

NINTH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REFORMS IMPLEMENTATION SURVEY FOR PARENT CARER FORUMS SPRING 2017

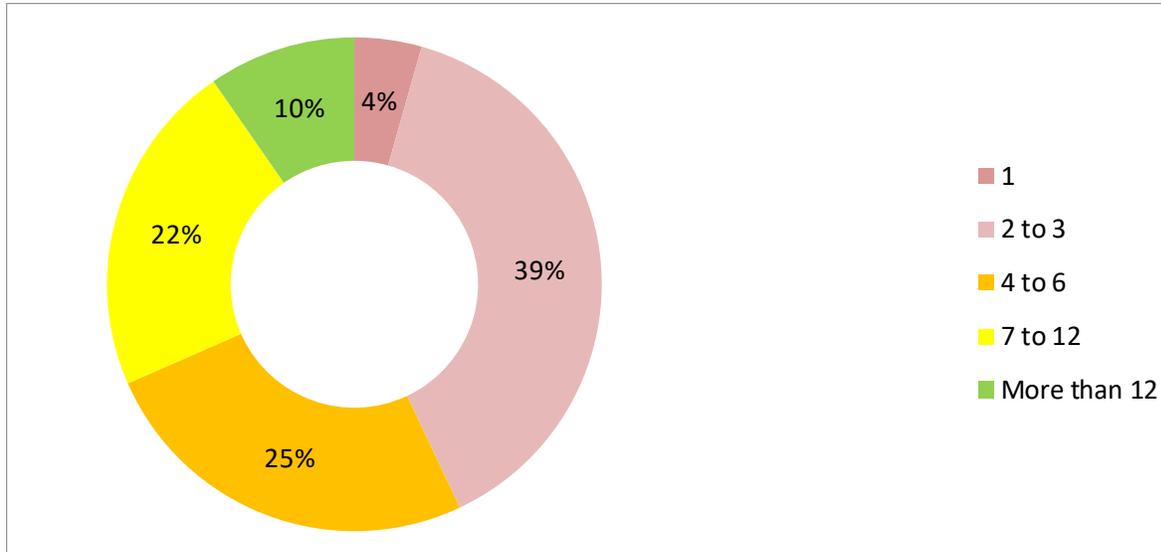
In May 2017, the ninth Department for Education SEND survey was carried out with local authorities and parent carer forums to establish how the ongoing implementation of the SEND reforms is faring in local areas just over 2 ½ years after the introduction of the revised SEND legislation. Completed surveys will continue to help identify challenges, support requirements, and examples of good practice that might be replicated in other areas.

Below are the summary findings of the parent carer forum survey based on an England wide response.

A total of 114 parent carer forums responded to the survey, representing a 75% return and a 6% drop from the 8th survey (81%). This is however, the second highest forum response rate to date.

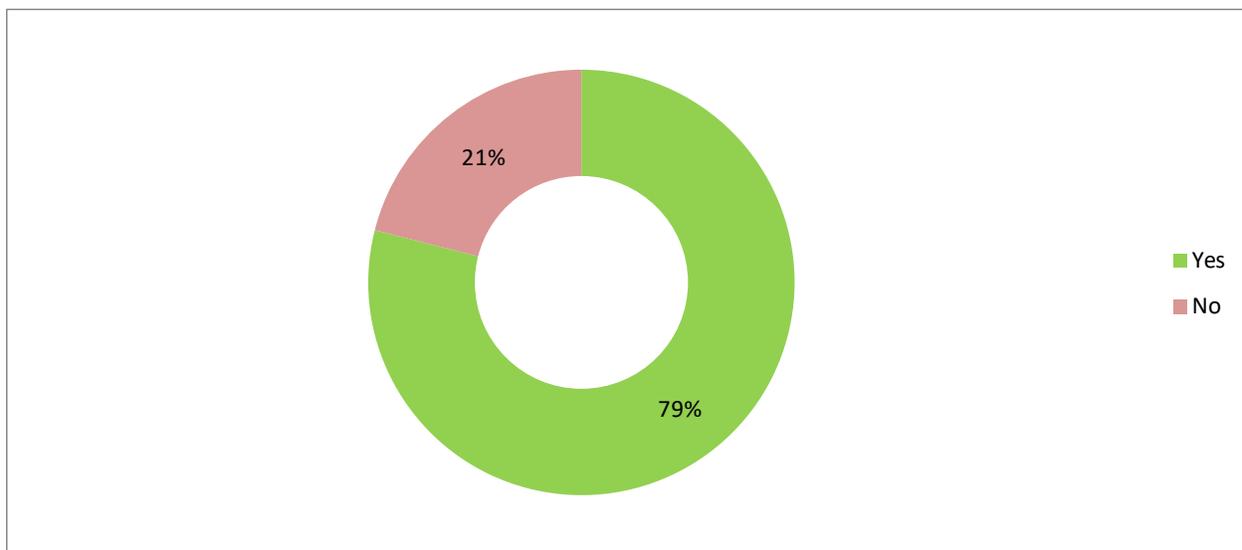
Q2 Number of forum members involved in considering the responses to this survey?

57% of responses to the survey had 4 or more forum members completing the survey highlighting that responses contained a cross-section of views. This duplicates the 8th survey exactly, which in turn was a 9% decrease on survey 7 when 66% of responses were completed by 4 or more members.



Q3 Have you discussed responses to this survey with your local authority?

79% of parent carer forums said that they discussed their responses to the survey with their local authority; this is a 9% increase on survey 8 when 70% discussed responses with their local authority, and shows a continued rise. The extended notice period of the survey opening dates may have aided forums and local authorities in their forward planning of joint meetings. Those who were unable to meet to discuss responses or fill out together quoted time constraints, capacity, personal circumstances and lack of response as the main reasons why. Others indicated that they were going to discuss their responses post submission.



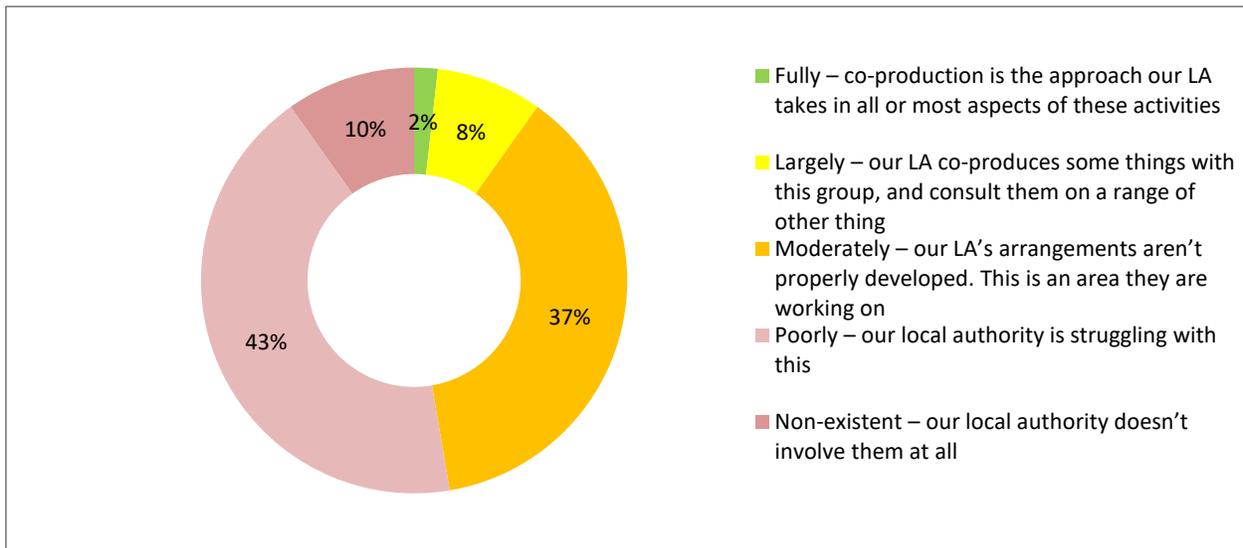
Key findings:



Q4 In the opinion of your parent carer forum how well engaged are children, young people and parents in strategic planning and co-production of SEND services (e.g. developing the local offer):

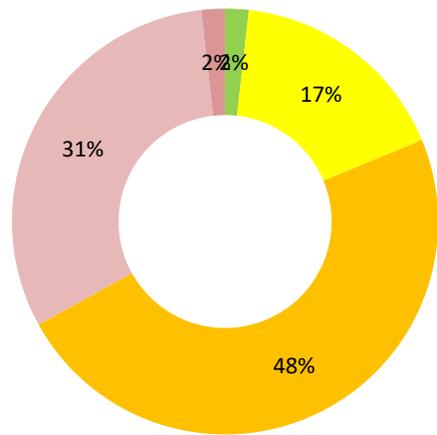
64% of forums feel that parents are largely or fully engaged in strategic planning with their local authority. This is a slight upturn from 60% in the 8th survey, which saw a small drop from survey 6. As per the last survey, these figures are much lower when considering the engagement of children (10%, a 3% increase) and young people (19%, a 4% increase).

Children



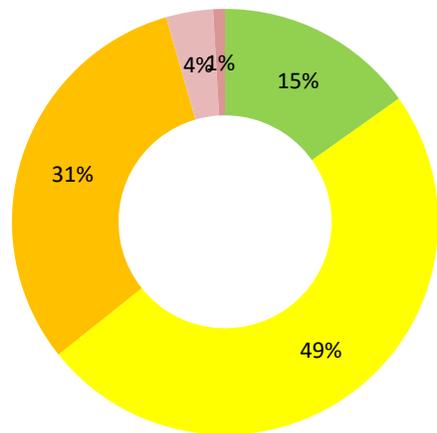


Young People

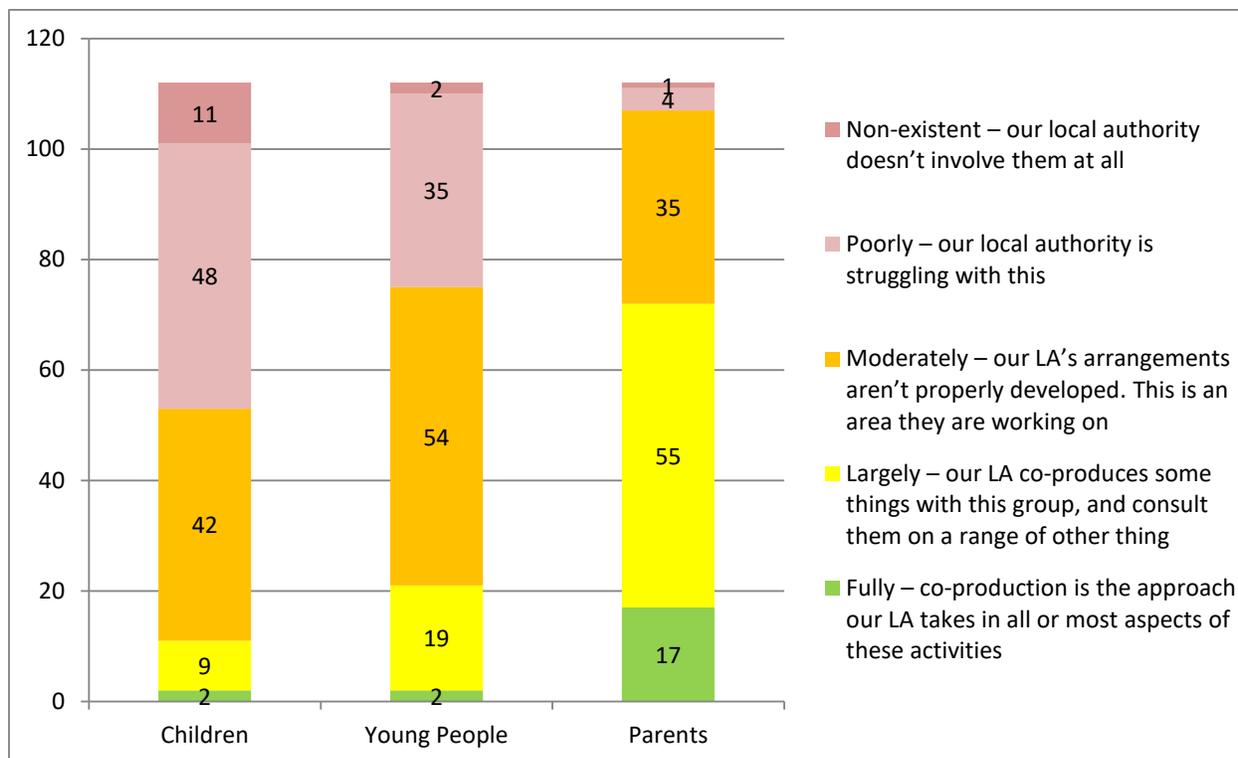


- Fully – co-production is the approach our LA takes in all or most aspects of these activities
- Largely – our LA co-produces some things with this group, and consult them on a range of other thing
- Moderately – our LA's arrangements aren't properly developed. This is an area they are working on
- Poorly – our local authority is struggling with this
- Non-existent – our local authority doesn't involve them at all

Parents



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Q4b. Please highlight any examples of good practice specific to the engagement of children, young people and parents in strategic planning and co-production of SEND services as perceived by your parent carer forum

As in survey 8, forums list examples of involvement in various strategic boards and how they have made an impact locally, including:

- SEND boards
- Local Offer
- CAMHS and mental health
- Transport
- Short breaks
- EHC plans
- Preparing for adulthood, post-16, 0-25 service
- Health and Wellbeing Board
- Commissioning and contracts
- Involvement in training SENCOs and other staff
- Transforming Care
- ASD/ASC services
- Local area inspections - preparation and during inspection
- Producing local area guidance and publications with partners

Many forums mentioned co-production and some stated that they have, or will be, developing co-production agreements or charters; some forums have co-produced events with their local

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partners. Others state that they see positive developments, but that they are not yet at the point of co-producing from the start.

Though there were mentions of youth participation and of some young people's forums (or Councils/Panels) many of which are in their infancy, several forums expressed their concern that there is little children's participation. There is however, evidence of good practice emerging with young inspectors, young people co-producing events and short breaks statements, and of young people's involvement in recruiting key staff. Many forums mentioned that young people had been involved in the development of the Local Offer in their area.

4c. Please highlight any examples of areas where your parent carer forum perceives your local authority is having difficulty or facing challenge

Challenges to the strategic engagement of children, young people and parents in strategic planning and co-production of SEND services were identified in similar areas:

- 0-25 services
- Post 16/post-18
- Early Years
- Lack of engagement from health
- EHCPs – transfer reviews, timeliness, quality and compliance
- Local Offer – quality and usage
- Training and workforce development
- Short breaks
- Lack of meaningful children/young people's engagement
- Budget cuts and joint budgets
- Joint commissioning
- Staffing cuts (capacity), restructures and changes in personnel (knowledge)
- Co-production
- Communications – internal and external
- School funding
- Therapies
- Transport (post-16)
- Local area inspections
- Social Care

The most prevalent responses were the lack of engagement with children and young people, challenges to co-production (in terms of understanding and willingness), budgets and staff turnover.

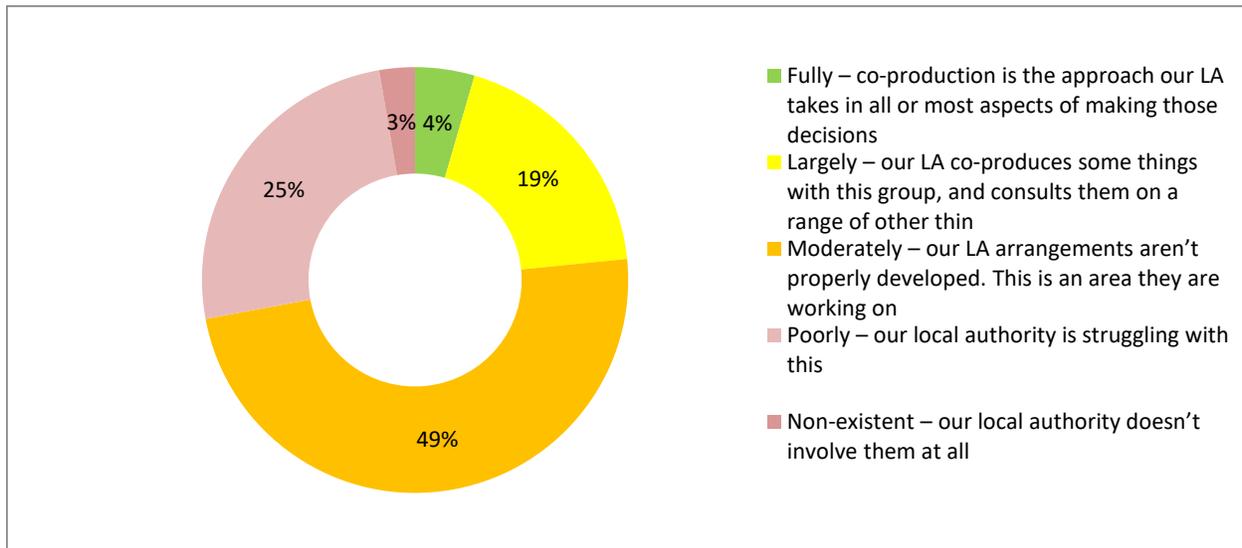
Q5. In the opinion of your parent carer forum how well engaged are children, young people and parents in making decisions about their own SEND provision (e.g. developing their own EHC plan):

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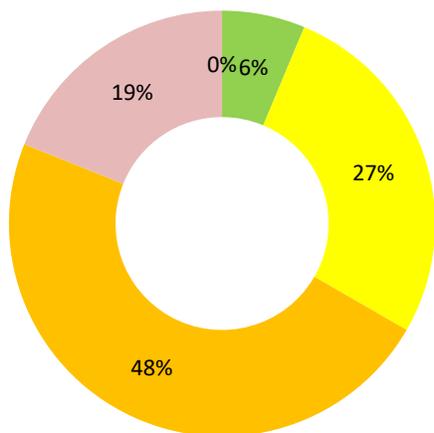
When considering involvement in decision making about their own SEND provision, forums reported that 22% of children (up 1% from the 8th survey) and 33% of young people (up from 27% in the last survey) are either fully, or largely involved. 54% of parents are largely, or fully involved in decision making around their child or young person's provision, which is a 5% increase from the last survey.

Children



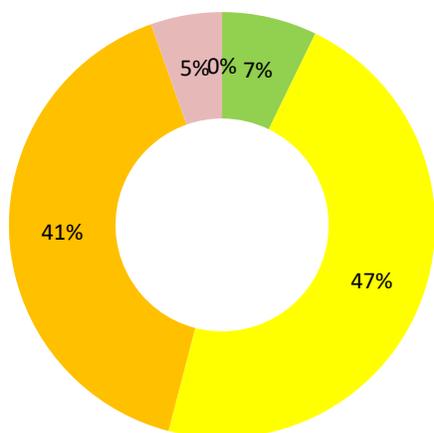


Young People

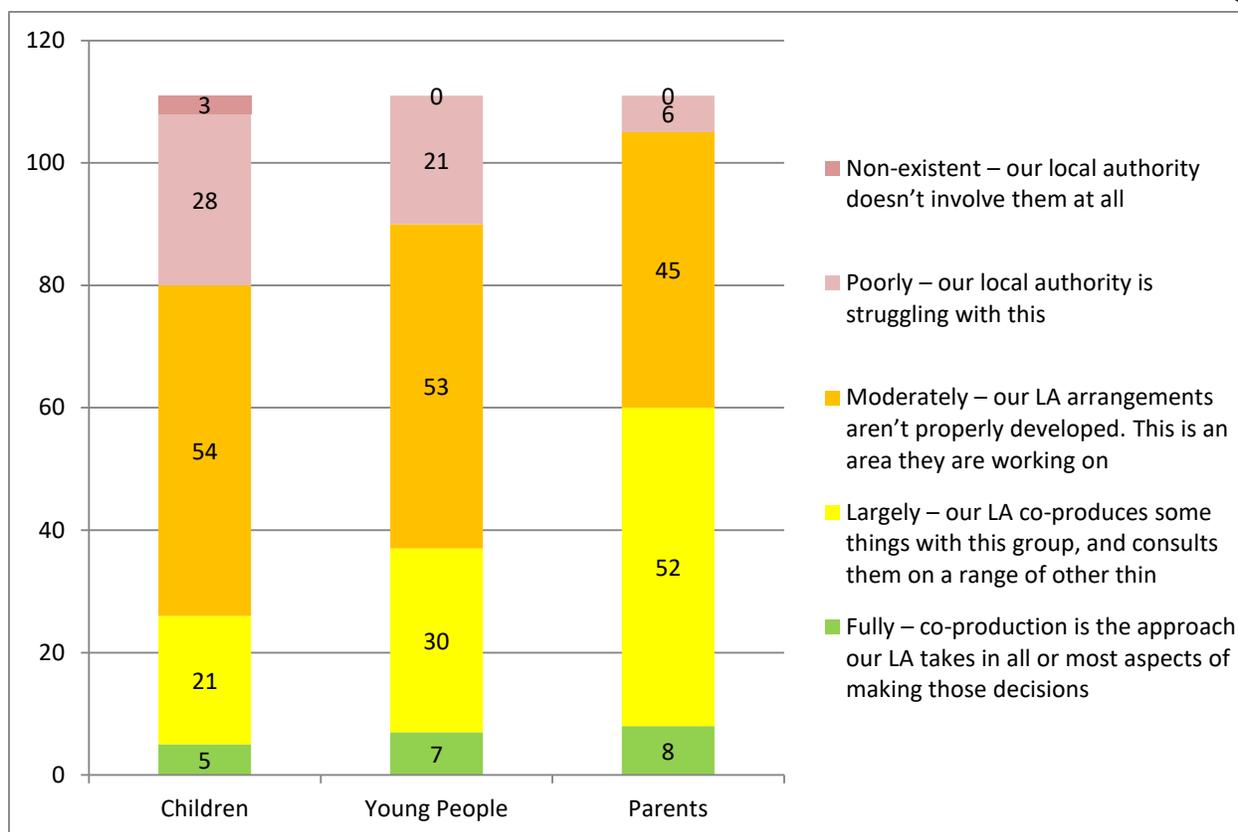


- Fully – co-production is the approach our LA takes in all or most aspects of making those decisions
- Largely – our LA co-produces some things with this group, and consults them on a range of other thin
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Parents



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5b. Please highlight any examples of good practice specific to how well engaged children, young people and parents are in making decisions about their own SEND provision as perceived by your parent carer forum.

- Person-centredness - reported good practice from many areas was around local authorities taking time to meet/seek/listen to families' views as part of the EHCP process; person centred reviews; team around the child
- One page profiles
- IASS service, Independent Supporters and keyworkers
- Training/workshops around the EHCP process for LA, parents and SENCOs
- Access to practitioners and reports
- POET
- Wiki's
- Journey Mapping

Overwhelmingly, having a person-centred approach which allows input at all stages of the transfer, annual review and EHCP process is perceived by forums as the key element that enables children, young people and parents to have the most influence over their own SEND



provision. Many forums whose local authorities employ this approach report greater overall satisfaction with the plans.

5c. Please highlight any examples of areas where your parent carer forum perceives your local authority is having difficulty or facing challenge:

Forums highlighted a variety of areas where they thought that their local authority had challenges relating to the engagement of children, young people and parents in their own SEND provision. Some of these included:

- Parents' knowledge of personal budgets
- Quality and timeliness of information
- Parents' knowledge of the process (not explained to them properly or fully) and a lack of support from Schools/challenges with mainstream schools
- Time scales (6 weeks; 20 weeks) and demand for new plans/transfers
- Families' views are not taken into account
- Failure to engage with children and young people (skill and capacity)/capacity of young person to meaningfully engage/children not wanting to engage
- Parents with a disability or learning difficulty whose opinions may not be represented
- Inconsistency – plans/approaches of schools and colleges/information
- Lack of adherence to the process in order to meet the time scales
- Lack of co-production
- Difficulty getting multi-agency input
- Health and social care engagement
- Outsourcing
- Budgets
- Failure to engage harder to reach/seldom heard families
- Transitions between phases – year 9, post-16, post-19
- Lack of suitable placements and accountability of schools to meet needs
- Issues with translation for those with English as a second language
- Poor communication between education, health and social care
- Good intentions, but a lack of resources to follow these through

Local Offer

Q6. In the opinion of your forum, how are children, young people and parents engaged in the ongoing development of the Local Offer?

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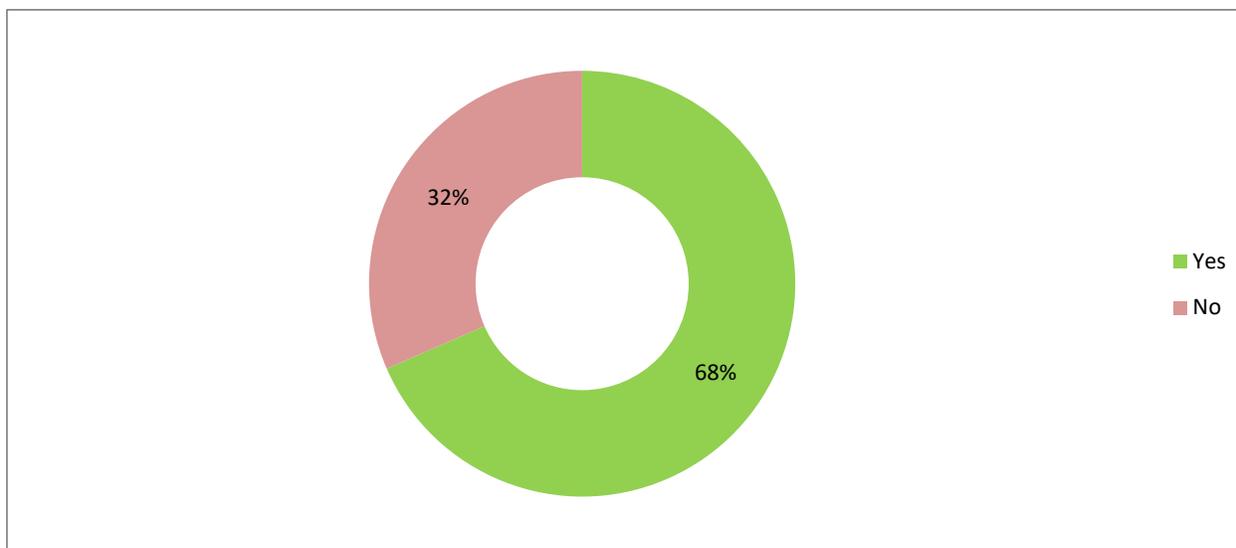
Many forums reported that there has been ongoing development work on their areas' Local Offer since the last survey. Forums say that parents and young people are involved in Local Offer steering groups or task groups, or have been involved in consultations aimed at increasing the accessibility of the Offer (design, layout and content, including terminology), with some stating that their Local Offer has been fully co-produced. One or two forums received funding from the local authority in order to carry out consultation work, promotion, or to aid families in accessing the Local Offer. Several forums reported that young people had been involved in producing films, leaflets and posters for their Local Offers.

Challenges to engagement included the Local Offer being managed by different teams. Some forums reported that there has been more engagement with parents, and not so much with young people. Other forums said that they had been fully engaged but that meetings were stopped, or that they are no longer consulted about changes; staff have left, or that the Local Offer is no longer a priority for their local authority. A concern for many forums is the visibility of the Local Offer to families with many stating that they are not publicised, or don't appear high enough up on search engines. Some feel disillusioned that their opinions are not acted upon.

Some local authorities utilise and act upon feedback provided by families, others according to forums, do not. Some local authorities seek this feedback more proactively than others.

Q7. To the knowledge of your parent carer forum, has your local authority published online a summary of comments received about their Local Offer?

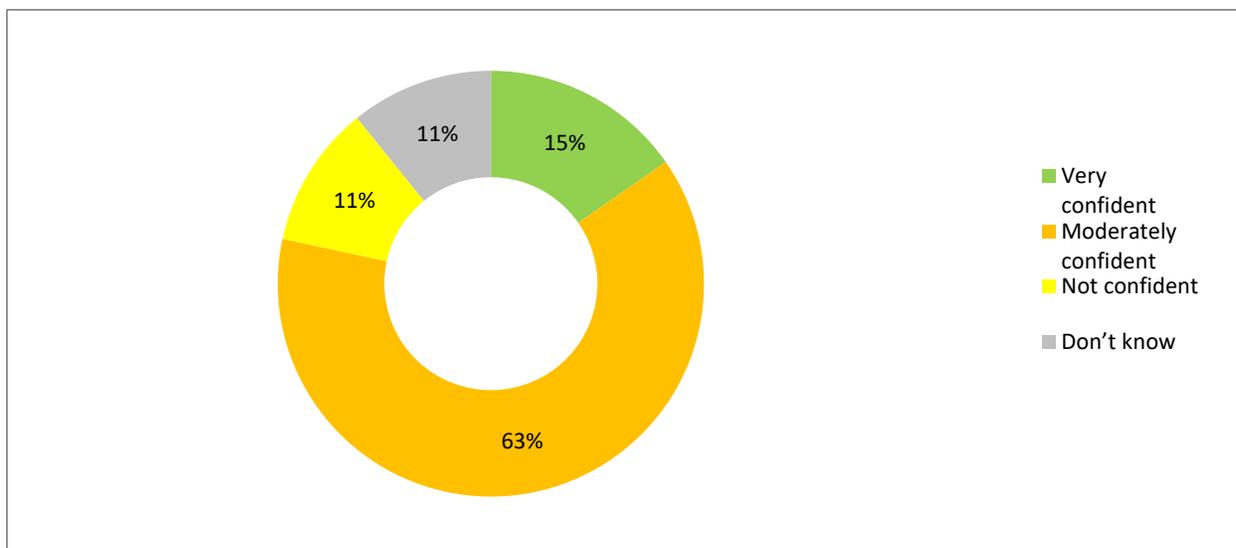
Forums report that 68% of local authorities have published an online summary of the comments received about their Local Offer, this is a slight increase in percentage terms from 66% in survey 8, however there was a lower response rate overall from forums to the current survey.



SEN Support

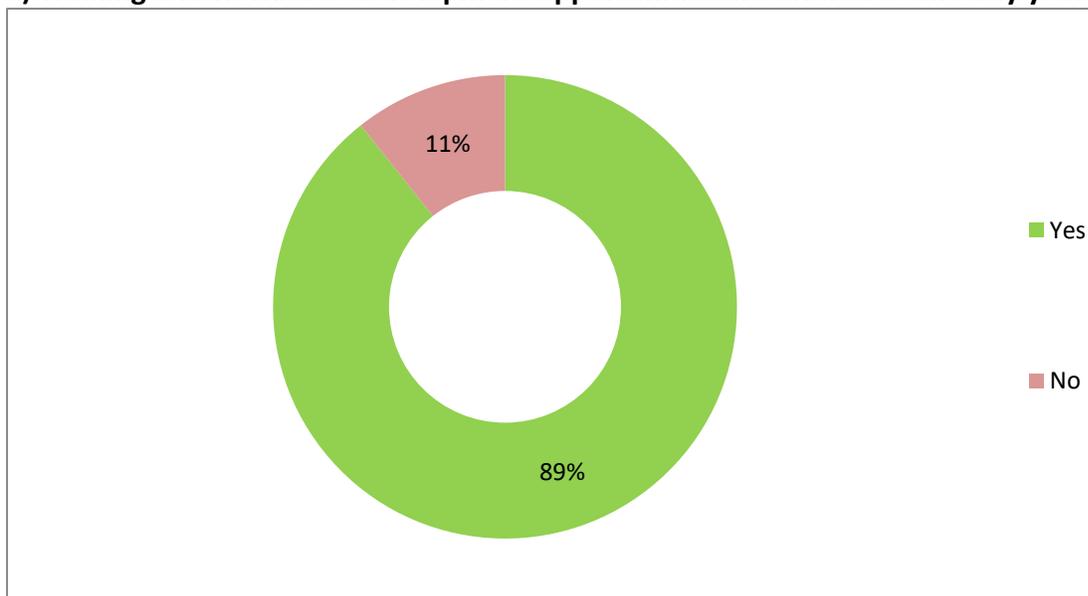
Q8 Overall, how confident is your parent carer forum that Early years settings provide good SEN support and that they enable children to receive good outcomes?

15% of forums who responded to the survey are very confident that their local authority area's Early Years settings provide good SEN Support which enables children to achieve good outcomes; a further 63% of forums were moderately confident. 89% of forums believe that training and workforce development opportunities are offered to all Early Years providers, this is in line with the previous survey (-1%). 69% of forums say that their Local Offer provides clear information about what Early Years providers should make available through SEN Support. This is a 2% increase from survey 8. However, when asked to state whether their local authority provided Area SENCO support to Early Years Settings, there was an 8% drop from 82% in survey 8, to 74% this survey. 91% of forums say that their local authority provides other specialist services to support Early Years settings, an increase of 4% from the last survey. 77% of local authorities make it clear how Early Years providers can access high needs funding where appropriate, which is an 8% drop from survey 8. Forums felt that published guidelines about the threshold for an Early Years EHC needs assessment and the evidence they normally expect remained static with 73% of local authorities providing this.

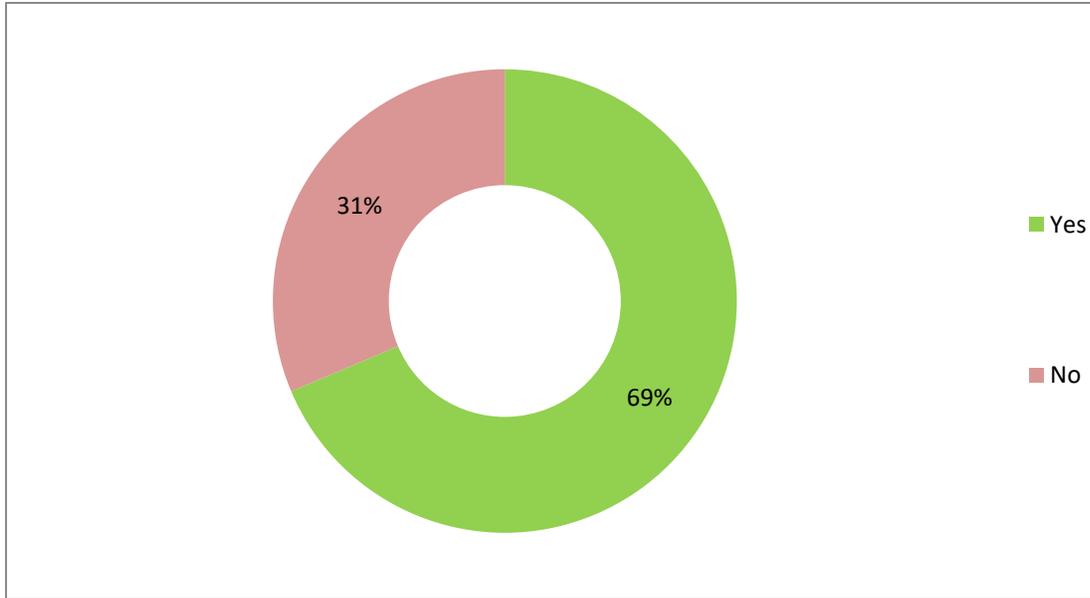


8b. To the knowledge of your parent carer forum, specifically, which of the following are in place to develop and maintain effective SEN Support systems in the Early Years sector:

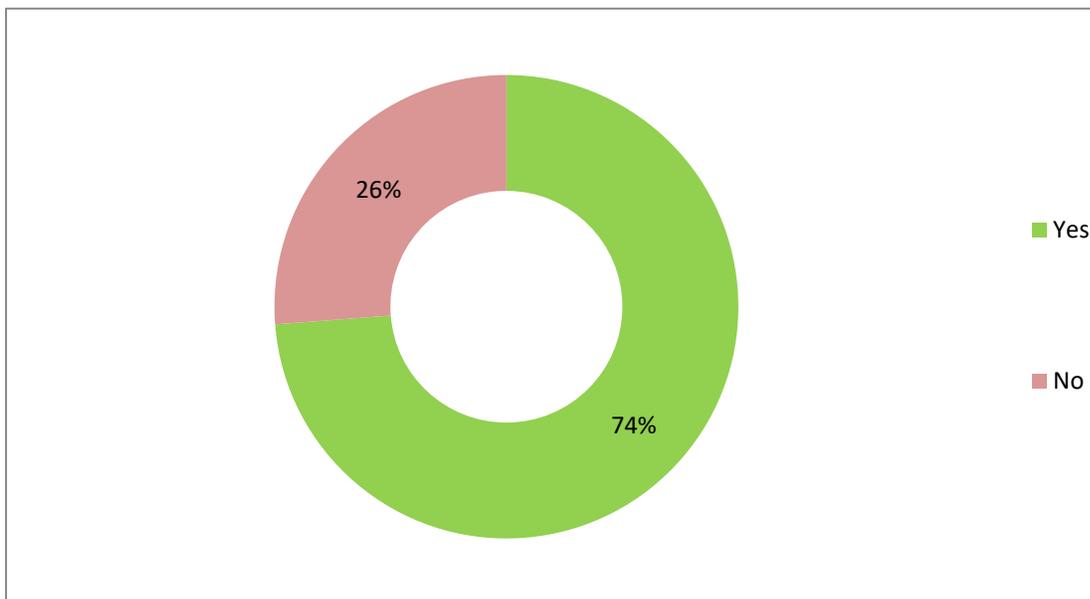
a) Training and workforce development opportunities are offered to all early years providers.



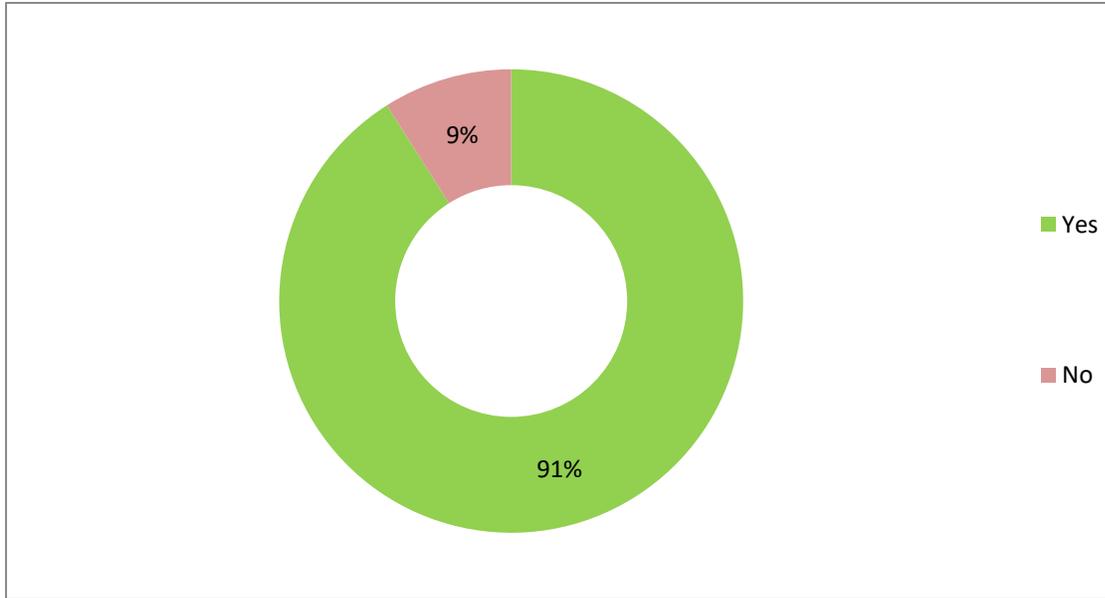
b) The Local Offer has clear information about what you expect EY providers to make available through SEN Support.



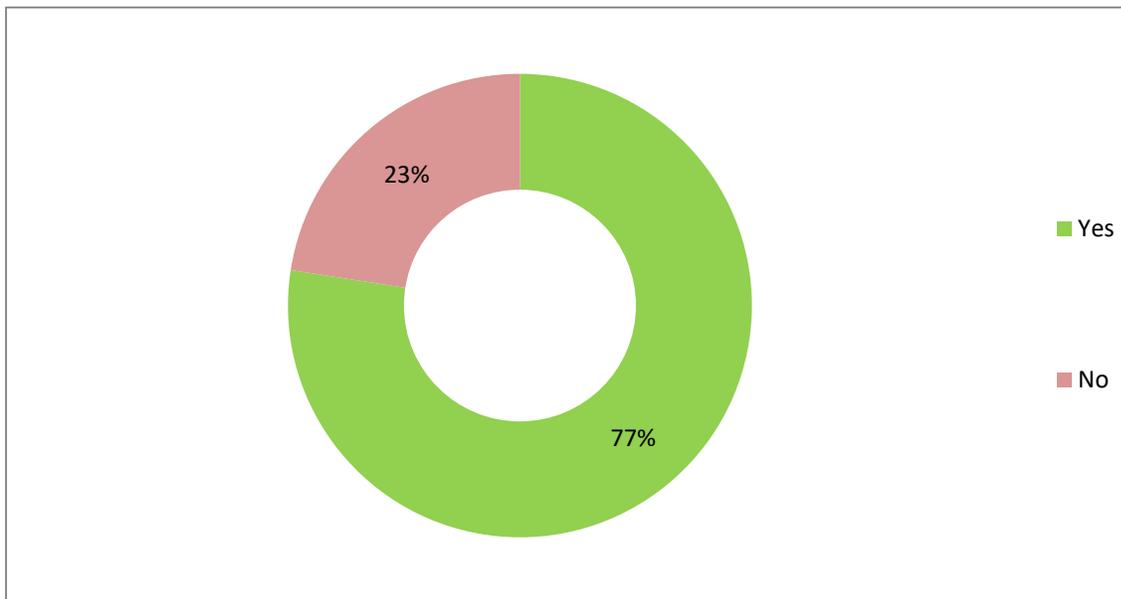
c) The local authority provides Area SENCOs to support EY settings



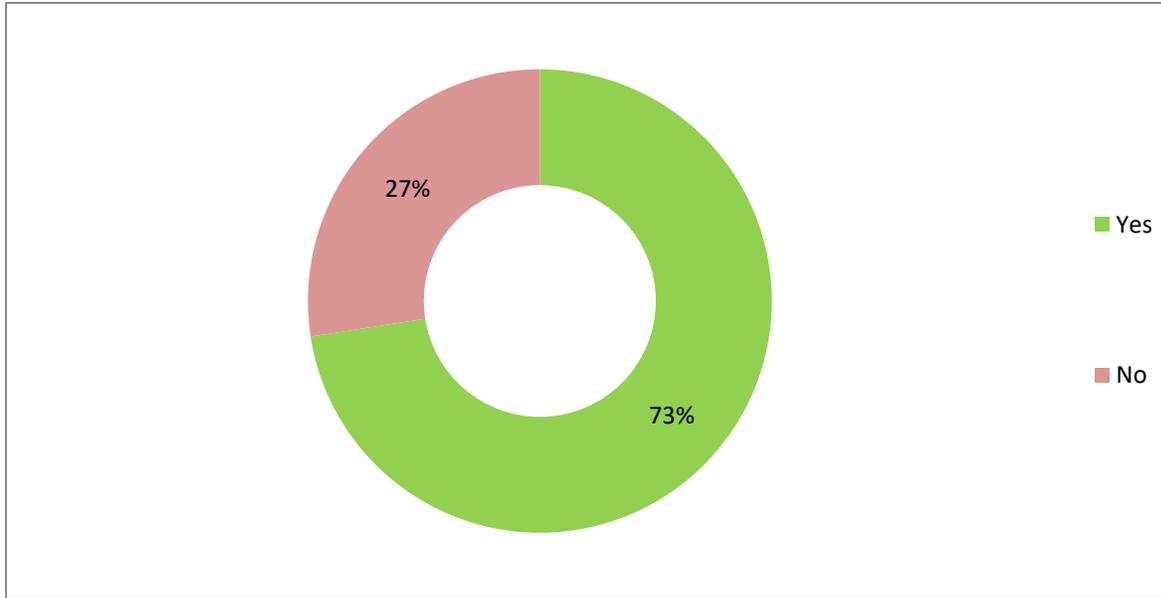
d) The local authority provides other specialist services to support EY settings (please provide details of other specialist services in the comments box below)



e) The local authority makes it clear how EY providers can access high needs funding where appropriate.



f) The local authority has published guidelines about the threshold for an early years EHC needs assessment and the evidence they normally expect

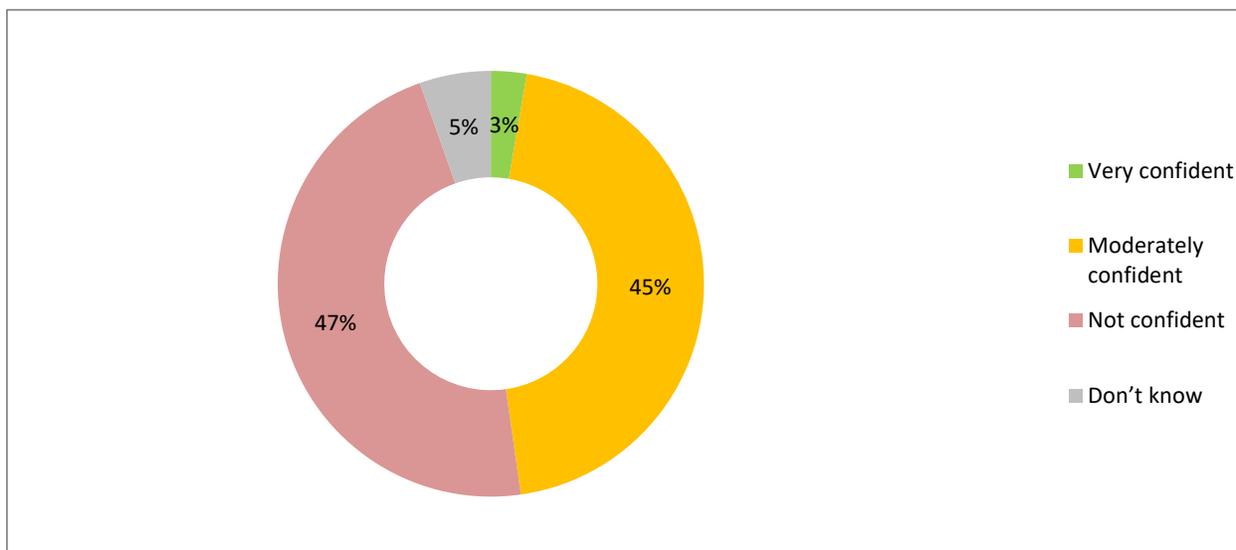


Examples and comments on what is in place to develop and maintain effective SEN Support systems in the Early Years sector included:

- Hearing and visual impairment services
- Sensory support service
- Educational Psychology service
- Multi-disciplinary teams
- SEND advisory teachers
- Area SENCOs
- Outreach support
- Turnaround team
- MASH
- Family Support Hub
- Speech and Language Therapy, Occupational Therapy, Physiotherapy, Physical impairment team
- Early years intervention team, portage service and pre-school assessment service, EY social -communication lead, EY drop-in, EY SEND toolkit, support for EY settings and childminders, EY SEND network hub
- Autism support service/Early Bird service
- Behaviour Support team
- CAMHS
- Inclusion Team
- School Nurses
- Local Offer



Q9. Overall, how confident is the parent carer forum that school settings (including academies) in your local area provide good SEN support and that they enable children to achieve good outcomes?



Only 3% of forums are very confident that school settings (including academies) in their local area provide good SEN support and that they enable children to achieve good outcomes. A further 45% were moderately confident.

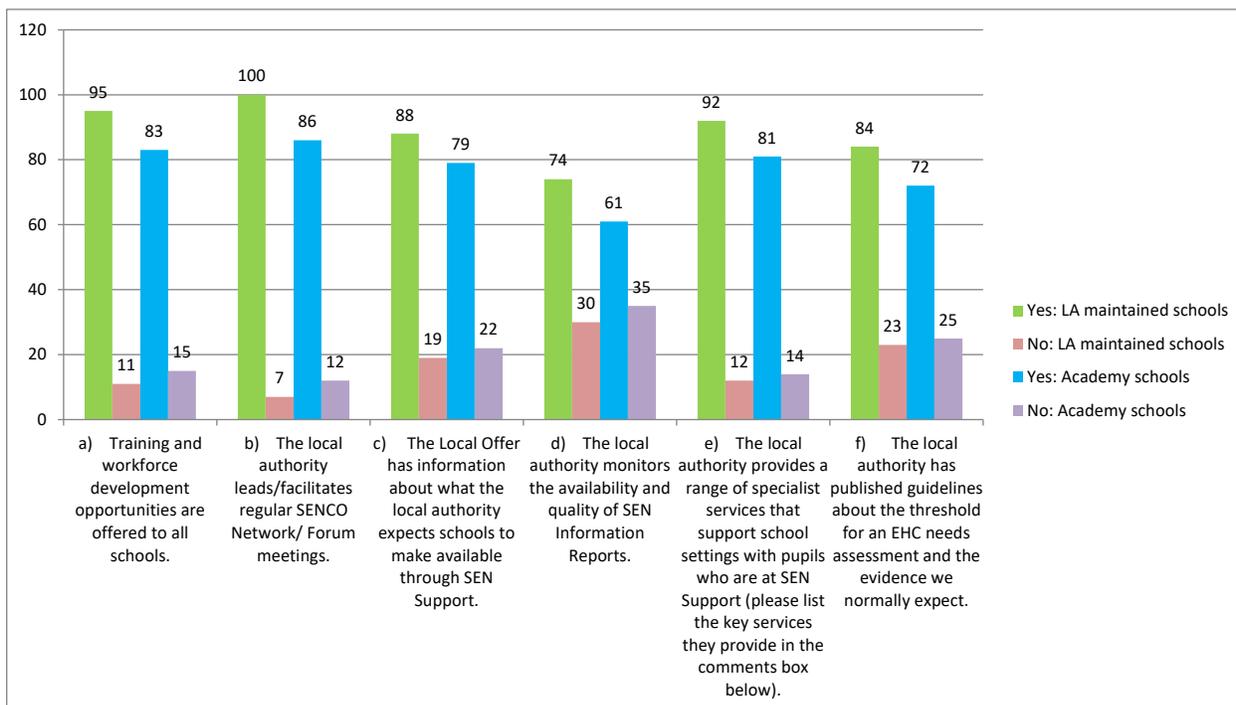
When asked about developing and maintaining effective SEN support systems in Schools, forums in 100 out of 114 areas (88% of those who responded, and an increase of 5% from the last survey) reported that their local authority leads or facilitates regular SENCO forum meetings for LA maintained Schools; the figure for Academies was 10 % lower (75%). 95 forums (83%) said that their local authority provides training and workforce development opportunities for all Schools, whilst only 83 forums (73%) said that Academies provide the same for their workforce. Forums state that 92 local authority areas provide a range of specialist services that support school settings with pupils who are at SEN Support in Maintained Schools, with 81 local areas' Academies also providing this. 35 forums said that local authorities do not monitor the availability and quality of School Information Reports from Academies (31%, an increase of 14%); The figure for maintained Schools has also risen to 26% from 15%.

NB – percentage figures have been rounded up or down to the nearest whole number.

Q9b To the knowledge of the parent carer forum, specifically, which of the following are in place to develop and maintain effective SEN Support systems in schools, including academies:



| | Yes: LA maintained schools | No: LA maintained schools | Yes: Academy schools | No: Academy schools |
|---|----------------------------|---------------------------|----------------------|---------------------|
| a) Training and workforce development opportunities are offered to all schools. | 95 | 11 | 83 | 15 |
| b) The local authority leads/facilitates regular SENCO Network/ Forum meetings. | 100 | 7 | 86 | 12 |
| c) The Local Offer has information about what the local authority expects schools to make available through SEN Support. | 88 | 19 | 79 | 22 |
| d) The local authority monitors the availability and quality of SEN Information Reports. | 74 | 30 | 61 | 35 |
| e) The local authority provides a range of specialist services that support school settings with pupils who are at SEN Support (please list the key services they provide in the comments box below). | 92 | 12 | 81 | 14 |
| f) The local authority has published guidelines about the threshold for an EHC needs assessment and the evidence we normally expect. | 84 | 23 | 72 | 25 |



Examples and comments about what is in place to help school settings (including academies) in local areas provide good SEN support included:

- Educational Psychologist
- Autism Team



- Impairment teams – physical, visual, hearing, sensory
- Advisory teachers
- Learning, Behaviour and Communication teams
- Therapists – Occupational Therapy, Physiotherapy, Speech and Language Therapy
- SENCO networks/forums/conferences and training
- CAMHS/SEMH team
- SEND Toolkit/ SEND handbooks (including those produced by PCFs)
- Local Offer
- SEND caseworkers/SEN Officers
- School improvement services
- Co-ordination with health and social care
- School information reports
- Primary Consortia model
- Downs Syndrome Education consultant
- Educated other than at school team
- SENDIASS
- Complex Needs team
- Training for School Governors
- Outreach service
- Inclusion Coordinators
- Home/Hospital teaching service
- Disability Social Work team
- Ethnic Diversity service
- Higher Learning Teaching Assistants
- Connexions
- Dyslexia and literacy support

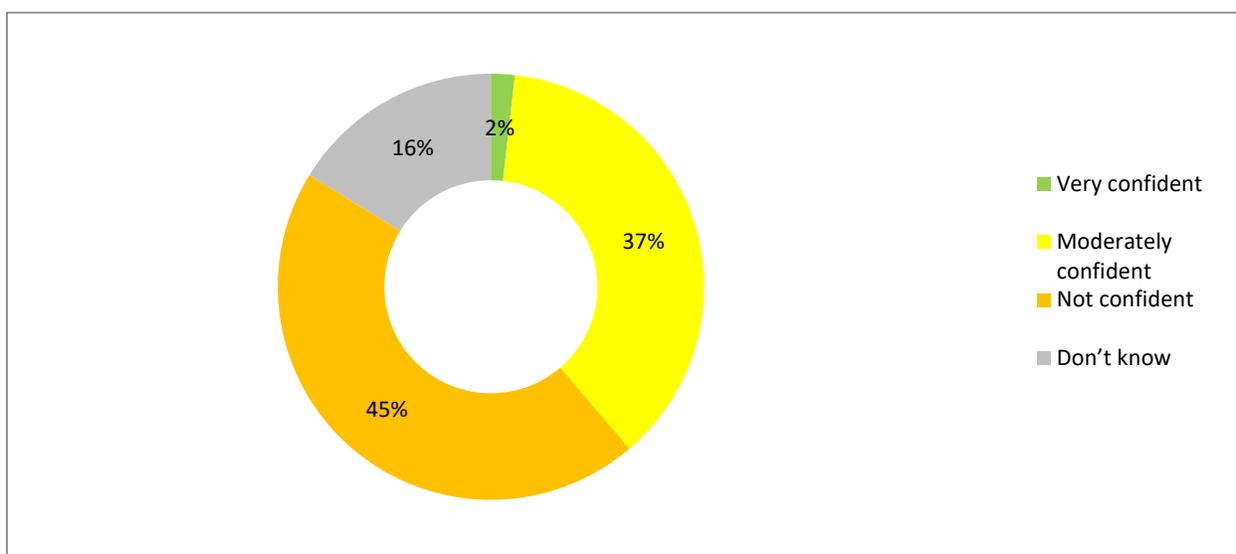
Some of the challenges were identified as over-stretched teams having lack of capacity and increasingly limited resources, whilst facing increased demand; lack of training; lack of clarity over the thresholds for graduated response, SEN Support and EHC plans and the process generally. The need for closer inspection of Academies was highlighted, as was a lack of co-operation, communication and transparency from Academies.

Q10. Overall, how confident is the parent carer forum that college settings provide good SEN support and that they enable children to achieve good outcomes?

Only 2% of parent carer forums are confident that college settings in their local authority area provide good SEN support and that they enable children to achieve good outcomes; a further 37% were moderately confident.

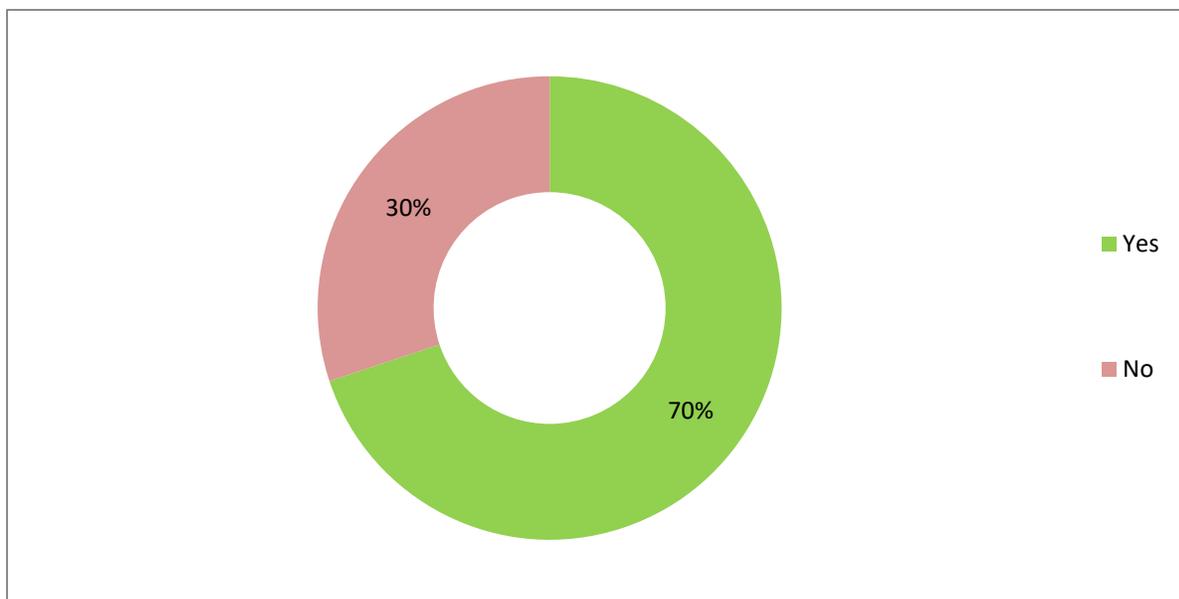


With regard to the development and maintenance of effective SEN Support systems in mainstream colleges, 70% of forums maintain that training and workforce development opportunities are offered to all colleges (which is an increase of 9% from the last survey). 67% say that the local authority leads regular SENCO/ALSM (Additional Learning Support Manager) forums or meetings (up 3%). However, 56% of forums say that their Local Offer includes information about what they are expected to make available through SEN support, which is a 5% drop from the last survey. 53% of forums state that their local authority provides a range of specialist services to support college settings with SEN support students (up by 2%), with 75% publishing guidelines about the threshold for an EHC needs assessment, a rise of 9% from survey 8.

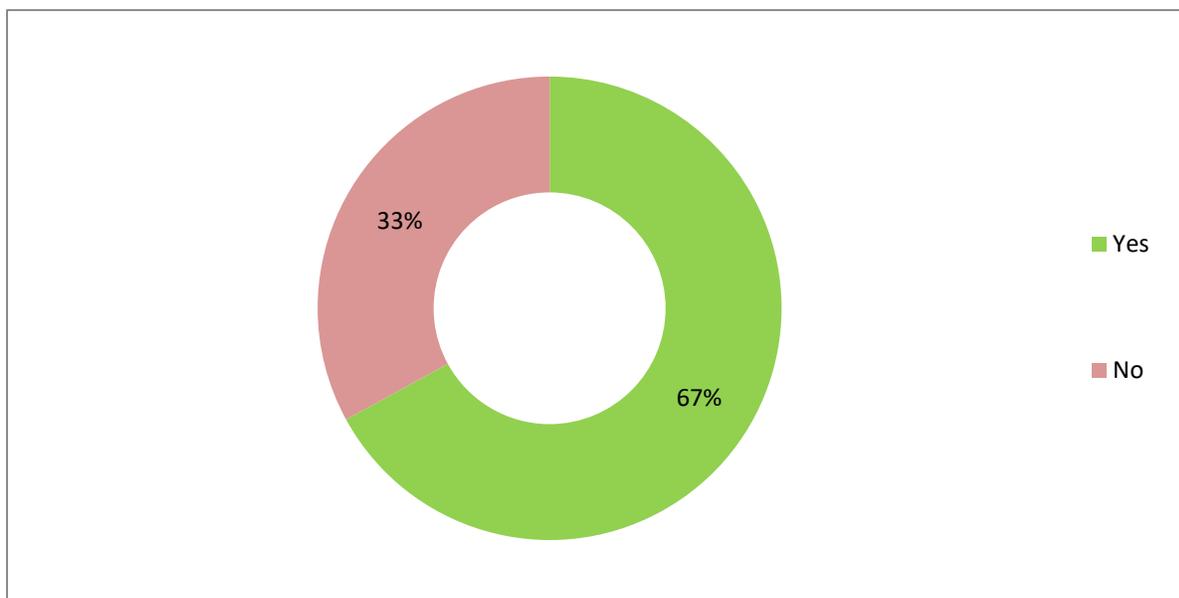


Q10b. To the knowledge of the parent carer forum, specifically, which of the following are in place to develop and maintain effective SEN Support systems in mainstream colleges:

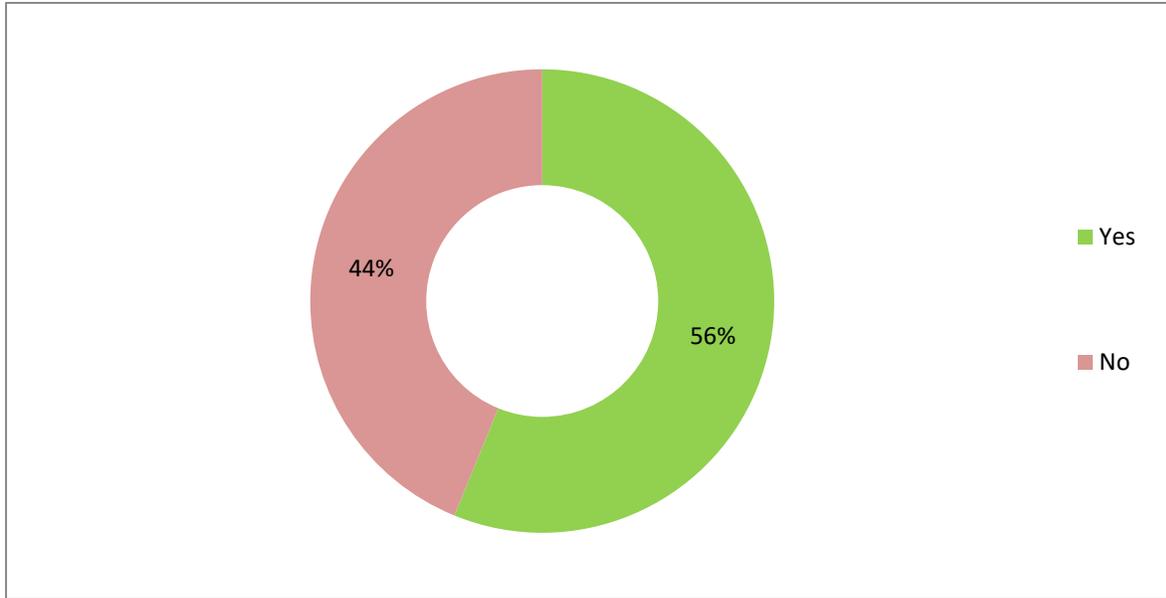
a) Training and workforce development opportunities are offered to all colleges.



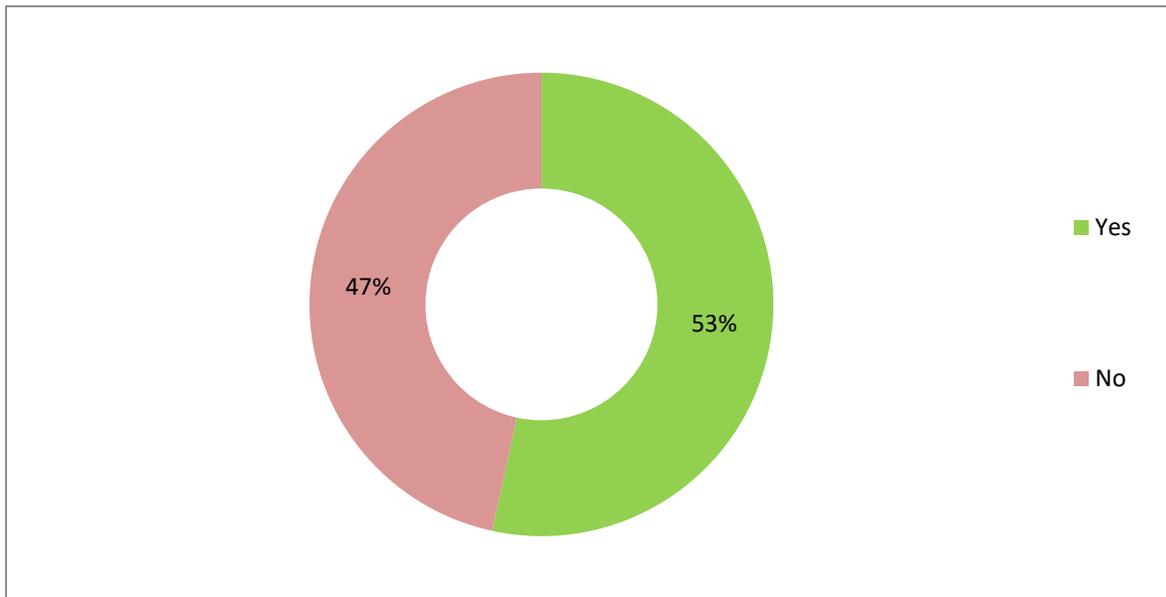
b) The local authority leads/facilitates regular SENCO/ALSM (additional learning support managers) Network/Forum meetings.



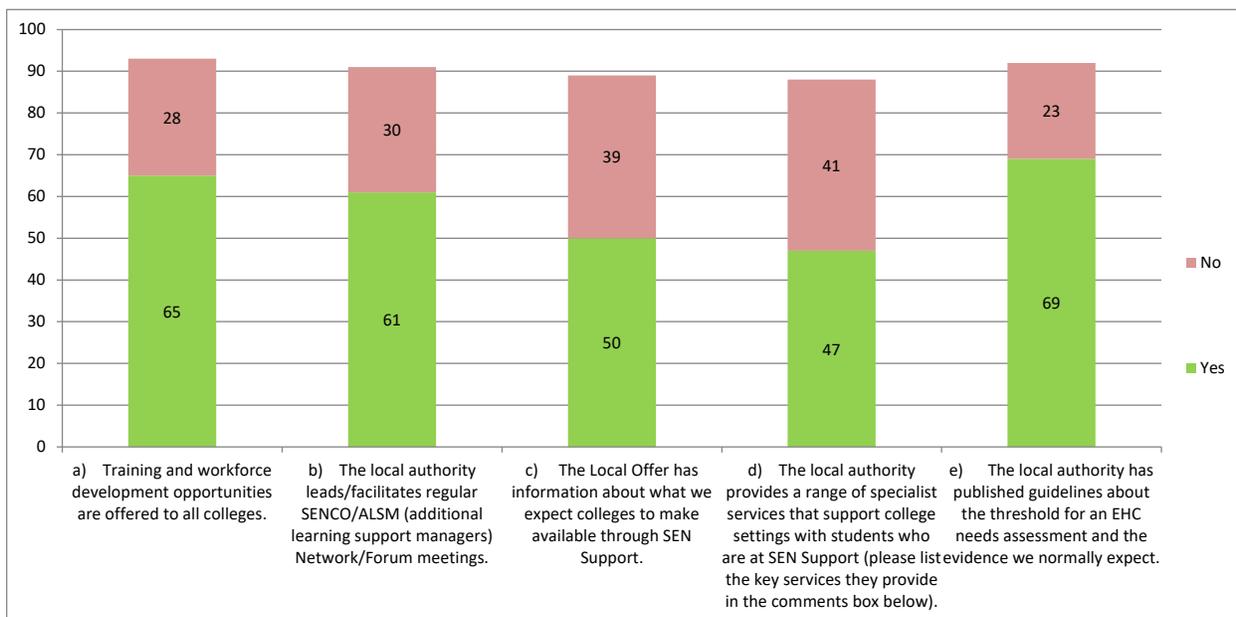
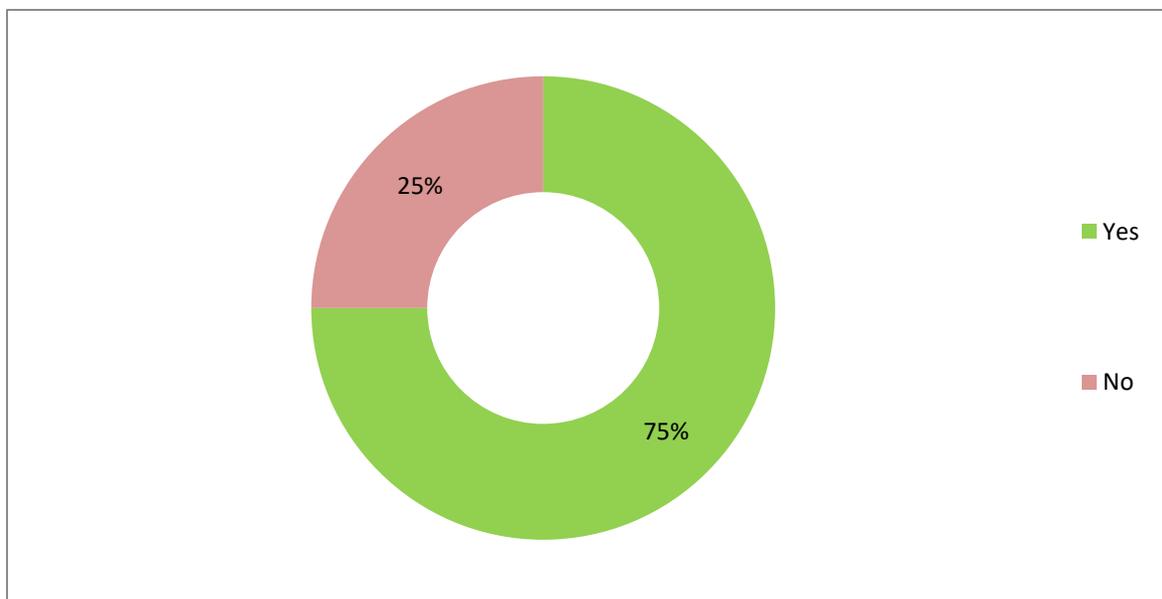
c) The Local Offer has information about what we expect colleges to make available through SEN Support.



d) The local authority provides a range of specialist services that support college settings with students who are at SEN Support (please list the key services they provide in the comments box below).



e) The local authority has published guidelines about the threshold for an EHC needs assessment and the evidence we normally expect.



Comments and examples relating to college settings providing good SEN support that enables children and young people to achieve good outcomes included:

- Youth Connect
- Therapies
- Sensory support
- Adult mental health services
- Dedicated post-16 Manager
- Transition working groups
- Supported internships (and SI working group)

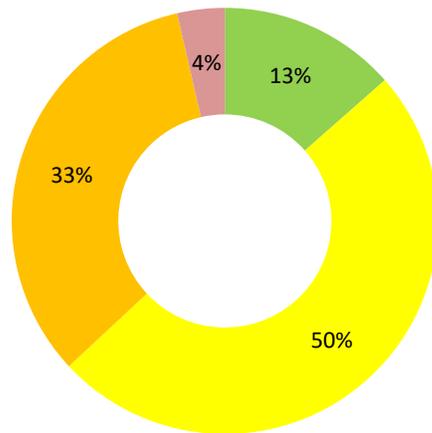


- Adult social care
- Specialist teacher advisory team
- Educational Psychologists
- Future Hub
- Education Business Partnership
- Autism team
- Extension of hearing and visual impairment teams to post-16
- Training through traded support service to post-16 providers
- Information packs for young people available in colleges
- Mentorship/student ambassador scheme
- Preparing for Adulthood
- SEND employment group
- Transition support workers

Some of the challenges that forums identified were a general lack of support for college settings; 19-25 year olds not being fully supported and that there is a lack of employment options. That colleges have a limited range of options on offer which students are expected to fit into, often at the last minute, and they do not publicise what they do offer well enough. What is offered, is sometimes for just 12 hours per week and too often focused on academic qualifications as opposed to the life skills and outcomes that young people need to develop. Forums feel that communication is not good and that there is a lack of co-ordination around transition to college with some young people being pushed to out of borough placements. Local Offers generally do not contain much information post-16.

Q11. In the opinion of your parent carer forum, how effectively is your local authority working in partnership with post-16 providers to deliver the SEND reforms?

13% of forums feel that their local authority is effectively working in partnership with post-16 providers to deliver the SEND reforms, representing an increase of 8% from survey 8. A further 50% of forums say they are working in partnership to some extent, which represents an increase of 16%. 4% of forums say that their local authority is not working in partnership with post-16 providers at all, which is down from 11% in the 8th survey.



- Effectively
- To some extent
- To a limited extent
- Not at all



Q12. In the opinion of your parent carer forum, what would help your local authority to develop better provision on preparation for adulthood within your local area (list the top three things)?

There were a variety of suggestions put forward by forums to this question echoing the responses to the last survey, which included:

- Information about employment opportunities, training and apprenticeships
- Better use of the Local Offer for post-16 opportunities
- Job coaches and bespoke packages for supported employment and work experience
- Closer working and links with PfA, colleges, Job Hubs, Jobcentre and employers (market place)
- Incentives for employers
- Broad range of provision (college courses and alternatives)
- Transition co-ordinators and social workers
- Adequate respite provision with five-day packages of support and mental health support
- 16-18 SEND transport being brought in line with SEND legislation; travel training
- Engagement with young people; listen to what families say they need (person-centred planning)
- More effective and widespread use of personal budgets
- Promoting equality of opportunity (and staff workforce equality training)
- Beginning the process earlier and involving families in the planning
- Increased awareness of PfA team
- 14-25 road map with options and milestones
- Co-ordination between different agencies/departments including health and social care
- More focus on life skills and supported/independent living
- Greater creativity, flexibility and choice – focus on aspirations, real outcomes and jobs suitable for the young person
- Pooled budgets and joint commissioning

Q13. To the knowledge of your parent carer forum how many supported internships are being delivered within your local authority in the 2016-17 academic year? (number):

Only 48% of forums were able to put a figure to this question. Many forums were not able to answer at all, and many of those who did, simply did not know. Those who were able to provide a figure for the number of supported internships ranged from '0' to '50-100'.

Q14. The SEND Code of Practice says, 'Joint Commissioning is an ongoing improvement cycle...Partners should agree how they will work together to monitor how outcomes in education, health and care are being improved as a result of the provision they make.' In the

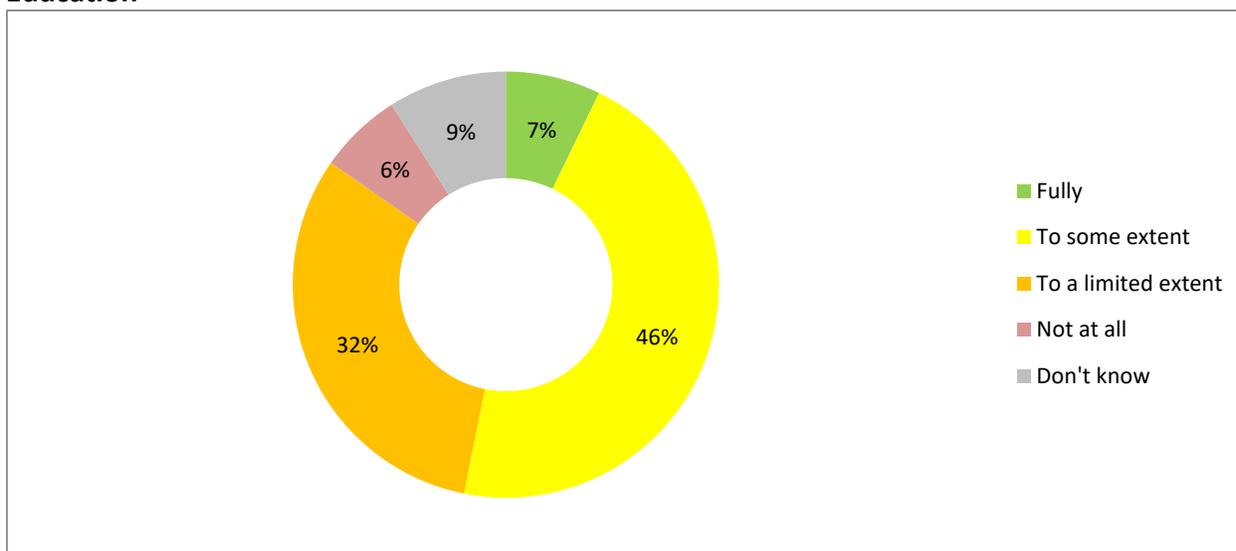
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opinion of your parent carer forum, to what extent is your local authority meeting this expectation with education, health and care partners in relation to monitoring outcomes?

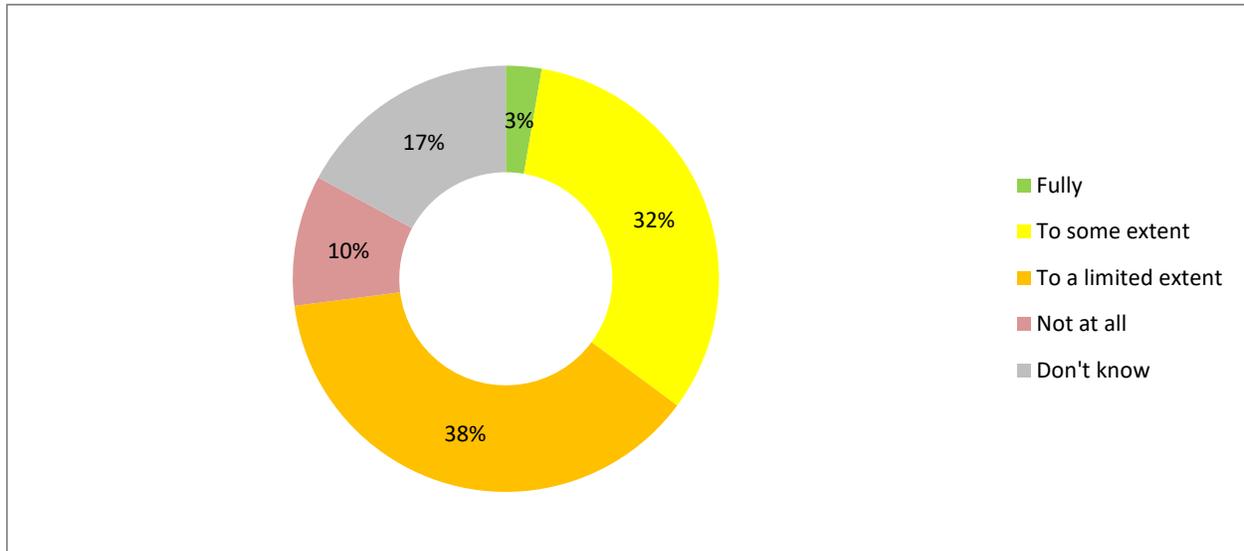
When asked about monitoring outcomes in joint commissioning, 53% of forums say that their local authority is meeting their joint commissioning expectations with education fully or to some extent; this is a rise of 10% since the previous survey. In contrast, 35% feel that they are fully or partially meeting their expectation with health, a sharp down turn from 60% in the previous survey; whilst only 33% believe that their local authority is meeting its expectations with social care fully, or to some extent, another steep decline since November 2016 (58%).

Education

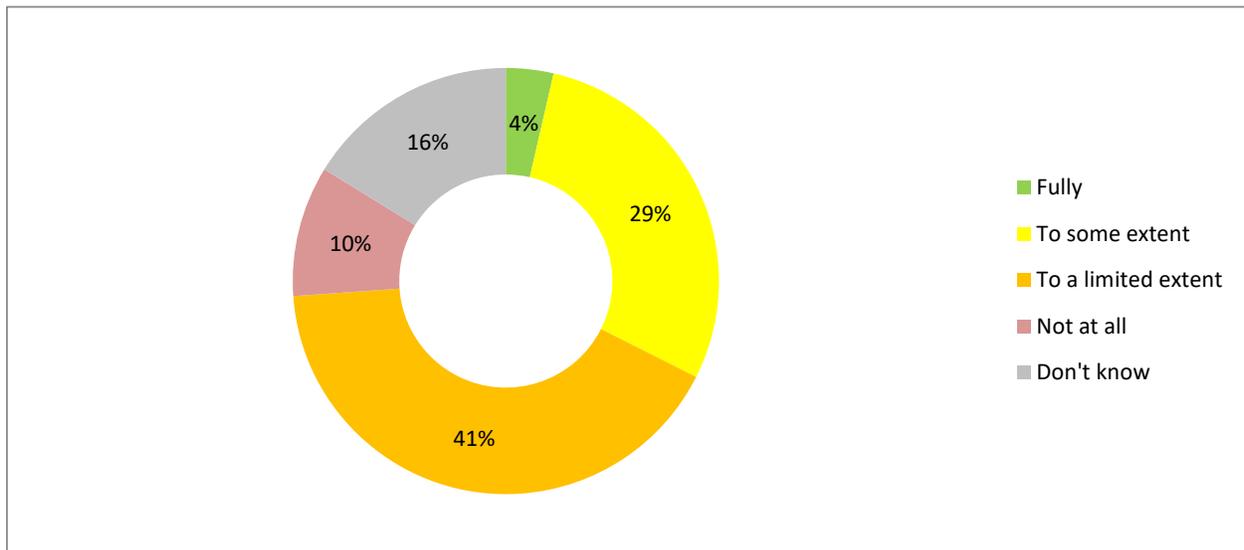


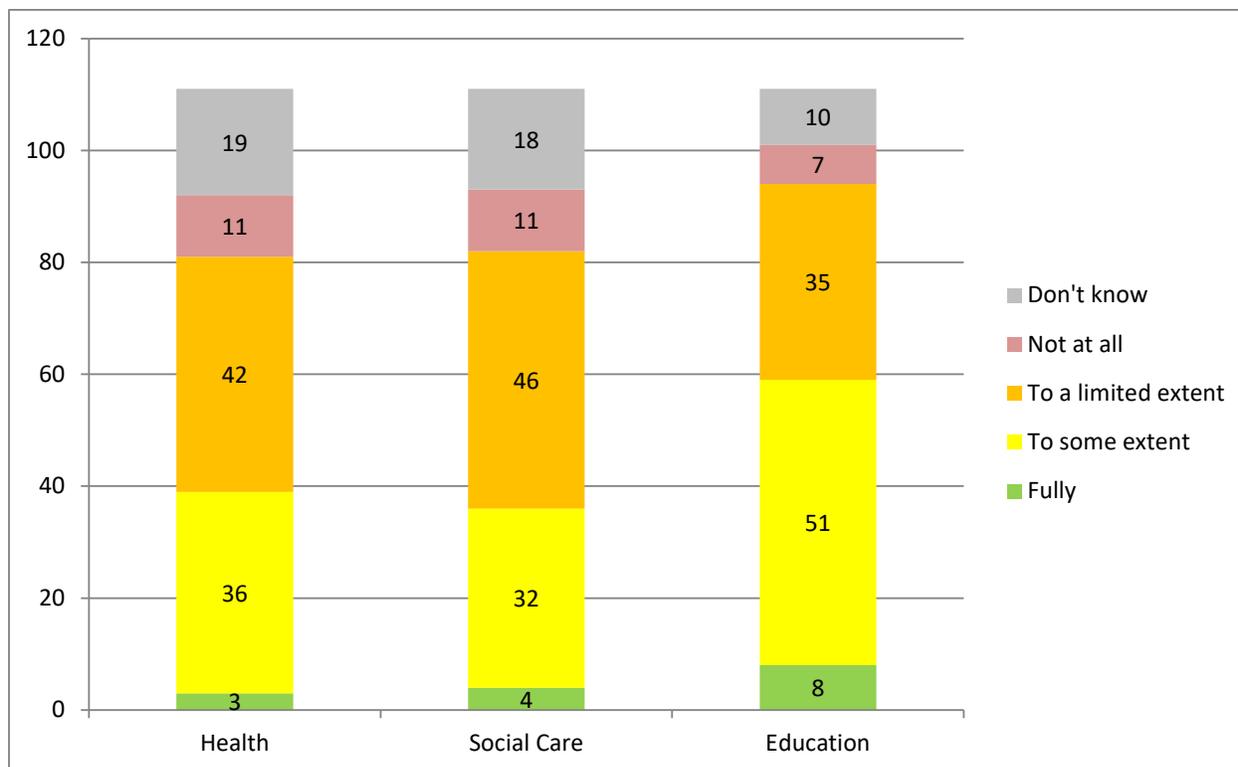


Health



Social Care



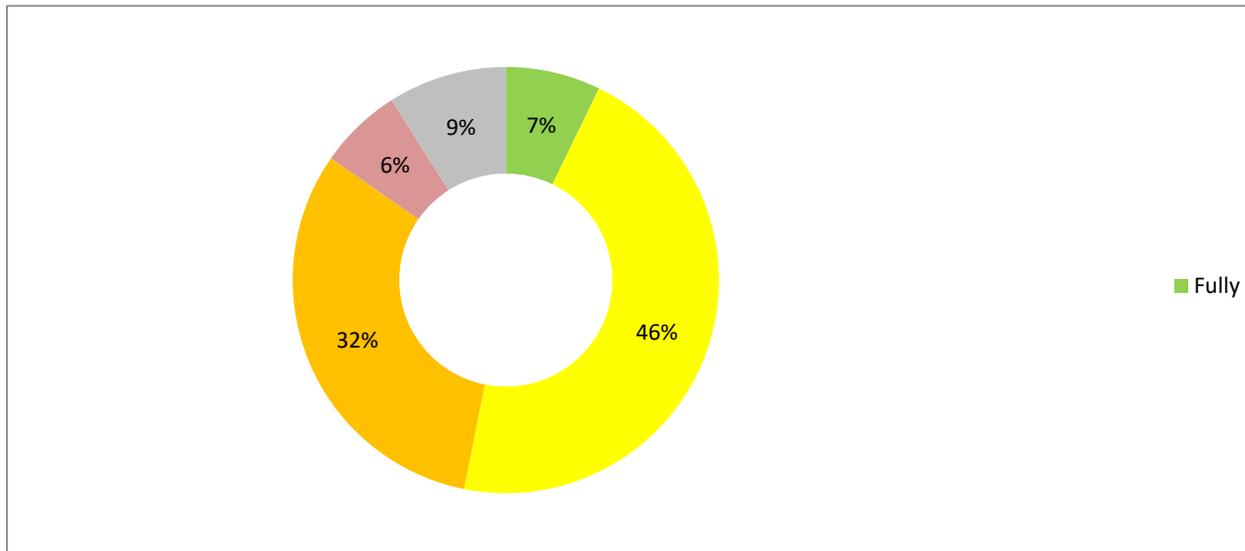


Q15. In general, how well developed does your parent carer forum think your local authority's joint commissioning arrangements between Education, Health and Social Care are?

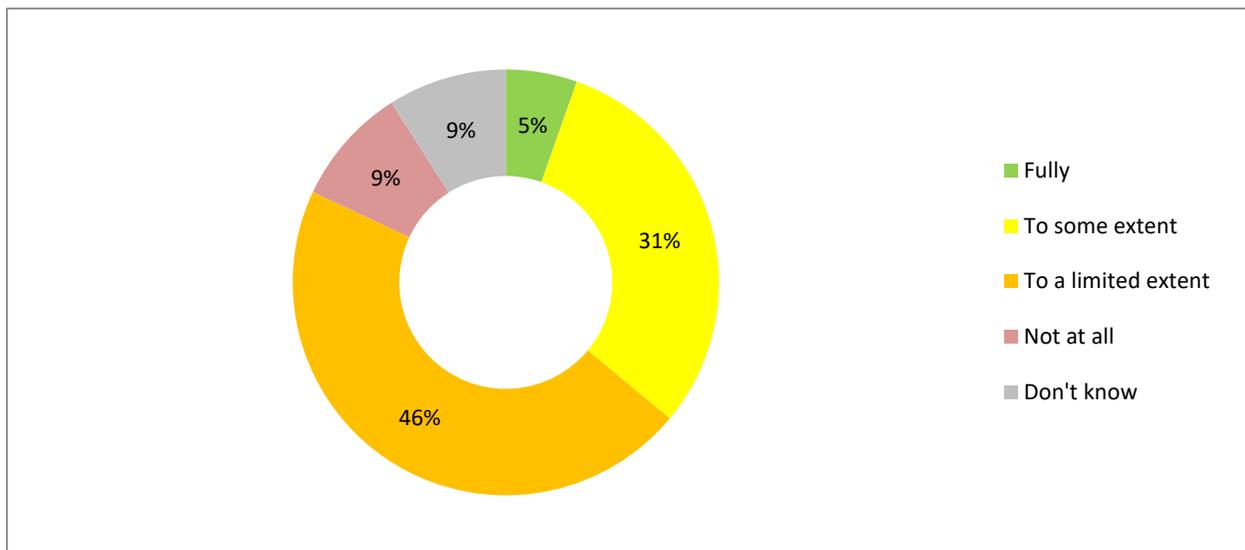
When asked about how well developed those joint commissioning arrangements are, 53% of forums feel that their local authority's arrangements with education are fully developed, or developed to some extent, which is an increase of 11% from 42% in survey 8. Forums stated that 36% of local areas joint commissioning arrangements were fully, or to some extent, developed in health. The figure for health shows a 21% decrease from 57% in survey 8. The figure for social care mirrors this and has dropped from 49% in the previous survey, to just 32%.



Education

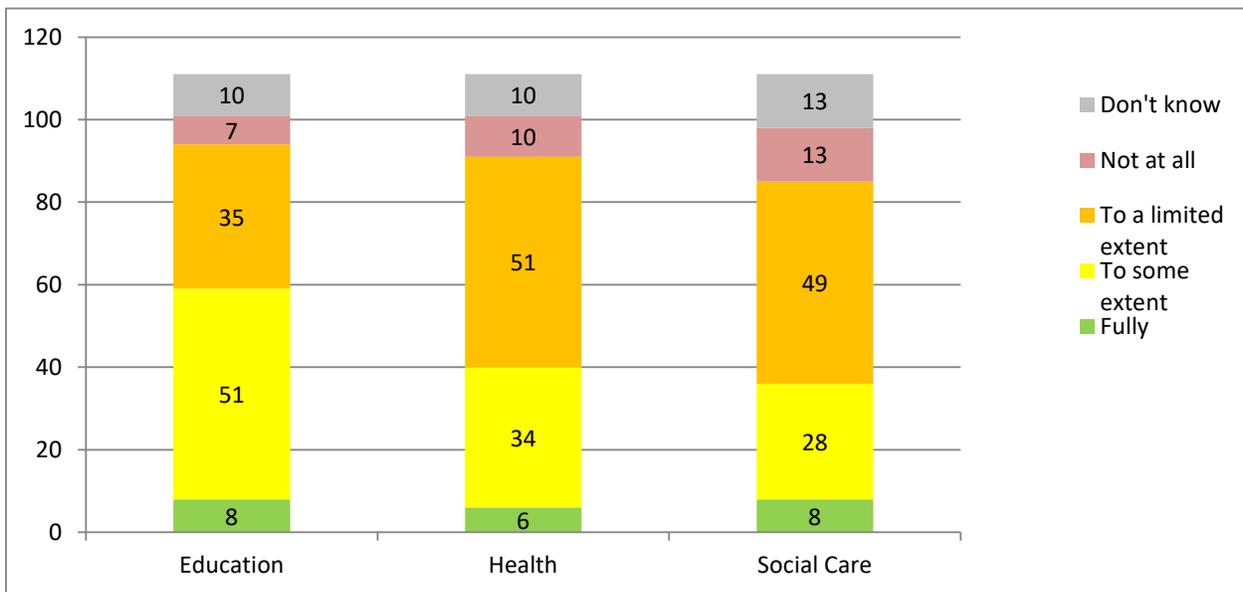
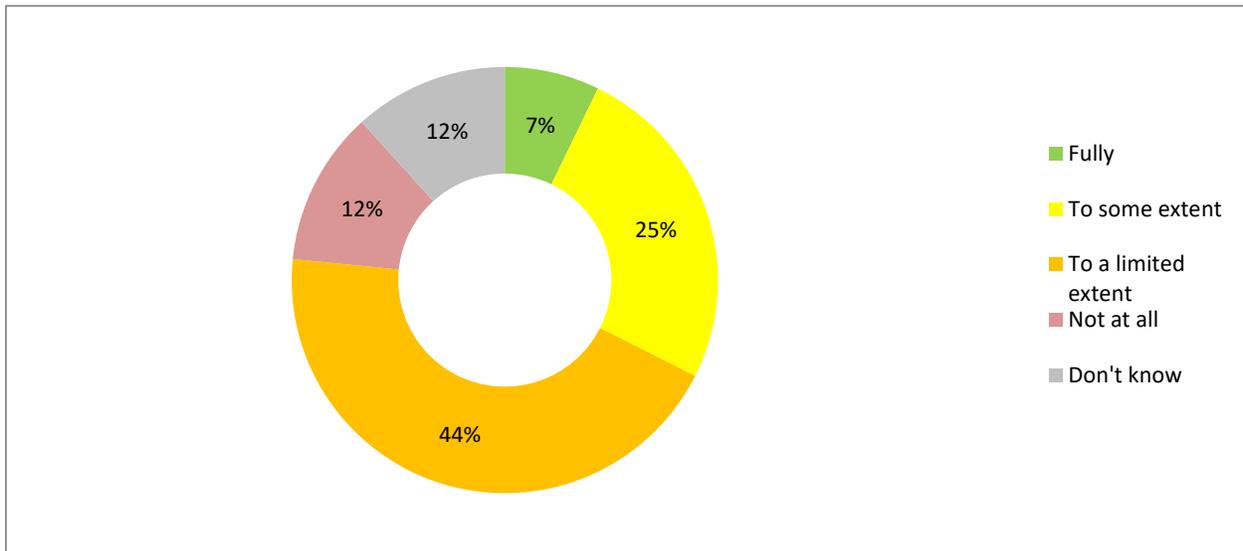


Health





Social Care



Q16. If possible, please offer any reasons known to your parent carer forum to explain where things are going well with joint commissioning arrangements within your local authority.

The things that are going well with joint commissioning are attributed by forums to integration; multi-agency working groups and panels, and to shared budgets. Joint EHCP moderation workshops were also mentioned.



Q17. If possible, please briefly describe what your parent carer forum thinks are the most significant barriers and challenges to joint commissioning, and what action is needed to overcome them.

The challenges and barriers to joint commissioning were listed by forums as:

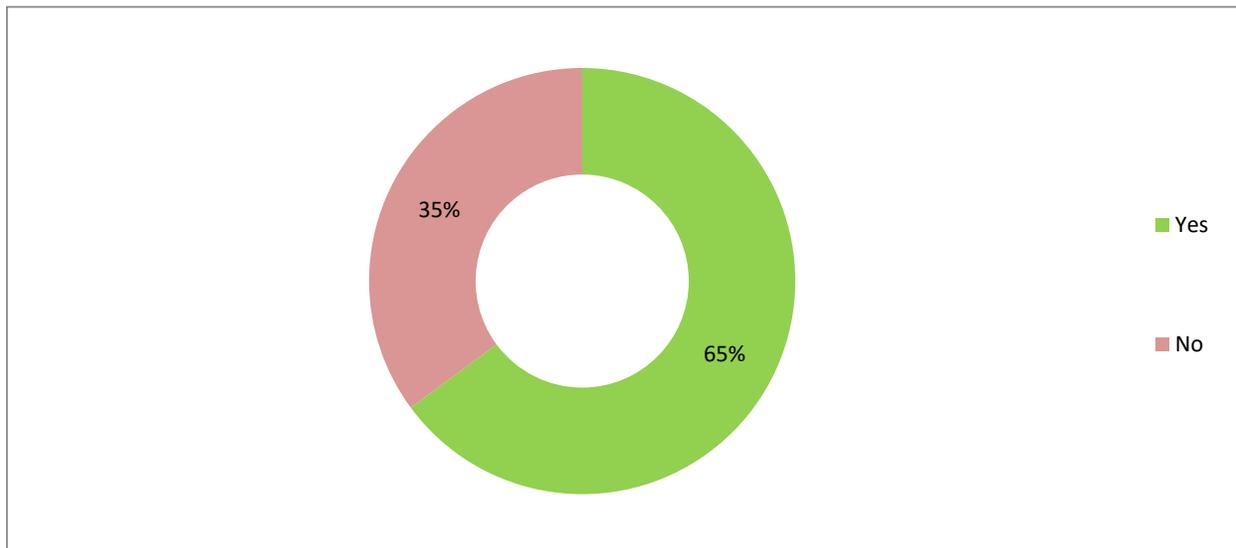
- Capacity of social care staff
- Health – lack of understanding of co-production and of their responsibilities/accountability
- Communication and information sharing; IT systems that don't talk to each other
- Time scales and pressures
- Complex processes
- Pressure on education to deliver
- Methods of measuring outcomes or progress towards them
- Lack of consistency
- Buy in from the top
- Lack of guidance on personal budgets
- Pooling of budgets (reluctance); gate keeping of budgets
- Staff attitudes
- Different methods of delivery; different criteria; different or competing priorities; different agendas
- Staff turnover
- Lack of transparency between agencies
- Nobody to champion; lack of leadership and too many levels of hierarchy
- Lack of formal agreements
- Funding
- Silo working
- Families not at the centre and views not always represented

Formal working agreements with joint visions, processes and pooled budgets; workforce development; strong, united and effective leadership with buy in from the top; and improved communications and information sharing were the most prevalent suggestions for action. The need for attitudinal change and of having families at the centre of outcomes-driven decisions being made about them, were also cited.



Q18. Is your parent carer forum working in partnership with your local CCGs/Children's joint commissioner?

65% of forums who responded to the survey reported that they are working in partnership with their local CCG and Children's Joint Commissioner, which is an 11% increase from 54% in November 2016.



To what extent is the local authority engaged in promoting this relationship?

As with the last survey, there is a mixed response to this question with some forums saying that the local authority does not promote their relationship with the CJC or CCG at all, others say that they have very little to do with promoting their relationship, or that this was not needed. Some local authorities are supportive, whilst some forums state that they are working in partnership with all in their area. Others report that relationships are in their infancy or are developing. Those who have more developed relationships with partners state that they have partnership working agreements/protocols or Memorandums of Understanding, and joint strategic working groups. Several forums respond that it is the CCG or CJC that does not engage in a working relationship.

Q19. Thinking about planning and policy with health in your area, to the knowledge of your parent carer forum, are the following plans in place within your local authority?

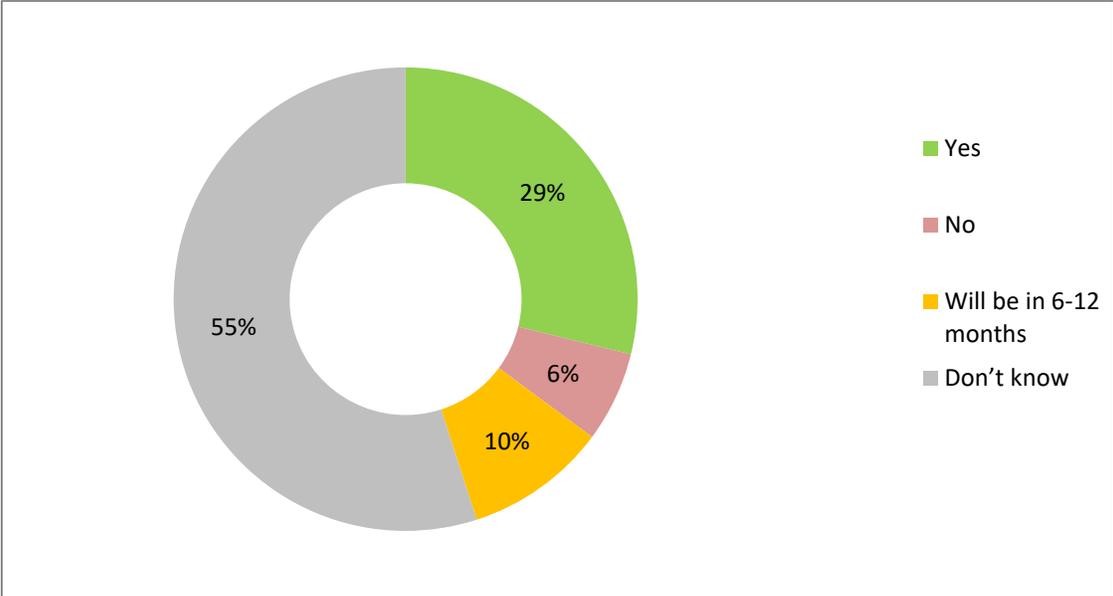
With regard to health, 29% of the forums who responded said that the Sustainability and Transformation Plan (STP) actively considers how it will address the needs of children and young people; a further 10% believe that it will within the next 6-12 months. However, the majority of forums (55% do not know).

28% of forums believe that the Local Transformation Plan (LTP) for Children and Young People's Mental Health and Wellbeing considers how it will address the needs of children and young



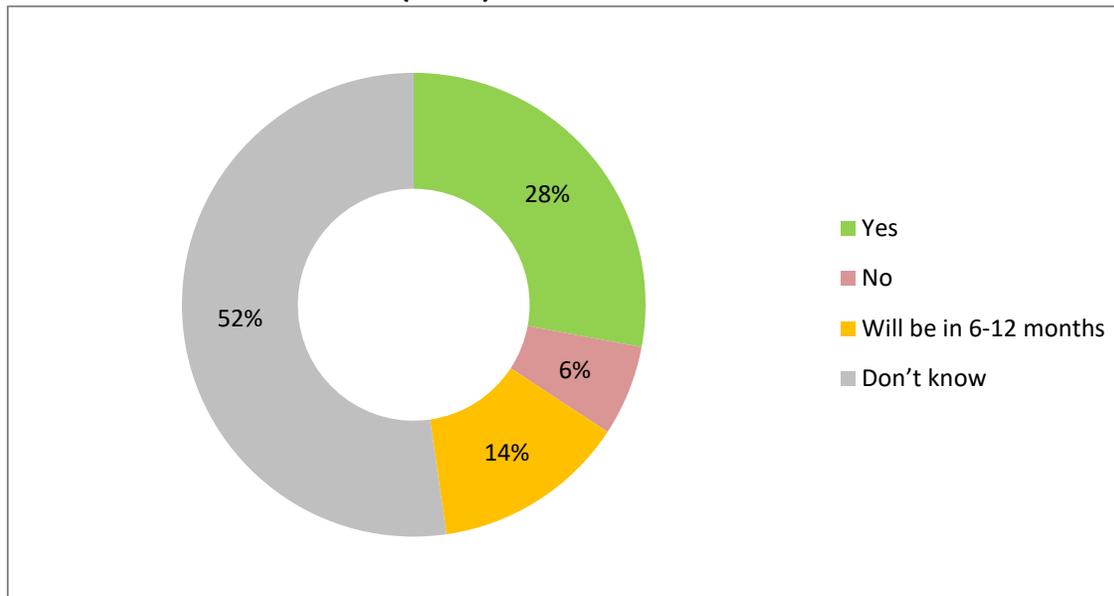
people with special educational needs and disabilities (SEND), with a further 14% thinking that this will be achieved in the next 6-12 months. 52% of forums however, do not know. 25% of forums say that there is an identified Lead for CYP on the Transforming Care Partnership Board (TCPB) and a standing agenda item on the needs of children and young people in each (TCPB) meeting, but 62% do not know; few say that this will be in place in 6-12 months. Only 19% of forums believe that there are clear plans for identifying the group of children and young people who would be part of the Transforming Care cohort (including those who should be on the at risk of admission register), whilst 65% of forums do not now. 10% feel that this will be in place within 6-12 months. When asked about whether STP, LTP and TCPB leaders have been working in co-production with Children and Young People (CYP) and their families only 16% feel that they have, with a further 10% saying that this will be in place within 6-12 months. However, a huge proportion (57%) do not know. Only 9% of the forums responding said that there is a link to STP, LTP and TCPB plans on their area's Local Offer; 26% said that there is not, but again, the overwhelming majority did not know.

The Sustainability and Transformation Plan (STP) actively considers how it will address the needs of children and young people

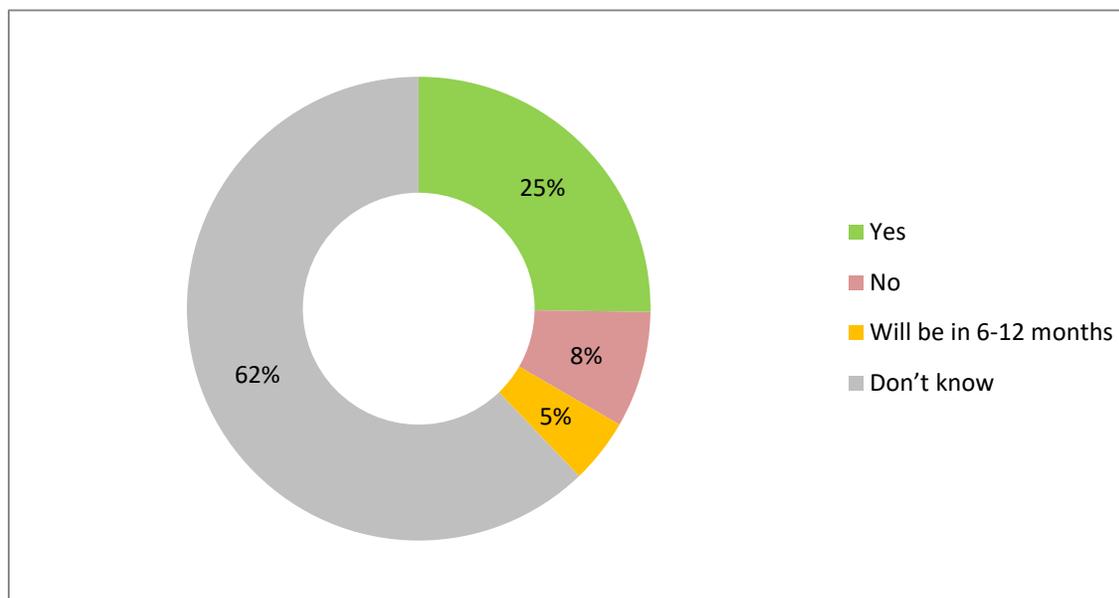




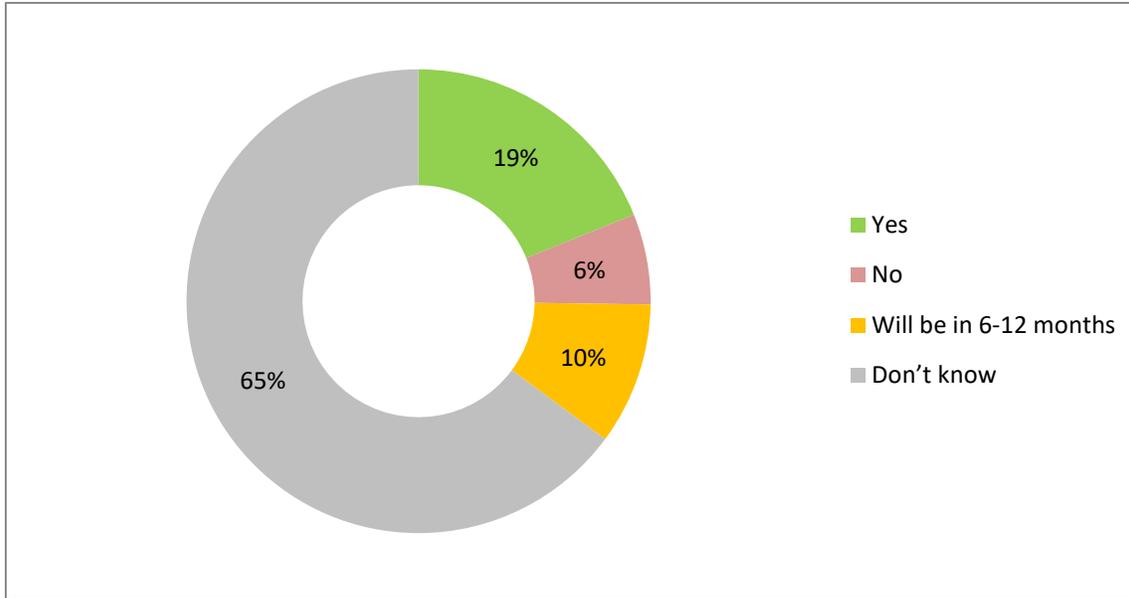
The Local Transformation Plan (LTP) for Children and Young People’s Mental Health and Wellbeing considers how it will address the needs of children and young people with special educational needs and disabilities (SEND)



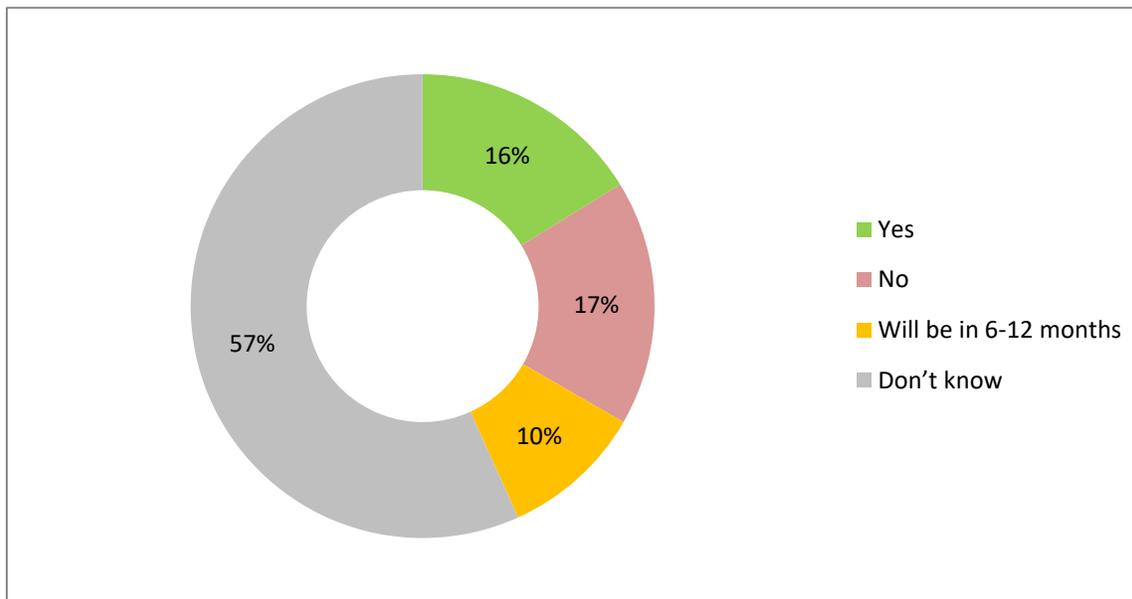
There is an identified Lead for CYP on the Transforming Care Partnership Board (TCPB) and a standing agenda item on the needs of children and young people in each (TCPB) meeting



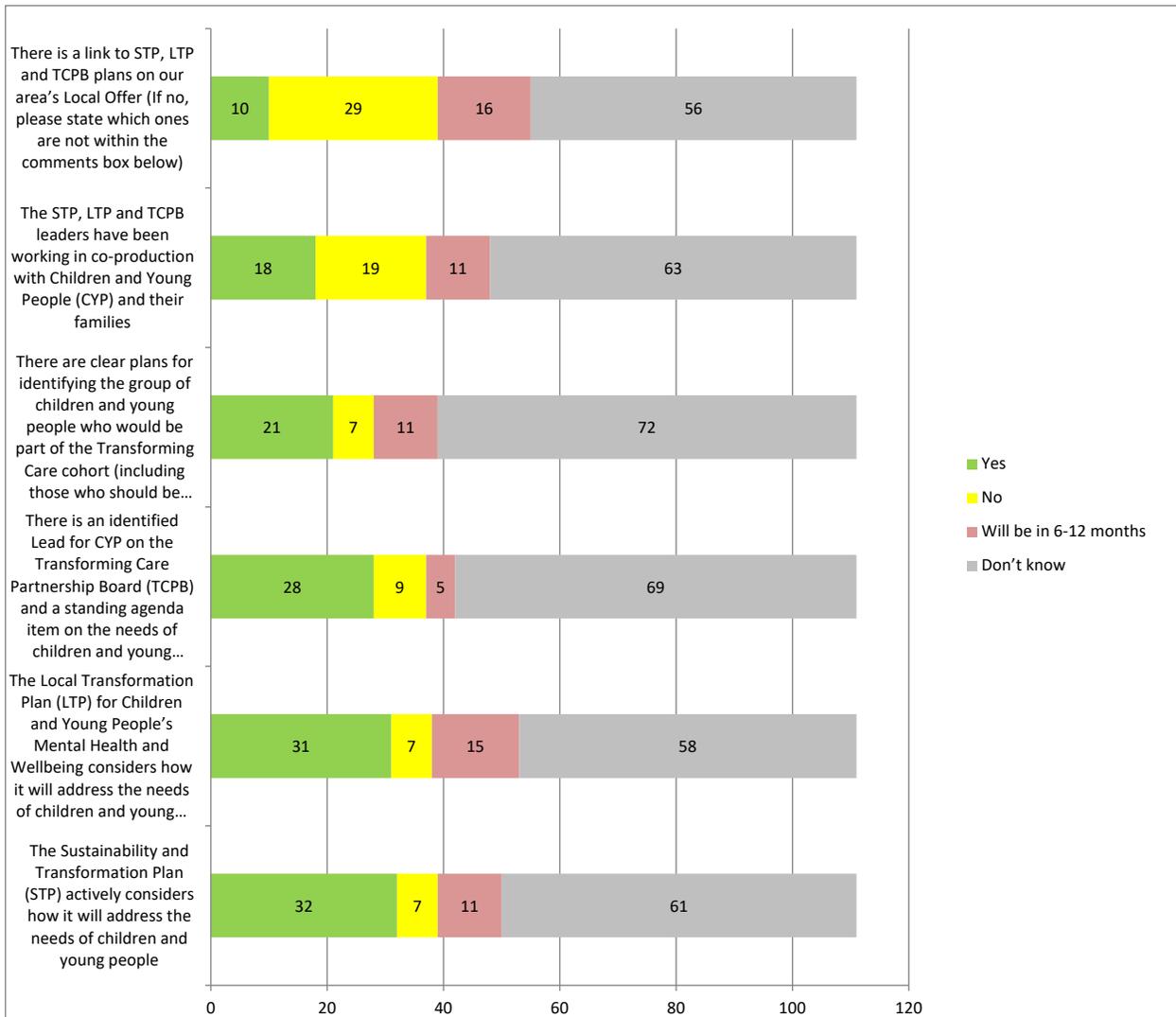
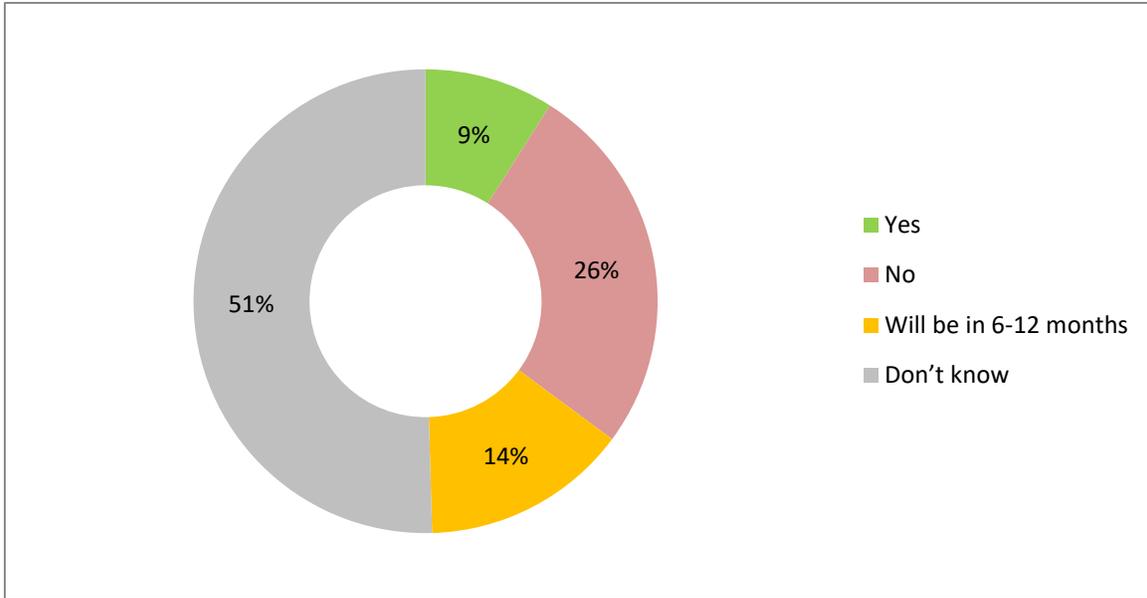
There are clear plans for identifying the group of children and young people who would be part of the Transforming Care cohort (including those who should be on the at risk of admission register)



The STP, LTP and TCPB leaders have been working in co-production with Children and Young People (CYP) and their families



There is a link to STP, LTP and TCPB plans on our area's Local Offer (If no, please state which ones are not within the comments box below)



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It was clear from the open-ended responses to this question that many forums have little knowledge of or involvement in the STP, LTP or TCPB. Some of those who were aware of them felt that it is very high level. Some do have a parent representative on the TCPB and others have requested a place; some are beginning to be invited to meetings. Several forums report full co-production with families whilst others have requested updates, to see the plans or have places on boards but have not heard back from their CCG. Some forums say there are links on the Local Offer, others say they are absent.

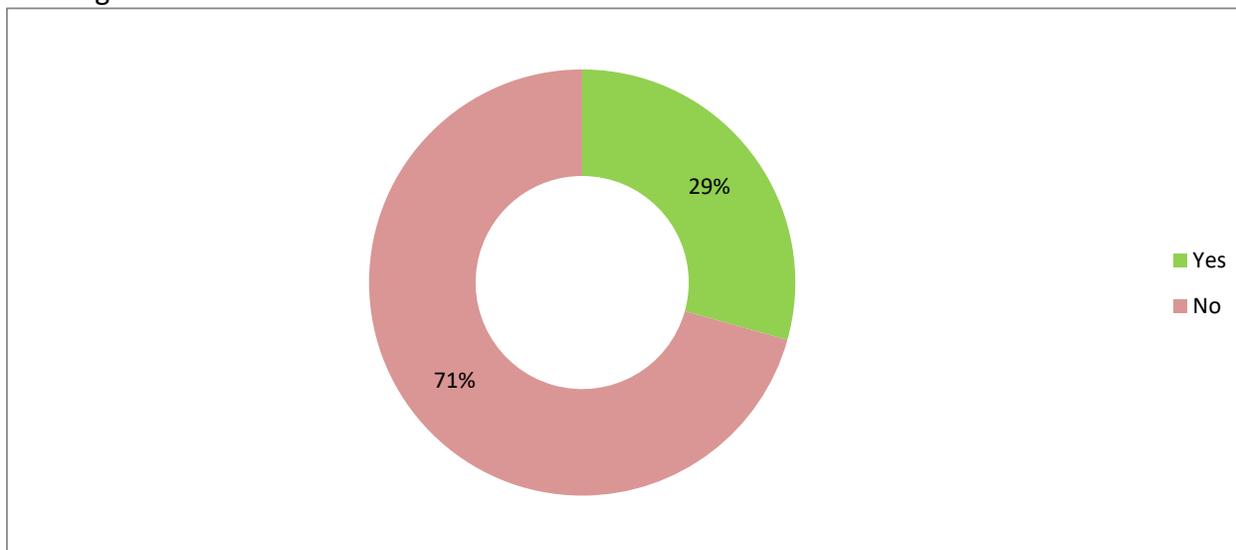


20. Thinking about the joint self-assessment tool published by CDC

(<https://councilfordisabledchildren.org.uk/help-resources/resources/local-authority-audit-tool>):

Has your parent carer forum or your local authority completed and used this with health partners to inform your joint working?

29% of the forums who responded to the survey said that they have utilised CDC's joint self-assessment tool with the local authority and health partners in their area to inform their joint working.



Q21. EHC plans and young offenders in custody: (Young offenders in custody, are those aged 18 or under, ordinarily resident within your LA, currently remanded or sentenced to Relevant Youth Accommodation which includes Young Offender Institutes, Secure Training Centres, as well as those detained in Secure Children's Homes. ** At any point in or after the period of custody means they could have entered or left custody during the assessment process, and have their plan finalised in or on leaving custody).

a) To the knowledge of your parent carer forum, how many requests for EHC needs assessments has your local authority received for young offenders in custody* since 1 April 2015?

Only 43 of 114 forums were able to add a figure for this question, the most common answer for those who did answer was '0'. Several areas specified that there had been 1 or 2 requests for needs assessments.

b) To the knowledge of your parent carer forum, how many EHC needs assessments for young offenders in custody* (at any point in or after the period of custody) have been undertaken since 1 April 2015?**

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Of the forums completing the survey, only 6 gave an answer other than '0' or 'don't know'. It would appear that to forums' knowledge, very few assessments have been carried out nationally (8).

c) To the knowledge of your parent carer forum, how many final EHC plans has your local authority issued to young offenders in custody* (at any point in or after the period of custody) since 1 April 2015?**

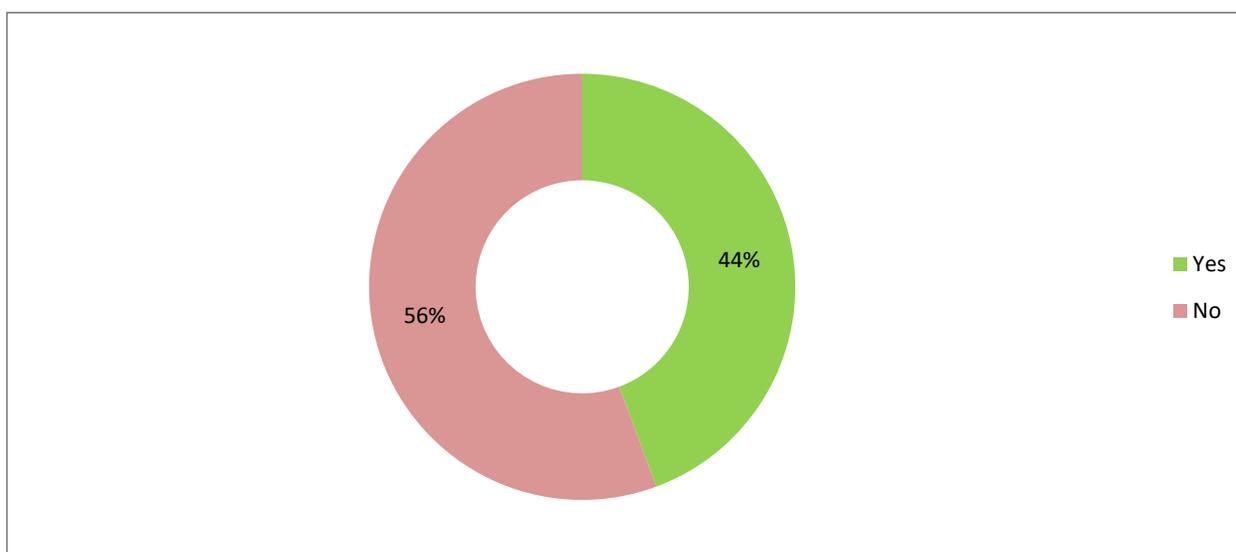
The answer for this question (10) exceeded the number of assessments that forums were aware of. Since the overwhelming majority of forums do not know the figures for young offenders, the data gathered should be used with caution.

Any comments?

Of the forums who responded to this question, many said they had requested local figures from the local authority but had not received them, others quoted low numbers of young offenders with SEND. Others are just not involved in work streams around young offenders.

Q22. To the knowledge of your parent carer forum, is your local authority currently managing to issue most (at least 90%) of new EHC plans within 20 weeks (unless statutory exceptions apply)?

44% of forums believe that their local authority is meeting the 20-week deadline to produce at least 90% of new EHC Plans, which is an increase from 38% in survey 8.





Q22b. Where possible, please offer examples of factors that contribute to your local authority successfully meeting the 20 week deadline:

The open-ended responses to this question around meeting the 20-week deadline included:

- Compromising quality to meet the deadline
- Dedicated staff
- Effective SENDIASS service
- Cutting and pasting from other documents
- Leaving gaps, missing meetings and not adhering to the process
- Effective use of SEND reforms grant to employ Assessment Co-ordinators; increased number of caseworkers
- Missing contributions or poor-quality advice
- Outsourcing to other agencies
- Named SEN Officers for families
- Clear process for EHCPs (not for conversions)
- Joint meetings with all involved (including families) to make decisions
- Effective and timely communication between practitioners, partners and parents
- Hard work and determination
- Pressure on parents to sign off plans
- Involvement of the DCO to help collect health contributions
- Prioritising new plans over transfers
- Quality Assurance group
- Additional resources
- Good templates for Schools
- Sacrificing families' input to get completed faster
- Refusals to issue plans
- Recovery plan
- Integrated service approach helps to collate information

Q23. Where you have indicated NO, what in the opinion of your parent carer forum are the main barriers to your local authority's completion of EHC Plans within the 20 week statutory timeframe? Please tick all that apply.

The top five forum reported barriers to completion of EHC Plans within the 20-week timeframe were:

1. Local authority SEN team capacity (52 forums, up from 45)
2. The timeliness of advice from health professionals (47 forums, up from 39)
3. The capacity of Educational Psychologist's to provide advice (44 forums, up from 37)
- 4= The capacity of health professionals to provide advice (38 forums, up from 30)
- 4= The timeliness of advice from social care professionals to provide advice (38 forums, up from 30)

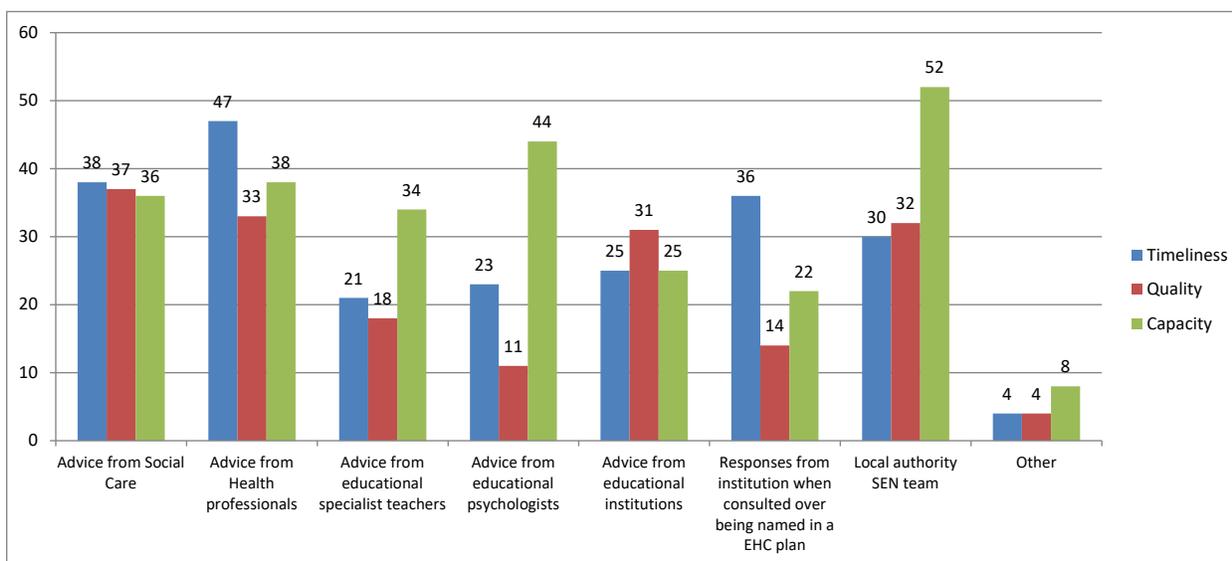
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from 21)

All but one of the top 5 barriers remain unchanged from the last survey. However, despite the lower number of respondents to this survey, the numbers have increased. In this survey, it was the timeliness of advice from social care that made the top 5, closely followed by quality and capacity.

| | Timeliness | Quality | Capacity |
|--|------------|---------|----------|
| Advice from Social Care | 38(4=) | 37 | 36 |
| Advice from Health professionals | 47(2) | 33 | 38(4=) |
| Advice from educational specialist teachers | 21 | 18 | 34 |
| Advice from educational psychologists | 23 | 11 | 44(3) |
| Advice from educational institutions | 25 | 31 | 25 |
| Responses from institution when consulted over being named in a EHC plan | 36 | 14 | 22 |
| Local authority SEN team | 30 | 32 | 52 (1) |
| Other | 4 | 4 | 8 |



Q23b. If the 20 week deadline is not being met in the majority of cases, please offer further examples of barriers/challenges within your local authority area:

The barriers and challenges that forums identified as hampering the 20-week deadline were:

- Budgetary constraints



- Increase in demand for plans
- Health and social care contributions – assessments and reports; unrealistic times scales for responses
- Quality of advice received
- Under resourced teams and a lack of Educational Psychologists, SEND team, autism specialists
- School staffs’ knowledge and no direct links with schools
- Reluctance to provide
- Staff turnover; inexperienced staff
- Capacity
- Ineffective SENDIASS service
- Disagreements regarding outcomes
- Lack of communication between services/teams; and between LA and parents
- Lack of support for families in meetings
- No clear signposting to Independent Support
- Lack of planning
- Mediation/tribunal cases cause delays
- Bureaucracy
- Lack of specificity in plans
- No capacity for transfers and working with information that is years out of date
- Outdated commissioning arrangements

Q24. The Department is always interested in hearing about examples of good and emerging practice as a result of the reforms and we are often asked if we can collect and share these examples more widely. If you would be willing to work with the Department or Contact to produce a brief case study, or if you can share a quotation on how practice is developing in your area, please let us know the subject area and provide contact details in the box below so that we can follow this up with you.

Forums were asked to share examples of good practice from their areas and submit any further comments about anything they’d like the DfE to be aware of. All comments have been passed on to the DfE and will be considered.

Possible data quality issues:

The forum data is subject to a few caveats. In many instances forums reported that they did not know the answers to the data driven questions as their local authority had not supplied them on time; they had not managed to meet to discuss, or that their relationship was not such that the figures would be provide to the forum. There were several questions that received a low number of responses, therefore those statistics do not give a true reflection of the national picture.



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