SEND Progress Report
June 2017

Children will be happy, healthy, safe and confident about their future.

Surrey SEND Vision
SEND progress report – 2017

The SEND 2020 Development Plan was published in spring 2016 with the following strategic goals:

1. Transform the customer experience
   • Developing the culture of our organisation, practice of our staff, systems and communication tools in order to improve the experience for those who access our services.

2. Rebuild the system around the customer
   • Redesigning the SEND system and pathways from the perspective of the customer. Developing systems which are transparent, simple to navigate, are seamless and empowering families to identify and access the right support at the right time.

3. Reshape the local offer
   • Developing a joined up approach to commissioning with partners and working with providers in the market to achieve better outcomes for children and young people with SEND and support them in their preparation for adulthood.

4. Develop inclusive practice
   • Developing practice and culture to remove barriers to education and universal services, enabling more children and young people to be supported in local schools and provision so that they achieve good progress and outcomes.

Over the last 18 months considerable progress has been made towards these goals. This report highlights some of the main achievements and where most impact has been delivered for children and families.

Since the plan was published the context in which we are working has evolved, and the focus of our improvement work has needed to change in order to reflect this.

During the 12 month period between autumn 2015 and autumn 2016 considerable diagnostic work was carried out to identify and understand our challenges. These were confirmed by the Ofsted and Care Quality Commission (CQC) joint local area inspection of the SEND System in Surrey in autumn 2016. This identified a number of priority areas where we need to focus our improvement, and we were asked to submit a Written Statement of Action setting out how we will do this.

In light of the lessons we have learnt over the past 18 months, and the need to take account of the Ofsted & CQC inspection, we have refreshed the SEND 2020 Development Plan (now called the SEND Development Plan). This will ensure that it is a robust, yet realistic plan for delivering the improvements we need to secure the best outcomes for our children and young people with special educational needs and disabilities. The refreshed plan will be published in July 2017.
1. Transform the customer experience

Over the last year we have placed an increased emphasis on listening to customer feedback and using this to improve the customer experience. Activities have included:

- Creating a memorandum of understanding with Family Voice Surrey (FVS), our family representative group. This sets out how FVS and Surrey County Council will work together to ensure FVS is effective in its role as strategic partner and representative voice for all families with children with SEND in Surrey
- Developing a Co-Production Policy with families and practitioners, which sets out the core principles of how we work together
- Identifying a group of customer champions to promote good practice across the service
- Embedding the customer satisfaction survey into the EHCP process, ensuring the results are reviewed by customer champions and management teams and that improvements are implemented
- Launching an online school application form for children with EHCPs to align with the mainstream admissions process
- Establishing a rights and participation team to work with and champion children and young people with SEND, ensuring that their voice is heard in shaping the future of SEND services
- Launching the new Local Offer website portal alongside a non-web based offer (which is supported by a telephone line and outreach team). Since the launch we have worked with family representatives to listen to feedback and continuously improve the function and navigation of the portal
- Rolling out customer service training across all teams
- Carrying out diagnostic work with staff to understand the culture they work in and what improvements need to be made
- Consulting with parents and carers of children who use SEND Transport, to ensure their views are embedded in the design of the new policy

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We are being trained to sit on interview panels for new members of staff in SEND and mental health services. This gives young people a chance to have their say in who runs the services they are using."

Kat, member of SEND Voices

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2. Rebuild the system around the customer

To achieve more consistent service delivery we have made a number of changes to the way our operational teams work. These include:
• Appointing a SEND Operations Manager, responsible for all four area teams to achieve consistency between areas and improved timeliness
• Integrating the previous post 16 team into the existing four area based SEN teams, so each team now covers ages 0-25, increasing consistency for children and young people
• Introducing a duty desk into each team, to improve how we handle calls
• Developing and implementing a case work manual to ensure that all four teams follow consistent processes and procedures
• Forming a central customer complaints team to bring increased consistency to how complaints are handled and reduce pressure on area teams
• Undergone a redesign of our leadership model to enable a more focused and aligned delivery model.

We have established a performance monitoring framework which is reviewed monthly by the SEND operational managers and leadership team and bi-monthly by the SEND Partnership Board. Due to the regular review and challenge back to teams this has resulted in a decrease in the number of cases out of timescale and an increase in completion rates.

3. Reshape the local offer

Transport

We are now carrying out extensive work to ensure that we are innovative in the way we deliver transport. A transport project has been established to look at how we commission and provide transport across the SEND system to explore and recommend options for change with a focus on ensuring the child and family are at the centre of the service provision and reducing cost.

Health

In April 2017 Surrey County Council (SCC) and Surrey Clinical Commissioning Groups (CCGs) began jointly commissioning community health services (including Occupational Therapy, Specialist School Nursing and physiotherapy for 0-25 year olds) through a single, county-wide Children’s Community Services contract. SCC and Surrey CCGs re-procured the contract for our Child and Adolescent Mental Health Services (CAMHS) in April 2016. The provider of the CAMHS service is also part of the new partnership delivering the children’s community health service, which will provide a more joined-up, seamless service to children, young people and their families in Surrey.

Following the development of a joint commissioning strategy for speech and language therapy, SCC has implemented a new in-house service for school aged
children, bringing together staff from two different providers. All staff have transferred successfully and operational delivery started in April 2017.

“We go into schools in Surrey with the aim to reduce stigma and raise awareness of services available. We tell people where to go to get help.”

*Member of SEND Voices*

**School places**

In September 2016 West Hill School started the transition from a secondary school to become a centre of excellence for nursery and primary school aged children with learning and additional needs (LAN). Approximately £5m is being invested to improve and adapt the school site to support this change.

Sunnydown School, a special school in the east of the county, changed its designation to a secondary Communication and Interaction Needs (COIN) school in September 2016 to reflect the changing needs of pupils with SEND in Surrey.

Additional places have been added into Surrey’s special schools and specialist centres in 2016 and for September 2017. Places have been commissioned at Freemantles, The Park and Woodfield Schools for September 2017, along with additional places in centres at William Cobbett Primary, The Hythe Primary and Ashford Park Primary schools.

Surrey County Council has worked with a number of Surrey schools to submit three Free School bids for specialist provision in Surrey with the aim of reducing the distance children travel to school and our reliance on the non-maintained and independent sector (NMI). In April 2017 it was announced that two of these bids were successful. This will provide a new COIN special school and a new Complex Social Communication Needs special school, adding 300 additional places to state-funded specialist provision in Surrey.

**Preparation for adulthood**

Through the SEND Preparation for Employment Grant, Surrey County Council is funding a number of Supported Internships in Surrey which started in September 2016. The feedback has been positive, and the young people are enjoying themselves and doing well both in college and their work placements. Surrey has also created a new SEND Job Coach post to cover supported internships and employment in the east of the county.
4. Develop inclusive practice

A multi-agency Inclusion Strategy Group was set up in October 2015 to develop a shared understanding of inclusion across Surrey and find consistent ways to develop inclusivity across services. An Inclusion Strategy is currently in draft and will be published later in the year.

The Index for Inclusion is being rolled out across schools in Surrey. The initiative has three aspects: creating inclusive cultures, producing inclusive policies and evolving inclusive practices. It provides a set of questions to support staff, parents/carers and children and young people to contribute to an inclusive development plan and put it into practice. 53 schools took part in phase 1 of the roll out, and approximately 53 schools have attended the launch of phase 2. An online network group has been set up for the schools who are currently using the Index for Inclusion to share best practice.

A conference has been held with early years providers to test the ways the Index for Inclusion can support early years settings. We will also be exploring ways to roll out the Index for Inclusion in post 16 settings to ensure we can support a wider number of schools and settings who wish to become involved in the future.

“I have learned how to cope with my tourettes with the help of medication and the support of my family and therapist… the SEND Voices group has helped me by talking to my school and by giving me support”

Charlie, Member of SEND Voices

5. Looking forward: embedding further improvement

In March 2017 we submitted our response to Ofsted, the ‘Written Statement of Action’ (WSA). This outlined the immediate actions that we would take to address some of the issues identified in the inspection report. Ofsted confirmed that our plan would deliver the change required and noted that it clearly had the child at its centre. They encouraged us to form strong performance measures, which will be used by the SEND Partnership Board to hold the service to account for improvement. To see the WSA click HERE.
Using the outcomes of the Ofsted and CQC inspection, and the results of our own diagnostic work, we have reviewed and refreshed the existing SEND 2020 Development Plan to ensure it delivers the pace and scale of change required. This has included:

- Incorporating actions from the Written Statement of Action
- Re-prioritising projects to ensure we are focusing our resources on the areas of priority
- Implementing stronger governance to ensure that improvement is delivered at the scale and pace required.

This programme of work will now be known as the SEND Development Plan and will be published in July 2017.

“Your plan demonstrates a collaborative approach with the area’s clinical commissioning groups and a range of partners. Vitally, your approach holds children and families at its heart.”

“In order to strengthen your statement of action, the success criteria and measures require greater detail and clarity.”

Ofsted