



Education and Children's Services Scrutiny Board (2)

Time and Date

11.00 am on Thursday, 5 October, 2023

Place

Diamond Rooms 1 and 2 - Council House

Public Business

1. **Apologies and Substitutions**
2. **Declarations of Interests**
3. **Minutes** (Pages 3 - 6)
 - a) To agree the minutes of the meeting held on 6 July 2023
 - b) Matters Arising
4. **Attendance, Behaviour and Exclusion Duties** (Pages 7 - 14)

Briefing Note of the Director of Education and Skills
5. **Local Area SEND (Special Educational Needs and Disability) and AP (Alternative Provision) Framework** (Pages 15 - 48)

Briefing Note of the Director of Education and Skills
6. **Work Programme and Outstanding Issues 2023/24** (Pages 49 - 52)

Briefing Note of the Chief Legal Officer
7. **Any Other Business**

Any other items of business which the Chair decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Julie Newman, Chief Legal Officer, Council House, Coventry

Wednesday, 27 September 2023

Note: The person to contact about the agenda and documents for this meeting is Suzanne Bennett Email: Suzanne.bennett@coventry.gov.uk

Membership: Councillors J Blundell, S Hanson, D Jackson (Co-opted Member), S Keough, T Khan, R Lancaster, A Masih, S Nazir, E M Reeves, CE Thomas (Chair), A Tucker and G Vohra (Co-opted Member)

By invitation Councillor K Sandhu (Cabinet Member for Education and Skills)

Public Access

Any member of the public who would like to attend the meeting in person is encouraged to contact the officer below in advance of the meeting regarding arrangements for public attendance. A guide to attending public meeting can be found here: <https://www.coventry.gov.uk/publicAttendanceMeetings>

Suzanne Bennett

Email: Suzanne.bennett@coventry.gov.uk

Coventry City Council
Minutes of the Meeting of Education and Children's Services Scrutiny Board (2)
held at 10.00 am on Thursday, 6 July 2023

Present:

Members: Councillor CE Thomas (Chair)
Councillor J Blundell
Councillor S Keough
Councillor A Masih
Councillor S Nazir
Councillor E M Reeves
Councillor K Sandhu
Councillor A Tucker

Co-Opted Members: Mrs S Hanson and Mr G Vohra

Other Members: Councillor K Sandhu (Cabinet Member for Education and Skills)

Employees (by Directorate):

Chief Executives J Nugent (Chief Executive)

Children's Services K Nelson (Chief Partnerships Officer), S Bhambra, M Clayton, C Heeley, J Jones, N MacDonald, R Sugars, S Watson, A Whitrick

Education and Skills J Essex, G Smailes

Law and Governance G Holmes, U Patel, T Robinson

Apologies: Councillors T Khan and R Lancaster
Mr D Jackson (Co-Opted Member)
Councillors P Seaman (Cabinet Member for Children and Young People)
A Jobbar (Deputy Cabinet Member for Children and Young People)

Public Business

1. Declarations of Interests

There were no disclosable pecuniary interests.

2. Minutes

The minutes of the meeting held on 20 April 2023 were agreed and signed as a true record.

Matters Arising

Further to Minute 33, Councillor J Blundell sought an update on Community Managed Libraries in Coventry. Officers assured the Board that a briefing note would be circulated, and the matter referred to a future meeting. With regards to Earlsdon Community Library, Councillor K Sandhu (Cabinet Member for Education and Skills) informed the Board that the library's lease would be renewed and gave thanks to Councillors A Tucker and B Gittins for their efforts in ensuring this.

Further to Minute 33, Councillor A Tucker sought an update on the recommendation regarding the asset transfer for Earlsdon Community Library with a proposed action for the Board to write to Councillor J O'Boyle (Cabinet Member for Jobs, Regeneration, and Climate Change) and Councillor R Brown (Cabinet Member for Strategic Finance and Resources). It was agreed that the Chair would write to the Cabinet Members on behalf of the Board.

3. **Overview of Services - Education and Children's Social Care**

The Board considered a Briefing Note of the Chief Legal Officer and received a comprehensive presentation which provided an overview of services for Education and Children's Social Care.

The briefing note introduced a presentation on the service priorities of both Education and Children's Services, to support the Board in identifying work programme items for the municipal year 2023-24.

Members asked questions and were given responses in the following areas:

- Education and social care provision for children that need accommodation alongside an update on acute provision in the city.
- Funding for autism diagnosis and reducing diagnostic timescales.
- High in-year admissions pressures and the impact of migrant and refugee admissions on this.
- Statutory requirements on school attendance and service requirements – to be referred to the next meeting of Scrutiny Board 2.
- Performance figures in comparison to last year's in terms of child protection enquiries.
- Where FDAC (Family Drug and Alcohol Court) receive referrals from and what service they work within.
- How many children with an education and health care plan are awaiting a suitable placement – written answer to be provided.
- The average number of children per worker in 2023 with regards to case-load demands.

Councillor K Sandhu (Cabinet Member for Education and Skills) thanked officers for the briefing note and gave her appreciation to officers for all their work in education and children's social care. She also recognised the generational issues facing education and children's social care.

RESOLVED that the Scrutiny Board:

1. **Notes the content of the reports attached at Appendix 1 and 2.**

2. Notes that 'Statutory requirements for school attendance' will be referred to the next meeting of the Board
3. Notes that further information on Children with an education and health care plan awaiting a suitable placement will be circulated to the Board.
4. Agrees to the continuation of the Task and Finish Group on autism and identified the following members:
 - Councillor J Blundell
 - Councillor A Masih
 - Councillor E Reeves
 - Councillor CE Thomas

4. Apprenticeship Provision

The Board considered a briefing note of the Director of Business, Investment and Culture which updated the Board on the provision of apprenticeships in the city and provided an opportunity for Members to seek assurances on the continued delivery and accessibility of apprenticeships for young people in Coventry.

Specifically, the briefing note highlighted the apprenticeship landscape in Coventry including apprenticeship providers and issues surrounding apprenticeship training recruitment, Coventry City Council's work to support citywide apprenticeships, and the existing apprenticeship plan for Coventry College with training being transferred to the Warwickshire College Group (WCG).

Members asked questions and received responses on the following matters:

- Apprenticeship provision for those attending Coventry College and possible transport issues with the transfer of training to WCG.
- Tempering apprenticeship provision with adequate career advice from Coventry Council's partners.
- The overall profile of apprentices in the city, especially with regards to apprentices from refugee backgrounds – data to be gathered from the Migration Team.
- Rising travel fares impacting travel costs for apprentices – to be ascertained through liaison with citywide employers.
- Apprenticeship provision for City College following the Ofsted decision.
- Apprenticeship skills provision and social value commitments – written response to be provided.

Councillor K Sandhu (Cabinet Member for Education and Skills) thanked officers for the briefing note and to Members for the questions raised. She also informed the Board of the skills audit currently taking place in local businesses across the city but recognised there was no quick fix solution to citywide apprenticeship provision.

RESOLVED that the Scrutiny Board:

- 1. Notes the content of the briefing note and Appendix A and B**
- 2. Supports the work done by the Council to support the delivery of apprenticeships in Coventry**

5. Work Programme

The Board noted the work programme and agreed the inclusion of the items suggested from the All-Members Scrutiny Session (28 June 2023) below on the 2023/24 work programme.

RESOLVED that the Scrutiny Board (2) notes the Work Programme and includes the following on the 2023/24 Work Programme:

- NEETS (Not in Education, Employment, or Training) 16–19-Year-Olds**
- Children Missing in Education**
- Cost and Capacity of Children’s Homes**

6. Any Other Business

Further to Minutes 21, 26, and 32 from the 2022/23 Municipal Year, Councillor K Sandhu (Cabinet Member for Education and Skills) provided an update on the letters previously sent to the Department for Education in relation to funding for schools. The received response provided a recognition that funding would eventually return to 2010 levels. Invitations sent to the Secretary of State for Education to visit Coventry to see the work taking place were turned down, but the Shadow Secretary of State for Education offered her intentions to visit in the future.

(Meeting closed at 11.50 am)



Coventry City Council

Briefing note

To: Education and Children's Services Scrutiny Board (2)

Date: 5th October 2023

Subject: Attendance, Behaviour & Exclusion Duties

1 Purpose of the Note

- 1.1 To provide information on the Local Authority's duties for Attendance, Behaviour and Exclusion.
- 1.2 The DfE published new guidance in 2022 – [Working together to improve school attendance](#). Setting out responsibilities and expectations for all key stakeholders: schools, multi-academy trusts (MATs), Local Authorities (LA), parents / carers. The initial intention was that the guidance would be statutory from September 2023; although that has now been delayed.
- 1.3 The DfE guidance [Behaviour in Schools](#), sets out clear and comprehensive expectations for schools in relation to managing behaviour. The DfE guidance [Suspension and Permanent Exclusion](#) is the companion piece to Behaviour in Schools and sets out guidance and expectations in relation to pupils who are excluded from school either temporarily or permanently.
- 1.4 In Coventry we continue to work in partnership with all schools. Both attendance and behaviour continue to be key strands of our Education Improvement Citywide priorities.

2 Recommendations

- 2.1 The Education and Children's Services Scrutiny Board (2) are recommended to:
 - 1) Consider the content of the information provided in the briefing note and appendix
 - 2) Identify any further questions for officers and Cabinet Members

Information/Background

3 Attendance

- 3.1 Over the last academic year, the LA have worked to enable implementation of the new model from September 2023. LAs locally, regionally, and nationally have made representation to the DfE in relation to the attendance reforms as the view is that they create additional burdens for LAs. There has been no additional resource provided to deliver the reforms.
- 3.2 The guidance sets out new expectations for LAs to:
 - Rigorously track local attendance data;
 - Monitor and improve the attendance of children with a social worker through the Virtual School;
 - Have a School Attendance team providing core functions free of charge to all schools (e.g., communication & advice; termly targeting support meetings with every school; support access to multi-disciplinary family support; legal interventions)

- 3.3 The guidance is very clear that prosecution and legal intervention only take place when all attempts to engage with the family at a voluntary and formal support level have failed, or where support has been deemed inappropriate.
- 3.4 Although we have had an effective Attendance Service in place in Coventry, this model has predominantly been a traded model meaning that apart from general advice and support for legal intervention the team have largely worked with schools that purchased the service. The service has been redesigned to cover the expectations of the guidance, and, following feedback from schools, will also continue to offer a traded service to schools. This includes a range of interventions and support including liaison with professionals re: services, supporting meetings with families, late gate, home visits, and Attendance health checks/ audits.
- 3.5 The LA's updated School Attendance Matters document (that has been shared with all school stakeholders), and describes the expectations, service, and offer to schools from September 2023 is included at Appendix 1. The School Attendance Team have always worked closely with Early Help services and will continue to build on this as part of the new model.
- 3.6 In line with the national and regional position, Coventry has seen a worsened citywide attendance position following the pandemic. The local figures for the 22/23 academic year are still provisional, but they are broadly in line with the previous year's position. These will be finalised and available, along with regional and national data, later in the Autumn Term, and will be included in our performance report later in the municipal year.
- 3.7 The LA is part of a pilot project 'LocalEd 2025', which aims to test new locality models for the school system supporting vulnerable pupils. The project has been closely linked with school attendance as a lens for vulnerability and has been working with schools and community partners in the Woodend, Moathouse and Henley Green (WEMH) area to focus on understanding the reasons for attendance difficulties, barriers to learning, and challenges for vulnerable learners. Through this work a number of pilot approaches are being tested, including navigation for practitioners supporting families - Right Help, Right Time, enhanced year 6/7 transition package for children with a social worker, Early Help school link worker model, raising aspirations for children and parents, parental mentoring. This project is small scale, but we will be disseminating learning and good practice to schools across the city.

4 Behaviour and Exclusions

- 4.1 The LA statutory responsibilities largely centre on ensuring pupils are accessing education and the associated safeguarding responsibilities where children and young people miss education. As a champion for all children, we also work with the partnership to ensure we share a collective moral purpose and have the right systems/infrastructure in place to support children and young people in education.
- 4.2 All pupils should access appropriate 6th day provision if they are suspended or excluded. The LA currently manage this duty through placement into another mainstream school via the Fair Access Protocol (largely in the primary sector), and through placement into Coventry Extended Learning Centre (CELC) in the secondary sector.
- 4.3 The LA also has oversight of temporary part-time timetables which schools may put in place to support individual needs when in the best interests of the pupil. Schools should advise the LA each time a part-time timetable is put in place providing a start and end date.
- 4.4 The LA's Behaviour Support Service 'the Key' supports and works in partnership with the primary sector in this area. The Key Intervention is part of Coventry SEND Service, delivered by the specialist teachers of the Social, Emotional, Mental Health and Learning (SEMHL) Team. It offers a part-time intervention for primary-aged pupils, who are struggling to meet the behavioural expectations of their mainstream school, or who are at

risk of exclusion. There is also a pathway within the Key intervention for pupils who have been permanently excluded from their mainstream school and allocated to another school. The Key works closely with parents/carers and professionals to ensure better outcomes for pupils.

- 4.5 The secondary sector also operates a 'supported transfer' process where pupils at risk of exclusion can have the opportunity to access another mainstream school provision over a set period of time to support them with their behaviour. Following increased challenges behaviour over the last couple of years the Coventry Education Partnership (secondary) are reviewing Alternative Provision and the Behaviour Pathway. This is with a view to increasing the diversity and capacity of the offer for pupils with challenging behaviour to reduce suspensions and exclusions. This will build and further develop the work that Coventry Alternative Provision (CAP) and the CELC already do in the city.
- 4.6 CAP is a well-established service formerly known as Work Related Learning, which is run by the LA. The service is responsible for ensuring that a high-quality, diverse offer of Alternative Provision is made accessible to schools in Coventry to support pupils on the roll of the school where appropriate. Schools are supported to secure successful part-time placements for students in conjunction with school onsite provision.
- 4.7 In line with the national and regional position, Coventry has seen higher rates of suspension/exclusion following the pandemic. The local figures for the 22/23 academic year are not included as they are still provisional but show a further increase in rates. Anecdotal feedback is that behaviour challenges have also increased both regionally and nationally in 22/23 academic year. These will be finalised and available, along with regional and national data, later in the Autumn Term, and will be included in our performance report later in the municipal year.

Appendix 1: School Attendance Matters

Name: Rachael Sugars

Job Title: Head of Service Education

Contact Details: Rachael.Sugars@Coventry.gov.uk

Appendix 1: School Attendance Matters

In Coventry it is our belief that good school attendance provides our pupils with the best chance of a bright and successful future. We do however realise that for some pupils there are barriers to attending school.

Why school attendance matters

Regular school attendance is an important part of giving children the best possible start in life. The aim should be to attend 100% of the time.

Research shows that pupils who attend school regularly achieve at higher levels than those who do not attend regularly, and they also have wider life chances. Attending school on a regular basis also helps to develop: Friendships, Social skills, Life skills, Career pathways.

Missed days in school can have a significant impact on all the above.

Yearly attendance	Yearly days missed	Yearly learning hours missed	Learning hours missed during school life (YR-Y11)
100%	0	0	0
97%	6	30	360
95%	10	50	600
90%	20	100	1200
80%	40	200	2400
50%	100	500	6000

In Coventry the overall absence rate for the academic year 2021/22 was 7.6%. This was 0.1% higher than the national average and 2.7% higher than the previous year in Coventry.

Those classed as disadvantaged (in receipt of Pupil Premium) have lower attendance than those classed as non-disadvantaged. For the academic year 2021/22 disadvantaged pupils in Coventry had an overall absence of 9%. This is an increase of 1.7% on the previous year. 27.4% of these pupils have a SEN provision.

Persistent absence (those pupils who miss 10% or more of school) was 23.5% in Coventry for the academic year 2021/22. This is an increase of 9.9% from the previous academic year and equates to 4,979 more pupils being persistent absentees in 2012/22 compared to 202/21. This is also 1.0% higher than the national average in 2021/22.

What are we doing in Coventry?

The barriers to accessing education are far reaching and complex and do not solely begin and end with the school. Often these barriers extend further than school and are specific to individual pupils and their families.

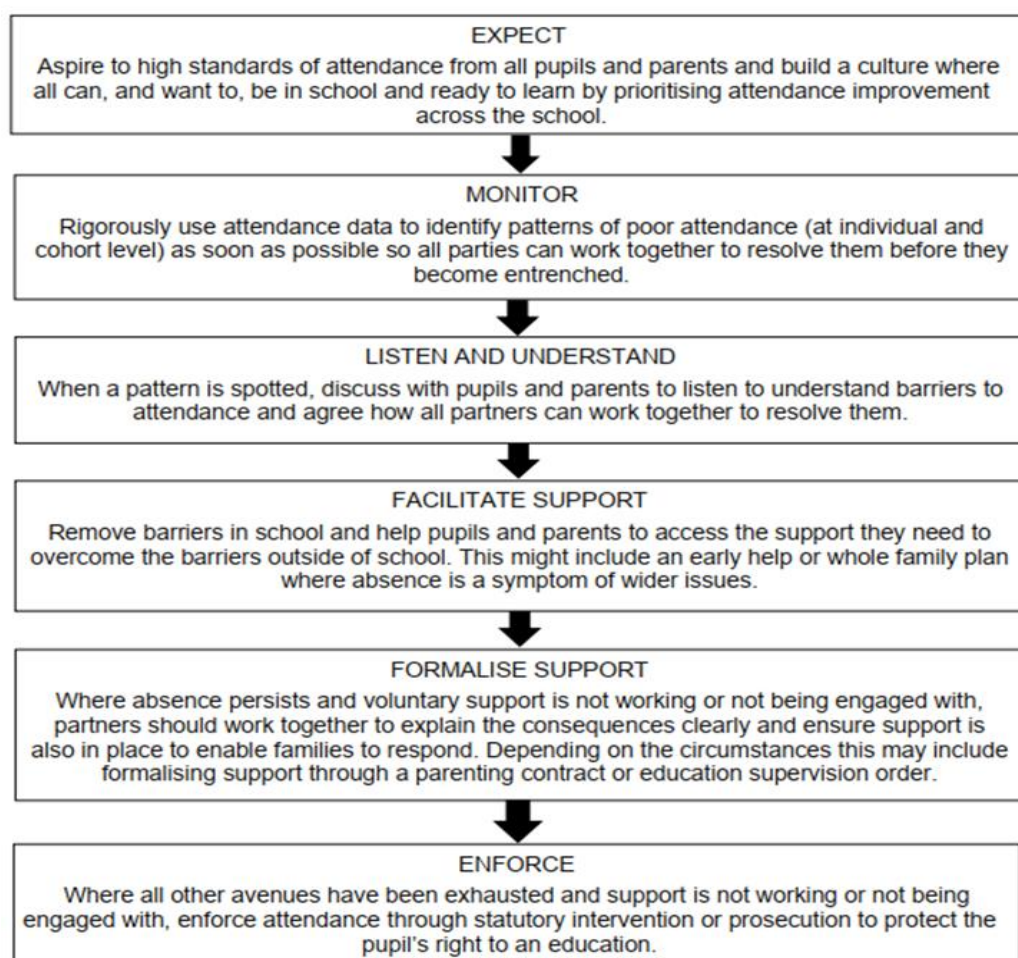
With our One Coventry approach we will work alongside and in partnership with schools and services across Coventry to ensure all pupils are supported to be able to attend school and will work to remove the barriers to school attendance.

Good attendance is not something to be viewed in isolation and it is the role of all involved to work with and support pupils and their families as a collective.

Our key stakeholders in Coventry are

- Pupils and their families
- School Attendance Team
- Schools
- SEND
- Early Help
- Virtual School
- Social Care
- Health

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



How are we delivering attendance support in Coventry?

Coventry's Staged Intervention model works to support schools, pupils and families to secure the right help at the right time.

Schools will provide a named school attendance officer who will act as the main point of contact for the named Local Authority School Attendance Officers (LAAO) and named Early Help Coordinators (EHAC).

Schools should seek support from Social Care if the child is known to be under a Child Protection plan or Child in Need plan. School attendance should inform part of the plan and social workers would be expected to be involved in any concerns raised around school attendance where they are already involved.

Stage 1: Prevention

Criteria: Attendance is between 91% and 100%

Lead practitioner: School

Pupils who have attendance between 91% and 100% will receive support from school and other universal services they may be accessing i.e., GP.

Schools should follow their school attendance policy when a pupil is recorded as absent i.e.

- First day absence contact.
- Letter sent if absence falls below schools' attendance target
- If attendance does not improve request a meeting with parent/carer

Schools can contact their LAAO via phone or email for advice and guidance around attendance issues.

Stage 2: Early Intervention

Criteria: Attendance is between 81% and 90%

Lead practitioner: 1st school – 2nd EHAC if criteria is met

Pupils who have attendance between 81% and 90% may require support from other services outside of school and universal services at stage 1.

LAAO will attend termly meetings with the school and the EHAC to discuss pupils of concern and signpost the school to other services. *(See Appendix 1 for details of the Targeted Support Meetings).* If the pupil is looked after the Virtual School and Social Worker should be invited to attend the Targeted Support Meeting if the pupil is due to be discussed.

Schools should consider.

- Letters home
- Meeting with parent/carer in school
- Home visits
- Pastoral support
- Mentoring/counselling
- Reduced timetable
- SEMH&L
- SEND
- Extended School Non-Attendance Advisory Panel (ESNAAP)
- Social Care/Supporting Families teams (Children's Service)

Please note this list is not exhaustive.

Schools must initiate an Early Help Assessment and, if required, access support from an EHAC, who will be able to support to undertake the Early Help assessment and deliver the Early Help plan. The support may include joint home visits, attendance at Team Around the Family meetings, making necessary referrals, signposting and navigating to available services and advice and guidance relating to Right Help Right Time (RHRT) thresholds.

If during the completion of the Early Help Assessment, it is identified that the child and their family meet the Right Help Right Time level 3 i.e., multiple issues requiring a multiagency plan, the professional from school should request their Early Help Assessment Co-Ordinator progress the family to Supporting Families team. The professional who completed the request may be contacted by the supporting families team for a further discussion about the family and being part of the team around the family (TAF).

In most situations, the Children's Service Supporting Families team will be best placed to take the role of the Lead Professional and deliver a whole family plan, when the family's needs meet Right Help Right Time level 3. However, there will be some occasions where schools are the best placed agency to be the lead professional. The decision for this will be made following the Early Help Assessment.

If a family does not meet 3 of the supporting families criteria Children's Service Family Hub Teams will be able to offer interventions such as groups and activities and these can be included in the TAF as part of an Early Help plan that is led by a school.

At this point schools may also request a monitoring letter be sent out via the LA. Should the pupil's attendance not improve then a Fixed Penalty Notice can be issued following the monitoring period. *(See Appendix 2 for details on Fixed Penalty Notices)*

A Fixed Penalty Notice can only be issued by a head teacher, or someone authorised by them (a deputy or assistant head), a local authority officer or the police.

Stage 3: Targeted Support

Criteria: Attendance is below 80%

Lead practitioner: LAAO

Pupils who have attendance below 80% may require multi-agency support in addition to that provided at stage 2.

When all attempts to engage with the pupil and family at stages 1 and 2 have failed school can discuss legal intervention with their LAAO. Schools will be asked to complete the Attendance Intervention form with attached evidence that everything has been done to support the pupil in improving their attendance at school.

If the LAAO is satisfied that the criteria have been met for legal intervention, they will support the school to complete one of the following.

- Parenting Contract
- Attendance Prosecution
 - School Attendance Order (only used where a pupil is not on a school roll)
 - Section 444(1) or 444(1A)

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To: Education and Children's Services Scrutiny Board (2)

Date: 5th October 2023

Subject: Local Area SEND (Special Educational Needs and Disability) and AP (Alternative Provision Framework)

1 Purpose of the Note

- 1.1 To brief the Education and Children's Services Scrutiny Board (2) on the new Local Area SEND and AP Inspection framework; and provide assurance that the Council and partners are engaged in a collaborative planning and preparation process to ensure inspection readiness.

2 Recommendations

- 2.1 That the Education and Children's Services Scrutiny Board (2)
 - 1) Note the report and appendix.
 - 2) Identify any further recommendations for the Cabinet Member

3 Background and Information

- 3.1 The current legislative framework for children with special educational needs is set out in The Children and Families Act 2014 – Part 3. The Act sets out the duties of local authorities, health bodies, schools and colleges to identify, assess and make provision for children and young people with special educational needs. It also introduced the Education Health and Care Plan as a replacement for the previous Statement of Special Educational Needs and extended the age range of children who fell into its scope from 2-19, to birth up to 25.
- 3.2 It is nationally accepted that the implementation of the new framework was challenging for Local Authorities and partners, in terms of the pace of transition timescale, resources and costs. Ofsted and the CQC (Care Quality Commission) were jointly commissioned by the Government to conduct an inspection of all Local Areas within a five-year period, predominately to assess whether or not the arrangements in place evidenced statutory compliance. The focus was on processes and procedures rather than outcomes. Whilst this one round inspection framework did not result in a 'judgement', each inspection was followed by a detailed letter that was published on the OfSTED and CQC website. If a local area was deemed to be failing it was required to publish a 'written statement of action' setting out how it would address each of the identified weaknesses.

- 3.3 The inspection round began in September 2016 and was completed in 2021. In the West Midlands local areas were inspected at a rate of one per term. Coventry was the 11th local area to be inspected. Coventry's positive inspection, which took place in October 2019 confirmed that Coventry did not require a written statement of action. The report is available at: [Coventry Local Area SEND Inspection](#)
- 3.4 In January 2023 a new inspection framework was implemented. Ofsted and CQC will now jointly inspect local area partnerships, to see how well they work together to improve the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND). The inspections will follow a continuous cycle. Local area partnerships can therefore expect to be inspected at least once every 5 years.
- 3.5 The inspection is similar to an ILAC inspection (local authority children's services) and takes place over a three-week period. Inspectors will arrive at one of three judgements:
1. The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed – next inspection within 5 years.
 2. The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements – next inspection within 3 years.
 3. There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently – next inspection within 18 months
- 3.6 In preparing for the SEND and AP Local Area Inspection, it is necessary to co-produce/review the joint strategic needs assessment (JSNA), which underpins the evidence base for commissioning across the partnership. This action has been led by public health in full partnership with all partners including families. The JSNA is on target to be completed by December 2023.
- 3.7 The local partnership is required to co-produce a self-evaluation (SEF) against the inspection framework and a supporting action plan. This work is at an advanced stage and will be completed by December 2023. Taking into account the findings of the JSNA and SEF, the local area partnership will review the current SEND and AP strategy, to ensure that priorities are highlighted and addressed. The review will begin in October and be co-produced with all partners including children, young people and their families.
- 3.8 Coventry local area is preparing to be constantly inspection ready throughout the next round of inspections. However, it is noted that the historic pattern of inspection within the West Midlands, was one area per term (3 inspections per year). At this point in time Telford and Wrekin and Sandwell have both been re-inspected, having last been inspected in 2017, suggesting that areas may be reinspected broadly in the original order.

4 Health Inequalities Impact

- 4.1 The inspection framework is designed to look at a range of outcomes for children and young people with SEND, including health outcomes. The CQC will lead the enquiry into joint commissioning, identification of need, waiting list and provisions for all with a focus on inequalities and entitlement.

Appendix 1: Local Area SEND and AP Inspection Readiness

Name of Author: Jeannette Essex

Job Title: Head SEND and Specialist Services

Organisation: Coventry City Council

Contact details: email jeannette.essex@coventry.gov.uk Tel:

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West Midlands
Local Area
SEND
Inspection
Activity to date

Date of inspection (round 1)	Outcome	Assume pattern one per term	Timelapse since last inspection
08/09/2016 Stoke		Spring 23	7 years
22/11/2016 Herefordshire		Summer 23	6:10 years
07/03/2017 Sandwell		Autumn 23	17/7/23 (2) - 6:4yrs
20/07/2017 Telford & Wrekin		Spring 24	20/3/23 (1) - 5:8yrs
09/10/2017 Solihull		Summer 24	6 years
16/05/2018 Worcestershire		Autumn 24	5:5 years
10/09/2018 Birmingham		Spring 25	5:1 years
12/11/2018 Staffordshire		Summer 25	4:11 years
04/02/2019 Walsall		Autumn 25	4:8 years
30/05/2019 Dudley		Spring 26	4:5 years
14/10/2019 Coventry		Summer 26	4 years
27/01/2020 Shropshire		Winter 26	3:9 years
12/07/2021 Warwickshire		Spring 27	2:3 years
20/09/2021 Wolverhampton		Summer 27	2 years

Learning from others – what to expect: Hartlepool

WEEK ONE (Inspectors off site)

- Phone call to DCS Monday morning. Notification to ICB
- Monday afternoon - Teams call with lead inspector HMI and lead CQC inspector – with LANO and ICB lead. Explains process/ gives timescales for information to be uploaded and starts to discuss timetable
- Day one pupil level data upload – Tuesday lunchtime
- Notified of 6 cases for tracking - Tuesday
- Annex A documents to be uploaded by Friday of week one
- Surveys to parents/ carers, children and young people, and practitioners
- Development of timetable

WEEK ONE – INFORMATION FOR 6 CASES (TRACKING)

- Cases chosen four EHC, two SEN support – included Child Protection, Early Help, LAC, complex health needs (six substitutes if parent/cyp do not engage)
- Need to send for the 6 cases
 - Pen portrait/ Chronology
 - Case file audit
 - Assessments
 - Plans
 - Multi agency meetings
 - Commissioning agreements
- Need to identify multi agency audit group – example: DCO, AD Social Care, Ad Education, Head of SEND, HSSCP manager, Principal EP, Virtual Headteacher, chaired by LANO
- Complete case file audit

WEEK TWO (Inspectors off site)

- Week Two
 - Regular online meetings with lead inspector to finalise timetable
 - Online meetings with parents (PCF and others that want to be involved)
 - Online meetings with children and young people (e.g a forum)
 - Online meetings with parent/ carer and child/ young person for each of the identified cases
 - Online meetings for team around the tracked cases
 - Meeting with Parent Carer Forum
- Context presentation – Thursday
 - Context about local area/challenges/ areas of focus
- Meeting with leaders (DCS/ LANO/ ICB lead) – Friday afternoon

WEEK TWO (Inspectors off site)

- Tracking meetings with team around each of the cases (some were week 2 and some week 3) - all online
- Team around need to show how the partnership works together to support the following:
 - children and young people's needs are identified accurately and assessed in a timely and effective way
 - children, young people and their families participate in decision-making about their individual plans and support
 - children and young people receive the right help at the right time
 - children and young people are well prepared for their next steps, and achieve strong outcomes
 - children and young people are valued, visible and included in their communities

WEEK THREE (Inspectors on site)

- Inspectors arrive on site Monday (about 10.30)
- First meeting circa noon - 13.30 Self evaluation discussion
- Opportunity to show what you are doing about your challenges and showing you know yourself well (presentation)
- Timetable included:
 - Focused sampling
 - Setting visits
 - General meetings to look at processes

WEEK THREE – Focused sampling

Inspectors sit with workers and track cases through the system:

- Dynamic Support Register
- Universal health services – health visiting/ school nursing
- Occupational health
- Physiotherapy
- Children with disabilities team (social care)
- Speech and language therapy service
- Assessment/diagnostic pathways - neuro developmental pathway
- Early Help teams
- Mental Health services
- GP
- Transitions team – e.g. Visit with Adult Transitions and Learning Disability Team Manager

WEEK THREE – Focused sampling (cohorts)

Meetings to discuss:

- Elective Home Education (EHE) and Education Other than at School (EOTAS) – inspectors identify cases they want to review
- NEET/ Missing from school roll – inspectors identify cases they want to review
- Attendance – LA presents information
- EHCPs – quality and decision making
 - Informed of the cases day before – expected that the SEND officer responsible for the plan to discuss case/ plan/ documentation

WEEK THREE – Setting visits and general meetings

Setting visits exemplar:

- Primary School with an Additionally Resourced Provision for early years
- Primary School with high numbers of EHCPs
- Primary Special school
- Secondary Special school
- Secondary school
- FE college
- Online meeting with residential special school

Cases not identified to track. However schools advised to have examples ready and if appropriate, inspectors may ask to speak to child/ young person

WEEK THREE – General meetings

- Commissioning and Strategy meetings all afternoon (Monday):
 - Workforce Development
 - PFA (Preparing for Adulthood)
 - Community Inclusion
- Fair Access Panel
- Approach to Alternative Provision (Heads and SENDCOs)
- Alternative Provision Strategy (Local Authority)
- Designated Clinical Officer
- Co-production
- **OUTCOME – grade 1**

SEND and AP Self Evaluation Refresh

Summer 2023

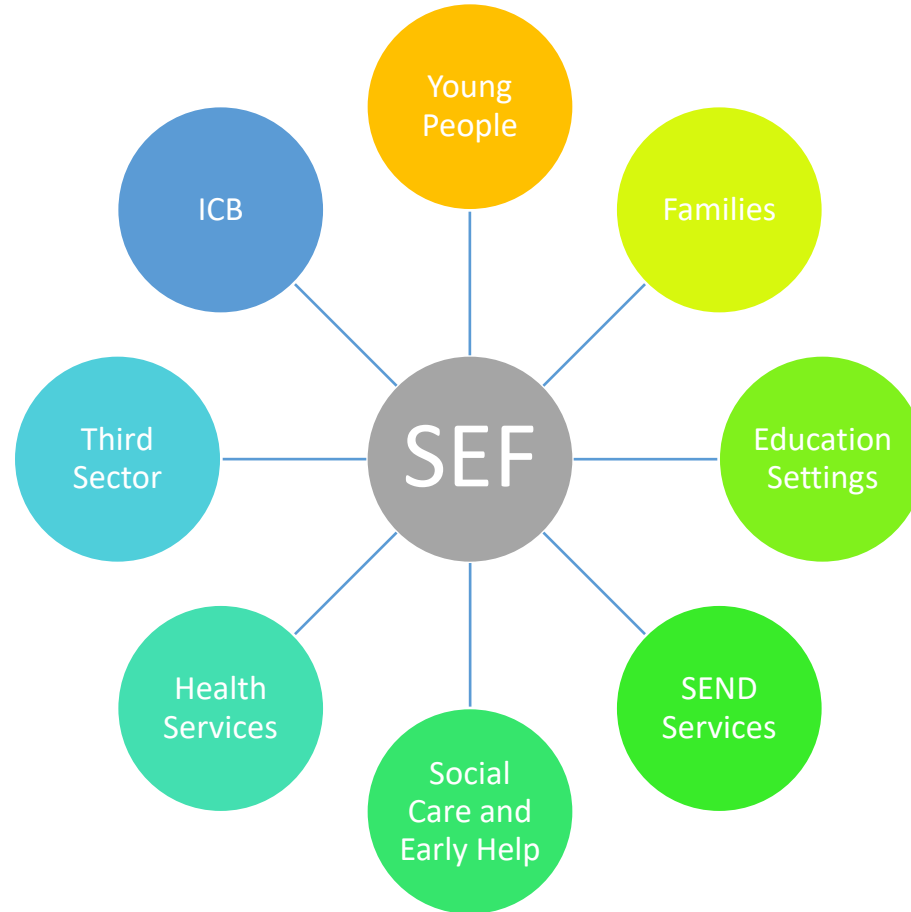


Coventry SEND

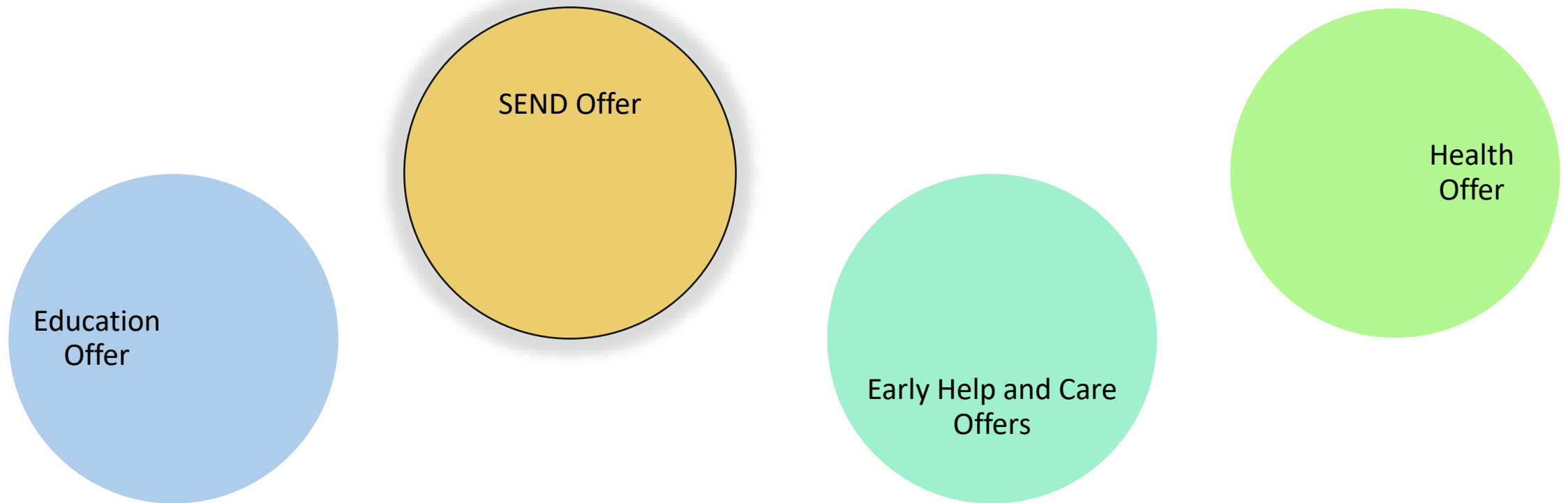
Coventry Approach: A Local Area framework...

- Inspections evaluate how well members of a local area partnership work together to improve the experiences and outcomes of children and young people with SEND.
- **‘Local area partnership’** refers to those in **education, health and care** who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.

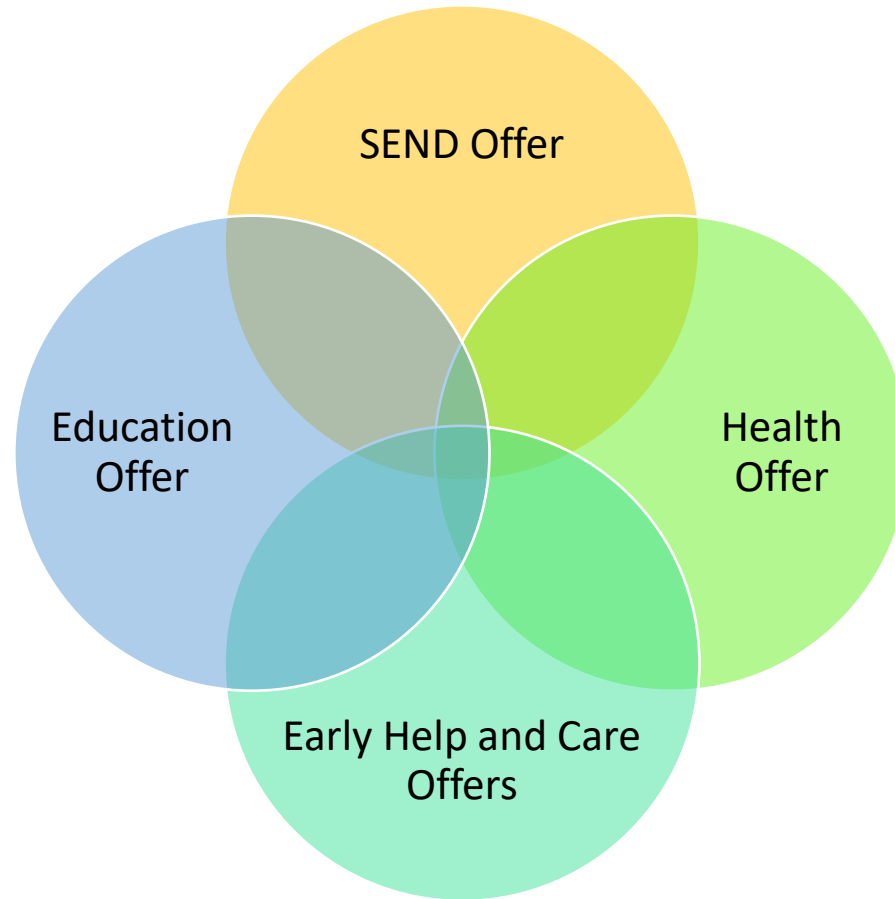
Coproduction is the **only** way to produce our SEF



Local Offers, not Local Offer



Local Offers, not Local Offer





National Framework



Three Key Foci



Strong Outcomes



The features of our SEND System

- We will be inspected against criteria that describe what an effective system looks like.
- Inspectors will also form a judgement on the extent to which our system delivers...



A Positive Experience



Outcomes

Inspectors will evaluate outcomes as described in the SEND code of practice and whether outcomes are sufficiently ambitious and reflect high expectations.

This includes whether children and young people with SEND:

Have developed the **knowledge, skills and behaviours** to gain employment... and live as healthily and as independently as possible

Have developed their **self-esteem** and **resilience**

Have made **friends**, and feel **safe, valued and visible** in their local communities

.... keep in mind that

Individuals' outcomes will be evaluated through inspection activities such as tracking and sampling.

Inspectors will also be interested in local strategic outcomes.

Experiences

When evaluating experiences, inspectors will assess whether experiences of education, health and care are positive, and why. They will evaluate whether children and young people with SEND:

Have gained from **stable, supportive relationships** and environments

Have had the opportunity to participate in community activities to widen their **understanding of the opportunities available** to them now and in their future

Have participated in **decision-making** about their own plans and support

Have had support provided when they have needed it, and feel supported and **believe that adults understand and advocate for them.**

Golden thread: Quality Relationships

Features of an effective SEND System

Children and Young People Focus

Children and young people's needs are identified accurately and assessed in a timely and effective way

Children, young people and their families participate in decision-making about their individual plans and support

Children and young people receive the right help at the right time

Children and young people are well prepared for their next steps, and achieve strong outcomes

Children and young people are valued, visible and included in their communities

System Leadership Focus

Leaders are ambitious for children and young people with SEND

Leaders actively engage and work with children, young people and families

Leaders have an accurate, shared understanding of the needs of children and young people in their local area

Leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision

Leaders evaluate services and make improvements

Leaders create an environment in which effective practice and multi-agency working can flourish

Inspection Outcomes

Inspection outcome	Reasons for making judgement	Subsequent meetings and inspection activities
The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.	<p>Inspectors will make this judgement if, having gathered and evaluated evidence using the evaluation criteria, they find that:</p> <ul style="list-style-type: none"> • children and young people are typically achieving strong outcomes, and • children and young people's experiences of their education, health and care are typically positive, and • the local area partnership has identified any areas for improvement and is taking effective action to address them, and • there are no areas for priority action 	<ul style="list-style-type: none"> • Engagement meetings • Full inspection usually within 5 years
The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.	<p>Inspectors will make this judgement if, having gathered and evaluated evidence using the evaluation criteria, they find that:</p> <ul style="list-style-type: none"> • either of the points in relation to the experiences and outcomes of children and young people, outlined above, are not met, and • there are no areas for priority action 	<ul style="list-style-type: none"> • Engagement meetings • Full inspection usually within 3 years
There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.	<p>Inspectors will make this judgement if, having gathered and evaluated evidence using the evaluation criteria, they find that:</p> <ul style="list-style-type: none"> • they have identified one or more areas for priority action; this will happen when there are significant concerns about the experiences and outcomes of children and young people, because of particular systemic or widespread failings that have a significant negative impact on the experiences and outcomes of children and young people 	<ul style="list-style-type: none"> • Engagement meetings • Submission of priority action plan (area SEND) • Monitoring inspection usually within 18 months of the publication of the full inspection report • Full reinspection usually within 3 years

Coventry's Approach



Phase 1: Our Journey Since 2019

- Focus will include:
 - 16 areas for development identified during 2019 inspection.
 - Local Area response to COVID 19
 - Local Strategic Priorities: 2019-2023
- Desktop exercise, in collaboration with partners.
- Summary Report, with recommendations to inform 2023 Action Plan.
- Provides an indication of the Local Area's Capacity for Improvement.

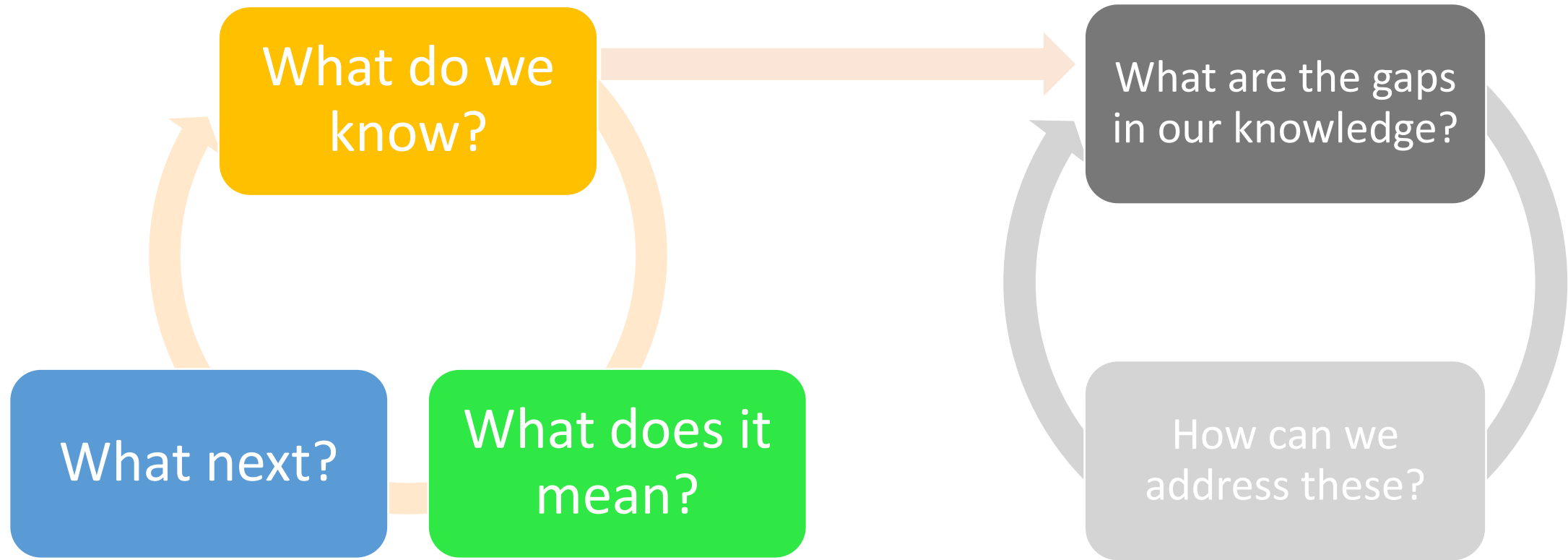
Phase 2: Outcomes and Experience

- Focus on our current situation and trends over time.
- Headline data collection
- ‘Together for SEND’ Hackathon
 - Scheduled for 21st July
 - Involving parents/carers; system leads and analysts from Education, Health and Care.
 - Joint sense making and analysis.
- Update of SEND JSNA
 - Data refresh
 - Service user engagement
 - Service mapping and Local Offer Update

Phase 3: Features of our SEND system

- Identify 'System Leads' for each of the evaluation criteria.
- 'Together for SEND' Focus Meetings
 - Scheduled to take place between July and October 2023.
- SEF Evidence Log
 - To include:
 - Accounts of lived experience
 - Case studies
 - Aggregated Quantitative Data
 - Evidence form Quality Assurance
 - Local Policy and Action Plans

Key Questions

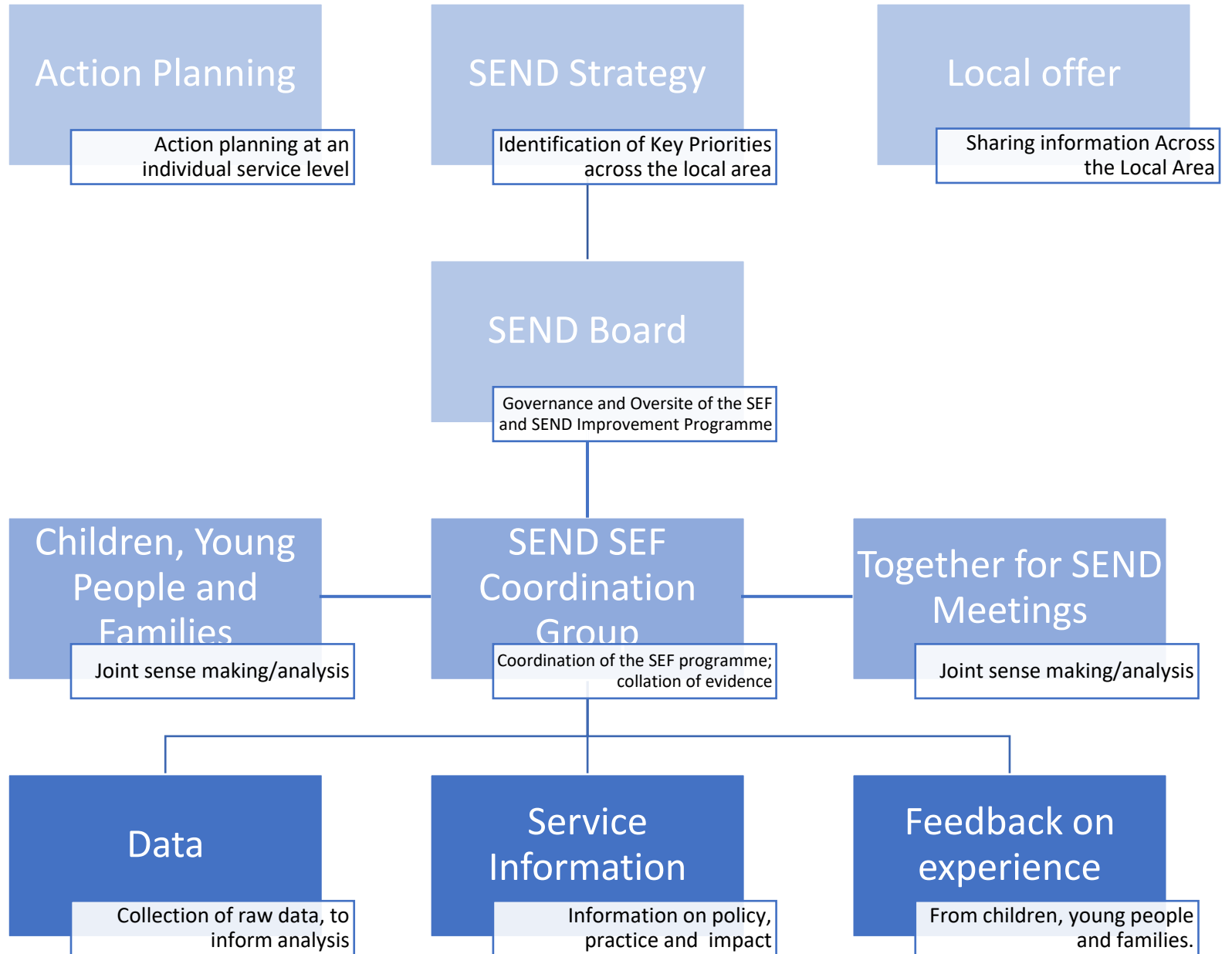


Appendix 1

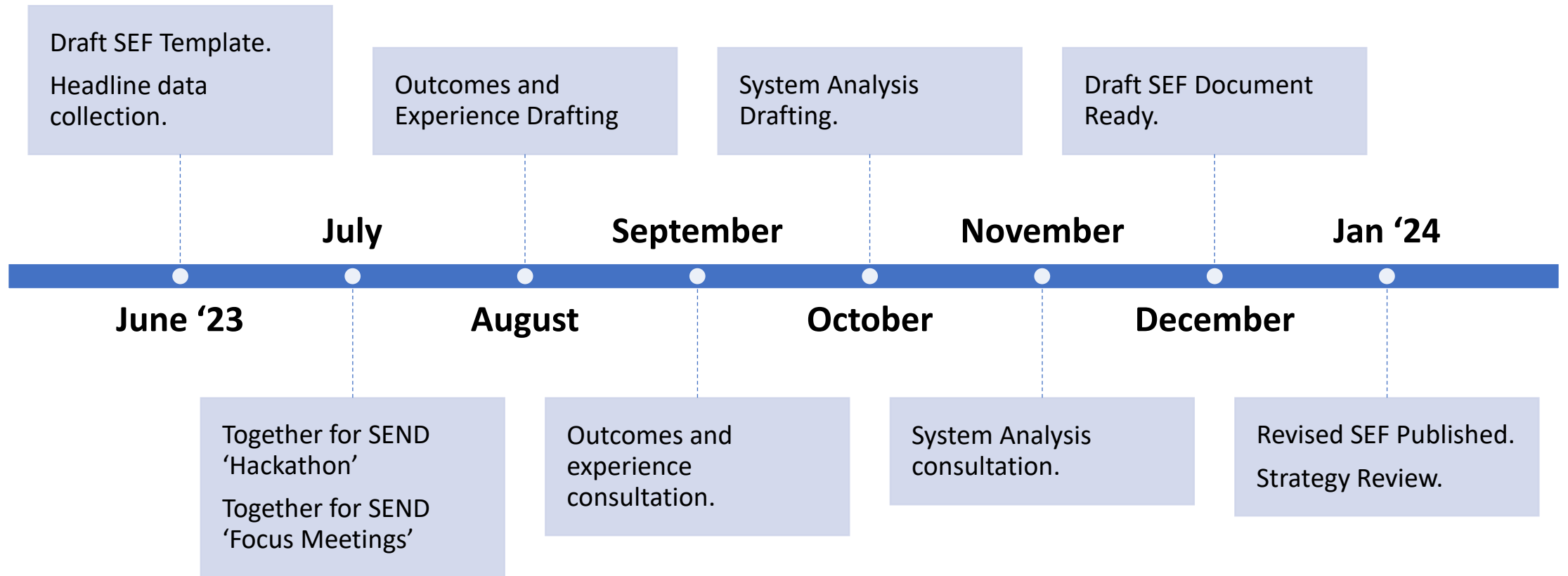
What next?

What does it mean?

What do we know?



Timeline



Agenda Item 6

Education and Children's Services Scrutiny Board (2) Work Programme 2023-24

Last updated 26th September 2023

Please see page 2 onwards for background to items

6th July 2023
Service Overview and Priorities Apprenticeship Provision
5th October 2023
Attendance Behaviour and Exclusions Duties Ofsted Inspection Framework – including SEND
23rd November 2023
Social Worker recruitment and retention Cost of Children's Placements
21st December 2023 1st February 2024
Coventry Safeguarding Children's Partnership Annual Report
14th March 2024
Task and Finish Group – Autism in Schools
18 April 2024 Items for 2023-24
Family Valued Programme – including Reunification Project Family Health and Lifestyles Service – health inequalities Youth Provision in Coventry Fostering Early Years Saplings Programme
Items taken for information
Adoption Service Annual Reports Holiday Activity Fund

Date	Title	Detail	Cabinet Member/ Lead Officer
6th July 2023	Service Overview and Priorities <ul style="list-style-type: none"> • Education • Children's Services 	An opportunity for the Board to be briefed on the service areas under the scrutiny board portfolio	Neil Macdonald/Kirston Nelson Cllr Sandhu Cllr Seaman
	Apprenticeship Provision	An item referred from Scrucro to consider the range and quality of FE provision across the city, including apprenticeships but to also include work-based learning in schools, as well as opportunities for SEND pupils	Kirston Nelson Cllr Sandhu
5th October 2023	Attendance Behaviour and Exclusions Duties	To consider the implementation of the new duties around attendance, Behaviour and Exclusions	Kirston Nelson Cllr Sandhu
	Ofsted Inspection Framework – including SEND		
23rd November 2023	Social Worker recruitment and retention		Neil Macdonald Cllr Seaman
	Cost of Children's Placements	Referred from Scrucro to consider the financial pressures caused by the high cost of children's placements	Neil Macdonald Cllr Seaman
21st December 2023			
1st February 2024	Coventry Safeguarding Children's Partnership Annual Report	To include picking up the actions requested by the Board – widening work with faith groups, EDI strategy and work with children and young people	Rebekah Eaves Cllr Seaman Neil Macdonald
14th March 2024	Task and Finish Group – Autism in Schools	Following a T&F group led by SB5, it was agreed that SB2 would undertake a T&F on the in-depth challenges facing	Jeannette Essex Cllr Sandhu

Education and Children's Services Scrutiny Board (2) Work Programme 2023-24

Date	Title	Detail	Cabinet Member/ Lead Officer
		schools in providing support to children, young people and their families who are on the autism assessment pathway.	
18 April 2024			
Items for 2023-24	Family Valued Programme – including Reunification Project	To consider progress and impact on families of the programme, including the Reunification Project	Neil Macdonald Cllr Seaman
	Family Health and Lifestyles Service – health inequalities	To looking in more detail at how the service is tackling health inequalities and targeting services at those in need on a localised basis.	Harbir Nagra Cllr Caan
	Youth Provision in Coventry	How and where we work with outside partners (and specifically the third sector) to deliver it	Neil Macdonald Cllr Seaman
	Fostering	Members requested a more in-depth report on Fostering, including recruiting and supporting foster carers from minority communities	
	Early Years Saplings Programme	Following a report on the Early Years Strategy, Members requested a further item including progress on and more detail on the Saplings Programme	
Items taken for information	Adoption Service Annual Reports	Annual report – including information about the diversity of the adoption panel and adopters as well as support to birth mothers after their children have been adopted	Cllr Seaman
	Holiday Activity Fund	A delivery progress report	Adrian Coles Cllr Sandhu

Work Programme Decision Flow Chart

