

# JOINT LOCAL AREA SEND INSPECTION IN SOUTHAMPTON

6 to 10 February 2017



THE EFFECTIVENESS OF THE LOCAL AREA IN  
IDENTIFYING CHILDREN AND YOUNG  
PEOPLE'S SPECIAL EDUCATIONAL NEEDS  
AND / OR DISABILITIES



## Strengths

- ▶ Early identification is a strength in the early years.
- ▶ For individual children looked after there is effective communication and liaison between the designated doctor for children looked after and community paediatricians
- ▶ Staff in the Youth Offending service (YOS) have been trained well by speech and language therapists to accurately identify speech, language and communication needs.

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## Areas for development

- ▶ Children with less visible needs are not identified consistently as having special educational needs and/or disabilities. This is particularly the case for higher-functioning children with autistic spectrum disorder.
- ▶ Too many pupils in the local area are inaccurately identified as needing support for special educational needs and/or disabilities. Therefore, the proportion of pupils identified as needing support is higher than the national average.

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THE EFFECTIVENESS OF THE LOCAL AREA IN  
MEETING THE NEEDS OF CHILDREN AND  
YOUNG PEOPLE WHO HAVE SPECIAL  
EDUCATIONAL NEEDS/OR DISABILITIES

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# Strengths

- ▶ Effective identification and strategic leadership for children's centres, pre schools, nurseries and portage helps to ensure that children's needs are met well in the early years.
- ▶ The take up of personal budgets in the local area is a strength.
- ▶ Effective partnership working is leading to improved holistic provision for many children who have special educational needs and/or disabilities.
- ▶ Some of the services identified within the inspection as a strength are
  - ▶ Opportunity Group
  - ▶ The integrated therapies service
  - ▶ Speech and language therapist service
  - ▶ Southampton Advisory outreach service

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## Areas of Development

- ▶ The provision for children who have special educational needs and/or disabilities in mainstream schools is too varied, particularly in secondary schools. Although there has been an improvement in attendance and reduction in exclusions, several parents talked of being asked to take their children home due to the schools difficulties in meeting need.
- ▶ Provision for those who have hearing or visual impairments has been negatively affected by recruitment issues in this area.

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## Areas of Development

- ▶ Parents who are waiting for their child to have an assessment for autistic spectrum disorder and/or attention deficit hyperactivity disorder do not feel well supported. By the wider multi agency team.
- ▶ Local area leaders confirmed by parents have identified that there are insufficient options for young people who have special educational needs and/or disabilities beyond the age of 16.

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The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities



## strengths

- ▶ Outcomes for children with special educational needs and/or disabilities in early years are strong and consistent.
- ▶ Outcomes for children and young people with special needs and/or disabilities are improving at all stages. Through strong leadership in a spirit of co-production.

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## Areas of development

- ▶ Although numbers are reducing, too many children with special educational needs and/or disabilities are not accessing their education.
- ▶ Leaders in the local area have rightly identified that the proportion of young people with SEND who are in education, employment or training is not high enough.
- ▶ Children who have special educational needs and/or disabilities do not achieve as well as well as their peers nationally by the time they take their GCSE'S.

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## INSPECTIONS MAIN FINDINGS

- ▶ Leaders analyse the effectiveness of the local area arrangements accurately.
- ▶ The self evaluation document evidenced a comprehensive multi agency understanding of the strengths and weaknesses within the city.
- ▶ Children with special educational needs and/or disabilities receive a strong start through their early years. However their child's experience is more varied at the end of their primary into their secondary stage.

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## INSPECTIONS MAIN Findings

- ▶ There is too limited educational choice for young people post 16 which impacts on outcomes.
- ▶ All partners need to strengthen the 0 to 25 offer.
- ▶ The local Offer needs to be clearer for families and understood by more professionals.
- ▶ Too many children are being identified in schools as having SEN.K rather than being supported within schools without a category.
- ▶ The area demonstrated good outcomes within Education Health and Care plans but not consistently enough.

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## Next Steps

- ▶ High Needs Task and Finish group
- ▶ Children's and Adult's Social Care services around transition
- ▶ Review of home to school transport
- ▶ HI and VI task and finish group
- ▶ Review of the city wide inclusion offer
- ▶ Multiagency Training/Awareness Workshops planned
- ▶ Schools Mental Health forum re established and MH Awareness Course re launched
- ▶ Review of Autism/ADHD Pathway
- ▶ Review of the multi agency jigsaw team
- ▶ Development of 0-25 pathways (E.g. CAMHS)
- ▶ Review of Post 19 provision/gap analysis
- ▶ CAMHS Transformation investment: Primary MH Support Workers, dual roles across CAMHS/Disability Services, reduction in waiting times from 18 to 7 weeks by 2020

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# QUESTIONS AND DISCUSSION AROUND NEXT STEPS

