

Surrey Additional Needs & Disabilities Partnership

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?

September 2023



Post approval / feedback at Additional Needs and Disabilities Partnership Board 21 September 2023, an accessible version of this document will be produced for publication.

CO-PRODUCTION OF THE SELF-EVALUATION

The self-evaluation has been co-produced with input from all partners; parents/carers, children and young people with additional needs, education settings, health providers, commissioners, third sector organisations and Surrey County Council Services.

Co-production activities during 2022 have included online and face to face open engagements, a Partnership Board workshop session, ethnographic research and four surveys. This was overseen by a steering group of members representing all partners.

For the refresh of our self-evaluation during the Summer Term 2023, co-production was facilitated through focus groups (including Family Voice Surrey), attendance at ATLAS sessions, third sector meetings, attendance at boards, sub-group meetings, MS Forms questionnaires, to enable input from all agencies and covering all seven priority areas.

The updated version of the self-evaluation has been produced on behalf of the Additional Needs and Disabilities Partnership.

The updated version of the self-evaluation will be published on Surrey's Local Offer website, promoted to all partners, and hard copies will be made available in libraries and family centres.

The Partnership have committed to refreshing the self-evaluation regularly, to ensure it remains up to date and accurate.

AIMS & VISION, INCLUSION AND ADDITIONAL NEEDS STRATEGY

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 and our support offer matches their needs.
- Children, young people and their families are supported and enabled to be healthy.

7 PRIORITIES

We identified seven priorities which provide a structure to the self-evaluation framework, these are 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, the partnership has considered:

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

AREA OFSTED INSPECTION OUTCOMES

The areas of focus for the Surrey Additional Needs and Disabilities Partnership self-evaluation are set against the eleven inspection criteria from the Ofsted and Care Quality Commission SEND local area inspection framework 2022. This has been cross-referenced against our seven strategy priorities and outlines our progress, evidence of impact and plans for the coming year in each.

Strategy Priority	Inspection Criteria
1. Co-production	i. Children, young people and their families participate in decision-making about their individual plans and support
2. Early identification and support	ii. Children and young people receive the right help at the right time
3. Inclusion in education and community	iii. Children and young people are valued, visible and included in their communities
4. Preparing for adulthood from the earliest years to achieve positive outcomes	iv. Children and young people are well prepared for their next steps, and achieve strong outcomes
5. Joint commissioning, sufficiency and evaluation	v. Leaders have an accurate, shared understanding of the needs of children and young people in their local area vi. Leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision vii. Leaders evaluate services and make improvements
6. Systems and practice	viii. Children and young people's needs are identified accurately and assessed in a timely and effective way ix. Leaders create an environment in which effective practice and multi-agency working can flourish
7. Leadership and Governance	x. Leaders are ambitious for children and young people with SEND xi. Leaders actively engage and work with children, young people, and families

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 in Surrey (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)
- Higher proportions of Surrey residents (20.2%) were in more senior positions (i.e managerial) or technical occupations, particularly those of high level (13.1% E&W)



There are 509 education settings (early years, schools and colleges) that provide education to 200,480 children and young people.

On January 2023 census date there were 12,925 children and young people with Education and Health Care Plans. 28,348 children were in receipt of SEN Support on this date.



Surrey has a quadrant-based model for managing the education provision for children and young people.

2016 LOCAL AREA SEND INSPECTION (REVISIT 2019)

Surrey's last Local Area SEND Inspection was October 2016 and five areas of significant weakness were identified which resulted in a written statement of action (WSOA). The five areas highlighted were:

- The timeliness, suitability and quality of statutory assessment and plans, including when statements are transferred to education, health and care plans
- The under-developed and often limited involvement of parents and carers, and narrow range of those included in planning, monitoring and evaluating services. The ineffective promotion of the local offer, and incomplete statutory transition plan
- The inefficient management and co-ordination of area information, in administrative processes, to inform evaluation of services and outcomes, and to hold leaders to account for rapid improvements
- The relatively low identification of need at school support level, indicating inefficiencies in early identification of special educational needs and/or disabilities
- The increasing rates of absence and exclusion experienced by children and young people who have special educational needs and/or disabilities in mainstream schools

In March 2019, a revisit took place and the Inspectors concluded that sufficient progress had been made on 4 ½ of the areas of weakness. One weakness remained – Persistent Absence of children with an EHCP – and we were required to implement an Accelerated Action Plan (AAP).

In December 2020, the DfE and NHS England concluded that based on the evidence, the Council and its partners had demonstrated clear and sustained progress on SEND. The AAP/WSOA was closed, and no further monitoring required.

Although there remain areas for further development, continued progress and improvement activity is demonstrated throughout this self-evaluation.

ADDITIONAL NEEDS AND DISABILITIES IN SURREY

4.8% of Surrey's pupils have an Education, Health and Care Plans (EHCPs) compared to 4.3% nationally (Jan 23 Census data)

13.8% of Surrey's pupils receive SEN support, compared to 13.0% nationally

The number of statutory EHC plans maintained by Surrey in Jan 23 was 12,925. Of these 35% recorded Autism as the primary need

24% 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

13% 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

38% of Surrey pupils with an EHCP are educated in mainstream schools which is just below the national average

26% of Surrey pupils who have SEN provision are eligible for free school meals compared to 11% of Surrey pupils who access no SEN provision. For pupils with an EHCP this rises to 30%

There remains a significantly higher proportion of males than females who have an EHCP, 72%

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

- **Autism: +74%**
- **Social Emotional and Mental Health needs: +108%**
- **Moderate Learning Difficulties: +66%**
- **0–5-year-olds: +66% | 19–25-Year-olds: +217%**

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, 29 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, the membership includes representatives across Education, Health and 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

Accept, Teach, Listen, Access, Support (ATLAS) – user voice

Surrey Heartlands – ICS and ICB including commissioning and clinical input

Family Voice Surrey (FVS) – user voice

Frimley – ICS and ICB

Surrey Youth Focus – third sector and user voice

Surrey County Council – children's social care including Surrey Virtual School

SEND Advice Surrey – independent advice

Children and Family Health Surrey – health providers

Surrey County Council – education

Mindworks Surrey – health providers

Surrey County Council – adult social care

NHS Surrey and Borders Partnership – health providers

Surrey County Council – commissioning including home to school travel assistance

Schools Alliance for Excellence (SAFE) – school improvement

Alternative Provision – commissioning and provision

Schools and education settings (early years, primary, secondary, specialist, post 16) including schools forum, phase councils, education reference group, SENCO and Governor networks

BEST VALUE AND SAFETY VALVE

The Department for Education (DfE) has acknowledged the pressures which local systems are experiencing delivering special educational needs and disability (SEND) services, and in the case of Surrey County Council and several other local authorities, put in place a “Safety Valve” Agreement to support the future sustainability of the High Needs Block and Designated Schools Grant.

Surrey County Council’s Safety Valve agreement is in its second year, running from the fiscal year 2021-22 to 2027-28 and the DfE, the Council, and schools are contributing to the clearing of the historic deficit over this period. The Council has nine ‘Safety Valve conditions’ agreed with the DfE and these align with the Partnership Inclusion and Additional Needs Strategy 2023-26. These are listed below alongside the strategy themes that each one is contributing to. DfE Safety Valve monitoring takes place 3 times per year, and the DfE agrees that Surrey is “on track” with the delivery of its agreement.

Surrey County Council Safety Valve Agreement Conditions	Strategy Themes in each Condition
<p>Condition 1: Develop and embed local initiatives that provide information, advice and support early and appropriately, promoting inclusion, improving outcomes and avoiding the escalation of needs</p>	<p>Early identification, information and support, Coproduction</p>
<p>Condition 2: Review and strengthen all EHC assessment and decision-making processes to ensure all decisions are made transparently, in a timely manner with children, young people and families at the centre</p>	<p>Early identification and support, Systems and Practice, Coproduction</p>
<p>Condition 3: Develop and implement strategies to further develop skills, expertise, and capacity of school-based staff to support children with SEND in mainstream schools, reducing the escalation of need and push to move from mainstream to specialist provision</p>	<p>Inclusion in education and community, Coproduction</p>
<p>Condition 4: Deliver the Team Around the School pilot and learn from the evaluation before embedding or rolling out across the county (as appropriate)</p>	<p>Inclusion in education and community, Coproduction</p>
<p>Condition 5: Develop and embed appropriate bandings for specialist school placements and a joint commissioning panel, which will see an enhanced process to agree joint health, social care, and education costs</p>	<p>Joint Commissioning, Systems and Practice, Coproduction</p>
<p>Condition 6: Develop a Joint Commissioning Strategy with partners to ensure that Children, Young People and families have the best possible experience of services and resources are used as effectively as possible</p>	<p>Joint commissioning, Coproduction</p>
<p>Condition 7: Deliver an ambitious Capital programme that will improve the sufficiency of specialist educational provision that meets the needs of communities in Surrey, enabling more Children and Young People with additional needs to attend a school or setting closer to their home</p>	<p>Joint commissioning, sufficiency and evaluation, Coproduction</p>
<p>Condition 8: Develop enhanced pathways that support Children and Young People to become more independent as they prepare for adulthood, providing enhanced range of opportunities including internships, vocational pathways and apprenticeships</p>	<p>Preparing for adulthood from the earliest years to achieve positive outcomes, Coproduction</p>
<p>Condition 9: Continually strengthen the impact of partnership working and accountability through the Surrey SEND Partnership Board, an active Schools Forum, Inclusion Roundtable, local area self-evaluation and improvement, and co-producing a refresh of Surrey’s SEND partnership strategy with families and partners</p>	<p>Leadership and Governance, Coproduction</p>

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

- Children and young people with additional needs are listened to and can influence changes in practice, as active members of our partnership via ATLAS (user voice and participation)
- Parents and carers are listened to and can influence changes in practice as active members of our partnership (via Family Voice, SEND Advice and Surrey Youth Focus)
- Children and young people with additional needs and parents/carers can 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. This process has been embedded and improved. For example, an action card steering group has been formed to discuss action cards across partners from third sector, Surrey Youth Focus, SEND advice Surrey, Family Voice and the UVP team/ATLAS
- We convene quarterly pre-meets of ATLAS and the Additional Needs & Disabilities Partnership Board to discuss themes important to children and young people, relevant to the action cards
- 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
- Children's Autism Partnership Board is co-chaired in rotation between Family Voice and ATLAS. ATLAS Autism feeds into the Children's Autism Partnership Board on themes that are important to children and young people. For example, ARFID and Gender/Sexuality are now working projects following from ATLAS autism feedback. This is a positive example of how co-production is being embedded
- A neurodiverse reference group, comprised of representatives across the partnership, work in partnership and collaboratively
- ATLAS were involved in and enjoyed participating in the "Behind the Mask" event, increasing awareness and understanding of masking in autistic girls and experiences in school
- A Co-produced co-production charter, was agreed by Additional Needs and Disabilities Partnership Board

Areas for development and priorities for 2023

- To embed the co-production Charter, which outlines 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 implementation of the Inclusion and Additional Needs Strategy, co-production charter, neurodiverse friendly schools' pilot and "Behind the Mask" events
- To broaden representation of children, young people and parents/carers, including complex needs and being more representative of Surrey's ethnic diversity and socio-economic status
- More co-production of the local offer, for example, young people have suggested a young person section with content and blog posts

1. CO-PRODUCTION CHARTER AND EXAMPLES

CHARTER & COMMITMENT TO CO-PRODUCTION

Co-production sessions held with parents and carers, children and young people, education, healthcare and County Council representatives to produce a charter.

These sessions created an agreed understanding of co-production: 'Co-production brings together individuals to be heard and to collectively and actively shape the support and services they need'.

Agreed commitment to co-production:

1. Arrangements are made to ensure everyone can take part
2. Views are valued, respected and acted on; differences are respected, and skills are recognised in an equal way
3. Everyone communicates respectfully and in the agreed timeframes
4. Everyone works together to support children and young people to achieve their aspirations
5. There is an ongoing feedback loop that provides openness and accountability

EXAMPLES

All-Age Autism Strategy 2021 to 2026:

[All age autism strategy 2021 to 2026 \(surreycc.gov.uk\)](https://surreycc.gov.uk)

ATLAS, Preferred Terminology change from Special Educational Needs to Additional Needs and Disabilities:
[Our Preferred Terminology – ATLAS Surrey \(surreyatlas.uk\)](https://surreyatlas.uk)

Co-production charter can be viewed on the Local Offer:
[Coproducton | Surrey Local Offer](#)

Inclusion and Additional Needs Strategy:
[Surrey Inclusion and Additional Needs Partnership Strategy \(2023 to 2026\) | Surrey Local Offer](#)

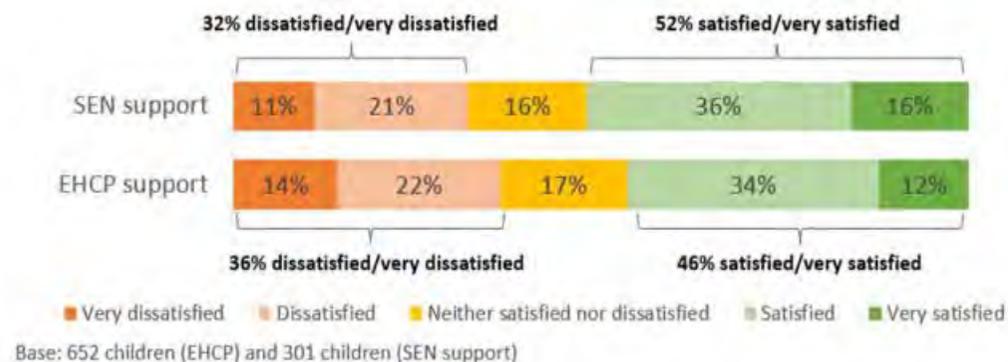
Mindworks website: [Home :: Mindworks Surrey \(mindworks-surrey.org\)](#)

Preparation for Adulthood Booklet:
[Preparing for adulthood: a guide for young people in Surrey with additional needs or disabilities. | Surrey Local Offer](#)

CO-PRODUCTION – IMPACT AND EVIDENCE

- ATLAS (Youth Voice) 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. 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.



We work closely with Surrey Youth Focus (SYF), who represent voluntary sector providers to ensure that we meet the needs of communities and groups who may be underrepresented or seldom heard. SYF quarterly report can be found here: <https://surreyyouthfocus.org.uk/quarterly-and-annual-reports/>

1. CO-PRODUCTION CASE STUDY

Surrey Youth Focus (SYF) has successfully secured funding from the Workforce Innovation Fund, which is enabling the delivery of training to new starters on a bi-monthly basis, for those joining the organisation as part of the children's workforce.

The aim of these sessions is to give an overview of Surrey, and the landscape of partners working across the children's 'system' Surrey County Council, Health, Surrey Police, 3rd Sector, education and safeguarding - as well as an opportunity to network and meet other new starters and begin making their own connections with others working in Surrey.

The funding also supports 6 insight and network sessions a year with topics chosen based on "issues" being experienced by children and families and supported by workers.

As part of this successful bid, SYF will also be working with the Surrey Heartlands team looking at the impact of our work through a social research project.

2. EARLY IDENTIFICATION, INFORMATION AND SUPPORT: BIRTH TO RECEPTION

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 (EY)
- 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 in early years settings
- A dedicated early years multi-disciplinary panel, within Learners' Single Point of Access that manages and responds to EHCNAs. There are routes to referral for Early Intervention funding and targeted support. This ensures children and families are part of the Waiting Well initiative
- There is close collaboration between NHS and Surrey County Council 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
- Early Years Identification and Planning Pathway
- The SEND Local Offer has targeted information for the early years sector. Providers are successfully utilising resources and can empower and equip families with information. Positive feedback about this has been received from early years providers. The Early Years Surrey Support Plan ensures multi-disciplinary support is embedded to enable continuity of transition planning from Early Years settings into school. This encompasses any barrier to learning, to ensure positive outcomes for all
- Best Start Strategy developed in partnership to provide an overarching strategy for a child's first 1,000 days [Best Start for Surrey Strategy 2022 - 2027 | Healthy Surrey](#)
- The Birth to Five Years Community Health Partnerships forums were launched in October 2022 to bring the voices of families across Surrey to the health visiting and therapies services for 0–5-year-olds. Local families are invited to talk about their experiences of health visiting and therapies services, and they are also invited to work with staff to co-produce community health services to make changes for the better
- Early Support Service; 0-5 with multiple complex health needs and disabilities. Working with families holistically to improve outcomes for their children, co-producing a plan of support

Areas for development and priorities for 2023

- Enhanced language and communications offer for reception classes, launching Sept 2023; this will assist in closing the gap relating to speech and language development and social communication issues, impacting on children's ability to engage with the curriculum. Schools will receive an enhanced package of support that will increase skills and confidence
- Expansion to early years entitlement funding development (over the next 3 years)
- Development of an early years guide for parents and carers to bring together all information in one place, that offers support, guidance and signposting
- Early years outreach offer to mainstream provision to support children with complex medical / clinical health and education needs. Ensuring access to provision closer to home
- Develop Ordinarily Available provision guidance for the early years
- Settings to develop relationships with other professionals to help support children and families further

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.

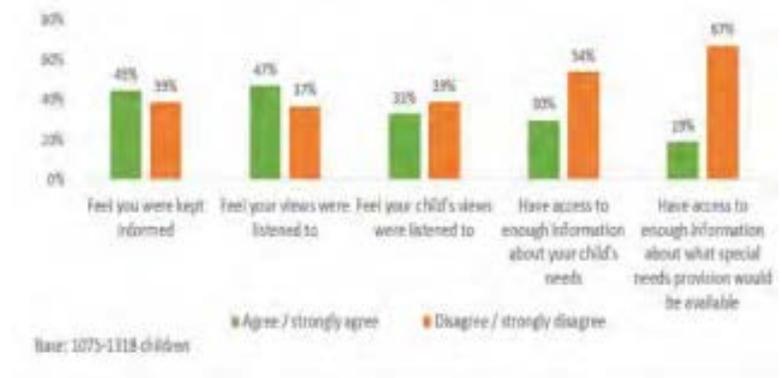
Strengths

- 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
- 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
- Learners Single Point of Access (LSPA) strengthened partnership consistent decision making and ensuring application of OAP (school age children +). The addition of L-SPA SEND Advisers to provide information and support
- Appointment of 4 new Family Communications Officers to embed parents as partners and provide information
- Work with third sector partners such as Barnardo's and National Autistic Society, in the development of a parenting support helpline (NHS Provider)
- Community health services have dedicated advice lines for parents to access advice and support and a confidential text line for school aged children to access school nursing
- The Designated Safeguarding Team having stronger engagement with the Designated Clinical Officers and familiarising ourselves with the Dynamic Support Register

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
- Increasing parents as partners events; collaborative multi-agency sessions to provide information
- Professionals working in education to be trained more in neurodiversity to support early identification
- Ordinarily Available Provision (OAP) guidance to be embedded in education practice. OAP and reasonable adjustments to be everyone's business
- Information about SEND Case Officers to be improved, young people reporting lack of communication from their SEND Case Officer and not understanding their role
- Designing access to Crisis Support Services in co-production, this is in response to children and young people feedback to develop a text messaging service for help and support (NHS Provider)
- Continue to 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.
- Significant improvement and transformation work for Children With Disability social work service, strengthening the role of early help and support

Parent/carer survey results



2. EARLY IDENTIFICATION SUPPORT & INTERVENTION - 'EARLY SUPPORT AND INTERVENTION' DEVELOPING A MODEL OF SUPPORT

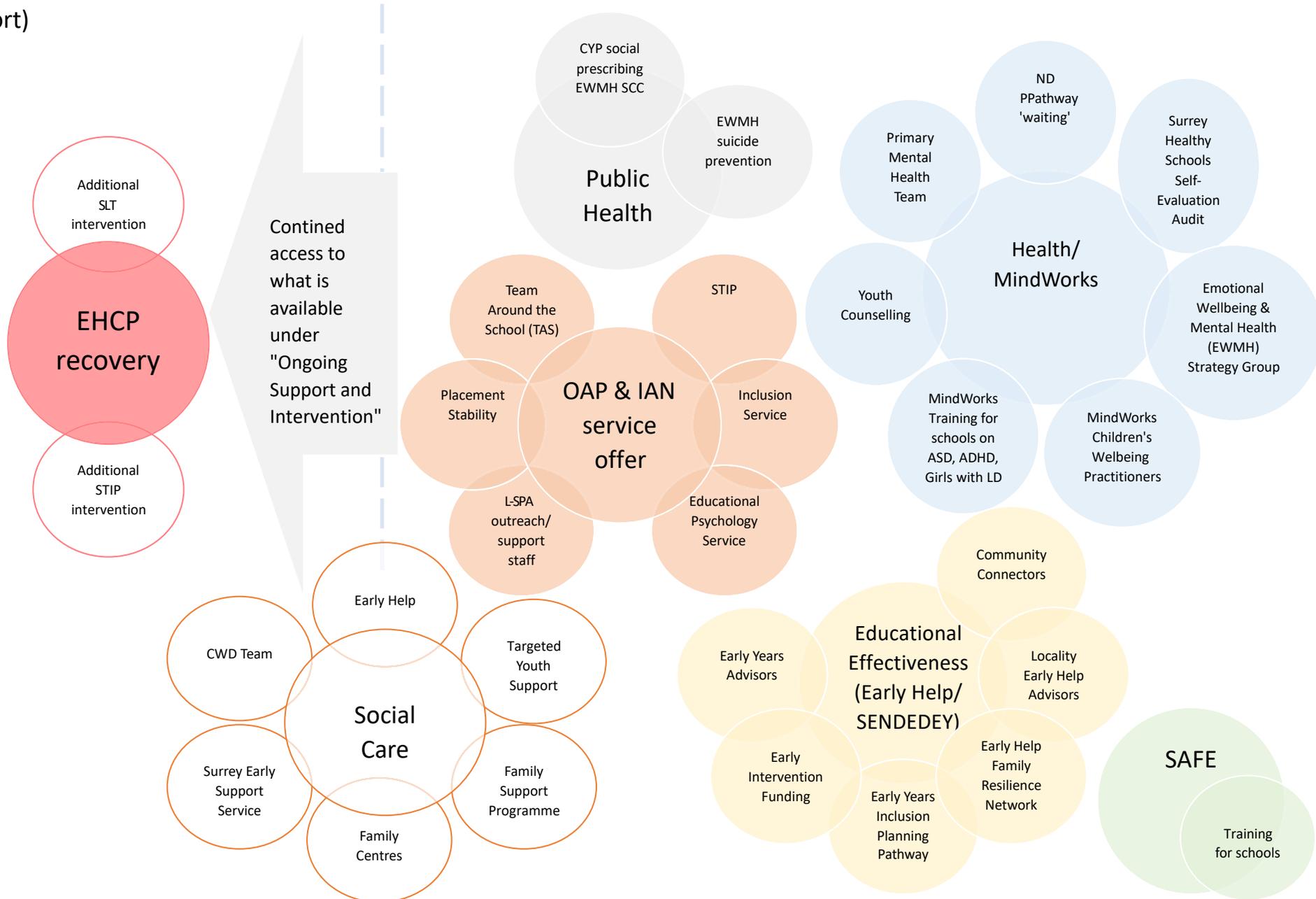
Early Support and Intervention for CYP with Additional Needs and/ or Disabilities

Short term (ring fenced cases/ support)

Ongoing Support and Intervention Offer

A focus for autumn term 2023 is to develop a model of support "waiting well". This will support children, young people, families, and schools as effectively as possible when they are having to wait longer than they should by providing additional support and communicating regularly.

This diagram maps support pathways and options available.



EARLY IDENTIFICATION, INFORMATION AND SUPPORT – IMPACT AND EVIDENCE

- In 2021, 1,169 children from birth to 5 years old 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.
- At Q1 of 23/24 the uptake for the 27-month check is exceeding local target at 73.4% (target 69%)
- Early Years Governance Panel has supported 517 early years providers in the academic year 2022/23 and allocated £4.2m in early intervention funding to support 3–4-year-olds; and £215k for 2-year-olds to enhance child to adult ratios, training and support inclusion to preschool provision. Outcome and survey data provides evidence that this support is effective
- Teacher/SENCO survey Summer Term 2022, tells us that 81% of school professionals agree / strongly agree that identification of SEND is timely

59 Early Years Inclusion Pathway Planning meetings were held in the last academic year resulting in a reduced number of children requiring a specialist placement in 2023 (39 children came to Early Years Governance panel on the 4th May compared to 152 children in 2021 and 43 children in 2022). Of the 39 children, 6 were brought forward by our Physical and Sensory Service and schools for the deaf and hearing impaired.

This demonstrates a high level of support that can be accessed for children with additional needs in mainstream provision. It also tells us that 26 families were confident that their children's needs were being supported in their current early years setting following the EYIPP and did not feel their child needed to be put through to the panel for specialist provision.

In 2023 we placed 27 children in specialist early years provision and 4 children in schools for the deaf with units attached to mainstream provision.

2. EARLY IDENTIFICATION CASE STUDY: EARLY INTERVENTION FUND

[Early Intervention Funding](#) of £11.3m over the past 3 years has supported early years children in registered settings to address any barriers to learning including:

- Speech, language, literacy and communication development
- Emotional wellbeing
- Autism
- Early trauma
- Socio-economic and environmental barriers

“Able to tailor support for each child more precisely”.

“Enables us to think differently and creatively about supporting children with high needs”.

2022/23 financial year, a total of 517 settings received £4.2m to support two, three and four year olds with additional needs. The full consultation for 2022/23 can be found here:

“It enables other children, who may not need EIF funding but would also benefit from small group work. This could involve small social groups or including children where their listening and attention needs could do with a boost”.

“This year's entire cohort has exceeded its milestones due to the holistic support of all children. When all children are supported the group benefits. Teachers also benefit; because they are not stretched so thinly, this therefore increases teacher wellbeing overall; which in turn has a knock-on positive effect”.

End of year consultation 2023:

www.surreysays.co.uk/csf/eif-consultation-2022-23

“Training has enabled all children to learn some sign language”.

2. EARLY IDENTIFICATION INFORMATION AND SUPPORT CASE STUDY: KEY WORKER PROJECT

Launching in Autumn 2023 will be the NHS Key Worker project;

Supporting children and young people aged 0-25 at risk of hospital admission/community breakdown who have a diagnosis of learning disabilities and/or autism and are on the Dynamic Support Register (DSR). The aim of the Keyworking service will be to

- ensure that the right support is accessed at the right time, working in co-production with young people and their families to ensure a person-centred approach is applied
- enable our children/young people to remain in the community or be discharged back to the community with robust and bespoke plans in place to meet their needs.
- be present and support at Care (Education) & Treatment Review (CETR)CTRs and ensure actions are completed.

The keyworking function will build on the locality models that are already in operation through social care teams.

There are currently 21 children and young people that will be assigned keyworker support.

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

- The Team Around the School pilot approach has had a positive impact, providing multi-agency support, this is being rolled out further in 2023
- The Learners Single Point of Access multi-disciplinary team responds to requests for support from schools and parents
- The 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 enables children and young people to stay closer to home and thrive as part of their community
- Short breaks offer has been 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 roll out the new funding arrangements for schools to better match funding with needs
- To embed the reintegration and alternative learning pathways strategy and approaches
- Short breaks service design and operation, informed by co-production
- 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 positive behavioral support
- Further develop and implement workstreams in relation to youth justice and emotionally based school nonattendance (EBSNA).
- To improve support for children and young people who are missing from education due to 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 the overall Surrey average. There has been a 4.6 percentage point growth in absence rates for SEN Support pupils since 2019/20.

Table 1 – Full Academic Year Absence rates by SEND stage

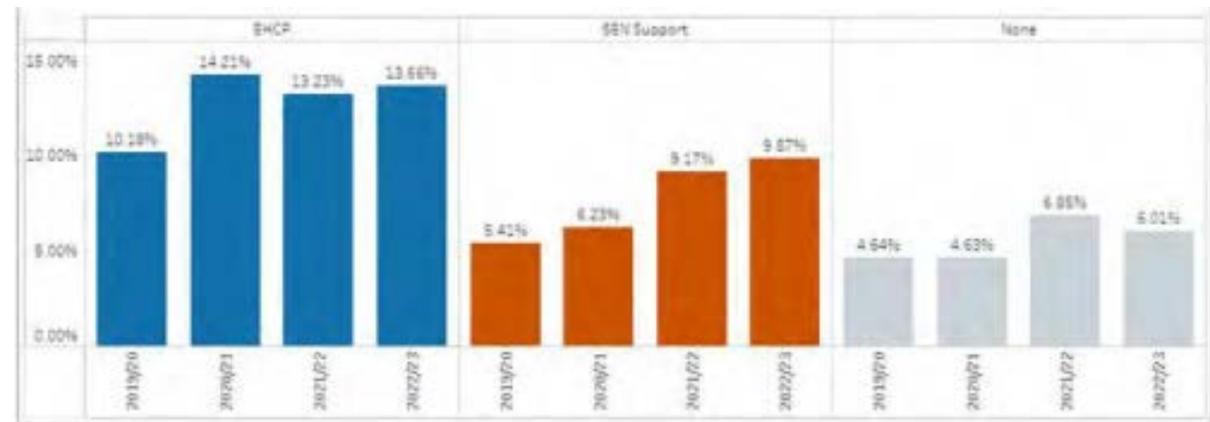
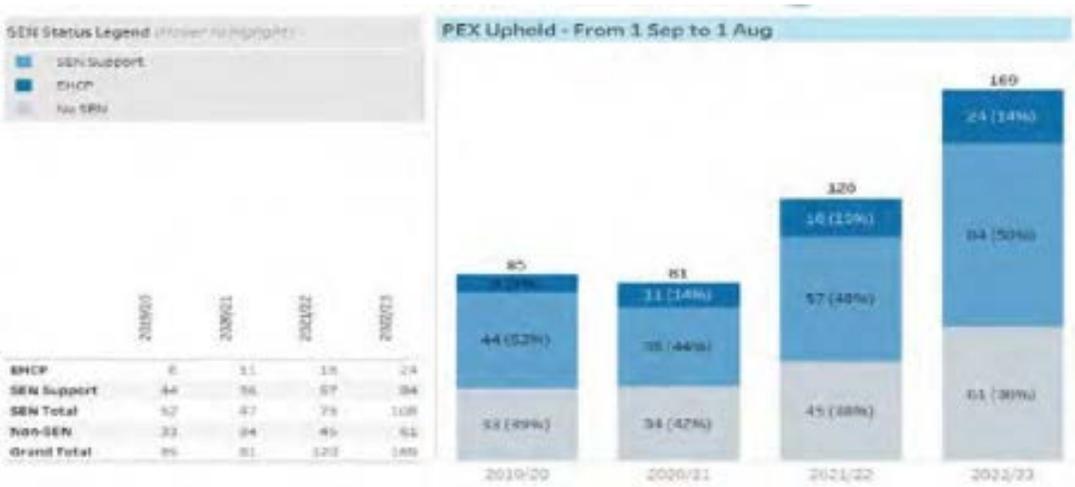


Table 2



To address these issues, Schools Forum has agreed the expansion of the workforce, including the post creation and recruitment of a dedicated Service Manager for Children Not in School to address gaps and improve practice. In addition, a schools-led Inclusion Innovation Working Group has been established to improve practice and outcomes for children with additional needs.

Table 2 shows that permanent exclusions have increased in the last year. Suspensions have also increased.

3. INCLUSION IN EDUCATION & COMMUNITY CASE STUDY

[Ordinarily Available Provision guidance](#) has been developed in co-production with partners. The guidance contains a **range of additional strategies and interventions and a toolkit** that should be considered for children and young people in line with their assessed additional needs.

This guidance helps meet the ambition that all children and young people should have the **opportunity to reach their full potential** by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity.

OAP Provides settings and practitioners with guidance and a range of provision and/ or strategies to **support a range of needs in the classroom for all children and young people**

OAP Supports **positive and collaborative** conversations between schools and parents so the right support can be prioritised at the right time.

OAP Supports **positive and collaborative** conversations between schools and parents so the right support can be prioritised at the right time.

Recognition

Surrey young person, Gabriella Fox has received a prestigious NCFE Aspiration Award 2023 – Against All Odds winner, Gabriella's story can be viewed here: [NCFE 2023](#) . Her journey charts her educational achievements, ambition and her success in playing an active part in her local community.

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 without 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 work-based training at 3.6% (national average 3.2%)
- Surrey County Council proactively offers 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
- Low rate of young people not in education or employment; currently 2.1% on SEN support young people not in education, employment or training vs 6.6% nationally

Areas for development and priorities for 2023

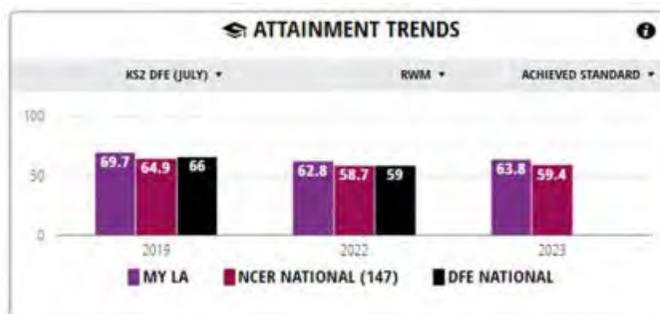
- To Improve the quality of information on the local offer website for young people to support transitions and preparation for adulthood via co-production
- To introduce a multi-disciplinary focus on the impact of poor mental health in adolescents and strategies to manage this
- Identifying key strategic priorities across social care, SEND and adult social care to ensure positive outcomes
- Strategic discussions across children's and adult's services to further develop the pathway for children's and adults social care for 16–25-year-olds
- Improve outcomes for Key Stage 5 / Post 16 cohorts with an EHCP
- Expansion of Supported Internship (SI) scheme, by employing SI Lead Practitioner jointly with Surrey Choices (Post-16 Service provider)
- Promote employment and accommodation options to young people more effectively
- Prevention of young people with SEN but no EHCP becoming not in education or employment (NEET)
- To further reduce the numbers of young people at SEN Support who may become NEET; currently 2.1% on SEN support young people not in education, employment or training vs 6.6% nationally
- Complete Children with Disability project commenced with Children's Social Care and Adult Social Care to support transitions between services
- Communication around preparing for adulthood to be improved and the preparation to start earlier and not be a "tick box exercise"

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

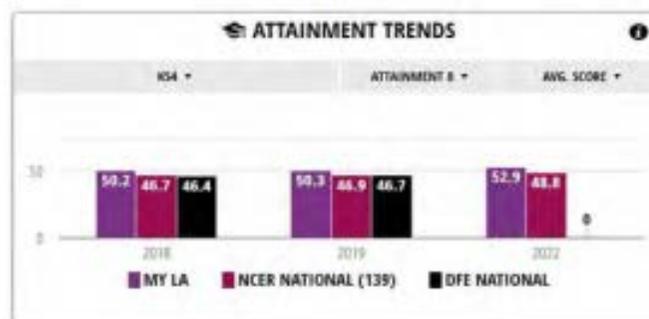
Key Stage 1: The graph to the right shows that 60.3% of Surrey pupils achieved the expected level in RWM, 4.3 percentage points higher than the NCER National of 56.0% but a decrease of 6.5 percentage points since 2019.



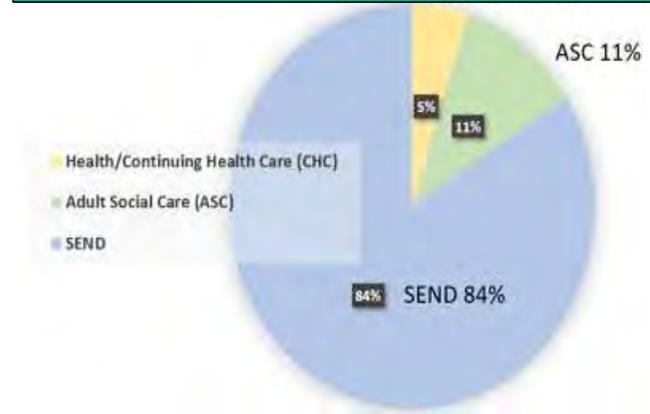
Key Stage 2: The graph to the right shows that 63.8% of Surrey pupils achieved the expected level in RWM, 4.4 percentage points higher than NCER emerging National RWM of 59.4% but lower than the 2019 Surrey and National figures.



Key Stage 4: The graph to the right shows that Surrey pupils achieved an average Attainment 8 score of 52.9, 4.1 points higher than the NCER National average. **2023 data is not yet available.**



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).



4. PREPARATION FOR ADULTHOOD CASE STUDY

An education setting prioritises children and young people with additional needs for careers advice from year 9 onwards. The approach taken is for a member of teaching staff to accompany them to a session with a dedicated careers advisor to help identify what they do and don't want to do moving forwards. The careers advisor provides a detailed report outlining college and course options that would be suitable. In many cases, these options had not been considered by the young person.

This is a successful approach that is received well by the young people, it means that they go onto well suited courses and colleges.

[The Halow Project](#) (click the above link to watch their video).

Is a charity that supports young adults to prepare for adulthood via a 3-year learning programme. Attendees of this programme find it invaluable.

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

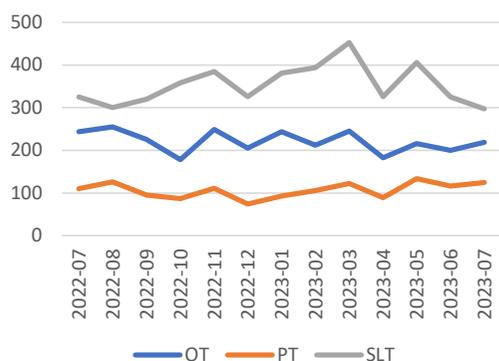
- Our AN&D JSNA 2022 provides a comprehensive overview of our population that supports our ability to provide services and commission resources for the future
- We have used the JSNA effectively to inform our Joint Commissioning Strategy (2022) and sufficiency planning across all areas including but not limited to short breaks, school places including specialist placements, to keep children closer to home and thriving in their 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
- 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 emotionally based school non-attendance (EBSNA). 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 including Oliver McGowan training
- SEND capital Programme is delivering additional provision for SEMH and additional PRU expansions and refurbishments (240 refurbished placements in Pupil Referral Units) and a new free school for SEMH (up to 170 places)
- AN&D Joint Commissioning panel work with social care for children transitioning between services

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 for 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 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
- Working in partnership to implement the Young Carers Programme Plan
- Carrying out a needs assessment on the neurodevelopmental pathway in Surrey with a view of improving the referral journey for children
- Streamlining joint commissioning priorities from the strategy into one programme plan to evidence progress and outcomes

JOINT COMMISSIONING, SUFFICIENCY AND EVALUATION – IMPACT AND EVIDENCE

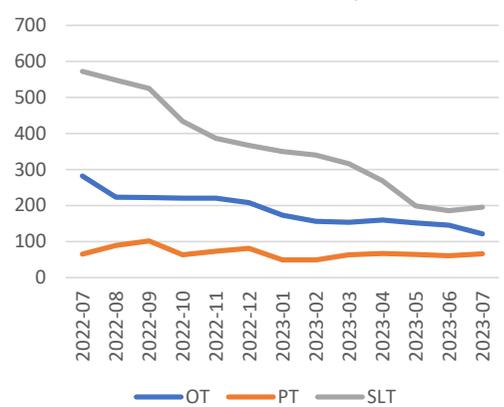
Demand for different therapies



In July 23, OT and PT saw an increase in demand (10% for OT, 8% for PT) whereas SLT saw a decrease (9%).

When compared to same time last year, demand for PT increased by 14% whereas OT and SLT decreased by 10% and 9% respectively.

Patients waiting more than 18 weeks for different therapies



In July 23, the backlog of patients waiting for more than 18 weeks has reduced by 17% for OT but increased by 8% for PT and 6% for SLT.

Compared to same time last year, the number of patients waiting for over 18 weeks for OT and SLT decreased by 57% and 66% respectively, whereas those waiting for PT saw a marginal increase (from 65 to 66).

Partner	Measure	May 23	Jun 23	Jul 23	6 month average	YoY change (May 23 22)	
MindWorks Alliance	Total Referrals <i>Note: Referrals may not be individual children – as there is no way currently to uniquely identify CYP within the system.</i>	3,448	3,823	3,709	3,637	+871	In July 2023, the alliance received 3,709 referrals. By July, the total number of referrals received was 13,884 against a total annual contracted target of 23,515 referrals (i.e., 59% of the annual contracted amount by month 4 of the contract). Please note, Apr 23 marks the start of the new financial year of the contract.
	Total activity (assessments & treatments)	15,534	16,173	13,542	14,770	+2,802	In July 2023, the alliance provided 13,542 packages of assessments and treatments. By July, total activity was at 57,570 assessments and treatments completed against a total annual contracted target of 138,929 (i.e., 41% of the annual contracted activity by month 4 of the contract).

MindWorks Alliance Activity (assessments and treatment)

In July 2023, the Alliance provided **13,542** packages of assessments and treatments. Total activity for the year to date was at **57,570** assessments and treatments completed, against a total annual contracted target of **138,929** (i.e., **41%** of the annual contracted activity by month 4 of the contract).

5. JOINT COMMISSIONING, SUFFICIENCY AND EVALUATION - ALTERNATIVE PROVISION

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

Strengths

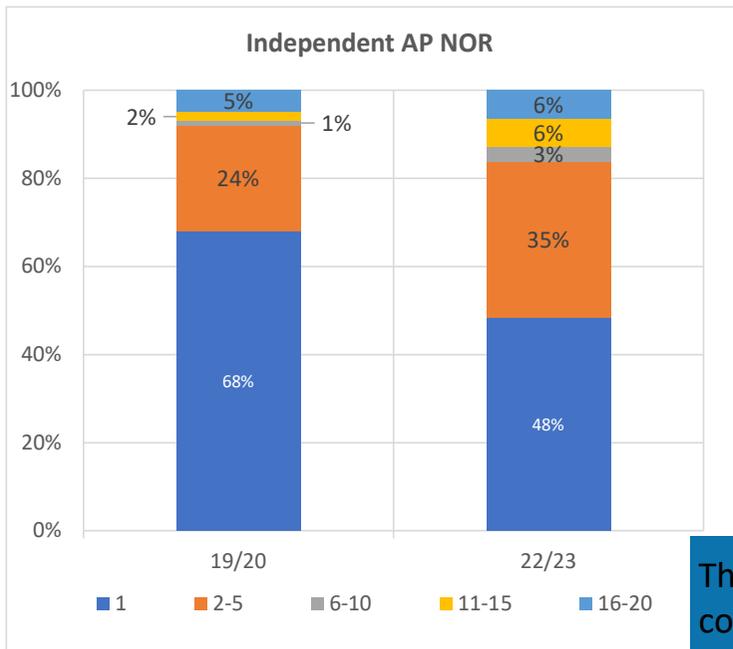
- Development of structured commissioning process for alternative provision placements within the independent sector that provides greater oversight of costs, quality and outcomes.
- Initiation of annual commissioning review meetings with all PRUs/Alternative Provision academies to monitor progress more closely against Key Performance Indicators in line with new Service Level Agreements . This builds on the regular monitoring meetings and close collaboration with Area Inclusion Teams.
- Ensuring high quality support and challenge is in place for maintained PRUs and Alternative Provision academies, mirroring the school system via Schools Alliance for Excellence (SAfE)
- £1M Surrey Alternative Learning Provision (SALP) funding in place to enable local Headteachers to find provision which reduced the risk of exclusion, with oversight from a new SALP Central Board to ensure effective governance, focus on good practice and to review the work of Area SALP Boards (made up of Secondary Headteachers and County Council representatives).
- Alternative Provision Capital Programmes to improve accommodation across our PRU/Alternative Provision academy estate, allowing all providers to accommodate their allocated PAN onsite.
- Revised Alternative Curriculum Pathways and Reintegration Support Strategy, consultation with key stakeholders including children, young people and their parents/carers. A young person version of the strategy was created at their request.
- Development of Team Around the School (TAS) to reduce exclusions and promote interagency working.
- A wide variety of different styles of alternative curriculum pathway offers, nurture groups, PRUs/Alternative Provision academies, hospital schools, A2E tutors, Surrey Online School, pre-16 FE college options, all designed to re-engage and remove barriers to learning for children and young people regardless of need.
- Formalised governance structure for strategic oversight of alternative provision.

Areas for development and priorities for 2023

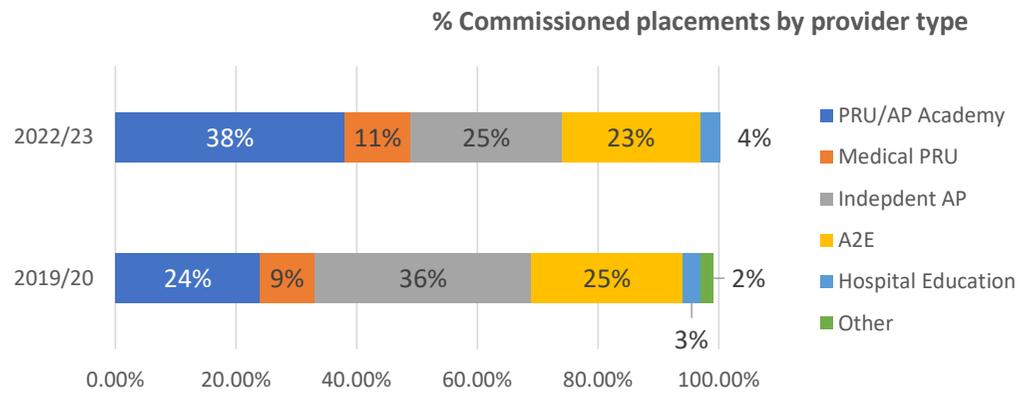
- Development of a comprehensive Direct Purchasing Framework for Independent Alternative Provision.
- Implementation of an education-based quality assurance framework aligned to new commissioning arrangements that aims to address and minimise the use of unregistered provisions across the area and ensures high quality, outcomes focussed provision for all.
- Development of robust KPIs with greater focus on different metrics to measure success, including reintegration data and the length and impact of outreach interventions – the system is immature and needs to be embedded further to realise its full strategic potential.
- Refining Surrey County Council approaches to data collection, analysis and the use of the analysis to provide support and challenge to ensure the strategy is realised and that all experience a high-quality provision and strong outcomes.
- Ensure roles and responsibilities around the regular monitoring of bespoke individual packages are clear and support consistently reflects the need of the child in preparing for the next steps, focussing on transition into appropriate school placement at the earliest opportunity.
- Clearly define the structure of provision for pupils with medical needs, including admissions processes, to deliver consistency and respond effectively to increasing demand and complexity of needs, with a particular focus on alignments of LA statutory responsibilities and provision available
- Strengthening the feedback loop so that stakeholders, especially parents/carers and children and young people are regularly informed as to progress and challenges.
- Ensure all pathways into and out of alternative provision are mapped and monitored for system wide strategic improvements, with a particular focus on development of a method to update and maintain mapping of vocational pathways.

ALTERNATIVE PROVISION – IMPACT AND EVIDENCE

In July 2023, 25% of the AP places commissioned were with Independent Providers – a reduction from the 36% reported in 2020. This demonstrates our progress in reducing our reliance on this section of the market, but that further work remains.



The proportion of independent AP settings commissioned with only 1 pupil on roll has reduced from 68% to 48%, with a correlating increase in providers with multiple pupils on roll.



With an increase of 46% in the number of permanent exclusions compared to 21/ 22, demand for PRU/ AP Academy places has increased significantly. Availability of intervention places within Surrey's non-medical PRUs/ AP Academies is therefore limited resulting in a lack of capacity to deliver outreach and intervention services, thus further contributing to the increase in permanent exclusions.

5. JOINT COMMISSIONING, SUFFICIENCY AND EVALUATION CASE STUDY SEND & AP CAPITAL PROGRAMME

- Surrey's Special Educational Needs and Disability (SEND) and Alternative Provision (AP) Capital Programmes are investing **£260m** so that pupils with additional needs and disabilities can learn closer to home and in fit for purpose accommodation that is sustainable in the long term.
- Our **strong partnerships with local specialist and mainstream schools** and the **DfE** has enabled this programme to happen, alongside robust forecasting of sufficiency demand to understand what the profile of need will look like county-wide over the coming years.
- By 2030/31 when all the new places have been phased in, there will be a **total capacity of 5,760 state-maintained specialist places** in Surrey's specialist schools and SEN Units in mainstream primary and secondary schools. This includes creating **three new specialist free schools for autistic children**, and **one specialist free school for children with social, emotional and mental health needs**.
- The Capital Programme forms one important aspect of Surrey's Additional Needs Strategy and Transformation Programme which aims to **improve outcomes for children with additional needs and disabilities** and embed financially sustainable practices to work within the level of funding available.

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.

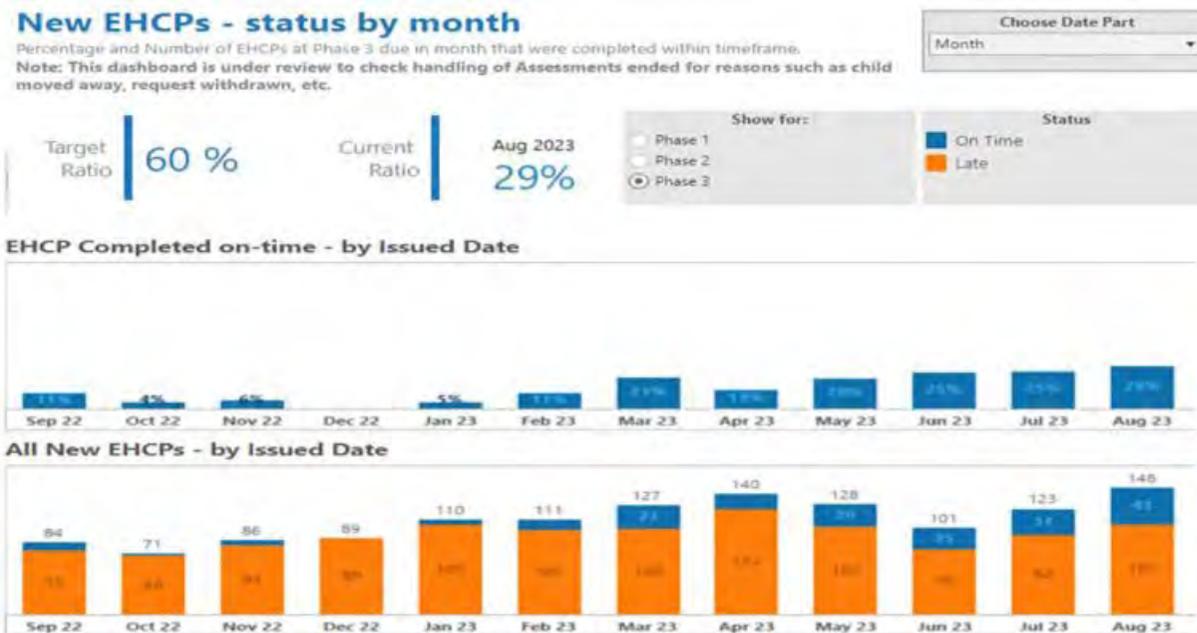
Strengths

- 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 Children's, 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 share with SEN Teams and relevant partners, this also highlights areas for improvement and enables us to 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 key stage transfer process and statutory key stage transfer timescales are consistently met
- Key stage transfer 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%
- Quality Managers lead a multiagency programme of audits and deep dives. A termly report is produced and sent to Education.
- Practice learning reviews undertaken in each quadrant, looking at tracked cases and taking learning

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 linked to a culture of restorative practice
- To reduce the number of appeals to SEND tribunal
- To improve transparency and timeliness of decision making and how we communicate decisions
- 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
- To share outcomes of audit activity with partners.
- Practice learning reviews to be continued, led by quality managers as part of on-going improvement activity
- To improve communications across the system, this will assist in delivering messaging to parents
- Responding to needs of children with disabilities (CWD) who do not meet criteria for CWD social work service to provide support

SYSTEMS AND PRACTICE – IMPACT AND EVIDENCE



- EHCP timeliness declined in 2022 to 26% compared to 2021 65% as reported in the annual SEN2 data (data for full calendar year)
- Monthly performance was falling through to December 2022, but since then timeliness has started to improve to 25% issued on time in July 2023 and 29% issued on time in August 2023 (in month data)
- The SEN 2 data also indicates that requests for EHC Needs Assessment have risen by 18% on average from 2021 to 2022
- The reason for the 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, focused on statutory timeliness and reducing long waits.

6. SYSTEMS AND PRACTICE: EDUCATION HEALTH & CARE PLAN RECOVERY

The Education Health and Care Plan (EHCP) recovery plan approach and targets are set against three key objectives:

1. Reducing long waiting times
2. Better support whilst waiting
3. Securing a sustainable service model

These are laid out below in detail, to show how the work is planned.

Recovery Plan Targets	Recovery Objectives	20/23 Academic Year Targets
<p>1. Reducing long waiting times To complete the EHC needs assessments for all children, young people, families, and schools who have been waiting longer than the statutory timescales.</p>	<ul style="list-style-type: none"> • Scaling up our capacity through a number of contracts with Educational Psychologists (EP) and SEN providers and health partners 	<ul style="list-style-type: none"> • EP assessments are returned to timeliness by March 2024 • EP assessment capacity increases by 1275 advices to produce assessments per month in line with Figure 1
<p>2. Better support whilst waiting To support children, young people, families, and schools as effectively as possible whilst they are having to wait longer than they should by providing additional support and communicating regularly</p>	<ul style="list-style-type: none"> • Further improving communications to families and schools and providing more targeted support from our Specialist Teaching Service 	<ul style="list-style-type: none"> • All families with delayed EHCNA are contacted every three weeks • Specialist Teaching for Inclusive Practice (STIP) service visit all schools with children with delayed EHC needs assessment to ensure all children receive the help and support they need whilst waiting over the 23/24 academic year
<p>3. Securing a sustainable service model To return to a sustainable service as quickly as possible so that the majority of EHC needs assessments are completed within the statutory timescales, starting by reaching 60%+ and ultimately aiming for 100%</p>	<ul style="list-style-type: none"> • Undertaking an end-to-end review of our EHCP functions and implementing reforms of our processes and practices to ensure that they are as effective and efficient as possible. • Ensuring that key teams are “right sized” to deliver the expected service levels, including contracted capacity if necessary. • Working alongside schools and settings to strengthen early help and support so that children and young people only go through EHCP processes if necessary 	<ul style="list-style-type: none"> • Phase 2 strengthened decision making in line with ordinarily available provision guidance and a strengthened SEN support offer leads to a 20% reduction of EHCNA requests when compared with 2022/23. • Phase 1 of decision making completed on time on more than 95% of occasions per month • EHCPs issued within 20 weeks* – over 60% by 31 May 2024* • SEND case officer cohort increased from 81 fte posts to 111 fte filled by the end of September 2023 (figure to be reviewed after the end-to-end review is completed) and EP capacity reflects EHCNA demand and provides early intervention offer. <p><i>*Modelling based on current estimation of impact of health and social care timeliness</i></p>

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 – the topics that we focus on and how we approach them
- 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 that leaders from all parts of the partnership have signed up to on behalf of their sectors /organisations
- We work together as an effective partnership, with clear governance arrangements 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
- First Community Health and Care and CSH Surrey organisations within the Children and Family Health Surrey partnership both received a rating of 'Good' in their recent CQC inspections in 2022. Both inspection reports highlight the strong, visible, person-centred culture.
- Surrey Heartlands ICB has clarified roles with strategic accountability for "SEND" in Surrey in response to the latest NHS England guidance
- Frimley ICB is further developing its partnership governance arrangements and Surrey representatives are involved and making relevant connections

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
- To strengthen approaches to partnership wide support and challenge to schools and settings to increase the consistency of high-quality inclusive experiences
- To increase confidence in undertaking high support and high challenge conversations across the partnership to enable more accountable leadership

7. 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.

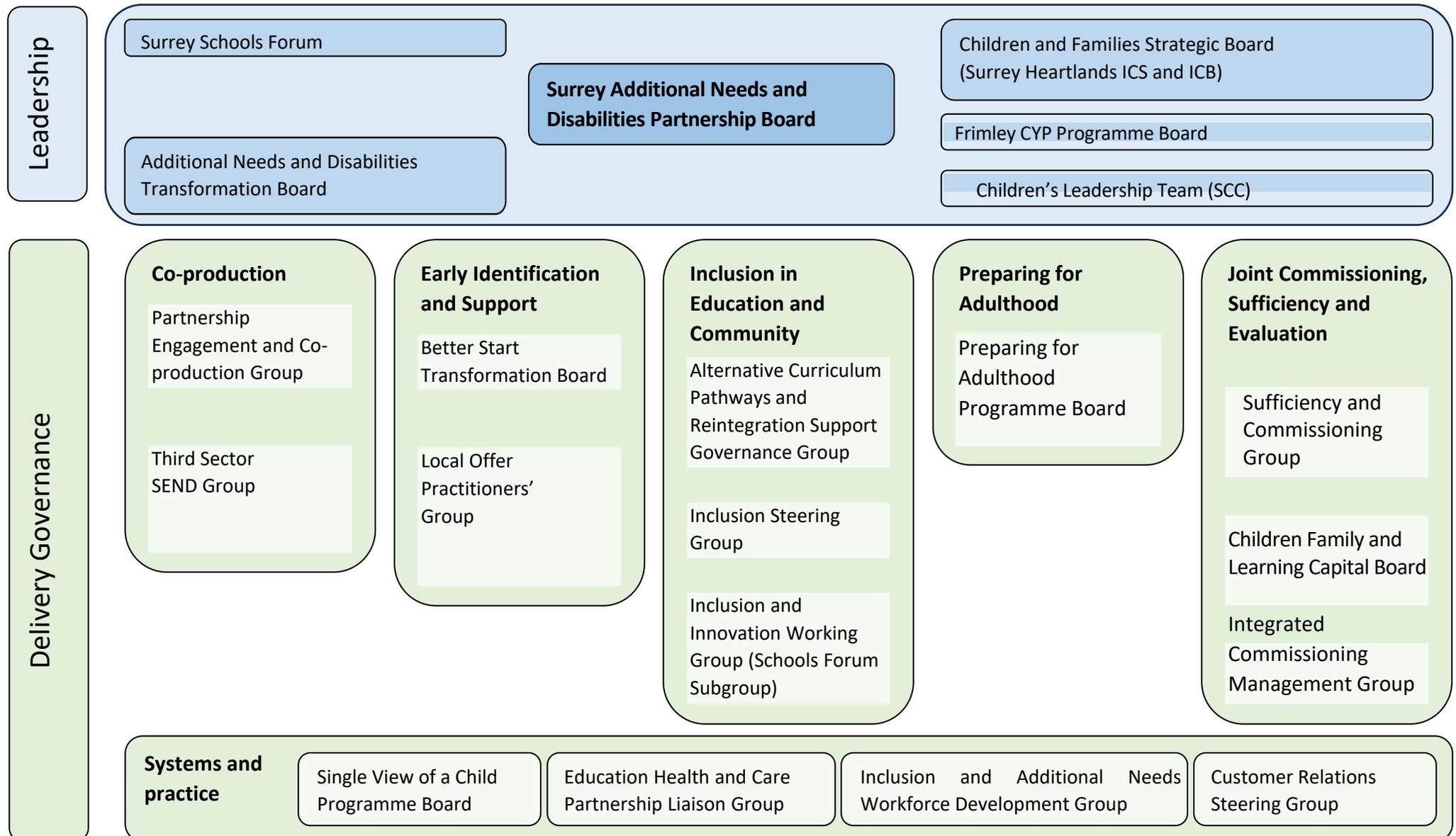
The updated terms of reference articulate:

- 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 other partnership groups leading areas of improvement, which are the essence of the strategy and confirm the accountability and reporting arrangements for 2023 onwards.

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 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.

Appendix 2 from the IAN strategy: Governance Structure with additional information – July 2023 position



7. LEADERSHIP AND GOVERNANCE CASE STUDY ACTION CARDS

The Partner Action Card Group, established in the latter half of 2022, works to close action cards from across the partnership and includes representatives from Inclusion, Surrey Youth Voice, Surrey Youth Focus, SEND Advice Surrey and Family Voice Surrey.

Partners add their action cards to the tracker and at each meeting, members go through the action cards that are still open and identify who may be able to provide an update/ further information that can help towards closing them. Actions that require partnership input are raised at the board during the User Voice substantive item.

An example; an action card raised by Family Voice Surrey regarding issues with the EHCNA process has influenced the board AND Partnership Board agendas to date, Education Health and Care Needs Assessment Timeliness has been included as a substantive item. Regular updates will be presented to the AND Partnership as this area of work remains high priority.

In November 2022, user voice representatives and leaders from across the partnership identified the priority themes; education and mental health, the topic and space on the Surrey AND Partnership Board agenda was prioritised. Board members asked questions and discussed the themes to identify improvements and owners for taking the work forward.

Colleagues progressed the work in between the boards. A short progress update on the education and mental health theme was delivered at the January partnership board. Also at that meeting, based on the data and insight, EHCNA timeliness was flagged as an area of concern and partner commitment to contributing to improvements was secured.

At the board in March 2023, there were follow up items on the education and mental health theme and EHCP Timeliness. Colleagues delivered updates on the topics and presented how they were taking them forward with ongoing user voice input.

At the next meeting in June 2023, further update on the actions around the education and mental health themes was delivered to ensure progress has been made and partners held to account. A subsequent item on EHCP timeliness provided the latest data and confirmed what contributions partners have already made and what further contributions are required.

SUMMARY OF STRENGTHS

- Co-production**
 - 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
 - Co-produced **co-production charter**, agreed by Additional Needs and Disabilities Partnership Board
- Early identification, information and support**
 - We have a strong **multi-agency approach** to identification and assessment of need in the Early Years
 - **Impact** of Early Intervention Funding
 - The **All-Age Autism Strategy** has prioritised training and awareness of the specific needs of autism in girls
- Inclusion in education and community**
 - **Team Around the School** pilot is having a positive impact and is being upscaled and rolled out
 - **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
 - **Ordinarily Available Provision** guidance has been developed with schools to provide consistent expectations of SEN Support
- Preparing for adulthood from the earliest years**
 - 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**
 - 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
 - **SEND capital programme** is delivering additional provision for children with social, emotional and mental health needs and pupil referral unit places
- Systems and practice**
 - The **quality of EHCPs** is monitored via a multi-disciplinary audit process, including use of the Invision EHCP audit tool and roll out of training
 - Key **stage transfer** 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
- Leadership, governance and partnership accountability**
 - 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 broaden representation of children, young people and parents/carers• To embed the co-production Charter, which outlines a shared definition of co-production and how we intend to co-produce with our partners |
| Early identification, information and support | <ul style="list-style-type: none">• Enhanced language and communication offer for reception classes, launching September 2023• Improve 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 schools• To ensure all schools have access to SEN training and support via SENCo Networks and a programme of continuing professional development• Roll out Team Around the School model |
| 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 adulthood• To 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 provision• To improve the support available for adolescents with anxiety and/or Autism and reduce the risk of suicide• 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 |
| Systems and practice | <ul style="list-style-type: none">• To improve the timeliness of EHC needs assessment• To reduce the number of complaints• To 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 |

INCLUSION AND ADDITIONAL NEEDS ACTION PLAN APPROACH

The seven strategy themes

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

The Additional Needs and Disabilities Partnership Board is the governance mechanism for partnership accountability. Governance groups within the strategy take responsibility on behalf of the partnership for delivery of the strategic priorities and will report back to the Partnership Board on progress and impact. Where there are multiple groups contributing to a strategic theme, they work collaboratively to ensure that all priorities are covered effectively.

Actions and data for each priority are updated and discussed termly at the Partnership Board to ensure successful and accountable implementation of the Inclusion and Additional Needs Strategy.

SUMMARY KPIs

This is the agreed summary of KPIs to be monitored termly by the Additional Needs and Disabilities Partnership Board. There is a more comprehensive data set to support this, which is aligned to each of the seven priority areas.

Priority	Measure	Previous	Latest	Direction of travel	Notes
Co-production	Parent / Carer trust perception	-	51%		2022 survey
	Out of 10 how well CYP feel listened to by professionals 8-12 YO	-	5.87		2022 survey
	Out of 10 how well CYP feel listened to by professionals 13-17 YO	-	5.51		2022 survey
	Out of 10 how well CYP feel listened to by professionals 18-25 YO	-	7		2022 survey
Early Identification & Support	SEN support notifications	161 (June '23)	317 (Aug '23)		
	Early Years Development checks	71.3%	73.4%	↑	Quarterly
Inclusion in Education and Community	Number of Children missing education	76	84	↑	Monthly
	Proportion of pupils with EHCP who are persistently absent	36.2% (21/22)	35.0% (22/23)	↓	Half termly
	Proportion of pupils on SEN Support who are persistently absent	27.1% (21/22)	27.6% (22/23)	↑	Half termly
Joint Commissioning, Sufficiency and Evaluation	Waiting time – SLT, patients waiting over 18 weeks	185 (June '23)	196 (Jul '23)	↑	Monthly reporting
	Waiting list – Mindworks (ND pathway)	170 working days to first appointment (May 23)	165 working days (June 23)	↓	Monthly reporting
Systems and Practice	Timeliness of EHCP assessments (completed in 20 weeks)	25% (July '23)	29% (Aug '23)	↑	Monthly reporting
	Overall % EHCPs graded good or outstanding	37% (Spring '23)	32% (Summer '23)	↓	Termly reporting
	No. of complaints as % of EHCPs	5.4% (2022)	5.0% (2023)	↓	Stage 1 Complaints
	No. of tribunals as a % of EHCPs	4.47%	4.67%	↑	