

# Welcome



In the chat, tell us:

- Your name
- Your job title
- The best thing about your local community

# Learning from CDC's Thematic Analysis of Local Area SEND Inspections



Sam Paccia-Folkins, Programme Manager (SEND Systems Improvement)  
&  
Lucy Adams, Project Assistant (SEND Systems Improvement)

# Session agenda



1. The new Ofsted/CQC **framework**
2. CDC' thematic **analysis approach**
3. Common **strengths and areas for improvement**
  - Including good practice examples and guidance
4. **What next?** Where do Improvement Boards go from here?
5. **Discussion**

# Quick check



What strategic challenges have you seen/experienced in your area?

# Acronyms we may use



- SEND – Special educational needs and disabilities
- SEMH – Social emotional mental health
- LA – Local Authority
- DfE – Department for Education
- CQC – Care Quality Commission
- PfA – Preparing for Adulthood
- CDC – Council for Disabled Children
- NDTi – National Development Team for Inclusion
- DSR – Dynamic Support Register
- CAMHS – Child and adolescent mental health services

# The new framework

New Ofsted/CQC framework implemented from 1<sup>st</sup> Jan 2023

Previously, inspections focussed on how local authorities met responsibilities outlined in the SEND Code of Practice

- The new framework focuses more on the '**experiences and outcomes** for children and young people'
- A **cycle of inspections**, at least every 5 years, depending on outcome
- Mainly focussed on **education, health** but including **social care** inspectors
- **Alternative Provision** is included for the first time
- **Three new, clear outcomes** and criteria for each



# Clearly set outcomes

- “
- provide an independent, external evaluation of the **effectiveness** of the local area partnership's arrangements for children and young people with SEND”
  - where appropriate, **recommend** what the local area partnership should do to improve the arrangements
- ”

Inspection outcome	Details	Inspection schedule and requests
Positive experiences and outcomes	<ul style="list-style-type: none"> <li>The local area partnership's SEND arrangements typically lead to <b>positive experiences and outcomes</b> for children and young people with SEND.</li> <li>The local area partnership <b>is taking action</b> where improvements are needed.</li> </ul>	<ul style="list-style-type: none"> <li>Full inspection approximately <b>within 5 years</b></li> <li>Ofsted and the CQC ask the local area partnership to <b>update and publish its strategic plan</b> based on the recommendations set out in this report.</li> </ul>
Inconsistent experiences and outcomes	<ul style="list-style-type: none"> <li>The local area partnership's arrangements lead to <b>inconsistent experiences and outcomes</b> for children and young people with SEND.</li> <li>The local area partnership <b>must work jointly to make improvements.</b></li> </ul>	<ul style="list-style-type: none"> <li>Full inspection approximately <b>within 3 years</b></li> <li>Ofsted and the CQC ask that the local area partnership <b>updates and publishes its strategic plan</b> based on the recommendations set out in this report.</li> </ul>
Widespread/systemic failings	<ul style="list-style-type: none"> <li>There are <b>widespread and/or systemic failings</b> leading to <b>significant concerns</b> about the experiences and outcomes of children and young people with SEND, which the local area partnership <b>must address urgently.</b></li> </ul>	<ul style="list-style-type: none"> <li>A monitoring inspection will be carried out <b>within approximately 18 months.</b> The next full area SEND inspection will take place within approximately 3 years.</li> <li>HMCI requires the local area partnership to prepare and submit a priority action plan (area SEND) to address the identified areas for priority action.</li> </ul>

# Evaluation criteria

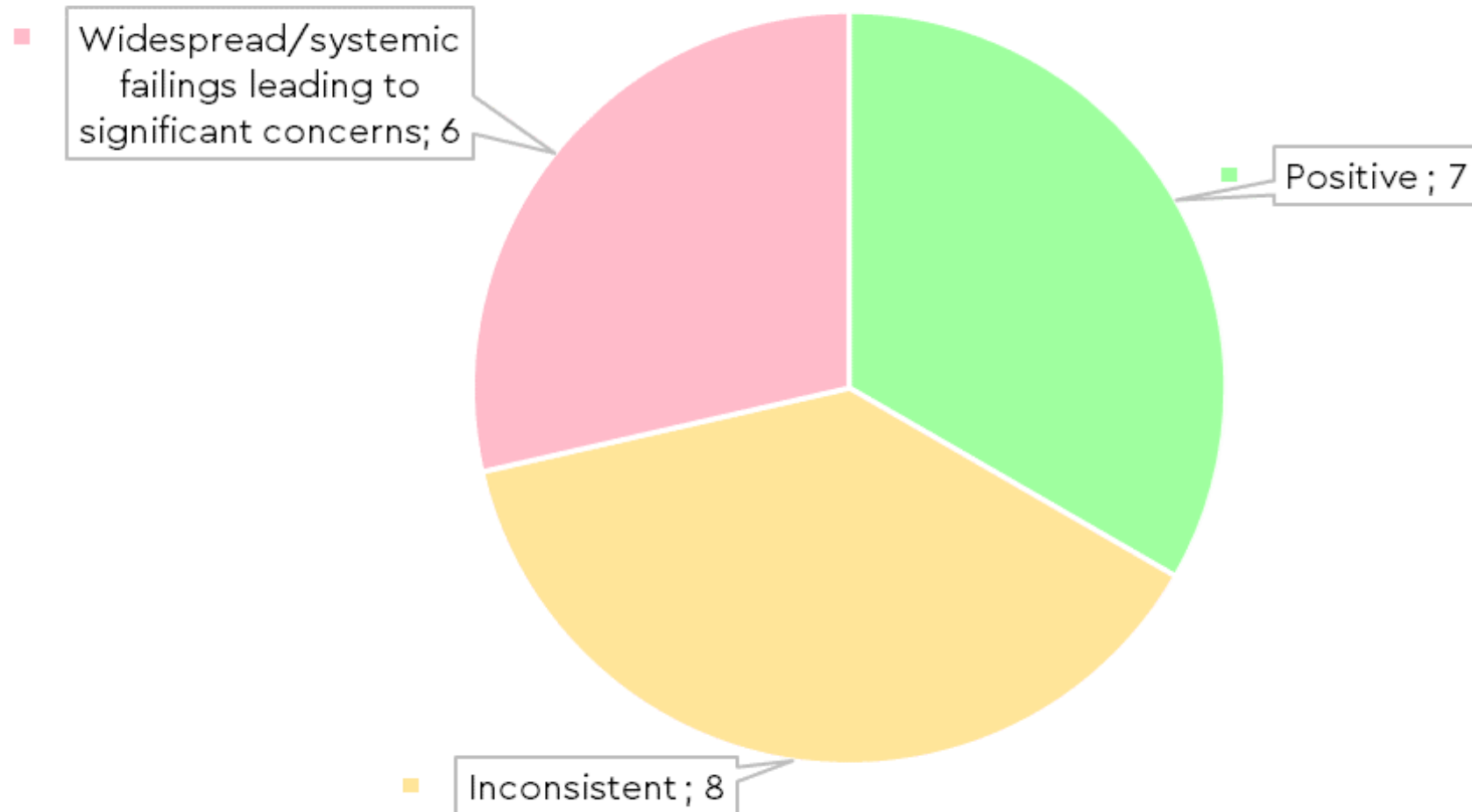


Inspection outcome	Evaluation criteria
Positive experiences and outcomes	<ul style="list-style-type: none"> <li>• children and young people are <b>typically achieving strong outcomes</b>, &amp;</li> <li>• children and young people's <b>experiences of their education, health and care are typically positive</b>, &amp;</li> <li>• the local area partnership has identified any areas for improvement and is <b>taking effective action</b> to address them, &amp;</li> <li>• there are <b>no areas for priority action</b></li> </ul>
Inconsistent experiences and outcomes	<ul style="list-style-type: none"> <li>• <b>either of the points</b> in relation to the experiences and outcomes of children and young people in the above cell are <b>not met</b>, &amp;</li> <li>• there are <b>no areas for priority action</b></li> </ul>
Widespread / systemic failings	<ul style="list-style-type: none"> <li>• they have identified <b>one or more areas for priority action</b>; this will happen when there are <b>significant concerns about the experiences and outcomes</b> of children and young people, because of particular systemic or widespread failings that have a significant negative impact on the experiences and outcomes of children and young people</li> </ul>





# Number of local authorities per new inspection outcome



Inspection outcome	Number of local authorities
Positive experiences and outcomes	7
Inconsistent experiences and outcomes	8
Widespread/systemic failings	6

# CDC' analysis

What Works in SEND (WWiS) programme



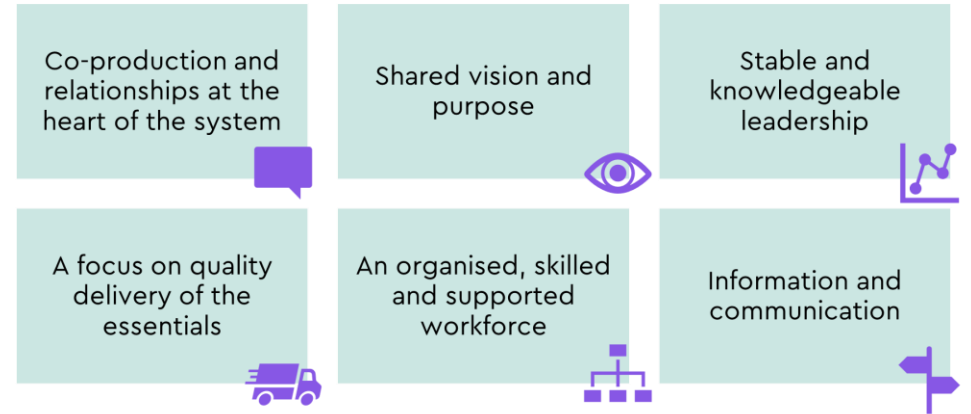
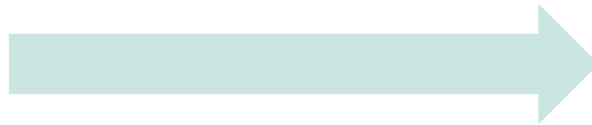
**Produced 6 themes** developed through the co-designed Effective Practice Evidence Framework



**Purpose:** to develop targeted support interventions/approaches based on WWiS research and evidence







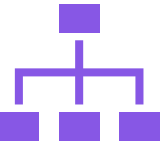
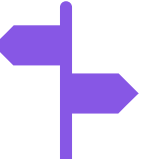
CDC has analysed inspection reports against these 6 themes to identify **strengths** and **areas for improvement**



These themes are **similar** to those in the Evaluation Criteria in the Area SEND Inspection Handbook



# Description of Themes

Theme	Description
 Coproduction	A strong focus on coproduction and <b>using lived experience to shape system and service design</b> is a fundamental pillar of an effective system
 Shared vision	Central to an effective SEND system in a local area is a <b>shared ethos</b> which is agreed across all partners, with <b>shared responsibility and accountability</b> for delivering a shared vision and priorities
 Stable and knowledgeable leadership	<b>Collective buy-in</b> from leaders across all partners in the SEND system is critical, this needs to be broad and distributed and supported by <b>robust governance, structures and communication</b> . There also needs to be 'fertile ground' to ensure that the system is <b>ready to implement any changes</b> in strategy and direction
 Quality delivery of the essentials	A robust <b>understanding of the statutory framework</b> across all partners and a bedrock of consistently high-quality delivery against those duties, should ensure that all children and young people with SEND have <b>access to practice and provision</b> , from the universal to specialist, that supports them to achieve their best possible outcomes
 A well organised, skilled and supported workforce	A <b>stable</b> workforce which is <b>organised</b> in a sensible way and with sufficient capacity to deliver is what will ensure that children and young people with SEND can access the support they need, when they need it
 Information and communication	<b>Effective information sharing</b> , across partners and agencies, and with children and young people and their families is encompassed in good quality support. It supports delivery of the essentials and enables many of the other themes identified here.



# Common strengths and area(s) for improvement per theme

Including good practice examples/guidance

# Theme 1: Coproduction

- **Embedded** across all levels
- Children and young people's voices **heard in long-term** plans
- **Impactful**, and shown to be meaningful in reports



# Theme 1: Coproduction

## Common area for improvement:

Strategic-level coproduction with children and young people

- **Exemplar inspection extract:**

*"Leaders do not engage in co-production with children and young people with SEND at a strategic level."*

- In contrast, parent carer forums are often involved at this level across areas



# Theme 1: Coproduction

## Good practice example & guidance:

### Strategic-level coproduction with children and young people

- A [SEND strategy coproduced](#) with children and young people with SEND

#### CDC's resources:

- [Codeveloping a vision/pathway](#) etc.
- [Facilitating coproduction](#)

#### [Local government association resources](#)

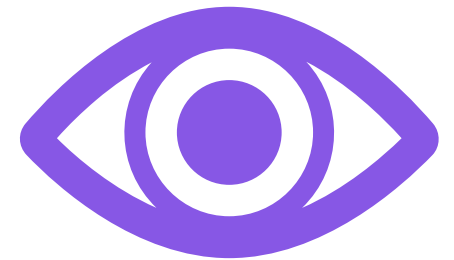


Diagram from [NHS England » Co-production](#)



# Theme 2: Shared vision and purpose

- **Ambition** and effective **communication** embedded
- **Children and young people at the heart** of decision making
- **PFA** (and therefore transitions) most successful when incorporated as early as possible





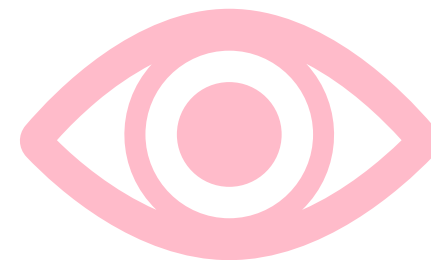
# Theme 2: Shared Vision & Purpose

## Common area for improvement:

Reliance on professionals to advocate for individual children and young people

- **Exemplar inspection extract:**

*"Parents and carers comment that the SEND system works better if an individual professional, such as a teacher, a therapist, or a social worker, champions their child's cause."*



# Theme 2: Shared Vision & Purpose

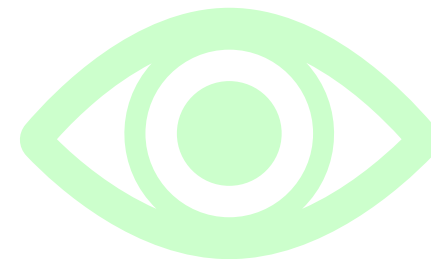
## Good practice example:

Shared/ambitious partnership vision/culture

- **Exemplar inspection extract:**

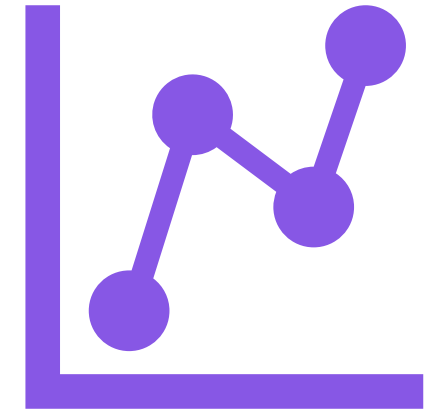
*"Leaders are ambitious for children and young people with SEND. They have a vision to remove barriers to opportunity, to improve equality of access and to enable children and young people to achieve their maximum potential. The introduction of the targeted school support programme is an example of how leaders are realising this vision."*

- **More info:** [Rutland SEND promise \(from local offer webpage\)](#)



# Theme 3: Stable and knowledgeable leadership

- **Data** and **reporting** mechanisms
- Use of **data** in **commissioning**
- **Stability** of leadership
- Clear **accountability**

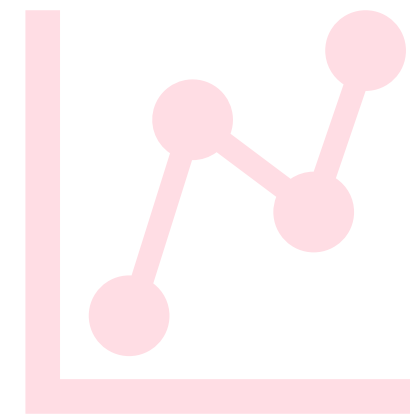


# Theme 3: Stable and knowledgeable leadership

## Common area for improvement:

Insufficient use of data

- E.g. to meet and forecast needs
- **Exemplar inspection extract:**
- *"Leaders should act with urgency to accelerate their data dashboard work so that they have a shared, accurate understanding of the exact provision for SEND in the area, and of its quality, so that they can target coherent activity where it is needed most."*

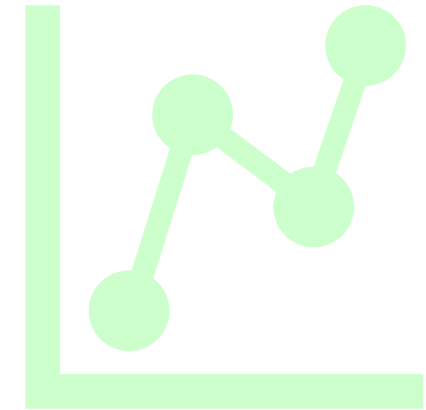


# Theme 3: Stable and knowledgeable leadership

## Guidance:

### Effective use of data

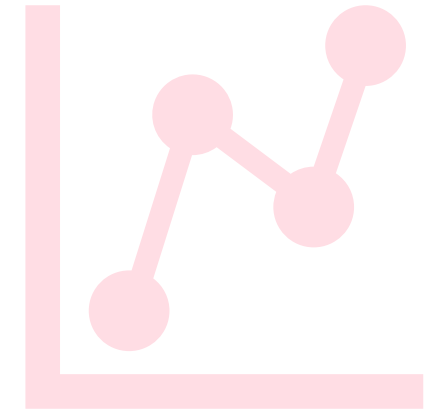
- CDC's resources:
  - [JSNA](#)
  - [Qualitative data](#)
  - [Outcomes-based SEND data](#)
  - [Data Dashboard](#)



# Theme 3: Stable and knowledgeable leadership

## Common area for improvement: Strategic oversight

- **Exemplar inspection extract:**
- *"Leaders across the partnership should ensure that the SEND strategy is fully embedded across health, education and social care. They should tighten their strategic oversight so that all workstreams have equal clarity in how they are mapped out and organised. This is to reduce the disconnect and to improve accountability between strategy and practice."*



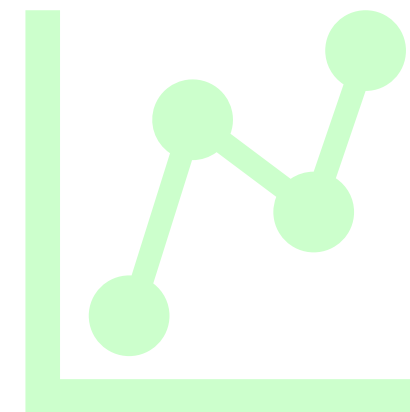
# Theme 3: Stable and knowledgeable leadership

## Good practice example: Strategic oversight

- **Exemplar inspection extract:**

*"Leaders have developed systems to ensure that they have an **accurate picture** of the needs of children and young people with education, health and care (EHC) plans. Close working relationships between partners help to ensure that pertinent information is shared on an informal and formal basis. Since the last inspection, leaders have **strengthened governance arrangements, which have improved the strategic oversight of developments.**"*

- **More info:** [Hartlepool SEND strategy](#)



# Theme 4: Quality delivery of essentials

- **Timely assessments** & early identification of need
- **Waiting times**
- **EHCP** and **Annual Review** Processes
- **Multi-agency** working and communication
- Use of **established systems** e.g. the Dynamic Support Register (DSR)





# Theme 4: Quality delivery of essentials

## Common area for improvement:

### Assessment waiting times

- Especially, neurodevelopmental pathway, speech and language therapy, and child and adolescent mental health services
- **Exemplar inspection extract:**

*"Some children and young people wait too long to be assessed for health services. This includes those waiting for assessments from the speech, language and communication therapy service, the child and adolescent mental health service (CAMHS) and the neurodevelopmental pathway"*



# Theme 4: Quality delivery of essentials

## Good practice example & guidance: Reducing assessment waiting times

- **Exemplar inspection extract:**

*"Leaders have designed a new integrated neurodevelopmental diagnostic pathway which will introduce **a single point of access** for either ASD or ADHD diagnosis or for when both diagnoses are needed. A number of improvements are also in place to reduce current waiting times before the new pathway is in place. **A wide range of services is available for these children and young people while they wait, offering direct interventions and useful support.** Children and young people with SEND who are referred to the child and adolescent mental health services also experience long wait times. The local area partnership **is addressing waits and looking at innovative ways to identify need and provide support earlier.**"*

- **More info:** [Webpage](#) on the pathway
- **CDC's resources:** [Developing an integrated ND pathway](#)



# Theme 4: Quality delivery of essentials

## Common area for improvement:

Delays to the annual review process

- **Exemplar inspection extract:**

*"There is also poor completion of annual reviews. While many annual review meetings are held, they are not always recorded, responded to or acted on quickly... Some schools report difficulty in getting the appropriate professionals to attend annual review meetings in order to identify and assess ongoing need, particularly at times of transition."*



# Theme 4: Quality delivery of essentials

## Guidance

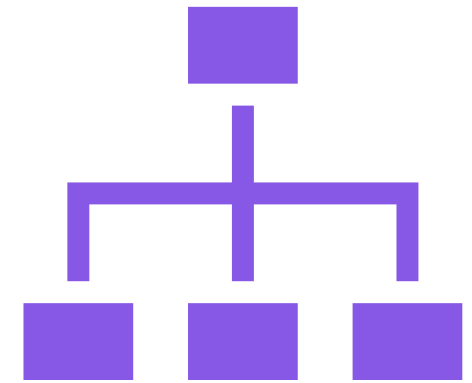
### Annual review process

- **CDC's resources:**
  - [Annual Review Factsheet](#)
  - [Delivery high quality annual reviews training](#)
  - [Key topics to cover](#)



# Theme 5: An organised, skilled and supported workforce

- **Knowledge** of children and young people and their needs at all levels
- Effectiveness can depend on timeliness of **identifying needs**
- **Multi-agency communication**
- Large impact of '**Waiting Well**'



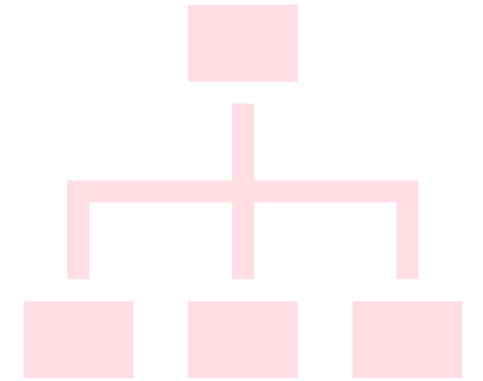
# Theme 5: An organised, skilled and supported workforce

Common area for improvement:

Variable EHCP contributions

- **Exemplar inspection extract:**

*"Contributions to EHC plans from different partners are variable. Health representatives struggle to attend meetings due to the pressures of workload. Where children and young people have social care involvement, contributions from social workers are often limited and do not provide enough detail to be helpful."*

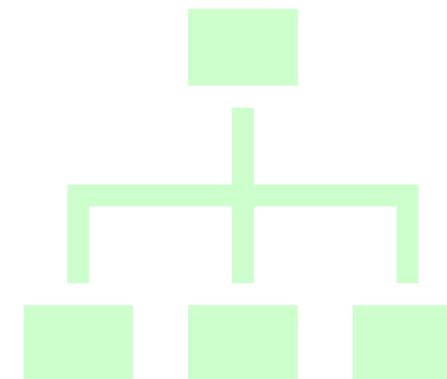


# Theme 5: An organised, skilled and supported workforce

## Good practice example & guidance:

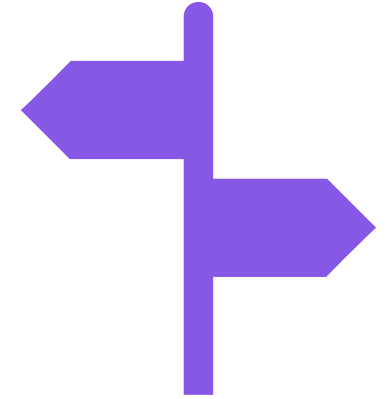
Consistent/improved EHCP contributions

- Practitioners in Hartlepool consolidate appointments to support a 'tell it once' approach
- **CDC's resources for EHCP contributions:**
  - [CAMHS'](#)
  - [Social care and health](#)
  - [Specialist health advice givers and SEN case officers](#)



# Theme 6: Information and communication

- **Multi-agency**
- Can **mitigate** some challenges
- A frequent issue, that needs **stability and consistency**



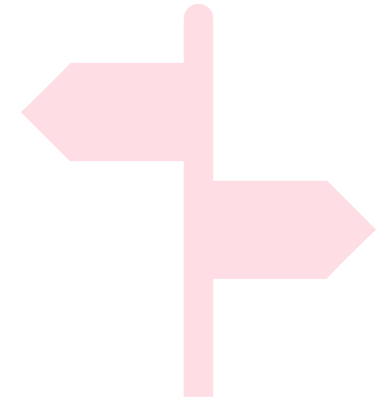


# Theme 6: Information and communication

Common area for improvement:  
From leadership with families

- **Exemplar inspection extract:**

*"Parents and carers say that the local offer is not helpful. They say the local offer 'looks good', but it does not give them the up-to-date information they need in respect of the available services locally"*



# Theme 6: Information and communication

## Good practice example(s) & guidance: From leadership with families

- **Exemplar inspection extract:**

*"Leaders generally ensure **families are kept well informed** about the provision to meet their children and young people's SEND needs **through the local offer website, newsletters and an active parent and carers forum.**"*

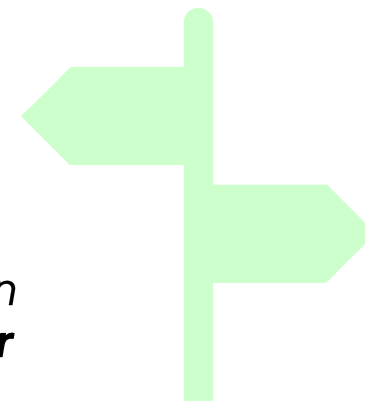
- **More info:** [SEND Local Offer | Middlesbrough](#)

- **Exemplar inspection extract:**

*"The help and advice provided by **SENDIASS is also highly valued**. All this helps ensure that children and young people get bespoke support from the right professional at the right time."*

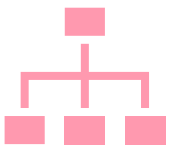
- **More info:** The SENDIASS itself is [Amaze \(brighton-hove.gov.uk\)](http://brighton-hove.gov.uk)

- **CDC's guidance:** on [SENDIASS](#)



# Overview: Common areas of improvement

Inspection theming area	Common area(s) for improvement
1. Coproduction	Strategic-level with children and young people
2. Vision and purpose	Reliance on professionals to advocate for individual children and young people
3. Stable and knowledgeable leadership	Insufficient use of data
4. Quality delivery of essentials	Strategic oversight Assessment waiting times Delays to annual review process
5. Organised, skilled and supported workforce	Variable EHCP contributions
6. Information and communications	From leadership with families



# Group discussion

- Do these findings align with your expectations?
- Are there any findings that have surprised you?
- Do you have any examples of things that have helped your area with these themes?



# “ What next?



The **Improvement Board system** is very much a learning process, we are still working through the expectations of them and the improvement map. There are now 5 Improvement Boards set up, and (at least) 2 more that will be set up following inspection. At the moment, we are setting up the processes around the systems and there is some interesting work in a couple of areas on an underlying Quality Assurance approach.

The **key issue(s)** are;

- Can we measure impact and understand goals?
- What do OFSTED/CQC see as success, what do DFE and NHS regional staff see as success and them of course what do parents and children think is success?

The **key areas emerging** are;

- Effective work with parents and carers,
- Understanding the role of schools, and KEY
- Understanding effective partnerships and delivery between LA and ICB



# General Resources



- [Handbook](#) for SEND Inspections
- [CDC's New Inspection Framework Checklist](#)
- CDC's [Audit checklist](#) on Leadership, Engagement and coproduction, Impact (system checklist for auditing)
- CDC's Joint Commissioning [webinar](#)
- CDC's EHCP [e-learning](#) and resources for [process pinch-points](#)
- CDC's outcomes-based commissioning approach [guidance](#)
- RISE and EY training upcoming

# Upcoming training



Equality Act – Senior Leaders	Person-Centred EHC Processes	Data, Voice & Commissioning	Introduction to Health
<a href="#"><u>14<sup>th</sup> Feb. 10am-12.30pm</u></a>	<a href="#"><u>14<sup>th</sup> Feb. 1.30-4.00pm</u></a>	<a href="#"><u>20<sup>th</sup> Feb. 10am-12pm</u></a>	<a href="#"><u>28<sup>th</sup> Feb. 10am-12pm</u></a>
<a href="#"><u>14<sup>th</sup> Feb. 10am-12.30pm</u></a>	<a href="#"><u>27<sup>th</sup> Feb. 10am-12pm</u></a>	<a href="#"><u>12<sup>th</sup> Mar. 10am-12pm</u></a>	<a href="#"><u>14<sup>th</sup> Mar. 1.30-4.00pm</u></a>
<a href="#"><u>29<sup>th</sup> Feb. 10am-12.30pm</u></a>	<a href="#"><u>18<sup>th</sup> Mar. 10am-12pm</u></a>		<a href="#"><u>21<sup>st</sup> Mar. 10am-12pm</u></a>