

Family Voice Conference

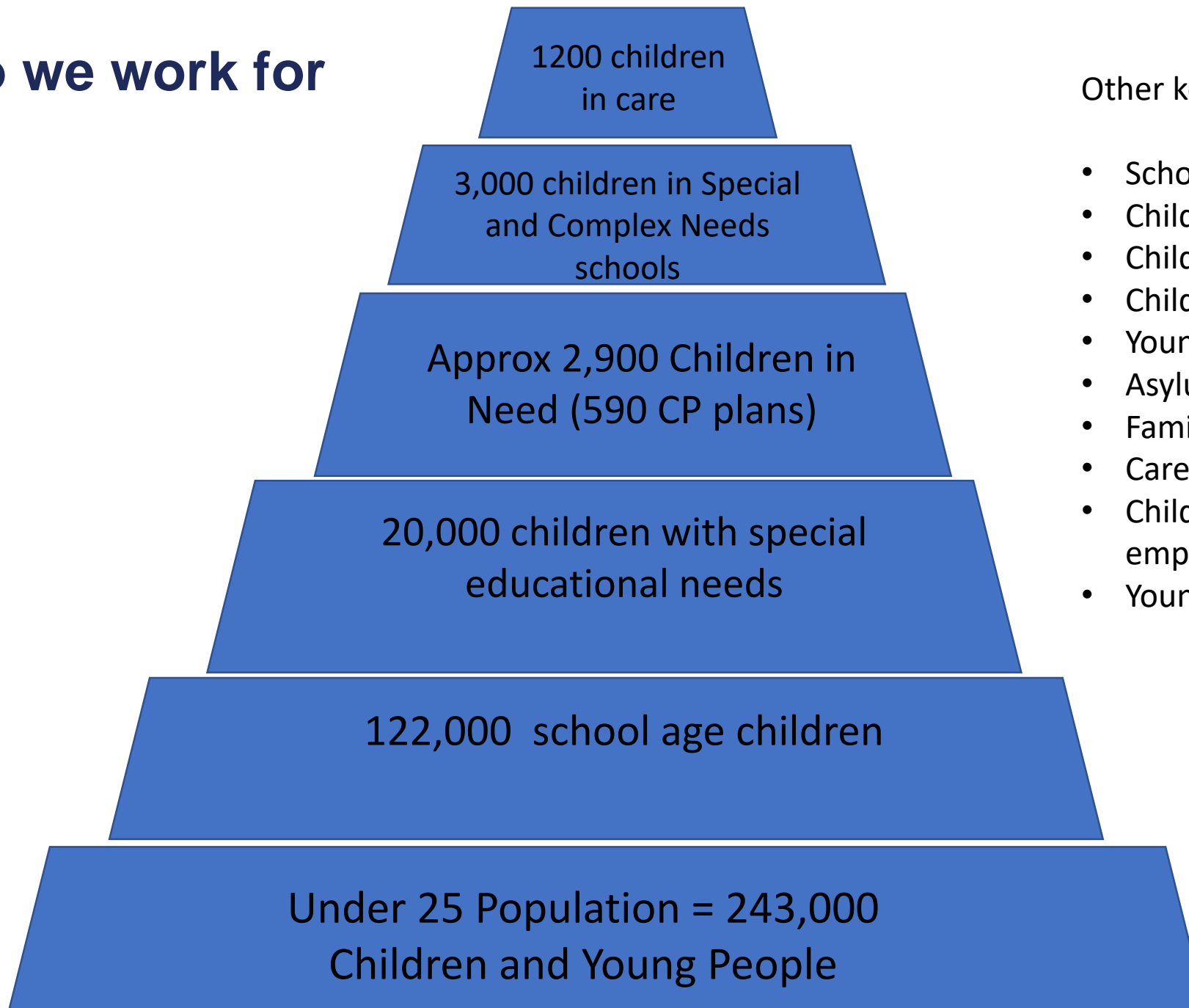
Sara Tough, Executive Director of Children's Services

March 2019

Children's Services Leadership Team



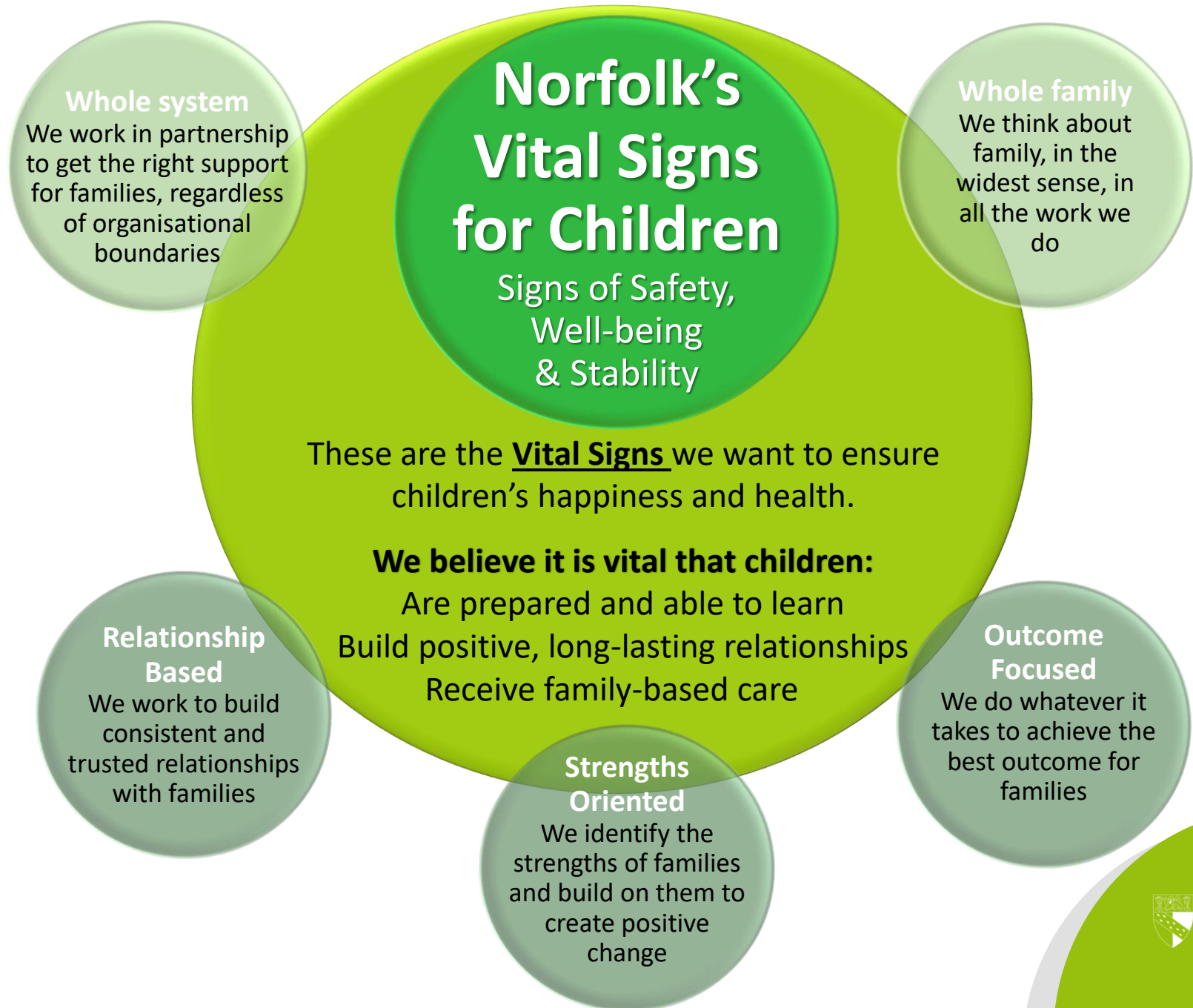
Who we work for



Other key Groups

- Schools (450)
- Children excluded from school
- Children involved in county lines
- Children with mental health needs
- Young Carers
- Asylum seeking Young People
- Families with young children (0-5)
- Carer leavers
- Children not in education or employment
- Young Offenders

Norfolk's Vital Signs for Children



Children's Transformation Strategic Approach

All teams and investments are targeted to supporting children and families to avoid the need for high intensity and high cost direct care

Majority of spend is on direct delivery of care to the most vulnerable or highest need children. Overlaps between LAC, SEN and transport cohorts

Inclusion

- Investing in Specialist Resource Bases
- Additional direct inclusion work
- Increasing the proportion of children with SEN who are supported to stay in mainstream settings
- Investing in independence – enabled by technology

Prevention and Early Intervention

- Transformed model at the front door enabling more demand to be managed preventatively and the social work teams to focus only on appropriate cases
- Enhancing Early Help – with a focus on building capacity in the partnership system including ECFS

Effective Practice Model

- Creating a new multi-disciplinary family and social work model
- Driving quality interventions through signs of safety and restorative practice
- New panels deploying resources earlier rather than at the point of crisis
- Wrapping specialist help around social work plans e.g. substance misuse, mental health and domestic abuse

Edge of Care Support and Alternatives to Care

- New therapeutic service for families with children at the edge of care (SIB)
- Turnaround short breaks alternatives to care provision
- A focus on family finding and building support networks from extended families

Placements and Support for Looked After Children

Residential = 19.4m
Fostering = 28.4m
Semi-Independent = 5.3m
SGOs = 3.9m

Home to School Transport

SEN = £13.1m
Mainstream = £11.6m
Post 16 = £3.1m

Education & Care for Children with SEN (HNB)

Special Schools = £31.5m
Complex needs schools = £20m
Alternative provision = £4.9m

Managing the care market & creating the capacity we need

- Step-change investment in Special Schools
- Creating high-quality semi-independent provision
- Family Values - using behavioural science to redesign our approach to recruiting foster carers
- Enhanced fostering model – building a network of capacity around foster carers to work with higher needs
- Valuing Care Model – robust needs analysis and outcome based commissioning of placements

Increasing levels of demand in communities (in Norfolk and mirrored nationally)



Area SEND Leadership Board

NORFOLK AREA SEND STRATEGY

*supporting inclusion, improving
services and changing lives...together*



family voice
together improving services



Norfolk County Council



NORFOLK



**Great Yarmouth
and Waveney**
Clinical Commissioning Group



TRUST NORFOLK SEN

Policy & Resources Committee

Item No.....



Report title:	Transforming the System for Special Educational Needs & Disability (SEND) in Norfolk
Date of meeting:	29 October 2018
Responsible Chief Officer:	Sara Tough, Executive Director of Children's Services

Strategic impact

We are requesting capital and revenue borrowing in the region of £120million to transform the system of SEND in Norfolk through the creation of new specialist provision and programme to dramatically support and challenge mainstream inclusion. This transformation programme, within a draft Area SEND Strategy, aligns directly to three of the four NCC priorities:

- Offering our help early to prevent and reduce demand for specialist services
- Joining up our work so that similar activities and services are easily accessible, done well and done once
- Using evidence and data to target our work where it can make the most difference

Children's Services Committee

Item No.....

Report title:	Meeting Special Educational Needs & Disabilities (SEND) Quality, Sufficiency and Funding
Date of meeting:	July 2018
Responsible Chief Officer:	Executive Director Children's Services, Sara Tough

Strategic impact

This report explains the Local Authority duty to ensure the sufficiency of places for children and young people identified and assessed as having a special Education Need or Disability (SEND). It further outlines the current capacity and quality of provision, makes national comparisons and identifies the demand and pressure that is driving our strategy.

In January we provided a report to CS Committee outlining the government's commitment to provide additional capital funding to all local authorities for special educational needs with Norfolk's allocation being £2.7million over a three-year period. We outlined our intention to carry out a consultation to help determine capital priorities within a more ambitious Special Educational Needs & Disabilities (SEND) Sufficiency Strategy.

This report will focus on:

- Our duty as a Local Authority (LA), working in partnership
- The current landscape and how it compares nationally
- What provision do we have and is it enough?

SEND Transformation – what do we need to do?

**Better provision for
Norfolk Children**

**Balance the
budget**

By...

**Transforming the
provision**
- Having enough schools /
SRBs of the right type in
the right places across the
county

Transforming the culture
- Driving down demand
for assessment /
diagnosis, enabling
schools to meet needs
earlier

SEND Transformation – What do we need to do?

More SRBs -
*Early, specialist
intervention is
not available
locally as there
are too few SRBs*

**Build up to 4
more special
schools – too
many children in
non-
maintained/high
cost**

**Invest in local
provision - *Too
many children
travelling miles***

**Drive down
demand for
assessment
(EHCP) – meet
need earlier,
better, locally**



Permission to think differently...a focus on SEN Support ?



Educational Psychology
& Specialist Support

About Us

Our Services

Information

EPSS Staff

Forward Thinking...

Educational Psychology & Specialist Support

We are a multi-disciplinary service which works with children and young people from birth to 25, who might be experiencing a range of challenges.

ABOUT EPSS



Pressures: Special Educational Needs & Disability

In Norfolk we have higher than average numbers of children with special educational needs and the number of referrals for assessment and specialist placements has risen significantly – especially in the last 12 months

Investment has grown but a lack of early intervention has meant demand for special school provision continues

£139.5m

Pressure identified by 68 DCS's in their High Needs Block Spend relating to rising numbers of children in Special Schools

The model is breaking...

£850m

Despite £850m growth in High Needs Block budget allocations across the country since 2013/14

...& is not sustainable

18%

Increase in children educated in specialist provision – with a similar decrease in the numbers in mainstream schools

Statutory demand is rising

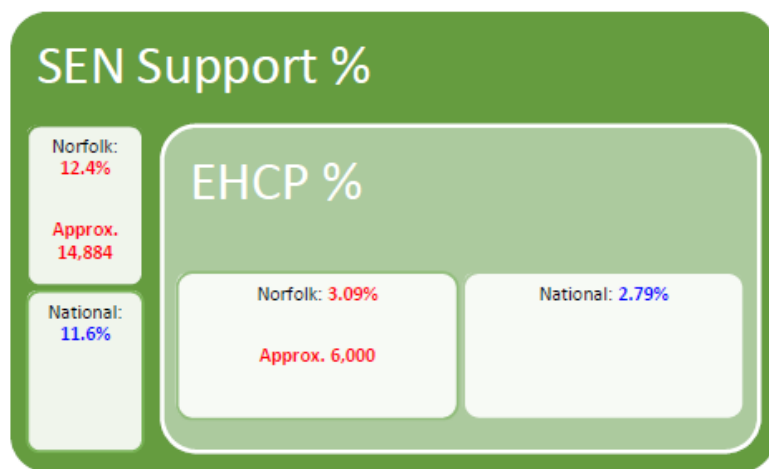
8%

Of children with SEN gain expected standard in Reading, Writing and Maths at KS2 compared to 71% non SEN

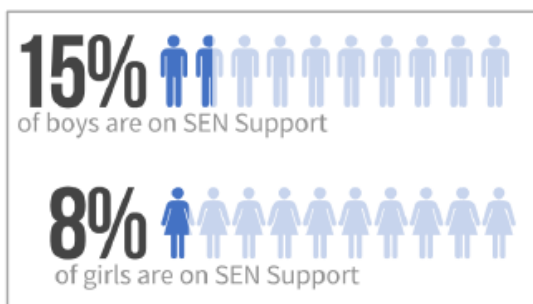
And outcomes are poor

Norfolk SEN Population

- The chart below shows that:
 - Norfolk's SEN Support cohort is larger than the national average.
 - The number of EHCP's issued to Norfolk children and young people is higher than the national average.

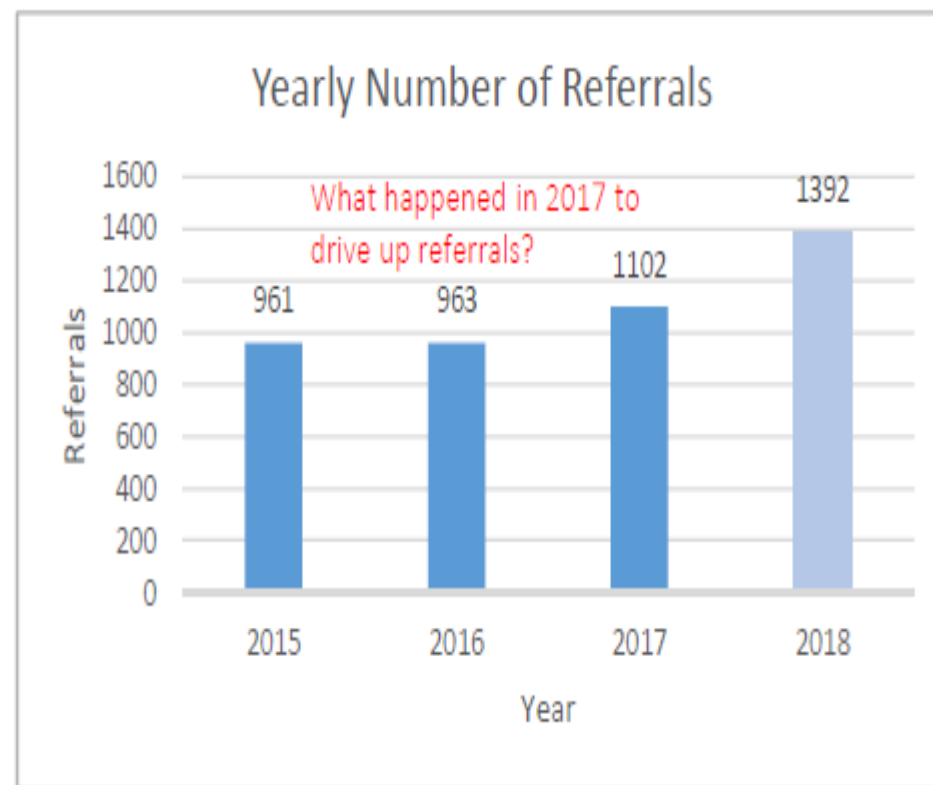


- SEN is more prevalent in boys than girls in Norfolk:



Referrals in Norfolk

- The graph below shows an annual view which shows that since 2017 the referral rate has risen significantly.



SEND Demand Analysis | Emerging findings

1. **Demand for specialist services is higher** in Norfolk than in similar areas and continues to rise
2. The **majority of spend in the SEND system is on specialist services** – directing investment towards earlier help could improve outcomes and reduce reliance on specialist services
3. Up to **50% children with SEND could be supported at an earlier stage without a reliance on specialist services** – this proportion is particularly high for children with ASD/ SEMH in Norfolk.
4. There is an **opportunity to build confidence among parents/ carers** and professionals in the capability of the system to provide the right support at an earlier stage
5. Currently **EHCP assessment and planning can be seen as the gateway to support** – a better understanding of system aims, pathways and support can help to change this
6. Most **services that would meet needs at an earlier stage are already in place** – the system could have a greater impact on outcomes through earlier, more effective collaboration. For children with needs which are more clearly identifiable at an early stage (e.g. medical needs) this is already a clear strength
7. **Needs could be more clearly identified and codified at an earlier stage** to enable more tailored support and a continuous drive to reduce needs wherever possible – this enables an opportunity to ensure that support is stepped up or down appropriately and regularly (e.g. through the EHCP annual review)
8. The system can **work with parents, carers and professionals to give primacy to inclusion and long term independence** over access to support/ services in the short term
9. Some **school leaders can be better supported and incentivised** to develop and improve approaches to SEND and inclusion
10. There is an opportunity for **preparation for adulthood to be planned at an earlier stage in children's lives** - and for better join up from professionals to enable this

We are heading in the right direction

