

Education, Health and Care Transitional Committee

Thursday 4 November 2021 at 3.30 pm

Town Hall, Sheffield, S1 2HH

The Press and Public are Welcome to Attend

Membership

Councillor Mohammed Mahroof
Councillor Jack Scott
Councillor Sue Alston
Councillor Alexi Dimond
Councillor Jayne Dunn
Councillor Mary Lea
Councillor George Lindars-
Hammond
Councillor Kevin Oxley
Councillor Martin Phipps
Councillor Richard Williams

PUBLIC ACCESS TO THE MEETING

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk . You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Transitional Committee meetings and recording is allowed under the direction of the Chair. Please see the [website](#) or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

PLEASE NOTE: Meetings of the Transitional Committee have to be held as physical meetings. If you would like to attend the meeting, you must register to attend by emailing committee@sheffield.gov.uk at least 2 clear days in advance of the date of the meeting. This is necessary to facilitate the management of attendance at the meeting to maintain social distancing. In order to ensure safe access and to protect all attendees, you will be asked to wear a face covering (unless you have an exemption) at all times when moving about within the venue.

It is also recommended that you undertake a Covid-19 Rapid Lateral Flow Test within two days of the meeting. You can order tests online to be delivered to your home address, or you can collect tests from a local pharmacy. Further details of these tests and how to obtain them can be accessed here - Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk). We are unable to guarantee entrance to observers, as priority will be given to registered speakers. Alternatively, you can observe the meeting remotely by clicking on the 'view the webcast' link provided on the meeting page of the website.

If you require any further information please contact Jennie Skiba email jennie.Skiba@sheffield.gov.uk

**EDUCATION, HEALTH AND CARE TRANSITIONAL COMMITTEE AGENDA
4 NOVEMBER 2021**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 5 - 8)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 9 - 10)
To approve the minutes of the meeting of the Committee held on 7th October, 2021.
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. Introduction to Transitional Committees** (Pages 11 - 16)
Report of the Policy and Improvement Officer.
- 8. SEND Transitions to Adulthood** (Pages 17 - 68)
Report of Andrew Jones, Director, Education and Skills.
- 9. Our Approach to Future Priority Budgeting**
Verbal update and discussion with Executive Member for Finance and Resources and Head of Policy and Partnerships.
- 10. Work Plan and Ways of Working** (Pages 69 - 70)
Report of the Policy and Improvement Officer.

NOTE: The next meeting of Education, Health and Care Transitional Committee will be held on Thursday 18 November 2021 at 4.00 pm

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ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Audit and Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

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Education, Health and Care Transitional Committee

Meeting held 7 October 2021

PRESENT: Councillors Mohammed Mahroof (Chair), Sue Alston, Alexi Dimond, Jayne Dunn, Mary Lea, George Lindars-Hammond, Kevin Oxley, Martin Phipps and Richard Williams

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1. APOLOGIES FOR ABSENCE

1.1 An apology for absence was received from Councillor Jack Scott.

2. EXCLUSION OF PUBLIC AND PRESS

2.1 No items were identified where resolutions may be moved to exclude the public and press.

3. DECLARATIONS OF INTEREST

3.1 There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETING

4.1 The minutes of the meeting of the Transitional Committee held on 7th July, 2021, were approved as a correct record.

5. PUBLIC QUESTIONS AND PETITIONS

5.1 There were no public questions or petitions received from members of the public.

6. INTRODUCTION TO TRANSITIONAL COMMITTEES

6.1 Emily Standbrook-Shaw, Policy and Improvement Officer, submitted a briefing paper which set out the role and remit of Transitional Committees and how expectations were managed. She said that the purpose of the Transitional Committee was to work with Executive Members to identify appropriate areas for the Committee to undertake policy development and make recommendations and give advice.

6.2 Members made a number of comments as follows:-

6.3 Councillor George Lindars-Hammond expressed his view that Transitional Committees were the future, and it was about making sure that when transition to the Committee system of governance in May, 2022 comes around, the Council was not at a “standing” start, but was already getting up to speed in making sure it was where it needed to be going forward.

6.4 Councillor Mohammed Mahroof, Chair of the Committee, felt that the role of the Transitional Committee was critical in formulating the future policies of the City Council. He said the Committee would be open and transparent and provide feedback to Executive Members on matters that Members felt strongly about. He said that it would be important to hear from a wide range of stakeholders to inform policy development, using existing mechanisms to ensure that engagement reaches people not usually involved in this way.

7. OUR APPROACH TO FUTURE PRIORITY BUDGETING

7.1 RESOLVED: That this item would be brought to the next meeting of the Committee.

8. HOME CARE TRANSFORMATION

8.1 The Chair thanked Alexis Chappell and Jo Horobin for attending the meeting and asked them to introduce the report.

8.2 Unfortunately, due to technical problems with the webcast and audio issues Members of the Committee unanimously agreed that the meeting be suspended.

9. WORK PLAN AND WAYS OF WORKING

9.1 RESOLVED: That, due to technical problems with the meeting webcast and audio issues, which hindered members in properly considering remaining items of business, it was decided to suspend the remainder of the meeting and the Chair requested that all outstanding business be deferred to a future date to be arranged.



Report to Education, Health and Care Transitional Committee 4th November 2021

Report of: Policy & Improvement Officer

Subject: Introduction to Transitional Committees

Author of Report: Emily.Standbrook-Shaw@sheffield.gov.uk

At its Full Council meeting in May 2021, Sheffield City Council established 4 Transitional Committees on a politically proportionate basis, including representation from Executive Members; to help the Council begin to work within a system where all parties' views are taken into consideration when making decisions or setting policy, as we move towards implementing a Committee System in May 2022.

As Transitional Committees are now beginning their formal meetings, it's a helpful introduction and starting point to set out the role and purpose of Transitional Committees, to ensure a shared understanding as the Committees begin their work.

The attached briefing sets out what Transitional Committees are, how they are intended to work and how they relate to other structures within the Council for the Committee to discuss, note and draw on as it starts to develop work plans and ways of working.

The Committee is being asked to:

Note the Transitional Committees Briefing.

Transitional Committees Briefing

What are Transitional Committees (and what are they not)?

Transitional Committees (TCs) are being introduced to provide an early opportunity for Members to work on a cross-party basis in advance of decisions being made. This is the way decisions will be taken once Sheffield's Committee system is introduced (May 2022).

The TCs are somewhat different to the committees within a Committee system as they are purely advisory, not decision-making. This is not an organisational choice, it's the way the law works. Whilst we are operating within a Strong Leader model of governance, decisions can only be taken by the Executive Members and they can total no more than 10.

Transitional Committees are

- advisory
- temporary
- not a shadow committee
- a space to improve how cross-party engagement works in decision-making
- a conduit for consideration of local issues arising via Local Area Committees (LACs)
- a space to pilot new ways of working

Some councils going through this transition convene their future decision-making committees ahead of the formal change of governance but call them 'shadow' committees. They typically continue their work with similar membership once the new arrangements come into place. *Sheffield's TCs are not shadow committees.* They serve a particular and temporary purpose, as above (from September 2021 to May 2022).

New ways of working

The TCs can decide how they will work together, and how they work with partners and communities. They may therefore end up working in quite different ways to each other. Testing or piloting new ways of working will have to be fast and focused. Each TC only has time to meet about half a dozen times before they are disbanded.

Some of the sorts of ideas which could be tested include

- Co-opting non-councillors onto committees
- Applying best practice for policy development from Scrutiny practitioners eg single-day multi-stakeholder workshops, Task and Finish groups, commissioning research, site visits, public calls for evidence.
- Deliberative participation techniques e.g. short-term or long-term advisory groups of stakeholders, or citizens assemblies.

These ways of working will provide valuable evidence and feedback, particularly regarding ways of working, to help the Governance Committee decide on the final model. Recommendations will be made to Full Council prior to the transition to the Committee system of governance in May 2022.

The Scrutiny team have been working with the Executive Members and the chairs and deputy chairs of the TCs to finalise their work plans (based on the Council's One Year Plan). This has been happening in advance of the first public meetings, taking place towards the end of September.

Transitional Committees and the public

TCs provide an opportunity to demonstrate to the people and communities of Sheffield that we are committed to trialling new ways of working to inform the design of the new Committee model. They will be of particular interest to our informed and engaged stakeholders who will be keen to see how they work in practice, what opportunities they create for public involvement and how the learning will inform the next steps.

A commitment to openness and transparency will therefore be vitally important, particularly in how the TCs work will with the Co-operative Members individually and collectively.

Transitional Committees and the Co-operative Executive

The relationship between TCs and individual members of the Co-operative Executive will be key. As the TCs are advisory, they should operate hand-in-hand with the Co-operative Executive and expect them to be present at most meetings.

In order to add value to real decisions, the TCs work plans will need to be largely aligned with the Co-operative Executive's forward plan, along with items arising from LACs for example (see below). However TCs remain autonomous and can decide how to prioritise their time between these various issues and how to approach each one.

Transitional Committees and Local Area Committees

The new LACs are decision-making committees, where each Elected Member of a LAC has a say in the decisions it makes. Powers have been devolved to the LACs, and officers assigned to support them, to ensure that they can begin to operate with some autonomy from September 2021.

The LACs will have a relationship with the TCs as they can refer matters that they consider to be more of a city-wide issue to the relevant TC. As the TCs are advisory, they will not be able to take a decision on the issue, but they may decide to commission work to consider whether this is a city-wide issue or if they receive enough referrals they may just move directly to advising the Co-operative Executive of the issue arising.

Transitional Committees and Scrutiny Committees

Scrutiny is a required part of the executive model of governance and therefore Scrutiny Committees will continue during this year. However, there will only be three Scrutiny Committees this year as opposed to the five that we have had in previous years.

These will be focused on scrutinising the performance and delivery of council services and undertaking statutory responsibilities on topics such as health service changes and community safety. They will not generally undertake policy development activity as they would have in previous years – this space is expected to be occupied by the TCs. To use the relevant jargon: Scrutiny committees will undertake 'scrutiny' or 'post-decision' work but TCs will primarily cover the 'overview' or 'pre-decision' work.

Scrutiny is not a required part of the future Committee system, but it can be included. The Governance Committee will make recommendations to Full Council about whether or how scrutiny and call-in functions should be part of our new Committee system.

It is likely that TCs will find themselves wanting to do work which feels like scrutiny activity. In order for TCs to stay focused, this type of thing should probably be referred to the relevant Scrutiny Committee. This ought to be considered on a case-by-case basis in case there is value in piloting the work in a different setting.

Each of the Scrutiny Committees will also continue to have the ability to call-in decisions made by the Co-operative Executive, Individual Executive Members or LACs

Senior officers and Transitional Committees

It is expected that there will be a formalised and strong relationship between specific senior officers and each TC. Work is underway to define which senior officer or officers should be the lead contacts for each TC and on what basis to align them with TCs.

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Report to Executive Members

Report of: Andrew Jones - Director, Education and Skills

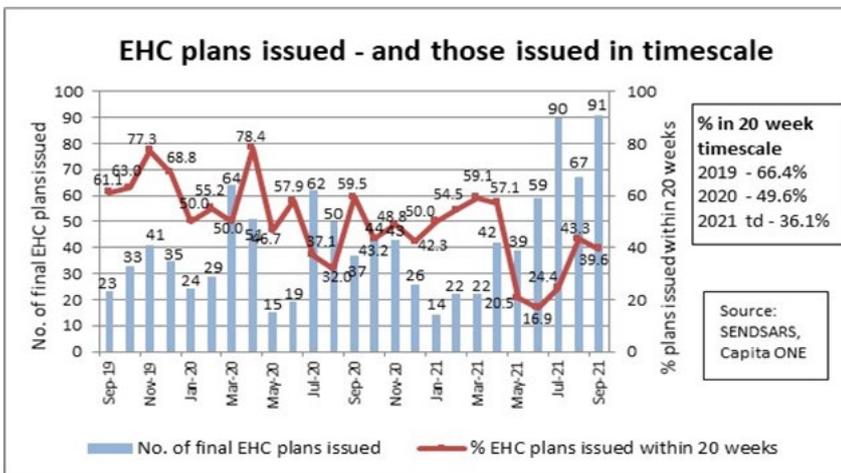
Subject: Update regarding SEND Services

Author of Report: Rose Ward, Interim Head of Service, SEND
(rosemary.ward@sheffield.gov.uk)

Summary:

Background

In May 2021 it was recognised that SEND services in Sheffield, in particular the Statutory Assessment and Review Service was non-compliant in its delivery of EHCNAs and Plans. This was reflective of issues highlighted in the Ofsted report of November 2018 and the response highlighted in Section 5 of the WSOA. Documented through the performance indicators utilised by the Inclusion Board, (appendix 1) it is notable that the compliance of the Statutory Assessment and Review Service hasn't been sustained and indeed shows a 'spikey' profile since measurements were reported to the Inclusion Board after the November 2018 Inspection:



(National average finalisation of EHCPs within 20 weeks in 2018 was 60-65%)

NB: Compliance for September dipped - this is due to a high number of overdue plans being finalised, thus impacting overall compliance.

Our One Year plan Ambition for SEND:

We will build better relationships with parents, deliver EHCPs within timescales, increase SEND places across the city and improve the transition to adulthood for more learners.

Since May 2021 there has been an Interim Head of SEND in post, since then the following activities have taken place:

Funding Review:

Commissioning Services are working with the Sector and the Statutory Assessment Team to undertake a review of the High Need Funding, with particular emphasis on the Locality Funding Model and joint funding of EHCPs.

A 3 year plan has been agreed to ensure we have assurance that plans for children are adequately funded and section F is delivered to allow children the best chance of success.

Sufficiency:

We have a shortfall in the number of special school places we need for children with EHCPs. Our commissioners are working with the Sector and Corporate Colleagues to look at any potential expansion opportunities. Work with First Planner is underway to consider the net capacity of our schools and to ensure we have the most effective and efficient use of space.

There have been an additional 10 IR places commissioned within our Mainstream Schools this academic year with further plans over next academic year for up to 64 additional places.

The new Discovery Academy for children with EHCPs ASD / SEMH needs will be opening in September 2022.

Statutory Assessment:

Compliance: (20 weeks and Annual Reviews)

20 Week Statutory Process				
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021
Over 20 weeks	47	37	37	23
North (A/B)				0/2
East (C/D)				5/6
West (E/F/G)				4/3/3
Draft overdue (wk. 17)	67	68	34	24
Annual Reviews				
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021
Notification Letter				266
Letter over 4 weeks				184
To Amend	608	555	542	487
Being Amended	303	291	279	481
Over 8 weeks				230
To Cease	24	14	16	13
1st with family	295	255	254	215
2nd with family	10	9	9	5
Final over 12 weeks				399

The above is an extract from the full compliance report (appendix 2) circulated to Education and Skills Directorate every week.

Further to this reporting, there are fortnightly cycles of meetings in place covering:

Week 1:

20 weeks and Annual Reviews

Week 2:

Tribunals and Children Inappropriately Placed

(these result in minutes and actions at a child level)

In addition there are monthly Performance Clinics which cover:

- Compliance per Locality
- Audit and Quality Assurance Feedback
- Complaints

(This results in action plans for improvement within each Locality.)

Through the reporting and 2 weekly cycles of meetings we have oversight and rigor applied to Performance in the team, this has increased output and thus we are seeing a rise in compliance. This approach will continue until we reach 90% compliance, at which point we will complete all performance oversight within a performance clinic cycle.

In addition to the above, we have introduced practice standards (appendix 3) to ensure accountability is clearly set out within an agreed supervision policy and an accountability framework.

Audit:

Audit activity linked to EHCPs, Annual Reviews and Advice was frequent until April 2021 at which point the process ceased. Since September 2021 the process has resumed, however it is noted there has been little response from those requested to audit.

Audit activity has failed to produce evidenced outcomes in improvement and adequate feedback to the Statutory Assessment Service to elicit better performance.

A review of all audit activity is underway to assure us that we have the right process in place and practice which enables improvements, provides impact and includes parent and child feedback. (appendix 4 – draft incomplete copy of audit document)

Process finalisation end of October 2021 – improved process and reporting to commence 1st November 2021.

Recruitment:

In May 2021 a review of frontline staff within the Statutory Assessment Service was undertaken. (An expectation of SEND assessment services is to have a case load of 200 per Inclusion Officer). Due to the decreased numbers of Inclusion Officers in Sheffield, through sickness, retirement and leavers, each officer averaged a caseload of 320.

The Strategic Education Funding Group agreed to the business case put forward to have a rolling programme of recruitment, to allow for sufficient staffing to bring case loads to 150 (allowing for increasing assessment numbers, rising to the recommended 200)

Vacancies for Locality Managers have now been filled with 5.5 Manager now in place.

The Service Manager roll has been advertised, with 5 applicants being interviewed on Friday 15th October (explaining my absence!) an interim Service Manager has been appointed to bridge this vacancy.

Reporting:

All reporting and recording in service has been reviewed and training on this has been reissued to existing managers and new managers have also received training on system use.

Expectations are that live reporting is used in the management of staff, identification of any assessment / plans / reviews / amended plans / advice reports going over timescales can then be highlighted and mitigated.

Reporting on compliance has continued weekly to the Directorate, Termly to the Inclusion Board and Monthly to the Education and Skills Director Performance Clinic.

Pathways:

Clear articulated pathways into and through the service have been reviewed and updated.

Working with Health Colleagues, pathways for Health provision have been agreed and an Approved Provider list for health provision has been created to ensure delivery of health provision in Section F, in addition to that outlined in Section G.

Care pathways have been discussed between SEND and CWD. Through October there is a specific focus of the SEND and Inclusion Planning group to focus on the articulation of the pathway through SEND – Care for our young people nearing post 16.

Joint funding arrangements have been streamlined and Tripartite funding protocol agreed.

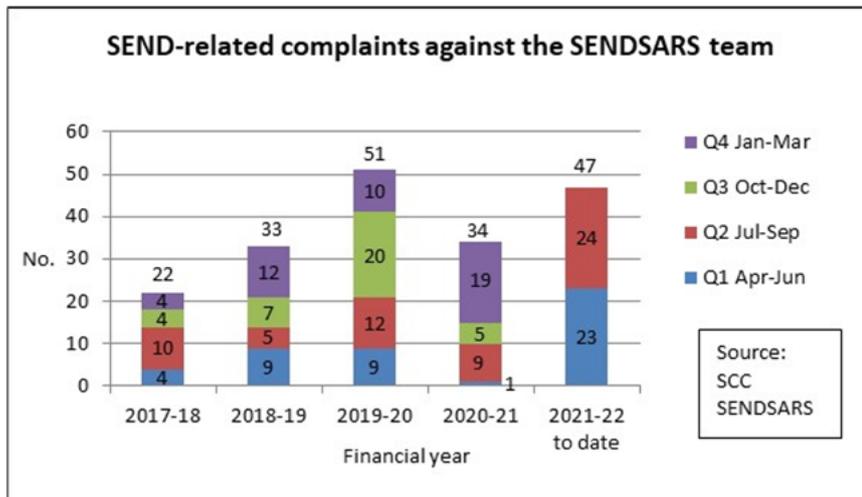
Post 16:

We know the pathways and opportunities for our young people post 16 need better understanding and further defining. We have appointed a new post 16 lead to undertake this work alongside Care, Health and Education colleagues.

We have identified our 16-18 Young People who are NEET and will be linking to the newly developed Employment Hubs and our Youth Support offer to decrease the number of YP with an EHCP who are NEET.

We have identified all 19-25 Young People who will need employment / education opportunities and those who have care pathways and who's EHCPs need to be ceased. (this will give us a much more accurate number of Young People who require support into EET)

Complaints:



Complaints within SEND are far too high and have risen in line with our reduced compliance rates. Our complaints have themes:

1. plan content
2. poor communication
3. placement

We know these have been the themes of all complaints since the inspection of November 2018.

As we respond to each of the complaints, so too are we addressing the practice which leads to them:

Plan content:

- From 1st November 2021 all new assessments will have a Child Centred meeting as part of the 20 weeks process.
- Linked to audit, we are now Quality Assuring all plans prior to them being sent to parents, using the compliance sections from the CoP.
- All SENDSARS staff have been mandated to attend IPSEA, CDC and Outcomes Training.

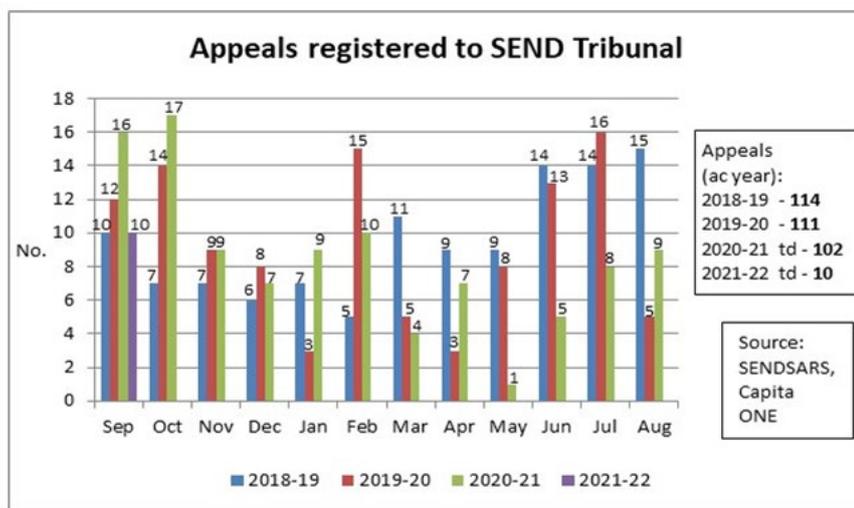
Poor communication:

- Practice Standards have been produced clearly articulating communication standards
- Timelines for outcome notification to families has been set and monitored by Managers

Placement:

In July 2021 it was agreed, due to insufficiency of specialist placements, plans would be finalised to the current setting whilst case work and consultation were ongoing to find the right placement. This has led to better communication with the families over the process, but also a rise in the complaints as a result of the finalised plans.

Tribunals:



Tribunals rates for Sheffield are high, but reducing gradually.

We saw a reduction in the number of tribunals through May and June, this correlates with fewer plans being issued, and parents not having their right of appeal. As we have finalised more plans through July – September, so too have we seen a rise in the appeals. It is important to note that the Tribunal data does not reflect those won / lost at hearing.

From July – September all Tribunals that went to hearing the LA was found in favor of. We wish to prevent Tribunals as they are highly stressful and an inefficient use of resource, therefore from 1st November 2021 we will be following a Conflict Resolution Model (appendix 5) to gain proof of concept and hopefully a broad role out of a conflict resolution pathway with the intention of reducing mediation and tribunal numbers, without removing the parents right of appeal.

With the new appointment of the Interim Head of SEND there has been a focus on compliance, pathways and building a strong infrastructure enabling us to build a strong team within a performance culture. Whole system and culture shift has been needed within the service and as can be seen from the above is starting to take grip and show impact.

The Committee is being asked to:

This should provide a clear statement of what the Committee is being asked to do (e.g. The Committee is asked to consider the proposals and provide’ views, comments and recommendations)

Members are asked to review the content and appendices to this report and provide views, comments, and recommendations.

Background Papers:

List any background documents (e.g. research studies, reports) used to write the report. Remember that by listing documents people could request a copy.

Appendices Number	Document
1	 WSoA dashboard Oct 2021 V1.doc
2	 EHCP Compliance 04.10.2021.docx
3	 DRAFT policy SENDSARS.docx
4	 Audit.docx
5	

	 Proof of concept - project plan.xlsx
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Category of Report: OPEN/CLOSED (please specify)

Most reports to Committees should be openly available to the public. If a report is deemed to be 'closed', please add: **'Not for publication because it contains exempt information under Paragraph xx of Schedule 12A of the Local Government Act 1972 (as amended).'**

Report to Elected Members

Report by: Andrew Jones - Director, Education and Skills

Subject: Update regarding Post-16 Transition to Adulthood

**Author of Report: Kevin Straughan – Head of Lifelong Learning, Skills and Employment
Louise Goddard – Post-16 SEND Officer**

Introduction

The implementation of the Post-16 SEND Officer within the Sheffield City Council has been deemed essential to address issues and concerns highlighted in the Joint local area SEND inspection in Sheffield, conducted in November 2018, and the mandatory Written Statement of Action required from that inspection.

Although work to address the issues arising from the inspection has been started it was felt that not enough good and thorough work had been done around the post-16 SEND actions. To accelerate success of these outcomes the Post-16 SEND Officer role was implemented as from 24th May 2021.

The remit of the role is large and includes:

- Establishing clarity around the Pathways to Adulthood transition with intent to establish foreseeable Pathways for the Future for young people with SEND.
- To establish appropriate five-day provision for those young people not attending a special school.
- Constant and clear communication with stakeholders with a view to establishing strong partnerships on behalf of the young people and their families with a strong view to advocacy where necessary.

Essentially, to make the picture clearer, wider and brighter for young people with SEND and their families/carers and to largely reduce the number of post-16 young people becoming NEET or having no meaningful activity to move into. Combined with the need to reduce the perception of young people and their families/carers facing a 'cliff edge' when the young person must move out of education into the wider adult world.

Information

Initially, the role is to sit under Lifelong Learning, Skills and Employment with direct report to the Head of Lifelong Learning, Skills and Employment.

From commencement of the role research and analysis of the perceived present situation in Sheffield, regarding post-16 SEND transition, provision and support thereof, has been paramount. Links have been established with child and adult social care Heads of Service, Pathways and Progression, Youth Service, Sheffield's Parent Carer Forum, Opportunity Sheffield, the Pupil Referral Unit (Sheffield Inclusion Centre), some voluntary and community organisations, Project Choice, Youth Justice and tertiary education providers.

Data has been provided using PAS. This data had centred around the number of children and young people with EHCPs, the school/education provider they sit with and the national curriculum year they are in. Matching data for those with SEND has also been supplied. Using data, provided by PAS, information is being gathered, by the Post-16 SEND Officer, around those young people with EHCPs and SEND, in year 14. Questions being asked are:

- What is the young person progressing onto?
- Where the young person has an EHCP has there been an annual review and where appropriate was a social worker and CEIAG present?
- Has a clear pathway to adulthood been articulated for that young person?
- Appropriate support to reach that destination been recognised and articulated?

The desired outcome is to be able to report what is happening to young people facing the 'cliff edge' of transition out of post-16 education as opposed to the perception of what is happening. In using young people from Y14 it is recognised that this cohort is the closest to finishing their learning journey and need to move into the wider adult world.

Reading has included: 'From the pond into the sea: Children's transition to adult health services' by the Care Quality Commission 2014. This report delivered a picture regarding the transition from children's to adult health care and the title is a quote from one of the parents interviewed essentially meaning that transition between the two services was disjointed, uninformed, problematic and stressful.

Findings

- Pathways to Adulthood are not discussed early enough, i.e., Y9, and for the most part not being addressed thereafter.
- The situation in Sheffield, regarding transition from children's social care to adults', is still the same as it was in 2014 when the report 'From the pond into the sea' was published by CQC. The situation is confusing, very little information given, no one seems to work together. Therefore, the Pathway to adult social care cannot be imaged or articulated to young people, families/carers and professionals alike in a timely manner. It also means that overall responsibility for who does what cannot be stated and therefore young people and their families/carers have no notion of potential costs to themselves in a suitable time frame or any loss of service they may have to withstand.
- Work has been completed on the post-16 curricula for the special schools and Sheaf Training. However, feedback from PCF maintains that there is very little difference in study programmes between the education providers at pre-entry and entry level. This notwithstanding, the differences are perhaps too subtle in that pace and stretch and challenge, along with individual learning outcomes, cannot be expressed in a generic document and will be seen when the programmes begin in September. Moreover, these subtleties may not be appreciated to someone not in the education profession.
- There is no articulation of curricula, or what education might look like, for those not in special schools and progressing onto Sheaf Training i.e., for those where an academic pathway into higher education would be appropriate
- The 'cliff edge' is still there for this year's Y14s. Social workers have not been appointed in a timely manner therefore have not attended annual reviews. Where progression has been established this has been with the instigation of the special schools and their insistence of named social workers for individuals. Where no social worker has been provided schools have 'got on with it' themselves giving appropriate support to the young people and their families.
- CEIAG has not been conducted at Y9 annual reviews regularly with Y11 reviews being prioritised in mainstream schools. Schools for the main part are not providing their

statutory obligation of having their own L6 qualified CEIAG workers and rely heavily on the Local Authority's provision.

- A lot of work is being conducted in silos with little or no inter-departmental discussions or contacts. Therefore, pockets of good practice and initiative exists but is not being shared and in some cases is duplicated.
- New initiatives are being put forward with SEND as a bolt on and not at the heart of planning and processes.

Recommendations

Pathway to Employment Working Group

The development of a working group with a very clear focus upon engagement with employers and a range of supportive stakeholders to ensure that a pathway into work is available for young people with SEND. The group will explore mechanisms to engage employers, families and young people, education and training and how this prepares young people for working life and how CEIAG is able to provide links and traction for the young people. This group has met twice with further meetings planned.

City-wide Supported Internship Forum

The cities supported internship offer is limited with only two organisations providing an offer and only to a limited number of young people. It is intended that the local authority via Lifelong Learning and Skills coordinate the city offer both to increase the number of places available on this study programme and to create a quality driven consistent approach to the curriculum intent. Contact has been made with the providers across the city with a meeting planned in November to start this piece of work.

Develop the Post 16 annual reviews to ensure an equal contribution from education health and care services (WSOA 7.2.3)

It is not enough to have representatives at the Annual Review – that individual must be knowledgeable about their area of expertise and be able to state with clarity and accuracy what the suitable next steps are and if they can support in those next steps. This includes social workers, careers advice and health professionals. It is vital that these representatives can articulate what funding is available and for what. Suggest training in the first instance, possibly around existing case studies. Show people what GOOD looks like. Some training was delivered by the Head of SEND but the impact of this training has yet to be measured. However, it is still being stated that the new paperwork, regarding Preparation for Adulthood, is still not being completed during the Annual Review, this would suggest that the training has yet to have meaningful impact. If we tell people well enough, once, this will ensure a more streamlined and consequential Annual Review process for all concerned especially the young person and their parents/carers.

A regular, robust internal quality audit of EHCPs would identify areas of good practice and areas for improvement.

See report from Interim Head of SEND.

Clear picture of what the Pathways to Adulthood could look like for cohorts of young people with SEND.

Work with Sheffield Parent Carer Forum as their Post-16 representative has already produced a set of case studies that identify four different depictions of young people with SEND and their current journey into adulthood. Redefine their journeys so they demonstrate the ideal pathway to adulthood for each cohort. To communicate these pathways, use a variety of ways to reach the desired audience – posters, social stories, videos.

Redesign the Local Offer website to make it user-friendly.

The current website is cumbersome to use and too reliant on the written word. We're dealing with young people and their parents/carers who are anxious about the move into adulthood and have SEND. The constant need to search, click and read and then search, click and read only further heightens anxiety, and can lead to feelings of anger and frustration, making the process even more arduous. Could the Local Offer centre around the school localities where people can research their local area in the first instance and broaden the search if necessary? Greater use of social stories and videos would lessen the need for too much reading.

A one-stop shop for information – SEND Surgery

In having an electronic Local Offer there is the assumption that everyone has the necessary digital skills and equipment to access the information. This is not the case. Based around the school localities have an information triage telephone number and information hub. The member(s) of staff, at each hub, will have access and knowledge around what's available and should be able to answer direct queries and issues with confidence, clarity and accuracy. Where this is not possible have a diary appointment system for face-to-face meetings should this be necessary. Worried and angry people want to be heard and have their worries assuaged in a timely and professional manner.

Communication of transition from Children's Social to Adult Social Care and from children's health services to adult health service

Cross-cutting themes are evident and need to be addressed for young people, with SEND, on their journey to becoming an adult and achieving independence. Not clear are the changes in services used and their equivalents, if any, and explicit duties and responsibilities. To mitigate the lack of clarity over roles and expectations, and to get people working together, there needs to be properly articulated guidance protocols and procedures for the transition from child to adult services for both social and health services. A discrete service for fourteen- to twenty-five-year-old people, with SEND, where the young people and their families can be supported to take responsibility for their needs in preparation for adulthood, with a lead/key health care professional and social worker whilst working with the young person's GP who will become the focus for health care planning when they reach adulthood. These recommendations form part of the report from *From the pond into the sea* from 2014 and are still relevant today.

Recent Success Against Recommendations:

Secondary Schools SENDCO Meeting 14/09/21

Nine people, from a range of services across the LA, spoke briefly about how they can help with transition into post-16. Thirty of the fifty-two SENDCO invited, attended the meeting and of those who couldn't attend have requested a link to the meeting so they can watch it later. Post-16 SEND

Officer is currently working with Communications to get the video uploaded to SCC's Youtube channel and to Learn Sheffield's Inclusion Task Force web pages. One speaker outlined that desire for more input from Secondary SENDCOs and detailed some roles (Citywide SENDCOs to support SEN processes across the city and Citywide SENDCOs to contribute to the Autism in Schools Project that will be running this school year) that were being proposed. The Expression of Interest for these roles was sent out, via email, 20/09/21 with a closing date of 04/10/21.

The Q&A session at the end of the meeting was not widely used however, attendees did put questions in the chat and the overwhelming theme was for contact details and an infographic of referral routes. This is now in progress.

Evaluation sheets were circulated, and the majority have yet to be returned but of those that have been seen the majority are asking for more detailed information for specific services especially around the curriculum for lower-level learners. Action point from this – there needs to be a wider circulation of the revised entry level curriculum document from the Task and Finish group via the Secondary SENDCO email address and uploaded onto the Inclusion Task Force web pages. This was sent out via email 20/09/21 and is now available on the Inclusion Task Force web pages.

More meetings have been requested and will be planned once more evaluation sheets have been received.

Pathway to Employment Working Group

The group has been set to identify those young people whose pathway to adulthood is employment. The group is made up of post-16 learning providers, Opportunity Sheffield, Project Choice, SENDSARs, the Youth Service, DWP and the Local Authority's Careers Project and Programme Co-ordinator. Referrals were made, initially, from the SENDSARs however, the expectation is that everyone will start to bring recommendations to the group especially at this time of year as we need to make sure that the right young people are on the right courses and pathways.

New members being added most recently DWP's Partnership Manager, and she will bring further expertise and experience from the DWP in the form of School Advisors and Youth Employability Coaches.

There is to be a workshop – Friday 19th November – being delivered by CDC and NTDi to help this group become more efficient and effective. The initial aim is to work through a self-assessment tool, using the knowledge and expertise of the group, to score the work that is being done against 8 sets of criteria. The lowest three scores will then form action points for the group to improve against over the coming year.

The young people will be tracked and monitored by the group using the minutes of the meeting and for those who work for the Local Authority.

Scope of Y14 Leavers 2020-2021

The purpose of this analysis was to determine the amount of support, advice and guidance, that young people and their families/carers with Education, Health and Care Plans (hereafter EHCPs), received from Child or Adult Social Care during Year 14 (hereafter Y14) of their education. If the young person had a named social worker and if that social worker attended the Annual Review of their EHCP during Y14 to help determine a suitable pathway to adulthood for that young person. Although the cohort is small this analysis was done to get a sense of the existing landscape for young

people and their families/carers when it came to transition into adulthood essentially, if there are any issues or concerns and if there are what these might be.

The Post-16 SEND Officer contacted the head of sixth form in those schools who had a cohort of young people in Y14. The following questions were asked of all participants –

- What is the intended progression route of the young people in Y14 – further/higher education or adult social care?
- Does the young person have a named social worker?
- Was the social worker at the EHCP Annual Review in Y14?

The special schools who had a Y14 cohort were Bents Green, Seven Hills, Talbot, PACES and Brantwood. Brantwood is an independent special school and PACES is a non-maintained special school. The mainstream schools, who had a Y14 cohort, are Forge Valley, Silverdale and UTC Olympic Park.

Of the thirty-four Y14 cohort from the special schools:

- Fifteen are moving into further education
- Nine have a definite progression into adult social care services
- Ten have no definite progression
- Twenty have a named social worker
- Fourteen have no named social worker
- Five had a social worker at their Y14 EHCP annual review

Of the nine young people from mainstream schools with EHCPs:

- Eight have gained access to higher education
- None have a named social worker
- No social workers were present at the EHCP annual reviews.
- One left mainstream provision in Y10.

Work is yet to start with the Head of Localities – Adult Social Care to see what can be done about the apparent gaps in provision and if suitable progression can be found.

Youth Forum

Rather than establish a City-wide youth forum, in the first instance, a series of conferences will be arranged across post-16 providers across the City and facilitated by the LA. A pre-meeting booklet has been devised, using the form of the booklet used at the last forum in February 2020 hosted by the Local Authority and KIDS to keep consistency, to help focus the young people and the overarching question will be 'What does adulthood look like'.

The first meeting will be held at the Sheffield College, Monday 15th November. The College are keen to work with the LA and have said that they will use the forum as an internal project and display their own results and findings, as part of that project, and are happy for the results to feed into the wider City project. Longley Park Sixth Form College has been approached to host the second forum in the Spring term and the same format will be kept aiding uniformity.

Five-day Offer

For those young people who are not undertaking education in a special school setting there needs to be a five-day offer as, post-16 providers offer a three-day study programme. The provision of a city-wide 5-day offer is articulated in the Inclusion Strategy and the Written Statement of Action.

A pilot programme is being rolled out starting week beginning 27th September using the LAs Future Options Provider Service (FOPS) in conjunction with Sheaf Training. A small cohort of 10 young people with varying ages and needs will be introduced to FOPS and a programme of activities will be devised around the areas of interests of the young person. The pilot scheme will run for six months with regular evaluations to gauge the efficacy of the programme and findings shared once the pilot has finished.

If successful, the programme will be shared with other providers as appropriate and necessary.

Pop-up Surgeries

A series of four face-to-face meetings attended by various officers from the council is be planned for this academic year. It is aimed at families who are finding transition problematic. The officers will be able to deal with immediate enquiries and offer solutions. These surgeries will be held in Family Centres throughout the City in order to encompass a wide audience.

Activity Against the Written Statement of Action, Action Tracker

Post-16 Action Point 1 –

Develop a plan for preparation for adulthood so that the right pathways, sufficient provision and multi-agency support are in place for young people including education and training, health, care community provision, housing and employment opportunities

Links made with ASC and health. Invited to transition meetings so can begin the piece things together for all three services including education. Recognised that Y9 AR meetings are not taking place as they should – recommendation to Vulnerable Young People’s Group that Adult Social Care and/or the PAT team need to attend Y9 annual reviews to make the Local Authority compliant.

Working with SPCF around case studies – their views have been taken and need to expand this now and include health and social care services. Recently, filled in a Preparation for Adulthood survey with PCF around partnership working and whilst they acknowledge that children’s services are, for the main, good to work with adult services remain hard to reach. Therefore, have asked the Post-16 Representative, from PCF, to help work on communications in the first instance so we can help to make young people and their families aware of what should happen when. The most immediate project will be working on the PCF’s transition booklet and layering it more with a tick list for actions to aid YP and their families with ‘next steps’ and ‘what to expect’.

Working with City-wide SENDCO to set up Preparation for Adulthood training for January. Impact should be that SENDCOs are aware of responsibilities as well as the Local Authority and the Y9 annual review will include more emphasis of Preparation for Adulthood using the new paperwork from the the Local Authority.

Working with young people and their families where transition has proved problematic to establish a clear transition pathway. This is helping to look at gaps and find a plan moving forward.

Post-16 Action Point 9 –

Links with High Sherriff

Email sent to High Sheriff and acknowledged. The High Sheriff has circulated my original email regarding having single sponsor organisation. Plan to have a January start programme for 4 – 6 young people so they can access a variety of roles and move into sustainable employment.

Post 16 Action Point 10 –

Articulate Clear Pathways

Transitions for 43 young people in total in Y14 Looking at Y14 data and progression routes. Data received from UTC, Silverdale, Bents Green, Talbot and Seven Hills. Finding from this discussed in Recent Success section of this document.

Regular catch-up with Sheffield Inclusion Centre (SIC), 7 of NEET have definite offers for FE in September and will be supported over the summer. 10 young people remain incredibly hard to reach however, a mentor has been employed by SIC to maintain contact where possible over the summer. All 17 learners were advised of summer programmes that they could access in August and September. A bespoke learning pathway has been discussed with Prince's Trust TEAMS programme for 12 weeks followed by a traineeship using the work placement experience.

Regular meetings into the summer break with SIC regarding transition and those on waiting list for Sheaf. Sheaf should be able to offer those places. Working with new Transition support at SIC to identify those YP in this year's Y11 who may need interventions and support to access suitable post-16 provision this academic year. Monthly meetings set up with SIC Transition Support worker for the next academic year to track and monitor those that need interventions to stay in education and help with progression routes.

Academic offer - working with schools to look at the curriculum offer for young people to access A level /higher level provision.

Linking with HEPSY re: higher education offer - attended 1-day conference regarding support available for young people with SEND. – the immediate problem is not that young people can progress onto FE but accessing the right environment for them to study. With increasing levels of anxiety accessing large institutions that off Level 3 provision is proving problematic for some. Work needs to be done around finding provisions that can help with this. Due to start discussions to implement a 16-18 access-type course which would allow for smaller groups in a smaller environment with study at the appropriate level to access university.

Post 16 Action Point 11 –

Supported Internships

Supported Internships Forum for the city – intensive good quality work experience. Opportunity Sheffield, Big Ambitions, Autism Plus for job coaches for the experience job coaching. Working with providers College, Sheaf and Longley Park to have the learning in plan alongside this. Approaching International Venues, police, Meadowhall, Crystal Peaks and other major employers.

Learning element funded by educational provider (ESFA) and element 2 or 3 from the Local Authority.

Job coaches funded via Access to Work through DWP. Some further exploratory conversations with Autism Plus and Opportunity Sheffield. To go live September 2022– spoken with Wakefield Council who already have a Supported Internship Forum. Met with Liverpool Council as they have a good, supported internship offer and will be good to compare with Wakefield provision.

Attended Access to Work information session so now have a sound working knowledge of the process to apply and the circumstances needed for applying. Very admin intensive and the Job Coach provider will need to be able to do this to keep on top of claims. Can also be confusing for families as they have to part of the process, especially if they are an appointee, as they receive paperwork and sometimes think they are receiving the support money and not the provider.

Spoken with Big Ambition regarding provision of Job Coaches who are very happy to support and can also recommend young people ready to access a supported internship programme.

Recently emailed the High Sheriff regarding support.

Post 16 Action Point 12 –

Independent Skills

Independent skill development for young people open to Adult Social Care – what is activity based, what is skills based and what is enabling?

Now have a clearer picture of day services provision and most providers recognise that they must move away from the more traditional offer. Most recognise the need to move to a new way of working as they recognise young people, and their families require more from services once their young person reaches adulthood.

The Committee is being asked to review the content of this report and provide views, comments, and recommendations.

APPENDIX 1



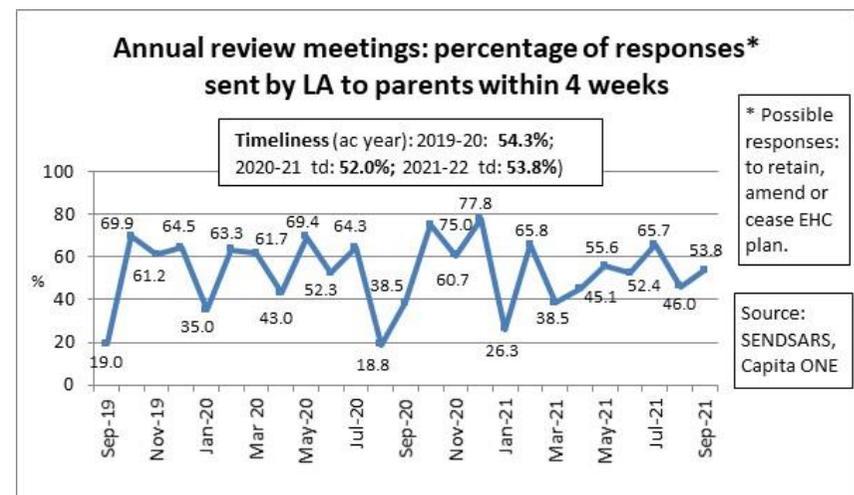
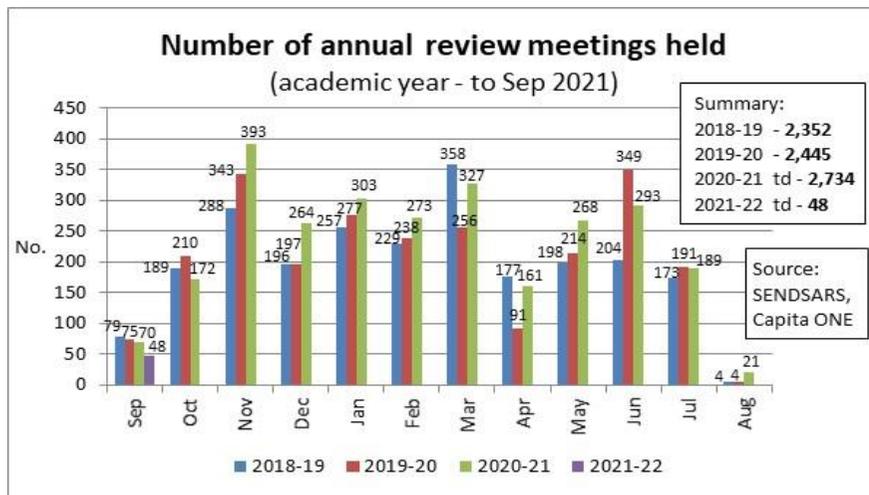
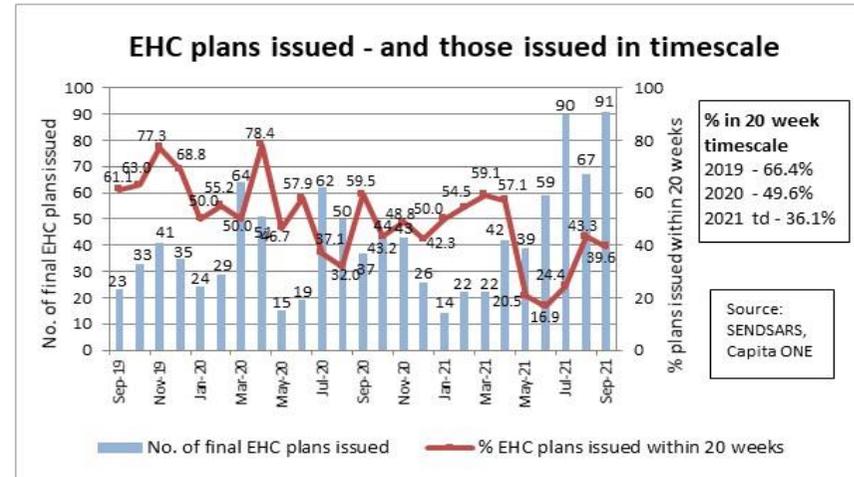
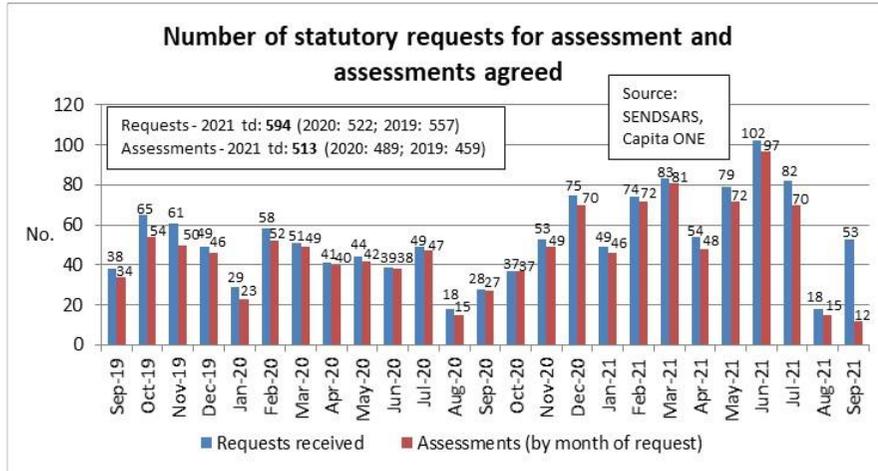
SEND Written Statement of Action: Key Outcomes Position

For October 2021 Inclusion Improvement Board [*initial version 6th Oct*]

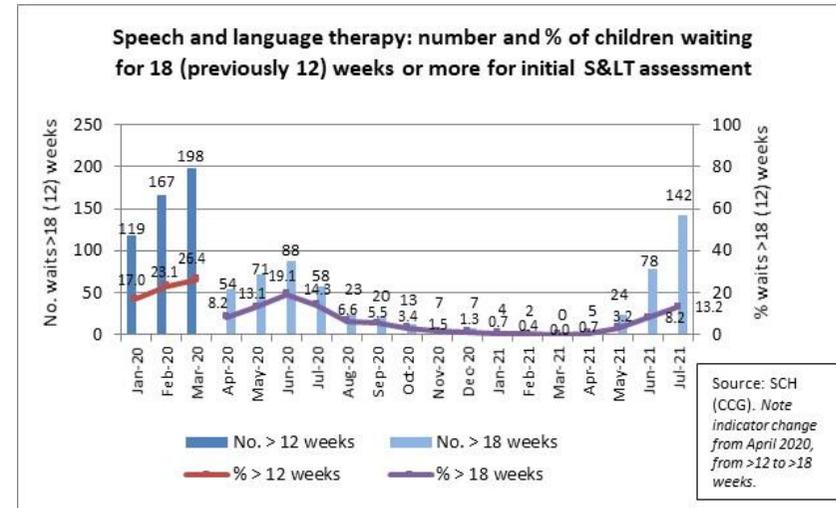
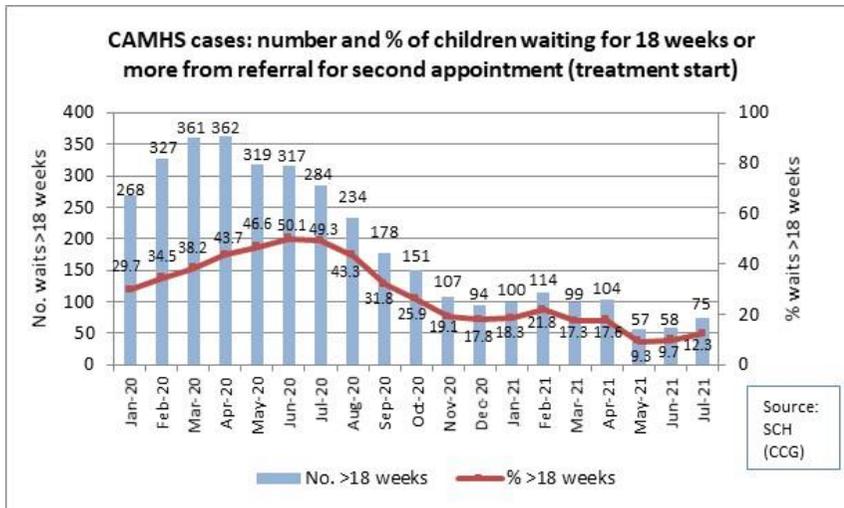
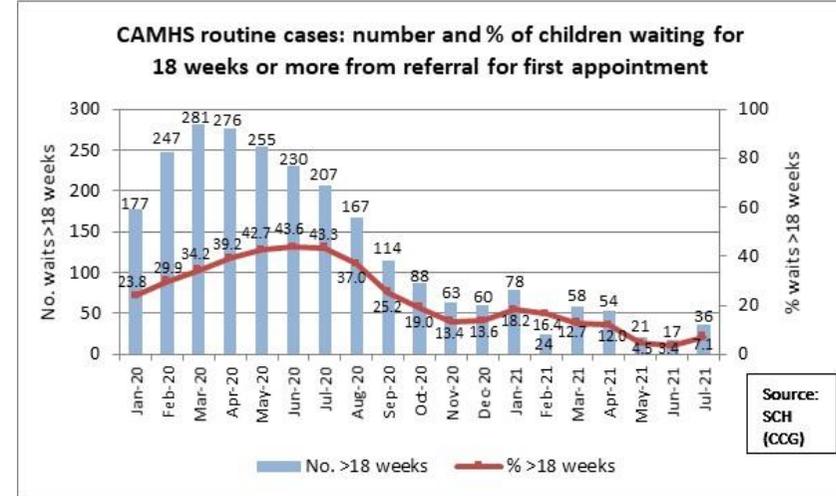
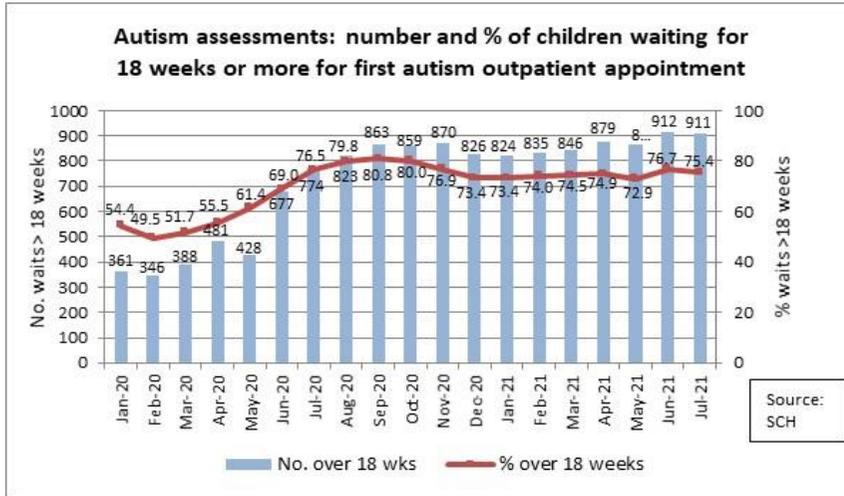
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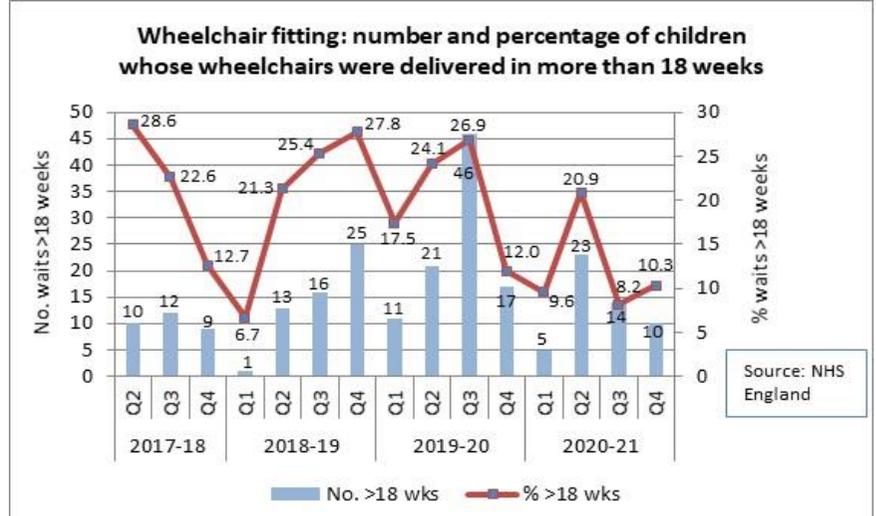
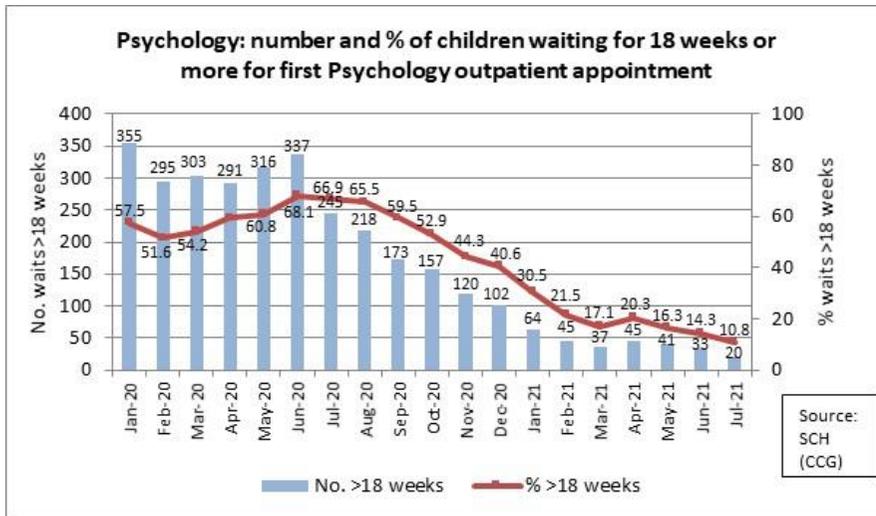
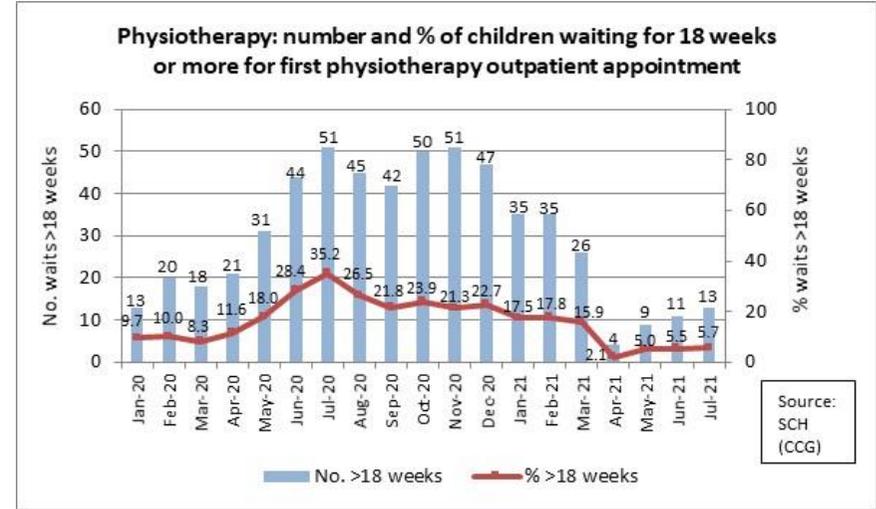
1. EHC plans in Sheffield – demand, case processing, performance.....	1
2. Health waiting times [<i>to update</i>]	2
3. Increased participation of pupils with SEND	4
4. Other	6

1. EHC plans in Sheffield – demand, case processing, performance

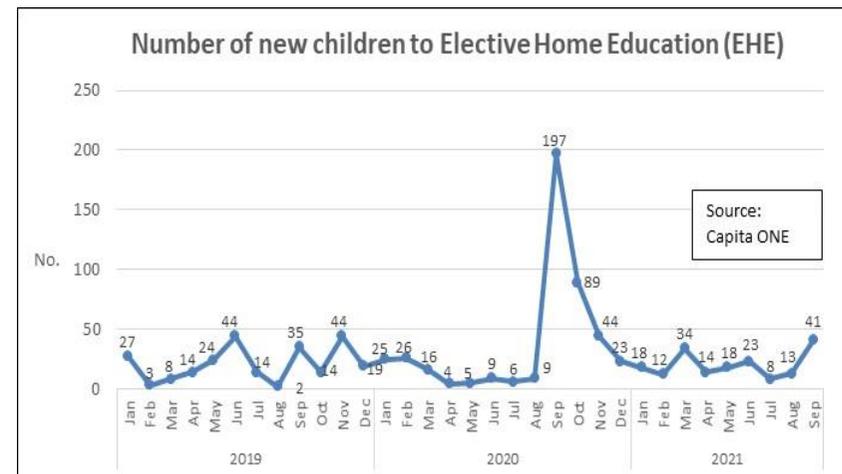
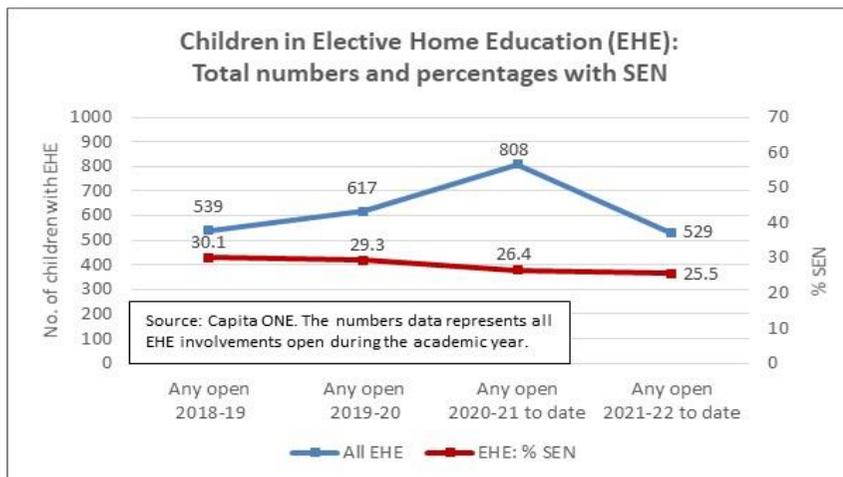
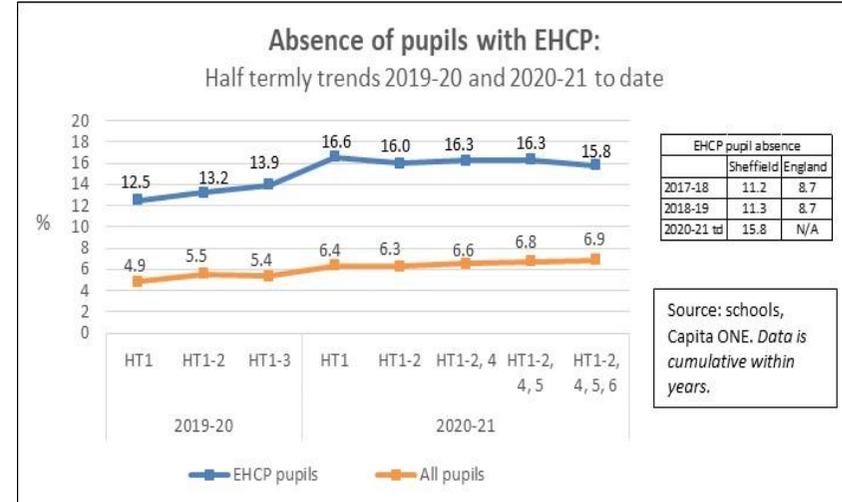
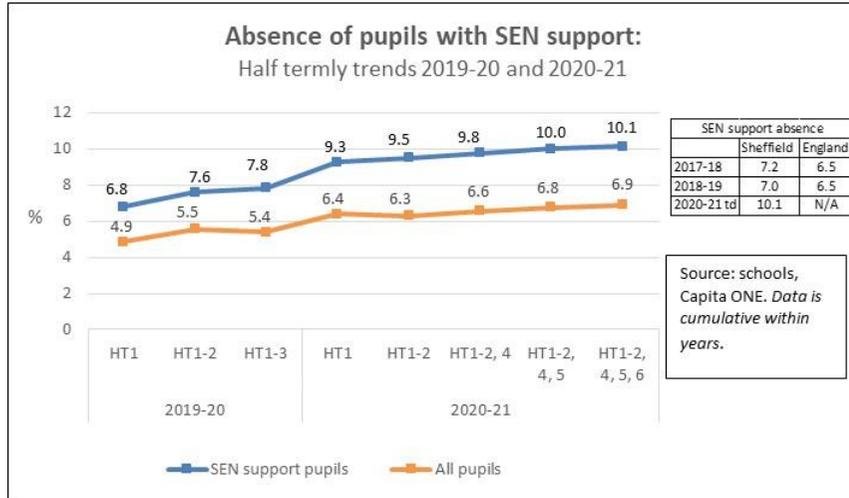


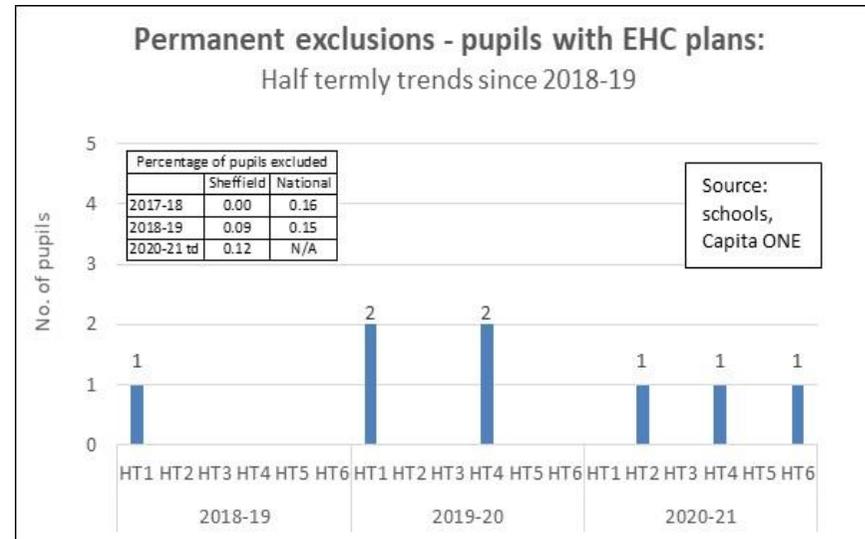
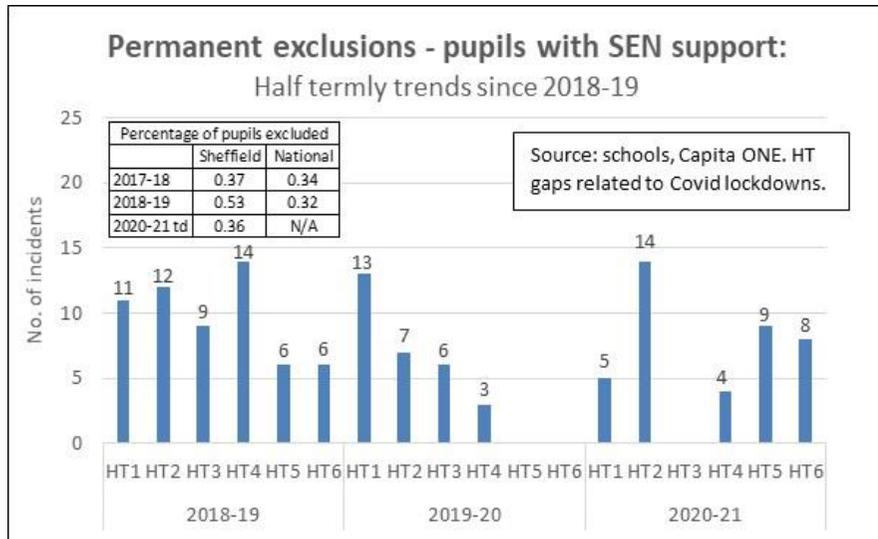
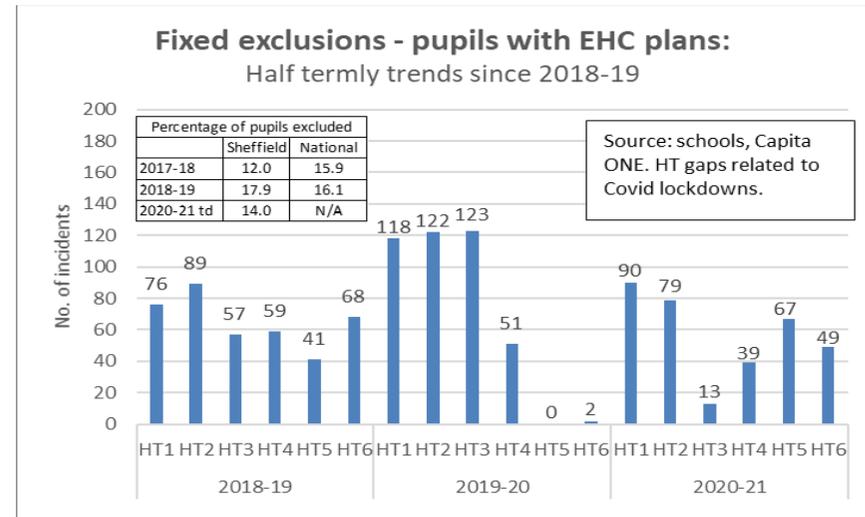
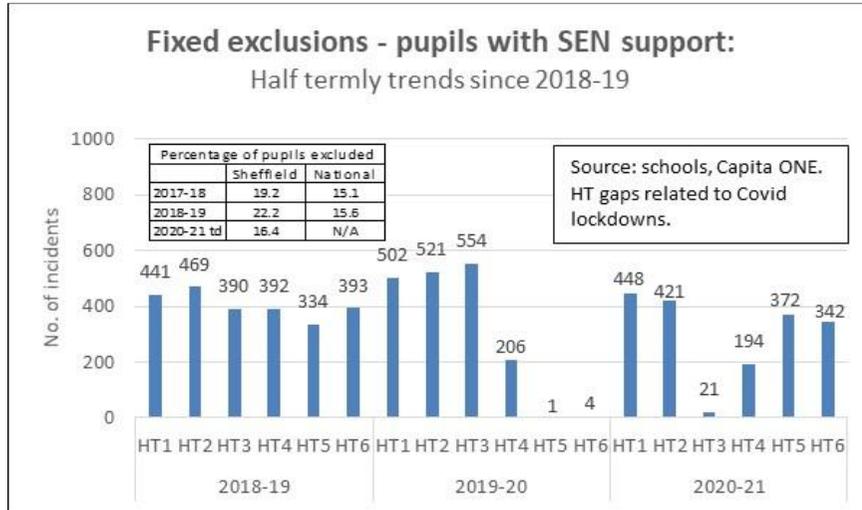
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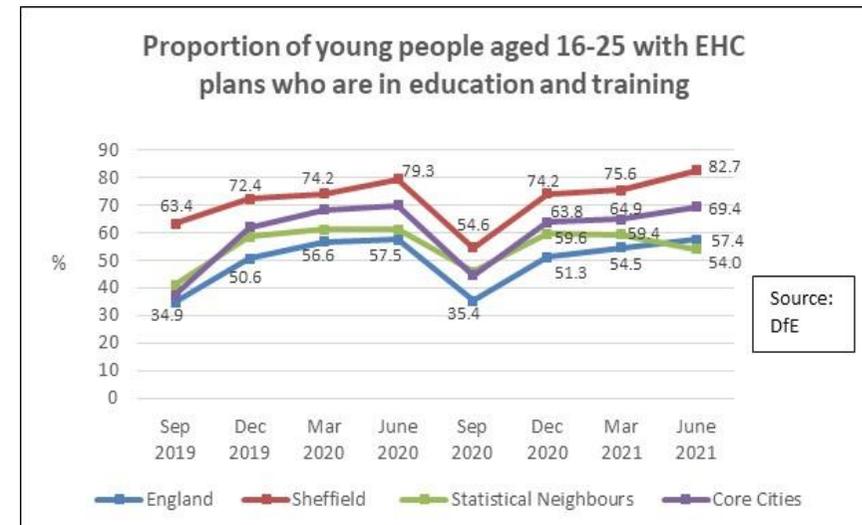
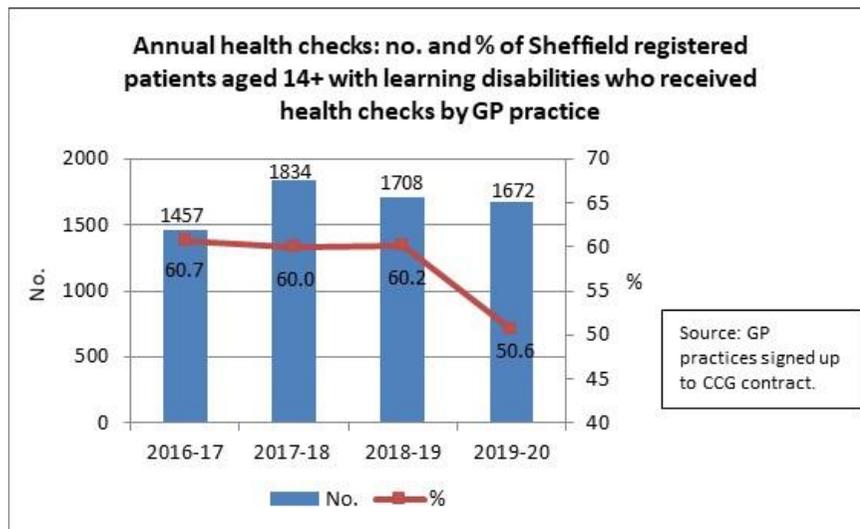
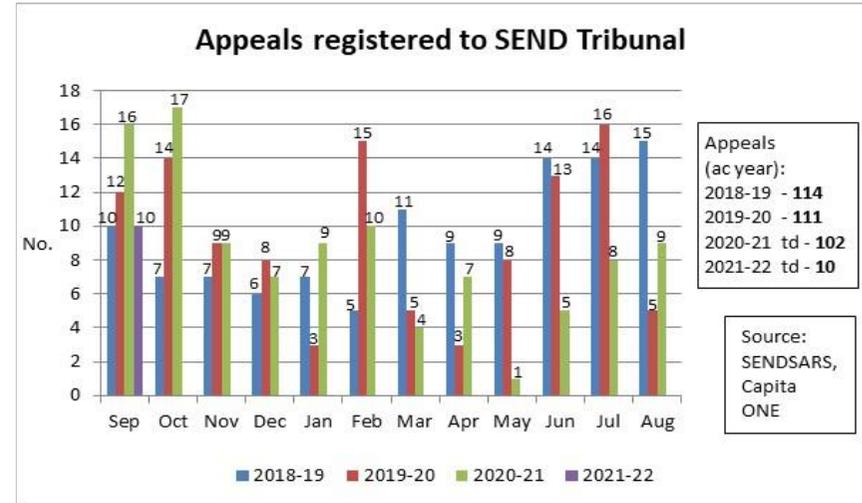
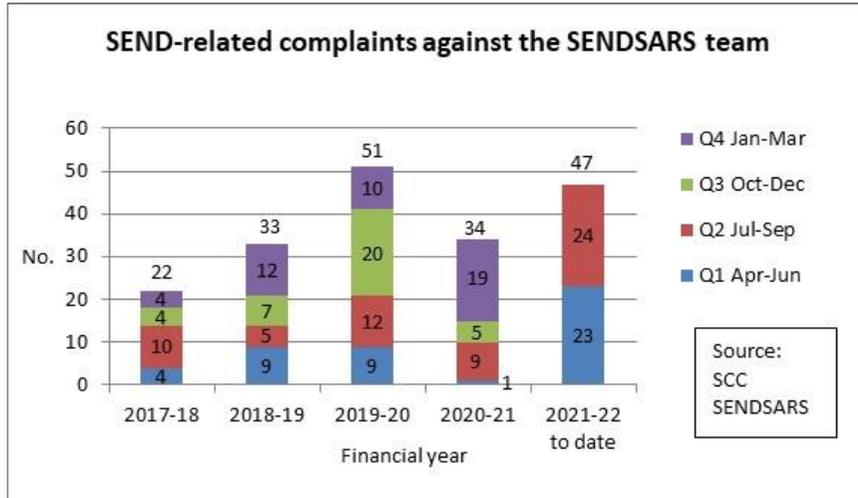


3. Increased participation of pupils with SEND





4. Other



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APPENDIX 2

EHCP Compliance Report for Education and Skills Performance SEND Compliance W/C 4th October 2021

20 Week Statutory Process					
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021	
Over 20 weeks	47	37	37	23	
North (A/B)				0/2	
East (C/D)				5/6	
West (E/F/G)				4/3/3	
Draft overdue (wk. 17)	67	68	34	24	
Annual Reviews					
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021	
Notification Letter				266	
Letter over 4 weeks				184	
To Amend	608	555	542	487	
Being Amended	303	291	279	481	
Over 8 weeks				230	
To Cease	24	14	16	13	
1st with family	295	255	254	215	
2nd with family	10	9	9	5	
Final over 12 weeks				399	
Special Educational Needs					
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021	
Care	109	118	96	81	
SALT	14	3	1	1	
PT	4	0	0	0	
OT	4	0	0	0	
EP	41	44	27	19	
Tribunal					
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021	
Total	28	29	28	30	
Do not agree to assess	0	0	0	0	
Do not agree to plan	3	3	2	2	
Proposed to Cease	0	0	0	0	
B&F	5	4	4	4	
BF&I	10	12	11	12	
Placement I	10	9	10	11	
F&I		1	1	1	
Children inappropriately placed					
Week Commencing	13/09/2021	20/09/2021	27/09/2021	4/10/2021	
Active cases	72	71	61	59	
Special	47	47	47	47	
Integrated Resource	2	2	3	3	
Tribunals	4	3	3	3	
Independent			1	1	
R/A/G Rating				20/19/19	
Establishment					
2	1 phased return		Inclusion Officer Sickness		
			Inclusion Officer Annual Leave		
0			Locality Managers on Annual Leave.		
7			Inclusion Officer Vacancy (4 recruited to)		
1			Service Manager Vacancy		

1	Phased return	ASM sickness absence
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APPENDIX 3

Special Educational Needs and Disability Service (SENDSARS)

Line Management, Supervision and Performance Management Policy

Manager / Supervisor Guidance

Date of policy:	August 2018
Review Date:	September 2021
Original Author:	Sally Willoughby (Service Manager)
Reviewer Author:	Rose Ward (Head of Service)

Quality Standards

Quality Standards will ensure that:

- Service Users receive a consistent, quality service, partnership working in line with statutory duties
- Work undertaken is timely and evidenced within service recording systems
- Managers and practitioners have clear structures to work within ensuring children and families receive a service that meets their needs
- There is regular consultation with all service users through customer feedback to ensure service improvement and development
- All staff will undertake enhanced DBS checks
- Staff will receive appropriate support, training, qualification opportunities and post qualification support and opportunities to ensure continuous professional development and a 'Grow Your Own' culture.
- Staff at all levels will be accountable for their quality of work and will take responsibility for maintaining and improving their knowledge and skills.
- The Signs of Safety Model is embedded into all areas of work as identified as appropriate.
- The city-wide PDR policy is adhered too and referenced through supervision practices.

Quality Standards within the supervision:

1. All practitioners will receive supervision in line with the minimum expectation of 10 supervisions per year with an opportunity for further supervision as is identified dependent on experience, service need, performance and / or wellbeing.
2. All staff within the service will receive supervision which will focus on their service area, service need / demand and their ability to effectively and positively contribute to those needs and demands in line with statutory duties
3. All supervisions will include discussion about performance management, exemplary performance will be acknowledged, poor performance will be addressed, and areas of development agreed to meet the statutory compliance of the service
4. All EHCNAs and plans will be quality assured by an identified manager appropriate to the service area.
5. All records will clearly evidence the child's voice and a child led approach demonstrating a Signs of Safety model.
6. The need for escalation will be identified in line with statutory duties
7. All records will be updated within 48 hours.
8. All quality standards will be discussed as part of all supervision sessions and will feed into the Service Performance Clinics of which outcomes will be feedback and development opportunities identified.

1. Policy Statement:

Supervision is a process by which one person (manager/leader) is given responsibility by the organisation to work with an/other/s to meet organisational, professional, and personal objectives which together promote the best outcomes for all service users.

Objectives and functions are:

- Competent, accountable performance / practice
 - Continuing Professional development
 - Personal support
 - Engaging the individual within the organisation
1. Supervisions cover both one to one and group supervisions
 2. The objective of the supervision is to ensure compliance, promote sound and consistent practice and decision making
 3. Supervision establishes clear accountability, enables the sharing of responsibility in situations of vulnerability and risk
 4. Supervision ensures that all policies and procedures are being followed
 5. Supervision is an enabling process that centres upon professional development

2. Line Management:

Line Management and supervision are distinct activities that should be carried out by an appointed manager but can be carried out by any identified or appointed manager.

Line Management is referring to the consistent and ongoing management of:

- Planning and monitoring workload
- Ensuring quality delivery and responding to poor practice
- Monitoring Health and Safety, including practitioner well being
- Time and diary management, including time sheets, flexible working, and annual leave
- Motivation and focus
- Administration
- Timely Record keeping

Supervision is the process of reflecting on practice and issues that arise in everyday work.

It should be utilised to ensure practitioners do their job in the most effective way, developing their capacity and using their experiences in a solution focused way to rethink practice and develop.

A good supervisor will enable the practitioner to reflect on their practice while identifying areas of support and providing a restorative approach where resistance is noted.

Practice suggests that high quality supervision and support enable practitioners to:

- Become more self-aware around their evidence-based and statutory practice and approach
- Understanding their role in the identification, assessment, and response to need
- Know how to respond to concerns arising within their area of work
- Recognise their own limitations and when to call on others expertise
- Familiarise themselves with current guidance and practice
- Understand the management of data, information sharing and confidentiality
- Identify those who should be notified if safeguarding concerns around a child or family arise
- Understand processes and procedures for making referrals and involving others

3. Commitment

Staff supervision is a mandatory arrangement for ensuring the maintenance of effective communication between managers / leaders and their staff. Ensuring work is carried out in line with the aims of the service; it will maintain and work to improve the quality of the service delivery. It reflects a shared responsibility and accountability with a strong performance management focus.

Supervision is only one form of communication between practitioners and managers, other forms of communication should be committed to including, but not confined to:

- Team Meetings
- Development sessions
- Observations
- Direct contact

Supervision should:

- Assist the manager to fulfil their duty of care to the employee and service users.
- Provide an agreed level of support and therefore level of security to the employee
- Enable appropriate decision making and appropriate response to situations and needs
- Be an environment where the supervisor listens and provides appropriate responses
- Ensure appropriate advice and guidance is given within the session and where this isn't possible direction should be given as to where this can be sourced.
- Identify any personal issues that impact on work and appropriate support accessible through the service area.
- Be an environment where the supervisor can direct the employee when appropriate and necessary to do so.

4. Accountability:

- It is the responsibility of the line manager to ensure supervision sessions are booked at an appropriate time for the supervisee and are at a frequency that has been agreed and within the minimum expectation of 10 per year for all staff employed within the service area; this is non-negotiable and is **not** pro-rata.
- It is the responsibility of the supervisor and supervisee to ensure these agreed and planned sessions are attended, engaged in and result in agreed outcomes with actions to be completed within an agreed timescale.
- It is the responsibility of the supervisor to ensure there is a typed and agreed record of all supervision sessions formatted within the Signs of safety model Form 1 supplied via email to the supervisee and an electronic version stored confidentially.
- It is the responsibility of the supervisor to ensure an appropriate room / setting is agreed and that this is confidential between the supervisor and supervisee unless otherwise discussed and agreed.
- Although the personal supervision document is confidential it is also an organisational document which doesn't belong to the supervisor or supervisee, therefore there may be circumstances under which these records will be accessed, including, but not exhaustive to:
 - Auditing
 - Grievance
 - Disciplinary
 - Internal / external enquiry
 - Complaints

Practice Standards- SENDSARS

20 Weeks Process		
Expectation:	Inclusion Officer	Locality Manager
<p>All Plans will finalised within 20 weeks</p>	<ul style="list-style-type: none"> • All new assessments will have a child centred meeting before week 10 (Section A completed) • All new assessments will be drafted no later than week 14 • All new agreed plans will be drafted by week 16 with 'type of school' identified for consultation. • Consultations will always take place with the current school, parental preference and any other school deemed suitable to meet the child's level of need (in and out of city) • All plans will be compliant against the CoP expectations (Pg 164-169) • All advice will be contained within the plan and if quoted from, will be referenced accurately • If a plan is likely to exceed 20 weeks this is highlighted to your manager and activity is undertaken to reduce the time finalisation will take. 	<ul style="list-style-type: none"> • All new assessments / plans will be QA'd using the compliance tool and a report produced monthly to show the compliance per Locality. • All QA reports will be fed into the SENDSARS Performance Clinic monthly. • Performance related action plans will be produced, areas of strong / outstanding practice will be highlighted and acknowledged. • Live Dashboards available in the system will be used to identify plans extending beyond timescales. • Plans likely to exceed 20 weeks will be highlighted immediately to senior management with a plan of mitigation or request of support. • All new plans will be discussed within Locality Stage 2 panels and a funding agreement reached in line with the delivery of section F. • Additional funds more than locality allocation will be submitted to the Central SEND panel. • Where additional health input is needed (Section F) the approved provider list will be consulted on with the DCO.

Communication

Expectation:	Inclusion Officer	Locality Manager
<p>Regular, reliable, informed communication with professionals and families always</p>	<ul style="list-style-type: none">• Phone calls will always be answered unless you are away from your desk or in a meeting• Missed calls will be returned within a maximum of 24 hours.• When on leave a 'buddy' must be identified who will cover enquiries and phone calls about your caseload.• All communication will be timely, informative, and informed (outcomes to be shared within the week they are agreed)• All communications will be captured, in summary within a communication log• Communication will always be professional and polite, with clear language, no jargon and no abbreviations.• Phone numbers will be included on all email signatures.	<ul style="list-style-type: none">• Phone calls will always be answered unless you are away from your desk or in a meeting• Missed calls will be returned within a maximum of 24 hours.• When on leave a 'buddy' must be identified who will cover enquiries and phone calls about your caseload.• All communication will be timely, informative, and informed (outcomes to be shared within the week they are agreed)• All communications will be captured, in summary within a communication log• Communication will always be professional and polite, with clear language, no jargon and no abbreviations.• Phone numbers will be included on all email signatures.• Team meetings will be held monthly for internal communication• Locality meetings will be held fortnightly for communication and reporting

Annual Reviews

Expectation:	Inclusion Officer	Locality Manager
<p>All Annual Reviews will meet statutory timescales:</p> <ul style="list-style-type: none"> • Notification letters within 4 weeks of the date of the AR • Amended plans within 8 weeks 	<ul style="list-style-type: none"> • Each caseload holder will know the dates of each child's annual review. • 2 weeks prior to the review the case holder will contact the school to ensure the review is booked and where RAG rated Red the case holder will request attendance at the review • If AR is not attended and paperwork is not received on the date expected and required, (2 weeks after the date of the review) the case holder will contact the school and request the information. • Where a school will not / cannot submit the paperwork on time, this is escalated through management for action to be taken. • Once received, AR paperwork will be processed within 48 hours by BS and passed to the case holder. • Case holder will request notification letter within 5 days of the paperwork being received. • Amended plans will be sent to the family within 4 weeks of the notification. • Amended Final Plans will be sent to the family within 8 weeks of the notification. 	<ul style="list-style-type: none"> • All ARs close to or at timescale end will be highlighted to the case holder and activity directed. • All amended plans will be QA'd prior to sending (process outlined in 20 weeks) • Non-compliance to the process will be highlighted in supervision and team meetings (where whole team issues are reflected) • Over timescale annual reviews will be highlighted as an area of risk in SENDSARs Performance Clinic and action plan for mitigation provided. • Where significant changes to plans have been made, funding discussion will be followed up with the school to ensure delivery against section F.

Working Hours, Office Use, Annual Leave and Cover Arrangements

Expectation:	Inclusion Officer	Locality Manager
<p>Adherence to:</p> <ul style="list-style-type: none"> • Flexible Working Agreement • Timesheet completion • Absence and leave cover arrangements • Office rota 	<ul style="list-style-type: none"> • All SCC employees covered by the FWA must adhere to this, including: <ul style="list-style-type: none"> ○ At a minimum core hours coverage ○ Flexi Leave is taken in the same month it is accrued, or converted to a leave day more than 10 hours (must be agreed by management) ○ Timesheets must be completed and reflected 30 minutes taken for lunch ○ Annual Leave must be requested at least the same time ahead of the length of time requested off. • Timesheets must be submitted to assigned manager monthly. • Sickness absence must be reported to a manager, via a phone call noting reason for absence and expected length of absence (over 5 days requires sicknote) • Annual Leave requests should be made to managers in a timely way, with identified cover agreed. • When identified to be in the office, your working day will be in the office, unless agreed previously with your manager. 	<ul style="list-style-type: none"> • All SCC employees covered by the FWA must adhere to this, including: <ul style="list-style-type: none"> ○ At a minimum core hours coverage ○ Flexi Leave is taken in the same month it is accrued, or converted to a leave day more than 10 hours (must be agreed by management) ○ Timesheets must be completed and reflected 30 minutes taken for lunch ○ Annual Leave must be requested at least the same time ahead of the length of time requested off. • Timesheets must be submitted to assigned manager monthly. • Sickness absence must be reported to a manager, via a phone call noting reason for absence and expected length of absence (over 5 days requires sicknote) • Annual Leave requests should be made to managers in a timely way, with identified cover agreed. • When identified to be in the office, your working day will be in the office, unless agreed previously with your manager. • Oversight of team Annual Leave and ensure 50% cover always remains available (excluding Christmas) • A buddy is identified for each member of the team to cover leave and absence. • Timesheets are monitored and under / over hours is addressed in supervision. • Where long term sickness is identified (over 2 weeks) case loads within 20 weeks and AR timescales will be reallocated within the team.

Case Loads

Expectation:	Inclusion Officer	Locality Manager
<p>All IOs will have an allocated case load for which they are responsible and accountable.</p>	<ul style="list-style-type: none"> • A caseload of 150-200 will be held by each officer (FTE) • All case loads will have a combination of new assessments, plan writing, annual review, and phase transfer. • Case loads will have a RAG rating applied and contact reflective of the RAG rating. • All contacts with families and professionals will be recorded in a communication log and include an overview summary of the discussion. • All meetings attended will have a communication log of overview and activities agreed. • All timelines will be met within the 20 weeks assessment and plan writing, phase transfer and annual review, inclusive of amendment notices, and amended final plans issued. • Where barriers arise to compliance, this will be raised with management to unblock barriers and reduce timeline of non-compliance. 	<ul style="list-style-type: none"> • Ensure all officers have a fair distribution of work and allocated schools / family of schools where possible. • All officers have cover identified and a ‘buddy’ in place who will pick up their Red caseloads and contacts when on leave or absent from work. • If an officer is off work for more than 3 weeks their case load, beginning with Red will be reallocated, priority will be given to those in the 20 weeks and AR process. • If an officer leaves the service their case load will be reassigned within 2 weeks of their departure and a letter sent to the family with the change of worker. • Managers will use the data dashboards daily and in supervision to know the caseload of officers and support where compliance isn’t being met, challenge non-compliant practice and celebrate success and good practice within the teams. • Attend the themed meeting and performance clinics to share the oversight of their locality, raising areas of achievement and areas of risk to be mitigated. • All case supervision will be recorded within a comms log and provide summary overview and next steps.

SENDSARS PERSONAL SUPERVISION FORM (1)

Name Of Supervisee: Service Area:	Name Of Supervisor: Date:
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Standing items	Action	By whom	Timescale
Health Well-being & Work Life Balance			
Attendance, Flexi, TOIL, Annual Leave			
Workload Management			
Achievements and areas for development			
Training needs			
AOB			

Signed Supervisee: Date:	Signed Supervisor: Date:
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APPENDIX 4

Auditing in SEND:
Intent, Implementation, Impact

Compliance, Collaboration, Communication, Quality

Audit intent in SEND

Themes.

Our audits will:

<u>Compliance</u>	<u>Quality</u>	<u>Collaboration</u>	<u>Aspiration</u>
<p>1. Show we are compliant in statutory time scales at all decision-making points</p> <p>2. Demonstrate section by section compliance</p>	<p>1. Demonstrate section by section quality of completion – clear language, jargon free, understandable</p> <p>2. Show we are improving assessment and plan processes for C&F through feedback action planning because of audit</p>	<p>1. Show our assessments and plans are child centred and a session(s) with the family and where possible and appropriate the young person have taken place.</p> <p>2. Demonstrate the advice from Education, Health and Care is appropriately and accurately documented within one plan that is representative and accurate for the child who's needs must be supported.</p> <p>3. Reflect our collaboration with families and schools</p>	<p>1. Demonstrate the service in which we work and the service we offer is constantly improving</p> <p>2. Reflect improving outcomes and experiences for children and young people</p> <p>3. Evidence that Plans are aspirational for children and young people</p>
<p>1. Assessments and plans are good quality, with clear documentation of need, provision, and outcomes</p>			

Audit Implementation in SEND

Our audits are:

Audit (What)	Who	Why	When	How	Evidence	Impact
Compliance (all plans)	Locality Managers	To ensure all plans are compliant	Draft and Amend (Monthly)	Compliance QA online questionnaire (164-169 CoP)	Online reporting and resulting action plan	Compliant plans, Better plans Fewer complaints
Audit (What)	Who	Why	When	How	Evidence	Impact
Quality (all plans)	Locality Manager	To ensure all plans adhere to quality standards	Draft and amended (Monthly)	Quality Standards online questionnaire	Online reporting and resulting action plan	Quality improvement Fewer complaints / appeals for content
Quality (10% of plans / theme)	Managers (education, health, and care)	To ensure other agencies agree the plans are of quality and advice has been appropriately included	Termly	Quality Standards online audit	Online reporting and resulting action plan	Co-produced, child centred plans Child / parent satisfaction
Audit (What)	Who	Why	When	How	Evidence	Impact
Compliance and Quality Annual Review	Frontline staff – Educational and Skills		Termly			
Audit (What)	Who	Why	When	How	Evidence	Impact
Advice for Assessment and Plans	Multi-Agency Group: EP, PT, OT, S<, Care, SEND, CWD	To ensure good quality advice is received	Termly	Each area leads QA's 10%+ of advice reports against a framework	Forms submitted and next steps agreed	Improved advice should improve plan quality Improved quality should mean better outcomes and more understandable interventions / adjustments

Sheffield Quality Assurance process for SEND

Advice and plans for all those with SEND should be of high quality. The following processes detail the quality assurance activity that will take place at all levels to support development of high quality information and plans.

Quality Assurance process for SEND – SEN Support

Advice givers:

Individual advice for supporting children with SEND should be quality assured and audited as part of usual process for any advice giving service. Each service should have details of this process.

This should include ensuring that information is:

- In plain English and understandable for the family as well as anyone offering support
- Is person centred so focuses both on what is important to and important for the child / young person
- Considers what is working, what is not working and what needs to change
- Is specified and quantified so that those reading are clear what needs to be done
- Details the provision to meet an identified area of need, including identifying any required provision to meet the assessed need that is not available as part of the service commissioned offer

As part of audit processes around SEND, auditors will comment on the quality of advice to report back to advice giving services

SEN Support plans (My Plan):

As part of locality working practice, schools are encouraged to discuss with the locality the plans they are putting in place. This includes considering the quality of My Plans as part of the locality panel process at stage 1

Locality panels will offer advice to schools as to the quality of the plans and proposed changes.

Prior to any request for an EHC Needs Assessment, a school should ensure that they present the case to the locality as part of the locality support process. This will ensure discussion as to the quality of the plan put in place.

EHC Plan:

The following pages detail how EHC Plans will be audited. It is important that auditors consider both the plan and the information that has contributed to the plan when completing the audit tool against the 5 quality standards.

Quality Assurance Audit process for SEND – EHC Needs Assessment

All EHC Plans should be quality assured by locality managers in SENDSARS before being finalised

Each month 5 newly completed EHC Plans will be audited. This is approx. 10% of all plans

Week 1 of month - SENDSARS data officer identifies at random 5 cases from previous month to be audited

1 x pre-5, 1 x secondary or post-16, 3 school age (primary or secondary)

Cases are added to audit tracker

SENDSARS SENDSARS data officer compile packs for identified cases.

To include: Final EHCP, all section K documents

Week 2 of month - SENDSARS data officer distributes individual packs to auditors and records detail on audit tracker. Sent via SENDassess&review@sheffield.gov.uk to SCC and NHS auditors. Sent via SFX to external auditors

1. Head of SEN; 2. SENDSARS Service Manager/0-25 leadership; 3. Principal EP; 4. Locality Lead Head (on rota); 5. Commissioners

Auditors complete audit within 2 weeks and return to SENDSARS data officer. Audit should take 1 hour to complete.

Auditors complete information on SEND case audit tool

Week 4 of month - SENDSARS data officer adds outcomes to Audit tracker and compiles monthly report to be distributed to:

Head of SEN, SENDSARS Service Manager, Principal EP, DCO, SEND Commissioner, Assistant director social care, Inclusion Programme Manger plus individual audit cover sheet to Inclusion Officer, Locality Manager, advice givers and school

Quality Assurance Audit process for SEND – EHC Plan annual review

All EHC Plans should be quality assured by locality managers in SENDSARS before being finalised following the annual review

Each month 10 EHC Plans where the annual review has been finalised will be audited. This is approx. 4% of all plans

Week 1 of month - SENDSARS data officer identifies at random 10 cases finalised from previous month to be audited. This may include plans where changes have not been made as well as those where plans are changed.

1 x pre-5, 2 x post-16, 7 school age (primary or secondary)

Cases are added to audit tracker

SENDSARS data officer compile packs for identified cases.

To include: Final EHCP, Previous EHCP, Annual review report and associated advice, section K documents

Week 2 of month - SENDSARS data officer distributes individual packs to auditors and records detail on audit tracker. Sent via Sent via SENDassess&review@sheffield.gov.uk to SCC and NHS auditors. Sent via SFX to external auditors

1. Head of SEN; 2. SENDSARS Service Manager/0-25 leadership; 3. Senior EP; 4. Maingrade EP ; 5. Health Commissioners; 6. Locality Lead Head ; 7. Citywide SENCO ; 8. Lifelong learning; 9. Early Years; 10. Care services

Auditors complete audit within 2 weeks and return to SENDSARS data officer . Audit should take 1 hour to complete.

Audit should consider both the advice and annual review report and whether this has been reflected in the final EHC Plan

Auditors complete information on SEND case audit tool

Week 4 of month - SENDSARS data officer adds outcomes to Audit tracker and compiles monthly report to be distributed to:

Head of SEN, SENDSARS Service Manager, Principal EP, DCO, SEND Commissioner, Assistant director social care, Inclusion Programme Manger plus individual audit cover sheet to Inclusion Officer, Locality Manager, advice givers and school

Quality Assurance Audit process for SEND – Multi-agency Audit

Each half term 5 newly completed EHC Plans will be audited by the multi-agency QA group.

This group will take 3 hours to complete. It will be chaired by the Principal EP and include representatives from SENDSARS, Education, Health, Care and parent groups. These will be different to the cases completed by individual audit but will receive the same papers

Prior to meeting - SENDSARS data officer identifies at random 5 cases from previous half term to be audited who have not been individually audited

Cases can be any stage or may be specifically requested as a stage by group

Cases are added to audit tracker

SENDSARS data officer compile packs for identified cases.

To include: Final EHCP, all section K documents, all panel cover sheets, name of inclusion officer

SENDSARS data officer distributes documentation to multi-agency quality assurance group before meeting. Sent via SENDassess&review@sheffield.gov.uk to SCC and NHS auditors. Sent via SFX to external auditors

Quality Assurance group meet to review cases jointly.

SEND case audit tool completed

Audit information returned to SENDSARS data officer

SENDSARS data officer adds outcomes to Audit tracker and compiles report to be distributed to:

Head of SEN, SENDSARS Service Manager, Principal EP, DCO, SEND Commissioner, Assistant Director social care, Inclusion Programme Manger plus individual audit cover sheet to Inclusion Officer, Locality Manager, Advice givers and school

Quality Assurance Audit process for SEND – Managing change

Lessons learnt from each audit route will be discussed via the Inclusion Change group meeting to share learning and ensure that the necessary service improvements from this learning are fed into the correct agencies. This meeting will be once per half term and last for an hour. As Quality Assurance moderator the Assistant Director, Education & Inclusion, will also be attend this meeting.

DIAGRAM of Audit process

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APPENDIX 5

To be completed following planning with Rose Ward and Sally Morrison								
Project plan	Weeks							
	13-Sep	20-Sep	27-Sep	04-Oct	11-Oct	18-Oct	25-Oct	01-Nov
Planning								
Start offering meetings - not yet clear when they can start, to be discussed with RW and SM								
Lead in time for parent meetings (draft only - TBC after conversations with RW)								
	Weeks							
	1	2	3	4	5			
Parent agrees to take part in meeting - clock starts								
Meeting arranged								
All to prep - inc. SENDIAS with parent								
Meeting takes place within 4 weeks of parent agreeing to it								
Email sent to parent and all attending to confirm what was said - within 3 working days								
Any follow up decisions made within X working days of meeting								

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Report to Education, Health and Care Transitional Committee

4th November 2021

Report of: Policy & Improvement Officer

Subject: Work Plan & Ways of Working

Author of Report: emily.standbrook-shaw@sheffield.gov.uk

Transitional Committees are being introduced to provide an early opportunity for Members to work on a cross party basis, advising the Executive in advance of decisions being made, as we make the transition to a Committee System in 2022/23.

Work Plan

Transitional Committees are advisory to the Co-operative Executive. It is therefore important that the workplans focus on key topics for the administration, aligned to the One Year Plan; and are achievable within the capacity of Transitional Committees – approximately 6 meetings during 2021/22. Transitional Committee Chairs and Executive Members have been in discussion about priorities for Transitional Committee consideration, and these are set out in the attached draft work plan. It will come to each meeting of the Transitional Committee for consideration and discussion.

Ways of Working

A key role of the Transitional Committee is to trial new ways of working, and use the feedback from this to help the Governance Committee decide on the final model, including ways of working, to recommend to Full Council prior to the transition to the Committee system of governance in May 2022.

Each Committee will decide how to work together, and with partners and the Community. The Chair of the EHC Transitional Committee is proposing to trial an approach that is structured around the scheduled, formal Committee meetings (rather than through member working groups or sub-committees) and commissions officers to gather evidence through working groups/focus groups, drawing heavily on expertise and experience from service users and their representatives, providers, and other relevant stakeholders to bring back to the Transitional Committee to inform its advice to the Executive.

The Committee is being asked to:

Consider and comment on the draft work plan and proposed ways of working for the Education, Health and Care Transitional Committee.

<p>Transitional Committee 4 – Education, Health and Care Meetings 2021: 7th October, 4th November, 2nd December Chair: Mohammed Mahroof Vice Chair: Jack Scott Executive Members: Jayne Dunn, George Lindars Hammond Senior Lead Officer: John Macilwraith, Executive Director, People Portfolio</p>		
<p>Draft Work Plan</p>		
Our Future Approach to Priority Budgeting	Discussion on longer term priorities that will inform priority based budgets.	Discussion with Executive Member for Finance & Resources and Head of Policy & Partnerships. November 4th meeting.
Home Care Transformation	To advise on how we can improve home care services to ensure that people receive the right support to enable them to live independently at home as part of our One Year Plan commitment to enable adults to live the life that they want to live .	Initial paper and discussion at November 18th meeting. Committee to determine focus and approach of further work.
SEND transitions to adulthood	To advise on how we can improve the transition to adulthood for more learners, to help deliver our One Year Plan commitment to provide effective, person-centred SEND services.	Initial paper and discussion at November 4th meeting. Committee to determine focus and approach of further work.