

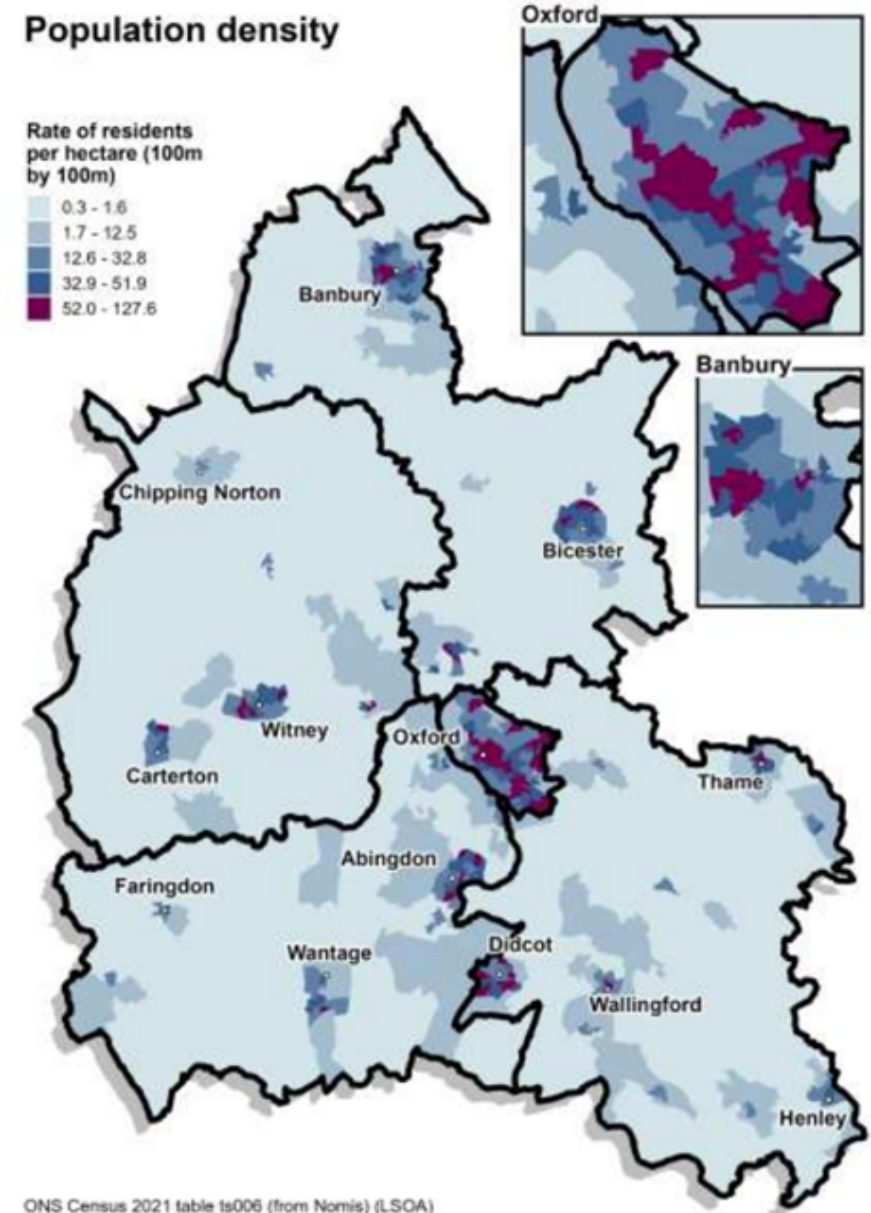
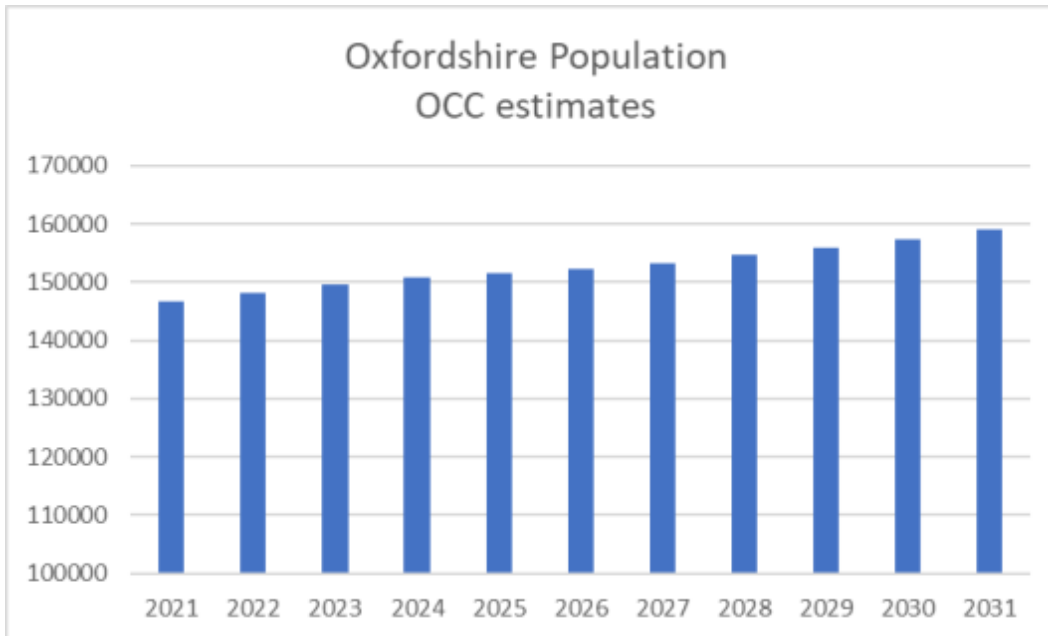
Oxfordshire
SEND

Progress update on the Local Area Partnership

Overview of Oxfordshire

Population

- Overall population: 725,300 (2021 census)
- Population <18: 146,382 population (2021 census)
- Most rural county in South East
- **OCC estimate of 8.5% increase in under 18s in the next 10 years**
- We are a large and rural County, with distinct variability in population need.



Overview of Achievements

- **Building relationships across the partnership:** Fostering strong, collaborative connections among all stakeholders in the SEND local area partnership, including schools, healthcare providers and families to be able work together to deliver on the priority action plan
- **Stabilising leadership building permanency:** Establishing consistent leadership within the partnership to provide stable guidance, enhance decision-making, and ensure long-term sustainability of initiatives and policies
- **Cultural shift to be more responsive to needs:** Promoting a cultural transformation within the partnership to prioritise responsiveness and adaptability, ensuring that the unique needs of children and young people with SEND are met promptly and effectively.
- **Beginnings of coproduction being embedded:** Integrating the principles of coproduction, where families, children, and young people with SEND actively participate in shaping services and support, into the core practices of the partnership
- **Refreshed governance and multi-agency working:** Updated governance structures and improve collaboration within the SEND local area partnership to streamline processes, enhance accountability, and improve outcomes for those with SEND
- **Challenging existing systems to ensure they are ‘fit for purpose’:** Critically evaluating and reforming current systems and practices to ensure they effectively meet the needs of children and young people with SEND
- **Shared responsibility and ownership of challenges we face:** All members of the partnership collectively acknowledge, take responsibility for, and actively address the challenges faced in supporting children and young people with SEND

Overview of remaining challenges

- **Financial Constraints:** Volume for services is exceeding available resources
- **Policy Inconsistencies:** Inconsistent policies are creating challenges in implementation and service delivery
- **Pressure on Schools:** Schools are facing increased volume, stretching their capacities and limited funding
- **Rising Volume for Special School Places:** There is a growing need for special school placements
- **Increasing EHCP Requests:** The volume for Education, Health, and Care Plans (EHCPs) is on the rise
- **Changing Demographics:** An 8.5% increase in the school-aged population is projected over the next 10 years, adding further strain on resources
- **Continuing to build effective communication/coproduction:** Building on coproduction to ensure children young people and their families are at the heart of all we do
- **Pace of change for children and young people and their families is not as fast as we would like :** While the local area partnership is committed to making necessary changes, it is crucial to communicate these changes effectively. However, achieving the desired impact for children, young people, and their families will take time as these changes are embedded

Governance and Accountability

- **Enhanced Governance and Accountability:**

Governance and accountability structures have been reshaped, leading to more effective oversight and decision-making

- **Establishment of SIAB:**

The SEND Improvement and Assurance Board (SIAB) has been established, incorporating system leaders from education, health, social care, as well as parent/carers and children and young people. This inclusive approach ensures diverse perspectives and comprehensive strategies

- **Improvement Themes led by Co-Chairs:**

Three key themes/workstreams, each co-chaired, are driving forward the improvement work, ensuring focused and collaborative efforts across different areas

- **Robust Programme Management:**

A robust programme management system is now in place, featuring monthly highlight reports and Project Initiation Documents (PIDs). This structure ensures regular monitoring and accountability, supplemented by additional co-chair meetings for enhanced coordination

- **Parent/Carer Engagement:**

Regular meetings with the Parent/Carer Forum are fostering stronger relationships and ensuring that their voices are more integral to the programme's success

- **Leadership and Oversight:**

Regular meetings with the Lead Member for SEND, informal cabinet, and the education and young people's scrutiny committee are enhancing leadership oversight and political support for the programme

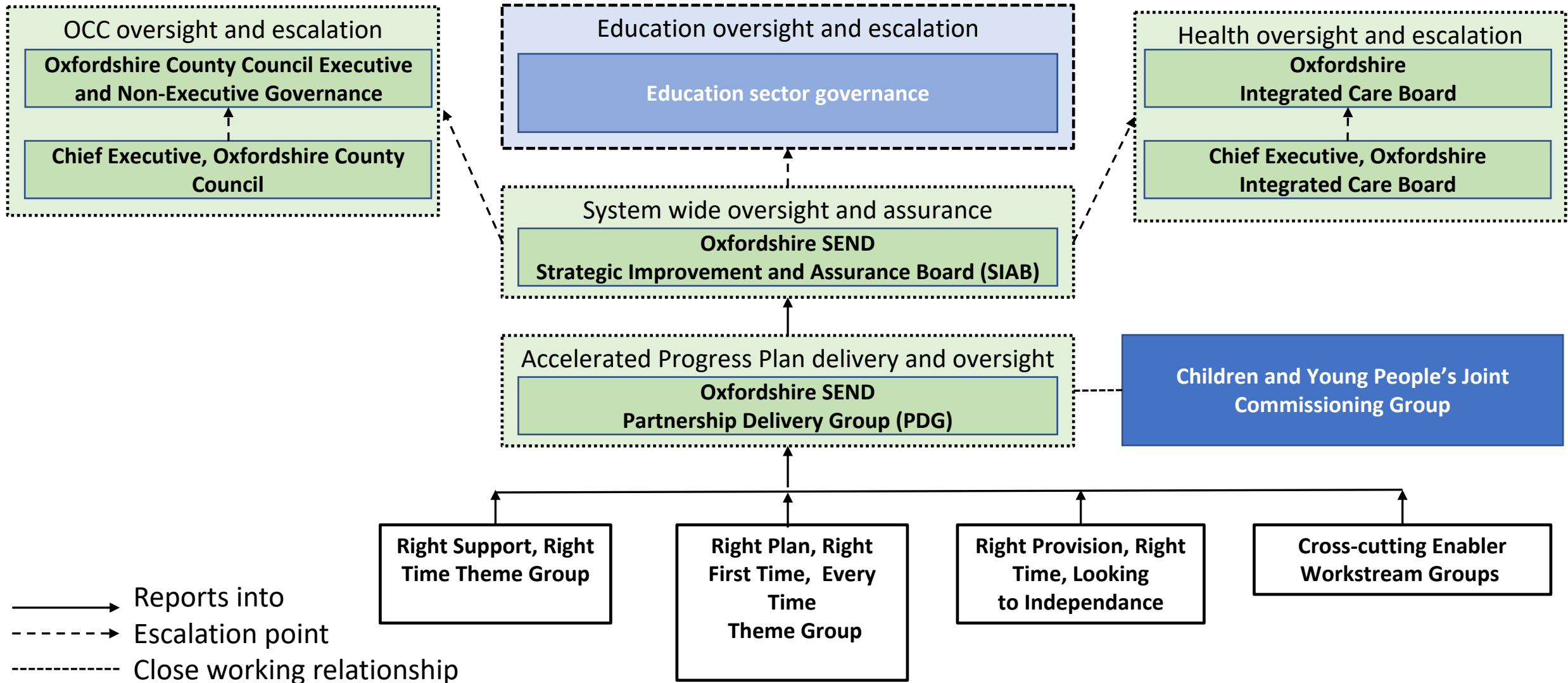
- **Openness and Transparency:**

SEND conversations have been instituted to promote openness and transparency within the programme, encouraging honest dialogue and feedback

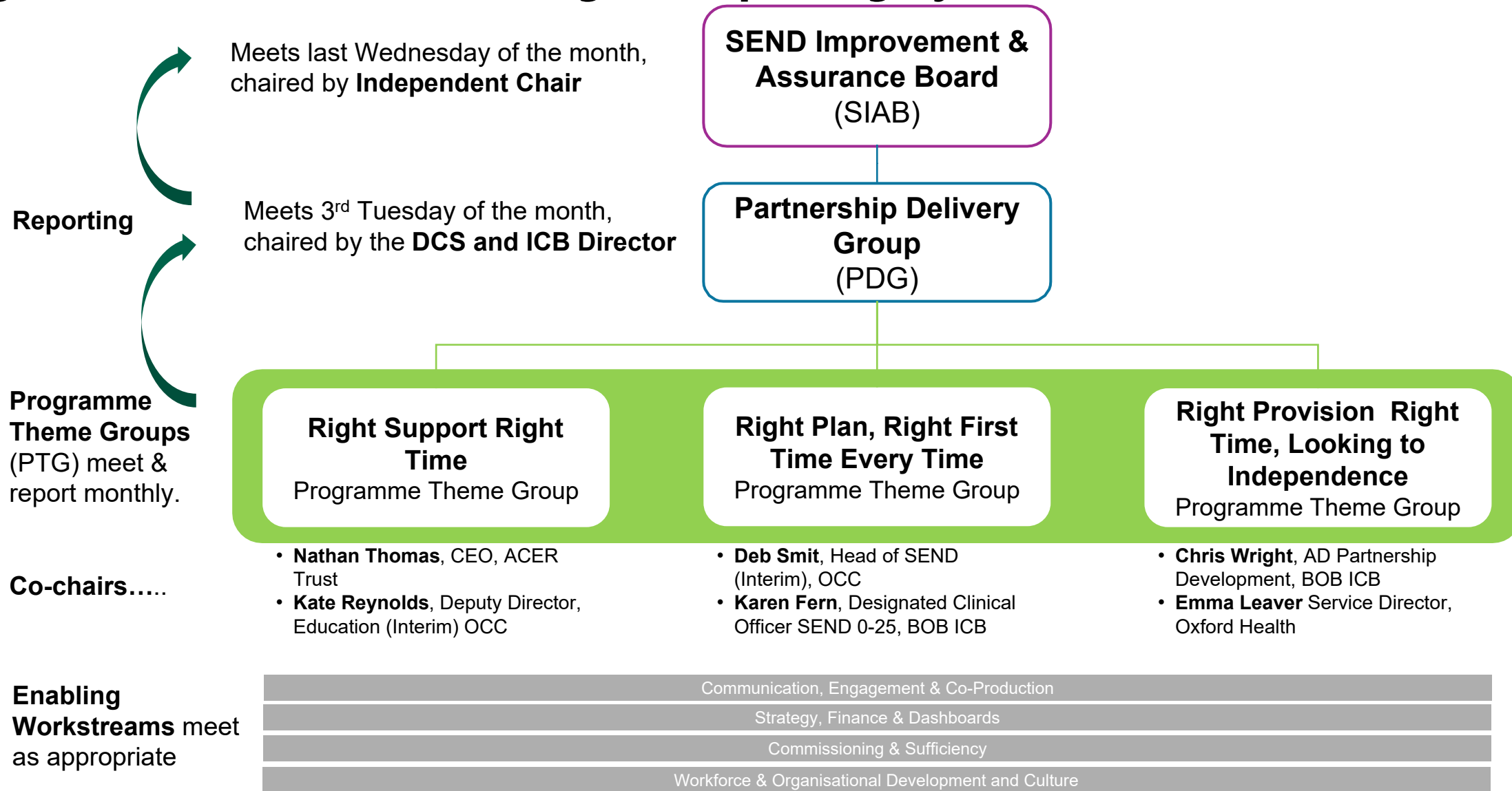
- **Data-Driven Decision Making:**

The sharing of data and performance through Key Performance Indicators (KPIs) ensures that all stakeholders are informed and that decisions are based on accurate and consistent information

LAP Governance



Programme Governance Meetings & Reporting Cycle



Progress update on the Local Area Partnership

• Ways of Working

- Greater and closer working across partnership –co production being embedded e.g. banding review with headteachers, MoU with PCF
- Co-production in Oxfordshire is the process where providers and/or professionals and stake holding citizens equally share a whole-life responsibility for the creation and delivery of products, services or knowledge underpinned by the principles of equality, diversity, access and reciprocity
- Co-production a cross-cutting workstream to ensure it is embedded within delivery of the projects across the programme

Headteacher

“Whilst the challenges surrounding the provision of suitable support for children with SEND and their families are undoubtedly very significant, it has been encouraging to see Education, Health and Social Care coming together to work on developing the strategic vision for improvement. There has been a renewed ambition to work collaboratively with school leaders in order to coproduce the solutions to our collective challenges. The early work on the banded funding system has reflected this, with recognition from within the Local Area of the need to align timescales for change with the views of school leaders, in order to ensure we get it right rather than just get it done”

Local Area Progress Update

- **Substantial Progress with Senior Leadership Commitment:** Significant strides have been made, supported by a strong commitment from senior leadership across the local area partnership
- **Priority Action Plan (PAP) Progress:** Progress in all areas of the Priority Action Plan good, with only one area marked as high risk (red status), while all other areas are on track
- **PAP Area Needing Review:** One area requires further attention - PAP Objective 2B:2, which aims to have named workers identified, fully trained, and supported as the liaison between children, young people, parents, and all agencies by July 2024. This objective currently has a red RAG status, indicating the need for a deeper understanding and targeted action to address it
- **Review and Revision of PAP:** The PAP will be reviewed once the outcome of the Stocktake is known, with a revised PAP by December 2024
- **Key Performance Indicators (KPIs):** KPIs have been agreed upon, with discussions underway to finalise appropriate targets to be signed off by SIAB in Autumn 2024

Delivery of PAP through Themes

- Three themes have been established to deliver the actions identified in the PAP and the wider transformation programme, jointly chaired by named individuals across the local area partnership
- Representatives on these groups are from a variety of stakeholders that include Local Authority; health, schools; parents/carers; and voluntary, community sectors and Oxfordshire Parent Carer Forum

CYP with SEND have better outcomes, Parent Carers have trust and confidence

Right Support, Right Time	Right Plan, Right First Time, Every Time	Right Provision, Right Time, Looking to Independence
<p>In short: The right education, health and care support is provided to CYP and their families at the right time in the right place.</p> <p>Scope: Early Help and Prevention, targeted setting support, SEND professional development, Alternative Provision improvement, review of statutory requirements, development of relevant Strategies and Frameworks across the system.</p> <p>Outcome: There is a consistent approach across Oxfordshire in supporting children, young people and their families to access the right support at the right time in the right place. The workforce are confident in identifying emerging needs and intervening at an earlier point to avoid escalation of need.</p>	<p>In short: EHCPs are child centred and strengths-based, meet the needs of CYP, are produced in a timely manner to a quality standard and reviewed annually.</p> <p>Scope: Assessing requests for, and production of EHCPs, annual reviews, phase transfers, appeals and tribunals, quality assurance, incl. partner advices</p> <p>Outcome: CYP, parents and carers, say they have an EHCP that reflects their views, meets their needs, is strengths-based and outcome focused</p>	<p>In short: The timely and right specialist education, health and social care provision is provided at the right time in inclusive settings. CYP are also given options and pathways into FE and meaningful employment.</p> <p>Scope: Specialist education, health and social care provision. Pathways into FE and employment, transition to adulthood.</p> <p>Outcome: More children thrive in specialist settings and/or in FE and employment</p>
Communication, Engagement & Co-Production		
Strategy, Finance & Dashboards		
Commissioning & Sufficiency		
Workforce & Organisational Development and Culture		

Progress Update: Right Support, Right Time

Substantial progress in all areas

• Targeted Setting Support

- **Enhanced Pathways:** Increasing confidence of parents, mainstream teachers, leaders and staff to identify and meet the needs of CYP with SEND. Extension of existing schemes agreed, business case for scaling up developed
- **SENDCO Helpdesk:** Analysis is used to identify themes where support is sought. Positive feedback around quality of answers via the helpdesk with 308 enquiries from March 2023 to June 2024
- **Special School Outreach:** 188 referrals (164 allocated and 23 signposted) from October 2023 to July 2024. Post support evaluations showed that 100% were confident and very confident that staff needs had improved in the 4/5 key areas. (assessing and identifying needs, knowing what strategies to use, adapting curriculum to meet needs, supporting children and YP with behaviour that challenges) .90% responded that they agreed and strongly agreed that the support has had a positive impact on the outcomes of pupils with SEND

• Professional Development

- **Ordinarily Available Toolkit (OAT):** OAT revision co-produced with schools
- **SEND self-evaluation platform:** Evaluate My School launch event was attended by over 100 schools with. 160 schools have registered to date. Key themes from the completed evaluations will be used to inform the LA offer and summarise baseline data.
- **Co Produced CPD Programme:** A specific professional development working group has been setup to focus on the CPD/SEND offers.

• Early Years

- Board established with cross LAP representation. Workshops taken place to date have informed the development of vision and outcomes to inform the Early Years Strategy co-produced
- Case studies show impact of the Early Years Team use of Strengths and Needs assessments and refreshed Early Years handbook supporting transition to Primary.

Feedback from school following support from Early Years Team

“XXXs transition has been super so far! As the year has progressed, XXX has been able to safely attend a school trip and actively participated in sports day.”

Progress Update: Right Support, Right Time

- **Early Help and Prevention:**

- Early Help and Prevention board setup to ensure accountability and governance for project.
- Professionals survey to contribute the development of a refreshed Early Help and Prevention Strategy and implementation plan.
- Pathways mapping work has commenced with feedback from partners to document the as-is before identifying areas for improvement

- **Banding Framework:**

- Range of workshops with partners to review existing matrix and agree level of need terminology utilization, across the partnership. Financial modelling and framework development commenced

- **Alternative Provision (AP):**

- Commencement of an AP Project Board priority will be to co-produce the Alternative Provision strategy with partners

Key Performance Indicators: Right Support, Right Time

Indicator	Baseline as at inspection data (July 2023)	2023 performance (SEN2 and other sources)	Direction of Travel
Number of pupils with EHCP in Oxfordshire	5,427	6,420	-
Proportion of children with EHCPs in mainstream	45.30%	50.3% (increase of 5% on previous year)	↑
SEN learners Early Years foundation stage (Good level of development)	23%	26%	↑
EHCP Early Years foundation stage (Good level of development)	3%	3%	↔
SEN learners Key stage 2 (% working at the expected level)	20%	24%	↑
EHCP Key stage 2 (% working at the expected level)	9%	8%	↓
SEN learners Key stage 4 (Attainment 8)	33.20%	29.30%	↓
EHCP Key stage 4 (Attainment 8)	14.10%	13.70%	↓
EHCP overall absence – primary school	Data not available	12%	-
EHCP overall absence – secondary school	Data not available	20.20%	-
EHCP permanent exclusions – all schools	0%	0.04%	↑
EHCP suspensions – all schools	8.61% (331)	7.47% (337)	↓
Reduction in INMSS placements	322	338	-
Reduction in suspensions for SEN learners	4.91%	6.50%	↑
Reduction in permanent exclusions for SEN learners	20%	15%	↓
Reintegration timetables for SEN learners	29.70%	26.90%	↓
Reintegration timetables for EHCP	30.10%	34.50%	↑

Impacts



- **Increasing** parental confidence in mainstream school ability to meet the needs of CYP with SEND

- **Increasing** confidence of mainstream teachers, leaders and staff to identify and meet the needs of CYP with SEND.

- **129** CYP supported
- **18** CYP who had been agreed specialist, but unplaced
- Parental confidence increased in **every** setting
- Progress against EHCP targets made in **every** setting
- **All** staff offered training aligned with the focus of the enhanced pathway

- **Ensuring Impact and Effective Monitoring:**

Maintaining rigorous impact assessment and monitoring mechanisms to track programme success

- **Establishing a Financially Sustainable Model:**

Achieving consensus on and implementing a financially sustainable model

- **Demonstrating Impact Against KPIs:**

Effectively demonstrating programme outcomes through Key Performance Indicators (KPIs)

- **Building on Current Progress:**

Continuing to advance and expand upon the positive progress achieved to date
Share best practice and making it the way schools operate in Oxfordshire

Progress Update :Right Plan, Right First Time, Every Time

EHCPs issued within 20 weeks = 53.70% (above the National average)

EHCNA/EHCP Improvements

- **Process Review:** Key areas impacting timeliness, quality and decision-making have been identified through a comprehensive review of the current process
- **Updated Templates and Tools:** Revised templates and tools now ensure that the EHC plan reflects a multi-agency, child centred assessment
 - **EHCNA Guidance Tool:** EHCNA guidance tool is on track for completion by September 2024
 - **Updated Advice Template:** Education advice template has been uploaded onto the case management system
 - **Updated Medical Form:** The medical form has been updated in partnership with the Parent Carer Forum (PCF), improving relevance and accuracy.

Annual Reviews

- **Data Analysis:** Annual Review data is being analysed to identify and address data quality issues
- **Forward Plan:** A forward plan, pending sign-off, is in place to ensure quality understanding and continuous improvement in Annual Reviews




Quality Improvement

- **Quality Improvement Framework:** A draft Quality Improvement Framework has been co-produced
- **Training:** Assurance training for casework has been implemented
- **Invision 360 Tool:** The Invision 360 tool is being used to identify areas for quality improvement, promoting a culture of continuous enhancement
- **Advice Audit Tool:** Audit tool and checklist are currently being piloted

Surveys

- Review systems following parent / carer survey, education professionals survey
- Review of parent /carer post EHC Needs Assessment survey and co-produced Annual Review survey

Key Performance Indicators :Right Plan, Right First Time, Every Time

Indicator	Baseline as at inspection data (July 2023)	2023 performance (SEN2 and other sources)	Direction of travel
EHCPs completed within 20 weeks	4%	53.70%	
Increase in the % of EHCNAs agreed	81.90% (in 2022)	84.20%	
EHCPs graded as good or outstanding (Invision 360)	34.40% of 61 EHCPs	24.80% of 226 EHCPs	-
Annual reviews completed within statutory timeframes	Identified as a priority for next build of data dashboard	Identified as a priority for next build of data dashboard	-
Number of tribunals	101 active appeals (end of June 2023)	186 active appeals (end of June 2024)*	

* Partly impacted by higher percentage of Phase Transfer appeals this year – a 65% increase on last year.

Challenges: Right Plan, Right First Time, Every Time

Increasing Volume of EHCNAs:

- The volume of Education, Health, and Care Needs Assessments (EHCNAs) continues to rise, which puts additional pressure on resources and timelines

Data Quality Issues:

- Limited data has hindered the ability to accurately understand baseline Key Performance Indicators (KPIs), impacting decision-making and progress tracking, this is the case for Annual Reviews

Process Review:

- Identified a significant number of additional processes that need reviewing and updating

Progress Update: Right Provision, Right Time, Looking to Independence

- **Emotional Mental Health and Wellbeing Support:**

- Tender of Digital Offer evaluated. Joint future contract management with HESC and Public Health. Analysis of Parenting Programmes
- Dynamic Support Register (DSR) policy has been consulted on, with a view to improving how some of the most vulnerable and at risk CYP are supported.

- **Special School Nursing (SSN) :**

- Desk top review completed scoping background including statutory responsibilities for education, health and social care, JSNA, previous reports in SSN in Oxfordshire including CLARITY report.
- OHFT completing an internal review of SSN and community nursing for discussion with commissioners to inform business case

- **Childrens Integrated Therapies:**

- Rollout of WellComm – speech and language toolkit providing a range of screening and interventions.
- New communication Statement Of Practice co-produced and rolled out to teams.
- Speech and Language Therapists (SLT) worked with education to develop universal strategies for language development and trained Early Years practitioners (225 so far)
- Speech & Language Therapy (SLT) Assessment Clinics created and new parent workshops established – seeing 150 new children and families per month to increase support for parents

- **Neurodiverse Conditions Pathways**

- Provisional metrics and definitions developed for monthly dashboard, will be used to help develop common understanding of Oxfordshire provision.
- Living Well with Neurodivergence offer reviewed with PCF; this has led to renaming and adapting the offer; there has been a dramatic increase in uptake since Christmas 2023, with workshops fully booked.
- Exploring initiatives to address waiting times, such as freeing up capacity in secondary care so that practitioners can dedicate time to specialist interventions.

- **Transitions**

- 17+ pilot programme developed by GMH services to transition into adulthood. The programme includes a clear pathway of interface with complex needs, which avoids the need for a new assessment and therefore enhances access – emerging data is extremely encouraging, demonstrating increased wellbeing measures and risk reduction.
- ICB hosted a 'Perspectives' event which was shaped and developed in partnership with young people (March 2024)

Key Performance Indicators: Right Provision, Right Time, Looking to Independence

Indicator	Baseline as at inspection data (July 2023)	2023 performance (SEN2 and other sources)	Direction of Travel
Young people with EHCPs in further education	13.40%	12.40%	↓
Proportion of young people with EHCPs who are NEET	4.10%	8.60%	↑
Young people with EHCPs accessing supported internships	42	38	↓
Median wait time (number of days) for CYP starting neurodevelopmental assessment process (i.e. first contact)	553 days (Nov 2023 – first available data)	378 days (May 2024)	↓
Median wait time for CYP referred to Occupational Therapy (i.e. first contact) *	231 days	196 days	↓
Median wait time for CYP referred to Physiotherapy (i.e. first contact)*	91 days	63 days	↓
Median wait time for CYP referred to Speech and Language therapy (i.e. first contact)*	252 days	385 days	↑

* Interim figures whilst data definitions and validation processes are approved and embedded

Changes that have happened and are effective

Enhanced Pathways Programme (EPP)

- Personal reflections on current children attending EPP – now in full time attendance at school, significant reduction in suspensions, increase in student morale and self-esteem, decrease in violent outbursts and attacks on staff and children
- Mainstream settings are able to have settled and safe classrooms
- Families feel the needs of their child are being supported, whilst understanding that a place in a specialist setting isn't available

EHCP assessment, paperwork and processes

- The Local Authority is meeting deadlines and turning around high-quality reports – this is essential so schools/agencies/families feel confident in the Local Authority and children can be appropriately supported
- This is the area of the PAP that is currently the most visible and is positively impacting primary schools. The rapid improvement is significant and should be commended
- Forms to collect children's voice are being refreshed by children and young people this summer – this is needed and will continue to build on developing good practice

Leadership within the Local Authority

- The new Director of Children's Service plus a new Deputy DCS and new Head of SEND are now in place. All are 'present' and known to key professionals within schools
- Primary schools feel that there is clear leadership with these three key figures and their teams, with a focus on driving forward improvements through collaborative and strategic working
- Collaborative working with education (across MATs and Maintained) and improvements in communication have assisted in refreshing and strengthening the working relationship between LA and education
- The creation of the new Education and Inclusion County Wide Schools Partnership Group has been well received

Schools Feedback

CAMHS waiting lists are beginning to move

- This has only just started to happen and has taken longer than expected to be felt at ground level by children and families within primary schools
- Families are happy to be seen before the expected time and it is creating a sense of positivity and hope for families and settings that have nowhere else to turn
- Diagnosis and access to medication (when appropriate) will enable many of the children sitting on the waiting list to successfully access and engage with education

Changes not yet seen and are impacting primary schools

Recruitment of staff – not enough SALTs and EPs – children in need of support and therapy and not able to be seen

- Concerns around how this backlog of referrals will be cleared up and the impact it is having on children being able to achieve to their full potential.
- The longer this goes on, the bigger the attainment gap will be.

Transition to secondary school for most vulnerable children with SEND

- Personal school reflection... child who is a CWCF, refugee who has experienced severe trauma, high level complex SEND, EHCP in place – turned down for Specialist school, then when virtual school and mainstream school challenged the decision a specialist setting was agreed but too late for a place.
- So where does he go? Transition work with agencies and secondary school is underway but this may not be where he goes in September and could create more confusion. Decision making was not timely and has greatly impacted on the transition work.
- Transition work needs to start with primary schools being listened to and the correct setting being chosen/selected.

Quotes from children and young people



Feedback on Enhanced Pathways:

I prefer working in smaller groups. It helps me calm down
KS3 Child

I think its quite a nice thing if you aren't completely ready for work yet. They don't push you too hard, I like it and I'm sure someone else would enjoy it too. It's a great bridge between college and work and they make sure you aren't thrown completely into the deep end. It has helped boost my confidence and I am sure it would help others as work can be seen as very scary. I feel it's not as scary anymore, it's getting better. I'm not completely thinking about it all the time anymore. It's been a good experience overall.

Young Person on a supported internship

Feedback on Enhanced Pathways:

I like having small classrooms and not doing so many different lessons

KS3 Child



SEND Youth Forum Links to other Boards and Groups

