



SEND JSNA

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The need for a new JSNA?

In 2019, Coventry was inspected by OFSTED. A good rating was received.

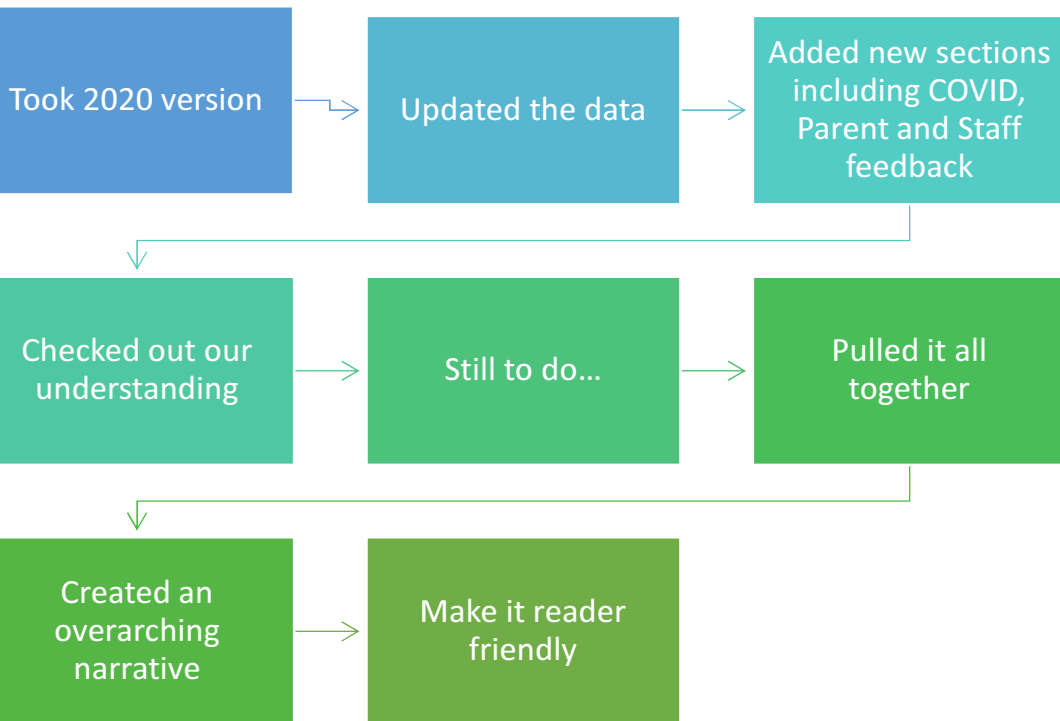
One action was to develop a SEND JSNA chapter; this was developed at the beginning of a pandemic and as such not everything that we would have wanted to include was included.

The pandemic changed things for all, and so as the world returns to normal, we have decided to review the JSNA as it existed and provide a refresh.

The JSNA is not a single thing

These documents will be pulled together into a narrative document

Methodology



Where are we now?

Supplements	Update
A data supplement	This is mainly completed, with a few actions left to complete. Whatever is missing, will not change direction.
A child Health Profile	Completed
Complementing Needs assessments for Speech and Language Therapy – Executive Summary	Completed
Complementing Needs assessments for Autism	Completed
Key Statistics for Education in Coventry	Completed
An assessment on the impact of COVID	Completed
Service Mapping	Underway, sat with the Chris/James
A Parent/child Voice consultation and a School staff consultation	Surveys completed, write up completed To attend children's voice opportunities
Creating a readable and publishable Narrative	Underway, meeting with Gemma to create a draft version December 2023

We found that...



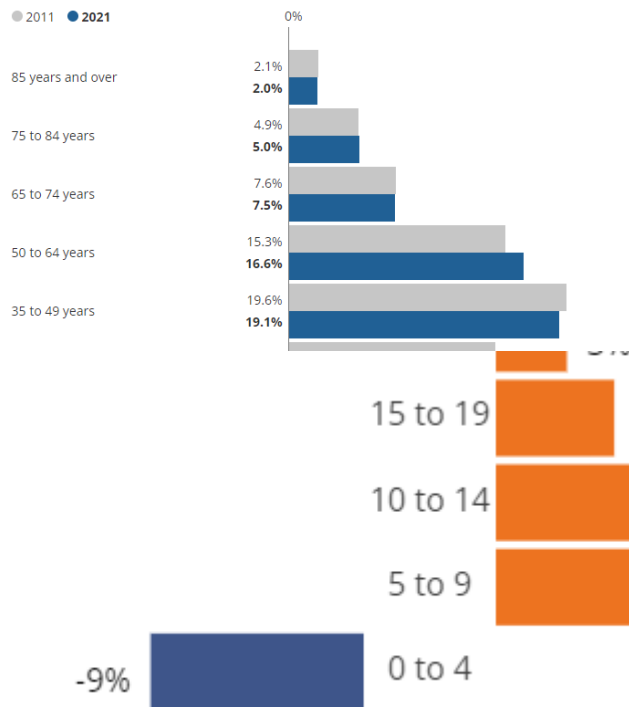
Population is growing, diversity is increasing....

The City of Coventry continues to grow, with a younger than average population age, and higher ethnicity than other cities similar to Coventry.

1.3 percentage points between 2011 and 2021

Percentage of usual residents by age group, Coventry

● 2011 ● 2021



In 2021, just over one-fifth (22%) of the city's population are children and young people aged under 18, 65% are of working-age (18-64), and the remaining 13% are aged 65 and over.

An estimated 68,300 children under the age of 16 live in Coventry, which makes up 19.5% of the population compared to 18.5% across England overall and 19.3% for West Midlands. With an estimated 42,900 residents, 13% of the city's population is between the ages of 18 and 24, compared to 8% in England as a whole. The young population is partly due to the city's two universities; Coventry also has a higher proportion of residents between the ages of 25 and 39.

Births living in Coventry has been on a falling trend over total number of births was 3,948, down from 4,801 in 2011 and a 9% decrease in the number of children aged 0 to 4 in 2021 with a decrease nationally, however Coventry's decrease is less than the region. In contrast, the number of children aged 5-14 has increased notably over the last 10 years, rising from 36,200 in 2011 to 44,200 in 2021 a 22% rise compared to a 12% increase for England as a

The number of children who are identified as having a special educational Need is increasing, it is unclear whether this is a temporary increase caused in part by the impacts of the COVID19 pandemic or whether this increase will continue.

Academic year	EHCP						SEND SUPPORT					
	17/18	18/19	19/20	20/21	21/22	22/23	17/18	18/19	19/20	20/21	21/22	22/23
Number in Cohort	58,584	59,374	60,078	60,090	60,770	62,377	58,584	59,374	60,078	60,090	60,770	62,377
Number of children with educational need	1444	1539	1632	1822	1979	2117	7930	8149	8436	8624	9075	9800
% of whole cohort	2.5%	2.6%	2.7%	3%	3.3%	3.4%	13.5%	13.7%	14.4%	14%	14.9%	15.7%
Increase from 2017/18	0	95	188	378	535	733	0	219	506	694	1145	1900
% increase from 17/18 baseline	n/a	6.5%	13%	26%	37%	51%	n/a	3%	6%	9%	14%	24%

2) Our schools offer opportunities for a great Education

- Coventry has a higher level of deprivation and as such more children living in Poverty than other areas in the region, this mixed with fewer children being school ready, makes for a challenging environment. Despite this, 86% of schools in Coventry are categorised with an OFSTED ranking of good or outstanding.
- Our special school places have increase by just under 50% in the last 7 years.

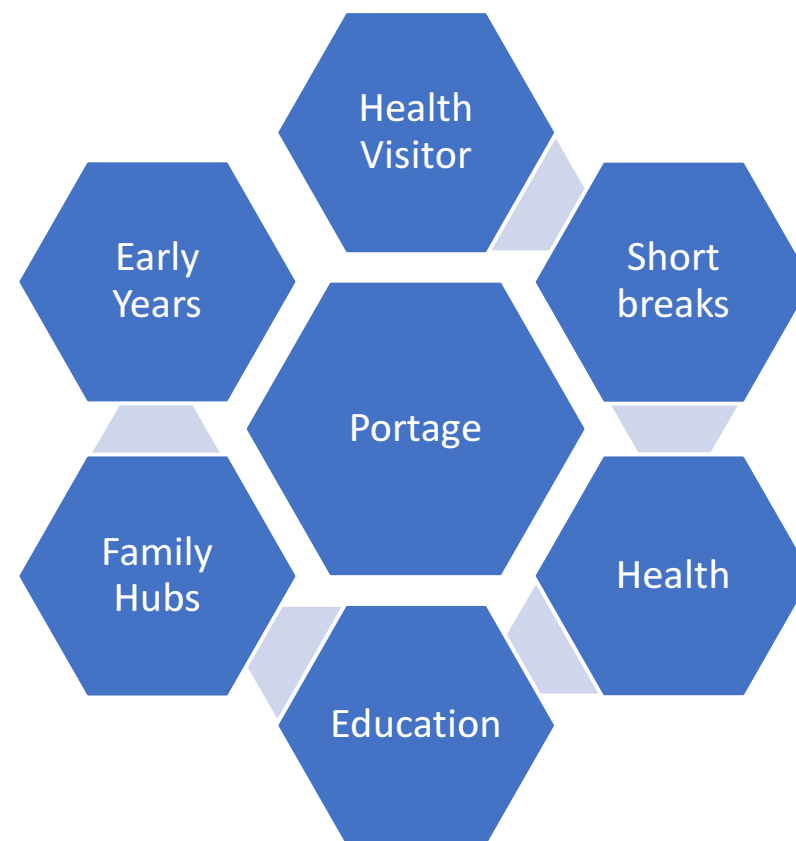


Special School	Specialism	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Castlewood	Broad Spectrum	128	136	139	156	160	160	160
Kingsbury	Broad Spectrum	81	84	84	84	92	100	100
Riverbank	Broad Spectrum	150	158	164	164	188	200	200
Corley	Autism Spectrum Disorder	88	88	96	118	129	129	129
Tiverton	Broad Spectrum	42	60	74	95	110	112	112
Baginton	Broad Spectrum	100	100	100	116	116	118	118
Sherbourne	Broad Spectrum	135	139	148	158	220	240	240
Woodfield	Social, Emotional, & Mental Health	144	144	160	152	155	155	155
	Total	868	909	961	1057	1,170	1,214	1,214

There is a wide range of services, some universal, other specialists available to all families who have a special educational need in Coventry.

We have lots to offer families with a child with a special educational need....

We offer a lot of services but there is a gap in pulling that offer together so that parents, carers, teachers and healthcare staff can access that offer and find out what best meets the needs of the child and their family.



We have done a lot since the last inspection....



Much work has gone on since the last inspection to improve the services we offer, but as always more work needs to be done. The pandemic, had a significant impact on services and assessments across a wide range of stakeholders, but particularly schools and the clinical services run by our local NHS trusts.



5) We want to identify all children early....

- We continue to do well at identifying children early with additional educational needs however, some children fall through the net, we need to tighten up to ensure that children with a need are supported as early as possible. Every child needs an early diagnosis...

So we need to...



Recommendations



Develop a joint commissioning strategy which addresses the following across all our partnerships.



Improve how we use data across the system to map and model service delivery and demand so that planning is improved



Improve Communications between all levels of the system

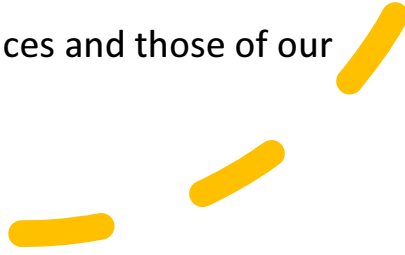



Ensure that all children have the opportunity to reach their full potential including developing the workforce.



Further develop the Governance System to oversee the implementation of these recommendations.

1) Develop a joint commissioning strategy which addresses the following across all our partnerships.

- Although we have invested additional money into ASD assessments, we still do not have enough assessments, and ADHD has not had the same investment as ASD and so those waiting lists remain high. Can we redesign the pathway?
 - Continue to implement the Speech and Language therapy service redesign.
 - Continue to implement the review and increase commissioning of Short Breaks in collaboration with Parents, families and children with SEND to ensure that there is a wide range of opportunities for children with SEND that parents can access.
 - Consider the design of Physio/OT provision. We need to look in depth at who is providing what and ensure that the level of services are adequate for the current level of children requiring Special Educational Need support.
 - Ensure that a diagnosis does not become a barrier to accessing support for conditions which all children have a right to access at the same time ensure unmet need doesn't lead to additional children requiring SEND support.
 - Consider whether children in special schools fully access the resources in mainstream schools, particularly around health education
 - Consider redesigning the continence service for children with disabilities
 - By bringing organisations together to commission services together, we have an opportunity to reduce duplication, improve multidisciplinary working, understand better any blocks across the whole system and work together more effectively to address these blocks.
 - Consider benchmarking service provision between our services and those of our statistical neighbours
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2) Improve how we use data across the system to map and model service delivery and demand so that planning is improved

- The ICB to lead work across the NHS and other partners to improve data sharing, ensuring that the SEND board gets the data it requires to make timely and effective decision making.
- Collect ethnicity for those taking up/not taking up school 2-year-old placements – what can we do if not statutory
- Consider how we can capture absences from early years setting, as this gives an indicator for how school ready children will be.
- Explore the disparity in outcomes data between 2 yr year HV checks and the preschool checks in more depth, ensuring quality checks across the system, integrate checks where appropriate
- Consider collecting the SEND status of a child when referrals are made to secondary/community services such as CAMHS, this could include making the link between all ill health acute admissions and SEND.
- Understand whether the Mental Wellbeing Tier 2 service is supporting children with SEND effectively to prevent the need for 3 services?
- Consider linking and then using the education number and NHS number so the records talk to each other.
- Update the data supplement on a 2 yearly cycle.
- Consider how we might use data to explore the complexity of SEND children within Coventry.

3) Improve Communications between all levels of the system

- Explore whether multidisciplinary team meetings could be used to ensure that services are joined up and focused on the child need, develop a Best interest style meeting that is inclusive.
- Improve communication between all partners, and especially those who work on the frontline ensuring that all professionals can deliver the right care at the right time
- Consider how schools can support the uptake of the annual Learning Disabilities health check once children become 14 years old.
- Explore how we could improve partnership working around the annual reviews
- Ensure that interpreters understand the role they play in ensuring accurate data captured.

4) Ensure that all children have the opportunity to reach their full potential including developing the workforce.






- Explore which children do not take up the free nursery offer for 2-year-old education offer, in particular understand what influences parents to take up this offer.
- Explore the impact changing free preschool offer will have on SEND children from September 2024.
- Ensuring that parents from ethnic minority groups are helped to understand SEND so that they recognise the benefits from taking up the support offer, with particular work to support parents from black heritage backgrounds and Asian backgrounds.
- Look at how we support the link with portage and Nursery placements to improve uptake of nursery placements by children with SEND.
- Understand further which parents take up private assessments and how we can support such assessments, making sure parents are clear about what the Coventry position is around such assessments.
- Upskill the workforce to ensure that all staff, from any sector are supporting the child in the right way, so that care is consistently being delivered in all settings.
- We need to increase the skillset of staff so that there is capacity to provide ongoing workforce development for early years settings. This work has started, but we need to go further.



5) Further develop the Governance System to oversee the implementation of these recommendations.

- Further develop an inclusion dashboard across all partners so that the data elements are readily available and review on a regular basis by SEND board.
- Formalise the links between the Childrens Joint commission group and SEND Board through the Health and Wellbeing board.
- Hold systems partners to account for performance
- Ensure that all partners across the SEND board are sighted on issues which need addressing so that a collaborative approach to problem solving is adopted.
- Develop a quality assurance framework so that standards and improvements can be noted.

Next steps

 <p>Develop a joint commissioning strategy which addresses the following across all our partnerships.</p>	Subgroup 1	Link to JCG VI Bridget/Kam
 <p>Improve how we use data across the system to map and model service delivery and demand so that planning is improved</p>	Subgroup 2	Link to Data Steering group, Chair Julie
 <p>Improve Communications between all levels of the system</p>	Subgroup 3	Link to Parent Carers Forum
 <p>Ensure that all children have the opportunity to reach their full potential including developing the workforce.</p>	Subgroup 4	SEND workforce lead – Nicky Davies
 <p>Further develop the Governance System to oversee the implementation of these recommendations.</p>	Subgroup 5	SEND Board/Jeanette and Ma

Love what you have heard....
Hate what you have heard....

Let me know what is missing...

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