## Minutes of the Education SEND Group Meeting held on Monday, 18 September 2017 in Room 1.02, Sans Souci

Present:	Louise Minter (Chair)	Streetsbrook Infant & EY Academy
	Julie Carter	Burman Infants
	Jacque Nicholls	Dickens Heath Primary
	Rachael Russell	Yew Tree Primary
	Fiona Edwards	Windy Arbor Primary
	Nick Halligan	Park Hall Academy
	Janette Smith	Alderbrook Academy
	Katy Pemberton	Arden Academy
	Amanda Mordey	Forest Oak/Merstone
	Lynda Mackay	Knowle CofE Primary
	Andrew Wilkins	Hazel Oak
	Charlotte Vale	Reynalds Cross
	Diane Newton	Yew Tree Primary
	Andy Simms	Hazel Oak
	Hazel Clarke	SENDIAS
	David Lewis	TU Representative
	Steve Fenton	SMBC
	Ann Lowe	SMBC
	Liz Egginton	SMBC
	Paula Thompson	SMBC
	Dawn Wayne	SMBC
	Ann Pearson	SMBC
Apologies:	Steve Barratt	Langley Academy
	Antoinette Fisher	Dorridge Primary
	Charlotte Shadbolt	Heart of England
	Ian Murray	SMBC
Minutes:	Alison McWilliam	Forum Administrator
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	Action
AMc welcomed everyone to the first meeting of the new Education SEND Group and introductions were made around the table.	
Election of Chair and Vice-Chair LM was elected as Chair, Vice Chair will be elected at the November meeting.	Fwd Plan
<b>Confirmation of Membership 2017/18</b> Members agreed that a PVI representative should be added to the membership and AMc will work to fill this position and the two head teacher vacancies (Primary Rural collaborative and Secondary Mosaic collaborative). In the meantime all collaboratives are well represented.	AMc
<b>Terms of Reference 2017/18</b> AMc raised a few minor amendments to be made and an updated version is attached to the minutes.	Att.
Review of SSSAB SEND Minutes 15.6.17 SEND Audit – A request for all collaboratives to repeat this will shortly go out via SSSAB. EHCP Advice Templates – EL will email the paperwork to members later this term for their comments. MHFA training to Sixth Formers – Following concerns that the mental health of sixth formers could be adversely affected by taking on the worries of others through this programme, it will be imperative that schools have a rigorous process in place to decide which sixth formers are involved.	
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	EdSEND Group – 18.9.17	
	AET – The Licence has been extended, funded from the High Needs Block.	
	<ul> <li>Review of SEND WG Minutes 20.6.17</li> <li>Traveller Children – The criteria on how schools can access funding has been issued to schools. It is not known yet whether the support networks will be re-introduced. This item will form an agenda item for the November meeting.</li> <li>Transition – A T&amp;F Group will be set up to draw up a Transition Policy. NH has agreed to join the group.</li> <li>Draft Parent Guide for Local Offer – This is being finalised and will be published shortly.</li> <li>Home to School Transport – Following the meeting, details were emailed to members.</li> </ul>	Fwd Plan SF
5	High Needs Block Monitoring – David Lewis/Steve Fenton Reference 2017/18 Non-delegated High Needs Block Out-turn' The 2017/18 HN budget has been increased by around £1m to reflect actual spend. Assuming there are no overspends, there will be an end of year contingency of £336k. The plan is to accrue a significant underspend in order to avoid any call on the Schools Block (allowed this year, but not under the NFF next year) and to build up money to fund the Free School from next year.	
6	<ul> <li>Monitoring of Out-of-Borough Placements – Ann Lowe</li> <li>Following concerning data on outcomes and to provide a basis on which to hold settings to account, it was agreed some time ago that special school heads would support a programme of monitoring the progress of Solihull children in out-of-borough placements through visits to individual settings. However, there is a capacity issue to undertake the work and members agreed that a pool of people, including secondary reps was required. A set of protocols has already been drawn up based on the Peer to Peer review paperwork and these need to be developed into a pro forma.</li> <li>Information on the young people, the settings and costs involved is available and AP/SF will bring this to the November meeting.</li> <li>There is a commitment to carry out this important work, but there are questions over how much it will cost and how it will be funded.</li> <li>AM's visit to a school in Coventry was due to a whole-school safeguarding issue raised by Ofsted, rather than monitoring individual pupils.</li> <li>LE hopes to field termly visits to out-of-borough settings once the team is fully staffed. This subject will form an agenda item at the November meeting.</li> </ul>	AP/SF Fwd Plan
7	<ul> <li>First Planner - Ann Pearson Reference 'SEND Projections' powerpoint presentation, copy attached to minutes. Key points include:</li> <li>Data is based on actual figures between 2013 and 2016, so does not reflect this year's places.</li> <li>SEND growth is rising at a faster rate than the general school population. We are seeing a decrease in mainstream placements and an increasing number of children requiring special school places. This is being felt in our special schools.</li> <li>There is growth in independent special school placements in Solihull due to insufficient capacity in-borough. This increase is mirrored regionally and nationally.</li> <li>If this cumulative growth through the system continues, it will result in a financial 'SEN timebomb'.</li> <li>The biggest growth area at primary is ASC, (higher than regionally and nationally) and SEMH and MLD at secondary; these are the areas we are focusing on.</li> <li>If we do nothing to put in more special school places, we will increasingly have to rely on out-of-borough placements.</li> <li>We are commissioning more special school places than they have capacity. We cannot simply increase capacity at Northern House due to the PFI arrangement in place.</li> <li>There is a need to look at creating additional space within the facilities we already have, otherwise our reliance on the independent sector will increase (we are already spending £1m at a single school for 20 pupils!)</li> </ul>	Att.

EdSEND Group - 18.9.17 The challenges are around accommodation to create more places and we need to • think more collectively about developing our capacity. Nearly 100 children in Solihull special schools do not live in Solihull (mirrored in EY • and mainstream). It is hoped that bringing application dates earlier will help to manage this issue. A workshop will shortly take place to look at the 'what ifs' and consider how some of • the challenges could be tackled, before we move to Phase 2. The next step is to consider how we could put specialist provision into our existing buildings and model how this might look. This information is not surprising and puts us in a better position to bid again. Fwd AP asked members to email her with any additional questions. This item will form an Plan agenda item following the 'what ifs' workshop. EY Inclusion Fund – Dawn Wayne, Paula Thompson Reference 'Eligibility Criteria for EY Inclusion Grant V1.0' updated version emailed to Att. members after the meeting on 18.9.17 and attached Funding for emerging SEN in EY settings is now a Government directive and Solihull has agreed a £250k EY Inclusion Fund, available from 1 September 2017; the paper explains how this will be made up. The document has been drawn up with the EY Advisory Service and will be available to all EY providers on-line, with an email address for applicants to respond to. The team will seek evidence, both of the emerging need and what the setting has done to support the child; funding will not be allocated unless settings can demonstrate the action they have put in place. Funding will be allocated through the Family Information Service on an annual basis. A Panel will be set up to review applications, ensure the process is working effectively and, together with FIS, prepare reports on the numbers involved and funding allocated. These reports, preferably with case studies and evidence of impact, will form the basis for any recommendations to EdSEND and the SEND Board and demonstrate effective practice. The Panel will be made up of a SISS sensory teacher, an EY teacher, a representative from the EY Advisory Service and Forum PVI reps and will have its own DW/PT Terms of Reference. Members agreed that a schools' rep should be added to the Panel and that termly figures would be helpful, plus a formal end-of-year report. SF thanked DW and the SISS Service for getting this in place in time. The Inclusion Fund seeks to balance ease of access to funding with ensuring money goes to the right children. The £250k is top-sliced from the hourly rate, so evidence will be valuable and the Panel's annual reports will provide Forum with an annual assessment of the state of the Fund. It is possible that the funding is too much or not enough and that in a full-year there may be no money left to support late applications; a dialogue can be had when we have the data. Part of the complexity is that the money is from the EY and HNB and from next year the Blocks are ring-fenced. Action Plan – Louise Minter Reference 'Action Plan' attached to minutes. Key priorities for SSSAB are building capacity, transition and consideration of a schoolsled model. Building Capacity AET Training - Following the roll-out of AET training, we need to decide what is expected of schools in terms of challenge and holding them to account in response to Solihull's currently mixed inclusion culture. Every school bar Arden should have an AET Action Plan which contains a lot of information and PT and AL have discussed what the PΤ

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primaries and post-16.

LA's support and challenge role might look like. PT will follow this up, possibly with Phil Leivers in terms of SEIS capacity to take this into schools. Often the experience parents and young people have when visiting schools is negative and HC agreed to gather some evidence for the 30 January meeting. All head teachers need to know this can be the impression their school is giving, often unintentionally. LE is fielding representatives to all secondary school open evenings this week which is

proving to be very helpful. It was noted that this is not just a secondary issue, but affects

HC/Fwd Plan

EdSEND Group – 18.9.17 LM confirmed that the March Heads' Partnership meeting is likely to focus on SEND. MHFA Training - Last year two members of staff from each school received the MHFA training. The next step is to arrange for all collaboratives to meet termly to ensure the ΡТ work is embedded. There will be a cost implication which PT will work out and send to LM, with a view to putting in a request for funding. **SLCN Programme** - Julie Hackett is leading this and is working with Hilary Peace on Fwd producing a school audit tool. JH or HP to be invited to provide an update at the Plan November meeting. **Schools-led Model** – A T&F group has been set up to consider what this might look like, in comparison to the current model. The group feels strongly that the current arrangement will be 'tweaked at the edges' rather than put fundamental changes in place. The group is looking to Hazel Oak Teaching School to add capacity and is considering how things will fit together in a coherent strategy. Transition Following concerns raised by secondary colleagues about the number of children arriving at secondary with significant needs and no EHCP, a T&F group will be set up to review transitional arrangements. Although there are a number of reasons why children manage at primary, but not at secondary, LM is keen to have a clear Transition Policy drawn up setting out good practice, whatever the transitional phase. LE, NH, HC and CV all agreed to join the group, plus DW or Lisa Morris. Updates 0-25 Service – Ann Lowe **START team** - Two more Plan Co-ordinators have been appointed and the team is now on track for completing conversions by 31 March 2018. It is also in a position now to identify which young people still have a statement and who has a draft or final Plan, by Co-ordinator and school, so that work can be better targeted. However there are a number of issues coming back from parents and young people. Business Unit - Stuart McHale and Phil Leivers are involved in trying to resolve the ongoing staffing issues in the Business Unit and Admin Unit. If resolutions to the resources

issues cannot be found, they will negatively impact on progress. **Children's Disability team** – There are significant problems in this area with a large number of cases that are yet to be assessed and which have not previously shown up on the 0-25 list, issues with carer's assessments and direct payments. This will require a lot of work to rectify.

**Local Offer** – Significant progress has been made and the Local Offer is much improved, however there is more work to be done.

**Education Psychology service** – An interim lead EP is now in post (Steve Laycock), together with two more consultants plus agency CPs. AL has asked to recruit 2 specialist EPs (at additional £10k cost), one of whom will be an autism specialist.

**Self-evaluation Framework** – This is a key piece of work, due to the imminent Ofsted inspection. There are concerns around the accuracy of the SEF and how comprehensive it is.

## <u> ARCs – Ann Pearson</u>

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**Dickens Heath** – the building is looking good and LE and JN are due to discuss admissions arrangements shortly.

**Windy Arbor** - the building will be completed after Easter and staffing structures are being drawn up.

**Alderbrook** – has just had its second intake of a small nurture group and discussions are on-going about staffing structures and revenue funding.

It was noted that the whole process had taken much longer than anticipated.

## Post-16 – Ann Lowe

There continues to be a lack of clarity around transition, hindered in part by insufficient Business Unit support and the scale of the children's disability case project. In response to the lack of process, a transition pathway and procedures will be drawn up, starting with young people at age 14 and putting systems in place to flag up at transitional stages. The team is trying to bring forward transition assessments by age 17½ on the basis that

by then young people should know whether they will transfer to adult services at age 18. Additional staff are being put in place to support this work. A timeline has been plotted for school to college transition to ensure the legal deadline of 31 March is met next year (it was missed this year). The team will name, at least generally, whether a young person will move to a specialist college or local mainstream provision. CV stressed the importance of doing assessments as early as possible, particularly at the more severe end of need, as this reduces stress for families and gives them more time to establish alternative provision if necessary. AL expects to have a strategy on the way forward in place for January. 11 Next Meeting – 9.30am Tuesday, 14 November 2017 at Sans Souci