



Cabinet Committee 12th October 2022

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SEND Redesign

- The SEND redesign business case, final structure and implementation plan was approved at DMT on 13th July
- Advertising and recruitment is progressing. Recruitment is underway for engagement of clerical (KR3), business support (KR5); Team Manager posts (KR11) and Assessment and Casework Officers (KR9 and KR6)
- We will be interviewing for our top tier management on 24th October
- The communication strategy is being developed with an emphasis on keeping key stakeholders regularly informed

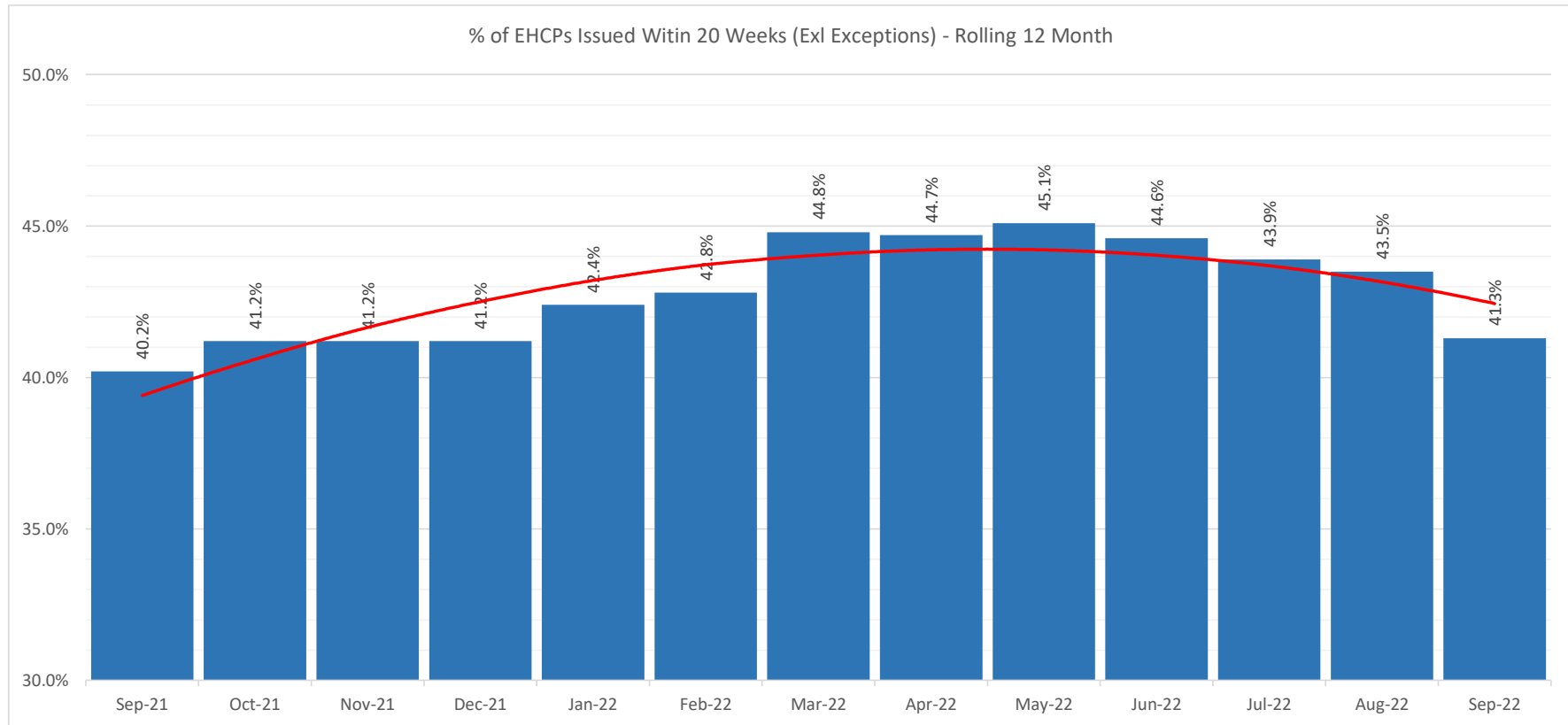
Implementing our new operating model

- Development of our new implementation plan, with a focus on establishing new ways of working through the introduction of e-learning training and an induction package for all new and current staff
- We are aligning our processes so that they are more efficient and streamlined
- Implementation will be a graduated process with full implementation to be completed by September 2023

Green Paper

- Kent's response to the Green paper was submitted on 22nd July 2022

EHCPs Issued within 20 weeks



Building our relationship with our schools

- We have seen an increase of children with SEND in mainstream provision as shown in the table below -

Age	2019	2020	2021	2022
EY	5	2	4	9
Years R-6	1,520	1,823	2,085	2,684
Years 7-11	937	1,019	1,215	1,605
Years 12-13	192	135	127	156
Years 14+	65	76	11	37
Total	2,719	3,055	3,442	4,491
<i>% Change</i>		12.4%	12.7%	30.5%

- We have introduced a programme of development, working with schools to improve support, with the aim of establishing consistently high standards of teaching and learning for children with special educational needs who attend their local mainstream school. To date, 41% of Kent schools are enrolled on Inclusion Leadership program; 65% of schools are enrolled on the Whole School Nurture program. The Council is recruiting a lead for the provision of Autism Education Trust training across the County.
- There is a planned programme of Mainstream Core standards training for Primary and Secondary schools

Challenge of Special School Places

- Special schools in Kent are, in many cases full or exceeding capacity. The numbers of state-funded special school places in 2016 was 3628, this increased to 5197 in September 2022.
- Kent's reliance on the provision of education for children with SEN in special rather than mainstream schools exceeds that of other Local Authorities, Kent is an outlier in this respect. In June 2021 33.4% of placements for children with an EHC Plan were in special schools, the national average was 19%.
- Strategic work is being undertaken this academic year to review:
 - The admission criteria and funding for special schools and specialist resource provision (SRP), with a focus on meeting statutory duties and providing curriculum pathways for children with the most complex special educational needs in or near their local community in a state-funded special school or SRP.
 - The suitability and location of provision (including buildings), with the aim of establishing local schools for local children
 - Developing and implementing a sufficiency plan that sets out the plan for provision of a sustainable and affordable number of SEN special school places in Kent over the medium to long-term. The sufficiency plan will be subject to consultation during this academic year

Safety Valve Current Position

- The Council continues to work with the Department for Education officials and advisers to develop a proposal which sets out how the High Needs Block deficit will be controlled and when an in-year balance will be delivered
- This includes demonstrating that the plan is deliverable and how implementation will be managed
- We will be submitting our proposals to the DFE in October for their review and agreement including further scrutiny by the Secretary of State
- Plans will then be shared with Cabinet Committee for endorsement

Preparation

- Transport Eligibility Team – Fair Access restructured its operations (automating mainstream assessment) to increase staff capacity to prioritise support of SEN transport applications
- EHCP process improved to ensure all parents advised of the transport application process as soon as plans are finalised
- Dedicated secondary transfer project resulted in parents receiving up to three individualised reminders of the need to apply, with additional Social Worker support for all families currently engaged with ICS
- Further SEN improvements increased Transport Information Form (TIF) completion from 34% in 2020 to 95% for this year's Secondary Transfer cohort
- Public Transport- additional resources have been acquired to support the operational practices
- Public Transport- contractual agreements secured early with providers to ensure clients are allocated in a timely manner

Results

- Public Transport advised that all on time applications were provided to transport for the start of term, with work continuing at a pace to ensure pupils who applied after the deadline are assigned to transport as quickly as possible
- Work completed without the need for further widespread retendering exercises, although KCC has responded wherever adjustments are necessary following provider led changes
- Teams continue to receive applications, which will be processed in line with advertised timescales
- 1739 SEN transport requests have been completed over the summer period in readiness for September by Client Transport
- 228 client requests received after 1st August have already been completed by the Client Transport Team.

Ongoing risks

- New transport arrangements often require a small bedding in period – Officers will monitor and adjust where necessary
- Ongoing national crisis in the transport industry constrains available capacity and limits opportunities for growth
- Increased costs including fuel, vehicle maintenance, driver costs and general inflation will create significant additional pressure on SEN transport budgets
- Cost of living crisis has driven more Kent families to attempt to secure free school transport, leading to increased pressure on all transport teams in spite of efforts to increase staffing capacity
- Clients being placed in schools that are a significant distance from the home address leading to increased cost and capacity requirements from a constrained transport market



Countywide Approach to Inclusive Education (CATIE)- explains KCC's approach to SEND Inclusion



SEND inclusive schools are committed to the fulfilment of potential in all pupils by

- Promoting positive relationships, active engagement, and wellbeing
- Investing in good, evidence-based teaching (quality first teaching) used flexibly in response to the needs of all pupils, but of particular benefit to pupils with SEND
- Selected small-group/one-to-one interventions
- Access to specialist services (ie Specialist Teaching and Learning Service, Local Inclusion Forum Team, a local special school)

Why promote the Inclusive education in mainstream schools ?

- By attending a local school pupils can form friendships which continue out of school time, contribute to the school community and make use of local amenities, rather than spending significant amounts of time being transported to and from their school
- A contribution to embedding integration of people with additional/special needs into society
- Outcomes for many pupils with additional/special needs can be better in a mainstream school and they are better prepared for adult life

CATIE Dashboard

Going live this term, the dashboard collates data at a school, district and area level. Once validated data is uploaded this will support Local Inclusion Forum Team (LIFT) Executive, officers and headteacher reps to interrogate local data and support with decision making.

Locality Based Resource model

Adopting this model would devolve a greater level of decision making about EHCPs and resource allocation to a local level including to headteacher panels. A business case and risk assessment is being scoped and will be available for consideration later this year.

Specialist Teaching and Learning Service (STLS)

The new SLA including clear performance indicators has been agreed and signed by all SLA holding schools, implemented from 1st Sept 2022. The KPIs focus on supporting the needs of children within a mainstream environment. Appropriate monitoring will take place on a monthly basis.

Transition

A small team of seconded education leaders are supporting the implementation of an agreed process at each phase of education to prepare both pupils for change and the receiving organisation to better meet needs.

Training and development

- The three commissioned transformation programmes continue with 51% of all mainstream schools engaged in at least one of these programmes since January 2022
- Informed by analysis of Ofsted inspection reports have resulted in TEP (School Improvement Team) being commissioned to plan and deliver refreshed training in Mainstream Core Standards to classroom teachers, curriculum leaders and governors during 2022-2023.

Work is also starting to develop a project with Autism Education Trust (AET) to provide training and to develop a Countywide Autism Strategy.

Engagement of Grammar Schools

Informal conversations have begun with a small group of grammar school headteachers who are successfully educating pupils with EHCPs, to consider what the current barriers might be for children with SEND to access selective education. This engagement will continue focusing on what type of support and development could enable grammar schools to become more SEND inclusive.

Engagement of Single Academy and Multi Academy Trusts

Following the publication of the Green Paper which references standards for MATs and local conversations with MAT leaders regarding inclusive practice, work has begun to gather information on outcomes for children with SEND who attend schools in MATs. This evidence will enable a professional discussion about how the LA and academy trusts can collaborate to enable the Kent education system to meet the national expectation of mainstream school provision for most children with SEND.