

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

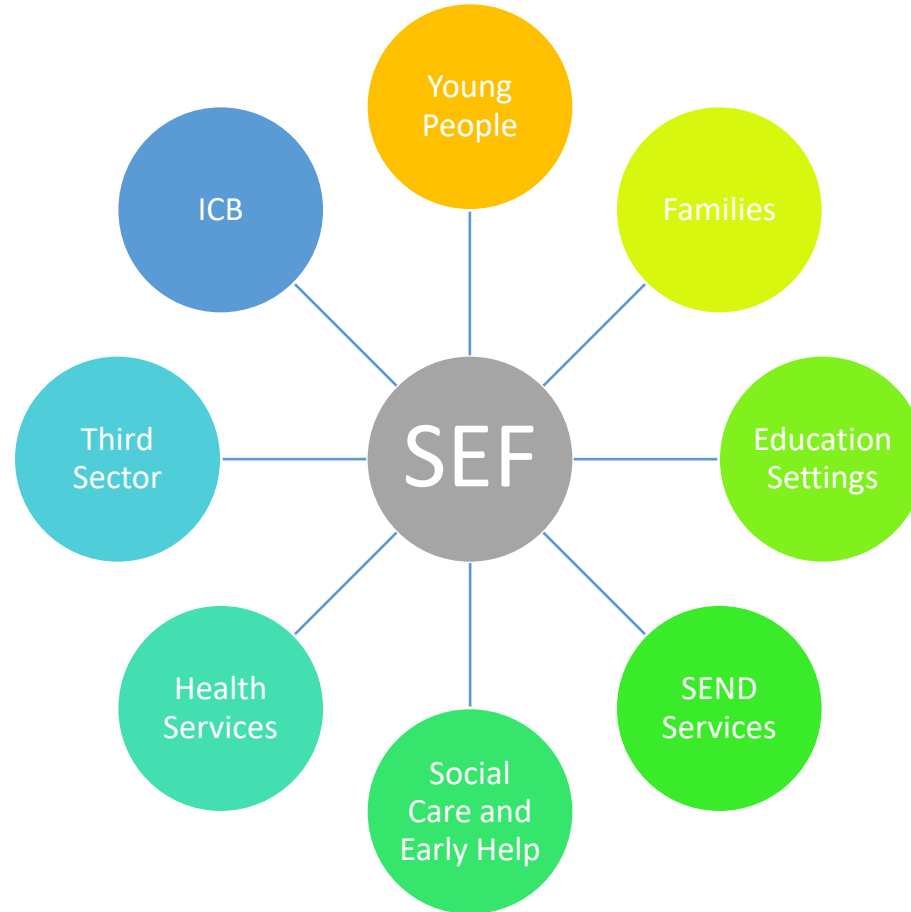
Summer 2023



Coventry 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.

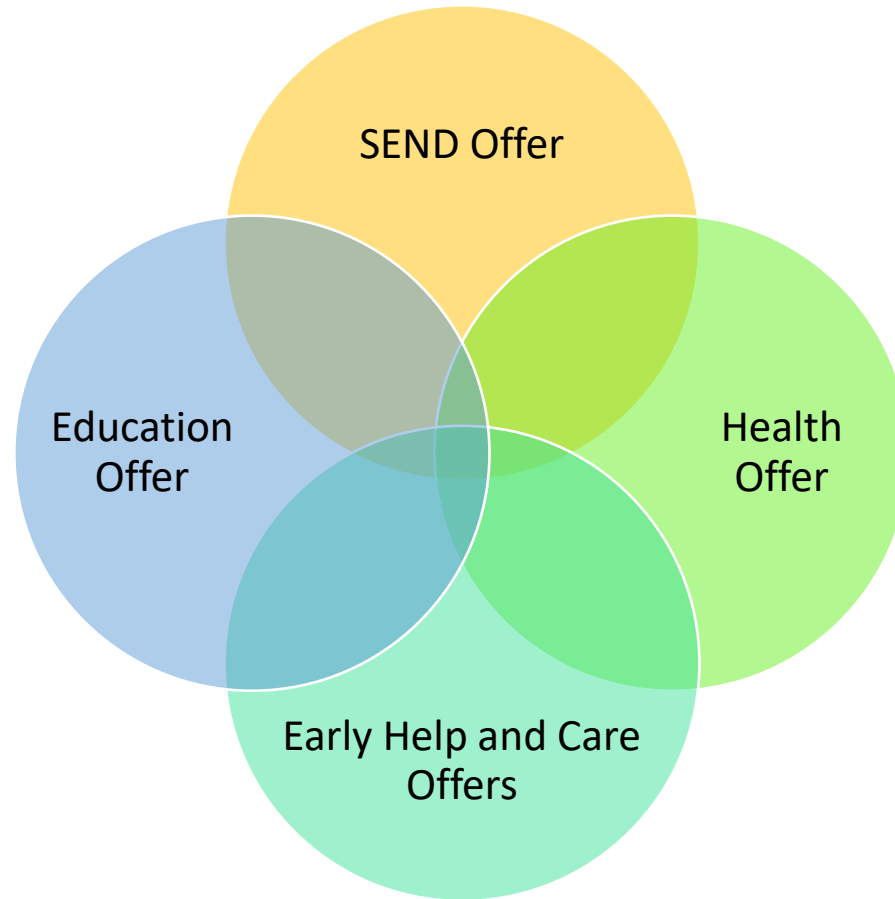
Coproduction is the **only** way to produce our SEF



Local Offers, not Local Offer



Local Offers, not Local Offer



Appendix 1



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.

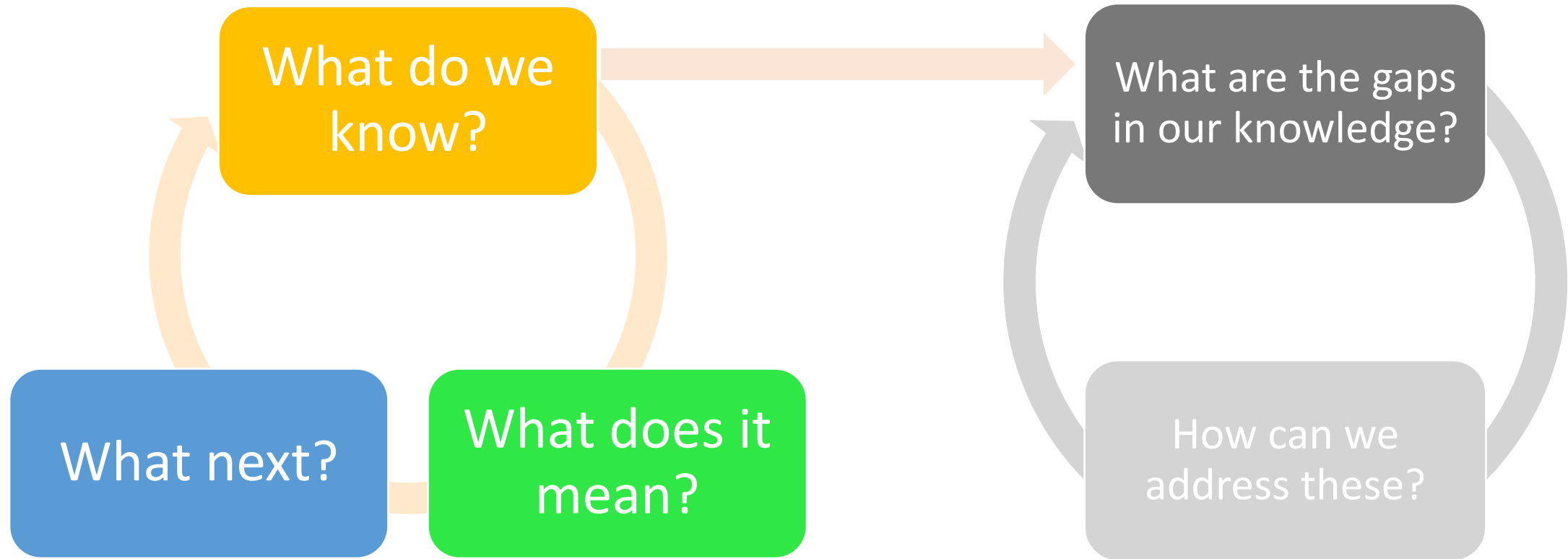
Phase 2: Outcomes and Experience

- 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

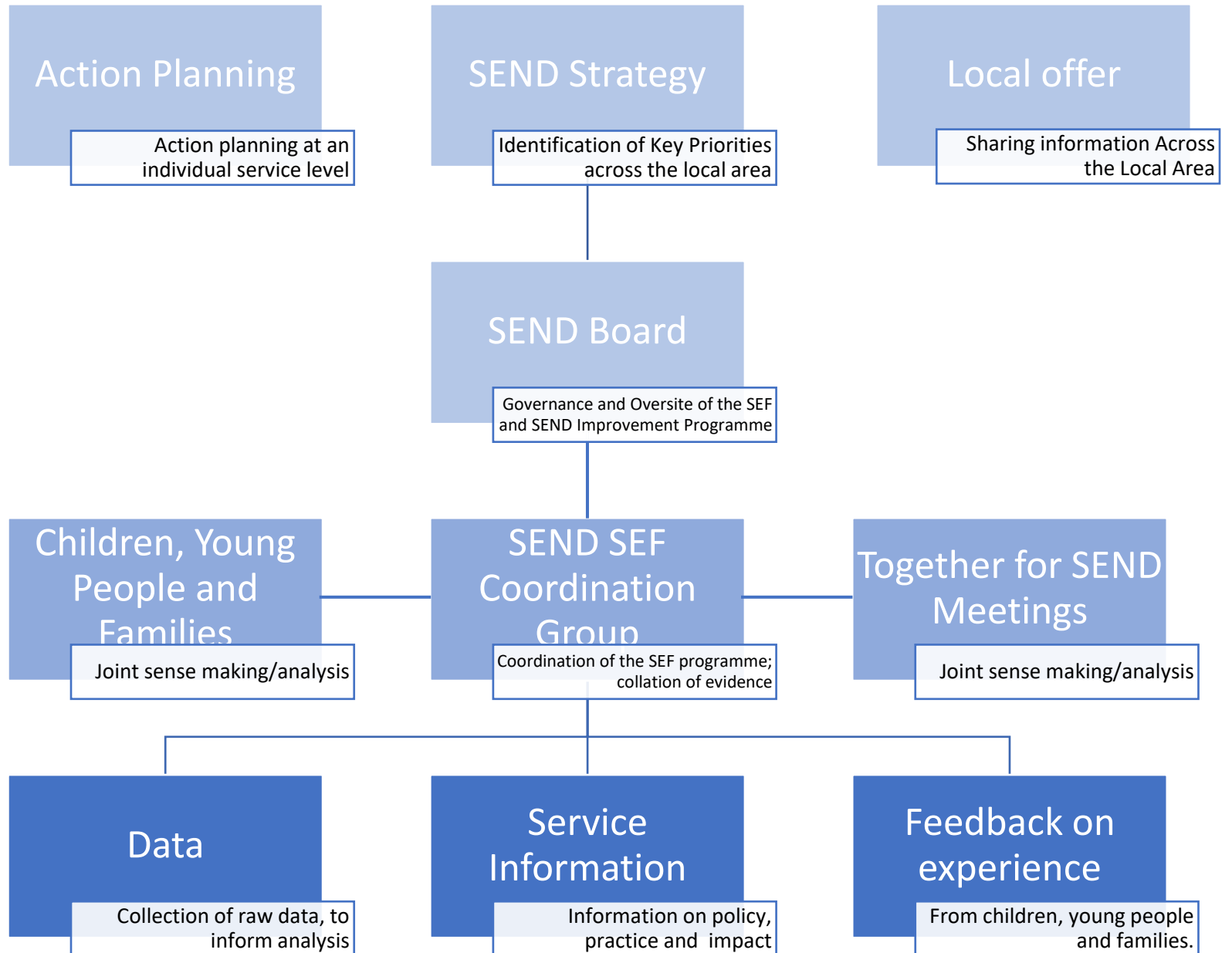


Appendix 1

What next?

What does it mean?

What do we know?



Timeline

