

Question 2 of 6: How well do we provide appropriate and impactful support?

What is working well? What progress have we made?

- The education system in Essex is inclusive; most Essex children and young people with Special Educational Needs and Disabilities (SEND) are educated in mainstream settings (88.8%), including two thirds of those with Education, Health and Care plans (EHC plans) compared to just under half nationally.
- There has been an increase in the percentage of children with SEND attending schools (both primary and secondary) rated as good or outstanding by OFSTED. 94% of children with SEND in Essex go to a school rated 'Good' or 'Outstanding' in their last inspection. This is slightly higher for children with EHC plans compared to those with SEN support.
- We have continued to develop 'One Planning' (the Essex version of working in a person-centred way to deliver the Assess, Plan, Do, review cycle). One Planning has been co-produced with schools, early years settings, independent parental supporters, Health, Social Care, Educational Psychologists and the School Effectiveness team and was reviewed in the Spring term of 2018 following feedback during our SEND peer review. One Planning (incorporating guidance, support materials and person-centred tools) is available on the Essex Local Offer and support and co-produced training is offered through the Specialist Teacher teams, Educational Psychologists and InterAct. Information (Spring term 2018) showed 69% of SENCOs were using One Planning in their school as part of the cycle of 'assess plan do review'. 92% of SENCOs reported that implementing a person-centred approach was having a positive impact on outcomes for children in their schools.
- Early Years continues to be a strength in Essex. A greater number of schools demonstrate rapid and sustained improvement for children and young people with SEND. At EYFS, children achieving a good level of development with EHC plans outperform the England averages (2018, Essex EHCP 9%; England 4%) and are broadly average with SEN School Support (Essex 28%, England 27%).
- Every Early Years setting has an ENCO (Equality named Coordinator) the role supports inclusive provision for children by ensuring that settings review their practice and environment to meet the needs, support and value children with SEND and all other protected Characteristics of the Equality Act 2010. The expectation is that settings have an ongoing Early Years Equality Action Plan informed by carrying out Access Audits and Equality impact Checks of their physical environment and provision to identify the actions for improvement. This process supports settings to meet the Anticipatory Duty of the SEND CoP 2014.
- In 2016 and 2017, KS4 academic outcomes for children with SEND showed progress which was better than our statistical neighbours and better than or close to national progress for similar children. This is a positive trend which reflects improving practice.
- In 2018, indicators are that KS2 Reading, Writing and Maths are close national indicators for children with SEND, while average scaled scores for reading for children with SEND are at national levels (98) and in mathematics 97.3, compared to the indicative national figure of 97.5.
- The Virtual School assesses outcomes for Children in Care as good. Key Stage 1 progress is good with an average of 58% making 4+ points progress and 31% making an average of 6+points progress. In Key Stage 2, attainment is above England averages in all three core strands GCSEs including English and maths.
- The SEND 2018 Family Survey shows a positive response from parents about inclusion in their child's school. 47% of respondents agreed with the statement that 'the quality of SEN support is excellent' and 65% of families agreed that their 'child's school genuinely tries to include pupils with SEND'. 84% of families felt that their child's school 'make an effort' for their child and 60% of respondents felt that they are listened to and their concerns are always taken seriously.
- The work of the school effectiveness team and school led partnership working has had a specific focus on SEND in the past year and this will continue as schools challenge each other to improve outcomes for all groups including those with SEND. Essex has developed a peer to peer school review programme based on the

NASEN SEND review. Schools who have attended the training have been positive and has led to rich conversations between schools about their SEND practice and shared development of improvement plans across partnerships.

- The Headteacher's Round Table is established and growing in strength. The Essex Inclusion Position statement has been produced to begin to challenge and change the cultures in schools and settings. This reflects a significant and improving picture of partnership working between schools and the local authority and continues as a priority moving forward in the next academic year.
- Essex has a highly rated Educational Psychology service which is valued by parents. The EPS parents survey (2018) showed that 93% of parents were satisfied with the service from the EP; 85% of parents felt they were able to share their views and concerns and 79% of parents believed the EP was knowledgeable and able to find ways to help and they felt involved in these discussions.
- We have redesigned our service for Young Carers and Young Adult Carers and offer a range of support including confidential one-to-one local support with a dedicated local key worker, telephone support, information, advice and guidance. Key workers are available across Essex and will visit Carers at home, in school or at an agreed time.

We will be more effective when:

- **We have a shared ambition and collective drive to achieve a 'fair share' approach towards children and young people with additional and high needs in each locality.** *The 'inclusion position statement' is one part of the Essex School Led SEND system to develop moral and legal practice towards children and young people with SEND, with schools and settings working together in an open and honest way to meet the needs of children with SEND within their community.*
- **We establish communities of good existing practice, with schools, MATs and settings that provide peer to peer support and who work effectively in clusters to meet all needs.** *There is early evidence that where wider networks of collegiate working between schools and services for SEND exist, pooled resource/capacity has achieved quicker and easier access to expertise and advice leads to fewer statutory applications and a reduction in the number of exclusions for learners with SEND. Currently this best practice is not consistent across Essex.*
- **All schools and settings consistently and confidently use One Planning, the Essex Provision Guidance and Every Schools Inclusive Offer (ESIO).** *Where One Planning and Provision Guidance is used well, practitioners report good outcomes, however not all schools use person centred planning (One Planning) or evidence-based practice (Provision Guidance) effectively. The SEND 2018 Family Survey showed a significant difference in the responses to the quality of support and amount of support that families feel their child receives. Only 59% of respondents were positive about the quality of support their child received at SEN support; and only 52% of parents were positive about the amount of support received at SEN support.*
- **Essex settings feel more confident and able to manage behaviours that challenge.** *In some settings there is currently a tendency to focus on how behaviour presents, rather than fully determining whether a child has an underlying social, emotional and mental health difficulty, or is expressing frustration at a learning barrier or is responding to an incident within the day. We are working in partnership with schools to develop a model which will ensure that all schools not just manage behaviour but understand behaviour and see what lies beneath it. Aspects of this work include joint working with Health and Social Care although this is at an early stage. We know that children and young people who are identified as having SEMH currently do not achieve well in Essex and this work will form part of the strategy to improve outcomes in the future. Parents speak very highly of the outcomes and impact on their children pilot in our enhanced provisions.*

- **Essex is a childhood developmental trauma aware Local Authority and settings have trauma informed practice running through them.** We have 3 SEMH special schools and several primary enhanced provisions for children with SEMH needs across the 4 quadrants and these provisions are beginning to share values, principles and practice to continue developing an Essex wide approach to childhood developmental trauma.
- **The number and rate of permanent and fixed term exclusions from Essex schools decreases.** *The number and rate of permanent exclusions from Essex schools has risen over several years following previous sustained reductions. However, the overall rate of permanent exclusion in Essex remains at half of the national average and below both regional and statistical neighbours. The rate of fixed term exclusions in Essex is also lower than the national average as well as regional and statistical neighbours but not as significantly as it is for permanent exclusions. Essex is working with the secondary and primary head teacher representative groups to understand the drivers for exclusion and to work collaboratively to address the increase.*
- **We have improved the SEND support that is available to the families of children and young people with SEND in both Education and Social Care.** *This must be through ongoing dialogue and will be measured through increased parental and practitioner confidence with local SEND services (Education, Health and Social Care). The 2018 SEND Family survey indicated a high level of dissatisfaction amongst parents and families for the current services. Only 38% of families responded positively with regards to their satisfaction with Social Care; 40% with Health services and 42% with Essex Education SEND services. All three agencies were rated low on timeliness of response (with positive responses showing as Essex Education SEND Services 34%; Health 50%; Social Care 40%); taking concerns seriously (Essex Education SEND Services 39%; Health 50% and Social Care 40%) and following through with recommendations (Essex Education SEND Services 40%; Health 51% and Social Care 37%).*
- **We have further improved progress to exceed regional and national indicators for children and young people with SEND.** *Writing is one of the areas for further development where indicators are that the national figure for children achieving expected or above was 32.9% compared to the Essex figure of 30.9%.*
- **We ensure that children and young people known to the Youth Offending Service (YOS) receive their full entitlement to suitable high-quality education or training.** *The YOS have a good understanding of the issues and have worked hard to overcome structural barriers to improving outcomes, but currently performance is still not as good as it could be.*

Actions: What you will see happening at Essex County Council and with all our partners

Our 9 SEND Principles and Touchstones:	P&V	Invest	Driven	Responsive	Early	Connected	Learning	Efficient	Local
ONE PLANNING – Enabling schools and settings to identify, plan and support children and young people, working in partnership and with a local focus on meeting needs of all children with SEND.	•	•	•		•	•		•	•
SETTING THE STANDARDS – a shared language and understanding of the moral and legal position around SEND in partnership with schools and school leaders - Essex Inclusion Statement, Every Schools Inclusive Offer (ESIO), Leading Edge Groups (LEGs)	•	•	•	•	•	•	•	•	•
SCHOOL LEADER ENGAGEMENT – The Head Teacher Roundtable for SEND will guide, support and challenge SEND in our schools and settings.	•	•	•			•	•	•	•

COMMUNITIES OF PROFESSIONAL PRACTICE - Peer Review, Development of the role of Partnership SENCo and the Inclusion Leader Bulletin.	•	•	•			•	•	•	•
SCHOOL LED SEND: A coherent workforce development plan which harnesses the expertise of LA staff, school leaders and practitioners and results in improved confidence in meeting need and improved outcomes for children with SEND (Includes Essex Outcome Framework)	•	•	•			•	•		•
FAIR SHARE SEND POPULATIONS– Working with NASEN to develop a set of inclusion measures and locally examining ‘push/pull’ factors in school movement.	•	•	•	•	•	•	•	•	•
A STRATEGIC APPROACH TO SEMH - Develop a trauma aware training programme for staff at all levels in settings which links with other agencies including social care and health.	•	•	•	•	•	•	•	•	•
CONTINUED PROFESSIONAL DEVELOPMENT TRAINING PROGRAMME FOR ENCOS.	•	•	•		•	•	•		•
Data and Evaluation – How we will know we are making progress	Linked documents and reading								
<ul style="list-style-type: none"> Academic progress/outcomes Fair Share SEND populations Number and rate of permanent and fixed term exclusions The SHEU (Schools Health Education Unit) survey Number of schools adopting the Inclusion Position Statement Headteacher Roundtable minutes Impact of Peer School SEND review Partnership SENCo numbers/impact/growth EPS parent satisfaction survey One Planning feedback (SENCO updates 2017) Outcome measures for children and young people known to YOS Virtual School Outcomes Parental feedback, ACE Trauma Aware practice 	<ul style="list-style-type: none"> Headteacher Roundtable: Inclusion Position Statement One Planning ENCO Training; Early Years Provider Pages Essex Provision Guidance/Every Schools Inclusive Offer (ESIO). ACE Trauma Aware model Essex Early Help Offer Leading Inclusion Bulletin 								
Review date:									