

**Minutes of the Education SEND Group Meeting held on  
Tuesday, 14 November 2017 in Room 1.02, Sans Souci**

<b>Present:</b>	Louise Minter (Chair) Antoinette Fisher Julie Carter Jacque Nicholls Rachael Russell Fiona Edwards Nick Halligan Janette Smith Andrew Wilkins Sheila Thompson Charlotte Vale Diane Newton Steve Barrett Charlotte Shadbolt Hazel Clarke David Lewis Steve Fenton Ian Murray Ann Lowe Liz Egginton Paula Thompson Dawn Wayne Ann Pearson Penny Browne (part) Kate Sirrett (part) Sophie Grigsby (part)	Streetsbrook Infant & EY Academy Dorridge Primary Burman Infants Dickens Heath Primary Yew Tree Primary Windy Arbor Primary Park Hall Academy Alderbrook Academy Hazel Oak Kingsley Childcare Reynalds Cross Yew Tree Primary Langley Academy Heart of England SENDIAS TU Representative SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC SMBC 360 Education Psychology Service
<b>Apologies:</b>	Katy Pemberton Amanda Mordey Lynda Mackay Andy Simms Shirley Heatherington	Arden Merstone/Forest Oak Knowle Primary Hazel Oak Meadow Centre
<b>Minutes:</b>	Alison McWilliam	Forum Administrator

Item	Action
<p>1 <b>Welcome and Apologies</b> LM welcomed everyone and introductions were made around the table. Apologies were received, as above.</p>	
<p>2 <b>Election of Vice Chair</b> AF was elected Vice Chair.</p>	
<p>3 <b>Education Psychology Presentation – Sophie Grigsby</b> <i>Reference ‘Educational Psychologists – what do we offer?’ powerpoint presentation, copy attached to minutes.</i> SG is the SEND governor at Bentley Heath school and previously worked for Warwickshire CC, leaving after 11 years to set up on her own. This is a follow-up presentation to the one recently made to SSSAB, where heads were very enthused and LM felt it would be helpful to share the information with a wider audience. Following the presentation, the following questions were raised: <b>Q</b> - Why is there a price difference between the Birmingham and Warwickshire rates? <b>A</b> – Where the demand is higher, the price tends to be higher, it is a case of supply and demand. (Solihull’s current traded service is £72ph, which just covers costs). <b>Q</b> – What happens with profit made?</p>	Att.

**A** - Babcock Prime has a contract with Worcestershire CC at a specific rate, based on the cost of the EP plus HR, admin, pensions etc., so they may end up with a 'profit', however this is a slightly different arrangement. LAs trading through the £250 model have been breaking even or subsidising other services (such as Early Years) with any profit.

LM thanked SG for the presentation and SG left.

AL explained the status of Solihull's own service. Steve Laycock, as Interim Lead EP has been in-post for a few months. A Principal EP has been appointed, subject to references, and should be in-post by February 2018. Two Specialist Senior EPs will then be recruited (with input from the incoming Principal), with a planned start date around March 2018. All EPs will be funded through the LA and will provide capacity to grow the traded service, in consultation with schools.

Members made the following additional comments:

- SG was invited to present to the group in the spirit of looking at alternatives and wider possibilities. However, it was felt that Solihull generally needs more regular intervention, a 'big picture' service based on demand rather than private enterprise.
- The service will have to be traded, as the LA has no money to fund it. The Government is forcing a market-driven service, so Solihull will need to build a model that strikes the balance between certain entitlements, access criteria and school choice around how it spends its money. But the diverse range of schools in Solihull is likely to impact on a 'one model fits all' approach.
- It is vital that families are involved in the service building process.
- The level of need is enormous and consistency and timeliness of support are critical.
- Members supported the possibility of having supervised trainees, once a working model had been set up.

#### 4 **Post-16 Pathways – Penny Browne**

Since the end of the LA's own Careers Service, it has been the responsibility of schools to provide *impartial information, advice and guidance* to young people. Some schools do this themselves, some buy in the service and some do it very well.

The following comments were made:

- At Year 9 and 10 reviews, the team starts to get a feel for what students may want to move on to.
- This year letters went out in early April to every Year 10 child with an EHCP asking for their post-16 preference, with a deadline of 15 December 2017 to respond. The LA has a legal duty to name a provider by the 31 March 2018 deadline. The team is anticipating a low level of responses. It is an enormous undertaking to ensure places are secured and the appropriate funding is in place.
- Families often have no information upon which to base their decisions and great concern was raised that the present arrangement is failing. Ideally there needs to be specialist careers advice linking into the SEND team.
- PB asked that schools let her have contact details for their Careers Advisers so that she can access pupil preferences this way. She will then consult with non-mainstream providers.
- It was unknown whether there is any training available for Careers Advisers in schools.
- It was felt that a strategic plan is required to deal with this piece of work and someone needs to take it on.
- It is a legal requirement for careers advice to be provided and there was some concern that this might not be being met. SF reminded members that under Early Help it was agreed that the responsibility would lie with schools.
- The issue of specialist careers advisers was originally raised at Forum SEND about two years ago and AF asked where the funding for those posts had gone.
- The LA has an Employment Skills team, but it is unknown whether or how this links in with specialist careers advice through schools.
- It was noted that some young people have a social care element to their needs which needs to be accounted for in finding appropriate post-16 provision.
- JN will raise this issue with the Employment and Skills Board.
- AL felt this was a question to put to the Assistant Director.

<p>5</p>	<ul style="list-style-type: none"> <li>• There is a general need to skill-up the SEND team about post-16.</li> <li>• It would be helpful for everyone on the Group, irrespective of sector, to know what the options are.</li> </ul> <p>It was agreed to bring this item back to the January meeting and in the meantime, AF will raise it at Forum.</p> <p><b>Review Previous Minutes (18.9.17) and Matters Arising</b></p> <p>The minutes were agreed to be an accurate record of the meeting.</p> <p>Page 3 – <u>EY Inclusion Fund</u> – LM agreed to organise a school representative (from a school with either a maintained or private nursery) to join the Panel and let DW/PT have the name.</p> <p>SF confirmed that the Inclusion Fund is applicable to every child in a Solihull setting, irrespective of where they live and the higher level (level 2) funding is applicable to Solihull residents only, irrespective of where their setting is located. PT has revised and sent out the Eligibility Criteria accordingly. Members agreed that the guidance had been useful and the team very supportive in this area.</p> <p>Page 4 – <u>ARCs</u> – It was agreed to retain this as a standing agenda item and AP will bring a paper to the January meeting on the status of Solihull's long-standing ARCs.</p> <p>PT and LE are currently writing contracts for the new ARCs which will be brought to this group in due course.</p> <p>All other matters' arising have been actioned or appear as agenda items.</p>	<p>LM</p> <p>Fwd Plan</p> <p>Fwd Plan</p>
<p>6</p>	<p><b>High Needs Block Monitoring – David Lewis/Steve Fenton</b></p> <p><i>Reference 2017-18 Non-delegated High Needs Block Out-turn'</i></p> <p>The 2017-18 HN budget was increased by around £1m to reflect actual spend, which created a £406k contingency. The latest forecast does not reflect the current position around independent out-of-borough placements and a break-even position or possibly a small overspend is anticipated at year-end, primarily due to increased out-of-borough placements.</p>	
<p>7</p>	<p><b>Out-of-Borough Placements – Ann Pearson</b></p> <p><u>Independent Placement Data</u></p> <p><i>Reference 'Summary of SEND Independent Placements at November 2017'</i></p> <p>The data is for independent school placements for children with EHCPs (note information may not be completely up to date due to new starters and recent leavers). The following comments were made:</p> <ul style="list-style-type: none"> <li>- The costs, including transport costs are concerning.</li> <li>- Solihull is working with First Planner to identify how we can plan to keep children in-borough, but new provision can only be created through savings from elsewhere.</li> <li>- ASD and SEMH are the biggest costs and anxiety is a growth area in primary.</li> <li>- There are 37 children at the three Arc schools (ASD and challenging behaviour) at a total cost of £1.6m including transport. This is the area that could be targeted with an ASD Free School. (note Arc Napton is primary sector)</li> <li>- A mix of growing demography, greater complexity of need and limited in-borough provision will undoubtedly lead to rising costs on out-of-borough placements.</li> <li>- It is hoped the new primary ARCs will prevent some children going out-of-borough and should reduce placements at St George's.</li> <li>- The Parent Carer Forum has commented on the need for Solihull to have a better choice of education provision.</li> <li>- It would be helpful to engage the support of parents in the First Planner work and share the challenges being faced.</li> <li>- Transport costs are significant, but could be a lot higher; many parents choose to transport their children themselves. It costs around £30k a year to take a vehicle out-of-borough, with 1/3 of the cost funding the guide.</li> <li>- A Year 6/7 transition ARC could be a future facility for Solihull, to include outreach and embedding to help avoid secondary placement breakdowns and exclusions.</li> <li>- A lot of money has been spent on AET training, has the impact been measured in terms of reducing stress on external placements?</li> <li>- From April 2018 the HNB will essentially be ring-fenced, so resources will be fixed.</li> </ul>	

8	<p>This means that any investment in new provision will have to come from reductions in high cost placements.</p> <p>AP agreed to bring updated data, split into sectors, to include previous years' data for tracking purposes and possibly data on ASD pupils in PRUs and excluded.</p> <p><u>Latest School Outcomes Data</u>  <i>Reference 'Outcomes for Children with a Solihull Statement or EHCP', copy attached to minutes</i></p> <p>KS talked through the data based on Solihull pupils with either statements or EHCPs across all key stages, comparing outcomes of those in Solihull settings and out-of-borough placements.</p> <p>Members commented as follows:</p> <ul style="list-style-type: none"> <li>- Some of the variance in outcomes can probably be explained by the nature of the children, ie. children in out-of-borough placements may have more challenging and complex needs than those in Solihull schools.</li> <li>- KS4 data will be available for the January meeting and KS will either circulate updated data or attend the next meeting.</li> <li>- It would be helpful to have some accompanying analysis upon which to decide what needs to be done. However, because some pupil numbers behind the percentages are very small and pupil needs so varied, it is hard to make meaningful judgements.</li> <li>- It would be useful to link the NEETs and KS4 data, to show where pupils move on to.</li> <li>- The number of EY children going out-of-borough is rising due to lack of appropriate in-borough places. A Kitemark enhanced EY provision may make some of our mainstream schools more attractive to parents. The team is looking at the Warwickshire model.</li> </ul> <p>KS agreed to do further work on the data for the January meeting.</p> <p><u>Proposed Monitoring Programme</u></p> <p>Plans to put a programme of monitoring out-of-borough settings in place have been delayed for a number of reasons. AM, AL and LM will be meeting to discuss the way forward, but there will be cost implications. SF agreed that a modest sum could be found within the HNB to cover backfilling staff who undertake the monitoring.</p> <p><b>Training – Paula Thompson</b></p> <p><u>AET Training</u>  <i>Reference 'Autism Team Provision (first draft)', 'Leads for Autism Autumn Term 2017' and training take-up chart</i></p> <p>Key areas to ensure training is embedded include:</p> <ul style="list-style-type: none"> <li>- Working with Specialist Assessment Service (Meadow Centre) to ensure AET language is embedded in their processes.</li> <li>- Ensure AET language is embedded in the Autism Pathway multi-agency work.</li> <li>- Using schools' AET forms as part of the diagnosis application process, with the AET Lead supporting the evidence, rather than someone else.</li> <li>- There is an expectation that every EY setting and school will have an Action Plan linked to standards and competencies and the team will monitor and report back on progress.</li> <li>- Monitoring visits will regularly focus on AET.</li> <li>- The Leads Group has agreed that the impact of training will be measured by means of case studies which can be shared as appropriate.</li> </ul> <p>The T&amp;F Group is investigating the possibility of introducing a Kitemark for EY settings and an Inclusion Mark for mainstream schools, to cover Language Link, AET and MHFA training, where language and good practice has been firmly embedded. This would be in partnership with Birmingham University.</p> <p><u>Mental Health First Aid Training</u>  <i>Reference 'non-attendees of MHFA 2016-17' and 'Mental Health First Aid'</i></p> <p>Nine schools have not yet had delegates undertake the MHFA training. Training is available centrally, but if schools want to join together, this would reduce costs to £80-£100 per school for 10 schools.</p>	<p>Fwd Plan</p> <p>Att.</p> <p>Fwd Plan</p> <p>Fwd Plan</p>
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	<p>The team is also setting up a Leads Group model to offer peer to peer support to ensure best practice is embedded and consider further training. This will be undertaken across-collaboratives, with a separate course/approach for secondary. The cost is £2,600.</p> <p><u>Language Link</u> Hilary Peace will present to the January 2018 meeting.</p> <p><u>Person Centred Training</u> <i>Reference 'Person Centred Training Proposal'</i> In support of ensuring the child and parents are at the centre of SEND processes, Inclusive Solutions has been chosen to deliver a training package at £5,400+VAT+travel to cover three days of training. The plan is for collaboratives to discuss and decide which schools they want to pilot, with training taking place in Spring or Summer term and outcomes in place before the end of 2018. It is hoped that the training will improve parental confidence, reduce reliance on EHCPs and possibly reduce out-of-borough placements. SF agreed that the HNB would fund the cost of training, with schools giving their time for free.</p> <p>9 <b>Draft SISS Service Report 2016-17 – Paula Thompson</b> <i>Reference 'SISS Annual Report 2016/17'</i> The report includes the impact of the Management of Change on staffing and the range of services provided, summarises survey feedback and how learning from that will be taken forward. It also includes a number of case studies, underlining the multi-agency nature of the work. The finalised report will go to the SEND Board and the Schools' Group for ratification and will influence the service specification going forward. PT invited members to make any comments on the document to her.</p> <p>10 <b>Part-time Timetables – Ann Lowe</b> An area highlighted by Ofsted was around part-time timetables, where legally these should only be in place with the agreement of the LA and parents. This area will be added to the post-Ofsted Action Plan to put a strategy in place to identify the pupils and ensure parents are aware of the arrangements through the Local Offer.</p> <p>11 <b>Head of SEND Updates – Ann Lowe</b> <u>Post-Ofsted Planning</u> AL thanked everyone involved in the recent Ofsted inspection. The official Ofsted letter is anticipated in early December. A copy of the SEF, completed pre-inspection, is attached to the minutes for information. Generally the inspection went as well as expected, with acknowledgement of areas we do well and an understanding of areas of weakness which need to be improved; an Action Plan will be drawn up to respond to this. Further information will be available for the January meeting.</p> <p><u>Local Offer</u> Improvements are being made, with a planned re-launch for January 2018. It became apparent during the Inspection that some parents were unaware of the site and steps are being taken to rectify this, with requests to schools, parents and staff for feedback.</p> <p><u>EHCP Update</u> There are currently 317 Plans in various stages of the process. AL has written to schools reminding them of the 31 March 2018 completion deadline and asking them to prioritise this work. Additional agency staff have been brought in to support the process. There are concerns about the quality of many Plans and this will be revisited once the conversion process has been finalised. There is also some duplication between EHCPs and Social Care Assessments and LE and Shirley Heatherington are looking at improvements to the system.</p> <p>12 <b>Next Meeting – 9.30am Tuesday, 30 January 2018 at Sans Souci</b></p>	<p>Fwd Plan</p> <p>Members</p> <p>Att.</p> <p>Fwd Plan</p>
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