

SEND Reforms Torbay

A new approach to SEN & Disabilities

March 2019 (No.11)

Including:

Foreword – Rachael Williams, Assistant Director Education, Learning and Skills; SEN Statistics; Local Offer Updates; SENCO Survey Response; Local Area Evaluation of Strengths and Challenges; Self-Assessment Storyboards; Valuing the Pupil's Voice - Sam Keegan, Deputy Head Mayfield; Torbay SEND Hub CIC; Executive Lead Children; Post 16 Successes - Mike Lock, Combe Pafford Headteacher; Asthma Survey; Early Identification Pathway.

Introduction

I am delighted to bring you our latest newsletter celebrating all of the positive developments that have been achieved across our local area.

The introduction of the [SEND Code of Practice](#) in 2014 placed a significant ask on all partners to revise and develop new ways of working. Torbay has risen to this challenge and you will note through the article 'Local Area Self-Evaluation' that we have much to celebrate. We also remain collectively ambitious for our children and young people and continue to drive forward priority actions and areas of work. The commitment shown to the process by all stakeholders has got us to this stage and I have no doubt that this will continue into the future.

I hope you enjoy reading the newsletter, if you have a success to celebrate we would love to share your news in future editions.

Rachael Williams,
Assistant Director, Education, Learning & Skills



Torbay SEN

Requests for Statutory Assessment (RSA)

The number of RSAs received continues to climb. The table below shows an annual comparison since 2014.

	Sept 14 – Aug 15	Sept 15 – Aug 16	Sept 16 – Aug 17	Sept 17 – Aug 18	Sept 18 – Feb 19*
Requests for Statutory Assessment	161	176	216	237	135
Refused Assess	21	42	40	35	29
Stopped Assess.	2	3	4	2	0
No EHCP following assessment	2	1	2	7	2
Issued	136 (84%)	130 (74%)	170 (78%)	188 (79%)	14
In Progress	0	0	0	4	90
Final EHCPs issued on time	89%	81%	88%	86%	86%

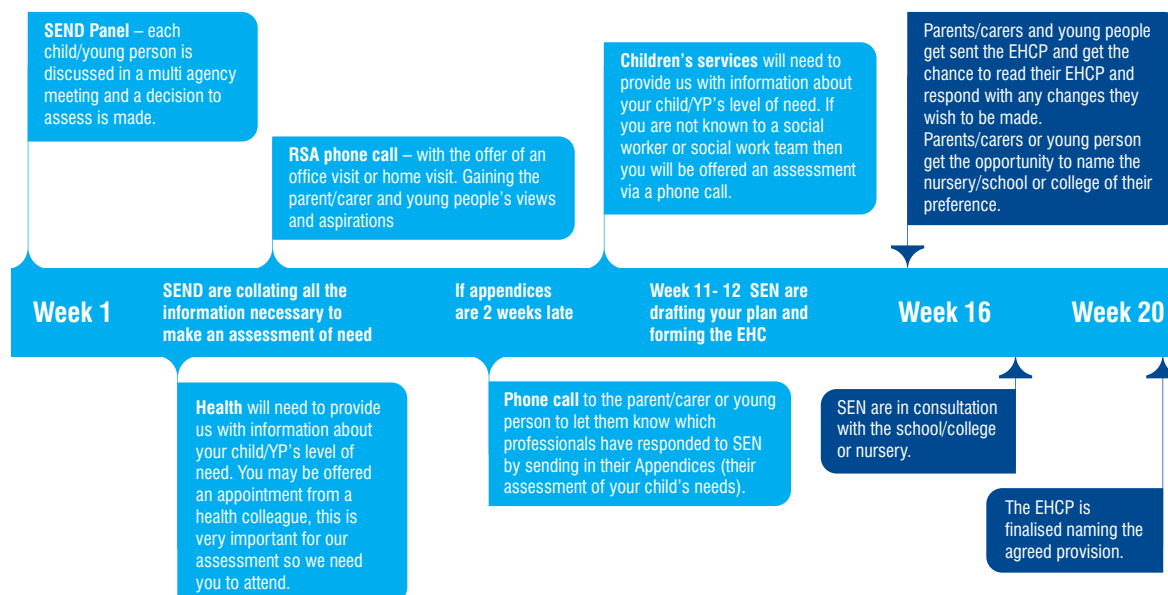
*an increase of 11% on the equivalent period in 17/18

Working with children, young people and families

The SEN Team are increasing the focus on the opportunities for co-production within the EHC assessment process. Below is a timeline which demonstrates when this happens as part of the assessment.

Working Together - Torbay SEND - 20 week process

The timeline below describes how and when the SEN Team will work with you to ensure that your child's EHC Plan represents your views and aspirations and those of your child.



Working with partners

The SEN Team has put together a training presentation for partners who may contribute to the EHC Assessment. The purpose of the training is to clarify what information is required (and what is not). The session provides an opportunity for 'myth busting' and for professionals to ask questions directly of SEN representatives. If you are a professional who would benefit from this training please ask your manager to email hannah.spencer@torbay.gov.uk for further details.


[Visit Local Offer in Torbay](#)
[Special Educational Needs & Disabilities](#)


The Local Offer continues to be developed to meet the needs of the local area. Building upon the success of the Early Years resource pages, consistently the most visited pages in the Local Offer, the Joint SENCO and SEN Work Group has created the [Torbay SENCO Handbook](#). The handbook gives SENCOs (and all local offer users) access to a comprehensive range of information to support them in their role.

+ Policy, procedures and guidance.

+ Information and resources that can be found on the Torbay Council Website.

+ Role of the Senco.

+ Involving parents/carers and pupils.

+ Links to other key agencies/documentation:

The group has also used feedback from SENCOs to put in place a [Glossary of SEND acronyms](#).

Glossary of SEND acronyms and terms

This section provides definitions of acronyms and terms frequently used in relation to [Special Educational Needs](#) and/or Disabilities (SEND) in Torbay. Please either scroll down this page or use the shortcut alphabet below to search this webpage. There is also a downloadable version on the right hand side of this webpage.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [X](#)

Please contact us if there are any acronyms or terms that you would like to be added to this glossary by using the green feedback button on the right hand side of this webpage.

Next priorities for development will be to work with Adult Services to update the content within the [Preparing for Adulthood](#) pages.

Intro

Year 9

Year 10

Year 11

Age
16 - 18

Further
information

Increasing Accessibility – SEN Capital funding

Torbay's Special Provision (SEN) Capital Funding allocation was agreed to be used to fund:

- An enhanced provision at The Spires for students with Autistic Spectrum Disorder
- Additional provision to support students with Social, Emotional and Mental Health difficulties at a mainstream secondary school (Paignton Community and Sports Academy)
- Expansion of Medical Tuition Services to include Post 16 provision.

The next round of applications for accessibility funding will be opened shortly and will be accepted up until Friday 10th May.

Provision of Accessibility Funding Grants for mainstream schools, private/voluntary and early years providers – there were 9 bids approved during 2018-19, summary details and images can be seen on the [SEN Capital Funding](#) Local Offer webpage.

The DfE have recently announced increases to the original SEN Capital Funding, therefore, additional consultation is now required. This consultation is due to take place from mid-April 2019 to the end of May 2019 in line with requirements for it to be published along with the revised plan by 31st May 2019.

SENCO Survey - June 2018

23 primary and secondary SENCOs and staff from special schools completed a survey from the SEN Team in June 2018 to help SEN improve the service they offer. The survey covers a range of subjects, with a brief summary below:

The SEN Team provides an effective and prompt service which is valued by SENCOs	The SEN Team are here to help with all queries about EHCPs and the assessment process.
EHC plans contain too many outcomes, can be too 'wordy' and the outcomes are often not SMART	The SEND Audit process is highlighting a need to improve how advice is provided, with a focus on providing SMART information. Partners from Education, Health and Care are all provided with examples of good and poor practice and use this to drive improvements.
There is too much duplication of information required for the paperwork	Taking on board your views, to reduce duplication we are combining the RSA and the Appendix B. We will accept both the new combined RSA/ App B form and the previous RSA form for the Autumn Term. From January 19 all RSAs will need to be made using the combined RSA form, which can be found at www.torbay.gov.uk/statutory-assessments
EHC plans and Annual Reviews are stronger when parents and students have been involved in the process	Agreed, the SEN Team and partners will continue to work to improve this important aspect of the EHC assessment process.
There is not sufficient contribution from Health and Social Care to the RSA or Annual Review process	Partner agencies are now attending the SEND Audits and the SEND Panel which provide an in-depth view on the statutory assessment process through to finalised plan. This is starting to show a more active involvement in assessment and planning which will continue to be monitored by the SEN Team. We acknowledge more work needs to occur around the Annual Review.

The full results of the SENCO survey and response can be viewed on the local offer at [SENCO Survey 2018](#).

Local Area Self -Evaluation

SEND operational partners have drawn together the following self-evaluation of the local area's performance in the delivery of the SEND reforms. If you would like to comment please email SENDreforms@torbay.gov.uk.

Self-evaluation		
	Strengths	Areas for improvement
Co-production	<ul style="list-style-type: none"> -The relationship with the Parent Carer Forum is strong and they provide appropriate challenge to the local area -CYP and families played a vital role in the redesign of children's community health services -The partnership between schools, LA and parents is positive and supportive. -Local area leadership working together to deliver the shared priorities of the SEND Strategy 	<ul style="list-style-type: none"> -Links with young people's groups need to be strengthened and engaged in Service Development -Improved understanding of CYP's strengths and aspirations and how to incorporate these meaningfully into an EHCP. -Co-production with young people needs to be embedded consistently in processes
Meeting statutory duties	<ul style="list-style-type: none"> -Good performance against statutory 20 timescale for issue of EHCP (95.6% v 65% England – May 18 LAIT) -The Local Area has altered its approach to put more emphasis on gathering the views and aspirations of young people. -Torbay transition group improving the move from children's to adult services by information sharing at an earlier stage 	<ul style="list-style-type: none"> -Voice of young people not routinely evident in service design -the quality of all statutory bodies returns to ensure there is a consistent assessment of need leading to clearly identified provision and defined outcomes. -Annual reviews -Timeliness across all partners will continue to be a focus
Increased satisfaction with access to local services	<ul style="list-style-type: none"> -Services are in place and valued, e.g. Early Years Inclusion, Portage, Educational Psychology -Families can access their entitlements – pathways are published and accessible -Low tribunal rate and low number of complaints -SENDIASS is providing effective face to face support and easily accessible information -Parental feedback captured as part of school inspections demonstrates confidence 	<ul style="list-style-type: none"> -Active involvement in the co-production of services of CYP and their families -Evidencing satisfaction levels across the broad range of services -Waiting times from the referral point to assessment for ASC have once again increased and are too long -Strengthen links between SEN and Children with Disabilities Service
Accurate and timely identification of services	<ul style="list-style-type: none"> -Multi agency Early Identification pathway is under development -Preschool providers receive funding to enable them to meet the needs of children with SEND -Social Emotional & Mental Health needs are identified and prioritised and schools are using Educational Psychology time -SENDIASS are supporting young people re-entering the system at post 16. -Transition processes are identifying young people at an early stage who will require adult services 	<ul style="list-style-type: none"> -Quality of assessment information -2.5 year integrated check needs to be delivered across education, health and social care -Ensure every plan is inclusive of Education, Health and Care assessment information. -Post 16 timelines -Amending plans by 31March
Improved attainment and narrowing of gap	<ul style="list-style-type: none"> -Children and young people are taught in provisions graded good or outstanding in the majority of cases -Children and young people on school support are performing well in their Education compared to national levels 	<ul style="list-style-type: none"> -Torbay has a high % of education provisions graded as good or outstanding however this is not reflected in the performance of those pupils with EHC plans who continue to perform below expectations when compared to national averages
Strong focus on those at SEN Support	<ul style="list-style-type: none"> -Consultant re-commissioned to audit SEN Support in Torbay schools -Governing bodies have been provided with information on how to hold schools to account for SEN Pupils -Peer to peer challenge groups in place to review vulnerable pupils -Comprehensive SENCO handbook on the Local Offer 	<ul style="list-style-type: none"> -Membership of the SEND Panel to include schools for peer challenge -Research and implement a new activity led funding process to ensure element 3 is only allocated to those with the most complex needs
More young people go on to post 16 education,	<ul style="list-style-type: none"> -Strong focus on monitoring outcomes -Combe Pafford and Mayfield (specialist providers) have strengthened the curriculum opportunities for their students in preparing them for adulthood. There has been an increase in the number of students that have moved into paid employment and apprenticeships. 	<ul style="list-style-type: none"> -Work is progressing to monitor and evidence the outcomes being realised for these young people to ensure that pathways meet local area need and to support more young people achieving paid employment internships -NEET rate for SEMH pupils is a focus for the LA
Improved parental confidence	<ul style="list-style-type: none"> -Early national feedback was positive -The majority of parental feedback is positive -Low tribunal rate -Low rate of complaints 	<ul style="list-style-type: none"> -Improve processes for gathering service user feedback -Continue to embed co-production in practice

Self-Assessment Storyboards

We are continually evaluating our working practices for Special Educational Needs and Disabilities (SEND) in Torbay. From 2016, we have worked with partners to produce a range of 18 storyboards to assist in keeping track of the developments. We have recently updated the following which can be viewed at www.torbay.gov.uk/send-updates under +Self-assessment storyboards or by following the links below:-

Recently updated storyboards

[Autism in Torbay](#)

[EHCP Decision Making](#)

[Communicating the SEND Reforms in Torbay](#)

[Personal SEN Budgets](#)

[Early Years Targeted Intervention](#)

[Sign Language Classes](#)

[Early Years Activity Led Funding](#)

[Torbay Portage Service – Parent Training](#)

If you would like further information on any of the storyboards listed below, please contact SENDreforms@torbay.gov.uk



Mayfield - valuing the Pupil's Voice

At Mayfield we have worked hard to find effective, meaningful ways of valuing and gathering the pupil's voice. Our Listen to Me booklets have been adapted from a tool produced by the Learning to Live Federation (Ellen Tinkham school). These are working documents which collect our pupils' views either through what they tell us using their preferred mode of communication or evidenced through their behaviour over time and advocated for them by staff and family. We have developed these booklets so that they cover all 4 areas of need from pupils' EHC plans and they form the basis of the Annual

Review meetings where the pupil shares their views supported by the review facilitator.

New families are asked to complete a 'Listen to me at home' booklet when pupils start at Mayfield. Families also contribute their views through the 'Listen to us as a family' which is sent out with the review paperwork prior to the review meeting.



Sam Keegan, Deputy Head Secondary

Congratulations to Mayfield School on their recent Ofsted Report, which can be found [here](#)

Torbay SEND HUB CIC



Torbay SEND HUB CIC has been developed as an umbrella company specifically set up to increase the number of projects that benefit people within Torbay and the surrounding area who:

- Have Special Educational Needs and/or Disabilities (SEND)
- Are affected by (SEND)
- Have an interest within the field of SEND

This company currently has the two following subsidiary projects/organisations:

Torbay Parent Carer Forum (PCF) [\(link\)](#)

The role of Torbay Parent Carer Forum is to influence quality standards and what is available within our local area, on behalf of the parents and carers we represent.



The way we do this is illustrated in this diagram.



Tissues and Issues

(SEND parents support coffee mornings) [\(link\)](#)



This group was only started 1 year ago by the grandmother of a child with SEND and now has a membership of nearing 500 parent/carers. Fortnightly coffee mornings focus alternatively on pamper therapy for members and invited guest speakers and two way communication to improve understanding of and effectiveness of local services.

E.g. When the SEND services manager was the invited guest, parents suggested that they would be happy to assist in chasing professionals for reports if they were not received by the LA on time.

Impact from feedback: SEN team are now contacting parents with an update if reports from professionals have not been received within EHC needs assessment timescales.

A Message from the Executive Lead for Children and Housing

I recently attended a SEND audit meeting with Children's Services staff as well as representatives from other outside agencies. We were also joined by 2 officers from Plymouth Children's Services who had come to observe our methods.

I have previously sat on other audit committees so I knew what to expect. I was pleased with the skills everyone used whilst discussing this child's plan, it was open and frank and clear to me that everyone had a good understanding of the criteria used within the authority.

Our colleagues from Plymouth were eager to note some of our good practice and equally passed on some of their own to our team.

I would like to thank everyone for making me so welcome and I left feeling confident in the quality of auditing undertaken by the team.



Cindy Stocks
Executive Lead for Children and Housing

Combe Pafford – Post 16 Employment Success



Some of Combe Pafford's Sixth Formers received welcome news after returning from the Christmas holidays. Since the start of 2019, five students have gained jobs or apprenticeships and there are more in the pipeline!

The aim of the Sixth Form is to help get these young adults into meaningful employment. After following a tailored pathway linked to their vocational interests, which includes two days every week working in their chosen sector with a business partner linked to the school, many employers are impressed by their hard work and reliability and are keen to offer them permanent positions or apprenticeship opportunities.

Amelia Savage has now left school and has taken up employment at Fermoy's Garden Centre; Leon Major has been taken on by Torbay Clearance Services; Jo Ingram has been successful after applying for an animal care apprenticeship, as has Jack Baldwin as an apprentice in premises maintenance; India Dowell has just been offered a childcare

apprenticeship. Two other students, Shannon Glendall and Tom Houghton are just awaiting final offers before they will also be employed. Several other students have gained part time work which fits alongside continuing to attend their sixth form course and see it as a step towards finding a suitable job.

As part of our commitment to youth employment, we have created ten apprenticeship posts at Combe Pafford and many of our ex apprentices have left and are now employed in posts across the Bay.

We expect more of our students to be successful in this way before the school year ends. The school itself received recognition of this recently when we were shortlisted by Exeter College for their annual 'Apprentice and Employer Awards 2019' and attended the awards ceremony on the 8th February. Exeter College work with 964 employers, so we were delighted to win the 'Medium Employer of the Year Award', especially as the independent judging panel included South West Water; Mercedes-Benz SW; Ikea; MB Aerospace; and South West Communications.

Mike Lock, Headteacher



Combe Pafford Trip to Auschwitz

Combe Pafford Sixth form students have just made a very important visit to Poland organised by the Holocaust Educational Trust as part of their 'Lessons from Auschwitz' project. This project aims to educate students about the Holocaust and its continuing relevance.

[Read more here...](#)

Headteachers, SENCO's and Governors

Devon, Plymouth and Torbay schools are invited to participate in a short survey about pupils with asthma and long term medical conditions.

The survey will take 10 – 20 mins.

The Online Survey opens 9am 28 February and runs until 5pm 29 March 2019.

The survey accessed via;

<https://surveys.devon.gov.uk/s/AsthmaNowSchools/>

The responses to this survey will inform the planning of next steps and priority setting and it is likely that the next phase of this project will seek more involvement from schools! The aspiration and anticipated benefits from this work are likely to be;

Children and young people feel more confident that the adults around them understand their medical needs/conditions and are able to offer support as needed/appropriate.

Fewer absences and greater involvement with the active curriculum leading to improvements in their well-being, health and attainment which impacts on their future prospects going into adult life.

Greater access to resources to support school staff literacy where there is a need.

To improve networks and connections between families, schools and health professionals.

Early Identification Pathway

Health and Education partners have been working together to ensure there is a clear process for staff across agencies to identify to each other, children they believe might have Special Educational Needs and Disabilities. By following the process outlined in the [Early Identification pathway](#) professionals can flag the individual to partner agencies without making a referral. This is helpful for health and education partners because it enables us to plan ahead for numbers of children coming into our services who might need additional support, and helpful for families who can use this process as an opportunity to request a referral into services if it's appropriate.

Jo Hooper, Commissioning Manager (Children's), South Devon and Torbay CCG

Useful links

Local Area SEND Inspections "One Year On"

Summary of 30 inspections between May 16 – May 17

www.gov.uk/government/publications/local-area-send-inspections-one-year-on

Torbay Council website - SEND landing page

The portal for all local information including guidance and forms

www.torbay.gov.uk/send/

Torbay Local Offer

All SEND related local services and information

fis.torbay.gov.uk

SEND Code of Practice

Statutory Guidance in relation to SEND

www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND Network Briefing

(Headteachers, SENCOs, SEN Governors)

Book a place

<http://www.torbaytsacpdonline.co.uk/schools/cpd/default.asp?sid=>