



Report to Policy Committee

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Report of: Meredith Teasdale (Strategic Director Children’s Services) and Andrew Jones (Director Education and Skills)

Report to: Education Children and Families Policy Committee

Date of Decision: 8 February 2024

Subject: Special Education Needs / Disability (SEND) & Alternative Provision (AP) Area Self Evaluation Framework (SEF) – update to committee.

Has an Equality Impact Assessment (EIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
If YES, what EIA reference number has it been given? 2528				
Has appropriate consultation taken place?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Has a Climate Impact Assessment (CIA) been undertaken?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Does the report contain confidential or exempt information?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
If YES, give details as to whether the exemption applies to the full report / part of the report and/or appendices and complete below:-				
<p><i>“The (report/appendix) is not for publication because it contains exempt information under Paragraph (insert relevant paragraph number) of Schedule 12A of the Local Government Act 1972 (as amended).”</i></p>				

Purpose of Report:

This report is to provide an overview to the Education Children and Families Policy Committee of the Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Self Evaluation Framework.

Recommendations:

It is recommended that the Education Children and Families Policy Committee:

- Note the overview of the Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Area Self Evaluation Framework and expected updates.

Background Papers:

None

Appendices:

Appendix 1 - Area SEND and AP Self Evaluation

Lead Officer to complete:-	
1	I have consulted the relevant departments in respect of any relevant implications indicated on the Statutory and Council Policy Checklist, and comments have been incorporated / additional forms completed / EIA completed, where required.
	Finance: Kayleigh Inman
	Legal: Nadine Wynter
	Equalities & Consultation: Bashir Khan
	Climate: Kathryn Warrington
	<i>Legal, financial/commercial and equalities implications must be included within the report and the name of the officer consulted must be included above.</i>
2	SLB member who approved submission: Meredith Teasdale
3	Committee Chair consulted: Cllr Dawn Dale
4	I confirm that all necessary approval has been obtained in respect of the implications indicated on the Statutory and Council Policy Checklist and that the report has been approved for submission to the Committee by the SLB member indicated at 2. In addition, any additional forms have been completed and signed off as required at 1.
	Lead Officer Name: Rosemary Ward
	Job Title: Head of SEND
Date: 16 January 2024	

1. PROPOSAL

- 1.1 An Area Special Educational Needs / Disability (SEND) and Alternative Provision (AP) Self Evaluation Framework (SEF) is a requirement set out in the Area SEND and AP Ofsted framework. (New framework released January 2023)

The SEND & AP Area SEF must:

- Be submitted to Ofsted in the first 24 hours of the area receiving notification of an Area SEND Ofsted and CQC Inspection.
- Evidence the progress towards the 11 areas identified within the Ofsted Framework, as well as improvement plans for the year ahead.
- Show an improvement journey with children and young people at the heart of all that we do.
- Reflect how the partnership of Education, Health and Care works collaboratively to support children to achieve positive outcomes and their desired aspirations for their future.

The current area SEND & AP SEF is a live document, it is not expected to be a final version, and should move, develop, and keep up to date with the transformational journey Sheffield SEND is taking.

The SEF should be supported by an Area Data Dashboard which must be based upon the expectations set out in the Annex A, list 1 & 2 documents outlined within the Ofsted framework. A 'Key Lines of Enquiry' document should evidence that 'we know ourselves well' that we know areas of vulnerability and have detailed through the SEF how these areas will be addressed.

2. HOW DOES THIS DECISION CONTRIBUTE?

- 2.1 The area SEND & AP SEF is all about how the Local Area works to meet the needs of children and young people with SEND. The 11 areas are:

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

For the children of Sheffield, this includes:

- 85 – 95% of our youngest children being seen by their health visitors in a timely way through their ages and stages of development.
- A Graduated Approach to identification and support for needs being in place through settings and schools.

A key area of improvement has been identified:

- Reviewing the capacity and reach within SEND Advisory and Therapy Services, including developing a local approach to assessment and response.

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

For children, young people, and their families in Sheffield, this includes:

- Access to independent advice available through the Local Offer website, SENDIASS, Information, Advice and Guidance to help inform what is available and the support that can be accessed.
- A graduated approach with children and young people at the heart, with children, young people and their family regarded as the experts and has their voice first.
- Joint Assessment Meetings being introduced, with children and young people at the

centre of their joint assessment.

A key area of improvement that has been identified:

- A more relational approach through the statutory education, health, and care needs assessment process, which will also include ongoing support for implementation of Education, Health, and Care Plans, through a 'Team Around the Child' approach.

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

For the children and young people of Sheffield, this includes:

- Continued access to free at the point of access early help services, which span Family Intervention, SEND Advisory, Family hubs and Educational Psychology (*not an exhaustive list)
- A multiagency approach, aiming for the right support, from the right people with the right expertise at the right time – this is supported by the early help training offer, which gives all practitioners the opportunities to increase their knowledge and expertise.

A key area of improvement has been identified:

- Ensuring we have the right response to children and young people waiting for / have been assessed for Autism and Attention Deficit Hyper-Activity Disorder (ADHD) supporting children to belong in their local school and local area.

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

For the children and young people of Sheffield, this includes:

- Always having chance to speak about the future, using the best practice of Preparation for Adulthood (PfA)
- We have heard from young people through the SEND-ing Voices Group, Kidz charity surveys and our young people's attendance at Committee, who have told us:
 - We want to be heard and be independent – we can speak for ourselves.
 - We want to work.
 - We want to have friends.

This is now the focus of the SEND Partnership.

A key area of improvement has been identified:

- Ensuring the right opportunities are available for young people post 16, so aspirations can be achieved through education – further education, work experience, supported internships and supported employment opportunities.

5. Children and young people are valued, visible and included in their community.

For the children and young people of Sheffield, this includes:

- SEND youth Groups developing across the city, lead by an upskilled youth team workforce who have accessed training across areas of SEND.
- A greater emphasis on the importance of community through the preparation for adulthood discussion.

A key area of improvement has been identified:

- Increasing the youth voice into governance structures to allow us all to hear what young people need from us.
- More 'regulation spaces' being develop across communities.

6. Leaders are ambitious for children and young people with SEND.

We have set out an ambition through the Inclusion and Early Help Strategies that we have all signed up to:

'Sheffield will be an inclusive city where we work together to ensure that all children and young

people get the right support the right time so that they can live a happy and fulfilled life.'

We are also working to ensure the Belonging Framework allows children and young people to be in a loving home with access to their local schools, positive links into the communities and feel part of the city.

A key area of improvement has been identified:

- To ensure this feels like and is a lived reality for our children, young people, and their families across the city.

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

Sheffield has a strong Parent Carer Forum who are a key partner in the SEND Transformation journey. Through the State of Sheffield Survey and You Said We Did response, we hear from parents and carers about improvements, and remaining challenges, which helps to inform priority areas of improvement.

Children and young people are great at letting us know what they want and need from us. Our expanding young person group of SEND-ing voices have been to committees, boards and visited the SEND Teams and Managers to tell us what their own experiences have been. Their voices are used to structure how we work to improve ongoing areas of challenge.

A key area of improvement has been identified:

- To ensure child and young person voice is always present in all decisions that are made.
- We demonstrate how what we have heard is being used to shape how we work better into the future.

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

Due to the strength in the data, we have across the SEND partnership, which is developed from child level information, we know the needs of children and young people across the city. This data has highlighted the rising needs of our children, young people and families around Autism and ADHD. This has informed the joint approach across the Education, Health and Care partnership to prioritise the Great Start and meeting the needs of children with neuro diverse profiles in their local school, ensuring they have access to their local community.

A key area of improvement has been identified:

- Further develop the Annex A lists 1 & 2 to ensure we all work to 'one version of the truth' in data, which will bring even greater collaboration when it comes to being able to meet the needs of all children and young people with SEND in their local area.

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

With the development of the Integrated Care Boards, we have shared place based priorities for the area. This allows strategic commissioning to take place at a local level.

A key area of improvement has been identified:

- Focusing on Family Hubs – ensuring families have access to support in their local area.
- Continued focus on preparation for adulthood, understanding what children, young people and their families need into the future and their aspirations - A focus on support-based commissioning.

10. Leaders evaluate services and make improvements.

The commissioning cycle in place, includes a review process which works to performance manage and make improvements across commissioned services.

Each local area, portfolio and directorate has a performance management structure which identifies areas of great practices and areas of improvements.

The Area SEND Partnership is focused on a continual improvement journey with areas of transformational change and ongoing improvement.

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

As a partnership we create effective practices based in multi-agency working arrangements by:

- Having a shared co-production charter.
- Shared decision-making arrangements.
- An Approach to 'Team Around' which includes, child, family, school, and locality level.

The current content outlined within this report is from the last quarter review. The next review of the SEF is due In February 2024. During this review, the work being completed with IMPOWER, and the priorities confirmed through the Children, Young People Delivery Group will be included.

3. HAS THERE BEEN ANY CONSULTATION?

3.1 A SEF is a Self-Evaluation, therefore doesn't have a consultation process attached. However, feedback is taken on the effectiveness of the SEF from Parent Carer Surveys, Feedback, and data.

Children and young people have been consulted on the priorities that have been included and have been the focus of the ongoing transformation and improvement work.

The Sheffield Parent Carer Forum have worked through the established Governance arrangements to bring the parent / carer and family voice into the SEF.

As the Professional Zone of the Local Offer becomes live from May 2024, the Area SEND and AP SEF will be a published document. A feedback function on the Local offer will provide the opportunity for a broader audience to provide feedback on the accuracy of the Self Evaluation Framework.

4. RISK ANALYSIS AND IMPLICATIONS OF THE DECISION

4.1 Equality Implications

4.1.1 An Equality Impact Assessment has been carried out on the SEND & AP SEF which sets out the position of SEND in Sheffield as well as priorities for the next year. The self-assessment itself sets out the impacts on SEND young people and the actions to support them. We have data on the profile of the SEND cohort in Sheffield.

4.2 Financial and Commercial Implications

4.2.1 There are no direct financial implications arising.

4.3 Legal Implications

4.3.1 There are no direct legal implications arising from this update

4.4 Climate Implications

4.4.1 There are no direct climate implications arising, but we will ensure support services are

delivered in the locality to avoid need for travel where possible.

4.4 Other Implications

4.4.1 There are no other implications to be considered.

5. ALTERNATIVE OPTIONS CONSIDERED

5.1 No alternatives have been considered as the SENDAP SEF is a statutory document as outlined in the SENDAP Area inspection framework.

6. REASONS FOR RECOMMENDATIONS

6.1 This is a statutory document owned by the SENDAP Area Partnership. We have agreed this is a true reflection of the current and planned work happening across SEND and AP in the city.

Education, Health, Care, Communities, Children, Young People and Families as well as data highlights this document is addressing priorities from 2023 and will be updating for priorities for 2024 by February.

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