

SELF-EVALUATION PRESENTATION

**How effective are we as a
local area partnership in
improving the experiences
and outcomes of children
and young people with
additional needs?**



**Surrey
Additional
Needs and
Disabilities
Partnership**

January 2023

Our vision is to enable Surrey children and young people aged 0-25 with additional needs and / or disabilities to lead the best possible life

Our shared aims have been co-produced with children and young people with additional needs and their families:

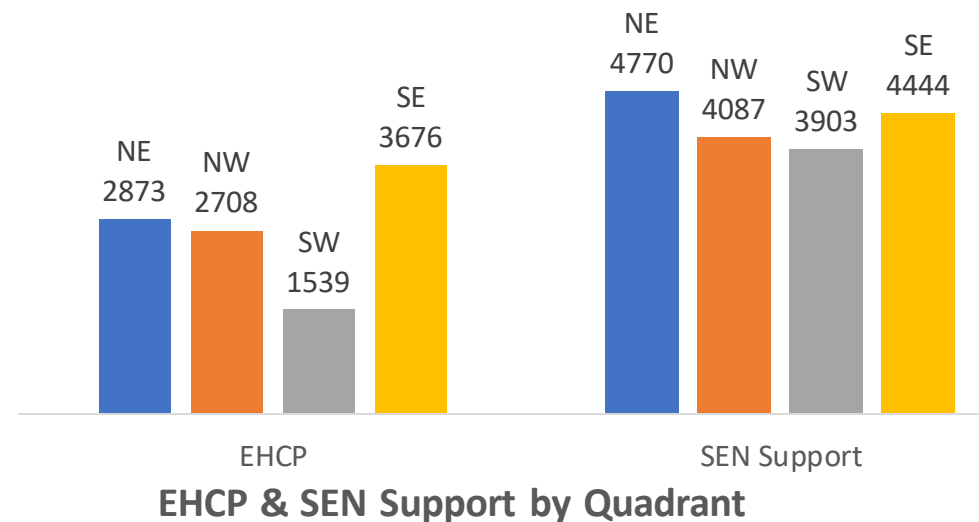
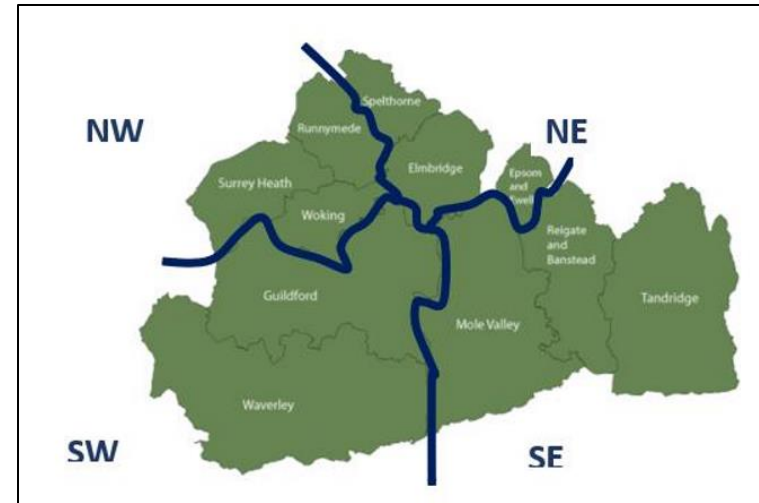
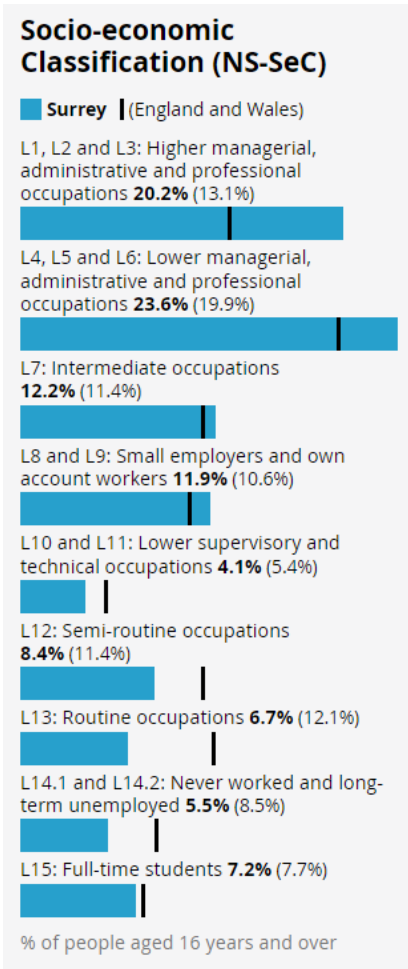
- Children and young people are at the centre of our thinking. We engage with families as partners in meeting their children's needs and planning how we will deliver support in the future.
- Education, Health and Social Care share responsibility for making sure that high quality support is in place for children and young people with additional needs and their families when and where they need it.
- All places, settings and organisations that provide education and/or support to children, young people and their families are welcoming of children with additional needs and have a better understanding of their needs.
- Children and young people with additional needs can access the help and support they need to thrive and achieve within their local communities. They can go to a school that meets their needs, access services and play an active role in the community close to where they live.
- Families have easy access to information which helps them understand how best to meet their child's needs and access the help that is offered. They can easily find out about activities and support available to them in their local communities and help us identify gaps in services and areas for improvement.
- Children and young people's additional needs are identified as soon as possible and there is a quick response. Decisions about support are needs-led and based on achieving the best outcomes for the child, including helping them develop more resilience and independence as they move towards adulthood.
- Children, young people and their families have access to the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people with additional needs in Surrey and our support offer matches their needs.
- Children, young people and their families are supported and enabled to achieve healthier lives.

CONTEXT

Surrey is one of the most densely populated shire counties in England, with life expectancies amongst the highest in the country. Surrey's population is growing and is predicted to age as time goes on. The latest data shows more people living longer and consistently high birth rates. For instance, by 2030, Surrey's population is expected to grow from an estimated 1,194,500 in 2018 to 1,264,000 (estimates determined prior to the COVID-19 Pandemic).

Key Facts (ONS Census 2021):

- Household deprivation; 57.1% of households are not deprived in any dimension (48.3% England and Wales (EW)), 1 dimension 30.8% (33.5% E&W), 2 dimensions 9.9% (14.3% E&W), 3 dimensions 2% (3.7% E&W), 4 dimension 0.5% (0.2% E&W)
- Economic Activity Status; Economically active in employment 60.6% (57.2% E&W), Unemployed 2.9% (3.4% E&W)
- Socio-economic Classification: L1, L2, L3 Higher managerial, administrative & professional occupations 20.2% (13.1% E&W), L4, L5, L6 Lower managerial



There are 519 education settings (early years, schools and colleges) that provide education to 200,480 children and young people.

There are 12,739 children and young people with Education and Health Care Plans. 17,444 school age children receive SEN Support as of 11th January 2023.

ADDITIONAL NEEDS AND DISABILITIES IN SURREY

Surrey has 4.6% of pupils with Education, Health and Care Plans (EHCPs) compared to 4.0% nationally

Surrey has 13.0% of pupils receiving SEN support, compared to 12.6% nationally

The number of statutory EHC plans maintained by Surrey in 2022 was 12,739. Of these 34% recorded Autism as the primary need

25% of Surrey pupils with an EHCP are educated in maintained specialist schools which is below the national average but within the median range of our statistical neighbours

Nearly 12% of Surrey pupils with an EHCP are educated in independent or non-maintained specialist schools, which is above the national average and higher than our statistical neighbours

35% Surrey pupils with an EHCP are educated in mainstream schools which is in line with national average and slightly higher than our statistical neighbours

25% of Surrey pupils who have SEN provision are eligible for free school meals compared to 10% of Surrey pupils who access no SEN provision. For pupils with an EHCP this rises to 28.7%

There remains a significantly higher proportion of males than females who have an EHCP, 79.2%

An analysis of current EHCPs tell us that the following areas of need have increased significantly in the last 5 years:

- Autism: +117%
- Social Emotional and Mental Health needs: +116%
- Moderate Learning Difficulties: +65%
- 0–5-year-olds: +55% | 19–25-Year-olds: 229%

SELF-EVALUATION FRAMEWORK

The self-evaluation has been co-produced with input from all partners. Co-production activities during 2022 have included phase council input, online and face to face open engagements, Partnership Board workshop session, ethnographic research and four surveys. This has been overseen by a steering group represented by partners. Seven themes have been identified which provide a structure to the framework, linked to the Inclusion and Additional Needs Strategy. They are:

- 1. Co-production**
- 2. Early identification, information and support**
- 3. Inclusion in education and community**
- 4. Preparing for adulthood from the earliest years to achieve positive outcomes**
- 5. Joint commissioning, sufficiency and evaluation**
- 6. Systems and practice**
- 7. Leadership, governance and partnership accountability**

Within each of these themes, consideration has been given to:

- Strengths
- Impact and evidence
- Areas for development and priorities for 2023

LEADERSHIP AND GOVERNANCE

Partnership Governance Refresh

As agreed at the Additional Needs and Disabilities (AND) Partnership Board in November 2022, the partnership governance arrangements have been refreshed to better align with the Area SEND framework and handbook and to support the successful delivery of the Surrey Inclusion and Additional Needs Partnership strategy 2023-26.

The updated terms of reference set out:

- The education, health and care partners involved in the local area partnership
- Governance arrangements and decision-making structures
- How partners work together and who is responsible for delivering what

These arrangements more formally connect the AND Partnership Board to the range of other partnership groups leading areas of improvement that are the essence of the strategy, and confirms the accountability and reporting arrangements for 2023 onwards.

SURREY'S LOCAL AREA PARTNERSHIP

What is a local area partnership?

“Local area partnership refers to those in education, health and care who are responsible for the strategic planning, commissioning, management, delivery and evaluation of arrangements for children and young people with SEND who live in a local area.” *Area SEND Inspections: framework and handbook, 29th November 2022.*

Surrey's Additional Needs and Disabilities Partnership

In Surrey the Additional Needs and Disabilities (AND) Partnership Board is the governance mechanism for partnership accountability. The AND Partnership Board meets every half term and the membership includes representatives across Education, Health, Social Care as well as our third sector and user voice partners.

The Surrey AND Partnership Board will exercise partnership accountability for the delivery of the strategy.

Surrey local area partnership is made up of;

Accept, Teach, Listen, Access, Support (ATLAS) – user voice	Schools Alliance for Excellence (SAFE) – school improvement
Alternative Provision – commissioning and provision	Surrey County Council – adult social care
Children and Family Health Surrey – health providers	Surrey County Council – children’s social care including Surrey Virtual School
Family Voice Surrey (FVS) – user voice	Surrey County Council – commissioning including home to school travel assistance
Frimley – Integrated Care System	Surrey Schools Forum and Phase Councils* (Early Years, Primary, Secondary, Special Schools) including links to Post 16 Education, SENCO and Governor networks
Mindworks Surrey – health providers	Surrey Heartlands – ICS including commissioning and clinical
NHS Surrey and Borders Partnership – health providers	Surrey Youth Focus – third sector and user voice
SEND Advice Surrey – independent advice	<i>*phase councils are representative groups of Early Years, Primary, Secondary and Special Schools leaders</i>

1. CO-PRODUCTION

We are committed to involving children and young people with additional needs and their families as partners in decisions about their individual plans as well as helping to shape services and support.

Strengths

- Young people with additional needs are listened to and influence changes in practice, as active members of our partnership via ATLAS (Youth Voice)
- Parents and carers are listened to and influence changes in practice as active members of our partnership (via Family Voice, SEND Advice and Surrey Youth Focus)
- Young people with additional needs and parent/carers raise 'Action Cards' with the partnership to tell us what they want to stop, start, or change about the services they access. These are used as positive tools to help us improve our practice.
- We listen to the voices of children and young people with additional needs, parents/ carers and professionals via regular surveys and ethnographic research.
- We publish monthly 'You Said, We Did' reports to share actions taken as the result of feedback
- Examples of Co-production of the All-Age Autism Strategy, Neurodevelopmental Pathway and change of language listening to children and young people (SEND to Additional Needs & Disabilities).

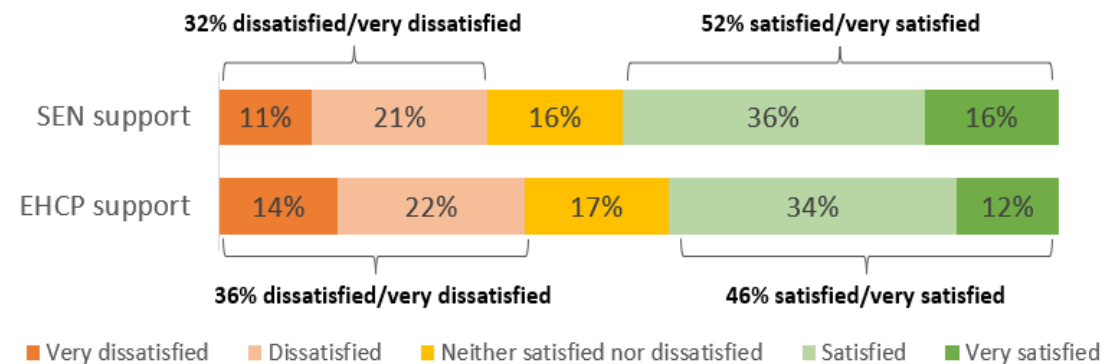
Areas for development and priorities for 2023

- To further develop the Co-production Charter that will outline a shared definition of co-production and how we intend to co-produce with our partners
- To continue to improve experiences and outcomes for children and young people with additional needs and disabilities and their families so that all receive the right support at the right time
- To strengthen partnership accountability and monitor the effectiveness of the partnership through a shared set of key performance indicators.
- Future planned co-production work includes the development of the implementation of the Inclusion and Additional Needs Strategy, co-production charter, neurodiverse friendly schools pilot and Behind the Mask.
- To broaden representation of children, young people and parents/carers.

CO-PRODUCTION – IMPACT AND EVIDENCE

- ATLAS (Youth Voice) recently launched their Ableism Report which led to a change of name for the Additional Needs and Disabilities Board, strategy and partnership. Young people delivered training to professionals about the impact of language and the importance of supporting an individual's right to their identity, regardless of their additional needs or disability. The training was delivered by young people who have had lived experience of the impact of disabling language and was well received.
- The Our Voice Matters survey found that over 70% of children and young people felt they were listened to by professionals involved their care
- Family Voice Surrey (our parent/carer forum) have a strong presence on the partnership board and contribute to all workstreams. There has been a significant improvement in the relationships between the parent/ carer forum and the local authority, rooted in a culture of high support and high challenge. Feedback from Family Voice Surrey has told us that while there is still work to do, they can recognise the commitment Surrey has made to restorative relationships and acting on critical feedback. Most recently the recommendations from our parent partnership in relation to home to school transport have been incorporated in full to the current action plan.

- Over 1,000 parent/carers responded to our survey in 2022. 46% of those receiving SEN Support and 52% of those with an EHCP reported that they were satisfied or very satisfied with the services and support they are receiving. A further 16%-17% reported being neither satisfied or dissatisfied. The views expressed directly informed our self evaluation and our new partnership strategy.



Base: 652 children (EHCP) and 301 children (SEN support)

- We work closely with Surrey Youth Focus, who represent voluntary sector providers to ensure that we meet the needs of communities and groups who may be underrepresented or seldom heard.

2. EARLY IDENTIFICATION, INFORMATION AND SUPPORT

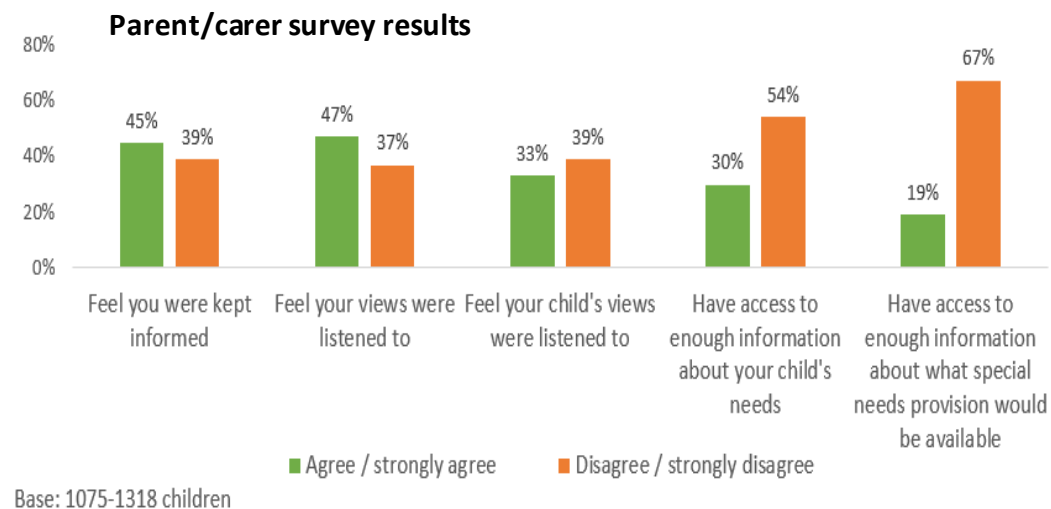
We work together to identify children's needs accurately and provide the right help and support at the right time.

Strengths

- We have a strong multi-agency approach to identification and assessment of need in the Early Years
- The Brighter Futures campaign was launched by the partnership in recognition that children may have missed out on social interactions in the early years due to the pandemic and therefore may have future difficulties with to speech, language, and communication
- We support early identification through 2-year-old integrated checks and multi agency referrals to provide advice on intervention strategies and effective use of early intervention funding, reducing the reliance on EHCPs to access support
- There is close collaboration between therapy services and the Early Years SEND Service to further enable early identification and the provision of targeted support, particularly the development of speech, language and communication
- The SEND Local Offer and Family Information Service provide detailed information, advice, and resources for families and providers enabling access to high quality multi disciplinary information
- Revised Early Years SEN Support Plans ensure multi-disciplinary support is embedded to enable continuity of transition planning from Early Years settings into school.
- Neurodevelopmental profiles pilot project has been implemented by Mindworks in 6 schools to help staff identify and assess neurodiverse children and young people through a social diagnostic pathway. This interfaces with our All-Age Autism Strategy and our shared vision with Health for Neurodiverse (ND) Friendly Schools
- The All-Age Autism Strategy has prioritised training and awareness of the specific needs of autism in girls.

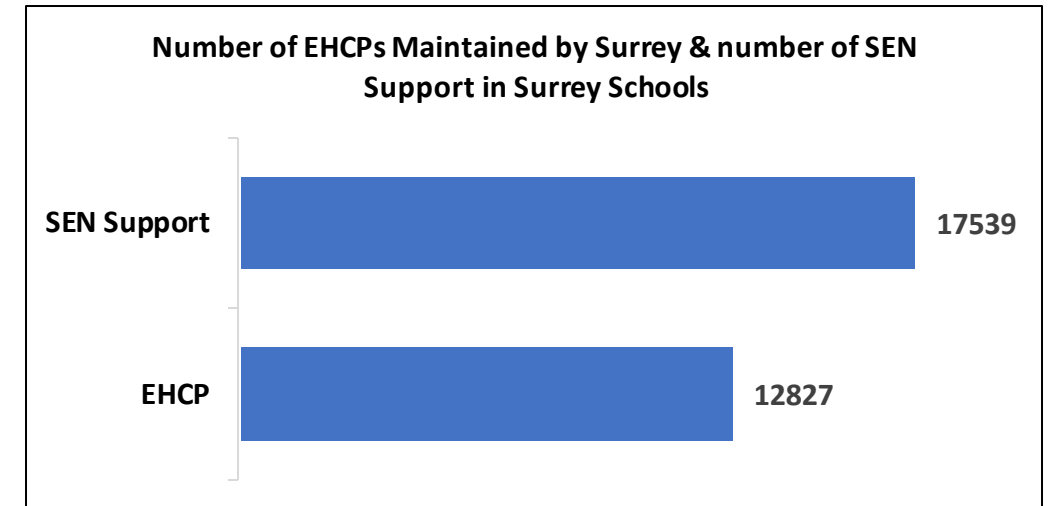
Areas for development and priorities for 2023

- To make more effective use of Statutory Support Notifications and county wide data to forecast emerging need and ensure that resources are appropriately targeted
- Improve access and quality of information regarding need and provision available. The parent / carer survey undertaken Summer 2022 showed improvements were required. Actions taken to address this have included; improving information on the local offer website regarding the new SEND Support Notifications information and guidance for parents / carers and professionals. We have also developed a parent evaluation form to be completed after Early Years Inclusion Pathway Planning. Further developments are ongoing.



EARLY IDENTIFICATION, INFORMATION AND SUPPORT – IMPACT AND EVIDENCE

- In 2021, 1,169 early years children had a SEND Support Plan ensuring that needs are well identified and appropriate provision to meet need is in place. This number has remained broadly consistent over 3 years, suggesting that Early Years providers are competent in meeting most additional needs within ordinarily available skills and resources.
- Teacher / SENCO survey Summer Term 2022, tells us that 81% of school professionals agree / strongly agree that identification of SEND is timely
- The uptake of 27-month developmental checks is good overall, with one district having a 93% uptake
- The Early Years service has supported 1956 early years providers in the academic year 2021/22 and allocated £3.4 m in early intervention funding to support 3–4-year-olds and £215k for 2-year-olds to enhance child to adult ratios and support their access to preschool provision. Outcome and survey data provides evidence that this support is effective.



63 Early Years Inclusion Pathway Planning meetings were held last academic year resulting in a reduced number of children requiring a specialist placement in 2022 (43 children came to Early Years Governance panel on the 10th May instead of 152 children in 2021). This demonstrates a high level of support that is able to be accessed for children with additional needs in mainstream provision. It also tells us that 20 families were confident that their children's needs were being supported in their current early years setting and did not feel their child needed to be put through to the panel for specialist provision. In 2022 we placed 28 children in specialist early years provision which is 56 children fewer than in 2020.

3. INCLUSION IN EDUCATION AND COMMUNITY

We ensure that children and young people with additional needs access the help and support they need to access appropriate education and to thrive and achieve within their local communities

Strengths

- Team Around the School pilot approach has had a positive impact, providing multi-agency support, this is being rolled out further in 2023
- Learners Single Point of Access multi-disciplinary team responds to requests for support from schools and parents
- Ordinarily Available Provision guidance has been developed with schools to set out consistent expectations of the SEN Support that can be delivered, without the need for a statutory plan
- Investment in provision and services via place-based commissioning to enable children and young people to stay closer to home and thrive as part of their community
- Short breaks offer recommissioned, acting on the lived experience of service users so that more eligible children and young people can access short breaks in their local area
- Surrey Healthy Schools programme is a whole system, evidence-based approach that utilises proportionate universalism. It builds upon strengths to reduce vulnerabilities, applying prevention, intervention, and targeted support to reduce inequalities and promoting positive outcomes
- Protocol to support children moving into Surrey who may have severe or complex needs including Ukrainian and Afghan refugees
- Joint working protocols to improve monitoring arrangements of vulnerable groups who are risk of exploitation, missing from education or at risk of exclusion
- The All-Age Autism Strategy has a dedicated workstream focused on Community including tackling stigma, accessibility, and inclusion
- The accommodation with care and support strategy has recognised the need for young adults with a learning disability and/or Autism to have access to appropriate accommodation options that enable them to live and thrive in their own community

Areas for development and priorities for 2023

- To embed the use of the Ordinarily Available Provision (OAP) guidance to ensure consistency across schools
- To roll out the Team Around the School model to impact more schools
- To support schools with recruitment of staffing needed to meet the needs of children
- To role out the new funding arrangements for schools to better match funding with needs
- To embed the reintegration and alternative learning pathways strategy and approaches
- To further enhance training and development offer for schools and settings
- To complete the year 1 inclusion innovation workstream projects including – supporting transitions, autism friendly schools and Emotional Wellbeing and behavioral support
- Further develop and implement workstreams in relation to youth justice and emotionally based school non avoidance (EBSNA).
- To improve support for children and young people who are missing from education due to emotionally based factors such as Autism or mental health needs
- To ensure all schools have access to SEN training and support via SENCo Networks and a programme of continuing professional development
- To enable more children to be educated closer to home

INCLUSION IN EDUCATION AND COMMUNITY – IMPACT AND EVIDENCE

Table 1 shows SEN Support and EHCP CYP have much higher absence rates than average. There has been a 4% growth in Absence rates for SEN Support since 2019/20.

Table 1

Absences by Category - Total Absence, Last 6 (full year) Terms

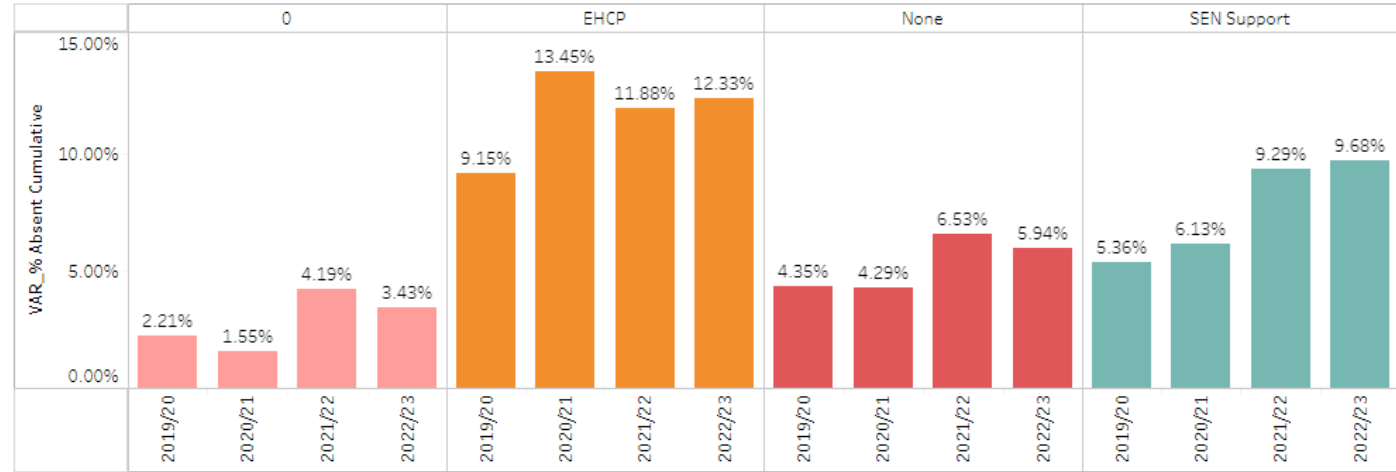
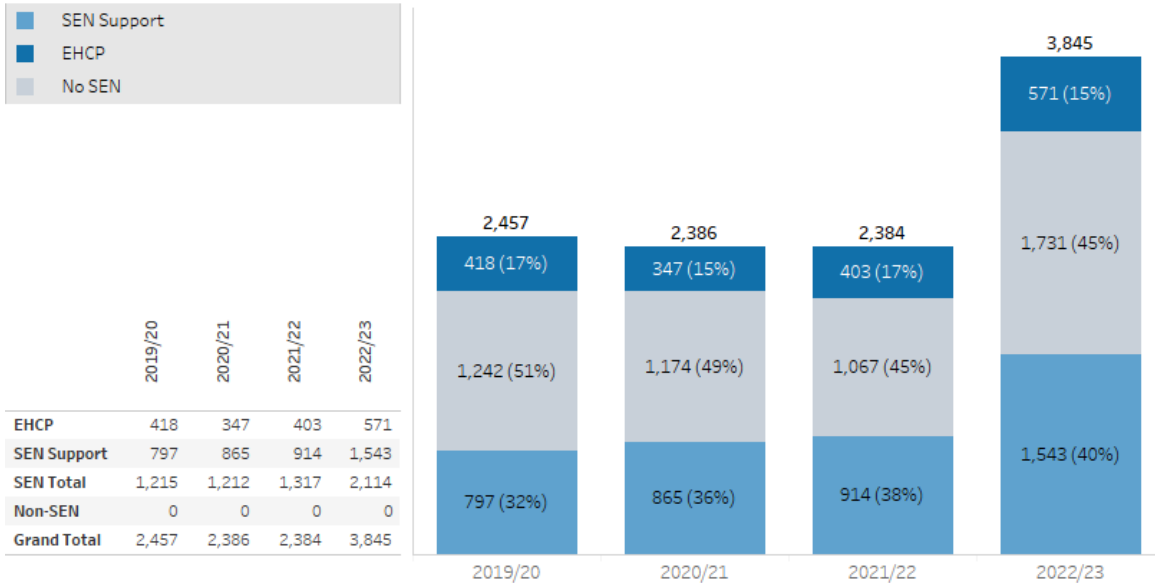


Table 2

SEN Status Legend (Hover to highlight)

- SEN Support
- EHCP
- No SEN

Suspensions - From 1 Sep to 11 Jan



In order to address these issues, Schools Forum has agreed the expansion of the workforce, which includes the post creation and recruitment of a dedicated Service Manger for Children Not in School will be instrumental in addressing gaps and changing practice.

Table 2 shows that suspensions have increased in the last year.

4. PREPARING FOR ADULthood FROM THE EARLIEST YEARS TO ACHIEVE POSITIVE OUTCOMES

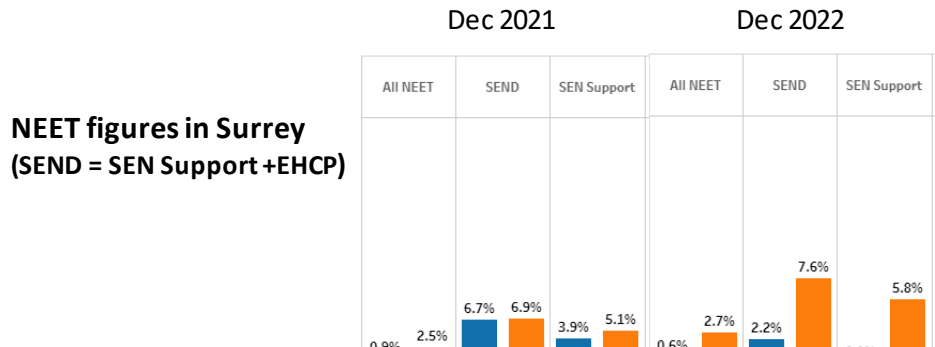
We support young people to prepare for adulthood from the earliest years, using person-centred approaches to plan for transitions and achieve positive outcomes.

Strengths

- The attainment gap between children with SEND and those with no additional needs is narrowing year on year
- The Preparation for Adulthood programme has commissioned alternative pathways and support for young people with an EHCP to transition out of Children’s Services to one of three pathways of which the Employment Pathway will meet the needs of the majority (84%)
- Transition workers introduced to join annual reviews for those moving to adult social care to ensure that transitions are smooth.
- Investment has meant that Surrey has a higher percentage of young people aged 16-25 in in work-based training at 3.6% (national average 3.2%)
- Surrey County Council proactively offer apprenticeships to young people who have additional needs or are care experienced resulting in increased numbers of apprenticeships and supported internships.
- Implementation of a dedicated 16-25 Speech and Language Therapy Service has addressed a previous gap in service continuity ensuring that assessed support needs are not limited by attendance at a registered school
- A dedicated guide from 14-25 has been published on the Local Offer, hard copies are available and a face to face event was held in October 2022 in partnership with Family Voice Surrey and Adult Social Care to support families and young people

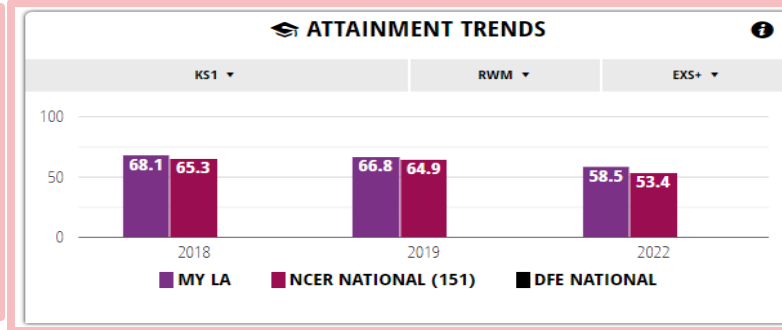
Areas for development and priorities for 2023

- To Improve the quality of information on the local offer website for young people to support transitions and preparation for adulthood
- To introduce a multi-disciplinary focus on the impact of poor mental health in adolescents and strategies to manage this
- Improve outcomes for Key Stage 5 /Post 16 cohorts with an EHCP
- Prevention of young people with SEN but no EHCP becoming not in education or employment (NEET)
- To reduce the numbers of young people at SEN Support who may become NEET. The below graph shows that between Dec 2021 and Dec 2022 NEET figures in Surrey (blue) fell by 3.9% (SSN) and 4.5% (EHCP) respectively, whereas National figures (orange) increased
- Complete Children With Disability project commenced with CSC and ASC to support transitions between services

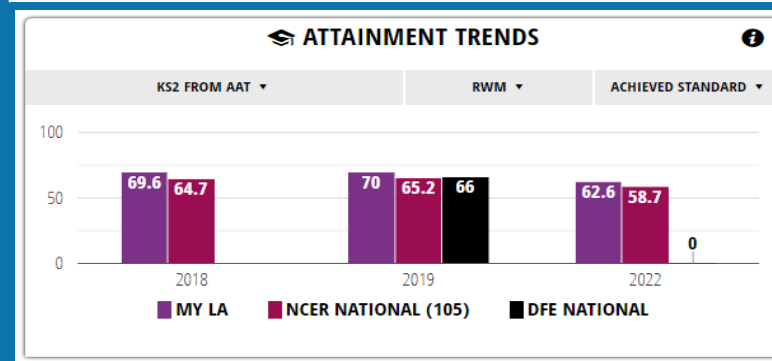


PREPARING FOR ADULTHOOD FROM THE EARLIEST YEARS TO ACHIEVE POSITIVE OUTCOMES – IMPACT AND EVIDENCE

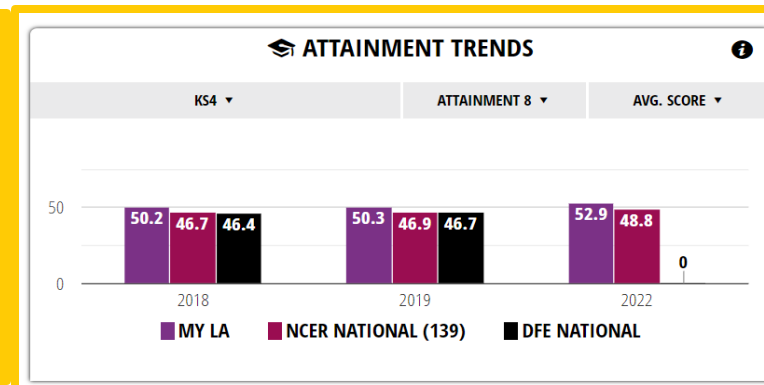
Key Stage 1: The graph to the right shows Surrey pupils achieved 58.5% expected level in RWM, 5.1 percentage points higher than the NCER National of 53.4% but a decrease of 8.3 percentage points since 2019.



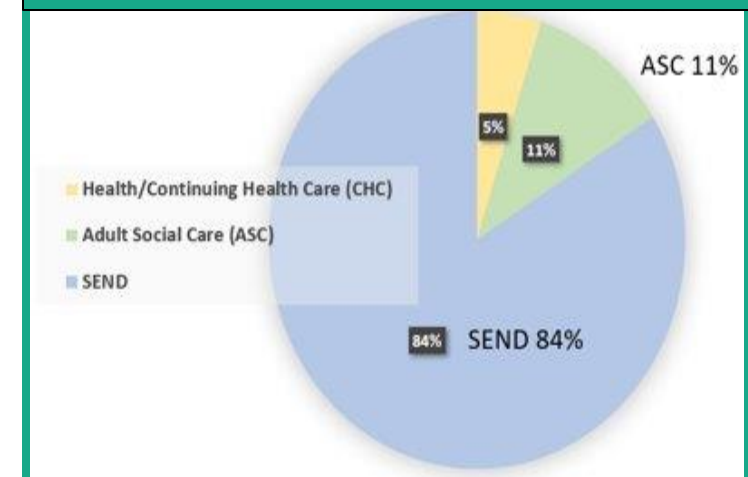
Key Stage 2: The graph to the right shows Surrey pupils achieved 62.6% for RWM, 3.9 percentage points higher than NCER emerging National RWM of 58.7% but lower than the 2019 Surrey and National figures.



Key Stage 4: The graph to the right shows Surrey pupils achieved 52.9% Attainment, 4.1 percentage points higher than the NCER National.



Post 16: The graph below shows 84% of those that are post 16 with an EHCP will not require life-long support. The remaining 16% have health/continuing health care and adult social care needs, such as long-term complex health needs (disability, accident or illness).



5. JOINT COMMISSIONING, SUFFICIENCY AND EVALUATION

We work together to commission services that support children and families holistically to live healthy and fulfilling lives.

Strengths

- Our AND JSNA 2022 provides a comprehensive overview of our population that supports our ability to provide services and commission resources for the future
- We have used the JSNA effectively to inform our Joint Commissioning Strategy (2022) and sufficiency planning across all areas including but not limited to short breaks, school places including specialist placements in order that we can keep children closer to home and thriving in their own local communities. It has informed our SEND Capital Building programme so we can meet the needs of autistic and neurodiverse children and young people in Surrey allowing them to stay closer to home and access education in their communities
- Our new Integrated Children's Commissioning Department and the formalising of two new health-led Integrated Care Systems will ensure that decisions are multi-disciplinary and lead to positive shared outcomes accountability
- Throughout the pandemic and after the full reopening of schools we have seen an increase in children who are experiencing mental health difficulties and anxiety as and have found attending school regularly challenging. We have developed a training package for schools and professionals working with children where they find school attendance a challenge due to their mental health
- We are promoting a collective system in which educational settings, community services, health and education support services all play a crucial part in responding to vulnerable children and assisting with reintegration to school.
- New service level agreements have been developed and issued to our PRUs and Short Stay Schools focussing on outcomes
- Autism awareness training roll out

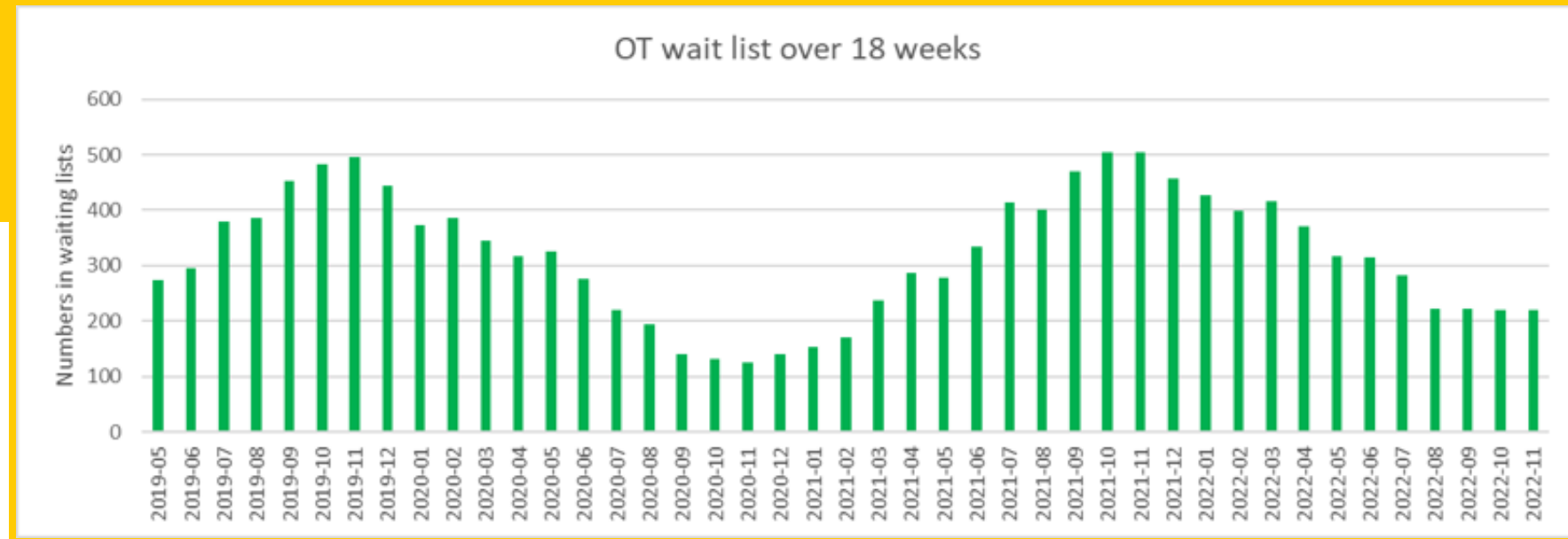
Areas for development and priorities for 2023

- To continue to increase specialist school provision (including in mainstream schools) to enable children to be educated locally wherever possible. Through the SEND Capital Building programme, we will expand Surrey's state-maintained specialist education estate to up to c6,000 by 2030/31 and specialist services capacity planning against new place availability Sep 2023 onwards
- To use data from all partners to inform commissioning decisions
- To reduce waiting times and improve the quality of advice pre and post diagnosis within our neurodevelopmental pathways and those in need of therapeutic assessment and intervention
- To improve the support available for adolescents with anxiety and/or Autism and reduce the risk of suicide
- To improve the outcomes for those with Social, Emotional and Mental Health needs
- To complete the improvements with regard to the Home to School Transport Service
- To embed the new board for alternative provision to ensure that the outcomes and experiences for children and young people are positive
- We are developing a whole system approach to alternative provision where inclusive schools, clear pathways and outstanding provision all work together to ensure excellent outcomes for children and young people

JOINT COMMISSIONING, SUFFICIENCY AND EVALUATION – IMPACT AND EVIDENCE

Occupational Therapy

Performance: wait times continue to reduce in number, following increased investment/recruitment



Partner	Measure	Sep-22	Oct-22	Nov-22
MindWorks Alliance	Total Referrals	2897	2787	3167
	AAT current caseload (as of 21/11/22)	3717	3855	3187
	This measure shows the number of referrals open within AAT until needs are fully assessed.	(ND: 2561)	(ND: 2853)	(ND: 2350)

MindWorks Alliance performance: The total Alliance position for Year 2 to-date is at 21,702 of total contracted referrals 19,074 (113%)

NOTE: Referrals may not be individual children –as there is no way currently to uniquely identify CYP within the system.

Despite a small decrease in November, more than 2 out of 3 referrals in the current AAT caseload are from the ND (neurodevelopmental) pathway. Of these, 536 are waiting paperwork and 1814 are waiting for ND screen scoring.

6. SYSTEMS AND PRACTICE

We need to continue to improve the consistency of our systems and practice to ensure that all families have a positive experience of assessment and support.

Strengths

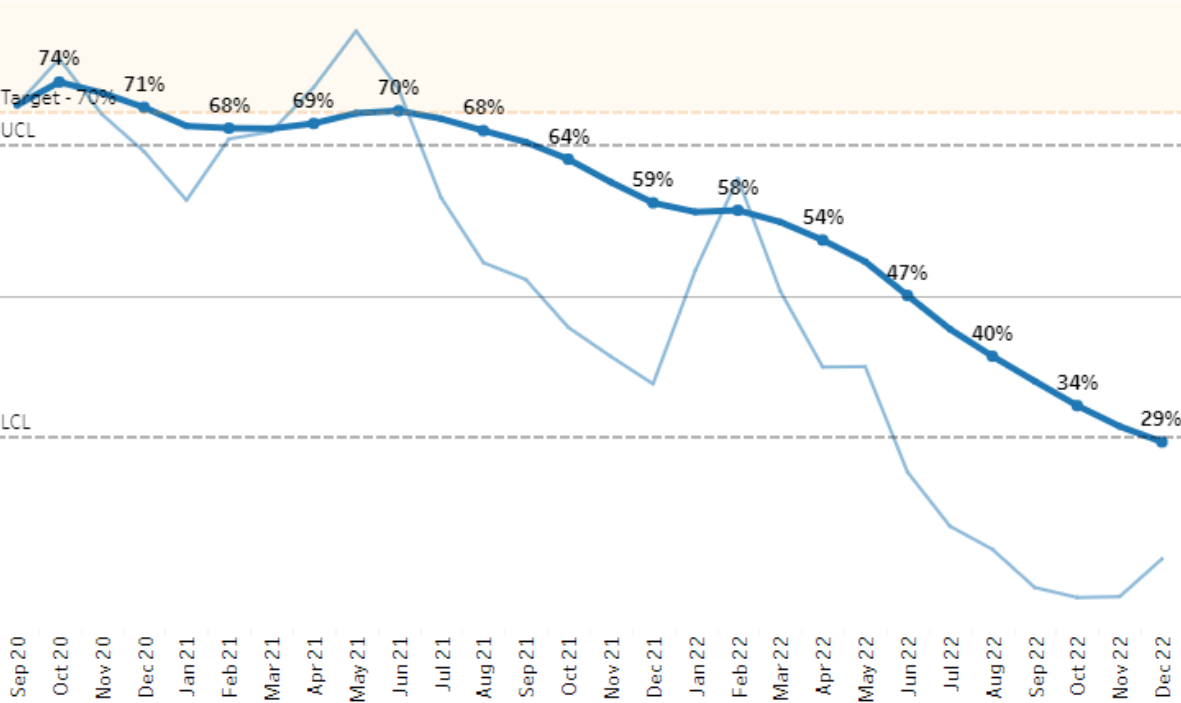
- There is consistent and robust decision-making in response to EHC needs assessment requests. These are assessed through a countywide Learners Single Point of Access, ensuring a culture of challenge and support to providers, decisions are timely in phase 1
- Integrated data systems within Childrens', Adults' and Education services enable all practitioners supporting a child or young person to have a shared 'single view'
- The quality of EHCPs has improved and is monitored via a multi-disciplinary audit process, including use of the Invision EHCP audit tool and roll out of training
- The tribunal team have robust record keeping which leads to strong data which we are able to share with SEN Teams and relevant partners, this also highlights areas for improvement and identify any unusual data trends
- The tribunal team have strong communications with Family Voice Surrey, undertaking a Q&A session to help inform parents and carers about the tribunal process
- Effective, multi-disciplinary decision-making processes with clear lines of accountability have been established. Resource panels for high-cost placements that span education, health and care have been combined to minimise drift or delay in decision making
- The South-West Key Stage Transfer (KST) pilot has led to a transparent set of principles to manage the KST process and statutory KST timescales are consistently met
- KST is centrally coordinated to ensure that we meet the statutory deadlines for children and young people with the vast majority receiving a named placement and a minority of children and young people named by type
- There has been a positive impact of appointing a Designated Social Care Officer in improving the quality of social care advice for EHC needs assessments
- Social care needs assessments for children not known to social care is 100%

Areas for development and priorities for 2023

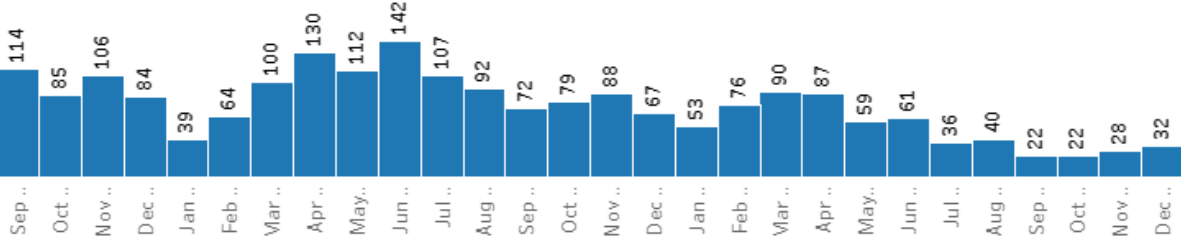
- To improve the timeliness of EHC needs assessment
- To improve timeliness and quality of Annual Reviews and their impact on planning for transitions
- To reduce the number of complaints
- To reduce the number of appeals to SEND tribunal
- To improve transparency and timeliness of decision making and how we communicate it
- To roll out Restorative Practice across Inclusion and Additional Needs services
- To improve communication with families
- To publish and implement the SEND Practice Standards as part of our workforce development

SYSTEMS AND PRACTICE – IMPACT AND EVIDENCE

% of EHCP on time at Phase 3 - Final Issue Date



Number of EHCPs On Time for Phase 3 - Final Issue



- EHCP timeliness has declined this year. In 2021 timeliness was 65% as reported in the SEN2 the rolling percentage data is now at 27%
- EHCP requests have risen by 24.5% between 2021 and 2022 calendar years
- The reason for drop in timeliness is due to a combination of increased requests for assessment and reduction in capacity of critical teams such as Educational Psychologists (EPs). There is a robust multi agency recovery plan in place which is monitored through the Additional Needs and Disabilities partnership board

7. LEADERSHIP, GOVERNANCE AND PARTNERSHIP ACCOUNTABILITY

As a partnership, we are ambitious for children and young people with additional needs, we know ourselves and we hold each other to account through a culture of high support and high challenge.

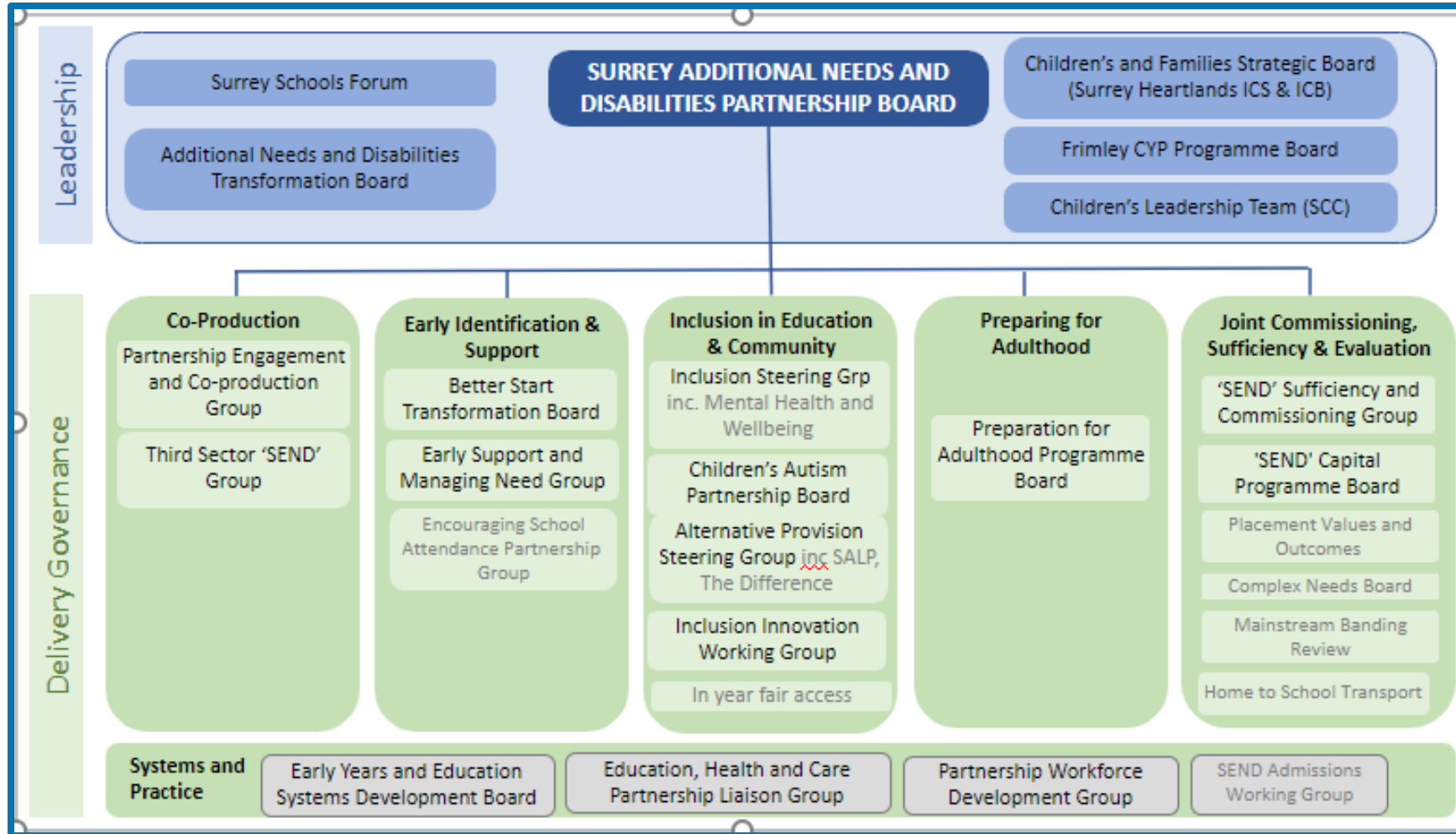
Strengths

- We put children and young people with additional needs and their families at the heart of everything we do
- Our local education partnership (Schools Alliance for Excellence) provides professional support and development activity to deliver this ambition in partnership with our teaching schools
- We have a shared partnership Inclusion and Additional Needs strategy
- We work together as an effective partnership, with clear governance and we hold each other to account
- We are committed to young people and parent/carers having representation at a strategic level to promote accountability and drive our cycle of continuous improvement
- Our Joint Strategic Needs Assessment 2022 provides a comprehensive overview of our population and has informed our Joint Commissioning Strategy 2022
- We use a range of data, evidence, analysis and qualitative information and views to inform our actions and improvement

Areas for development and priorities for 2023

- To continue to improve experiences and outcomes for children and young people with additional needs and disabilities and their families so that all receive the right support at the right time
- To strengthen partnership accountability and monitor the effectiveness of the partnership through a shared set of key performance indicators, through implementation of our improvement actions and further development of a high support high challenge approach

LEADERSHIP, GOVERNANCE AND PARTNERSHIP ACCOUNTABILITY – IMPACT AND EVIDENCE



The Additional Needs and Disabilities Partnership Board is exercising partnership accountability for the delivery of the strategy. Each of the delivery governance groups is taking responsibility on behalf of the partnership for delivery of the strategic priorities and reports back to the Partnership Board on progress and impact. Where there are multiple groups contributing to a strategic theme they are working collaboratively to ensure that all priorities are covered effectively.

SUMMARY OF STRENGTHS

Co-production	<ul style="list-style-type: none">• Young people with additional needs and parent/carers raise 'Action Cards' with the partnership to tell us what they want to stop, start, or change about the services they access. These are used as positive tools to help us improve our practice• We publish monthly 'You Said, We Did' reports to share actions taken as the result of feedback
Early identification, information and support	<ul style="list-style-type: none">• We have a strong multi-agency approach to identification and assessment of need in the Early Years• The Brighter Futures campaign was launched by the partnership in recognition that children may have missed out on social interactions in the early years due to the pandemic and therefore may have future difficulties with speech, language, and communication
Inclusion in education and community	<ul style="list-style-type: none">• Learners' Single Point of Access multi-disciplinary team responds to requests for support from schools and parents• Surrey Healthy Schools is a whole system, evidence-based approach that utilises proportionate universalism. It builds upon strengths to reduce vulnerabilities, applying prevention, intervention, and targeted support to reduce inequalities and promote positive outcomes
Preparing for adulthood from the earliest years	<ul style="list-style-type: none">• The Preparation for Adulthood programme has commissioned alternative pathways and support for young people with an EHCP to transition out of Children's Services to one of three pathways of which the Employment Pathway will meet the needs of the majority (84%)• Investment has meant that Surrey has a higher percentage of young people aged 16-25 in in work-based training at 3.6% (national average 3.2%)
Joint commissioning, sufficiency and evaluation	<ul style="list-style-type: none">• Our Joint Strategic Needs Assessment 2022 provides a comprehensive overview of our population that supports our ability to provide services and commission resources for the future• Our new Integrated Children's Commissioning Department and the formalising of two new health-led Integrated Care Systems will ensure that decisions are multi-disciplinary and lead to positive shared outcomes accountability
Systems and practice	<ul style="list-style-type: none">• The quality of EHCPs has improved and is monitored via a multi-disciplinary audit process, including use of the Invision EHCP audit tool and roll out of training.• There has been a positive impact of appointing a Designated Social Care Officer in improving the quality of social care advice for EHC needs assessments
Leadership, governance and partnership accountability	<ul style="list-style-type: none">• We have a shared partnership Inclusion and Additional Needs strategy• We work together as an effective partnership, with clear governance and we hold each other to account

SUMMARY OF AREAS OF DEVELOPMENT AND PRIORITIES FOR 2023

Co-production	<ul style="list-style-type: none">To further develop the Co-production Charter that will outline a shared definition of co-production and how we intend to co-produce with our partnersTo broaden representation of children, young people and parents/carers
Early identification, information and support	<ul style="list-style-type: none">To make more effective use of Statutory Support Notifications and county wide data to forecast emerging need and ensure that resources are appropriately targetedImprove access and quality of information regarding need and provision available
Inclusion in education and community	<ul style="list-style-type: none">To embed the use of the Ordinarily Available Provision guidance to ensure consistency across schoolsTo ensure all schools have access to SEN training and support via SENCo Networks and a programme of continuing professional development
Preparing for adulthood from the earliest years	<ul style="list-style-type: none">To Improve the quality of information on the local offer website for young people to support transitions and preparation for adulthoodTo introduce a multi-disciplinary focus on the impact of poor mental health in adolescents and strategies to manage this
Joint commissioning, sufficiency and evaluation	<ul style="list-style-type: none">To continue to increase specialist school provisionTo improve the support available for adolescents with anxiety and/or Autism and reduce the risk of suicideTo complete the improvements with regard to the home to school transport serviceTo embed the new board for alternative provision to ensure that the outcomes and experiences for children and young people are positive
Systems and practice	<ul style="list-style-type: none">To improve the timeliness of EHC needs assessmentTo reduce the number of complaintsTo improve communication with families
Leadership, governance and partnership accountability	<ul style="list-style-type: none">To strengthen partnership accountability and monitor the effectiveness of the partnership through a shared set of key performance indicators, through implementation of our improvement actions and further development of a high support high challenge approach