

Health and Wellbeing Board Thursday 24th May 2018

Children's Trust Briefing to the Health and Wellbeing Board

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1.0 Summary

This regular update briefing commissioned by the Health and Wellbeing Board (H&WBB) from the Shropshire Children's Trust will focus on 0 – 25 Special Educational Needs and Disabilities (SEND) and preparation for the OFSTED & Care Quality Commission Joint Local Area Inspection; the SEND High Needs Review and Development Plan; the proposed changes to children's centre services and progress on the work being undertaken on 'school readiness'. This briefing provides assurance to the H&WBB on the work of the Trust and highlights areas for closer consideration by the H&WBB.

2.0 Recommendations

The Children's Trust recommends that the H&WB:

- a) supports the work ongoing around preparation for SEND OFSTED & Care Quality Commission Joint Local Area Inspection and calls upon partners to engage with the revision of the 0 – 25 SEND self evaluation.
- b) notes the development plan for SEND high needs provision
- c) notes the consultation on the proposed changes to children centre services
- d) encourages partners to promote and disseminate the leaflets on school readiness when available

REPORT

3.0 Risk Assessment and Opportunities Appraisal

The Children's Trust through its associated health and wellbeing outcomes supports the reduction of inequalities across Shropshire

4.0 Financial Implications

No financial decisions are explicitly required with this report, there may be associated resource implications to be considered for some actions.

5.0 Background

This update briefing provides the Health and Wellbeing Board with regular assurance from the Children's Trust concerning the partnership approach to promoting and supporting the health and wellbeing of children, young people and families in Shropshire.

1.0 SEND Preparation for the OFSTED Joint Local Area Inspection

6.1 The Joint Local Area Inspection involves inspectors speaking with children and young people who have SEN and/or disabilities, parents and carers, local authority and NHS officers. They visit a range of providers as well as speaking to leaders, staff and governors about how the SEN reforms are being implemented. Inspectors look at a range of information about the performance of the local area, including the local area's self -evaluation. Inspectors meet with leaders from the local area for health, social care and education. They review performance information, evidence about the local offer and joint commissioning.

6.2 The inspectors are looking for evidence that the local area is:

- effective in the identification of children and young people who have special educational needs and/or disabilities
- working in partnership across agencies to ensure adequate provision for children and young people with SEND.
- promoting and supporting positive outcomes for children and young people with SEND

6.3 In reaching their judgements, inspectors, in line with the requirements of the Code of Practice, will pay particular attention to:

- the accuracy and rigour of the local area's self-evaluation, the extent to which the local area knows its strengths and weaknesses, and what it needs to do further to improve the life chances of children and young people with special educational needs and/or disabilities
- to what extent the outcomes for children and young people are improving as a result of the collective actions and support of local agencies and bodies
- the efficiency of identification of special educational needs and disabilities
- the timeliness and usefulness of assessment
- how well local agencies and bodies plan and coordinate their work to assess need and provide necessary effective support
- how well the local area engages with children and young people, and their parents and carers, to inform decisions about the strategic commissioning of services (joint strategic needs assessment)
- how well the local area involves the individual child or young person, and their parents and carers, in the process of assessing their needs
- how well the local area communicates with children and young people, and their parents or carers, to ensure that these primary users are clear about the identification and assessment processes and the criteria used to make decisions
- the extent to which the local area gives due regard to its duties under the Equality Act 2010 to children and young people with special educational needs and/or disabilities.

6.4 In order to ensure that the 0 – 25 SEND Strategic Partnership Board understands the needs of children and young people with SEN and or Disabilities and their families and carers in Shropshire, work is being undertaken to revise the self evaluation. This requires all partners across Health, Education and Social Care both in adult and children's services to engage with this piece of work. This might entail a narrative that explains the services that they provide and feedback from those who they provide services for as well as identifying appropriate data that supports information on key performance indicators relevant to their service area.

6.5 This is a priority area of work as it is anticipated that Shropshire will be subject to a 0 – 25 SEND local area inspection by OFSTED & the Care Quality Commission in 2018.

2.0 SEND High Needs Review and Development Plan

7.1 Background

The Department for Education (DfE) released funding to all English Local Authorities for a strategic review of high needs provision. This has been backed up by the 'Special Provision Fund' to enable capital investment in provision for pupils with SEND. Shropshire commissioned FWL & Associates to carry out this review, which started in October 2017 and was completed (with the publication of a plan on the Local Offer) in March 2018.

7.2 What is the funding for?

Local authorities can invest in mainstream and special schools, nurseries, colleges and other provision. Shropshire has an allocation of **£500k Special Provision Fund** between 2018-21 (£167k p.a. for 3 years). The funds will be used to create new (additional) places or improve existing facilities at good or outstanding provision for pupils with EHC Plans.

7.3 Findings of the review

The key findings of the review were:

- Growing demand for specialist provision being driven by increasing learner complexity and pressure on mainstream
- proportionally low level of specialist / high needs provision

- Significant journey distances faced by some of Shropshire's most vulnerable learners
- Services have evolved to address this through development of Specialist Hubs BUT this has been patchy and intermittent
- Priority gaps in school age provision:
 - Specialist provision attached to mainstream schools for learners with communication & interaction difficulties (including Autism Spectrum Conditions) and those with Moderate Learning Difficulties (MLD)
 - Provision for pupils with Social Emotional and Mental Health (SEMH) difficulties / Autism Spectrum Conditions
 - Provision for learners with Mental Health difficulties – although this need could arguably be better served through investment in universal and targeted support in mainstream – e.g. Nurture Bases

7.4 Considerations following the review include looking at opportunities for development of specialist provision in mainstream primary and secondary schools and/or partnership models.

Going forward, provision needs to:

- Be cost effective (given resources available) and relatively quick to implement
- Address access and inclusion issues – particularly in relation to geographical reach
- Maximise respective strengths of mainstream and specialist providers

7.5 Next Steps

In order to take the work forward:

- A working group is being established that will report back to the 0 – 25 SEND Strategic Partnership Board
- A programme action plan is being developed that outlines key stages, milestones and consultation requirements
- Preparatory work is being undertaken in advance of a bid for a new Free School

7.6 This exciting piece of work will build capacity and skills across Shropshire and have a significant positive impact on a range of learners. We look forward to reporting back to the H&WB as the programme progresses.

3.0 Consultation on proposed changes to children's centre services

Plans to deliver Children's Centre services from six Early Help Family Hubs across Shropshire will go out to public consultation from 29 May to 12 July 2018, and people are being urged to have their say.

Under the proposals, services would be delivered from six key buildings instead of the existing 26 buildings, namely: The Centre – Oswestry; Richmond House – Shrewsbury; Crowmoor Centre – Shrewsbury; Rockspring Centre – Ludlow; and buildings in Whitchurch and Bridgnorth that are yet to be decided.

Children's centre services would continue to be provided from the six new hubs, and through local community venues and home visits. Services provided by Shropshire Council's partners will also continue, including midwifery services, health visitor services and services for vulnerable and disadvantaged children, especially those with special needs.

In phase 1 consultation on the new Early Help Delivery Model the public expressed broad agreement about the benefits of integrated multi agency, multi disciplinary teams working together in Early Help Family Hubs and geographic areas. The Early Help Partnership Board is focussed on further strengthening its relationship with schools, health, housing, police, the voluntary and community sector and its commissioned services to ensure partnership working and collaboration is at the forefront of driving change to improve outcomes for children and young people who most need help. The Early Help Partnership Board reports directly to the Children's Trust, to update on progress and address challenges.

Shropshire Council does not intend to close the 20 unneeded buildings but anticipates that they would be used by other organisations providing services for children and families.

The proposals – which were considered by Shropshire Council's Cabinet on the 2 May 2018 – have been drawn up following a previous consultation held in February and March 2018 in which families, stakeholders and staff were asked for their views on the idea of family hubs. Their views and opinions have helped to shape the proposals that will now go to further consultation.

The consultation will begin on 29 May and run for six weeks and some 25 public meetings will be held from 4 June to 12 July (see list attached as Appendix A). People will also be able to complete an online version of the consultation questionnaire via the Shropshire Council website, or complete and return a hard copy.

9.0 School Readiness

School readiness is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. The good level of development (GLD) is used to assess school readiness. Children are

The importance of school readiness

School readiness starts at birth with the support of parents and caregivers, when young children acquire the social and emotional skills, knowledge and attitudes necessary for success in school and life

Children who don't achieve a good level of development aged 5 years struggle with:



which impacts on outcomes in childhood and later life:



defined as having reached a GLD at the end of the Early Years Foundation Stage if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and in specific areas of mathematics and literacy

As part of its programme of 'deep dives' in 2017 the Children's Trust focussed on school readiness. A Public Health England Report had identified that although in

2014/15; 68.3% of children in Shropshire were ready for school at reception this still meant that 31.7% of children were not ready for school at this stage. Anecdotal reports from primary schools supported this with schools reporting that some children are starting school having not reached the appropriate developmental milestones in order for them to learn effectively. These may include under developed cognitive fine and gross motor skills.

The Ages and Stages questionnaire (ASQ-3) undertaken at age 2 is designed to highlight those children who may require extra support however the completion of the questionnaire by parents is not compulsory. The Children's Trust wanted to raise awareness with parents so that they understand the importance of their child being 'school ready'. Not only to give them the best start at school but to also ensure those children with additional development needs are identified as early as possible and receive the extra support they require.

The work that the Task and Finish Group has undertaken in consultation with schools and parents has led to the development of easy to understand information leaflets. The leaflets **How I grow and learn – my journey to school** include:

Pregnancy key messages

- When you talk to me, I can hear you and I get to know your voice.
- When you sing to me, I feel settled and safe and that helps me grow and develop.
- When you eat, I grow.

- When you stroke your tummy, I feel safe.
- If you take care of yourself, you are taking care of me

0-2 key messages

- Hold me close and let me see your face, this makes me feel safe and I learn about faces and recognise emotions.
- When you talk to me, I learn new words.
- When you talk to me, I know I am important to you.
- When you talk to me, I will try and copy.
- I like it when we look at picture books together. I learn new words and start to recognise objects.
- Let me explore my world so that I can learn about it. Let me play on my tummy, on my back and let me touch and feel things.
- When you sing to me, I start to recognise words, patterns and rhythms, so please sing to me or tell me a story or a nursery rhyme.
- When you feed me healthy food, I will grow and develop. Look out for my cues, I will tell you when I am hungry and when I am full.
- When I am ready let me try new foods.
- I like to explore my food, how it feels, looks and tastes. I might be messy but I learn a lot. When I am cuddled, I feel safe and loved.
- It's fun when we play together and I learn from you.
- I like to play outside.

2- 4 years key messages

- I like it when we look at, read books together, and make up our own stories.
- I like it when we talk about my day.
- I like to have some routines and boundaries as this helps me to feel safe and understand my world.
- Help me to have a healthy diet so I can continue to grow and develop.
- I like to play with others but I also like to play on my own at times.
- I like to play outside.
- I would like to be able to do things for myself like go to the toilet, get dressed, wash my hands, brush my teeth but you may need to help at times.

All ages key messages

- To help me to continue to grow, develop and learn, I need....
- You to take care of yourself to take care of me
- To eat healthy food
- To see the dentist to make sure my teeth are healthy.
- Have my immunisations to protect me from infection and serious diseases.
- To have my health checks to make sure I am growing and developing well and to help me if I need additional support.
- When I am not well, I need you to seek advice.
- I might have some additional challenges that require some specialist support or equipment to help me to achieve my personal aspirations. Please speak to my GP or Health Visitor if you think this might be the case

The information will be disseminated in a number of ways and H&WB partners are encouraged to support this going forward.

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

<https://www.gov.uk/government/publications/local-area-send-inspections-one-year-on>

Cabinet Member (Portfolio Holder)

Nick Bardsley

Local Member

Appendices APPENDIX A Consultation events timetable – children’s centre service proposals