Contact - Online learning session



Self Evaluation Framework, Safety Valve and Delivering Better Value

Wednesday 10 January 2024



Agenda

Self Evaluation Framework

- What it is and why it's important
- How PCFs should be involved
- Key indicators of a strong SEF

Delivering Better Value and Safety Valve

- What they are
- What they're expected to achieve
- Which local authorities are involved tiers and phases
- Funding available to local authorities
- The role of forums and how they should be involved.



Self-Evaluation Frameworks



Self-Evaluation Frameworks - SEFs

SEF – The local area partnership's self-evaluation of its effectiveness in improving the experiences and outcomes of children and young people with SEND (Ofsted)

Why SEFS are important

- Structured opportunity to gather user feedback, across all areas of SEND
- Helps determine if the Area has successfully achieved what it planned to achieve over this time
- Strategic tool to inform the Area's action plan for next
 12 months



SEFs enable local areas to:

- Provide clear information, understanding and oversight of the issues
- Demonstrate how they have worked together to find and implement solutions
- Identify when these actions will impact
- Evidence strengthening Provider and Commissioner relationships
- Show that they know awareness of a problem is not enough.
- Evidence that support should not be diagnosis led
- Have a robust plan to address any delays



Role of the parent and CYP community in SEFs

- Jointly create and agree on the methods of reviewing services, forming the bedrock of SEF judgements.
- Support the collation of user feedback for all services that play a role in the life of SEND.
- PCF's strategic role on governing bodies/strategic boards - to highlight growing concerns from your community and examples of good practice, good outcomes, and good experiences.



Self-Evaluation Frameworks - Summary Points

- SEF should be a summary document, supported by linked evidence sources
- Evident that it is co-produced with parents/carers and CYP
- Should reflect that it is jointly owned by all area leaders
- It should enable clear self judgements on individual areas to be given
- Should create genuine <u>impact measures for the area's strategic</u>
 <u>outcomes</u>, these will support judgements on how well a local area is doing
- Ensure there is the opportunity to capture "lived experiences" from service users
- The Golden Thread can be demonstrated to run coherently through joint strategic planning and commissioning, to operational front line teams, and be evidenced by service user views and experiences
- Be clear on what can be seen as "areas to improve", and how to address these over the coming 12 months.



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An example

- Greenwich have had their inspection under new framework
- "Leaders across education, health and care know exactly what is working well, and which aspects of work could be even better" (Ofsted, 2023)
- Their SEF is a good example
 85A9307A.pdf



Delivering Better Value



Factors that have contributed to increased spend on HLN budgets

- Rise in number of EHC plans
- Increase in exclusions
- Increase in placements of independent special schools
- Challenge of control over cost of INMSS placements
- Workforce salary increases impacting on top up funding
- Inflation
- Pressures on health and social care budgets
- Recruitment and retention issues within the sector
- Perception of decreased inclusivity in mainstream schools
- Sufficiency of state funded special school places



The Delivering Better Value (DBV) programme

- The aim is to support local areas to implement sustainable changes that improve support and outcomes for CYP with SEND, as well as to improve financial stability of LA High Needs Block budgets.
- Findings will inform national guidance on LA management of their dedicated schools' grants
- Newton Europe, CIPFA and DfE are working in partnership to deliver the program with 54 LAs.
- DBV LAs receive an initial grant of £45k to help with data collection and then £1m each to contribute towards implementation.



Key principles which underpin the DBV delivery approach

- To provide the right support at the right time and in the best setting for each CYP with SEND so that they can be well, happy and have the foundations to thrive.
- The child or young person remains at the centre.
- Listen to the challenges from the perspective of those receiving support from the system.
- Collaboration is key, with authorities' neighbours,
 partners and the children and families they support



How partners (including parents and schools) are involved

- All strategic partners are expected to be 'engaged' and 'involved'
- Ideally this will involve:
 - Ensuring partners understand the DBV program and the benefits to the local area
 - Providing partners with updates on progress throughout the 3 modules (schools forums, head teachers and SENCos are key)
 - Involving partners in case reviews, surveys (eg barriers to achieving ideal outcomes for CYP), deep dives (eg interviews with heads and SENCos about availability of support services)
 - Including partners in finding solutions
 - Keeping partners up to date with implementation and impact following award of the grant.

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- Bournemouth, Christchurch & Poole
- Bracknell Forest
- Brent
- Bristol
- Cheshire East
- Cumbria

- Doncaster
- Dudley
- Hampshire
- Kensington & Chelsea
- Leicestershire
- North East Lincolnshire
- Oxfordshire

- Somerset
- Solihull
- Southampton
- South Tyneside
- Stockport
- Stockton-on-Tees
- Suffolk

Tranche 2 (diagnostic started Jan 2023)

- · Central Bedfordshire
- County Durham
- East Riding of Yorkshire
- Enfield
- Gloucestershire
- Hackney
- Havering

- Kingston upon Hull
- Middlesbrough
- Newham
- Oldham
- Reading
- Redcar and Cleveland
- Rochdale

- Rutland
- Sefton
- Swindon
- Tameside
- West Sussex
- Windsor & Maidenhead
- Worcestershire

Tranche 3 ______ starting August 2023)

- Birmingham
- Buckinghamshire
- Cornwall
- Borough of Halton
- Lewisham

- Tower Hamlets
- North Yorkshire
- St Helens
- Sunderland

- Thurrock
- Warwickshire
- West Berkshire
- Wirral

The three tranches

Tranche One

 All 20 local areas in Tranche 1 have successfully completed their diagnostic and are now implementing their agreed plans.

Tranche Two

 All 22 local areas in Tranche 2 have successfully completed their diagnostic and are now implementing their agreed plans.

Tranche Three

 All 12 local areas in Tranche 3 are now undertaking their diagnostic.



The diagnostic 'modules'

LAs are asked to define what ideal looks like for the CYP and for the budget provision in the most inclusive setting possible in which CYP make good progress and are prepared for their next steps

Module 1 looks at:

- SEND data: current and forecast CYP with EHCPs, types of need, types of school attended, age when they received their EHCP and when EHCPs are ceased
- Financial data: current and forecast costs associated with meeting this need
- Checks the LA forecasts based on their existing improvement plans (many are too optimistic)
- Identifies areas of high spend and need

Module 2 looks at:

 Root causes of why it has been difficult to achieve ideal outcomes for CYP and a balanced budget previously through case reviews, deep dives, interviews and surveys.

Module 3 looks at:

 The root causes identified above and possible sustainable solutions. Also looks at the 'readiness' of the system to make these changes (leadership, governance, capacity, ICT)

• Grant application:

Support to put the evidence into a grant application

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What the diagnostics to date are telling us about how outcomes for children and young people with SEND can be improved.



Through the diagnostics carried out so far, the evidence gathered suggests that there are three most common and impactful thematic ways in which outcomes for children and young people with SEND can be improved by local areas whilst working towards financial sustainability (reducing unmitigated growth of spend). The themes are easy to summarise but delivering these improvements will require complex, system wide transformation with support from all local partners.

The thematic opportunities for improvement include:

- 1. Ensuring that a greater proportion of children with SEND receive appropriate special educational support for their needs in their mainstream schools through ordinarily available provision.
- 2. Ensuring that children are placed appropriately in local special schools and receive high quality, effective provision.
- 3. Ensuring that EHC plans deliver effective outcomes, and that an increasing number of post-16 young people with SEND are able to continue into further education, employment or training through ordinarily available provision.

These may not be the three priority opportunities for improvement in every single local area, but the evidence suggests that these three opportunities are the common, high magnitude opportunities to improve services for children with SEND.





https://www.dbvinsend.com/insights

Who has been involved?

In addition to all of the existing intelligence gathered and engagement previously completed by Tranche 1 and Tranche 2 local areas, the DBV diagnostics have to date added evidence from many different stakeholders in the local SEND systems. This engagement was bespoke to each local area and was codesigned with the local area team:

800+ children

and young people have been engaged directly

5,000+ parent carers

have been engaged as part of DBV, in addition to building on existing co-production work in local areas

1,200+ cases

of children with SEND analysed by local practitioners for learnings so far

1,200+ practitioners

and professionals have been involved from across health, social care and education

2,300+ education providers

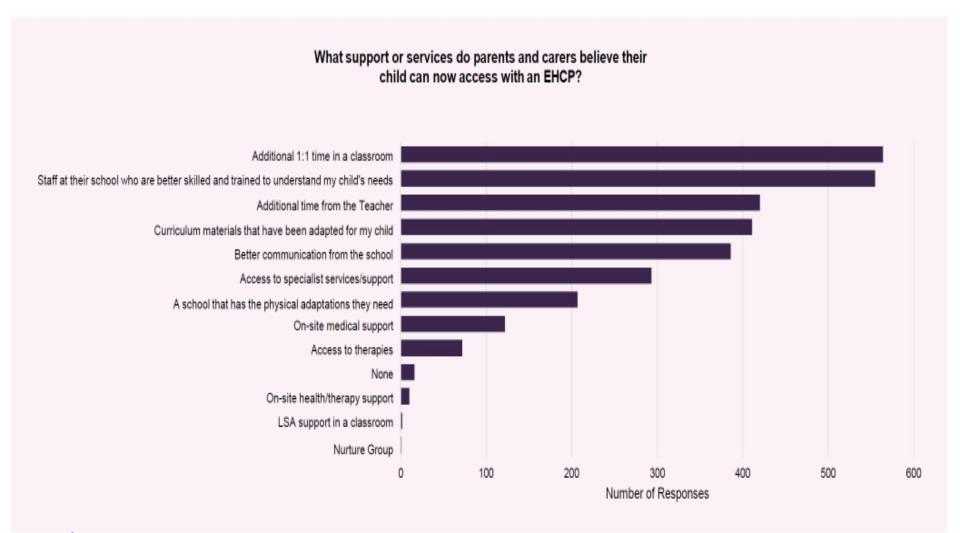
have been engaged through survey or focus groups





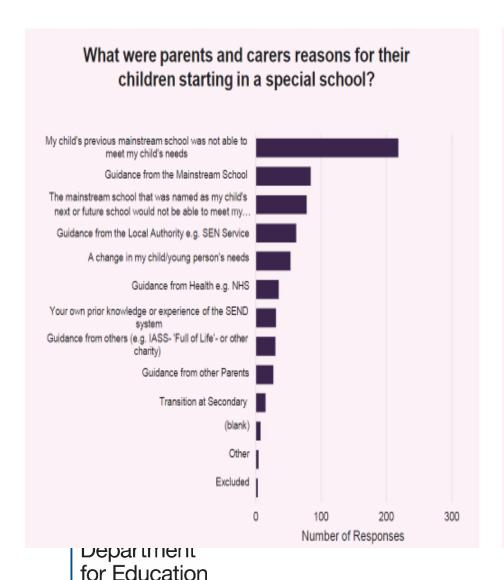
Parents believed they needed an EHCP to access various support or services for their child.

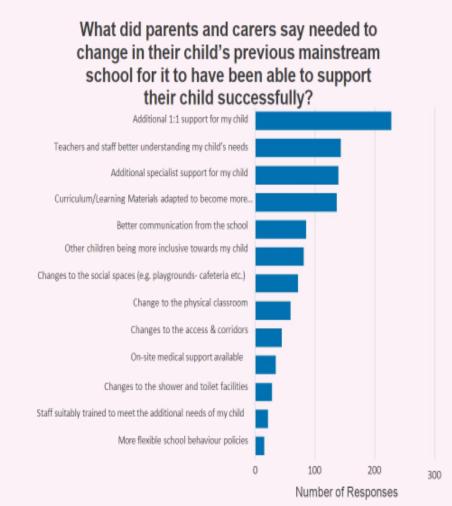




Parents of children with SEND in special schools were asked why they thought their child needed a special school placement.

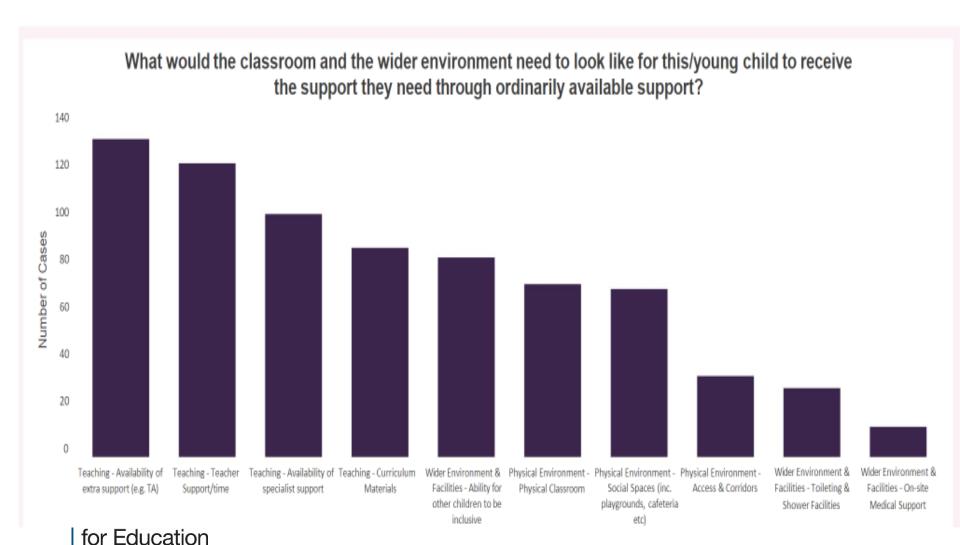






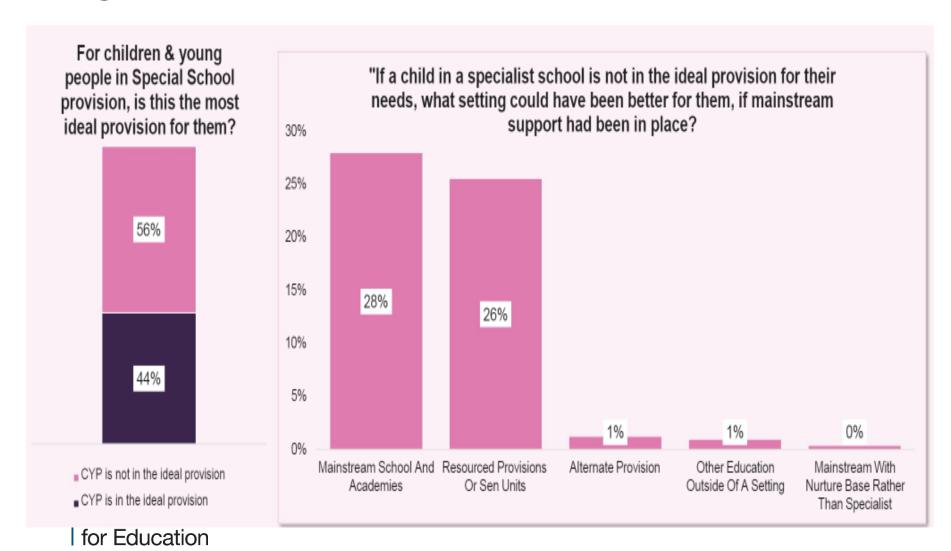
Case reviews identified the availability of extra support and additional teacher/support time as the most common things that children with SEND need, and which should be more readily available as ordinarily available support.





Case reviews found that if the right mainstream support had been available, 56% of children in special schools could have been supported in mainstream settings.





There is a significant regional variation between the proportion of children in mainstream settings versus specialist schools.

| Region | 2022 % children in mainstream settings with an EHCP | 2022 % children in RP/SEN settings with an EHCP | 2022 % children in Special Schools with an EHCP | Tranche 2 LAs |
|--------------------------|---|---|---|---------------|
| East Midlands | 36.0% | 18.2% | 26.1% | 1 |
| East of England | 46.7% | 4.4% | 31.6% | 1 |
| London | 54.8% | 6.2% | 24.8% | 4 |
| North East | 36.8% | 5.5% | 32.6% | 3 |
| North West | 34.1% | 4.8% | 41.5% | 4 |
| South East | 32.3% | 5.7% | 40.2% | 3 |
| South West | 39.1% | 3.3% | 36.1% | 2 |
| West Midlands | 32.0% | 3.1% | 36.6% | 1 |
| Yorkshire and the Humber | 44.2% | 3.3% | 26.6% | 2 |
| Total | 41.5% | 4.9% | 33.8% | 21 |

What are Tranche 1 DBV grants being spent on?

- Developing a tool kit of best practice to support children with SEND in a mainstream environment.
- Developing and delivering training programmes for staff across the system on how to use the best practice tool kit.
- Deploying specific resource to proactively bring the training/tool kit to schools and surrounding parts of the system identified as focus areas.
- Supporting the building of relationships between a) schools to share best practice and b) schools and parents to aid co-production.
- Developing local dashboards to prioritise efforts and measure progress.

Risks identified to implementation:

- capacity of local schools
- ability of the LA to recruit staff
- limitations of current data systems

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Monitoring the DBV grant implementation

- How is the money being spent against the planned activities?
- Have the milestone activities outlined in the bid been completed on time? If there are delays/changes of plan, what are these and how are any associated risks being managed?
- How are any risks identified in the original bid being mitigated?
- What has the impact of the activity been?
- What early indications do LAs have that their activities are making a difference to their HLN spend/ pupil outcomes?



Safety Valve Agreements



History of the Safety Valve programme

- Introduced in 2020-21 financial year.
- Intention of SV programme was to improve the effectiveness of LA high needs systems and facilitate the LAs better managing their budgets.
- At the same time, Government has invested substantially in overall high needs funding – by 2024-25, high needs funding will have increased by 60% on 2019-20 to a total of £10.5bn.
- In 2020-21, we made 5 agreements with LAs. Now expanded to <u>34 LAs</u>
- A Safety Valve agreement:
 - Holds LAs to account for delivery of an effective service for CYP;
 - Holds LAs to account for reaching an in-year budget balance;
 - Allocates additional funding to LAs to support the elimination of their historic deficits.
- A Safety Valve agreement does not require LAs to make cuts to services
 it requires them to run their high needs systems more effectively.

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How the programme works

- 1. LAs are invited based on the size of their accumulated deficit.
- 2. LAs present to DfE their plans for managing their high needs system. All LAs with a deficit are required to have such a plan.
- 3. LA plans are then scrutinised by financial and SEND specialist advisors.
- 4. Advisors work closely with the LAs as they develop their plans, testing to ensure that plans represent the best approach for CYP and deliver LAs' statutory duties, as well as reaching a sustainable position on their funding.
- 5. LAs will then submit a final 'proposal' to DfE essentially a high needs management plan, detailing the reforms and steps the LA will take over the next 5 or so years.
- 6. If the proposals deliver for CYP and reach a sustainable place, we recommend to Ministers that an agreement be made with the LA.
- 7. An agreement will hold the LA to account for delivery of the proposal over the lifetime of the plan (generally 5 years), and in return for delivery, will allocate funding to the LA to eliminate the remainder of their historic deficit. Department for Education

Criteria for reaching a Safety Valve agreement

LAs must demonstrate:

- How they will reform their high needs system in order that it functions
 effectively and sustainably, reaching an in-year balance on their allocated
 funding as a minimum.
- How the LA will manage their historic deficit, controlling growth
- How the LA will ensure that the plan is deliverable, how it will be managed as it is implemented, and how the plan will improve support for CYP with high needs.
- A clear explanation of the financial support requested from DfE.
- We will only enter into a Safety Valve agreement with an LA if we have the assurance from our specialist SEND advisors that proposals represent suitable and effective plans for children and young people.
- Under no circumstances would this include any violation of an LAs' statutory duties, and no caps are placed on EHCPs through this process.

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What the plans usually entail

- Some key features that the majority of agreements include:
 - 1. Investing in early intervention in order to meet CYP's needs earlier.
 - 2. Supporting mainstream schools to meet a higher level of need, where this is appropriate for the CYP.
 - 3.Investing in the culture and relationships with key partners, including schools, parents and health to ensure joined up decision making.
 - 4.Ensuring appropriate use of specialist provision e.g. addressing the balance on any reliance on the independent sector.
- Agreements are designed to ensure effective running of high needs systems: they are not designed to make LAs cut services.
- We have published more detail on these in our <u>guidance</u> and <u>reflective</u> <u>commentary</u>. Also published <u>research</u> looking into the features of LAs
 with effective and sustainable high needs systems.

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Deep dive: What SV means for children, young people and their families

- During the SV negotiation process, DfE engages directly with the LA, as the LA is responsible for managing the budget; there need to be open and frank conversations about LA weaknesses/development areas.
- The relationship between LAs and these partners is a core element the advisors are testing as they work with the LA. A priority is that specialist advisors encourage LAs to engage with key partners, including schools and parents, from the beginning of the process.
- DfE never enter into a SV agreement with an LA unless our specialist advisors are confident that LA will appropriately engage with partners.
- The majority of SV LAs are very early on in their agreements, and are still developing their engagement and relationships with key partners. For some LAs, they have substantial work to do to improve the culture and increase transparency with partners.



What we are doing next

- As the programme develops, we are keen to continue learning, sharing best practice and improving.
- We are preparing to commission an independent research report looking at the impact and perceptions of the Safety Valve programme in LAs further along in their delivery.
- We are confident that the intention of the agreements, for example promoting early intervention and inclusion, is the right thing for CYP. This follows the theory of change and evidence set out in the SEND and AP Improvement Plan.
- We are really keen to listen to feedback and address this wherever possible.



Thank you



Questions, Comments?



SEF Indicators (1/5)

- Impact measures provide evidence continuous improvement of service delivery across the Local Area. Impact measures include the views and experiences of CYP.
- 2. SEF processes and associated documents are, co-produced, shared, recognised and co-owned by parents, YP and partners including health, education, social care, PCF, SENDIASS etc
- The SEF is published in a wide range of places (education/ health/social care/family settings as well as the Local Offer.
- Judgements are supported by evidence of impact that can be verified by the day-to-day lived experiences of CYP and families.
- 5. The Golden Thread demonstrating coherence from joint strategic planning and commissioning, through to operational delivery and finally to service user views and experiences.

SEF Indicators (2/5)

- 5. The SEF contains electronic links to key documents, including joint commissioning strategy, the SEND strategic plan and operational development plan, data tables, JSNA etc.
- 6. There are clear links to an action plan and what's next, which could be in a separate document, with evidence of high aspirations for the area.
- 7. The SEF should be predicated on a clear, joint analysis of hard quantitative data, qualitative data through case studies, local intelligence and views of service users and partners.
- 8. SEF should demonstrate a fair and equitable use of resources that are allocated and distributed according to need.
- 9. PfA outcomes are embedded from Early Years through to 25. This can be seen as a golden thread throughout the SEF



SEF Indicators (3/5)

- 10. The SEND Local Offer is accessible, information easy to retrieve and has clarity for parents, professionals and young people themselves.
- 11. There is a commonality and consistency of language throughout the document and ideally should have a consistent writer who pulls together the information
- 12. The SEF should be linked to the SEND Strategic Plan key outcomes alongside the Area Ofsted Inspection Outcomes.
- 13. The Key issues for action outlined in the SEF must correlate with the subsequent SEND Action Plan have clear milestones, timelines and outcomes.



SEF Indicators (4/5)

- 14. Evidence of Deep Dives should be in place identifying the key areas of challenge this to be undertaken across and between multi-disciplinary services and with families and young people.
- 15. It is useful to have a BRAG on a page document that summarises the actions and where they are in regard to blue, red, amber, green etc
- 16. At the start of the SEF, it is useful to have the following:
- Introduction to the Area uniqueness, demographics etc
- Data dashboards with commentary
- Links with other plans and strategies CYP Health and Wellbeing strategy, joint commissioning strategy for example
- Progress since last inspection



SEF Indicators (5/5)

- 17. The guidance on AP should be made referenced to in terms of a section on AP or it can be woven into the whole document.

 Particular reference needs to be made to:
 - How this provision meets needs
 - Partnership working with AP and other agencies.
 - Any outreach role supporting CYP to stay in mainstream
 - How the AP supports CYP in returning to mainstream provision.
- 18. An analysis on the LA's evaluation of their AP provision should be within the SEF document.
- 19. Governance structures both within the LA and ICB
- 20. Progress since the last inspection/Peer Review brief summary
- 21. Any key developments to be highlighted.

