

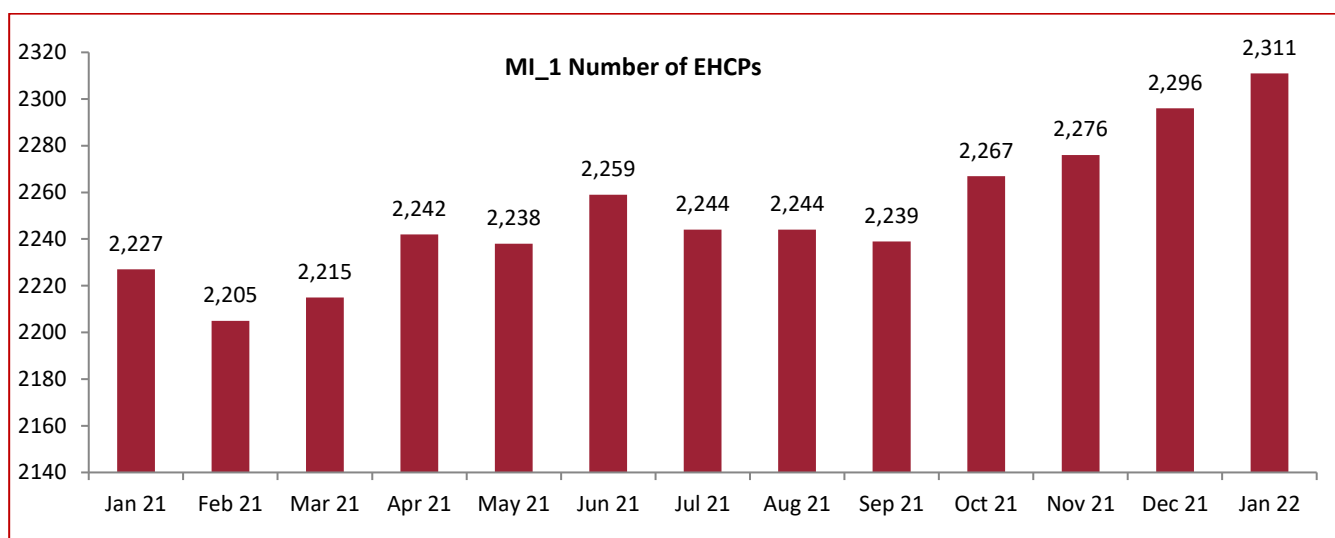
Special Education Needs and/or Disability (SEND) Provision in Barnsley

1.0 Introduction

- 1.1 This report provides the Overview and Scrutiny Committee (OSC) with an update on support and provision for children and young people with special education needs and/or disabilities (SEND), aged 0-25, in the local area. The Children & Families Act, 2014 (C&FA), and the SEND Code of Practice, 2015 (SEND CoP), defines SEND provision as being the responsibility of the local area.
- 1.2 Whilst the Local Authority has a key, crucial role in the development of the local area SEND system, the local area includes the clinical commissioning groups (CCGs), public health, NHS England for specialist services, early years settings, schools and further education providers. In practice, the Local Authority and the CCG are the two main organisations that should lead the system collaboratively. This encompasses Barnsley MBC (the local authority), Barnsley Clinical Commissioning Group (CCG) and all partners across education, health and social care.
- 1.3 This report, therefore, summarises the outcome in relation to the recent local area SEND inspection, which took place in September 2021, which resulted in the requirement to produce and submit a written statement of action (WSOA). This report also informs OSC of the Council's improvements so far and those still to be undertaken.
- 1.4 Item 5b (attached) shows the main findings, strengths and areas for development as identified by Ofsted and the Care Quality Commission during the inspection.

2.0 Background

- 2.1 Special educational provision is anything that 'educates or trains' a child or young person. This includes anything from individual support in class to specialist input, for example from a speech and language therapist, a specialist teacher or an educational psychologist. SEND is characterised by two main support levels:
 - i. **SEN support:** This is the support that all schools and educational settings should provide for any child or young person who has SEND that can be catered for within their provision.
 - ii. **Education, health and care plan (EHCP):** EHCPs are there to support children and young people who have needs that are above what the SEN support level can meet.
- 2.2 In Barnsley, the rate of requests for education, health and care needs assessments continued to grow during the 2021 calendar year, exceeding that seen in the previous calendar year.
- 2.3 A total of 2,311 EHCPs were maintained by the LA at the end of January 2022. This is an increase on the 2,227 plans maintained at the end of January 2021.



2.4 Despite the growth, the number of EHCPs maintained by the local authority remains below the 2,308, which was forecast for the end of 2021.

2.5 The table below demonstrates the local authority's latest **published** position in relation to the numbers of children and young people with SEND. The next national published position will be issued in July 2022.

SEND Key Data (as at Jan 2021)		Barnsley	England
Population	Children and young people (school age) ¹	34,844	8,911,885
	% of population aged 0 - 25 ²	29.1%	31.0%
EHCP	Total number of children and young people with an EHCP (0-25) maintained by the local authority	2,220	430,697
SEND level	Children and young people with EHCP in Barnsley schools ^{1,3}	1,487 (4.3%)	3.7%
	Children and young people with SEN support (SENS) in Barnsley schools ¹	3,570 (10.2%)	12.2%
Setting type	Children and young people with EHCP placed in special school setting	542 (24.4%)	32.3%
	Children and young people with EHCP placed in Mainstream setting	847 (38.2%)	34.8%
1. School age population as at January 2021 Census (State funded nursery, primary and secondary, state funded and non-maintained special, PRU and Independent). 2. Mid-year population estimates from NOMIS (Office for National Statistics: one year in arrears). 3. Includes primary, secondary, through school, special and PRU.			

2.6 All local authorities are measured on statutory performance related to agreeing and finalising EHCPs. In Barnsley, as at the end of December 2021 timeliness for statutory performance remains consistently well above the national average:

EHCPs issued within 20 weeks excluding exceptions	87.0% (<i>National 58.0%</i>)
EHCPs issued within 20 weeks including exceptions	84.0% (<i>National 55.6%</i>)

3.0 Local Area SEND Inspection

Local area effectiveness

- 3.1 From May 2016 Ofsted and the Care Quality Commission (CQC) began the process of inspecting and assessing how effectively local areas carry out their statutory duties in relation to children and young people with SEND to support their development and outcomes. All local areas are inspected at least once during a five-year period following the SEND reforms of 2014 - 2015. The inspections were introduced to judge the effectiveness of how well the local area fulfils its responsibilities from the introduction of the reforms.
- 3.2 Inspections assess how well SEND provision and services are being delivered through the wide range of partners in the local area, including nurseries, schools, further education colleges and health and social care services.
- 3.3 The focus of inspections is provision and support for all children and young people with SEND, aged 0-25, in a local area, including those who have an education health and care plan (EHCP) and those who do not require an EHCP but receive SEN support (registered as K code) in schools/settings.
- 3.4 Barnsley's local area SEND inspection took place from the 20 to 24 September 2021. The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team including an Ofsted inspector and a children's services inspector from the CQC. During the week the inspection team spoke with children, young people parents and carers, partners and stakeholders including managers and leaders from the Barnsley's education, health and social care services.
- 3.5 The purpose was to review how well Barnsley meets its responsibilities for children and young people (aged 0-25) who have SEND. The inspection team looked at evidence for how well children and young people with SEND are supported through three distinct areas:
1. How well the needs of children and young people are identified.
 2. How well the needs of children and young people are assessed and met.
 3. How successful Barnsley is at getting the best outcomes for children and young people.
- 3.6 Integral to the inspection is a detailed look at how well the key statutory partners (Barnsley MBC and Barnsley Clinical Commissioning Group (CCG)), work together. This is based on how well both work together to identify need in the local area and commission support and services across education, health and care, 0-25 for the children and young people with SEND in Barnsley. This also includes vulnerable groups, such as those who are looked after, missing education or under 'child in need' plans.
- 3.7 During the week before the inspection and throughout the week-long inspection period, the inspectors were provided with information about Barnsley's children and young people with SEND, as well as the available services on offer to support them and their families. Inspectors looked at case files, data, reports, and other information that is published online or internal to Barnsley services.
- 3.8 Over 30 focus groups and meetings were held with a wide range of participants and the inspectors also visited several settings, including primary and secondary schools, special

schools, our further educations college and early years settings. This equated to up to two hundred individuals being involved during the inspection, hundreds of responses to the parent/carer survey and meetings with children and young people.

Inspection highlights

- 3.9 The inspection outcome letter for Barnsley noted the significant progress which local statutory partners had made in addressing the needs of children and young people with SEND in the local area, including:
- i. The area's improvement plans clearly explain the work to be done in Barnsley. The priorities in the improvement plans fit well with the reforms in the Children and Families Act (2014). Since 2019, area leaders have worked on their priority areas with a true sense of purpose and commitment to the children and young people and their families in Barnsley.
 - ii. The voice of children and young people with SEND is strong in Barnsley. Recommendations from the specialist youth forum have a clear route to the area's decision makers.
 - iii. Outcomes for children and young people who have EHC plans are positive. Their placements are ambitious and meet their needs.
 - iv. Area leaders have taken advice from external advisers and reviewed waiting lists for services. This has led to changes in how services are organised. At local authority level, for example, the arrangements for managing requests for statutory assessment and the EHC plan process have changed.
 - v. In the early years of a child's life, health and children's services work together well. Staff from health, early years settings and family centres work in close partnership to offer effective support to parents and carers.
 - vi. The number of young people with SEND who progress into education or employment is strong. Area leaders ensure young people have targeted careers advice, guidance and support. Once a young person with SEND reaches Year 9, they are allocated a transition, individual advice and guidance (TIAG) team worker who supports them personally with their next steps post 16.
 - vii. The post-16 education and training offer is effective. Young people with SEND and their parents and carers are happy with the support and learning available at this point. Young people's studies broaden their awareness of themselves and help them to find employment.

Areas for development

- 3.10 Despite the highlights above, the joint local areas inspection also highlighted two areas of provision which were of significant concern, comprising:
- 3.11 **Area of concern one** - the engagement of, and communication with, parents and carers. Local statutory partners need to ensure that the lived experience of families is influencing their strategic plans for services and provision.

- i. Area leaders were slow to implement the 2014 reforms. This has led to high levels of dissatisfaction among P/C. Over the past two years, work has been done to start to mend what leaders recognise was a broken SEND system.
- ii. The strategic influence of P/C is extremely limited. Parents/carers have too little say in strategic decision-making about the area's services. Many report dissatisfaction with their experience of the SEND system in Barnsley.
- iii. Leaders in the area do not communicate clearly with parents and carers. P/C are not aware of ongoing improvement work or how to access support while waiting. They do not know about the significant improvement in waiting times for autism assessments.
- iv. Some P/C feel that schools do not have sufficient knowledge to understand the needs of their child fully. P/C feel this leads to inflexibility when behaviour management systems are applied, or a lack of additional support.
- v. There is a comprehensive local offer website. Unfortunately, many P/C do not know about the local offer or the website. Leaders have plans in place to redesign the website. Leaders know they need to improve communication with P/C about where to go for SEND-related information.
- vi. Parents and carers of children and young people with SEND feel isolated. They are keen to meet others who have similar experiences. Some parents and carers have set up self-help groups and small networks. More needs to be done by partners across the area to help parents and carers share their experiences and learn from each other. Area leaders have plans to refresh forums for parents and carers and provide a route for them to contribute to local area decision-making.
- vii. Barnsley does not have an embedded 'tell it once' approach for the families of children and young people with SEND, especially across health services. Health leaders are aware of this and are piloting new ways of sharing information across different health partners.

3.12 **Area of concern two.** Improving the identification of, and provision for, children and young people with SEND but without an Education and Health Care Plan.

- i. The attainment, attendance and level of exclusions for pupils at SEND support are weak. The support provided to many pupils at SEND support does not meet their needs well. Area leaders have developed training and monitoring systems to improve the help given to pupils at the SEND support stage. This work is not yet embedded.
- ii. The SEND-related expertise of staff differs from school to school and across services. Leaders have recognised this and are working with schools and services to improve support for children and young people with emerging needs. Leaders have recently introduced a SEND toolkit for use by practitioners. However, this toolkit and the training programme that goes with it are a recent development. There is no evidence of impact yet.
- iii. School exclusions for pupils at SEND support are too high. Education welfare officers work with schools to identify early interventions for pupils at risk of exclusion. This development is at a very early stage. It is too soon to evaluate the impact of this work.
- iv. The academic outcomes achieved by pupils at SEND support are weak. By the end of Year 1, approximately six in every ten pupils at SEND support do not reach the expected

standard in reading. While there have been some marginal improvements of late, across all key stages in primary and secondary schools, pupils at SEND support achieve poorly.

- v. School leaders have not been able to access prompt specialist SEND advice from the local authority consistently. Area leaders recognise this issue and are trying to improve the level of support available. For example, the local authority has invested in a core offer to schools from the educational inclusion service. Schools can now access an educational psychologist when they need one. This new arrangement has only just been explained to school leaders. There is no measurable impact of leaders' actions.
- vi. Leaders acknowledge that rates of absence and exclusion for children and young people at SEND support are too high. They are right to be concerned. For example, during the 2018/19 academic year, the proportion of suspensions for these pupils was nearly double the national average for the same pupil group. Furthermore, pupils at SEND support miss too many days of school. This contributes to weaker academic outcomes over time. Leaders have recently appointed a specialist education and welfare officer to work on this issue with school partners. There is no measurable impact yet.

3.13 To respond specifically to the areas highlighted during the inspection, Barnsley MBC, together with the CCG, the Barnsley Schools Alliance and wider partnership across the local area, were required to produce this written statement of action (WSOA) to show what steps are going to be taken to improve on the two areas above. The WSoA provides an overview of current activities to be undertaken to achieve improvements in SEND provision and services across the local area related to the two specific areas of concern.

3.14 The Local Authority, Barnsley Clinical Commissioning Group and the Barnsley Schools Alliance are committed to ensuring that these areas of concern are addressed in full and that the trust and confidence of children, young people, parents and carers in Barnsley's provision and services across education, health and care is built.

3.15 The WSoA has now been submitted to Ofsted for approval and was coproduced with partners and stakeholders across Barnsley, including:

- The Barnsley SEND Youth Forum.
- Barnsley Schools Alliance.
- A range of parent/carer groups and individuals
- Partners across the local authority and the CCG including service leads, operational leads and frontline staff from education, health and social care.

3.16 The actions within the WSoA have been specifically identified to improve outcomes for children and young people with SEND so that they have the best possible education and opportunities for their future. As partners in the local area SEND system, the council will be working tirelessly to deliver on outlined commitments. To keep everyone up to date with how things are progressing regular updates on progress will be provided, which will be published on the local offer website.

3.17 Work will be done through the priority workstreams and subgroups, all of which include representation from education, health and care, 0-25, and are responsible for parts of the overall SEND Improvement Programme. The two areas of the WSoA form part of this and are integrated across the whole programme.

3.18 Implementation of the WSoA will be governed by the system wide SEND Oversight Board and progress will be monitored and reported to Council Cabinet, BMBC Senior Management Team, Clinical Commissioning Group Governing Body and Barnsley Schools Alliance Board on a quarterly basis as part of the ongoing cycle of reporting.

3.19 The improvements identified, in response to the local area SEND inspection will form part of the wider SEND Improvement Programme and performance framework. This has been established over several years and includes representatives from across the local area from education, health and care services, 0-25. This has formed the basis of the services work over previous years and includes:

Priority/enabler		Focus
Priority 1*	Engagement/participation	Parent/carer engagement, participation and coproduction.
Priority 2*	SEN support	Identifying and meeting needs across all areas of SEND.
Priority 1a	Engagement/participation	Children and young people's engagement, participation and coproduction.
Priority 3	Meeting needs	Universal and specialist support and provision, including sufficiency of places.
Priority 4	Communication and interaction	Autism and speech, language and communication needs (SLCN).
Priority 5	Local area partnerships	Joint commissioning and impact.
Priority 6	Preparation for adulthood	PfA from the earliest years and transitions.
Enabler 1	Quality of data	Local area knowledge and intelligence.
Enabler 2	Local offer	What's available and how its communicated.
Enabler 3	Financial balance	Ensuring value and best use of resources.
Enabler 4	Workforce development	Building capacity across the system.

3.20 Implementation will be governed by the system wide SEND Oversight Board and progress will be monitored and reported to Council Cabinet, Barnsley MBC Senior Management Team, Barnsley CCG Governing Body and Barnsley Schools Alliance Board on a quarterly basis, as part of the Quarterly SEND Performance and Finance Report.

4.0 Current Position

Improvement since the local area inspection

4.1 In parallel to coproducing the WSoA, improvements have continued to be made since the inspection. These include improvements across the SEND system, but for the purpose of this report, the focus below is on the areas of significant concern outlined in the inspection report:

4.2 **WSoA improvement priority one:** the engagement of, and communication with, parents and carers. Local statutory partners need to ensure that the lived experience of families is influencing their strategic plans for services and provision. Actions and progress to date includes:

- i. Since the SEND Participation Officer came into post in January 2021 there has been a concerted effort to expand the range of parent/carer voice across the local area. Parents/carers have been involved as individuals and through established groups through 1-1 conversations, group sessions and workshops.

- ii. Through the Kickstart scheme a SEND Inclusion and Participation assistant has been employed, which is a great opportunity for further developing the links between children and young peoples and parent/carers participation. The new officer came into post 21 February.
- iii. A new parent/carer forum, the Barnsley SEND Parent/Carer Alliance has been established. The SEND Oversight Board received an extensive presentation from the new forum, and this will be developed further
- iv. Steps are currently being taken to allow the SEND Participation Officer to use the Family Centre's data recording system (EiSi). This will enable better data to be captured than is currently held due to no formal system being in place.
- v. Up to 50 parents/carers have been directly involved in coproduction activities. This includes 38 who have been directly involved over autumn term, 2021, in gathering information to capture the experiences of parents/carers of a child or young person with SEND in Barnsley and sharing ideas about how they think things could improve.
- vi. Engagement has continued to increase since schools returned in September and many of the activities that have been planned have been taking place, e.g. drop-in sessions, work in schools and meetings with groups on specific issues related to SEND. Since November, 186 direct engagements related to capturing parent/carer voice have taken place.
- vii. Alongside workshops with established parent/carer groups and new groups, supported in their development by the SEND participation officer, open access online events continued to be offered for specific aspects of work, e.g. strategy development. These events have been advertised through the local offer including on the participation and engagement page, in newsletters and on the local offer Facebook page.
- viii. Formal groups of parents/carers, such as the new forum, and likewise area-wide young people's groups, often rely heavily on committed individuals who devote significant amounts of their time on a voluntary basis. This commitment is to be applauded, however it is also important to ensure the wide range of voices and perspectives within a local area are heard as well, so that we avoid expecting individual groups to speak on behalf of all parents and carers. In Barnsley, the wider network of parent and carer groups, both formal and informal, are also significant partners in developing the local offer.
- ix. Conferences to boost the involvement of children, young people and parents/carers are still being planned, with consideration of potential covid-19 disruption. These are planned to take place in early summer 2022 and will include a young people's inclusion conference and a parent/carer SEND conference.
- x. A programme of engagement sessions is being developed for senior leaders from the council, Barnsley Alliance and Clinical Commissioning Group to meet with parents through clusters of schools.
- xi. The EHC Hub, an online management system for EHCPs, has now been embedded as part of common practice for the education, health and care needs assessment process. This is working well from an internal perspective and is resulting in better access to information for parents/carers and schools/settings.

- 4.3 **WSoA improvement priority two:** improving the identification of, and provision for, children and young people with SEND but without an Education and Health Care Plan. Actions and progress to date includes:
- i. There has been a focus day, with the DfE, on reducing pupil absence. The DfE representative who attended was impressed with the work being carried out in Barnsley and was positive about the improvements identified in the WSoA.
 - ii. Census data is gathered termly and analysed to target schools causing concerns. This has resulted in 28 schools being offered support for whole school SEND audits, support and advice. Another nine schools will be supported within the spring term.
 - iii. SEND Improvement capacity has been increased by a fulltime equivalent role (split between two SENCOs) from February 2022. This involves lead SENCOs working with target schools to support and challenge practice around SEN support and whole school provision for SEND.
 - iv. Funding has been secured to deliver a project that targets speech, language and communication needs at the earliest stage. A session with SENCOs was delivered by SpeechLink in March 2022 to explain the introductory offer to schools. This will provide resources for completing baseline assessments and planning direct support and intervention for children and young people who have needs in this area.
 - v. Training has been offered to all schools around school focused plans and small steps to support children and young people at the SEN support level. Discussions with leaders in schools highlight where this is required.
 - vi. Early intervention panels, that were reinstated from September 2021 have continued to evolve and these are proving positive in terms of providing a forum for discussing cases at the early intervention stage. There is good multi-agency representation at these meetings and children's and young people's mental health is a priority.
 - vii. The SEND Space, an online shared resource providing information for SENCOs, has been designed to support early identification and intervention for children and young people with SEND. This was launched in the autumn term and has been well received by SENCOs. Colleagues across health and social care have also been provided with access to the SEND Space, as it will also enhance their knowledge of support and intervention at the earliest stage and will ensure consistency of practice and protocols for accessing services.
 - viii. The National Strategy for Autistic Children, Young People and Adults, 2021-2026: has been published and this has given rise to improvement priorities that will be taken on board for the Barnsley strategy. To manage this, a new Autism Partnership Board has been created and will monitor progress towards all-age autism developments.
 - ix. Schools are reflecting PfA outcomes in school focused plans for children and young people who do not require an EHCP and across all age phases.
 - x. There are positive outcomes in education, supported internships and apprentices for young people in Barnsley and this continues to provide opportunities into work.

SEND Improvement Programme developments

- 4.4 In addition to the work being done around the two areas identified in the local area inspection, progress has been made through the SEND improvement programme, as follows:

SEND improvement priority: access to specialist provision and school placements

- 4.5 Development discussions have continued during quarter three as part of the SEND Sufficiency Strategy work, as well as assessing the available data to target provision against the needs of children and young people. There is currently established provision in mainstream schools, developed over 2020/2021:

Setting	Key stage	N° of places
Horizon/Nexus Abbey Satellite	KS3-4	20
Penistone Grammar (HS/RP)	KS3-4	20
Penistone Grammar (HS/Specialist)	KS3-4	20
Hoyland Springwood (Hub/Specialist)	KS1-2	10
Hoyland Springwood	KS1-2	15
Royston Meadstead	KS1-2	12
Carlton	KS3-4	25
Oakhill (SLCN turnaround)	KS1-2	8
Worsbrough Common (SLCN)	KS1-2	10
Really NEET	KS5 (post 16)	20
	Total	160

- 4.6 Current demands highlight further the need for increased provision for autism and needs related to communication and interaction (autism and speech, language and communication needs). After successful negotiations during the summer period, developments were completed for the provision of additional places at:

Setting	Key stage	N° of places
Horizon/NEXUS (additional places)		12
Waterton Academy (Churchfields places)	KS1-2	10
Meadstead (places)	KS1-2	8
NEXUS (Pennine View places)	KS3-4	6
Astrea Dearne (places)	KS3-4	20
	Total	56

- 4.7 This equates to 56 places in total which supported the aims of the SEND sufficiency plan and significantly reduced the impact on the high needs budget by ensuring children and young people remained in local provision without the use of independent and non-maintained special schools (INMSS). Further sites have been identified and feasibility work is ongoing regarding the viability of developments with some options at a more advanced stage including:

- i. LA lease back space at Holy Trinity School (further assessment of space/environment required for suitability of potential future cohort)
- ii. Athersley Youth Centre (formerly IKIC: assessment of works required to bring the building back in to service for SEND provision)
- iii. Elmhurst Youth Centre (assessment of availability and of level of works to bring the building back in to service for SEND provision)

- 4.8 Discussions continue with education providers to support the LA in its aims of the SEND sufficiency plan and its drive to significantly reduce the impact on the high needs budget by ensuring children and young people remain in local provision without the use of INMSS.
- 4.9 Longer term developments continue to be led by the council wide School Place Planning Programme Board including assessing the need for a new special school.

SEND improvement priority: preparation for adulthood

- 4.10 For young people aged 16-17 who do not have SEND, as a region the local area is behind the national average for being in full time education and training. However, in terms of apprenticeships in the region, the local area is outperforming the national average.

S. Yorks LA	Nº of 16/17-year-olds	F/T education/training	Apprenticeship
Barnsley	5,050	83.3%	6.2%
Doncaster	6,750	80.0%	7.4%
Rotherham	6,140	81.0%	5.1%
Sheffield	11,820	83.4%	5.0%
England	1,182,880	87.4%	3.8%

- 4.11 For young people aged 16-17 who have SEND and who have an EHCP, outcomes for participating in education or training are, as a region, higher than the national average.
- 4.12 As an inclusive employer, Barnsley MBC has always sought to create opportunities for young people and adults, including many of our vulnerable cohorts, through the council's apprenticeship pathway. The 'inclusive offer' is being developed at present and will provide a vehicle for working with providers so that they can access opportunities within the council, and across the borough, to further support young people with SEND to access employment. This will be characterised by an extensive Inclusive Offer that either supports or creates direct pathways towards employment and other positive outcomes through; work placements; work experience; apprenticeships; supported Internships; traineeships and T-level Placements.
- 4.13 Many of the cohorts supported through the Inclusive Offer require an enhanced level of pastoral support to overcome barriers that impact on their ability to participate as effectively as they could in either education, training or employment. For example, the DfE have recognised young people require significantly more pastoral care. This is relevant for many of those within the vulnerable groups, including those who have SEND, that the council aim to support through the Inclusive Offer.
- 4.14 An all-age careers guidance platform, I Know I Can (link below), is also in place, involving working with schools across South Yorkshire to look at a SEND friendly version that makes careers guidance accessible to young people. This is at the new launch stage at present but has received good feedback so far.
- 4.15 In addition to the progress outlined above, progress against the areas identified in the SEND Improvement Programme can be summarised as:
- i. **Engagement and participation: parents/carers:** Work has been focused on extending the range of parents/carers we work with for coproduction, and this is steadily growing. Meetings with the new PCF have taken place but these have mainly included the Chair of the group and this needs extending to the steering group.

- ii. **SEN Support:** Work has been done with Barnsley Schools Alliance to develop this area. The priorities have been developed to address attendance, exclusions and attainment. There has been extensive joined up working across the education and Early Help system to bring together support for these areas.
- iii. **Engagement and participation: children and young people:** This area of work is on track and the continuing input from the SEND Youth Forum is a key part of this. This is highly valued and helps to shape strategy and operational delivery.
- iv. **Meeting needs:** This area of work focuses on sufficiency of placements. The SEND Sufficiency Group meets regularly, and a linked Provider Forum has also been implemented, with the first meeting taking place in March 2022.
- v. **Communication and interaction (autism and speech, language and communication needs (SLCN)):** Work in this area requires formalising and agreeing. The new Autism Partnership Board is about to meet (March 2022), and this will progress development of the all age strategy.
- vi. **Local area partnerships:** Local area partnerships are the focus of the local area SEND impact group. This now has a standard performance agenda item to identify areas of need. Impact of projects and workstreams is also captured and this is working well.
- vii. **Preparation for adulthood:** The PfA Steering Group has a refreshed section of the SEND Improvement Programme. This has included a focus on areas for development identified in the Ofsted/CQC inspection, that aren't included in the WSoA but are nevertheless priorities. There are positive outcomes in education, supported internships and apprentices for young people in Barnsley and this continues to provide opportunities into work.
- viii. **Quality of data:** Perceptive and performance data is reported at all strategic groups. In addition, quality of this is monitored through the Quality of Data meeting, which takes place every two weeks. An action plan is being monitored through this meeting, based on a recent audit, which identified areas of development.
- ix. **Local offer:** The local offer is in transition to a new platform and implementation of this, which is on track, is monitored through the steering group.
- x. **Financial Balance:** Financial balance is monitored through the DSG Financial Management Plan. This is largely on track, with some areas that continue to result in vulnerabilities, i.e. reliance on independent and non-maintained special schools (INMSS).
- xi. **Workforce development:** There is an extensive training offer available for all schools and settings. There is a steadier uptake for training now although this is still being impacted as schools to release staff now due to Covid related staff absences. There has been a drop in early years staff accessing training due to staff shortages. Work is being done on the training calendar for 2022/23 and this will be launched at the SEND conference in July. More work is being done to join up with a regional project, related to the opportunity area funding that Doncaster is accessing. This will result in further training in the region to upskill the workforce so that they can better support young people with SEND into work pathways.

5.0 Future Plans and Challenges

- 5.1 As a local area, the council is ambitious for all its children and young people, inclusive of those who have SEND and/or who are vulnerable, which is why the council has high expectations of

its early years' settings, schools, colleges and support services. Partners and stakeholders across the local area want all children and young people in Barnsley to have the best start in life in preparation for their continued progress to becoming young adults.

- 5.2 Just as importantly, the service needs to ensure that all young people to have access to opportunities for training, education, employment and apprenticeships to help them gain the skills they need to become independent participants in the local community and to thrive.
- 5.3 As a local area, the council has a strong focus on disadvantage and want to help everyone to access their right to an education, be included and achieve their full potential. The local area recognises that its children, young people, and their parents/carers deserve the best services to identify and meet their needs and the service fully intends to deliver this.
- 5.4 The council and the CCG are committed to delivering the improvements that have been proposed across education, health and care provision and support services. This will build on the things that are already in place and that are known to provide a good service to children, young people and their families. To build on this, the service will strengthen partnership working with children, young people and parents/carers, to ensure the improvements the local area inspection and our own knowledge of the needs within Barnsley have identified.
- 5.5 Following on from the current local area SEND joint inspection schedule by Ofsted and the CQC, the DfE have announced another schedule of inspections for which a new framework is being developed. The subsequent framework is likely to be based more on real experiences of children, young people and their families and it is expected that there will be more emphasis on joint commissioning across the local area, particularly between a local authority and the CCG.

6.0 Invited Witnesses

- 6.1 The following witnesses have been invited to today's meeting to answer questions from the committee:
 - Nina Sleight Service Director Education, Early Start & Prevention, BMBC
 - Anna Turner, Schools Governance & Alliance Board Manager, BMBC
 - Rebecca Appleyard, Team Manager Cudworth Centre, BMBC
 - Amber Burton SEND Service & Strategy Manager, BMBC
 - Neil Wilkinson, Projects and Contracts Manager, BMBC
 - Kwai Mo, Head of Service Mental Health and Disability, BMBC
 - Lee McClure, Headteacher Springvale Primary School and Joint Chair of Barnsley School Alliance
 - Patrick Otway, Head of Commissioning (Mental Health, Children's and Maternity), Barnsley CCG
 - Jamie Wike, Chief Operating Officer, Barnsley CCG
 - Cllr Trevor Cave, Cabinet Spokesperson Children's Services, BMBC

7.0 Possible Areas for Investigation

Members may wish to ask questions around the following areas:

- What self-evaluation work had been done prior to the inspection and how did this compare to the findings of Ofsted/CQC?
- When will you be able to demonstrate the impact of the actions put in place to address the areas for development in the Ofsted/CQC report and how will it be measured?

- What barriers have you identified that may prevent you from addressing the areas for development as quickly as you would like? How do you plan to overcome them?
- How effective is partnership working across the system? How do you know?
- What more needs to be done to ensure that SEN support children and young people are better provided for and progress at an appropriate pace?
- Are all children and young people in Barnsley who have SEND in a setting that is most appropriate to support their needs? If not, why not?
- How do you predict the number of spaces required in specialist settings and does this take account of emerging need throughout the school year?
- Data shows there is a lower than national average number of children and young people in special settings in Barnsley. What does this tell you?
- What more needs to be done to reduce the high numbers of young people with SEND being absent too often and/or being excluded from school settings?
- What are your plans to improve the disparity in SEND-related expertise in school staff across the borough? How will you know that this is effective?
- What needs to be done to encourage schools/colleges; healthcare; employers; families and young people themselves to raise the aspirations for children and young people with SEND?
- What more needs to be done to help SEND support young people into further education and employment?
- What are the barriers to increasing participation and co-production activities? Are you engaging with a diverse range of parents/carers, including those who are hard to reach?
- What impact do you expect the participation and co-production activities to have and what feedback have you had from parents/carers?
- If asked, do you think parents/carers would say that they feel able to influence change?
- What arrangements are in place to understand and support the health needs of children and young people with SEND? What more needs to be done?
- What arrangements are in place to ensure that there is a good transition to adult life? How effective are handover arrangements between child and adult services?
- What can Members do to support the work of the local SEND system, children, young people and their families?

8.0 Background Papers and Useful Links

- Item 5b – OFSTED Joint area SEND inspection in Barnsley letter (attached)
- Children & Families Act:
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- SEND Code of Practice:

- Local offer website:
<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>
- I Know I Can: <https://ikic.co.uk/get-involved/ambition-barnsley-2021/careers-advice-and-guidance/>
- National Strategy for Autistic Children, Young People & Adults 2021–26:
<https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/the-national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>
- Preparing for Adulthood Outcomes:
<https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

9.0 Glossary

BMBC	Barnsley Metropolitan Borough Council
C&FA	Children & Families Act, 2014
CAMHS	Child & Adolescent Mental Health Service
CCG	Clinical Commissioning Group
CQC	Care Quality Commission
DfE	Department for Education
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
INMSS	Independent and Non-Maintained Special Schools
LA	Local Authority
OSC	Overview & Scrutiny Committee
P/C	Parents/Carers
PfA	Preparation for Adulthood
S<	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and/or Disabilities
SEND CoP	SEND Code of Practice, 2015
WSoA	Written Statement of Action
YTD	Year-to-Date

10.0 Officer Contact

10.1 Jane Murphy, Scrutiny Officer, Scrutiny@barnsley.gov.uk

14 March 2022