

# Central Bedfordshire Local Area SEND Self-Evaluation



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Signed off by Education, Health and Social Care leads

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Dated: 20/9/2018

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Dated: 20/9/2018

# Central Bedfordshire Local Area SEND Self-Evaluation



## **Central Bedfordshire Local Area Special Educational Needs & Disability (SEND) Self-Evaluation**

This self-evaluation is written to provide an overview of the current strengths and areas for development for our collective response for children with special educational needs and/or disability (SEND) across Central Bedfordshire. This includes our response to meeting the requirements of the SEND reforms and Code of Practice. Responses in our self-evaluation reflect six key themes as stated in our SEND Vision (see further down this page).

### **Local Context**

Across Central Bedfordshire, we have seen significant growth in the number of children who are subject to an Education, Health and Care Plan over the last three years, with a particular increase in the number and percentage of children who have been diagnosed with 'Autistic Spectrum Disorder'. This increase, amounting to approx. 20% since 2015, has put considerable pressure on local resources across Education, Health and Care, including the High Needs Block and our local special school provision and has led us to consider the rationale behind this increase and the actions required to better identify and support children with Special Educational Needs without requiring a specialist assessment.

Central Bedfordshire is not where we would have liked to have been at this stage of implementation of the SEND Code of Practice. There have been significant changes to senior management and governance in Central Bedfordshire over the past year, including a newly appointed Assistant Director, Head of Service for SEND, Head of Service for Transformation & Resources and Head of Service for Commissioning.

This has led us to re-think our overall vision and priorities for the broader service and the need for us to work even more intensively as a broader partnership to better understand and respond to this growing demand.

### **SEND Vision - Our priorities (see appendix 15)**

Our SEND Vision has been co-produced with a range of professionals, agencies and parent/carers (through SNAP Parent Carer Forum) which shows positive collaborative working in order to develop a shared vision. The three SEND Vision key priorities are listed below:

- **Co-production, working with parents/carers & young people to be a responsive service** – co-production at the heart of everything we do
- **Early Intervention and high aspirations for all children and young people** – the right support at the right time
- **Preparing for adulthood** – Services supporting a child's journey into adulthood

Delivered through the following six SEND Vision themes:

1. **Needs identified early with the right support at the right time;**
2. **Specialist services are extending capacity across all services;**
3. **Multi-use accessible accommodation supporting learning and independence;**
4. **Joint Commissioning for better outcomes through personalisation and integration;**
5. **Local services complement the planned regional offer (STP);**
6. **Young people are supported in their aspirations and goals in preparing for adulthood.**

### Central Bedfordshire SEND Vision Themes



#### Our progress and Governance

Our 20-week compliance of EHCPs has improved year on year with an ambitious target to be above the national rate in 2018. We have achieved our timescales for our conversions of all our statements to Education, Health and Care Plans (with 3 exceptions) which provides a strong platform for the future.

2015	2016	2017	June 2018
9% (55% national)	42% (55% national)	Including exceptions: 55% Excluding exceptions: 65%	Including exceptions: 94% Excluding exceptions: 100%

#### Overall Strengths

- Trend of improvement in meeting timescales;
- Met timescales for transfers to EHCPs (31st March 2018, with 3 exceptions);
- Strong local SNAP Parent Carer Forum (PCF) – well engaged, parent conferences and strategic confirm and challenge;
- Strategic oversight from elected members, attendance at conferences, member working groups;
- Improved contribution to EHC planning from health (training put on about this);
- Frontline relationships across agencies are strong;
- Emerging cross border working Pan-Bedfordshire;
- Comparator low rate of tribunals;
- Early Years seen as a strength by settings and parents;
- Low NEET (Not in Education, Employment or Training).

### **Overall Areas for Development**

- Intelligence through data on SEND needs, changes to demography and demand to support strategic planning;
- Formal arrangements for joint commissioning (including arrangements for local area resolution);
- Clarity over the alignment of other transformation including CAMHS, Sustainability & Transformation Plans (STP) and integrated care hubs with SEND;
- Capacity within Bedfordshire Clinical Commissioning Group (CCG) and local authority to implement SEND reforms;
- Tracking of outcomes for children and ability do show demonstrable impact;
- Full co-production in planning and review with children, young people and parents;
- Development of our Local Offer;
- Scoping the need and prevalence of children/young people whose behaviour's challenge to inform on a Joint Commissioning strategy to meet needs closer to home;
- Having systems in place across the Local Area to support the Transforming Care cohort of children/young people, including those with a Learning Disability and or Autism (with or without a mental health condition) that includes a robust Neurodevelopmental pathway, that supports integrated early intervention for children/young people based upon their assessed need and not diagnosis.

### **Opportunities**

- Revised focus on transition to adulthood including updated EHCP template for post 14 young people;
- Secured investment from Schools Forum to support early intervention in schools;
- New School Improvement Advisors to support inclusion in mainstream schools;
- Development of shared categorisation for Learning Disabilities to help planning for adult services;
- Opportunities for increased integration across Education, Health and Care services to be scoped.

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Please refer to separate appendices section