

Education, Health & Care

2017
State of the Nation

NEW THINKING FOR NEW CHALLENGES



Reasons to be cheerful:

1)

It's The Final
Countdown,

	2014/15	2015/16	2016/17	2017 – March 2018
No. of conversions	980	1044	812	552
Year groups	NCY: 9,11,13+	NCY: 0,6,9,11, 13	NCY: 3,4,6,9	NCY: 3,6,9 +

2)



Reasons to be cheerful (part 2)



3)



WHAT DID THE FINAL OFSTED LETTER SAY?

Inspectors looked at the effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities.

- **Inspectors identified 9 strengths and 6 areas for development**

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

- **Inspectors identified 13 strengths and 6 areas for development**

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

- **Inspectors identified 8 strengths and 5 areas for development**

MAIN FINDINGS:

- Leaders from across education, health and care share a strong commitment to improving outcomes for children and young people who have special educational needs and/or disabilities.
- Local area leaders have worked effectively together to secure improvements, including improvements to mechanisms to help keep children and young people who have special educational needs and/or disabilities safe.
- Leaders are reflective and their self-evaluation is broadly accurate.



- Work to secure improvement is suitably focused and is making a difference.
- Lines of accountability are clearer and sharper. Senior leadership capacity has been strengthened and a more coherent strategy is being put in place. This is leading to even more joined-up approaches between education, health and care services. The local area is well placed to secure further improvement.
- The local area's approach to identifying children and young people's special educational needs and/or disabilities is increasingly effective. Typically, agencies work well together to ensure that children's needs are identified and assessed quickly and suitable provision is put into place.



- The Inclusion Network, run by the Special School Teaching Alliance in partnership with the Local Authority, provides highly valued support to schools across Northamptonshire. The network makes a strong contribution to improving provision for children who have special educational needs and/or disabilities.
- The local area has embraced co-production, consulting with children, young people and their families in order to improve services.
- Children and young people who have special educational needs and/or disabilities achieve well in the area's special schools, all of which are at least judged to be 'good' by Ofsted, and a high proportion outstanding.



- A high proportion of new education, health and care plans (EHCP) are completed in the required timescale. The local area is on track to meet the 2018 deadline for transferring from statements of special educational needs to EHCP. The time taken to complete a transfer has much improved in the last six months.
- The voice of the child is typically captured well in EHCPs.



Main areas for improvement:



- The academic achievement of this group of pupils in mainstream schools is more variable. Work to improve provision is making a difference.
- Pupils' attainment by the end of key stage 2 has improved steadily in recent years and is close to that of similar pupils nationally. However, pupils' progress by the end of both key stages 2 and 4 remains lower than that of other pupils with similar starting points.
- Leaders recognise that their understanding of the impact of their work on improving outcomes has often not been precise and plans for improvement not consistently sharp.
- The extent to which the outcomes defined in plans closely match children and young people's needs and aspirations is variable.

- Work to secure the post-16 education and training experiences that would enable young people who have special educational needs and/or disabilities to progress successfully into employment is at a relatively early stage. However, improved understanding and communication between area leaders and providers is starting to make a difference.



Impact of reforms:

	2013/14	2014/15	2015/16	2016/17	2017/18
No. of statements to transfer	n/a	980	1044	812	552
New Requests for assessment	412	456	669	746 (to 17/6) 81% increase since 2013	936
Assessments undertaken	272 (66%)	303 (66%)	420 (63%)	64% to date 535	804
Mediation meeting requests	n/a	15	56	45 (to 17/6)	
Tribunals lodged	29	56	75	64 (to 17/6)	
New HNF requests	260 (110)	367 (170)	549 (280)	525 (257) To June panel	

Key messages for next year:

- Conversions **must** be completed by March 31st 2018. Transfer reviews **must** therefore be submitted by end October 2017.
- Grant money ends 31st March – EHC Service will need to reconfigure to reflect business as usual. 81% growth?
- Conversations have to be clear and honest; there is no ‘us and them’. It is not about what can’t happen or can’t be done but what can. Project agreed to support this area.
- Everyone to engage in the development and delivery of the new SEND strategy.

How can everyone play their part in continuing to improve outcomes for children and young people with SEND?

Challenges for 2017/18 and beyond....



small
actions

★ **X** =

lots of
people ★

BIG ★
CHANGE ★