



# 0-25 Special Education Needs and Disabilities (SEND)

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23 November 2018



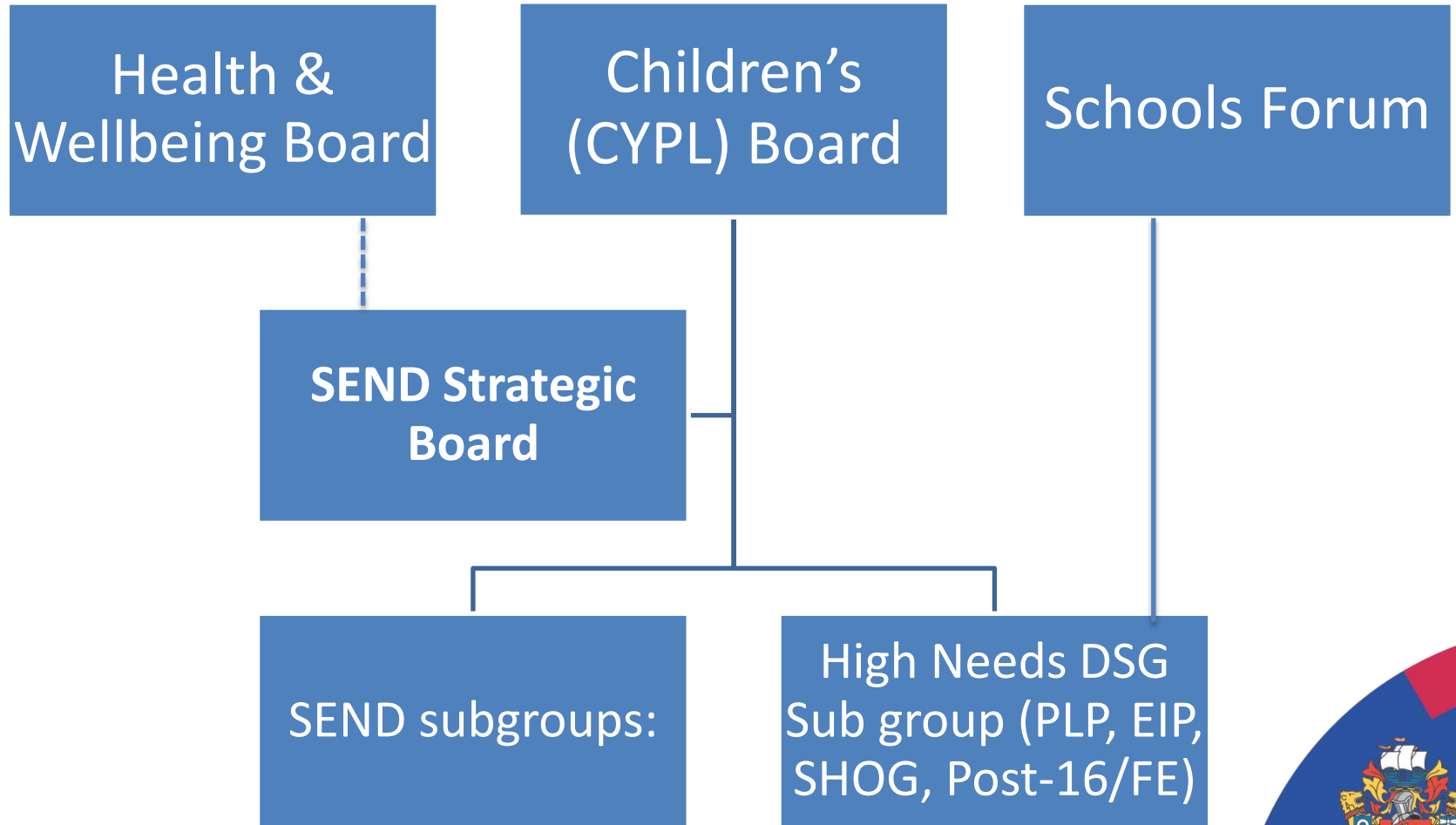
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# Overview

- Introduction
- Governance
- SEND Review
- Strategic Planning
- Review of ARPs and Commissioned Services
- SEND Performance, Needs Analysis and Sufficiency
- Inspection Preparation
- Reasonable Adjustments



# North Tyneside SEND Governance





# SEND Review

A comprehensive review has been undertaken of all processes and as a result significant action is being taken to increase efficiency and improve partnership working across education, health and social care.



# SEND Review – key actions

- The statutory assessment process
- Education, health and care plans and the letters that accompany each stage of the process
- Quality Assurance arrangements
- Decision making panels
- Commissioning arrangements including a joint commissioning strategy
- Sufficiency of places including the DfE SEND reform capital grant (£616k)



# SEND Review – key actions cont.

- Procurement of an electronic records management system
- Tribunal arrangements
- Parental and student views
- Governance and risk management arrangements
- A refreshed SEND Local Offer

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>



# North Tyneside SEND Joint Commissioning Strategy 2018-21

## Scope:

- High level direction
- Strategic priorities
- Needs-led services
- Quality and outcomes
- Maximising inclusion
- Mainstream and specialist provision
- Co-production e.g. SEND Local Offer
- Governance and accountability



# SEND Commissioning Strategy

- Joint planning framework for the local area partnership
- Developed and consulted on with SEND Board.
- Signed off by CYPL Partnership and Health and Wellbeing Board



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# Key supporting documents

- SEND Needs and Sufficiency Assessment
- SEND Self-evaluation Framework (SEF)
- SEND Quality Improvement – Action Plan

## Plus

- High Needs DSG Strategic Plan – approved by Schools Forum, May 18
- Key actions for 18-19.....



# Additional Resourced Provisions (ARPs) Review



## Scope:

- Needs and characteristics of pupils in ARPs
- Occupancy and performance
- Entry criteria and assessment arrangements
- Delivery models - effectiveness
- Role of ARPS in maximising inclusion
- Good practice – NT and beyond
- Recommendations by Spring 19

Pilot site review (Melrose) underway



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# Review of Commissioned Services

## Scope:

- Referral and entry arrangements
- Performance against KPIs
- Staffing arrangements
- Needs and trends
- Collaboration – inc Health
- Key challenges and pressures inc funding
- Recommendations - May 2019



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# SEND Performance, Needs Analysis and Sufficiency Planning

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# Good news!

## Keeping Children In School 17/18 Absence Data Half Terms 1-4

	National	North Tyneside
SEN Support Primary	5.5%	5.3%
SEN Support Secondary	7.8%	7.5%
ECHP Primary	7.0%	6.7%
EHCP Secondary	8.1%	7.6%



# Keeping Children In School

## 17/18 Persistent Absence Data Half Terms 1-4

	National	North Tyneside
SEN Support Primary	15.6%	14.4%
SEN Support Secondary	22.5%	21.7%
ECHP Primary	20.8%	19.7%
EHCP Secondary	23.2%	21.6%



# Keeping Children In School

## 16/17 Fixed Term Exclusion Data

	National	North Tyneside
SEN Support	14.8%	7.5%
EHCP	15.9%	5.8%

## 16/17 Permanent Exclusion Data

	National	North Tyneside
SEN Support	0.4%	0.1%
EHCP	0.2%	0.0%



## But, rising demand - increasing numbers of EHC Plans in North Tyneside

	14/15	15/16	16/17	17/18
<b>Total Number EHCP maintained by NT (source: SEN2)</b>	<b>1012</b>	<b>1038</b>	<b>1075</b>	<b>1102</b>

The number of EHC Plans maintained by North Tyneside Council increased by 90 over the four Academic Years from 2014/15 to 2017/18, an increase of 8.9%. The biggest increase has been post-16.



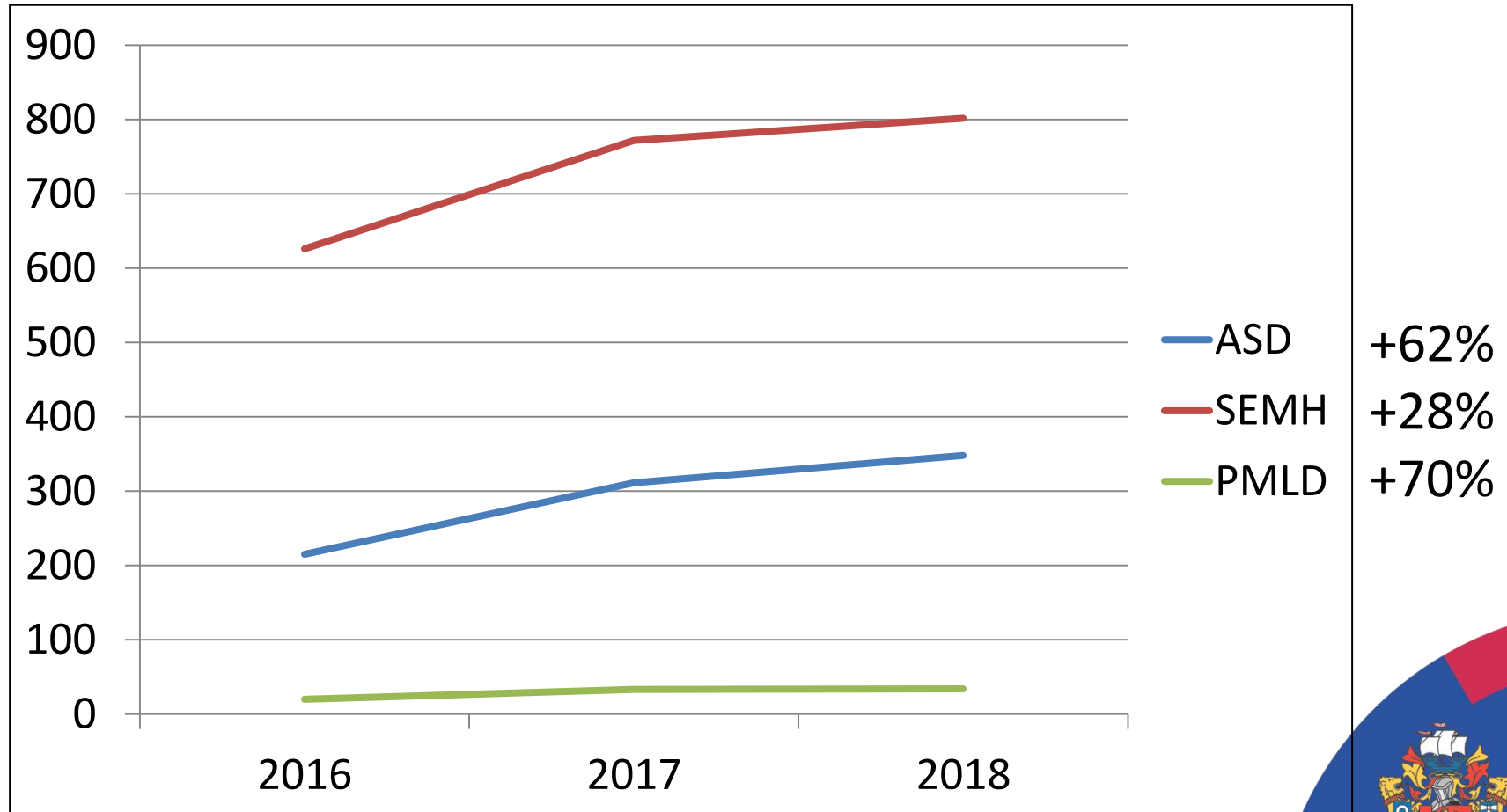
And, increasing demand for statutory assessments for EHCPs in the Autumn term

Time Period	Number of EHCP Started
1/9/16 - 9/11/16	30
1/9/17 - 9/11/17	24
1/9/18 - 9/11/18	67

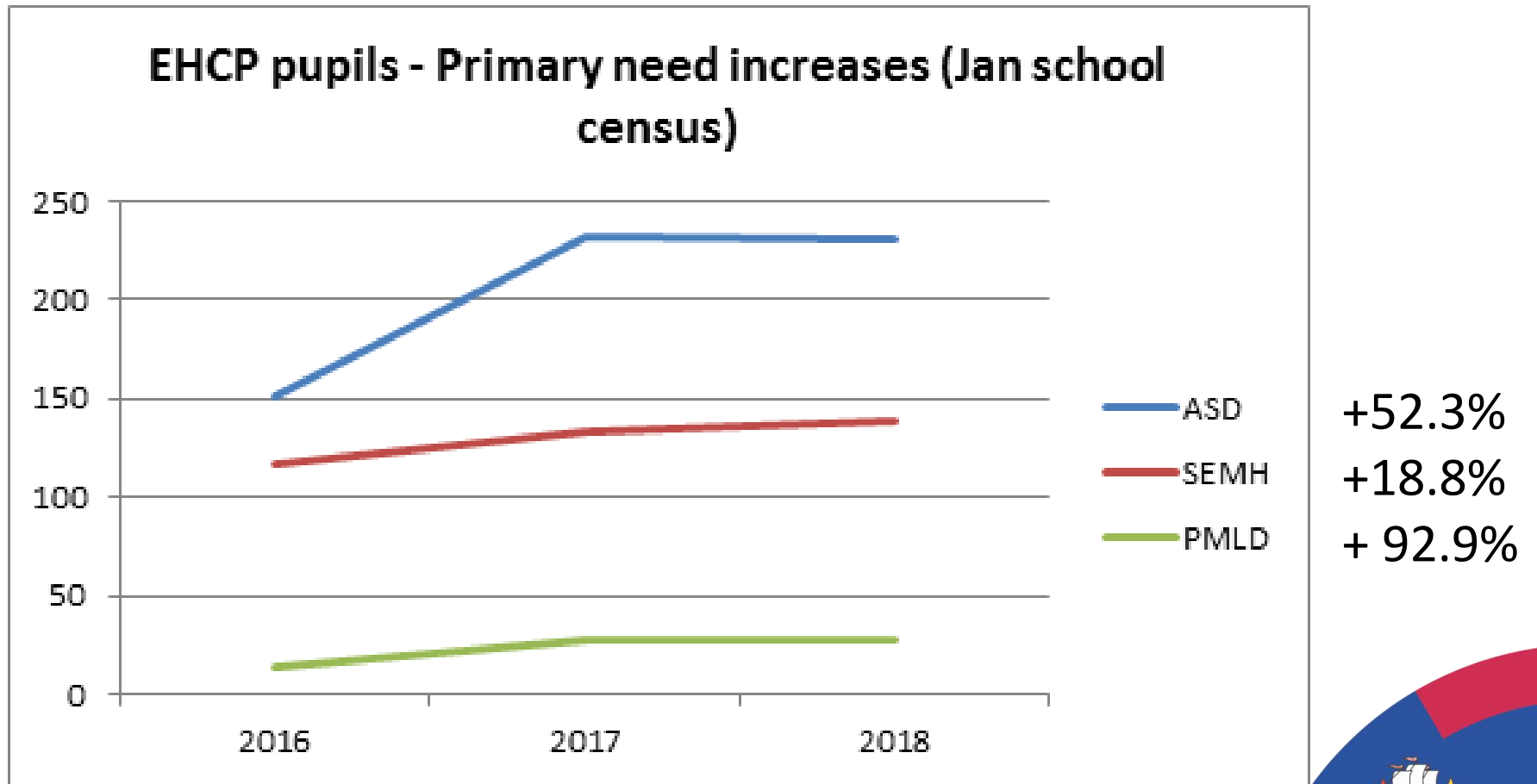
- A significant increase in the first 2 months of this academic year
- Pressures within the Statutory Assessment Team, Educational Psychology Service and Commissioned Services.
- We are developing a new panel approach



# Rising demand - primary need type (all pupils: EHCPs and SEN Support)



# Rising Demand – primary need type (EHCPs)



# Placement Sufficiency Issues

In year admissions to the LA with an EHCP and needing specialist provision has increased in recent years:

- 2014/15 x 8
- 2015/16 x 20
- 2016/17 x 17

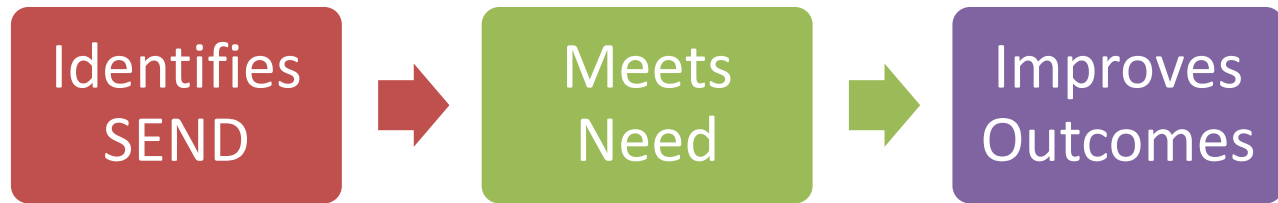
This has placed increased pressure on sufficiency of places, particularly for SEMH, ASD and PMLD.

Our SEND Review is focussed on managing demand across the whole system and ensuring sufficient, high quality provision in borough.



# Local Area SEND Inspections

Inspection is focussed on how effectively the local area:



- In Cumbria and the NE (August 2018) 83% of inspections have been identified by Ofsted as areas of concern and subject to a written notice to improve
- Our work with schools is effective but our joint working across education, health and social care needs to be strengthened.

# Reasonable Adjustments

Kevin Burns



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# What's Reasonable?

## How are **you** doing?

<b>BLUE</b> Tired Sad Bored	<b>GREEN</b> Safe Happy Focused	<b>YELLOW</b> Worried Unsure Frustrated	<b>RED</b> Angry Terrified Elated
<b>What can I do?</b> <ul style="list-style-type: none"> <li>• Take a break</li> <li>• Think happy thoughts</li> <li>• Ask for a hug</li> <li>• Mindful activity</li> </ul>	<b>What can I do?</b> <ul style="list-style-type: none"> <li>• Help others</li> <li>• Be kind to yourself</li> <li>• Complete your task</li> <li>• Challenge yourself</li> </ul>	<b>What can I do?</b> <ul style="list-style-type: none"> <li>• Take a break</li> <li>• Tell someone</li> <li>• Take three deep breaths</li> <li>• Mindful activity</li> </ul>	<b>What can I do?</b> <ul style="list-style-type: none"> <li>• Take a break</li> <li>• Close your eyes and count to ten</li> <li>• Take some deep breaths</li> <li>• Ask for help</li> </ul>

# Case Study- What's Reasonable?

- Sam is often absent or late to school.
- His presentation can be unkempt and he often forgets equipment.
- Sam often puts his hand up to answer a question and then forgets why he has put his hand up. When other pupils react to this he can become angry.
- When doing group work Sam puts his head down and finds it difficult to interact with the other children.
- Sam finds writing very difficult. Sam will only attempt to write when helped and encouraged by his teacher. He will use several avoidance tactics including provoking adults and other pupils. Sam expresses his anxiety with inappropriate language towards himself and others.
- Sam likes to spend time on his own. However, he does take the chance to play football during social times. He lacks coordination and this has resulted in frustration from his peers. Sam tends to disrupt the game and can cause injury to other players. This has created some tension between him and his peers.



# Case Study- What's Reasonable?

	Specific Adjustment	What's the Principle?
<b>Sam is often absent or late to school.</b>	<ul style="list-style-type: none"> <li>• Support for family</li> <li>• Support for pupil</li> <li>• Transition and catch up</li> <li>• Identifying appropriate times for interventions</li> <li>• Reintegration support</li> <li>• Meet and greet</li> <li>• Alarm clock!</li> </ul>	Supporting children and young people to be 'ready to learn'
<b>His presentation can be unkempt and he often forgets equipment.</b>		

# Case Study- What's Reasonable?

Sam is 6 years old  
and in Year 1.



Sam is 14 years old  
and in Year 10.



**Look over your 'principles' are any of them age or stage specific?**