

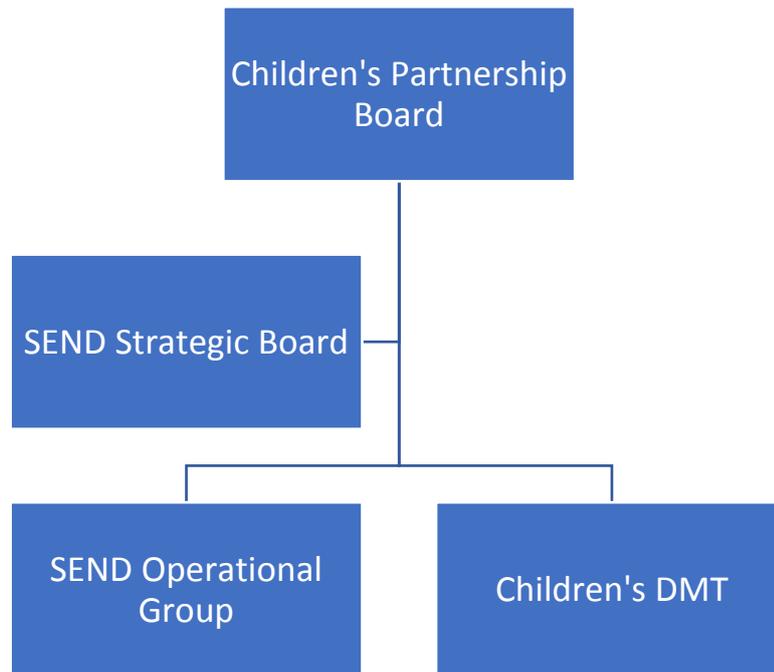
SEND Self-Assessment

1.0 Background

- 1.1 The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
- 1.2 The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England.
- 1.3 The following bodies must 'have regard to' the Code:
- Local authorities – education, social care and relevant housing, employment, and other services
 - School governing bodies (including non-maintained special schools), further education and sixth-form colleges
 - Proprietors of academies (including free schools, university technical colleges and studio schools)
 - Management committees of pupil referral units
 - Independent schools and specialist providers approved under section 41 of the Children and Families Act 2014
 - Early years providers in the maintained, private, voluntary, and independent sectors, funded by the local authority
 - The NHS Commissioning Board, NHS trusts, NHS foundation trusts and local health boards
 - Youth offending teams and relevant youth custodial establishments.

2.0 Governance

- 2.1 The Local Area encompasses all the services and settings listed above. Crucial to the SEND reforms is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels. Parent Carer Participation Wirral(PCPW) has a defined role in working in partnership with the Local Area. There is a stronger focus on high aspirations and on improving outcomes for children and young people. The guidance emphasizes joint planning and commissioning of services to ensure close co-operation between education, health services and social care. It includes guidance on publishing a 'local offer' of support for children and young people with SEND.
- 2.2 To ensure coherence of services, accountability and a strategic approach clear governance is crucial. The following indicates the current accountability structure.



The SEND Strategic Board has representatives from Education, Health and Social Care and all have responsibility for strategic decision making. The SEND Operational Group is a larger group whose representatives are responsible for delivering key services to children and families. There is also representation from PCPW and SEND participation to ensure the views of young people and their families are heard.

3.0 SEND SELF ASSESSMENT (SEND SEF)

3.1 The SEND SEF is an evolving document that has been produced to highlight the progress that Wirral Local Area has made in implementing the SEND Reforms. The SEF is reviewed annually and links to the priorities in the SEND Strategy 2020-24 (see below): -

- Improve the quality of provision and outcomes for young people with SEND
- Ensure early identification of special education needs and high quality intervention particularly for children and young people exhibiting social, emotional, and mental health issues
- Further develop effective transition from one education phase/setting including preparing for adulthood pathway
- To further develop participation, engagement and coproduction with children, young people, parents, and carers.

3.2 The SEF focuses on the three questions that are asked when a Local Area is inspected by Ofsted and the CQC:-

How effectively does each service area:-

1. identify children and young people who have SEN/D?
2. assess and meet the needs of children and young people who have SEN/D?
- 3: improve outcomes for children and young people who have SEN/D

3.3 Identifying Children and Young People Who Have SEN/D

Progress	Impact	Next Steps
<p>A robust identification and assessment framework in early years, with trained and qualified SEND professionals within the sector who put children at families at the heart ensures that children and parents are appropriately supported during their assessment and planning journey.</p>	<p>Feedback through the My Child Can engagement mechanism demonstrates the impact that positive support in early years has had on children and families.</p>	<p>Identify the strategies that can be implemented as early as possible to ensure more children are school ready and those with significant needs particularly around attachment and trauma, are supported early. Parent workshops to empower and enable parents</p>
<p>Health professionals use a range of screening tools and timely assessments to identify and assess children and young people.</p>	<p>The improvements in the timeliness of the 2-2.5-year review has resulted in increased identification in early years and more robust health practices. This has been further supported by the improved operational partnership working between early years and health and the sharing of information to provide for a much more informed assessment analysis.</p> <p>Therapeutic assessments engage children and parents through various approaches and mechanisms which help support the advices and inform plans.</p> <p>Timeliness of health advices is much improved with average timescales ranging between 100% within the 6-week timescale.</p> <p>In built quality assurance mechanisms, led by the DCO has improved the quality of advices to inform planning.</p>	<p>Early identification data pathway needs feeds into the Operational and Strategic Group</p> <p>Establishing data analysis of additional needs identified through the developmental reviews to enable population level of need to feed into service/strategic developments</p> <p>SENDCos to cascade skills and knowledge around SEN to the wider workforce.</p> <p>Ensure there is consistent information sharing across the whole of Early Years</p> <p>Pre-evidence of need ensures a seamless approach resulting in adaptation of service/provision and access of services/funding</p> <p>PEP roll out for 0-3 year olds</p> <p>Establish data collation/analysis of additional needs identified through routine health assessments</p>

<p>Schools leaders and SENCO's use the plan-do-review cycle to support assessment and referral. Thresholds and toolkits are used to guide referrals and graduated approach teaching practices.</p>	<p>Some school leaders have driven innovative projects which have increased their ability to meet the needs of children, but there remains some variance in the quality of support for children classed as SEN Support.</p>	<p>Further development of SENCO System Leaders across the education sector will help to bring consistency and improvement through expertise and peer support.</p>
<p>Consult with schools and settings to determine key areas for development.</p>	<p>Schools/setting report that: In the early years there are increasing numbers of children who are not toilet trained; are unable to communicate effectively and have behavioural issues. Issues around social, emotional, and mental health have been identified as a priority by both primary school and secondary school leaders.</p>	<p>Coproduction of an Inclusion Strategy Pilot Research project with Chester University involving 16 schools to develop a coherent approach to behaviour management (attachment and trauma informed approach).</p>
<p>Collaborative Accountability Across the System</p>		
<p>Co-production has been an integral part of decision-making and developments since 2014. Key strategies, toolkits, advice, and guidance materials as well as the local offer which have all be shaped and developed in partnership with parents/Carers and children and young people.</p>	<p>This has been further developed with the delivery of a launch day, jointly funded by the local authority and Parent Carer Partnership Wirral, by Genuine Partnership Group from Rotherham. This drew together all stakeholders as equal partners to improve participation around the four cornerstones of coproduction has resulted in a proposed action plan being created around collaborative projects to achieve key agreed priorities such as transition to adulthood. Part of the approach around this was to build positive relationships with the small group of active parents and carers on the Partnership</p>	<p>Ensure that coproduction is at the centre of all work developments for example the review of the SEND Transport policies pre and post 16; the Preparation for Adulthood Strategy</p>

	<p>who remain dissatisfied with support and provision with the local area.</p> <p>The new SEND Strategy 2020-24 was produced after extensive consultation and coproduction. The four priorities were strongly influenced by the voice of parents and young people.</p>	
<p>The Local Area's website for the Local Offer is comprehensive and updated regularly. Many parents, children and young people who have SEN and/or disabilities were often unaware of its existence, despite the enthusiasm and commitment of the lead officer.</p>	<p>During the Pandemic it has been the 'go to' website to support parents of young people with SEND. It was co-produced and provides a wealth of information and signposting. There is also innovative and embedded practice in Young People's participation. The recent Accessibility Audit in October 2020 ranked the website as 86% which is 26/152 local authorities.</p> <p>The SEND Youth Voice Group provide honest feedback as well as suggestions as to how services can be improved. The group has been instrumental in shaping work around preparation for adulthood.</p>	<p>Continue to coproduce materials and upload to the Local Offer website.</p> <p>Continue to improve the accessibility of the website.</p>

3.4 Assessing & Meeting the Needs Children and Young People with SEN/D Summary

Progress	Impact	Next Steps
<p>The SEND dashboard has been revised. The SEND Operational Group reviews the data on a regular basis, monitors the timeliness of advices for Education, Health and Care plans and waiting times for services.</p> <p>The SEND Strategic Board holds partners to account for the timeliness of EHC plans.</p>	<p>The percentage of EHCP plans completed within the statutory 20 week timeframe has increased to 85% with a rolling average of 60.1% (which is in line with the national average).</p>	<p>Focus on removing the barriers for Educational Psychologists so that there is improvement on the number of advices received within the 6 week period.</p>
<p>Training was delivered by the DfE around writing good quality EHC plans. There is a quality assurance process for new EHCPs undertaken on a quarterly basis with recommendations produced and reviewed by the SEN Team. Improve the quality of advice from Social Care.</p>	<p>Improvement in the quality of EHC plans.</p>	<p>Introduce a multiagency quality assurance process including parent representation.</p> <p>Improve the quality of advice from Social Care.</p> <p>Ensure that Health colleagues quality assure ECH plans before the final draft is published.</p>
<p>We collect feedback on the views of parents and carers on the EHC needs assessment process.</p>	<p>Feedback from parents and carers showed that:</p> <ul style="list-style-type: none"> • 80% of parents and carers surveyed agreed their views were included in their child's EHCP • 100% agreed they had sufficient opportunities to comment on their child's EHCP 	<p>Further developing ways to capture and record the views of children and young people.</p> <p>Survey schools/settings regarding the level of satisfaction around process, quality, and timeliness of EHC plan completion.</p>

	<ul style="list-style-type: none"> 90% agreed their child's views were included in their EHCP 	
We have appointed two Annual Review writers. We have developed an approach to record the outcomes of annual reviews, but this process is not yet embedded across the system.	The backlog of annual reviews which need to be processed is reducing.	Improve the associated data processes used to record and monitor annual review delivery and outcomes.
Collaborative Accountability Across the System		
The Inclusion Panel is an established multiagency panel, including school representation that makes decisions about assessments for an Education, Health and Care Plan (EHCP). We also have a multiagency panel for decision making around placements, including out of borough and independent provision. Schools are active partners in decision making, along with Health, Education services and Social Care.	<p>There are transparent and consistent decision-making processes and joint accountability for decision making. This is demonstrated through the Transition Operation Group minutes and policy.</p> <p>However parents and carers report they have less knowledge of the decision-making process than partner organisations.</p>	Improve the transparency of this process for parents and carers
The previous SEND dashboard has been reviewed. There are monthly updates plus quarterly information captured.	Increased accountability across partners.	Develop a multi-agency SEND dashboard which draws together information on outcomes for SEND pupils across education, health, and social care, including information on health waiting times.

3.5 Improve outcomes for children and young people who have SEN/D?

Progress	Impact	Next Steps
<p>Schools use a variety of tools and receive support to ensure they are outcomes focused for children with SEND, these include:</p> <ul style="list-style-type: none"> • Person centred support plan • Detailed guidance on what should be quality first teaching • An outcomes section in the Threshold toolkit 	<p>There is inconsistency in how school leaders and SENDCos are using the Threshold Toolkit.</p>	<p>Schools have reported that they need advice and guidance on how to measure and review the progress of children at SEN support.</p>
<p>2019 attainment data has been extensively analysed and shared with individual schools/clusters./Locality Boards School Improvement officer with a SEN/D focus meets with Head teachers where there are concerns around the achievement of pupils with SEND and plans are in place to improve performance within those schools. There has been significant challenge around education outcomes for SEN Support young people.</p>	<p>Attainment (2019) of pupils with SEN/D is below the national average for similar pupils. Key areas for improvement for the coming year focus around improving speech and language so that:-</p> <ol style="list-style-type: none"> 1. the number of children with EHCPs making a good level of development increases the number of children with EHCPs attaining the expected level of phonics increases <p>The percentage of children with EHCPs(2% compared with national average of 9%) and SEN support reaching the expected level at the end of Key Stage 2 (RWM combined 23%) was below the national average (27%).</p> <p>90% of special schools in Wirral have been graded good or better by OFSTED.</p>	<p>Work with SENDCos through the SEND Locality Boards to identify best practice which can be shared.</p> <p>Regularly monitor the work schools are doing to improve the progress and attainment of SEND young people</p>

<p>Preparation for Adulthood Group was re-established with an agreed workplan. Good representation from agencies including a SEN young person to provide challenge and support.</p>	<p>Preparation for Adulthood Handbook revised and published on the Local Offer. Your Future Your Voice conference organised to launch the consultation for the Preparation for Adulthood Draft Strategy – rescheduled due to the pandemic.</p>	<p>Training for partners from the NDtI regarding Preparation for Adulthood key themes Audit of EHC plans to determine the baseline as to the evidence of aspiration outcomes for young people around education, employment, health, and independent living. Outcomes in EHCPs will be SMART and determined by what is most important for the child in their preparation for adulthood. These often include communication skills and skills for leading an independent life (e.g. getting dressed independently).</p>
<p>Improve participation in employment, education, and training for SEND young people.</p>	<p>The proportion of children and young people across the local area who are not in education, training or employment post-16 is below the national average. Wirral has good overall participation rates for young people aged 16-18. In regard to the proportion of SEND CYP who are in EET or NEET at KS4, Wirral has a higher proportion who are in EET when compared to the national average; at 98.4% compared to 88.4% nationally. However, at 7.6% for Q1, Wirral has a higher proportion NEET than the national average of 7.2%. In Q1, local EET has increased from 89.5% in Q4, yet the NEET has decreased from 7.8% since Q4. When considering the whole 16-24 SEND cohort, EET has decreased from 74.0% in Q4 to 70.2 in Q1, yet for NEET has increased</p>	<p>The data suggests that the higher ability pupils with SEND are supported to achieve very well, but that there may be gaps and lack of opportunity for children with more complex SEND. The 14-19 will interrogate this information in more detail to ensure that ambitious and accessible pathways exist for all children and young people with SEND, so reducing NEET for SEND young people aged 19-25.</p>

	<p>from 12.7% to 13.3% over the same period. Similarly, both the EET and NEET percentages are higher than the latest national average. In Q1 there were 70.2% in EET in Wirral, compared to 56.6% nationally, and 13.3% NEET, compared to 9.3% nationally.</p>	
Collaborative Accountability Across the System		
<p>Participation, engagement and coproduction with children, young people, parents, and carers has been a key development.</p>	<p>Appointment of a SEN/D Youth ambassador has resulted in significant changes to policy and practice with the views of Young People being central to development. Young People feel they are being listened to. Improvement to the Local Offer which now provides support and advice to young people as well as their parents/carers and other stakeholders. Regional and national recognition for the work of SEND young people</p>	<p>Continue to proactively engage with SEN/D young people and the parents/carers so that all policy, strategy, and procedure is coproduced.</p> <p>Continuing to strengthen and promote Wirral's on-line information through the Local Offer in partnership with Adult Social Care, Health Partners, children, and young people with SEND and their parents/carers.</p> <p>Introduce a new platform which is easier for users Increase capacity around parental engagement particularly parents least likely to engage</p>

Note – The information is a summary of the Local Area SEF which is currently being reviewed by all partners. The following appendices provide a summary of context as well as ongoing work considered as ‘business as usual.’

Appendix 1
SEND Profile

Wirral SEND Profile

EHCP

- 2963 children/young people with an EHCP (age 0-25)
- 73.47% boys vs 26.53% girls
- EHCPs across age bands: (Age as at 31/08/2020)

0 - 4	5 - 11	12 - 18	19 - 25
1.99%	32.06%	43.84%	22.11%

- 4.08% children with EHCP attending an Out of Borough school

Source: Current EHCP data in Capita ONE

SEN Support

- 14.48% children/young people with SEN Support
- 65.47% boys vs 34.52% girls
- SEN Support across educational setting:

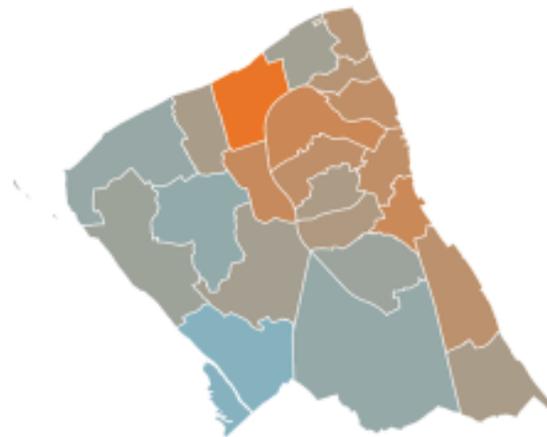
Early Years	Primary	Secondary	Special	Independent
15.98%	15.92%	12.50%	2.67%	27.01%

Source: January Census

Appendix 2

Wirral SEND Profile - Wards

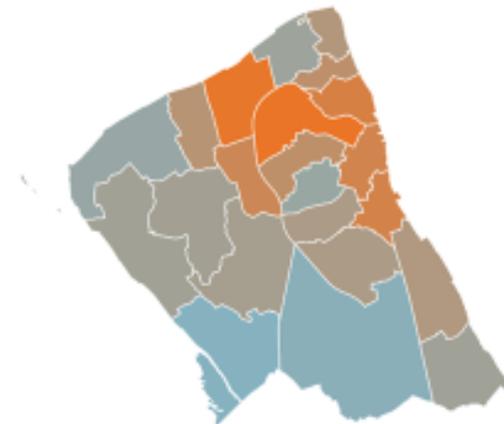
EHCP Rate per 10,000, by Ward



Top 5 Wards	Rate per 10,000
Leasowe & Moreton East	527.9
Bidston & St. James	411.3
Rock Ferry	407.5
Upton	398.2
Seacombe	371.1

Source: Current EHCP data in Capita One

SEN Support Rate per 10,000, by Ward



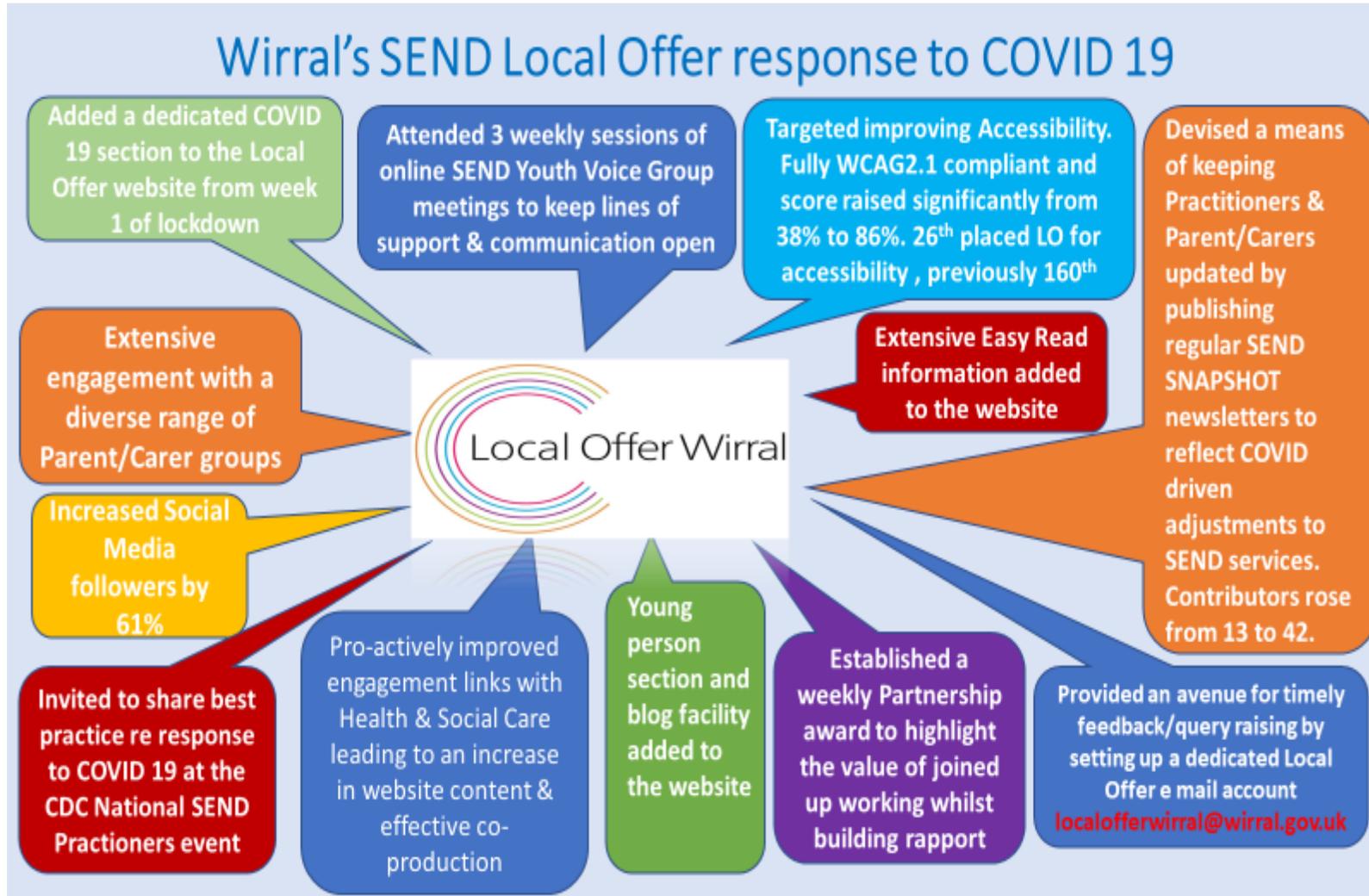
Top 5 Wards	Rate per 10,000
Bidston & St. James	1257.4
Leasowe & Moreton East	1224.6
Seacombe	1082.0
Rock Ferry	1038.7
Birkenhead & Tranmere	1019.5

Source: January Census

Appendix 3
Improvement Journey So Far

Strengths	Areas for Improvement
<ul style="list-style-type: none"> • Improved engagement from all partners across the Local Area • Revised governance structure • Increased accountability • Improved accessibility to the Local Offer by professionals, parents, and young people • Coproduction of the New SEND Strategy 2020-24 • Increased financial investment in the statutory services areas around SEND • Permanent Head of SEND • Young People’s voice influencing policy and practice locally, regionally, and nationally • Strong specialist provision (special schools and bases) • Good integrated Early Years offer • SENDCo Locality Boards 	<ul style="list-style-type: none"> • Continue Coproduction using the four Genuine Partnerships cornerstones of welcome & care; value & include; communicate and work in partnership • Early identification & high quality intervention to support young people & prevent escalation to assessment for EHCPs (SEMH) • Education outcomes at all phases • Improve Annual Review outcomes • Further develop coproduction around Preparation for Adulthood and effective transition from one phase to the next • Further develop coproduction, participation & engagement with young people, parents, and carers • Improve data analysis and subsequent actions • Review lessons learnt from the work on the Neurodevelopment pathways to ensure there is a clearly understood & implement the Autism pathway • Reduce the waiting list for ASC assessments • Review & develop joint commissioning across education, health & social care • Implement robust audit & accountability processes for current & future commissions • Improve financial efficiency

Appendix 4
Local Offer Response to the Pandemic



Appendix 5
Coproducton

