

## Update on Inspection of Hertfordshire by Ofsted and CQC (Care Quality Commission) – 4<sup>th</sup> to 8<sup>th</sup> July 2016

A team of inspectors from Ofsted and CQC visited Hertfordshire to look at how well the Local Authority ie Herts County Council and Health services are doing in implementing the SEND Reforms from the Children and Families Act 2014.

The inspectors held a number of meetings on specific topics with officers from HCC and Health, professionals from different services, parents and parent representatives and also children and young people. The inspectors also visited education settings that they had chosen as well as health services.

HPCI had parent reps at all the key subject meetings and presented inspectors with a written report which is below. We also had a survey out which over 600 parents completed and the results of that are also further down this page. The lead inspector also held a webinar for parents.

**Inspection Result** – this will be published as a written report early in September and HPCI will let our parent network know the results and what will happen next.

**A big thank you to all the parents who took part in our survey and the Ofsted webinar.**

### What HPCI told the Ofsted/CQC Inspectors

What we told them is in the table below and is based on what they were looking at

How effectively the local area:

1. Identifies the needs of children and young people who have special educational needs and/or disabilities
2. Meets the needs of these children and young people so that their outcomes and chances of participating fully in society improve.

Area	Areas for Improvement	Progress made so far
<b>Identification of Need</b>	Pathways exist but access is restricted due to poor information for parents and professionals eg GPs/Schools. Needs not identified as SEND but put down to other things eg pushy parents or difficult home scenario or because of a lack of understanding of indicators particularly for neurological conditions. Access to timely identification of need for some SEND very reliant on coming across the right	<b>Social Care</b> – introduced SBLO which has widened reach and simplified accessibility and now have a wider range of short breaks. Information issues though eg families not aware of SBLO. Waiting time for first assessment has reduced but

	<p>professional at the right time.          Serious shortage of EP availability with understaffing and non-statutory pressures.          Fall in numbers of children identified with SEND since 2014 but clearly confusion now in education settings about what is an SEN and unclear what has happened to children with needs no longer identified (previously on School Action). Parents often told “we don’t need to do that anymore”.          Lack of central guidance and communication on what is SEN and what is expected from schools for particular needs.          Lower rate of Statements/EHCPs than nationally (1.8% versus 2.8%); however no evidence that outcomes are better as a result.          Waiting lists for Health CDCs. Diagnostic pathways not always clear or consistent. Not commissioned to diagnose certain conditions eg PDA, Tourettes, Dyslexia &amp; other SpLDs, Sensory processing.  <b>EHC</b> first application &amp; transfer quality needs improving – very variable. Existing matrix management structure within LA Education makes improving consistency of approach, delivery and quality very challenging along with the long standing pre-existing culture.          Conversions – parental understanding that this is an assessment is poor, most being progressed with no or little up to date assessments. Many not being completed in timely manner, significant quality issues.          Ongoing assessments – very patchy.</p>	<p>ongoing assessment is an issue. Resources, turnover &amp; quality key areas for improvement.  <b>EHCs</b> completed in time for first application - quality is more important. New SEN manager has good understanding of reforms and principles of person centred approaches –but ability to ensure consistency of SEN teams is hampered by pre-existing culture &amp; matrix management set up.</p>
<p><b>Quality</b></p>	<p>Inconsistent, dependent on level of knowledge of professionals across the 3 areas. Pathways are mostly there but issues are around not getting picked up, not getting on the correct pathway at the right time, pathway gaps, inconsistency in quality of provision or no provision. Tendency for families to miss out on complete offer.          Data usage – minimal not collecting right stuff, no real discussion around data mostly used for justification not improvement.          Many Statements ceased for school leavers in June/July 2014. Entered colleges without LDA/EHC Plans – still young people with significant needs without EHCPs dropped out of the system. Young people &amp; parents didn’t understand they had to request assessment also young people in specialist provision.</p>	<p><b>FE</b> colleges some have assessment functions that identify SEN when they enter college where they had not been recognised earlier in education eg Dyslexia.</p>

<p><b>Effectiveness</b></p>	<p>HPCI consistently raises the same issues – different type of response in different service areas.</p> <p>EHCs very dependent on area, have seen increase in numbers since Sept 2014 but many with significant needs not being assessed for EHC which leads to difficulties for families in PfA (preparing for adulthood) as they are not known to services more widely. This happens most obviously to physically disabled CYP or ASD/ADHD.</p> <p>Attainment gap is not closing on SEN Support. Inconsistent approaches to SEN Support in school settings.</p> <p>Lack of understanding amongst parents about SEN Support &amp; EHCs.</p> <p>No central quality review of School SEN Information reports.</p> <p>LA expects statement published in June but now need clear plan for implementation and impact on improving provision.</p>	<p>LA expects statement published in June 2016 which was co-produced. School self-evaluation toolkit now being developed with Herts for Learning</p> <p>SEN Support leaflet for parents is being co-produced along with guidance for EHCP.</p>
<p><b>Meets needs</b></p>	<p><b>Engagement Co-production with CYP &amp; Parents</b> – Young people begun but needs to be wider, effective, collated and used.</p> <p>Children – nothing developed so far.</p> <p>Parental engagement - Forum does vast majority of meaningful service assessment and feedback gathering. However <i>You Said We Did</i> is lacking. Services have different levels and ways of engaging with parents but not collated, consistent or always appropriate.</p> <p>Lack of parent representation in health strategic groups.</p> <p><b>Education</b> – have co-production principles in education but not been implemented effectively or consistently used in LA education. Lack of understanding amongst professionals of difference between consultation, involvement and co-production.</p> <p><b>Health</b> – involvement not fully developed.</p> <p><b>Local Offer</b> – content accessibility and scope next area for improvement following the technical improvements due soon.</p> <p><b>Individuals</b> – Family conversation doc recently introduced by new SEN lead for EHCs very welcome but not consistently used/applied by professionals due to issues raised before about</p>	<p><b>Co-production Education</b></p> <p>Co-produced co-production principles in education. LA expects statement Behaviour work stream SEN Support leaflet &amp; working on EHC guidance.</p> <p>DSPL1 – newly started ASD work stream has been scoped &amp; set up co-productively</p> <p>DSPL 4 – Development of transition checklist for settings for CYP with ASD/ADHD initiated by parents now part of DSPL 4 strategic plan</p> <p>DSPL 5 – recruitment and interview process for new DSPL manager</p> <p>DSPL 7 - co-produced Down's Syndrome Service &amp; conference in Sept 15.</p> <p>DSPL 8 - Information on ASD &amp; pathways for parents,</p>

	<p>structure.  Large numbers of panels with no parental involvement, decisions around provision/resources do not include parents. Poor communication about results of panels.  Professionals increasingly resource led not needs led and often have pre-set offer of so many sessions etc regardless of level of need.  <b>SENDIST</b> Appeals still running at approx. 90 a year. Differing rates of appeals across the SEN teams across the County. Some positive signs of a shift away from a confrontational nature but variable experiences across the County. Baker Small situation has highlighted that there is a long standing culture of confrontational practice in Herts which is just beginning to show signs of change.  <b>EHCs</b> – established practice in LA of not specifying or quantifying provision means that do not know what demand is for services so can't commission accurately and parents don't know what provision should be being provided.  <b>Funding/ENF</b> Many mainstream schools are not receiving top up funding (ENF) for their high needs children with Statement/EHCPs. Approx 1800 children in mainstream with Statements/EHCP but only 700 children receive ENF. Parents are told that provision cannot be made or discouraged from applying for a school place as a result. A review is underway but although parents are involved, the scope of the review has not been co-produced with parents. Current processes do not follow DfE guidance on school funding or meet statutory obligations.</p>	<p>Toolkit for gathering parent &amp; CYP voice being co-produced.  <b>CS Social Care and commissioning</b> – good grasp and use of co-production. Co-produced SBLO &amp; Short Breaks Commissioning, Co-producing Together service &amp; criteria, Capital grant programme  0-25 Joint commissioning strategy.  <b>Health</b> - Co-production of PALMS service- bits of consultation.  <b>Local Offer</b> – now the format, style etc being co-produced with parents also Parent as Corporate Sponsor with sign off for it.  <b>Individuals</b> – Family conversation doc recently introduced by new SEN lead for EHCs very welcome. EHC workshops delivered by HPCI to increase parent engagement (170 parents trained) and these have been part funded by HCC. Co-delivered sessions on SEND Reforms for several hundred parents.</p>
<p><b>Outcomes</b></p>	<p><b>ENF</b> money distributed is not analysed to evidence what is it spent on or whether the outcomes are met/improved. No analysis of outcomes of those who have a failed application.  16 + funding follows DfE guidance &amp; legislative framework.  <b>PfA</b> Co-produced strategy now needs scaling up. Still very limited choice for education/training provision post 16 – most families have no choice. Level of expectations/aspirations for young people very dependent on settings (school/college they attend). Wider view of important skills for adulthood not always considered.  <b>19 +</b> - Very few educational opportunities available, no data seen of unemployment etc Parents report issues around lack of meaningful activities. If you don't meet Adult Care threshold</p>	<p><b>PfA strategy</b> co-produced and have put in place a strategic working group with parental involvement, colleges encouraged to have parent groups or regular basis.  Supported internships positive development – now scaling up.</p>

	<p>what is there for you?</p> <p><b>Personal budgets</b> only available for social care and in limited circumstances for transport. No evidence of any plans to include education within personal budgets.</p> <p>High entry criteria for early help (Thriving Families). Early intervention and early help is mainly delivered by the third sector. Third sector organisations cannot deliver consistently across the county without funded support. No pathways for referral into early intervention programmes. No equity of delivery. For rare conditions there is little to no support.</p> <p><b>Short-break</b> type and range of options has widened. Difficulties with lack of resource for providers. SBLO still not flexible enough to meet the needs of families. Different SBLO available in different areas.</p> <p><b>Out of area</b> - Parent feedback is that often out of area placements aren't properly monitored until such time as the LA wants to bring them back.</p> <p><b>Independent Supporters programme</b> is not being effectively promoted to parents.</p> <p>No assessment of outcomes for children who are refused statutory assessment. Don't use case studies to identify areas for improvement. Just beginning to collect data on absences and exclusions.</p> <p><b>Home Educated Children and ESTMA</b> data is also just being collected. No mechanism for understanding families who feel forced to HE (not truly elective).</p> <p>No reduction in attainment gaps in evidence. No effective use of data or full understanding of how to create positive changes to the data. No understanding of how to identify impact of service on child / young person's outcomes.</p>	
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#### Glossary of acronyms

SBLO – Short Break Local Offer

SEND – Special Educational Needs and Disabilities

SEN – Special Educational Needs

EP – Educational psychologist

EHCP – Education, Health and Care Plan (also EHC)

CDC – Children’s Development Centre

LA – Local Authority

FE – Further Education college

LDA – Learning Difficulty Assessment

CYP – Children and Young People

ASD – Autistic Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

DSPL – Delivering Special Provision Locally

PALMS – Positive behaviour, Autism, Learning disability and Mental Health Service

DfE – Department of Education

HE – Home education