

Ofsted Pilot Inspection – SEND Reforms (12th to 16th October 2015)

Effectiveness of identification	
Strengths	Areas for development
<ul style="list-style-type: none"> • Matrix for identification of health needs – described as innovative and strong. Parents and young people reported to be very satisfied with it. • Multi-agency approach to assessment of complex needs • Multi agency working of Preparing for Adulthood team • SaLT drop in sessions at Children Centres • Banded funding a strength in providing threshold guidelines and expectations of schools/settings and the local authority • Commended the very strong SENCo Forum – real collaboration and information share with Local Authority • A sample of school websites noted all had their SEN information on site • Effectiveness identification and intervention in mainstream early years and in specialist classes at the Phoenix seen as equally good practice • Pathways for early VI and HI intervention good 	<ul style="list-style-type: none"> • Timeliness of finalising EHC Plans (improving - parent/carers did not see timeliness as an issue, but rather wanted high quality plans) • Not all children benefiting from the healthy child programme (take up of 2 year check requiring improvement)

Effectiveness of meeting need	
Strengths	Areas for development
<ul style="list-style-type: none"> • Bromley Community Well-Being Services – schools very impressed that it is meeting Mental Health needs • Emotional Well Being Forum set up by Public Health service seen as successful • SEMH/Youth Offending Service meeting needs of vulnerable learners (SaLT in the YOS and SEMH settings commended) • Preparing for Adulthood Team valued and seen as very supportive. • Schools buying in SaLT services • PRAs and the reviewing process having a positive impact (excellent 	<ul style="list-style-type: none"> • Local offer – online information is weak, but information is stronger on the ground – does not reflect the range and quality of work “on the ground” • Inequitable offer of Preparing for Adulthood Team – no dedicated PfA in mainstream • Designated Medical Officer not yet in post. • Personal Budgets not established in Education/Health as yet. • Approach to supporting children and young people under the EHCP threshold. In particular at School Support – parents reported that they feel like they have to ‘fight’ for support (parental

<p>work done during Informal Mediation at school age)</p> <ul style="list-style-type: none"> • Holistic approach to transport and increased number of pupils involved in travel training • Clear roles for Independent Supporters (IS) • Schools provision maps are comprehensive and robust • Outcomes are well formulated in Plans 	<p>expectations/parents confidence in the system?)</p>
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Views of parents / carers	
Strengths	Areas for development
<ul style="list-style-type: none"> • Parents report they feel very included and at the centre of the process • They are generally happy with the EHC Plan and outcomes within. They feel that it reflects the holistic need of their child/young person • Parents feel they are involved at a strategic level and have co-produced information/booklets, etc. • Satisfaction is higher with complex or medical needs • Parents are engaged – good inclusive relationships with parent groups • Parents feel positive about the Social Care Innovation Project and the person centred approach 	<ul style="list-style-type: none"> • Parents are less satisfied if their child's needs are at the school support level or pupil resource agreement • The “Tell it once” approach not fully embedded • Challenges with timing of naming school and physical access/hygiene room accessibility in mainstream schools (on entry to school at Reception) • Many parents not heard of Bromley Parent Voice (BPV) & other parent related forums • BPV not representative across all parents • Transport and escort changes after summer break causes anxiety despite a range of measures in place to familiarise families and children/young people with new staff • Ensure we recognise safeguarding through comprehensive risk assessment when considering muster points

Views of young people	
Strengths	Areas for development
<ul style="list-style-type: none"> • Young people feel happy and safe and have what they need • They feel their needs are being met and they feel looked after • Schools and colleges use innovative ways of engaging young people to hear their voice • School Nurses demonstrate excellent practice 	<ul style="list-style-type: none"> • Strategic level of engagement needs improvement - develop a longer term strategy • Few young people are involved in short breaks and outside activities • High thresholds for services • Participation in the community not as good as it could be • Cuts in VCS services have had an impact on access to services and outcomes

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| <ul style="list-style-type: none">• The provision of a school nurse to support the Home Education Team was viewed as good practice | |
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Other Issues Raised

- Strong statutory compliant pathway and EHC Plan
- One referral route to Well-being Service seen as good practice but consider a self-audit to check waiting times after initial referral accepted
- Review transitions in terms of equipment transferring with a child/YP at specific points, e.g. communication aids
- Progression to adult services – issues where somebody has learnt a specific way of communicating at college, for it not to be continued in the adult service provision
- Very good support from the specific services, Inclusion Teams, HI, VI, ASD, Complex Needs Team and EPS. But initial access reported to be a concern by parents.
- In an inspection – areas will be ‘tested on how well you know your area’

Overall, the findings of the inspection ‘chime’ with the borough’s self-evaluation