

## Children and Young People Overview and Scrutiny Committee – Supplementary agenda

A meeting of the Children and Young People Overview and Scrutiny Committee will be held on:

**Date:** 3 August 2023

**Time:** 6.30pm

**Venue:** Meeting Room 9 - Level 3, Gun Wharf, Dock Road, Chatham ME4

4TR

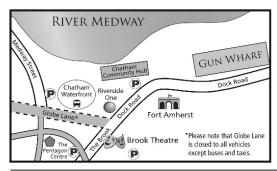
### Items

8 Additional Information - Presentation

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Date: 26 July 2023



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A summary of this information can be made available in other formats from 01634 333333

## Agenda Item a

# Education and SEND Priorities CYP 0&S Committee Members

**3 August 2023** 



### **Joint Area SEND Strategy Ambitions for 2022-25**

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Inclusion, Participation,
Aspiration and Achievement



### **Safety Valve Intervention Plan (SVIP)**

### 5 key areas of focus:

- Appropriately manage the demand for Education, Health and Care Plans (EHCPs), ensuring EHCP requests are timely and appropriate and supported by education and health professionals.
- Increase the proportion of children and young people with SEND who receive high quality education and achieve their potential in mainstream schools.
- Ensure the use of appropriate and cost-effective provision.
- Sufficiency of provision
- Sustainability of governance, management and delivery

### **Access to Provision**

Special schools provide education for children with the most complex SEND needs, where they require specialist resources and input, that is not able to be provided by the options below, all of the time. Resourced provision provides a highly specialist resource within mainstream schools. An EHCP is required for access Children attending a resourced provision access mainstream lessons where they are to a Resourced Provision or Special School able to and have a space where they are supported separately when their needs Special School. require. Resourced provisions are overseen by specialist teachers. **Placement Resourced Provision** Clusters of schools have access to additional Locality Resources (funding) which is used by them to share expertise and provides additional resource to EHCD and or odditional to be should be shown to be should be shoul enable them to develop the appropriate provision in and across the schools. Locality Resources Ordinarily All early years settings and schools have a SENCO and provide additional support for children with SEND, specific to their needs, **Available Support** up to the value of £10,000 per child. These are described in the in School Ordinarily Available Document. This offer is strengthened with whole school approaches to support an inclusive, nurturing and supportive Whole School Approaches environment, e.g. Trauma-Informed Practice, Nurture, Thrive. Local schools provide high Quality Teaching, High Quality Inclusive Teaching which includes differentiated curriculum delivery to meet individual needs.

### Appropriately managing the demand for EHCPs, ensuring EHCP requests are timely and appropriate and supported by education and health professionals.

#### Activities:

- Providing further training to Early Years providers in identification and supporting deescalation and transition planning so that the most complex needs are referred for an EHCP at this age.
- Provide greater support to parents with their applications and SEND enquiries. From January 2024, **Inclusive education teams will be working in the family hubs** and be the direct link with families to support parents navigate the system and access support with their child's education.
- Invest in staffing to improve the annual review and forward planning approaches that work with families to plan progression routes. Linking with CSC and ASC for collaborative working where appropriate.
- Continue to work with Medway Parents and Carers Forum (MPCF) supporting education focused events and provide individual and group advice and guidance.

### Increase the proportion of children and young people with SEND who receive high quality education and achieve their potential in mainstream schools.

#### **Activities:**

- Ordinarily Available outlines the expected support available for all children and young people with SEND in their mainstream schools.
- Provide a core offer of training and bespoke consultancy support and to embed whole school
  approaches to support inclusion. A Medway wide adoption of Trauma Informed Practice has been
  agreed by the schools.
- Support inclusion by providing more funding into the system through top ups to the SEN
  notional budget for schools with a higher than national proportion of CYP with EHCPs.
- Programme of developing **resourced provisions** in mainstream schools.
- Increase the capacity of Alternative Provision to support pre-emptive and reintegration activity, including revolving door and outreach.
  - Outreach work into schools to support behaviour and SEN needs
  - Assessment placements for children arriving in Medway with limited information on support
  - Increased capacity for an outreach reintegration team to support children missing school due to a health need.

### Ensure the use of appropriate and cost-effective provision.

#### Activities:

- Developed a commissioning function to work alongside children's services commissioning.
   Commissioner Network Group established by Medway with 8 other Local Authorities, to ensure consistency around messaging and agreements to provider uplifts.
- Education Inclusion Lead in partnership commissioning.
- The **National Schools Contract (NSC)** has been amended for Medway and all independent schools.
- Working with KCC partnership commissioning arrangements.
- Quality Assurance Framework developed to quality assure providers in terms of school effectiveness and quality of education (in addition to safeguarding, etc).
- Implementing a transparent **banded EHCP funding** system which brings costs for all providers more in line with national averages.
- Post 16 Review 11 recommendations.

### **Self Evaluation**

### Performance and Quality

Updated Area SEND Inspection Framework published by Ofsted in January 2023

- What it is like to be a child or young person with SEND in the local area.
- What the local partnership is doing and what needs to be improved.
- Recommendations for improvements that the local partnership should act on.
- Whether any priority action areas have been identified.