service for twelve months, with the option of a further twelve month exemption should this prove necessary
- The HIOW CCG partnership Maternity and Child Health SEND team took over commissioning of Paediatric Autism in July 2020 and performed a rapid deep dive and diagnostic to assess the need and size of the waiting list so options could be worked through with CCGs to find a longer term system that would offer timely assessment whilst tackling the historic waiting lists.
- Additional funding to complete 250 assessments over a 2 month period was agreed in July 2020 and commenced in August 2020 due to the National uncertainty of NHS CCG budgets. This work is due to complete at the end of September 2020 and commissioners are working with CCG finance colleagues and providers to re-profile activity for the second half of 2020-21
- Commissioners are also nearing completion of an options paper to scope and clarify CCG commissioning intentions and budgets for 2021-22 and beyond

Next steps in addressing this 'wicked' issue

Having assessed various different models as part of the 'deep dive' performed by the CCG Special Educational Needs and Disabilities (SEND) team, most are prohibitively expensive and require a significant lead time to impact upon the waiting list; we have considered that the solution to this 'wicked' issue is to:

- Reduce and eliminate the growing autism assessment waiting list through enhanced levels of commissioned autism assessment activity for a defined period of time following agreement of funding regime
- Engage the current provider to perform a rapid assessment and triage of the existing waiting list for harm and escalate those cases accordingly
- Clarify support and referral pathways to ensure the right-sizing of commissioning arrangements for Autism Assessments as part of a more joined up pathway to prevent recurrence of a waiting list in future
- In order to reduce the waiting list rapidly a multi-faceted phased approach focussing on early intervention and prevention is recommended that will:
 - To keep the child or young person central in the process appropriate support mechanisms need to be commissioned including Sensory support, Emotional regulation and Anxiety management
 - Explore, utilise and develop the support of other services such as the Hampshire County Council Primary Behaviour Service to provide behavioural support and identify other conditions such as attachment disorder.
 - Explore need for (and where necessary commission) other support to help those with autism and other neurodevelopmental diversity understand their differences, the impact of them on their lives and approaches.

The above phased approach proved hugely successful on the Isle of Wight in improving the timeliness of assessment and reducing new assessment referrals.

Current scope of addressing Waiting Lists for ASC assessment

1. To reduce the waiting list by:

- Agreeing the funding regime for an 'investment to save' by commissioning 1,600 assessments in Hampshire to be completed in 2021-22, followed by the commissioning of approximately 708 ASC assessments per annum) from 2022-23 until 2024-25.

2. To significantly raise awareness and develop cultural change through working on preventative strategies. Professionals working with children and young people (CYP) should be supported in developing an improved knowledge and understanding of Autism and how it impacts on the lives of CYP and their families using their services:

- To enhance the commissioned offer of a range of support services to all children including those on the waiting list so that interventions can be **accessed prior** to assessment. This will in turn reduce the current cultural emphasis on diagnosis and also provide support to families and CYP whilst awaiting a diagnostic and may also eliminate the need for diagnostic testing

3. To resolve the longer term funding for and future proof the service:

- Long term funding arrangements should be agreed in order to inform and underpin the procurement of a long term service in order to significantly reduce waiting lists whilst demonstrating value for money for CCGs and the public. A longer term procurement will also allow the provider to invest in correct levels of staffing and appropriate premises for provision of service in and across Hampshire.

“Appropriate intervention as early as possible”

Commissioners manage the process of securing the provision of diagnostic services for Autism Spectrum Conditions (ASCs) for children and young people in Hampshire on behalf of NHS Clinical Commissioning Groups (CCGs) according to approved NHS budgets. They also commission other services to support people with ASCs. Where appropriate intervention services are commissioned, referral numbers should start to reduce and/or be staggered over longer timeframes which will in turn reduce overall waiting times for others that need them.



Continuing to invest into an assessment only services will continue to promote a culture of parent’s seeking ‘diagnosis’ rather than support. Due to the similarities between ASC conditions and other disorders there is also a risk that some children may be being misdiagnosed as having an ASC. To address this, commissioners are recommending an investment by CCGs in diagnostics with a larger percentage dedicated to delivering intervention services. This will help to start the shift away from the current ‘diagnosis only’ model to better support CYP with ASC and their families.

The services we intend to commission

Prevention and early intervention are key in managing Autism and as such Commissioners are recommending the development and implementation of the following services in Hampshire, replicating the model recently commissioned on the Isle of Wight which has seen waiting times fall from 4 years to 18 months (and which continue to fall):

- CYP Wellbeing Social and Emotional Mental Health (SEMH) service – HCC Primary Behaviour Service (also meets CCG actions in the recent CQC/Ofsted Inspection and Designated Clinical Officer (DCO) workplan)
- Therapeutic Intervention – including Emotional Regulation workshops and training in schools – to be included in the upcoming procurement project
- Family Support – removing the need for a diagnosis and focusing on need
- Diagnostic Peer support – supporting those undergoing diagnosis peer to peer
- Working with education to shift school and parental culture – understanding that a diagnosis is not required in order to receive SEND support or an Education, Health and Care Plan (EHCP) – this will be carried out through the DCO work plan



Hampshire and Isle of Wight
Sustainability and Transformation Partnership

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Questions?



MOVING FORWARD TOGETHER

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HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	28 September 2020
Title:	Special Educational Needs and Disabilities (SEND) 0-25 Reforms update report – SEN performance and joint working
Report From:	Steve Crocker, Director of Children’s Services

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Purpose of this Report

1. The Committee received a Special Educational Needs (SEN) update report, on 08 May 2019, setting out progress following the implementation of the SEND Reforms. The purpose of this report is to provide an annual update on progress.

Recommendations

2. For the Children and Young People Select Committee to note the following update.

Executive Summary

3. This report covers the updates on:
 - SEN Service Education Health and Care assessments and reviews;
 - Implementation of the digital Education, Health and Care (EHC) hub;
 - The work of Hampshire Parent Carer Network
 - SEN Support and Inclusion within mainstream education settings;
 - SEN out-county placements;
 - The SEN Capital Place Planning Strategy (specialist provision);
 - SEND Hampshire Area Preparation for Adulthood work;
 - The work of the Independent Futures Team

- The role of Designated Clinical Officer and Health Services;
- The First-Tier Tribunal and the Single Route of Redress
- The Hampshire Local Offer <https://fish.hants.gov.uk/localoffer>;
- The outcome of the SEND Ofsted Care Quality Commission (CQC) Inspection

Background information

4. The SEND Reforms have been undergoing implementation since September 2014 following the Children and Families Act 2014. This has been a journey for all Local Authorities and in Hampshire the key changes have been:
 - A strengthened focus on parent carer and children and young people's strategic and individual engagement with all agencies and partners;
 - The introduction of Education, Health and Care Plans (EHCPs) 0-25 for those with the most complex needs replacing statements of SEN and Learning Difficulty Assessments;
 - The establishment of a 'SEND Local Offer' and improved impartial information, advice and support.
 - A strengthened focus on SEN Support and the graduated response particularly around the early identification of needs and how effectively needs are met to improve outcomes for Children and Young People (CYP) with SEN;
 - Increased joint planning and commissioning of services to ensure close co-operation across education, health and social care 0-25;
 - A strong focus from year 9 on preparation for adulthood to ensure that young people can live their lives as an adult as independently as possible. A key element here is raising aspirations around employment.
5. A five-year joint Ofsted and Care Quality Commission (CQC) SEND Inspection framework was introduced from May 2016 to assess how well Local Authorities has responded to the new statutory duties. Hampshire was inspected in March 2020 under this inspection framework. The inspection highlighted a number of areas where the Local Authority has been successful in meeting the needs of children and young people with SEND and noted that the Local Authority knows itself well and has robust plans in place to progress work further. The inspection report can be found in Appendix 1.
6. While the reforms have been welcomed in Hampshire they have led to a steady rise in the number of EHCPs maintained within the Local Authority. This in part is due to a rise in requests for assessments for an EHCP. In the academic year 2017/18 there were 1,577 new requests; in 2018/19 there were 2,229 new requests received (41.3%). This is significantly higher than the national average which was 12% rise in 2019.

7. However, between 01 September 2019 – 24 August 2020 there have been 2,025 requests for an EHCP, which is a 9% decrease on the same period last year. This figure has been influenced by school closures following the COVID 19 outbreak and therefore reflects a temporary change in the trend.
8. There has also been a rise in the number of plans being maintained. As of 24 August 2020, there were 9,759 EHCPs being maintained, an 12% increase on the same time last year. This is higher than the national level of a 10% increase. The growth in EHCPs across the age ranges is varied, with all age ranges seeing a significant rise in numbers and particular growth for the post 16 age ranges. Overall, since the reforms took effect in 2015 there has been a 95% increase in the number of EHCPs being maintained.

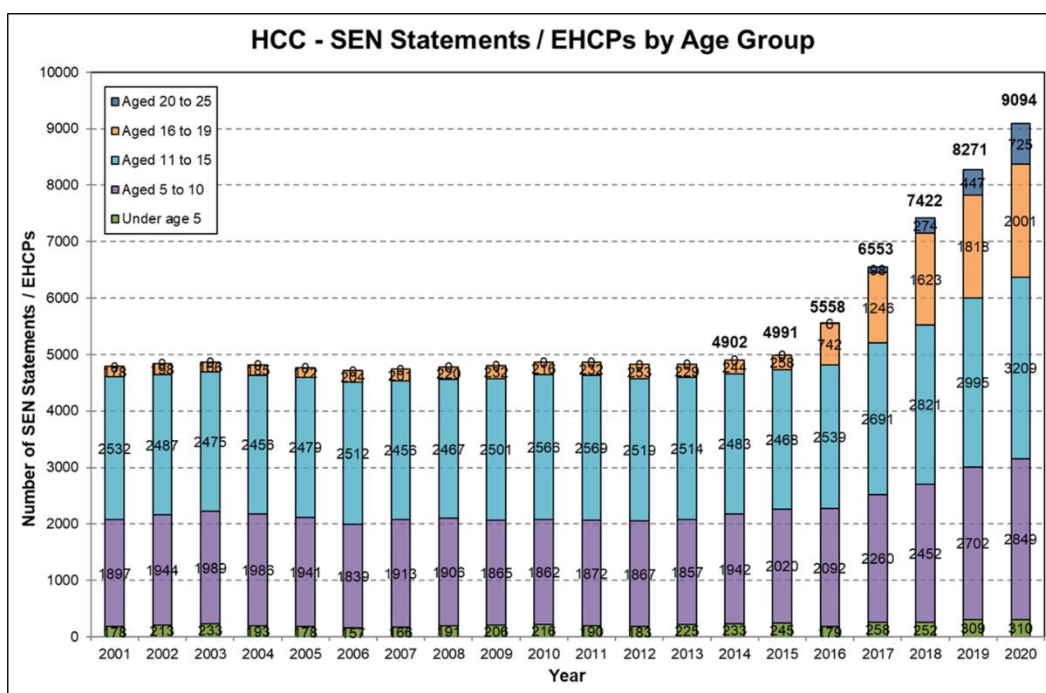


Chart 1: Number of statements/EHCPs being maintained (as at January census date) by age group

9. The large increase in post 19 young people reflects the extension of the age range from 19-25 years. This means that we will see an increase in plans as the 19 year old cohort fully evolves by 2025. Typically, around 90% of post 19 year olds continue with plans year on year.
10. The increase in plans places a pressure on the high needs budget which is part of the dedicated schools grant funding provision for pupils with special educational needs and disabilities. The budget for 2019/20 was £110 million but there was an overspend of £15 million. The overspend not only reflected an overall increase in plans, the extension of EHCPs for post 19 young people (which was not additionally funded), but also reflects a growing need to place children and young people in the independent non-maintained sector. Both the rise of the number of EHCPs and the difficulties placing pupils has also placed pressure on the SEN Service.

SEN Service Education Health and Care Assessments and reviews

11. The SEN Service is required to complete EHCP reviews for Years 2, 6 and 11 to ensure that the appropriate provision is in place ready for the next stage of education. The deadline for these to be completed for Years 2 and 6 is 15 February. 98% of Year 2 reviews (83% in the previous year) and 96% of Year 6 reviews (78% in the previous year) were completed by the deadline. At 24 August, 78% Year 11 phase transfers had been finalised and 93% had either been finalised or were in draft which is an improvement compared with the same time the previous year.
12. The SEN Service is also required to complete the EHCPs within a 20 week timescale. The Hampshire performance has risen in 2018 to 55%, however, fell to 5.9% for 2019. This is an average of the performance over the calendar year and does not reflect months where performance was well above national levels. The national average for 2019 was 60.4%.
13. The decrease in timeliness of the delivery of EHCPs is disappointing and has mostly been caused by the cessation of the pilot SENSAs scheme. Schools Forum established a scheme called Special Educational Needs Support Allowance (SENSA). The aim of the scheme was to provide funding rapidly to schools to support pupils needs without the requirement for an EHCP. The scheme did not have the desired outcome of reducing the number of requests for EHC assessments. Schools tended to go onto apply for an EHC assessment for most of the pupils with a SENSA regardless of receiving the SENSAs funding. Schools Forum chose to cease the pilot scheme as it had not met its aims which resulted in 435 additional EHC assessment requests in a short-term bulge between November 2018 and March 2019. This placed extra pressure on the system which was already being stretched by an overall increase in assessment request. This pressure was anticipated and a recovery plan put was quickly in place providing funding for additional SEN staff (£0.9 million rising to £1.3 million); and supporting the Educational Psychology service who needed to prioritise their statutory work over their traded work. The backlog of assessments is nearly cleared and the service is on track to begin to meet timescales from September.

14.

Strengths	Phase transfer reviews have been successfully completed in the majority of cases for Year 2 and Year 6 and Year 11s are on track for completion for placement in September.
Areas of focus	<p>Completing the backlog of work where plans are not yet finalised.</p> <p>Ensure that new requests are dealt with in a timely manner to improve delivery of plans within 20 weeks.</p> <p>Improve communication, in-coming and out-going with parents and schools.</p>

<p>What we are doing about it</p>	<p>A backlog team was set up to clear the assessment requests that came into the SEN service due to the cessation of the SENSA scheme.</p> <p>The backlog team has managed to reduce the number of requests in the backlog from 1,500 requests to just 10 drafts remaining to be sent and 1,018 plans finalised.</p> <p>There has also been an increase in staffing since November 2019 to meet the overall workload increase that has arisen due to the rising trend in assessment request. These staff have completed a robust training package and are now fully functional.</p> <p>The average number of days for the first decision as to whether to proceed to an assessment or not was 50 in November 2019. Now those staff are more experienced the average number of days is 37. The deadline is 42 days. Demonstrating that the service is on track to complete assessments in a timely way moving forward.</p>
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Digital EHCP Hub

15. The EHC Hub is a software programme which covers the entire workflow of the statutory SEN processes which include:
 - Requesting and carrying-out the statutory education, health and care (EHC) assessment;
 - Drafting and finalising the EHC Plan;
 - Conducting and concluding the EHCP Annual Review.

16. In September 2018 Hampshire County Council began processing EHC assessment requests in the EHC Hub. The following services have subsequently been brought onto the hub:
 - In February 2019 the County Council brought all SENCOs onto the EHC Hub, so that they could request EHC assessment through it.
 - In summer 2019 the County Council brought all Educational Psychologists onto the EHC Hub, so that they could provide their advice for EHC assessment through it.
 - In November 2019 Hampshire County Council launched the EHC Hub to families.
 - Bringing Social Care and NHS advice givers into the EHC Hub was interrupted by Covid 19 priorities. Work is nonetheless progressing. Social Care's Children's Record Team is anticipated to be engaged in September 2020, with further work on-going to bring further Social

Care teams on-board throughout 2020; NHS Community Paediatricians and Community Therapy Teams are anticipated to be engaged from September 2020.

17. To complement the digital EHC hub there is a focus on person centred approaches. This is a requirement within the SEND Code of Practice which sets out how professionals should co-ordinate the development of the EHCP with parents, children and young people at the heart of the process from the outset, and as part of the graduated response in education settings. Training has been delivered to a small number of schools across the county with more planned.

18.

Strengths	<p>Although at a relatively early stage of development, early indications show that the system is improving the timeliness of the completion of assessments.</p> <p>The first EHC plans have now been produced from the system and in the recent Ofsted/CQC inspection these were noted to be high quality plans.</p>
Areas of focus	<p>Greater embedding of person-centred ways of working across the SEND workforce and greater satisfaction of families about the quality of plans.</p>
What we are doing about it	<p>Providing person centred planning training, including ongoing support, across the workforce.</p> <p>Monitoring impact over time to triangulate training, person centred working and reductions in requests, complaints and appeals.</p>

Hampshire Parent Carer Network

19. Hampshire Parent Carer Network (HPCN) is a charitable organisation working throughout Hampshire. Members of the organisation are parents/carers of children and young people with special educational needs and/or disabilities aged 0-25 years, associated professionals, and affiliated groups. The organisation supports and trains parent carer representatives to work alongside the professionals who provide health, education, adult and social services to children and young adults. HPCN representatives sit on many of the groups and boards associated with work within SEND services.
20. HPCN send a newsletter to the membership each month to keep them updated with what the parent carer forum have been doing and what meetings have been attended. There is a steering group of 12 parents and carers who support the parent carer forum strategically that meets once a month. They are a wide range of parents and carers that have received

training on co-production and attend meetings on behalf of the wider voice of parents and carers in Hampshire.

21. HPCN also facilitate ‘Meet the Parents’ events across the county. This gives parents/carers of children and young people with SEND, the opportunity to meet in an informal way with their local SEN Teams, Health leaders and other professionals. They also hold ten ‘Get Together’ sessions every month covering all areas in Hampshire. These are sessions are for parents and carers to come along and meet other parents and carers but also ask for support and feedback on what has been going well and not so well for them. This is then passed onto the local authority and also HPCN can signpost families for further support. Hampshire SENDIASS are also present at these meetings and offer support.

22.

Strengths	<p>The ‘Future in Mind’ meetings have been a real success. These are held at five Child and Adolescent Mental Health Service (CAMHS) clinics across Hampshire. At these sessions parents and carers of children and young people who are on the waiting list for a service or intervention from CAMHS are invited to join us each month, and a clinician from CAMHS will talk to the group on subjects such as Anxiety, self-harm, ASD/ADHD pathway.</p> <p>HPCN feel they support empowering parents and carers with knowledge and resilience so they can get the best outcomes for their children and young people.</p>
Areas of focus	<p>HPCN want to increase their reach in harder to reach areas such as ethnic minority families or where English is the second language. They have found it hard to engage in some areas of Hampshire, namely the New Forest and Havant.</p> <p>HPCN would like to focus on improving their communication with all parents about what work they have been doing.</p>
What we are doing about it	<p>They are working towards improving their presence in the New Forest and Havant and engaging with harder to reach families.</p>

SEN Support and Inclusion within mainstream education settings

23. The focus of the SEND Ofsted/CQC inspections is on all children with SEN, not solely those with the most severe and long-term educational needs that necessitate an EHC plan. In 2019, children with SEND out performed the

national average in the Early Years Foundation Stage for both SEN Support, 34% (national 29%) and those with an EHCP, 11% (national 5%).

24. Children and Young People with SEND and with an EHCP performed higher than national in all other key stages, however at SEN Support level they were just below national:
- Key Stage 2 Reading, Writing and Maths EHCP – 10% (national 9%)
 - Key Stage 2 Reading, Writing and Maths SEN Support – 21% (national 25%)
 - Basics 4 EHCP – 13% (national 11%)
 - Basics 4 SEN Support – 30% (national 32%)
25. SEN support has been made a focus of the Hampshire Inspection Advisory Service (HIAS) for their annual visits with mainstream schools to ensure that support is made available to the Hampshire school population who are deemed to be at SEN support.
26. This focus aims to establish that the provision for these children is both of a good standard and is appropriate to meet their needs within the context of a mainstream school, children and young people with SEN are kept at the forefront of discussions with schools and decisions about the educational offer available within Hampshire.
27. Specific work has been done with headteachers and SENCOs to ensure that the provision available reflects the graduated response promoted in the 2014 SEND Code of Practice. There has also been work with the SENCOs across Hampshire to ensure they are fully aware of all schools' obligations to make provision for children on SEN support, both with and without an EHCP.
28. The SEN Support Guidance for Schools document is being reviewed and co-produced with schools and parents, ready for publication in September 2020. The aim of redrafting the guidance is to develop it further and strengthen areas where it is felt the guidance is currently not clear enough. We will seek feedback and engagement in a variety of ways, including online, through focused meetings of both single stakeholder groups (e.g. parents) and multi-stakeholder groups, through workshop events with practitioners (e.g. SENCOs). This will also enable it to align with the Banding Framework for funding EHCPs which will also be consulted upon later in 2020.
- 29.

Strengths	<p>Knowledge of SEN, both statutory and school based, is being strengthened within HIAS and schools.</p> <p>The SEN Support Guidance for schools is being refreshed and being co-produced with parents and schools.</p>
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Areas of focus	<p>Ensuring that children with SEN are at the forefront of thinking in any future developments.</p> <p>Ensure progress tracking is robust and rigorous so that no child or young person, regardless of ability is 'unchallenged' in their learning journey</p>
What we are doing about it	<p>Focus on Inclusion for those on SEN support in Hampshire's mainstream schools.</p> <p>Running area SENCO support groups to facilitate peer support and updates to develop/enhance the SENCO role in Hampshire.</p> <p>Refreshing the SEN Support Guidance for Schools.</p>

SEN out-county placements

30. As at August 2020 there were 482 children and young people with SEN placed in independent/non-maintained schools (INMSS) or independent specialist colleges. This was 421 at the same point last year. Many placements are made on a residential basis because of home school distance. All the children and young people concerned have an EHCP.
31. The total annual cost 2019/20 to the High Needs Funding Block for the out-county placements was £29.7 million (this includes the SEN funded element of placements joint funded with health and social care). This is £3.8 million more than the annual costs for 2018/19.
32. The total number of children and young people in independent non maintained out-county placements and the average cost of these placements are at the highest levels to date.
33. Independent placements can be very effective and lead to positive outcomes for the child/young person through specialist provision which might not be available through local maintained special provision. However, educating children away from their local community can lead to the fracturing of the child/young person's support networks. The SEN Service typically has been unable to attend many out of county annual reviews which has meant some children and young people remaining in their independent placement longer than necessary.
34. Since October 2017, there have been staff tasked specifically to attend annual reviews for children and young people educated in independent placements. Focusing specifically on Year 9 and above. The aim was to ensure improved transition planning for young people in independent placements and, where it was clearly in the interests of the child/young person, to bring them back to Hampshire provision.
35. In 2017/18 (academic year) 118 annual reviews were attended. There were 46 students where it was in their best interests to cease their education placement or move to a more cost effective in-house placement, resulting in

a saving of £2.2m in 2018/19 (academic year). In 2018/19 (academic year), a further 180 annual reviews were attended and 60 placements were amended as a result. The net saving is estimated to be £2m. It is assumed that this work will continue to result in a new saving of £2m in each year. While the number of young people placed in INMSS continues to be high, this is being off set by the work to bring back young people whose needs are better met in their community.

36.

Strengths	60 placements were either ceased or amended by the end of the current Academic Year. These placement changes have led to a net saving of over £2m.
Areas of focus	<p>To utilise the additional staffing resource made available to the SEN Service to continue attendance at annual reviews in independent provisions from Year 9 onwards where expectations regarding the long-term plan for the young person are clarified with a view to the out of county placement ceasing and that a properly planned transition plan is in place for when the young person moves into adulthood.</p> <p>Negotiate with out of county providers in respect of more cost effective placements, for example through block purchasing arrangements.</p>
What we are doing about it	<p>The SEN Service has increased the number of caseworkers with the additional staffing resource enabling continued attendance at annual reviews at out of county placements in partnership with the Independent Futures Team (IFT) in Adult Health and Care Services.</p> <p>A specific workstream is in place to explore and negotiate with Independent providers with the intention of securing more cost effective placements.</p>

SEN Capital Place Planning Strategy (specialist provision)

37. As part of the statutory duty to ensure sufficiency of school places, including special school places, a comprehensive analysis of school places and forecast numbers has been undertaken. Forecasting for the growth in demand for specialist provision is complex; appropriately incorporating recent trends in EHCP assessments, changes in needs of pupils and how they are best met by an evolving service.

38. The total number of SEND places available in specialist and resourced provision in Hampshire in 2018/19 is 1,480 primary places and 1,981 secondary places. A five-year strategic plan is being developed identifying future requirements for specialist school place demand and provision across special and mainstream schools. See Appendix Two for a map of Hampshire SEND Provision.
39. The Department for Education (DfE) has allocated Hampshire £6.4m SEND capital grant for three years (2017-2020). Plans for this funding were initially published in March 2018 and will be updated annually and include a range of projects to increase specialist school places across the County at both primary and secondary level.
40. Hampshire's first Free Special School is due to open in 2021. This is a 125 place school in Basingstoke for pupils with Autism Spectrum Disorders (ASD) and social/communication difficulties school in Basingstoke with Catch 22 being the approved sponsor. Hampshire has also committed resources of up to £15m for additional provision of place for pupils with social, emotional and mental health (SEMH) needs – a 90 place provision for 10 – 16 year olds is being planned and a site sought for SEMH provision for secondary aged girls.
41. As part of the strategy, feasibility work is being undertaken to look at a number of condition issues across the Special Schools estate. As part of this work, a priority project for the remodelling of St Francis School, Fareham, for Severe Learning Difficulties (SLD) and complex needs has been approved. The scheme is costed at £4.5m including fees and due to be completed in Dec 2020. A review of Hampshire's other specialist provision is underway with an additional £5m budgeted for condition issues.
42. This work will help strengthen our provision offer for the growing number of children with EHCPs in our local area.
- 43.

Strengths	Countywide data available on projected growth and therefore strategic planning possible regarding specialist places.
Areas of focus	To understand the uncertainties in our forecasting model and intelligently apply the daily experience of the SEN service and schools to ensure our forward strategy is responsive to evolving pressures. Work with key stakeholders to agree and progress the strategy.
What we are doing about it	Analysing projected growth data against actual data and building in flexibility to adjust agreed place numbers (APN) to reflect need.

	Project plan to take forward the priorities agreed and outlined in the SEND Sufficiency Strategy.
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SEND Hampshire Area Preparation for Adulthood

44. It is our ambition to ensure that all young people have the aspiration, opportunity, and support to live fulfilling and independent lives, placing a clear emphasis on a strong education and training offer that provides a pathway to future employment. Applying a person-centred, strength-based approach, young people with SEND in Hampshire can – and do - access a broad range of services and provisions that support their successful transition to adulthood. We are making good progress against the following preparation for adulthood themes.
45. **Employment** - We have developed a county wide, joined up and high performing employability offer for SEND young people which focuses on maximising progression into sustained and paid employment. 'All our Talents' is the name given to the Hampshire SEND employability plan. It has been developed following direct consultation with young people and reflects what they told us was important to them to lead 'a good adult life'. The underlining premise of the plan is that accessing employment ('a good job') supports strong outcomes across all four elements of the PfA framework – independent living, good health and wellbeing and community inclusion.
46. As part of the All our Talents action plan, four SEND Employability Hubs will be operational from Autumn 2020. Designed around a strong employment pathway, these are in Eastleigh, Basingstoke, Farnborough, and Havant/Alton. Eighty places will be available in year 1. The programme will be extended in 2021, informed from the initial finding from the first four hubs. A supported employment provider, Ways into Work, have been appointed to support the pilot including employer engagement.
47. **Independent Living** – The primary enabler of independent living for young people with SEND is to secure paid employment (a good job'). In addition to the employment hubs the offer includes (but is not limited to):
- Embedded support of life skills within post 16 provision.
 - Person-centred travel training, supporting individuals to access and use public transport, included to access work-placements and employment.
 - Care Leaving team's PROJECT-I initiative, supporting individuals to explore and address practical barriers that is preventing their transition to independence.
 - Independent Futures key workers attached to each schools/college to support transition to independent living.
48. **Community Inclusion** – Young people with SEND have the same aspiration as their peers. Again, in the context of supporting them to develop the skills, knowledge, and experiences to live fulfilling and independent lives, we work with a range of organisations to ensure they the same opportunities and experiences as everyone else.

49. **Health and Well Being** – The offer in Hampshire is broad against this theme and includes (but is not limited to):

- Hampshire CAHMS outreach services and Fit-Fest, a festival-style event for children, young people, parents and professionals.
- NHS 'ready, steady, go' programme
- **No Limits** - targeted emotional health and wellbeing courses, Inc. culture/knife crime, cyber safety, child sexual exploitation and drug/alcohol misuse. LGBTQ+ children and young people will be able to access Breakout Youth.

50.

Strengths	Significant expansion of the young adult Extra Care supported living accommodation. This has facilitated an increase in supported living placements from x45 in 2017 to x91 in 2019.
Areas of focus	Finalising the Post 16 Strategy and setting up task groups. Development of post 16 and post 19 data to inform strategic commissioning Clarity of the Post 19 offer
What we are doing about it	'All our Talents' SEND employability plan approved- four pilot Hubs to be operational from Autumn 2020 (80 places in year 1)

Independent Futures Team (IFT)

51. Adult Social Care provide statutory services to young adults aged 18 – 25. The Independent Futures Team (IFT) support young people and their families who are transitioning to adult hood. Adult Social Care and IFT are responsible for assessing Care Act Eligibility, providing Support plans for those who are eligible and supporting them to transition from Children's to Adult Services. Adult Social Care and IFT provide signposting, information, and advice to those who do not meet eligibility criteria, both through face to face meetings and online advice and information service through our dedicated websites Connect to Support Hampshire and The Local Offer.
52. The IFT work with people from age 14 depending on need until they are 25 or settled. Settled is defined as a young person who has a support plan which has been in place for at least three months and that the person is not in residential educational and will not be in need of alternative accommodation in the next 12 months.
53. Hampshire Adults Social Care operates a Hampshire first policy, to ensure that young people maintain links with their networks and communities. This includes a focus on reduction of young people being educated out of county and on ensuring young people are supported to return to their local communities when education has ceased.

54. The Learning Disability Plan Review 2018 was co-produced. People with learning disabilities and their carers said the most important things to them were relationships, employment and their own front door. Responding to the Learning Disability Plan Review 2018, a key strategy has been the focus on supported living ensuring that young people with complex learning disabilities have access to housing with security of tenure. This has included significant investment in specialist buildings which ensures maximum levels of independence can be achieved.

55.

Strengths	Technology Enabled care is embedded in Adults Services. This has resulted in innovative technology being delivered to children and young people prior and after their 18th birthday. This has included Brain in Hand and GPS enabled devices – both support greater independence and community access. Another example is technology reducing restrictive care in parental houses for example epilepsy sensors which mean parents no longer need to share a bed with their child.
Areas of focus	IFT have a target to ensure that 85% of 17.5 year olds known to the service have an agreed support plan in place for when they turn 18. During 2019/20 this has ranged between 85% and 58% of CYP. Hampshire has seen a sustained increase in the % of adults with a learning disability known to Social Care in paid employment. Hampshire remains below the national average.
What we are doing about it	Action plans are in place to address the delays (to having a support plan in place) which include EHCP decisions, provider identification, lack of engagement and unknown Continuing Health Care status. Changes have been made to the Ways into Work contract to improve the % of young people and adults with a learning disability into paid employment. Plans include working more closely with Hampshire Futures.

Role of the Designated Clinical Officer and Health Services

56. The Clinical Commissioning Groups (CCGs) and the Local Authority (LA) are committed to joining up services where possible, reducing duplication of

effort, and improving the experiences of children and young people with SEND.

57. The five CCGs appointed a Designated Clinical Officer (DCO) in November 2019, following a period of no DCO. The post holder is also the Associate Director for SEND. Following the Ofsted/CQC inspection on the Isle of Wight, the capacity of the DCO role has been increased to include a part time Deputy DCO and a SEND Programme Manager.
58. The role of the DCO is a core leadership position within the Directorate Strategy and Partnerships and carries significant responsibility for the delivery of the position portfolio. The areas of responsibility currently include the following:
 - Fulfil the Designated Clinical Officer function across the two local areas Quality assure the health element of Education, Health & Care Plans (EHCPs)
 - Work with community paediatricians, providers and the Council to ensure statutory timeframes are adhered to
 - Ensure that health providers are commensurate with their duties in early identification of SEND
 - Manage the interface between the NHS and the council so that there is a timely response for Tribunals requests and attend court as directed to represent the CCGs
 - Develop and maintain the Self Evaluation framework and commensurate improvement plans and ensure compliance for Ofsted / CQC inspections
 - Support the delivery of S117 care plans and Care Education Treatment Reviews
 - Lead for Transforming Care Partnership
 - Lead on the Procurement of Integrated Therapies
 - Lead on the Joint Commissioning Boards of the Hampshire and Isle of Wight Councils
 - Ensure local placed based commissioning activity is delivered within designated Integrated Care Partnership area.
59. The NHS 10-year plan supports the development of closer working relationships between health and social care and between service providers. The establishment of Integrated Care Systems enables us to deliver our vision of joint working quicker with the leadership of services operating closer together at local delivery system levels. The NHS 10-year plan also re-enforces the ambition of services operating across the 0-25 age range, removing the challenging transition stage at 18, where many traditional services ended.
60. Across all our services there are opportunities for improving the way we deliver our services. The CCGs are keen to strengthen our partnership

working with the LA and have been working on a number of system transformation programmes:

- Aligned procurement programme between health, social care and education colleagues, we have been re-designing how services are commissioned, such as Health Visiting, School Nursing, immunisation and vaccinations, therapies and parenting.
- Health and Social Care are transforming the way we provide Children’s Continuing Care Services, integrating the workforce, improving decision making and governance processes and joint funding of packages of care.

61. The NHS 10-year plan provides us with an opportunity to continue our transformation programme and focus on those children who are most vulnerable:

- Children with learning disability and Autism
- Children with Eating Disorders
- Children with mental health conditions

62.

Strengths	<p>Multi Agency Resource and Special Education Needs Panel in place and jointly attended by NHS and Local Authority</p> <p>Joint Hampshire and Isle of Wight Local Transformation Plan - priorities of the plan are governed and delivered through joint strategic priorities (Emotional Wellbeing and Mental Health Strategy for Children and Young People in Hampshire 2019-22).</p> <p>The County Council Primary Behaviour Service is jointly commissioned with Hampshire CCGs’ to identify and support children with distressed behaviour and neurodevelopmental presentations</p>
Areas of focus	<p>Improve support for emotionally vulnerable children – Mental Health Support Workers</p> <p>Improve waiting times for CAMHS</p>
What we are doing about it	<p>Strengthening our approach to improving waiting times for CAMHS through working closely with our main provider and looking at innovative solutions such as the use of technology.</p>

First-Tier Tribunal and the Single Route of Redress: Two year national trial and implications for Health and Social Care

63. Parents and young people can bring appeals to the SENDIST under the Children and Families Act 2014. Appeals can be made when there is a refusal to undertake an assessment, when an EHCP is issued, or following an annual review of the EHCP. Appeals can be brought but only in relation to special educational needs or the provision specified as necessary to meet those needs. Any decision of the Tribunal is legally binding on the LA.
64. The SENDIST Regulations 2017 came into effect from 3 April 2018 and now allow appeals regarding social care and health needs and provision, but there must be an educational basis to the appeal. The Tribunal will continue to issue Orders in respect of SEND but from 3 April 2018 was able to make recommendations in respect of social care and health. These recommendations are not legally binding but it is clear that there is an expectation they will normally be implemented.
65. In the financial year 2019/20 there were 233 tribunals open. This is 2.5% of the number of maintained EHCPs. In 2018/19 there were 234 tribunals open which was 2.8% of the number of maintained EHCPs. Over half of the registered appeals do not reach a tribunal hearing because Officers work with parents to resolve the case before hearing.
- 66.

Strengths	<p>Single route of redress reflects more closely the ambition that the EHCP would include identification and provision of health and care needs as well as special educational needs.</p> <p>Social care has produced some strong examples of position statements</p> <p>Decisions between social care and education have been faster.</p>
Areas of focus	<p>Colleagues in health and social care continue to need to familiarise themselves and participate with the Single Route of Redress and its implications for their services.</p> <p>Systems and processes within each service need to be brought in closer alignment to aid decision making and communication.</p>
What we are doing about it	<p>Key personnel in Children’s Services have already attended training on the single route of redress. Further training is planned.</p> <p>A SEN service review has also taken place to explore options regarding earlier intervention to prevent tribunals.</p>

67. The Hampshire Local Offer provides information and advice about services and support available across education, health and social care for children and young people with special educational needs and/or disabilities (0-25) and their families. It is a statutory local authority responsibility.
68. Part of the Contact and Engagement Officer role is to ensure that the content is up-to-date, accessible and meets the needs of families, children and young people. A key part of this work is to undertake quality assurance of the website and this is through a peer review process with other local authorities.
- 69.

<p>Strengths</p>	<p>The breadth and depth of content on the Hampshire Local Offer, providing a central source for information.</p> <p>Overall increase of self-service access to the Family Information Services Hub from 2018 to 2019.</p> <p>The Young Peoples' dedicated section, which was co-produced with young people, within the Family Information Services Hub (within which the Local Offer sits).</p> <p>An established feedback mechanism, whereby feedback from users is received, acted upon, and used to identify gaps or concerns. Feedback is transparent through the Local Offer Annual Report.</p> <p>Accessible information through filter options / search results.</p>
<p>Areas of focus</p>	<p>Review and development of content on the Local Offer – ensure directory is up to date and that there is useful information available.</p> <p>Ensure continued co-production with partners, parents/carers and young people when making changes and improvements.</p> <p>Continue to raise awareness of the Local Offer.</p> <p>Bring the governance and administration of the Local Offer and FISH into line with the wider Children's Services Contact and Engagement Strategy.</p>
<p>What we are doing about it</p>	<p>Utilising existing networks to highlight improvement areas and forming a detailed Action Plan.</p>

	<p>Working with these groups to explore how we can continue to engage with parents, and better engage with young people with SEND.</p> <p>Supporting Hampshire schools and settings in reviewing and publishing their SEN Information Reports.</p> <p>Developing a communications and engagement plan for the Local Offer.</p> <p>Documenting the current process for FISH / Local Offer customer contact management so that it can be developed and streamlined. Understanding and improving monitoring data around the Local Offer.</p>
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SEND Ofsted CQC Inspection

- 70. The Hampshire local area was inspected under the joint Ofsted and CQC SEND Inspection framework in March 2020. The outcome of the inspection was that the Local Area was not required to produce a Written Statement of Action. This is a significant achievement as most large Local Authorities have received the requirement to produce a Written Statement of Action.
- 71. The inspection involved services from education, health, and care across a wide variety of agencies including the local authority and the NHS. The five-day inspection took the form of various meetings with professionals, parents/carers and children and young people. In addition, a range of documents were submitted to the inspection team including the self-evaluation summary.
- 72. Following the successful inspection, the Local Area received a final report in the form of a letter which detailed the strengths of the local area and areas for development. The table below highlights the key points. A post-inspection action plan is being developed based on the areas for development and input from all those who took part in the inspection, including parents and carers. This will be monitored through the Lead Officers group and the SEND Board will have overall accountability for the plan.
- 73.

Strengths	<p>Leaders are highly ambitious for children and young people with SEND in Hampshire to succeed. Both leaders and practitioners are passionate about improving the lived experience for children and young people with SEND and their families.</p> <p>Hampshire is an area that knows itself well. Leaders have honestly and accurately identified</p>
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	<p>where improvements are needed and know what they need to do.</p> <p>Professionals work together effectively in the early years to identify young children's needs.</p> <p>There are many examples of strong collaborative working between professionals to support schools and settings to successfully include children and young people with SEND.</p> <p>Positive work is under way to prepare young people for adulthood. There are many strong examples of support for young people to promote employability. Leaders have well considered plans in place to broaden this work and promote wider preparation for adulthood outcomes.</p> <p>Overall children and young people with SEND achieve well in Hampshire.</p>
<p>Areas of focus</p>	<p>Communication between parents, schools and services need to improve. Ensure that parents are aware of changes made and that they can see the good work that is going on.</p> <p>Improve co-production with parents/carers and children and young people. Although some good examples, it is not consistent and needs to improve in schools too.</p> <p>The number of children and young people with complex needs is continuing to increase. Therefore, it is important that the capacity of the DCO team is subject to regular review to ensure that it can cope with increasing demand.</p> <p>The timeliness and quality of EHCPs needs to improve and plans are in place for this, but the improvements have not yet embedded.</p> <p>Improve the Local Offer so parents/carers know that it exists and can find the information they require more readily.</p> <p>Produce and deliver on the Joint Commissioning Strategy.</p> <p>Children and young people receiving SEN support do not achieve as well as the same group of children nationally in key stages 2 and 4 .</p> <p>Some children and young people still waiting too long for neuro developmental assessments.</p>

What we are doing about it	Action plan will be devised from the identified areas for development. This will be monitored through the Lead Officers group and the SEND Board will have overall accountability for the plan.
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Consultation and Equalities

74. No consultation or equalities impact assessments have been undertaken as this is an information update.

Conclusions

75. There has been good progress with the implementation of the SEND Reforms across the Hampshire area which has been recognised during the recent Ofsted CQC inspection. As evidenced in this report, there remains a considerable volume of activity underway to further embed the requirements of the Code of Practice, across education, health and social care 0-25. This work aims to further improve how needs are met and outcomes improved for children and young people with SEND 0-25 in Hampshire.

Appendix One – Local Area SEND Inspection Letter

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17 April 2020

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Alison Edgington, Director of Delivery – Hampshire and the Isle of Wight
CCGs Partnership
Tracey Sanders, County Education Manager (Inclusion), Local Area
Nominated Officer

Dear Mr Crocker

Joint local area SEND inspection in Hampshire

Between 2 March 2020 and 6 March 2020, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Hampshire to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including one of Her Majesty's Inspectors, an Ofsted Inspector and two children's services inspectors from the CQC.

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the SEND reforms. Inspectors looked at a range of information about the performance of the local area, including the local area's self-evaluation. Inspectors met with leaders from the local area for

health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

This letter outlines our findings from the inspection, including some areas of strengths and areas for further improvement.

Main findings

- Leaders are highly ambitious for children and young people with SEND in Hampshire to succeed. Both leaders and practitioners are passionate about improving the lived experience for children and young people with SEND and their families.
- The recently refreshed SEND strategy reflects leaders' aspirations unambiguously. Key themes of the SEND reforms are clear in the strategy, such as co-production, joined-up working and inclusion. Hampshire is an area that knows itself well. Leaders have honestly and accurately identified where improvements are needed and know what they need to do.
- Leaders are not afraid to try out new ideas and then adapt and change if needed. However, the scale of the local area and its partnership arrangements make it difficult to deliver changes on the ground as quickly as leaders desire, even when they know what needs to be done. Additionally, leaders do not explain their actions well enough to parents. As a result, some parents feel understandably frustrated and let down when they find it hard to get the right help at the right time for their child.
- Professionals work together effectively in the early years to identify young children's needs. This is a real strength in the local area.
- There are many examples of leaders and professionals working in coproduction with parents and carers to design and review strategies, provision and support for children and young people with SEND. However, this approach is not consistently experienced by all children and young people and their families. Furthermore, co-production with young people to plan strategic developments across the local area is not well developed.
- Providers highly value the quality of support, advice and training available to them. There are many examples of strong collaborative working between professionals to support schools and settings to successfully include children and young people with SEND. A parent commented, 'The reports received recently demonstrate how much all teams work together to get the best support for my son.'
- Designated Clinical Officers (DCOs) are passionate about their work to improve outcomes for children and young people with

SEND. Senior leaders recognise the value of the DCO role and have helpfully increased the capacity through the appointment of a deputy DCO and a project manager. As a result, this has increased their ability to promote the SEND agenda across the clinical commissioning group (CCG) partnership and to drive forward improvements. While the DCOs have clear priorities and intentions, they do not yet have a formalised workplan that aligns with the refreshed SEND strategy to bring even greater steer and focus to their work.

- The number of children and young people with complex needs is continuing to increase. Therefore, it is important that the capacity of the DCO team is subject to regular review to ensure that it can cope with increasing demand.
- Following a sharp spike in requests for education, health and care needs assessments, too many education, health and care (EHC) plans are now not completed within the statutory time frames. The quality of EHC plans is also too variable. Senior leaders recognise this and have a firm recovery plan in place to improve the quality and timeliness of EHC plans. Annual reviews are also delayed for some children and young people.
- The short-breaks offer has been co-produced with parents and carers effectively. The 'gateway card' and buddy scheme are helpful and popular initiatives within the short-breaks offer to promote community inclusion. However, the uptake of these schemes is relatively low and their availability is sensibly being extended.
- Positive work is under way to prepare young people for adulthood. There are many strong examples of support for young people to promote employability. Leaders have well-considered plans in place to broaden this work and promote wider preparation for adulthood outcomes. For example, leaders have accurately identified that they need to extend opportunities for independent or supported living.
- Although the local offer was originally co-produced with parents, it is now not well known or understood. Many parents told us that they find it hard to get the information they need.
- Parents connected to the Hampshire Parents Carer Network or the SEND information and advice support service (SENDIASS) typically feel well supported. However, for those who are not part of these networks, access to information and support can be patchy.
- The joint commissioning board has been in place for three months and replaces previous strategic joint commissioning arrangements. Commissioners are clearly ambitious for children and young people with SEND and have a number of joint strategic priorities.

However, there is currently no underpinning detailed joint commissioning strategy providing direction and focus to ensure that key priorities are achieved in a timely way.

- Overall, children and young people with SEND achieve well in Hampshire. However, children and young people receiving SEN support do not achieve as well as the same group of children nationally, in key stages 2 and 4. Pleasingly, outcomes for this group of children are improving rapidly. Schools receive a strong offer of support from the school improvement and specialist support teams, focused on raising achievement.
- Leaders are developing a helpful 'outcomes framework' to evaluate their strategic developments. Leaders are ambitious to ensure that this framework aligns with broad holistic outcomes across education, health and care for children and young people aged 0–25. Leaders have clear plans to link EHC plans to this useful framework. However, this positive initiative is at an early stage of development.
- Despite the local area seeking solutions to address long waits for neurodevelopmental assessments, some children and young people are still waiting too long to have their needs assessed and met. There is also a growing cohort of parents and carers who feel that there is a gap in sensory support for their children. The CCG partnership recognises this as an area of unmet need and is sensibly jointly commissioning provision to meet these needs.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- Effective links between neonatal teams, midwifery teams and health visitors are supporting the identification of young children's needs. Health visitors consistently receive information about antenatal diagnostic tests, enabling them to provide anticipatory support and planning for families.
- Health and social care professionals have access to a 'child health information exchange' (CHIE) system that is promoting effective information-sharing and coordinated care for children, young people and families. Efficient use of flagging and alert systems within electronic records is usefully supporting the identification of children with SEND.
- Most professionals make proficient use of training, advice and support to successfully identify children and young people with SEND. Leaders are committed to identifying and meeting needs

through a child-centred approach which is not dependent on a diagnosis. Professionals work closely together to share their expertise and knowledge to identify children's needs in a timely and appropriate way.

- The 'early years advisory panel' enables professionals to share information successfully. Professionals work together well to coordinate assessments and secure consistent approaches across services to identify young children's additional needs.
- Leaders have wisely invested in speech and language therapy (SALT), recognising speech, language and communication as a primary area of need. An additional service, above that provided by the NHS, is offering useful, evidence-based packages of support.
- There is strong recognition across health that some families who are geographically and socially isolated find accessing clinics challenging. In response to this, leaders are strengthening their digital offer to improve access to services. For example, 'CHAT HEALTH' is an instant messaging service, launched for parents. This digital offer is very successful in helping health visitors to identify need which may not ordinarily be noted. Child and adolescent mental health services (CAMHS) have also co-produced a website with children and young people which provides information and advice to parents about where they can seek support for their mental health.

Areas for development

- Variations in capacity and high caseloads in some health visiting teams means that some mandated checks, in accordance with the Healthy Child Programme, are at times suspended, when staffing capacity is stretched.
- Leaders have not yet done enough work to understand the reasons why the proportions of children and young people identified with moderate learning difficulties are higher in the local area than the national average. They also do not fully understand why the identification of autism spectrum disorder (ASD) is lower than is seen nationally. Consequently, leaders do not know whether these variations link with any gaps in the processes for identifying children's needs.
- Not all parents in the area are positive about the effectiveness of early identification for children with needs that emerge as they get older. Several told us that they had experienced lengthy delays in the identification of their children's needs. Leaders acknowledge that there is more work to do to ensure consistency.

The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- The portage service offers helpful support to pre-school children and their families. Knowledgeable staff work closely with pre-school children to provide tailored, holistic packages of support for use at home and in their early years settings. As a result, young children who have accessed this help are well prepared for starting school.
- Many children with SEND benefit from effective transitions into schools and settings. Teams work in partnership across education, health and care to provide this helpful support. For example, the early help team and health teams take a collaborative approach to support pre-school children with SEND. A parent typically explained, 'I can't speak highly enough of the support I have received. We have had everyone involved that we need, and they have been a lifeline.' 'Transition partnership agreements' help to coordinate support and plan transition onto the next school or setting.
- Sensible improvements have been made to transition arrangements for children with complex care needs, moving from children's to adults' social care. Last year, all 16-year-olds known to the disabled children's service had an allocated social worker. Increasingly, this group of young people have an agreed personal budget by the time they are 18 years old.
- SEN support materials provide schools with clear guidance about how to meet the needs of children with SEND who do not have an EHC plan. Area leaders check how well these materials are working and make appropriate changes to keep the guidance up to date.
- Schools value the quality of specialist support and guidance they receive from other professionals in the local area to help them meet the needs of children and young people with SEND. School special educational needs coordinators (SENCOs) keep themselves up to date through the 'SENCO Circles' networks. Educational psychologists are successfully helping schools to develop their expertise in person-centred planning (planning for children's individual needs).
- Most schools and settings in Hampshire are inclusive. Local area leaders are committed to ensuring that school systems and processes enable children and young people with SEND to thrive

in their settings. Strategic developments keep this commitment to inclusion at the forefront. For example, changes to SEND funding are under way to facilitate even greater inclusion in schools and settings.

- Children and young people with SEND whose circumstances make them additionally vulnerable benefit from helpful coordinated support. For example, professionals work well together to meet the needs of children and young people with SEND who are known to the youth justice system. This group of vulnerable children and young people receive useful therapeutic support for their social and emotional needs.
- Health teams are working tenaciously with some of the most vulnerable children, young people and families with SEND, such as those from travelling communities. Over time, one SALT team has built up trust and rapport with a group of travelling families and now are welcomed onto their site. As a result, some of the most vulnerable and transient children and young people are having their needs assessed and met.
- Joined-up work to identify and meet the needs of children in care who also have SEND is effective. There are several examples of innovative approaches that are supporting young people to actively participate in their care plans. 'Care ambassadors' and the digital health application, 'Give yourself a health CIC', are two helpful examples. Care leavers with SEND receive helpful and carefully planned support from the 'independent futures team' to assist transition planning from Year 9. The Virtual School provides helpful support and advice to promote positive outcomes for children looked after with SEND.
- Leaders keep a close eye on children and young people with SEND who are not educated in school. Information is shared well between professionals to support these children and their families. Leaders know that some parents home educate their child because they are worried that the school provision is not meeting their child's needs. Leaders monitor the data they collect to spot any trends or patterns with individual schools so that this can be followed up. This group of children also have access to the school nursing service. Information is shared with the school nursing team from both the local authority and local schools to ensure that school nurses have an oversight of those children and young people with SEND who are educated at home.
- Therapists take an effective coordinated approach to assessing children and young people who have multiple, comorbid therapeutic needs. This helpful way of working is supporting the 'tell it once' approach. As a result, therapists are working together to assess and meet children's needs successfully.

- We met with several parents who value the support their children receive and describe many examples of the school going above and beyond for their children. They gave examples of some schools taking a real interest in their child and tailoring support to meet their individual needs. They describe schools where children are known well and treated with respect and care. However, sadly, this is not the experience of all parents and carers in Hampshire.
- Many post-16 providers are successfully developing their curriculum offer for young people with SEND. Leaders ensure that young people can study courses that match their needs, interests, aptitudes and aspirations. In many cases, this now includes opportunities for high-quality work experience. Placements are carefully matched with interests and previous skills obtained. When this works well, young people have high aspirations for the future.
- Leaders have grasped the nettle of lengthy delays in the EHC needs assessment process and introduced a digital solution to tackle the issue. The EHC hub was co-produced and launched with parents in November 2019. Although at a relatively early stage of development, early indications show that the system is improving the timeliness of the completion of assessments. No EHC plans have been produced yet from the system but there is evidence that the assessments required to inform these plans are now being completed more efficiently.

Areas for development

- Leaders know that communication with parents needs to improve swiftly. Communication from the SEN team has been limited due to the capacity of the casework team. Leaders have recruited more staff and introduced a dedicated helpline for parents to use to access information. The helpline is busy, receiving approximately 140 telephone calls and 400 emails each day. Despite leaders' positive efforts, many parents still feel highly frustrated and find it difficult to get a timely response from the team.
- Despite many examples of co-production working well, several parents also told us that they do not always feel as involved as they would like to be in reviewing and designing support for their children and young people with SEND in schools and settings. Parents say that the quality of co-production is too dependent on the attitudes of the individual school rather than being a consistent approach across the local area as a whole. Many parents are frustrated and disappointed with the level of service they receive. A parent typically explained that 'we want to be part of the solution'.

- Despite being commissioned to provide a service for children aged from birth to 18, CAMHS is providing little support for children with social, emotional and mental health needs who are under five years old. Although the service is receiving a number of referrals for children under five, it is typically not providing assessments and interventions for this cohort.
- Children and young people who require physiotherapy for musculoskeletal conditions in Hampshire are not benefiting from an equitable service offer. While some children and young people in the south-east of the local area are benefiting from support and intervention, there is no commissioned offer elsewhere.
- A significant proportion of parents and carers told us that due to lengthy waiting times, they felt they had no option but to seek private health assessments. Parents believe that some health provision is not available, although this is not always the case. The local offer does not reliably provide up-to-date information about the health services available. Leaders have more work to do communicate with parents and carers effectively.
- Despite much positive work in the local area, several parents still feel that they have a battle to get the right help and support for their child. Parents feel understandably let down by lengthy waiting lists for some services. Parents told us that there is a lack of appropriate specialist educational provision in some areas. As a result, there are some children who have not been at school for some time. A number of parents feel that their only course of redress is to make an appeal to the SEND tribunal.
- The completion of initial and review health assessments for some children in care with SEND, in accordance with statutory timescales, is variable. Capacity issues within the children in care health team and the geographical size of the county have presented challenges. Recent changes in commissioning arrangements have also resulted in a backlog of assessments. Despite clear plans being in place to address this issue, health assessments for some children and young people are delayed.
- Waiting times for neuro-developmental assessments are too long. While there are a range of pre- and post-diagnostic support services for parents and carers, access to this support is variable around the county. Many parents we spoke with told us that they did not know where to access support. Although leaders know this is a priority, there is currently no formalised National Institute for Health and Care Excellence (NICE)-compliant post-diagnostic pathway in place.
- Access to therapy services is too variable. Capacity within staffing teams has resulted in some children and young people experiencing delays in having their needs assessed and met. The

high rates of tribunals in the county have further exacerbated capacity issues in therapy teams. Leaders have clear recruitment plans to increase staffing and vacancies are currently being advertised.

- School nurses are not commissioned to provide training to staff in mainstream education settings to safely support children and young people with health needs. While the local area provides courses for education staff to access, the data shows a relatively low uptake of this training. More work is needed to ensure that schools have sufficiently trained and competent staff to meet the increasingly complex medical needs of their student populations.
- The proportion of EHC plans completed within the statutory 20 weeks is currently below that seen nationally, although until recently, it was above the national figure. The volume and timeliness of EHC needs assessments have been adversely affected by changes to the local funding system for children receiving SEN support. Leaders are acutely aware that EHC plans are not being completed swiftly enough. They have made sensible changes to improve efficiency. Timeliness is tightly monitored by the director for children's services. However, communication with parents about how the situation is being tackled has not been clear enough. As a result, many parents remain angry and justifiably dissatisfied about how long they have had to wait.
- Overall, the quality of EHC plans is weak, although there are positive signs that quality is improving. However, too often, EHC plans are heavily education-focused, rather than providing a holistic view of the child or young person across education, health and care. Many EHC plans do not reflect person-centred approaches and outcomes are typically too generic rather than specific. As a result, EHC plans are not yet making a strong enough contribution to improving the lives of children and young people with SEND.
- Annual reviews are not reliably completed for all children and young people on an annual basis. Leaders recognise this issue and are starting to tackle the issue. Currently, the most vulnerable groups are targeted to ensure that their annual reviews are completed. Furthermore, amendments to EHC plans following an annual review are not routinely made. Consequently, some children and young people's EHC plans are several years out of date and no longer reflect their needs accurately.
- Children and young people with SEND who receive support from social care teams get the right help. However, the wider family support needs of children and young people who are not known to social care are not always considered carefully enough. Therefore,

this group of children and young people do not always get the help they need.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- Community children's nurses are providing effective child-specific, competency-based staff training to enable children with complex medical needs to safely remain in their educational settings. Furthermore, training and support are being provided to the parents and carers of children and young people to enable them to safely meet their child's needs at home. This practice is helping to promote positive health outcomes by facilitating early discharges from hospital and preventing readmissions.
- Children with SEND achieve well in the early years. In 2019, the proportion of children with EHC plans and those receiving SEN support reaching a good level of development by the end of Reception was above the national average. Effective joint working and inclusive approaches in early years settings enable children to succeed.
- Most children with SEND build on their strong start in the early years and continue to achieve well in school. Educational outcomes for children with EHC plans are above that seen nationally.
- Many young people with SEND continue to participate in education or training after statutory school age. The proportion of young people with SEND, over the age of 16, who are not in education, employment or training (NEET) is below national figures.
- The number of children and young people with SEND who are permanently excluded from school is low. School staff have access to a wide range of support and advice to help them support children's social, emotional and mental health and keep them in school.
- The number of children and young people in Hampshire requiring in-patient hospital admission for their mental health needs has decreased. CAMHS inreach teams are helping to support children and young people who are at risk of in-patient admission to remain at home and in their communities. Leaders recognise that capacity of the in-reach teams is fragile due to increased demand for the

service. Well-conceived plans are in place to increase the capacity of in-reach home treatment provision by July 2020.

- Supporting young people to make a positive transition into adulthood is a top priority for the local area. Colleges and the council offer a number of different supported internship programmes. Careful planning helps to ensure that young people are on a programme that matches their skills and interests. Independent travel training is often included within the planning to help increase independence. Pleasingly, the number of supported internships is starting to increase, and leaders are committed to securing further employment opportunities for young people with SEND.

Areas for improvement

- Some children and young people with SEND are not receiving their entitlement to a full-time education in Hampshire. Several parents told us that they worry about their children receiving reduced hours provision at school. Some said that they feel that they have to agree to these arrangements to prevent their child from being excluded from school. Leaders have identified this issue and provide clear guidance to schools with the aim of reducing the prevalence of reduced hours provision. Leaders know that there is more work to do to bring about the improvements that are needed.
- Outcomes for children and young people receiving SEN support are improving rapidly. However, they remain below that seen nationally for the same group of pupils in key stage 2 and 4.
- The quality of person-centred planning to prepare young people for adulthood is patchy. Annual reviews and EHC plans are not always being used effectively to support young people's smooth transition to the next stage in their lives. Frequently, plans focus on education and employment and do not consider wider health and social outcomes that will enable the young person to have a good life.
- Some children with social, emotional and mental health needs do not reliably achieve positive outcomes. Difficulties in accessing timely support is leading to a deterioration of their condition in some cases. Parents told us that despite their children having significant mental health needs, CAMHS are not always able to provide support until children reach crisis point.
- Transition between children's and adult's health services do not always work smoothly enough. Despite the community children's nursing team having effective arrangements with adults' services, transition for some young people with complex and enduring

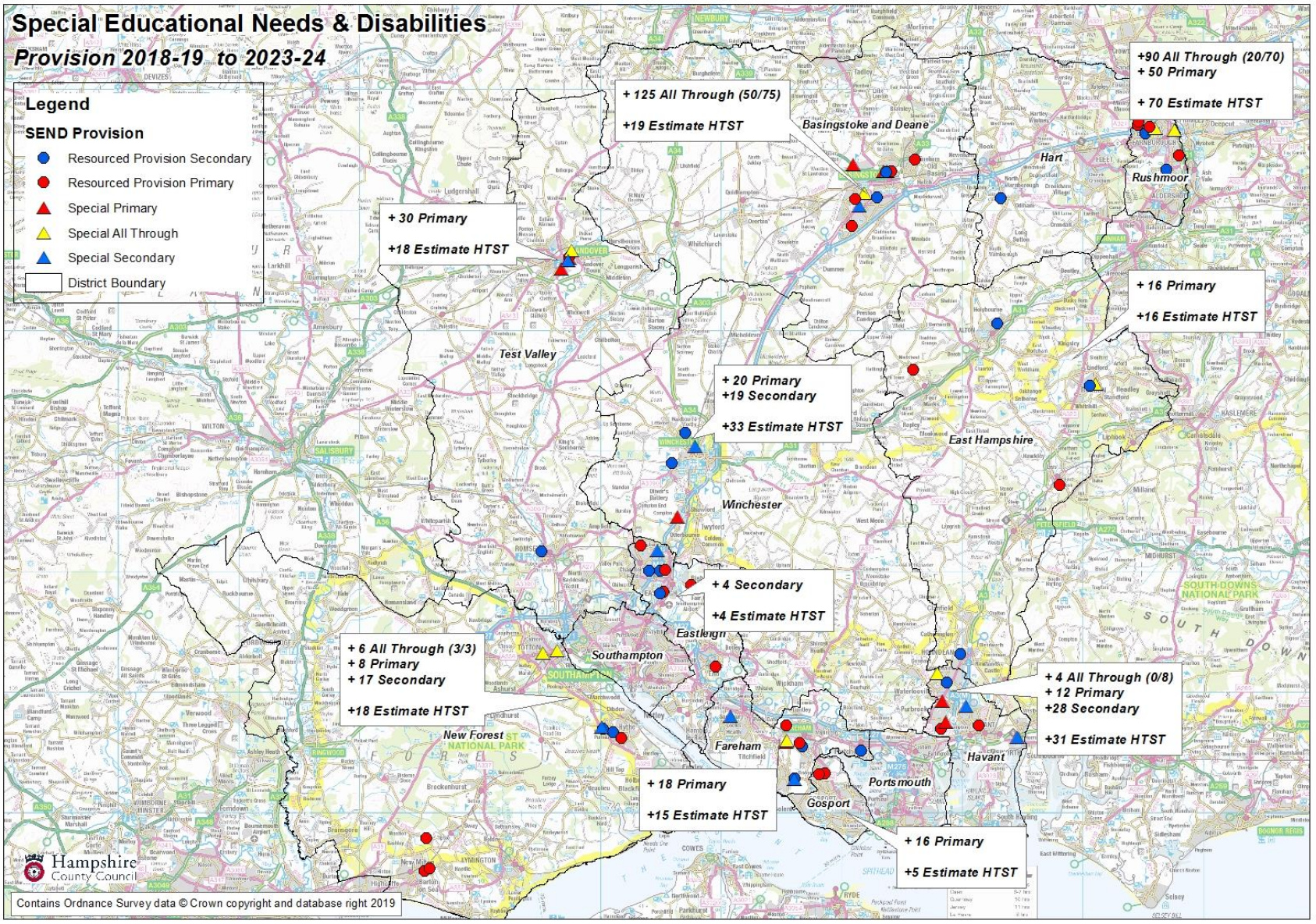
health needs remains an area of challenge. While plans are in place to tackle this, they are at an early stage.

Yours sincerely

Ofsted	Care Quality Commission
Christopher Russell SE Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Claire Prince HMI Lead Inspector	Nikki Holmes CQC Inspector
Phil Minns HMI	Rebecca Hogan CQC Inspector
Julie Killey Ofsted Inspector	

Cc: DfE Department for Education
Clinical commissioning group(s)
Director Public Health for the local area
Department of
Health NHS
England

Appendix Two - Special Educational Needs & Disabilities Provision 2018-19 to 2023-24



REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	no
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	no
People in Hampshire enjoy being part of strong, inclusive communities:	yes

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
SEND Reforms Implementation	16 Sept 2015
Hampshire SEND Reforms Implementation Programme (Ofsted and CQC feedback)	25 May 2016
Special Educational Needs and Disabilities (SEND) Reforms Hampshire area post implementation update	8 Nov 2017
Direct links to specific legislation or Government Directives	
<u>Title</u>	<u>Date</u>
Children and Families Act [Part 3 SEND] 2014 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted	September 2014
Statutory Guidance: SEND Code of Practice 0-25 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	January 2015
Local area SEND inspection framework (Ofsted and CQC) https://www.gov.uk/government/publications/local-area-send-inspection-framework	April 2016

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>

None

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
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- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

This report is an information update for the Children and Young People Select Committee and therefore no impact has been identified.



Hampshire
County Council

CYP Select Committee

SEND Update

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Tracey Sanders, County Education Manager (Inclusion)

Contents

- SEND Reforms context
- Ofsted/CQC inspection
- Impact of the Reforms
- SEN Service assessment and review work
- Digital Education, Health and Care (EHC) hub
- Hampshire Parent Carer Network
- CYP with SEND outcomes
- SEN out-county placements
- SEN Capital Place Planning Strategy – sufficiency of specialist provision
- SEND Post 16 Preparation for Adulthood
- Independent Futures Team
- Designated Clinical Officer
- National Health Service – working together
- Appeals

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SEND Reforms Context

- Children and Families Act [Part 3] September 2014
- Strengthened focus on parent/carers, children and young people collaboration
- Introduced Education, Health and Care Plans (EHCPs) 0-25 for most complex
- Statutory 'Local Offer' <https://fish.hants.gov.uk/localoffer>
- Strengthened the focus on SEN Support and the graduated response
- Joint planning and commissioning of services across education, health and care 0-25
- A strong focus from year 9 on preparation for adulthood to build independence and expectation of employment.
- New Ofsted/CQC inspection framework introduced

Ofsted/CQC inspection

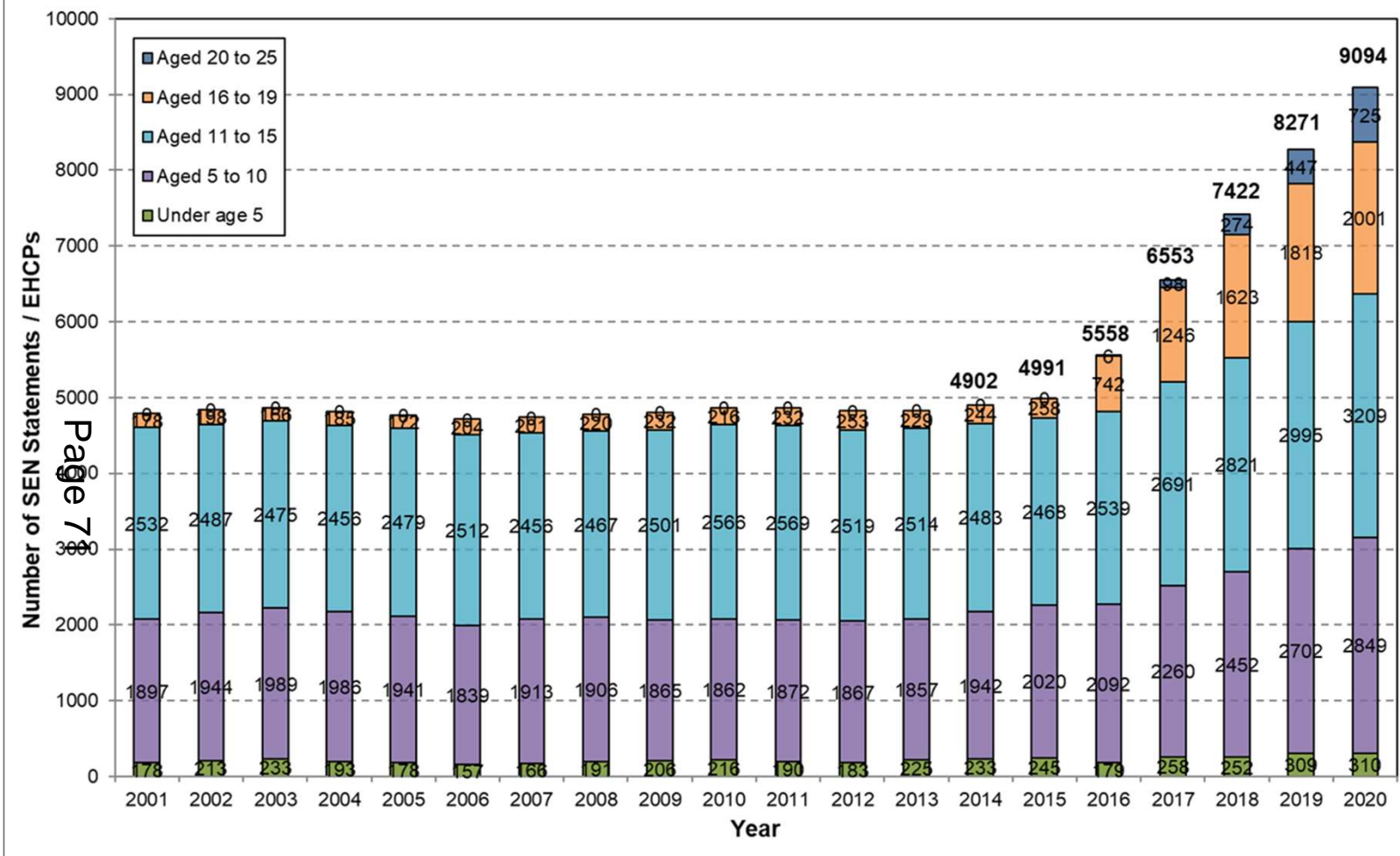
- Inspection took place in March 2020
- Outcome was positive – no written statement of action required
- Leaders are highly ambitious for children and young people with SEND in Hampshire to succeed and the SEND strategy mirrors the reforms
- Both leaders and practitioners are passionate about improving the lived experience for children and young people with SEND and their families.
- Good outcomes for children with SEND through inclusive school provision which benefits from strong LA support offer from early years to pathways to employment work
- Good multiagency working and investment in provision where needed
- Communication and co-production between parents, schools and services need to improve. Ensure that parents are aware of changes made and that they can see the good work that is going on.

Impact of the Reforms

- Welcomed by Local Authority and parents
- Significant rise in number of EHCPs of 95% since Reforms in 2014
- Currently maintaining 9,759 EHCPs (24 August 2020)
- Growth in all age ranges but uneven
- Requests continue to rise – academic year 2017/18 1,577 new requests; in 2018/19 2,229 new requests received (41.3% increase)

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HCC - SEN Statements / EHCPs by Age Group



Growth in EHCPs by year (snapshot in January of each year) and by age group

Some Key Figures

- 5,912 of school age CYP have an EHC Plan (Spring census)
- 3.3% of school age population with an EHCP (Spring census) v 3.1% nationally (SEN2 2019)
- 40.3% pupils with EHCPs in special schools (maintained and independent) v 38.6% nationally
- 20,324 of school age CYP on SEN Support (Spring census)
- 11.3% of school age population on SEN Support (Spring census) v 11.9% nationally (SEN2 2019)

The impact of SENSA removal

- Schools Forum set up a scheme called Special Educational Needs Support Allowance (SENSA)
- Aimed to get finance out rapidly to support need without the need for recourse to an EHCP application
- It was a considered pilot which didn't have the desired outcome
- Schools Forum ceased the scheme – resulted in 435 additional EHCP requests in a short term bulge
- Timeliness has been temporarily affected (6.5% on time end of 2019)
- Recovery plan in place – additional staff funded and appointed (£0.9 million rising to 1.6 million), EP team prioritising advice giving over traded work
- Recovery expected by the end of this academic year



SEN Service Performance

- 98% of Year 2 phase transfers completed by the deadline (96% last year)
- 96% of Year 6 phase transfers completed by the deadline (82% last year)
- 78% of Year 11 phase transfers completed end of August 2020 higher than last year (44%)

Digital EHC Hub

- In February 2019 the County Council brought all SENCOs onto the EHC Hub, so that they could request EHC assessment through it.
- In summer 2019 the County Council brought all Educational Psychologists onto the EHC Hub, so that they could provide their advice for EHC assessment through it.
- In November 2019 Hampshire County Council launched the EHC Hub to families.
- In late Autumn 2020, Hampshire County Council will bring on remaining health and social care advice writers (delayed due to Covid-19)

Hampshire Parent Carer Network

- HPCN has a membership of 1,353
- Social media presence followed by 1,915 on the main Facebook page
- Monthly newsletter sent to membership to keep them updated with what the parent carer forum have been doing and what meetings have been attended.
- HPCN facilitate various forums for parents/carers to get together – ‘Meet the Parents’, ‘Get Together’, Futures In Mind’
- Focus is to reach those harder to reach families especially in the New Forest and Havant

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Outcomes for CYP with SEN

- Early Years GLD for EHCP has increased from 8% to 11% over three years and is above national (5%)
- Early Years GLD for SEN Support has increased from 27% to 34% over three years and is above national (29%)
- KS2 RWM ARE for EHCP has increased from 6% to 10% over three years and is above national (9%)
- KS2 RWM ARE for SEN Support has increased from 17% to 21% over three years but is below national (25%)

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Outcomes for CYP with SEN

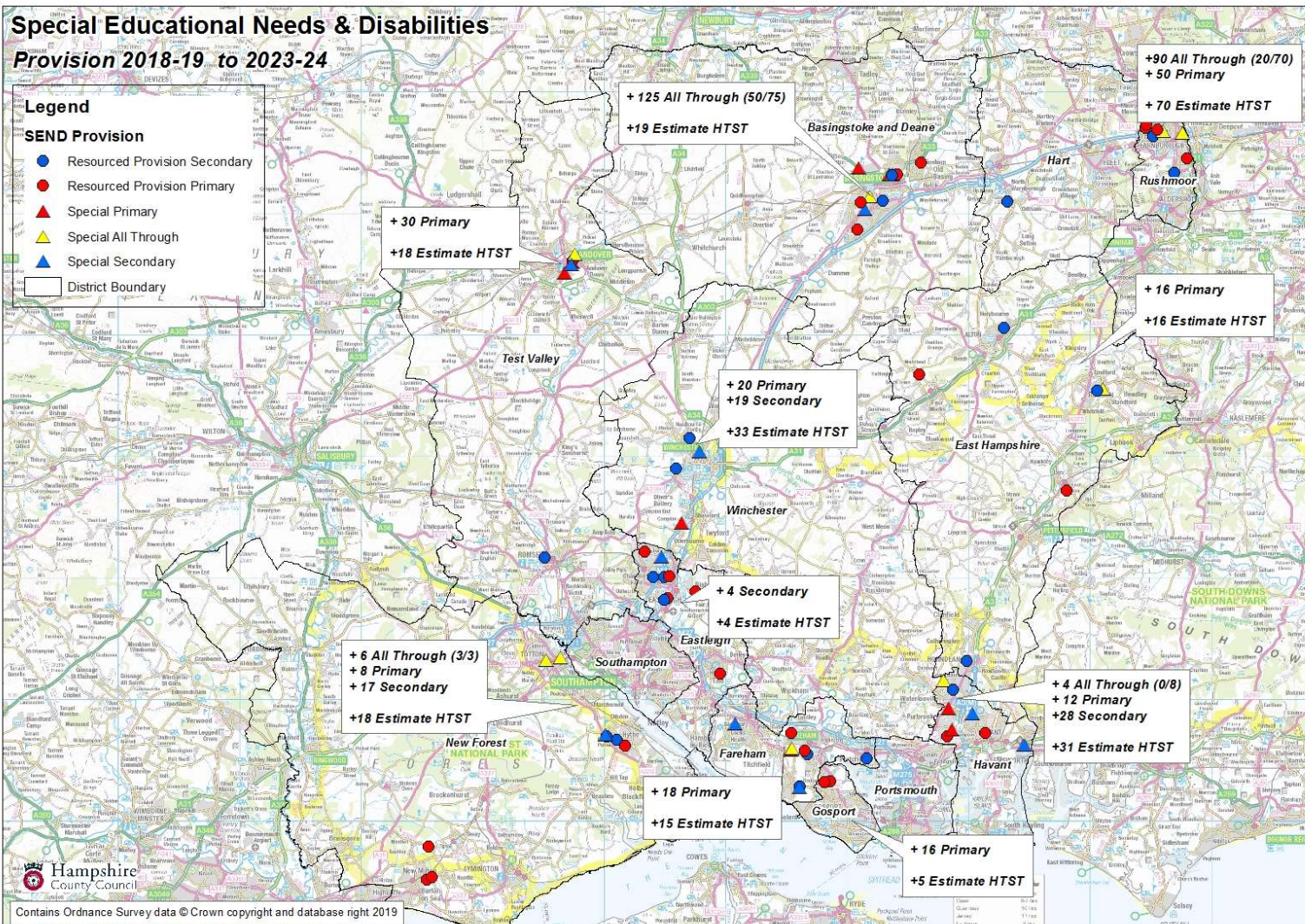
- KS4 Basics 4 for EHCP has increased from 11% to 13% over three years and is above national (11%)
- KS4 Basics 4 for SEN Support has increased from 26% to 30% over three years and is closing gap on national (32%)
- Level 2 attainment at 19 for SEND is 33% and is above national (31%)
- Sustained destinations from FE is 84% and is above national (78%)
- Generally low rates of exclusion and absence
- Comprehensive and well-attended professional development offer linked to SEND provision

SEN Out of County Placements

- 482 children and young people with special educational needs (SEN) placed in independent/non-maintained schools (August 2020)
- £28.62 million (SEN only placements) in 2019/20 financial year – up to Mar 2020
- 180 annual reviews attended in academic year 2018/19; 60 places amended (e.g. placements ceased or costs reduced)
- Net saving of over £2m savings 2018/19 with a further £2m saving projected for 2019/20

Capital Place Planning Strategy – sufficiency of specialist provision

- DfE SEND Capital funding of £6.4m over 3 years 2017-2020
- HCC local resources
- Capital funding to support new school places and suitability
- 125 place 4-16 ASD free school, Basingstoke. Catch 22 approved as Academy Sponsor by DfE. Planned opening 2021.
- Funding approved for a 90 place co-educational SEMH provision – target completion sept 2023
- Over 230 new specialist places were created between 2017-2019, and plans in place to create over 300 additional specialist places by Sept 2023
- Significant condition issues remain at a number of Special Schools. £4.5m basic need funding approved for remodelling of St Francis School, Fareham (Special school for children with SLD and complex needs). Planned completion date Dec 2020. Review of next priorities underway.
- Five year strategic plan to further inform Specialist need across the County.
- Prime areas of need requiring the development of additional places are ASD, SEMH and SLD.



SEND Preparation for Adulthood

- **Employment** - strong employment pathway, hubs are in Eastleigh, Basingstoke, Farnborough and Havant/Alton. Eighty places will be available in year 1.
- **Independent Living** – life skills, travel training and work of independent futures
- **Community Inclusion** – Community offer being developed as young people with SEND have the same aspiration as their peers.
- **Health and Well Being** – a broad range of services available eg fit fest, ready steady go, no limits

Independent Futures Team

- Adult Social Care provide statutory services to young adults aged 18 – 25. The Independent Futures Team (IFT) support young people and their families who are transitioning to adult hood
- Technology Enabled care is embedded in Adults Services. This has resulted in innovative technology being delivered to children and young people prior and after their 18th birthday. This has included Brain in Hand and GPS enabled devices.
- IFT have a target to ensure that 85% of 17.5 year olds known to the service have an agreed support plan in place for when they turn 18. During 2019/20 this has ranged between 85% and 58% of CYP.

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NHS SEND Designated Clinical Officer 0-25

- The post holder is also the Associate Director for SEND
- Following inspection on the IOW, the capacity of the DCO role has been increased to include a part time Deputy DCO and a SEND Programme Manager.
- Lead for Transforming Care Partnership
- Lead on the Procurement of Integrated Therapies
- Ensure local placed based commissioning activity is delivered within designated Integrated Care Partnership area

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NHS – Working Together

- Multi Agency Resource and Special Education Needs Panel in place and jointly attended by NHS and Local Authority
- The establishment of Integrated Care Systems enables us to deliver our vision of joint working quicker with the leadership of services operating closer together at local delivery system levels.
- Aligned procurement programme between health, social care and education colleagues, we have been re-designing how services are commissioned, such as Health Visiting, School Nursing, immunisation and vaccinations, therapies and parenting
- Joint Hampshire and Isle of Wight Local Transformation Plan

Appeals in Hampshire

- Financial year 2019/20 there were 233 tribunals open – this is 2.5% of the number of maintained EHCPs.
- In 2018/19 there were 234 tribunals open which was 2.8% of the number of maintained EHCPs.
- Over half of the registered appeals do not reach a tribunal hearing because Officers work with parents to resolve the case before hearing.
- Key personnel in Children's Services have already attended training on the single route of redress. Further training is planned.

Reminder:



Hampshire Local Offer

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Questions?

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date of meeting:	28 September 2020
Report Title:	Work Programme
Report From:	Director of Transformation & Governance

Contact name: Members Services

Tel: (01962) 847479

Email: members.services@hants.gov.uk

1. Purpose of this Report

To review and agree the work programme for the Children and Young People Select Committee.

2. Recommendation

That the Children and Young People Select Committee agrees the work programme as attached and makes any amendments as necessary.

WORK PROGRAMME – CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Red = changes since last meeting

Topic	Issue	Reason for inclusion	28 September 2020 (new meeting)	11 November 2020	13 January 2021
Pre-scrutiny	Consideration of revenue and capital budgets	To pre-scrutinise prior to consideration by the Executive Lead Member			X
Pre-scrutiny	Safeguarding Report – Children’s Services	To pre-scrutinise the annual safeguarding report prior to consideration by Cabinet.		X	
Pre-scrutiny	Short Break Activities Programme	To pre-scrutinise proposed changes prior to consideration by the Executive Lead Member		X	
Monitoring Scrutiny Items	Changes to Post-16 Transport Policy Statement 2020	To monitor progress made in implementing changes to Post-16 Transport Policy Statement 2020 <i>Following on from pre-scrutiny – 8 July 2020</i> <i>A further update on the effects of the new Policy was requested by the Committee</i>			

Topic	Issue	Reason for inclusion	28 September 2020 (new meeting)	11 November 2020	13 January 2021
		<i>within 6 months, date to be confirmed</i>			
Overview	Autism Assessment Services	To provide an update on the work with children and young people. <i>Last update – September 2019 A further update was requested for 12 months' time by the Committee - brought forward from 11 November 2020 meeting to 28 September 2020 meeting</i>	X		
Overview	Child and Adolescent Mental Health Service (CAMHS)	To provide an update of CAMHS in Hampshire, to include progress made to reduce waiting times for access to CAMHS treatment. <i>Last update – November 2019 A further update was requested for 12 months' time by the Committee</i>		X	
Overview	Covid-19 Update Presentation	To provide a further update on the impact and response to Covid-19 on Children and Young People	X		

Topic	Issue	Reason for inclusion	28 September 2020 (new meeting)	11 November 2020	13 January 2021
Overview	Elective Home Education	To provide an update on elective home education. <i>Last update - November 2019</i> <i>A further update was requested by the Committee. To be brought to a future meeting, date to be confirmed</i>			
Overview	Fostering	To provide an overview of fostering in Hampshire <i>To be brought to a future meeting, date to be confirmed</i>			
Overview	School attainment	To provide an annual update on attainment of children and young people in Hampshire schools			X
Overview	Special Educational Needs and Disabilities (SEND)	To provide a further update and overview of work with children and young people with special educational needs as requested by the Select Committee <i>Last update - May 2019</i> <i>A further update was requested for 12</i>	X		

Topic	Issue	Reason for inclusion	28 September 2020 (new meeting)	11 November 2020	13 January 2021
		<i>months' time by the Committee – deferred from 8 July 2020 meeting due to time constraints, to be brought to 28 September 2020 meeting</i>			
Overview	Ethnic Minority and Traveller Achievement Service (EMTAS)	To receive a biannual update on the Hampshire EMTAS <i>Last update - July 2018</i> <i>To be brought to 13 January 2021 meeting following the cancellation of the 14 May 2020 meeting</i>			X
Overview	Youth Offending Service	To provide an overview of the youth offending service in Hampshire <i>To be brought to a future meeting, date to be confirmed</i>			

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	No
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Document

Location

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2. Equalities Impact Assessment:

This is a scrutiny review document setting out the work programme of the Committee. It does not therefore make any proposals which will impact on groups with protected characteristics.

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